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).

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\(^1\) Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

\(^2\) A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

\(^3\) The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
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: 10/13/14
Name: Christine Thomas ____________________ Date: 10-13-14

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

Name: Celia Esposito-Noy ____________________ Date: 10.13.14

Signature of the Chief Instructional Officer:

Name: Whitney Yamamura ____________________ Date: 10/13/14

Signature of College Academic Senate President:

Name: Robert "BJ" Snowden ____________________ Date: 10/14/14

Signature of College President:

Name: Deborah J. Travis ____________________ Date: 10/13/14

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
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 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.
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 skill 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.

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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 (not 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 into 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
- 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:
   - Any student who has completed an associate degree or higher.
   - A student who satisfies at least two of the following and does not wish to participate:
     - The student has identified a goal of upgrading job skills;
     - The student has enrolled in fewer than six (6) units;
     - The student is concurrently enrolled in another post-secondary institution;
     - The student has no degree or occupational objective.
   - 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.

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<td>Stakeholder Group: ___________________________</td>
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</table>
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:
ccc.sssp@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

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
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.
Part I: Funding

Total 2014-15 Student Success and Support Program Allocation

Enter whole numbers only

$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:

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success and Support Program Allocation (Part II: Planned Expenditures)</td>
</tr>
<tr>
<td>District Match (Part III: Planned District Match)</td>
</tr>
</tbody>
</table>

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:

$ -

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)".
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 the 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.
### 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.

#### 2000 Classified and Other Nonacademic Salaries: Position Title(s)

<table>
<thead>
<tr>
<th>Classification</th>
<th># of FTE Positions</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordination</th>
<th>Total</th>
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<tbody>
<tr>
<td>Academic Salaries: Position Title(s)</td>
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<td>Counselors (1203)</td>
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<td>$ -</td>
<td>$ 65,506</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 43,546</td>
<td>$ -</td>
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<td>Classified and Other Nonacademic Salaries: Position Title(s)</td>
<td># of FTE Positions</td>
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<td>Clerks (4)</td>
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<td>114,944</td>
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<td>SPA (6)</td>
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<td>$ 64,931</td>
<td>$ -</td>
<td>$ 99,320</td>
<td>$ 74,222</td>
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<td>$ 16,915</td>
<td>$ 16,915</td>
<td>$ 16,912</td>
<td>$ -</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
<td>$ -</td>
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<tr>
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<tr>
<td>Temporary Classified -DO</td>
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<td>$ -</td>
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<td>$ -</td>
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<td></td>
<td>$ 68,781</td>
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#### 3000 Employee Benefits

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<th>Follow-up</th>
<th>Coordination</th>
<th>Total</th>
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<td>$ 20,045</td>
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<td>$ -</td>
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<td>Non-regular faculty (1400) 19.5%</td>
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<td>$ 522</td>
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<td>Classification (2102) 49.7%</td>
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<td>Temp classified (2302, 2401) 6%</td>
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<td>$ 6,788</td>
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<td>$ -</td>
<td>$ 140</td>
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#### 4000 Supplies & Materials

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<th>Counseling/Advising/Other Ed Planning</th>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ 2,070</td>
<td>$ -</td>
<td>6,212</td>
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<td>DO Software (Civitas, mobile svc)</td>
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#### 5000 Other Operating Expenses and Services

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<th>Follow-up</th>
<th>Coordination</th>
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<tr>
<td>Conference and Banquets</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 21,600</td>
<td>21,600</td>
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<tr>
<td>Travel (DO -892)</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ 6,892</td>
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</table>

**Date Printed**

10/13/2014
| Software Maintenance (DO 5059 Civitas $81,180) | $ 4,787 | $ 4,787 | $ 4,786 | $ 81,180 | 95,540 |
| Software 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** | $ - | $ - | $ - | $ 1,000 | 1,000 |
| **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 services.

**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 Program 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
13. Courses
14. Admissions and Records
15. Institutional Research
16. 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.
### 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.

