

Santa Rosa Junior College

Program Resource Planning Process

Student Success 2018

1.1a Mission

Student Success and Support Program (SSSP), along with Student Equity Program, is committed to serve Sonoma County Junior College District students and its diverse community. The program strives to ensure students equal educational opportunity, provide them support services to optimize their opportunities for success, and help them achieve their educational goals. Under the guidance of Student Success Act of 2012, the first SSSP Plan was developed and approved in conjunction with a new Student Equity Plan to achieve this mission in fall 2014. Annual plans will be developed to increase the support for student success and to narrow the achievement gaps for disproportionately impacted student groups based on campus research.

Starting 2018/19, SSSP, Student Equity, and BSI programs will be consolidated into Student Equity and Achievement Program. Matriculation services mandated by SSSP will still be core services required by this SEA Program. AB 705 will mandate how placement assessment is conducted, and how students will be best guided and supported with this developmental education and placement reform. District will need to identify priorities and allocate resources accordingly.

1.1b Mission Alignment

The mission of the SSSP and Student Equity programs aligns with the District mission of cultivating learning through the development of our diverse community by promoting student learning and providing support services that help students meet their educational goals. These programs will help achieve several of the District Strategic Plan goals and objectives.

SSSP provides core matriculation services, including orientation, assessment and placement, counseling, advising, and education planning services. From pre-enrollment services to K-12 students through the completion of student educational and career goals, SSSP supports student success and improve institutional effectiveness by informing students of their academic preparedness, assisting them in setting educational goals and ensuring that they have a plan to meet those goals, and providing support services to assure that students persist in achieving these goals. Because a comprehensive enrollment management effort must include both recruitment and retention efforts, research and services required by SSSP regulations assist the institution in its enrollment management efforts and continuous improvement of student retention and success.

The Student Equity Program, has been funded for the first time in 2014 since the legislature called for this program to provide equitable success to disproportionately impacted student populations in the 1990s. This program provides colleges five equity indicators: access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer. Through campus based research, SRJC will identify the underachieving student populations and design strategies and activities to narrow any identified achievement gaps.

SSSP, along with Student Equity, attunes with Areas A, B, C, E, and H of strategic goals and objectives of the District through the following summative efforts:

A: Support Student Success

- Formed a SSSP Work Group with both Student Services and Academic Affairs representatives to lay the foundation work for SSSP planning and implementation;
- Collaborated broadly across the district in developing SSSP and Student Equity Plan for 2014/15;
- Created student success theme for SRJC – Create Your Future, Start Here; coordinated efforts to inform students of the mandated SSSP steps through website, portals, videos, partnership with high schools, etc.;
- Have conducted Student Drop Survey since summer 2013 to identify barriers for student persistence and devise strategies to eliminate these barriers, including providing direct student assistance on book vouchers and supplies, increased library reserve books, and transportation to / from Shone Farm;
- Have conducted extensive research on various student populations to identify disproportionate impact on student success, course completion, and goal attainment;
- Launched various Student Equity initiatives in 2014/15 with specific goals to narrow achievement gaps for first generation students and the increasing Latino/a population;
- Developed and implemented a student retention tool, Early Connection, to help connect students with their instructors and available resources;
- Established a position of Director of Student Equity and an English Language Learners Coordinator position through Student Equity to increase concerted outreach to high school, middle school, and the communities across the district;
- Expanded SSSP services to many off-campus locations to increase access;
- Increased counseling capacities and service delivery methods to increase the number of students who complete their education plans and goals, including hiring more counselors (full-time and part-time), using texting technology to remind students of their appointments, etc.;
- Provided more personalized communication with students through welcome letter, nudge messages on SSSP steps, and personal phone calls.

B: Foster Learning and Academic Excellence - Integrate academic and student support services

- Formed the Student Success and Equity Committee to guide the collaborate and coordinate student success and equity efforts across components and at all locations;
- Provided Student Success Workshops to faculty to bring awareness of available support resources, particularly DSPS and SHS/SPS; and encouraged faculty to use Early Connection tool to connect their students with faculty and support services;
- Provided integrated support to Basic Skills students through many SSSP and Student Equity supported initiatives, including Peer Assisted Learning Specialist Program (PALS), online tutoring subscription, increased instructional assistance in classroom and labs, instructional software, etc.
- Planned and have made progress in forming new identity-based learning communities, including Umoja for African American Students, APASS for Asian Pacific Americans, and for student athletes to provide integrated support from instructors, counseling, and administrative support;
- Formed more link-course learning communities through Student Equity to enhance student learning experience and foster academic excellence;

- Increased program coordination between SSSP, Student Equity, BSI, HSI, EOPS, MESA, Foster Youth, CalWORKS, and SHS/SPS;
- Supported the Ask Me program that engages students in Habits of Mind;
- Provided professional learning opportunities to faculty, staff, and administrators on student success and equity at various conferences, webinars, and local trainings.

C: Serve our Diverse Communities

- Established and continue to expand partnerships with local communities with a focus on the increasing Latino/a population through NC SSSP and Student Equity programs;
- Planned and have made progress in establishing Dream Center for undocumented students and Multicultural Success Centers to promote diversity and equity in partnership with several departments and other categorical programs;
- Supported Latina/o student graduation to promote a culture of success.

