LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA

Wednesday, October 15, 2014

5:30 pm

Los Rios Community College District
Board Room
1919 Spanos Court
Sacramento, CA 95825

1. CALL TO ORDER	Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. A yellow "Speaker's Card" must be submitted to the clerk of the board and comments are limited to three (3) minutes.

3. CONSENT CONSIDERATIONS

A member of the Board may request that an item be removed for further discussion and separate action.

A. Board Meeting Minutes: September 10, 2014	Brian King
B. Curriculum Proposals: ARC/CRC/FLC/SCC	Susan L. Lorimer
C. Resolution No. 2014-17: City of Sacramento Easement – CRC	Theresa Matista
D. SCC – Davis Center Easement	Theresa Matista
E. Resolution No. 2014-18: Liability Coverage for District Volunteers	Theresa Matista
F. Ratify: Grants and Contracts Awarded	Beverly A. Sandeen
G. Ratify: New Contracts and Renewals	Theresa Matista
H. Ratify: Bid Transactions	Theresa Matista
I. Disposition of Surplus Equipment	Theresa Matista
J. Purchase Orders, Warrants, Checks, and Wires	Theresa Matista
K. Regular Human Resources Transactions	Brian King

4. FIRST READING

A. Board Policy Revisions ~ Conflict of Interest Rules (P-8631)	JP Sherry

5. INFORMATION

A. Student Success and Support Program Plans	Susan L. Lorimer

6. BOARD MEMBER REPORTS

7. FUTURE AGENDA ITEMS

8. REPORTS and COMMENTS

- Student Association
- Classified Senate
- Academic Senate
- Other Recognized Constituencies
- Chancellor's Report

9. CLOSED SESSION

Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.

A. Pursuant to Government Code section 54957; Public Employee Performance Evaluation: Chancellor
B. Pursuant to Government Code section 54957.6; Conference with Labor Negotiators – Agency designated representative: Jon Sharpe; Unrepresented Employee: Chancellor
C. Pursuant to Government Code section 54956.9; Conference with Legal Counsel – Existing litigation; United States District Court Eastern District of California, 2:13-cv-02126-CKD

10. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY

11. ACTION

A. Chancellor's Contract

12. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES

Robert Jones	**Dustin Johnson**	**Vacant** ▪ Area 3	**Deborah Ortiz** ▪ Area 6
President ▪ Area 2	Vice President ▪ Area 1	**Ruth Scribner** ▪ Area 4	**Kay Albiani** ▪ Area 7
		Pamela Haynes ▪ Area 5	**Omba Kipuke** ▪ Student Trustee

Meetings are held every second Wednesday of the month at 5:30 pm ▪ *Note*: Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3021.

November 12, 2014 Regular Board Meeting ▪ Location: Sacramento City College
December 10, 2014 Regular Board Meeting ▪ Location: District Office

Public records provided to the Board for the items listed on the open session portion of this agenda are available at the District Office located at 1919 Spanos Court, Sacramento, CA, during normal business hours. The Board agenda is posted on the District's website: www.losrios.edu

Help Us Help You

Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3021) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. When you arrive, please contact a staff member if you need assistance (Pursuant to Govt Code § 54954.2).

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Board Meeting Minutes: September 10, 2014	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

STATUS

The minutes of the Board of Trustees meeting held on September 10, 2014 are attached for Board review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meeting held on September 10, 2014.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, September 10, 2014

1. CALL TO ORDER

The board meeting was called to order by President Jones at 5:30 p.m., in the Student Center Board Room at American River College, 4700 College Oak Drive, Sacramento, California.

***Present**:*

Mr. Robert Jones, President
Mr. Dustin Johnson, Vice President
Ms. Kay Albiani
Ms. Pamela Haynes
Ms. Deborah Ortiz
Ms. Ruth Scribner

Mr. Omba Kipuke, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

Milan Fisher, Interim President, American River College Student Association, welcomed the Board and guests to the College.

Monica Souza thanked the Board for their support of the newly agreed upon LRCEA collective bargaining agreement.

3. CONSENT CONSIDERATIONS

A motion was made by Ms. Albiani, seconded by Mr. Johnson, that the Board of Trustees approve Consent Consideration items A through K.

Roll Call Vote:
Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner
No: None
Motion carried; 6:0

A. *Board Meeting Minutes: August 13, 2014*

That the Board of Trustees approve the minutes of the meeting held on August 13, 2014.

B. Curriculum Proposals: ARC/CRC/FLC

That the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, and Folsom Lake Colleges.

C. Claim: Faith Moore

That the Board of Trustees reject the claim of Faith Moore as to those claims that accrued less than six months prior to the date the claim was submitted and refer those matters to the District's insurance administrators and that no action be taken as to those claims that arose more than six months prior to the date the claim was submitted.

D. District Annual Investment Report

That the Board of Trustees accept the District's Annual Investment Report for fiscal year 2013-14.

E. Resolution 2014-16: CalSTRS Analyst, Soft Skills, and Computer Training Contract

That the Board of Trustees authorize the Chancellor or his designee(s) to execute the contract and any future augmentations, amendments, renewals, extensions, or other modifications to the agreement.

F. Ratify: Grants and Contracts Awarded

That the Board of Trustees ratify the grant and contract awards listed herein pursuant to Board Policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Community Lactation Assistance Project • Renewal funds to provide a course on lactation for First Five. • 7/1/2014 through 6/30/2015 • Administrator: Steven Boyd, Dean, Health and Education	ARC	$3,322	County of Sacramento
Enrollment Growth ADN RN Program • Renewal funds to support Nursing Program instruction. • 7/1/2014 through 6/30/2015 • Administrator: Steven Boyd, Dean, Health and Education	ARC	$272,087	CCCCO
Enrollment Growth ADN RN Program • Renewal funds to support Nursing Program instruction. • 7/1/2014 through 6/30/2015 • Administrator: Jim Collins, Dean, Science and Allied Health	SCC	$152,387	CCCCO

G. Ratify: New Contracts and Renewals

That the Board of Trustees ratify the service and professional service agreements listed herein pursuant to Board Policy 8315.

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Driver Training for Basic Academy Modules	$40,000.00	R	07/01/14 – 06/30/15	City Of Sacramento Loss Prevention	ARC Safety Training Center
Professional Advocacy Services	$44,000.00	R	07/01/14 – 03/09/15	McCallum Group, Inc.	DO Business Services
Pole Climbing and Substation Training	$18,408.50	R	09/11, 09/16 -18	SMUD	ARC Safety Training Center

H. Ratify: Bid Transactions

That the Board of Trustees ratify the bid transactions for the month of August as herein listed.

CHANGE ORDERS					
Bid №	Description	Change Amount	Change Number	Vendor	New Contract Total
13009	ARC Culinary Arts Bldg Expansion	$35,762.00	4	Broward Builders, Inc.	$8,418,508.00
13017	CRC Art Gallery	$8,632.00	5	Kaler/Dobler	$1,843,517.09
14009	FLC El Dorado Center Student Services Expansion	$110,986.08	1	D.G. Granade	$1,684,286.08
14013	FLC Rancho Cordova Center Construction	$243,088.00	1	Roebbelen Contracting Inc.	$11,445,788.00

I. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the surplus items listed in the September board agenda packet, which are valued at $5,000 or less, pursuant to Education Code section 81452.

J. Purchase Orders, Warrants, Checks, and Wires

That the Board of Trustees approve the numbered purchase orders, warrants, checks, and wires issued during the period of July 16, 2014 through August 15, 2014.

PURCHASE ORDERS		
General Fund	0001074605-0001077803 B115449-B115590	$ 37,722,663.65
Capital Outlay Fund	0003015756-0003015807 B315000-B315000	
Child Development Fund	-	

	B615003-B615014	
Self-Insurance Fund	0009000320-0009000324	
WARRANTS		
General Fund	702952-704113	$ 13,630,432.49
General Fund-ARC Instructional Related	004175-004218	
General Fund–CRC Instructional Related	021453-021464	
General Fund–FLC Instructional Related	030502-030510	
General Fund–SCC Instructional Related	043344-043398	
Capital Outlay Fund	828836-828918	
Child Development Fund	953977-953979	
Self-Insurance Fund	976196-976203	
Payroll Warrants	233915-235314* **includes retro warrants dated 8/20/14*	$ 21,261,867.48
Payroll-Direct Deposit	686323-693120	
June Leave Process	235315-236464	
Payroll Vendor Warrants	56823-56979	
CHECKS		
Financial Aid Disbursements	2043172-2044469	$ 1,021,637.60
Clearing Checks	-	$ -
Parking Checks	2832-2859	$ 419.00
Bookstore Fund – ARC	28374-28519	$ 1,369,244.94
Bookstore Fund – CRC	025539-025591	
Bookstore Fund – FLC	8561-8588	
Bookstore Fund – SCC	046778-046883	
Student Clubs Agency Fund – ARC	4350-4368	$ 65,193.26
Student Clubs Agency Fund – CRC	3371-3383	
Student Clubs Agency Fund – FLC	1776-1793	
Student Clubs Agency Fund – SCC	2836-2847	
Foundation – ARC	3936-4061	$ 168,803.50
Foundation – CRC	1732-1761	
Foundation – FLC	0780-0797	
Foundation – SCC	3068-3087	
Foundation – DO	0587-0588	
Associated Students Trust Fund – ARC	0661-0662	$ 2,377.02
Associated Students Trust Fund – CRC	0597-0598	
Associated Students Trust Fund – FLC	0497-0497	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 2593-2624 Manual Checks 9106-9106	$ 143,414.60
WIRES		
Board of Equalization	-	$ 15,465.00
PARS	-	$ -
Vendors	-	$ -

K. *Regular Human Resources Transactions*

That the Board of Trustees approve the human resources transactions listed in the September board agenda packet.

4. ACTION

A. *Ratification of Emergency Repairs of Underground Hydronic Systems – ARC and CRC*

A motion was made by Ms. Albiani, seconded by Ms. Haynes, that, by unanimous vote, the Board of Trustees ratify the emergency repairs by Interstate Construction in the amount of $170,119 for Cosumnes River College and $31,866 for American River College.

Roll Call Vote:
Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner
No: None
Motion carried; 6:0

B. *Educational Protection Account Expenditure Plan*

A motion was made by Ms. Scribner, seconded by Ms. Haynes, that the Board of Trustees ratify the use of the additional $4,601,964 in EPA funds for 2013-14 for compensation cost for classroom instruction as well as adopt for the 2014-15 fiscal year the plan to designate compensation costs for classroom instruction as funded by EPA.

Roll Call Vote:
Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner
No: None
Motion carried; 6:0

C. *Public Hearing: Adoption of 2014-15 Proposed Budgets*

Public Hearing: President Jones declared a public hearing in the matter of the 2014-15 proposed budgets.

A motion was made by Ms. Haynes, seconded by Mr. Johnson, that the Board of Trustees adopt the 2014-15 proposed budgets for the General Fund (Z Budget), Instructionally-Related, Special Revenue, Capital Projects, Debt Service, Enterprise, Internal Service, Fiduciary, Trust and Auxillary Funds of the District for filing with the appropriate County/State agencies.

Roll Call Vote:
Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner
No: None
Motion carried; 6:0

5. INFORMATION

A. *Citizens' Bond Oversight Committee Annual Report 2013-14*

The Citizens' Bond Oversight Committee Annual Report was presented to the Board of Trustees.

B. *American River College's Veterans Resource Center*

Information regarding American River College's Veterans Resource Center was presented to the Board of Trustees. ARC serves the sixth largest veteran population in the state compared to all other colleges in the CCC, UC and CSU systems, including those located in direct geographic proximity to large military bases.

6. BOARD MEMBER REPORTS

Ms. Ortiz reported her attendance at the luncheon with Mexico's President Peña Nieto hosted by Governor Brown. She also commended Sacramento City College on their "Change is in the Air" campaign regarding smoking on campus and resources available to students, and requested additional follow-up on how this information is being communicated to students districtwide.

Ms. Haynes attended the New Faculty Reception and the Board of Governor's meeting. She requested that the meeting be adjourned in honor of Grantland Johnson, a Capital Region leader of exceptional quality and integrity who served the people of Sacramento for decades. She shared that Grantland was an American River College graduate who went on to California State University, Sacramento. Locally, he served on the Sacramento City Council, County Board of Supervisors, and as the Secretary of Health and Human Services under Governor Gray Davis. He also served on a national level as the Regional Director of the United States Department of Health and Human Services under the Clinton Administration. Few Sacramento public figures were as impactful on the region's quality of life and civic dialog as was Grantland.

Ms. Scribner attended Cosumnes River College's Art Gallery Dedication and Convocation. She also attended the Elk Grove Unified School District's Board Meeting to thank them for the Pathways Agreement. She noted her completion of the ACCJC online training.

Ms. Albiani attended the New Faculty Reception, Cosumnes River College's Art Gallery Dedication and Convocation, and the Pathways Agreement signing.

Mr. Kipuke conducted the first Student Advisory Committee meeting of the fall that afternoon. He expressed his appreciation to the Chancellor's Office for their consistent support.

7. FUTURE AGENDA ITEMS

No future agenda items were discussed.

8. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Milan Fisher, Interim President, American River College Student Association
Tamara Floyd, President, American River College Classified Senate
Kale Braden, President, Districtwide Academic Senate
Dean Murakami, President, LRCFT

Chancellor's Report:

ARC: American River College's new Culinary Arts facility is now open to students! This nearly 20,000 square foot, state-of-the-art facility significantly expands the learning opportunities for ARC's culinary students. The new building houses an enlarged Oak Café that more than doubles the previous restaurant's seating capacity. It also includes three laboratory kitchens designed to meet the unique needs of different aspects of the culinary industry. The new baking laboratory, for example, includes its own temperature-controlled candy laboratory as well as a retail bakery/café for students to focus on both production-level baking and customer service. The building also includes a demonstration kitchen, lecture classrooms and much more. Students are using the facility now; the Oak Café is scheduled to open for business on September 17. There also will be a grand-opening celebration in late-January.

CRC: Cosumnes River College, Sacramento State and the Elk Grove Unified School District have signed a Memorandum of Understanding to launch a new regional pathway to success initiative. This new agreement is modeled after the Sacramento Pathways project, which is a joint effort among Sacramento City College, Sacramento State and the Sacramento City Unified School District. This new pathways effort will provide opportunities in career and technical education, and help students more easily transition to, and succeed in, college. The goal of the partnership is to better retain and prepare students for college readiness, and for the career technical education opportunities that will allow them to pursue employment and succeed in the workforce.

FLC: At Folsom Lake College, its El Dorado Center Student Activities Club hosted the 2nd annual "Bridge Day" on Friday, August 29th. Bridge Day is an innovative program designed to introduce students new to the El Dorado Center to the many services available to them on campus, help them connect with a peer mentor, meet faculty and staff outside of the classroom environment, and meet local career professionals. Two-dozen new students participated in the day's activities, tripling the number that participated last year. One student commented, "This is the best way to become familiar with your school!" The innovative program was the recent recipient of the 2013-14 Falcon Award for Student Success. Congratulations to faculty advisor Deanne Repetto and Student Activities Club President Mikaela Liest on a successful event!

SCC: Sacramento City College will present the Beyond the Dream Conference, a college outreach event for students, parents and educators, on September 27 at the Student Center. Bilingual workshops (English and Spanish), childcare and lunch will be provided. The keynote

speaker will be Assemblymember Roger Dickinson. The conference is hosted by Alianza, a collective of active college students, educators and community activists from the Sacramento area committed to empowering aspiring undocumented students to achieve their academic and career goals. In addition, SCC's Cultural Awareness Center will be hosting a number of events through the month of September. These events will include Brazilian Dancers, a Welcome Day with Student Leadership and Development, Mexican Independence Day, Hispanic History Month, Native Day at the Capitol and Black Student Welcome. Dates will be posted in the weeks ahead.

Chancellor King announced the following retirements:

Retirement			Years of Service
Rhonda A. Rios Kravitz	Dean, Learning Resource Center	7	SCC

9. CLOSED SESSION

General Counsel Sherry announced closed session. The following Board members went into closed session at 7:15 pm to consider the matter listed below: Ms. Albiani, Ms. Haynes, Mr. Johnson, Mr. Jones, Ms. Ortiz, and Ms. Scribner.

A. Pursuant to Government Code section 54957; Complaint Against Public Employee

Closed Session Adjourned: 7:25 pm
Open Session: 7:28 pm

10. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION

In closed session, under item 9A, the Board of Trustees voted to reject the appeal of a claim of discrimination filed by the student.

Roll Call Vote:
Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner
No: None
Motion carried; 6:0

11. ADJOURNMENT

A motion was made by Ms. Haynes, seconded by Ms. Albiani, that the meeting be adjourned in honor of Mr. Grantland Johnson.

Motion carried; 6:0

President Jones adjourned the meeting at 7:30 p.m.

BRIAN KING
Chancellor and Secretary to the Board of Trustees

Draft Minutes presented to the Board of Trustees: October 15, 2014

jd

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

STATUS:
The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved at the September 26, 2014 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College – Julie Chung, Kirsten Corbin (Chair), Bill Simpson, Marie Schirmer, Colleen Owings; Cosumnes River College – Michael Lawlor, Lee Weathers, Amanda Wolcott-Paskey, Whitney Yamamura; Folsom Lake College – Eric Wada, Debra Worth, Bruce Werner; Sacramento City College – Lonnie Larson, Richard Yang, Dyan Pease, Mary Turner; District Senate – Kale Braden; Articulation Officer – Lynn Fowler; and District Office – Sue Lorimer.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City colleges.

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

October 15, 2014

COURSE PROPOSALS

Course Deletions

American River College

1. **CHEM 290 PACE: The Scientific Method--A Hands-On Approach (1.00 unit)**

   Justification: This course was developed for a summer program that is no longer in existence.

2. **CHEM 334 Chemistry in the Kitchen (3.00 units)**

   Justification: This course no longer meets the needs of our students.

3. **CHEM 410 Quantitative Analysis (5.00 units)**

   Justification: This course no longer meets the needs of our students.

4. **FIRE 1505 Fire Inspector Academy (10.00 - 13.00 units)**

   Justification: This course no longer meets the needs of our contracting agency.

5. **FIRE 1555 Firefighter Recruit EMS Orientation (1.00 unit)**

   Justification: This course no longer meets the needs of our contracting agency.

6. **FIRE 1620 Incident Command System Orientation (I-100) (0.25 units)**

   Justification: This course no longer meets the needs of our contracting agency.

7. **FIRE 1681 Helicopter Operations Management (S-371) (S-372) (1.50 - 2.00 units)**

   Justification: This course no longer meets the needs of our contracting agency.

8. **FIRE 1701 Fire Prevention 1B (2.00 units)**

   Justification: Fire Prevention 1B has been discontinued by the California State Fire Marshal's Office.

9. **FIRE 1702 Fire Prevention 1C (2.00 units)**

   Justification: Fire Prevention 1C has been discontinued by the California State Fire Marshal's Office

10. **FIRE 1720 Fire Officer Assessment Center Workshop (0.50 units)**

    Justification: This course no longer meets the needs of our contracting agency.

11. **FIRE 1721 Fire Officer Manager and Tactician (1.00 unit)**

    Justification: This course no longer meets the needs of our contracting agency.

12. **FIRE 1724 Incident Training Specialist (S-445) (1.00 unit)**

    Justification: This course no longer meets the needs of our contracting agency.

13. **FIRE 1765 Rescue Watercraft (1.00 unit)**

    Justification: This course no longer meets the needs of our contracting agency.

14. **FIRE 1767 Heavy Equipment and Rigging (0.50 - 1.00 units)**

    Justification: This course no longer meets the needs of our contracting agency.

15. **FIRE 1802 First Responder (2.00 units)**

    Justification: This course no longer meets the needs of our contracting agency.

16. **FIRE 1870 Wildland Preparedness/Chainsaw S-290, S-212 (0.50 - 2.50 units)**

    Justification: This course is being deleted to remove the two separate courses within one number, which causes confusion. The two courses then will each be listed with a different number and updated to their current standards.

17. **FIRE 1876 Powered Industrial Lift Truck Course (0.50 units)**

    Justification: This course no longer meets the needs of our contracting agency.

18. **FIRE 1879 Wildland S-Series 190,330,390,404 (0.50 - 2.00 units)**

    Justification: This course is being deleted to remove the four separate courses within one number, which causes confusion. The four courses then will each be listed with a different number and updated to their current standards.

19. **GERON 1014 Aging and Long-term Care (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

20. **GERON 1015 Diabetes and Aging (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

21. **GERON 1016 Issues in Gerontology as Seen through Film (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

22. **GERON 1017 Heart Health and Aging (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

23. **GERON 1018 Social Security--Past, Present, and Future (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

24. **GERON 1034 Sexuality and Aging (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

25. **GERON 1036 Right-to-Die Movements and Issues (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

26. **GERON 1059 Exploring Case Management as a Career (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

27. **GERON 1060 Housing Options and Aging (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

28. **GERON 1061 Case Management: Processes and Skills (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

29. **GERON 1062 Gerontological Social Work (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

30. **GERON 1063 Aging and Leisure Services (0.50 units)**

    Justification: This course was developed for continuing education and is not part of a degree or certificate.

31. **NATR 325 Black Bear Ecology and Management in California (2.00 units)**

    Justification: This course no longer meets the needs of our students.

32. **NATR 326 Analysis of a Predator-The Mountain Lion (1.50 units)**

    Justification: This course no longer meets the needs of our students.

33. **POLS 322 Political Ideologies (3.00 units)**

    Justification: This course no longer meets the needs of our students.

34. **PSTC 1106 Computer Internet Investigation (0.50 units)**

    Justification: This course no longer meets the needs of our students.

35. **PSTC 1137 Juvenile Institutions Counselor (5.00 units)**

    Justification: This course no longer meets the needs of our students.

36. **PSTC 1160 Media Relations (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

37. **PSTC 1187 Basic Motor Vehicle Inspection (2.00 units)**

    Justification: This course no longer meets the needs of our students.

38. **PSTC 1260 Leadership Development Program (2.00 units)**

    Justification: This course no longer meets the needs of our students.

39. **PSTC 1513 7 Habits for Law Enforcement (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

40. **PSTC 1526 Supervisory Update Phase II (0.50 units)**

    Justification: This course no longer meets the needs of our students.

41. **PSTC 1530 Frontline Leadership (1.50 units)**

    Justification: This course no longer meets the needs of our students.

42. **PSTC 1532 Internal Affairs -- Office of Inspector General (2.00 units)**

    Justification: This course no longer meets the needs of our students.

43. **PSTC 1580 Ethics: Decision Making Tools for Civilian and Law Enforcement Personnel (0.25 units)**

    Justification: This course no longer meets the needs of our students.

44. **PSTC 1601 Management of Assaultive Behavior (0.25 units)**

    Justification: This course no longer meets the needs of our students.

45. **PSTC 1606 Less Lethal Weapon Instructor (0.50 - 1.00 units)**

    Justification: This course no longer meets the needs of our students.

46. **PSTC 1647 Force & Weaponry - Update (0.50 units)**

    Justification: This course no longer meets the needs of our students.

47. **PSTC 1672 Public Safety Dispatcher (SSD) (9.00 units)**

    Justification: This course no longer meets the needs of our students.

48. **PSTC 1673 Versadex Records Management Systems (3.00 units)**

    Justification: This course no longer meets the needs of our students.

49. **PSTC 1725 Motorcycle Training (1.50 units)**

    Justification: This course no longer meets the needs of our students.

50. **PSTC 1726 Motorcycle Transition Course (0.50 units)**

    Justification: This course no longer meets the needs of our students.

51. **PSTC 1728 Motorcycle Training (160 Hours) (3.00 units)**

    Justification: This course no longer meets the needs of our students.

52. **PSTC 1730 Mounted Patrol Training (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

53. **PSTC 1731 Mounted Patrol - Update (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

54. **PSTC 1732 Mounted Patrol Instructor (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

55. **PSTC 1741 Bicycle Patrol - Basic (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

56. **PSTC 1742 Bicycle Patrol - Advanced (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

57. **PSTC 1743 Sheriff's Bicycle Patrol Instructor (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

58. **PSTC 1802 Child Abuse (2.00 units)**

    Justification: This course no longer meets the needs of our students.

59. **PSTC 1822 Bloodstain Evidence (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

60. **PSTC 1824 Crime Scene Investigation - Advanced (2.00 units)**

    Justification: This course no longer meets the needs of our students.

61. **PSTC 1825 Footwear and Tire Track Collection and Comparison (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

62. **PSTC 1826 Crime Scene Investigation - Academy (10.00 units)**

    Justification: This course no longer meets the needs of our students.

63. **PSTC 1827 Bloodstain Evidence - Advanced (2.00 units)**

    Justification: This course no longer meets the needs of our students.

64. **PSTC 1832 Sexual Assault Response Team (SART) (1.50 units)**

    Justification: This course no longer meets the needs of our students.

65. **PSTC 1850 Under the Influence of Narcotics and Drugs (11550 H&S) (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

66. **PSTC 1860 Introduction to Seizure and Examination of Computers (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

67. **PSTC 1864 Boating Collision Investigation - Advanced (1.00 unit)**

    Justification: This course no longer meets the needs of our students.

68. **PSTC 1871 Mutual Aid Mobil Field Force (SSD) (1.00 - 1.50 units)**

    Justification: This course no longer meets the needs of our students.

69. **PSTC 1875 Traffic Collision Investigation - Advanced (4.00 units)**

    Justification: This course no longer meets the needs of our students.

70. **PSTC 1892 Basic Civil Procedure (2.00 units)**

    Justification: This course no longer meets the needs of our students.

71. **PSTC 1893 Bailiff and Court Security (2.00 units)**

    Justification: This course no longer meets the needs of our students.

72. **PSTC 1895 Coastal Piloting and Navigation (2.00 units)**

    Justification: This course no longer meets the needs of our students.

73. **PSTC 1896 Watercraft Operation for Law Enforcement (1.00 - 1.50 units)**

    Justification: This course no longer meets the needs of our students.

74. **PSTC 1897 Boating Safety and Enforcement - Basic (2.00 units)**

    Justification: This course no longer meets the needs of our students.

75. **PSTC 1898 Boating Accident Investigation/Reconstruction (2.00 units)**

    Justification: This course no longer meets the needs of our students.

76. **PSTC 1899 Boating Intoxication Enforcement - BUI (0.50 units)**

    Justification: This course no longer meets the needs of our students.

77. **SCSD 1100 Basic Sheriff Academy (25.00 units)**

    Justification: This course has been re-named. It is now listed as PSTC 1500: Basic Sheriff Academy.

78. **SCSD 1121 Arrest and Firearms - Sheriff (832PC) (4.00 units)**

    Justification: The Sacramento County Sheriff's Department (SCSD) no longer runs this course through American River College. In the event that the SCSD wishes to resume running the course through the college, it can be run as PSTC 1501.

79. **SCSD 1122 Effective Communications (0.50 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

80. **SCSD 1123 Tactical Response to School or Community Violence (Active Shooter) (0.50 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

81. **SCSD 1129 Developing Usable Content and Documentation (1.00 unit)**

    Justification: The Sacramento County Sheriff's Department (SCSD) no longer runs this course through the college and requests deletion.

82. **SCSD 1135 CPR Introduction (8 hours) (0.50 units)**

    Justification: This course no longer meets the needs of our students.

83. **SCSD 1136 CPR Refresher (4 hours) (0.25 units)**

    Justification: This course no longer meets the needs of our students.

84. **SCSD 1145 Sheriff Basic Bicycle Patrol Operations (1.00 unit)**

    Justification: Last curriculum action was in 2000. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

85. **SCSD 1158 Firearms Long Rifle Instructor - Sheriff (1.50 units)**

    Justification: This course no longer meets the needs of our students.

86. **SCSD 1159 Collapsible Baton (0.25 units)**

    Justification: This course no longer meets the needs of our students.

87. **SCSD 1167 Instructional Technology-Sheriff (1.30 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

88. **SCSD 1169 Custody Cell Extraction-Sheriff (0.44 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

89. **SCSD 1178 Taser-Sheriff (0.22 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

90. **SCSD 1208 Bailiff and Court Security (2.00 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

91. **SCSD 1210 Gang Awareness (1.25 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

92. **SCSD 1211 First Aid (0.25 units)**

    Justification: This course no longer meets the needs of our students.

93. **SCSD 1212 VIPS Academy Module A (1.00 unit)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

94. **SCSD 1213 VIPS Academy Module B (1.80 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

95. **SCSD 1215 Perishable Skills - Advanced Officer Training (1.40 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

96. **SCSD 1222 Volunteers in Partnership with the Sheriff's - Traffic Control (0.25 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

97. **SCSD 1223 Driver Training Update for Law Enforcement (0.50 units)**

    Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

98. **SCSD 1226 Basic Orientation to Computer Usage for Law Enforcement (0.25 units)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

99. **SCSD 1227 Defensive Driving for Civilians (0.25 units)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

100. **SCSD 1229 Advanced Officer Training: Dispatcher (1.00 unit)**

Justification: This course no longer meets the needs of our students.

101. **SCSD 1230 First Aid - Update (0.25 units)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

102. **SCSD 1235 Mental preparedness for Arrest and Physical Confrontation (1.00 unit)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

103. **SCSD 1253 Chemical Agent Instructor (1.00 unit)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

104. **SCSD 1254 Module Format Academy, Level Three, Part 1 (PC832) (3.00 units)**

Justification: Last curriculum action was in 2003. The Sacramento County Sheriff's Department (SCSD) requests deletion of this course.

105. **SPD 1108 Community Service Officer Academy-Police (3.00 units)**

Justification: Course deletion requested the by Sacramento Police Department.

106. **SPD 1188 Traffic Collision Investigation: Auto versus Pedestrian Impacts (2.00 units)**

Justification: The last curriculum action was in 2003. The Sacramento Police Department requests deletion of this course.

107. **SPD 1194 Community Service Officer-Update (0.50 units)**

Justification: Course deletion requested by the Sacramento Police Department.

108. **SPD 1207 Basic Peer Support (2.00 units)**

Justification: Course deletion requested by the Sacramento Police Department.

109. **SPD 1236 Crime Scene Investigative Videotaping (1.00 unit)**

Justification: Course deletion requested by the Sacramento Police Department.

110. **SPD 1239 Basic Crime Scene Investigation (2.00 units)**

Justification: Course deletion requested by the Sacramento Police Department.

Cosumnes River College

1. **RTVF 110 Automated Radio (3.00 units)**

   Justification: This course no longer meets the needs of the Radio Production degree program or AD-T offering in RTVF. The following courses include content from this course: RTVF 316, RTVF 317 and RTVF 319.

2. **RTVF 332 Advanced Television Production (2.00 units)**

   Justification: This course has been replaced by RTVF 340.

3. **RTVF 333 Video Workshop (2.00 units)**

   Justification: This course has been replaced with RTVF 342.

4. **SPORT 388 Tennis, Intercollegiate-Men/Women (2.00 units)**

   Justification: This course has been replaced by SPORT 380 and 385 to align SPORT courses across the district.

Folsom Lake College

1. **ANTH 390 Anthropology Field Study (0.50 - 4.00 units)**

   Justification: This course is being replaced by WEXP 498: Work Experience in Anthropology.

2. **CMED 305 The History of Film (3.00 units)**

   Justification: This course has been moved to the Theater Arts department. The remaining CMED course is being absorbed by the COMM department and the CMED identifier is being eliminated.

3. **CMED 495 Independent Studies in Communications Media (1.00 - 3.00 units)**

   Justification: The CMED identifier is being eliminated. Students wishing to pursue this course should take COMM 495 instead.

4. **CMED 498 Work Experience in Communications Media (1.00 - 4.00 units)**

   Justification: The CMED identifier is being eliminated. Students wishing to pursue WEXP in Communications Media should take COMM 498 instead.

5. **CMED 499 Experimental Offering in Communications Media (0.50 - 4.00 units)**

   Justification: The CMED identifier is being eliminated. COMM 499 can be taken in lieu of CMED 499.

6. **HIST 390 History Field Study (3.00 units)**

   Justification: This course is being replaced by the WEXP courses, specifically, HIST 498. This deletion is part of the normal curriculum review cycle.

7. **TA 494 Topics in Theatre Arts (0.50 - 4.00 units)**

   Justification: This course has never been offered at FLC.

New to District Courses

American River College

1. **FIRE 1573 Introduction To Wildland Fire Behavior Calculations S-390 (2.00 units)**

   Prerequisite: None.

   36.00 hours lecture

   This course provides an introduction into fire behavior calculations by manual methods, using nomograms and the Introduction to Wildland Fire Behavior Calculations (S-390) Handbook. Topics include studying inputs (weather, slope, fuels, and fuel moisture), interpreting fire behavior outputs, documentation processes, and fire behavior briefing components. This course applies to the California Fire Service Training and Education system's certification program. Pass/No Pass only.

   Justification: This is not a new course to the district, but one of the four separate courses currently in FIRE 1879 that are being revised and separated into its own course number.

2. **FIRE 1792 FIRE: Safety Officer S-404 (1.50 units)**

   Prerequisite: None.

   25.00 hours lecture, 5.00 hours laboratory

   This course is designed to meet the training needs of the fire safety officer position in the incident command system. Topics include: safety officer effectiveness, analysis techniques, safety messages, briefings and reports, and high hazard operations. This course applies to the California Fire Service Training and Education system's certification program. Pass/No Pass only.

   Justification: This is not a new course to the district, but one of the four separate courses currently in FIRE 1879 that are being revised and separated into its own course number.

3. **IS 305 Introduction to Middle East Studies (3.00 units)**

   Prerequisite: None.

   Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

   54.00 hours lecture

   This course introduces the contemporary Middle East from a variety of disciplinary perspectives. It covers the major developments and events that have shaped the socio-economic and political institutions and structures within a distinct geopolitical area. It examines processes of state formation, colonialism, independence, major power players

in the region, and the modern challenges of globalization. It also covers the consequence for foreign policy. Countries may include but are not limited to: Algeria, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Palestine, Saudi Arabia, Syria, and Tunisia. Increasing exchange with, attention to, and interest in the Middle East due both to globalization and the events of 9/11 has created a need and a demand for a deeper, broader, and more comprehensive understanding of the Middle East. This course provides a foundation in Middle East Studies and a sense of current directions in the field.

Justification: This is one of the courses in the International Studies AA degree. It introduces the contemporary Middle East from a variety of disciplinary perspectives. It covers the major developments and events that have shaped the socio-economic and political institutions, and structures within a distinct geopolitical area. It examines processes of state formation, colonialism, independence, major power players in the region, and the modern challenges of globalization. It also covers the consequences for foreign policy. Countries may include but are not limited to: Algeria, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Palestine, Saudi Arabia, Syria, and Tunisia. Increasing exchange with, attention to, and interest in the Middle East due both to globalization and the events of 9/11 has created a need and a demand for a deeper, broader, and more comprehensive understanding of the Middle East. This course will provide a foundation in Middle East Studies and a sense of current directions in the field.

4. **SPAN 132 Elementary Spanish Lab II (0.50 - 1.00 units)**

   Prerequisite: None.

   Advisory: SPAN 131, or concurrent enrollment in SPAN 402.

   27.00 - 54.00 hours laboratory

   This laboratory course enables Spanish language learners to continue developing, expanding, and reinforcing multiple Spanish language skills while working independently and/or in small groups. Coursework includes integrated study topics related to vocabulary, grammar, reading, writing, listening, and oral skills covered in second semester Spanish courses. Students may register until the sixth week of the semester. This course may be taken up to two times for a total of 1.0 unit, using different topics. Pass/No Pass only.

   Justification: This laboratory course extends contact with the Spanish language in a formal setting. If concurrently enrolled in another Spanish course, it reinforces the learning process. It also meets the needs of students who need further guided practice with the material covered in SPAN 402 before continuing on to SPAN 411.

5. **SPORT 303 Pre-Season Conditioning for Baseball (0.50 - 3.00 units)**

   Prerequisite: None.

   27.00 - 162.00 hours laboratory

   This course is designed to optimize sports performance and reduce risk of injury for the pre-season intercollegiate athlete in the sport of baseball. Course content includes sport-specific skill development, sport-specific strength training, cardiovascular conditioning,

agility work, plyometrics, speed training, and flexibility exercises. This course may be taken up to four times for credit.

Justification: This course provides pre-season training to help students develop skills and knowledge necessary to be successful in the intercollegiate sport of baseball.

Sacramento City College

1. **GEOG 394 Field Studies in Geography: Volcanic Landscapes (1.00 - 4.00 units)**

   Prerequisite: None.

   6.00 - 24.00 hours lecture, 36.00 - 144.00 hours laboratory

   This course involves the study of geographic principles and processes in volcanic environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

   Justification: The Los Rios Geography Departments have collectively decided to modernize our field course curricula to better align with the new AA-T degrees and repeatability standards. The current GEOG 390 field course will be split into four regional courses with variable units and locations.

PROGRAM PROPOSALS

Program Deletion(s)

American River College

1. **7 Habits for Law Enforcement**

   Justification: This program no longer meets the needs of our students.

2. **Bailiff and Court Security**

   Justification: This program no longer meets the needs of our students.

3. **Basic Civil Procedure**

   Justification: This program no longer meets the needs of our students.

4. **Bicycle Patrol Advanced**

   Justification: This program no longer meets the needs of our students.

5. **Bicycle Patrol Basic**

   Justification: This program no longer meets the needs of our students.

6. **Bicycle Patrol Instructor**

   Justification: This program no longer meets the needs of our students.

7. **Bloodstain Evidence**

   Justification: This program no longer meets the needs of our students.

8. **Bloodstain Evidence- Advanced**

   Justification: This program no longer meets the needs of our students.

9. **Boating Accident Investigation/Reconstruction**

   Justification: This program no longer meets the needs of our students.

10. **Boating Collision Investigation - Advanced**

    Justification: This program no longer meets the needs of our students.

11. **Boating Intoxication Enforcement**

    Justification: This program no longer meets the needs of our students.

12. **Boating Safety and Enforcement**

    Justification: This program no longer meets the needs of our students.

13. **Child Abuse**

    Justification: This program no longer meets the needs of our students.

14. **Coastal Piloting and Navigation**

    Justification: This program no longer meets the needs of our students.

15. **Crime Scene Investigation Academy**

    Justification: This program no longer meets the needs of our students.

16. **Crime Scene Investigation- Advanced**

    Justification: This program no longer meets the needs of our students.

17. **Ethics: Decision Making Tools**

    Justification: This program no longer meets the needs of our students.

18. **Footwear and Tire Track Collection and Comparison**

    Justification: This program no longer meets the needs of our students.

19. **Force and Weaponry Update**

    Justification: This program no longer meets the needs of our students.

20. **Frontline Leadership**

    Justification: This program no longer meets the needs of our students.

21. **Internal Affairs - OIG**

    Justification: This program no longer meets the needs of our students.

22. **Introduction to Seizure and Examination of Computers**

    Justification: This program no longer meets the needs of our students.

23. **Less Lethal Weapon Instructor**

    Justification: This program no longer meets the needs of our students.

24. **Management of Assaultive Behavior**

    Justification: This program no longer meets the needs of our students.

25. **Motorcycle Training**

    Justification: This program no longer meets the needs of our students.

26. **Motorcycle Training (160 hours)**

    Justification: This program no longer meets the needs of our students.

27. **Motorcycle Transition**

    Justification: This program no longer meets the needs of our students.

28. **Mounted Patrol Instructor**

    Justification: This program no longer meets the needs of our students.

29. **Mounted Patrol Training**

    Justification: This program no longer meets the needs of our students.

30. **Mounted Patrol Update**

    Justification: This program no longer meets the needs of our students.

31. **Mutual Aid Mobile Field Force**

    Justification: This program no longer meets the needs of our students.

32. **Public Safety Dispatcher**

    Justification: This program no longer meets the needs of our students.

33. **Sexual Assault Response Team (SART)**

    Justification: This program no longer meets the needs of our students.

34. **Supervisory Update Phase II**

    Justification: This program no longer meets the needs of our students.

35. **Traffic Collision Investigation - Advanced**

    Justification: This program no longer meets the needs of our students.

36. **Under The Influence of Narcotics and Drugs (11550 H&S)**

    Justification: This program no longer meets the needs of our students.

37. **Versadex Records Management System**

    Justification: This program no longer meets the needs of our students.

38. **Watercraft Operation for Law Enforcement**

    Justification: This program no longer meets the needs of our students.

New Programs

American River College

1. **Spanish**

   This degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts degree in Spanish for Transfer (AA-T) may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

   Justification: This new degree is part of ARC's effort to offer AA-T and AS-T degrees to prepare students for transfer to CSUs and other four-year schools.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Resolution No. 2014-17: City of Sacramento Easement – CRC	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
In 2001, the Los Rios Community College District ("the District") granted easements to the City of Sacramento ("the City") for the construction, reconstruction, operation, use, and maintenance of a storm drainage detention basin (known as "Basin 69"). The easement provided the City with an access easement. The construction of new athletic fields at CRC has eliminated road access to Basin 69.

STATUS:
In order to restore legal access to Basin 69, a new easement is proposed to allow access to Basin 69 from Center Parkway. This is a smaller easement than the original access easement and totals approximately 0.099 acres. The City will provide the District with a quitclaim deed to the old easement in exchange for this new easement access.

To grant the easement to the City, Education Code section 81311 requires the Board of Trustees first to adopt a resolution declaring its intent to grant an easement by a vote of at least 2/3 of its members. That resolution shall describe the property to be conveyed, specify the purpose for which and the terms upon which the property will be conveyed, and shall establish a date and time for a subsequent public hearing to consider granting that easement. At the subsequent meeting, a public hearing shall be conducted and the Board may adopt a resolution granting the easement, unless 10% or more of the qualified electors of the District sign a petition protesting the conveyance. Under the Education Code, a majority of the Board of Trustees members must sign the initial resolution, which must be posted and published in accordance with the Education Code.

RECOMMENDATION:
It is recommended that the Board of Trustees adopt Resolution 2014-17 declaring its intent to grant the City an easement to access Basin 69, as described in the easement in exchange for the quitclaim of the old easement, and set the November 12, 2014 Board meeting as the date and time at which it will hold a public hearing on the granting of this conveyance.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2014-17

Intent to Dedicate Easement to the City of Sacramento

WHEREAS, the Los Rios Community College District, a California local governmental entity (hereinafter referred to as "the District"), is the owner of all real property located at Cosumnes River College (hereinafter referred to as "the College"); and

WHEREAS, the District entered into a 2001 agreement with the City of Sacramento (hereinafter referred to as "the City") to grant easements to the City for the construction, reconstruction, operation, use, and maintenance of a storm drainage detention basin (known as Basin 69) and an access easement; and

WHEREAS, the District has since constructed athletic fields that have eliminated the access easement; and

WHEREAS, the District proposes to provide a new access easement in exchange for the City's quitclaiming of the old easement back to the District; and

WHEREAS, granting a new easement is to the District's benefit, and will not adversely affect the District in any respect nor have a significant adverse effect on the environment; and

WHEREAS, the District is required by Education Code, section 81311 to declare its intention to dedicate the easement and to hold a public hearing regarding the proposed dedication: Now, therefore

BE IT RESOLVED that the Los Rios Community College District Board of Trustees declares its intention to convey easements on the real property described in Exhibit 1 to the City for the purposes of accessing the property in exchange for a quitclaim from the City of the easements held by the City for that purpose; and

BE IT FURTHER RESOLVED that a public hearing on the question of making the dedication shall be held on November 12, 2014, at the regularly scheduled Board meeting in the Board Room (or such other room as provided for in a public notice prior to that meeting) at the District, 1919 Spanos Court, Sacramento, California 95825.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2014-17 this fifteenth day of October, 2014, by the following called vote:

AYES	NOES	ABSENT

Robert Jones, Board President

Deborah Ortiz

Dustin Johnson

Kay Albiani

Ruth Scribner

Pamela Haynes

Attest:

Brian King, Chancellor and Secretary to the Board

RECORDING REQUESTED BY
AND FOR THE BENEFIT OF

CITY OF SACRAMENTO

NO FEE DOCUMENT
Per Gov't Code 27383

WHEN RECORDED MAIL TO

CITY OF SACRAMENTO
Real Estate Services Section
915 I Street, 2nd Floor
Sacramento, California 95814
Attn: Facilities & Real Property Superintendent

EXHIBIT 1

SPACE ABOVE THIS LINE FOR RECORDER'S USE

ACQ-99-05	_____	Portion of 117-0140-029	2001-0150-A
RES File	Escrow	APN	Agreement #

EASEMENT FOR INGRESS AND EGRESS

Los Rios Community College District, a political subdivision of the State of California, formerly Los Rios Junior College District of Sacramento, El Dorado, Placer, Solano and Yolo Counties, State of California

Hereby grants to the City of Sacramento, a municipal corporation, an easement for permanent ingress and egress and incidents related thereto for the reconstruction, operation, use, maintenance, rehabilitation, and repair of a permanent storm drainage detention basin, across all that real property situated in the City of Sacramento, County of Sacramento, State of California, described as follows:

SEE ATTACHED LEGAL DESCRIPTION MARKED EXHIBIT 'A'
AND DIAGRAMED IN THE CORRESPONDING PLAT MAP ATTACHED AS EXHIBIT 'B'

LOS RIOS COMMUNITY COLLEGE DISTRICT,
a political subdivision of the State of California

Dated: _____

By: _____

Print Name: _____

Title: _____

"Approved as to form - City Attorney"

EXHIBIT A

ALL THAT REAL PROPERTY SITUATED IN THE CITY OF SACRAMENTO, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA, DESCRIBED AS FOLLOWS:

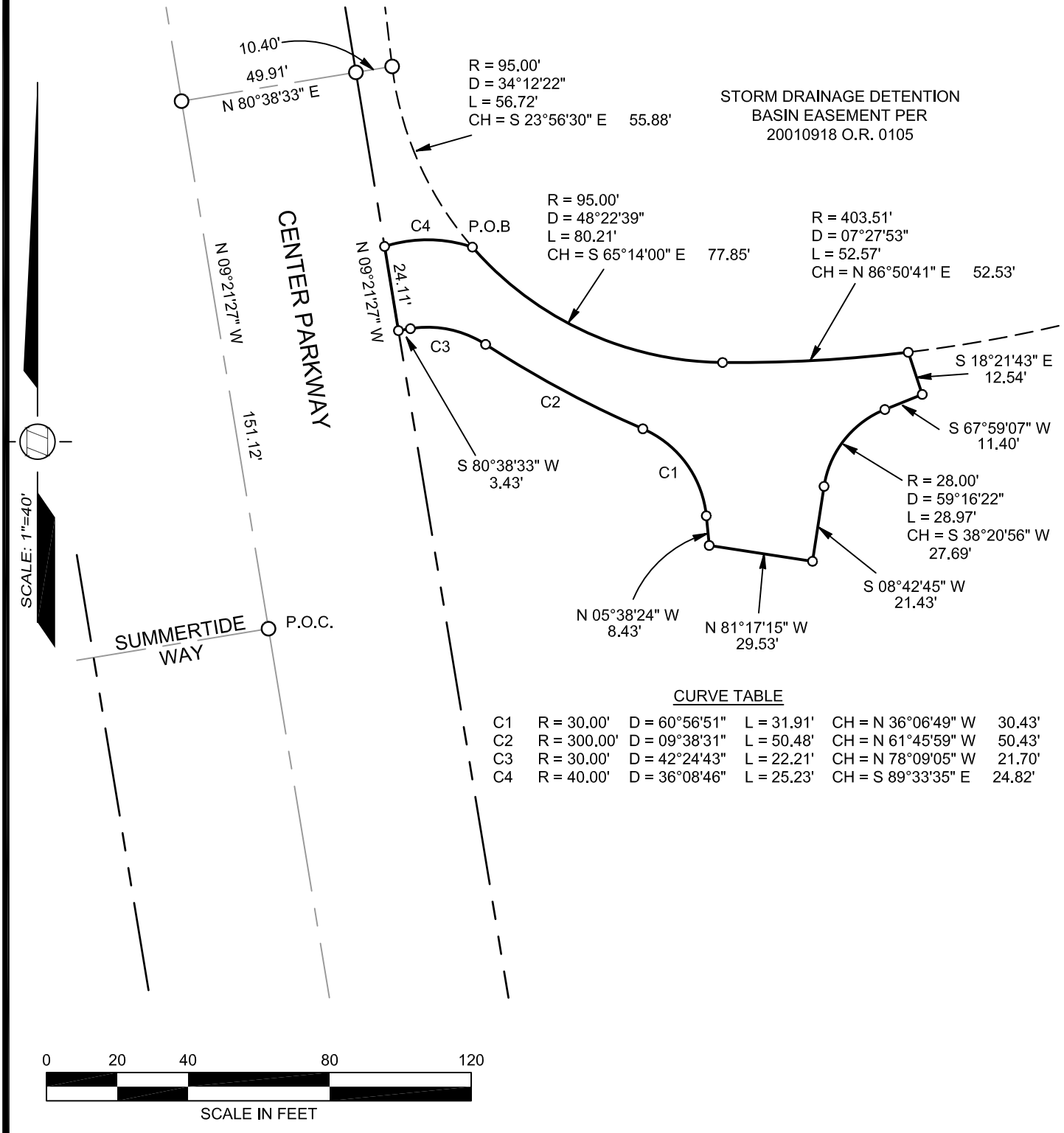
COMMENCING AT THE POINT OF INTERSECTION OF CENTER PARKWAY AND SUMMERTIDE WAY, AS SHOWN ON THAT CERTAIN PLAT OF "SUMMERFIELD-UNIT NO.1" FILED FOR RECORD IN BOOK 120 OF MAPS, PAGE 6, SACRAMENTO COUNTY RECORDS; THENCE ALONG THE CENTERLINE OF SAID CENTER PARKWAY, NORTH 09°21'27" WEST 151.12 FEET; THENCE LEAVING SAID CENTERLINE AT A RIGHT ANGLE, NORTH 80°38'33" EAST 49.91 FEET TO A POINT ON THE EASTERLY LINE OF SAID CENTER PARKWAY; THENCE CONTINUING NORTH 80°38'33" EAST 10.40 FEET TO A POINT ON THE SOUTHWESTERLY LINE OF THE STORM DRAIN DETENTION BASIN EASEMENT PER BOOK 20010918, PAGE 0105 OF OFFICIAL RECORDS OF SACRAMENTO COUNTY; THENCE ALONG SAID SOUTHWESTERLY LINE, ALONG A CURVE TO THE LEFT HAVING A RADIUS OF 95.00 FEET, THROUGH A CENTRAL ANGLE OF 34°12'22", A LENGTH OF 56.72 FEET, SUBTENDED BY A CHORD WHICH BEARS SOUTH 23°56'30" EAST 55.86 FEET TO THE POINT OF BEGINNING FOR THE PARCEL OF LAND DESCRIBED HEREIN; THENCE FROM SAID POINT OF BEGINNING, CONTINUING ALONG SAID SOUTHWESTERLY LINE, ALONG A CURVE TO THE LEFT HAVING A RADIUS OF 403.51 FEET, THROUGH A CENTRAL ANGLE OF 07°27'53", A LENGTH OF 52.57 FEET, SUBTENDED BY A CHORD WHICH BEARS NORTH 86°50'41" EAST 52.53 FEET; THENCE LEAVING SAID SOUTHEASTERLY LINE SOUTH 18°21'43" EAST 12.54 FEET; THENCE SOUTH 67°59'07" WEST 11.40 FEET; THENCE ALONG A TANGENT CURVE TO THE LEFT HAVING A RADIUS OF 28.00 FEET, THROUGH A CENTRAL ANGLE OF 59°16'22", A LENGTH OF 28.97 FEET, SUBTENDED BY A CHORD WHICH BEARS SOUTH 38°20'56" WEST 27.69 FEET; THENCE SOUTH 08°42'45" WEST 21.43 FEET ; THENCE NORTH 81°17'15" WEST 29.53 FEET; THENCE NORTH 05°38'24" WEST 8.43 FEET; THENCE ALONG A TANGENT CURVE TO THE LEFT HAVING A RADIUS OF 30.00 FEET, THROUGH A CENTRAL ANGLE OF 60°56'51", A LENGTH OF 31.91 FEET, SUBTENDED BY A CHORD WHICH BEARS NORTH 36°06'49" WEST 30.43 FEET; THENCE ALONG A TANGENT CURVE TO THE RIGHT HAVING A RADIUS OF 300.00 FEET, THROUGH A CENTRAL ANGLE OF 09°38'31", A LENGTH OF 50.48 FEET, SUBTENDED BY A CHORD WHICH BEARS NORTH 61°49'59" WEST 50.43 FEET; THENCE ALONG A TANGENT CURVE TO THE LEFT HAVING A RADIUS OF 30.00 FEET, THROUGH A CENTRAL ANGLE OF 42°24'43", A LENGTH OF 22.21 FEET, SUBTENDED BY A CHORD WHICH BEARS NORTH 78°09'05" WEST 21.70 FEET; THENCE SOUTH 80°38'33" WEST TO A POINT ON THE EASTERLY LINE OF SAID CENTER PARKWAY; THENCE ALONG SAID EASTERLY LINE NORTH 09°21'27" WEST 24.11 FEET; THENCE LEAVING SAID EASTERLY LINE, ALONG A CURVE TO THE RIGHT HAVING A RADIUS OF 40.00 FEET, THROUGH A CENTRAL ANGLE OF 36°08'46", A LENGTH OF 25.23 FEET, SUBTENDED BY A CHORD WHICH BEARS SOUTH 89°33'35" EAST 24.82 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.099 ACRE, MORE OR LESS.

Morrow Surveying
1255 Starboard Drive
West Sacramento, CA 95691
(916) 372–8124

site:CRC Center Parkway
date: JULY, 2014
scale: 1"=40'
drawing: 4772-017

EXHIBIT B



CURVE TABLE

C1	R = 30.00'	D = 60°56'51"	L = 31.91'	CH = N 36°06'49" W 30.43'
C2	R = 300.00'	D = 09°38'31"	L = 50.48'	CH = N 61°45'59" W 50.43'
C3	R = 30.00'	D = 42°24'43"	L = 22.21'	CH = N 78°09'05" W 21.70'
C4	R = 40.00'	D = 36°08'46"	L = 25.23'	CH = S 89°33'35" E 24.82'

Morrow Surveying
1255 Starboard Drive
West Sacramento, CA 95691
(916) 372–8124

site:CRC Center Parkway
date: JULY, 2014
scale: 1"=40'
drawing: 4772-017

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	SCC – Davis Center Easement	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
The Regents of the University of California ("the University") is the fee owner of real property in Yolo County, California (University of California at Davis). A ground lease exists between the District and the University upon which the District constructed and operates the Sacramento City College Davis Center (Ground Lease).

STATUS:
The University wishes to grant a landscape easement to the District for the property surrounding the Ground Lease area which will allow the District to plant, irrigate and maintain shrubbery, plants and flowers around the Sacramento City College Davis Center. The terms of the conveyance are set forth in the attached Exhibit 1. The easement will terminate concurrently with the ground lease.

RECOMMENDATION:
It is recommended that the Board of Trustees accept the grant of an easement from the University for the Landscape Easement for the Sacramento City College Davis Center.

Recording Requested By and Mail Original To:

Landscape Easement Agreement

This Landscape Easement Agreement (the "Landscape Easement Agreement") is made as of _____, 2014, by and between The Regents of the University of California, a California public corporation (the "University") and Los Rios Community College District, a political subdivision of the State of California ("Los Rios").

A. The University is the fee owner of the real property located in Yolo County, California, described in Exhibit A, Exhibits A1 through A5, and as shown on Exhibit B attached hereto and by this reference incorporated herein (the "Landscape Area"). Pursuant to the terms of a ground lease between the University and Los Rios (the "Ground Lease"), Los Rios holds a leasehold interest in the real property located in Yolo County, California, described in Exhibit C attached hereto and by this reference incorporate herein (the "Los Rios Property").
B. The University wishes to grant Los Rios an easement over and across the Landscape Area, as more particularly described in this Landscape Easement Agreement.

NOW, THEREFORE, for valuable consideration, receipt of which is hereby acknowledged, the University and Los Rios hereby agree as follows:

1. The University hereby grants Los Rios a non-exclusive easement over and across the Landscape Area for the purpose of planting, irrigating and maintaining shrubbery, plants and flowers; provided, however, the University reserves the right to enter the Landscape Area from time to time in order to maintain and prune any trees located in the Landscape Area, all as reasonable determined by the University.
2. The University and Los Rios have established a landscaping plan (the "Landscaping Plan") for the Landscape Area and Los Rios shall, at its expense, plant and maintain the Landscape Area in substantial conformance with the Landscape Plan and all applicable laws, regulations and University policies.
3. Los Rios shall indemnify, defend, and hold harmless the University and its officers, employees and agents (the "University Indemnified Parties") from and against any claims, damages, costs, expenses (including reasonable attorneys' fees), losses, liabilities and obligations (collectively, "Claims") which may be incurred by the University Indemnified Parties to the extent arising out of the use by Los Rios of the Landscape Area or Los Rios' failure to perform its obligations under the Landscape Easement Agreement, including, without limitation, any Claims for loss of, or damage to any property, or death or injury to any person(s).

4. University shall indemnify, defend, and hold harmless the Los Rios and its officers, employees and agents (the "Los Rios Indemnified Parties") from and against any claims, damages, costs, expenses (including reasonable attorneys' fees), losses, liabilities and obligations (collectively, "Claims") which may be incurred by the Los Rios Indemnified Parties to the extent arising out of the use by University of the Landscape Area or University's failure to perform its obligations under the Landscape Easement Agreement, including, without limitation, any Claims for loss of, or damage to any property, or death or injury to any person(s).
5. Both the University and Los Rios represent and warrant that the individual executing this Landscape Easement Agreement is duly authorized to execute this Landscape Easement Agreement.
6. The invalidity of any provisions of this Landscape Easement Agreement as determined by a court of competent jurisdiction shall in no way affect the validity of any other provision hereof. This Landscape Easement Agreement may be executed in any number of counterparts and each counterpart shall be deemed to be an original document. This Landscape Easement Agreement shall be governed by and construed in accordance with the laws of the State of California.
7. This Landscape Easement Agreement shall be binding on and shall inure to the benefit of the University and Los Rios and their respective successors and assigns. The provisions of this Landscape Easement Agreement shall constitute covenants running with the University Property and the Los Rios Property for the reciprocal burden and benefit of these properties. Any transferee of the Los Rios Property shall be deemed by acceptance of title to have automatically assumed all obligations under this Landscape Easement Agreement. Without limiting the applicability of any law or equitable remedy to this Easement Agreement, this Easement Agreement shall automatically terminate on the expiration or earlier termination of the Ground Lease.

IN WITNESS WHEREOF, the University and Los Rios have executed this Landscape Easement Agreement as of the date first above written.

The Regents of the University of California

By: _____

Its: _____

Los Rios Community College District

By: _____

Its: _____

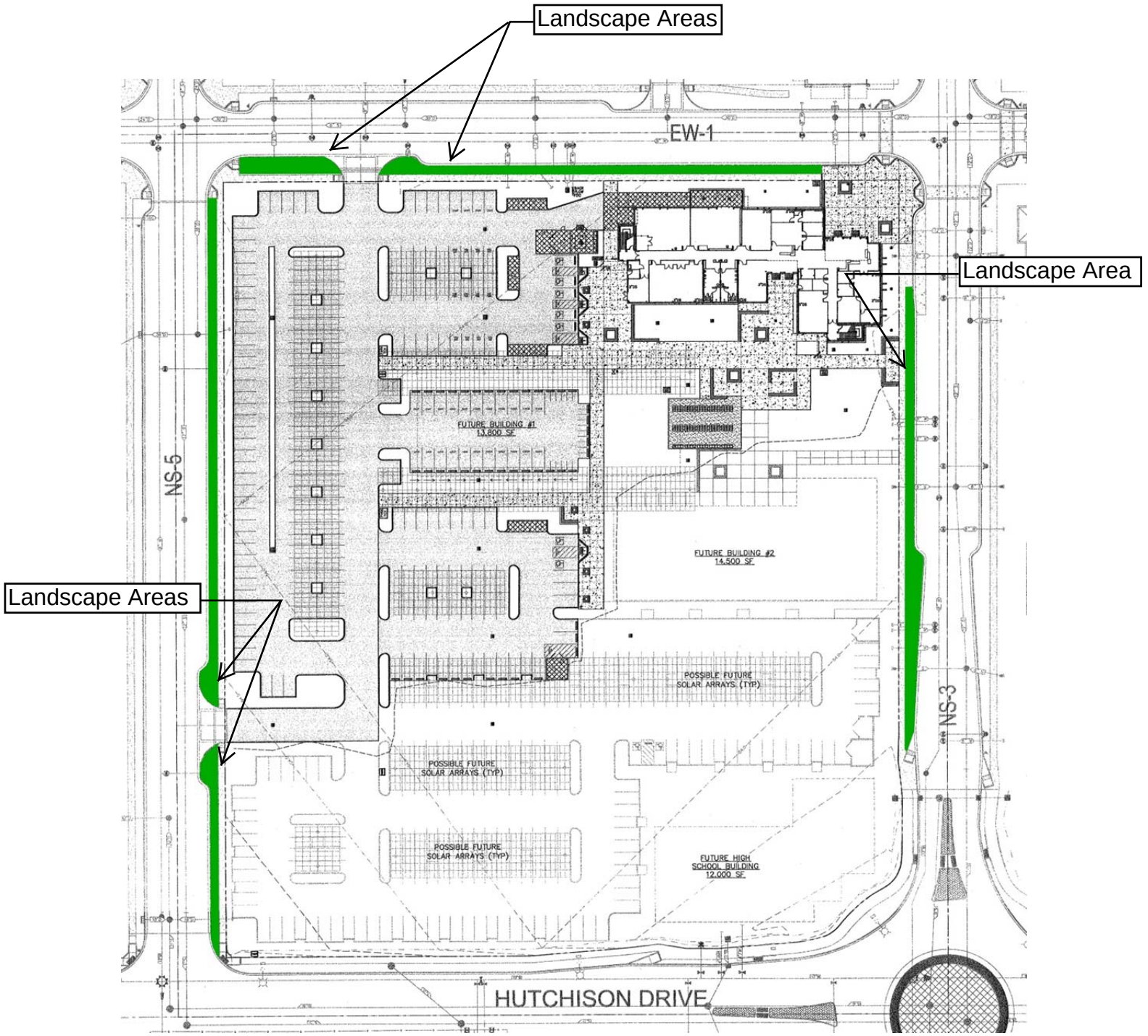


EXHIBIT A: LANDSCAPE AREA

LRCC - WEST VILLAGE

FRAME SURVEYING & MAPPING
609 A Street Davis, CA 95616
530.756.8584 jhframe@dcn.org

Exhibit A-1
Description, Parcel 1

All that certain real property situated in the State of California, County of Yolo, being portions of Lot R11 and Hutchison Drive, as said Lot and Drive are shown on that certain Subdivision Map No. 5020, filed in Book 2013 of Maps at pages 24 through 46, Yolo County Records, more particularly described as follows:

Commencing at the southwest corner of Lot X, as said Lot is shown on the aforesaid Subdivision Map No. 5020, said corner being on the north right-of-way line of Hutchison Drive;

thence North 30° 03' 36" West 10.05 feet to a point on the back of a concrete curb and the **True Point of Beginning**;

thence along the back of said curb North 88° 15' 38" West 0.46 feet;

thence continuing along said back of curb South 02° 03' 32" West 4.64 feet;

thence continuing along said back of curb 1.79 feet along a curve to the right, said curve having a radius of 0.67 feet, a central angle of 152° 45' 52", and being subtended by a chord bearing South 78° 26' 28" West 1.30 feet;

thence continuing along said back of curb 14.52 feet along a curve to the right, said curve having a radius of 39.00 feet, a central angle of 21° 20' 11", and being subtended by a chord bearing North 14° 30' 31" West 14.44 feet;

thence continuing along said back of curb North 01° 04' 58" East 103.50 feet;

thence continuing along said back of curb 6.10 feet along a curve to the left, said curve having a radius of 7.00 feet, a central angle of 49° 53' 42", and being subtended by a chord bearing North 23° 51' 53" West 5.91 feet;

thence continuing along said back of curb North 48° 48' 44" West 3.05 feet;

thence continuing along said back of curb 5.99 feet along a curve to the right, said curve having a radius of 6.50 feet, a central angle of 52° 48' 07", and being subtended by a chord bearing North 22° 24' 41" West 5.78 feet;

thence continuing along said back of curb North 03° 59' 23" East 3.82 feet;

thence continuing along said back of curb 23.41 feet along a curve to the right, said curve having a radius of 20.00 feet, a central angle of 67° 04' 01", and being subtended by a chord bearing North 36° 21' 39" East 22.10 feet to a point on the edge of a concrete sidewalk;

thence along said edge of walk South 01° 05' 45" West 95.92 feet;

thence continuing along said edge of walk South 01° 12' 34" West 51.04 feet to the **True Point of Beginning**.

Containing 989 square feet or 0.023 acre, more or less.

End of description.

FRAME SURVEYING & MAPPING
609 A Street Davis, CA 95616
530.756.8584 jhframe@dcn.org

Exhibit A-2
Description, Parcel 2

All that certain real property situated in the State of California, County of Yolo, being a portion of Lot R11, as said Lot is shown on that certain Subdivision Map No. 5020, filed in Book 2013 of Maps at pages 24 through 46, Yolo County Records, more particularly described as follows:

Commencing at the northwest corner of Lot X, as said Lot is shown on the aforesaid Subdivision Map No. 5020, said corner being also an angle point in the boundary of Lot R11;

thence South 26° 32' 40" West 12.91 feet to a point on the edge of a concrete sidewalk and the **True Point of Beginning**;

thence along said edge of sidewalk South 01° 10' 57" West 370.48 feet to the back of a concrete curb;

thence along said back of curb 23.93 feet along a curve to the right, said curve having a radius of 20.00 feet, a central angle of 68° 33' 41", and being subtended by a chord bearing North 33° 25' 30" West 22.53 feet;

thence continuing along said back of curb North 00° 52' 13" East 3.30 feet;

thence continuing along said back of curb 5.75 feet along a curve to the right, said curve having a radius of 6.50 feet, a central angle of 50° 39' 18", and being subtended by a chord bearing North 26° 11' 52" East 5.56 feet;

thence continuing along said back of curb North 51° 31' 31" East 2.75 feet;

thence continuing along said back of curb 6.60 feet along a curve to the left, said curve having a radius of 7.50 feet, a central angle of 50° 23' 14", and being subtended by a chord bearing North 26° 19' 54" East 6.39 feet;

thence continuing along said back of curb North 01° 08' 16" East 212.88 feet;

thence continuing along said back of curb North 01° 14' 22" East 119.02 feet;

thence continuing along said back of curb North 03° 19' 35" East 4.75 feet;

thence continuing along said back of curb South 82° 49' 29" East 5.54 feet to the **True Point of Beginning**.

Containing 2,254 square feet or 0.052 acre, more or less.

End of description.

FRAME SURVEYING & MAPPING
609 A Street Davis, CA 95616
530.756.8584 jhframe@dcn.org

Exhibit A-3
Description, Parcel 3

All that certain real property situated in the State of California, County of Yolo, being a portion of Lot R11, as said Lot is shown on that certain Subdivision Map No. 5020, filed in Book 2013 of Maps at pages 24 through 46, Yolo County Records, more particularly described as follows:

Commencing at the northwest corner of Lot X, as said Lot is shown on the aforesaid Subdivision Map No. 5020, said corner being also an angle point in the boundary of Lot R11;

thence North 72° 01' 48" East 17.53 feet to a point on the edge of a concrete sidewalk and the **True Point of Beginning**;

thence along said edge of sidewalk 6.31 feet along a curve to the right, said curve having a radius of 5.00 feet, a central angle of 72° 16' 28", and being subtended by a chord bearing North 52° 22' 36" West 5.90 feet;

thence continuing along said edge of sidewalk North 16° 14' 21" West 7.28 feet to the back of a concrete curb;

thence along said back of curb 10.43 feet along a curve to the right, said curve having a radius of 36.00 feet, a central angle of 16° 36' 26", and being subtended by a chord bearing North 81° 13' 25" East 10.40 feet;

thence continuing along said back of curb South 88° 50' 26" East 47.09 feet;

thence continuing along said back of curb 23.64 feet along a curve to the right, said curve having a radius of 21.00 feet, a central angle of 64° 29' 32", and being subtended by a chord bearing South 54° 30' 25" East 22.41 feet to the aforesaid edge of sidewalk;

thence along said edge of sidewalk North 88° 30' 50" West 68.92 feet to the **True Point of Beginning**.

Containing 848 square feet or 0.019 acre, more or less.

End of description.

FRAME SURVEYING & MAPPING
609 A Street Davis, CA 95616
530.756.8584 jhframe@dcn.org

Exhibit A-4
Description, Parcel 4

All that certain real property situated in the State of California, County of Yolo, being a portion of Lot R11, as said Lot is shown on that certain Subdivision Map No. 5020, filed in Book 2013 of Maps at pages 24 through 46, Yolo County Records, more particularly described as follows:

Commencing at the northeast corner of Lot X, as said Lot is shown on the aforesaid Subdivision Map No. 5020, said corner being also an angle point in the boundary of Lot R11;

thence North 83° 54' 49" West 57.34 feet to the edge of a concrete sidewalk and the **True Point of Beginning**;

thence along said edge of sidewalk North 88° 42' 20" West 321.04 feet to the back of a concrete curb;

thence along said back of curb 22.25 feet along a curve to the right, said curve having a radius of 18.50 feet, a central angle of 68° 53' 44", and being subtended by a chord bearing North 53° 22' 05" East 20.93 feet;

thence continuing along said back of curb South 88° 36' 36" East 6.18 feet;

thence continuing along said back of curb 6.19 feet along a curve to the right, said curve having a radius of 7.00 feet, a central angle of 50° 41' 25", and being subtended by a chord bearing South 59° 38' 59" East 5.99 feet;

thence continuing along said back of curb South 38° 17' 19" East 2.25 feet;

thence continuing along said back of curb 5.99 feet along a curve to the left, said curve having a radius of 6.80 feet, a central angle of 50° 30' 29", and being subtended by a chord bearing South 63° 32' 33" East 5.80 feet;

thence continuing along said back of curb South 88° 47' 48" East 286.44 feet to the aforesaid edge of sidewalk;

thence along said edge of sidewalk South 01° 21' 20" West 6.20 feet to the **True Point of Beginning**.

Containing 2,052 square feet or 0.047 acre, more or less.

FRAME SURVEYING & MAPPING
609 A Street Davis, CA 95616
530.756.8584 jhframe@dcn.org

Exhibit A-5
Description, Parcel 5

All that certain real property situated in the State of California, County of Yolo, being a portion of Lot R11, as said Lot is shown on that certain Subdivision Map No. 5020, filed in Book 2013 of Maps at pages 24 through 46, Yolo County Records, more particularly described as follows:

Commencing at the northeast corner of Lot X, as said Lot is shown on the aforesaid Subdivision Map No. 5020, said corner being also an angle point in the boundary of Lot R11;

thence South 02° 19' 43" East 81.06 feet to the edge of a concrete sidewalk and the **True Point of Beginning**;

thence along said edge of sidewalk North 88° 22' 31" East 4.91 feet to the back of a concrete curb;

thence along said back of curb South 01° 45' 27" East 17.75 feet;

thence continuing along said back of curb South 01° 15' 31" West 155.89 feet;

thence continuing along said back of curb 10.19 feet along a curve to the left, said curve having a radius of 53.00 feet, a central angle of 11° 00' 43", and being subtended by a chord bearing South 00° 13' 35" East 10.17 feet;

thence continuing along said back of curb 8.01 feet along a curve to the left, said curve having a radius of 14.50 feet, a central angle of 31° 39' 51", and being subtended by a chord bearing South 26° 09' 18" East 7.91 feet;

thence continuing along said back of curb 7.45 feet along a curve to the right, said curve having a radius of 10.00 feet, a central angle of 42° 40' 09", and being subtended by a chord bearing South 20° 39' 09" East 7.28 feet;

thence continuing along said back of curb South 00° 40' 56" West 5.69 feet;

thence continuing along said back of curb South 04° 33' 49" West 116.26 feet;

thence continuing along said back of curb South 13° 19' 54" West 10.68 feet;

thence continuing along said back of curb North 88° 26' 38" West 2.08 feet to the aforesaid edge of sidewalk;

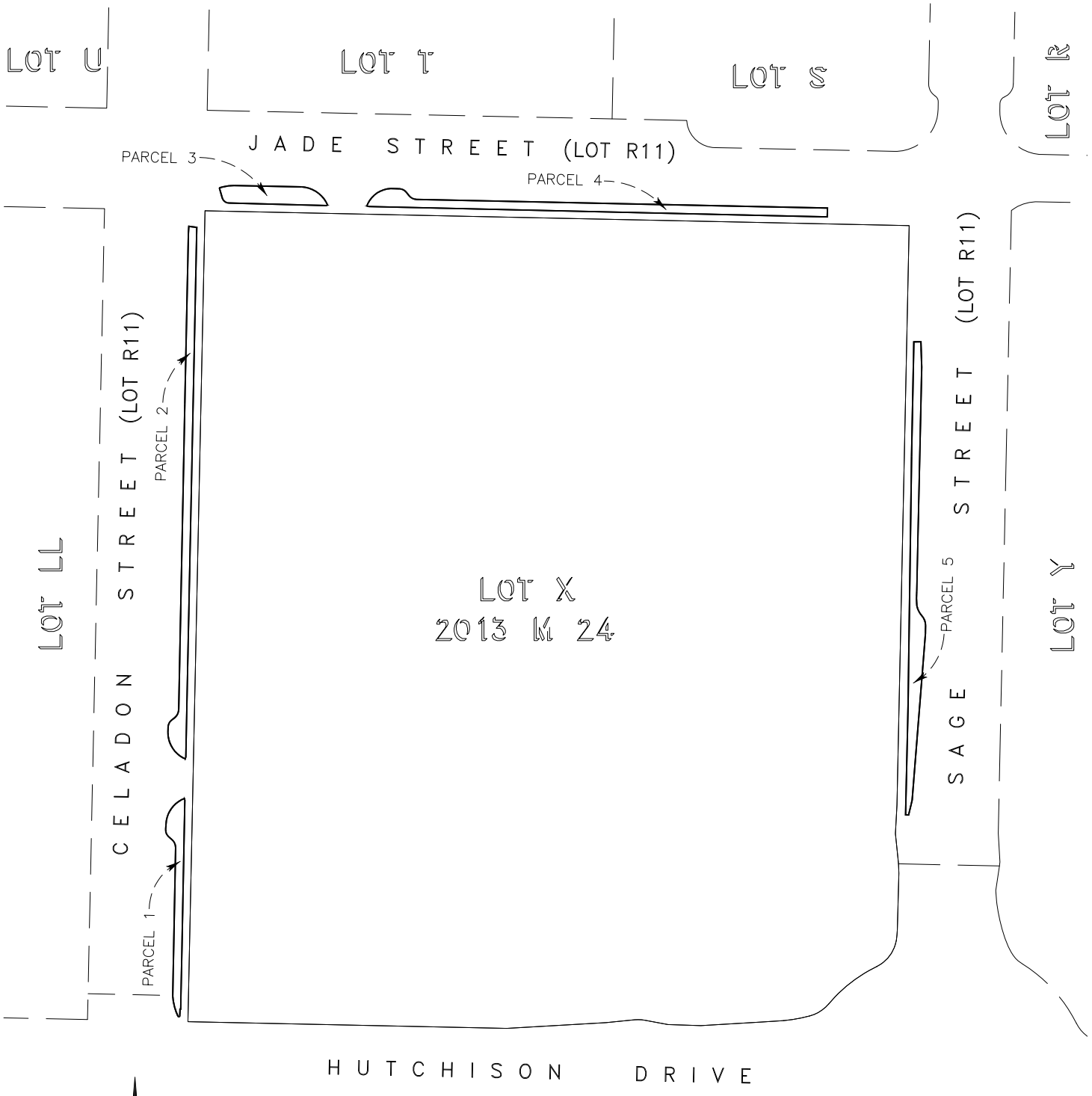
thence along said edge of sidewalk North 01° 15' 27" East 77.05 feet;

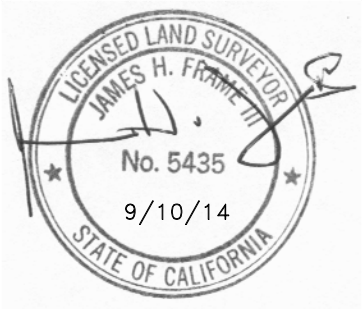
thence continuing along said edge of sidewalk North 00° 48' 36" East 172.54 feet;

thence continuing along said edge of sidewalk North 01° 09' 27" East 79.91 feet to the **True Point of Beginning**.

Containing 2,116 square feet or 0.049 acre, more or less.

End of description.