#### 1000 Academic Salaries: Position Title(s) & # of FTE Positions

<table>
<thead>
<tr>
<th>Classification</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/ Advising/ Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordination</th>
<th>Research</th>
<th>Technology</th>
<th>Transitional Services (see all below)</th>
<th>Total</th>
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<tbody>
<tr>
<td>Coordinator</td>
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<tr>
<td>Adjunct Counselors</td>
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<td></td>
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<td>$ 111,258</td>
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<tr>
<td>Classified Clerks, SPA Evaluatrs</td>
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<tr>
<td>SPA</td>
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<td>$ 34,465</td>
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</table>

Subtotal: $ 1,992,074

#### 2000 Classified and Other Nonacademic Salaries: Position Title(s) & # of FTE Positions

<table>
<thead>
<tr>
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<th>Counseling/ Advising/ Other Ed Planning</th>
<th>Follow-up</th>
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<tbody>
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<td>Admission Records Clerk</td>
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<tr>
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<tr>
<td>Classified Clerks, SPA Evaluatrs</td>
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Subtotal: $ 574,541

#### 3000 Employee Benefits

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<th>Follow-up</th>
<th>Coordination</th>
<th>Research</th>
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<tbody>
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<td>AR Clerk</td>
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<tr>
<td>Adjunct Counselors Temps, OTStudents</td>
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<tr>
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Subtotal: $ 758,344

#### 4000 Supplies & Materials

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<th>Coordination</th>
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<th>Technology</th>
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<tr>
<td>4500 Supplies/Marketing for Recruitment</td>
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<tr>
<td>4500 Supplies/Marketing for Recruitment</td>
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<tr>
<td>4500 Supplies/Marketing for Recruitment</td>
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Subtotal: $ 79,695

#### 5000 Other Operating Expenses and Services

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<th>Assessment</th>
<th>Counseling/ Advising/ Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordination</th>
<th>Research</th>
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</table>
**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 services.

**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.
Summary

Part I: Funding

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:

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 district match for credit: $3,391,332

Total Planned Expenditures in the SSSP: $5,092,120

Balance 2014-15 Student Success and Support Program Allocation: $-

The required District Match was met: Yes

Certification

The undersigned certify that 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 Program Plan per Title 5, section 55510.

<table>
<thead>
<tr>
<th>College Credit SSSP Coordinator (Typed name and signature)</th>
<th>Email address</th>
<th>Phone Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSSP Supervising Administrator or CSSO (Typed name and signature)</td>
<td>Email address</td>
<td>Phone Number</td>
<td>Date</td>
</tr>
<tr>
<td>District Business Manager (Typed name and signature)</td>
<td>Email address</td>
<td>Phone Number</td>
<td>Date</td>
</tr>
<tr>
<td>College President (Typed name and signature)</td>
<td>Email address</td>
<td>Phone Number</td>
<td>Date</td>
</tr>
<tr>
<td>District Chancellor (Typed name and signature)</td>
<td>Email address</td>
<td>Phone Number</td>
<td>Date</td>
</tr>
</tbody>
</table>
Attachment A – Student Success and Support Program Plan Participants

Primary author-Celia Esposito-Noy, Vice President, Student Services
Secondary authors- Sharon Padilla-Alvarado, Faculty Chair, Matriculation and Student Success Committee and Tutoring Coordinator; Christine Thomas, Dean, Student Services & Enrollment Management

SSSP plan collaboration teams

**Orientation:**
Christine Thomas – Dean, Student Services & Enrollment Management
Lynn Fowler – Counselor / Articulation Officer
Parrish Geary – Supervisor, Counseling
Jennifer Patrick – SPA, Counseling

**Counseling, Advising and Other Ed Planning Services:**
Liz Belyea – Dean, Kinesiology and Athletics
Kathy Degn – Coordinator, EOP&S
Yolanda Garcia Gomez – Coordinator, DSP&S
Jennifer Patrick – SPA, Counseling
David Aagaard – Counselor