D: Improve Facilities and Technology

- Improved district SIS and education planning modules to enable more functionalities that align with new state mandates;
- Improved communication with students by providing personalized and targeted messages to students who need to complete SSSP requirements;
- Implemented new SARS software to allow convenient appointment scheduling both on and off campus, as well as text messaging system to remind students of their appointments;
- Designed and improved the Early Connection program in collaboration with faculty, staff, administrators, and vendors to enable faculty to connect students with support services to increase retention; programmed to provide convenience for faculty to carry this out on or off campus through faculty portal; programmed to deliver personalized connection messages to both their email accounts and student portal; enabled staff tracking to provide more follow up;
- Used video technology to convey vital information to students and for faculty/staff training;
- Improved the testing facilities and capacities at both Santa Rosa and Petaluma Campuses;
- Working in progress to improve facilities and technology infrastructure at SWC

E: Establish a strong culture of Sustainability - Promote social and economic equity in the communities we serve

- Conducted equity research on access, course completion, and goal attainment to identify disproportionate impact, and launched many initiatives under Student Equity Program to address the achievement gap;
- Increased outreach efforts and expanded partnerships with local communities to provide more education opportunities for English Language Learners for them to gain better language and job skills

F. Cultivate a Healthy Organization

- Established various committees and work groups to work collaboratively and collegially on student success initiatives;
- Recruited and hired outstanding staff to provide instruction and services;
- Provided a comprehensive series of professional development opportunities for all district employees to broaden their cultural and individual perspectives

G: Develop Financial Resources

- By expanding SSSP service capacities and establishing better data collection and reporting mechanisms, the categorical SSSP funding will likely increase (because the new funding formula puts emphasis on the volume of services provided)

- By increased retention efforts, the district is likely to see higher FTES and therefore increase the general fund

H: Improve Institutional Effectiveness

Ongoing efforts to:

- Use continuous quality improvement strategies to evaluate projects and activities;
- Encourage broad participation and greater transparency through research and data-drive decision making in resource allocation for student success and equity;
- Provide constant communication to the college community in regards to SSSP and Student Equity program implementation via shared governance channels, presentations, workshops, and newsletters.

1.1c Description

SSSP is a California State-mandated program that consists of core matriculation services that are dedicated to success of students and effectiveness of institutions. Matriculation is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational goals. The purpose of Matriculation is to ensure that all students complete their college courses, persist to the next academic term and achieve their educational objectives.

Prior to Student Success Act of 2012, Matriculation consists of eight components: the first five of these directly affect students.

- Component 1: Admissions
- Component 2: Assessment/Placement - Students participate in a process that uses background information (multiple measures) and test scores to determine their placement levels for English, ESL, Math and Chemistry courses.
- Component 3: Orientation – Students learn about the college and its resources.
- Component 4: Counseling/Advising — Students meet with counselors to develop a road map to their success; a Student Educational Plan (SEP).
- Component 5: Follow-up – Various forms of follow-up services are provided to students, particularly those on probation or dismissal.

Matriculation also had three other components that are less visible to students supporting success by ensuring the effectiveness of the institution.

- Component 6: Coordination/Training - The goal of this component is to ensure that all appropriate faculty and staff understand the Matriculation process and Components.
- Component 7: Research - Matriculation regulations require that research is conducted to determine the efficacy of Matriculation services and that this research is utilized to improve services.
- Component 8: Pre- and Co-requisites - Matriculation program provides support and direction to ensure the requirements for prerequisites and co-requisites are appropriate, necessary and enforced in a fair and impartial manner.

Under Student Success Act of 2012, which became effective on January 1, 2013, the Matriculation Program has been renamed as Student Success and Support Program with four core service components: assessment, orientation, Counseling/advising for education plans, and follow-up for at-risk students. Component 1 and 8, Admissions and Prerequisites, are only

fundable for transcript evaluation for placement purposes, and Component 7, Research in fundable when directly related to SSSP.

The new program plan is in development following State guidelines on funding and reporting, with a focus on these core services, along with related direct services such as research, technology, and professional development related to SSSP.

Student Equity Program

As stated in the section above, the Student Equity program just launched in fall 2014. Led by the Student Success and Equity Committee that was formed in spring 2014, the planning and implementation of the program has just begun. With broad participation from all district constituencies, the first Student Equity Plan was developed, vetted, and approved by the District.

Campus-based research was conducted in spring and summer 2014. The research identified achievement gaps among several student populations. The Student Equity Plan then proposed strategies to address the identified disproportionate impact, many of which have been implemented starting fall 2014. The state guidelines on Student Equity planning, implementation and evaluation are also in its initial stage at this time, and will continue to evolve.

While we strive to integrate the first PRPP report of this program in the Student Success PRPP, a full reports needs to be provided through a separate PRPP unit in 2015/16. The focus of this PRPP report will be on SSSP programs.

1.1d Hours of Office Operation and Service by Location

Managed by the Dean of Student Success, Equity and Retention, the Student Success Office is located in Plover Hall 538, the Dean's office. The Dean maintains the administrative responsibility over the Credit and Non Credit SSSP and Student Equity Programs.

The Noncredit SSSP program provides funding for staff responsible for maintaining the Student Services Office at the Southwest Santa Rosa Center at 950 South Wright Road. Prior to May 2014, staff includes one Noncredit Matriculation Coordinator and two STNC Registration Technicians. Staffing has been increased since May 2014 for SWC office. As of June 2015, this office is staffed with one manager and two Matriculation Technician I. The office at the Southwest Santa Rosa Center is open from 9am to 7pm Monday through Thursday. It is planned to open also on Friday, from 8am to 5pm, starting August 2015.

It has been approved by the District to establish a Student Equity Office. A Director, Student Equity has been hired in March 2015, but staffing and office space are still in progress.

1.2 Program/Unit Context and Environmental Scan

Since Fall 2012, SRJC has started the planning and implementation of SSSP under Student Success Act of 2012. There are a number of ongoing tasks facing the SSSP Program that require additional discussion and planning, including staffing, methods of service delivery and technology solutions, data collection and reporting, policies and procedures related to SSSP, and ongoing research to evaluate program effectiveness.