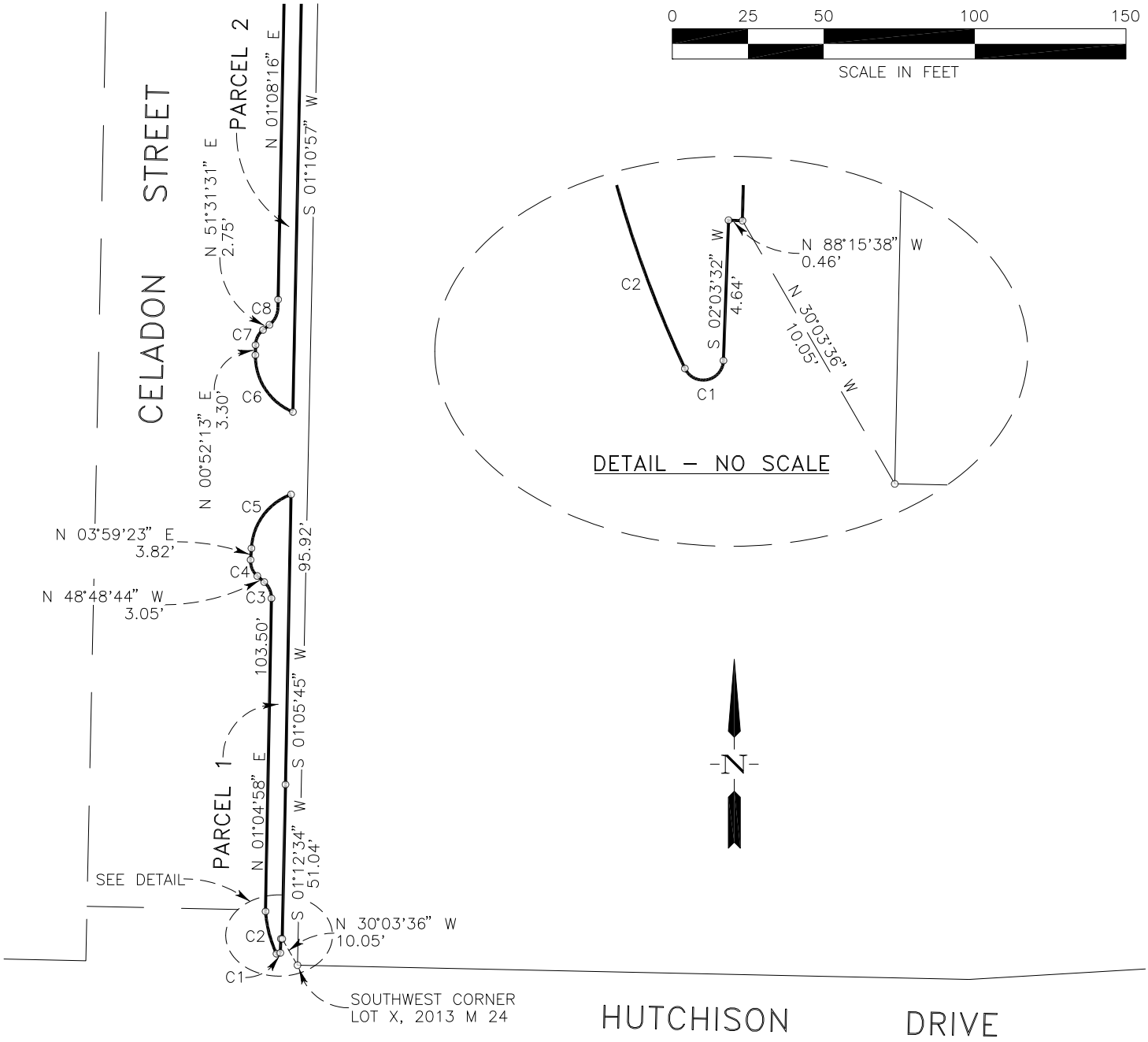




FRAME SURVEYING & MAPPING
609 A STREET DAVIS, CA 95616
530.756.8584 (v&f) jhframe@dcn.org
8250-088

EXHIBIT B

LANDSCAPE MAINTENANCE EASEMENT PARCELS
SACRAMENTO CITY COLLEGE, DAVIS CENTER
SEPTEMBER, 2014 SCALE: 1"= 100' SHEET 1 OF 4



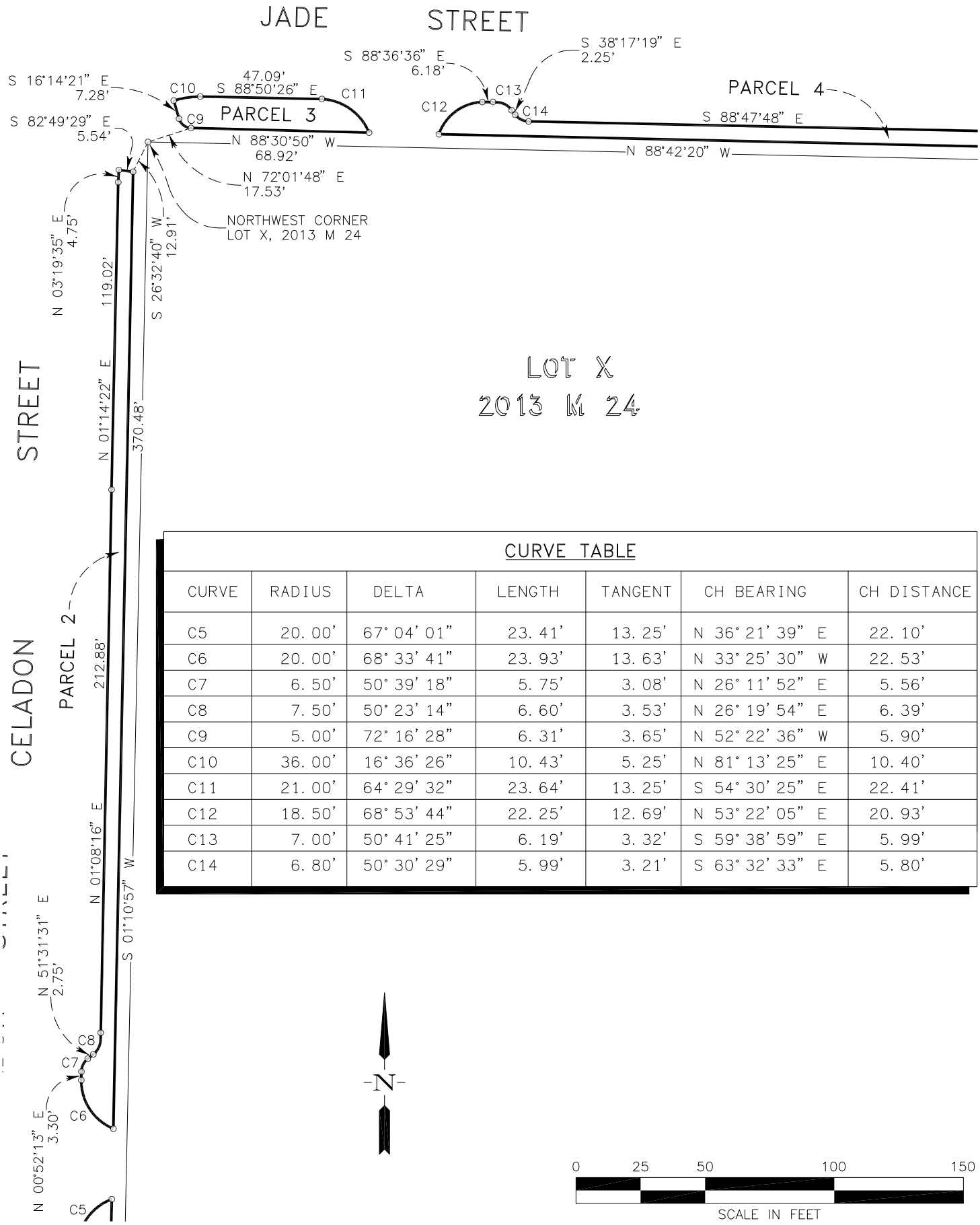
CURVE TABLE

CURVE	RADIUS	DELTA	LENGTH	TANGENT	CH BEARING	CH DISTANCE
C1	0.67'	152° 45' 52"	1.79'	2.77'	S 78° 26' 28" W	1.30'
C2	39.00'	21° 20' 11"	14.52'	7.35'	N 14° 30' 31" W	14.44'
C3	7.00'	49° 53' 42"	6.10'	3.26'	N 23° 51' 53" W	5.91'
C4	6.50'	52° 48' 07"	5.99'	3.23'	N 22° 24' 41" W	5.78'
C5	20.00'	67° 04' 01"	23.41'	13.25'	N 36° 21' 39" E	22.10'
C6	20.00'	68° 33' 41"	23.93'	13.63'	S 33° 25' 30" E	22.53'
C7	6.50'	50° 39' 18"	5.75'	3.08'	S 26° 11' 52" W	5.56'
C8	7.50'	50° 23' 14"	6.60'	3.53'	N 26° 19' 54" E	6.39'

FRAME SURVEYING & MAPPING
609 A STREET DAVIS, CA 95616
530.756.8584 (v&f) jhframe@dcn.org
8250-088

EXHIBIT B

LANDSCAPE MAINTENANCE EASEMENT PARCELS
SACRAMENTO CITY COLLEGE, DAVIS CENTER
SEPTEMBER, 2014 SCALE: 1"= 50' SHEET 2 OF 4



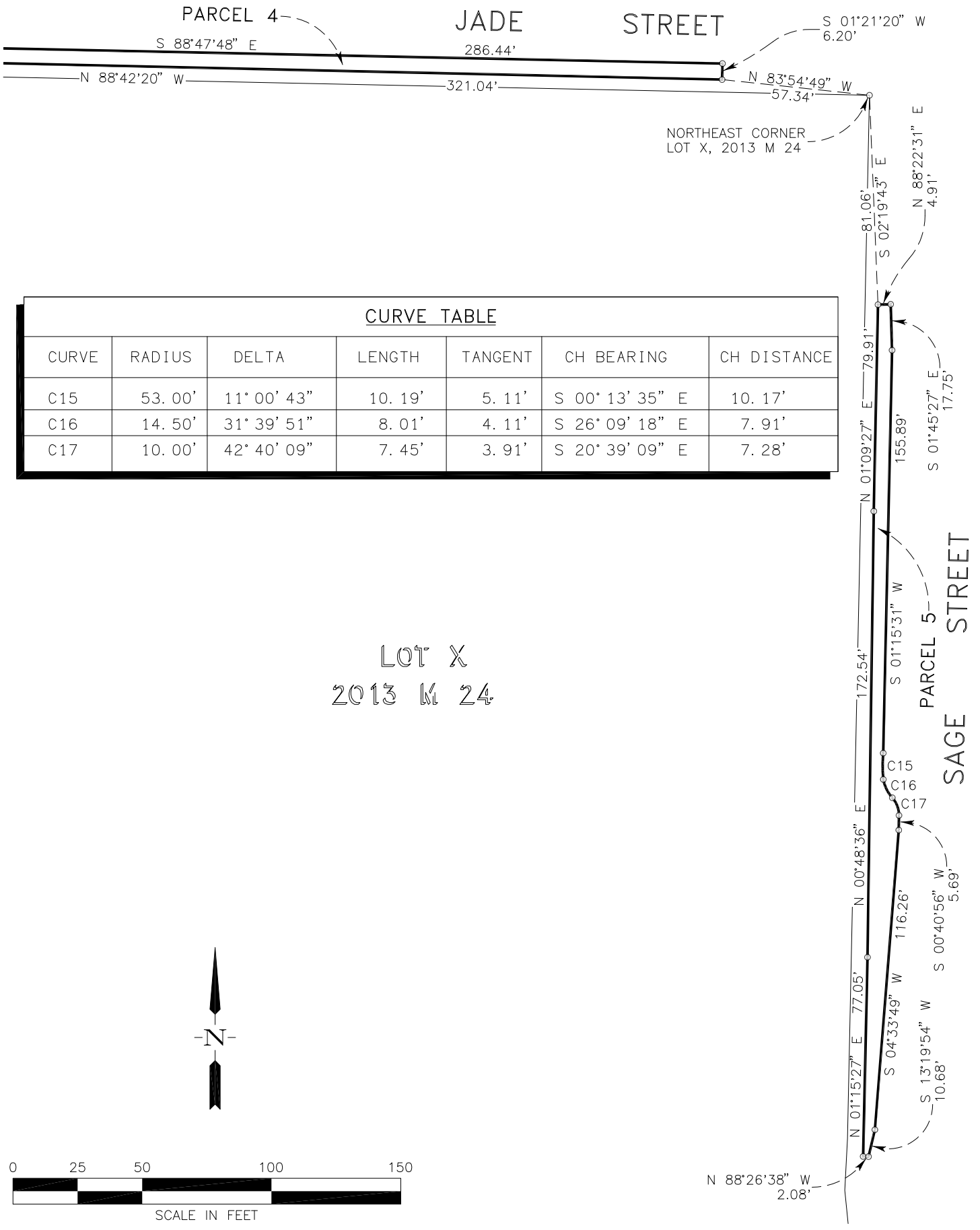
CURVE TABLE

CURVE	RADIUS	DELTA	LENGTH	TANGENT	CH BEARING	CH DISTANCE
C5	20.00'	67°04'01"	23.41'	13.25'	N 36°21'39" E	22.10'
C6	20.00'	68°33'41"	23.93'	13.63'	N 33°25'30" W	22.53'
C7	6.50'	50°39'18"	5.75'	3.08'	N 26°11'52" E	5.56'
C8	7.50'	50°23'14"	6.60'	3.53'	N 26°19'54" E	6.39'
C9	5.00'	72°16'28"	6.31'	3.65'	N 52°22'36" W	5.90'
C10	36.00'	16°36'26"	10.43'	5.25'	N 81°13'25" E	10.40'
C11	21.00'	64°29'32"	23.64'	13.25'	S 54°30'25" E	22.41'
C12	18.50'	68°53'44"	22.25'	12.69'	N 53°22'05" E	20.93'
C13	7.00'	50°41'25"	6.19'	3.32'	S 59°38'59" E	5.99'
C14	6.80'	50°30'29"	5.99'	3.21'	S 63°32'33" E	5.80'

FRAME SURVEYING & MAPPING
609 A STREET DAVIS, CA 95616
530.756.8584 (v&f) jhframe@dcn.org
8250-088

EXHIBIT B

LANDSCAPE MAINTENANCE EASEMENT PARCELS
SACRAMENTO CITY COLLEGE, DAVIS CENTER
SEPTEMBER, 2014 SCALE: 1"= 50' SHEET 3 OF 4



CURVE TABLE						
CURVE	RADIUS	DELTA	LENGTH	TANGENT	CH BEARING	CH DISTANCE
C15	53.00'	11°00'43"	10.19'	5.11'	S 00°13'35" E	10.17'
C16	14.50'	31°39'51"	8.01'	4.11'	S 26°09'18" E	7.91'
C17	10.00'	42°40'09"	7.45'	3.91'	S 20°39'09" E	7.28'

FRAME SURVEYING & MAPPING
609 A STREET DAVIS, CA 95616
530.756.8584 (v&f) jhframe@dcn.org
8250-088

EXHIBIT B

LANDSCAPE MAINTENANCE EASEMENT PARCELS
SACRAMENTO CITY COLLEGE, DAVIS CENTER
SEPTEMBER, 2014 SCALE: 1"= 50' SHEET 4 OF 4

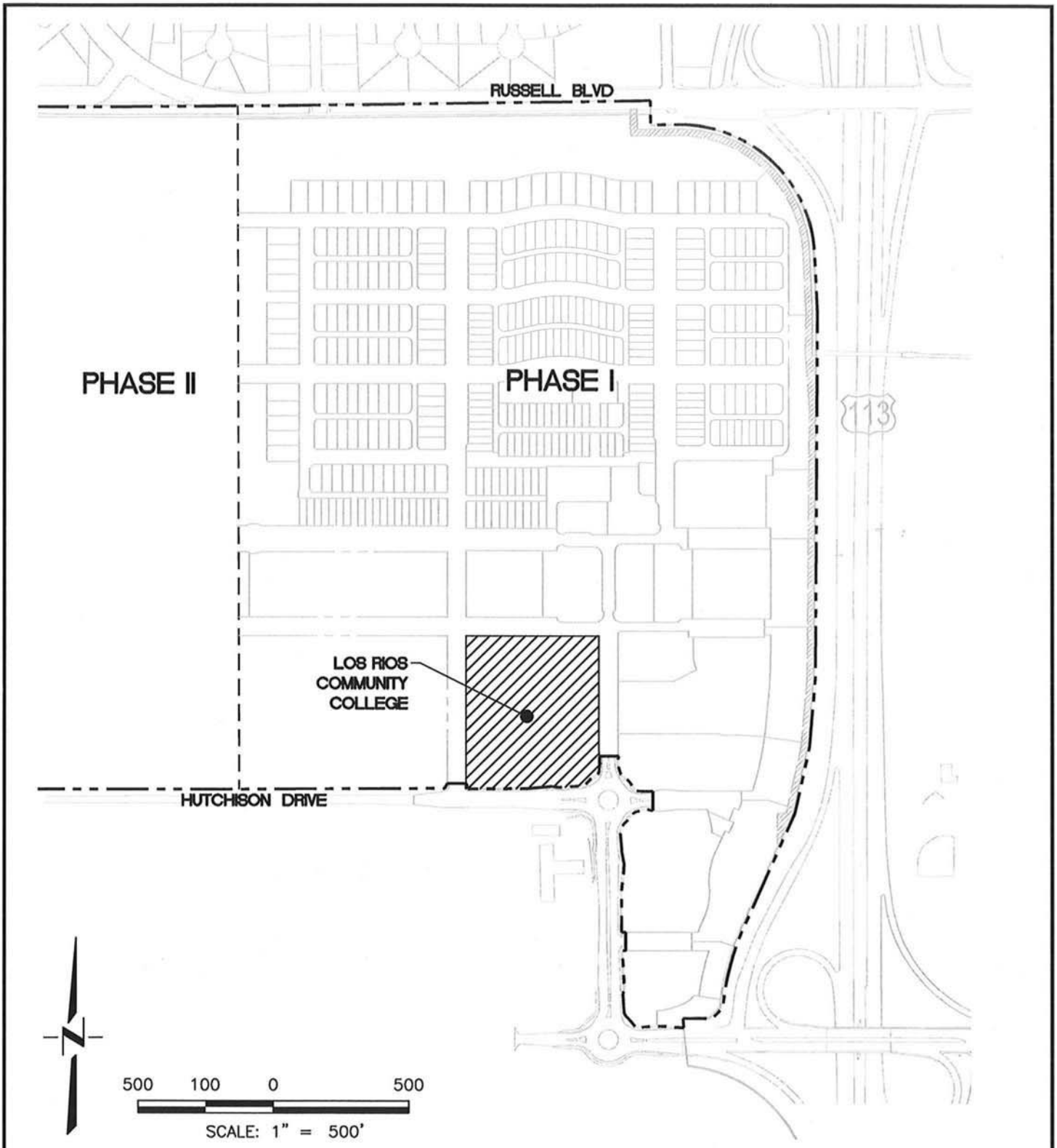


EXHIBIT C: "LEASED LAND"

WEST VILLAGE ILLUSTRATIVE BOUNDARY

Certificate of Acceptance

This is to certify that Los Rios Community College District, acting through Theresa Matista, Vice Chancellor of Finance and Administration, (pursuant to Government Code section 27281 and Education Code section 81300), hereby accepts for public purposes the real property described in the attached deed and consents to the recordation thereof by it duly authorized officer:

Dated: _____

_____

Theresa Matista, Vice Chancellor of Finance and Administration

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Resolution No. 2014-18: Liability Coverage for District Volunteers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
Presently, there are approximately 1,528 volunteers, including student volunteers, who donate their time in various capacities throughout the District. In order for the volunteers to be covered under the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Memorandum of Coverage for "liability", ASCIP requires that the Governing Board approve a resolution stating that the District recognizes volunteers, and that an approved list of volunteer services will be updated and mandated.

STATUS:
A recent survey of volunteer activity in the District reveals the following volunteer services are being performed.

Volunteer Groupings	**Number of Volunteers**
Academic & Foundations (tutors, ambassadors, event helpers, etc.)	690
Athletics/PE (coaches, trainers, etc.)	328
Drivers (i.e. field trips)	36
Observatory Docents	51
Others (Harris Center)	423

RECOMMENDATION:
It is recommended that the Board of Trustees approve Resolution No. 2014-18 regarding liability coverage for volunteers.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2014-18

LIABILITY COVERAGE FOR DISTRICT VOLUNTEERS

WHEREAS, the Los Rios Community College District recognizes the need for and benefit derived from individuals and groups providing volunteer services to the District; and

WHEREAS, the Los Rios Community College District desires to provide liability coverage for the individuals in their capacity as volunteer to the District while they are performing services for the District in accordance with District policies and regulations: Now, therefore,

BE IT RESOLVED that**,** for the purposes of extending this coverage to official volunteers of the District, all individuals who directly volunteer to provide services to the District, and whose volunteer services are accepted in accordance with District policies and regulations shall be covered by the District's general liability insurance program. The type of volunteer service shall be on file at the appropriate District or local site office prior to commencing volunteer services.

PASSED AND ADOPTED as Los Rios Community College District Resolution No. 2014-18 this fifteenth day of October, 2014, by the following called vote:

AYES	NOES	ABSENT

Robert Jones, Board President

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Beverly Sandeen	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
During the period of September 1, 2014 and September 30, 2014, the District received executed agreements for the following grant and contract awards:

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
MESA – Fund for Student Success • Renewal to support the MESA program. • 7/1/2014 through 6/30/2015 • Administrator: Anne Licciardi, Dean, Mathematics, Statistics, and Engineering	SCC	$50,500	CCCCO
MESA – Fund for Student Success • Renewal to support the MESA program. • 7/1/2014 through 6/30/2015 • Administrator: John Auberg, Dean, Mathematics	ARC	$50,500	CCCCO
CA Early Childhood Mentor Program • Renewal to provide stipends and professional development support to aspiring ECE teachers or administrators. • 8/1/2014 through 6/30/2015 • Administrator: Monica Pactol, Dean, Instruction	FLC	$650	Chabot-Las Positas CCD
Youth Empowerment Strategies for Success (YESS) Independent Living Program • Renewal to provide mentoring, tutoring, and life-skills training to transitioning foster youth. • 7/1/2014 through 6/30/2015 • Administrator: Steven Boyd, Dean, Health and Education	ARC	$22,500	Foundation for CA Community Colleges

Deputy Sector Navigator Grant – Health • Renewal to provide key talent for the region who will facilitate community college and industry partnerships that support the development of health related training programs. • 7/1/2014 through 6/30/2015 • Administrator: Gabriel Meehan, Associate Vice President, Workforce	SCC	$200,000	CCCCO
Centers of Excellence – Technical Assistance Provider, Region A • Renewal to serve as the technical assistance provider to colleges in the North Region. • 7/1/2014 through 6/30/2015 • Administrator: Walter DiMantova, Director, Workforce and Economic Development	WED	$148,500	CCCCO
Centers of Excellence – Technical Assistance Provider, Region D • Renewal to serve as the technical assistance provider to colleges in the South Central Region. • 7/1/2014 through 6/30/2015 • Administrator: Walter DiMantova, Director, Workforce and Economic Development	WED	$148,500	CCCCO

RECOMMENDATION:
It is recommended that the Board of Trustees ratify the grant and contract awards listed herein, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Ratify: New Contracts and Renewals	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
During the period of September 1 - 30, 2014, the District received executed agreements and/or extensions for the following contracts:

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Architectural Services for SCC Davis Center Phase II	$715,667.00	I	9/3/14	Hammel, Green & Abrahamson, Inc.	FM
Consulting Services for People Soft Cashiering Project	$40,000.00	I	8/15/14 – 3/5/15	Edgerock Technologies LLC	DO-IT
Consulting Services for Financial Aid	$123,900.00	I	9/7/14 – 6/30/16	Ciber, Inc.	DO-IT

RECOMMENDATION:
It is recommended that the Board of Trustees ratify the contracts listed above, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
Pursuant to Board Policy 8315 the bid transactions herein listed occurred during the period of September 1 - 30, 2014.

CHANGE ORDERS					
Bid №	Description	Change Amount	Change Number	Vendor	New Contract Total
13015	SCC Student Services Modernization	$117,725.00	3	Otto Construction	$8,957,343.29
14019	ARC Student Services Addition	$120,587.00	1	SW Allen Construction	$2,906,231.00

RECOMMENDATION:
It is recommended that the Board of Trustees ratify the bid transactions for the month of September as herein listed.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
The Education Code regulates the procedures by which a community college district can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at $5,000 or less by private sale without advertising or selling the items at public auction. The District has previously held an auction, at least annually and past auctions have generally cost more than they have netted for the District. In 1998, the District began transferring such surplus items to the State of California since the cost to store and sell such surplus items is greater than potential revenues.

STATUS:
The District has a quantity of surplus material, such as outdated desks and computers, which need to be disposed of. The State of California has accepted some of the surplus items but is not willing to take the entire surplus because they are unable to sell it. The District has located a scrap dealer who is willing to take most of our surplus items and recycle them.

All of the surplus items to be disposed of are either broken and/or not working, obsolete, in poor condition, or not needed for district/college operations: 1 amplifier; 3 audio players; 1 audio receiver; 1 band saw; 3 bookcases; 1 cabinet; 1 camera; 1 caption decoder; 7 carts; 25 chairs; 1 chromatograph system; 2 coils; 29 computers; 3 computer drives; 3 couches; 4 desks; 1 digital frame; 1 digital pad; 1 digitizer; 1 drill press; 2 fans; 2 fax machines; 1 flywheel unit; 7 gas regulators; 5 lamps; 1 laptop; 1 listening system; 27 monitors; 3 monitor stands/shelves; 1 motion detector; 3 motor units; 1 paper cutter; 5 ph electrodes; 7 ph meters; 1 power supply unit; 12 printers; 19 projectors; 1 pump; 2 purifier furnaces; 3 scanners; 2 shredders; 1 slide viewer; 1 storage switch; 12 tables; 1 tablet; 1 telephone; 1 television; 1 television receiver; 1 toaster oven; 1 tripod; 4 typewriters; and 18 video players. These items have a value of less than $5,000.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Purchase Orders, Warrants, Checks and Wires	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
A listing of purchase orders, warrants, checks and wires issued during the period of August 16, 2014 through September 15, 2014 is on file in the District Business Services Office for review.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and wires that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001077804-0001078141 B115591-B115649	$ 6,796,781.92
Capital Outlay Fund	0003015808-0003015837 -	
Child Development Fund	0006000745-0006000745 -	
Self-Insurance Fund	0009000325-0009000326	
WARRANTS		
General Fund	704114-705584	$ 16,241,271.55
General Fund-ARC Instructional Related	004219-004304	
General Fund–CRC Instructional Related	021465-021492	
General Fund–FLC Instructional Related	030511-030532	
General Fund–SCC Instructional Related	043399-043471	
Capital Outlay Fund	828919-829034	
Child Development Fund	953980-953992	
Self-Insurance Fund	976204-976208	
Payroll Warrants	236465-237786	$ 16,066,885.17
Payroll-Direct Deposit	693121-697076	
June Leave Process	237787-240683	
Payroll Vendor Warrants	56980-57136	
CHECKS		
Financial Aid Disbursements	2044470-2063913	$ 16,780,857.49
Clearing Checks	-	$ -
Parking Checks	2860-2863	$ 178.00
Bookstore Fund – ARC	28520-28633	$ 1,442,220.22
Bookstore Fund – CRC	025592-025661	
Bookstore Fund – FLC	8589-8635	
Bookstore Fund – SCC	046884-046925	
Student Clubs Agency Fund – ARC	4369-4430	$ 134,660.00
Student Clubs Agency Fund – CRC	3384-3413	
Student Clubs Agency Fund – FLC	1794-1810	
Student Clubs Agency Fund – SCC	2848-2877	
Foundation – ARC	4062-4109	$ 67,058.60
Foundation – CRC	1762-1802	
Foundation – FLC	0798-0809	
Foundation – SCC	3088-3102	
Foundation – DO	0589-0593	
Associated Students Trust Fund – ARC	0663-0664	$ 45.00
Associated Students Trust Fund – CRC	-	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 2625-2680 Manual Checks 9107-9107	$ 161,951.45
WIRES		
Board of Equalization	-	$ 20,900.00
PARS	-	$ 26,496.14
Vendors	-	$ -

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Regular Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

RECOMMENDATION:
It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

M A N A G E M E N T

APPOINTMENT(S)

Name	Subject/Position	Effective Date(s)
	District Office	
Glyer-Culver, Betty M. (M.A. California State University, Sacramento)	Director of Institutional Research	10/16/14
Ramos, Rosenda F. (M.B.A., California State University, Sacramento)	Associate Vice Chancellor, Finance	11/03/14
	Folsom Lake College	
Pactol, Monica L. (Ph.D., Colorado State University)	Vice President of Instruction	10/16/14

Rosenda F. Ramos, Associate Vice Chancellor, Finance

Significant Contract Terms:

Salary: $157,947 – Step 1, Level A, 2014-15 Interim Management Salary Schedule

Term: One Year and Eight Month Contract Commencing November 3, 2014

Heath/Welfare Benefits: Selection of any District offered Medical Plan at the contribution level for the District plan which the majority of employees are enrolled (currently Kaiser HMO). Other Benefits as provided in Open Enrollment.

Auto Expenses: $550/month for In-District Travel

M A N A G E M E N T

APPOINTMENT TO TEMPORARY POSITION(S)

Name	Subject/Position	Effective Date(s)
	American River College	
Caldwell, Patricia S. (Ph.D., University of California, Los Angeles)	Interim Dean of Technical Education	10/01/14 – 12/31/14
Kubo, Kenneth M. (Ph.D., University of California, San Francisco)	Interim Dean of Planning, Research and Technology	07/01/14 – 06/30/15 *(Revised)*
	District Office	
Jones, Mary T. (M.A., San Jose State University)	Interim Associate Vice Chancellor, Workforce and Economic Development *(Not to exceed $40,173)*	10/06/14 – 06/30/15
	Sacramento City College	
Luff, Debra J. (Ed.D., University of the Pacific, Stockton)	Interim Vice President of Student Services From Associate Vice President, Enrollment and Student Services	09/02/14 – 02/28/15 *(Revised)*

INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)

Name	Position	Effective Dates(s)
Poindexter, Michael	Interjurisdictional Exchange, To San Francisco Community College District From Vice President of Student Services	9/01/14 – 02/28/15

F A C U L T Y

APPOINTMENT TO TEMPORARY POSITION(S)

Name	Subject/Position	Effective Date(s)
	American River College	
Hanstad, Janet A. (Ph.D., University of California, Davis)	Biology Assistant Professor (L.T.T.)	01/15/15 – 05/20/15
	Cosumnes River College	
Hoang, Frank A. (M.S., Southern Illinois University at Carbondale)	Chemistry Assistant Professor (L.T.T.)	08/28/14 – 12/18/14
	Folsom Lake College	
Alford, Purificacion M. (M.A., California State University, Sacramento)	Spanish Assistant Professor (L.T.T.)	08/21/14 – 12/18/14

LEAVE(S) OF ABSENCE

Name	Subject/Position	Type	Effective Date(s)
	American River College		
McGinley, Jewell R.	Counselor	Medical (100%)	03/08/14 – 10/31/14 *(Revised)*
Worsfold, Brandy L.	Art Professor	Medical (15%)	08/29/14 – 12/18/14
	Cosumnes River College		
Carter, Sandra K.	ESL Professor	Type C	08/21/14 – 12/18/14
Marchand, Lisa P.	ESL Professor	Medical (100%)	09/10/14 – 10/09/14
Symes, James L.	Chemistry Professor	Medical (100%)	08/28/14 – 12/18/14
	Folsom Lake College		
DeVille, Rebecca A.	Humanities Professor	Medical (20%)	08/21/14 – 12/18/14
Macias-Perez, Elvia	Foreign Language Professor	Medical (65%)	08/21/14 – 12/18/14
Tikhonov, Inna V.	Counselor	Maternity	08/08/14 – 11/02/14 *(Revised)*
	Sacramento City College		
Williams, Gayle K.	Accounting Professor	Medical (100%)	08/21/14 – 10/15/14

F A C U L T Y

PLACEMENT ON 39-MONTH RE-EMPLOYMENT LIST

Name	Subject/Position	Effective Date(s)
	American River College	
Stockdale, Geoffrey P.	Speech Professor	10/01/14

PRE-RETIREMENT WORKLOAD REDUCTION(S)

Name	Subject/Position	FTE	Effective Date(s)
	American River College		
Miller, David W.	Human Services/Psychology Professor	1.00 to .80	08/23/12 – 06/30/16 *(Revised)*
Richey-Ward, Diane L.	Art Professor	.750 to .566 *(Revised)*	08/21/14 – 05/31/17

RETIREMENT(S)

Name	Subject/Position	Effective Date(s)
	American River College	
Alejandre, Becky S.	Home Economics Professor (After 22 years of service)	12/19/14
MacGowan, Paul D.	Agriculture/Natural Science Professor (After 22 years of service)	12/19/14
McGinley, Jewell R.	Counselor (After 7 years of service)	11/01/14
	Cosumnes River College	
Roeschen, Renee A.	Health Information Technology Professor/Coordinator (After 7 years of service)	12/19/14
	Sacramento City College	
Kloumova, Irina	Mathematics Professor (After 17 years of service)	05/21/15
Roper, Susan W.	Chemistry Professor (After 21 years of service)	12/19/14

2014 – 2015 SABBATICAL AND PROFESSIONAL DEVELOPMENT LEAVE(S) – REVISION(S)

The following are revisions from the 2014-15 Sabbatical and Professional Development Leaves approved by the Board of Trustees on May 14, 2014.

American River College

Type B Leave

The FTE and semester requested has been revised for the following faculty members:

Employee	Discipline	Percent	Semester	Annual FTE
Corcoran, Amanda J.	English Professor	20% From 40%	Fall 2014	.100
Padgett, Chris D.	History Professor	20% 20%	Fall 2014 Spring 2015 From Fall 2014	.100 .100

TEMPORARY, PART-TIME EMPLOYEES Summer 2014
American River College

Name	Subject	FTE
Chung, Julie Tzu C.	Mathematics, General	30 %
Fortman, Anita J.	Counselor	5 %
Ghuman, Maninder K.	Librarian	2 %
Moir, Sylvia M.	Administration of Justice	1 %
Rink, Shelley F.	Music	9 %
**(A2) Shimizu, Yujiro	Coordinator	5 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2014
Cosumnes River College

Name	Subject	FTE
Adkins Pogue, Andrea D	Librarian	4 %
Amer, M. Rosalie C.	Librarian	6 %
Bahm, Naomi I.	Psychology, General	30 %
Bond, Emily F	Librarian	1 %
Ghuman, Maninder K.	Librarian	24 %
Gordon, Henry P.	Librarian	11 %
Pollock, Sarah M.	Physiology (Includes Anatomy)	20 %
Wingard, Benjamin J.	Librarian	9 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2014
Folsom Lake College

Name	Subject	FTE
Siwabessy, Genevieve I.D.	Student Government	1 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2014
Sacramento City College

Name	Subject	FTE
Ahlenstorf, Tracy	Counselor	6 %
**(A5) Bui, Dinh N.	Counselor	2 %
Johnston, Diana L.	Cross Term	36 %
Lepe, Leonela G.	Counselor	1 %
Sala, Alina	Counselor	1 %
Yaroshevich, Natalya	Counselor	1 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
American River College

Name	Subject	FTE
Barton, John L.	Spanish	11 %
Booker, Joy M.	Administration of Justice	1 %
Bowles, Christy M.	Natural Resources	18 %
Braun, Donna M.	Registered Nursing	61 %
Cahoon, Autumn K.	Anthropology	20 %
Campas, Steven	Administration of Justice	1 %
Carrier, Nicole	Spanish	8 %
Caspersen Schultz, Julie A.	ESL Integrated	10 %
Chamness, Jon F.	Emergency Medical Services	10 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
American River College

Name	Subject	FTE
Chang, Lilian	Engineering, General	26 %
**(B2) Chapek, Carl W.	Software Applications	18 %
Chau, Thao T.	Mathematics, General	20 %
Cleverdon, Barry R.	Real Estate	13 %
Crain, Michael R.	Music	3 %
Cunningham, Meghan K.	Registered Nursing	15 %
Davis, Danielle R.	History	20 %
Davtian, Anna	Counselor	19 %
Dexheimer Steven K.	Administration of Justice	1 %
Dilgard, Paul H	ESL Integrated	1 %
Diller, Shane	Administration of Justice	1 %
Dorris, Tamara L.	Real Estate	60 %
Echeverria, Nick V.	Administration of Justice	1 %
Fassler, Amie Y.	Mathematics, General	20 %
Foerster, Tatiana M.	Other Health Occupations	24 %
Goble, Ryan A.	ESL Speaking/Listening	27 %
Gomez, Alejandro	Spanish	27 %
Haarala, Erik	ESL Speaking/Listening	3 %
Harder, Elizabeth K	Speech Communication	40 %
Harrison, Richard G.	Speech Communication	40 %
Hawley, M. Douglas	Business Management	40 %
Haywood, Laura C.	Physical Education	30 %
Herman, Kathryn M.	Counselor	9 %
Hilger-Estrada, Tanya D.	Biology, General	8 %
Hoffman, Dale H	Anthropology	26 %
Holland, Charles M.	Automotive Technology	18 %
Hyde, James R.	Administration of Justice	1 %
Jay, Susan M.	General Work Experience	53 %
Keichler, Starla L.	Fashion Merchandising	22 %
Kiser, Sally J.	Economics	20 %
Kronzer, Matthew	English	60 %
Lopez Jr., Gilberto	Law, General	1 %
Lotter, Richard B	Music	3 %
**(A2) Lui, Diane C.	Fine Arts, General	60 %
Mailman, Erika L.	English	57 %
Majhail, Radhika	Business and Commerce, General	20 %
Malik, Jamil I.	Academic Guidance	40 %
Marchi, Annemarie A	Registered Nursing	59 %
Mueller, Robert G	Administration of Justice	1 %
Nichelson, David L.	Reading	33 %
Panella, Heidi J.	Registered Nursing	13 %
Pearce, John J.	Mathematics, General	20 %
Pilcher, Martin J.	Administration of Justice	1 %
Plantaric, Edward J	Administration of Justice	1 %
Ponce, Carlos F	Administration of Justice	1 %
Reisinger, Michele A.	Registered Nursing	38 %
Rochford, Jeffrey A.	Multimedia	14 %
Rood, Blake	Counselor	2 %
Sakakihara, Paul	General Work Experience	13 %
Scott, Tatiana	Music	53 %
Shepherd, Elden B.	Administration of Justice	1 %
Skillen, Robert R.	Natural Resources	20 %
Smith, Stephen J.	Administration of Justice	1 %
**(A5) Smyth, Susan J.	Registered Nursing	8 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
American River College

Name	Subject	FTE
Solso, Allison E.	English	20 %
Stylos, Danelle	Administration of Justice	1 %
Swink, Mark L.	Emergency Medical Services	10 %
Tateishi, Robin L.	Emergency Medical Services	10 %
Theiss, William Francis	Software Applications	18 %
**(B5) Thomas, David N.	Construction Crafts Technology	3 %
Tzou, Ann S.	ESL Writing	3 %
Valcu, Sanda I.	Coordinator-Instructional	40 %
Veligan, Igor V	Music	8 %
Watters, Stephen W	Anthropology	20 %
Yakovleva, Elena E.	Other Health Occupations	8 %
Young, Cicely N.	English	20 %
Zeng, Nancy F.	Engineering, General	5 %
Zupancic, Niefia R.	Registered Nursing	12 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Cosumnes River College

Name	Subject	FTE
Bahm, Naomi I.	Psychology, General	20 %
Beamer, Alan B.	Chemistry, General	25 %
Carinci, Sherrie T	Business and Commerce, General	20 %
Collins, Amy H.	Child Development/Early Care and Educatio	20 %
Crowden, Mitchell B.	Automotive Technology	28 %
Crowder, Marcus	Film History and Criticism	20 %
Cuckovich, Jessica L.	English	27 %
Dartez, Gail A	Dramatic Arts	45 %
Elias, Julian C.	ESL Reading	32 %
Garcia, Delayna F.	Counselor	17 %
Guan, Bao J.	Mathematics, General	21 %
**(A2) Gularte, Stephanie	Film Studies	20 %
Hailes, John W	Administrative Medical Assisting	10 %
Kyubwa, Delphin B.	Software Applications	7 %
Lewis, Barbara	Counselor	16 %
Morse, Julie A	ESL Reading	12 %
Morse, Julie A	ESL Speaking/Listening	16 %
Nielson, Jonathan M.	History	20 %
Oliver Graybill, Ann E.	Biology, General	20 %
**(A1) Parker, Dawn S.	Counselor	52 %
Perales, Chantel R.	English	40 %
**(A5) Quinn, Linda C.	English	67 %
Reynolds, Lana K.	Counselor	10 %
Riddle, Lisa K.	ESL Writing	44 %
Riddle, Lisa K.	ESL Reading	18 %
Rivera-Carpenter, Veronica M.	Infants and Toddlers	20 %
Rogers, Kristina S.	English	10 %
Rojas, Martin M.	English	47 %
Rojas, Teresa M.	Physical Education	30 %
Royer, Robin N.	Political Science	50 %
Schreiner, John M.	Software Applications	13 %
Sneed, Linda C.	English	60 %
Stern, Bradley A.	Psychology, General	30 %
Stumbaugh, Sean W.	Fire Technology	20 %
Ventura, Grace M.	Office Technology/Office Computer Applicati	33 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Cosumnes River College

Name	Subject	FTE
Wynne, Daniel B.	Geology	20 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Folsom Lake College

Name	Subject	FTE
Bauer, Christian A.	Philosophy	20 %
Bonser, Marina P.	Mathematics, General	33 %
Carboni, Joshua P.	Philosophy	20 %
Curtis, Sarah	English	53 %
Davtian, Anna	Counselor	4 %
Hopkins, Don R	Coordinator	20 %
Lawrence, Aaron	Counselor	7 %
Mathews, Cherie L.	Counselor	1 %
McConnell, Joel E.	Counselor	12 %
Morrison, Jill	Physical Education	16 %
Pinkerton, Matthew S.	Other Humanities	20 %
Podesta, Nicholas J.	Health Education	20 %
Snow, Camille D	Counselor	27 %
Sporov, Evgeniy V.	Music	15 %
Vriend, Diana L.	ESL Integrated	45 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Sacramento City College

Name	Subject	FTE
Abbott, Kate E.	English	20 %
Acosta, Ruben	Job Seeking/Changing Skills	13 %
Acosta, Ruben	Coordinator	40 %
Alino, Vera R.	Chemistry, General	67 %
Brough, Michelle I.	English	20 %
Burke, Larenda R.	Administration of Justice	11 %
**(B2) Chapek, Carl W.	Information Technology, General	7 %
Christenson, Sandra L.	English	27 %
Cook, Stephen P.	English	20 %
Dobbs, Charles K.P.	English	40 %
Farias, Imelda	Counselor	17 %
Fernandez, Joshua	English	20 %
**(A5) Galvan, Joaquin D.	Counselor	3 %
Galvis, Silvia M.	Child Development/Early Care and Educatio	20 %
Gere, C. Jean	ESL Integrated	10 %
Gifford, Christina M.	English	31 %
Gmelin, Robert P.	English	40 %
Gunby, Melissa S.	English	40 %
Hubbard, Benita L	Information Technology, General	5 %
Hung, Gary W.	Counselor	2 %
**(B5) Ishisaka-Nolfi, Marc	Applied Photography	13 %
Johnson, Orna R.	Anthropology	20 %
Martinez, Maricela C.	Spanish	25 %
McLearan, Susan H.	Dental Hygienist	55 %
Moreno, Audrey N.	English	20 %
Myers, Gabrielle	English	40 %
O'Neill, Zachary M.	English	20 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Sacramento City College

Name	Subject	FTE
Orr, Timothy A.	History	40 %
Pansius, Deborah H	English	20 %
**(A5) Pryor, Peter L.	Physical Fitness and Body Movement	50 %
Pytel, Darren L.	Administration of Justice	48 %
Reach, Lorna	Counselor	6 %
**(A2) Reed, Matthew C.	Mathematics, General	60 %
Richmond, Pamela R.	English	45 %
Riedel, Megan C.	English	27 %
Rowland, Martha E.	Library Technician (Aide)	13 %
Sachdev, Poonam	English	20 %
Sherman, Tristin B.	Dental Assistant	60 %
Snodgrass, Lindsay A.	English	20 %
Stephens, Kathleen H.	Speech Communication	40 %
**(A5) Swafford, Derek L.	Job Seeking/Changing Skills	7 %
**(A5) Swafford, Derek L.	Counselor	5 %
Terry, John D.	Drafting Technology	28 %
Tharalson, Julie A.	Culinary Arts	35 %
**(A5) Ulrich, Walter D	Physical Education	8 %
Zellmer, Matthew A.	English	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
American River College

Name	Subject	FTE
Aguilar, Gary L.	Drafting Technology	27 %
Andronas, Jennifer L.	Automotive Technology	35 %
Arrieta, Corinne L.	Spanish	14 %
Bui, Thuan T.	Counselor	1 %
Burleson, B. Kathryn	Technical Theater	20 %
Burleson, B. Kathryn	Dramatic Arts	38 %
Byrd, Steven D.	Welding Technology	28 %
Chao, Pamela H.	Sociology	20 %
Downs, Pamela R.	Dramatic Arts	7 %
Eifertsen, Dyne C.	Music	45 %
Fong, Diana J.	Counselor	1 %
Gelfman, Linda R.	Ceramics	13 %
Gott, Sharon E.	Mathematics, General	12 %
Grant-Toscano, Diane M.	Fashion Design	13 %
**(B2) Green, Wesley P.	Computer Support	16 %
Hanstad, Janet A.	Physiology (Includes Anatomy)	15 %
Hooker, Jodie E.	Applied Photography	13 %
Hughes, Ralph E.	Music	20 %
Ilaga, Lisa Hunsaker	Respiratory Care/Therapy	13 %
Joe, Don I.	Automotive Collision Repair	20 %
Kinuthia, F. Kamau	Economics	40 %
Knirk, Brian D.	Culinary Arts	27 %
Knirk, Brian D.	Restaurant and Food Services Management	27 %
Lapierre, Arthur	Music	41 %
Lehmann, Sarah R.	Library Science, General	13 %
Manduca, Jerry A.	Administration of Justice	20 %
Mattson, Sarah S.	Painting & Drawing	30 %
Mirzaagha, Mohammad E.	Mathematics, General	27 %
Munger, Teri B.	Coordinator	20 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
American River College

Name	Subject	FTE
Munger, Teri B.	Coordinator	11 %
**(B4) O'Brien, Roxanne	Culinary Arts	15 %
Parker, Laura L.	Sculpture	13 %
Parks, Judith	Restaurant and Food Services Management	20 %
Payne, Michael D.	Chemistry, General	27 %
Reilly, Robin L.	Accounting	35 %
Riley, Lonetta L.	Administration of Justice	40 %
**(A3) Russell, Gail	Dramatic Arts	6 %
**(B2) Salladarre, Raymond F.	Restaurant and Food Services Management	13 %
Schuster, Randall O.	Drafting Technology	13 %
Sheldon, Michael B.	Art	7 %
Shoemake, Linda E.	Library Science, General	20 %
Silva, Nancy E.	Dramatic Arts	48 %
Smith, Craig N.	Fine Arts, General	60 %
Smith, Phil A.	Mathematics, General	20 %
Spencer, Bonnie S.	Fashion	57 %
**(A2) Stewart, Daniel N.	Chemistry, General	33 %
Stoehr, Matthew L.	Digital Media	15 %
Stoehr, Matthew L.	Multimedia	15 %
**(A1) Stokes, Clarence C.	Software Applications	15 %
Thompson, Steven Dean	Music	40 %
Thomsen, Charles E.	Geology	2 %
Thomsen, Charles E.	Geography	20 %
**(B5) Urkofsky, Teresa E.	Culinary Arts	27 %
**(B5) Urkofsky, Teresa E.	Restaurant and Food Services Management	13 %
Valle, Jesus D.	English	20 %
VanRegenmorter, Merlyn J.	Music	20 %
VanRegenmorter, Merlyn J.	Commercial Music	27 %
Watson, Phyllis R.	Reading	7 %
Williams, Samuel W.	Dramatic Arts	23 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Cosumnes River College

Name	Subject	FTE
Andrews, David C.	Horticulture	15 %
Chapman, Gregory Dennis	Computer Programming	30 %
Chicoine, Kari J.	Other Architecture & Environ Design	13 %
Connally, Ryan	Civil & Construction Mgmt Technology	60 %
Emetarom, Chitoh M.	Chemistry, General	19 %
Fagin, Edwin D.	Economics	20 %
Farley, Rhonda	ESL Reading	24 %
Felkner, Patty A.	Photography	10 %
Geissler, Markus	Information Technology, General	30 %
Marchand, Lisa P.	ESL Speaking/Listening	4 %
Marshall-Mills, Denise L.	Counselor	1 %
Mayo, Kathryn J.	Photography	10 %
Morales, Martin F.	Political Science	20 %
Moreno, Camille	Mathematics, General	20 %
Osman, Mohammed	Information Technology, General	20 %
Osman, Mohammed	Software Applications	27 %
Reese, Shawn L.	Chemistry, General	60 %
Sanchez, Brett Aaron	Mathematics, General	27 %
Wagner, Lauren M.	Film Studies	20 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Cosumnes River College

Name	Subject	FTE
Weathers-Miguel, Lee L.	Academic Guidance	40 %
Wilson, James B.	ESL Speaking/Listening	9 %
Wilson, James B.	ESL Integrated	15 %
Yarbrough, Michael	Mathematics, General	26 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Folsom Lake College

Name	Subject	FTE
Cooper, David	Computer Programming	35 %
Danner, Lisa A.	English	27 %
Foster, Ted F	Chemistry, General	27 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Sacramento City College

Name	Subject	FTE
Blair, Deborah J.	Study Skills	33 %
Carmazzi, Paul L.	Management Development & Supervision	20 %
Clark, Kevin E.	Sign Language	27 %
**(A5) Griffin, David A.	Intercollegiate Athletics	25 %
Kagan, Alexander	Counselor	12 %
**(A1) Kirkpatrick, Nadine J.	Nutrition, Foods, and Culinary Arts	20 %
Miller, Nicholas B.	Sociology	20 %
Parker, Leslie A.	Counselor	3 %
Richard Robicheau, Loretta J.	Job Seeking/Changing Skills	7 %
Roberts, Joshua M.	English	20 %
Rosenberger, Randy	Mathematics Skills	7 %
Shiflet, Kurt J.	Music	40 %
Tanghetti, Rosamaria	History	20 %
Tedla, Dagne	Political Science	20 %
Tracy, Gwyneth J.	Counselor	8 %
Tracy, Gwyneth J.	Counselor	8 %
Woodmansee, Rick D.	Mathematics, General	20 %
Zeh, Jonathan P.	Environmental Control Technology (HVAC)	40 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. *=New Employee **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows:
A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

C L A S S I F I E D

APPOINTMENT(S)

Name	Position	Assigned to	Effective Date(s)
Alvarado, Jorge A.	Instructional Assistant- Communication, Visual and Performing Arts 9 months	CRC	09/29/14
Brewer II, Richard J.	Communications and Public Information Officer	SCC	10/01/14
Carpadus, Tyler M.	Financial Aid Clerk II	ARC	09/15/14
Kading, Kevin D.	Instructional Assistant-Aeronautics, 9 months, 50%	SCC	09/05/14
Lednicky, Margaret	Facilities Planning & Engineering Specialist	FM	09/29/14
Thiessen, Levi M.	College Receiving Clerk/Storekeeper	FLC	10/01/14

LEAVE(S) OF ABSENCE

Name	Position	Type of Leave	Assigned to	Effective Date(s)
Rust, America	Instructional Services Assistant I	Child Care, 100%	FLC	09/26/14-01/01/15 *(Revised)*

PROMOTION(S)

Name	New Position (Current Position)	Assigned to	Effective Date(s)
Marjanyan, Hasmik	Confidential Human Resources Specialist III (Confidential Human Resources Specialist I	DO DO)	09/29/14
Thao, Mary	Admissions/Records Evaluator II, 100% (Counseling Clerk II, 80%	CRC CRC)	10/13/14
Williams, Kevin G.	Information Technology Specialist I-Microcomputer Support (Senior Information Technology Technician-Lab/Area Microcomputer Support	SCC SCC)	09/15/14

C L A S S I F I E D

REASSIGNMENT(S)/ TRANSFER(S)

Name	New Position (Current Position)	Assigned to	Effective Date(s)
Bui, Cuong D.	Laboratory Technician-Science, 10 months, 75% (Laboratory Technician-Science, 12 months, 100%	ARC ARC)	10/06/14
Chasengnou, Chou	Accountant (Accountant	DO CRC)	10/01/14
Wocasek, Elizabeth M.	Library/Media Technical Assistant, 80% (Library/Media Technical Assistant, 75%	ARC ARC)	08/22/14

RELEASED FROM EMPLOYMENT (PROBATIONARY)

Employee ID#	Position	Assigned To	Effective Dates(s)
1489580	Clerk III	ARC	09/06/14
0780942	Groundskeeper	FM	09/20/14

RESIGNATION(S)

Name	Position	Assigned to	Effective Date(s)
Abbott, Katherine L.	Student Personnel Assistant-Extended Opportunity Programs & Services	FLC	09/06/14
Kivlin, Holly E.	Admissions/Records Clerk II	SCC	09/27/14
Lim, Larry W.	Bookstore Stock Clerk	ARC	10/01/14
McAsey, Marta B.	Financial Aid Clerk II	ARC	09/10/14
Walker, Stephanie N.	Police Communication Dispatcher	SCC	09/19/14

C L A S S I F I E D

RETIREMENT(S)

Name	Position	Assigned to	Effective Date(s)
Jackson, Donald W.	College Receiving Clerk/Storekeeper (After 19+ years of service)	FLC	10/01/14
Jose, Michele L.	Administrative Assistant I (After 21+ years of service)	ARC	09/09/14
Lee, Deborah A.	Administrative Assistant I (After 16+ years of service)	CRC	12/31/14
Stanton, Patricia P.	Counseling Clerk II	SCC	12/13/14
Velasquez, Irene	Library/Media Technical Assistant (After 35+ years of service)	ARC	12/31/14

Temporary Classified Employees
Education Code 88003 (Per AB 500)
The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated.

Name	Title	Effective Date	End Date
	American River College		
Akhavan Tabib, Niloufar	Special Projects	8/29/2014	6/30/2015
Baxter, Diane M.	Art Model	7/1/2014	6/30/2015
Boam, Elizabeth M	Instructional Assistant	9/9/2014	6/30/2015
Cichosz, Marzena S.	Educational Services Aide	8/25/2014	6/30/2015
Crayne, Dawn D	Instructional Assistant	9/2/2014	6/30/2015
Da Silva, Duanny Jessica S.	Special Projects	9/10/2014	6/30/2015
Edwards, Kyle A.	Custodian	9/30/2014	6/30/2015
Gilreath, Satyndahl B.	Financial Aid Clerk I	9/8/2014	6/30/2015
Goodchild, Rebecca D	Instructional Assistant	9/2/2014	6/30/2015
Holt, Amelia R.	Special Projects	8/25/2014	6/30/2015
Hoohuli, Justin K	Special Projects	9/2/2014	6/30/2015
Johnson, Flora L.	Administrative Asst. I	9/9/2014	6/30/2015
Jordan, Shauna C.	Instructional Assistant	8/25/2014	6/30/2015
Khokhlan, Olesya A	Special Projects	9/5/2014	6/30/2015
Knowles, Kayla M	Special Projects	9/8/2014	6/30/2015
Lagrutta, Rick V.	Art Model	9/11/2014	6/30/2015
Light, Vanessa	Advanced Interpreter	9/22/2014	6/30/2015
Lilley, Michael J.	Special Projects	9/2/2014	6/30/2015
Low, Shawana Marie	Art Model	7/1/2014	6/30/2015
MacGill, Brie R	Art Model	9/1/2014	6/30/2015
Mellis, Luke M	Campus Patrol	8/28/2014	6/30/2015
Molina, Lorena	Instructional Assistant	8/11/2014	6/30/2015
Morgan, Johnny D.	Custodian	7/29/2014	6/30/2015
Platte, Daniel J.	Toolroom Equip Attendant	7/30/2014	6/30/2015
Platter, Evgeniya	Instructional Assistant	8/25/2014	6/30/2015
Reid, Michael J.	Specialty Coach	9/5/2014	6/30/2015
Reyes, Cherish L.	Clerk I	9/3/2014	6/30/2015
Richardson, Rhett A	Beginning Interpreter	8/23/2014	6/30/2015
Robles, Nancy	Instructional Assistant	9/2/2014	6/30/2015
Rumsey, Bobbi A.	Advanced Interpreter	9/8/2014	6/30/2015
Sanchez, Richter Eugenio	Instructional Assistant	8/20/2014	6/30/2015
Savage, Stephen	Art Model	9/17/2014	6/30/2015
Scott, Matthew Lincoln	Campus Patrol	8/28/2014	6/30/2015
Sekul, Katie M	Bookstore Clerk I	8/26/2014	6/30/2015
Seyman, Lia R.	Art Model	8/25/2014	6/30/2015
Shkumbatyuk, Iryna	Special Projects	8/18/2014	6/30/2015
Singh, Randall M.	Clerk I	9/23/2014	6/30/2015

Name	Title	Effective Date	End Date
	American River College (continued)		
Stevenson, Kyle R.	Art Model	8/25/2014	6/30/2015
Tatarakis, James D.	Instructional Assistant	9/5/2014	6/30/2015
Thaten, Kristeena B.	Instructional Assistant	8/25/2014	6/30/2015
Thomas, Deandre J.	Student Personnel Assistant	8/27/2014	6/30/2015
Thompson, Stacey	Special Projects	8/27/2014	6/30/2015
Tietjen, Jessica L	Special Projects	8/19/2014	6/30/2015
Vazquez, Victoria	Clerk I	9/17/2014	6/30/2015
Verigin, William M.	Art Model	8/18/2014	6/30/2015
Wheeler, Damen K	Specialty Coach	8/25/2014	6/30/2015
Zielke, Carol A.	Special Projects	8/20/2014	6/30/2015
	Cosumnes River College		
Allen, Skyler D	Campus Patrol	8/25/2014	6/30/2015
Barbour-Camacho, Erminia A.	Clerk I	9/1/2014	6/30/2015
Bartley, Erin L.	Athletic Trainer	8/25/2014	6/30/2015
Baxter, Cassandra L.	Sports Program Director	7/1/2014	6/30/2015
Belton, Kamiron I	Clerk II	9/24/2014	6/30/2015
Braithwaite, Alexandra R	Clerk I	9/25/2014	6/30/2015
Carter, Michelle L	Clerk I	7/1/2014	6/30/2015
Clark, Brian M.	Sports Athletic Trainer	7/15/2014	6/30/2015
Davis, Kyle J	Instructional Assistant	7/1/2014	6/30/2015
De Los Angeles, Ernest A.	Athletic Trainer	7/15/2014	6/30/2015
Dich, Diana	Instructional Assistant	9/24/2014	6/30/2015
Ducusin, Danielle P.	Instructional Assistant	8/28/2014	6/30/2015
Gordon, Lashonta M	Clerk III	9/23/2014	6/30/2015
Hanrahan, Molly P	Asst. Coach-Volleyball (W)	8/1/2014	6/30/2015
Harbor, Nathaniel L.	Campus Patrol	8/25/2014	6/30/2015
Haynes-Andrews, Sandra L.	Instructional Assistant	7/1/2014	6/30/2015
Henderson, Carmella L.	Clerk I	10/2/2014	6/30/2015
Hidalgo, Kristoffer R.	Clerk I	8/11/2014	6/30/2015
Juner, Robert A.	Special Projects	7/1/2014	6/30/2015
Juner, Samantha A.	Special Projects	8/25/2014	6/30/2015
Keenan, Annemarie	Clerk I	8/25/2014	6/30/2015
Low, Shawana Marie	Art Model	8/22/2014	6/30/2015
MacGill, Brie R	Art Model	9/1/2014	6/30/2015
Moorhouse, Richard J.	Special Projects	8/28/2014	6/30/2015
Nagin, Farrah N	Clerk II	8/25/2014	6/30/2015
Plaugher Smith, Jessica R.	Campus Patrol	7/1/2014	6/30/2015
Rickard, Lacey L	Special Projects	7/1/2014	6/30/2015
Solis, Jamie	Campus Patrol	9/17/2014	6/30/2015
Terrones Rojas, Laura M.	Instructional Assistant	9/9/2014	6/30/2015
Wells, Natalie	Sports Program Director	7/1/2014	6/30/2015

Name	Title	Effective Date	End Date
	Cosumnes River College (continued)		
Worley, Holly Ann	Special Projects	7/1/2014	6/30/2015
	District Office / Business and Economic Development Center / Facilities Management		
Balsamo, Alessandra L.	Clerk II	8/25/2014	6/30/2015
	Folsom Lake College		
Adams, Kale P	Special Projects	8/25/2014	6/30/2015
Ahmed, Ejaz R.	Clerk I	8/27/2014	6/30/2015
Agarwal, Aparna	Student Personnel Assistant	8/21/2014	6/30/2015
Aragon, Paul H.	Art Model	8/25/2014	6/30/2015
Ayoubi, Mariam S	Special Projects	8/25/2014	6/30/2015
Boyer, Justin A.	Asst. Coach-Soccer (W)	8/1/2014	6/30/2015
Brown, Jennifer A.	Special Projects	9/8/2014	6/30/2015
Bunyard, Tisha L.	Clerk II	8/25/2014	6/30/2015
Chiu, Wa Yung	Clerk I	8/25/2014	6/30/2015
Clanton, Grace D.	Counseling Clerk II	9/2/2014	6/30/2015
Fiedler, Steven J	Special Projects	8/25/2014	6/30/2015
Franklin, Brittany J.	Student Personnel Assistant	8/21/2014	6/30/2015
Furtado, Kasaundra	Student Personnel Assistant	9/11/2014	6/30/2015
Ghiorso, Timothy G	Special Projects	9/10/2014	6/30/2015
Grayson, Rachel C.	Clerk I	8/18/2014	6/30/2015
Hill, Argelia R	Clerk I	8/18/2014	6/30/2015
Huynh, Johnny	Clerk II	8/25/2014	6/30/2015
Jimison, Brett	Special Projects	8/25/2014	6/30/2015
Jimison, Brett	Special Projects	8/25/2014	6/30/2015
Killips, Kyler A.	Special Projects	7/28/2014	6/30/2015
Krezanoski, Joseph D	Special Projects	8/25/2014	6/30/2015
Melton, Marguerite A.	Bookstore Clerk I	8/20/2014	6/30/2015
Powers, Patrick W.	Special Projects	10/1/2014	6/30/2015
Reyes, Deena L.	Special Projects	9/12/2014	6/30/2015
Rich, Jessica M.	Special Projects	7/1/2014	6/30/2015
Roberts, Bradley J.	Special Projects	9/5/2014	6/30/2015
Roberts, Gary V.	Instructional Assistant	8/25/2014	6/30/2015
Scrogins, Christian A.	Instructional Assistant	8/25/2014	6/30/2015
Scrogins, Christian A.	Special Projects	8/25/2014	6/30/2015
Scrogins, Joshua T.	Special Projects	8/25/2014	6/30/2015
Solis, Jamie	Campus Patrol	9/9/2014	6/30/2015
Stefanco, Tatiana	Clerk I	8/20/2014	6/30/2015
Stefanco, Tatiana	Instructional Assistant	9/10/2014	6/30/2015
Tamashiro, Brian M.	Special Projects	8/25/2014	6/30/2015

Name	Title	Effective Date	End Date
	Folsom Lake College (continued)		
Wong, Supina	Instructional Assistant	8/25/2014	6/30/2015
Woods, Virgil W.	Instructional Assistant	8/25/2014	6/30/2015
	Sacramento City College		
Alleyne, Safiya E.	Clerk I	8/25/2014	6/30/2015
Aurelio, Stephanie M	Instructional Assistant	9/15/2014	6/30/2015
Boll, Kevin A.	Maintenance Technician I	9/2/2014	6/30/2015
Byrd, Noah C.	Instructional Assistant	8/25/2014	6/30/2015
Castelle, Vincent C.	Campus Patrol	9/2/2014	6/30/2015
Darr, Elizabeth A	Sports Athletic Trainer	9/18/2014	6/30/2015
Davis, Girtha L.	Special Projects	9/1/2014	6/30/2015
Haroun, Husham	Special Projects	9/25/2014	6/30/2015
Issaka, Casandra J.	Instructional Assistant	8/23/2014	6/30/2015
Jahami, Nazha S	Instructional Assistant	9/11/2014	6/30/2015
Kucher, Yekaterina Y.	Financial Aid Clerk I	8/25/2014	6/30/2015
Lagrutta, Rick V.	Art Model	9/5/2014	6/30/2015
Lee, Yeins	Campus Patrol	7/1/2014	6/30/2015
Leyton, Brandon J.	Clerk I	9/25/2014	6/30/2015
Low, Shawana Marie	Art Model	9/1/2014	6/30/2015
Mainwaring, Quinlynn May	Asst. Coach-Water Polo (W)	9/1/2014	6/30/2015
Mohr, Trudy	Asst. Coach - Cross Cntry (MW)	9/1/2014	6/30/2015
Naranjo-Diaz, Cesar J.	Clerk I	8/25/2014	6/30/2015
Nelson, Steffanie D.	Police Comm Dispatcher	8/29/2014	6/30/2015
Pacheco, Joseph B.	Instructional Assistant	9/5/2014	6/30/2015
Paman, Jose P.	Clerk I	8/25/2014	6/30/2015
Petcan, Ioana R.	Clerk I	8/26/2014	6/30/2015
Pree, Angelo L. R.	Asst. Coach-Football	10/1/2014	6/30/2015
Ramey, Emily S.	Art Model	8/25/2014	6/30/2015
Razo, Heather H	Instructional Assistant	8/25/2014	6/30/2015
Reese, Keby Sheree	Student Personnel Assistant	9/12/2014	6/30/2015
Richman, Sylvia J.	Laboratory Technician	9/15/2014	6/30/2015
Schrumpf, David J.	Instructional Assistant	9/3/2014	6/30/2015
Vargas-Onate, Jacqueline	Student Personnel Assistant	9/11/2014	6/30/2015
Walker, Jovan A.	College Reserve Police Officer	7/1/2014	6/30/2015
Worley, William E	Instructional Assistant	8/25/2014	6/30/2015
Zambrano Larios, Jose J	Asst. Coach-Football	9/1/2014	6/30/2015
Zitelli, Miela Christine	Outreach Specialist	9/16/2014	6/30/2015

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Board Policy Revisions ~ Conflict of Interest (P-8631)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry	CONSENT/ROUTINE	
		FIRST READING	X
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	

BACKGROUND:
National Science Foundation (NSF) grants require grantees to have particular conflict of interest policies in place. The District has a Conflict of Interest Code Policy (Board Policy P-8611) and a Conflict of Interest Rules Policy (Board Policy P-8631) to limit conflicts of interest in the conduct of the District's business. Neither of these currently contains the particular policies required by NSF.

STATUS:
The proposed amendments to the Conflict of Interest Rules Policy P-8631 add the policies required by NSF regarding conflicts of interest. The proposed Policy requires that the investigator under the grant disclose any significant financial interests to the Director of Accounting Services in writing. The Policy defines who an investigator is, what constitutes a significant financial interest, and what constitutes a conflict of interest. The proposed Policy requires the Director of Accounting Services to conduct an annual review of those disclosed interests to determine if a conflict exists and what conditions or restrictions should be imposed to manage any conflicts of interest. Examples of these conditions or restrictions are listed in the proposed Policy and there is a procedure for exceptions where appropriate. Finally, the Policy dictates the records retention policy for these financial disclosures.

RECOMMENDATION:
This Policy is presented for first reading.

Policy - 8000 Business || Table of Contents || Back || Next

1.0 Definitions

1.1 "Conflict of Interest"

1.1.1 A "conflict of interest" exists when a Los Rios Community College District employee, in their role as a District/College employee, participates in a decision or transaction or provides services, where the employee personally benefits from the decision, transaction, or services.

1.1.2 A "conflict of interest" also exists when a Los Rios Community College District employee, in their role as a District/College employee, participates in a decision or transaction or provides services, where ~~the~~ a member of the employee's immediate family personally benefits from the decision, transaction, or services.

1.1.3 A benefit may either be financial or non-financial.

1.1.3.1 A financial benefit exists when an employee or a member of ~~their~~ his or her immediate family receives a monetary benefit or ~~their~~ his or her existing financial interests are materially affected by the decision, transaction, or services.

1.1.3.2 A non-financial benefit exists when an employee or a member of ~~their~~ his or her immediate family receives a non-monetary benefit (for example, the employee or family member receives a grade, a service, an enrollment, priority enrollment, or special treatment) by the decision, transaction, or services.

1.1.4 Where the benefit received in the transaction is indirect and immaterial, a conflict of interest does not exist.

1.2 The immediate family of an employee is defined as: mother, father, grandparent, or grandchild of the employee or of the employee's spouse or domestic partner; stepmother, step-father, spouse, domestic partner, son, mother-in-law, father-in law, son-in-law, step-son, daughter, daughter-in-law, step-daughter; brother, brother-in-law, sister, sister-in-law, aunt, or uncle of the employee; child of a domestic partner, sibling of a domestic partner; wife or husband of a domestic partner's child; or any person living in the immediate household of the employee.

1.3 A District/College employee "participates in a decision" when the employee, in his or her role as a District/College employee, makes or participates in the making of a decision. A District/College employee "participates in a transaction" or "provides services" when the employee, in his or her role as a District/College employee, participates in, executes, processes, reviews, or approves a transaction or services.

1.4 "Financial interest" means a District/College employee's investment in or position with business entities, interests in real property, sources of income, sources of gifts,

the personal finances of the employee, or the personal finances of a member of the immediate family of the employee.

2.0 Conflict of Interest Prohibited

2.1 A District/College employee shall not participate in a decision or transaction or provide services when they have a conflict of interest.

2.1.1 If it is unclear whether a conflict of interest exists, the determination shall be made by the General Counsel.

3.0 Purchasing Transactions

3.1 A District/College employee shall not participate in the preparation of specifications for the purchase of equipment or material, the selection of a vendor, or the selection of a contractor if such participation constitutes a conflict of interest.

3.2 A District/College employee who participates in the selection of a vendor shall sign the following conflict of interest disclaimer statement:

"This is to certify that the undersigned employee has no economic interests which may foreseeably be materially affected by having participated in the development of the specifications for equipment and/or material represented by this requisition."

3.3 No purchase or lease of goods or contract for services shall be made from any District/College employee or a member of the immediate family of an employee unless there has been a specific determination in writing by the Director of General Services that the goods or services are not available from any other source.

4.0 Specific Employee and Immediate Family Transactions

4.1 A District/College employee shall not participate in a decision or transaction or provide services that will benefit the employee or a member of the immediate family of the employee in the following areas:

4.1.1 Student record transactions: Examples include, but are not limited to, grade changes, course enrollments, and providing permission numbers.

4.1.2 Financial transactions: Examples include, but are not limited to, payroll, fee payments, retail purchases (bookstore, cafeteria, etc.), and box office transactions.

4.1.3 Human resource transactions: Examples include, but are not limited to, hiring, discipline, termination, employee record changes, and absence report or timesheet processing.

4.1.4 Financial aid transactions: Examples include, but are not limited to, application, approval and disbursement for grants, loans, fee waivers, and scholarships.

4.1.5 Student services: Examples include, but are not limited to, counseling, CalWORKs, DSPS, EOP&S, and Child Development Centers.

5.0 Incompatible Activities

5.1 A District/College employee shall not engage in any employment, activity, or enterprise which is clearly inconsistent, incompatible, in conflict with, contrary to, or inimical to his or her duties as a District/College employee. Prohibited activities include, but are not limited to, the following:

5.1.1 Using the prestige or influence of the District/College(s) for the employee's private gain or advantage or the private gain or advantage of another.

5.1.2 Using District/College(s) time, facilities, equipment, or supplies for the employee's private gain or advantage or the private gain or advantage of another.

5.1.3 Using, or having access to, confidential information available by virtue of District/College(s) employment for private gain or advantage or providing confidential information to persons to whom issuance of this information has not been authorized.

5.1.4 Receiving or accepting money or any other consideration for the performance of his or her duties as a District/College employee from anyone other than the District.

5.1.5 Performance of an act in other than his or her capacity as a District/College employee knowing that the act may later be subject, directly or indirectly, to the control, inspection, review, audit, or enforcement by the same employee.

5.1.6 Receiving or accepting, directly or indirectly, any gift, including money, or any service, gratuity, favor, entertainment, hospitality, loan, or any other thing of value from anyone who is doing or is seeking to do business of any kind with the District/College(s) or whose activities are regulated or controlled by the District/College(s) under circumstances from which it reasonably could be substantiated that the gift was intended to influence the employee in his or her official duties or was intended as a reward for any official actions performed by the District/College employee.

5.1.7 Subject to any other laws, rules, or regulations as pertain thereto, not devoting his or her full time, attention, and efforts to the District/College(s) during his or her hours of duty as a District/College employee.

6.0 Student Loans [Higher ~~Education~~ Ed. Opportunity Act, Pub. Law No 110-315, ~~§section~~ 493]

6.1 As it relates to student loans, the following prohibitions also apply to the District/College and its employees:

6.1.1 A District/College employee is prohibited from steering students to use one particular student loan lender over another or delaying the processing of a loan with one student loan lender over another lender. Students must select the student loan lender of their choice.

6.1.2 A District/College employee shall not make the offer of private student loans to a student contingent upon a specific number of Title IV loans being offered to a student loan lender.

6.1.3 A District/College employee shall not request or accept from any lender any assistance in calling students or working in the financial aid offices of the Colleges. Notwithstanding this prohibition, student loan lenders may provide professional development training and educational counseling materials as long as the materials identify the lender that assisted in preparing the materials and student loan lenders may provide staffing services on a short-term, non-recurring basis during emergencies or disasters.

7.0 Exceptions

7.1 Employees shall make every effort to avoid conflicts of interest or perceived or potential conflicts of interest. In the event an employee believes they may have a conflict of interest, they shall discuss that matter with their immediate supervisor. As appropriate, the immediate supervisor shall inform the Vice Presidents of Administration for College employees or a Director of Accounting Services for District Office employees.

7.2 There are certain decisions, transactions or services that may benefit an employee or a member of the immediate family of the employee where employees are required to participate due to their position in the District or due to the resources available. In those instances, prior to participating in the decision or transaction or rendering the services, the employees shall disclose any interest they have that may be benefited from the decision, transaction, or services in writing to the Vice President of Administrative Services for College employees or a Director of Accounting Services for District Office employees, and obtain their written approval. Additional controls, such as periodic review, shall be undertaken to prevent or detect irregularities.

7.3 The selection of educational materials by faculty in the context of a course they teach is not covered under this District Policy.

8.0 Additional Provisions for National Science Foundation (NSF) Grants

8.1 Prior to submitting any NSF grant application and annually during the term of any NSF grant, each “investigator” shall disclose to the Director of Accounting Services all significant financial interests of the investigator (including those of the investigator’s spouse and dependent children):

8.1.1 that would reasonably appear to be affected by the research or educational activities funded or proposed for funding by NSF; or

8.1.2 in entities whose financial interests would reasonably appear to be affected by such activities.

This disclosure must be updated as reportable significant financial interests are obtained.

8.2 The term "investigator" means the principal investigator, co-principal investigators/co-project directors, and any other person at the District/College who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by NSF.

8.3 The term "significant financial interest" means anything of monetary value, including, but not limited to: salary or other payments for services (e.g., consulting fees or honoraria); equity interest (e.g., stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights).

8.3.1 The term "significant financial interests" does not include:

8.3.1.1 salary, royalties, or other remuneration from the Los Rios Community College District;

8.3.1.2 income from seminars, lectures, or teaching engagements sponsored by public or non-profit entities;

8.3.1.3 income from service on advisory committees or review panels for public or nonprofit entities;

8.3.1.4 an equity interest that, when aggregated for the investigator and the investigator's spouse and dependent children, meets both of the following tests: does not exceed $10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than a 5% ownership interest in any single entity; or

8.3.1.5 salary, royalties, or other payments that, when aggregated for the investigator and the investigator's spouse and dependent children, are not expected to exceed $10,000 during the twelve-month period.

8.4 Annually, The Director of Accounting Services shall review financial disclosures, determine whether a conflict of interest exists, and determine what conditions or restrictions, if any, should be imposed by the District to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the reviewer(s) reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of NSF-funded research or educational activities.

The Director of Accounting Services shall keep NSF's Office of the General Counsel appropriately informed if the District finds that it is unable to satisfactorily manage a conflict of interest.

8.5 Examples of conditions or restrictions that might be imposed to manage, reduce or eliminate conflicts of interest include, but are not limited to:

8.5.1 public disclosure of significant financial interests;

8.5.2 monitoring of research by independent reviewers;

8.5.3 modification of the research plan;

8.5.4 disqualification from participation in the portion of the NSF-funded research that would be affected by significant financial interests;

8.5.5 divestiture of significant financial interests; or

8.5.6 severance of relationships that create conflicts.

8.6 If the Director of Accounting Services determines that imposing conditions or restrictions would be either ineffective or inequitable, and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer, or the public health and welfare, then the Director of Accounting Services may allow the research to go forward without imposing such conditions or restrictions.

~~7.3~~8.7 The District shall maintain records of all financial disclosures and of all actions taken to resolve conflicts of interest for at least three years beyond the termination or completion of the grant to which they relate, or until the resolution of any NSF action involving those records, whichever is longer.

Policy - 8000 Business || Table of Contents || Back || Next

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Student Success and Support Program Plans	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	
		INFORMATION	X

BACKGROUND:
The Student Success Act of 2012 (Senate Bill 1456, Lowenthal) provided a foundation to implement certain recommendations of the Student Success Task Force through the Student Success and Support Program (SSSP). Key program components require new-to-college students to complete core student success services (formerly called Matriculation) and declare a course of study early in their college career. All districts received SSSP funds for 2014-15 to implement the new core services with the requirement to submit a *Student Success and Support Program Plan* to the California Community Colleges Chancellor's Office by Friday, October 17, 2014. The plan must detail how colleges will increase student access and success by providing:

- Orientation to college
- Assessment and placement into math, English, and ESL courses
- Counseling, advising and other education planning services to all first-time students
- Comprehensive student education plans by the end of the third term, but no later than student completion of 15 units
- Follow-up services, especially to students identified as at-risk

STATUS:
In addition to college based SSSP planning efforts, a districtwide SSSP work group began meeting in April 2014 to coordinate districtwide SSSP activities for the college plans. The work group was co-chaired by a college student services administrator and counseling faculty member and discussed SSSP funding allocations, match requirements, and common language for district-wide initiatives. The completed plans demonstrate the District's unified approach to launching "Steps to Success" as well as each college's distinct approaches to service delivery that reflects its unique student needs. The plans will be funded based on the 2014-15 SSSP allocations adopted by the Board on September 10, 2014 as part of the overall District Budget.

RECOMMENDATION:
The item is presented for information and discussion.

HOME

Student Success and Support Program Plan

(Credit Students)

2014-15

District: Los Rios Community College District

College: American River College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:

cccsssp@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[1]. 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[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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.

---

[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.

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[3]. 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 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.

---

[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.

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: American River College

District Name: Los Rios Community 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: Dr. Judy Mays _____ Date: _____

Signature of the SSSP Supervising Administrator

or Chief Student Services Officer: _____

Name: Dr. Jeffrey W. Stephenson _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Colleen Owings _____ Date: _____

Signature of College Academic Senate President: _____

Name: Anthony Giusti _____ Date: _____

Signature of College President: _____

Name: Dr. Thomas Greene _____ Date: _____

Signature of District Chancellor: _____

Name: Dr. Brian King _____ Date: _____

Contact information for person preparing the plan:

Name: Dr. Jeffrey W. Stephenson Title: Interim Vice President of Student Services

Email: stephej@arc.losrios.edu Phone: 916-484-8461

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.).

Target student audience

Orientation in the Los Rios Community College District (including American River College) is mandatory for all first-time students. The number of first-time students who will be served is estimated to be 10,000 annually.