**Assessment and Placement:**
Christine Thomas – Dean, Student Services & Enrollment Management
Salena Mamuyac – Supervisor, Student Support Center
Maria Aguirre – SPA, Assessment Center
Lee Weathers-Miguel – Counselor

**Follow-up for At-Risk Students:**
Celia Esposito-Noy – Vice President, Student Services
Parrish Geary – Supervisor, Counseling
Hoyt Fong – Counselor
Julie Olson – SPA, Student Development Office
Denise Marshall-Mills – Counselor
Camille Moreno – Mathematics Professor

**Instructional Research:**
Celia Esposito-Noy – Vice President, Student Services
Kathy McLain – Dean, College Planning and Research
Carol Bernardo – Coordinator, Co-op Work Experience and Internships

**Technology:**
Christine Thomas – Dean, Student Services & Enrollment Management
Julie Olson – SPA, Student Development Office (in consultation with District workgroup)

**Transitional Services Allowed for District Match:**
Celia Esposito-Noy – Vice President, Student Services
Christine Thomas – Dean, Student Services & Enrollment Management
Richard Andrews – Supervisor, Admissions & Records
Policies and Professional Development:
Celia Esposito-Noy – Vice President, Student Services
Christine Thomas – Dean, Student Services & Enrollment Management
Sharon Padilla-Alvarado – Coordinator, Tutoring Center (coordinate with District workgroup)

Student Services Task Force Members /Bi-weekly meeting to discuss SSSP implementation and continuing processes
Maria Aguirre – SPA, Assessment Center
Richard Andrews – Supervisor, Admissions & Records
Michelle Barkley - Nurse
Tiffany Clark – Outreach Specialist
Anna Davtian- SPA, Career Center
Kathy Degn – Coordinator, EOPS
Parrish Geary – Supervisor, Counseling
Yolanda Garcia – Supervisor, Financial Aid
Yolanda Garcia Gomez – Coordinator, DSPS
Winnie LaNier – Coordinator, Campus Life
Julie Olson – SPA, Student Development Office
Sharon Padilla-Alvarado – Coordinator, Tutorial Services Center
Eva Rhodes – Administrative Assistant, Student Services, Counseling & Enrollment Management
Leigh Ann Rogers – SPA, Internship Developer
Christine Thomas – Dean, Enrollment Management

Matriculation and Student Success Committee:
Sharon Padilla-Alvarado, Committee Chair – Coordinator, Tutorial Services Center
Celia Esposito-Noy, Executive Secretary- Vice President, Student Services

Faculty
David Aagaard-Counselor
Carol Bernardo–Coordinator, Co-Op Work Experience and Internships
Kathy Degn–Coordinator, EOPS
Yolanda Garcia-Gomez– Coordinator, DSPS
Denise Marshall-Mills- Counselor
Camille Moreno – Mathematics Professor
Loi Nguyen-Vo- Mathematics Professor

Classified
Richard Andrews – Supervisor, Admissions & Records
Brad Brazil– Research Analyst
Tiffany Clark– Outreach Specialist
Salena Mamuyac– Supervisor, Student Support Center
Julie Olson – SPA, Student Development Office
Jennifer Panag – Administrative Assistant, Business & Family Science
Jennifer Patrick– SPA, Counseling

Administration
Liz Belyea – Dean, Kinesiology & Athletics
Chris Thomas – Dean, Student Services & Enrollment Management

Students:
Joseph Johnson
Attachment C – SSSP Advisory Committee

SSSP Advisory/ Matriculation Committee Members

Committee Chair: Sharon Padilla-Alvarado – Coordinator, Tutorial Services Center

Representatives

Aagaard, David - Counselor
Bernardo, Carol – Coordinator, Co-Op Work Experience and Internships
Degn, Kathy – Coordinator, EOPS
Garcia-Gomez, Yolanda – Coordinator, DSPS
Marshall-Mills, Denise - Counselor
Moreno, Camille – Mathematics Professor
Nguyen-Vo, Loi - Mathematics Professor