The Student Success Act of 2012 and Budget Outlook

The District received an allocation of \$1,148,139 from the CCCCCO for FY 2013/14 for Credit SSSP, increased from \$646,343 in 2012/13. The support from the State continued in 2014/15. Credit and noncredit received \$2,698, 886 and \$187,924, respectively. The increase of NC SSSP is relatively small due to state's focus on credit programs at this point.

The NC SSSP has started to get attention. The program is required to develop and implement a plan similar to that of the credit program. However, there is no immediate budget increase in sight for 2015/16. The credit program is allowed to use its funds to support NC SSSP.

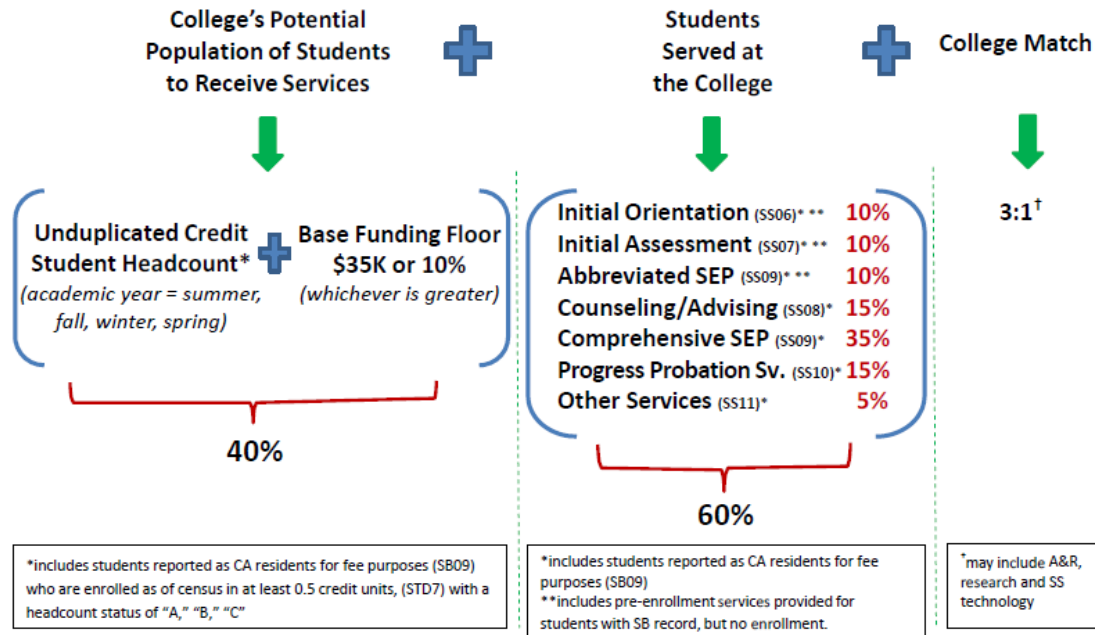
The allocation for 2015/16 is positive for Credit SSSP with the State's commitment to further increase SSSP funding. This will allow the District to further strengthen core SSSP services and related support in order to fully meet the Student Success Act mandates.

The budgetary challenge may be the size of the District matching funds in order to maximize SSSP allocation for the District, currently set at 2:1 for Credit SSSP and 1:1 for Noncredit SSSP, respectively.

Another challenge lies in the new allocation formula for SSSP, which will be largely based on the SSSP service delivery, starting 2015/16 with data based on 2014/15. It will be critical for the District to evaluate the current service models to bring them to scale, and to collect and report the service data as accurately as possible during 2014/15 in order to compete with all other colleges providing the same services. The NC SSSP will follow similar funding formula with slight adjustments to reflect the particular characteristics of noncredit student population, and the new formula is expected to be in place by 2018/19.

When the anticipated funding increase materialized in 2014/15, the District decided that the Student Success funding allocation and priorities based on the Student Success and Support Program Plan with a focus on staffing increase for counseling, assessment, and follow-up services, as well as more support to research, career goal development, and professional development related to SSSP.

Student Success and Support Program Credit Funding Formula



This new SSSP funding formula became effective in fall 2015. The District received \$3.407 million for 2015/16 based on MIS Student Success data submission for 2014/15 services.

Since 2014/15, SSSP has funded new full-time positions in core SSSP areas. These include: seven new counselors (6 in Santa Rosa, 1 in Petaluma), one SSSP Coordinator (Petaluma), one Program Specialist II (district-wide, located in Santa Rosa), four Program Specialist I (two for Counseling Department, Santa Rosa, one for Assessment, one for Southwest Center). These new positions have added to the capacity for core SSSP service delivery across the District, particularly in the area of developing educational plans for students. As of spring 2016, about 47% of our continuing students have comprehensive education plans on file, representing substantial increase from just two years before (3.4% in spring 2014).

In addition, Noncredit SSSP Program began its transition to the compliance of Student Success Act as well, with a similar largely performance-based funding formula scheduled to be effective for 2018/19. A Noncredit SSSP Plan along with a Budget Plan was required for 2015/16. The Plans were developed with a work group led by Noncredit SSSP Coordinator, and is comprised of counselors, ESL faculty, and other staff member who directly work with noncredit SSSP service delivery.

Student Equity Program

The newly established Student Equity Program has been allocated \$891,382 for 2014/15. Local distribution of the funds are driven the strategies designed to address disproportionate impact for certain student populations, not by solely traditional departments or areas. This is remarkable because it indeed highlights the level of collaboration and coordination across various components, departments, and programs.