Delivery methods and activities provided

Orientation in the Los Rios Community College District is delivered in an online format through Desire2Learn (D2L), the primary, supported Learning Management System for the district. After receiving a Los Rios student ID number, students are given access to Los Rios Desire2Learn (D2L / eLearning) the following day. Once students successfully log on to D2L, they can begin the orientation immediately.

The online orientation consists of eight modules covering the following topics:

- **Getting in:** Provides an overview of the District and the essential first steps from the point of

application, including: Orientation, Assessment, Counseling, and educational planning.

- **Assessment:** Emphasizes the importance of assessment and how assessment impacts course planning and enrollment.
- **Enrolling in Classes:** Walks students through the enrollment process including a tutorial on basic registration procedures in e-services.
- **Classes:** Provides definitions for prerequisites, catalog rights, and general education.
- **Money Matters:** Outlines a high level overview of paying for fees and financial aid resources available including federal and state, and clarification on the Dream Act.
- **Resources:** Describes some of the instructional and student support services that are common across all four colleges.
- **Definitions/Glossary:** Demystifies the language of college by providing definitions for some commonly used terms.
- **Rights and Responsibilities:** Highlights policies that impact students including: academic and progress probation, student conduct, computer use, sexual harassment and emergency procedures.
- **Next Steps**. Encourages students to complete assessment, develop an Integrated Student Education Plan (iSEP) and prepare to meet with a counselor.

The online orientation is accessible 24 hours a day, seven days a week. Completion of each module can be tracked. When a student has completed the orientation, the system automatically populates the MIS Data Element SS06, Student Initial Orientation Services, for state MIS reporting.

In-person orientation is also provided in the following programs:

Health and Education

- Early Childhood Education- *Required*
- Respiratory Care- *Required*
- Certified Nursing Assistant- *Required*
- Funeral Service Education- *Required*
- Registered Nursing-*Required*

Mathematics

- Statway Program – *Required*

http://www.arc.losrios.edu/Faculty_Web_Pages/Tanja_Sacco/statway.htm

Pre-Apprenticeship

- STRIPE and VEAP Power Pathways Grant Funded Programs all conduct orientation for registered students.
    - A general student orientation is facilitated by ARC and covers general student/college information
    - Participating program partners (SETA and PG&E) facilitate targeted orientations which cover employment resource and industry-specific information

Student Development

- International Student Orientation: new students with F-1 visas are invited to campus to meet all other incoming International Students and representatives of different campus support programs. The orientation reminds incoming students of enrollment conditions they must meet to ensure their retention and success. Attendance is recorded and entered into SARS as student contacts under follow-up services.
- Journey Summer BRIDGE Orientation: The Journey Program hosts a Summer BRIDGE course that focuses on orienting program students to the Journey Program and the campus in general. Summer BRIDGE students learn study skills, college resources and important contacts to ensure their retention and success. Attendance is recorded and entered into SARS as student contacts under follow-up services.

Student Support Services

- EOPS has a mandatory two hour orientation for all new students to the program; students register prior to the orientation, and sign-in at the orientation. Students are then placed in the SARS grid. CARE students have an additional one hour orientation that is captured the same way. All orientations must be completed before the student can be officially an EOPS student.
- CalWORKs requires a mandatory orientation for all students new to our program and/or students who have taken a break from our services for more than three semesters. The orientation lasts about 1.5 hours and takes place year round. All participation is captured in SARS.
- DSPS currently orients students to services available at their first appointment –Counselors provide information regarding services and accommodations available to DSPS students in their first appointment and LD provides an orientation to LD/DSPS services when the student comes to

schedule an appointment in LD. These appointments are captured in SARS.

Summer Advantage

- Students attend this bridge program to get a head start on their college experience.

Umoja-Sakhu Learning Community

- Just prior to the start of the fall semester, students enrolled in the learning community attend a program-specific orientation, including program expectations and community-bonding activities.

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

- Supervisor of Student Development (1) – Provides supervision of the Center for Leadership and Development and oversees the Student Personnel Assistants, Clerk III, and student SAGES.
- Student Personnel Assistants (2) – Provides assistance to student who are completing the online orientation in the Center for Leadership and Development and helps with scheduling of student SAGES.
- Clerk III (1) – Provides assistance to students who are completing the online orientation in the Center for Leadership and Development and schedules SAGES for the Group Planning Sessions (GPS).
- SAGES – student ambassadors that assist students who are completing online orientation in the Center for Leadership and Development and participates in the Group Planning Sessions (GPS).

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.

The following products are used to provide orientation services:

Desire 2 Learn (D2L)

- Used to provide orientation for all students, including distance education students registering for ARC classes.
- Used by SAGES, campus student ambassadors who provide peer-to-peer support to students who need help logging into and working within the learning management system.

SARS

- Used by the Umoja-Sakhu learning community counselor to collect the names of students in order for them to register for the learning community.

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

Los Rios District-wide Orientation – System Requirements

Based on the mandates of SB 1456, state Chancellor's Office reporting and funding requirements, and the recommendations of a District-wide Orientation Work Group (fall 2012), the system requirements include:

- Authentication: The system is able to identify a student and track their entry and exit onto the Online Orientation system. This is done through authentication.
- Asynchronous capability: A student has access the Online Orientation system at their convenience and at near as a 24/7 capability as possible. This is done through an asynchronous system.
- Assessment Capability: The student is tested after taking a module. The test scores are recorded. Students will receive feedback when an incorrect answer is selected.
- Start-Stop-Return: The student is able to start/stop at their convenience. The system will

"remember" the student and allow them to resume where they left off, should the student leave the system before finishing the Online Orientation.

- Volume/Traffic performance: The system is able to perform adequately under and anticipated use of 2000 students per day.
- ADA Compliant: The system is compliant with the American Disability Act.
- Video Streaming: The system is able to host video or direct the student to a video hosting service.

Assessment of SLO's (Quiz)

A test data bank of 100 test items from which a quiz is generated to assess student learning of the material has been developed. Quiz items are generated randomly for each student.

The SLOs were identified as:

1. As a result of participation in an Orientation session, a student will gain understanding of the process and support services necessary to reach his/her educational goal;
2. As a result of participation in an Orientation session, a student will demonstrate ability to access registration services and enroll in college courses.
3. As a result of completing the Online Orientation Module, new students will understand that there are many vocabulary terms that are specific to a college environment, as well as learn about resources (e.g., college catalogs, college websites) for looking up the definitions of new vocabulary.

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.

ARC has used SAGES, a student ambassadors program, to incorporate the peer-to-peer support of experienced ARC students in helping new-to-college students to complete the district-wide orientation through D2L and in offering similar kinds of support. SAGES is a full-time commitment that requires careful recruitment, interviewing, initial and ongoing training, as well as schedule coordination. The SAGES program would benefit greatly from a full-time Student Personnel Assistant (SPA) in the Center for Leadership & Development to support the SAGES program in this endeavor.

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.

All positions are included in the budget plan and the college is anticipating the following as new positions:

- 1.0 FTE – Student Personnel Assistant for the Center for Leadership and Development to coordinate SAGES for peer-to-peer interaction with new students who are completing orientation as well as the

coordination of the SAGES with the Group Planning Sessions (GPS).

- SAGES – peer mentors to assist students with completion of orientation and peer-to-peer interaction within the Group Planning Sessions (GPS).

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.).

Target student audience

The target audience for assessment will be all first-time college students enrolling at American River College as well as continuing, returning and transferring students who also need to place into courses through the Assessment Process. The number of students is difficult to gauge at this time. The number of unique individuals who took assessment tests in the 2013-2014 year was approximately 13,039. The number of first-time college students who did not participate in Assessment Services during that time frame was 3,282. Assuming our other figures remain steady, we will eventually test approximately 16,320 students per year once we are able to identify and test all first-time college students. If the Evaluations office is able to identify courses transferred in as satisfying pre-requisites, we may have a reduction in transfer students taking placement exams.

Delivery methods

New students will take standardized assessment exams in math and either in English or English as a Second language at either the ARC Main Campus or the Natomas Center. Students who test at other Los Rios Schools may use their test results at ARC. The small number of new students who place into courses through alternative means (such as third-party exams) will have those records reviewed by Counseling staff. Placement through previous coursework will be determined by Counseling and Evaluations staff.

Assessment partnerships

The four schools in the Los Rios District accept each other's placement results, which assist those students who wish to attend multiple schools or who decide to attend a different school from the one at which they tested. Counseling and Outreach staff work with our feeder high schools to advise and encourage students to test during our late afternoon or Saturday hours, or at other times that our convenient for them. When possible, groups of high school students attend Assessment sessions

by appointment. In recent years, these have included students from Twin Rivers and San Juan Unified, Mascot and CTE students at the main student and Inderkum High School students at the main campus.

Points at which assessment services are provided

Assessment and placement begin as soon as students fill out applications. Students are then informed of the "Steps to Success" and encouraged to begin the process. Assessment testing at ARC occurs throughout the year, with expanded hours and Saturday sessions added to peak times in early spring. Because completing the Steps to Success in a timely manner can result in early registration priority, students can begin the process several months before school begins. Many individuals complete assessment testing while still in high school. Others complete assessments during summer or during the first weeks of school. Students are encouraged to test early, but opportunities to test exist for them throughout the year.

The records for transfer students need to be reviewed to determine if those students may place into courses through transferred courses, or if they need to take assessment exams at American River College.

Although some first time students may already be placed into classes via other methods such as completion of third-party tests, the vast majority of all first-time students will need to be placed through assessment exams.

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.

- 1.0 FTE Assessment Center Testing Coordinator: Responsible for the day-to-day running of the Assessment Center.
- 1.0 FTE Senior IT Technician: Responsible for all hardware and software in the Assessment Center and Testing Lab. Maintains ARC's homegrown Assessment database.
- 1.0 FTE Student Personnel Assistant: Works as a Proctor in the Testing Lab and works with temporary test proctors and student employees who work at the front counter.
- Part-time Temporary Positions: (Variable number of positions): Temporary SPAs and Special Project (Test Proctor) employees work in the lab to proctor standardized Assessment exams. All employee hours combined are approximately 1 FTE.
- Student Employees (Variable number of positions): Student employees work at the Assessment Front Counter approximately 45 per week, performing general clerical duties, checking in students for

exams and answering questions on the phone or in person.

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 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.)
   - 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.

Math: The college has utilized the web-based COMPASS Math Assessment Test for placement purposes. The test may be taken up to two times in a 12-month span and is only available in person at the Assessment Centers on the Main Campus and at our Natomas Center. Students may drop-in to take the test during the hours posted.

In addition to the placement test, students may also meet the placement requirements in two additional ways: 1) Students may offer an unofficial transcript showing successful completion of the prerequisite class. For students completing the prerequisite within the Los Rios District, a list is generated for the instructor automatically. Students completing the prerequisite outside of the District must go to Counseling to have their transcript evaluated for equivalency. They are then given a prerequisite equivalency slip to take to their instructor. 2) Students also have the option of completing a prerequisite challenge form and presenting evidence (e.g. letters from former instructors or supervisors, placement scores from out of District, etc.) of their readiness to take the class in question. The evidence is evaluated by a committee of three math instructors and a decision made within 5 days of the form being received.

ESL: A set of measures including the ESL Compass battery and a writing sample serves as the basis for initial placement into English as a "second" language. The writing sample is scored based on procedures established and tested by the Educational Testing Service (ETS). The state Chancellor's Office considers each of the Compass skill segments a separate measure, but adding the writing sample completely ensures that multiple measures are employed in this process.

The writing sample is the primary measure used for writing-emphasis courses and provides at least a secondary criterion for courses with other skill emphases; any foreign language must be taught using all its aspects, not merely those emphasized in a specific skill strand. As a consequence, all skill strands incorporate

more elements of the test battery than one. Separate test elements are integrated into level recommendations using a set of algorithms developed with the Assessment Center.

ARC uses the College Test for English Placement (CTEP) for placement into reading and writing classes. The CTEP consists of three tests: reading comprehension; sentence and syntax skills; and sentence structure and grammar.

The first subtest, Reading Comprehension, consists of seven reading selections, each followed by multiple choice questions for a total of 35 questions. The selections are from a variety of disciplines and use a variety of rhetorical modes. The skills tested are main idea, literal comprehension, inferential comprehension, interpretive/evaluative comprehension and vocabulary in context.

The second subtest, Sentence Structure, consists of 30 questions. There are three sections of ten items each. The first section asks students to choose the grammatically correct sentence from among four choices. The second section asks students to fill in the blank so that the given sentence is grammatically correct. The third section gives students two sentences and asks them to choose from among four options to determine which choice combines the two sentences correctly.

The third subtest, Sentence and Syntax Skills, consists of 40 questions. The test contains two cloze type passages with words missing (the first selection is missing every seventh word; the second passage is missing every fifth word), and students are asked to select the correct words to complete the passages.

All three sections must be taken together; the first subtest is used for placement in reading courses and all three subtests are used for placement in writing courses. It is administered on a computer in the Assessment Center and is timed.

- Multiple measures are automatically integrated into the assessment placement through questions students answer before they take the CTEP. The questions center on student self-reporting of and self-assessment of time management skills, study skills, and metacognition.
- A master list of classes has been created by the Math Department so that counselors can easily check students' transcripts against the list to see if a student has met a course prerequisite at another college outside the Los Rios District. Similar master lists will need to be created by faculty in the Reading and English Departments. Automated prerequisite checking should be implemented for students transferring in from within and outside the district.
- Multiple measures are automatically integrated into the assessment placement through questions students answer before they take the CTEP. Students can earn up to two additional points through multiple measures; these points are automatically added to their raw score to determine course placement. Each department also a prerequisite challenge process for students who wish to challenge their assessment placements.

One means of assessing a student's qualification for placement is to evaluate courses completed at other

colleges. Official incoming transcripts that have been evaluated can be used for multiple purposes:

*Clear a student's prerequisite requirement/hold

*Determine Assessment Placement

*Assist counselors with planning a student's enrollment

*Assist counselors with planning students for graduation

*Satisfy General Education requirements

*Support Financial Aid's ability to provide services to qualifying students

*Posting General Education Transfer credits to a student's LRCCD transcript

*Provide students with a more accurate self-service Academic Advisement Report (Degree Audit)

ARC will be evaluating incoming transcripts according to course equivalency lists determined by discipline faculty and posting these transfer credits to the student's academic record.

- Currently all American River College Assessment exams are offered in-person in the Testing Labs at either the ARC Main Campus or at the Natomas Center. The English and Math exams are taken individually. The ESL exam is administered in a group session. Students all begin at the same time and take the ESL writing sample simultaneously. After the Writing sample is complete, students take the untimed ESL computer exams (Listening, Reading, and Grammar) at their own pace.
- The Assessment exams and multiple measures in English, Math, and ESL are combined according to the algorithms provided by each academic area to determine a final course placement listed on the student's Assessment results.

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.

In April, 2010 the Los Rio District Academic Senate announced the implementation of assessment portability. MOUs were signed by English, ESL, Mathematics, and Reading faculty representatives. In order to achieve assessment/placement portability, the instructional departments of the Los Rios Community College District¬ American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College agreed to accept student assessment/placements from any other Los Rios college without any further processing. ARC continues to offer its self-placement assessment for Mathematics, but informs students that if they intend to transfer their assessment/placement, they will need to take a standardized assessment/placement

at ARC instead of the self-placement.

Math: American River College accepts placement determinations made by all other colleges within the Los Rios District.

ESL: In ESL, the college accepts both prerequisite course completion (our courses are articulated across the district) and assessment recommendations from our sister colleges within LRCCD. There is also a department procedure for student to challenge prerequisites.

English/Reading: Student placements are currently accepted across the Los Rios District. A Memo of Understanding (MOU) was signed between all four Reading Departments and all four English Departments in Spring 2011 stating that placements would be accepted across the District for two years, during which time the District would compile data comparing students who ported their placements versus students who did not. The MOU expired in Spring 2013. Meetings were held in Fall 2013 to review the data, which was incomplete but appeared promising. Additional meetings are planned for Fall 2014 to review the complete data and address issues such as students who retest across the District instead of porting their placements, retest policies, and making the MOU permanent.

Automated prerequisite checking should be implemented for students transferring in from within and outside the district.

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.

Math: Students are offered a number of different options and are encouraged to prepare for their math assessment test.

- Math assessment preparation workshops are advertised, offered, and regularly scheduled during the Fall and Spring Semesters in our Learn Resources Center. Pre-test performance feedback is provided via results on worksheets and quizzes.
- Multi-week Summer Math Enrichment programs are advertised and offered at both the Main Campus and at the Natomas Center. Pre-test performance feedback is provided via results on worksheets and quizzes. The future goal is to write this into curriculum as a one or two unit class and offer it several times per year.
- The Assessment Center posts sample test questions with answers on its website.
- The Assessment Center posts links to several free, online math tutorial websites. These websites provide online quizzes with answers. In some cases video tutorials are also

available.

- PROPOSED: Develop a free self-paced, self-guided, open-entry online math refresher course to be offered through the college's learning management system. Student's will sign up through the Learning Resource Center.

ESL: Since ESL is a language-skills discipline, there is no test preparation provided.

English/Reading: Pre-test practice: A description of the CTEP and sample test questions for each of the three sections are available online on the Assessment Center web page. Workshops that review/refresh concepts assessed should be created. These could be created in collaboration with high school faculty from feeder high schools.

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?

Math: All students may take the COMPASS math assessment up to twice in a twelve month span. Students who have already taken the COMPASS math assessment twice in a twelve month span and who complete one of the Summer Math Enrichment programs described above are eligible to take it one additional time.

ESL: Students may re-take the placement battery after two years, or may petition the department to retake it if there is some clear reason to expect other sources of language skill development (e.g. adult school completion). In some cases, students retest for a specific skill strand.

English/Reading: Students may only take the CTEP one time at American River College until their test scores expire unless they have a waiver from a counselor for extenuating circumstances or they have participated in an academic boot camp to rapidly improve their skills.

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

Math: Per District policy, test scores are valid for two full years starting September 15th or February 15th, whichever date follows soonest after the test date. For example, a test taken August 19th, 2014 is valid until September 15th, 2016.

ESL: Students may reassess after two years if they have not been taking courses in the department; however, since the college teaches a language that surrounds students in most cases, students are allowed to use older results if they so choose.

English/Reading: Assessment test scores from prior to February 16, 2013 are valid for three

years from the date of the test. Assessment test scores from after February 16, 2013 are valid for two years.

If students took the assessment between:	Their assessment expires:
February 16, 2013 and September 15, 2013	September 15, 2015
September 16, 2013 and February 15, 2014	February 15, 2016
February 16, 2014 and September 15, 2014	September 15, 2016
September 16, 2014 and February 15, 2015	February 15, 2017

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?

MATH

- EAP results are not accepted for placement into mathematics courses.
- A score of 3 or higher on the Advanced Placement Calculus AB exam is accepted for placement into Calculus I and Calculus II.
- A score of 3 or higher on the Advanced Placement Calculus BC exam is accepted for placement into Calculus III.
- A score of 5 or higher on the International Baccalaureate Mathematics HL exam is accepted for placement into Calculus I and Calculus II.
- A score of 50 or higher on the CLEP College Algebra exam is accepted for placement into most freshman level university transfer classes.
- A score of 50 or higher on the CLEP College Algebra/Trigonometry exam is accepted for placement into Pre-Calculus.
- A score of 50 or higher on the CLEP Trigonometry exam is accepted for placement into Pre-Calculus.
- A score of 50 or higher on the CLEP Pre-Calculus exam is accepted for placement into Calculus I.
- A score of 50 or higher on the CLEP Calculus exam is accepted for placement into Calculus I and Calculus II.

ESL: ESL does not use or accept externally administered placement instruments.

English/Reading: Students who receive a 3, 4, or 5 on the Advanced Placement (AP) test in English Language will receive credit for ENGWR 300 at ARC and will thus be eligible for ENGWR 301/303 or 302. Students who

receive a 3, 4, or 5 on the AP test in English Literature will receive credit for both ENGWR 300 and ENGWR 301 at American River College. ARC does not accept any other third party tests for placement in Reading or English nor does it accept Early Assessment Program (EAP) results.

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.

All positions are included in the budget plan and the college is anticipating the following as new positions:

- 2.0 FTE Evaluators – ARC will be evaluating incoming transcripts according to course equivalency lists determined by discipline faculty and the credits will be posted to student's academic transcript.
- Temporary classified staff and student help will be increased to accommodate additional students testing in the laboratory.

iii. Counseling, Advising, and Other Education Planning Services

I. 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.)

Target student audience and services provided

Counseling is provided to newly matriculated students whose educational goal includes a degree, a certificate, or transfer. Counseling services—including the completion of an abbreviated initial student education plan (iSEP) during individual appointments or group planning sessions (GPS) conducted by a counseling faculty member—are received after students have completed the assessment test and district-wide online orientation. Advanced Education (concurrently in high school) students attend group counseling sessions.

Students in specialized programs or who are part of specific cohorts or partnerships receive the counseling and educational planning services indicated below.

Categorically funded programs

- EOPS (approximately 1500 annually): in-person contacts with a counseling faculty member (with additional contacts by phone and email); workshops to identify educational goals, career goals, and

study skills; comprehensive educational plan;

- DSPS (approximately 3,515 students annually): in-person contacts with a counseling faculty member; workshops to identify educational goals, career goals, and study skills; accommodations needs; comprehensive educational plan;
- CalWORKs (approximately 1325 annually): in-person contacts with a counseling faculty member (with additional contacts by phone and email); workshops to identify educational goals, career goals, and study skills; comprehensive educational plan

Learning Communities and Other Student Cohorts

- Puente, Umoja-Sakhu, First Year Experience, Accelerated College Education for working adults, Student Athletes, Veterans, MESA, Journey: individual appointments, workshops, electronic communications, field trips, and mentoring

Partnerships

- MASCOT (targeted outreach program at seven feeder high schools to help make the transition to community college), STRIPE, Workforce Development: workshops, individual appointments, group planning sessions
- Transfer Center: weekly visits from admissions representatives from UC Davis and CSU Sacramento. Events and visits that connect students with more 30 other transfer institutions.

Educational and career planning services are also provided to 2,000 students annually through the Career Center, and 1900 students through the following FTES-funded Human Career and Development courses: *College Discovery Program, Human Potential Seminar, Orientation to College, College Success, Transfer: Making it Happen,* and *Life and Career Planning.*

Additional services are being developed:

- Pilot an online Group Planning Session (GPS) with a webcast and interactive course planning for new-to-college students who cannot come to campus
- Connect student with workshops, courses and the Career Center to assist with major selection
- Communicate via the Desire2Learn learning management system with students at 15 units (or the end of their third term): encourage meeting with a counseling faculty member to complete a comprehensive educational plan. Inform students about department events promoting degrees and certificates and about critical deadlines (graduation petition deadline, last day to drop a class, and others)
- Expand classroom visit program for students enrolled in below transfer English and Math

classes before priority registration to encourage comprehensive education planning. Counselors will offer students in these classes an appointment pathway to get into the Counseling Center during targeted times

- Develop a .5 Student Success Seminar course, to be linked to basic skills classes or offered separately. Course topics would include selection of a major and the creation of a comprehensive educational plan
- Expand the number of in-person group planning sessions (GPS) for students who attend high schools with MASCOT programs
- Create a comprehensive outreach program that targets middle and high school students and the community to provide a pathway into the college

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.

Online (and distance) services:

- Phone appointments resulting in initial and comprehensive educational plans are available to newly matriculated and continuing students.
- The initial Student Education Plan is created online.
- Online scheduling of counseling appointments, email counseling services, and email notifications about deadlines and financial aid are provided to EOPS students.
- Online appointment access is provided for veterans, advanced education students, and athletes (on a limited basis).
- Online scheduling of appointments for Group Planning Sessions is available for new to college students.
- The Human Career and Development courses are offered in both online and hybrid formats.

In person (individual and group) services:

- Initial Educational Planning, career and academic counseling provided for new and continuing students in the general student population through individual appointments. New appointments are made available each week with a two week lead time. In-person counseling three times per semester is provided to EOPS students. CalWorks and DSPS students also have access to individual appointments. The Counseling Department is preparing to streamline individual counseling

appointments by transferring to evaluators the tasks of transcript evaluation and prerequisite verification and piloting monthly email communications about academic planning and success. Information would be provided by counseling faculty and distributed by instructional faculty to their students.

- Thirty minute drop-in counseling for the general student population is provided M-Th 7:30 am-7:00 pm; F 7:30 am-5:00 pm; and some Saturdays during peak enrollment times from 8:00 am-2:00 pm) to newly matriculated and continuing students. In addition, drop-in counseling is provided to EOPS and CalWORKs students on a daily basis, with no wait times in emergency situations.
- Expanded use of discipline-specific educational and career planning meetings (conducted jointly by counseling faculty and instructional faculty and designed to provide students with information about degrees, certificates, majors, and transfer opportunities) is strongly recommended.

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

In the 2013-2014 academic year, The ARC counseling department designed and implemented a pilot program designed to meet the initial education plan requirement component of SSSP. Counseling Faculty created Group Planning Session with a Counselor (GPS with a Counselor) to ensure that all students had access to an initial abbreviated education plan.

GPS with a Counselor consists of an educational planning presentation followed by course planning sessions offered by counselors and a registration component staffed by peer mentors. The pilot has been successful but has provided evidence that the ARC Counseling Department needs dedicated space and increase counselor availability to move from a pilot to an ongoing program.

Type of assistance provided to develop abbreviated student education plan:

- Group Planning Sessions with a presentation and brief individual course planning for new-to-college students who assess at transfer or 1-2 levels below transfer
- In-person, 30-minute individual appointments with a counselor for new-to-college students who assess more than two levels below transfer or take the ESL assessment
- Individual appointments for continuing and transfer students
- Individual appointments for CalWORKs, DSPS students and for students applying to the EOPS program

Scope and content of the abbreviated student education plan:

- Course recommendations for two or more semesters or goal completion
- Referrals to campus resources

- Defined educational goal and major
- Counselor comments
- Assessment/placement results
- Planned transfer institution, GE pattern, and transfer major (if applicable)
- ARC catalog year

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.

Type of assistance provided to help students develop a comprehensive student education plan:

Currently, only students in categorically funded programs are required to attend individual appointments to develop a comprehensive student education plan. Comprehensive educational plans are completed for students in the general population but are not required. A comprehensive, campus-wide communication effort to make students aware of the requirement to complete the comprehensive plan is planned, using the following channels:

- Email communications delivered through the Desire To Learn (D2L) course management system used district-wide and through instructional faculty
- Department events promoting degrees and certificates
- Workshops conducted by counseling faculty on education planning targeting students who are approaching or have already completed at least 15 units
- Classroom visits to basic skills English and Math classes before priority registration with appointment pathway to create a comprehensive educational plan

Scope and content of the comprehensive education plan:

- Courses required to reach education goal
- Referrals to campus resources
- Course plan for one or more terms
- Major and educational goal
- Counselor comments
- Assessment results

- Planned transfer institution, GE pattern, and transfer major (if applicable)
- ARC catalog 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).

The counseling entitlement, known as the 900:1, is a contractual obligation of the District. For every 900 students (headcount), one counseling FTE is appropriated. The headcount is from the Fall 1st Census enrollment report. Some adjustments are made such as for students enrolled at more than one college. The counseling entitlement is FTEF controlled. The colleges are allowed to spend within their FTEF allocation and not the dollars budgeted. This allows for ease in scheduling and tracking especially for adjunct and overload services.

Staff in General Counseling

- 25 full-time counselors which provide comprehensive counseling services to all students which each counselor provides a minimum of 27.5 hours of direct student contact time per week.

Staff in categorically-funded programs

- EOPS: 1 full-time coordinator, 1.7 FTE full-time counselors, and 2.4 FTE equivalent part-time counselors. Counselors assist students in completing three mandated counseling appointments and provide additional support as needed.
- CalWORKs: For FY 13/14 CW had 2.18 FTE equivalent part time counselors. CalWORKs does not have any permanent counselors.
- DSPS: For FY 13/14, DSPS had 2 full time counselors, .6 permanent counselor and 4.189 FTE equivalent part time counselors.
- 23 part-time counselors provide comprehensive counseling services to all students.

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.

Education planning for newly matriculated and continuing students is provided by the following technology tools:

- Desire to Learn (D2L): learning management system used district-wide to send targeted messages to

newly matriculated students during their first semester

- Counseling Department website: provide access to counseling and academic planning materials (such as GE sheets), information about academic support services, academic calendar, etc
- District-wide orientation: available via email once the student submits an application
- PeopleSoft: software used to create initial student education plan, to register for classes and build a class schedule, to record assessment results, to make enrollment appointments, and to complete degree audits
- ASSIST: online transfer information system used to provide information about transfer credit at specific institutions
- Websites such as College Source, CCCTransfer, CSU Mentor, Khan Academy, Career Café and many others

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.

All positions are included in the Budget Plan and the College is anticipating the following as new positions:

- 1.0 FTE SSSP Coordinator – to coordinator SSSP activities, complete reporting processes, and attend local and state meetings pertaining to student success.
- 1.0 FTE Counselor – to complete abbreviate and comprehensive educational plans for students.
- 5.0 FTE Student Personal Assistants – direct contact with students to assist with orientation, assessment, counseling, and retention activities.
- 1.0 FTE Specialist – to develop and implement retention activities for at-risk students.
- 1.0 FTE Clerk II – to support the SSSP coordinator and the SSSP program.

Possible future positions:

- 1.0 FTE Administrative Position – to oversee the SSSP plan and budget.

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.

Target population of at-risk students:

- Probation 1 and 2, and Dismissal students
- Populations who are at risk (athletes, vets, CalWORKs, DSPS, EOPS, Journey, PUENTE, Umoja-Sakhu, First-Year Experience, Summer Advantage, Math Summer Bridge, ACE, Step Up, and students taking out loans via Financial Aid office)
- Students who assess below transfer in English (reading or writing), Math, or ESL
- Low-literacy students, meaning those who test below Reading 14
- Students who earn D, F, or W in English (reading or writing), math, or ESL courses
- Students who have not stated an educational goal/major

Estimate of the annual number of students to be provided at-risk, follow-up services: 10,000

Categorical and other special population data

	Spring 13	Fall 13
Athletes	121	295 (note: data from fall 2012)
CW	658	638
DSPS	1,611	1,712
EOPS/CARE	680	832
Foster Youth	106	85
Veterans	1,185	1,239

4,361 4,801 = 9,162

Assessment Center data shows that approximately 72% of all incoming students who take the assessment test at ARC score below transfer in reading, writing, and/or math. Given that our student population exceeds 30,000, it is more than likely that at least a third of our students would be classified as at-risk. Many of them are represented in the categorical and other special population data above. Several thousand are represented on Probation 1, 2, or Dismissal. Others may not be in a categorical program or on probation status.

1. **Probation and Dismissal:** PeopleSoft currently identifies students on Probation 1, 2, or Dismissal.
2. **Early Alert:** Through the Early Alert Program classroom instructors identify struggling students, and counselors assist these students by matching their needs to available resources.
3. **Mandatory Assessment:** Through mandatory assessment, incoming students who score below the transfer level will be placed at the appropriate skill level in math, English (reading and writing), and ESL.
4. **One-on-one Intervention:** Through instructor, counselor, and staff interactions with students, especially those within unique populations (identified above), students may be identified as at risk and referred to special services, including services such as tutoring.

1. **Probation and Dismissal: Services (a); Strategies (b); Delivery (c); Teaching faculty involvement (d)**

Currently all probationary students are invited to participate in our workshop program. Very few of them take advantage of this opportunity. Contacting, engaging, and providing guidance and the full range of support services to these at-risk students at the earliest opportunity is critical to promoting successful pursuit of their college goals. Also, arranging for follow up mentoring with teaching faculty is a goal.

- Students placed on Probation 1 will be required to attend a Student Success Workshop (or possibly a related online activity) as early in the following term as possible. Students could schedule themselves online through SARS. Whether or not a Probation 1 registration hold should be applied until workshop is attended is under discussion. Workshops should be limited to 25-30 students to allow the greatest opportunity for student participation.
- Connect all students on Probation 1 to an ARC faculty or staff mentor (coordinated by SSSP SPA).

CalWORKs

Requires a regular meeting with a counselor to review/update ISEP and discuss career goals.

Counselors conduct case management work each semester to identify those students with a GPA 2.0 and below. These students are contacted by a counselor and encouraged to come in to see a counselor for support, resources and referrals to other programs.

Student Success Workshops are conducted throughout each semester and designed to enhance our students' academic and personal success.

Career Center

The Career Center works closely with faculty from Project Stripe and the PowerPathways programs to provide career development and employment readiness workshops to students.

In addition, staff and our career counselor provide one-on-one services to individuals requiring special assistance with resume development, job search, interview practice, career exploration, etc. The Career Center also offers career related events each semester to assist students in career exploration and job search.

Staff also works closely with HCD instructors and other faculty to provide career services orientations, career assessments and career research/assessment opportunities.

Counseling

Probation/Dismissal students receive notification via email regarding their status. Depending if they are probation or dismissal students, we recommend/require they attend a workshop and see a counselor.

Connect for Success/Early Alert - faculty (who participate in the program) refer students to counseling and counselors follow up via email and telephone calls and invite the students into the center to see a counselor.

Any student can visit a counselor if they need assistance.

Umoja, Puente, Summer Advantage, First-year Experience, Athletic, and other learning community students often have counselors connected to their cohorts to assist them with any needs they have throughout the semester.

DSP&S

Provides services and accommodations to ameliorate students' disability-related educational limitations that may otherwise act as a barrier to student success.

Students are advised to meet with their DSP&S counselor at any time should they experience academic challenges that may impact their success.

LD strategies for addressing the needs of at risk students are as follows:

The types of services available to at risk students are:

- Intakes conducted to determine if symptoms of academic difficulty exist, prompting LD assessment, or rule out LD, resulting (in the case of identification of a learning disability) a referral to

DSPS for accommodations and support services.

- If a student is determined LD Qualified, appropriate reasonable accommodations are given, such as extended examination time, use of a quiet examination room, Reader, use of Scribe, oral examinations, writing directly on the exam to avoid tracking errors with scantrons, use of a white board with markers to process information, such as mathematics problems—all accommodations are based upon LD assessment results.

- Student referrals to appropriate on campus resources such as Step Up, WAC or RAD, DSPS Alternative Media Center, or Adaptive Technology Lab

- Strategy Workshops are available such as 1:1 Strategy Sessions for individual specific course needs as well as Peer Mentoring to help students become better learners and more prepared for college.

- Human Career Development (HCD 382) classes are offered in Specific Learning Strategies to assist with study skills development and academic success.

EOPS

Students must submit a mandatory progress report each semester about 1/3 through; the information is used by counselors to contact students that may need some additional interventions and/or resources.

Students are identified before each semester that have a GPS below a 2.0 (semester and/or cumulative) or their progress is below 75%; these students will be assigned a specific counselor to work with , as well complete an evaluation and develop a plan for success. Beginning Fall 2014, students will be identified at a GPA of 2.25 or below for an "early alert", which will try to catch students before they even get close to probation.

The Math Success Project is focused on providing unique tutoring services for students enrolled in basic skills level math.

EOPS provides one on one tutoring services for students enrolled in basic math and also science courses.

CARE students have a mandate to attend two workshops per semester (life skills, study skills, career exploration, etc.).

Perhaps the most valuable intervention is EOPS mandatory counseling contacts; students must meet with a counselor 3 times per semester (at the beginning, middle and end of the semester). The theory behind the mandate is the student will have the opportunity to meet with their counselor to identify any difficulty they may be experiencing before it affects their academics.

Financial Aid

As part of our loan default management efforts, we identify any loan taking student who is in remedial coursework and require the student to have an active educational plan that spans the loan period. In so doing, Financial Aid targets at risk students for early intervention with counseling support and individual education planning.

Financial Aid's appeal process requires that students appealing their loss of financial aid meet with a counselor to determine remaining units required for completion and to identify resources to assist student with academic success at ARC (e.g., WAC, RAD, tutoring, categoricals, etc.)

Journey

Six weekly sessions with a Peer Mentor are required for all first-time Journey students even if they are returning ARC students. After the first semester, students meet monthly with a Peer Mentor for academic progress checks and curriculum topics. Curriculum is designed to help students gain access to services on campus, including early intervention and referral to Math, English and Science 1:1 or small group (max 4) tutoring, leadership development and engagement in community service projects.

Students enrolling in below transfer-level classes, carrying a GPA below 2.0, or otherwise struggling academically, can meet with an student personnel assistant (SPA), who provides additional supports/referrals, along with mandatory tutoring. These specific referrals are from the Peer Mentors.

Journey requires one meeting per semester with the program counselor. The counselor provides iSEP, transcript and academic progress review, and career counseling.

Journey also provides various workshops to support community service projects, career exploration, transfer decision making, campus tours, and peer retention activities.

The Learning Resource Center (LRC) provides the following programs and services for at-risk students:

- ESL Center (English as a Second Language instruction in reading, writing, listening, speaking)
- Writing Center (basic skills instruction in writing)
- WAC (Writing Across the Curriculum Center—writing instruction for content courses)
- Online WAC (writing instruction conducted online for content courses)
- Reading Center (basic skills instruction in reading)
- R.A.D. (Reading Across the Disciplines Center—reading instruction for content courses)

- Step Up (for students reading below the 6th grade level)
- Tutoring (general tutoring for students in all subjects)
- Beacon Tutoring (group tutoring in math)
- Online Tutoring in Science and Math

Veterans

Veterans Administration (VA) requires a minimum of 2.00 GPA. All Veterans in Vocational Rehabilitation and Employment (VR&E) service sign a rehabilitation plan that states each participant will need to show "satisfactory progress" toward the program goal. If the grades remain below the 2.00 level for two semesters, their program of study is interrupted for unsatisfactory progress. Veterans Success on Campus (VSOC) counselor sends a letter/phone call/email to the Veteran scheduling a supervision appointment to discuss the grades further.

All veterans meet with a certifying official each term to review progress and course of study to determine eligibility for VA benefits. Anyone not achieving a 2.0 in the previous semester will lose benefits and be referred to campus programs for additional support.

Veteran peer-mentoring program to be implemented in fall 14 or spring 15.

2. Early Alert

Through the Early Alert Program classroom instructors identify struggling students, and counselors assist these students by matching their needs to available resources.

Early Alert: Services (a); Strategies (b); Delivery (c); Teaching faculty involvement (d)

- Inform instructional and counseling faculty of the Early Alert process each semester through Professional Development.
- Assess the Early Alert process and find out why it's used so rarely by faculty and why students respond at the current rate. Adjust methodologies and provide the resources to improve the process.
- Advertise Early Alert and its benefits on The ARC Insider (under instructional support), the ARC Homepage, and the ARC Catalog.
- Link Early Alert to D2L to make it easy for faculty to utilize the system.

3. Mandatory Assessment

Through mandatory assessment, incoming students who score below the transfer level will be placed at the appropriate skill level in math, English (reading and writing), and ESL.

Mandatory Assessment: Services (a); Strategies (b); Delivery (c); Teaching faculty involvement (d)

- When students test below college level, get them into some kind of skills building activity in the LRC as soon as possible rather than having them wait until the next semester to get started.
- Encourage students to practice and develop their skills prior to assessment through modules offered in the LRC or online.
- Continue to develop the Summer Advantage program that allows students to "reassess" following accelerated skills practice in the summer.
- Add an early January Advantage program prior to the spring term.

4. One-on-one or Cohort Intervention

Through instructor, counselor, and staff interactions with students, especially those within cohort populations (identified above), students may be identified as at risk and referred to special services, including services such as tutoring.

One-on-one or Cohort Intervention: Services (a); Strategies (b); Delivery (c); Teaching faculty involvement (d)

- Provide group opportunities that foster cohesion among students in the cohort.
- Provide counseling support cohort.
- Make referrals to support services.

Developing an education goal and developing an iSEP: with counselors in the Counseling Center, in specific cohort groups, with learning community participants; with DSPS Counselors or the LD Specialist/Coordinator; with faculty or peers through the mentoring process.

Additional: Services (a); Strategies (b); Delivery (c); Teaching faculty involvement (d)

- Engage all students early in their academic career; extra effort is required with students identified as struggling and at-risk.
- Create a vigorous career exploration process (possibly building upon Summer Advantage with a focus on completion of career assessments, career and employment trend research and orientation to ARC).
- Early Alert/Connect for Success requires the full support of instructional faculty; information must be made clear and access must be readily available for faculty; incentives could be available for students who follow through with seeing a counselor and following a plan.
- Current new student orientation does not connect counselors with at-risk students. An overhaul of the current system is necessary.

- Counselor resources are inadequate to address at-risk students' needs for developing their education goal or course of study. Orientation and related activities for at-risk students is not the sole responsibility of counseling and other student services areas but is a college responsibility with all areas actively involved and participating. Expanding the program to include participation by teaching faculty and administrators would provide contact with more students.
- Expansion of basic skills opportunities is critical to preparing students for college level course work. Recent implementation of non-credit course options—LRC workshops, English's Step Up program, Summer Advantage—are helpful but limited at this time.
- After required research and evaluation, the College must establish realistic prerequisites for college courses that require college skills, especially reading and writing. Advisories have proven to be ineffective on this issue.
- Assessment portability is welcome but CTEP/reading and writing cut scores are inconsistent across the three campuses so this instrument must be standardized.
- Gathering information from at-risk students who have completed a basic skills course successfully.
- Provide accelerated cohort programs (such as ENGRD 14/15; math 25/32; HCD course).
- Provide PD training for all faculty in
    - Faculty mentoring
    - Bi-yearly meetings for students interested in the discipline/major
- Provide peer mentoring opportunities.
- PD for faculty, staff, and managers
    - Informational—on student services and how to utilize them
    - Mentoring
    - Reaching a variety of learning styles/skill levels
    - Adult literacy issues

PD (Professional Development) activities (including new faculty orientation and flex) focus on informing teaching faculty of services (such as DSPS) for at-risk students. Mentoring students becomes a viable option for College service. Faculty who participate in cohorts or learning communities meet regularly to discuss intervention strategies for at-risk students. In addition, regular communication occurs between teaching faculty and resource personnel (such as through the Early Alert system) via telephone, email, or in person when students are struggling. A DSPS/LD Welcome Desk and student information tables are regularly staffed. Liaison meetings with Department Chairs and Deans occur regularly to provide information regarding

accommodations for at-risk students. Teaching faculty, counselors, and administration work with students on a case-by-case basis to see that their needs are met.

The services above are provided in person, online by email, website and catalog information, flyers, department brochures, workshops, cohorts, learning communities.

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

Coordinator (1.0)

This position will oversee all campus SSSP services and programs; serve as a liaison and resource to departments on available SSSP services; promote SSSSP services to the campus community; and oversee SSSP data collection and research.

Student Personnel Assistant (1.0 program coordination/retention)

This position will coordinate all campus student success initiatives; work to identify basic skills and progress/probation students and direct them into appropriate services; coordinate additional efforts such as Summer Bridge and assessment preparation services; and maintain data to support SSSP programs.

Student Personnel Assistant (1.0 SSSP program coordination/retention)

This position will oversee ARC's faculty and staff mentoring effort; coordinate campus peer-mentoring initiatives; coordinate default prevention efforts; and maintain data to support SSSP programs.

SSSP Researcher (1.0)

This position will coordinate all campus research efforts to help identify at risk students and to examine progress of SSSP services, initiatives and efforts.

Step Up Literacy Coordinator (1.0)

This position will oversee the Step Up program including recruitment of volunteer literacy coaches; scheduling volunteer time; identifying students in need; developing and marketing program to identified students; and maintain data to support program.

Clerk III (1.0)

This position will work to support all SSSP staff and SSSP programs and services.

Faculty Student Success Ambassadors (2.5 = .2 reassigned time per area)

These positions will represent their departments working on the following services: promoting the Early Alert system among respective department; serving as SSSP department resource specialist; serving as liaison with

counselors; and coordinating department mentoring program.

SSSP Counselors (3.0)

These positions will work with at-risk students to promote academic, personal, and career success; and identify strategies and resources for academic success.

Additional support requests:

- Master tutors (student tutors who meet additional criteria and are paid as classified temps) – number to be determined.
- Student help peer mentors – number to be determined.
- Funding to offer professional development related to student success for faculty and staff.

  Natomas Center Positions:

  - 1.0 FTE Instructional Assistant Learning Resources: This position would serve as key staff in the Learning Resource Center. The position would tutor students individually and in groups.
  - .40 FTE Learning Resource Center Coordinator: This position would oversee supervised tutoring in English, Mathematics, and ESL.
  - Student Help/Tutors: Student tutors provide tutoring to students in English, Mathematics, and ESL.

  Natomas Center Positions Budget:

  - Student Personnel Assistant - coordinate the Center's peer-mentoring initiatives; coordinate default prevention efforts; and maintain data to support SSSP programs.
  - Clerk III - This position will work to support all SSSP staff and SSSP programs and services.

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

- Online tutoring services
- Additional SmartBoards for hybrid tutoring sessions
- SSSP portal to connect all the follow-up services
- Enhanced use of Early Alert technology to connect faculty with counseling and students

- Online counseling technology
- Creation of a mobile ARC Student Success app
- Use of text alerts and/or social media to notify students of services
- Pop up messages in D2L, email and/or eservices
- Campus wide use of SARS to track services to students
- Development of Student Success website for online handbook of services and campus resources (tutoring, special programs, tips for academic success)
- Interactive web based modules to provide probation/dismissal with resources for success
- Integrated, touch screen, check in system for all services
- A single system that will match student needs (whether identified by a counselor, teaching faculty, or student) with available support programs

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.

All positions are included in the Budget Plan and the College is anticipating the following as new positions (First five positions below are also included in the counseling/advising section of this plan):

- 1.0 FTE SSSP Coordinator – to coordinator SSSP activities, complete reporting processes, and attend local and state meetings pertaining to student success.
- 1.0 FTE Counselor – to complete abbreviate and comprehensive educational plans for students.
- 5.0 FTE Student Personnel Assistants – direct contact with students to assist with orientation, assessment, counseling, and retention activities.
- 1.0 FTE Specialist – to develop and implement retention activities for at-risk students.
- 1.0 FTE Clerk II – to support the SSSP coordinator and the SSSP program.
- 2.4 FTE Faculty Ambassador Coordinators - promoting the Early Alert system among respective department; serving as SSSP department resource specialist; serving as liaison with counselors; and coordinating department mentoring program.
- .4 FTE STEP Up Program - recruitment of volunteer literacy coaches; scheduling volunteer time; identifying students in need; developing and marketing program to identified students; and maintain

data to support program.

- 1.0 FTE Student Personnel Assistant (Natomas Center) – direct contact with students to assist with orientation, assessment, counseling, and retention activities.
- .5 FTE Clerk III – to support all SSSP staff and activities at the Natomas Center.

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 research agenda for SSSP is to perform ongoing evaluation studies examining the effectiveness of each of the service components—with a particular focus on orientation, assessment, counseling/advisement, and education planning. Three primary areas have been identified to evaluate the SSSP core components: a) number of students receiving a service and performance and outcome measures; b) changes to education goal; and c) student satisfaction and evaluation of the services received. The data will be disaggregated by student demographics, examples include: college of attendance, gender, first generation, age, income level, hours employed, race, academic load, day/evening attendance, as well as special student population groups.

A. The Effects of Student Success and Support Program (SSSP) on Student Performance

1. Comparing the Academic Performance of Students who are Fully, Partially, or Not Served by SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning

2. Evaluating Student Academic Success Before and After Implementing SSSP in Spring 2014 by

   a. Units attempted

   b. Course success rates- percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.

   c. Average units completed- based on units for which grades A-D and Credit (Cr) are awarded.

   d. Persistence- the rate by which students who enrolled in the Fall re-enrolled in the Spring

   e. Overall GPA

   f. Awards- AA, AS and certificates

g. Transfer-ready- successfully complete 60 or more transferable units, including math and English

B. Student Goal Changes

Monitoring changes in student goals before and after the receipt of SSSP Services

C. Student Satisfaction and Frequency of Use

Student Satisfaction with SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning

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.

Online Orientation

Student online orientation is provided through the use of the Desire2Learn (D2L) commercial software. D2L is the primary, supported Learning Management System (LMS) for the four Colleges of the Los Rios District including online, hybrid, and web-assisted courses. D2L is operated by the District Office IT Department with onsite storage and processing (not vendor hosted). In the Spring 2014 semester, over 4,000 classes, 1,200 faculty, 118,000 enrollments, and 56,553unique students across the District used D2L for regular course work (ARC 23,311; CRC 12,633; FLC 6,757; SCC 17,847). In addition to achieving the orientation objectives, the use of D2L for online orientation provides students with an early introduction to the software and increases the familiarity for later courses. The District license for the D2L software and the necessary equipment infrastructure for normal courses were not increased for the additional orientation courses.

The Orientation course consists of eight modules with an assessment at the end of each. Successful completion of the eight orientation modules causes D2L to interface with the District's Student Information System (PeopleSoft) to record the completion and provide the necessary State reporting. The data element linked to the online orientation is SS06- Initial Orientation Services. At last count, over 31,000 students are enrolled in the online orientation courses and over 14,000 have completed.

Student Educational Planning

Student educational planning is supported through the use of three technology tools for Student Educational Plans, Assessment based planning, and Degree Audit.

iSEP: Student Educational Plan

The first is a custom module, called the "iSEP," which allows counselors to create an electronic education plan for a student based on their educational goal. In addition to term by term planning of courses from the college catalog, the iSEP also allows a counselor to interface with the student's Degree Audit report, to identify and select courses the student needs to meet specific requirements.

The tool also provides assessment based placement into course sequences for Math, English and ESL, information on transfer to colleges for transfer students, and a means to refer students to support services. Students have web access to their iSEP in electronic form on their eServices self-service account. Students can copy the courses from their official iSEP into their Student Planner in eServices, and from their Student Planner they can register for their planned courses when the class schedule becomes available during the registration period.

The data element linked to the electronic educational plan is SS09- Student Education Plan.

Districtwide Assessment Database

Technology is also used to provide students with their assessment placements housed in a districtwide common assessment database. In eServices functionality exists that allows students to plan their course sequence, through college level and above, at any college in the district based on their assessment placements. Students can place into their Student Planner courses based on their assessment placements, and when registration opens students can schedule and enroll in classes based upon the courses in their Student Planner.

The assessment data based is linked to SS07- Student Initial Assessment Services Placement.

Degree Audit Report

A Degree Audit / Academic Advisement module is also available through student self-service for students to track their progress to degree/certificate completion based on requirements for their designated educational goal.

Personalized Steps to Success tracking and automated MIS data collection

Technology is also used to automatically record, in the appropriate MIS data element, the completion by a student of each service. In eServices, in the Steps to Success tab, students can view their personal progress through each of these steps, and for those services that the student has not yet completed there are links and directions on actions the student should take to complete the step.

Communication

In addition to the three tools mentioned above, technology is also used to support communication to students. On the Steps to Success web page students can view information regarding orientation, assessment, educational planning and registration. This districtwide web page contains links to local

college web pages that provide specific details regarding these services at each college. Students also receive communications to their student gMail account. The Student Email Notification Delivery (SEND) and other subsystems, transmit e-mails to students upon the completion of each of the individual student success steps.

Reporting

Crystal RDM reports are used for operational reporting, with a number of reports that support tracking student's progress through the student success services. Reports assist in identifying students who have not completed all the steps to success, and in providing summary information on the number of students served at each college.

Mobile Technology

The District will explore the deployment of mobile access capabilities to provide students with access to services via mobile devices. Mobile access will assist in keeping students on track with their education plan by proving them access to information on a timely basis, such as notifying them when they are enrolled from a waitlist in to a class, or if they are at risk of being dropped from a class for non-payment of fees. It will allow them to search for, enroll in, and pay for classes for which they have planned, as well as view their grades as they make progress toward their educational goal.

Predictive Analytics, Increased Engagement and Early Intervention

The District will explore the investment in tools that help facilitate student success by examining data about student behaviors and outcomes. Through the use of predictive analytics students can be identified as potential candidates for intervention through an early alert system. The system will also assist in identifying students in need of higher levels of learning engagement who would benefit from of enhanced learning activities.

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.

Prior to SB 1456 and SSSP regulations, expenditures for activities such as admissions and records were allowable both as a direct charge and in support of the match for State funding for Matriculation. During

2013-14, the college reviewed all regular positions to identify those that are no longer eligible under SSSP. In addition, the college identified regular positions funded by general purpose monies that met the SSSP requirements. As of July 1, 2014, non-eligible positions have been replaced with eligible positions. This "exchange" results in no net change to either program expenditures or match. The college will include as part of its match reporting, expenditures for all the areas listed above.

Some services provided at American River College by those units being utilized for district match include:

Admissions and Records staff support student success in a number of ways such as, eServices/registration workshops, communication with faculty of key courses in certificate programs with the desired outcome of an increase in the number of certificates awarded, and increased participation in college events targeting new students. Additionally, Admissions and Records staff:

- Accept and process applications for admission from students, received by mail.
- Electronically maintain college transcripts, high school transcripts, assessment records, advanced placement scores, military credit and non-college certificates for advisement purposes.
- Provide support to the counseling department in a number of ways: making counseling appointments for students, checking students in for their appointments, pulling transcripts and other documents for counseling appointments.
- Provide support to Outreach with phone calls and communication efforts in regards to the pre-enrollment process.

Office of Institutional Research:

- Annual reporting of KPIs (Key Performance Indicators) disaggregated by demographics
    - Including Course Success Rate, Persistence, Retention, Basic Skills success, Completion, etc)
- Placement reports of incoming students by feeder school, including advanced reporting capabilities
- Probation & Dismissal Tracking, including interventions
- Support for Curriculum Committee, Multicultural and Diversity Committee, and Basic Skills subcommittee
- Assessment Cut Score Validation
- Prerequisite Establishment and Validation
- Analysis of Disproportionate Impact for Student Equity Plan
- Student Services Satisfaction Survey, Cultural Diversity Survey

Positions that have been moved from Matriculation to align with SSSP requirements were:

Public Relations Specialist
Student Personnel Assistant – DSPS
IT Assistant I – Microsoft Support
Instructional Assistant
Student Personnel Assistant – International
Student Personnel Assistant – Student Services

Student Personnel Assistant – Career
Instructional Services Assistant II
Attendance Services Assistant

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.

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.

In December 2013, the following Board Policy P-2821 was approved to provide students the clear criteria and pathway for exemption.

1.0 Exempt Criteria

1.1 The Los Rios Community College District elects to exempt certain students from participation in orientation, assessment, counseling or advisement, as follows:

1.1.1 Any student who has completed an associate degree or higher.

1.1.2 A student who satisfies at least two of the following and does not wish to participate:

1.1.2.1 the student has identified a goal of upgrading job skills;

1.1.2.2 the student has enrolled in fewer than six (6) units;

1.1.2.3 the student is concurrently enrolled in another post-secondary institution;

1.1.2.4 the student has no degree or occupational objective.

1.1.3 A high school student enrolled as an Advanced Education student.

1.2 New to college students who first enrolled in courses in the District after spring 2014 are not eligible for the above exemptions.

2.0 Notification

2.1 Any student declared exempt shall be notified that he or she is covered by an exemption and shall be given the opportunity to elect whether or not to participate in the matriculation process, or any part of the matriculation process.

Students must complete the exemption request and notification of approval/denial is provided to students via email within 10-business days of petition.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Policies and procedures for harassment, discrimination, and grievances are attached (Attachment D).

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.

Procedure for establishing and reviewing of prerequisites is attached (Attachment E).

4. Professional Development

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

American River College has a faculty member that spends 50% of their time coordinating professional development activities for the college as the Faculty Coordinator for the Center for Teaching and Learning. The list below addresses some of the currently planned activities or activities that could be planned to address the different activities that are specified in the SSSP plan:

1. Developing a briefing for faculty and staff on the elements contained within the online orientation with a follow-up discussion on processes and services available to students.

2. Briefings on college policies that affect student success – including Satisfactory Academic Progress (SAP), repetition, repeatability

3. Training for English instructors on have to apply the assessment scoring rubric

4. Targeted intra-department training on systems that support student success – i.e., Counseling on

online counseling or iSEP training

5. Training on SARS Alert
6. Panel discussions with counselors responsible for such student support programs as Umoja, Puente, and DSPS
7. Workshops on learning communities – what we learned, how to developed, lessons for student Success
8. Workshops on tutoring – benefits, techniques, integrating into classroom instruction
9. Briefings on student success data
10. Workshops on supporting student success

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.

American River College has elected to have shared membership on the Student Success Plan and the Student Equity Plan work groups operating under the philosophy that these two independent plans should be integrated. Adhering to the participatory governance process, the Student Success Plan and the Student Equity Plan will have had input from faculty in a variety of disciplines, along with participation from staff representing a wide range of units throughout the institution. Both work groups included members who serve on the college's Matriculation and Student Success Committee. Both plans are being presented to these respective committees for review and feedback. The Student Services Divisional Staff and Deans will also review both plans and provide input. The SSSP Plan, as well as the Student Equity Plan will be reviewed by the President's Executive Staff. The ARC Academic and Classified Senates will review both the Student Success Plan and Equity Plan and provide input; the Associated Students of ARC will do the same.

The ARC Student Success Plan and Student Equity Plan are linked directly to accreditation standards and programs and services identified in each of the plans are embedded in the accreditation self-study. The plans are also aligned with Educational Master Plans and Program reviews. The Student Success Plan and the Student Equity Plan work groups were comprised of individuals that play central roles in campus wide strategic planning in an effort to integrate all plans and reports within our institution.

The Student Success Plan focuses on services available to all students to assist them in their success and goal completion; the Student Equity Plan is somewhat more narrowly focused with concentrated emphasis on identifying and expanding the programs and services necessary to address those students disproportionately impacted in an effort to close the access and achievement gaps.

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.

District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews its policies regularly to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's participatory governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's executive staff. After approval by the Chancellor's executive staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a Regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.

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

(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.

Aubert, John	Dean, Mathematics
Avegalio, Daniel	Clerk, Veterans
Ayala, Connie	Coordinator, LRC
Baird, Ben	Supervisor, Enrollment Services
Corbin, Kirsten	Faculty, English
Delgado, Diane	Counselor, EOP&S
Di Guilio, Ray	Vice President of Administrative Services
Engler, Denise	Faculty, English
Feil, Ryan	VA Counselor
Floyd, Tamara	Instructional Assistant, Public Safety Center – Classified Senate Pres.
Fuller, Heidi	Faculty, CIS; BSI Coordinator
Giusti, Anthony	Faculty, Nutrition – Academic Senate President
Gomes, April	Evaluator
Gomez, Martin	Counselor, EOP&S
Hartin, Robert,	Counselor, Probation/Dismissal
Jaques, Kate	Dean, Humanities
Karp, Adam	Dean, Fine & Applied Arts
Kobayashi, Frank	Dean, Natomas Center
Kubo, Kenneth	Dean (Interim), Planning, Research & Technology
Laflam, Jennifer	Faculty, English
Lahey, Jerome	Assessment Testing Coordinator
Lawrenson, Lisa	Assoc. Vice President of Instruction
Lensky, Petr	IT Analyst, ITC
Lovering, Janay	Faculty, English
Low, Betty	Project Director TRIO, Journey Program
Maryatt, Victoria	Dean (Interim), English
Mays, Judy	Dean (Interim), Counseling
Montgomery, Tammy	AVP (Interim), Instruction & Learning Resources
Moore, Reyna	Counselor, Connect for Success
Neal, Robin	Dean, Enrollment Services
Nelson, Jessica	Counselor
Ostgaard, Kolleen	Dean, Student Support Services
Owings, Colleen	Vice President of Instruction
Perez, Manuel	Dean, Student Development

Pries, Shannon	Faculty, English
Rankin, Susan	Evaluator
Reyes, Carlos	Dean, Behavioral & Social Science
Rodgers, Kathy	Faculty, English
Roy, Rina	Dean, Science & Engineering
Shimizu, Yujiro	Research Coordinator, BSS
Simpson, William	Faculty, Physics
Stephenson, Jeffrey	Vice President (Interim) of Student Services
Tabares, Tressa	Faculty, BSS
Wagner, Christina	Staff Resource Analyst, CTL

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

Glossary

Academic calendar

The academic calendar contains the landmark dates that drive much of the day-to-day business at the colleges. Each academic calendar contains the start and end dates of the semesters, withdrawal, and drop deadlines along with other landmark dates that vary, depending on the length of the term.

Prerequisite Challenge Process

Each college has a process by which 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 class. Please consult the college catalog for the campus you are attending for details on this process.

Registration

Registration is a process that is commonly also referred to as "enrollment." An action to enroll in a course means that you are asking to be added as a student for a specific class. There are limits on how many students can enroll in a single class, and registration is on a first come first served basis. If the class is full you may be able to be placed on a waitlist for the class, and if a space opens up you will be enrolled into the class. Once you are enrolled in the class you must pay your fees or you risk being dropped from the class and another student may take your place.

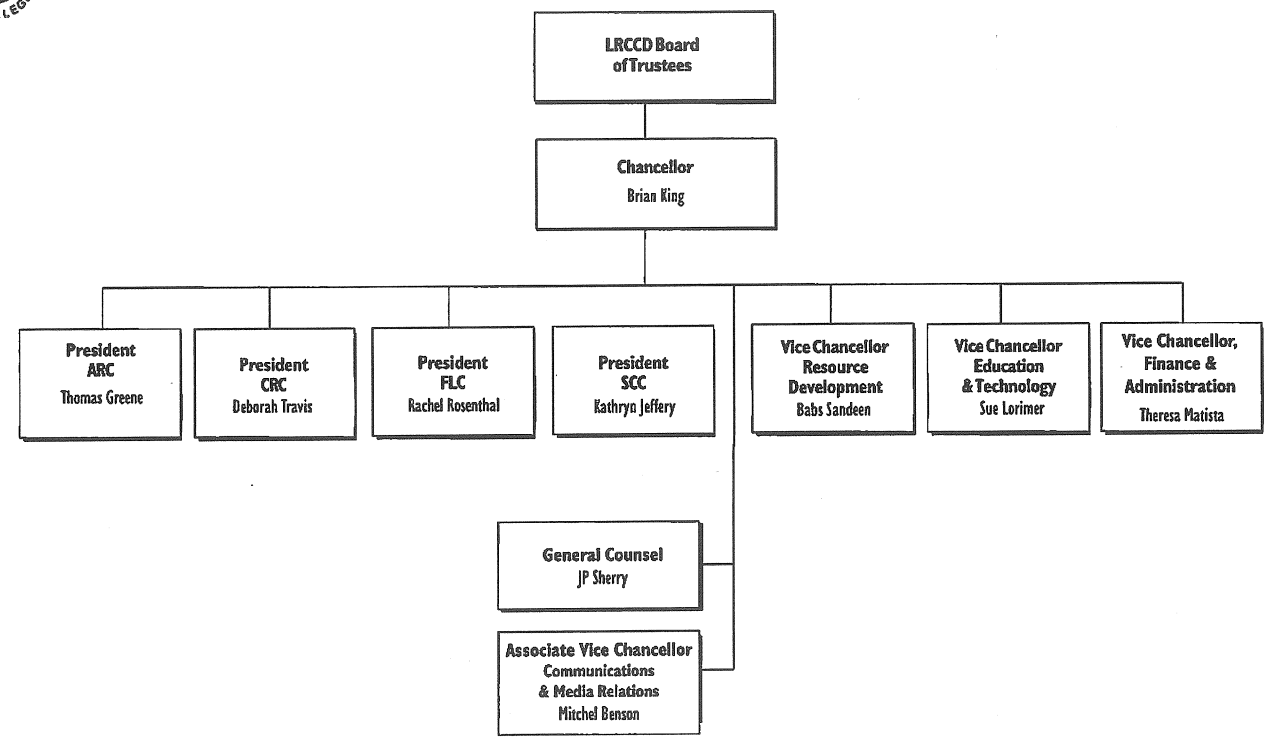
Registration Priority

The State of California recently developed new priority registration rules that permit certain eligible students to register for courses before the open enrollment period. Registration priority periods span approximately 6 weeks. You may find further details on registration priority at http://losrios.edu/legal/Regulations/R-2000/R-2211.pdf.

Attachment B

Los Rios Community College District

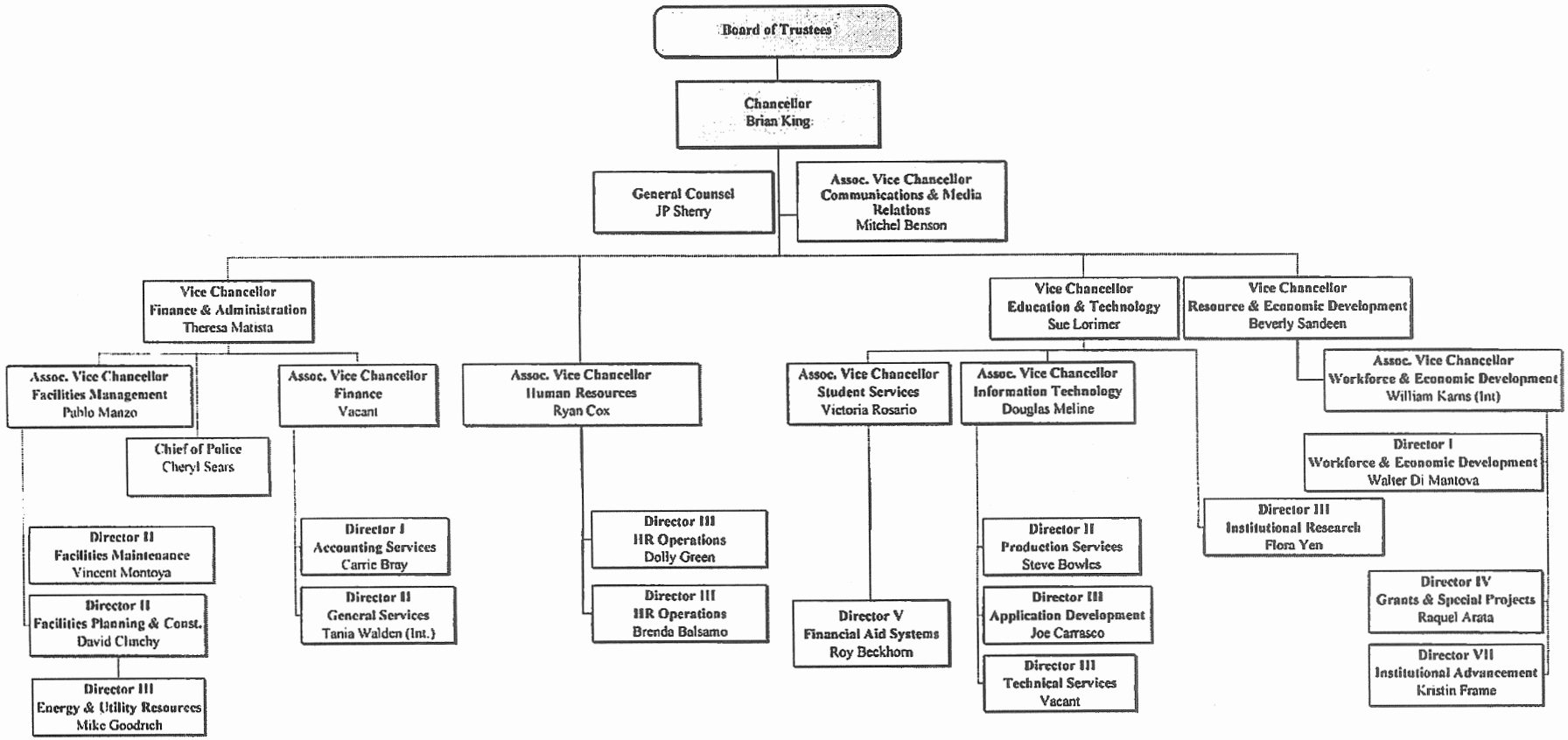
Administration 2014-15



ARC Community Relations
Revised: 8/13/14

LOS RIOS

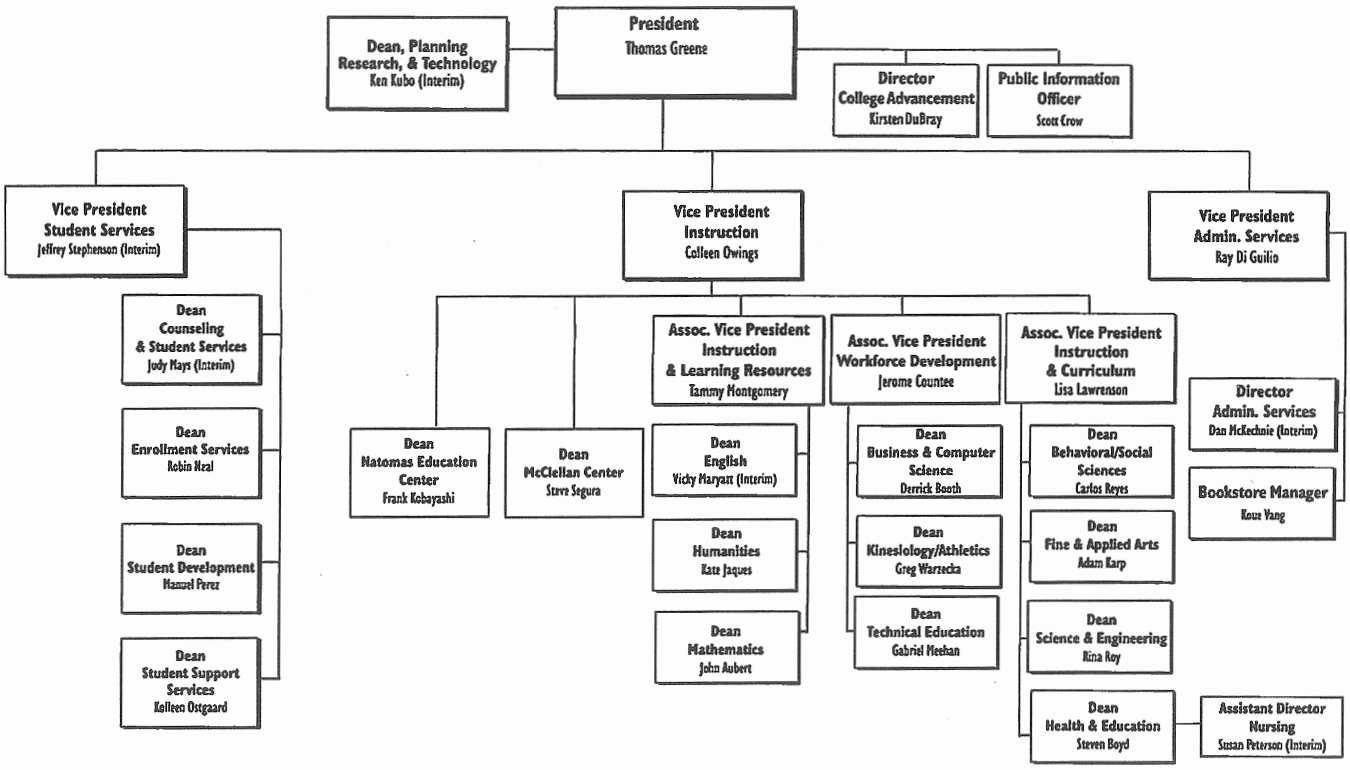
Table of Organization - District Office
DO / Ethan Way / FM Management



HOME

American River College

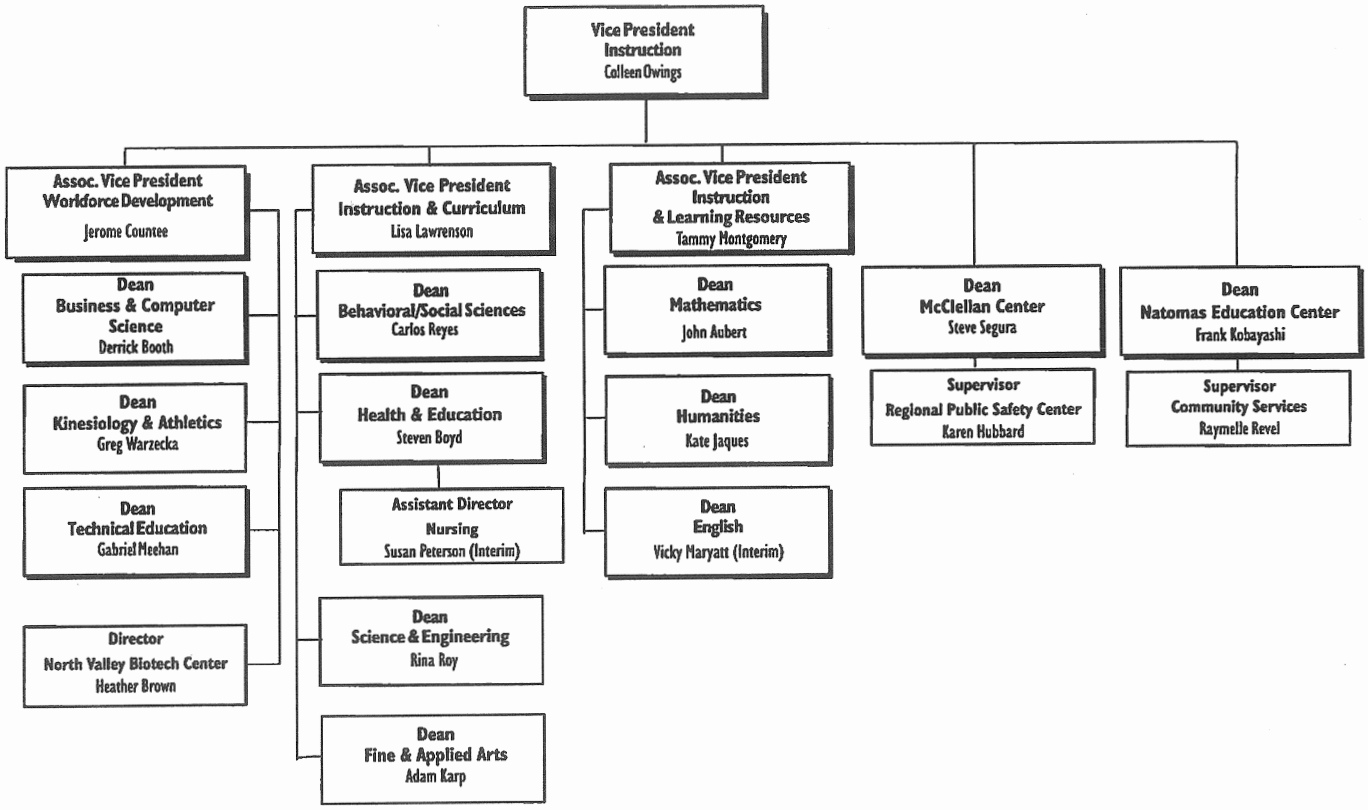
Administration 2014-15



ARC Community Relations
Revised: 8/13/14

American River College

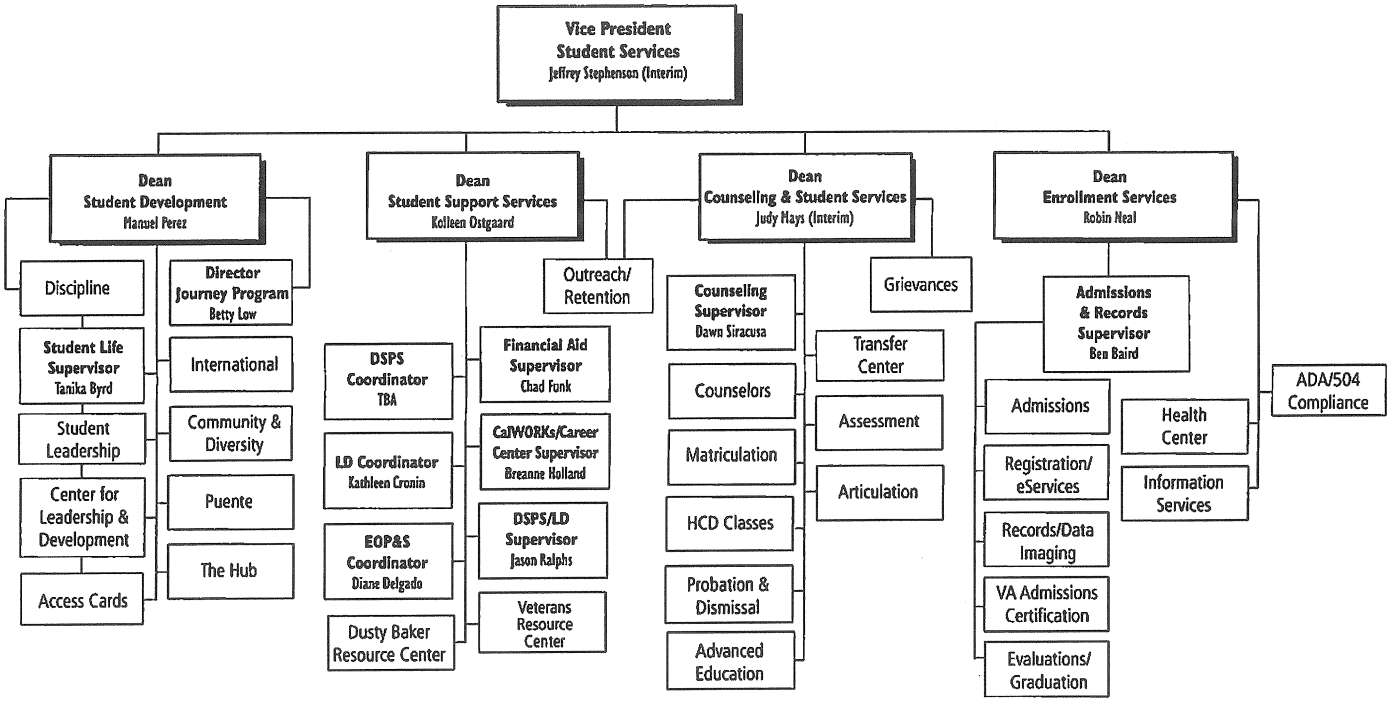
Instruction 2014-15



ARC Community Relations
Revised: 8/13/14

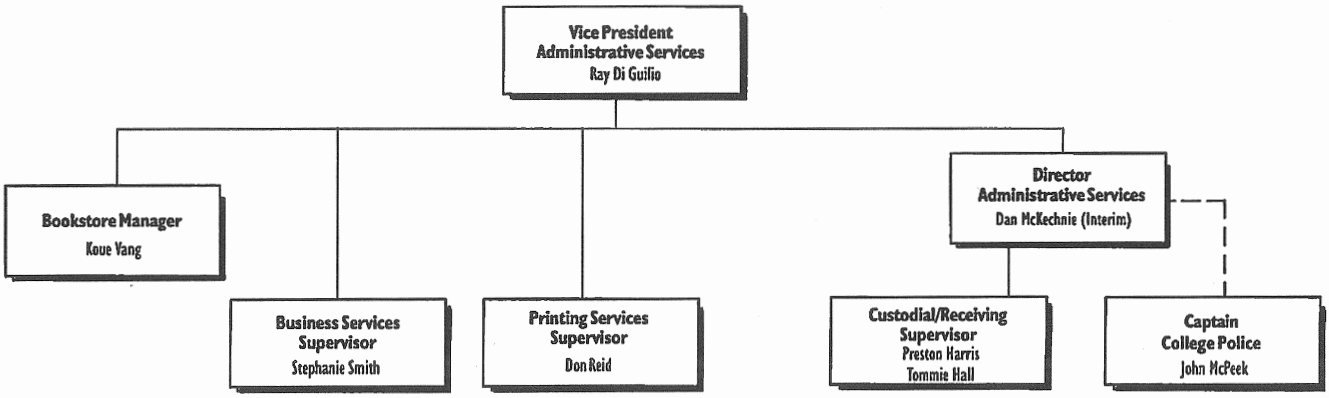
American River College

Student Services 2014-15



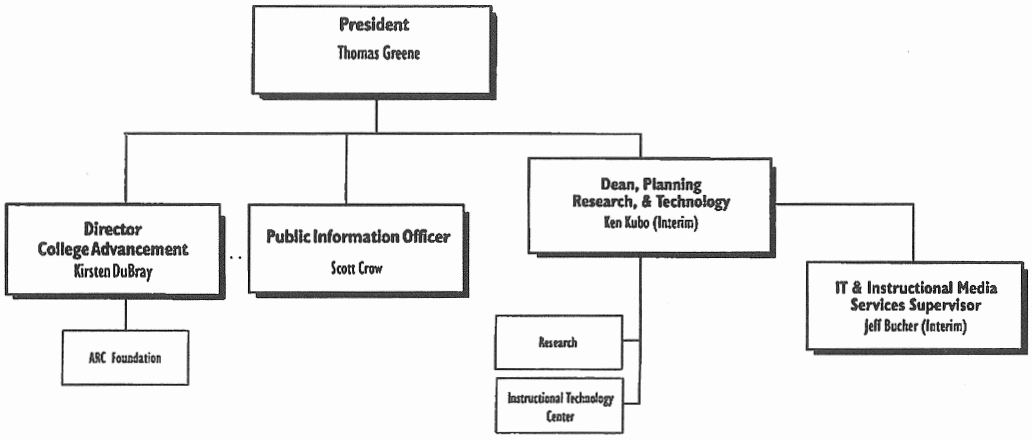
ARC Community Relations
Revised: 7/28/14

American River College
Administrative Services 2014-15



ARC Community Relations
Revised: 8/13/14

American River College
President's Services 2014-15



ARC Community Relations
Revised: 7/1/14

Attachment C

ARC Matriculation – Fall 2014

Baird, Ben	Supervisor, Enrollment Services
Bell, John	Faculty, English
Black, Eric	Faculty, Kinesiology &Athletics
Carrillo, Lisa	SPA, Natomas Center
Christiansen, Cheryle	Faculty, Nursing
Delgado, Diane	EOP&S Counselor
Fox, David	Faculty, CIS
Joye, Alyson	Faculty, ESL
Kinoshita, Rory	Faculty, Math
Kronick, Louise	DSP&S Counselor
Lahey, Jerome	Assessment Testing Coordinator
Mays, Judy	Dean (Interim), Counseling
Morgan, Roxanne	Faculty, English
Nelson, Jessica	Counselor
Nordell, Randy	Faculty, Business Technology
Rosario, Brian	Faculty, Economics
Sachau, Michael	Counselor
Shoemake, Linda	Librarian
Siracusa, Dawn	Supervisor, Counseling
Topinka, John	Faculty, Biology

Attachment D

Attachment D: Appeal Policies

Discrimination and Sexual Harassment and Disability Accommodation

Los Rios Community College District is committed to eliminating all forms of unlawful discrimination and sexual harassment. It is also committed to allowing individuals with disabilities who need service animals to use them to participate in the colleges services, programs and activities. The District has adopted detailed policies and regulations addressing unlawful discrimination, including sexual harassment, and service animals. Each college and district unit has appointed a specific individual responsible for receiving complaints and conducting investigations.