Classified

Andrews, Richard – Supervisor, Admissions & Records
Brazil, Brad – Research Analyst
Clark, Tiffany – Outreach Specialist
Mamuyac, Salena – Supervisor, Student Support Center
Olson, Julie – SPA, Student Development Office
Panag, Jennifer – Administrative Assistant, Business & Family Science
Patrick, Jennifer – SPA, Counseling

Administration

Celia Esposito-Noy (Exec Sec.) – Vice President, Student Services
Liz Belyea – Dean, Kinesiology & Athletics
Chris Thomas – Dean, Enrollment Management

Students:

Joseph Johnson
Table of Organization - Cosumnes River College
Student Services & Enrollment Management

**Vice President**
Student Services & Enrollment Management
Celia Esposito-Noy

**Dean**
Communication, Visual & Perf. Arts
Torence Powell

**Programs:**
Advertising/Public Relations, Art, Art New Media, Communication Studies, Film & Media Studies, Journalism, Music, Photography, Radio, Television and Film Production, Theatre Arts

**Dean**
Counseling & Student Services
Vacant

**Programs:**
Articulation, Associated Students, Campus Life, Career and Transfer, Counseling, DIOP, Disability Support Program & Services, Human and Career Development, Human Services, Puente

**Staff Providing Counseling, Advising and Educational Planning Services:**
Counselors 42.86 FTE (includes general and categorically funded)
Counselors 3.00 FTE (SSP Funded)
SSP Specialist (1)
Outreach Specialists (2)
Student Personnel Assistants (12)
Temporary Classified (40 part-time positions)
Student Ambassadors (30 part-time positions)

**Staff Providing Follow-up Services for At-Risk Students:**
Counselors 42.86 FTE (includes general and categorically funded)
Counselors 3.00 FTE (SSP Funded)
Tutoring Coordinator 1.0 FTE
Tutoring Clerk II (1)
EOPS and DSPS Coordinators 1.25 FTE
Counseling Supervisor (1)
Counseling Clerks (3.5)
SSSP Specialist (1)
Student Personnel Assistant (12)
Temporary Classified (40 part-time positions)
Student Ambassadors (30 part-time positions)
Outreach Specialists (2)

**Dean**
Student Services & Enrollment Mgmt.
Christine Thomas

**Programs:**
Admissions & Records, Basic Skills Initiative, Education Initiative, EOPS/CalWORKs, Financial Aid, Matriculation/Assessment, Outreach, Tutoring

**Staff Providing Orientation:**
Outreach Specialist (1)
Student Personnel Assistants (6)
District IT Programmer (1)
SSP Committee Chair (1)
Tutoring Center Inst. Assistant (1)

**Staff Providing Assessment:**
Student Personnel Assistants (4)
Clerk II (3)
Outreach Specialist (1)
Assessment Supervisor (1)
Counseling Supervisor (1)

**Dean**
Learning Res. & College Tech.
Stephen McGloughlin

**Programs:**
College Information Technology Services, College Technology, Distance Education & Media Services (DEMS), Graphic Design, Library, Learning Resources
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.
COSUMNES RIVER COLLEGE

STUDENT PETITION

Student ID Number

Received by Admissions and Records:

NAME

DATE

STREET

PHONE: ( )

CITY

STATE

ZIP CODE

E-MAIL

Action Requested (Please check) Term Affected: 
- Summer☐ 
- Fall☐ 
- Spring☐ 
Year: ______

☐ Unauthorized Repeat

Course (Example: PHIL 300): __________________________

☐ Late Add ☐ Late Drop ☐ Late Withdrawal

Course (Example: PHIL 300): __________________________

☐ Exceed Term Unit Limit Total Units Desired: ______

☐ Remove Debt Amount: ______

☐ Other (Be SPECIFIC) __________________________

Attach supporting documentation if you are citing extenuating circumstances.