It is required that colleges conduct research on access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer for students, disaggregated by gender, ethnicity, age, disability status, and economic status. For 2014/15, the types of strategies implemented for the Student Equity Program at SRJC can be summarized as:

- Concerted outreach
- Innovative instructional programs
- Integrated support
- Program coordination
- Direct student assistance

Starting in 2015/16, there are more requirements for this program regarding research and program scope per SB 860 (78220-1):

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:

- (A) Current or former foster youth.
- (B) Students with disabilities.
- (C) Low-income students.
- (D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

- (i) American Indian or Alaska Native.
- (ii) Asian.
- (iii) Black or African American.
- (iv) Hispanic or Latino.
- (v) Native Hawaiian or other Pacific Islander.
- (vi) White.
- (vii) Some other race.
- (viii) More than one race.

COORDINATION WITH OTHER CATEGORICAL PROGRAMS:

- (A) Students with disabilities.
- (B) Extended Opportunity Programs and Services and Special Services.
- (C) Fund for Student Success.
- (D) Student Success and Support Program.
- (E) Programs for foster youth.
- (F) Programs for veterans.
- (G) Special Services for CalWORKs Recipients.
- (H) Student Financial Aid Administration.
- (I) Student Success for Basic Skills Students.

These new requirements will result in larger program/activity scope and higher level of budget needs across the district.

Data Collection and Reporting

It was discovered that there was a deficit in the Matriculation MIS data collection process resulting in the inability to report accurate data to the Chancellor's Office in recent years. The Dean of Student Success and Retention, along with several Student Services Departments, has been working closely with the Information Technology Department to identify appropriate data elements to be collected, accurately capture information regarding matriculation services utilized by students and re-map the computer programs to various data source so that the District's funding stream is maximized. As of Spring 2013, significant progress has been made in MIS data collection and reporting mechanism for matriculation services.

The MIS data elements on matriculation services (SM) has been changed into student success services (SS). The new data elements will become mandatory starting summer 2014, but optional during 2013/14. The reporting guideline has changed significantly to ensure compliance with new SSSP regulations. This resulted another round of needs to conform to the new reporting standards. The Dean worked with an ad hoc committee, Student Success and Support Work Group, to methodically identify how the District collects the new data in order to map correctly. The District is on track to have a trial run of SS data submission for spring 2014.

Gaps still exists in how the District may collect information from students and core service providers, particularly in the area of follow-up services. Efforts are being made utilizing swipe cards and encoders, as well as other means of data collection. Continued collaboration with Counseling Department, Information Technology Department, and the Office of Institutional Research is a necessity to ensure accurate data reporting.

To address the need to strengthen follow-up services, various follow up mechanisms are in place or in the implementation stage to help increase the retention and success of our students. This includes an Early Connection Program (using SARS Early Alert program) that allows instructors to provide specific feedback to students about their academic performance early in the semester so that they can take advantage of the services offered such as counseling and tutoring. The District will continue to provide follow-up services to students with probation/dismissal status, which is mandated by Title 5 and requires that students, who are not making progress toward their educational goals, meet with a counselor to plan coursework appropriate to their skills, time commitments and educational goals.

Programmatic Coordination

The absence of the Dean of Student Success and Retention during FY 2011-12 underscored the need for an individual who provides programmatic coherence across the various components of the District. The position is strategically tasked with responsibilities that intersect with each of the various programs, departments and services of the District resulting in the ability to have an impact on institutional planning, District compliance and direct services for students.

The programmatic requirements as well as the desired student learning outcomes of Matriculation are common to all of Student Services. The Matriculation program provides funding and direction when needed to the Student Services management team. The Matriculation program also provides support and direction to Academic Affairs regarding curriculum, prerequisites, research and information technology.

The early assessment of incoming students, mandatory placement testing and common assessment tools will require intentional coordination and planning efforts to provide adequate services in a timely manner. Matriculation assessment data should be collected with the intent to enhance student success by providing information that assists instructional departments with their schedule development and assists Student Services programs in providing students with the support needed to attain their desired educational goals.

Upon the arrival of the new Dean of Student Success and Retention, there has been an increased level of collaboration and coordination among all involved in matriculation services to ensure concerted efforts for student success and retention. Under the guidelines of the new Student Success and Support Program, the Dean will be responsible for working with other Student Services managers to develop programs, communicating across components, and

accurately representing the District's efforts at the State level when needed. The blending of the new program implementation and ensuring compliance will be a major task for the collective efforts of the District. Communicating and marketing the efforts of Student Services programs to the college community will be essential.

The Dean has become the primary resource regarding interpretation of legislation, program implementation, policy and procedure revisions, and related data collection. The Dean of Student Success and Retention has worked closely with the Vice President, Student Services/Assistant Superintendent, the Dean, Counseling and Support Services, and the Dean, Student Services, Petaluma Campus, to allocate funding resources when available to programs with an emphasis on the core fundable services as well as other success and retention related initiatives.

The program coordination resulted from the implementation of SSSP has greatly enhanced the level of collaboration among many department outside of the core SSSP service providers (Counseling and Assessment) listed above, including IT, A&R, Student Affairs, accounting, DRD, SHS/SPS, faculty in English, ESL, Math, and College Skills.

The Southwest Santa Rosa Center

The Student Services Office (formerly Matriculation Office) was established to support the District's strategic role as an educational partner in the economic and civic development in the southwest area of Santa Rosa and adjacent communities. The primary function of the Student Services Office is to provide extensive matriculation services, including college information, registration, assessment, orientation, and counseling/advising.

The non-instructional staffing at the Southwest Santa Rosa Center is maintained primarily with Noncredit Matriculation funds, which has been insufficient since 2009. There was no District backfill for the State allocation shortfall. As a result, the hours of operation have been limited and difficult to maintain with any consistency with a minimal staff of one classified Noncredit Coordinator with two to three STNC Matriculation Technicians at the Student Services Office, particular during peak registration seasons.