Sections of the District's Board Policies and Administrative Regulations pertaining to discrimination and/or sexual harassment appear below, along with information pertaining to sexual harassment and Title IX. The Los Rios Community College District Unlawful Discrimination Complaint form also appears below.

2100 EQUAL OPPORTUNITY Affirmative Action and P-2113
2110 Goals and Objectives Non-discrimination; Service Animals

---

1.0 Goals and Objectives
1.1 It is the policy and primary purpose of the Los Rios Community College District to provide viable educational opportunity experiences to the citizens of the community it serves and to enhance instructional pursuits for those who wish to take advantage of the District's open door policy, regardless of previous educational background.
1.2 To this end, the Colleges of the District will offer comprehensive lower-division transfer and occupational education programs, as well as cultural and recreational activities designed to provide an atmosphere for lifelong learning in the community. These programs and activities will be supported by professional guidance, counseling and other student services that will enhance the educational process.
2.0 Equal Educational Opportunity
2.1 It is the policy of the District to implement policies to guarantee that no qualified student or prospective student or any person having an educational relationship with the District shall be discriminated against or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, race, color, gender, sexual orientation, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, nor shall any students be discriminated against for conversing in a language other than English. However, students shall be required to speak English when the use of English is necessary for educational or communication purposes.
3.0 Service Animals
3.1 It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations.
Policy Adopted: 1/23/74 LRCCD
Policy Revised: 11/19/80; 2/10/82; 3/6/91; 3/6/96; 1/15/03; 4/13/11
Adm. Regulation: R-2113; R-2426

Discrimination Complaint Procedures P-2423
2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Unlawful Discrimination
1.1 Notwithstanding the student grievance procedures, District Policy (P-2412), procedures shall be adopted for the investigation and resolution of complaints of unlawful discrimination in compliance with California Code of Regulations, title 5, section 59322, to ensure that all Los Rios Community College District programs and activities are available to all persons without regard to ethnic group identification, religion, age, gender, race, disability, marital status, or sexual orientation.

1.2 The District will seek to resolve the complaints in an expeditious manner.
1.3 The Chancellor shall designate annually a District Officer responsible for insuring District compliance with the rules and regulations adopted by the Board of Governors of the California Community Colleges regarding unlawful discrimination.
1.4 Annual notice of this policy against unlawful discrimination will be given to students, to new employees when they commence working, and to all current employees.
1.4.1 This notice may be in the form of posters which contain the basic legal requirements, posted in places readily accessible to students, job applicants, and present employees.
1.5 Formal discrimination complaints under state and federal laws and regulations may also be processed through the procedures established by applicable state and federal agencies.
(Civil Rights Act of 1964, title VII, § 703, as interpreted by Code of Federal Regulations, title 29, § 1604.11; Education Amendments of 1972, title IX; the Rehabilitation Act of 1973; Ed. Code § 200, et seq.; Gov't Code, § 11135; Cal. Code Regs., tit. 2, § 7287.6; Cal. Code Regs., tit. 5 § 53000, et seq.; the Americans with Disabilities Act; and all other applicable federal, state, and local laws.)
2.0 Non-Retaliation

2.1 Raising a concern of discrimination shall not affect the concerned individual's future dealings with the District, with his or her employment, or with compensation or work assignments. In the case of a student, it shall not affect grades, class selection, or other matters pertaining to his or her status as a student of the District.

2.2 In a situation where evidence is found that an allegation of discrimination is brought solely for the purpose of vexation, the appropriate disciplinary action may be taken.

Policy Adopted: 2/10/82
Policy Revised: 6/3/92; 3/6/96; 12/12/07
Policy Reviewed:
Adm. Regulation: R-2423

Sexual Harassment P-2424

2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Statement of Intent

1.1 It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and work place free from sexual harassment. Sexual harassment in any situation in unacceptable, and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

1.2 Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. (Section 703, Title VII of the Civil Rights Act of 1964, as interpreted by Section 1604.11, Title 29, Code of Federal Regulations; Title IX, Education Amendments of 1972; Section 200, et seq., California Education Code; Section 11135, California Government Code; Section 7287.6, Title 2, and Title 5, Section 53000, et seq., California Code of Regulations.)

2.0 Definition of Sexual Harassment (Education Code §212.5)

2.1 Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

2.1.1 Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

2.1.2 Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.

2.1.3 The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

2.1.4 Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

2.2 For the purpose of further clarification, sexual harassment includes, but is not limited to:

2.2.1 Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are: epithets, derogatory comments or slurs of a sexual nature; impeding or blocking movements or any physical interference with normal work; derogatory posters or cartoons.

2.2.2 Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

2.2.3 Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary and/or work environment or any other term or condition of employment; within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades and/or learning environment of the student.

2.2.4 Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed. Within the educational environment, either suggesting or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.

2.2.5 Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

3.0 Complaint Procedure

3.1 Any student who believes that he or she has been sexually harassed is encouraged to follow the complaint procedures as set forth in the Los Rios Community College District Affirmative Action Regulations. (See (R-2423)) Throughout the procedures, the College President and Compliance Officers will ensure that confidentiality will be maintained and that due process will be followed with respect to both parties.

4.0 Non-Retaliation

4.1 Raising a concern of sexual harassment shall not affect the concerned individual's future dealings with the Los Rios Community College District, with his or her employment, or with compensation or work assignments. In the case of a student, it shall not affect grades, class selection, or other matters pertaining to his or her status as a student of the Los Rios Community College District.

4.2 In a situation where evidence is found that an allegation of sexual harassment is brought solely for the purpose of vexation, the appropriate disciplinary action will be taken.

5.0 Administrative Regulations

5.1 The Chancellor shall develop such procedures as may be necessary to implement this policy and provide a means of enforcement. The Chancellor shall annually designate a Compliance Officer and other appropriate District employees to administer and enforce this policy within the District.

6.0 Special Assistance

6.1 Questions concerning the interpretation of this policy should be referred to the Compliance Officers, other designated District employees, or the Union representative. It is the responsibility of the Compliance Officers to inform the complainant of other agencies available in pursuing a sexual harassment complaint. These include the U.S. Equal Employment Opportunity Commission; the U.S. Department of Education, Office of Civil Rights; the California Department of Fair Employment and Housing; and the Office of the Chancellor, California Community Colleges.

Policy Adopted: 7/10/85
Policy Revised: 3/6/96
Policy Reviewed:
Adm. Regulation: R-2423

Discrimination Complaint Procedures R-2423
2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Discrimination Complaints
1.1 The Los Rios Community College District and each College will designate annually Equity Officer(s) whose responsibilities will include the investigation and resolution of unlawful discrimination complaints, including complaints of sexual harassment. (Cal. Code Regs. tit. 5, §59324)
1.2 The complaint shall be filed by a student or employee who alleges that he or she has personally suffered unlawful discrimination or by an individual who has learned of such unlawful discrimination in his or her official capacity; for example, a counselor, a supervisor, or an administrator. (Cal. Code Regs. tit. 5, §59328)
1.3 A complaint shall be filed with the State Chancellor or the District or the applicable College. (Cal. Code Regs. tit. 5, §59328 9b))
1.4 The District will provide annual notice of this policy against unlawful discrimination to new employees when they start working, and to all current employees.
1.4.1 Posters which contain the basic legal requirements will be posted in places readily accessible to job applicants, and existing employees.
2.0 Complaint Procedures
2.1 As soon as possible after the alleged incident, the complainant shall notify the appropriate Equity Officer(s) of the alleged discrimination/harassment.
2.2 Following consultation with the Director, Human Resource Operations and Employee Relations, the Equity Officer may reject the complaint if:
2.2.1 it's anonymous;
2.2.2 the most recent incident was more than a year ago or more than one hundred eighty (180) days ago for an employment case;
2.2.3 the complaint does not allege unlawful discrimination;

2.2.4 the complaint lacks adequate information on which to conduct an investigation, in which case, the complaint shall be advised of the defect(s);
2.2.5 identical allegations have already been investigated; or
2.2.6 the case does not merit investigation for any other reason as determined by the Director, Human Resources Operations and Employee Relations pursuant to California Code of Regulations, title 5.
2.3 If a complaint does not meet the requirements listed above, the complainant shall be notified and informed of the deficiency. (Cal. Code Regs. tit. 5, §59332)
2.4 If the complaint is accepted, the Equity Officer shall:
2.4.1 Advise the complainant that he or she need not participate in informal resolution;(Cal. Code Regs. tit. 5, §59327)
2.4.2 Notify the person bringing the charges of the procedure for filing a complaint with the State Chancellor's Office;
2.4.3 Advise the complainant that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education (OCR);
2.4.4 Advise the complainant that he or she may file his or her employment-based complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies;
2.4.5 Give the complainant a copy of the District Discrimination Complaint Procedure Policy and Regulation (P/R-2423), and the Sexual Harassment Policy (P-2424), if appropriate; and
2.4.6 Undertake efforts to informally resolve the charges if the complainant so desires.(Cal. Code Regs. tit. 5, §59327)
3.0 Informal Process (Cal. Code Regs. tit. 5, § 59327)
3.1 If the complainant so desires, the Equity Officer shall hold an informal conference with the complainant within seven (7) days from the date the oral or written complaint is filed. Information about the applicable law and rules shall be presented to the complainant. An effort shall be made to resolve the complaint at the informal level.
3.2 If a resolution of the complaint is not reached or if the complainant disagrees with the recommendation made, then the complainant may follow the resolution procedure outlined in Section 4.0 below.
3.3 This informal procedure shall generally be completed within ninety (90) days.
4.0 Formal Process
4.1 If the complaint is not resolved satisfactorily at the informal stage or if the complainant chooses not to use the informal process, the complainant may file with the appropriate Equity Officer(s) a written statement of the problem and his/her proposed remedy on the form prescribed by the State Chancellor's Office. This form shall be provided to the complainant by the appropriate Equity Officer(s). In any complaint not involving employment, the formal complaint shall be filed no later than one year from the date on which the complainant knew or should have known the facts underlying the allegation of unlawful discrimination or sexual harassment. In any complaint involving employment, the complaint shall be filed not later than 180 days from the date on which the complainant knew or should have known of the facts underlying the allegation of the unlawful discrimination or sexual harassment. (Cal. Code Regs. tit. 5, § 59328) .
4.2 The College Equity Officer shall forward the formal complaint and all other pertinent information to the college President immediately upon receipt. (Cal. Code Regs. tit. 5, § 59330)
4.2.1 The formal complaint shall be forwarded to the Equity Officer, who will notify the State Chancellor and the complainant that the complaint has been filed and the the investigation is being conducted pursuant to California Code of Regulation title 5 section 59334.
4.2.2 A prompt, thorough and impartial fact-finding investigation of the complaint shall be conducted which includes meeting with the alleged discriminator/harasser, interviewing any witnesses to the alleged conduct, and any other person who may be mentioned during the course of the investigation as possibly having relevant information. To the greatest extent possible, confidentiality must be maintained. Failure to cooperate in or interference with this investigation may be grounds for appropriate disciplinary action.
4.2.3 This investigation must be completed within ninety (90) days of the receipt of the formal complaint. (Cal. Code Regs. tit. 5, § 59336)
4.2.4 The results of the investigation shall be put in a written report which shall include at least all of the following:
4.2.4.1 A description of the circumstances giving rise to the complaint;

4.2.4.2 A summary of the testimony provided by each witness, including the complaint and any witness provided by the complainant in the complaint; and any statement by the alleged discriminator/harasser;
4.2.4.3 An analysis of any relevant data or other evidence collected during the course of the investigation;
4.2.4.4 A specific finding as to whether discrimination or sexual harassment did or did not occur with respect to each allegation in the complaint; and
4.2.4.5 Any other information deemed appropriate by the District.(Cal. Code Regs. tit. 5, § 59334)
4.3 Upon completion of the investigation and within the ninety (90) day timeline, the District shall forward all of the following to the complainant:
4.3.1 A summary of the investigative report; and
4.3.2 A written notice setting forth the following:
4.3.2.1 The determination of the College President as to whether discrimination or sexual harassment did or did not occur with respect to each allegation in the complaint;
4.3.2.2 A description of actions taken, if any, to prevent similar problems from occurring in the future;
4.3.2.3 The proposed resolution of the complaint; and
4.3.2.4 The complainant's right to submit a written appeal to the Los Rios Community College District Board of Trustees within fifteen (15) days of the receipt of the notice, if the complainant is not satisfied with the results of the administrative determination. (Cal. Code Regs. tit. 5, §§ 59336, 59338)
4.4 Upon completion of the investigation, the District shall forward a summary of the investigative report to the alleged discriminator/harasser. The witnesses shall be advised of the conclusion of the investigation but not the results.
4.5 If an appeal is filed, the Board of Trustees shall review the original complaint, the investigative report, the administrative determination, and the appeal, and shall issue a final District decision in the matter within forty-five (45) days after receiving the appeal. (Cal. Code Regs. tit. 5, § 59338)
4.5.1 In any case not involving employment discrimination, a copy of the final District decision rendered by the Board of Trustees shall be forwarded to the complainant and to the State Chancellor. (Cal. Code Regs. tit. 5, § 59338)
4.5.2 In any case not involving employment discrimination, the complainant shall also be notified of his or her right to appeal this decision to the State Chancellor within thirty (30) days after the Board of Trustees issues the final District decision; or permits the administrative determination to become final by failure to act within forty five (45) days of receipt of the appeal. (Cal. Code Regs. tit. 5, § 59339)
5.0 Final Notification to State Chancellor
5.1 In any case not involving employment discrimination, the District shall within one hundred-fifty (150) days of receiving a complaint, forward to the State Chancellor the original complaint; the report describing the nature and extent of the investigation conducted by the District; a copy of the notice sent to the complainant (see Section 2.5.5 above); a copy of the final District decision rendered by the Board of Trustees or a statement indicating the date on which the administrative determination became final; and any other information the State Chancellor may require. (Cal. Code Regs. tit. 5, § 59340)
5.2 If the District, for reasons beyond its control, is unable to comply with the timelines required under Section 3.1 above, the District may file a written request with the State Chancellor no later than ten (10) days prior to the expiration of the deadline, requesting and extension. A copy of the request will be sent to complainant with a notice that he or she may file written objections with the State Chancellor's office within five (5) days of receipt. (Cal. Code Regs. tit. 5, § 59342)
6.0 Documentation
6.1 The Equity Officer shall keep a log of all discrimination/sexual harassment complaints and the resolution thereof.

Adm. Regulation Adopted: 9/10/81
Adm. Regulation Revised: 2/10/82; 5/12/92; 3/6/96; 6/12/00; 1/22/01; 4/28/03; 9/17/07
Reviewed:
Board Policy: P-2423; P-2424

Sexual Harassment FAQs

What is Sexual Harassment?

Sexual harassment is generally defined to include unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, mace by someone in the work or educational setting. These acts constitute sexual harassment when (1) submission to such conduct is made a term or condition of employment, or (2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating hostile or offensive working environment.

What are the Two Basic Forms of Sexual Harassment?

(1) Quid Pro Quo (literally means "this for that"): When a supervisor, manager or other superior employee conditions an employment benefit or continuing employment on another employee's acquiescence to the unwelcome sexual behavior.

(2) Hostile Environment: No specific employment benefit(s) need be lost or gained. Hostile work environment sexual harassment exists if conduct of an offensive sexual nature has the purpose or effect of unreasonably interfering with an employee's work or educational performance or creating an intimidating, hostile or offensive environment. The conduct must be "unwelcome"; "pervasive" or "severe"; and "offensive" to a reasonable person of the same gender.

Examples of behaviors which may create a hostile environment include: unwanted sexual advances, verbal sexual advances or propositions; offering employment benefits in exchange for sexual favors; verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; use of sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; verbal conduct such as making or using derogatory comments, epithets, slurs, or telling sexually explicit jokes; comments about a person's body or dress; making or threatening retaliation after a negative response to sexual advances; and visual conduct such as leering, making sexual gestures, and/or displaying sexually suggestive objects or pictures, cartoons, calendars or posters.

Was the Conduct Welcome?

This is a fact based inquiry and requires the answers to some or all of the following questions:

- Who initiated the sexual conduct?
- How did the complainant respond to or regard the conduct?
- Did the complainant tell the harasser or another person of his/her discomfort and that the conduct was unwelcome? Did the complainant write a letter, or write in a diary or journal about the incident?
- Did the complainant engage in conduct which suggested that the "harasser's" conduct was welcome?
- Was submission to the conduct explicitly or implicitly made a term or condition of the victim's employment, academic status or progress?
- Was the submission to, or rejection of, the conduct by the victim used as a basis of employment or academic decisions affecting the victim?

Was the Conduct Severe or Pervasive?

In order to establish a claim for hostile environment, the complainant must allege conduct which a reasonable person of the same gender as complainant considers sufficiently severe or pervasive. The required showing of severity or seriousness of conduct varies inversely with the pervasiveness or frequency of the conduct. [Ellison v. Brady 9243 F.2d 872 (9th Cir. 1991)]

Where is Sexual Harassment Found in the Law?

Sexual harassment violates both state and federal law.

1. State Law:

Sexual harassment in the educational and/or work environment is prohibited by California Education Code, sections 221.5, 72011, and 66271.7, as well as Government Code Section 12940 et. seq.

The California Education Code prohibits the sexual harassment of all persons in the educational setting, including students. Specifically, Education Code, sections 221.5, 66271.7, and 72011 prohibit sex discrimination in community college districts and sections231.5 and 66281.5 prohibit sexual harassment in the educational environment.

The California Fair Employment and Housing Act ("FEHA") and Government Code, section 12940 prohibits the following conduct: For an employer, labor organization, employment agency, apprenticeship training program or any training program leading to employment or any other person, because of race, religious creed, color, national origin, ancestry...sex or age, to harass an employee or applicant. Harassment of an employee or applicant by an employee other than an agent or supervisor shall be unlawful if the entity knows or should have known of this conduct and fails to take immediate appropriate corrective action. An entity shall take all reasonable steps to prevent harassment from occurring. Loss of tangible job benefits shall not be necessary in order to establish harassment.

2. Federal Law:
Sexual harassment violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education amendment of 1972.

Title VII of the Federal Civil Rights Act of 1964 - Title VII governs harassment in the work place. Sexual harassment is regarded as a form of unequal treatment based on one's sex and is prohibited.

Title IX - Title IX prohibits the sexual harassment of students. Title IX of the Education Amendment of 1972 is a federal statute prohibiting discrimination on the basis of sex, including sexual harassment in all education programs that receive federal funding. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

When May the District be Found Liable?

1. Student to Student Harassment:
Schools and colleges are liable under Title IX if its students sexually harass other students when the following factors are present: (1) the school knows or should have known of the harassment; and (2) the school fails to take immediate and appropriate corrective action. Oona R.S. v. McCaffrey, 118 S.Ct. 1989 (1998)

2. Employee to Student Harassment:
A school district or community college district will be liable for sexual harassment of a student by an employee if (1) an appropriate official had actual knowledge of the harassment; (2) the official had authority to take corrective actin to remedy the discrimination; and (3) the official acted with deliberate indifference in his or her failure to respond to the discrimination Gebser v. Lago Vista, 118 S.Ct. 1989(1998)

3. Supervisor to Employee:
Under state law, an employer is generally strictly liable for the harassing conduct of its agents and supervisors. Strict liability has until recently been applied in quid pro quo cases and not hostile work environment cases. In 1998, strict liability was extended to hostile work environment claims involving supervisors.

Under Federal law, an employer is subject to vicarious liability for an actionable hostile environment created by a

supervisor with immediate or successively higher authority over the employee or quid proquo harassment.

Under circumstances where there is no tangible employment action or significant change in employment status, the employer may still be vicariously liable, but has an affirmative defense available. The affirmative defense is based on two elements: (1)the employer exercised reasonable care to prevent and correct promptly any sexually harassing behavior; and (2) the plaintiff unreasonably failed to take advantage of any preventative or corrective opportunities or to avoid harm otherwise. Faragher v. City of Boca Raton, 118 S.Ct.2275 (1998).

4. Employee to Employee/Liability for the acts of co-workers:
The Equal Employment Opportunity Commission (EEOC), and most courts, hold that an employer will be liable for co-worker harassment if the employer knew or should have known of the harassment and failed to take immediate and appropriate corrective action.

5. Liability for Acts of Third Parties:
The EEOC and federal case law make it clear that an employer may be held liable for the acts of its customers, clients, or personnel of other businesses with which the employer has an official relationship. Third party harassment involves hostile work environment claims. The employer can be held liable when the employer (1) knew or should have known of the harassment and (2) failed to take immediate and appropriate corrective action. The most important factor in determining employer liability is the degree of control the employer has over the third party.
For example, in Rodriguez-Hernandez v. Miranda-Velez, 132 F.3d 848 (1st Circ.1998), the court held that where the employer encourages its account manager employee to respond as a "woman" to a high level executive customer who was sexually harassing her, the employer had acquiesced in the harassment and therefore was liable for third party sexual harassment. An example of a limited control situation is where a corporate client's employee harasses a package delivery person.

How Does a Plaintiff Prove Sexual Harassment?

The plaintiff must establish:

- He/she belongs to a protected group;
- He/she was subject to unwelcome sexual harassment;
- The harassment complained of was based upon gender;
- The harassment complained of affected a term, condition, or privilege of employment/education;
- Employer responsibility.

What is the Duty to Investigate?

The Federal Equal Employment Opportunity Commission requires that an employer investigate allegations of sexual harassment...
When an employer receives a complaint or otherwise learns of alleged sexual harassment in the workplace, the employer should investigate promptly and thoroughly.

The Fair Employment and Housing Department requires that:
The Employer's policy should include provisions to ...fully and effectively investigate. It must be immediate, thorough, objective and complete. All those with information on the matter should be interviewed.

What is the Duty to Remediate and Prevent?

Once an employer knows or should have known of harassment, the remedial obligation begins Steiner v. Showboat Operating Company, 25 F.3d 1459 (9th Cir. 1994). The obligation does not necessarily end when the harasser's conduct stops. Not only must the remedy utilized by reasonably calculated to end the harassment and be disciplinary in nature, but it must also offer more than a short-term solution or result. Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

the Courts have devised a two prong test: (1) the reasonableness of an employer's remedy will depend on its ability to stop harassment by the person who engaged in harassment; and (2) the remedy must discourage other employees from unlawful conduct.

1. What is an effective prevention program?
a. The employer has an explicit policy against sexual harassment that is clearly and regularly communicated to employees and effectively implemented;
b. There is regular in-servicing and training of all staff;
c. A procedure is in place for resolving sexual harassment complaints;
d. The procedure protects confidentiality to the degree feasible; and
e. An anti-retaliation policy is in place.

2. Education institutions are required to have a written sexual harassment policy. Education Code, section 231.5 and 66281.5

Sexual Harassment and Title IX

What Is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. *Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence, includes rape, sexual assault, sexual battery, and sexual coercion*

What School Activities Are Covered? Title IX protects students from sexual harassment in all of our education programs and activities. Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere. We may have an obligation to respond to student-on-student sexual harassment that initially occurred off school grounds. If a student files a complaint, regardless of where the conduct occurred, we must process the complaint in accordance with its established procedures.

What Must We Do?
A. Once we know or reasonably should know of possible sexual harassment, including sexual violence, we must take immediate and appropriate action to investigate or otherwise determine what occurred. **[P 2424 & P/R 2423 provides our complaint and investigation process]**
B. If sexual violence/sexual harassment has occurred, we must take prompt and effective steps to: a. End the sexual violence/sexual harassment,
b. Prevent its recurrence, and
c. Address its effects, whether or not the sexual violence/sexual harassment is the subject of a criminal investigation.
C. We must take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.
D. We must provide a grievance procedure for students to file complaints of sex discrimination, including complaints of sexual violence. These procedures must include an equal opportunity for both parties to present witnesses and other evidence and the same appeal rights. [**P 2424 & P/R 2423**] Our grievance procedures use the preponderance of the evidence standard to resolve complaints of sex discrimination.
E. We must notify both parties of the outcome of the complaint.

What if Law Enforcement Is Involved? Our Title IX obligations are separate from any law enforcement obligation. While law enforcement may determine that a crime did not occur, the College Equity Officer must independently

investigate the allegations. Police reports may be used. Where law enforcement determines a crime occurred, it is likely sexual harassment has occurred as well.

What if the victim requests confidentiality? If the complainant requests confidentiality or asks that a complaint not be pursued, we should take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. At the same time, we should evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. We may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the alleged harasser's rights to receive information about the allegations if the information is maintained by the school.

Student Grievance Procedures
[LRCCD Regulation 2412]

1.0 Terms and Definitions

1.1 A grievable matter is any alleged action or decision of the Los Rios District or one of its colleges that adversely affects the status of a student or violates the rights of a student as set forth in District Policy (P-2412).
1.2 "Party" shall mean the student and any person(s) alleged to have been responsible for the student's alleged grievance.
1.3 "Student Grievance Officer" means an employee assigned by the Chief Student Services Officer to administer the grievance process.
1.4 As used in these procedures, "Student" includes a person currently enrolled or who was enrolled in one or more credit classes in the immediately preceding semester or who has filed an application for admission to college. A grievance by a student applicant shall be limited to alleged denial of admission.
1.5 Unless otherwise provided, as used in these procedures, "days" shall mean calendar days, provided, however, that days during winter break, spring break and breaks before and after summer sessions shall not be counted as "days."
1.6 A "formal grievance" is a written allegation by a student, filed in the manner prescribed by Section 3.0, alleging that the student was adversely affected by a grievable action of the District or the college.
1.7 "Grievance Form" is a college form which must be filed with the college Student Grievance Officer if a formal grievance procedure is followed. This form is only to be used when attempts at informal resolution have failed.

2.0 Informal Resolution

2.1 A student believing to have been adversely affected by an act of an instructor, administrator, or other staff of the college must make a reasonable, good faith attempt to resolve the matter within ten (10) days of the alleged act. This should be done on an informal basis by discussing the matter either with the staff member involved, or with the staff member's immediate supervisor.
2.1.1 Failure of the student to act within the above-specified ten (10) day period shall constitute a waiver of the right to pursue the matter further.
2.2 If the meeting with the staff member or with the immediate supervisor is not successful in resolving the problem within ten (10) days, the student may file a formal grievance.

3.0 Formal Process

3.1 Within five (5) days of the completion of the informal process, and not later than twenty-five (25) days from the date of the alleged wrongful act, the student may file a formal grievance by submitting a Grievance Form to the college Student Grievance Officer. The name and location of the college Student Grievance Officer and the Grievance Form can be obtained from the office of the Chief Student Services Officer or the Student Grievance Officer. ***American River College Student Rights & Responsibilities Page 13***

3.2 The grievance must contain a specific statement of the alleged act of wrong-doing, the name of the person against whom the grievance is filed, the names of any witnesses, and the nature of the relief sought by the grievant.
3.2.1 Relief sought by the grievant shall not include the imposition of disciplinary action on an employee. Formal discipline of an employee is a matter which is exclusively within the prerogative of the District and is confined to the procedures established by law and collective bargaining agreements.
3.2.2 Failure of the student to file the completed grievance form within the above-specified time period shall constitute a waiver of any right to further proceedings.
3.3 Within ten (10) days of the receipt of the grievance, the college Student Grievance Officer will determine whether the issue is grievable under the policies and regulations of the District. If the issue is grievable, a hearing will be scheduled.
3.3.1 Determination as to the sufficiency of grounds for a hearing on a grievance shall be based on the following:
(a) Has the student attempted to resolve the grievance under the informal grievance process in Section 2.0 above?
(b) Have all time lines been met?
(c) Does the grievance contain statements which, if true, would constitute a grievance under Board Policy (P-2412)?
(d) Does the grievant have standing to assert the grievance by **(I)** being a student at the time of filing the grievance or at the time of the alleged act of wrong-doing; or **(II)** being an applicant for admission to the college?
3.4 If any of the grounds for grievability stated in Section 3.3.1 above have not been satisfied, the college Student Grievance Officer will notify the student in writing that the grievance has been rejected and state the specific reason(s) for the rejection.
3.5 If the college Student Grievance Officer determines that all the conditions for grievability have been met, the grievance will be referred to the designated hearing officer. At this time the person(s) against whom the grievance is filed shall be notified of the status of the grievance, and shall be given a copy of the formal grievance.
3.5.1 The Hearing Officer shall be appointed by the College President. The hearing Officer shall be an administrator who is not from the area from which the grievance arose, nor from student services.
3.6 Within ten (10) days from appointment, the Hearing Officer will schedule a hearing on the grievance. All parties shall be notified by the Hearing Officer of the time and day of the hearing. If the designated time and day are not convenient for the parties, a mutually agreeable time may be set.
3.7 The hearing will be conducted in accordance with the guidelines set forth below:
3.7.1 All decisions concerning the conduct and procedure of the hearing shall be made by the Hearing Officer and shall be final.
3.7.2 Each party to the grievance may call witnesses and introduce oral testimony and documentary evidence relevant to the issue of the grievance and both parties shall be permitted to question all witnesses of the other side.
3.7.3 Formal rules of evidence shall not apply. All relevant evidence may be admitted.
3.7.4 The burden shall be upon the grievant to prove by a preponderance of the evidence that the facts alleged are true and that a grievance has been established as specified in Section 1.1 above.
3.7.5 Each party shall be presumed not to be at fault.
3.7.6 At the hearing, the grievant and any other party involved in the grievance may be represented or accompanied by another person. The name and status of such a person must be submitted to the Hearing Officer at least two (2) days before the beginning of the hearing. No party may be represented by legal counsel.
3.7.7 Hearings shall be closed and confidential, unless it is the request of all parties that hearings be open to the public.
3.7.8 In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties agree to the contrary.

3.7.9 One tape recording of the grievance hearing shall be made by the Hearing Officer, and shall be the only tape recording.
3.7.10 The Hearing Officer shall maintain an orderly meeting and permit no person to be subjected to abusive treatment. In this regard, the Hearing Officer may eject or exclude any person who refuses to be orderly.
3.8 The Hearing Officer shall deliver a written decision within ten (10) days of the conclusion of the hearing to all parties to the grievance, with copies to the Chief Student Services Officer, the College President and the Assistant Chancellor, Educational Services.
3.8.1 The Hearing Officer's decision shall contain a statement of the alleged grievance; a discussion of the evidence introduced by each party together with the Hearing Officer's determination whether the grievant met his or her burden of proof by a preponderance of the evidence; and a recommendation as to which, if any, of the requests for relief sought by the grievant should be granted.
3.8.2 The Hearing Officer shall not recommend any relief that violates any employee rights as guaranteed by law or collective bargaining agreement.
3.9 Either party to the grievance may appeal the Hearing Officer's decision to the Chief Student Services Officer within five (5) days. Such appeal shall be submitted in writing and shall state specifically the grounds for appeal.
3.9.1 Grounds for appeal will be limited to:
3.9.1.1 Decision not supported by the evidence.
3.9.1.2 Denial of admission of relevant evidence.
3.9.1.3 Incorrect application/non-application, or interpretation of laws, policies, procedures, etc.
3.9.1.4 Excessive or disproportionate sanctions applied.
3.9.2 The Chief Student Services Officer shall review the proceedings and take one or more of the following actions:
(a) Affirm the Hearing Officer's decision in whole or in part;
(b) Reverse the Hearing Officer's decision in whole or in part;
(c) Affirm or deny in whole or in part the relief recommended by the Hearing Officer; or
(d) Send the grievance back to the Student Grievance Officer for further consideration.
3.9.3 Within ten (10) days after receipt of the appeal documents, the Chief Student Services Officer shall inform all parties to the grievance and the appropriate personnel in the District Office, in writing, of the decision. The decision of the Chief Student Services Officer shall be final.
3.10 A student grievance involving a District Office staff member must be submitted in writing to the Assistant Chancellor, Administration and Operations within ten (10) days of the event leading to the grievance. The Assistant Chancellor, Administration and Operations will attempt to resolve the problem by informal means following the pattern set forth in Section 2.0 above.
3.10.1 Upon failure of the informal process to resolve the matter, the Assistant Chancellor will determine within five (5) days if the issue is grievable, and if so, shall designate a District Hearing Officer who will conduct a hearing in accordance with Section 3.7 above.
3.10.1.1 The decision of the District Hearing Officer shall be consistent with the requirement set forth in Section 3.8 above and shall be delivered in writing within ten (10) days of the conclusion of the hearing to all parties to the grievance with a copy to the Assistant Chancellor.
3.11 Either party may appeal the decision of the District Appeal Officer or the District Hearing Officer to the Chancellor, within ten (10) days of the decision on the grounds and in the manner set forth in Section 3.9 above. Failure to file this appeal within the ten (10) day period shall constitute a waiver of this appeal and acceptance of the District decision.
3.11.1 The decision of the Chancellor is final.

4.0 Special Provisions

4.1 Any time specified in these procedures may be shortened or lengthened by mutual agreement of all parties.
4.2 If, at any step of the formal proceedings, the grievant fails to appear, except in the case of emergency, the grievance will be considered to be in default and a request by the opposing party to dismiss the grievance shall be granted.
4.3 An informal grievance must be initiated on or before the tenth day of instruction of a new semester when the grievance involves final grades or circumstances surrounding final grades for the preceding semester or summer session.
4.4 All decisions must be consistent with the law and the employees' contracts with the District.
4.5 No reprisal of any kind shall be taken against any person who participates in the grievance procedure.
4.6 In situations when the student's presence in class is a factor which could affect the student's grade or graduation, the instructor must allow the student to continue to attend or provide the student the opportunity to continue the work of the class, unless the student's presence in class adversely affects health and safety.

5.0 Review of Procedures

5.1 A student grievance committee consisting of the three (3) faculty senate presidents, or designees; the District Academic Senate President or designee; three (3) student association presidents, or designees; the College Chief Student Services Officer, the Assistant Chancellor, Educational Services and the District General Counsel will convene, as needed, to review this policy. Each member of the Committee shall have one (1) equal vote.
5.2 It will be the responsibility of the District Academic Senate President to call the meeting of the review committee.

Attachment E

Attachment E: Prerequisite Procedures

Students may challenge course pre/corequisites. The college has a standard course challenge form (see attached) developed in accordance with Title 5, Division 6, Chapter 6, Subchapter 1, Article 1 which states:

> (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. Grounds for challenge are:
> (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
> (2) The prerequisite or corequisite is in violation of this section;
> (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
> (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
> (5) 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
> (6) Such other grounds for challenge as may be established by the district governing board

Students may challenge for any of the reasons stated above and, once they complete a challenge request, will receive an approval or denial of their request within 5 working days.

Individual departments have specific instructions for how students can provide evidence to support the challenge if they are challenging on the grounds that their "knowledge or ability allows [them] to proceed in the course despite not meeting the pre/corequiste" in order to increase the chances that qualified students will be able to demonstrate that knowledge. For example, the English department asks students to submit a portfolio of written work introduced by a letter explaining how the work demonstrates the Student Learning Outcomes of the prerequisite they wish to challenge. The directions include a copy of the Student Learning Outcomes to aid students. The English as a Second Language (ESL) department asks for a copy of ESL assessment test results, transcripts, and an ESL Skills Evaluation form filled out by an ESL professor.

Although the pre/corequisite forms are easy to obtain from individual academic departments, the college plans to post information about the possibility of challenging pre/corequisites along with a pdf of the general form should be posted on the Admissions and Records section of the college website alongside other similar information and forms.

ARC's Procedure for Establishing and Periodically Reviewing Prerequisites:

Establishing prerequisites:

At ARC, prerequisites are established for a course when it is determined that students who lack the prerequisite skills are highly unlikely to receive a satisfactory grade in that course. The prerequisite skills needed to succeed are identified by faculty in the discipline, are mapped in the course outline of record (COR) to the student learning outcomes of the prerequisite course(s), and are reviewed by the ARC Curriculum Committee as part of the curriculum approval process.

Periodically reviewing prerequisites:

As a regular part of the Program Review process, or at least every six years, the college reviews each prerequisite, corequisite, and advisory to establish that it is still supported by the faculty in the discipline and by the Curriculum Committee and is still in compliance with all other provisions of district policy and with the law.

Conventional prerequisites:

Following district policy, if one of the following criteria are met then a prerequisite may be established for a course:

1. **Standard prerequisites**
   At least three UCs and/or CSUs have the same prerequisite.
2. **Sequential courses within or across disciplines**
   Skills, concepts, and/or information taught in the first course are presupposed in the second course. This excludes courses in computation or communication unless both courses are in the same discipline.
3. **The prerequisite or corequisite course is part of a closely related lecture-lab pairing within a discipline**
4. **Four-year institutions will not grant credit for a course unless is has a particular communication or computation prerequisite**
5. **The prerequisite or corequisite is required by statute or regulation**
6. **Research supports the prerequisite or corequisite**
7. **Health and safety**
   The prerequisite course provides knowledge and/or skills needed to prevent students from endangering their own health or the health of others.
8. **The prerequisite or corequisite is required for enrolling in a program that is subject to approval by a state agency other than the CCCCO**
9. **Other legally allowed limitations on enrollment, which may appear as a prerequisite**
   a. Public performance course (e.g., 'Audition')
   b. Honors course (e.g., 'placement into ENGWR 480')
   c. Intercollegiate athletic competition (e.g., 'Tryout')

Prerequisites in computation or communication:

In cases where a prerequisite in computation or communication is deemed necessary for students to succeed in a course, and none of the conventional prerequisite criteria are met, a more involved process is used to approve the prerequisite for that course. This process includes the following steps:

1. The course developer contacts the Prerequisite Subcommittee to determine the appropriate level for the prerequisite course.
2. Research is conducted to determine whether a student who lacks the prerequisite skills is highly unlikely to receive a satisfactory grade, as well as to determine whether there would be a disproportionate impact on certain groups of students.
3. If, after reviewing the research report, the department decides to establish the prerequisite then the developer submits supporting documentation to the Prerequisite Subcommittee, including a copy of the research report, a sample syllabus, and copies of exams and assignments that would help to justify the prerequisite.
4. The Prerequisite Subcommittee reviews the COR and the supporting documentation to determine whether the prerequisite is appropriate and justifiable. If they approve the prerequisite, then they work with the developer to enter the appropriate justification into the COR.
5. If establishing the prerequisite would affect enrollment in other areas of the college, the Collaboration Team meets to determine the best method for implementing any changes needed to guarantee that sufficient sections of the prerequisite course are available.

Once all of these steps have been completed, the course goes through the normal curriculum approval process.

Prerequisite Subcommittee:

The Prerequisite Subcommittee is a subcommittee of the ARC Curriculum Committee. Its purpose is to assist course developers in establishing prerequisites in computation and communication for courses that need them. The subcommittee primarily focuses on the curricular aspects of establishing new prerequisites for courses. Membership in the subcommittee includes:

- Curriculum Committee chair
- AVPI-Curriculum
- Research Office staff member
- Counseling dean
- Counseling faculty member
- English reading faculty member
- English writing faculty member

- ESL faculty member
- Math faculty member

Collaboration Team:

The purpose of the Collaboration Team is to coordinate the implementation of new prerequisites, which may include a reallocation of resources due to changes in enrollment caused by the new prerequisites. The team focuses more on the non-curricular issues related to establishing new prerequisites for courses. Membership in the team includes:

- Curriculum Committee chair
- AVPI-Curriculum
- Research Office staff member
- Counseling dean
- Counseling faculty member
- English dean
- English reading faculty member
- English writing faculty member
- ESL dean
- ESL faculty member
- Math dean
- Math faculty member

CREDIT
Student Success and Support Program

2014-15

Budget Plan

Los Rios CCD

American River College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@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

HOME

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Los Rios CCD
College: American River College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form.** The form can be found on the Chancellor's Office website at: http:/extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* **mail**, postmarked no later than **Friday, October 17, 2014.**

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page
2 Do First
3 Part I Funding
4 Part II Planned Expenditures
5 Part III Planned District Match
6 Summary

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Los Rios CCD
American River College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation	$ 3,685,905
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$ -
Total SSSP Funds Available for Planned Expenditures	$ **3,685,905**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	$ **3,685,905**
District Match (Part III: Planned District Match)	$ 8,496,967
2:1 Calculated required match for **credit**: $ 7,371,810	
Total Planned Expenditures in the SSSP	$ **12,182,872**

Balance 2014-15 Student Success and Support Program Allocation: $ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

F10 Enter your college's 2014-15 Student Success and Support Program Allocation

F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.

F13 This cell will populate with the funds available for expenditure in the Credit SSSP.

F18 This cell will populate once the Part II Planned Expenditures section has been completed.

F19 This cell will populate once the Part III Planned District Match section has been completed.

E20 This cell will display your calculated required district match for your *credit* program.

F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."

F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".

- 0 — If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
- \+ — If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- \- — If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Los Rios CCD
American River College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**						
	SSSP Coordinator - New	**1.00**	$ -	$ -	$ -	$ -	$ 77,353	77,353
	Faculty Ambassodors	**2.40**	$ -	$ -	$ -	$ -	$ 227,136	227,136
	Counselor and DSPS	**1.50**	$ -	$ -	$ 115,408	$ -	$ -	115,408
	Non-Reular Academic (Adjunct Counselors)	**4.37**	$ -	$ -	$ 400,000	$ 100,000	$ -	500,000
	Faculty Outreach		$ -	$ -	$ -	$ -	$ 36,490	36,490
	Step Up Program	**0.40**	$ -	$ -	$ -	$ -	$ 28,861	28,861
		Subtotal	$ -	$ -	$ 515,408	$ 100,000	$ 369,840	**$ 985,248**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**						
	IT Anaylst II - LMS for SSSP	**0.80**	$ 6,876	$ 6,876	$ 48,132	$ 6,876	$ -	68,760
	Senior IT Analyst	**0.40**	$ 3,681	$ 3,681	$ 25,764	$ 3,681	$ -	36,807
	Evaluator	**2.00**	$ -	$ -	$ 74,536	$ -	$ -	74,536
	Student Personal Assistants	**5.00**	$ 40,817	$ 20,409	$ 61,225	$ 81,634	$ -	204,085
	SSSP Specialist	**1.00**	$ 6,877	$ 6,877	$ 27,510	$ 27,510	$ -	68,774
	Clerk III - Natomas	**0.50**	$ -	$ -	$ 8,507	$ 8,507	$ -	17,014
	Clerk II	**1.00**	$ 3,403	$ 3,403	$ 13,612	$ 13,611	$ -	34,029
	Clerk II - Math	**0.17**	$ -	$ -	$ 7,060	$ -	$ -	7,060
	Student Personal Assistant - Assess.	**1.00**		$ 53,722	$ -	$ -	$ -	53,722
	Outreach Specialists	**1.34**	$ 8,776	$ -	$ 26,327	$ 52,654	$ -	87,757
	Counseling Clerk I	**4.00**		$ -	$ 131,556	$ 32,889	$ -	164,445
	Student Personnel Assistant	**3.00**	$ 8,716	$ -	$ 66,821	$ 69,726	$ -	145,263
	IT Analyst II	**0.20**		$ -	$ 20,952	$ -	$ -	20,952
	Clerk III - LRC	**0.50**		$ -	$ -	$ 20,302	$ -	20,302
	Assessment Center Coordinator	**1.00**		$ -	$ -	$ -	$ 64,833	64,833
	Senior IT Technician - Assessment	**1.00**		$ 64,833	$ -	$ -	$ -	64,833
	Classified Temps		$ -	$ 20,000	$ 88,000	$ 20,000	$ -	128,000
	Student Help		$ 75,000	$ 10,000	$ 10,000	$ 20,000	$ -	115,000
			$ -	$ -	$ -		$ -	-
	Counseling Supervisor	**0.70**	$	$ 16,560	$ 16,560	$ 8,279	$ -	41,399

	Subtotal	$ 154,146	$ 206,361	$ 626,562	$ 365,669	$ 64,833	**$ 1,417,571**
3000	**Employee Benefits**						
	IT Anaylst II - LMS for SSSP	$ 3,417	$ 3,417	$ 23,923	$ 3,417	$ -	34,174
	Senior IT Analyst	$ 1,829	$ 1,829	$ 12,806	$ 1,829	$ -	18,293
		$ -	$ -	$ -	$ -	$ -	-
	Evaluator	$ -	$ -	$ 37,044	$ -	$ -	37,044
	Student Personal Assistants	$ 20,286	$ 10,143	$ 30,429	$ 40,572	$ -	101,430
	SSSP Specialist	$ 3,418	$ 3,418	$ 13,673	$ 13,672	$ -	34,181
	Clerk III - Natomas	$ -	$ -	$ 4,228	$ 4,228	$ -	8,456
	Clerk II	$ 1,691	$ 1,691	$ 6,765	$ 6,765	$ -	16,912
	Clerk II - Math	$ -	$ -	$ 3,509	$ -	$ -	3,509
	Student Personal Assistant - Assessment	$ -	$ 26,700	$ -	$ -	$ -	26,700
	Outreach Specialists	$ 4,362	$ -	$ 13,085	$ 26,168	$ -	43,615
	Counseling Clerk I	$ -	$ -	$ 65,384	$ 16,346	$ -	81,730
	Student Personnel Assistants	$ 4,332	$ -	$ 33,210	$ 34,654	$ -	72,196
	IT Analyst II	$ -	$ -	$ 10,413	$ -	$ -	10,413
	Clerk III - LRC	$ -	$ -	$ -	$ 10,090	$ -	10,090
	Assesement Center Coordinator	$ -	$ -	$ -	$ -	$ 32,222	32,222
	Senior IT Technician - Assessment	$ -	$ 32,222	$ -	$ -	$ -	32,222
	Counseling Supervisor	$ -	$ 8,230	$ 8,230	$ 4,115	$ -	20,575
	SSSP Coordinator	$ -	$ -	$ -	$ -	$ 23,670	23,670
	Faculty Ambassodor	$ -	$ -	$ -	$ -	$ 69,504	69,504
	Counselors	$ -	$ -	$ 35,315	$ -	$ -	35,315
	Step Up Program Coordinator	$ -	$ -	$ -	$ -	$ 8,831	8,831
	Classified Temps	$ -	$ 1,200	$ 5,280	$ 1,200	$ 7,680	15,360
	Student Help	$ 600	$ 80	$ 80	$ 160	$ 920	1,840
		$ -	$ -	$ -	$ -	$ -	-
	Non-Reular Academic (Adjunct Counselors)	$ -	$ -	$ 78,000	$ 19,500	$ -	97,500
	Faculty Outreach	$ -	$ -	$ -	$ -	$ 14,904	14,904
	Subtotal	$ 39,935	$ 88,930	$ 381,374	$ 182,716	$ 157,731	**$ 850,686**

	Classification	**Orientation**	**Assessment**	**Counseling/ Advising/Other Ed Planning**	**Follow-up**	**Coordinator**	**Total**
4000	**Supplies & Materials**						
	CTEP Testing Units	$ -	$ 15,000	$ -	$ -	$ -	15,000
	Headphones for Orientation	$ 2,000	$ -	$ -	$ -	$ -	2,000
	Brochures for Steps to Success	$ 4,000	$ -	$ 28,000	$ 8,000	$ -	40,000
	Probation/Dismissal Materials	$ -	$ -	$ -	$ 5,000	$ -	5,000

	Printing - SSSP	$ -	$ -	$ -	$ 4,000	$ -	4,000
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 6,000	$ 15,000	$ 28,000	$ 17,000	$ -	$ 66,000
5000	**Other Operating Expenses and Services**						
	Software - Civatas, Mobile Services	$ -	$ -	$ -	$ 180,000	$ -	180,000
	Contracted Services - Software Maintenance	$ -	$ -	$ -	$ 63,000	$ -	63,000
	Copy Machines - Monthly Fees	$ -	$ 2,500	$ 2,500	$ -	$ -	5,000
	On Site Maintenance Agreemnts - SARS, etc	$ -	$ -	$ 12,000	$ -	$ -	12,000
	CTEP License	$ -	$ 1,400	$ -	$ -	$ -	1,400
	College Source	$ -	$ -	$ 4,000	$ -	$ -	4,000
	CPES Skills	$ -	$ -	$ 200	$ -	$ -	200
	Toshiba - Rental Cost	$ -	$ 1,300	$ 2,600	$ -	$ -	3,900
	Tutor.com	$ -	$ -	$ -	$ 24,000	$ -	24,000
	Travel	$ -	$ -	$ 25,000	$ -	$ -	25,000
	Subtotal	$ -	$ 5,200	$ 46,300	$ 267,000	$ -	$ 318,500
6000	**Capital Outlay**						
	Printers	$ 700	$ 1,400	$ 2,800	$ -	$ -	4,900
	Assessment laboratory Computers		$ 43,000	$ -	$ -	$ -	43,000
	Subtotal	$ 700	$ 44,400	$ 2,800	$ -	$ -	$ 47,900
7000	**Other Outgo**						
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 200,781	$ 359,891	$ 1,600,444	$ 932,385	$ 592,404	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						$ 3,685,905

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Progam Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Los Rios CCD
American River College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**								
	Administrator-Dean	**4.00**	$ 13,101	$ 26,454	$ 140,359	$ 64,004	$ -	$ -	$ 281,052	524,970
	Regular Coordinator	**6.60**	$ -	$ -	$ -	$ -	$ -	$ 96,948	$ 445,271	542,219
	Non-Reg Coordinator	**1.00**	$ -	$ -	$ 88,044	$ -	$ -	$ -	$ -	88,044
	Regular Counselor	**24.10**	$ -	$ -	$ 2,311,772	$ 102,577	$ -	$ -	$ 100,824	2,515,173
	adjunct Counselor	**1.75**	$ -	$ -	$ 106,720	$ -	$ -	$ -	$ -	106,720
	Non-Regular Other		$ -	$ -	$ 8,000	$ -	$ -	$ -	$ -	8,000
		Subtotal	$ 13,101	$ 26,454	$ 2,654,895	$ 166,581	$ -	$ 96,948	$ 827,147	**$ 3,785,126**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**								
	Supervisor	**3.30**	$ 12,302	$ -	$ 48,496	$ -	$ -	$ -	$ 152,472	213,270
	Administrative Assistant	**4.00**	$ -	$ -	$ 105,554	$ -	$ -	$ -	$ 75,394	180,948
	Classified Specialist	**1.03**	$ 7,111	$ -	$ -	$ 7,111	$ -	$ 56,890	$ -	71,112
	Student Personnel Assistant	**6.57**	$ 21,485	$ 43,039	$ 97,000	$ -	$ -	$ -	$ 181,875	343,399
	Instructional Assistant	**3.60**	$ -	$ -	$ 176,940	$ -	$ -	$ -	$ -	176,940
	Clerk I	**3.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 107,004	107,004
	Clerk II	**4.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 152,155	152,155
	Clerk III	**7.33**	$ -	$ -	$ 60,843	$ -	$ -	$ -	$ 214,860	275,703
	Evaluator I	**3.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 129,436	129,436
	Evaluator II	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 47,750	47,750
	Evaluator Auditor	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 54,947	54,947
	IT Technician	**1.97**	$ -	$ -	$ -	$ -	$ -	$ 66,947	$ 55,296	122,243
	IT Specialist	**1.00**	$ -	$ -	$ -	$ -	$ -	$ 78,747	$ -	78,747
	Temporary Classified		$ -	$ -	$ 28,759	$ -	$ -	$ -	$ 686	29,445
	Student Help		$ -	$ -	$ 169,123	$ 112,749	$ -	$ -	$ -	281,872
	Temporary Instructional Assistant		$ -	$ -	$ -	$ -	$ -	$ -	$ 13,000	13,000
		Subtotal	$ 40,898	$ 43,039	$ 686,715	$ 119,860	$ -	$ 202,584	$ 1,184,875	**$ 2,277,971**
3000	**Employee Benefits**									
	Academic Salaries		$ 3,013	$ 6,084	$ 778,560	$ 46,110	$ -	$ 29,666	$ 231,747	1,095,180
	Classified and Other Nonacademic Salaries		$ 20,326	$ 21,390	$ 246,029	$ 4,436	$ -	$ 100,684	$ 582,902	975,767
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
Subtotal	$ 23,339	$ 27,474	$ 1,024,589	$ 50,546	$ -	$ 130,350	$ 814,649		**$ 2,070,947**

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
4000	**Supplies & Materials**								
	Non-Instructional Supplies & Materials	$ -	$ -	$ 12,623	$ -	$ -	$ -	$ 17,476	30,099
	Non-Instructional Printing Cost	$ -	$ -	$ 1,817	$ -	$ -	$ -	$ 900	2,717
	Non-Instructional Software	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,012	1,012
	Subtotal	$ -	$ -	$ 14,440	$ -	$ -	$ -	$ 19,388	$ 33,828
5000	**Other Operating Expenses and Services**								
	Personal Services	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,053	3,053
	Travel and Conference	$ -	$ -	$ 62,187	$ -	$ -	$ -	$ 992	63,179
	Dues and Membership	$ -	$ -	$ 500	$ -	$ -	$ -	$ -	500
	Repairs and Maintenance	$ -	$ -	$ 225	$ -	$ -	$ -	$ 35,087	35,312
	Rents and Leases	$ -	$ -	$ 4,725	$ -	$ -	$ -	$ 4,089	8,814
	Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,299	9,299
	Other Operational Expenses	$ -	$ -	$ 200,753	$ -	$ -	$ -	$ 2,500	203,253
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ 268,390	$ -	$ -	$ -	$ 55,020	$ 323,410
6000	**Capital Outlay**								
	Equipment	$ -	$ -	$ 4,709	$ -	$ -	$ -	$ 976	5,685
		$ -		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ 4,709	$ -	$ -	$ -	$ 976	$ 5,685
7000	**Other Outgo**								
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 77,338	$ 96,967	$ 4,653,738	$ 336,987	$ -	$ 429,882	$ 2,902,055	
Total Planned Expenditures must be at least equal to or exceed the Required District Match								$ 8,496,967

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP

2014-15
Los Rios CCD
American River College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	$	3,685,905
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$	-
Total SSSP funds Available for Planned Expenditures	$	3,685,905

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	$	3,685,905
District Match (Part III: Planned District Match)	$	8,496,967
2:1 Calculated required district match for **credit**: $ 7,371,810		
Total Planned Expenditures in the SSSP	$	12,182,872

Balance 2014-15 Student Success and Support Program Allocation:	$	-

The required District Match was met: Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Progam Plan per title 5, section 55510.

	Email address	Phone Number	Date
College SSSP Coordinator (Typed name and signature)			
SSSP Supervising Administrator or CSSO (Typed name and signature)			
District Business Manager (Typed name and signature)			
College President (Typed name and signature)			
District Chancellor (Typed name and signature)			

Draft #7: Oct. 6, 2014

Student Success and Support Program Plan (Credit Students)

2014-15

District: **Los Rios Community College District**
College: **Cosumnes River College**

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@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[1]. 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[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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[3]. 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).

---

[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.

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 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: **Cosumnes River College**

District Name: **Los Rios Community 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 Coordinators: _____

_____

Name: **Sharon Padilla-Alvarado** _____ Date: _____
Name: **Christine Thomas** _____ Date: _____

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

Name: **Celia Esposito-Noy** _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: **Whitney Yamamura** _____ Date: _____

Signature of College Academic Senate President: _____

Name: **Robert "BJ" Snowden** _____ Date: _____

Signature of College President: _____

Name: **Deborah J. Travis** _____ Date: _____

Signature of District Chancellor: _____

Name: **Brian King** _____ Date: _____

Contact information for person preparing the plan:

Name: **Celia Esposito-Noy** Title: **Vice President, Student Services & Enrollment Management**
Email: **esposic@crc.losrios.edu** Phone: **(916) 691-7485**

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.).

Orientation in the Los Rios Community College District is delivered in an online format. The online orientation is mandatory. The online orientation provides important information for first-time students who are planning to attend a Los Rios college. Students are considered first-time students if they have never attended a college or university and are new to the Los Rios Community College District. The online orientation is the first step towards successful enrollment at Los Rios. After receiving a Los Rios student ID number, students are given access to Los Rios Desire2Learn (D2L / eLearning) the following day. D2L is the online system where the orientation can be viewed and completion of each module is tracked. Once students successfully log on to D2L, they can begin the orientation immediately. The online orientation is accessible 24 hours a day, seven days per week.

The online orientation provides an overview on topics such as academic expectations, financial assistance, student rights and responsibilities, and student support services.

Development was completed under the leadership of a faculty Distance Education Coordinator and with the collaboration of Los Rios counseling faculty and outreach professionals. The orientation is an 8-module online orientation in the Learning Management System (D2L) which guides students along a pathway to academic success. The orientation is designed to cover components essential for new students to successfully transition into academia and become familiar with the Los Rios Community College District. Specifically, the online orientation will help students learn about: how to choose classes that fit their educational goals; college support services and resources that will help them succeed in the classroom; and important details on the next steps to becoming a student and registering for classes.

Within the first 12 days of going live, 754 students completed the 8 modules and received a certificate of completion. By the third week, that number doubled to 1,551. The content of the videos for this effort can be found on the Los Rios District's YouTube Channel at http://www.youtube.com/LosRiosColleges

Upon completion of the online orientation, the system automatically populates the MIS Data Element SS06, Student Initial Orientation Services, for state MIS reporting.
All first-time, new to college students are required to complete the application, orientation, assessment and course planning session which includes an initial student educational plan (SEP). This requirement also applies to special program students in order to maintain priority registration including, EOPS, DSPS, CalWORKS, Vets, Foster Youth, and student athletes. Each semester we serve, on average, 1400 students who complete these services prior to enrolling in

classes.
Students for whom these services are required and who arrive at the College after the semester begins, have ten weeks during the semester to complete the required services in order to be eligible for priority registration for subsequent semesters. Students who arrive once the semester begins are advised in writing of this requirement and provided ample opportunities to complete the steps prior to the next semester's enrollment period.

***Application**: The application is completed through CCC Apply online. Students who need assistance completing the online application can visit eServices located near the Admissions and Records Office and/or, the Student Support Center located in the Library Building. Both locations provide staff to assist applicants. Those who complete a paper application are advised of the possible delay in receiving student enrollment information.*

***Orientation**: The web-based orientation has a comprehensive, interactive format requiring students to answer questions at the end of each module. The orientation does not have to be completed in one sitting. The orientation is provided in English and Spanish with other translations planned for the future. Orientation must be completed before a student is scheduled for a course planning session.*

***Assessment**: Students are required to complete placement tests in math, and English/reading. Additional assessment tools include the Degree Accelerator, a series of questions based on the Myers-Briggs inventory that provide students with information on their strengths, and possible majors and careers. This tool can be used during the course planning and/or counseling session.*

***Course Planning**: Once students complete orientation and assessment, they are scheduled for a course planning session. This session provides students with basic information about appropriate classes, and selecting a major. Students leave with an abbreviated SEP, and they are also informed of the process for securing a comprehensive SEP and declaring a major at 15 units.*

All of the student success services are provided at CRC and at local feeder high schools. The Outreach Specialist schedules, coordinates, and leads the effort to provide current high school students the opportunity to complete the steps in one stop at their high school. Counselors and staff assist with this effort which reaches over 1,000 high school students.

CRC also offers "Super Saturday" Sessions when high school students who may have missed services at their high school or have to complete additional steps come to campus and receive remaining services on a Saturday morning.

Student success steps are provided both prior to enrollment and after the semester begins. Students may not proceed with priority registration the following semester until they have completed the steps.

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

Initial development of the Orientation was accomplished as a one-time cost using existing Information Technology staff; an overload assignment was given to a college faculty member to develop the content of the 8 modules. Existing support for the normal LMS courses includes 1 FTE LMS Analyst and 0.25 FTE Systems and Database Administrator, but was fully tasked, prior to the addition of Orientation.

***Staff providing orientation**:*
Outreach Specialist (2): Coordinates and leads sessions in feeder high schools
Student Personnel Assistant (6): Supports sessions on campus and in feeder high schools
District IT programmer (1): Developed and implemented online orientation
College Matriculation/Student Success Committee Faculty Chairperson (1): Developed content and provided Spanish translation
Tutoring Center Instructional Assistant (1): Developed content and provided Spanish translation
Dean of Student Services and Enrollment Management (1): Facilitated, coordinated, and contributed to orientation content, design, and implementation
Dean of Counseling and Student Services (1): Contributed to orientation content, design, and implementation

SSSP Specialist (1): Oversees, implements, and supports case management model for at-risk students
Assoc. Dean, Student Success & Equity (1): Coordinate activities for SSSP, Equity Plan, and BSI (cost split in thirds)
Counseling Supervisor (1): Facilitated, coordinated and contributed to orientation content, design, and implementation.

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.

The initial Districtwide orientation is delivered through D2L, the District's LMS. Ongoing maintenance has yet to be assigned to the Orientation functionality. However, content changes, additions, including Spanish translation, have been made by IT programmers, CRC faculty and staff.

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

Content of the Orientation
The online orientation consists of eight key areas that were deemed critical for every new student to know. These eight (8) components provide information on the required items (noted in parenthesis) and are identified as:

1. Introduction: *Provides an overview of the District and the essential first steps from the point of application, including: Orientation, Assessment, Counseling, and educational planning. (7) (8)*

2. Important Terms: *Demystifies the language of college by providing definitions for some commonly-used terms. (2) (3) (6) (7)*

3. Selecting Classes: *Provides information on the college catalog, GE requirements, and the class schedule. (8)*

4. Assessment: *Emphasizes the importance of assessment and how assessment impacts course planning and enrollment. (8)*

5. Affording College: *Provides a comprehensive overview of paying for fees and financial aid resources available including federal and state, and provides clarification of the Dream Act. (5)*

6. Resources: *Describes some of the instructional and student support services that are common across all four colleges. (5)*

7. Rights and Responsibilities: *Highlights policies that impact students including: academic and progress probation, student conduct, computer use, sexual harassment and emergency procedures. (1)*

8. Next Steps*. Encourages students to complete assessment, develop an iSEP and prepare to meet with a counselor. (8)*

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.

Assessment of SLO's (Quiz)
A test data bank of 100 test items from which a quiz is generated to assess student learning of the material has been developed. Quiz items are generated randomly for each student.

The identified SLOs are:

1. *As a result of participation in an Orientation session, a student will gain an understanding of the process and support services necessary to reach his/her educational goal;*

2. *As a result of participation in an Orientation session, a student will demonstrate the ability to access registration services and enroll in college courses.*

3. *As a result of completing the Online Orientation Module, new students will understand that there are many vocabulary terms that are specific to a college environment, as well as learn about resources (e.g., college catalogs, college websites) for looking up the definitions of new vocabulary.*

In summary, the Los Rios Community College District's revitalized and re-envisioned orientation program encourages students to complete the essential steps needed to foster a successful start to college. It is intended to provide a supportive welcome to the District and to better prepare students for what lies ahead, and inform them how to become a more engaged and active participant in the college process. The orientation is a reflection of Los Rios' commitment to student success and our way of helping students navigate a complex process in a way that provides clarification and practical resources to help them "get started."

Students with disabilities and in need of assistance in order to complete the orientation will meet with the SPA in Disability Support, Programs, and Services (DSPS).

The orientation will be translated into other primary languages in addition to Spanish.

Modifications will be made to the orientation as needed to make sure the content complies with district policies and regulations, state requirements and best practices as identified in the research.

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.

SEE ATTACHED BUDGET PLAN FOR COSTS ASSOCIATED WITH 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.).

All first-time, new to college students are required to complete placement for math English/reading, and assessment for career/major exploration prior to enrolling or in order to receive priority enrollment in subsequent semesters. This includes special population students as well. On average each semester, we assess 1800 students. Assessment services are provided at the college, at the Elk Grove Center, and in feeder high schools using computerized placement tools or paper/pencil tools. We are exploring the possibility of offering assessments in a web-based format in order to better serve online students. Students are directed to complete assessment services prior to enrolling or once they have enrolled in their first semester (for those who arrive once the semester begins). Students in their senior year of high school are encouraged to complete their assessment when offered at their school and may also come to the college to complete assessment.

Students who enroll in the semester prior to completing the assessment will be notified during the semester that they must complete assessment in order to receive priority registration in future semesters. These students will have ten weeks to complete assessment, and any other student success steps required for eligibility for priority registration during the semester.
Students will be encouraged to complete the Degree Accelerator tool at the time they take math and English placement tests in order to be better prepared for the course planning and/or counseling sessions. This tool will allow students to determine the academic majors and careers for which they are best suited. This information will be used during course planning and counseling sessions. This tool is developed and administered by Peterson's and is currently a pilot offered to 300 students at CRC from June-August, 2014. An assessment of the usefulness of this tool in counseling sessions and in helping students determine a major and career will be completed fall 2014 and will be considered for future implementation.

Learning disability (LD) assessment is also available as needed, to any student in the Disability Support, Programs, and Services (DSPS) Center. An individualized assessment, including interviews, observations, and standardized cognitive and achievement testing, can be provided. The student's learning strengths and weaknesses are identified and appropriate accommodations are determined. This assessment helps determine placement into appropriate courses as well as course taking patterns that support their eventual success. One counseling faculty member provides the LD assessments which range from initial screening to full certification of the student as having a learning disability. The assessment can occur at any point after the student completes the college's enrollment application. Approximately 65% of the 1.0 FTE counselor is devoted to LD assessment while the remaining 35% is spent on DSPS counseling activities.

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.

Assessment SPA (1): Coordinates delivery of services at multiple locations
Assessment Clerks (3): Schedule services at multiple locations
Student Services SPA (3): Assist with assessment testing, distributing results, at multiple locations
Outreach Specialist (2): Coordinate and delivers assessment to feeder high schools
Assessment Supervisor (1): Supervise and ensure delivery of assessment services
Counseling Supervisor (1): Coordinate services in collaboration with SPAs, counselors, Assessment Supervisor, Dean of Counseling, and Dean of Student Services and Enrollment Management: Oversees services, ensure coordination and delivery of services at all locations
Dean of College Planning and Research (1): Oversee and ensure data collection and analysis for research purposes
Research Analyst (1): Conduct data collection, generate reports for SSSP activities, student progress
SSSP Specialist (1): Oversees, implements, and supports case management model for at-risk students
Assoc. Dean, Student Success & Equity (1): Coordinate activities for SSSP, Equity Plan, and BSI (cost split in thirds)

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.)

Placements for English, Math and ESL use COMPASS Internet version. Tests are completed in person and proctored in the Assessment Lab and computer lab. Additional questions are used as multiple measures to calculate the total score for a student's placement level.

CRC accepts Early Assessment Program (EAP) (high school students tested through STAR testing) results to determine placement as part of multiple measures for both English and math.
Students who have taken the Advanced Placement tests for math and/or English in high school and score a 3

or higher do not have to take the placement tests.

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.

Placement results for math, English/reading are portable between the Los Rios colleges. Math and English placement results from other regionally accredited U.S. institutions may be accepted based on the district's regulations (P&R-7241).

In April, 2010 the LRCCD Academic Senate implemented assessment portability and MOUs were signed by English, ESL, Mathematics, and Reading faculty representatives. All four colleges in the district agreed to accept each other's placement results.

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?

Pre-test practice: Students may prepare for the math placement test using an online resource provided by Peterson's or using handouts developed by the math faculty. Students are advised prior to taking the assessment test and through our publications that math pre-test or preparation materials are available and provided an access code for the online tool. Students receive immediate feedback on areas in need of additional review through the online tool and may continue working online as long as necessary before taking the placement test.

Re-take: A student may retake the math placement test once after a thirty-day waiting period or after completing a math preparation/intervention activity (math boot camp, pre-test activities, summer bridge, etc.). Once a student enrolls in a math class using the initial placement, the student may not retest for the purpose of placement or to "jump" ahead in the math course sequence. Students must retest after the math test scores have "expired" (two years) provided they have not started the math course sequence.

A student may retake the English/ESL placement test if the student has not yet enrolled in an English or ESL class or if the student participates in English boot camp. At the end of the boot camp, the student may re-test. English/ESL placement test scores also expire after two years.

Recency: Math and English/ESL placement test scores expire after two years. Students who completed placement within the two year timeframe but did not yet enroll in a math or English or ESL class may be advised to complete a math or English preparation activity, such as math or English summer boot camp, or re-take the math or English or ESL placement test to ensure enrollment in the appropriate class.

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?

CRC accepts Early Assessment Program (EAP) (high school students tested through STAR testing) results to determine placement as part of multiple measures for English. Additionally, students who have taken the Advanced Placement tests for math and/or English in high school and score a 3 or higher do not have to take the placement tests.

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.

See Attached Budget Plan for all costs associated with 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.)

***Target audiences**: Freshman (new to college, first-time college students including previous Advanced Education students); all special population students (EOPS, DSPS, CalWORKS, Vets, Foster Youth, Athletes, etc.); students who have completed 15 units and are undeclared (major and/or goal); students on probation and/or dismissal; students enrolled in basic skills class(es); students receiving financial aid; Career Technology Education (CTE) students; students deemed in need of services/interventions to ensure success.*

***Estimated annual number of students served by counseling, advising, other services**: 5,000 will receive all/some**,** or a combination of the services (counseling, course planning, advising, other planning services including career, personal, financial) and in-class interventions to include counseling, supplemental instruction/tutoring, follow-up, referrals for services.*

***Types of services**: Counseling and Advising- General counseling (individual and small group); course planning sessions; academic and personal advising and counseling sessions; career and personal counseling; crisis counseling; psychological counseling and referral services; transfer counseling, counseling for students with disabilities, with financial and/or additional academic needs; interventions through student discipline and referrals from faculty/staff; referrals from high schools and/or community agencies/partnerships; counseling for student athletes and potential student athletes; counseling services for Veteran students (academic and personal and in partnership with U.S. Department of Veterans Affairs); counseling and intervention services for student cohorts including basic skills, Diop Scholars, Puente Project, Learning Community, and Back on Track (students on probation); counseling, advising, and interventions for EOPS, DSPS, CalWORKS, students on probation, Veterans, Foster Youth, first-time students; African American and Latino male students at risk; African American female students at risk; students not progressing through basic skills courses. CalWORKS workshops, retention and advocacy services to assist students with meeting goals.*

Other Educational Planning Services: Back on Track program; PASS workshops for students on academic or progress dismissal; career planning; EOPS workshops; student athlete pre-registration group sessions, study center, and workshops; working with transfer institutions, transfer workshops; Human Career Development (HCD) and Freshman Seminar (INDIS) courses; tutoring and supplemental instruction for students not making academic progress; embedded interventions in basic skills classrooms; student ambassador program (STAMP); services for allied health and career tech majors; summer bridge programs and partnerships; retention programs and services.

***Delivery methods**: In-person including individual and small group; workshops, services, and interventions embedded in classes; online advising; Facebook (EOPS); on-line, interactive modules via websites; phone appointments; workshops provided at feeder high schools and community agencies; peer delivery system (STAMP); partnership with agencies/contract with providers; services available in centralized counseling center, instructional divisions, Elk Grove Center, EOPS, DSPS, Veterans Center, and Health Services. For CalWORKS includes workshops, individual counseling (appointment and drop-in), referrals, group meetings and presentations.*

***Partnerships**: In an effort to improve academic success, short-term psychological counseling is provided for CRC students by referral to a private practitioner on campus and/or CSU Sacramento graduate student/intern; licensed MFT/CRC Counselor who also supervises grad student/intern works closely with CSU Sacramento Counseling Education Department; assessment and referral for early on-set psychosis for CRC students in partnership with UC Davis' SacEDAPT Clinic; College success courses offered at select feeder high schools; pre-enrollment advising for Rio Cosumnes Correctional Facility; Summer Bridge/Jump Start programs with UCD EAOP& TOP; referrals for students in need of basic literacy skills/pre-college skills to Elk Grove Adult and Community Education (EGACE); collaboration/MOU with Department of Rehabilitation, Sacramento Vet Center, and SETA, and the COSA MOU with CSU Sacramento. CRC also has a partnership with SacDHA and provides space for a county worker who supports students in completing their goals.*

***Services provided at multiple points**: Most new, first-time students receive services or complete the, "Steps to Success" pre-enrollment once an application is submitted. New, first-time students who arrive once the semester begins will be notified of the requirement to complete the Steps to Success in order to be eligible for priority registration in subsequent semesters. These students will have 10 weeks to complete one or more of the Steps to Success in order to be eligible for priority registration in future semesters.*
Students who have completed 15 units and have not declared a major and/or educational goal will be notified of steps they must take or activities they must complete. Students will be advised that successful college students have a goal and develop a plan for reaching that goal. These interventions will be provided in small groups, in basic skills, HCD, and INDIS classes and those classes that generally enroll a number of "undeclared" students. Students will also receive services when they request to meet with a four-year college transfer representative,

Students in special programs (EOPS, DSPS, CalWORKS, Athletics, etc.) will be advised of activities and interventions available to them prior to enrollment and throughout the semester; probation, dismissed, and at-risk students will be advised of activities and interventions at the start, mid-point, and end of the semester. Students who are at risk of losing priority registration will be advised of this during several points in the semester (prior to November 1 and April 1 for spring and fall enrollment periods).

"Just in Time" messaging will begin 2 weeks prior to the start of each semester and continue every week throughout the semester. Notices will be "just in time" for students to take action in order to prepare for, resolve, or prevent issues that could impede their progress. This approach informs students of the things they need to know, when they need to know it.

Students with behavioral problems will also receive referrals and interventions through the discipline process and as an expectation for returning to CRC following suspension.

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.

Most counseling/advising and other services are offered in person individually and/or in small groups throughout the year. Some general counseling/advising is provided via email and by phone. Drop-in counseling is available throughout the year in the Counseling Center, in various instructional divisions, and at the Elk Grove Center. Counseling appointments are required for certain services (i.e., Veteran student education plans) and available during the semester except for the first two weeks of each semester when

primarily drop-in services are available. Potential students are advised of Steps to Success and introduced to available majors, degrees, certificate programs and transfer opportunities by SPAs in person, via email, or by phone. Counseling/advising is provided for a limited time at feeder high schools and by appointment through the Outreach Specialist.

For general counseling, the faculty contract requires a 900:1 student to counselor ratio. Student to counselor ratios do not apply to categorically funded programs, and services are based on available funding and student need. Student wait times for both drop-in and appointments in counseling and in special programs are assessed throughout the year. Wait time for drop-in appointments in general counseling during the first week of each semester range from twenty minutes to two hours. A system is in place that advises students of wait time, when to return, and options during the first week. Students may schedule counseling appointments throughout the year. Depending on the type of appointment needed (develop a student education plan, quick question, etc.) the length of appointment times may vary. General counseling appointments are usually available within two weeks of the request. Students may schedule an appointment in person and by phone.

Paraprofessionals including Student Personnel Assistants (SPAs) and Outreach Specialists are available to meet or speak with those who are considering attending CRC and have not yet completed an application. The paraprofessional may recommend the individual meet with a counselor or instructional faculty member to discuss a specific academic program. General questions about applying and the Steps to Success are managed by paraprofessionals whenever appropriate so as not to impact a currently enrolled student's access to a counselor. Questions posed via email are responded to within 48 hours. Counselors are assigned on rotation to respond to email questions throughout the year. A counselor developed pilot project uses scheduled chat sessions to focus on topics and serves a greater number of students than is possible in a live session.