STUDENT JUSTIFICATION FOR REQUEST:

________________________________________________________

Student Signature: __________________________ Date: ______

Professor Recommendation:

☐ Recommend ☐ Do Not Recommend

Professor Signature: __________________________ Date: ______

Counselor Recommendation:

☐ Recommend ☐ Do Not Recommend

Counselor Signature: __________________________ Date: ______

Area Dean Recommendation:

☐ Recommend ☐ Do Not Recommend

Area Dean Signature: __________________________ Date: ______

Administrator Decision:

☐ Approved ☐ Denied ☐ No Action ☐ No State Apportionment

☐ FA Received ☐ FA Not Received

☐ Posted ☐ Emailed Initials/Date: ___________ Administrator Signature/Date: ___________
Student Petition Instructions

PURPOSE OF THE CRC STUDENT PETITION
The Student Petition provides students an opportunity to request action that is normally not permitted by state law, district policy or college practices and procedures. The Petition is limited in scope to issues related to a student’s admission, enrollment, and academic standing. See the CRC Catalog for policies related to your request.

Use the Student Petition form to request:
- Approval of an unauthorized repeat of a course in which you: 1) Have either already earned a C, P/CR, or better; or 2) Have already earned three (substandard grades of W, D, F or NC/NP in the Los Rios Community College District. Exception: Courses identified in the CRC Catalog as approved for a specified number of repetitions or attempts. The eligibility requirements for approval of unauthorized repeats are outlined in the CRC Catalog.
- Add, Drop, or Withdrawal of a class after the deadline
- Exceed the maximum allowable unit load (18 units per semester; 8 units per summer session)
- Removal of debt or refund of fees after refund request deadline has expired
- Withdraw from college on medical or military leave and retain catalog rights (Use “other”)

Do not use this petition form for the following requests:
- Academic Renewal – Form available in Counseling Center and Admissions Office
- Authorized course repeat (2x enrollment, following a substandard grade of D, F or NC/NP) – Form available in Counseling Center and Admissions Office
- Time Conflict – Form available in Admissions Office
- Pass/No Pass Grading – Form available in Admissions Office
- Grade Change (Must be submitted by faculty)
- Enrollment Fee Refund (within deadline period) – Form available in Business Services Office (Cashier)

How to submit the Petition form
1. Print all entries clearly and be SPECIFIC (Note: Be sure to include the semester and year related to your request)
2. Check the box corresponding to your request. If you are asking for action on an item not listed, check the “Other” box and print your request in the space provided
3. Obtain all required recommendations and signatures (Area Dean’s signature is only required when recommended by Administrator)
   - Exceed maximum unit load: Counselor’s signature required
4. Attach documentation to support your request (ex: receipts, fee request forms, doctor’s notes, etc.)
5. Submit your Petition at the Admissions Office counter. You may mail this Petition to:
   Cosumnes River College
   Admissions and Records Office
   8401 Center Parkway
   Sacramento, CA 95823

You will typically be notified by email of action taken within 10 business days after you have submitted your petition. Delays, however, can occur when additional verification/review is required or due to an increased volume of registration activity and/or number of petitions received.
Los Rios Community College District
Student Grievance Form

Check one: ______________________  Date of Grievance: ______________________

___ American River College  ______________________
___ Cosumnes River College  ______________________
___ Folsom Lake College  ______________________
___ Sacramento City College

Part I  (To be completed by Student Only)

Step 1

Name of Student Grievant: __________________________________________

Student ID#: ______________________

A. What are you grieving?

________________________________________________________________________

________________________________________________________________________

B. What relief (or result) are you seeking?

________________________________________________________________________

________________________________________________________________________

Step 2  (Level One) Informal Meeting(s)

(Student must complete the Informal Meetings within 10 days of grievable act):

A. Date: ___________ Met With: ____________________________________________

Result: ________________________________________________________________

________________________________________________________________________

B. Date: ___________ Met With: ____________________________________________

Result: ________________________________________________________________

________________________________________________________________________

C. Date: ___________ Met With: ____________________________________________

Result: ________________________________________________________________

________________________________________________________________________

Student Signature: __________________________________________  Date: ___________

(Important to Student – This form must be filled within 5 days after the conclusion of informal meeting(s) and within 25 days of the date of the grievable act.)