The lack of funding to provide regular counseling services has resulted in the inability to both engage students to utilize the service and attract skilled bilingual counseling faculty to provide needed services. Counseling services were suspended in in Fall 2011, reinstated in Spring 2012, and suspended again in Summer 2012. The Dean of Student Success, Equity and Retention collaborated with Counseling Department and the Coordinator of NC Matriculation at SWC to provide steady counseling services starting late fall of 2012, about three hours per week.

Meetings and ongoing discussions have been held attempting to clarify roles and expectations of both instructional and non-instructional staff regarding the Southwest Santa Rosa Center operation, coordination of the facility, and program planning. The current management structure for the SWC needs to be reconsidered to provide adequate support and timely decision making onsite.

The District conducted a Student Survey at SWC in Fall 2012 and a group of administrators and classified staff performed an evaluation of the Center, examining fiscal, enrollment, facilities, student services, and other aspects of the operation at the Center. The evaluation report revealed that while SWC has provided much needed services to the community, providing mainly ESL instruction with the support services in assessment, registration, orientation and

some counseling, there is a significant gap between the current service level and the desired service level, particularly in counseling services.

The SWC has been serving more students recently, particularly in noncredit ESL area. This reflects the awareness of the Deferred Action for childhood Arrivals (DACA) that was signed into law in June 2012. Combined with the anticipated increase in academic offerings and noncredit ESL outreach to multiple off-campus sites, the services volume has increased during 2013/14, and the trend is expected to continue in 2014/15. Working with A&R, the NC SSSP program has added assessment, orientation, and registration services to Guerneville and Windsor during 2013/14, and Comstock and Sonoma in 2014/15. The expansion of partnership with other off-campus sites is expected to continue

Starting Spring 2013, the admissions application process became online, which involves the creation of email accounts for each new applicants as a first step, which will in turn demand more staff time to provide additional assistance to those in need of help to apply and register. This has created a big challenge to provide timely registration service to students, particularly during peak registration seasons and at off-campus sites. After collaboration with A&R and ESL Department, it was decided in fall 2013 that paper applications will be used for all noncredit ESL students, and then processed at A&R Office after the initial in-take.

The extreme inadequacy of management and staffing at SWC prompted the Dean of Student Success, Equity and Retention to submitted a staffing proposal in 2013 to convert the incumbent NC Coordinator to a management position to more accurately reflect the role and responsibilities and provide on-time management decision-making capacity, and to add regular classified staff to meet the growing non-credit SSSP service needs at SWC and other off-campus locations.

In May 2014, the District approved an re-organization plan for SWC staffing, through which the Noncredit SSSP Coordinator serves as the Manager for Student Services at SWC with the responsibility of the NC SSSP service provision at SWC and at other off campus locations. With several funding sources, SWC also started the recruitment for two regular, part-time Matric Tech I positions in 2014/15. It's planned to increase these positions to full time in 2015/16 with additional support from Student Equity funds.

SSSP Services at Other District Locations

The Student Success Act of 2012 will require mandated services for all non-exempt students that must include not only the Santa Rosa and the Petaluma Campus, but also the Shone Farm, the Public Safety Training Center, the Southwest Santa Rosa Center and online students. Coordination and planning need to be strengthened in determining how student services should be delivered across the District to ensure equity in programs and services. Particular attention needs to be provided to online student population.

2.1a Budget Needs

Annual funding from the Chancellor's Office for Student Success and Support Program varies each year. For the core SSSP services, the district has received increased funding during recent years. The SSSP allocation for the District was \$1,148,139 and \$2,698,886, respectively for 2013/14 and for 2014/15, large increases from \$646,343 in 2012/13. This allowed SSSP to be independent of District backfill, as well as to address urgent staffing needs in Counseling (full-time tenure and adjunct faculty, supporting staff), Assessment staff, SSSP support staff, and computerized assessment capacity. SSSP funds are also used to implement some technology solutions that allow the District to start addressing follow-up and improve other communication methods with students.

In 2015/16, Credit SSSP allocation was based on new funding formula that combines District enrollment data and MIS data reporting on SSSP service volume. The District received an allocation of \$3,407,719.

In late Fall 2016, funding allocation for SSSP was released from the Chancellor's Office, calculated based on District 2015/16 enrollment and MIS data on SSSP services. SRJC received \$3,103,886 for Credit SSSP, a decrease of \$303,833 from prior year; and \$415,396 for Noncredit SSSP, an increase of \$31,908.

The decrease in Credit SSSP funding is partially due to the slightly less overall available funds at the CO level (because more funds were directly to support system-wide technology initiatives) and partially due to local factors. Since the launch of SSSP program in 2013/14, SRJC has been steadily increasing SSSP service volume, notably in education planning. However, the new funding formula indicate that some other CCC (about 40%) have been increasing the volume at an even greater rate, thus gaining more SSSP funds from a fixed pool of available funds while the other CCC (about 60%) received less SSSP allocations for 2016/17.

SSSP Budget: Past, Present, and Future

Credit SSSP: After the Student Success Act of 2012 became law in September 2012, the State is providing more funds to implement the mandated services of orientation, assessment, counseling/advising for education planning, and follow-up for at-risk students (defined by the revised MIS Data Elements on Student Success (SS)). The funds will be used for these core areas of services. District-based research has indicated gaps between current service level and the required level in all these areas, particularly in education planning and follow-up.

During 2013/14, Credit SSSP received augmented funding at \$1,148,139. With the increase, the Program was able to return the backfill to the district as well as increasing the testing and counseling staffing.

During 2014/15, with an allocation of \$2,698,886 for credit SSSP, more resources have been directed towards strengthen the core service capacity to meet state mandates. The following positions, funded 100% with credit SSSP funding have been proposed, approved, and some recruitments completed:

- Counselors: 5 (to increase capacity for counseling and education planning services; four at Santa Rosa, and one at Petaluma);
- SSSP Program Specialists: 2 (to provide follow-up services; one at District level, the other at program/area level that has been assigned to Petaluma Campus);

- Evaluation Specialist: 1 (in addition to existing evaluators to provide adequate transcript evaluation for assessment purpose; located in A&R at Santa Rosa).