EOPS and DSPS services and athletic counseling are primarily provided by appointment although in some cases, a student may drop-in and receive limited services.

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

Once a student completes the online orientation and assessment, the student is advised of scheduled course planning sessions where an abbreviated SEP will be completed through: New to College course planning sessions- include small group and individual counseling; Super Saturday sessions- include course planning and small groups; course planning sessions offered at feeder high schools; drop-in or by appointment sessions. Abbreviated SEP includes one to four semesters of recommended courses based on academic major, educational goal, transfer plans, and placement results. Counselors develop the SEP with assistance from paraprofessionals (SPAs, Outreach Specialists) and student ambassadors.

Efforts to provide more students with abbreviated SEPs may include a review of a cohort of students. SEPs could be developed by identifying the student's selected major and educational goal and placement results as well as reviewing data from predictive analytics. The SEP could be developed and then sent to the student along with the suggestion that the student schedule an appointment to complete a comprehensive SEP in the coming semesters.

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.

First time students receiving an abbreviated SEP are notified of the need to schedule a counseling appointment/session to complete the comprehensive plan. Students can schedule appointments to develop a

comprehensive SEP through general counseling, special programs, and athletics. Comprehensive SEPs are also developed in classes including HCD, INDIS, Puente, Diop Scholars, and Learning Communities, and in special programs including EOPS, CARE/CalWORKS, DSPS, Veterans, and MESA. Counselors located at the Elk Grove Center and in various instructional divisions also complete comprehensive SEPs.

Efforts to provide more students with a comprehensive SEP may include a review of the student's major, educational goal, placement results, and academic transcripts. The comprehensive SEP will be sent to the student along with the suggestion to meet with a counselor if their interests, goals, etc., have changed and the SEP no longer meets their academic goals.

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).

The counseling entitlement, known as the 900:1, is a contractual obligation of the District. For every 900 students (headcount), one counseling FTE is appropriated. The headcount is from the Fall 1st Census enrollment report. Some adjustments are made such as for students enrolled at more than one college. The counseling entitlement is FTEF controlled. The colleges are allowed to spend within their FTEF allocation and not the dollars budgeted. This allows for ease in scheduling and tracking especially for adjunct and overload services.

Full-time counselors are scheduled for 27.5 hours per week of student contact time (individual, small group, etc.). Total for all full time and adjunct, general and categorically funded counselors: 22.93 FTE.
Full-time general and EOPS, DSPS funded counselors: 17.05 FTE;
Adjunct general and EOPS, DSPS funded counselors: 2.88 FTE;
SSSP funded counselors: 3.00 FTE (2 general counseling, 1 DSPS);
CalWORKS adjunct counselors: .60 FTE- work with CalWORKS students to develop SEPs, advising on meeting county requirements;
Psychologist/licensed clinician/supervised intern (through MOU/partnership): 30 hours per week for 32 weeks;
Counselors to provide individual and small group student educational planning, academic, career, retention and personal/psychological counseling.

SSSP Specialist: 1.0 FTE- oversee and coordinate all components of SSSP Plan;
Student Personnel Assistant (SPA): 12 positions- provide support for development of student education plans, retention efforts, and follow-up activities for all students;
A&R Clerk II: 1.0 FTE- verify and post pre-requisite courses, provide iSEP support for counseling;
Part-time, temporary classified (SPA, IA): 40 positions- provide direct support to students in classrooms, in programs and services to ensure academic success, improve retention, completion, and success rates;
Student Ambassadors (STAMP): 30 student worker positions- provide peer support, mentoring, and referrals to students in various programs to improve retention, completion, engagement, and success rates;
Outreach Specialist: 2.0 FTE- coordinates and provides orientation, assessment, and educational planning at feeder high schools.
SSSP Specialist (1): Oversees, implements, and supports case management model for at-risk students
Assoc. Dean, Student Success & Equity (1): Coordinate activities for SSSP, Equity Plan, and BSI (cost split in thirds)

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.

iSEP- locally developed; for abbreviated and comprehensive student educational plans;
PeopleSoft ("e-Services")- third-party; integrated student management/enrollment system;
Degree audit- locally developed; for assessing, verifying eligibility for degrees;
SARS- third-party; scheduling and notification for all student services appointments, Just in Time messaging;
COMPASS- third-party; for assessment/placement testing in math, English/reading, ESL;
Degree Accelerator- third party; developed by Peterson's as a pilot; uses Myers-Briggs to guide students in identifying academic and career strengths and interests prior to meeting with a counselor;
CRC Counseling Live Chat- locally developed; scheduled sessions posted on college website includes day, time, and topics;
ASSIST- third-party; system-wide course articulation database tool for transfer;
Transfer Counseling website- locally developed; address common CRC student questions about transfer preparation and processes;
California Career Café- third-party; career exploration;
UC TAG website- third-party; assist with transfer to UC system; College Source catalog subscription- third-party; online access to college catalogs; UC Data Share- third-party; transfer information for CRC students who have applied to UC system.

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.

See Attached Budget Plan associated with technology tools for counseling, advising, and educational planning

iv. Follow-Up for At-Risk Students

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.

At-risk students include the following: EOPS, probation, dismissal; those who have been enrolled and not completed math or English or ESL; DSPS; students with mental health needs; students with discipline issues; Veterans; students suffering from trauma; student athletes; all who assess at basic skills levels; summer bridge students; financial aid students facing dismissal; math course repeaters; Diop Scholars, Puente Project; high school GPA of 2.5 or below; students intending to work full time; students attempting a course for the third time.
Approximately 5,000 students may fall into this category at some point during the year. Not all students in all special programs are considered "at-risk."

1. Describe the strategies for addressing the needs of these students, including:

Types of services available to these students: *Embedded interventions, peer advising and mentoring, individual and group counseling, workshops, early identification based on placement, high school GPA, and selection into special programs, summer bridge, boot camps;*

a. How they are notified and when: *Early interventions begin at application, assessment, and high school contact, D2L (instructional support), self-referral. Students seeking special programs, students with discipline issues, mental health needs, impoverished, and seeking financial aid. Counseling and course*

planning sessions, first- and second-time probation, dismissal, disciplinary referral, review of transcripts, grade rosters at mid-semester and end of term. Notified by email, phone calls, texting, referral, notification through classroom instructors, embedded interventions/peer models, counseling, program staff, student ambassadors.

b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study: *Efforts begin in outreach and assessment by identifying academic and career strengths and interests (Degree Accelerator), course planning sessions, workshops, individual counseling sessions, peer mentoring, in HCD and Freshman Seminar classes. Includes evaluation of transcripts, placement results, and course taking patterns for students with 60 or more units that results in a completion plan (comprehensive SEP) sent to the student with directions for following up and receiving additional counseling; includes initial/abbreviated SEP for new students who are undeclared based on placement results. Additional strategies include, college fairs, field trips, faculty assessment tools. Students are also referred to DSPS, often for LD testing when students attempt specific courses multiple times or articulate difficulty with specific subject matter or learning skills. Early diagnosis of a learning disability often gets students on track for success. CalWORKS students meet with CalWORKS counselors who know program requirements, time to completion, etc., in order to develop an appropriate SEP.*

c. How the services identified in "a" and "b" above are provided (online, in groups, etc.): *Identified services are provided individually, in small groups, online, on ground, in classrooms, and through programs and services.*

d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems*: All faculty are required by regulation to inform failing students of their course progress at the mid-term point (week 8) and may do so through email, personal notification, posting grades on D2L, or by having the classroom IA or peer model work with a specific group of students in need of additional support either at the beginning, midway, or end of the semester. Many faculty in select disciplines have agreed to include embedded interventions in their classrooms to incorporate student support, peer models, mentoring, and referral services into the regular class meetings and SI sessions. Based on a local dissertation study and national research, this approach provides students who are least likely to access resources (or unaware of when to access resources) with immediate access to information and resources. This approach also provides students with examples of "successful college student behavior" as demonstrated by the peer models in the classroom. Professional development/flex day efforts and activities have and will continue to focus on improving student success in the classroom, increasing student engagement and retention, exploring the quality of the student-instructor engagement or relationship, and addressing the overall student experience.*

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

Full time and adjunct, general and categorically funded counselors: 22.93 FTE to provide counseling;
Full-time general and EOPS, DSPS funded counselors: 17.05 FTE to provide counseling;
Adjunct general and EOPS, DSPS funded counselors: 2.88 FTE to provide counseling;
SSSP funded counselors: 1.00 FTE to provide counseling;
SSSP Specialist: 1.0 FTE to oversee, implement, and support case management for at-risk students
Assoc. Dean, Student Success & Equity: .33 FTE Coordinate activities for SSSP, Equity Plan, and BSI (cost split in thirds)
Psychologist/licensed clinician/supervised intern (through MOU/partnership): 30 hours per week for 32 weeks to provide mental health services to students.
Counselors to provide individual and small group student educational planning, academic, career, retention and personal/psychological counseling.
Instructional faculty: 20 FTE, primarily in English, math, Human Career Development (HCD), and Freshman Seminar (INDIS); all faculty (200 FT and PT faculty) are required to notify failing students of their progress

mid-term and advise them of available services to assist them in being successful.

Tutoring Coordinator: 1.0 FTE- coordinate and implement appropriate academic support, referrals and services;
Tutoring Clerk: 1.0 FTE- facilitate notification to students receiving academic support and referrals.
EOPS and DSPS Coordinators: 1.25 FTE- coordinate and implement appropriate academic support, referrals and services;

Dean of Counseling and Student Services: 1.0 FTE
Dean of Student Services and Enrollment Management: 1.0 FTE
Vice President, Student Services and Student Discipline Officer: 1.0 FTE- Administrators ensure that interventions, services, staffing, and resources are available and provided to students in need and consistent with the SSSP Plan.
Administrative Assistant: 2.0 FTE- assist with notification and scheduling students in need of interventions.

Counseling Supervisor: 1.0 FTE- oversee staffing, planning, and implementation of counseling and follow-up components/activities;
Counseling Clerks: 3.5 FTE- assist with notification and scheduling students in need of interventions.
SSSP Specialist: 1.0 FTE- oversee and coordinate all components of SSSP Plan;
Student Personnel Assistant (SPA): 12 positions- provide support for development of student education plans, retention efforts, and follow-up activities for all students;
Part-time, temporary classified (SPA, IA): 40 positions- provide direct support to students in classrooms, in programs and services to ensure academic success, improve retention, completion, and success rates;
Student Ambassadors (STAMP): 30 student worker positions- provide peer support, mentoring, and referrals to students in various programs to improve retention, completion, engagement, and success rates;
Outreach Specialist: 2.0 FTE- coordinates and provides orientation, assessment, and educational planning at feeder high schools.

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

Third-party technology tools include SARS scheduling and notification system; D2L for classroom support; Camtasia for developing instructional videos; Civitas for predictive analytics; Crystal reports for generating quantitative data; CCCSSE for qualitative data; SAS and SPSS software for analyzing student data.

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.

See attached budget plan for costs associated with technology tools for follow-up services.

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

i. Instructional Research

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

The research agenda for SSSP consists of performing ongoing evaluation studies examining the effectiveness of each of the service components—with a particular focus on orientation, assessment, counseling/advisement, and education planning. Three primary areas have been identified to evaluate the SSSP core components: a) number of students receiving a service and performance and outcome measures; b) changes to education goal; and c) student satisfaction and evaluation of the services received. The data will

be disaggregated by student demographics, examples include: college of attendance, gender, first generation, age, income level, hours employed, race, academic load, day/evening attendance, as well as special student population groups.

A. The Effects of Student Success and Support Program (SSSP) on Student Performance

1. *Comparing the Academic Performance of Students who are Fully, Partially, or Not Served by SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning*
2. *Evaluating Student Academic Success Before and After Implementing SSSP in Spring 2014 by*
   - ***a. Units attempted***
   - *b.* ***Course success rates-*** *percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.*
   - *c.* ***Average units completed-*** *based on units for which grades A-D and Credit (Cr) are awarded.*
   - *d.* ***Persistence-*** *the rate by which students who enrolled in the Fall re-enrolled in the Spring*
   - *e.* ***Overall GPA***
   - *f.* ***Awards-*** *AA, AS and certificates*
   - *g.* ***Transfer-ready-*** *successfully complete 60 or more transferable units, including math and English*

B. Student Goal Changes

3. *Monitoring Changes in Student Goals Before and After the Receipt of SSSP Services*

C. Student Satisfaction and Frequency of Use

4. *Student Satisfaction with SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning and knowledge acquired throughout each process as measured by quizzes (orientation), student input on iSEP (Education Planning), and the development of a manageable course schedule (Counseling/Advising) that includes identifying resources to be successful (completion of financial aid, BOG fee waiver).*

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.

Online Orientation

Student online orientation is provided through the use of the Desire2Learn (D2L) commercial software. D2L is the primary, supported Learning Management System (LMS) for the four Colleges of the Los Rios District including online, hybrid, and web-assisted courses. D2L is operated by the District Office IT Department with onsite storage and processing (<u>not</u> vendor hosted). In the Spring 2014 semester, over 4,000 classes, 1,200 faculty, 118,000 enrollments, and 56,000 unique students used D2L for regular course work. In addition to achieving the orientation objectives, the use of D2L for online orientation provides students with an early introduction to the software and increases the familiarity for later courses. The District license for the D2L software and the necessary equipment infrastructure for normal courses were not increased for the additional orientation courses.

The Orientation course consists of eight modules with an assessment at the end of each. Successful completion of the eight orientation modules causes D2L to interface with the District's Student Information System (PeopleSoft) to record the completion and provide the necessary State reporting. The data element linked to the online orientation is SS06- Initial Orientation Services. At last count,

over 31,000 students are enrolled in the online orientation courses and over 14,000 have completed.

Student Educational Planning

Student educational planning is supported through the use of three technology tools for Student Educational Plans, Assessment based planning, and Degree Audit.

iSEP: Student Educational Plan

The first is a custom module, the iSEP, which allows counselors to create an electronic education plan for a student based on their educational goal. In addition to term by term planning of courses from the college catalog, the iSEP also allows a counselor to interface with the student's Degree Audit report, to identify and select courses the student needs to meet specific requirements.

The tool also provides assessment-based placement into course sequences for Math, English and ESL, information on transfer to colleges for transfer students, and a means to refer students to support services. Students have web access to their iSEP in electronic form on their eServices self-service account. Students can copy the courses from their official iSEP into their Student Planner in eServices, and from their Student Planner they can register for their planned courses when the class schedule becomes available during the registration period.

The data element linked to the electronic educational plan is SS09- Student Education Plan.

Districtwide Assessment Database

Technology is also used to provide students with their assessment placements housed in a districtwide common assessment database. In eServices functionality exists that allows the student to plan their course sequence, through college level and above, at any college in the district based on their assessment placements. Students can place into their Student Planner courses based on their assessment placements, and when registration opens a student can schedule and enroll in classes based upon the courses in their Student Planner.

The assessment data based is linked to SS07- Student Initial Assessment Services Placement.

Degree Audit Report

A Degree Audit / Academic Advisement module is also available as self-service for students to track their progress to degree/certificate completion based on requirements for their designated educational goal.

Personalized Steps to Success tracking and automated MIS data collection

Technology is also used to automatically record, in the appropriate MIS data element, the completion by a student of each service. In eServices, in the Steps to Success tab, students can view their personal progress through each of these steps, and for those services that the student has not yet completed there are links and directions on actions the student should take to complete the step.

Communication

In addition to the three tools mentioned above, technology is also used to support communication to students. On the Steps to Success web page students can view information regarding orientation, assessment, educational planning and registration. This districtwide web page contains links to local college web pages that provide specific details regarding these services at each college. Students also receive communications to their student gMail account. The Student Email Notification Delivery

(SEND) and other subsystems, transmit e-mails to students upon the completion of each of the individual student success steps.

Reporting

Crystal RDM reports are used for operational reporting, with a number of reports that support tracking student's progress through the student success services. Reports assist in identifying students who have not completed all the steps to success, and in providing summary information on the number of students served at each college.

Mobile Technology

The District will deploy mobile access capabilities to provide students with access to services via mobile devices. Mobile access will assist in keeping students on track with their education plan by proving them access to information on a timely basis, such as notifying them when they are enrolled from a waitlist in to a class, or if they are at risk of being dropped from a class for non-payment of fees. It will allow them to search for, enroll in, and pay for classes for which they have planned, as well as view their grades as they make progress toward their educational goal.

Predictive Analytics, Increased Engagement and Early Intervention

The District will invest in tools that help facilitate student success by examining data about student behaviors and outcomes. Through the use of predictive analytics students can be identified as potential candidates for intervention through an early alert system. The system will also assist in identifying students in need of higher levels of learning engagement who would benefit from enhanced learning activities.

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.

Prior to SB 1456 and SSSP regulations, expenditures for activities such as admissions and records were allowable both as a direct charge and in support of the match for State funding for Matriculation. During 2013-14, the college reviewed all regular positions to identify those that are no longer eligible under SSSP. In addition, the college identified regular positions funded by general purpose monies that met the SSSP requirements. As of July 1, 2014, non-eligible positions have been replaced with eligible positions. This "exchange" results in no net change to either program expenditures or match. The college will include as part of its match reporting, expenditures for all the areas listed above. Additionally, some services provided by those units being utilized for district match include:

A&R staff *support student success in a number of ways including new Veteran student orientations, eServices/registration workshops, and providing timely messaging to new students. Additionally, A&R staff:*

- *Accept and process applications for admission from students, received by mail.*
- *Electronically maintain college transcripts, high school transcripts, assessment records, advanced placement scores, military credit and non-college certificates for advisement purposes.*
- *Provide support to the counseling department by ensuring that transcripts and other documents are available*

electronically for counseling appointments.

- *Provide support to Outreach with phone calls and communication efforts in regards to the pre-enrollment process.*

Transfer Center staff: *Transfer services include transfer fairs, workshops (preparing for university transfer, Transfer Admission Guarantees, making the transition to university), online and hard copy reference, and e-materials/resources, campus tours, weekly university representative appointments. Staff provide materials to the Elk Grove Center and to outreach staff visiting high schools.*

Matriculation and Student Success Committee, Faculty Co-Chair: *Helps to ensure Instructional / Student Services connection and collaboration and compliance with SSSP regulations. Faculty Co-Chair provides leadership in ensuring the SSSP plan components are part of the agenda and discussed at the Matriculation and Student Success Committee and makes recommendations to ensure plans are implemented and changes are made as needed.*

Counselors *provide academic and personal counseling to assist students in assessing, planning, and implementing immediate and long-range educational and/or transfer goals. An Individual Student Education Plan (iSEP) is created for each student. This plan lists classes each student will need to take to achieve his/her educational goal. The plan also notes the action steps a student must take to complete the goal. Career counseling, personal, and crisis counseling are also provided. In addition to educational plan development, counseling provides:*

- *Overview of academic programs for potential and enrolled students*
- *Referral to various support services (i.e. tutoring, Reading and Writing Center)*
- *Online counseling/"Chat sessions" on a number of counseling topics*
- *Liaisons for various academic areas*
- *Student schedule development*
- *Course planning sessions*
- *Classroom presentations*
- *Assistance with outreach to feeder high schools*

Outreach *Provides and supports a number of programs through the following activities:*

- *"Steps to Success," the pre-enrollment steps, information and follow up communication with potential and new applicants*
- *Registration workshops*
- *Student success presentations at feeder high schools*
- *Course planning sessions*
- *Campus Tours*
- *Career exploration and CTE programs*

Articulation *increases pathways and opportunities for incoming high school students and for transfer students. Through the articulation process, academic options are made available for students wishing to pursue CTE programs straight out of high school where completion of a high school level course and exam can account for a limited number of college units. Transfer articulation agreements are in place with the CSUs, UCs, and several private colleges.*

Human Career Development Courses *(HCD) support student success by providing students with foundational skills necessary to be successful students. Courses include:*

- *Effective study skills*
- *Personal accountability*
- *Time management*
- *Academic and career exploration*
- *Developing an iSEP*

- *Preparing to complete a certificate, degree, and/or transfer*

Vice President, Student Services & Enrollment Management *oversees the SSSP budget and all activities associated with student success funding. Key role in developing the Student Success Plan, informing the campus community about SSSP initiatives, and support of programs and services that are developed as part of the plan. Also works closely with the Basic Skills Initiative (BSI) activities and activities developed under the Student Equity Plan.*

Dean of Student Services & Enrollment Management *oversees numerous SSSP funded programs and services to ensure appropriate usage of funding. Assists with program development and implementation. Coordinates the development and implementation of the Student Success Plan as it relates to A&R, financial aid, outreach, Vets services, tutoring, assessment services, articulation, and course planning. Generates placement reports of incoming students by feeder high school. Manages probation and dismissal tracking and develops and implements interventions. Assists with prerequisite establishment and validation.*

Dean of Counseling & Student Services *oversees numerous SSSP funded programs and services to ensure appropriate usage of funding. Assists with program development and implementation. Coordinates the development and implementation of the Student Success Plan as it relates to counseling, course planning, career and transfer services, athletic study center, health services, student development, articulation, and DSPS. Manages probation and dismissal tracking and develops and implements interventions. Assists with prerequisite establishment and validation.*

Office of College Planning & Research*:*

- *Annual reporting of Key Performance Indicators disaggregated by demographics including, course success rates, persistence, retention, basic skills success, course completion, etc.*
- *Collects, analyzes, and reports data on student success, engagement, and satisfaction*
- *Develops and supports Student Equity plans and activities*
- *Reviews assessment cut score validation*
- *Assists with prerequisite establishment and validation*
- *Analysis of Disproportionate Impact for Student Equity Plan, Student Services Satisfaction Survey, Cultural Competence and Equity activities*

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.

In December 2013, Board Policy P-2821 was approved to provide students the clear criteria and pathway for exemption. 1.1 The Los Rios Community College District elects to exempt certain students from participation in orientation, assessment, counseling or advisement, as follows:

1.1.1 Any student who has completed an associate degree or higher.

1.1.2 A student who satisfies at least two of the following and does not wish to participate:

1.1.2.1 the student has identified a goal of upgrading job skills;

1.1.2.2 the student has enrolled in fewer than six (6) units;

1.1.2.3 the student is concurrently enrolled in another post-secondary institution;

1.1.2.4 the student has no degree or occupational objective.

1.1.3 A high school student enrolled as an Advanced Education student.

1.2 New to college students who first enrolled in courses in the District after spring 2014 are not eligible for the above exemptions. The complete exemption policy is included in the attachments.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Students wishing to appeal any or all part of the district's policy and regulations regarding priority registration or completion of mandatory services and/or priority registration must complete the appeal petition form (see attached). Students who have lost priority registration and have been moved to open registration may appeal to have it reinstated based on verifiable evidence of factors outside their control. Some students may be exempt from the 90 unit limit categories if they are enrolled in high unit majors or programs. We allow students who have demonstrated significant academic improvement to appeal the loss of priority registration status (Title 5, §58108) each semester in which they make significant academic improvement.

Students wishing to appeal or grieve an academic matter may complete a grievance form and follow the processes outlined in district policy and regulations (P-2423; P-2424; R-2412; R-2423). The appeal forms are included as attachments.

Students wishing to file a complaint on the basis of discrimination or sexual harassment are directed to meet with the college's Equity Officer who collects information and may conduct an informal or formal investigation consistent with district policy and regulations, federal Title IX, ADA, or other local, state, or federal guidelines and laws. Information on this process is included in the attachments.

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.

Students may challenge course pre/co-requisites in accordance with district policy and regulation. The college has a standard course challenge form (see attached) developed in accordance with Title 5, Division 6, Chapter 6, Subchapter 1, Article 1. Once they complete a challenge request, students will receive an approval or denial of their request within 5 working days.

As a regular part of the Program Review process or at least every six years, the college reviews each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

4. Professional Development

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

The college's Center for the Advancement of Staff and Student Learning (CASSL) has and will continue to provide workshops, flex day and convocation presentations and discussions on improving student success, course retention and completion, and advancing students through basic skills courses using acceleration. For several years, colloquia and institutes have been offered prior to the start of the semester and have focused on improving student success. Workshops have focused on brain-based learning and the affective domain, mindfulness and mindset, counseling and mental health services, teaching to the new generations, working with underprepared students, and culturally responsive pedagogy. The college has an active professional development committee and faculty reassign time to ensure that plans and innovative approaches to advancing student success remain part of the college's dialogue.

Specific PD activities in support of the SSSP Plan include: tutor training for supplemental instruction and embedded interventions; accelerated basic skills curriculum; mental health and crisis training for counselors; presentations on research related to trauma and its impact on student success; attendance at system-wide SSSP conferences and workshops; understanding affective learning domains; using strengths-based assessment tools to advance time-to-degree completion. As in previous years, all faculty and staff will be encouraged to participate in these PD activities.

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.

The SSSP Plan and Student Equity Plan are being written in tandem and both include a representative group of faculty and staff. Positions in support of SSSP and equity, either wholly or partially have been included in one or both plans. Efforts to support DSPS, foster youth, and Veterans are addressed in both plans. Delivery of orientation and assessment to feeder high schools and early alert efforts for specific populations are also addressed. The SSSP Plan and BSI Plan include efforts to assist the transition of special populations into college through Jump Start and other summer bridge/college transition activities.

The Basic Skills Initiative Plan and the college's shared governance committee that supports the BSI are in line with the SSSP plan and work groups. Efforts to advance student success through direct support to students are primary in both the BSI and SSSP plans. Activities included in all plans align with the college's master plan to advance student success.

The college is currently in the data collection and analysis phase of its self-study in preparation for an accreditation visit in fall 2015.

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.

District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews its policies regularly to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's executive staff. After approval by the Chancellor's executive staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a Regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.

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
(916) 322-2818

Attachment A (See attached pages)
Student Success and Support Program Plan Participants

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

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

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

CREDIT
Student Success and Support Program

2014-15

Budget Plan

Los Rios CCD

Cosumnes River College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@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

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Los Rios CCD
College: Cosumnes River College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form.** The form can be found on the Chancellor's Office website at: http:/extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* m**ail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page
2 Do First
3 Part I Funding
4 Part II Planned Expenditures
5 Part III Planned District Match
6 Summary

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

Blue colored cells indicate a pre-populated cell and cannot be modified.

Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Los Rios CCD
Cosumnes River College
CREDIT

Part I: Funding *Enter whole numbers only*

Total 2014-15 Student Success and Support Program Allocation	$ 1,695,666
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$ -
Total SSSP Funds Available for Planned Expenditures	**$ 1,695,666**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	**$ 1,695,666**
District Match (Part III: Planned District Match)	$ 3,396,454
2:1 Calculated required match for **credit:** $ 3,391,332	
Total Planned Expenditures in the SSSP	**$ 5,092,120**

Balance 2014-15 Student Success and Support Program Allocation: **$ -**

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

F10 Enter your college's 2014-15 Student Success and Support Program Allocation

F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.

F13 This cell will populate with the funds available for expenditure in the Credit SSSP.

F18 This cell will populate once the Part II Planned Expenditures section has been completed.

F19 This cell will populate once the Part III Planned District Match section has been completed.

E20 This cell will display your calculated required district match for your *credit* program.

F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."

F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".

0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.

\+ If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

\- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Los Rios CCD
Cosumnes River College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**						
	Counselors (1203)	**1.00**	$ -	$ -	$ 65,506	$ -	$ -	65,506
	Non-regular faculty (1400)	**0.03**	$ -	$ -	$ -	$ -	$ 2,677	2,677
	Associate Dean Student Success & Equity	**0.33**	$ -	$ -	$ -	$ 43,546	$ -	43,546
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ -	$ -	$ 65,506	$ 43,546	$ 2,677	**$ 111,729**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**						
	Clerks (4)	**3.23**	$ -	$ 27,721	$ -	$ 31,667	$ 55,556	114,944
	SPA (6)	**5.30**	$ -	$ 64,931	$ -	$ 99,320	$ 74,222	238,473
	IT Analyst (3)	**0.54**	$ 16,915	$ 16,915	$ 16,915	$ 16,912	$ -	67,657
	IT Assistant	**0.33**	$ -	$ -	$ -	$ -	$ 29,231	29,231
	Research Analyst	**0.31**	$ -	$ -	$ -	$ -	$ 27,105	27,105
	Retention SSSP Specialist	**1.00**	$ -	$ -	$ -	$ -	$ 58,729	58,729
	Outreach Specialist	**0.80**	$ 51,866	$ -	$ -	$ -	$ -	51,866
	Temporary Classified -DO	**0.09**	$ -	$ -	$ -	$ -	$ 1,784	1,784
	Temporary Classified	**22.35**	$ -	$ 115,305	$ 115,305	$ 115,305	**$ 111,371**	457,286
	Student Help - Ambassadors	**2.11**	$ -	$ -	$ -	$ 17,550	$ 17,550	35,100
			$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 68,781	$ 224,872	$ 132,220	$ 280,754	$ 375,548	**$ 1,082,175**

	Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000	**Employee Benefits**						
	Counselors (1203) 30.6%	$ -	$ -	$ 20,045	$ -	$ -	20,045
	Non-regular faculty (1400) 19.5%	$ -	$ -	$ -	$ -	$ 522	522
	Classification (2102) 49.7%	$ 34,184	$ 54,455	$ 8,407	$ 73,505	$ 121,687	292,238
	Temp classified (2302, 2401) 6%	$ -	$ 6,918	$ 6,918	$ 6,919	$ 6,788	27,543
	Student Help (2303) .80%	$ -	$ -	$ -	$ 140	$ 141	281
	Assoc Dean of Student Success & Equity 23%	$ -	$ -	$ -	$ 10,016		10,016
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 34,184	$ 61,373	$ 35,370	$ 90,580	$ 129,138	**$ 350,645**
4000	**Supplies & Materials**						
	Recruitment	$ -	$ -	$ -	$ -	$ 17,772	17,772
	DO supply	$ -	$ -	$ -	$ -	$ 89	89
	NI Software	$ -	$ 2,071	$ 2,071	$ 2,070	$ -	6,212
	DO Software (Civitas, mobile svc)	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ 2,071	$ 2,071	$ 2,070	$ 17,861	$ 24,073
5000	**Other Operating Expenses and Services**						
	Conference and Banquets	$ -	$ -	$ -	$ -	$ 21,600	21,600
	Travel (DO -892)	$ -	$ -	$ -	$ -	$ 6,892	6,892
	Software Maintenance (DO 5059 Civitas $81,180)	$ -	$ 4,787	$ 4,787	$ 4,786	$ 81,180	95,540
	Sofware License	$ -	$ 377	$ 377	$ 377	$ -	1,131
	Contract Services - DO	$ -	$ -	$ -	$ -	$ 881	881
	Subtotal	$ -	$ 5,164	$ 5,164	$ 5,163	$ 110,553	$ 126,044
6000	**Capital Outlay**						
	DO equipment	$ -	$ -	$ -	$ -	$ 1,000	1,000
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ 1,000	$ 1,000
7000	**Other Outgo**						
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 102,965	$ 293,480	$ 240,331	$ 422,113	$ 636,777	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						$ 1,695,666

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

*** Coordination -** This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core serivces.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation
(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Progam Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Los Rios CCD
Cosumnes River College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**									
	Coordinator		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,828	100,828
	Counselors		$ -	$ -	######	$ -	$ -	$ -	$ -	$ -	1,267,734
	Administration	**2.12**	$ -	$ -	$ 103,168	$ -	$ 350,138	$ 58,948	$ -	$ -	512,254
	Adjunct Counselors		$ -	$ -	$ 36,890	$ -	$ -	$ -	$ -	$ 74,368	111,258
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ -	$ -	#######	$ -	$ 350,138	$ 58,948	$ -	$ 175,196	**$ 1,992,074**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**									
	Admission Records Clerk	**0.50**	$ -	$ -	$ -	$ -	$ 21,528	$ -	$ -	$ -	21,528
	Outreach Specialist	**0.20**	$ 12,967	$ -	$ -	$ -	$ -	$ -	$ -	$ -	12,967
	SPA	**0.70**	$ -	$ 24,114	$ -	$ -	$ 8,351	$ -	$ -	$ -	32,465
	Classified Clerks, SPA Evaluators		$ -	$ -	$ 137,742	$ -	$ 107,198	$ 22,810	$ -	$ 141,704	409,454
	Temps/OT		$ 10,000	$ 11,000	$ 11,000	$ 11,000	$ -	$ -	$ -	$ -	43,000
	Students		$ -	$ 27,564	$ -	$ 27,563	$ -	$ -	$ -	$ -	55,127
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 22,967	$ 62,678	$ 148,742	$ 38,563	$ 137,077	$ 22,810	$ -	$ 141,704	**$ 574,541**

	Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000	**Employee Benefits**									
	AR Clerk	$ -	$ -	$ -	$ -	$ 10,699	$ -	$ -	$ -	10,699
	Outreach Specialist	$ 6,445	$ -	$ -	$ -	$ -	$ -	$ -	$ -	6,445
	SPA	$ -	$ 11,985	$ -	$ -	$ 4,150	$ -	$ -	$ -	16,135
	Coordinator	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,853	30,853
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Counselors	$ -	$ -	$ 387,927	$ -	$ -	$ -	$ -	$ -	387,927
	Admin	$ -	$ -	$ 23,729	$ -	$ 80,532	$ 13,558	$ -	$ -	117,819
	Adjunct Counselors Temps, OT Students	$ 495	$ 1,566	$ 7,689	$ 715	$ -	$ -	$ -	$ 14,502	24,967
	Classified Clerks, SPA Evaluatiors	$ -	$ -	$ 68,458	$ -	$ 53,278	$ 11,337	$ -	$ 70,426	203,499
	Subtotal	$ 6,940	$ 13,551	$ 487,803	$ 715	$ 148,659	$ 24,895	$ -	$ 115,781	**$ 798,344**
4000	**Supplies & Materials**									
	4500 Supplies/Marketing for Recruitment	$ -	$ -	$ -	$ -	$ 19,695	$ -	$ -	$ -	19,695
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ 19,695	$ -	$ -	$ -	$ 19,695
5000	**Other Operating Expenses and Services**									
	Travel	$ -	$ -	$ -	$ -	$ 4,200	$ -	$ -	$ -	4,200
	Membership	$ -	$ -	$ -	$ -	$ 550	$ -	$ -	$ -	550
	Software Maint	$ 100	$ 100	$ 100	$ -	$ -	$ -	$ -	$ -	300
	Software License	$ 920	$ 915	$ 915	$ -	$ -	$ -	$ -	$ -	2,750
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 1,020	$ 1,015	$ 1,015	$ -	$ 4,750	$ -	$ -	$ -	$ 7,800
6000	**Capital Outlay**									
	Equipment Contingency	$ -	$ -	$ -	$ -	$ 4,000	$ -	$ -	$ -	4,000
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ 4,000	$ -	$ -	$ -	$ 4,000
7000	**Other Outgo**									
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 30,927	$ 77,244	#######	$ 39,278	$ 664,319	$ 106,653	$ -	$ 432,681	
Total Planned Expenditures must be at least equal to or exceed the Required District Match									$ 3,396,454

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

*** Coordination -** This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core serivces.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match
District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

Student Success and Support Program Plan
(Credit Students)

2014-15

District: Los Rios Community College District
College: Folsom Lake College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@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[1]. 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[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units. efforts to increase services to students at a distance)
- 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. highlight new initiatives –Embedded Intervention Pilot with Basic Skills Instructor(s), ***Potential increase to Dept Chair reassigned time to help develop / implement programs & services??**

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[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

[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.

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 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: **Folsom Lake College**

District Name: **Los Rios Community 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: **Melanie Dixon** _____ Date: _____

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

Name: **Bryon Bell** _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: **Monica Pactol** _____ Date: _____

Signature of College Academic Senate President: _____

Name: **Brian Robinson** _____ Date: _____

Signature of College President: _____

Name: **Dr. Rachel Rosenthal** _____ Date: _____

Signature of District Chancellor: _____

Name**: Dr. Brian King**_____ Date: _____

Contact information for person preparing the plan:

Name: ____Bryon Bell_____ Title: ___Vice President, Student Services ___
Email: _____BellB@flc.losrios.edu_____ Phone: __(916) 608-6653_____

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.).

Orientation in the Los Rios Community College District, of which Folsom Lake College (FLC) is a part, is delivered in an ADA compliant online format. The online orientation is mandatory for any student seeking to earn priority enrollment status. The online orientation provides important information for first-time students who are planning to attend a Los Rios college, such as FLC. Students are considered first-time students if they have never attended a college or university and are new to the Los Rios Community College District. The online orientation is the first step towards successful enrollment at Los Rios. After receiving a Los Rios student ID number students are given access to Los Rios Desire2Learn (D2L / eLearning) the following day. D2L is the online system where the orientation can be viewed and the completion of each module is tracked. Once students successfully log on to D2L, they can access the orientation modules immediately. The online orientation is accessible 24 hours a day, seven days per week. The online orientation provides an overview on topics such as academic expectations, financial assistance, student rights and responsibilities, and student support services.

Development of the online orientation was completed under the leadership of a faculty Distance Education Coordinator and with the collaboration of Los Rios counseling faculty and outreach professionals. The 8-module online orientation in the Learning Management System (D2L) guides students along a pathway to academic success. The orientation is designed to cover components essential for new students to successfully transition into academia and become familiar with the Los Rios Community College District. Specifically, the online orientation will help students learn about: how to choose classes that fit their educational goals; about college support services and resources that will help them succeed in the classroom; and important details on the next steps to becoming a student and registering for classes.

Within the first 12 days of going live, 754 students completed the 8 modules and received a certificate of completion. By the third week, that number doubled to 1,551. The content of the videos for this effort can be found on the Los Rios District's YouTube Channel at http://www.youtube.com/LosRiosColleges. During the first semester (2/2/14 – 7/14/14) Folsom Lake College had a total 2,040 first time freshmen complete the Online Orientation out of the 3,101 first time freshmen that applied; This number is typical of the approximate number of first-time students anticipated to be served via the online orientation at FLC each year over the next two to three years.

Upon completion of the online orientation, the system automatically populates the MIS Data Element SS06, Student Initial Orientation Services, for state MIS reporting.

Several academic areas are exploring program-specific orientations to help students more successfully transition to the college environment. Additionally, Student Ambassadors are utilized in providing college-specific orientation activities that support the college's Steps to Success as the college pursues the creation of a Welcome Center to on-board all new students and to serve as a central hub of activity to which students go when they need assistance or a referral to existing services.

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

Initial development of the orientation was accomplished as a one-time cost using existing Information Technology staff overload assignment was given to a college faculty member to develop the content of the 8 modules. Existing support for the normal LMS courses includes 1 FTE LMS Analyst and 0.25 FTE Systems and Database Administrator, but is fully tasked, prior to the addition of orientation.

The following support is available for students that require special assistance:

Orientation Contact Information (Technology Assistance / Questions)
Folsom Lake College
10 College Parkway
Folsom, CA 95630
Sarah Aldea
(916) 608-6589

Disabled Student Programs & Services / ADA Issues
Folsom Lake College
10 College Parkway
Folsom, CA 95630
Christy Pimental
(916) 608 – 6611

Program-specific orientations are to be determined and will be conducted by faculty or staff in the discipline. Student Ambassadors provide in-person orientation services to help students learn about programs and resources available to support their success.

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.

The initial Districtwide orientation is delivered through D2L, the District's LMS. Ongoing maintenance has yet to be assigned to the Orientation functionality.

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

Content of the Orientation
The online orientation consists of eight modules that cover critical information every new student should know. These eight (8) modules provide information on the required items (noted in parenthesis) and are identified as:

1. Introduction: Provides an overview of the District and the essential first steps from the point of application, including: Orientation, Assessment, Counseling, and Educational Planning. (7) (8)

2. Important Terms: Demystifies the language of college by providing definitions for some commonly used terms. (2) (3) (6) (7)

3. Selecting Classes: Provides information on college catalog, GE requirements and class schedule. (8)

4. Assessment: Emphasizes the importance of assessment and how assessment impacts course planning and enrollment. (8)

5. Affording College: Outlines a high level overview of paying for fees and financial aid resources available including federal and state, and clarification on the Dream Act. (5)

6. Resources: Describes some of the instructional and student support services that are common across all four colleges. (5)

7. **Rights and Responsibilities:** Highlights policies that impact students including: academic and progress probation, student conduct, computer use, sexual harassment and emergency procedures. (1)

8. Next Steps. Encourages students to complete assessment, and prepares students to meet with a Counselor to develop an iSEP. (8)

Any college-specific orientations will supplement the district-wide orientation that is required of all students, and will be delivered via an on-campus face-to-face format.

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.

Folsom Lake College makes every effort to provide a comprehensive orientation. Student Learning Outcomes (SLO's) have been developed to ensure students understand this valuable content.

Assessment of Orientation SLO's (Quiz)
A test data bank of 100 test items from which a quiz is generated to assess student learning of the material has been developed. Quiz items are generated randomly for each student.

The SLOs were identified as:

1. As a result of participation in an Orientation session, a student will gain understanding of the process and support services necessary to reach his/her educational goal;

2. As a result of participation in an Orientation session, a student will demonstrate ability to access registration services and enroll in college courses.

3. As a result of completing the Online Orientation Module, new students will understand that there are many vocabulary terms that are specific to a college environment, as well as learn about resources (e.g., college catalogs, college websites) for looking up the definitions of new vocabulary.

In summary a revitalized and re-envisioned Orientation Program for the Los Rios Community College District encourages

students to complete the essential steps needed to foster a successful start to college. It is intended to provide a supportive welcome to the District and better prepare students for what lies ahead and how to become a more engaged and active participant in the college process. The orientation is a reflection of Los Rios' commitment to student success and our way of helping students navigate a complex process in a way that provides clarification and practical resources to help them "get started."

Exploring Steps to Success Video
FLC also plans to create "The Falcons Step to Success" Orientation Video that will provide students with a college specific orientation and allow them to see how the steps to success work at FLC. The video will be designed to engage traditional-aged students and will be shown during high school visits, shared with college/career counselors and placed on the FLC New Student webpage.

Student Ambassadors will assist with orientation services as part of the emerging Welcome Center, and department / program-specific orientations will all add to students' knowledge regarding how to successfully navigate college and district processes and how to access resources that support their success.

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.).

Assessment services are required for all new, first-time college students. Each year Folsom Lake College assesses between 4,000 and 4,500 students. This number is expected to increase by 1,000 to 1,500 students due to mandatory assessment, orientation, and counseling for all new students who want to receive priority enrollment status. Approximately 400 continuing students complete the reading competency graduation test each year. This number is expected to decrease due to new Los Rios regulations that allow students to meet the reading graduation requirement through satisfactory completion of the IGETC or CSU General Education-Breadth requirements.

Free course placement assessments are available year-round for English, reading, mathematics, and English as a Second Language. Availability is on a first-come, first-served basis. A monthly testing schedule is available online at www.flc.losrios.edu or in the Student Services lobby. Testing by appointment is provided for all students approved by DSPS for accommodations. Each year FLC assesses approximately 200 DSPS students. The following chart summarizes the availability of testing sessions at each of FLC's locations:

	Number of General Testing Sessions	Number of Testing Sessions Reserved for High Schools	Number of DSPS testing sessions	Totals
FLC	145	8	45	198
EDC	61	4	24	89
RCC	19	3	0	22
Totals	225	15	69	309

The Folsom Lake College assessment office works closely with its main feeder high schools to schedule assessment times that are convenient for high school students. In February and March of each year, FLC reserves certain evenings for each of its main feeder high schools.

New students are encouraged to complete orientation, assessment, and counseling by April 1st and November 1st prior to each registration cycle. Assessment services, however, are available year-round for students who do not meet those deadlines. Many of the students who assess are still in high school as a large number of high school seniors complete assessment in February through May of their senior year.

Additionally, as part of the assessment / placement process, students who apply with transfer credit will have their transcripts evaluated to determine which requirements have already been met, which pre-requisites have been completed, and to determine appropriate placement at the college in a variety of courses.

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.

- **Assessment Coordinator:** Responsible for oversight of all aspects of assessment including scheduling, training proctors, proctoring, working with vendors, MIS reporting, solving technical problems with IT assistance, maintaining the assessment databases, maintaining the assessment website, and handling all communication with students.
- **Student Personnel Assistant:** Responsible for test proctoring at three Folsom Lake campuses, processing test data, and providing back up for the assessment coordinator as needed.
- **Two Temporary Classified Student Personnel Assistant:** Responsible for test proctoring at three Folsom Lake campuses and for processing test data.
- **Temporary Clerk:** Responsible for screening district-wide assessment results and transcripts to determine students' eligibility to take assessment based on the Los Rios District retest policy.
- **Research Analyst:** Responsible for the validation of testing instruments in conjunction with instructional faculty and validating the tests' cut scores, and both using assessment data for supporting student success and various research efforts (e.g., establishing prerequisites). Also serves as a technical liaison to CAPP Associates as well as to DO IT with regard to assessment portability. (Position funded through General Fund)
- **IT Specialist for IR:** Developed and maintains an automated network process that loads a longitudinal Sql database of assessment and placement data nightly, which supports reporting processes as well as various research needs. (Position funded through General Fund)
- **Admissions & Records Evaluator I:** Evaluate transfer credit and apply it for the purpose of determining appropriate course placement

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.)

English: CTEP (College Test for English Placement) Form A (2nd edition)
Folsom Lake College uses all 3 parts of the test (Reading Comprehension, Sentence Structure & Grammar, Sentence & Syntax Skills). The test is offered in a computerized format to groups. A paper/pencil version is available by appointment only or as a DSPS accommodation in a distraction reduced setting. During the testing process, students are asked multiple measure questions about their high school grade point average, how long they have been out of school, and their level of high school education. Their responses to these questions, which are a part of the test, are integrated into the assessment system as part of an algorithm in the test scoring process. The following tables indicates how the multiple measures are incorporated into the test results:

High School GPA

+1	A- To A B to A
0	B- To B C to B- C- To C D to C- Below D No answer

How long have you been out of school?

+1	More than 10 years 5 to 10 years
0	3-4 years 1-2 years Less than 1 year Still in school No answer

High School Education

+1	G.E.D.
0	Certificate of completion H.S. proficiency Foreign secondary diploma High School Diploma Not a H.S. grad. Still in H.S. No answer

No more than 2 points to be applied (MAX of 2 points)

Math: CSU/UC Math Diagnostic Test Project

A. Algebra Readiness- Level 1 AR 50/90 Test Type 0715090

B. Elementary Algebra – Level 2 EA50C86 Test Type 0335086

C. Intermediate Algebra – Level 3 IA45C86 Test Type 0234586

D. Pre-Calculus – Level 5 PC60C86 Test Type 0136086

The MDTP tests are offered in computerized format to groups. Folsom Lake College also has paper/pencil versions that are available by appointment or as a DSPS accommodation. During the testing process students are asked multiple measure questions about their highest math class completed, the grade they received in their last math class, and how long ago they completed their last math class. Their responses to these questions, which are a part of the test, are integrated into the assessment system as part of an algorithm in the test scoring process. The following tables indicates how the multiple measures are incorporated into the test results:

Highest Math Completed

Calculus College Algebra/Pre-calculus Trigonometry Intermediate Algebra	+1
Geometry Elementary Algebra Arithmetic None	0

Grade Received in last Math Class Completed

A	+1
B	0
C D F	-1

How long ago did you complete your last math class?

Currently Enrolled < 1 yr.	0
1-2 years 3-5 years >5 years	-1

Each question left blank = -1. Note that the contribution is limited to 1 point.
ESL: a writing sample scored by FLC ESL instructors and the COMPASS ESL test (Reading, Grammar/Usage, and Listening) The ESL test begins with a 35-minute writing sample completed via paper/pencil. Then, students transition to the COMPASS ESL computer-adaptive assessment. During the testing process students are asked multiple measure questions regarding whether they have attended college, if they speak English at home, and if they speak English at work. Their responses to these questions, which are a part of the test, are integrated into the assessment system as part of an algorithm in the test scoring process. The following tables indicate how the multiple measures are incorporated into the test results:

Have you attended college?

Not attended college Less than 2 years of college	-1
Attended at least 2 years of college	0
Attained a university degree	+1

Do you speak English at home?

Yes	+1
No	-1

Do you speak English at work?

Yes	+1
No	-1
I do not work	-1

Other Tests Offered
Reading Graduation Competency: Compass Reading test
The COMPASS reading test is offered in a computer-adaptive format to groups of students. During the testing process students are asked multiple measure questions about their high school education, how long they have been out of school, and their high school grade point average. Their responses to these questions, which are a part of the test, are integrated into the assessment system as part of an algorithm in the test scoring process. See the multiple measures tables in the English section for details.

Math Graduation Competency Tests – 2 versions

A. Descriptive Tests of Mathematics Skills in Elementary Algebra Skills
1. Form M-3KDT
2. Form M-3LDT

B. Intermediate Algebra Exam Establishing Math Competency for AA Degree (test written by Los Rios faculty)
1. Form A
2. Form B

The math graduation competency tests are given to a very small number of students each year, less than 10 students. The tests are offered by appointment only. Counselors must complete paperwork prior to testing indicating the catalog rights for the student. The format of the tests is paper/pencil and multiple measure questions are not incorporated in the tests.

All tests are offered in person. Placement testing for distance education students is available by special proctoring arrangements with other colleges or approved facilities**.**

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.

In April 2010 the Los Rios District Academic Senate announced the implementation of assessment portability. MOUs were signed by English, ESL, Mathematics, and Reading faculty representatives. In order to achieve assessment / placement portability, the instructional departments of the Los Rios Community College District's American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College agreed to accept student assessment / placements from any other Los Rios college without any further processing.

FLC does not accept assessment results from outside of the District.

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.

The assessment website has sample questions from the test publishers for English, ESL, and Math. Also, the website provides recommended websites for test preparation for each of the areas. In addition, for Math FLC has extensive study guides provided by the test publisher. The Math faculty at FLC provide videos, worksheets, and practice tests to help students prepare for Math assessment. Sample questions are also available in hard copy in the Student Services lobby. Students are informed of the availability of test preparation materials via an email from the District that all students receive after completing the application. All practice tests and sample questions are self-scored by students with answer keys that are provided, so there is no need to notify students of their pre-test performance. At this time instructional faculty are meeting to improve the presentation and scope of our pre-test preparation. Additionally a video is being produced and will be added to the Assessment website that will inform students about the Assessment process, and that will emphasize the importance of preparing prior to attempting the tests.

FLC is exploring Boot Camps in English, ESL, and math that will allow students to receive intensive training and/or tutoring prior to taking Assessment and Placement testing. The goal is to increase placement scores for incoming students. FLC anticipates that boot camps would also be offered to students that are close to assessing into a higher placement and may just need a brush up session.

   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?

	# of tests allowed	Waiting Period	Publisher's Guidelines	Conditions

English	2 attempts in 6 month period	Not same day	Waiting period of two weeks but at discretion of college	None
Math	2 attempts in 6 month period	Not same day	None provided	None
ESL	1 time until score expires	Two years – student can't have started the course sequence	None provided	Student can't skip classes in the sequence
Reading Competency	2 attempts	Not same day	None provided	None
Math Competency	No more than 4 times in a 2-yr. period	30 days	None provided	None

A challenge process exists for students who want to retest beyond the allowances of the retest policy (Attachment D). Additionally, there are District-wide meetings taking place to explore the possibility of having a District-wide retest policy for our placement tests. Retest policies for the competency tests are currently district-wide.

As described previously, Math boot camps are being developed to provide FLC students with an opportunity to brush up on their math skills before taking their assessment and placement testing. Students participating in math boot camps will be able to retest in an effort to increase their assessment scores and place into higher level math courses. Students will be allowed to re-test sooner than the published re-test calendar timeline as an incentive for their participation in a Boot Camp opportunity. FLC is considering two different boot camp formats to meet the needs of all students. One option would be to brush up on math skills in a one week or two week camp; for students who have more extensive needs, FLC is considering a four to eight week camp.

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

Assessment placements <u>expire 2 years</u> after the end of the testing period in which the student tests.

<u>Assessment Testing Period</u>	<u>Assessment Expires</u>
Feb. 16, 2013 to Sept. 15, 2013	September 15, 2015
Sept. 16, 2013 to Feb. 15, 2014	February 15, 2016
Feb. 16, 2014 to Sept. 15, 2014	September 15, 2016
Sept. 16, 2014 to Feb. 15, 2015	February 15, 2017

Students who assessed prior to February 16, 2013, have valid scores for 3 calendar years from the date of the test. The recency policy is a district-wide policy.

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?

Folsom Lake College grants credit towards its degrees for examinations successfully completed through the College Board Advanced Placement (AP) program. A student who meets the following requirements may receive credit for exams successfully passed:

- Be currently enrolled in a course other than the one in which the student is petitioning for Advance Credit.
- Be in good standing, which is defined as having completed at least 12 units of credit classes and having a 2.0 GPA
- Other criteria related to receiving credit for AP tests are outlined in FLC's catalog.

FLC does not accept EAP results for English or math.

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.

Please see budget sheet

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.)

Counseling, Advising, and other Educational Planning Services are available to all FLC first-time, continuing and returning students. Counseling Services are provided at all three sites - FLC Main, El Dorado Center, and Rancho Cordova Center. Additionally, Counselors utilize up to 30 minutes each day to respond to quick counseling questions from students who use FLC's Distance Counseling service. The Counseling Department recently implemented Academic Planning Sessions (APS) for new students to meet the demand for pre-enrollment services and to comply with the implementation of the Student Success Initiative. In order to attend an Academic Planning Session, all new students are required to complete an Orientation and Assessment prior to registering for the APS. The APS content was developed by the FLC Counseling Unit and is offered in a computer lab where students receive a hands-on and interactive experience. Each session serves up to 32 students and is facilitated by two Counselors and two Student Ambassadors. Student Ambassadors serve a central role in the sessions as they are able to provide support and respond to questions based on their personal experience; based on observations of the initial APS students are less intimidated by their peers and tend to ask more questions and feel less anxious about the process.

At the end of each APS, students leave with an Abbreviated Student Educational Plan (in the form of an iSEP) that can be used to plan for their first semester class selection. They also leave with a better understanding of how to utilize the data management system (PeopleSoft), but more importantly they know how to read their iSEP and access their eServices account. The iSEP allows a student to see their abbreviated (and ultimately their comprehensive) educational plan, which highlights the courses necessary to achieve their declared major or other academic goals (i.e. Certificate). The eServices system gives students more control over their education and creates a necessary accountability. Students can register for courses, view grades, request transcript, access their email accounts, check eligibility for priority registration and pay outstanding bills. After completing an Abbreviated Educational Plan via the APS process, students are eligible and encouraged to make an individual appointment with a Counselor to develop a Comprehensive Educational Plan, and to utilize individual counseling services to assist with any other issues related to the planning, pursuit and achievement of their educational goals. The Comprehensive Educational Plan is the student's road map to his or her declared destination. The detailed breakdown of required courses allows students to plan their schedule more effectively, while also giving them the opportunity to see their progress.

Many students come to FLC not certain about their pathway or area of interest making it difficult to create a Comprehensive Educational Plan. In these instances students are referred to the Career and Transfer Center where they can explore their educational options through Values Exploration, Goal Clarification and Declaration of Major. The activities in which they participate typically provide a student with a broad pathway that becomes more focused after their first or second semester. Counselors work closely with this population to ensure the abbreviated education plan reflects a broad scope of courses and then aid students in narrowing focus as they conclude the first academic year and require a comprehensive educational plan

The Counseling Unit is moving to a more proactive approach and identifying various mechanisms to reach out to students more intentionally. The Unit goal is to provide interventions for all students, but specifically those students that are undeclared or have an excess of units. Student Services, in partnership with Instruction at FLC, is developing a degree and career explorations lecture series that will connect students to professionals in the field who can share trends and pathways in various careers and will help them to further understand the relationship between their selected major and career options. This lecture series (Program Pathways) will be held in the Career and Transfer Center to place students in an environment that lends itself to further exploration. An in-reach program is also being implemented for students who have exceeded 90 units of transferable credits, but have yet to petition for graduation. Data reflects that over 300 students have exceeded 90 credit units two or more years ago. FLC Counseling has developed a plan to reach out to this population to provide completion support. A Peer Mentor Program developed and supported through the Counseling Department is also planned; its implementation will ensure that students are connected to co -curricular activities and the necessary services to succeed at FLC.

Counseling services are provided by seven current full-time, permanent Counselors. FLC will add two additional permanent, full-time Counselors utilizing SSSP funds in 2014-15: one will become the Program for Academic Success and Support (PASS) Counselor focusing on our academically at risk population and the other will focus on the transition for first time freshmen and athletes. The PASS counselor will support and guide students flagged in the Early Alert Program as well as any students on Probation 1 or 2 and those facing academic dismissal. This position will ensure that the most vulnerable students are provided intervention and have the possibility to achieve their academic goals. Many of the students served by this counselor will be connected to the Career and Transfer Center as well as the developing Peer Mentoring Program as forms of intervention. Many students in FLC have identified that a sense of belonging is important and strengthens their academic identity. The Program for Academic Success and Support (PASS) Counselor will be able to develop a sense of community for at risk students and will serve on a Retention Team that will focus on interventions for all at risk students.

The Transitions counselor will focus on first time freshmen and student athletes. This counselor will oversee the development and implementation of all APS for general students as well as a modified version for student athletes. A future goal will potentially be to develop an APS specifically designed for the unique needs of Veterans. This position will also serve as the dedicated Counselor for continuing student athletes, helping them to develop abbreviated and comprehensive educational plans as well as support their success throughout their educational stay at the institution. The counselor will inform the on-boarding process of incoming students as well as assist with the development of the First Year Experience (FYE) being developed at FLC. This counselor will also serve on the Retention Team to support, develop and implement interventions for all at risk students.

In addition, FLC plans to hire one other full-time, permanent Counselor to replace the Counselor / Articulation Officer lost through attrition at the conclusion of the 2013-14 year. FLC currently utilizes 8 Adjunct Counselors and plans to add to that total to improve service to students and reduce wait time for students to meet individually with a Counselor. Full-time, permanent Counselors are also afforded the opportunity for additional overload counseling hours to provide services to students and to meet student need and demand. The development of a Retention Team is necessary to avoid duplication of services and identify service gaps.

Shifting to a more proactive and intentional Counseling model will allow FLC to identify areas where counseling presence is essential to students success. There is a need for more inclusion and collaboration with Instruction and as a result FLC has identified academic areas where a counselor liaison is necessary (i.e. Math, English, Business, Social Sciences); counseling leads / liaisons will also be identified for certain programs such as Veteran Services. Additionally, the establishment of ongoing dialog among academic support areas (i.e. Tutoring Center, Reading and Writing Center, and Library) to make appropriate referrals in support of student success is essential. Connecting with external services is a need that has increased, so the Counseling Unit will more closely align with EOP&S and DSP&S to develop a list of community resources that will serve as wrap around services for FLC students. FLC is implementing a “Committee of Concern” comprised of staff from Counseling, DSP&S, Health and Wellness, Student Services Administration and Campus Police. This committee discusses the most appropriate intervention strategies to assist students in need, and may recommend students for follow-up assistance through contracted outside vendors who can provide limited services to students on a short-term basis, specifically focusing on issues dealing with Veterans or with mental health issues.

The Counseling Department has established a good rapport with the local high school counselors and administrators. Every year the counseling department hosts a half-day High School Counselor Conference where current and pertinent information is shared with the high school counselors. It is also an opportunity for the high school counselors to bring any questions they may have. The relationship with high school partners increases the likelihood that the needs of incoming students are met as our partners inform us of changes that may impact student transition.

The Counseling Department also offers the following credit courses: HCD 111 College Discovery; HCD 310 College Success; HCD 318 Transfer: Making It Happen; HCD 330 Life and Career Planning; and HCD 335 Career Development. These courses are recommended for all students, but in particular new students. These classes are taught in traditional classroom, hybrid and online modalities and assist students in exploring their values, examining potential careers and establishing a related major, and provide them with skills and information to be successful in the pursuit of their educational goals.

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.

Students are initially provided services in a group setting during an Academic Planning Sessions (APS). These sessions are offered in a computer lab where students receive a hands-on and interactive experience. Students leave with an abbreviated student educational plan that can be used to plan for their first semester class selection. Students also learn the various technologies that allow them to become self-managers. Students leave with a better understanding of how to utilize the data management system (PeopleSoft), how to read their SEP and how to access their eServices account.

The majority of services provided after the initial APS are delivered individually to students in an in-person setting. These appointments are either made in advance for a 30 minute or 1 hour counseling session depending on need (i.e. Graduation petition, Comprehensive Educational Plan) or through drop in advising offered every Tuesday. FLC will be reviewing its drop in process to determine whether adding additional days would benefit students, especially during peak counseling days/times. A daily drop in counselor model that would rotate from one counselor to the next may be adopted.

Students at a distance are able to access services electronically and counselors are assigned on rotation to respond to inquiries. In some cases students are required to come in for a formal counseling session, but in most instances Counselors are able to resolve student issues by utilizing the eServices system. Technology is increasingly important in this technological era. Counseling is looking at various technologies that will support students at a distance. The creation of a high tech Counseling Office is being explored that will allow counselors to communicate through CCC Confer or other technology so all students feel connected to the campus. Eureka Express (a more user- friendly version of Eureka for simplified career research) and Kaleidoscope (which allows for clear and concise messaging to students and will be utilized to message pre-enrollment steps as well as academic exploration opportunities available across campus) are both being considered.

Wait time for counseling appointments has been an issue at FLC and within the Los Rios Community College District. In an effort to address this concern, the APS workshops have been developed in order to meet initial student needs in a more timely manner by utilizing the APS group Counseling /Advising format. This method of delivering pre-enrollment counseling and advising services reduces the impact on counseling since this initial service is no longer provided via an individual appointment. Therefore, more individual counseling slots are created for continuing students to utilize for a variety of purposes. This allows students to access counseling appointments in a more timely manner and will also allow Counselors to focus on specific, targeted groups such as those without a declared major, probation 1 and 2 students, or those students at risk of dismissal.

In addition, FLC will add full-time counseling positions in 2014-2015 as previously described and will increase the number of counseling hours available by utilizing SSSP funds.

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

New students participate in an APS. The APS is offered at all three sites, and culminates in the completion of an abbreviated student education plan (SEP) by a counselor. The purpose of an abbreviated SEP is to document the first semester of recommended college coursework. This is especially helpful for students who are unsure of their educational goals. As part of the abbreviated SEP, the counselor can make recommendations for general education, possible survey courses to build interest or explore career areas (e.g. BUS 300 or SOC 300) or life/career development courses (e.g. HCD 310/HCD 330/HCD 335) and help students understand the appropriate English and Math classes in which to enroll based on their Assessment results.

The abbreviated SEP provides directives to the student (e.g. retake an assessment, or complete financial aid paperwork, or meet with a counselor after completion of a life/career planning course to discuss results). Students are routinely referred to the Career and Transfer Center where they can explore their educational options through Values Exploration, Goal Clarification and Declaration of a Major. Students are encouraged to follow up with a counselor to discuss their experience and how it informs their academic decisions. In doing so, it allows for the counselor to have follow-up contact with the student in order to confirm an educational goal for further education planning in the form of a comprehensive education plan. As such, students are encouraged to return during their first semester to complete a comprehensive educational plan, and to continue the counseling relationship throughout the student's educational journey.

Student Athletes are unique due to the eligibility requirements related to their elected pathway (i.e. Division 1, Division 2, Division 3) and require a tailored APS that incorporates steps to retain eligibility. The Transitions Counselor being hired for the 2014-2015 academic year will focus on first time freshmen and student athletes. This counselor will oversee the development and implementation of all APS for general students as well as a modified version for student athletes, and will also serve as the dedicated Counselor for continuing student athletes, helping them to develop abbreviated and comprehensive educational plans as well as supporting their success throughout their educational stay at the institution. The athletic academic planning session (APS) typically runs two hours to ensure student athletes understand priority registration, course options based on rigorous practice schedules, eligibility based on pathway and support services specifically for athletes (i.e. tutoring time sessions). Student Ambassadors also support these Academic Planning Sessions as initial observations have confirmed peer to peer support is quite beneficial in these sessions. A goal for 2014-2015 is to identify student athletes that could serve as Student Ambassadors. This is difficult due to athlete schedules, but would complement the session and create more intentional support for student athletes.

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.

The Folsom Lake College Counseling Department offers initial and comprehensive educational plan development. Academic Planning Sessions (APS) are offered for new students who have completed Orientation and Assessment. An initial one semester (abbreviated) educational plan is developed at this time. During the course of the next semester students are encouraged to meet with a counselor individually to create a comprehensive educational plan. FLC is developing a communication plan to contact students who have not followed up for a comprehensive educational plan for two or more semesters after the abbreviated educational plan was provided. If a student is undeclared at the point of creating their abbreviated educational plan or anytime thereafter the student will be referred to the Career and Transfer Center where they can explore their educational options through Values Exploration, Goal Clarification and Declaration of Major. Students can access their educational plan through e-Services, but only counselors can make

revisions. The Counseling Unit will identify mechanisms for tracking student behavior after they receive their educational plans to determine if there are follow up services that can be provided to ensure students are progressing on a clearly identified pathway. During the 2014-2015 year FLC will identify student behaviors / criteria to be tracked, which will likely require data support utilizing a contracted, temporary Research Analyst. In 2015-2016 FLC will develop and implement a Pathways Program that will work with students who are not progressing though their identified program or have a desire to change their pathway. The goal of the Pathways Program will be to ensure all FLC students have an identified educational pathway and an educational plan to make continuous progress towards their intended goals. Student are also encouraged to do the following:

- Enroll in Human Career Development courses, preferably in their first semester. These courses assist them in navigating through the college system, and address transfer preparation, career identification, as well as many of the personal issues that confront students.
- Utilize services such as Academic Workshops, Internship opportunities, Tutoring Center, Reading and Writing Center, Library Services, Veterans Center, Financial Aid, EOPS, CalWORKs, DSPS, SOAR Central, Student Athlete Study Center (SASC), etc. to assist them and help them succeed.

During the economic downturn the Counseling Unit was lean and cut back on many of the services provided due to dwindling resources. One of the results was the inability to hire an adequate number of adjunct counselors to backfill student contact hours while permanent, full-time Counselors connected with instruction to discuss barriers or issues students were experiencing that impacted their success. Student Success is not possible without a strong alignment between instruction and Student Services. The consistent communication and collaboration between instruction and Counseling is a high priority and these opportunities will be supported by backfilling counseling hours to dedicate the necessary time to develop academic support programs for students that are based on best practices. Adjunct and overload Counseling will be utilized at all three FLC sites.

Distance (online) and in person counseling is offered at FLC and its two centers. In person counseling appointments may be made four weeks in advance. One day per week, and certain peak weeks are reserved for drop-in counseling. In addition, each counselor has one same day appointment slot to account for instances of extreme need that cannot be resolved via a drop-in structured appointment.

Although students are free to see any counselor, programs such as EOP&S / CARE, CalWORKs; DSP&S, and Student Athletes are typically served by a dedicated Counselor who is well versed in program requirements and eligibility issues, therefore affording students the greatest opportunity to successfully achieve their goals and to develop a more personal and professional on-going relationship with the Counselor in their program.

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).

The counseling entitlement, known as the 900:1, is a contractual obligation of the District. For every 900 students (headcount), one counseling FTE is appropriated. The headcount is from the Fall 1st Census enrollment report. Some adjustments are made such as for students enrolled at more than one college. The counseling entitlement is FTEF controlled. The colleges are allowed to spend within their FTEF allocation and not the dollars budgeted. This allows for ease in scheduling and tracking especially for adjunct and overload services. Based on headcount, FLC is allotted 8.68 Counseling FTE.

Chair/ HCD Instructor: Serves as Chair of Counseling Unit and provides general counseling
Counselor/ HCD Instructor: general counseling, develops educational plans, teaches student success skills and oversees transfer pathways for FLC students.
Counselor: general counseling to students, develops educational plans and serves as the Students of Concern liaison.
Counselor: general counseling , develops educational plans, Career Center lead.

Counselor: general counseling, international Student liaison, develops educational plans at various sites.
Counselor: Provides general counseling and develops educational plans.
Counselor: Provides general counseling and develops educational plans at various sites.
Counselor (EOPS)/ HCD Instructor: Coordinates EOPS Program and teaches student success skills.
*TBD Counselor / Articulation Officer: to provide general counseling and serve as lead in creating and maintaining articulation agreements for the college

Career and Transfer Center SPA: Major/Career exploration, goal development, inventories, connects students to USC and UC transfer representatives.
Counseling Clerk: support for counseling department and schedules appointments.
Counseling Clerk (.60): support for counseling department and schedules appointments.

Adjunct Counselor/ HCD Instructor: general counseling and teaches student success skills.
Adjunct Counselor: general counseling.
Adjunct Counselor: general counseling.
HCD Instructor: teaches students success skills.
Adjunct Counselor/ HCD Instructor: general counseling and teaches student success skills.
Adjunct Counselor/ HCD Instructor: general counseling and teaches student success skills.

Student Ambassadors: Support Academic Planning Sessions by providing student perspective.
Temp HCD Instructor: Teaches student success skills.
Temporary Counseling Clerk: support for counseling department and schedules appointments.
Temporary Counseling Clerk: support for counseling department and schedules appointments.

*TBD full-time Counselor: Serve as transition counselor for new and incoming freshmen, assist with First Year Experience Program and provide counseling for Student athletes.

*TBD full-time Counselor: Oversee the Program for Academic Success and Support (PASS) where they will work specifically with Early Alert, Probation 1 and 2 and dismissal students.

*TBD Student Success and Support Program Specialist (Retention Specialist): oversees SSSP activities, track, report outcomes, lead retention team.

*TBD Dean of Student Success: manage all Student Success areas, educate faculty of SSSP activities and provide oversight to retention team.

*TBD Reassigned time (or overload) for faculty coordinator to lead initiatives.

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 college employs a variety of technology tools to assist students in the educational planning process. To capture program planning needs, the Los Rios district has created an electronic student educational planning program (iSEP) that is portable among the four colleges. Educational plans are created and may be modified by a college counselor. Students have access to the educational plan via their eServices account, which can be retrieved any time it is needed for planning purposes.

Within the district's software management platform (PeopleSoft), a degree audit program has also been developed, which can determine which program requirements have been satisfied (and also identifies those that are missing) for a specific educational program. At this time, degree audit is used primarily by counselors, but there is interest in making the program available to students.

For those who are planning on transferring to a public California 4-year institution, the state-wide ASSIST articulation

database is accessed regularly by counselors and students in helping determine the necessary classes to take at community college that satisfy articulated lower division coursework at a corresponding UC or CSU.

To organize the scheduling of student appointments, drop-ins, and to track student contacts (including online counseling), the college uses SARS GRID, which also serves as a scheduling tool for each counselor. The SARS program also has an embedded communication function than can notify students (via email, or text) about upcoming counseling appointments, so as to help lessen "no show" rates.
FLC Counseling is also exploring Kaleidoscope as well as Eureka Express as mechanisms to help students identify an academic pathway.

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.

Folsom Lake College has several At Risk populations, many of whom are supported by existing programs that are categorically funded. The At Risk students that will be served through the Student Success Initiative include the following:

- Undeclared Major/Pathway
- Early Alert Referrals
- Probation 1 or 2
- Dismissal
- Students enrolled in Basic Skills courses

Folsom Lake College has both existing and planned programs and services to address the needs of At-Risk students and to provide follow-up services to help them become aware of existing resources and support systems, identify their goals, and utilize available resources to help them to persist and ultimately achieve their goals. These include:

PASS: The Program for Academic Success and Support (PASS) provides intentional and intrusive intervention to students who are on probation or dismissal status. The PASS program is being expanded to provide a more comprehensive program model that will include Early Alert with all students at risk of dismissal. Currently only a portion of dismissal students are being served by the PASS Program included in intervention efforts. This program expansion will provide more intentional interventions much earlier, so the impact on retention, persistence and completion is more likely to culminate in positive results. The program expansion will require a full-time, permanent Counselor to monitor the program and develop interventions that are data driven. This counselor will be funded with SSSP funds starting fall 2014-2015. This counselor will work with adjuncts assigned to the program as well as an SPA who will assist with initial student contact, follow up, referrals and facilitating student success workshops for PASS program participants.

PASS targets students who are on:

- Probation 1 – students who have a GPA of below 2.0 or have earned grades in fewer than 50% of their total units for 1 semester.

- Probation 2 – students who have a GPA of below 2.0 or have earned grades in fewer than 50% of their total

units for two consecutive semesters.

- Dismissal - students who have a GPA of below 2.0 or have earned grades in fewer than 50% of their total units for 3 consecutive semesters.

Early Alert: Faculty are sent an e-mail that describes the Early Alert service and encourages them to refer students in their classes who are struggling. E-mails are sent at the beginning of the 3rd week of each semester and again at the beginning of the 7th week of each semester. Faculty who refer students are provided with a response as to what services the student has been referred and are provided continued follow up if necessary.

Additionally, the FLC research department identifies students who have a GPA of 2.0 – 2.25; these students are sent a "We're Concerned Letter," (attachment E) which explains:

- Probation/dismissal policies
- Recommends counseling if needed
- Provides a list of FLC resources and services

There are approximately 900 students on Probation or Dismissal each semester. These students are identified by a Crystal Report (Student Information Database). This is a report generated by the district. By the end of the first week of each semester, students who are identified as being on Probation or Dismissal are notified by e-mail of their academic standing. The e-mail includes an explanation of their standing and the requirements that must be met before the next enrollment cycle.

Student Success Intervention for Probation 1 students

- Mandatory workshop or a hold is placed on their enrollment
- Provides information on academic policies, strategies for success, and resources/services
- Provides an opportunity to meet with a Student Success Counselor to receive guidance on their educational goals and course of study.

Student Success Intervention for Probation 2 students

- Mandatory meeting with a student success counselor or a hold is placed on their enrollment
- Develop an Action Plan and a Student Educational Plan
- May be required to submit a midterm progress report for each class
- May be required to utilize a service such as Tutoring or Career Center
- Continued follow up with students who go into dismissal

Student Success Intervention for Dismissal students

- Hold is automatically placed
- Meet with counselor and submit a Readmission Petition
- "Digging Out Letter" is sent if student is making progress (attachment F)
- Subsequent Readmission is conditional upon making academic progress

All workshops for Probation and Dismissal students are held in a group setting and counseling sessions are one-on-one. The PASS Program SPA will provide outreach to all program participants to ensure they are seeking the services suggested by the counselor. The SPA provides the consistency necessary for PASS participants to succeed and will also provide encouragement when progress is being made from semester to semester.

Students with No Declared Ed Goal –

Through Orientation, Assessment and APS group advisement sessions for the abbreviated SEP, new students are encouraged to explore career pathways through the Career and Transfer Center. During Academic Planning Sessions (APS) students are asked about their area of interest and/or major, so the facilitating counselor can identify students that have an immediate need to engage in career exploration. All students are encouraged to visit the center. However, the students that have no identified pathway are contacted after the APS by Career and Transfer Center staff to inform them of exploration opportunities. If a student makes a Comprehensive

Educational Plan appointment and has not declared a major they will be highly encouraged to go to the Career and Transfer Center prior to their appointment to identify a pathway to better inform the comprehensive plan. Once a student attends the Career and Transfer Center and completes their exploration they will be steered back to counseling to discuss the experience and identify an appropriate academic pathway to achieve their goal.

PASS Program staff will run an Undeclared Major report at the end of every semester and will notify Counseling and the Career and Transfer Center about continuing students deemed to be At-Risk because they have not declared an educational goal. The PASS Program will work with the students if they are on Probation 1 or 2 or on dismissal status and required to become a PASS Program participant. If the student is not in academic probation or dismissal status the follow-up will come from the Career and Transfer Center where students will be offered goal-setting opportunities amongst other workshops, or connected to the Adjunct Career Counselor housed in the Career and Transfer Center who will provide intensive guidance around an academic pathway that will meet student's goals or aspirations. The Career and Transfer Center is vital in the major and/or academic pathway selection. Many Community College students are undecided and this make educational planning much more difficult for the Counseling Department. The Career and Transfer Center serves as the hub for academic pathway exploration.

At-Risk Students – Students enrolled in Basic Skills courses – Strategies/Services:

Reading and Writing Center (RWC): Provides extensive support and instruction to Basic Skills students and provides specific activities, courses, and modules for students participating in developmental courses. For instance, developmental English instructors encourage that students visit the RWC frequently for guidance and feedback on their assignments. They are also encouraged to enroll in corresponding RWC courses to support their progress in their other classes. RWC instructors and tutors track student progress and work collaboratively with faculty and classified staff across the campus to support students. Drop in tutoring is also provided for any student.

Tutoring Center: Provides special study sessions for students in pre-college level Math courses and tutoring.

SOAR Central: SOAR Central is an interactive space on campus for students, faculty, and classified staff to bond. SOAR Central hosts a number of workshop series: Academic Success Workshops, Supplemental Learning Workshops, On Course Workshops, and various instructional workshops. Workshop themes are as follows: accepting self-responsibility, discovering self-motivation, believing in yourself, study skills, plagiarism, paragraph structure, punctuation, research methods, thesis development, time management, test-taking, getting job ready, finding a job/ internship, meditation, sleep, and breathing/ stress/ anxiety management.

Library Services: Provides information literacy courses as well as customized, subject-specific instruction for classes, one-on-one research assistance from library faculty, and a library collection of materials to support research and student success, including a basic reading collection. The library is also developing a liaison program with local high school libraries.

Advise5: Is a faculty to student mentoring program that will allow students to more intentionally explore their academic identity and field of interest. Faculty will receive mentor training for which they will receive a small stipend; the remainder of the time investment for faculty would satisfy part of their College Service obligation. The faculty members will be required to have five contacts with their mentee each semester, some of which may be referrals to the Career and Transfer Center should major exploration be necessary, or to the Counseling area if an Educational Plan has not been completed. This program will allow a student direct access to knowledge about the pathways into a particular major and/or field.

Summer Bridge: Will be offered to incoming new, first time freshmen in June 2015 to provide low income, first

generation, disabled, culturally and/or ethnically diverse students the opportunity to begin their transition early. The summer bridge program will expose new students to faculty from various disciplines, provide information on programs and services available, create a nexus between programs and career/transfer, help to develop or refine study skills, and introduce students to support services and other connections that will increase success. This program will include imbedded instruction to highlight the integration of instruction and student services, and also to introduce the peer to peer mentoring model. The program will be expanded in subsequent years to also serve more general populations who can benefit from this "head start" in the summer between the end of their high school and beginning of their college education.

Peer to Peer Mentoring Program: currently being developed and planned to be piloted through one of FLC's existing categorical programs in fall 2015 and then scaled out to the general population of FLC students following that. This program is essential to the success of traditional-aged students who may need more intensive guidance throughout their educational journey. Peer mentors will be trained by faculty who participate in the Advise5 mentoring program, in conjunction with a Counselor identified as the lead to support this initiative. This partnership will allow mentors to work with faculty and develop more advanced leadership skills, while mentees receive more comprehensive support as they make critical decisions that will impact their educational journey and career choices.