10/8/14
Student Grievance Procedure

Students may file a grievance in the event of alleged breach of students rights as detailed in Los Rios Community College District Board of Trustees policies and regulations. A grievance may be filed if the student feels discrimination has occurred based upon race, color, national origin, sex, sexual preference, age or handicap.

Steps to Filing a Grievance:

- Students must make a reasonable, good faith attempt within TEN (10) days to discuss the problem with the staff member involved or with his/her immediate supervisor. Failure to do so within the prescribed period of time will constitute a waiver of any right to pursue the matter further.
- If the complaint is not resolved within TEN (10) days by the immediate supervisor and the staff member involved, the student may then file a formal grievance, within FIVE (5) days of completing the informal procedure, and not later than 25 days from the date of the alleged wrongful act.
- The student must submit a Grievance Form to the Vice President for Student Services. 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 (not to include the imposition of disciplinary action on an employee). Failure to file the completed grievance form within the above-specified time period shall constitute a waiver of any right to further proceedings.
- Within TEN (10) days of the receipt of the grievance, the Vice President for Student Services will determine whether the issue is grievable under the policies and regulations of the Los Rios Community College District, at which time, if the issue is grievable, a hearing will be scheduled. The Vice President will notify the student in writing that the grievance has been rejected and state the specific reason(s) for the rejection, or that the grievance was 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.
- 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.
- The hearing will be conducted in accordance with the guidelines set forth in board policy.
- 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 Vice President for Student Services, the college President and the Vice Chancellor, Student Services.
• Either party to the grievance may appeal the Hearing Officer’s decision to the Vice President for Student Services within FIVE (5) days. Such appeal must be submitted in writing and state specifically the grounds for appeal.

• Within TEN (10) days after receiving the appeal documents, the Vice President for Student Services will inform all parties to the grievance and the appropriate personnel in the District Office, in writing, of the decision. The decision of the Vice President for Student Services will be final.

For more detailed information, see Board Policies and Regulations 2412. Any questions regarding student conduct, rights and responsibilities, due process, and grievance procedures may be directed to the Vice President for Student Services.
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
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.
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
appointment, hearing will be scheduled.

FORMAL GRIEVANCE PROCESS
(Appeal)
Level 4

<table>
<thead>
<tr>
<th>Time Line</th>
<th>With Whom</th>
<th>Process</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within five (5) days of Hearing Officer's decision.</td>
<td>Chief Student Services Officer.</td>
<td>Written appeal, stating specific grounds for appeal (see Section 3.9.1). Review of record only.</td>
<td>Within ten (10) days of receipt of appeal documents. Decision is final.</td>
</tr>
</tbody>
</table>

Adm. Regulation Adopted: 3/12/80
Adm. Regulation Revised: 11/19/80; 2/10/82; 6/5/85; 6/2/92; 3/6/96
Reviewed: 
Board Policy: P-2412

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Los Rios Community College District
Unlawful Discrimination Complaint Form

Name: ____________________________________________

Last First

Address: ____________________________________________

Street or P.O. Box City State Zip

Phone: Day ( ) Evening ( )

I Am A:  [ ] Student  [ ] Employee  [ ] Other: ____________________________________________

I Wish To Complain Against: ____________________________________________

District: ___________________________ College: ___________________________

Date of Most Recent Incident of Alleged Discrimination:
(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination)

I Allege Discrimination Based on the Following Category Protected under Title 5: (you must select at least one):

[ ] Age  [ ] Ethnic Group Identification  [ ] Physical Disability  [ ] Retaliation**
[ ] Religion  [ ] Ancestry  [ ] Mental Disability
[ ] Race  [ ] Sex (includes Harassment)  [ ] Retaliation
[ ] Color  [ ] National Origin  [ ] Perceived to be in protected category or associated with those in protected category

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred, 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of religion, age, race, sex or whatever basis you indicated above. ** If applicable, why you believe you were retaliated against for filing of complaint or asserting your rights to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)

________________________________________________________________________

What would you like the College/District to do as a result of your complaint – what remedy are you seeking?