During 2015/16, Credit SSSP funded additional two counselors for Santa Rosa, upgraded the Program Specialist I for Petaluma to a SSSP Coordinator position, and four Program Specialist I (one for SWC, two for Counseling/School Relations, and one for Assessment).

In addition, the following positions are funded jointly by three funding sources: one counselor for Transfer Center (0.5 Credit SSSP, 0.5 Student Equity), one Noncredit SSSP Counselor (.75 NC SSSP/.25 Credit SSSP). Recruitments for these positions were successfully completed in early FY 2016/17.

SSSP has also contributed to various departments for positions that provide SSSP core services or related research functions, including CalWORKS, A&R at Petaluma, Financial Aid, Student Ambassadors at both Santa Rosa and Petaluma Campuses, IT Communication Specialist, and enhanced support to Office of Institutional Research. The grant-funded Gateway program needed financial support to sustain counseling and support services to its students in 2014, and SSSP has provided this support since then through 2016/17.

The implementation of SSSP also requires the support of technology solutions, professional development for faculty and staff, information dissemination regarding SSSP registration priority, transitioning to Common Assessment, piloting Education Planning Initiative, using various communication tools, as well as train and mobilizing student ambassadors to assist communication, orientation and education planning scheduling, and follow-up on at-risk students. The increased SSSP funding in 2014/15 allowed the district to cover the cost for these functions. The projects completed or in progress as of spring 2016 include: CAI, EPI (Hobson's/Starfish), messaging for counseling appointments, Maxient software for crisis intervention, an app for Petaluma Student Success Team, and WorkDay Outreach program. A full time project manager is needed to coordinate these projects in addition to Dean, Student Success, Equity and Retention and Manager, IT. A temporary IT Student Success Project Manager was created and hired during 2015/16, and will continue into 2016/17 (and possibly beyond depending on need). Due to the demand of these projects, this person is currently working full-time with District approval (instead of typical 25-hour work week for STNCs). A newly added project for 2016/17 is Starfish program, with piloting started in Petaluma. Plans to create some cohorts pilots in Santa Rosa began in fall 2016.

Funding level for 2017/18 was down from \$3.1 million to about \$2.95 million. At the state level, there is no budget increase for SSSP programs; rather, the available state funding will be re-distributed among 113 colleges after MIS reporting is complete and calculation for individual colleges are conducted at the CO in early fall 2017. At local level, funding requests are being collected, reviewed, and priorities will remain focused on core SSSP services, namely counseling, assessment, and student success teams. The District's was set at 1.3:1 level for 2015/16, and this requirement has been changed to 1:1 since 2016/17.

For 2017/18, there are no new faculty/staff positions funded by SSSP other than three Student Success Technicians (1.0 for SWC, 0.5 each for Santa Rosa and Petaluma Assessment Services) that are conversions of STNC positions. Another staffing need is in the area of Peer Student Success Coaches, which has been successfully piloted at Petaluma Campus since spring 2016. This team concept will be expanded to Santa Rosa campus in 2017/18 in

partnership with KAD and College Skills. A total of 10 such peers are needed, but SSSP may only be able to fund 3-4.

For 2018/19, SSSP, Student Equity, and BSI programs will be consolidated into Student Equity and Achievement Program. The total allocation for this block grant will be the sum of 2017/18 allocations of these programs. Matriculation services mandated by SSSP will still be core services required by this SEA Program. AB 705 will mandate how placement assessment is conducted, and how students will be best guided and supported with this developmental education and placement reform. District will need to identify priorities and allocate resources accordingly.

Counseling Department will lose one AA III position due to resignation in fall 2018, so the duties of this position are being re-distributed among current staff in Counseling and Student Success cluster. One key function, SARS administrator, will be absorbed by Student Success Specialist II. However, the Specialist II is also critical in building and expanding the Student Success Coach program at Santa Rosa campus. This peer coach program is growing thanks to the Innovation Grant that SRJC has obtained in spring 2019. A full-time Student Success Coordinator is needed to support the expansion of the peer coach program.

The consolidated SEA program puts an emphasis on education planning for all non-exempt students. This requires increased counseling and other supportive resources to achieve this goal. However, with the cost increase for permanent personnel within the current SSSP allocation, in the amount of about \$150,000, will reduce the resources that can be used to support all other hourly personnel or non-personnel activities.

Noncredit SSSP: In 2017-18 the program had a small increase in funding, but not sufficient to support all the personnel costs at the SRJC Southwest Santa Rosa Center (SWC) and off-campus sites. In addition to staff, NC SSSP is now funding 75% of the cost for a full-time academic counselor.

The categorical noncredit Student Success and Support Program funding for 2017/18 was increased from \$415,396.00 to \$420,267.00 an increase of \$4,071.00.

The significant budget reduction to noncredit SSSP prior to 2012/13 resulted in the following:

- Restrictions in the ability to be fully functional.
- Not allowing the District to hire sufficient full-time employees for its operations.
- Reduction in service hours at the SRJC Southwest Santa Rosa Center.
- Off-campus locations were not served.

With additional funding in 2014/15, 2015/16, 2016/17 and 2017/18 to noncredit SSSP, and support from the District, credit SSSP and Student Equity resources the following full-time staff was hired:

- One management position
- One Student Success Specialist I
- Three full-time Student Success Technicians
- One academic counselor with the focus on serving noncredit students

All of these positions have allowed the District to help with the development, implementation and coordination of noncredit SSSP core services. In 2017/18, the District's decision to reduce the hiring of STNCs provided some challenges on how to coordinate noncredit SSSP core services delivery. Therefore, the department had to make some adjustments to comply with noncredit SSSP guidelines. The outcome of these modifications resulted in a small reduction in service hours at the Southwest Center. Instead of providing 53 hours of service per week in 2015/16 and 2016/17, they were reduced to 45 hours. This took place halfway through 2017/18.