First Year Experience (FYE): currently being developed through an Instruction and Student Services collaboration. This program will initially target any first time freshmen assessing into developmental Math and English. FLC data has identified the following:

# of Students Testing into Basic Skills Math and English

Smr/F11	S12	Smr/F12	S13	Smr/F13	S14
239	179	540	191	534	159
2011-12		2012-13		2013-14	
418		731		693	

Legend
Smr = Summer Semester
F = Fall Semester
S = Spring Semester

The data indicate that FLC has a large number of students testing into both developmental math and English. The initial roll-out of the FYE Program will target this group. Once data has been reviewed over year one and two, the possibility of scaling this program to additional incoming new, first time freshmen will be explored. FYE participants will be taking a Math, English and a Student Success course their first semester at FLC. The participants will then transition to the next level of Math and English with the third course being in their elected area of study. These courses will provide embedded instruction that will incorporate intensive support services (i.e. Counseling, Career and Transfer, Tutoring, Mentoring, Library) as well as various community building activities to balance the instructional with co-curricular.

Embedded Instruction: currently being developed to support Basic Skills Courses. The embedded instruction will come from the Counseling Department, Peer Mentoring Program and selected academic areas.

*** TBD Student Success and Support Program Specialist (Retention Specialist):** oversee all SSSP activities, such as, Advise5 Mentoring Program, Summer Bridge, First Year Experience and other follow up activities related to core services. The specialist will also be responsible for tracking, reporting outcomes and will Co- Chair a Retention Team Committee.

RFP's: FLC recognizes that new initiatives / ideas may emerge throughout the year. We are developing a Request for Proposals (RFP) process in which faculty can seek funding related to proposals they would like to implement in pursuit of follow-up / support activities that will help students persist and succeed in achieving their goals. Funds will be set aside to support approved initiatives that emerge throughout the year.

Existing Categorical Programs supporting At Risk students:

Extended Opportunities Programs and Services (EOP&S) and CARE: EOP&S provides support services to students meeting specific educational and economic criteria, as well as students from underrepresented groups. Services include counseling and advising, early registration, book vouchers, workshops, and transfer assistance. CARE provides services in addition to those offered by EOP&S to students who are single parents and who receive county aid from TANF. These services include supply vouchers, monthly transportation assistance, and in-depth financial aid advising.

CalWORKs: services include advising and referral services, counseling in order to obtain a CalWORKs approved Student Educational Plan, job development and job placement, educational supply vouchers, work-study opportunities, assistance with textbook cost verifications, assistance with enrollment verification documents, transportation resources, child care referrals and advocacy.

Disabled Student Programs and Services: offers Counseling and advocacy, alternate media and assistive computer technology, liaison with and referral to campus and community services, diagnostic assessment of learning disabilities (limited service) and academic accommodations and support services.

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

The Program for Academic Success & Support (PASS) Team

- Adjunct Counselor: Provides counseling services to students on Probation and Dismissal. *
- Adjunct Counselor: Provides counseling services to students on Probation and Dismissal. *
- Student Personnel Assistant: Provides support to students on Probation and Dismissal.
- * This program currently functions with the two Adjunct Counselors identified. FLC plans to hire one full-time Counselor to lead and expand this program and its services during the 2014-15 academic year.

Career and Transfer Center

- Student Personnel Assistant: provides support to students seeking major or career exploration, goal setting and/or values exploration.

Advise 5

- TBD, reviewing available resources to move from a temporary position to a permanent position that will assist with institutional retention activities. Currently, FLC anticipates this program will be supported by the PASS Program Counselor that will be on-board in fall 2014
- Student Success and Support Programs Specialist (Retention Coordinator) will oversee the Advise5 mentoring

program, Summer Bridge, First-Year Experience and other follow-up activities related to core services. Track and report outcomes. Co-chair the retention team. This position will be funded with SSSP, Student Equity and Basic Skill Initiative funding.

Summer Bridge

- Counselor/HCD Instructor: develop the Summer Bridge program to be piloted out of the EOP&S Program.

Peer Mentoring

- Counselor/HCD Instructor: assist with development of a Peer Mentoring Program to be piloted out of the EOP&S Program, connect to Summer Bridge Program and ultimately First Year Experience (FYE) in fall 2015. Our transitions counselor will also play an active role in the development of mentoring programs and FYE.

First Year Experience (FYE)

- TBA, Program still in development and yet to be determined whether the program will be housed in Instruction or Student Services.

Administrative Support

- Dean of Student Success will provide oversight for all Student Success initiatives at FLC. This position will also be responsible for collecting data for all Student Success activities and report out to the State through the Student Success Plan.

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

- SARS Grid – scheduling appointments, appointment reminders set up workshops, track attendance
- SARS Messaging – Text message students
- SARS Trak – Track attendance to services such as workshops, Tutoring, Reading and Writing Center
- Assist.org – Online Transfer tool to assist students in obtaining transfer information
- Eureka – Online website that provides career information
- College Source – Online database of College catalogs
- Lincs – Los Rios online job search website
- PeopleSoft – Degree Audit and ISEP
- Career Center – Online Career Assessment tools
- SEVIS –Student and Exchange Visitor Information System – The Department of Homeland Security computer system.
- Assistive technology and alternate media when this is warranted.
- Dragon Naturally Speaking
- Jaws, and Kurzweil
- Equipment which allows us to make electronic (digital) copies of course material.
- Microsoft Office (Excel, Word, Access, PowerPoint, Publisher, Outlook)
- Eureka Express
- CCC Confer
- Kaleidoscope
- Libguides, Ask-a-Librarian, and Research Databases

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.
See Budget Plan

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 research agenda for SSSP is to perform ongoing evaluation studies examining the effectiveness of each of the service components—with a particular focus on orientation, assessment, counseling/advisement, and education planning. Three primary areas have been identified to evaluate the SSSP core components: a) number of students receiving a service and performance and outcome measures; b) changes to education goal; and c) student satisfaction and evaluation of the services received. The data will be disaggregated by student demographics, examples include: college of attendance, gender, first generation, age, income level, hours employed, race, academic load, day/evening attendance, as well as special student population groups.

A. The Effects of Student Success and Support Program (SSSP) on Student Performance
   1. Comparing the Academic Performance of Students who are Fully, Partially, or Not Served by SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning
   2. Evaluating Student Academic Success Before and After Implementing SSSP in Spring 2014 by
      - **a. Units attempted**
      - **b. Course success rates-** percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.
      - **c. Average units completed-** based on units for which grades A-D and Credit (Cr) are awarded.
      - **d. Persistence-** the rate by which students who enrolled in the Fall re-enrolled in the Spring
      - **e. Overall GPA**
      - **f. Awards-** AA, AS and certificates
      - **g. Transfer-ready-** successfully complete 60 or more transferable units, including math and English

B. Student Goal Changes
   1. Monitoring Changes in Student Goals Before and After the Receipt of SSSP Services

C. Student Satisfaction and Frequency of Use
   1. Student Satisfaction with SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning

FLC will likely seek out temporary support to identify a sustainable process for assessing all new SSSP initiatives to inform future decisions about appropriate /effective initiatives that should be institutionalized and those that require more development. A tracking system that identifies where services are being duplicated and/or identifies gaps in service will need to be developed.

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.

Online Orientation

Student online orientation is provided through the use of the Desire2Learn (D2L) commercial software. D2L is the primary, supported Learning Management System (LMS) for the four Colleges of the Los Rios District including online, hybrid, and web-assisted courses. D2L is operated by the District Office IT Department with onsite storage and processing (not vendor hosted). In the Spring 2014 semester, over 4,000 classes, 1,200 faculty, 118,000 enrollments, and 56,553 unique students across the district used D2L for regular course work.

(ARC 23,311; CRC 12,633; FLC 6,757; SCC 17,847). In addition to achieving the orientation objectives, the use of D2L for online orientation provides students with an early introduction to the software and increases the familiarity for later courses. The District license for the D2L software and the necessary equipment infrastructure for normal courses were not increased for the additional orientation courses.

The Orientation course consists of eight modules with an assessment at the end of each. Successful completion of the eight orientation modules causes D2L to interface with the District's Student Information System (PeopleSoft) to record the completion and provide the necessary State reporting. The data element linked to the online orientation is SS06- Initial Orientation Services. At last count, over 31,000 students are enrolled in the online orientation courses and over 14,000 have completed.

Student Educational Planning

Student educational planning is supported through the use of three technology tools for Student Educational Plans, Assessment based planning, and Degree Audit.

iSEP: Student Educational Plan

The first is a custom module, the iSEP, which allows counselors to create an electronic education plan for a student based on their educational goal. In addition to term by term planning of courses from the college catalog, the iSEP also allows a counselor to interface with the student's Degree Audit report, to identify and select courses the student needs to meet specific requirements.

The tool also populates assessment based placement into course sequences for math, English and ESL, information on transfer to colleges for transfer students, and a means to refer students to support services. Students have web access to their iSEP in electronic form on their eServices self-service account. Students can copy the courses from their official iSEP into their Student Planner in eServices, and from their Student Planner they can register for their planned courses when the class schedule becomes available during the registration period.

The data element linked to the electronic educational plan is SS09- Student Education Plan.

Districtwide Assessment Database

Technology is also used to provide students with their assessment placements housed in a districtwide common assessment database. In eServices functionality exists that allows the student to plan their course sequence, through college level and above, at any college in the district based on their assessment placements. Students can place into their Student Planner courses based on their assessment placements, and when registration opens a student can schedule and enroll in classes based upon the courses in their Student Planner.

The assessment data based is linked to SS07- Student Initial Assessment Services Placement.

Degree Audit Report

A Degree Audit / Academic Advisement module is also available through student self-services for students to track their progress to degree/certificate completion based on requirements for their designated educational goal.

Personalized Steps to Success tracking and automated MIS data collection

Technology is also used to automatically record, in the appropriate MIS data element, the completion by a student of each service. In eServices, in the Steps to Success tab, students can view their personal progress through each of these steps, and for those services that the student has not yet completed there are links and directions on actions the student should take to complete the step.

Communication

In addition to the three tools mentioned above, technology is also used to support communication to students. On the Steps to Success web page students can view information regarding orientation, assessment,

educational planning and registration. This districtwide web page contains links to local college web pages that provide specific details regarding these services at each college. Students also receive communications to their student Gmail account. The Student Email Notification Delivery (SEND) and other subsystems, transmit e-mails to students upon the completion of each of the individual student success steps.

Reporting

Crystal RDM reports are used for operational reporting, with a number of reports that support tracking student's progress through the student success services. Reports assist in identifying students who have not completed all the steps to success, and in providing summary information on the number of students served at each college.

Mobile Technology

The District will explore the deployment of mobile access capabilities to provide students with access to services via mobile devices. Mobile access will assist in keeping students on track with their education plan by providing them access to information on a timely basis, such as notifying them when they are enrolled from a waitlist in to a class, or if they are at risk of being dropped from a class for non-payment of fees. It will allow them to search for, enroll in, and pay for classes for which they have planned, as well as view their grades as they make progress toward their educational goal.

Predictive Analytics, Increased Engagement and Early Intervention

The District will explore the investment in tools that help facilitate student success by examining data about student behaviors and outcomes. Through the use of predictive analytics students can be identified as potential candidates for intervention through an early alert system. The system will also assist in identifying students in need of higher levels of learning engagement who would benefit from of enhanced learning activities.

FLC is exploring the addition of the following technology tools to further support students at a distance using technology, and/or to enhance the service provided to all students: Eureka Express; CCC Confer; Kaleidoscope; other.

District Information Technology positions –

D2L/SSSP Analyst (IT Analyst II) will support student success in the following ways:

- Provide support and future enhancements to the existing Online Orientation courses in D2L (does not include content changes)
- Analyze alternatives to improve ease-of-use for students in the D2L Online Orientation course
- Analyze alternatives for Early Alert feedback *directly* to Faculty and Students with *current term* D2L data, potentially including RFP vendor, SARS/D2L interface, D2L Intelligent Agents, and other alternatives
- Analyze alternatives for online counseling, online tutoring, and other online student services, including solutions within D2L, Google Apps for Education, and from other secure outside vendors
- Analyze alternatives and evaluate potential solutions for Assessment Preparatory Services
- Implement application software and services selected to meet SSSP requirements
- Provide assistance and problem-solving for SSSP solutions implemented in D2L and Google Apps
- Collaborate with faculty, staff, and students to provide ongoing support for SSSP software and services
- Develop and provide training materials for faculty, staff, and students in the SSSP areas assigned

SSSP Systems & Database Analyst (Senior IT Analyst) will support student success in the following ways:

- Provide ongoing systems/database support for current and future Online Orientation courses in D2L
- Participate in projects to evaluate, compare, select, pilot, and implement software and/or 3rd party vendor services for new SSSP functions (online counseling, online tutoring, etc.)
- Analyze and estimate database and system requirements for any/all new SSSP uses of Los Rios in-house systems
- Analyze and evaluate security, performance, and interface requirements for any/all new SSSP solutions from external service vendors (data or services provided at vendor site, outside of Los Rios direct control)
- Provide ongoing systems/database support for future selected SSSP functions using D2L and other in-house computing resources (performance monitoring, problem-resolution, capacity planning, etc.)
- Provide ongoing technical support and integrations for future selected SSSP functions using Los Rios Google Apps for Education (apps.losrios.edu) and other external 3rd party service vendor solutions (problem-resolution, security, system performance commitments, vendor performance, service level agreements, etc.)

Student Services/SSSP Analyst (IT Analyst II) will support student success in the following ways:

- Provide functional support and future enhancements to the existing iSEP (online student ed. plan).
- Provide functional and technical support and planned enhancements to as they related to assessment support in PeopleSoft and the interface from the colleges.
- Provide functional and technical support in the development and maintenance of SSSP reporting requirements for Crystal support.
- Collaborate with faculty, staff, and students to provide ongoing support for SSSP software and services
- Develop and provide training materials for faculty, staff, and students in the SSSP areas assigned

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.

Prior to SB 1456 and SSSP regulations, expenditures for activities such as admissions and records were allowable both as a direct charge and in support of the match for State funding for Matriculation. During 2013-14,, the college reviewed all regular positions to identify those that are no longer eligible under SSSP. In addition, the college identified regular positions funded by general purpose monies that met the SSSP requirements. As of July 1, 2014, non-eligible positions have been replaced with eligible positions. This "exchange" results in no net change to either program expenditures or match. The college will include as part of its match reporting, expenditures for all the areas listed above.

Some services provided at Folsom Lake College by those units being utilized for district match include:

A&R staff support student success in a number of ways such as New Veteran Student orientations, eServices/registration workshops, communication with faculty of key courses in certificate programs with the desired outcome of an increase in the number of certificates awarded, and increased participation in college events targeting new students. Additionally, A&R staff:

- Accept and process applications for admission from students, received by mail.
- Electronically maintain college transcripts, high school transcripts, assessment records, advanced placement scores, military credit and non-college certificates for advisement purposes.
- Provide support to the counseling department in a number of ways: making counseling appointments for students, checking students in for their appointments, pulling transcripts and other documents for counseling appointments.
- Provide support to Outreach with phone calls and communication efforts in regards to the pre-enrollment process.

Transfer Center staff: Transfer services include transfer fairs, workshops (preparing for university transfer, Transfer Admission Guarantees, Making the Transition to University), online and hard copy reference, and e-materials/resources, campus tours, weekly university representative appointments as well as drop-in sessions. Staff extends services to provide materials to each of the two outreach centers, including classroom visitations and workshops.

Matriculation and Student Success Committee, Faculty Co-Chair: Helps to ensure Instructional / Student Services connection and collaboration. Faculty Co-Chair provides leadership in ensuring the SSSP plan components are part of the agenda and discussed at the Matriculation and Student Success Committee and makes recommendations to help makes sure plans are implemented and suggests corrective action as necessary.

Counselors provide academic counseling to assist students in assessing, planning, and implementing immediate and long-range educational and/or transfer goals. An Individual Student Education Plan (iSEP) is created for each student. This plan lists classes each student will need to take to achieve their educational goal. The plan also notes the action steps a student must take to complete their goal. Additionally, Career counseling, personal and crisis counseling are services provided by Counseling staff. In addition to educational plan development counseling provides:

- Overview of academic programs
- Referral to various support services areas (i.e. tutoring, Reading and Writing Center)
- Counseling at a distance
- Liaisons for various academic areas
- Student schedule development
- Outreach to local high schools

Outreach Provides campus specific orientation through the following activities:

- Pre Enrollment Steps information and follow up communication
- Registration workshops
- Student Success presentations at local high schools
- College Readiness Program
- Campus Tours

Articulation increases pathways and opportunities for transfer students. Through the articulation process more academic options are available for students wishing to pursue a higher level degree.

Human Career Development Courses (HCD) support student success by providing student will foundational skills necessary to be an academically successful student. Courses included the following content:

- Effective study skills
- Personal accountability
- Time management
- Academic and career exploration

Vice President Student Services oversees the SSSP budget and all activities associated with student success funding. Key role in developing the Student Success Plan, informing the campus community about SSSP initiatives, and support of programs and services that are developed.

Dean of Student Services oversees all SSSP funded areas to ensure appropriate usage of funding. Assists with program development and implementation. Coordinates the development of Student Success Plan.

Office of Institutional Research:

- Annual reporting of KPIs (Key Performance Indicators) disaggregated by demographics
  - Including Course Success Rate, Persistence, Retention, Basic Skills success, Completion, etc)
- Placement reports of incoming students by feeder school, including advanced reporting capabilities
- Probation & Dismissal Tracking, including interventions
- Support for Curriculum Committee, Multicultural and Diversity Committee, and Basic Skills subcommittee
- Assessment Cut Score Validation
- Prerequisite Establishment and Validation
- Analysis of Disproportionate Impact for Student Equity Plan
- Student Services Satisfaction Survey, Cultural Diversity Survey

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 Los Rios Community College District Board Regulation related to its exemption policy for all colleges, including FLC, is as follows:

1.0 Exempt Criteria

1.1 The Los Rios Community College District elects to exempt certain students from participation in orientation, assessment, counseling or advisement, as follows:

1.1.1 Any student who has completed an associate degree or higher.

1.1.2 A student who satisfies at least two of the following and does not wish to participate:

1.1.2.1 the student has identified a goal of upgrading job skills;

1.1.2.2 the student has enrolled in fewer than six (6) units;

1.1.2.3 the student is concurrently enrolled in another post-secondary institution;

1.1.2.4 the student has no degree or occupational objective.

1.1.3 A high school student enrolled as an Advanced Education student.

1.2 New to college students who first enrolled in courses in the District after Spring 2014 are not eligible for the above exemptions.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Los Rios has an appeal process for students who have lost priority registration, through steps set forth in Board Regulation. There is a form, which the student submits to A&R with corresponding documentation based on the following criteria: 1) extenuating circumstances, 2) student has disability and applied for but did not receive a timely, reasonable accommodation, 3) enrollment in courses required for high unit major or program, and 4) academic and/or progress improvement.

As outlined in Title 5 and Los Rios Board Regulations, students can appeal many policies – forms are available for course repetition, maximum unit load, and student petition (for exception to policy for drops, withdrawals, late adds).

All forms are available online at http://www.flc.losrios.edu/student-services/admissions-and-records/admissions-and-records-forms.

For additional information, please see Attachment "G".

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.

Folsom Lake College follows Title 5 and Los Rios Board Policies regarding establishing and validating prerequisites. This includes a rigorous review of course content by discipline faculty "to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a co-requisites course" (Title 5 section 55510). This process could involve identification of progressively more complex student learning outcomes within the discipline or other skills outside of the discipline, such as competency in writing or critical thinking. The Office of Institutional Research performs statistical analysis comparing student performance in the target course of students who have taken the requested prerequisite course versus those who have not. Recommendations are then made to the campus Curriculum Committee for decision and implementation.

Students can challenge a prerequisite through the challenge process set in place (found in the FLC college catalog and online). If a student does not have the proper credentials to meet a prerequisite as outlined in the catalog but they

believe that they qualify to enroll, then they can challenge through the instructional department. There is a challenge form (attachment H) which can be filed no later than the end of the first week of instruction. The challenge is reviewed by the appropriate department's prerequisite challenge committee. The committee will communicate with the student within five working days of the outcome.

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

Folsom Lake College offers multiple funding options to our faculty and staff to encourage their continuing advancement of Student Success and Support strategies. The Professional Development Committee is allotted annual funds for travel and conference opportunities and faculty and staff are also provided an annual stipend that is available to cover these expenses. Student Services administrators have also placed additional Professional Development funding aside for staff and faculty with the goal of keeping employees at the cutting edge of Student Success Initiatives. Classified staff are encouraged to seek out funding through LRCEA or the Professional Development Committee prior to requesting funds from Student Services for Professional Development opportunities. Faculty are asked to use their stipend and/or request funding from the Professional Development Committee prior to requesting funds from Student Services for Professional Development. However, given the importance of professional development and an institutional commitment to student success, the college has allocated appropriate funding to support staff and faculty who seek to gain a greater understanding of how their role supports student success.

Folsom Lake College offers a diverse schedule of FLEX Activities each semester with further augmentation throughout the year via Professional Development workshops. Based on direct input, these activities address topics and issues deemed important to FLC faculty and staff. The sessions are led by FLC faculty and staff members, and guest facilitators invited to offer a session or workshops on a specific topic. Some of the topics covered in 2013-2014:

- Student Success and Support Programs
- Working with and supporting Veteran Students
- Addressing achievement gaps for students
- Services available to students
- Priority registration process
- Inclusion
- On course learning and teaching strategies

During Fall 2014 FLEX week, the campus hosted a number of pertinent professional development activities, including:

- All in for Student Success: Our Student Success and Support Program (SSSP) Plan and Student Equity Plan (SEP)
- Trends in Educational Technology
- How Did You Place? Experiencing Assessment from the Student Perspective
- Reading Apprenticeship: Helping Students Read in Your Discipline
- FLC Online Educators
- Program Student Learning Outcomes: New Tools, Ideas, Suggestions
- On Course FORUM: An Overview and Hopes for the Future at FLC
- Calling All English Faculty: Norm Your Prompts

Folsom Lake College also offers a mentoring program for faculty and staff on On Course's eight principles for student success. This professional development activity mentors faculty, staff, and administration through the On Course book for a greater understanding of the soft skills needed to be successful in the class.

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.

Folsom Lake College has elected to have shared membership on the Student Success Plan and the Student Equity Plan work groups operating under the philosophy that these two independent plans should be integrated. Adhering to the participatory governance process, the Student Success Plan and the Student Equity Plan have had input from faculty in a variety of disciplines, along with participation from staff representing a wide range of units throughout the institution. Both work groups included members who serve on the college's Matriculation and Student Success Committee and its Multicultural and Diversity Committee. Both plans were presented to these respective committees for review and feedback. The Student Services Steering Committee also reviewed both plans and has provided input. The FLC Academic Senate reviewed both the Student Success Plan and Equity Plan and provided input; the Associated Students of FLC have done the same.

The FLC Student Success Plan and Student Equity Plan are linked directly to accreditation standards and programs and services identified in each of the plans is embedded in the accreditation self-study. The plans are also aligned with Annual Unit Plans and Program Reviews. The Student Success Plan and the Student Equity Plan work groups were comprised of individuals that play central roles in campus wide strategic planning in an effort to integrate all plans and reports within our institution.

The Student Success Plan focuses on services available to all students to assist them in their success and goal completion; the Student Equity Plan is somewhat more narrowly focused with concentrated emphasis on identifying and expanding the programs and services necessary to address those students disproportionately impacted in an effort to close the access and achievement gaps.

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.

District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews its policies regularly to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's executive staff. After approval by the Chancellor's executive staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a Regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.

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.
Attachment "D" – Assessment Re-Take Policies
Attachment "E" – We're Concerned letter
Attachment "F" – Digging Out letter
Attachment "G" – FLC Appeals Policies
Attachment "H" – Pre-requisite Challenge Process
Attachment "I" – District Office Organizational Chart
Attachment "J" - District Office IT Services Organizational Chart

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.

Name: Bryon Bell Title: Vice President, Student Services

Stakeholder Group: Student Services Administration

Name: Melanie Dixon Title: Dean, Student Services; Tri-Chair

Stakeholder Group: Student Services Administration; Multicultural and Diversity Committee

Name: David Williams Title: Dean, Instruction

Stakeholder Group: Instruction; Student Equity Officer

Name: Monica Pactol Title: Vice President, Instruction

Stakeholder Group: Instructional Administration

Name: Brian Robinson Title: President (Faculty)

Stakeholder Group: Academic Senate

Name: Lisa Sapra Title: Chair (Faculty)

Stakeholder Group: Matriculation and Student Success

Name: Yvonne Price Title: Faculty

Stakeholder Group: Multicultural and Diversity Committee; Academic Senate

Name: David Lagala Title: Co-Chair

Stakeholder Group: Professional Development

Name: Genevieve Siwabessy Title: Student Life Supervisor; Tri-Chair

Stakeholder Group: Student Life; Multicultural and Diversity Committee

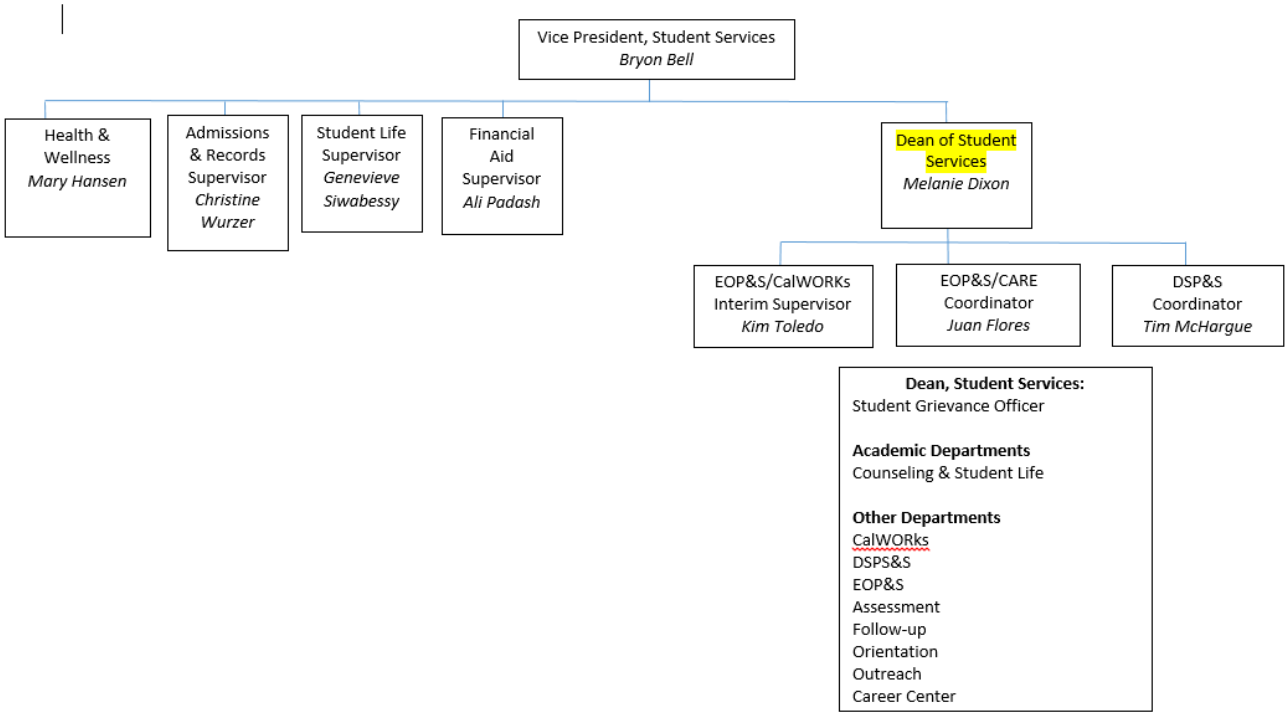
Name: Jonathan Rogers Title: President

Stakeholder Group: Associated Student Body

Attachment B
Organizational Chart

Folsom Lake College

Student Services



Attachment C

Student Success & Support Programs Advisory Committee

Members:

Bryon Bell, VPSS, Committee Chair
Melanie Dixon, Dean of Student Services
Monica Pactol, Dean of Instruction
David Williams, Dean of Instruction
Brian Robinson, Faculty Senate President
Yvonne Price, Faculty
Lisa Sapra, Faculty
David Lagala, Faculty
Ronda Calloway, Staff
Kelly Khron, Student

Meeting Schedule:

Date	Time	
April 11, 2014	11:00 am -12:00 pm	FL1-42
April 23, 2014	1:00 pm - 3:00 pm	FL1-42
May 1, 2014	10:00 am - 12:00 pm	FL1-42
June 2, 2014	10:00 am - 11:30 am	FL1-42
June 4, 2014	11:00 am - 12:30 pm	FL1-42
June 5, 2014	2:00 pm - 3:00 pm	FL1-42
June 11, 2014	1:00 pm - 2:30 pm	FL1-42
June 13, 2014	3:00 pm - 4:30 am	FL1-42
June 24, 2014	8:00 am - 9:30 am	FL1-42
June 27, 2014	1:00 pm - 4:30 pm	FL1-42
July 1, 2014	8:00 am - 10:00 am	FL1-42
July 7, 2014	1:00 pm - 3:00 pm	FL1-42
July 14, 2014	2:00 pm - 5:00 pm	FL1-42
July 17, 2014	11:30 am - 2:30 pm	FL1-42
July 29, 2014	4:00 pm - 5:00 pm	FL1-42
August 4, 2014	3:00 pm - 4:30 pm	FL1-42 (Budget Template)
August 7, 2014	10:00 am - 11:00 am	CA-103 (Budget Template)
August 20, 2014	3:00 pm - 4:00 pm	CA-101
August 21, 2014	10:30 am – 12:00 pm	Community Rm (Presentation)
September 11, 2014	4:00 pm - 5:00 pm	CA-101
September 26, 2014	10:00 am - 12:00 pm	CA-101

Attachment D
Assessment Re-Take Policies

English/Math Placement Tests: Placement tests may be repeated one time within each testing period (for a total of 2 test attempts). The testing period for summer and fall runs approximately from the second week of February through the second week of September. The testing period for spring runs approximately from the third week of September through the first week of February. Any testing beyond a second test attempt must be approved by a counselor. Any student who repeats tests without approval will have their scores invalidated. Retests are not allowed on the same day.

ESL Placement Test: For students who have never taken ESL classes within Los Rios, the ESL test may not be retaken within 2 years. For students who have already taken classes within Los Rios who tested before May 1, 2011, they will be allowed 1 retest. Students who tested on or after May 1, 2011 may not retest for 2 years. A challenge process exists. Please contact the ESL Department Chair for questions.

Math Competency: Math competency for graduation may be taken no more than 4 times in any two-year period and no more than twice in a semester or once during summer session. Tests must be 30 days apart.

Reading Competency: Beginning October 18th, 2013 your first English placement test (CTEP) can be counted towards the reading graduation requirement. If you do not meet reading competency on your first placement test, you will be allowed to take the COMPASS reading competency test a maximum of 2 times district wide. For more details see the Graduation Competency Testing page. Retests are not allowed on the same day.

Attachment E
We're Concerned Letter

Welcome back to another semester at Folsom Lake College! Your success here is very important to us. In fact, it is our commitment to your student success that explains why you are receiving this letter.

We noticed that your fall 2013 grades resulted in a cumulative Grade Point Average (GPA) that is slightly above the level for academic probation (less than 2.0 GPA). We're alerting you to this situation so you are aware that if you drop into probation status it often takes several semesters to return to good academic standing. To ensure you have the support necessary to avoid probation, we're providing contact information for a variety of free resources available here at FLC. The free services available to all FLC students will assist you with exploring your academic pathway to pursue your desired career, select courses that are related to your academic goals, obtain financial resources to help cover the cost of your education, receive assistance with course assignments, and much more. Also, note that your instructors hold offices hours to support their students outside of the classroom and answer any questions you may have about the course. Please contact them and take advantage of this great service.

And one last thing about probation, please remember that if you drop more than half of the class units you attempt at FLC you will be placed on *progress* probation, no matter what your GPA is.

Remember these resources are free! Please call the following numbers if you'd like some help…..

	FLC - main (916)	EDC (530)
Admissions - Registering for classes - Finding a given service or office on campus	608-6500	642-5644
Counseling - Picking your classes for next or future semesters - Developing an educational plan for future semesters - Concerning specific degree, certificate, or career technical programs - From a counselor	608-6510	642-5645
Reading and Writing Center - With your reading and writing assignments	608-6517	642-5686
EOP&S - As the first in your family to go to college	608-6560	642-5648
DSP&S - As someone with learning or emotional challenges, or anxiety	608-6611	642-5630
Financial Aid - Figuring out how to afford college, juggling finances, etc.	608-6646	642-5651
Health and Wellness - Concerning health and nutrition, meditation/relaxation workshops	608-6782	
Tutoring Center - Finding a tutor to help you with your assignments - Further developing your learning skills	608-6807	642-5627

Best wishes,

Folsom Lake College
Student Services

Attachment F
Digging Out Letter

Good News! The spring 2014 grades have been posted and your term GPA has improved to 2.0 or above. Although your cumulative GPA at FLC still remains below 2.0, which places you in Dismissal status, you did make progress during the spring semester. It often takes more than one semester of better performance to return to good academic standing, but you are clearly on the right track. Congratulations!

Because of your improvement we have removed the dismissal hold from your account. You will be able to make changes to your fall schedule and should be clear to register for the spring 2015 semester. Although we have removed the hold, we strongly recommend you see your student success counselor during the fall semester before spring registration. During this meeting the counselor will discuss your progress and make sure you stay on the path to academic good standing.

It is also important that you are aware of the statewide regulation which requires Los Rios Community College District to make modifications in the registration priorities based on academic standing. Because you are on dismissal, your registration priority will drop to open enrollment for the spring 2015 registration period. There will be a specific and defined appeal process for students who lose their registration priority.

Please call Ronda Callaway at 916-608-6730 when you are ready to schedule your fall appointment. We look forward to hearing from you and hope you enjoy the rest of your summer.

Best regards,

Jill Morrison, Student Success Counselor
Camille Snow, Student Success Counselor
Ronda Callaway, Student Personnel Assistant

Attachment G
FLC Appeals Policies

Discrimination and Sexual Harassment and Disability Accommodation

Los Rios Community College District is committed to eliminating all forms of unlawful discrimination and sexual harassment. It is also committed to allowing individuals with disabilities who need service animals to use them to participate in the colleges services, programs and activities. The District has adopted detailed policies and regulations addressing unlawful discrimination, including sexual harassment, and service animals. Each college and district unit has appointed a specific individual responsible for receiving complaints and conducting investigations.

Sections of the District's Board Policies and Administrative Regulations pertaining to discrimination and/or sexual harassment appear below, along with information pertaining to sexual harassment and Title IX. The Los Rios Community College District Unlawful Discrimination Complaint form also appears below.

2100 EQUAL OPPORTUNITY Affirmative Action and P-2113
2110 Goals and Objectives Non-discrimination; Service Animals

---

1.0 Goals and Objectives
1.1 It is the policy and primary purpose of the Los Rios Community College District to provide viable educational opportunity experiences to the citizens of the community it serves and to enhance instructional pursuits for those who wish to take advantage of the District's open door policy, regardless of previous educational background.
1.2 To this end, the Colleges of the District will offer comprehensive lower-division transfer and occupational education programs, as well as cultural and recreational activities designed to provide an atmosphere for lifelong learning in the community. These programs and activities will be supported by professional guidance, counseling and other student services that will enhance the educational process.
2.0 Equal Educational Opportunity
2.1 It is the policy of the District to implement policies to guarantee that no qualified student or prospective student or any person having an educational relationship with the District shall be discriminated against or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, race, color, gender, sexual orientation, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, nor shall any students be discriminated against for conversing in a language other than English. However, students shall be required to speak English when the use of English is necessary for educational or communication purposes.
3.0 Service Animals
3.1 It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations. The Chancellor shall develop Administrative Regulations regarding Service Animals. Policy - 2000 Students || Table of Contents || Next
Policy Adopted: 1/23/74 LRCCD
Policy Revised: 11/19/80; 2/10/82; 3/6/91; 3/6/96; 1/15/03; 4/13/11
Adm. Regulation: R-2113; R-2426

Discrimination Complaint Procedures P-2423
2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Unlawful Discrimination
1.1 Notwithstanding the student grievance procedures, District Policy (P-2412), procedures shall be adopted for the investigation and resolution of complaints of unlawful discrimination in compliance with California Code of Regulations, title 5, section 59322, to ensure that all Los Rios Community College District programs and activities are available to all persons without regard to ethnic group identification, religion, age, gender, race, disability, marital status, or sexual orientation.
1.2 The District will seek to resolve the complaints in an expeditious manner.

1.3 The Chancellor shall designate annually a District Officer responsible for insuring District compliance with the rules and regulations adopted by the Board of Governors of the California Community Colleges regarding unlawful discrimination.
1.4 Annual notice of this policy against unlawful discrimination will be given to students, to new employees when they commence working, and to all current employees.
1.4.1 This notice may be in the form of posters which contain the basic legal requirements, posted in places readily accessible to students, job applicants, and present employees.
1.5 Formal discrimination complaints under state and federal laws and regulations may also be processed through the procedures established by applicable state and federal agencies.
(Civil Rights Act of 1964, title VII, § 703, as interpreted by Code of Federal Regulations, title 29, § 1604.11; Education Amendments of 1972, title IX; the Rehabilitation Act of 1973; Ed. Code § 200, et seq.; Gov't Code, § 11135; Cal. Code Regs., tit. 2, § 7287.6; Cal. Code Regs., tit. 5 § 53000, et seq.; the Americans with Disabilities Act; and all other applicable federal, state, and local laws.)
2.0 Non-Retaliation

2.1 Raising a concern of discrimination shall not affect the concerned individual's future dealings with the District, with his or her employment, or with compensation or work assignments. In the case of a student, it shall not affect grades, class selection, or other matters pertaining to his or her status as a student of the District.

2.2 In a situation where evidence is found that an allegation of discrimination is brought solely for the purpose of vexation, the appropriate disciplinary action may be taken.

Policy Adopted: 2/10/82
Policy Revised: 6/3/92; 3/6/96; 12/12/07
Policy Reviewed:
Adm. Regulation: R-2423

Sexual Harassment P-2424

2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Statement of Intent

1.1 It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and work place free from sexual harassment. Sexual harassment in any situation in unacceptable, and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

1.2 Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. (Section 703, Title VII of the Civil Rights Act of 1964, as interpreted by Section 1604.11, Title 29, Code of Federal Regulations; Title IX, Education Amendments of 1972; Section 200, et seq., California Education Code; Section 11135, California Government Code; Section 7287.6, Title 2, and Title 5, Section 53000, et seq., California Code of Regulations.)

2.0 Definition of Sexual Harassment (Education Code §212.5)

2.1 Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

2.1.1 Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

2.1.2 Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.

2.1.3 The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

2.1.4 Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

2.2 For the purpose of further clarification, sexual harassment includes, but is not limited to:

2.2.1 Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are: epithets, derogatory comments or slurs of a sexual nature; impeding or blocking movements or any physical interference with normal work; derogatory posters or cartoons.

2.2.2 Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

2.2.3 Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary and/or work environment or any other term or condition of employment; within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades and/or learning environment of the student.

2.2.4 Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed. Within the educational environment, either suggesting or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.

2.2.5 Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

3.0 Complaint Procedure

3.1 Any student who believes that he or she has been sexually harassed is encouraged to follow the complaint procedures as set forth in the Los Rios Community College District Affirmative Action Regulations. (See (R-2423)) Throughout the procedures, the College President and Compliance Officers will ensure that confidentiality will be maintained and that due process will be followed with respect to both parties.

4.0 Non-Retaliation

4.1 Raising a concern of sexual harassment shall not affect the concerned individual's future dealings with the Los Rios Community College District, with his or her employment, or with compensation or work assignments. In the case of a student, it shall not affect grades, class selection, or other matters pertaining to his or her status as a student of the Los Rios Community College District.

4.2 In a situation where evidence is found that an allegation of sexual harassment is brought solely for the purpose of vexation, the appropriate disciplinary action will be taken.

5.0 Administrative Regulations

5.1 The Chancellor shall develop such procedures as may be necessary to implement this policy and provide a means of enforcement. The Chancellor shall annually designate a Compliance Officer and other appropriate District employees to administer and enforce this policy within the District.

6.0 Special Assistance

6.1 Questions concerning the interpretation of this policy should be referred to the Compliance Officers, other designated District employees, or the Union representative. It is the responsibility of the Compliance Officers to inform the complainant of other agencies available in pursuing a sexual harassment complaint. These include the U.S. Equal Employment Opportunity Commission; the U.S. Department of Education, Office of Civil Rights; the California Department of Fair Employment and Housing; and the Office of the Chancellor, California Community Colleges.

Policy Adopted: 7/10/85
Policy Revised: 3/6/96
Policy Reviewed:
Adm. Regulation: R-2423

Discrimination Complaint Procedures R-2423
2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

1.0 Discrimination Complaints
1.1 The Los Rios Community College District and each College will designate annually Equity Officer(s) whose responsibilities will include the investigation and resolution of unlawful discrimination complaints, including complaints of sexual harassment. (Cal. Code Regs. tit. 5, §59324)
1.2 The complaint shall be filed by a student or employee who alleges that he or she has personally suffered unlawful discrimination or by an individual who has learned of such unlawful discrimination in his or her official capacity; for example, a counselor, a supervisor, or an administrator. (Cal. Code Regs. tit. 5, §59328)
1.3 A complaint shall be filed with the State Chancellor or the District or the applicable College. (Cal. Code Regs. tit. 5, §59328 9b))
1.4 The District will provide annual notice of this policy against unlawful discrimination to new employees when they start working, and to all current employees.
1.4.1 Posters which contain the basic legal requirements will be posted in places readily accessible to job applicants, and existing employees.
2.0 Complaint Procedures
2.1 As soon as possible after the alleged incident, the complainant shall notify the appropriate Equity Officer(s) of the alleged discrimination/harassment.
2.2 Following consultation with the Director, Human Resource Operations and Employee Relations, the Equity Officer may reject the complaint if:
2.2.1 it's anonymous;
2.2.2 the most recent incident was more than a year ago or more than one hundred eighty (180) days ago for an employment case;
2.2.3 the complaint does not allege unlawful discrimination;
2.2.4 the complaint lacks adequate information on which to conduct an investigation, in which case, the complaint shall be advised of the defect(s);
2.2.5 identical allegations have already been investigated; or
2.2.6 the case does not merit investigation for any other reason as determined by the Director, Human Resources Operations and Employee Relations pursuant to California Code of Regulations, title 5.
2.3 If a complaint does not meet the requirements listed above, the complainant shall be notified and informed of the deficiency. (Cal. Code Regs. tit. 5, §59332)
2.4 If the complaint is accepted, the Equity Officer shall:
2.4.1 Advise the complainant that he or she need not participate in informal resolution;(Cal. Code Regs. tit. 5, §59327)
2.4.2 Notify the person bringing the charges of the procedure for filing a complaint with the State Chancellor's Office;
2.4.3 Advise the complainant that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education (OCR);
2.4.4 Advise the complainant that he or she may file his or her employment-based complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies;
2.4.5 Give the complainant a copy of the District Discrimination Complaint Procedure Policy and Regulation (P/R-2423), and the Sexual Harassment Policy (P-2424), if appropriate; and
2.4.6 Undertake efforts to informally resolve the charges if the complainant so desires.(Cal. Code Regs. tit. 5, §59327)
3.0 Informal Process (Cal. Code Regs. tit. 5, § 59327)

3.1 If the complainant so desires, the Equity Officer shall hold an informal conference with the complainant within seven (7) days from the date the oral or written complaint is filed. Information about the applicable law and rules shall be presented to the complainant. An effort shall be made to resolve the complaint at the informal level.
3.2 If a resolution of the complaint is not reached or if the complainant disagrees with the recommendation made, then the complainant may follow the resolution procedure outlined in Section 4.0 below.
3.3 This informal procedure shall generally be completed within ninety (90) days.
4.0 Formal Process
4.1 If the complaint is not resolved satisfactorily at the informal stage or if the complainant chooses not to use the informal process, the complainant may file with the appropriate Equity Officer(s) a written statement of the problem and his/her proposed remedy on the form prescribed by the State Chancellor's Office. This form shall be provided to the complainant by the appropriate Equity Officer(s). In any complaint not involving employment, the formal complaint shall be filed no later than one year from the date on which the complainant knew or should have known the facts underlying the allegation of unlawful discrimination or sexual harassment. In any complaint involving employment, the complaint shall be filed not later than 180 days from the date on which the complainant knew or should have known of the facts underlying the allegation of the unlawful discrimination or sexual harassment. (Cal. Code Regs. tit. 5, § 59328) .
4.2 The College Equity Officer shall forward the formal complaint and all other pertinent information to the college President immediately upon receipt. (Cal. Code Regs. tit. 5, § 59330)
4.2.1 The formal complaint shall be forwarded to the Equity Officer, who will notify the State Chancellor and the complainant that the complaint has been filed and the the investigation is being conducted pursuant to California Code of Regulation title 5 section 59334.
4.2.2 A prompt, thorough and impartial fact-finding investigation of the complaint shall be conducted which includes meeting with the alleged discriminator/harasser, interviewing any witnesses to the alleged conduct, and any other person who may be mentioned during the course of the investigation as possibly having relevant information. To the greatest extent possible, confidentiality must be maintained. Failure to cooperate in or interference with this investigation may be grounds for appropriate disciplinary action.
4.2.3 This investigation must be completed within ninety (90) days of the receipt of the formal complaint. (Cal. Code Regs. tit. 5, § 59336)
4.2.4 The results of the investigation shall be put in a written report which shall include at least all of the following:
4.2.4.1 A description of the circumstances giving rise to the complaint;
4.2.4.2 A summary of the testimony provided by each witness, including the complaint and any witness provided by the complainant in the complaint; and any statement by the alleged discriminator/harasser;
4.2.4.3 An analysis of any relevant data or other evidence collected during the course of the investigation;
4.2.4.4 A specific finding as to whether discrimination or sexual harassment did or did not occur with respect to each allegation in the complaint; and
4.2.4.5 Any other information deemed appropriate by the District.(Cal. Code Regs. tit. 5, § 59334)
4.3 Upon completion of the investigation and within the ninety (90) day timeline, the District shall forward all of the following to the complainant:
4.3.1 A summary of the investigative report; and
4.3.2 A written notice setting forth the following:
4.3.2.1 The determination of the College President as to whether discrimination or sexual harassment did or did not occur with respect to each allegation in the complaint;
4.3.2.2 A description of actions taken, if any, to prevent similar problems from occurring in the future;
4.3.2.3 The proposed resolution of the complaint; and
4.3.2.4 The complainant's right to submit a written appeal to the Los Rios Community College District Board of Trustees within fifteen (15) days of the receipt of the notice, if the complainant is not satisfied with the results of the administrative determination. (Cal. Code Regs. tit. 5, §§ 59336, 59338)
4.4 Upon completion of the investigation, the District shall forward a summary of the investigative report to the alleged discriminator/harasser. The witnesses shall be advised of the conclusion of the investigation but not the results.
4.5 If an appeal is filed, the Board of Trustees shall review the original complaint, the investigative report, the administrative determination, and the appeal, and shall issue a final District decision in the matter within forty-five (45) days after receiving the appeal. (Cal. Code Regs. tit. 5, § 59338)
4.5.1 In any case not involving employment discrimination, a copy of the final District decision rendered by the Board of Trustees shall be forwarded to the complainant and to the State Chancellor. (Cal. Code Regs. tit. 5, § 59338)

4.5.2 In any case not involving employment discrimination, the complainant shall also be notified of his or her right to appeal this decision to the State Chancellor within thirty (30) days after the Board of Trustees issues the final District decision; or permits the administrative determination to become final by failure to act within forty five (45) days of receipt of the appeal. (Cal. Code Regs. tit. 5, § 59339)

5.0 Final Notification to State Chancellor

5.1 In any case not involving employment discrimination, the District shall within one hundred-fifty (150) days of receiving a complaint, forward to the State Chancellor the original complaint; the report describing the nature and extent of the investigation conducted by the District; a copy of the notice sent to the complainant (see Section 2.5.5 above); a copy of the final District decision rendered by the Board of Trustees or a statement indicating the date on which the administrative determination became final; and any other information the State Chancellor may require. (Cal. Code Regs. tit. 5, § 59340)

5.2 If the District, for reasons beyond its control, is unable to comply with the timelines required under Section 3.1 above, the District may file a written request with the State Chancellor no later than ten (10) days prior to the expiration of the deadline, requesting and extension. A copy of the request will be sent to complainant with a notice that he or she may file written objections with the State Chancellor's office within five (5) days of receipt. (Cal. Code Regs. tit. 5, § 59342)

6.0 Documentation

6.1 The Equity Officer shall keep a log of all discrimination/sexual harassment complaints and the resolution thereof.

Adm. Regulation Adopted: 9/10/81
Adm. Regulation Revised: 2/10/82; 5/12/92; 3/6/96; 6/12/00; 1/22/01; 4/28/03; 9/17/07
Reviewed:
Board Policy: P-2423; P-2424

Sexual Harassment FAQs

What is Sexual Harassment?

Sexual harassment is generally defined to include unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, mace by someone in the work or educational setting. These acts constitute sexual harassment when (1) submission to such conduct is made a term or condition of employment, or (2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating hostile or offensive working environment.

What are the Two Basic Forms of Sexual Harassment?

(1) Quid Pro Quo (literally means "this for that"): When a supervisor, manager or other superior employee conditions an employment benefit or continuing employment on another employee's acquiescence to the unwelcome sexual behavior.

(2) Hostile Environment: No specific employment benefit(s) need be lost or gained. Hostile work environment sexual harassment exists if conduct of an offensive sexual nature has the purpose or effect of unreasonably interfering with an employee's work or educational performance or creating an intimidating, hostile or offensive environment. The conduct must be "unwelcome"; "pervasive" or "severe"; and "offensive" to a reasonable person of the same gender.
Examples of behaviors which may create a hostile environment include: unwanted sexual advances, verbal sexual advances or propositions; offering employment benefits in exchange for sexual favors; verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; use of sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; verbal conduct such as making or using derogatory comments, epithets, slurs, or telling sexually explicit jokes; comments about a person's body or dress; making or threatening retaliation after a negative response to sexual advances; and visual conduct such as leering, making sexual gestures, and/or displaying sexually suggestive objects or pictures, cartoons, calendars or posters.

Was the Conduct Welcome?

This is a fact based inquiry and requires the answers to some or all of the following questions:

- Who initiated the sexual conduct?
- How did the complainant respond to or regard the conduct?

- Did the complainant tell the harasser or another person of his/her discomfort and that the conduct was unwelcome? Did the complainant write a letter, or write in a diary or journal about the incident?
- Did the complainant engage in conduct which suggested that the "harasser's" conduct was welcome?
- Was submission to the conduct explicitly or implicitly made a term or condition of the victim's employment, academic status or progress?
- Was the submission to, or rejection of, the conduct by the victim used as a basis of employment or academic decisions affecting the victim?

Was the Conduct Severe or Pervasive?

In order to establish a claim for hostile environment, the complainant must allege conduct which a reasonable person of the same gender as complainant considers sufficiently severe or pervasive. The required showing of severity or seriousness of conduct varies inversely with the pervasiveness or frequency of the conduct. [Ellison v. Brady 9243 F.2d 872 (9th Cir. 1991)]

Where is Sexual Harassment Found in the Law?

Sexual harassment violates both state and federal law.

1. State Law:

Sexual harassment in the educational and/or work environment is prohibited by California Education Code, sections 221.5, 72011, and 66271.7, as well as Government Code Section 12940 et. seq.

The California Education Code prohibits the sexual harassment of all persons in the educational setting, including students. Specifically, Education Code, sections 221.5, 66271.7, and 72011 prohibit sex discrimination in community college districts and sections231.5 and 66281.5 prohibit sexual harassment in the educational environment.

the California Fair Employment and Housing Act ("FEHA") and Government Code, section 12940 prohibits the following conduct: For an employer, labor organization, employment agency, apprenticeship training program or any training program leading to employment or any other person, because of race, religious creed, color, national origin, ancestry...sex or age, to harass an employee or applicant. Harassment of an employee or applicant by an employee other than an agent or supervisor shall be unlawful if the entity knows or should have known of this conduct and fails to take immediate appropriate corrective action. An entity shall take all reasonable steps to prevent harassment from occurring. Loss of tangible job benefits shall not be necessary in order to establish harassment.

2. Federal Law:
Sexual harassment violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education amendment of 1972.

Title VII of the Federal Civil Rights Act of 1964 - Title VII governs harassment in the work place. Sexual harassment is regarded as a form of unequal treatment based on one's sex and is prohibited.

Title IX - Title IX prohibits the sexual harassment of students. Title IX of the Education Amendment of 1972 is a federal statute prohibiting discrimination on the basis of sex, including sexual harassment in all education programs that receive federal funding. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

When May the District be Found Liable?

1. Student to Student Harassment:
Schools and colleges are liable under Title IX if its students sexually harass other students when the following factors are present: (1) the school knows or should have known of the harassment; and (2) the school fails to take immediate and appropriate corrective action. Oona R.S. v. McCaffrey, 118 S.Ct. 1989 (1998)

2. Employee to Student Harassment:
A school district or community college district will be liable for sexual harassment of a student by an employee if (1) an appropriate official had actual knowledge of the harassment; (2) the official had authority to take corrective actin to remedy the discrimination; and (3) the official acted with deliberate indifference in his or her failure to respond to the discrimination Gebser v. Lago Vista, 118 S.Ct. 1989(1998)

3. Supervisor to Employee:
Under state law, an employer is generally strictly liable for the harassing conduct of its agents and supervisors. Strict liability has until recently been applied in quid pro quo cases and not hostile work environment cases. In 1998, strict liability was extended to hostile work environment claims involving supervisors.

Under Federal law, an employer is subject to vicarious liability for an actionable hostile environment created by a supervisor with immediate or successively higher authority over the employee or quid proquo harassment.

Under circumstances where there is no tangible employment action or significant change in employment status, the employer may still be vicariously liable, but has an affirmative defense available. The affirmative defense is based on two elements: (1)the employer exercised reasonable care to prevent and correct promptly any sexually harassing behavior; and (2) the plaintiff unreasonably failed to take advantage of any preventative or corrective opportunities or to avoid harm otherwise. Faragher v. City of Boca Raton, 118 S.Ct.2275 (1998).

4. Employee to Employee/Liability for the acts of co-workers:
The Equal Employment Opportunity Commission (EEOC), and most courts, hold that an employer will be liable for co-worker harassment if the employer knew or should have known of the harassment and failed to take immediate and appropriate corrective action.

5. Liability for Acts of Third Parties:
The EEOC and federal case law make it clear that an employer may be held liable for the acts of its customers, clients, or personnel of other businesses with which the employer has an official relationship. Third party harassment involves hostile work environment claims. The employer can be held liable when the employer (1) knew or should have known of the harassment and (2) failed to take immediate and appropriate corrective action. The most important factor in determining employer liability is the degree of control the employer has over the third party.
For example, in Rodriguez-Hernandez v. Miranda-Velez, 132 F.3d 848 (1st Circ.1998), the court held that where the employer encourages its account manager employee to respond as a "woman" to a high level executive customer who was sexually harassing her, the employer had acquiesced in the harassment and therefore was liable for third party sexual harassment. An example of a limited control situation is where a corporate client's employee harasses a package delivery person.

How Does a Plaintiff Prove Sexual Harassment?

The plaintiff must establish:

- He/she belongs to a protected group;
- He/she was subject to unwelcome sexual harassment;
- The harassment complained of was based upon gender;
- The harassment complained of affected a term, condition, or privilege of employment/education;
- Employer responsibility.

What is the Duty to Investigate?

The Federal Equal Employment Opportunity Commission requires that an employer investigate allegations of sexual harassment...
When an employer receives a complaint or otherwise learns of alleged sexual harassment in the workplace, the employer should investigate promptly and thoroughly.

The Fair Employment and Housing Department requires that:
The Employer's policy should include provisions to ...fully and effectively investigate. It must be immediate, thorough, objective and complete. All those with information on the matter should be interviewed.

What is the Duty to Remediate and Prevent?

Once an employer knows or should have known of harassment, the remedial obligation begins Steiner v. Showboat Operating Company, 25 F.3d 1459 (9th Cir. 1994). The obligation does not necessarily end when the harasser's conduct stops. Not only must the remedy utilized by reasonably calculated to end the harassment and be disciplinary in nature, but it must also offer more than a short-term solution or result. Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).
the Courts have devised a two prong test: (1) the reasonableness of an employer's remedy will depend on its ability to stop harassment by the person who engaged in harassment; and (2) the remedy must discourage other employees from unlawful conduct.

1. What is an effective prevention program?
a. The employer has an explicit policy against sexual harassment that is clearly and regularly communicated to employees and effectively implemented;
b. There is regular in-servicing and training of all staff;
c. A procedure is in place for resolving sexual harassment complaints;
d. The procedure protects confidentiality to the degree feasible; and
e. An anti-retaliation policy is in place.

2. Education institutions are required to have a written sexual harassment policy. Education Code, section 231.5 and 66281.5

Sexual Harassment and Title IX

What Is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. *Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence, includes rape, sexual assault, sexual battery, and sexual coercion*

What School Activities Are Covered? Title IX protects students from sexual harassment in all of our education programs and activities. Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere. We may have an obligation to respond to student-on-student sexual harassment that initially occurred off school grounds. If a student files a complaint, regardless of where the conduct occurred, we must process the complaint in accordance with its established procedures.

What Must We Do?
A. Once we know or reasonably should know of possible sexual harassment, including sexual violence, we must take immediate and appropriate action to investigate or otherwise determine what occurred. **[P 2424 & P/R 2423 provides our complaint and investigation process]**
B. If sexual violence/sexual harassment has occurred, we must take prompt and effective steps to: a. End the sexual violence/sexual harassment,
b. Prevent its recurrence, and
c. Address its effects, whether or not the sexual violence/sexual harassment is the subject of a criminal investigation.
C. We must take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.
D. We must provide a grievance procedure for students to file complaints of sex discrimination, including complaints of sexual violence. These procedures must include an equal opportunity for both parties to present witnesses and other

evidence and the same appeal rights. [**P 2424 & P/R 2423**] Our grievance procedures use the preponderance of the evidence standard to resolve complaints of sex discrimination.
E. We must notify both parties of the outcome of the complaint.

What if Law Enforcement Is Involved? Our Title IX obligations are separate from any law enforcement obligation. While law enforcement may determine that a crime did not occur, the College Equity Officer must independently investigate the allegations. Police reports may be used. Where law enforcement determines a crime occurred, it is likely sexual harassment has occurred as well.

What if the victim requests confidentiality? If the complainant requests confidentiality or asks that a complaint not be pursued, we should take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. At the same time, we should evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. We may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the alleged harasser's rights to receive information about the allegations if the information is maintained by the school.

Student Grievance Procedures
[LRCCD Regulation 2412]

1.0 Terms and Definitions

1.1 A grievable matter is any alleged action or decision of the Los Rios District or one of its colleges that adversely affects the status of a student or violates the rights of a student as set forth in District Policy (P-2412).
1.2 "Party" shall mean the student and any person(s) alleged to have been responsible for the student's alleged grievance.
1.3 "Student Grievance Officer" means an employee assigned by the Chief Student Services Officer to administer the grievance process.
1.4 As used in these procedures, "Student" includes a person currently enrolled or who was enrolled in one or more credit classes in the immediately preceding semester or who has filed an application for admission to college. A grievance by a student applicant shall be limited to alleged denial of admission.
1.5 Unless otherwise provided, as used in these procedures, "days" shall mean calendar days, provided, however, that days during winter break, spring break and breaks before and after summer sessions shall not be counted as "days."
1.6 A "formal grievance" is a written allegation by a student, filed in the manner prescribed by Section 3.0, alleging that the student was adversely affected by a grievable action of the District or the college.
1.7 "Grievance Form" is a college form which must be filed with the college Student Grievance Officer if a formal grievance procedure is followed. This form is only to be used when attempts at informal resolution have failed.

2.0 Informal Resolution

2.1 A student believing to have been adversely affected by an act of an instructor, administrator, or other staff of the college must make a reasonable, good faith attempt to resolve the matter within ten (10) days of the alleged act. This should be done on an informal basis by discussing the matter either with the staff member involved, or with the staff member's immediate supervisor.
2.1.1 Failure of the student to act within the above-specified ten (10) day period shall constitute a waiver of the right to pursue the matter further.
2.2 If the meeting with the staff member or with the immediate supervisor is not successful in resolving the problem within ten (10) days, the student may file a formal grievance.

3.0 Formal Process

3.1 Within five (5) days of the completion of the informal process, and not later than twenty-five (25) days from the date of the alleged wrongful act, the student may file a formal grievance by submitting a Grievance Form to the college Student

Grievance Officer. The name and location of the college Student Grievance Officer and the Grievance Form can be obtained from the office of the Chief Student Services Officer or the Student Grievance Officer.

3.2 The grievance must contain a specific statement of the alleged act of wrong-doing, the name of the person against whom the grievance is filed, the names of any witnesses, and the nature of the relief sought by the grievant.
3.2.1 Relief sought by the grievant shall not include the imposition of disciplinary action on an employee. Formal discipline of an employee is a matter which is exclusively within the prerogative of the District and is confined to the procedures established by law and collective bargaining agreements.
3.2.2 Failure of the student to file the completed grievance form within the above-specified time period shall constitute a waiver of any right to further proceedings.
3.3 Within ten (10) days of the receipt of the grievance, the college Student Grievance Officer will determine whether the issue is grievable under the policies and regulations of the District. If the issue is grievable, a hearing will be scheduled.
3.3.1 Determination as to the sufficiency of grounds for a hearing on a grievance shall be based on the following:
(a) Has the student attempted to resolve the grievance under the informal grievance process in Section 2.0 above?
(b) Have all time lines been met?
(c) Does the grievance contain statements which, if true, would constitute a grievance under Board Policy (P-2412)?
(d) Does the grievant have standing to assert the grievance by **(I)** being a student at the time of filing the grievance or at the time of the alleged act of wrong-doing; or **(II)** being an applicant for admission to the college?
3.4 If any of the grounds for grievability stated in Section 3.3.1 above have not been satisfied, the college Student Grievance Officer will notify the student in writing that the grievance has been rejected and state the specific reason(s) for the rejection.
3.5 If the college Student Grievance Officer determines that all the conditions for grievability have been met, the grievance will be referred to the designated hearing officer. At this time the person(s) against whom the grievance is filed shall be notified of the status of the grievance, and shall be given a copy of the formal grievance.
3.5.1 The Hearing Officer shall be appointed by the College President. The hearing Officer shall be an administrator who is not from the area from which the grievance arose, nor from student services.
3.6 Within ten (10) days from appointment, the Hearing Officer will schedule a hearing on the grievance. All parties shall be notified by the Hearing Officer of the time and day of the hearing. If the designated time and day are not convenient for the parties, a mutually agreeable time may be set.
3.7 The hearing will be conducted in accordance with the guidelines set forth below:
3.7.1 All decisions concerning the conduct and procedure of the hearing shall be made by the Hearing Officer and shall be final.
3.7.2 Each party to the grievance may call witnesses and introduce oral testimony and documentary evidence relevant to the issue of the grievance and both parties shall be permitted to question all witnesses of the other side.
3.7.3 Formal rules of evidence shall not apply. All relevant evidence may be admitted.
3.7.4 The burden shall be upon the grievant to prove by a preponderance of the evidence that the facts alleged are true and that a grievance has been established as specified in Section 1.1 above.
3.7.5 Each party shall be presumed not to be at fault.
3.7.6 At the hearing, the grievant and any other party involved in the grievance may be represented or accompanied by another person. The name and status of such a person must be submitted to the Hearing Officer at least two (2) days before the beginning of the hearing. No party may be represented by legal counsel.
3.7.7 Hearings shall be closed and confidential, unless it is the request of all parties that hearings be open to the public.
3.7.8 In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties agree to the contrary.

3.7.9 One tape recording of the grievance hearing shall be made by the Hearing Officer, and shall be the only tape recording.
3.7.10 The Hearing Officer shall maintain an orderly meeting and permit no person to be subjected to abusive treatment. In this regard, the Hearing Officer may eject or exclude any person who refuses to be orderly.
3.8 The Hearing Officer shall deliver a written decision within ten (10) days of the conclusion of the hearing to all parties to the grievance, with copies to the Chief Student Services Officer, the College President and the Assistant Chancellor, Educational Services.
3.8.1 The Hearing Officer's decision shall contain a statement of the alleged grievance; a discussion of the evidence introduced by each party together with the Hearing Officer's determination whether the grievant met his or her burden of proof by a preponderance of the evidence; and a recommendation as to which, if any, of the requests for relief sought by the grievant should be granted.
3.8.2 The Hearing Officer shall not recommend any relief that violates any employee rights as guaranteed by law or collective bargaining agreement.
3.9 Either party to the grievance may appeal the Hearing Officer's decision to the Chief Student Services Officer within five (5) days. Such appeal shall be submitted in writing and shall state specifically the grounds for appeal.
3.9.1 Grounds for appeal will be limited to:
3.9.1.1 Decision not supported by the evidence.
3.9.1.2 Denial of admission of relevant evidence.
3.9.1.3 Incorrect application/non-application, or interpretation of laws, policies, procedures, etc.
3.9.1.4 Excessive or disproportionate sanctions applied.
3.9.2 The Chief Student Services Officer shall review the proceedings and take one or more of the following actions:
(a) Affirm the Hearing Officer's decision in whole or in part;
(b) Reverse the Hearing Officer's decision in whole or in part;
(c) Affirm or deny in whole or in part the relief recommended by the
Hearing Officer; or
(d) Send the grievance back to the Student Grievance Officer for further consideration.
3.9.3 Within ten (10) days after receipt of the appeal documents, the Chief Student Services Officer shall inform all parties to the grievance and the appropriate personnel in the District Office, in writing, of the decision. The decision of the Chief Student Services Officer shall be final.
3.10 A student grievance involving a District Office staff member must be submitted in writing to the Assistant Chancellor, Administration and Operations within ten (10) days of the event leading to the grievance. The Assistant Chancellor, Administration and Operations will attempt to resolve the problem by informal means following the pattern set forth in Section 2.0 above.
3.10.1 Upon failure of the informal process to resolve the matter, the Assistant Chancellor will determine within five (5) days if the issue is grievable, and if so, shall designate a District Hearing Officer who will conduct a hearing in accordance with Section 3.7 above.
3.10.1.1 The decision of the District Hearing Officer shall be consistent with the requirement set forth in Section 3.8 above and shall be delivered in writing within ten (10) days of the conclusion of the hearing to all parties to the grievance with a copy to the Assistant Chancellor.
3.11 Either party may appeal the decision of the District Appeal Officer or the District Hearing Officer to the Chancellor, within ten (10) days of the decision on the grounds and in the manner set forth in Section 3.9 above. Failure to file this appeal within the ten (10) day period shall constitute a waiver of this appeal and acceptance of the District decision.
3.11.1 The decision of the Chancellor is final.

4.0 Special Provisions

4.1 Any time specified in these procedures may be shortened or lengthened by mutual agreement of all parties.
4.2 If, at any step of the formal proceedings, the grievant fails to appear, except in the case of emergency, the grievance will be considered to be in default and a request by the opposing party to dismiss the grievance shall be granted.
4.3 An informal grievance must be initiated on or before the tenth day of instruction of a new semester when the grievance involves final grades or circumstances surrounding final grades for the preceding semester or summer session.
4.4 All decisions must be consistent with the law and the employees' contracts with the District.
4.5 No reprisal of any kind shall be taken against any person who participates in the grievance procedure.
4.6 In situations when the student's presence in class is a factor which could affect the student's grade or graduation, the instructor must allow the student to continue to attend or provide the student the opportunity to continue the work of the class, unless the student's presence in class adversely affects health and safety.

5.0 Review of Procedures

5.1 A student grievance committee consisting of the three (3) faculty senate presidents, or designees; the District Academic Senate President or designee; three (3) student association presidents, or designees; the College Chief Student Services Officer, the Assistant Chancellor, Educational Services and the District General Counsel will convene, as needed, to review this policy. Each member of the Committee shall have one (1) equal vote.
5.2 It will be the responsibility of the District Academic Senate President to call the meeting of the review committee.

Attachment H
Prerequisite Challenge Process

Folsom Lake College
Prerequisite Challenge Application

Name			**Student ID #**
Address			**Los Rios Gmail (must be accurate)** **@apps.losrios.edu**
City	**State**	**Zip**	**Contact Phone Number**

Course: _____ **Instructor:** _____

Prerequisite or Corequisite being challenged: _____

Notification: You will be notified of the results via e-mail. It is the student's responsibility to insure the accuracy of the e-mail information provided.

Timelines:
Your completed challenge application must be submitted to the **Department Chair or Instructional Area Dean no later than the end of the first week of classes.**

A committee of instructors in the discipline will carefully evaluate your challenge and respond within five business days. If your challenge is denied you will be eligible for a refund; however, it is *your* responsibility to submit an application for the refund online or in the Business Services Office.

Recognizing that a prerequisite or corequisite has been established according to an approved Los Rios Community College District process and that it is in accordance with Title 5 [Article 2.5 section 55200-55202], I challenge the prerequisite/corequisite because (check one or more):

- ☐ 1. My knowledge or ability allows me to succeed in the course without meeting the prerequisite/corequisite. (This includes coursework taken at other institutions. See section on Types of Evidence for Challenges)
- ☐ 2. The prerequisite/corequisite has not been made reasonably available causing a delay in my Student Education Plan.
- ☐ 3. The prerequisite/corequisite is discriminatory or applied in a discriminatory manner.

Each checked option *requires* a letter of explanation and additional documentation. Please see attached "Information About the Challenge Process." Make sure that your application is complete.

- ☐ Letter(s) of explanation attached
- ☐ Unofficial transcripts
- ☐ Assessment Placement results attached (unless using a transcript showing equivalent coursework from an accredited college)
- ☐ Other challenge documentation required by a discipline

I acknowledge that Folsom Lake College has determined that this prerequisite or corequisite is necessary for success in this course and that I am taking personal responsibility for succeeding without this prerequisite/corequisite should my challenge be granted. I further acknowledge that I am the sole author or originator of all writing or other work submitted for this application.

Student Signature	**Date**

****

VERIFICATION AND EVALUATION

Received by: _____ Date of receipt _____

Received by the end of first week of classes? YES ___ NO* ___

*Note: A Challenge may not be denied solely on the basis of late submittal, but the Challenge Committee may recommend enrollment in a later semester provided that all other criteria for meeting the Prerequisite/corequisite have been met.

The Prerequisite Challenge Committee has reviewed the letter of explanation and other materials submitted by the student. Based on the evidence provided, the challenge is:

☐ INCOMPLETE
☐ GRANTED (current semester)
☐ GRANTED (other semester) _____
☐ DENIED

If denied, please state reason: _____
_____
_____
_____

Prerequisite Challenge Committee:
(requires at least two faculty members *excluding* the instructor of the course)

_____ _____
Faculty Committee Member Signature *Date*

_____ _____
Faculty Committee Member Signature *Date*

_____ _____
Faculty Committee Member Signature *Date*

Department Chair (or committee member) has notified the student and instructor:
_____ initial _____ date

Information to the Student About the Challenge Application

There may be other alternatives to filing a challenge that can also meet your academic needs. If you are unsure of your options, please consult with a counselor or an instructor BEFORE you submit a challenge for a prerequisite/corequisite. Remember that it is the student's responsibility to provide evidence showing that he/she has the knowledge or ability to succeed in the course despite not meeting the prerequisite/corequisite. To ensure fairness, the instructor who teaches the course being challenged will not be a member of the challenge committee.

To complete the challenge packet, you must include the following:
(Please note that incomplete packets will *not* be processed and will *not* be returned to the student.)

1. A letter briefly stating your reasons for challenging the prerequisite or corequisite, including specific examples of how or why you feel you already meet the prerequisite/corequisite skill levels. Also give a brief explanation of the documentation you are providing.

2. A copy of your current Los Rios Community College assessment placement results. (Math self-placement results from American River College are *not* accepted by Folsom Lake College.) *Note: Assessment results not required only if you are using a transcript showing equivalent coursework from an accredited college as your evidence for meeting the prerequisite or corequisite.*

3. Other documentation that will support your claims--for recommended documentation in specific subject areas, please review the attached department lists. Your packet will not be accepted without accompanying verification.

The Challenge Committee will approve or deny your challenge application based on the materials noted above, so be sure all necessary paperwork is included and that you submit the application package to the Department Chair or Instructional Area Dean by the end of the first week of classes. You will be notified of the results of your challenge within 5 working days.

If the challenge is **granted** for the current semester, you and the instructor of the course with the prerequisite/corequisite you are challenging will be notified via e-mail. You will retain your spot on the instructor's roster or be added to the class. In some instances your challenge may be granted, but for enrollment in a future semester.

If the challenge is **denied**, you and the instructor will be notified via e-mail. If already enrolled, you will be dropped from the course. If your challenge is denied you will be eligible for a refund; however, you must submit an application for the refund online or in the Business Services Office.

It's very important to instructors and staff at Folsom Lake College that the student be placed in a class that provides the best opportunity for student success. If a challenge is denied, the student should meet with a counselor as soon as possible to discuss alternative course options.

IF YOU STILL HAVE ANY QUESTIONS, please contact the Admissions and Records Office at (916) 608-6500 or arrange to see a counselor at any of our campus locations.

TYPES OF EVIDENCE FOR CHALLENGES

Each discipline has different criteria for what constitutes valid evidence of a student having the necessary skills to meet a prerequisite. Please look at the discipline specific suggestions below. Usually, more than one piece of evidence is required. Provide information that is as complete and specific as possible, and attach photocopies of all test results.

ENGLISH:

1) Diagnostic test scores in writing, reading and critical thinking, such as Advanced Placement (AP). English courses have specified reading proficiency requirements, so the student needs to demonstrate particular levels of reading ability.

2) portfolio of non job-related writing from other college or high school courses.

3) on the job writing experience portfolio. Please include employment information such as the position held, name of firm, and years on the job.

4) on the job critical reading experience (copy editor, publishing, proofreading)

5) college course work that reflects your reading abilities (include transcript)

6) reference letter or phone call from LRCCD English or Reading instructor indicating student's ability to meet the prerequisite class requirements. Reports of class diagnostic scores could be included.

MATHEMATICS:

1) An explanation of direct work experience that allowed you to use certain mathematical skills (programming, surveying)

2) Advanced Placement (AP) scores

3) High school transcript. You may also choose to include a sample of an exam from the last math course you took, but ONLY if you are also providing a high school transcript.

4) Unofficial college transcripts from colleges outside the Los Rios Community College District.

In addition to the evidence presented, please use your letter to tell us how you have kept your skills current. Please describe how you have used your skills since your AP test and/or high school experience.

PSYCHOLOGY 335:

Students may choose to complete the Psychology 335 Prerequisite Challenge Supplement as one form of evidence for meeting the prerequisite. The supplement is available Dean's Office in FL4 128 or from the PSYC 335 instructor.

DELIVERY INSTRUCTIONS

Completed applications should be delivered to the appropriate Department Chair or the Instructional Area Dean's office no later than the end of the first week of classes!

Math, Science, & Engineering	
Dean - G.Hartley Asst - L. Santoro	**Office: FL1-9**
Subjects	
Allied Health	
Biology	Chair: S. Holzberg (BIOL)
Chemistry	Chair: T. Foster (CHEM)
Engineering	
Environmental Technology (except Water & Waste Water Mgmt.)	
Geography	
Life Sciences	Chair: S. Holzberg (BIOL)
Mathematics	Chair: W. Jensen (MATH)
Natural Resources	
Physical Sciences	Chair: M. Kroencke (PS)
Statistics	
Viticulture	

Visual & Performing Arts	
Dean - D. Williams Asst - R. Russo	
Office: Harris Center, 2nd Floor, #2260	
Subjects	
Architecture	Chair: H. Schmid (ART)
Art History	Chair: H. Schmid (ART)
Comm.&Media	Chair: P. Haug (COMM)
Comm. Media	P. Haug (COMM)
Film Studies	P. Haug (COMM)
Graphics Comm.	P. Haug (COMM)
Journalism	
Music	Chair: L. Metcalf (MUSIC)
Photography	Chair: H. Schmid (ART)
Theatre & Cinema Arts	Chair: D. Harris (TA)
Visual Arts	Chair: H. Schmid (ART)

Business, Library Science & Information Technology	
Dean - G. Hartley Asst - L. Santoro	**Office: FL1-9**
Subjects	
Accounting	Paula Hegner
Business	Chair: H. Ellerman (RE)
CIS	Chair: D. Ross (CIS)
Economics	
Library/Innov. Center	Chair: J. Telles (LIBR)
Management	
Marketing	
NonProfit Org. Mgmt.	
Public Mgmt.	

Social & Behavioral Sciences, & Humanities	
Dean - M. Pactol Asst - R. Nielsen	**Office: FL4-128**
Subjects	
Anthropology	Chair: E. Tyler (ANTH)
ECE/FCS	Chair: J. Kraemer (ECE)
History	Chair: D. Moreno (HIST)
HUM/PHIL	Chair: R. DeVille (HUM)
Human Services	
Nutrition	Chair: J.Hodge (NUTRI)
Political Science	Chair: D. Reese (POLS)
Psychology	Chair: K. Snell (PSYC)
Sociology	Chair: D. Carlson (SOC)

Language & Literature	
Dean - M. Pactol Asst - R. Nielsen	**Office: FL4-128**
Subjects	
English	Chair: F. Fletcher (ENGL)
ESL	Chair: A. Bjerke (ESL)
Foreign Languages	Chair: J C. Moraga (SPAN)
French	Chair: V. Ritzi-Marouf (FREN)
Learning Skills	Chair: M. Albert (Coord)
SILA	Chair: M. Lennert (SILA)

Career Technical Education	
Dean - D. Van Dam Asst - V. Shane	**Office: EDC B-243**
Subjects	
Fire Tech. incl. EMT	
Gerontology	
Medical Lab. Tech./Phlebotomy	
Wastewater Mgmt.	
Water Mgmt.	