________________________________________________________________________

I certify that this information is correct to the best of my knowledge.

________________________________________________________________________

Signature of Complainant Date

Send Original to College Equity Officer or to:

Chancellor’s Office California Community College
1102 Q Street, Sacramento, CA 95814-6511
Attention: Legal Affairs Division

:forms\unlawful discrimination complaint

(Revised 7/2014)
Students Rights and Responsibilities

LOS RIOS COMMUNITY COLLEGE DISTRICT
NON-DISCRIMINATION POLICY

The Los Rios Community College District, in compliance with all pertinent Titles and Sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, Americans with Disabilities Act, and all other applicable federal, state and local laws, does not discriminate on the basis of race, color, marital status, religion, sexual preference, national origin, sex, age over forty, handicap or Vietnam-era veteran status, physical or mental disability, nor shall any student be discriminated against for conversing in a language other than English, in any of its functions or activities, including employment, educational programs and services, admissions and financial aid.

The District further complies with those federal and state laws and the regulations of the Board of Governors of the California Community Colleges which prohibit sexual harassment.

Such non-discrimination policies extend to all of the functions and activities of the Los Rios Community College District including employment and employment selection, educational programs, services, admissions and financial aid.

Inquiries regarding this policy may be directed to the Equity Officer (Titles VI and VII), Dean of College Planning and Research, LRC 123, (916) 691-7144; Vice-President, Student Services and Enrollment Management, Gender Equity Coordinator (Title IX), at College Center (916) 691-7487; Dean of Counseling & Student Services (Section 504 and ADA, American Disabilities Act), Library Building, Room L220 (916) 691-7333; or Associate Vice Chancellor of Human Resources, Los Rios Community College District, 1919 Spanos Court, Sacramento, CA 95825 (916) 568-3101; or to the Director of the Office of Civil Rights, U.S. Department of Health, Education and Welfare, Washington, D.C.

SEXUAL HARASSMENT

Sexual Harassment Policy
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 is unacceptable and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

Definition of Sexual Harassment
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:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.
- 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.
• 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.

For the purpose of further clarification, sexual harassment includes, but is not limited to:

• 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.

• Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

• 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.

• 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 will be prepared; or suggesting probation will be failed; or suggesting a scholarship recommendation or college application will be denied.

• Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, in exchange for sexual favors.

Complaint Procedure and Impact
Any individual who believes that he/she has been sexually harassed is encouraged to follow the complaint procedures as set forth in the Los Rios Community College District Regulation (R-2423). Throughout the procedures, the College President and the College/District Equity Officers will insure that confidentiality will be maintained and that due process will be followed with respect to both parties. 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. 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.

Sexual harassment policy, procedural steps and forms are available from the college Equity Officer, Dean of College Planning and Research, LRC 123 (916) 691-7144.
Discrimination Complaint Procedures P-2423

2400 STUDENT RIGHTS AND RESPONSIBILITIES
2420 Non-Discrimination

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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.


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.
<table>
<thead>
<tr>
<th>Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Policy Adopted:</td>
<td>2/10/82</td>
</tr>
<tr>
<td>Policy Revised:</td>
<td>6/3/92; 3/6/96; 12/12/07</td>
</tr>
<tr>
<td>Policy Reviewed:</td>
<td>R-2423</td>
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</tbody>
</table>

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Sexual Harassment  P-2424

2400  STUDENT RIGHTS AND RESPONSIBILITIES
2420  Non-Discrimination

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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 Ríos 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 Ríos 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 Ríos 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

http://www.losrios.edu/legal/Policies/P-2000/P-2424.htm 9/22/2014
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.