These new services hours are aligned with students' educational needs at SWC and off campus sites. Furthermore, it meets program needs, supports the District's strategic enrollment plan and the compliance with accreditation standards.

Although noncredit SSSP funding for 2017/18 received a small increase, MIS data reporting is now required for the new funding formula. At the moment, the District's noncredit enrollment with Career Development College Preparation (CDCP) courses is strong. Yet core services, which is 60% of the funding formula, have been coordinated to serve all noncredit students. With these coordinated efforts there has been an increase in the number of students, but not to the level to sustain the current funding level. Hence, the District is not in a position to meet the criteria to receive the same level of funds for 2018/19. The new funding formula will only count students who are California residents and enrolled in certification programs with a minimum of a two-course sequence. In relation to California residents the District accounts for 50% for the total number of students enrolled in CDCP courses and 3% are enrolled in a two course sequence certificate. Therefore, for 2018/19, it is uncertain if the District will receive the same level of funding as it did for 2017/18.

The functions of the full-time positions hired in 2014-15, 2015-16, 2016-17 and 2017-18 have helped the District with the following:

- Manager, Southwest Santa Rosa Center to manage and coordinate the day-to-day operations of the Southwest Center, coordination of the noncredit SSSP program and core services delivery to 19 off-campus sites.
- Student Success Specialist I to support the development and implementation of NC SSSP throughout the District.
- Academic Counselor to provide consistent counseling services to noncredit students at SWC and off-campus sites.
- Three Student Success Technicians to help with registration and core service delivery at SWC and off-campus sites.

The Southwest Santa Rosa Center along with noncredit SSSP, academic programs and other support services have done the following:

- Serve as point of entry to the college for newly arrived immigrant, educationally disadvantaged and low income students.
- Serve students beyond those enrolled at this at the Southwest Center.
- Coordinate core services delivery for 19 off campus sites across Sonoma County.
- Collaborate with school districts, stakeholders, community based organizations and businesses to promote its programs.

It is evident the SWC is a place for students from diverse educational backgrounds to seek the help they need to meet their educational needs and goals.

The District's direction to convert STNC hours into part-time/full-time classified positions in 2016/17 has created staffing gaps in the following:

- Reduction in the number of service hours at the SWC.
- Limiting access for noncredit students to meet noncredit SSSP requirements at off campus sites.
- Not meeting the expectation to increase core services capacity to serve more noncredit students.

As the number of noncredit academic programs, course offering, and other instructional needs continue to rise, the SWC certainly will need additional permanent and temporary personnel.

Moreover, it is critical the current Student Service Office space is redesigned to meet the educational needs for the high volume of students seeking registration and core services. On average this location serves more than 8,500 students per academic year from across the District.

Southwest Center offers courses from various academic departments and student support services. There has been an increase in recurring operational cost for materials, supplies and copying/printing. There is little ongoing district general funds to support daily operation. Noncredit SSSP and ESL have been covering this cost, yet the demand continues to increase with these items. District funds are needed to cover this ongoing cost for all other academic departments at the SWC. It is estimated Southwest Center is in need of \$7,500.00 to cover these expenses.

The following are proposed positions, funding and projects for Noncredit SSSP for 2018/19:

- Administrative Assistant III, this position will assist with fiscal management responsibilities, coordination and departmental tasks of the SRJC Southwest Santa Rosa Center;
- Student Workers, three positions, to assist with reception, greeting students, and proctor assessment tests at on-campus and off-campus locations;
- STNC A&R Tech III, 1 positions, to assist during peak registration cycles at SWC and off-campus sites. These positions will be hired for 6-8 week period at a time.
- Increase the Student Services Office front counter space for better efficiency to serve students in a timely manner during busy registration cycles, and protect students' privacy;
- 20 laptop computers, 2 storage/carrying carts to help with the CCCApply admissions application and serve students at off-campus locations;
- Two mobile printers to print rosters and students registration transactions at off campus locations;
- Funding for recurring cost for office supplies, materials, and copying and printing for all the different academic and student services programs.