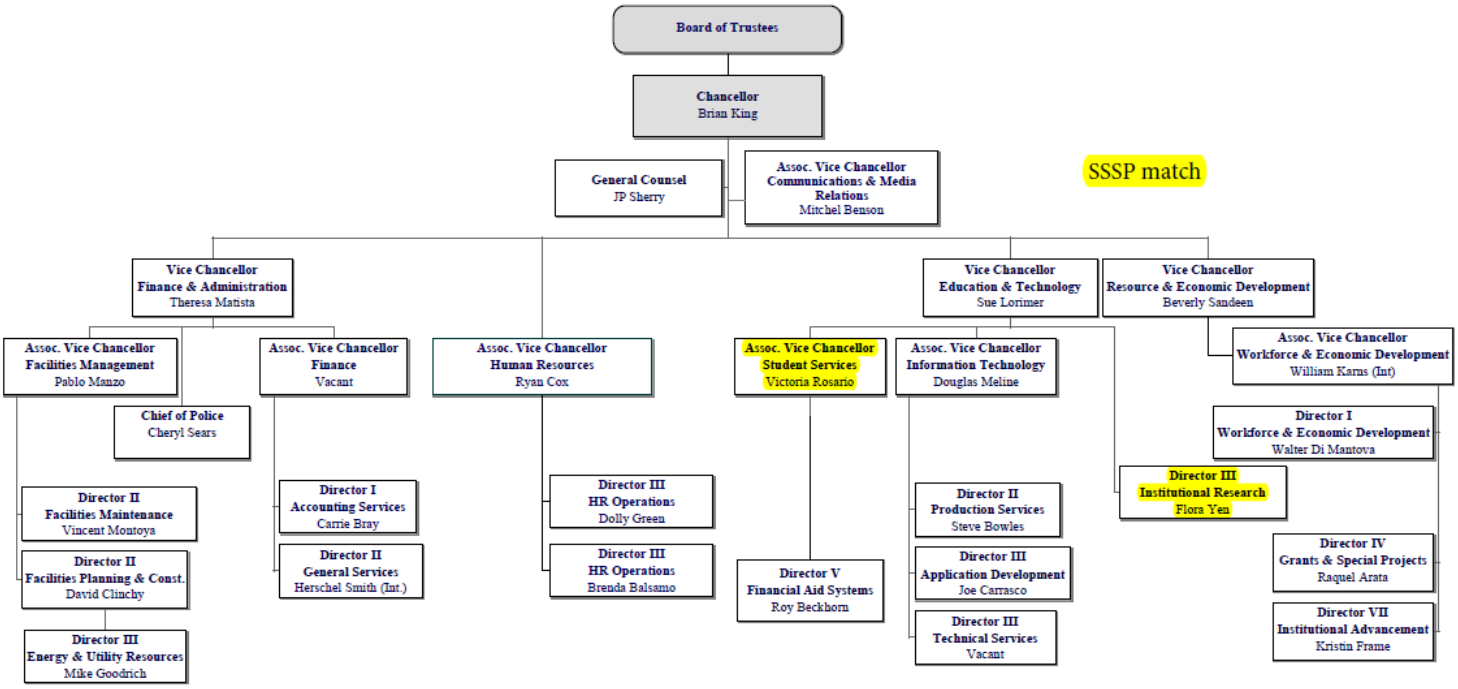
Kinesiology, Health, Athletics & Career	
Dean - Kim Harrell Asst - J. Plews	**Office: FL2-144**
Subjects	
Adapted PE	
Administration of Justice	
Business Tech.	
Health Education	
Kines./Hlth/Athle.	Chair: M. Wright(HEED/PE)
Project Mgmt.	
Public Safety Educ.	Chair: T. DiCicco (ADMJ)

Rev: 3/25/2014

Attachment I
District Office Organizational Chart

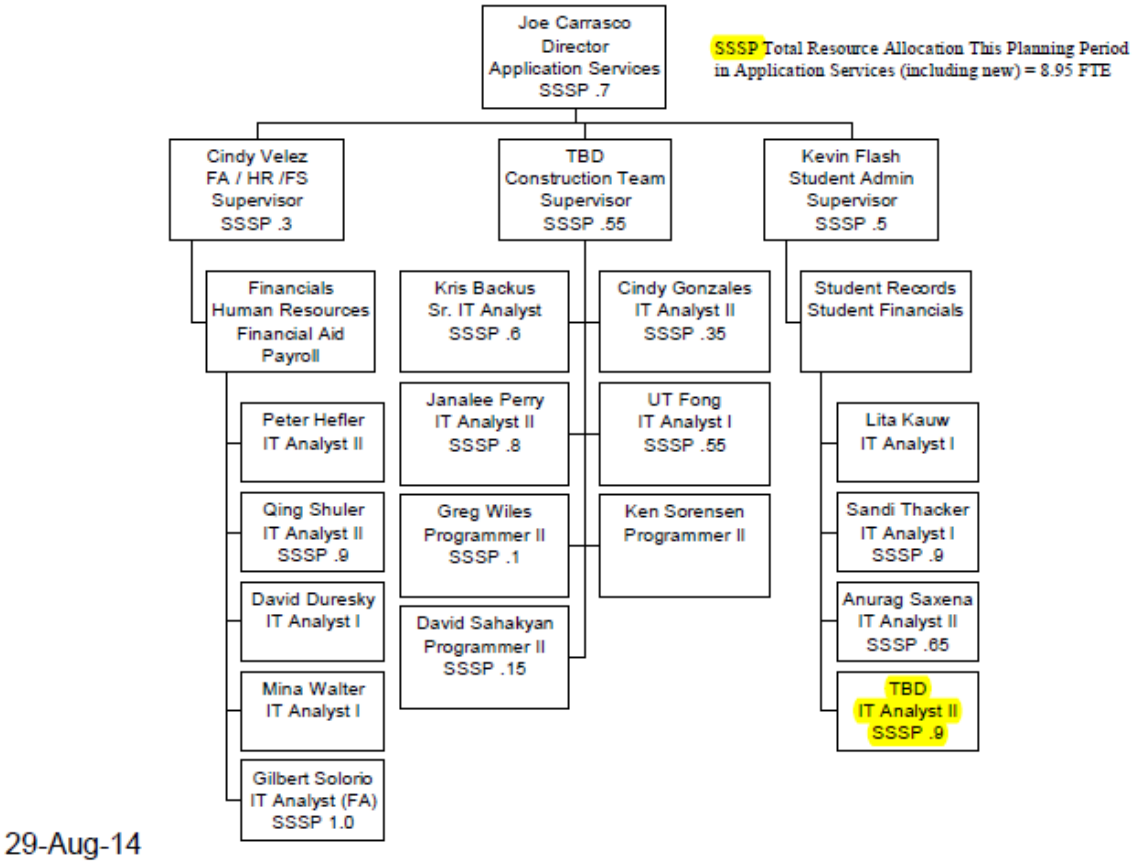
LOS RIOS

Table of Organization - District Office
DO / Ethan Way / FM Management



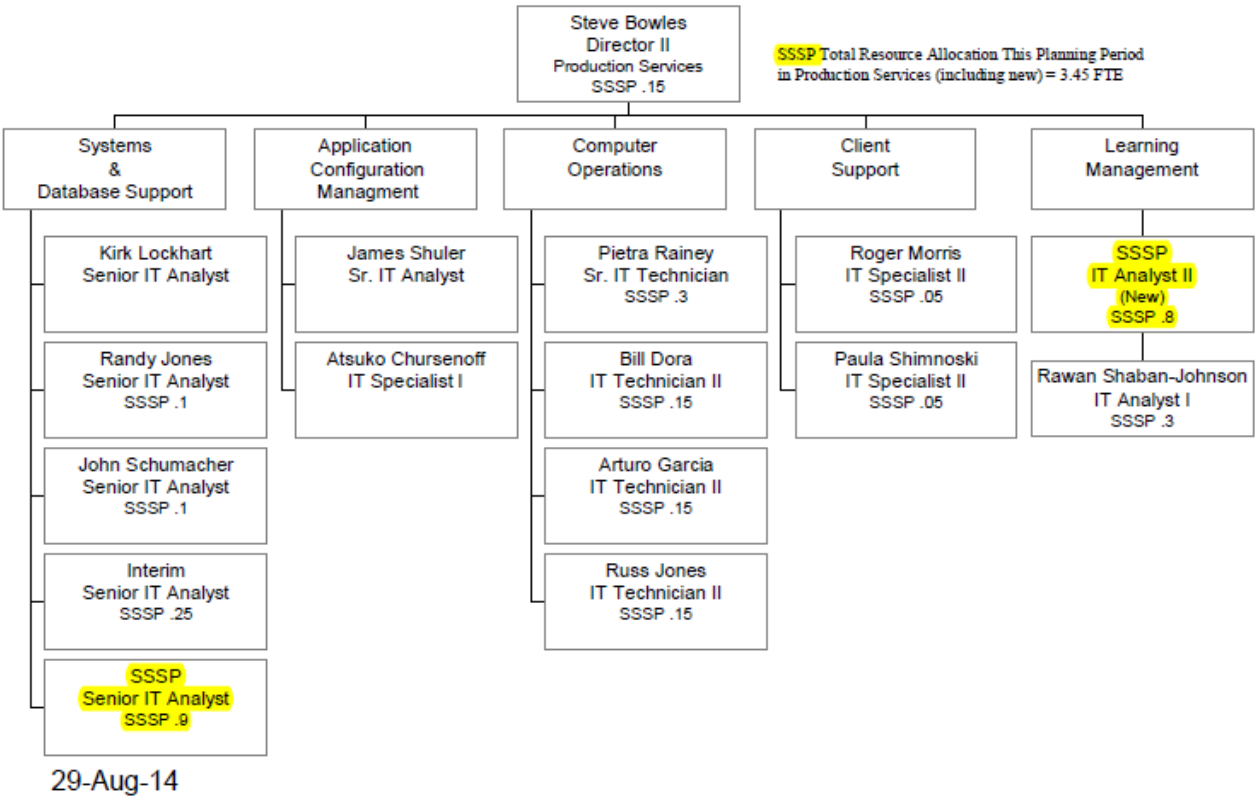
Attachment J
District Office IT Services Organizational Chart

IT Application Services



29-Aug-14

IT Production Services



29-Aug-14

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

CREDIT

Student Success and Support Program

2014-15

Budget Plan

Los Rios CCD

Folsom Lake

Report Due Postmarked By

Friday

October 17, 2014

Email report to:

cccsssp@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

HOME

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Los Rios CCD
College: Folsom Lake

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form.** The form can be found on the Chancellor's Office website at: http:/extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* m**ail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page
2 Do First
3 Part I Funding
4 Part II Planned Expenditures
5 Part III Planned District Match
6 Summary

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

HOME

2014-15
Los Rios CCD
Folsom Lake
CREDIT

Part I: Funding *Enter whole numbers only*

Total 2014-15 Student Success and Support Program Allocation	$ 1,021,321
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$ -
Total SSSP Funds Available for Planned Expenditures	**$ 1,021,321**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	**$ 1,021,321**
District Match (Part III: Planned District Match)	$ 2,247,899
2:1 Calculated required match for **credit**: $ 2,042,642	
Total Planned Expenditures in the SSSP	**$ 3,269,220**

Balance 2014-15 Student Success and Support Program Allocation: **$ -**

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

F10	Enter your college's 2014-15 Student Success and Support Program Allocation
F15	This cell will populate once the Part II Planned Expenditures section has been completed.
F16	This cell will populate once the Part III Planned District Match section has been completed.
E17	This cell will display your calculated required district match for your *credit* program.
E18	This cell will display your calculated required district match for your *noncredit* program, if applicable.
F20	This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
F24	This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
0	If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
+	If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
-	If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Los Rios CCD
Folsom Lake
CREDIT

HOME

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Total
1203	**Regular Counselor Salaries**	**# of FTE Positions**					
	General Counselor (PASS Program)	0.5			$ 35,842		$ 35,842
	General Counselor (APS/Athletics)	1.0			$ 71,684	$ -	$ 71,684
	Faculty (RFP)						$ 30,000
1205	**Regular Administrator Salaries**						
	Dean of Student Success	0.5				$ 57,500	$57,500
1403	**Non-Regular Counselor Salaries**						
	General Counseling Overload/Backfill (Su/F14)				$ 60,000		$ 60,000
	General Counseling Overload/Backfill (SP15)				$ 30,000		$ 30,000
1406	**Non-Regular Counselor Salaries**						
	Non Reg Faculty Coordinator (District Orientation)		$ 1,656				$ 1,656
1408	**Non-Regular Other Non-Instr Salaries**						
	Employment Service Agreement (video project)		$ 3,616				$ 3,616
	Employment Service Agreement (Boot Camps)			$ 6,720			$ 6,720
	Peer Advisor $9 X 3hrs X 4 days per week X 24 weeks X 4 Peer Advisors					$ 10,368	$ 10,368
	Contract Services (Crisis/ Mental Health/ Veterans)					$ 15,000	$ 15,000
			$ -	$ -	$ -	$ -	$ -
		Subtotal	$ 5,272	$ 6,720	$ 197,526	$ 82,868	$ 322,386
2102	**Regular Classified Salaries**	**# of FTE Positions**					
	Assessment Coordinator	1.0		$ 62,339			$62,339
	Assessment SPA	0.75		$ 37,245			$37,245
	Counseling Clerk II	0.685			$ 29,011		$29,011
	Counseling Clerk II	0.6			$ 18,337		$18,337
	Student Services SPA (PASS)	0.25				$ 11,938	$11,938

	Career and Transfer Center SPA	0.5			$		$23,875
	A&R Evaluator	1.0			$		$35,835
	IT Analyst II - LMS for SSSP						$9,542
	IT Analyst II - iSEP, Assessment						$9,542
	Senior IT Analyst						$10,216
2302	**Non-Regular/Temporary Classified**						
	Assessment Temp Classified SPA			$ 11,810			$11,810
	Assessment Temp Classified SPA			$ 11,810			$11,810
	Assessment Temp Classified Clerk II			$ 9,680			$9,680
	Counseling Temporary Clerk II				$ 13,000		$13,000
	Student Success Specialist (BSI matching)	0.25	$ 6,159		$ 6,159		$12,318
	Temp Classified District Services						$1,104
2303	**Student Help Wages**						
	Student Ambassadors				$ 2,225	$ 5,000	$7,225
	Student Supplemental (embedded instruction)[$9/hr X (72 hr for TRACY + 90 hr for JOY)]X 2					$ 3,000	$3,000
	Subtotal		$ 6,159	$ 132,884	$ 128,442	$ 19,938	$317,827
3908	**Employee Benefits**						
	4% "retro" applies to salary total		$ -	$ 5,963	$ 12,027	$ 5,744	25,301
	reg. faculty 30.60% (applies to "1203" salaries)		$ -	$ -	$ 32,903	$ -	48,203
	non. Reg. faculty 19.50% (applies to "1403" total)		$ -	$ -	$ 17,550	$ -	17,550
	ESA 11.20% (applies to "1406" & "1408" total)		$ 591	$ 753	$ -	$ 2,842	4,186
	Management 23.0% (applies to "1205" total)		$ -	$ -	$ -	$ 13,225	13,225
	reg. 12 month classified 49.70% (applies to "2102" total)		$ -	$ 49,493	$ 53,208	$ 5,933	108,634
	Temp Classified 6.00% (applies to "2302" total)		$ 370	$ 1,998	$ 1,150	$ -	3,518
	Student help / FWS 0.80% (applies to "2303" total)		$ -	$ -	$ 18	$ 64	82
	Subtotal		$ 961	$ 58,207	$ 116,856	$ 27,808	$ 220,699
4000	**Supplies & Materials**						
4500	**Non-Instructional Supplies & Materials**						
	Assessment			$809			$ 809
	Counseling				$2,000		$ 2,000
	Outreach Material		$500				$ 500
	Summer Bridge		$20,000				$ 20,000
	First Year Experience (FYE)					$5,000	$ 5,000
	Supplies District Services					$55	$552
4503	**Non-Instructional Software**						
	Assessment			$ 2,220			$ 2,220

	Counseling (Kaleidoscope & Eureka Express)			$		$ 4,700
	IT Software (Civitas, Mobile Services)				$49,610	$ 49,610
		$ -	$ -	$ -	$ -	$ -
	Subtotal	$20,500	$ 3,029	$ 6,700	$ 54,665	$ 85,391
5100	**Contracts - Personal Services**					
	Contracted Services District Services				$13,200	$ 13,200
	Research and Planning Track data submission & SSSP MIS				$ 20,000	$ 20,000
	Services - District Services				$545	$545
5200	**Travel & Conference**					
	Dean SS			$ 1,200		$ 1,200
	Travel District Services staff				$ 552	$ 552
	Professional Development	$ 3,500	$ 3,500	$ 9,652	$ 9,652	$ 26,304
5201	**Mileage**					
	Assessement		$ 540			$ 540
5600	**Repairs/Software Maintenance**					$ -
	Assessment		$ 5,748			$ 5,748
5603	**Instructional Software Licensing**					$ -
	Assessment		$ 6,129			$ 6,129
5810	**Postage**					
	Dean SS				$ 200	$ 200
5890	**Other Operational Expenses**					
	Dean SS					
	VPSS					
	Subtotal	$ 3,500	$ 15,917	$ 10,852	$ 44,149	$ 74,418
6000	**Capital Outlay**					
	IT Equipment District Services				$600	$ 600
		$ -	$ -	$ -	$ 600	$ 600
7000	**Other Outgo**					
		$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 36,392	$ 216,757	$ 460,376	$ 230,028	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Alloca					$ 1,021,321

HOME

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Progam Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Los Rios CCD
Folsom Lake
CREDIT

HOME

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Cnsling, Advsng/ Ed Planning	Follow-up	Research	Technology	Trans'tnl Srvcs (A&R, Transfer, Career, Research)	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**								
	Counselor	**6.85**	$ -	$ -	$ 811,488	$ -	$ -	$ -	$ -	811,488
	Deans	**0.30**	$ -	$ 36,674	$ -	$ -	$ 19,665	$ -	$ -	56,339
	Vice President, Student Services	**0.30**	$ -	$ -	$ -	$ -	$ -	$ -	$ 42,548	42,548
	Instructors in HCD Courses	**1.33**	$ 75,005	$ -	$ -	$ -	$ -	$ -	$ -	75,005
	Non-Regular Counselor	**1.82**	$ -	$ -	$ 142,506	$ -	$ -	$ -	$ -	142,506
	Matric Faculty Coordinator	**0.10**	$ -	$ -	$ 7,113	$ -	$ -	$ -	$ -	7,113
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 75,005	$ 36,674	$ 961,107	$ -	$ 19,665	$ -	$ 42,548	**$1,134,999**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**								
	Assoc. Vice Chancellor, Student Services	**0.11**							$18,917	$18,917
	A/R Evaluators/Degree Auditors	**2.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 101,604	101,604
	Outreach Specialist	**1.00**	$ -	$ -	$ 62,339	$ -	$ -	$ -	$ -	62,339
	A/R Clerk	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,759	38,759
	A&R Supervisor	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 82,548	82,548
	Student Personnel Assistant	**1.00**	$ -	$ 24,000	$ -	$ 24,000	$ -	$ -		48,000
	Ed Center Assistant	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 48,704	48,704
	Clerk II	**0.25**							$ 8,347	8,347
	FLC Temporaries				$ 10,923				$ 34,445	45,368
	FLC Student Help								$ 13,369	13,369
	FLC Admin Assist I & II	**0.30**			$ 25,876					25,876
	FLC Research Analyst	**0.15**			$ -		$ 9,923			9,923
	FLC Research Specialist	**0.10**					$ 9,234			9,234
	Temporaries/ESA District Services		$ -	$ 355	$ 7,176	$ -	$ -	$ -	$ 26,400	33,931
	Student Help District Services		$ -	$ -	$ -	$ -	$ -	$ -	$ 11,790	11,790
		Subtotal	$ -	$ 24,355	$ 106,314	$ 24,000	$ 19,157	$ -	$ 365,966	**$ 539,792**

3000	**Employee Benefits**								
	Academic Salaries	$ 14,626	$ 8,435	$ 278,281		$		$ 9,786	315,651
	Classified and Other Nonacademic Salaries	$ -	$ 11,949	$ 44,928	$ 11,928	$ 9,521		$ 148,623	226,949
		$ -	$ -	$ -	$ -		$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 14,626	$ 20,384	$ 323,209	$ 11,928	$ 14,044	$ -	$ 158,409	**$ 542,600**

HOME

Classification		Orientation	Assessment	Cnsling, Advsng/ Ed Planning	Follow-up	Research	Technology	Trans'tnl Srvcs (A&R, Transfer, Career, Research)	Total
4000	**Supplies & Materials**								
	Non-Instructional Supplies & Materials	$ -	$ -	$ 2,026	$ -	$ -	$ -	$ 2,965	4,991
	Subtotal	$ -	$ -	$ 2,026	$ -	$ -	$ -	$ 2,965	$ 4,991
5000	**Other Operating Expenses and Services**								
	Contracts - Personal Service	$ -	$ -	$ -	$ -	$ -	$ -	$ 12,679	12,679
	Travel & Conference & Mileage	$ -	$ -	$ 160	$ -	$ -	$ -	$ 688	848
	Dues & Membership	$ -	$ -	$ -	$ -	$ -	$ -	$ 44	44
	Repairs	$ -	$ -	$ 1,229	$ -	$ -	$ -	$ 6,642	7,871
	Instructional Software	$ -	$ -	$ 218	$ -	$ -	$ -	$ -	218
	Admin Cost & Other	$ -	$ -	$ -	$ -	$ -	$ -	$ 210	210
	FLC Travel & Conference & Mileage	$ -	$ -	$ 426	$ -	$ -	$ -	$ 978	1,404
	Subtotal	$ -	$ -	$ 426	$ -	$ -	$ -	$ 1,188	$ 23,274
6000	**Capital Outlay**								
	FLC Equipment Capitalized	$ -	$ 114	$ 1,254	$ -	$ -	$ -	$ 875	2,243
	Subtotal	$ -	$ 114	$ 1,254	$ -	$ -	$ -	$ 875	$ 2,243
7000	**Other Outgo**								
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 89,631	$ 81,527	$ 1,394,336	$ 35,928	$ 52,866	$ -	$ 571,951	
Total Planned Expenditures from Matching funds								$ 2,247,899

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (A&R, Transfer and Articulation Services, Career Services and Institutional Research as covered in the handbook)

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

HOME

2014-15
Los Rios CCD
Folsom Lake
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	**$**	**1,021,321**
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$	-
Total SSSP funds Available for Planned Expenditures	**$**	**1,021,321**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	**$**	**1,021,321**
District Match (Part III: Planned District Match)	**$**	**2,247,899**
2:1 Calculated required district match for **credit**: $ 2,042,642		
Total Planned Expenditures in the SSSP	**$**	**3,269,220**

Balance 2014-15 Student Success and Support Program Allocation:	**$**	**-**

The required District Match was met: **Yes**

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Progam Plan per title 5, section 55510.

	Email address	Phone Number	Date
College SSSP Coordinator Melanie Dixon	DixonM@flc.losrios.edu	(916) 608-6768	
SSSP Supervising Administrator or CSSO Bryon Bell	BellB@flc.losrios.edu	(916) 608-6653	
District Business Manager Theresa Matista	MatistT@losrios.edu	(916) 568-3164	
College President Dr. Rachel Rosenthal	Rachel.Rosenthal@flc.losrios.edu	(916) 608-6570	
District Chancellor Dr. Brian King	KingB@losrios.edu	(916) 568-3021	

Student Success and Support Program Plan
(Credit Students)

2014-15

District: Los Rios Community College District
College: Sacramento City College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@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[1]. 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[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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[3]. 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).

---

[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.

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 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: Sacramento City College

District Name: Los Rios Community 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: Debra J. Luff, Ed.D., AVPESS Date: _____

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

Name: Debra J. Luff, Ed.D., Interim VPSS Date: _____

Signature of the Chief Instructional Officer: _____

Name: Mary Turner, Ed.D., VPI Date: _____

Signature of College Academic Senate President: _____

Name: Virginia May Date: _____

Signature of College President: _____

Name: Kathryn Jeffery, Ph.D. Date: _____

Signature of District Chancellor: _____

Name: Brian King, Ed.D. Date: _____

Contact information for person preparing the plan:

Name: Debra J. Luff Title: Associate VP for Enrollment and Student Services, SCC - SSSP Coordinator
Email: luffd@scc.losrios.edu Phone: (916) 558-2138

(Continued)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

Signature of College Classified Senate President: _____

Name: Sandra Belmares Date: _____

Signature of College Student Senate President: _____

Name: Sandeep Sing Date: _____

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.).**

   Orientation in the Los Rios Community College District is delivered in an online format. The online orientation is mandatory. The online orientation provides important information for first-time students who are planning to attend a Los Rios college. Students are considered first-time students if they have never attended a college or university and are new to the Los Rios Community College District. The online orientation is the first step towards successful enrollment at Los Rios. After receiving a Los Rios student ID number, students are given access to Los Rios Desire2Learn (D2L / eLearning) the following day. D2L is the online system where the orientation can be viewed and completion of each module is tracked. Once students successfully log on to D2L, they can begin the orientation immediately. The online orientation is accessible 24 hours a day, seven days per week.

   The online orientation provides an overview on topics such as academic expectations, financial assistance, student rights and responsibilities, and student support services. Development was completed under the leadership of a faculty Distance Education Coordinator and with the collaboration of Los Rios counseling faculty and outreach professionals. The orientation is an 8-module online orientation in the Learning Management System (LMS) Desire2Learn (D2L) which guides students along a pathway to academic success. The orientation is designed to cover components essential for new students to successfully transition into academia and become familiar with the Los Rios Community College District. Specifically, the online orientation will help students learn about: how to choose classes that fit their educational goals; college support services and resources that will help them succeed in the classroom; and important details on the next steps to becoming a student and registering for classes.

   Within the first 12 days of going live, 754 students completed the eight modules and received a certificate of completion. By the third week, that number doubled to 1,551 students. The content of the videos for this effort can be found on the Los Rios District's YouTube Channel at http://www.youtube.com/LosRiosColleges. The anticipated number of admitted students that need to participate in the mandatory orientation for a fall semester totals 7,000 and is fifty percent less at 3,500 for enrollment in a spring semester at SCC.

   Upon completion of the online orientation, the system automatically populates the Management Information System (MIS) Data Element SS06, Student Initial Orientation Services, for state MIS reporting. An in-person version of the orientation is not available. However, SCC does provide extended orientation information through activities and events such as Senior Saturdays in the spring, and New Student Fridays and New Student Counseling Workshops (NCSWs) throughout the academic year. The Senior Saturday events are capable of accommodating up to 250 new students. New Student Friday events occur 8 to 12 times each semester. While at

the event the new students receive assessment testing and education plans all during the same day. Currently each New Student Friday can accommodate two sessions of 20 students each. General counseling has NSCWs throughout the summer, fall, and spring; and, each week approximately 750 students can be served.

The Davis and West Sacramento Outreach Centers offer tours and a welcome orientation for students to acquaint them with the facilities, classroom locations and other amenities and services available to them as students. In the month of September the Student Leadership and Development department hosts Welcome Day activities for students enrolled in classes at the outreach center locations.

This requirement also applies to special program students in order to maintain priority registration including CalWORKs, EOPS, DSPS, Foster Youth, Athletes and Veterans. Students should complete their orientation by the end of their first semester. If a student does not complete the three required components of Orientation, Assessment, and Counseling/iSEP (individual student educational plan) by about the end of the 10th week of their first semester, they face loss of priority registration for the next semester. Major efforts are made at SCC to follow-up with students by e-mail, letter and telephone encouraging them to complete not only Orientation, but also Assessment and the Educational Plan (iSEP).

All students have the opportunity to complete an individual student educational plan when they meet with a SCC counselor and request an educational plan.

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

District support for the LRCCD Online Orientation is accomplished using existing Information Technology staff. Existing support for the normal LMS courses (D2L) includes 1 FTE LMS Analyst and 0.25 FTE Systems and Database Administrator, but these positions were fully tasked, prior to the addition of the Orientation workload.

At SCC two full-time Information/Orientation staff assist new, first time in college students with the orientation requirement:

1 – Outreach Specialist (1 FTE): This person explains the college educational outreach program to individuals and community organizations; plans, organizes, coordinates and directs activities and events, including team efforts that facilitate student orientation and outreach for the Information and Orientation Office; coordinates and develops college activities designed to promote recruitment and retention efforts, campus tours, and Students Obtaining Success (SOS) activities.

1 – Student Personnel Assistant (1 FTE): This person oversees students, peer assistants, and temporary staff; serves as a resource person to students and staff in the Information and Orientation Office; performs general office duties; assists with campus tours, provides verbal and written follow-up to students regarding the steps to success.

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.

The initial districtwide orientation is delivered through Desire to Learn (D2L), the District's LMS. Ongoing maintenance has yet to be assigned to the Orientation functionality.

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

Content of the Orientation
The online orientation consists of eight key areas that were deemed critical for every new student to know. These eight (8) components provide information on the required items (noted in parenthesis) and are identified as:

1. Introduction: Provides an overview of the District and the essential first steps from the point of application, including: Orientation, Assessment, Counseling, and educational planning. (7) (8)

2. Important Terms: Demystifies the language of college by providing definitions for some commonly used terms. (2) (3) (6) (7)

3. Selecting Classes: Provides information on college catalog, GE requirements, class schedule. (8)

4. Assessment: Emphasizes the importance of assessment and how assessment impacts course planning and enrollment. (8)

5. Affording College: Outlines a high level overview of paying for fees and financial aid resources available including federal and state, and clarification on the Dream Act. (5)

6. Resources: Describes some of the instructional and student support services that are common across all four colleges. (5)

7. **Rights and Responsibilities:** Highlights policies that impact students including: academic and progress probation, student conduct, computer use, sexual harassment and emergency procedures. (1)

8. Next Steps. Encourages students to complete assessment, develop an iSEP and prepare to meet with a counselor. (8)

Future recommendations are to translate the LRCCD Online Orientation into the three most common spoken languages in ranked order by Los Rios student populations: 1) Russian, 2) Spanish and 3) Vietnamese.

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.

Assessment of Orientation Student Learning Outcomes (SLO's) Quiz
A test data bank of 100 test items from which a quiz is generated to assess student learning of the material has been developed. Quiz items are generated randomly for each student while they are going through the online orientation modules.

The SLOs were identified as:
1. As a result of participation in an Orientation session, a student will gain understanding of the process and support services necessary to reach his/her educational goal;
2. As a result of participation in an Orientation session, a student will demonstrate ability to access registration services and enroll in college courses.
3. As a result of completing the Online Orientation Module, new students will understand that there are many vocabulary terms that are specific to a college environment, as well as learn about resources (e.g., college catalogs, and college websites) for looking up the definitions of new vocabulary.

In summary a revitalized and re-envisioned orientation program for the Los Rios Community College District encourages students to complete the essential steps needed to foster a successful start to college. It is intended to provide a supportive welcome to the District and better prepare students for what lies ahead and how to become a more engaged and active participant in the college process. The orientation is a reflection of Los Rios' commitment to student success and our way of helping students navigate a complex process in a way that provides clarification and practical resources to help them "get started."

Plans exist for modifications to the online New Student Orientation. The current version is quite new and was rolled out in January of 2014 with availability to new students on February 1, 2014. Multiple language versions are under consideration, as are minor adjustments and development of additional components.

Sacramento City College emphasizes opportunities for students to participate in the Student Associated Council (Student Government) through the Student Senate and the Clubs and Events Board (CAEB). This is in alignment with the college mission (working together) and research which demonstrates that students are more successful when they are engaged with the institution.

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.

Orientation development and related costs are not borne directly by SCC, but rather by the Los Rios Community College District. However, there are costs for follow-up activities which could be identified as a part of the cost of orientation.

Sacramento City College – Program Specific Orientation Activities

Allied Health Occupations:

The following Allied Health programs conduct orientations for registered students:

- Physical Therapy Assistant - *Required*
- Occupational Therapy Assistant - *Required*
- Licensed Vocational Nursing - *Required*
- Registered Nursing -*Required*
- Dental Hygiene - *Required*
- Dental Assisting **–** *Required*
- Allied Health Learning Community – *Required*

Student Support Progams:

- California Work Opportunity and Responsibility to Kids (CalWORKs) requires a mandatory orientation for all students new to our program and/or students who have taken a break from our services for more than three semesters. The orientation lasts about 1.5 hours and takes place year round. All participation is captured in SARS. Orientation consists on information of SSSP requirements, i.e., the Steps to Success, District Orientation, Assessment and Counseling/Education Plan in order to qualify for the college CalWORKs Program as well as for Priority Enrollment, review of State and county mandated CalWORKs requirements, college and county CalWORKs student responsibilities, county approved occupations, hourly requirements, CalWORKs Work Study services, students overall CalWORKs responsibilities and services provided to students such as academic, career and personal counseling and Education Plans, case management, completion of county required forms, and in-office Department of Human Services assistance. CalWORKs also reviews all SCC student services. Students who attend the CalWORKs Orientation and have not yet completed the District Orientation or Assessment are required to complete these prior to meeting with a CalWORKs academic counselor. The District Orientation can be completed in the CalWORKs Computer Lab before the student leaves the CalWORKs office.

- Disability Services and Programs for Students (DSPS) has a mandatory one hour intake which orients students to services available at their first appointment. Students are interviewed to identify educational and functional limitations and to identify appropriate accommodations. DSPS processes are reviewed (including the possibility of learning disability evaluations if appropriate). The college processes, ISEPs, academic goals, financial aid, EOPS, career goals, tutoring, and other college support services are reviewed. These Intake/orientation appointments are captured in SARS.
- Extended Opportunity Programs and Services (EOPS) has a mandatory two hour orientation for all new students to the program. Within this two hour orientation, to promote financial literacy, all students receive a 30 minute Financial Aid overview which covers any changes to federal and state aid. Students also learn about other Student Services on campus and academic/progress expectations to stay in good standing with the program and college. Students register prior to the orientation and sign-in at the orientation. The student's attendance is then placed in the SARS grid. EOPS/CARE students have an additional one and a half hour orientation that is captured the same way. The CARE Orientation includes in depth information related to student loan/loan debt. All orientations must be completed before the student can be officially an EOPS and EOPS/CARE Student.
- International Student Orientation: Students are requested to attend a two day orientation. The first day is to inform students of their rights and responsibilities to ensure their retention and student success by providing federal and institutional guidelines, meet with administrators and other representatives of different campus support groups. The 2nd day is to build camaraderie with other new students in an off campus setting. All data is captured through sign-in sheets at the start of the orientation and then retroactively entered into SARS as student contacts under follow-up services. Collect SLOs through a pre and post quiz. Provide workshops and social gatherings for new and continuing students.
- The Puente Program provides a comprehensive six hour orientation and retreat about the history of the Puente Project, the program components, including information about the learning community model, a mutual responsibility agreement, code of conduct, waivers for travel, enrollment, etc. This is done in August prior to Fall semester.

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 Sacramento City College Assessment Center, coupled with its two outreach locations in West Sacramento and Davis, test approximately 12,000 students per year. Our primary, mandatory target student audience is "first time in college" (FTIC) students, as well as those who may have attended another college, but do not have English Writing, Reading, Math or ESL prerequisite coursework completed.

   Students primarily access in the Assessment Center after they have completed their Los Rios application and online orientation, which are available throughout the year. The first contact is usually through our website or by phone in order to find out the testing schedule and office hours. Students also may return to the Assessment

Center at different points during their attendance at SCC in order to retest due to expired placements or after skill building activities. We also invite high school seniors to attend one of three "Senior Saturday" events offered in the spring semester, during which we give students their assessment test and we provide them with detailed information about campus resources.

Assessment/placement services are primarily delivered using computer technology, although we do have several paper/pencil tests available. The main campus Assessment Center has daily walk-in hours for English, reading, math and career assessments. However, ESL and chemistry assessments and reading/math competency retests are given at specified times.

Sacramento City College provides English assessment testing for students using the Accuplacer English computerized test. Students who do not place directly into English Writing 300 (college level writing) as a result of the computerized testing must take an English essay test developed and managed by the SCC English Department. The English Department employs a Student Personnel Assistant (SPA) who is responsible for the following: scheduling and administering the essay test, recruiting and training English faculty to score the essay, creating the faculty scoring schedule, training Outreach Center SPAs to proctor and process tests at the Davis and West Sacramento Centers, completing faculty timesheets and keeping track of the funds expended to pay the faculty readers, composing daily Assessment reports of the students' scores to send to the Assessment Center staff and maintaining a master database to track prompt and reader reliability, responding to administrator, faculty and staff questions about the testing procedures and outcomes, as well as, for answering students' questions about the essay test and their English placements.

Essay readers (SCC English instructors) are trained to apply a scoring rubric consistently through a "norming" process in which new readers are provided with a set of benchmark essays that represent the full range of possible scores on the English essay assessment test rubric. After reviewing the criteria for each score on the rubric and reading the benchmark essays, the readers determine why each essay received its score by justifying the essay's score using the criteria on the rubric. The new readers then read a set of "rangefinder" essays that also represent the full range of possible scores. The readers are asked to score these essays, then their scores are compared to those of experienced essay readers; the readers then discuss the appropriateness of each score, again using the rubric to justify the score the essay received. New readers are monitored for a few weeks to determine if they are using the full range of possible scores and if they are accurately scoring English assessment essays. At least two readers read and score each essay independently. In cases of reader consensus, the score given by both readers is the total score (or the mean score). In cases when scores differ, a third reader is called upon to independently read and score the essay. Typically, the third reader's score will match one of the two already given, and the modal score is then applied as the total score. In the rare case when an essay receives three scores that do not agree, the essay is read by a fourth reader to reach a consensus.

The individual essay scores from each reader are also maintained by the SPA in a data file for use in assessment validation processes required by Title 5; interrater reliability and analysis of variance by essay prompt statistical tests are conducted by the SCC PRIE Office at least once every six years. The SPA's time to maintain this data file is critical to rigorous assessment validation practices and compliance with Title 5. Once the Assessment Center receives the final essay scores, they are entered into the Accuplacer system, a writing placement is generated and the results are uploaded into the People Soft/eServices system. The whole process takes 3-4 business days to complete.

SCC provides English as a Second Language (ESL) assessment testing for students and has used an additional writing sample since 1997. The English department process was adapted from the ESL department after its success at accurate placement was demonstrated. The SCC ESL assessment has recently started using the Compass computerized test (formerly we used Accuplacer). All students who take the ESL assessment complete the computerized portion and also complete a short written composition on a simple topic (35 minutes) to demonstrate their language production abilities. These two scores are combined (with the writing weighted more heavily) along with multiple measures indicators to produce overall placements in Writing (and Grammar), Reading, and Listening/Speaking, in one of six levels (where courses are offered).

The ESL Department assessment process is run collaboratively by faculty members, both full-time and adjunct, who are trained to serve as graders, an adjunct faculty member who schedules essay graders, and the staff at the

Assessment Center who administer the test and combine scores to produce a final placement. Score data is maintained by the Assessment office. Essays are collected at the Assessment Center after each exam administration, and picked up by ESL faculty, who grade them and return them that day. Students typically have their placement information within 3 days. The essay grading is always done by two faculty who have completed in-house training. This training is given annually or biannually by full-time faculty who have been trained in holistic scoring for other exams and have graded this exam for many years.

All scores for the essay are given independently and covered until both have graded the essay. Identical placement scores are recorded (as the combined total, e.g. 4+4 → 8) on the test form as are scores with only one point difference (e.g. a "4" and "3" → 7). Score differences of more than one (e.g. a "2" and a "4") are taken to a third reader who can be located quickly and then the two grades which are in agreement are recorded. Lacking a third reader, the two readers discuss their impressions of the paper with direct reference to the grading rubric and reach agreement that is not more than one point apart. These splits are extremely rare.

Assessment (re)validation is carried out every six years (next in 2015) using data on inter-rater reliability, analysis of variance by essay prompt, disproportionate impact by linguistic group, student and faculty perceptions of the appropriateness of a student's placement, and other criteria. Some of this data is maintained by a full-time faculty member, some is collected by the PRIE office in the semesters prior to submitting the revalidation documents, and some comes from the Assessment Office.

Students who wish to enroll in CHEM 400 (General Chemistry) must meet a prerequisite of either taking and passing CHEM 300 (Beginning Chemistry) within the last year or passing the ACS California Chemistry Diagnostic Exam within the last year. The Assessment Center offers the ACS Chemistry Diagnostic Exam twice each week and more frequently during the weeks before and after a new semester. The Chemistry Department has provided a handout for students with a list of common topics found on the test, which can be helpful for test preparation. During academic year 2013-2014, the Assessment Center administered 261 Chemistry Diagnostic tests.

Through our “Panther Pipeline” program, Sacramento City College partners with Met High School to promote an early college high school model and a college going culture. College and high school faculty work together to align curriculum in English, math and chemistry. Met staff members have also assisted with assessment tests in order to check the progress of the Panther Pipeline program success. Approximately 60 Met students are assessed annually for English, Math and Chemistry at SCC for research purposes to determine if curricular alignment is appropriate or needs revision.

SCC’s English Department has a designated Sacramento Pathways coordinator. Four SCC English Department faculty members have been identified to serve as partner liaisons to several of our feeder high schools. We have worked with CSU-Sacramento to identify a curriculum that is being used in the Sacramento County Unified School District (SCUSD) high schools that is already aligned with Common Core and easily aligns with SCC’s English composition course sequence. That curriculum is the Expository Reading and Writing Curriculum (ERWC). The curriculum is being implemented throughout the SCUSD as individual modules in 7th through 11th grade ELA classrooms and as a stand-alone English course in the 12th grade.

Students will take the SBAC assessment in their 11th grade year, part of which will be to determine their eligibility for college-level writing. Students will be declared “ready,” “conditionally ready,” or “not ready” (or similar terminology) based upon this exam.

The SCC English Department has yet to approve this officially, but the plan is to get this in place, see how it works, and then accept students who are declared “ready” in our ENGWR 300 classes. They would not have to take the assessment as their SBAC assessment would satisfy this requirement. Students who are declared “conditionally ready” will be placed in the 12th grade ERWC course, and if they successfully complete the course, they too will be able to enter directly into ENGWR 300. All other students would need to complete SCC’s assessment testing upon applying to our campus.

To ensure the fidelity of the ERWC course and to satisfy the concerns of SCC’s English Department, we have created “liaison partners.” The liaison partners are full-time and part-time faculty that are completing the full,

four-day ERWC training required of all instructors who are certified to teach it, and they will meet regularly throughout the semester to both observe the 12th grade ERWC classrooms and to align curriculum, vernacular, and specific objectives in our ENGWR 101 course with those in the 12th grade ERWC class.

These liaison partners will also work with all English faculty who teach the individual ERWC modules (grades 9-11) at their assigned high school, as well as, with ELA instructors using the ERWC modules at the middle schools that feed into their assigned high school.

The SCC English Department is well under way in accomplishing this with Kennedy High School and has already had ELA instructors from several of our feeder high schools and middle schools attend our group norming and grading sessions for our ENGWR 101 common final. This helps to not just norm/align our own department about expectations for students who enter into Freshman Composition – as ENGWR 101 is the prerequisite course to ENGWR 300 – but it also gives middle school and high school English instructors a strong sense of what their students will be asked to do when they finally arrive at SCC.

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.

1 FT Supervisor – Supervises the daily operation of the Assessment Office, assisting the supervising administrator in the planning, development and coordination of the program.

2 FT Student Personnel Assistants - In coordination with the Assessment Center Supervisor, administers and scores diagnostic, placement, and career assessment instruments, supervises temporary staff and maintains data and reports for the Assessment Center.

2 PT Classified Temporary Clerk 1 – Clerks perform data entry, answer phones, assist with supply inventory and ordering, provide information to students about the steps to success, assist with student check-in and test proctoring (under supervision of Student Personnel Assistant or Supervisor) as needed, assist with training and supervision of student assistants, open and/or close the office.

3 PT Student Assistants – Student assistants answer phones, make copies, simple data entry, provide information to students about steps to success, assist with student check-in and test proctoring (under supervision of Student Personnel Assistant or Supervisor) as needed.

For FY 2014-2015 we plan to hire a *Clerk III* position for the Assessment Center Office to assist with evening and weekend coverage, assessment during the Senior Saturday program, and the planned assessment program for the current high school seniors participating in the Sacramento Pathways to Success partnership with Sacramento City Unified School District and CSU-Sacramento. This position was advertised online July 15, 2014 with an August 1st, 2014 closing date.

The plan for 2014-2015 will include transferring to evaluators the tasks of transcript evaluation and prerequisite verification to streamline enrollment and individual counseling appointments. We will also move to posting transfer credit to PeopleSoft, creating a comprehensive picture of the student's academic history. This will increase the accuracy of Degree Audit and facilitate greater numbers in terms of graduation and certificates.

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.)

Assessments offered at Sacramento City College include the following:

Test	Purpose	Method
Accuplacer.	Placement - English Writing, Reading (competency -1st try only), Math	Offered in all of our assessment labs as well as through proctored distance testing. Computer (paper/pencil, if needed, for students with disabilities)
English Essay Writing Sample (locally developed/managed)	English Writing placement	Offered on campus and outreach centers. Paper/pencil
COMPASS	ESL Course placement	Offered on campus and at West Sacramento outreach center. Computer
ESL Essay Writing Sample (locally developed/managed)	ESL Course placement	Offered on campus and at West Sacramento outreach center. Paper/pencil
COMPASS	Reading Competency (2nd and 3rd attempts)	Offered in our assessment labs. Computer
California Chemistry Diagnostic Test, Form 2006	Chemistry prerequisite	Offered on main campus only. Paper/pencil
DTMS – Elementary Algebra Skills, Forms K & L	Math Competency	Offered on main campus only. Paper/pencil
Intermediate Algebra Exam Establishing Math Competency for AA Degree – Forms A & B (locally developed/managed)	Math Competency	Offered on main campus only. Paper/pencil
MBTI & Strong Inventories	Career exploration	Offered in all of our assessment labs. Computer
College Level Examination Program (CLEP)	College credit by examination	Offered monthly beginning September 2014 to SCC students

Our Accuplacer placement tests include locally determined background questions (three for math, three for English and two for reading) which are processed by the Accuplacer system, using our multiple measure weights and placement rules, in order to place students. Students who place below college level in English must take the English Essay generating an additional score which is entered into Accuplacer by Assessment Center staff.

The COMPASS system is configured to transmit test scores to our in-house assessment data system where they are processed with multiple measure questions and ESL Essay results and placements are made.

In 2014-2015 we plan to explore other assessments for spacial acuity, proportional reasoning, and pitch pattern perception for students entering Science and Allied Health majors, the Allied Health Learning Community, and STEM programs.

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.

In April 2010 the Los Rio District Academic Senate announced the implementation of assessment portability. MOUs were signed by English, ESL, Mathematics, and Reading faculty representatives. In order to achieve assessment/placement portability, the instructional departments of the Los Rios Community College District; American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College agreed to accept student assessment/placements from any other Los Rios college without any further processing. ARC

continues to offer its self- placement assessment for Mathematics, but informs students that if they intend to transfer their assessment/placement, they will need to take a standardized assessment/placement at ARC instead of the self-placement.

Los Rios Community College District has a "portability agreement" between the four colleges allowing students to take their unexpired assessment placements to any college or outreach center within the district. Departments within each college make determinations whether or not to accept assessment results from colleges outside the district. At Sacramento City College, the Math Department accepts certain test scores from the CSU and UC system in lieu of our campus math placement.

Currently there is a district level assessment workgroup that discusses and refines inter-district business practices in order to minimize problems for students. They will make recommendations to the District SSSP Committee regarding district-wide retest petition policy, student preparation for testing, possibilities for a collective database, and assessment center staffing levels.

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?

Students have access to study guide and sample question materials through our Assessment Center website and are strongly encouraged to review these materials on their own. Staff hand out flyers with the study guide website information and the site is clearly labeled on our main Assessment Center website.

Students may retest for English, reading and math placement once at any time (after 24 hours) and then must wait 4 months and get a counselor referral for any subsequent attempts. Students wishing to retest for ESL must get approval from the ESL department.

A district wide recency agreement which became effective February 16, 2013 states that placement results are valid for 2 years. Tests taken prior to February 16, 2013 are valid for 3 years.

6. Describe what externally-administered second-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?

Officially, SCC does not accept other college placement test results from outside the district. However, the Math Department reviews outside assessments on a case by case basis and has accepted assessments in lieu of our Accuplacer test results.

We also accept Advanced Placement (AP), College-level Examination Program (CLEP) and International Baccalaureate Credit (IB) results for college credit as indicated in the college catalog.

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 Assessment Office will relocate to a new permanent location in spring 2015 in the Student Services Building (SVS). The student computers (34) for the lab will be upgraded using SSSP resources to meet the technology

needed for online access to Accuplacer and other assessment tools.

In addition, Sacramento City College will serve as one of the pilot colleges for the CCCCO Common Assessment Initiative (CAI). When designed the Common Assessment System will contain test preparation, test delivery, test administration, data collection, and course placement guidance, and will use centralized and integrated technology solutions to support assessment and placement. This common assessment system is being developed so as to reduce remediation rates and provide statewide efficiencies for the placement process.

The Science and Allied Health Division, Mathematics, Statistics and Engineering Division, the Assessment Office and the Learning Resource and Tutoring Center will continue their collaborative effort to provide accelerated, diagnostic specific brush up opportunities to students in fall 2014. The Jump Start Pilot project was developed in Summer 2014 to assist students placing into remedial math and English to refresh their skills, re-assess and hopefully place into college level courses. Students were provided with diagnostic testing using Accuplacer Diagnostics and then access to a customized learning path in My Foundations Lab based on their diagnostic results. Students had access to the web-based program, in addition up to to 6 hours of tutoring a week, for a 10 week period. Outcome data will be available in late August 2014. This pilot will continue in Fall 2014.

The SCC Math, Statistics and Engineering division will continue the exploration of math "boot camp" opportunities for first time students to refresh their mathematical skills during the summer prior to their enrollment in their first math class. In fall 2014 "Math Pump" was piloted to meet the student need.

Plans are to continue the current practice of having the Mathematics, Statistics and Engineering Division Office evaluate and track assessments for math placement which are tracked through SARS.

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 audiences are first time in college (FTIC) students and all special population students (CalWORKs, EOPS, DSPS, Foster Youth, Veterans, Athletes, etc.) The anticipated number of admitted students that need to participate in educational planning for a fall semester totals 7,000 and is fifty percent less at 3,500 for enrollment in a spring semester at SCC.

Counseling services are available to students throughout their entire educational career at SCC. In alignment with SSSP, the college goal is for all incoming, FTIC students to have an abbreviated education plan before registration. Doing so will not only help students keep access to priority registration dates, but start them off in the right classes. While some students may apply, and even take assessments, unfortunately, not all students arrive on campus in advance of the start of the semester. FTIC students are directed to New Student Counselor Workshops throughout the year, wherein, they receive a campus-focused overview of programs and resources, a hands-on experience with the Los Rios enrollment management system (PeopleSoft), and a first meeting and one-semester education planner with a Counselor. Students are also seen in one-on-one office meetings with Counselors. Education planning starts the moment a student applies to Sacramento City College. Students with certain identified majors are contacted by faculty from those particular departments in order to provide them with program information. Following the completion of Orientation and Assessment, counselors provide to the students the initial overview of education program requirements. Considering the combined volume of incoming freshmen who require abbreviated student education planners, the continuing students who will require comprehensive planners by the completion of 15 units, and the many other reasons that students seek counseling services, the demands on the Counseling Division to meet student need, with current staffing, are immense.

Career Center services include addressing the five elements of the career development process (Understanding Who I Am, Research Occupations, Making a Choice, Experience It, and Job Search). Services are provided on a walk-in or by appointment basis at the main campus and the outreach centers. Graduate student interns provide direct career development services, as well as, general counselors. Students can explore career assessments, research occupations, create resumes, connect with internships, look for jobs, and more. Most resources are presented using Holland Code themes, both in hard-copy and in online tools such as EUREKA. An annual Career Day event occurs each spring, and workshops are presented to prepare students to be ready to meet with employers.

Partnerships: Career Services Departments among the Los Rios Colleges meet annually to share best practices and collaborate for future planning. This includes partnering with Work Experience and Internship programs, and Human Career Development (HCD) classes. There are also partnerships with area employers that have served on an advisory committee, participate in Career Day, and recruit workers. There is also a state-wide collaboration for community college Career Services that Sacramento City College has participated in since its inception approximately four years ago.

The Panther Pipeline Partnership

Sacramento City College has a partnership with the Sacramento Met High School known as the Panther Pipeline. The Panther Pipeline Program was launched in August of 2006 with an initial cohort of 18 students from The Met Sacramento. The program seeks to demystify the college experience for students and families from adverse socio-economic backgrounds in the Sacramento community by easing the transition from high school to college. The goals of the program are to increase the high school graduation and college completion rates for students in Sacramento.

The program was created with a three-year grant from the Foundation for California Community Colleges to address the growing concerns over stagnant college enrollment rates, particularly for students from adverse socio-economic backgrounds. At that time Sacramento City Unified School District had an 85% graduation rate and only 35% of graduates had completed the course work to be eligible to attend a UC or CSU campus. This translated to a 30% chance of a freshman entering a Sac City high school being prepared to attend a UC or CSU campus. This number goes down to as low as 16.6% for Latino youth and 17% of African American youth who are prepared to attend a UC or CSU campus. This number is perhaps high when one takes into account that the most recent numbers for students passing CAHSEE district- wide were at 55% for both English Language Arts and Mathematics.

The program was launched in three phases in order to ensure its successful implementation and continued effectiveness. The first cohort of 18 juniors from The Met Sacramento was enrolled in HCD 310, a course designed to help students navigate the college environment. In the second year of the program, a second cohort of approximately 20 juniors from The Met Sacramento and other participating schools in the Sacramento City Unified School District will be inducted into the program. In year three of the program, a third cohort of approximately 20 juniors from The Met Sacramento and other participating schools in the Sacramento City Unified School District will be introduced into the program. Met students participate in this program through the Advanced Education (concurrent enrollment) program available statewide on community college campuses.

An advisory committee consisting of Sacramento City College, The Met Sacramento, and The Big Picture Company officials meets monthly to monitor and assess the program's effectiveness. SCC provides a part-time counselor to work with students on the high school campus to help them enroll. This individual serves as a "transition" counselor and holds weekly office hours at the Met for students' easy access to academic and college planning services.

Other partnership and pathway opportunities exist for students attending Sacramento City College, each focusing on unique ways to support the retention and success of students.

The Sacramento Pathways to Success

In 2012 Sacramento City College (SCC), California State University-Sacramento (CSUS), and Sacramento City Unified School District (SCUSD) entered into an unprecedented partnership, known as the Sacramento Pathways to Success, to create a college-going culture in the region. This recently formed partnership among SCUSD, SCC,

and CSUS is to provide Sacramento students and their families a more clear and simple road map to college and career success. Sacramento Pathways to Success will help Sacramento students more easily transition to and succeed in college or gain a career in technical education.

Goals for the Sacramento Pathways to Success:

1. Boost graduation rates of students
    - SCUSD: Align all programs and initiatives to the district's strategic plan and implement programs to reduce achievement gap and increase graduation rates.
    - SCC: Implement practices and activities that reduce achievement gap in student success and provide students with clear pathways to goals completion.
    - CSUS: Work toward goals of Graduation Initiative to improve graduation rates and achievement gaps between under-represented students and all other students.
2. Improve retention and persistence rates
    - SCUSD: Improve instructional programs through a focus on early childhood, early kindergarten and balanced literacy. Provide strong home-to-school connections.
    - SCC: Increase basic skills competencies in reading, writing, and math to improve student preparedness for degree, certificate courses and employment.
    - CSUS: Provide academic support programs, services and other initiatives that focus on student challenges in early years of college:
        - Mandatory orientation and first-year programs
        - Financial aid and financial literacy programs
        - Advising and academic support programs for at-risk students
3. Support and improve college and career readiness programs
    - SCUSD: Implement the California Common Core State Standards in ELA and Math; making school relevant to careers.
    - SCC: Provide "front door" policies and practices that assist students with the transition to college.
    - CSUS: Increase college readiness of high school students by aligning curricula, expectations, and standards focused on reducing the number of high school graduates who need to take remedial courses.

The partnership has workgroups focused on research and data sharing; curriculum and instruction; student support and college preparedness; and community engagement and communication. Faculty and staff from the three organizations have been actively working to improve the alignment of curriculum and student support services. Sacramento City Unified School District students (K-12) have already been participating in Pathways to Success events and activities on the SCC and CSUS campuses. A Director was hired in spring 2014 to begin implementation of the many events and activities of the 2015 Countdown to College Campaign (C3) "I Got This!"

Other Partnerships

Sacramento City College is working on enhancing partnerships with the Foundation for California Community Colleges (The Foundation) that will lead to providing students with greater access to quality internship experiences. This work directly relates to the goals of the SSSP through helping students identify career goals and the provision of education planning services to reach the desired outcome(s).

- SCC will be continuing to promote the Career Pathway Internship Service as a venue for employers interested in providing internship opportunities for students;
- SCC is exploring the feasibility of participating in The Foundations new LaunchPath Pilot Initiative that helps to match students and employers through a "badging" of skills and competencies

In addition, SCC's Career Center and Counseling Office seek to expand the provision of services, including outreach, to Sacramento Job Corp and the Sacramento Employment and Training Agency (SETA). These services will include working with groups of students to help them identify education and career goals and clear pathways to reach those goals.

Furthermore, SCC was recently approved (Spring 2014) for participation in a brand new **2+2+3 Pathway to Law School Initiative** with the California Bar Association, California Community Colleges Chancellor's Office and participating undergraduate universities and law schools—UC Davis, University of San Francisco, Santa Clara University, University of Southern California, UC Irvine, and Loyola University. In fall 2014 students will have an opportunity to identify their future career goal to become a lawyer which will afford them additional

opportunities to participate in coordinated pathway activities.

At the very moment a student makes contact with the college and with Counseling, the counseling, advising, and other education planning services commence. The services come in the form of New Student Counseling Workshops (NSCWs), one-on-one counselor meetings, online, email, and phone calls. Counselors are available year-round. Students may be seen by appointment or same day sessions. Students are assisted at the onset of their college career and are assisted throughout to completion of vocational programs, degree programs, and/or transfer to a university. The SCC Counseling Department has offered "iSEP October" which is a two week emphasis on educational planning to encourage students to meet with a counselor to secure a comprehensive education plan. We will continue this and other similar approaches in Fall 2014 and Spring 2015. Counselors have also provided educational planning to groups in particular majors along with faculty who teach the discipline.

Counseling services are offered to students throughout their entire educational career. The college goal is for all incoming, first time in college students to have an abbreviated education plan before registration. Doing so will help these students have access to early registration dates. Conversations are ongoing about how we will continue to meet the student demand with current or additional staffing. Further, not all students arrive on campus early enough before the deadlines to reach this goal. Nonetheless, all students should have a comprehensive education plan by the completion of 15 units or their third semester.

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.

Sacramento City College offers in-person counseling both individually and in groups. The group format is new and was implemented at the college beginning in fall 2013. This paradigm shift will allow the college to provide greater access to quality counseling services but also requires appropriate time to work through the adjustment in implementation.

Currently, Sacramento City Colleges offers same-day appointments that students schedule by visiting the Counseling Office. On most days, these appointments are completely booked by 10:00AM.

Currently, students may wait up to three hours for a same-day appointment. Since July 1, 2013, data has been collected on how many students are turned away due to capacity limitations. At times, students are turned away; and during busy periods, there can be up to 200 students turned away per day. Students require more access to quality counseling and advising services, unfortunately, the current configuration endorsed and supported by the CCCCO through the Education Code does not meet student need.

Currently, Sacramento City College does not use paraprofessionals to provide these services. Classified staff does work with students and provide a level of guidance and information. The Career Center does utilize paraprofessional advising with graduate interns.

Instructional faculty provide guidance to students. The instructional and student services areas are working together to establish ways to capture these efforts through data collection so that these contacts can be appropriately reported. Academic advisement and mentorship opportunities for students are also provided thorough SCC's Summer Success Academy, UMOJA and Puente Program's.

For general counseling, the faculty contract requires a 900:1 student to counselor ratio. Student to counselor ratios do not apply to categorically funded programs and services are based on available funding and student need. Adjunct counselors, principally funded by SSSP resources, currently augment full-time counselors to deliver counseling services to new and continuing students.

To Be Determined: Explore the potential for hiring additional staff/paraprofessionals (4-6) to assist counselors in the creation of abbreviated (first semester) educational plans to provide students with greater access to services that support their success.

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

Counselors develop abbreviated educational plans for students who are entering college for the first-time. Assessments, educational goals, major, and areas of interest are all taken into account. The abbreviated educational plan generally covers the first semester of classes or may include summer and fall terms. Students are strongly encouraged to return during their first semester to complete a comprehensive educational plan with a counselor.

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.

Counselors are at the nexus of preparing students for success in their educational career and ultimate workplace successes. Counselors assist students to align their strengths and interests, family obligations, and lifestyle in order to choose pathways that will serve them best. The comprehensive educational plan is the cumulative process that reveals a student's skill set building, degree target, and necessary planning. There is much more interaction that occurs between counselor and student when developing an in-depth comprehensive plan. A significant percentage of community college students have gaps in skills, and counselors guide students toward resources and programs that help to close the gap. Counselors take careful steps to explain and assist the student in understanding specific program requirements, general education, and/or admission requirements of an AA/AS degree, a university transfer, or certificate so that students are making informed decisions and staying on task. Counselors provide students with resources that allow them to further research majors and colleges.

The plan for 2014-15 will be to explore and invest resources to transfer to evaluators the tasks of transcript evaluation and prerequisite verification to streamline enrollment and individual counseling appointments. We will also move to posting transfer credit to PeopleSoft, thereby, creating a comprehensive picture of the student's academic history. This will increase the accuracy of Degree Audit and facilitate greater numbers in terms of graduation and certificates.

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).

College wide there are a total of 29 full-time counselors/coordinators serving students; 18 are full-time (174 day) "general" counselors and the other 11 are dedicated to programs targeting special populations (e.g., DSPS, EOPS, International Students, Athletics, and RISE). The general counselor provides career counseling, personal counseling and crisis intervention to students through individual and group interactions and assist students in clarifying or establishing appropriate educational and career goals from beginning to completion.

The SCC General Counseling Department also supports the following programs: Puente, Umoja, Pathways to Academic Learning and Success (PALS), International Student Center, Transfer, Articulation, Transfer Center, Career Center, and the Cooperative Work Experience Program.

Below is a list capturing all full-time counselors and/or coordinators indicating their area and specialized focus, if any:

- *3 – EOPS Counselors* provide counseling to EOPS students
- *1 – EOPS Coordinator/Counselor* provides 100% Program Coordination

- *1 – DSPS Coordinator/Counselor* – provides 50% coordination and 50% counseling for the DSPS Program
- *1 – Counselor/Coordinator* provides 30% counseling, 30% instruction and 40% coordination for the Workability III Program
- *1 – College to Career (C2C) Coordinator/Counselor*, 50% coordinator and 50% counselor
- *1 – FT DSPS counselor*
- *1 – FT LD Evaluator* - 100% learning disabilities specialist
- *2 – RISE Program Counselors* - provide general counseling to high-risk students
- *1– General Counseling Department Chair*- provides 80% general counseling and 20% release time to serve as Department Chair
- *1 – Articulation Officer/General Counselor* – 60 % Articulation Officer and 30% general counseling
- *1 – Athletic Counselor* –provides counseling solely for student athletes (100%)
- *1 – Cooperative Work Experience Coordinator* – provides 100% program coordination
- *1 – International Student Center Coordination/Counselor* – 60% counseling for international students and 40% coordination of the International Student Program.
- *1 – Puente Program Coordinator/Counselor* -50% general counseling and 50% Program Coordination/counseling for Puente Program students
- *1 – Transfer Center Director/General Counselor* – provides 50% coordination to the Transfer Center and 50% general counseling
- *2 – Umoja Program Coordinators/Counselors* – 25% program coordination and 75% general counseling
- *1 – Counselor/Union Rep* – provides 50% general counseling with 50% release time for union responsibilities (the union does backfill this time that is used with adjunct counselors)
- *1 – Veteran's Counselor* -50% general counseling and 50% counseling for Veteran's
- *7 – General Counselors* – provide 100% time for general counseling

The special population counselors all provide the same counseling services as general counselors in addition to their specialized responsibilities per special population which contributes to the success of our students. Wherever possible the SSSP Plan and resources are braided with existing programs (categorical and grant) to support the student's first year experience at SCC. The types of services include counseling, advising and interventions for CalWORKs, DSPS, EOPS, students on probation, Veterans, Foster Youth, First time in college students and African American and Latino male students at risk.

In addition to the counselor and coordinator positions mentioned above that are considered faculty positions at SCC, other individuals also provide advising and education planning services to SCC students. These classified positions include:

- *1 – EOPS Supervisor* - Supervises the daily operation of the EOPS Program, assisting the Faculty Coordinator in the planning, development and coordination of the Program.
- *1 – DSPS Supervisor* - Supervises the daily operation of the DSP&S Program, assisting the Faculty Coordinator in the planning, development and coordination of the Program.
- *1 – General Counseling Supervisor* – Supervises the daily operation of counseling services to students, assisting the Dean for Counseling and Student Success in the planning, development and coordination of the program.
- *6 – Classified Student Personnel Assistants* provide education planning services including distributing outreach materials to high school students, providing orientation sessions to prospective and first-year students, collecting information about student records and assessments; providing career advising and transfer education planning resources and information, providing education planning to international students, and assisting in coordination of Veterans' benefits programs for students.
- *6 – Clerks* - (two vacant and approximately 1 FTE in temp and/or student support) Clerks support the Counseling Office by reviewing student information on assessment and orientation, scheduling appointments, maintaining the general counseling master schedule, and providing education resources and information.
- *1 – CalWORKs Supervisor* – Provides 100% Program Coordination and supervises the daily operation of the Program.
- *2 – CalWORKs Classified Student Personnel* Assistants – provide education planning services including distribution of outreach materials to the community and adult education, provide orientation sessions to

prospective and first-year students, collect information about student records and assessments; provide education planning as it relates to county approved careers, provides case management.

- *1 – CalWORKs Student Personnel Assistant (Temporary) & Volunteer* Intern – Provides outreach services explaining the SSSP and CalWORKs procedures at community agencies and community events as well as at Adult schools and teen pregnancy educational institutions to potential college students with an additional emphasis on CalWORKs. Provides case management to first-time CalWORKs students participating in CalWORKs and/or RISE.
- *1 – PT Classified Temporary Clerk* – support the staff, counselors and supervisor by reviewing student information on assessment and orientation, reviewing for required county documentation, schedule appointments, provides educational resources and information.
- *6-8 – Adjunct Counselors* – Provide counseling and educational planning services to CalWORKs students.

To Be Determined: In fall 2014, the college will explore hiring of a Dean for Equity and Student Success – (.5 FTE) to be funded by SSSP and Student Equity (5. FTE) to assist in the coordination and collaboration of activities to support the student's first year experience to ensure overlap of these endeavors.

The counseling entitlement, known as the 900:1, is a contractual obligation of the District. For every 900 students (headcount), one counseling FTE is appropriated. The headcount is from the Fall 1st Census enrollment report. Some adjustments are made such as for students enrolled at more than one college. The counseling entitlement is FTES controlled. The colleges are allowed to spend within their FTES allocation and not the dollars budgeted. This allows for ease in scheduling and tracking especially for adjunct and overload services.

For Sacramento City College this figure is 2.385. (This figure was derived by totaling the monthly hours worked by adjunct and overload for counselors and then dividing by 2080).

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 Los Rios Community College district uses internally-developed software to develop electronic student education plans (iSEP's) that are portable across the four-college district. A work group meets regularly to vet revisions for continuous improvement and revisions.

The counseling department has been piloting online counseling through CCC Confer which gives counselors the ability to share documents such as an iSEP, transcripts and class schedules with students in a secure environment. Plans are to continue this service to our online students.

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.**

The SSSP budget plan includes 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 figures below represents the actual number of students to be provided at-risk follow-up services for the 2012-2013 academic year:

FALL 2012	**Auto ReAdmit**	**Dismissed**	Total
P DISMISSAL	492	398	**890**
PROBATION 1			**940**
PROBATION 2			**811**
SPRING 2013			
DISMISSAL	499	419	**918**
PROBATION 1			**1071**
PROBATION 2			**548**

These students are identified by a crystal report (Student Information database) generated by the LRCCD. By the end of the first week of each semester, students who are identified as being on Probation or Dismissal are notified by email of their academic standing. The email includes an explanation of their standing and the requirement that must be met before the next enrollment cycle.

Sacramento City College Probation and Dismissal Process

The mission of Sacramento City College is to encourage and educate students to attain their academic goals and move on to prosperous careers. In the pursuit of that mission we are also responsible to hold firm to the standards of rigor and excellence in the academic expectations of our students. When students fail to achieve minimum standards it is our responsibility to set in motion policies and procedures that encourage and support students success. The following Probation and Dismissal Process is designed for student success.

Probation 1: Students that fail to achieve a 2.0 or better GPA that results in a cumulative GPA of less than 2.0. are encouraged to:

- Meet with a counselor (faculty intervention)
- Utilize the resources available on campus for your success
- Must achieve a 2.0 GPA or better or be placed on P-2
- FA Consequence: Continued low academic performance may lead to financial aid limitations*
- Will lose enrollment priority with continued low academic performance.

Probation 2: Students on P-1 that fail to achieve a 2.0 or better will be required to:

- Meet with a counselor in the RISE Program(650- 2782)
- Submit a Mid-term Academic Progress Report
- Enroll in HCD 116 (Orientation to College -1 unit) or HCD 110 (Building Foundations for Success -3 units) or HCD 310 (College Success -3 units and UC/CSU transferrable)

- Must achieve a 2.0 semester GPA or better or will be placed on Dismissal
- FA Consequences: Student may be dismissed from Financial Aid*
- Loss of enrollment priority at Probation 2.

Dismissal: If a student is on P-2 and is not successful in achieving a 2.0 GPA, the student will not be allowed to continue the next semester. The student must sit out one semester before applying for readmission and will lose registration priority. The student will be required to:

- Meet with a general counselor
- Attend a Success Workshop
- Student will be limited to the courses recommended by the counselor
- There will be a two course or 8-unit limitation
- Submit a Mid-term Academic Progress Report
- Submit a Readmission Petition
- Must achieve a 2.0 semester GPA or will be dismissed
- Financial Aid Consequences: You may not be eligible for Financial Aid until you've successfully completed a semester*
- Loss of enrollment priority.

*For more information about the Financial Aid Satisfactory Academic Progress policy please go to the Financial Aid website at www.scc.losrios.edu

P-1: Counseling

- Letter of full disclosure – process, interventions, consequences
- Strongly suggest meeting with a General Counselor
- List resources available

P-2: RISE

- Letter – full disclosure
- Meet w/ RISE Counselor - twice
- Mid Semester Academic Progress Report
- Attend HCD 116, 110, or 310

D-1: Counseling

- Letter - full disclosure
- Student will be disenrolled at the beginning or end of any semester
- Sit out one semester –Fall or Spring
- Attend Petition Workshop- Summer or Fall
- Meet with General Counselor – twice
- Mid semester Academic Progress Report
- Unit Limitation

EARLY ASSISTANCE PROGRAM

The Early Assistance program is designed as a timely intervention for students who are observed to be experiencing academic or personal difficulty each semester. The program provides college faculty and staff with a collaborative opportunity to identify students' specific needs and subsequent access to carefully identified support services. The program makes every effort to assist faculty and staff in improving the motivation and performance of students in order to advance their potential for success and improve the college's ability to retain these students.

SCC's web-based Early Assistance system is referred to as **SARS ALRT**. SARS·ALRT is an Early Alert Referral System that helps promote student success and retention. There is a campus-wide effort to identify students early

in the semester (preferably no later than the end of the third week) that may be having difficulties, to get them the additional support they may need to be successful.

At risk students enrolled in basic skill math and English classes are supported at the West Sacramento Outreach Center through the Tutoring Program and Writing Center at SCC. The West Sacramento Center also receives direct support from SSSP resources for a temporary instructional assistant (IA) who coordinates and schedules tutorial services and provides tutoring for students at this location.

Other strategies involving faculty that address our at risk students includes The EOPS Success in Math Project. It was developed and implemented to assist EOPS students with math competency success. Approximately 35-40 EOPS students would participate in a Math cohort (based on a learning community model) that assist students with completing basic skills math levels – 27/28, 34 and 100 (Basic Skills Math, Pre-Algebra and Beginning Algebra). The participants receive instruction from the same faculty member for the entire series of mathematics classes. The assignment of one instructor provides continuity and consistency of instruction. By using a cohort model, the participants develop community and are engaged at a higher level with their peers to better master the subject matter. An EOPS counselor is assigned to the project to provide ancillary support for both the instructor and the students and helps to develop complementary workshops to increase student support. Topics included stress management, math anxiety, study skills, time management, organizational skills, and other topics from the instructor, students, and /or counselor proposes that would lead to encouragement of student retention, persistence and increased course success.

Students have a limited number of semesters that they can participate in EOPS. With the establishment of the Success in Math Project we hoped to see an increase in Math course success and completion allowing students to complete their certificate, Associates or transfer requirements in a timelier manner.

The recent completion of the spring 2014 semester will now allow us to review the longitudinal data for this cohort. Preliminary data shows a higher course pass rate for these class sections when compared to the Math department's overall pass rate. In spring 2014, Math 80 (Mathematics Study Skills) was added for additional instructional support to increase the passage rate of enrolled Math 28 students. In fall 2014 this project will continue in cooperation with SSSP. Students enrolling in Math 27/28, Math 34, Math 103/104 (two semester Beginning Algebra), and Math 123/124 (two semester Intermediate Algebra).

In 2014-15 an English cohort has been added to this project to assist with the successful completion of the English writing competency sequence from basic skills to transfer by employing the cohort model of instruction. Student participants are all EOPS students who need to complete their English writing requirement sequence – English Writing 51, 101, & 300. These students keep with the same cohort of students, the same instructor and an EOPS counselor. The EOPS counselor assigned to the project will work and communicate with the classroom instructor to monitor student progress and initiate 1:1 contact in the event the student starts to struggle.

The English Writing Success Project offers the EOPS student a new avenue to successfully complete the writing sequence in order for to move forward with accomplishing their certificate, Associate Degree or transfer requirements in a timely manner.

New students are directed to special programs at SCC depending on their interest, assessment levels, or ethnic identification at multiple points of entry during the recruitment process, application, Orientation, New Student Counseling Workshops, SCC's 411 for Success website, Preview Day/Night events, Senior Saturday's, Summer Success Academy, during Freshman Welcome in early August, and Welcome Week/Day activities on campus in early September. Many of the programs listed below provide in class activities to support student success in addition to field trips, speakers, and other outside of the classroom assignments for a value added learning experience at the college.

Puente Program

The **Puente** mission is to increase the number of Mexican-American/Latino students transferring to four-year colleges and universities. The Puente Project is open to all students. Students in Puente work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities. Students

meeting the eligibility requirements of the program should be prepared to participate in the following:

- **English Instruction**
  Puente students take two consecutive writing classes, English 100 and 300. These classes provide a supportive environment for Puente students to build confidence in their writing skills. The content of both courses focuses on Latino social, political, and cultural issues.
- **Counseling**
  Puente students work individually with the Puente counselor until they transfer from Sacramento City College, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit UC, CSU and other four-year institutions as a component of their participation in this program.
- **Mentoring**
  Each Puente student is matched with a mentor who is a professional in the local community. Mentors share their knowledge and experiences with students and provide a window into "real life" work environments. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges, and the community.

The Puente learning community affectionately known on the SCC campus as La Familia, has a full-time counselor with a 50% load dedicated to Puente coordination, orientation and follow-up activities. A student assistant provides additional support for clerical tasks and peer to peer support.

The Chicano/Latino Student Welcome/! Bienvenidos! - is an annual fall event held at SCC. In the spring the Chicana/o & Latina/o Recognition Ceremony, Honrando a Nuestros Estudiantes, Honoring Our Students, event recognizes the success of Chicano/o & Latina/o students from American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. Students earning an AA/AS degree, certificate and/or transferring to a 4-year university are encouraged to attend this festive event.

UMOJA-SBA (*Kiswahili word meaning "Unity" and SBA (pronounced 'say-bah') is a Kemetic term meaning "teaching, wisdom, and study.")*
Umoja-SBA is a community of unified learners committed to enhancing student achievement and supporting personal growth and development. While a relatively new program at SCC that began in fall 2013, this program will help to close an opportunity gap that students of African Ancestry experience on our campus and across institutions of higher education nationally. Umoja-SBA Community is a community of educators and learners committed to the academic success, personal growth and self-actualization of African Ancestry and other students with an emphasis on first-year college students.

The primary goal of Umoja-SBA is to increase the retention and success rates of African Ancestry students at Sacramento City College by creating sacred spaces for learning, teaching and character development. The Umoja-SBA Community will nurture and support students by providing structure, content and practices responsive to the cultural waters of the African Diaspora. Umoja-SBA, a modified learning community model will support students for 1-year through enrollment in HCD 110 (Foundations for Success) and the transferrable HCD 310 (College Success) classes. These anchor guidance courses along with identified developmental and targeted general education course compliments will create a student learning community cohort. Two full-time faculty counselors have .25 release time to co-facilitate Umoja activities on campus and in the local community. In spring 2014 twenty-six students are participating in the Umoja Program of which twenty-two are first time in college.

Goals of UMOJA-SBA Learning Community include:

- Increase retention and success rates of SCC students
- Create sacred spaces for learning, teaching, character development and digital literacy
- Enhance educational experiences through introducing historical, cultural and socio-political ideas from an African/African American and Multi-Cultural perspective
- Encourage use of multi-media technology to inspire critic thinking, creativity, leadership development and community building

The UMOJA Program will continue to be supported by the SSSP in academic year 2014-15. This will include a student assistant to support the faculty serving as the coordinators for this focused first year student program. One of SCC's strengths is to excel at cobbling resources to support student success. UMOJA also receives clerical

support provided by the BSI.

The Man Up Program at SCC focuses on helping men of color succeed at the college. This peer mentoring program is designed to help African American and Latino men succeed and persist at SCC in their first year. Leadership opportunities provide encouragement and increase academic motivation for the student participants. Mentoring is provided in one-on-one sessions, check-ins and Man Up group meetings. Field trips to other northern California universities are also included.

RISE (Respect, Integrity, Self-Determination, Education) Program
RISE is a unique student services program at SCC for and by students. RISE rose from student demands for more responsive and sensitive services targeting primarily first generation and non-traditional college students. RISE offers comprehensive services from early college outreach programs for credit-deficient high school students (Jr RISE program) to inspiring first generation students through our college tours of competitive universities to assisting and encouraging probationary students to continue and complete their educational goals.
RISE offers to all participating students: ongoing counseling and transitional services to college rigor, peer mentorships/guidance, book loans, academic tutorial, college tours, a close-knit student network, and a sense of "familia/ohana" that nurtures persistence and success.

CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS (CALWORKS) PROGRAM
The **CalWORKs** mission is to assist welfare recipient student's transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges. In doing this, it is crucial that students begin college upon their eligibility for county cash assistance hence the importance of recruiting new students to the college early. The student requirement to participate in SSSP is to set a strong foundation for academic success. All potential CalWORKs students are required to participate in a CalWORKs Application/Intake session where the SSSP is thoroughly reviewed along with other CalWORKs Program requirements. Upon completion of the SSSP Orientation and Assessment components, students must then participate in the following:

- **Counseling:** Meet with a CalWORKs academic counselor for academic and career guidance and for development of their Educational Plan.
- **Case Management:** Students are required to meet **each term** (including summer) with the CalWORKs Student Personnel Assistant for on-going case management and referral to other on- campus and off-campus resources.
- **Work Study:** Students are required to meet core/non-core activities will meet with the CalWORKs Job Services Student Personnel Assistant for job placement.
- **Business Customer Service Certificate:** New students will be screened to participate in the series of courses for the Customer Service Certificate based on the student's time limitations on cash aid.

Because CalWORKs is an inter-agency program as well as a time-limited program, it is important that students have a clear and succinct Educational Plan (iSEP) in order to reach their academic goal in as short a time period as possible and that is also approved by their respective county. On-going CalWORKs staff and counselor contact with the student is required by the State in order to ensure that all courses on the iSEP are being followed and completed as they are approved by the county.

CalWORKs related workshops, one-to-one advising, counseling, referrals, retention and advocacy services all help to keep our at risk students on their academic path. Students in special programs are advised of activities and interventions available to them prior to enrollment and throughout the semester.

The **Pathways to Academic Learning and Success (PALS)** learning community is a basic skills linked learning opportunity for students who meet the assessment criteria for this program. The PALS learning communities are designed to assist students with Essential Skills level classes. The PALS program students form strong educational bonds with their classmates while receiving enhanced instruction from instructors who work to overlap course content. Students are encouraged to participate in campus activities and events to become more involved in their academic career and be engaged while attending SCC. In fall 2014, this eight unit program consists of two linked learning classes:

- HUMAN CAREER DEVELOPMENT 110, Building Foundations for Success (3 units)

- MATHEMATICS 100, Elementary Algebra (5 units)

In Spring 2015 HCD 310 College Success (3 units) and Math 120, Intermediate Algebra (5 units) are planned for the PALS student cohort.

The PALS club provides students with the opportunity to maintain their connections, form new connections with past and new students, perform community service, and receive assistance with class work. This program receives support from the Basic Skills Initiative on our campus. Since its inception PALS will have four students that have completed their associate's degree and will be achieving their dream of transferring to a four year college or university. The SCC Learning Community Coordinator and a General Counselor (overload) coordinate the various events and activities for the PALS Program, recruitment and serve as club advisors.

Summer Success Academy (SSA)
Bridge programs have served new students at SCC for two decades. The current version, Summer Success Academy (SSA), began in the summer of 2007 embracing our newly graduated first-year college students interested in getting a head start with their higher education in preparation for an exciting future and lifestyle. Spanning five weeks during the summer, participants will have an opportunity to network with other students, enhance self-awareness, and join a community of people who are excited about supporting them in their future endeavors. This program serves up to 160 first time in college students helping them to make the transition from high school to college by demystifying the expectations that will be required of them as a member of the SCC learning community. Students receive college credit for Human Career Development (HCD) 110 Building Foundations for Success (3 units) for their participation in this summer program. This class provides success strategies and support services to entry level students. The strategies and support services are threaded through three critical areas that enhance student success: academic skills, personal life management, and educational navigation. Three field trips include a public and private four-year college and a team building event. These dedicated students commit to a Monday-Thursday summer program from 8:00am to 1:00PM. An addition to the program for summer 2014 was English and Math boot camps to provide participants with an opportunity to refresh their skills.
Plans for 2014-15 are to continue with the five unit model for SSA.

Student Mentoring Program
The SSA Mentoring Program provides ongoing support for the students. Research has shown that by providing students with mentors to help with the transition from high school to college that this change is made a bit easier. Mentors help to eliminate barriers to retention by addressing the issues surrounding academic preparedness. Mentors promote bonding between the student and SCC through identified engagement activities with the goal of improved academic success, transfer, and graduation rates. Mentoring helps extend the support for these first time in college students.

Student Ambassadors
The Sacramento City College Student Ambassadors are an honorary group of students selected to represent the college on SCC campuses and in the community. Students desiring to work as an ambassador must be currently enrolled in at least 9 units and must have completed at least 24 units with a GPA of 3.0 or above.

The Ambassadors are paid and serve as a public relations and institutional advancement resource to students while working under the direction of the assigned supervisor. The Ambassador Program provides a leadership opportunity for SCC students to positively promote the college and represent SCC in a responsible, ethical and professional manner.

The position requires that the Ambassadors enjoy direct communication with students and be capable of effective interpersonal interactions with students from diverse backgrounds (e.g. ethnic, socioeconomic, cultural, and academic, etc.). Ambassadors seek to enhance current and prospective students' knowledge about various student services and programs offered at SCC.

Student Ambassadors perform the following duties with an emphasis on new students:
- Assist in the delivery of outreach programs and promote college enrollment and success throughout Sacramento City College, local schools, and community.
- Attend mandatory Student Ambassador meetings

- Participate during campus events, (i.e. campus information booths during peak enrollment periods)
- Lead campus tours and student workshops
- Participate in leadership workshops and in-service training as scheduled
- Serve as a campus resource
- Role model a positive professional attitude and behavior
- Provide advice and mentorship to incoming students

SCC's 411 for Success website – please refer to technology section IIb ii.

The SCC ESTEEM Pilot Project
The Essential Support Teams for English, ESL and Math (ESTEEM) pilot will take place in fall 2014 in collaboration with the Basic Skills Initiative at SCC. A counselor, tutor and classified staff member will provide support to math classes receiving supplemental instruction to bring timely information about support programs, services and deadlines through weekly visits. This fall 2014 pilot will connect basic skills math students to our campus community to help them succeed.

The **Developmental Writing Assistance Program—DWAP**. This program assists students in the lowest-level composition classes (ENGWR 51) by enlisting the support of an additional instructor for each DWAP section to mentor the students and support them in understanding what they need to do to stay in class and pass the class.

Tutoring and Writing Center
SSSP helps to support Tutoring and Writing Center activities through categorical integration and support of the colleges tutoring program plan. A specific program code 49300 has been created for those student employees working under the "categorical tutoring integration" designated funds for LRC tutoring. In addition the Writing Center hires four part-time English faculty to provide additional support to the tutors in the Writing Center. Numerous workshops are provided every semester by the Learning Skills and Tutoring Center in the Learning Resource Center to support student success. (see attachments)

In 2014-15 SSSP will continue to support the Math Assessment/Acceleration Pilot that was implemented in spring 2014 for the fall enrollment cycle. Each spring, SCC invites graduating high school seniors to our campus for "Senior Saturday." Senior Saturday activities include a welcome activity, computer and essay assessments and counseling workshops. Approximately 800 students receive services over three Saturdays with the goal of getting them ready for priority registration soon after. In Spring 2014 a follow up activity to Senior Saturday was implemented where the Assessment Center identified students whose math placements were lower than expected based on their self-reported high school math course completion. These students were then offered several Saturday math brush-up sessions and the opportunity to reassess. Outcome: Of the 39 students, who participated in the brush-up activity, 10 reassessed and 6 of those placed one to two math placements higher than in their initial testing. New First Time in College (FTIC) students will again have the opportunity to participate in this activity during the spring 2015 Senior Saturday Program.

Transfer Center
The SCC Transfer Center provides services to students from their first day on campus through their entire educational program. Workshops, counseling, Transfer Day and other events and activities fill the calendar each semester to bring information to students. The Transfer Center is a vital part of a student's part of making decisions on a major. At SCC the transfer center is located adjacent to the career center for convenience to first time students developing a major. The transfer center at SCC was also created to address underrepresented populations that historically did not transfer.

The Sacramento City College Transfer Center has over 20,000+ student contacts each year. With its main focus on serving underrepresented groups it provides support to students who are entering SCC and looking to transfer to the university. The program offers workshops, college bus trips, admission application assistance, College Representative visits, Monthly College fairs, HBCU & HACU fairs, UC TOP Program, Outreach and Education to classrooms including Basic Skills courses, and much more.

The SCC Transfer Center has most recently proposed a Panther Transfer Pathway, offering course pathways for

students entering SCC and planning to transfer to the CSU. This program would reinforce the getting in, getting through and getting out concept in 2 years, offering students a set list of courses for Psychology, Sociology and Communications. Within time this program would expand to incorporate other majors for transfer.

The SCC Transfer Center has an Advisory Committee comprised of members from all over the campus community, and outside community including: PUENTE, MESA, EOPS, RISE, UMOJA, UC Davis, CSU Sacramento, ESL, Mathematics, English, Counselors, Dean of Counseling, and Counseling Department Chair.

The SCC Transfer Center has the clerical support of a Student Personnel Assistance (1FTE) and a Clerk (1FTE). The Transfer Center Director has .5 counseling department release time to see and support students.

Allied Health Learning Community (AHLC)
The Allied Health Learning Community (AHLC), established in May 2012, is a cohort-based pathway for first-time college students interested in Allied Health careers. It supports student success by providing: (1) a highly structured pathway leading to multiple Allied Health or academic options, (2) a contextualized and cross-discipline approach emphasizing a full range of Allied Health learning experiences, (3) integrated, comprehensive and proactive student support services, and (4) "early start" initiatives with local high schools that help ease the transition to college. Students complete the program with an A.S. degree in Biology and/or Nutrition and are transfer ready for CSU institutions. Students not wishing to transfer may apply for one of several Los Rios Allied Health programs.

Academic services of AHLC are integrated into the College structure. However, counseling services have previously been supported by grant funds. This proposal is to continue and augment AHLC student services as part of the College's SSSP. The AHLC provides integrated student services including outreach, orientation, assessment, placement, ISEP, proactive counseling and advising to students to continue and scale the Allied Health Learning Community. AHLC is a highly structured pathway for first-year, full-time pre-allied health students and has achieved solid student outcomes.

Each year, seven-hundred (700) first-time students indicate they are interested in Allied Health careers. These students face significant burdens due to the large number of demanding prerequisites. Historically, underrepresented populations and first generation students, face particularly difficult challenges. AHLC addresses these demands and supports these at-risk populations. AHLC students have achieved significant success. Forty percent (40%) are Hispanic, 58% are first-generation, their overall course success rate is 8.5% higher than the college average, they have a 2.87 GPA, and members of Cohort 1 earned 25 more units on average than the reference cohort. Within just two years, four AHLC students have been admitted to SCC Allied Health programs.

Much of this success is attributable to AHLC's wrap-around, proactive counseling service model. This model includes: (1) collaboration with partner high schools to support early career awareness and college readiness, (2) information sessions concerning AHLC and professional programs, (3) outreach with emphasis on underrepresented populations, (4) assessment & placement, (5) guidance preparing the AHLC online application, (6) college and program orientation, (7) financial aid support, (8) college and community based resource referral, (8) preparation of both the abbreviated and comprehensive ISEP, and (9) personal, crisis, career and transfer support.

The counselor delivers some of this support through classes such as HCD 310 and HCD 330. The counselor also closely works with other AHLC faculty to assure students receive support when needed. Finally, the counselor plays a key role in a range of program matters including design, evaluation, research, course sequencing and scheduling. The funds requested are for supporting the continuation of these counseling services for AHLC at 0.600 FTE each fall, spring and summer term.

The goals of the program are that AHLC students will:

- Receive career information and guidance concerning allied health professions prior to starting the program
- Complete the matriculation process of application, orientation, assessment, abbreviated ISEP prior to starting the program

- Complete a comprehensive ISEP before completing 15 units
- Reflect the diversity of the community we serve
- Participate in the AHLC summer bridge program
- Earn first-time course success through cognitive, affective and interpersonal skill development
- Obtain proactive counseling and advising support
- Participate in high school-to-college transition programs that prepare students for the academic and social challenges of college with special support for first-generation and underrepresented college students
- Achieve greater first-time success in classes required for Allied Health Program eligibility

AHLC's goals and objectives are consistent with the Student Success and Support Program (SSSP) and guidelines issued by the California Community College Chancellor's Office. The program helps new to college students identify career and educational goals, delivers student support services and provides a comprehensive pathway to Allied Health programs.

STEM Center

The STEM Center intends to provide STEM students both a virtual and physical single source of support for new-to-college students. The program adopts a broad definition of "STEM student" to be anyone who's academic or career goal requires a significant level of knowledge or skill from at least at least one STEM field. This definition is consistent with several important works including *The Hidden STEM Economy* by Jonathan Rothwell, Metropolitan Policy Program, Brookings Institute (2013), *CTE is Your STEM Strategy* by the NASDCTec (www.careertech.org) and *STEM*, Georgetown University – Center on Education and the Workforce (2013).

SCC currently has a number of separate programs that seek to support STEM students including MESA, MATH Lab, Moving the Workforce Needle and HOPE Center. In addition, classes such as BIOL 290 and AH 290 provide study skills training for students in science and health. However, there is no single point of contact to these services for the 8,000 STEM students attending SCC. Of these, we estimate that 1,000 new-to-college STEM students enroll at SCC each year.

In addition to conversations with faculty, staff and students, there are two California Community Colleges (Cabrillo and Cañada) with STEM Centers that have provided important design information. Based on this and other information, we intend undertake the SCC STEM Center program in two steps.

STEP 1: (A) We seek immediate SSSP support for two IA positions to be housed in Lillard Hall 114, the current location of the HOPE Center. This will form the initial physical base for the STEM Center. While these IAs will focus on support of science and allied health students, additional disciplines will work in this area as space and time allows. (B) A STEM Center working group will be established to (1) develop a STEM Center Website to provide a virtual single-point of contact, (2) integrate to the extent feasible existing STEM support programs to increase resource efficiency where possible, and (3) explore the value to students of a central location for a full-service STEM Center. Members of the STEM Center working group will include representatives from all SCC STEM fields, student support services and facilities.

STEP 2: Depending on the recommendations of the STEM Center working group and decision of the College leadership, create a sustainable, full-service STEM Center. Again depending upon the final STEM Center plan, funding may be required for the design, construction and equipping of a location to house the STEM Center. The STEM Center workgroup will submit its recommendations to the College not later than spring 2016.

Phase 1 Budget: $15030.4 for two temporary, part-time IAs for a full academic year and $224 to support (primarily in-state travel to visit nearby Community Colleges that already have STEM Centers) the work of the STEM Center working group.

Phase 2 Budget: Based on the outcome of further vetting of a permanent STEM Center, additional funding will be requested for full-time permanent IAs and potentially other expenses as well.

The goals of the STEM Center are to provide:

- A single source of STEM career, academic and student support services by coordinating and sharing resources among existing STEM related programs and services including MESA, MATH Lab, HOPE Center and others
- A place that supports strong instructor-student and peer-to-peer collaboration
- A comprehensive ISEP before completing 15 units
- Obtain tutoring services in the full range of STEM disciplines
- Earn first-time course success through cognitive, affective and interpersonal skill development
- Obtain on-going counseling and advising support
- Achieve greater first-time success in STEM classes
- Exposure to real-world STEM careers through site visits, job shadowing, internships, and service learning
- Transfer and career guidance services
- Support for increasing the diversity of STEM students with special emphasis on underrepresented and at-risk populations
- Support for outreach opportunities to feeder high schools including off- and on-campus events
- A highly visible and active single-point of STEM contact for feeder high schools in support of the Sacramento Pathway to Success and similar programs

The STEM Center meets the goals and objectives of the Student Success and Support Program (SSSP) and guidelines issued by the California Community College Chancellor's Office. The program helps new to college STEM students identify career and educational goals, delivers student support services and provides a more effective and efficient single sources of support for these students

Publications for new students
Each academic year *SCC Student Guides and Academic Calendars* are published for new students. This valuable resource provides information about the college, time management, how to enroll in classes through eServices, FAQ's, course sequence information, department information, lists campus resources, terminology, student standard of conduct, student rights and responsibilities information to support student success at SCC. This publication reinforces and supports the information students receive during their online orientation. Thousands of the Student Guides are distributed to students at the Student Obtaining Success (SOS) Information Tables during the first three days of the fall and spring semesters. (Fall 2014 = 7,920 *2014-15 Student Guide and Academic Calendar*s)

411 folders, bookmarks, student ID card holders are produced and printed to distribute to new students at all major events to assist them in the transition from secondary education to their first semester as a college student.

Brochures are produced and printed for the numerous support programs listed above for students future reference.

SSSP resources will be used for events and activities that bring first year students together for increased engagement with departments, divisions and the institution at large. A STEM (an acronym referring to the academic disciplines of science, technology, engineering, and mathematics) Fair is being planned for first-year students as a welcome event on September 9th, 2014. The History, Poli-Sci, Social Science departments are also planning an event on September 11th, 2014 for first year students to support selection of a major in these disciplines. A welcome event will hosted for Psychology majors on October 28th, 2014. SSSP support will be provided for additional major advising activities as they are identified by the faculty.

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

- *2 – RISE Program Counselors* provide general counseling to high-risk students (2.0 FTE)
  In addition, SSSP supports (.35 FTE) for a Student Personnel Assistant in the RISE Office

- *2-Umoja Program Coordinators/Counselors* – 25% program coordination and 75% general counseling

- *1-Puente Program Coordinator/Counselor* -50% general counseling and 50% Program Coordination/counseling for Puente Program students

- *1 – Outreach Specialist* (1FTE), explains the college educational outreach program to individuals and community organizations. Plans, organizes, coordinates and directs activities and events, including team efforts that facilitate student orientation and outreach such as the Welcome and Information Center; coordinates and develops college activities designed to promote recruitment and retention efforts, campus tours, and Student Obtaining Success (SOS) activities. Assists with coordination of FTIC follow-up through mailings and telephone calls.

- *1 – Student Personnel Assistant* (1 FTE), Oversees students, peer assistants, and temporary staff; serves as a resource person to students and staff in the Information and Orientation Office; performs general office duties; assists with campus tours, provides verbal and written follow-up to students regarding the steps to success.

- *1 - Outreach Specialist* (1FTE) providing outreach to high schools and community agencies to assist students in their transition to higher education

- *2 - PT Classified Temporary Clerk 1* – Clerks perform data entry, answer phones, assist with supply inventory and ordering, provide information to students about the steps to success, assist with student check-in and test proctoring (under supervision of Student Personnel Assistant or Supervisor) as needed, assist with training and supervision of student assistants, open and/or close the office.

- *3 - PT Student Assistants* – Student assistants answer phones, make copies, simple data entry, provides information to students about steps to success, assist with student check-in and test proctoring (under supervision of Student Personnel Assistant or Supervisor) as needed.

- *9 - Student Ambassadors* – student assistants employed to assist in the delivery of outreach programs, extended orientation workshops and promote college enrollment and success throughout Sacramento City College, local schools, and the community.

To assist with the coordination of the follow-up activities SCC plans to hire a *Student Success and Support Program (SSSP) Specialist* in fiscal year 2014-15. Under the direction of the assigned supervisor, this individual will coordinate matriculation and Student Success and Support Program (SSSP) activities; assist in the planning, coordination and implementation of support programs and services associated with the college matriculation and SSSP plan; assist in the planning and coordination of follow-up and retention activities for first year students and at-risk students including those on probation and dismissal. This position will provide leadership for the Student Ambassador Program and other peer intervention programs for improved retention; recommend, develop and monitor systems to provide and track matriculation and support services to students; and coordinate and train staff to provide matriculation and SSSP services and follow-up and retention activities.

For academic year 2014-2015, add a SSSP faculty coordinator position, 1 FTE – This person will oversee all college SSSP services and programs, serve as a liaison and resource to instructional departments on available SSSP services; promote SSSP services to the campus community to include data collection and research; program development; and to explore the development of first-year experience for our students.

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

As part of the SCC planning and resource allocation process to support the college's program plans SSSP will support categorical integration for technology tools used for follow-up services to students. For example, the Information Technology Program Plan for FY 2015 will be supported by SSSP in the amount of $25,963. (The breakout for this cost includes: 1 HP Computer SSSP/ Assessment $1,063.90; NEKO OnBase WebServer $9,663; NEKO OnBase Scanner $6,676; SSPI SARSGrid $8,560. Planning is integrated in concert with the IT Dean.

Student Document Access: Onbase is the technology that is used to scan and access records. This system is used by Admissions and Records, Financial Aid, and a number of categorical programs that require access to secure student documents. In the 14-15 year, additional functionality will be added to enable students to directly scan eligibility and other documents into the Onbase database for indexing and access.

Early Assistance: SARS ALRT is the software program that is integrated into the SARS suite that addresses issues of early alert and early intervention. Currently the program is available to all faculty and addresses the academic, career, and personal needs of new and continuing students. Faculty use the program to communicate with both the student and services. In the coming year, additional functionality will be developed to allow for more targeted mapping of student needs to college services.

Communicating with students
AxisTV is an enterprise digital signage software solution for unified visual communications across the organization – a single software application that publishes messages, media and alerts to displays, desktops, web pages, room signs and smartphones throughout your facility, across campus or to multiple locations in different cities.

Visix browser-based digital signage software allows the college to create, manage and deliver messages, media and alerts from anywhere to anywhere. These digital signage applications, interactive meeting room signs, and targeted messaging publishers send content to monitors, plasma screens, desktops and RSS readers. Each product works independently or can be integrated into a scalable system, from a single display to a large network.

This systems helps SCC communicate to its students, improve the quality of organizational communications to have a further reach by involving more people in the communications process (main campus and outreach centers).

Plans are to replace the Axis server, software and Plasma Screens for student announcements and to provide other timely information to students. This system is also linked to the emergency response "WARN" system that students can opt in to.

With the opening of a new student services building on campus and the relocation of one stop services for students to include Assessment, Admissions and Records, Information and Orientation, Outreach and Recruitment, DSPS, space for the SSSP Coordinator, two counselors or other paraprofessionals, the SSSP Grant Clerk and administrative assistants (2), audio visual (AV) and information technology (IT) needs will be supported by the SSSP budget for the delivery of core services to support students in this facility. This will necessitate the purchase of networked copiers to facilitate document preparation and sharing capabilities.

In academic year 2014-15 the SSSP Coordinator will request a Survey Monkey account to conduct follow-up surveys to students on the core requirements of Orientation, Assessment and Educational Planning services received as they moved through the Los Rios Steps to Success.

SCC will also plan for and purchase a Mobile Lab for SVS123 multipurpose/workshop room in the new Student Services Building. This equipment, including laptops and mobile charging cart, will be used to facilitate group counseling sessions for new students to create educational plans and for readmission workshops. A mobile lab will give us the flexibility we need at high demand times to have internet access for our students in any available classroom on campus.

In addition to CIVITAS (Predictive Analytics Platform), SCC will explore the use and investment in tools that help facilitate student success by examining data about student behaviors and outcomes. Starfish Retention Solutions software will be reviewed in academic year 2014-15 towards this endeavor. The Starfish Enterprise Success Platform helps higher education institutions scale their student support initiatives in a way that helps more students engage with the campus community, and, ultimately, achieve their academic goals.

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.**

SCC has a 1.0 FTE Grant Clerk position dedicated to performing a wide variety of difficult and responsible clerical tasks related to the overall operation of the categorically funded SSSP program. This employee maintains the SSSP fiscal accounts and budget expenses; copies, sorts, and tracks demographic and financial data and District information for grant records; develops spreadsheets for forecasting, fund allocation, analyzing and tracking of all grant expenses and allocations; drafts, reviews, analyzes, and tracks data for records, reports, and publications, and prepares appropriate reports for District and external agencies as required/requested. This position will be supported by SSSP indefinitely.

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 research agenda for SSSP is to perform ongoing evaluation studies examining the effectiveness of each of the service components—with a particular focus on orientation, assessment, counseling/advisement, and education planning. Three primary areas have been identified to evaluate the SSSP core components: a) number of students receiving a service and performance and outcome measures; b) changes to education goal; and c) student satisfaction and evaluation of the services received. The data will be disaggregated by student demographics, examples include: college of attendance, gender, first generation, age, income level, hours employed, race, academic load, day/evening attendance, as well as special student population groups.

A. The Effects of Student Success and Support Program (SSSP) on Student Performance
   1. Comparing the Academic Performance of Students who are Fully, Partially, or Not Served by SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning
   2. Evaluating Student Academic Success Before and After Implementing SSSP in Spring 2014 by
      a. **Units attempted**
      b. **Course success rates-** percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.
      c. **Average units completed-** based on units for which grades A-D and Credit (Cr) are awarded.
      d. **Persistence-** the rate by which students who enrolled in the Fall re-enrolled in the Spring
      e. **Overall GPA**
      f. **Awards-** AA, AS and certificates
      g. **Transfer-ready-** successfully complete 60 or more transferable units, including math and English

B. Student Goal Changes
   3. Monitoring Changes in Student Goals Before and After the Receipt of SSSP Services

C. Student Satisfaction and Frequency of Use
   4. Student Satisfaction with SSSP Services: Orientation, Assessment, Counseling/Advising, Education Planning

D. Sacramento City College participates in the bi-annual administration of the Community College Survey of Student Engagement (CSSSE). This survey provides valuable information regarding the engagement and satisfaction of our students at SCC in addition to providing the college with an opportunity to add special focus items each administration. Past administrations of the CCSSE will provide us with frequency distributions from 2010, 2012 and 2014. The 2012 CCSSE key findings of highest and lowest engagement data is presently available.

E. Annual SCC Matric (SSSP) & First Year Student Report from PRIE Institutional Effectiveness Reports

F. SCC Course Pre-Req validation survey

G. Student Success Summary (SCC Scorecard)

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.**

Online Orientation
Student online orientation is provided through the use of the Desire2Learn (D2L) commercial software. D2L is the primary, supported Learning Management System (LMS) for the four Colleges of the Los Rios District including online, hybrid, and web-assisted courses. D2L is operated by the District Office IT Department with onsite storage and processing (not vendor hosted). In the Spring 2014 semester, over 4,000 classes, 1,200 faculty, 118,000 enrollments, and 56,553 unique students across the District used D2L for regular course work (SCC = 17, 847). In addition to achieving the orientation objectives, the use of D2L for online orientation provides students with an early introduction to the software and increases the familiarity for later courses. The District license for the D2L software and the necessary equipment infrastructure for normal courses were not increased for the additional orientation courses.

The Orientation course consists of eight modules with an assessment at the end of each. Successful completion of the eight orientation modules causes D2L to interface with the District's Student Information System (PeopleSoft) to record the completion and provide the necessary State reporting. The data element linked to the online orientation is SS06- Initial Orientation Services. At last count, over 31,000 students are enrolled in the online orientation courses and over 14,000 have completed.

Student Educational Planning
Student educational planning is supported through the use of three technology tools for Student Educational Plans, Assessment based planning, and Degree Audit.

iSEP: Student Educational Plan
The first is a custom module, called the "iSEP", which allows counselors to create a web based education plan for a student based on their educational goal. In addition to term by term planning of courses from the college catalog, the iSEP also allows a counselor to interface with the student's Degree Audit report, to identify and select courses the student needs to meet specific requirements.

The tool also provides assessment based placement into course sequences for Math, English and ESL, information on transfer to colleges for transfer students, and a means to refer students to support services. Students have web access to their iSEP in electronic form on their eServices self-service account. Students can copy the courses from their official iSEP into their Student Planner in eServices, and from their Student Planner they can register for their planned courses when the class schedule becomes available during the registration period.

The data element linked to the electronic educational plan is SS09- Student Education Plan.

Districtwide Assessment Database
Technology is also used to provide students with their assessment placements housed in a districtwide common assessment database. In eServices functionality exists that allows students to plan their course sequence, through college level and above, at any college in the district based on their assessment placements. Students can place into their Student Planner courses based on their assessment placements, and when registration opens students can schedule and enroll in classes based upon the courses in their Student Planner.

The assessment database is linked to SS07- Student Initial Assessment Services Placement.

Degree Audit Report
A Degree Audit / Academic Advisement module is also available through student self-service for student to track their progress to degree/certificate completion based on requirements for their designated educational goal.

Personalized Steps to Success tracking and automated MIS data collection
Technology is also used to automatically record, in the appropriate MIS data element, the completion by a student of each service. In eServices, in the Steps to Success tab, students can view their personal progress through each of these steps, and for those services that the student has not yet completed there are links and directions on actions the student should take to complete the step.

Communication
In addition to the three tools mentioned above, technology is also used to support communication to students. On the Steps to Success web page students can view information regarding orientation, assessment, educational planning and registration. This districtwide web page contains links to local college web pages that provide specific details regarding these services at each college. Students also receive communications to their student gMail account. The Student Email Notification Delivery (SEND) and other subsystems, transmit e-mails to students upon the completion of each of the individual student success steps.

Reporting
Crystal RDM reports are used for operational reporting, with a number of reports that support tracking a student's progress through the student success services. Reports assist in identifying students who have not completed all the steps to success, and in providing summary information on the number of students served at each college.

Mobile Technology
The District will explore the deployment of mobile access capabilities to provide students with access to services via mobile devices. Mobile access will assist in keeping students on track with their education plan by providing them access to information on a timely basis, such as notifying them when they are enrolled from a waitlist in to a class, or if they are at risk of being dropped from a class for non-payment of fees. It will allow them to search for, enroll in, and pay for classes for which they have planned, as well as view their grades as they make progress toward their educational goal.

Predictive Analytics, Increased Engagement and Early Intervention
The District will explore the investment in tools that help facilitate student success by examining data about student behaviors and outcomes. Through the use of predictive analytics students can be identified as potential candidates for intervention through an early alert system. The system will also assist in identifying students in need of higher levels of learning engagement who would benefit from of enhanced learning activities.

SCC College Website
The college website (www.scc.losrios.edu) has been redesigned to highlight information that prospective, first time (new to college), and continuing students need in order to be successful at SCC. The site is audience oriented, user friendly, with landing pages including content for future students and current students. The Future Students page includes sections on Steps to Success, Coming from High School, How to Enroll As a… (special populations oriented), Your First Semester, and Student Success Measures. There are direct links to online orientation, application and registration systems, and the college catalog. Additionally there is a database of forms, handbooks, and documents that support student success and a calendar of dates, deadlines, and events. A Future Students Essential feature provides direct links to critical information including the Academic Calendar, Assessment Schedule, Class Schedule, Financial Aid and New Student Counseling Schedule for educational planning and follow-up services. The Current Students landing page has sections on Getting the Right Class, Paying for College, Academic Support Programs, Student Support Programs, Campus Services, Career Success Services, Getting Involved, and Graduation. Additionally there is a Current Students Essential page that has direct links to critical resources such as distance learning and eServices. The website also has a section on Academics that links to divisions and departments as well as gainful employment data.

SCC'S 411 FOR SUCCESS WEBSITE
"SCC's 411 for Success" (http://www.scc.losrios.edu/411forsuccess/) was created to provide students with strategies for college success, to keep students updated with important information, and to keep students connected to the campus. The website also provides insight on what *students can expect in college* and to understand *what is expected of them*.

The goal of the 411 website is to provide ongoing support, understanding, and awareness of the first year college

experience. This website was never intended to replace any existing resources such as the college catalog and college website. While the official college catalog and website addresses important topics such as academic policies and procedures, the website focuses on the actual college experience and how to create a successful first year.

SCC's 411 website supports the theme of student motivation. The website provides weekly posts that include topics such as study skills, motivation, selecting a major, meeting with a counselor, creating a college life, and selecting the right courses. Students are encouraged to follow the weekly posts so that they have a clear focus on what to do next to support their success in college. Also, because many students are the first in their families to attend college, the website provides direction on how to complete important tasks, that may not be familiar to them, such as understanding a course syllabus, meeting with a professor during office hours, and planning for their career and educational goals.

The website does not require a login or password, so any student (not just at SCC) can access it. Also, a student can follow the website at any time without necessarily having to start with the first week. As a new weekly post is added, the previous posts are archived and can be viewed again. The website is maintained by a faculty counselor with .20 counseling department release time and is updated 1 to 3 times a week.

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 is being used for district match.**

Prior to SB 1456 and SSSP regulations, expenditures for activities such as admissions and records were allowable both as a direct charge and in support of the match for State funding for Matriculation. During 2013-14, the college reviewed all regular positions to identify those that are no longer eligible under SSSP. In addition, the college identified regular positions funded by general purpose monies that met the SSSP requirements. As of July 1, 2014, non-eligible positions have been replaced with eligible positions. This "exchange" results in no net change to either program expenditures or match. The college will include as part of its match reporting, expenditures for all the areas listed above.

Admissions & Records staff support student success in a number of ways such as New Veteran Student orientations, eServices/registration workshops (B153 lab), communication with faculty of key courses in certificate programs with the desired outcome of an increase in the number of certificates awarded, and increased participation in college events targeting new students. Additionally, A&R staff:

- Accept and process applications for admission from students, received by mail.
- Evaluate and maintain college transcripts, high school transcripts, assessment records, advanced placement scores, military credit and non-college certificates for advisement purposes.
- Provide support to the counseling department in a number of ways: making counseling appointments for students, checking students in for their appointments, pulling transcripts and other documents for counseling appointments.
- Provide support to Outreach with phone calls and communication efforts in regards to the pre-enrollment process.

Outreach Provides campus specific orientation through the following activities:

- Pre Enrollment Steps information and follow up communication
- Registration and new student counseling workshops
- Presentations at local high schools

- Senior Saturdays
- Preview Night
- Summer Success Academy
- Campus Tours

Transfer Center staff: Transfer services include transfer fairs, workshops (preparing for university transfer, Transfer Admission Guarantees, Making the Transition to University), online and hard copy reference, and e-materials/resources, campus tours, weekly university representative appointments as well as drop-in sessions. Staff extends services to provide materials to each of the two outreach centers, including classroom visitations and workshops.

Matriculation and Student Success Committee, Faculty, Classified, and Administrator Tri-Chairs: Helps to ensure Instructional / Student Services connection and collaboration. Faculty Co-Chair provides leadership in ensuring the SSSP plan components are part of the agenda and discussed at the Matriculation and Student Success Committee and makes recommendations to help makes sure plans are implemented and suggests corrective action as necessary. Tri-chairs rotate the responsibility of chairing the monthly Matriculation and SS Committee meetings.

Counselors provide academic counseling to assist students in assessing, planning, and implementing immediate and long-range educational and/or transfer goals. An Individual Student Education Plan (iSEP) is created for each student. This plan lists classes each student will need to take to achieve their educational goal. The plan also notes the action steps a student must take to complete their goal. Additionally, Career counseling, personal and crisis counseling are services provided by Counseling staff. In addition to educational plan development counseling provides:

- Overview of academic programs
- Referral to various support services areas (i.e. tutoring, Reading and Writing Center)
- Counseling at a distance
- Liaisons for various academic areas
- Student schedule development
- Outreach to local high schools

Articulation increases pathways and opportunities for transfer students. Through the articulation process more academic options are available for students wishing to pursue a higher level degree.

Human Career Development Courses (HCD) support student success by providing student will foundational skills necessary to be an academically successful student. Courses included the following content:

- Effective study skills
- Personal accountability
- Time management
- Academic and career exploration

Associate Vice President for Enrollment and Student Services oversees the SSSP budget and all activities associated with student success funding, serves as the SSSP coordinator for the college. Key role in developing the Student Success Plan, informing the campus community about SSSP initiatives, and support of programs and services that are developed.

Dean of Counseling and Student Success oversees all SSSP funded areas to include Counseling, Transfer Center, Human Career Development, Career Center, Work Experience and Internships, Athletic Advising,

Puente, UMOJA, Veterans Resource Center, and Early Assistance to ensure appropriate usage of funding; assists with program development and implementation; coordinates the development of the Student Success Plan as it relates to full and part-time counselors, and facilitates the adjunct and overload counselor scheduling meeting.

Office of Institutional Research:

- Annual reporting of key indicators of student success disaggregated by demographics
  - Including Course Success, completion measures, etc.
- Annual Institutional Effectiveness Reports, including the Matriculation & First-year Student Report, the Basic Skills Report, the Student Equity Report, etc.
- Placement reports of incoming students by feeder school
- Analyses of students on probation or dismissal status.
- Support for Curriculum Committee, Student Equity Committee, PRIE Committee, and Basic Skills subcommittee
- Placement Assessment Validation Studies
- Prerequisite Establishment Research and Validation Studies
- Analysis of Disproportionate Impact for Student Equity Plan, Assessment Placement, and Prerequisites
- College surveys, including CCSSE, which provide information on student engagement.

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 Los Rios Community College District does not exempt new students from participation in the required services of Orientation, Assessment, and Counseling (educational planning) beginning with summer 2014. Students attending any college or university prior to that time are not required to complete the required services in relation to retaining priority registration. Below is the exact wording of Los Rios Board Regulations relating to exemptions:

Los Rios Community College District

2800MATRICULATION Exempt Criteria R-28212820
Exemption of 1.1Regulation -2000 Students

1.0 Exempt Criteria

1.1 The Los Rios Community College District elects to exempt certain students from participation in orientation, assessment, counseling or advisement, as follows:

1.1.1 Any student who has completed an associate degree or higher.

1.1.2 A student who satisfies at least two of the following and does not wish to participate:

1.1.2.1 the student has identified a goal of upgrading job skills;

1.1.2.2 the student has enrolled in fewer than six (6) units;

1.1.2.3 the student is concurrently enrolled in another post-secondary institution;

1.1.2.4 the student has no degree or occupational objective.

1.1.3 A high school student enrolled as an Advanced Education student.

1.2 New to college students who first enrolled in courses in the District after Spring 2014 are not eligible for the above exemptions.

2.0 Notification

2.1 Any student declared exempt shall be notified that he or she is covered by an exemption and shall be given the opportunity to elect whether or not to participate in the matriculation process, or any part of the matriculation process.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

1. New to college students beginning after spring 2014 who do not complete the required services of Orientation, Assessment, and Counseling (educational planning) will lose priority registration until the steps are completed. There is no appeal.

2. Students placed on academic or progress probation or any combination thereof (Title 5, section 55031) for two consecutive terms will lose priority registration. Students can appeal based on extenuating circumstances or where a student with a disability applied for, but did not receive, reasonable accommodation in a timely manner. A student who demonstrates significant academic improvement may appeal the loss of priority enrollment.

3. A student who has earned ninety (90) or more degree applicable semester units at the District will lose priority registration. Students in a high unit major may file an exemption from this regulation.

Students who are placed on academic or progress probation, or who have earned seventy-five (75) percent of more of the unit limit are notified of the potential for loss of priority. Students who are in their first semester of academic or progress probation are notified that a second consecutive term on academic or progress probation will result in loss of priority registration. Academic or progress probation notification continues until the student is no longer on probation or the student reaches the unit limit. The Reinstatement of Priority Registration Request Form is found both on the District and College website and provides clear directions on filing the appeal.

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.

Sacramento City College intends to guide students into courses in which they will have the greatest chance for academic success. Throughout the catalog, courses designated as having prerequisites, corequisites, and/or advisories. Consistent with the language used in the LRCCD online Orientation the definitions used for prerequisites, corequisites and advisories on faculty recommend preparation include:

- Prerequisite – is a course or skill level that a student must meet prior to enrolling in a course or program.
- Corequisite – is a course that a student is required to enroll in at the same time as another course.
- Advisory - is a suggested course or skill level that a student is advised to meet prior to enrolling in a course of program.

Counselors and instructors can advise students about which courses to enroll in. Their advice will be based on test scores, transcripts, and student's educational goals. A pre-requisite challenge procedure exists for students. Information and a prerequisites challenge form can be obtained from any division office.

The excerpt below is from the SCC Curriculum Handbook. Additionally, reference could be made to the instructional program review process for courses and programs. Prerequisites are reviewed by the faculty developers and the subcommittee as a part of that process. Validation studies are completed by faculty and the Planning, Research and Institutional Effectiveness (PRIE) office.

Prerequisite/Corequisite/Advisory Information

In reviewing courses that contain a prerequisite, corequisite, advisory, or enrollment limitation, the Pre/Co/Adv subcommittee uses the definitions and regulations outlined in Title 5, the report on best practices outlined by the Statewide Academic Senate, and standards for consistency across the catalog developed by the subcommittee. The following specific criteria are considered:

Prerequisites:

1. Prerequisites are reviewed to determine if they follow a sequence of courses in the discipline (e.g. ENGWR 51 as a prerequisite to ENGWR 101).

2. If a prerequisite course is listed from another discipline, the course outline must indicate that the course will be validated through a described process (e.g. an English course used as a prerequisite for a sociology course).
3. The specific prerequisite course, not "eligibility for" a course, should be listed in the course outline.
4. Where appropriate (generally, English, math, ESL), "or placement by the assessment process" or "or placement by the SCC assessment process" is added to indicate that a student may use a placement test score in lieu of the required prerequisite course.
5. Prerequisites should be listed as clearly and succinctly as possible. Developers are advised to remove unnecessary wording such as "completion of" within the prerequisite line.
6. The listing of prerequisite courses is also followed by the words "with a grade of **"**C**"** or better" to indicate that a student must have passed the prerequisite course(s).
7. The prerequisite justification section of the course outline is reviewed to insure that it includes a list of student learning outcomes from the prerequisite course as well as any other explanation for non-course prerequisites or required validation studies.

The Planning Research and Institutional Effectiveness Office (PRIE) Office does not establish prerequisites, but does do research to provide evidence upon which departments may base their decisions. In addition, a department could theoretically ask the Curriculum Committee to approve in the absence of PRIE Research.

Pre-implementation, the PRIE office gets involved when a department requests (or the Curriculum Committee wants to see) research to support decision-making processes. Post-implementation PRIE automatically gets involved in doing validations when a non-math or non-English course has a math or English reading/writing prerequisite for the course. For a newly implemented prerequisite, Title 5 requires a validation study to be completed within two years from implementation. It is studied for two years and a report is filed with the department and listed in the Curriculum Committee's records on the Course Outline of Record (COR). The components of this initial validation are pre- and post- success rates, pre- and post-enrollment levels, disproportionate impact, criterion-based, and consequential validity.

English and math prerequisites for non-math/English courses in place longer than two years are reviewed at least once every six years—employing content review, disproportionate impact analysis, criterion-based, and a consequential validity study. PRIE conducts the latter two and faculty is responsible for the content review.

Note that for most of the following conditions, PRIE does not do research to validate—however, as part of PRIE's research analyst's participation on the Curriculum Committee's Prerequisite Subcommittee, one of the things the analyst monitors is which prerequisites must have a research validation and which can have other forms of validation as listed below from Title 5 and Best Practices for Prerequisites from the Academic Senate for California Community Colleges (ASCCC).

SCC's PRIE only gets involved for data collection AND analysis (criterion-based and consequential validity).

4. Professional Development

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

SCC has a faculty member who spends 50% of his time coordinating professional development activities for the college as the Faculty Coordinator for the Staff Resource Center. The list below addresses some of the currently planned proposals or projects that could be planned to address the different activities that are specified in the SSSP plan:

1. Developing a briefing for faculty and staff on the elements contained within the online orientation with a follow-up discussion on processes and services available to students.
2. Briefings on college policies that affect student success – including SAP, repetition, repeatability
3. Training for English instructors on how to apply the assessment scoring rubric
4. Targeted intra-department training on systems that support student success – i.e., Counseling on online counseling or iSEP training
5. Training on SARS ALRT

6. Panel discussions with counselors responsible for such student support programs as Umoja, Puente, Rise, DSPS
7. Workshops on learning communities – what we learned, how to bedeveloped, lessons for student success
8. Workshops on tutoring – benefits, techniques, integrating into classroom instruction
9. Briefings on student success data
10. Charettes on supporting student success.

To support the Staff Resource Center Program Plan for 2014-15 SSSP resources were identified for categorical integration of SSSP resources to support professional development activities for the college.

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.

The tri-chairs of the Matriculation and Student Equity Committees met in spring 2014 to discuss the shared responsibility of planning for the SSSP and activities associated with the promotion of student equity. A combined meeting of these two standing committees is planned for fall 2014 to further vet access and inclusive activities for our students. Some tri-chairs from both committees attended a Student Equity Workshop for Los Rios Community College District at American River College in June 2014 regarding the student equity plan and subsequent reporting to the CCCCCO.

There is an overlap of faculty, staff and administrative representation on the Matriculation Committee and Basic Skills Initiative (BSI) Advisory Committee. The SSSP Plan and Student Equity Plan are being written with many of the same participants and contributors. In addition faculty and administrators have been participating in the RP Group "Leading From the Middle Academy" Institutes to advance college support programs and services to students who are at risk. The faculty includes SCC's BSI Coordinator and the Learning Community Coordinator. In Fall 2014, BSI will pilot the Essential Support Teams in English, ESL and Mathematics (ESTEEM) Program which is a collaborative instructional and student services effort to connect basic skills math students to our campus community to help them succeed.

SCC plans to explore and support a Research Analyst positon that would be supported by the SSSP (.5FTE) and Student Equity (.5FTE) plans. Rationale: the PRIE Office has noted a need to increase the research capacity of the office in their recent unit plans. The PRIE Research Analyst collects and analyzes data related to many aspects of institutional effectiveness, including those connected to the work that will be done under the SSSP plan and Student Equity Plan. The range of data required for external reporting and for internal use to understand and improve our processes has grown substantially in recent years. This position will also decrease the need for overtime for the classified staff in the PRIE office. Some of the tasks would include but not be limited to:

- Collect and analyze qualitative and quantitative data, conduct statistical analyses, validate data, provide data security, document findings.
- Complete research data requests from college faculty and staff and provide advice on research methodology and interpretation of results.
- Develop PRIE Research Reports and Research Briefs and disseminate the results to the college community specific to first time students.
- Production of enrollment data charts for use across the college.
- Develop data for program evaluation and/or provide assistance to programs in developing that data.
- Produce several of the Institutional Effectiveness Reports: E.g. Matriculation & First Year Student Report, Basic Skills Report, Student Equity Report, Enrollment Report, etc.
- Community College Survey of Student Engagement (CCSSE) survey data analysis
- Conduct prerequisite validation studies
- Mandatory orientation workgroup – provide data as requested
- Staff Equity and Diversity committee and Student Equity Committee– provide advice on data exploration and research approaches
- Annual analysis for Summer Success Academy

- SAH Learning Community – provide guidance on data collection and reporting; develop data for grant reports.
- Basic Skills Initiative - data development and analysis
- SSSP Plan data analysis
- Student equity plan data analysis
- African American males support services - data development

Both plans were presented to their respective committees for review and feedback. The Matriculation and Student Support Committee and Student Equity Committee also reviewed both plans and have provided input. The SCC Academic Senate reviewed both the Student Success Plan and Equity Plan and provided input; the Classified Senate and the Associated Students of SCC have done the same. The SCC Department Chairs Council, Joint Deans Council and Senior Leadership Team also had an opportunity to review and provide feedback to the plans.

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.

Los Rios Community College District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews its policies regularly to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's executive staff. After approval by the Chancellor's executive staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a regulation become effective once they are approved by the Cabinet but changes to a policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.

SECTION IV. ATTACHMENTS

Note: Attachments A, B, and C will be included in the final report to the CCCCO. Appropriate signatures are still being gathered.

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
(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: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

RESOURCES

- Accrediting Commission for Community and Junior Colleges
- Basic Skills Initiative Program Plan 2014-2015, Sacramento City College
- California Code of Regulations, Title 5. Education, Online
- Chancellor's Office Basic Skills web site
- Los Rios District Organization Chart
- Los Rios District's YouTube Channel
- Student Success and Support Program Handbook, California Community Colleges, September 2014
- Matriculation & First-year Student Report 2013
- Sacramento City College Organization Charts
- California State Senate Bill 1456 – Lowenthal, Community Colleges: Seymour-Campbell Student
- Student Equity Plan, Sacramento City College (add link when available)
- Student Guide and Academic Calendar 2014-2015, Sacramento City College

djl: revision dates: May 2014; June 16; July 8; July 11; July15; July 17; July 18; July 25; July 28; Aug. 5; Aug. 12; Aug. 13; Aug. 19; Aug. 21; Aug.25; Aug. 27; Sept. 7; Sept. 11; Sept. 16; Sept.21; Sept. 22; Sept. 23; Sept.24; Sept. 25; Sept. 26; Oct. 6; Oct. 8;

CREDIT
Student Success and Support Program

2014-15

Budget Plan

Los Rios CCD

Sacramento City College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@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

HOME

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Los Rios CCD
College: Sacramento City College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form.** The form can be found on the Chancellor's Office website at: http:/extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* m**ail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page
2 Do First
3 Part I Funding
4 Part II Planned Expenditures
5 Part III Planned District Match
6 Summary

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Los Rios CCD
Sacramento City College
CREDIT

Part I: Funding *Enter whole numbers only*

Total 2014-15 Student Success and Support Program Allocation	$ 2,900,332
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$ -
Total SSSP Funds Available for Planned Expenditures	**$ 2,900,332**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	**$ 2,898,652**
District Match (Part III: Planned District Match)	$ 7,129,568
2:1 Calculated required match for **credit**: $ 5,797,304	
Total Planned Expenditures in the SSSP	**$ 10,028,220**

Balance 2014-15 Student Success and Support Program Allocation: **$ 1,680**

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

F10 Enter your college's 2014-15 Student Success and Support Program Allocation

F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.

F13 This cell will populate with the funds available for expenditure in the Credit SSSP.

F18 This cell will populate once the Part II Planned Expenditures section has been completed.

F19 This cell will populate once the Part III Planned District Match section has been completed.

E20 This cell will display your calculated required district match for your *credit* program.

F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."

F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".

0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.

\+ If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

\- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

HOME

2014-15
Los Rios CCD
Sacramento City College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordinator	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**						
	(1) Instructor - EOPS English Success	**0.53**	$ -	$ -	$ -	$ 23,561	$ -	23,561
	Regular Instructional - Retro Salaries		$ -	$ -	$ -	$ 1,414	$ -	1,414
	(1) Counselor - General	**1.00**	$ -	$ -	$ 55,986	$ -	$ -	55,986
	Regular Counselor - Retro Salaries		$ -	$ -	$ 3,359	$ -	$ -	3,359
	(1) Regular Adminstrator	**0.50**	$ -	$ -	$ -	$ 46,512	$ -	46,512
	(1) Regular Coordinator - BSI Student Success*	**0.40**	$ -	$ -	$ -	$ 16,845	$ -	16,845
	(1) Regular Coordinator - Learning Communities*	**0.20**	$ -	$ -	$ -	$ 8,423	$ -	8,423
	(1) Regular Coordinator - SSSP/Equity*	**1.00**	$ -	$ -	$ -	$ 42,113	$ -	42,113
	(1) Regular Coordinator - Student Success Staff Development*	**0.50**	$ -	$ -	$ -	$ 21,057	$ -	21,057
	(1) SSSP Coordinator	**1.00**	$ -	$ -	$ -	$ 45,000	$ -	45,000
	(3) Non-RegInstructors - Math, Science & Engineering	**1.27**	$ -	$ -	$ -	$ 30,731	$ -	30,731
	(3) Non-Reg Instructors - Counseling	**0.60**	$ -	$ -	$ -	$ 8,805	$ -	8,805
	(3) Non-Reg Instructors - English	**0.20**	$ -	$ -	$ -	$ 2,963	$ -	2,963
	(3) Non-Reg Instructors - Math, Science & Engineering	**0.20**	$ -	$ -	$ -	$ 2,658	$ -	2,658
	(1) Non-Regular Instructor - District Office		$ -	$ -	$ -	$ 4,701	$ -	4,701
	(1) Non-Regular Instructor - Science & Allied Health	**0.07**	$ -	$ -	$ -	$ 1,598	$ -	1,598
	Non-Reg Instructional - Retro Salaries		$ -	$ -	$ -	$ 2,126	$ -	2,126
	(1) Non-Regular Counselor - PALS	**0.03**	$ -	$ -	$ 2,784	$ -	$ -	2,784
	Non-Reg Counselor - New Student Counselor Workshops	**0.19**	$ -	$ -	$ 18,208	$ -	$ -	18,208
	Non-Reg Counselor - Science & Allied Health	**0.25**	$ -	$ -	$ 27,639	$ -	$ -	27,639
	Non-Reg Counselor - Retro Salaries		$ -	$ -	$ 2,918		$ -	2,918
	Non-Reg Non-Instr - Language & Literature	**0.21**	$ -	$ 14,624	$ -	$ -	$ -	14,624
	Subtotal	**8.15**	$ -	$ 14,624	$ 110,894	$ 258,507	$ -	**$ 384,025**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**						
	(1) Admissions & Records Evaluator I	**1.00**	$ -	$ -	$ -	$ 26,876	$ -	26,876
	(1) Clerk III	**1.00**	$ -	$ -	$ -	$ 41,400	$ -	41,400
	(1) Counseling Clerk I	**1.00**	$ -	$ -	$ -	$ 37,183	$ -	37,183

(1) Counseling Clerk II	**1.00**	$ -	$ -	$ -	$ 45,653	$ -	45,653
(1) Counseling Clerk II	**0.10**	$ -	$ -	$ -	$ 4,322	$ -	4,322
(1) Counseling Supervisor	**0.25**	$ -	$ -	$ -	$ 16,632	$ -	16,632
(1) Grant Coordinator Clerk	**1.00**	$ -	$ -	$ -	$ -	$ 35,979	35,979
(1) Outreach Specialist	**0.60**	$ 4,047	$ -	$ -	$ 36,423	$ -	40,470
(1) Student Personnel Assistant	**1.00**	$ -	$ 51,646	$ -	$ -	$ -	51,646
(1) Student Personnel Assistant	**0.35**	$ -	$ -	$ -	$ 16,617	$ -	16,617
(1) Student Personnel Assistant - Career & Jobs Center	**1.00**	$ -	$ -	$ -	$ 40,163	$ -	40,163
(1) Student Personnel Assistant - Student Services	**1.00**	$ 39,509	$ -	$ -	$ -	$ -	39,509
(1) Student Personnel Assistant - TANF	**1.00**	$ -	$ 51,646	$ -	$ -	$ -	51,646
(1) Student Support Services Supervisor	**0.10**	$ -	$ 7,196	$ -	$ -	$ -	7,196
(1) Clerk III - Assessment	**1.00**	$ -	$ 24,539	$ -	$ -	$ -	24,539
(1) SSSP Specialist	**1.00**	$ -	$ -	$ -	$ -	$ 42,353	42,353
(4) Paraprofessional - Counseling	**4.00**	$ -	$ -	$ -	$ 154,680	$ -	154,680
(1) Research Analyst - Planning, Research & Institutional Effectiveness	**1.00**	$ -	$ -	$ -	$ 16,181		16,181
(1) IT Analyst II - iSEP, Assessment	**0.31**	$ 5,081	$ 5,081	$ 5,081	$ 5,080	$ -	20,323
(1) IT Analyst II - LMS for SSSP	**0.31**	$ 5,081	$ 5,081	$ 5,081	$ 5,080	$ -	20,323
(1) Senior Analyst - SA/DBA.	**0.31**	$ 5,440	$ 5,439	$ 5,440	$ 5,439	$ -	21,758
Regular Classified - Retro Salaries		$ 3,549	$ 9,038	$ 936	$ 31,804	$ -	45,327
Vacation Liability		$ -	$ -	$ -	$ 5,000	$ -	5,000
Temp Classified - Evaluators - Admissions & Records		$ -	$ -	$ -	$ 4,792	$ -	4,792
Temp Classified - Student Ambassadors		$ -	$ -	$ -	$ 4,026	$ -	4,026
Temp Classified - Clerks - Assessment		$ -	$ 12,302	$ -	$ -	$ -	12,302
Temp Classified - SPA - Business		$ -	$ -	$ -	$ 4,026	$ -	4,026
Temp Classified - SPA's - Career Center		$ -	$ -	$ -	$ 23,619	$ -	23,619
Temp Classified - Clerks - Counseling		$ -	$ -	$ -	$ 16,335	$ -	16,335
Temp Classified - District Office		$ -	$ -	$ -	$ 3,135	$ -	3,135
Temp Classified - Clerks - Information & Orientation		$ 9,056	$ -	$ -	$ -	$ -	9,056
Temp Classified - Research Analyst - Planning, Research & Institutional Effectiveness		$ -	$ -	$ -	$ 19,466	$ -	19,466
Temp Classified - Instructional Assistant - Science & Allied Health		$ -	$ -	$ -	$ 14,494	$ -	14,494
Student Help - Learning Resource Center Tutors		$ -	$ -	$ -	$ 49,603	$ -	49,603
Student Help - Student Ambassadors		$ -	$ -	$ -	$ 50,400	$ -	50,400
Student Help - Assessment		$ -	$ 11,700	$ -	$ -	$ -	11,700
Student Help - Counseling		$ -	$ -	$ -	$ 17,640	$ -	17,640
Student Help - Summer Success Academy		$ -	$ -	$ -	$ 24,048	$ -	24,048
Student Help - Information & Orientation		$ 10,800	$ -	$ -	$ -	$ -	10,800

	Student Help - Learning Resource Center		$ -	$ -	$ -	$ 2,000	$ -	2,000
	Student Help - Matriculation		$ -	$ -	$ -	$ 2,970	$ -	2,970
	Student Help - Math, Science, & Engineering		$ -	$ -	$ -	$ 2,160	$ -	2,160
	Student Help - Science & Allied Health		$ -	$ -	$ -	$ 2,160	$ -	2,160
	Student Help - Veterans Resource Center		$ -	$ -	$ -	$ 1,984	$ -	1,984
	ESA - Instructors - Language & Literature		$ -	$ -	$ -	$ 24,336	$ -	24,336
	ESA - Instructors - Science & Allied Health		$ -	$ -	$ -	$ 10,050	$ -	10,050
	Temp I/A - Learning Resrouce Center		$ -	$ -	$ -	$ 22,975	$ -	22,975
	Temp I/A - West Sacramento Center		$ -	$ -	$ -	$ 11,810	$ -	11,810
	Subtotal	**18.33**	$ 82,563	$ 183,668	$ 16,538	$ 800,562	$ 78,332	**$ 1,161,663**
3000	**Employee Benefits**							
	(1) Instructor - EOPS English Success		$ -	$ -	$ -	$ 7,210	$ -	7,210
	Regular Instructional - Retro Salaries		$ -	$ -	$ -	$ 433	$ -	433
	(1) Counselor - General		$ -	$ -	$ 17,132	$ -	$ -	17,132
	Regular Counselor - Retro Salaries		$ -	$ -	$ 1,028	$ -	$ -	1,028
	(1) Regular Adminstrator		$ -	$ -	$ -	$ 10,698	$ -	10,698
	(1) Regular Coordinator - BSI Student Success*		$ -	$ -	$ -	$ 5,155	$ -	5,155
	(1) Regular Coordinator - Learning Communities*		$ -	$ -	$ -	$ 2,577	$ -	2,577
	(1) Regular Coordinator - SSSP/Equity*		$ -	$ -	$ -	$ 12,887	$ -	12,887
	(1) Regular Coordinator - Student Success Staff Development*		$ -	$ -	$ -	$ 6,443	$ -	6,443
	(1) SSSP Coordinator		$ -	$ -	$ -	$ 13,770	$ -	13,770
	(3) Non-RegInstructors - Math, Science & Engineering		$ -	$ -	$ -	$ 5,993	$ -	5,993
	(3) Non-Reg Instructors - Counseling		$ -	$ -	$ -	$ 1,717	$ -	1,717
	(3) Non-Reg Instructors - English		$ -	$ -	$ -	$ 578	$ -	578
	(3) Non-Reg Instructors - Math, Science & Engineering		$ -	$ -	$ -	$ 518	$ -	518
	(1) Non-Regular Instructor - District Office		$ -	$ -	$ -	$ 917	$ -	917
	(1) Non-Regular Instructor - Science & Allied Health		$ -	$ -	$ -	$ 312	$ -	312
	Non-Reg Instructional - Retro Salaries		$ -	$ -	$ -	$ 415	$ -	415
	(1) Non-Regular Counselor - PALS		$ -	$ -	$ 543	$ -	$ -	543
	Non-Reg Counselor - New Student Counselor Workshops		$ -	$ -	$ 3,551	$ -	$ -	3,551
	Non-Reg Counselor - Science & Allied Health		$ -	$ -	$ 5,390	$ -	$ -	5,390
	Non-Reg Counselor - Retro Salaries		$ -	$ -	$ 569	$ -	$ -	569
	Non-Reg Non-Instr - English Assessment Readers		$ -	$ 1,638	$ -	$ -	$ -	1,638
	(1) Admissions & Records Evaluator I		$ -	$ -	$ -	$ 13,358	$ -	13,358
	(1) Clerk III		$ -	$ -	$ -	$ 20,576	$ -	20,576
	(1) Counseling Clerk I		$ -	$ -	$ -	$ 18,480	$ -	18,480

(1) Counseling Clerk II	$ -	$ -	$ -	$ 22,690	$ -	22,690
(1) Counseling Clerk II	$ -	$ -	$ -	$ 2,148	$ -	2,148
(1) Counseling Supervisor	$ -	$ -	$ -	$ 8,266	$ -	8,266
(1) Grant Coordinator Clerk	$ -	$ -	$ -	$ -	$ 17,882	17,882
(1) Outreach Specialist	$ 2,011	$ -	$ -	$ 18,103	$ -	20,114
(1) Student Personnel Assistant	$ -	$ 25,668	$ -	$ -	$ -	25,668
(1) Student Personnel Assistant	$ -	$ -	$ -	$ 8,259	$ -	8,259
(1) Student Personnel Assistant - Career & Jobs Center	$ -	$ -	$ -	$ 19,961	$ -	19,961
(1) Student Personnel Assistant - Student Services	$ 19,636	$ -	$ -	$ -	$ -	19,636
(1) Student Personnel Assistant - TANF	$ -	$ 25,668	$ -	$ -	$ -	25,668
(1) Student Support Services Supervisor	$ -	$ 3,576	$ -	$ -	$ -	3,576
(1) Clerk III - Assessment	$ -	$ 12,196	$ -	$ -	$ -	12,196
(1) SSSP Specialist	$ -	$ -	$ -	$ -	$ 21,049	21,049
(4) Paraprofessional - Counseling	$ -	$ -	$ -	$ 76,876	$ -	76,876
(1) Research Analyst - Planning, Research & Institutional Effectiveness	$ -	$ -	$ -	$ 8,042	$ -	8,042
(1) IT Analyst II - Business Analyst for D2L	$ 2,525	$ 2,525	$ 2,525	$ 2,525	$ -	10,100
(1) IT Analyst II - Business Analyst for Student Services	$ 2,525	$ 2,525	$ 2,525	$ 2,525	$ -	10,100
(1) Senior Analyst - SA/DBA.	$ 2,704	$ 2,703	$ 2,703	$ 2,703	$ -	10,813
Regular Classified - Retro Salaries	$ 1,764	$ 4,492	$ 465	$ 15,805	$ -	22,527
Vacation Liability	$ -	$ -	$ -	$ 383	$ -	383
Temp Classified - Evaluators - Admissions & Records	$ -	$ -	$ -	$ 288	$ -	288
Temp Classified - Student Ambassadors	$ -	$ -	$ -	$ 242	$ -	242
Temp Classified - Clerks - Assessment	$ -	$ 738	$ -	$ -	$ -	738
Temp Classified - SPA - Business	$ -	$ -	$ -	$ 242	$ -	242
Temp Classified - SPA's - Career Center	$ -	$ -	$ -	$ 1,417	$ -	1,417
Temp Classified - Clerks - Counseling	$ -	$ -	$ -	$ 980	$ -	980
Temp Classified - District Office	$ -	$ -	$ -	$ 188	$ -	188
Temp Classified - Clerks - Information & Orientation	$ 543	$ -	$ -	$ -	$ -	543
Temp Classified - Research Analyst - Planning, Research & Institutional Effectiveness	$ -	$ -	$ -	$ 1,168	$ -	1,168
Temp Classified - Instructional Assistant - Science & Allied Health	$ -	$ -	$ -	$ 870	$ -	870
Student Help - Learning Resource Center Tutors	$ -	$ -	$ -	$ 397	$ -	397
Student Help - Student Ambassadors	$ -	$ -	$ -	$ 403	$ -	403
Student Help - Assessment	$ -	$ 94	$ -	$ -	$ -	94
Student Help - Counseling	$ -	$ -	$ -	$ 141	$ -	141
Student Help - Summer Success Academy	$ -	$ -	$ -	$ 192	$ -	192
Student Help - Information & Orientation	$ 86	$ -	$ -	$ -	$ -	86

	Student Help - Learning Resource Center	$ -	$ -	$ -	$ 16	$ -	16
	Student Help - Matriculation	$ -	$ -	$ -	$ 24	$ -	24
	Student Help - Math, Science, & Engineering	$ -	$ -	$ -	$ 17	$ -	17
	Student Help - Science & Allied Health	$ -	$ -	$ -	$ 17	$ -	17
	Student Help - Veterans Resource Center	$ -	$ -	$ -	$ 16	$ -	16
	ESA - Instructors - Language & Literature	$ -	$ -	$ -	$ 1,460	$ -	1,460
	ESA - Instructors - Science & Allied Health	$ -	$ -	$ -	$ 603	$ -	603
	Temp I/A - Learning Resrouce Center	$ -	$ -	$ -	$ 1,378	$ -	1,378
	Temp I/A - West Sac Center	$ -	$ -	$ -	$ 709	$ -	709
	Subtotal	$ 31,794	$ 81,823	$ 36,431	$ 321,091	$ 38,931	**$ 510,071**

Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordinator	Total
4000	**Supplies & Materials**						
	Textbooks - PALS - HCD 110	$ -	$ -	$ -	$ 291	$ -	291
	Textbooks - UMOJA-SBA - Math 28	$ -	$ -	$ -	$ 1,770	$ -	1,770
	Supplies - Assessment	$ -	$ 3,300	$ -	$ -	$ -	3,300
	Supplies - District Office	$ -	$ -	$ -	$ 157	$ -	157
	Supplies - High School Outreach	$ -	$ -	$ -	$ 1,920	$ -	1,920
	Supplies - Matriculation	$ -	$ -	$ -	$ 1,000	$ -	1,000
	Supplies - West Sac Center	$ -	$ -	$ -	$ 250	$ -	250
	Printing - AVPESS	$ -	$ -	$ -	$ 250	$ -	250
	Printing - Counseling	$ -	$ -	$ -	$ 5,057	$ -	5,057
	Printing - High School Outreach	$ -	$ -	$ -	$ 3,724	$ -	3,724
	Printing - Info & Orien	$ 1,000	$ -	$ -	$ -	$ -	1,000
	Printing - Matriculation	$ -	$ -	$ -	$ 38,990	$ -	38,990
	Printing - Public Information Office	$ -	$ -	$ -	$ 10,000	$ -	10,000
	Printing - Learning Communities	$ -	$ -	$ -	$ 5,000	$ -	5,000
	Printing - Vice President of Student Services	$ -	$ -	$ -	$ 5,000	$ -	5,000
	Printing - West Sacramento Center	$ -	$ -	$ -	$ 750	$ -	750
	Software - Assessment	$ -	$ 125	$ -	$ -	$ -	125
	Software - Information Technology	$ -	$ -	$ -	$ 15,236	$ -	15,236
	Software - Distance Education	$ -	$ -	$ -	$ 5,000	$ -	5,000
	Software - Vice President of Student Services	$ -	$ -	$ -	$ 135,000	$ -	135,000
	Subtotal	$ 1,000	$ 3,425	$ -	$ 229,395	$ -	**$ 233,820**

HOME

5000	Other Operating Expenses and Services						
	Contracts - Personal Service - DO	$ -	$ -	$ -	$ 37,200	$ -	37,200
	Travel - Admissions & Records	$ -	$ -	$ -	$ 500	$ -	500
	Travel - Assessment	$ -	$ 162	$ -	$ -	$ -	162
	Travel - Associate Vice President of Enrollment & Student Services	$ -	$ -	$ -	$ 482	$ -	482
	Travel - Behavorial & Social Sciences	$ -	$ -	$ -	$ 10,000	$ -	10,000
	Travel - Counseling	$ -	$ -	$ -	$ 11,963	$ -	11,963
	Travel - Davis Outreach Center	$ -	$ -	$ -	$ 53	$ -	53
	Travel - District Office	$ -	$ -	$ -	$ 1,567	$ -	1,567
	Travel - High School Outreach	$ -	$ -	$ -	$ 17,414	$ -	17,414
	Travel - Information & Orientation	$ 1,000	$ -	$ -	$ -	$ -	1,000
	Travel - Information Technology	$ -	$ -	$ -	$ 2,618	$ -	2,618
	Travel - Math, Science & Engineering	$ -	$ -	$ -	$ 114	$ -	114
	Travel - Science & Allied Health	$ -	$ -	$ -	$ 1,171	$ -	1,171
	Travel - Student Leadership & Development	$ -	$ -	$ -	$ 923	$ -	923
	Travel - SSSP	$ -	$ -	$ -	$ 54,236	$ -	54,236
	Travel - Staff Development	$ -	$ -	$ -	$ 5,000	$ -	5,000
	Dues & Membership - Counseling	$ -	$ -	$ -	$ 2,860	$ -	2,860
	Dues & Membership - Information & Orientation	$ 100	$ -	$ -	$ -	$ -	100
	Dues & Membership - Matriculation	$ -	$ -	$ -	$ 1,611	$ -	1,611
	Dues & Membership - Planning, Research, & Institutional Effectiveness	$ -	$ -	$ -	$ 6,875	$ -	6,875
	Utilities & Housekeeping Services - District Office	$ -	$ -	$ -	$ 1,548	$ -	1,548
	Utilities & Housekeeping Services - Vice President of Administrative Services	$ -	$ -	$ -	$ 500	$ -	500
	Repairs - Assessment	$ -	$ 2,863	$ -	$ -	$ -	2,863
	Repairs - Information Technology	$ -	$ -	$ -	$ 10,023	$ -	10,023
	Rents & Leases - Assessment	$ -	$ 14,932	$ -	$ -	$ -	14,932
	Rents & Leases - Assessment	$ -	$ -	$ -	$ 139,810	$ -	139,810
	Postage - AVPESS - PALS	$ -	$ -	$ -	$ 100	$ -	100
	Postage - Counseling	$ -	$ -	$ -	$ 49	$ -	49
	Postage - High School Outreach	$ -	$ -	$ -	$ 4,108	$ -	4,108
	Postage - Information & Orientation	$ 5,550	$ -	$ -	$ -	$ -	5,550
	Postage - Matriculation	$ -	$ -	$ -	$ 300	$ -	300
	Operational Expense - Admissions & Records	$ -	$ -	$ -	$ 200	$ -	200
	Operational Expense - Assessment	$ -	$ 64,950	$ -	$ -	$ -	64,950
	Operational Expense - Learning Resource Center	$ -	$ -	$ -	$ 204	$ -	204
	Subtotal	$ 6,650	$ 82,907	$ -	$ 311,429	$ -	**$ 400,986**

6000	**Capital Outlay**						
	Library Books - Learning Resource Center	$ -	$ -	$ -	$ 15,000	$ -	15,000
	Equipment - Assessment	$ -	$ 38,301	$ -	$ -	$ -	38,301
	Equipment - District Office	$ -	$ -	$ -	$ 1,700	$ -	1,700
	Equipment - Information & Orientation	$ 408	$ -	$ -	$ -	$ -	408
	Equipment - Information Technology	$ -	$ 1,052	$ -	$ 115,126	$ -	116,178
	Equipment - Matriculation	$ -	$ -	$ -	$ 1,500	$ -	1,500
	Equipment - SSSP	$ -	$ -	$ -	$ 35,000	$ -	35,000
	Subtotal	$ 408	$ 39,353	$ -	$ 168,326	$ -	**$ 208,087**
7000	**Other Outgo**						
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 122,415	$ 405,800	$ 163,863	$ 2,089,310	$ 117,263	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						**$ 2,898,652**

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Progam Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Los Rios CCD
Sacramento City College
CREDIT

HOME

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Research	Technology	Transitional Services (See #8 below)	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**								
	Counselor	**20.40**	$ -	$ -	$ 1,771,182	$ -	$ -	$ -	$ -	1,771,182
	Deans	**2.50**	$ -	$ -	$ 120,953	$ -	$ 69,138	$ -	$ 122,442	312,533
	Vice President, Student Services	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 142,057	142,057
	AVP Enrollment/Student Services	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 141,719	141,719
	Coordinators	**3.00**	$ -	$ -	$ 101,798	$ -	$ -	$ -	$ 222,592	324,390
	Adjunct Counselor	**2.89**	$ -	$ -	$ 271,923	$ -	$ -	$ -	$ -	271,923
	Instructors in HCD Courses	**6.57**	$ 328,359	$ -	$ -	$ -	$ -	$ -	$ -	328,359
	Subtotal	**37.36**	$ 328,359	$ -	$ 2,265,856	$ -	$ 69,138	$ -	$ 628,810	**$3,292,163**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**								
	Admissions/Records Evaluators	**3.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 143,480	143,480
	Admissions/Records Clerk	**6.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 246,833	246,833
	Financial Aid Clerk	**1.00**	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,278	38,278
	Counseling Clerks	**2.90**	$ -	$ -	$ 104,467	$ -	$ -	$ -	$ -	104,467
	Student Affairs Specialist	**1.00**	$ -	$ 64,791	$ -	$ -	$ -	$ -	$ -	64,791
	Interpreter	**0.50**	$ -	$ -	$ -	$ -	$ -	$ -	$ 26,148	26,148
	Administrative Assistant	**5.00**	$ -	$ 45,627	$ 50,337	$ -	$ 41,238	$ -	$ 98,865	236,067
	Supervisors	**2.40**	$ -	$ 64,760	$ 33,263	$ -	$ -	$ -	$ 80,940	178,963
	Research Analyst	**0.50**	$ -	$ -	$ -	$ -	$ 39,373	$ -	$ -	39,373
	Senior IT Support Specialist	**0.50**	$ -	$ -	$ -	$ -	$ 49,860	$ -	$ -	49,860
	IT Analyst	**0.20**	$ -	$ 20,814	$ -	$ -	$ -	$ -	$ -	20,814
	Student Personnel Assistant	**6.65**	$ -	$ -	$ 232,597	$ -	$ -	$ -	$ 149,061	381,658
	Outreach Specialist	**2.40**	$ -	$ 109,208	$ -	$ 26,452	$ -	$ -	$ -	135,660
	Education Media Design Specialist	**0.83**	$ -	$ 48,829	$ -	$ -	$ -	$ -	$ -	48,829
	Temporaries/ESA		$ -	$ 12,298	$ 9,321	$ -	$ -	$ -	$ 98,730	120,349
	Student Help		$ -	$ 13,029	$ 32,193	$ -	$ -	$ -	$ 19,558	64,780
	Subtotal	**32.88**	$ -	$ 379,356	$ 462,178	$ 26,452	$ 130,471	$ -	$ 901,893	**$1,900,350**

3000	**Employee Benefits**								
	Academic Salaries	$ 100,478	$ -	$ 642,676	$ -	$ 15,902	$ -	$ 136,836	895,892
	Classified and Other Nonacademic Salaries	$ -	$ 182,117	$ 209,887	$ 13,147	$ 64,844	$ -	$ 395,782	865,777
	Subtotal	$ 100,478	$ 182,117	$ 852,563	$ 13,147	$ 80,746	$ -	$ 532,618	**$1,761,669**
4000	**Supplies & Materials**								
	Instructional/Media Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ 566	566
	Non-Instructional Supplies & Materials	$ -	$ 177	$ 5,864	$ -	$ 2,444	$ -	$ 31,294	39,779
	Non-Instructional - Printing Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,234	5,234
	Non-Instructional Software	$ -	$ -	$ -	$ -	$ 261	$ -	$ 1,393	1,654
	Non-Instructional Books & Periodicals	$ -	$ 1,522	$ 1,656	$ -	$ -	$ -	$ -	3,178
	Subtotal	$ -	$ 1,699	$ 7,520	$ -	$ 2,705	$ -	$ 38,487	**$ 50,411**
5000	**Other Operating Expenses and Services**								
	Contracts - Personal Service	$ -	$ -	$ -	$ -	$ 225	$ -	$ 40,100	40,325
	Travel & Conference & Mileage	$ 3,473	$ 7,091	$ 13,350	$ -	$ 860	$ -	$ 9,770	34,544
	Utilities	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,036	1,036
	Dues & Membership	$ -	$ -	$ 2,002	$ -	$ 264	$ -	$ 2,799	5,065
	Repairs	$ -	$ 5,059	$ -	$ -	$ 536	$ -	$ 7,433	13,028
	Rents and Leases	$ -	$ -	$ 2,076	$ -	$ -	$ -	$ 3,063	5,139
	Admin Cost & Other	$ 559	$ -	$ 140	$ -	$ -	$ -	$ 14,040	14,739
	Subtotal	$ 4,032	$ 12,150	$ 17,568	$ -	$ 1,885	$ -	$ 78,241	**$ 113,876**
6000	**Capital Outlay**								
	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	$ -	$ -	$ 1,916	$ -	$ 183	$ -	$ 9,000	11,099
	Subtotal	$ -	$ -	$ 1,916	$ -	$ 183	$ -	$ 9,000	**$ 11,099**
7000	**Other Outgo**								
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 432,869	$ 575,322	$ 3,607,601	$ 39,599	$ 285,128	$ -	$ 2,189,049	
Total Planned Expenditures must be at least equal to or exceed the Required District Match								**$7,129,568**

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Los Rios CCD
Sacramento City College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	**$**	**2,900,332**
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$	-
Total SSSP funds Available for Planned Expenditures	**$**	**2,900,332**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	**$**	**2,898,652**
District Match (Part III: Planned District Match)	**$**	**7,129,568**
2:1 Calculated required district match for **credit** $ 5,797,304		
Total Planned Expenditures in the SSSP	**$**	**10,028,220**

Balance 2014-15 Student Success and Support Program Allocation:	**$**	**1,680**

The required District Match was met: **Yes**

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Progam Plan per title 5, section 55510.

	Email address	Phone Number	Date
College SSSP Coordinator (Typed name and signature)			
SSSP Supervising Administrator or CSSO (Typed name and signature)			
District Business Manager (Typed name and signature)			
College President (Typed name and signature)			
District Chancellor (Typed name and signature)			

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES **DATE:** October 15, 2014

SUBJECT:	Chancellor's Contract	ATTACHMENT: None
		ENCLOSURE: None
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION: ACTION

BACKGROUND

Annually at its October meeting, the Board of Trustees evaluates the performance of the Chancellor in closed session.

RECOMMENDATION

It is recommended that the Board of Trustees take appropriate action in open session on the contract of the Chancellor.