The request for these funds will assist the District in meeting noncredit SSSP regulations, its strategic enrollment plan and providing access to noncredit students.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	\$150,000.00	Funds to maintain robust matriculation services per Student Success and Achievement Program requirements
0002	Other	01	02	\$89,725.00	AA III to assist with coordination and departmental tasks of the SRJC Southwest Santa Rosa Center.
0003	Other	01	02	\$34,590.00	Student Workers, four positions, to assist with reception, greeting students, and proctor assessment tests at on-campus and off-campus locations for NCSSSP program.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Success Specialist II, SSSP	40.00	12.00	1 FTE; Support district-wide SSSP implementation
Student Success Specialist I, SSSP	40.00	12.00	4 FTEs; Support SSSP implementation at Counseling, School Relations, Assessment, and SWC.
Testing Specialist (SR)	40.00	12.00	2 FTEs; Provide assessment services; set testing schedules; problem solving; coordinate with other departments for service delivery. One position each funded by District and SSSP; one Specialist also serves as Assessment Coordinator.
Testing Tech	40.00	12.00	Provide assessment services; vacant; STNCs in service.
Testing Specialist (PET)	40.00	12.00	1 FTE; Provide assessment services; set testing schedules; problem solving.
Research Analyst	40.00	12.00	Performs highly skilled professional work in the Office of Institutional Research. Funded by SSSP at at 50% for one position, 25% each for two other positions.
Evaluation Specialist I	40.00	12.00	Perform specialized work in transcript evaluation for placement assessment; 2.2 FTEs funded by SSSP.
Financial Aid Manager	40.00	12.00	Provide follow-up services to at-risk students; .25 FTEs funded by SSSP
Career Advisor	40.00	12.00	Provide follow-up services to at-risk students, particularly those without education goals; funded .167 FTE by SSSP.
Coordinator for Non Credit SSSP	40.00	12.00	Coordinates the Noncredit SSSP for the District (located at Southwest Santa Rosa Center). Funded by Noncredit SSSP at 100%.
Student Success Technician	40.00	12.00	3 FTEs, Provide noncredit SSSP services at SWC and other off-campus locations; funded 0.1 FTE by NC SSSP for two positions; and 0.35 FTE for third position.
Enrollment Services Manager (PET)	40.00	12.00	Provide transcript evaluation and other coordination work; funded .2 FTE by SSSP; re-classified to Management from Coordinator level.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Student Success, Equity and Retention	40.00	12.00	Interprets and implements the Matriculation policies and procedures, including selection and evaluation of staff, program budget development and monitoring; coordinates and acts as the Student Services component liaison with other college departments in regard to all aspects of technology development and implementation for the component; District-wide student equity planning and direction of special projects that support student equity goals. Oversees the district wide Assessment Services Department at Santa Rosa and Petaluma Campus. Funded by District and SSSP funds at 50% each.
Manager, Southwest Santa Rosa Center	40.00	12.00	Supervises daily student services operation at SWC; coordinate NC SSSP services for the District. Position established May 2014
Director, Assess. Serv./Stud. Success Technology	40.00	12.00	Supervise daily assessment operation across the district; coordinates the development and implementation of student success technologies for online students; hiring in progress as of June 2016

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
A&R Tech III (SWC)	25.00	12.00	One Assist with A&R function, registration, assessment, orientation and follow-up services; 4-5 positions.
Student Ambassadors (SR&PET)	25.00	12.00	Assist various SSSP onboarding and follow up services
Student Workers (SR)	25.00	12.00	2-3 positions; hours vary; assists office coverage, testing material preparation, and basic assessment office work.
Student Success Specialist I, SSSP (PET)	25.00	12.00	Assist SSSP implementation
Student Workers (Southwest Center)	20.00	12.00	3 positions; hours vary; assist office coverage, assist with registration, testinf materials preparation, and filing.

2.2d Adequacy and Effectiveness of Staffing

The provision of adequate SSSP services is vital to the program's mission and plan implementation. As analyzed in previous sections, the Matriculation Program has seen dramatic reduction in State funding, which resulted in the reduction of staffing and services to students. In light of the new Student Success and Support Program requirements, the District needs to

strengthen the support to the mandated core services of assessment, orientation, and counseling/advising for education plans. Staffing increase is needed to provide support at both campus and district levels to assist the implementation of SSSP. During 2015/16, one particular area of improvement identified is the service provision for distance education students. A new Director, Assessment Services and Student Success Technologies position was established and in recruitment as of June 2016. This new director will work closely with Academic Affairs and IT colleagues to lead the District in its efforts to provide equitable services to all SRJC students regardless modality and location. Additional staffing may be needed in this area.

Since 2014/15, several new SSSP positions have been proposed, approved and hired, including: SSSP Program Specialists (I, II), Student Success Coordinator (PET), counselors, Evaluation Specialist for assessment purposes.

For noncredit SSSP, since 2014/15, several positions have been proposed, approved and hired including: Manager, Southwest Santa Rosa Center, Student Success Specialist I, counselor, three Student Success Technicians.

Ongoing staff support for SWC for all programs housed at this location and delivery of core services at off campus sites still needed. In Fall 2016, the college started the implementation of the approved noncredit SSSP plan. In Fall 2017, the college coordinated full core services delivery to all its 11 off-campus locations. The number of noncredit students served has increase. Yet there are gaps in the number of students being served for core services. They have been addressed by the Noncredit SSSP Advisory Committee, and there are continuous efforts to increase capacity.

Other staffing resources needed include STNC IT project manager in full time capacity (for SSSP technology solutions, including state-wide technology initiatives such as EPI and CAI), budget management assistant, STNC SSSP Program Specialist and staffing support for Student Success Team at Petaluma Campus, Welcome Center Coordinator (.25 FTE), increased adjunct counselors for both Santa Rosa and Petaluma Campuses, increased Student Ambassadors, increase research staff, as well as staffing support to SHS/SPS for research and follow-up services with at-risk students.

Counseling Department, Petaluma Campus, and other departments requesting SSSP support will include their SSSP related staffing needs in their respective PRPP.

Counseling Department will lose one AA III position due to resignation in fall 2018. This district-funded position is not being replaced given fiscal challenges tht the District is currently facing, so the duties of this position are being re-distributed among current staff in Counseling and Student Success cluster. One key function, SARS administrator, will be absorbed by Student Success Specialist II. However, the Specialist II is also critical in building and expanding the Student Success Coach program at Santa Rosa campus. This peer coach program is growing thanks to the Innovation Grant that SRJC has obtained in spring 2019. A full-time Student Success Coordinator is needed to support the expansion of the peer coach program in the future in order to institutionalize the peer coach program.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Other	01	02	Administrative Assistant III (SWC)	Administrative Assistant III	Classified
0002	Other	01	02	Student Success Technician (SWC)		Classified
0003	Santa Rosa	01	02	Student Success Coordinator		Student
0004	Santa Rosa	01	02	Testing Specialist/Technician		Classified

2.3a Current Contract Faculty Positions

Position	Description
Counselor - Full time	Provides general counseling services with focus on Basic Skills students. Funded by SSSP at 50%.
Counselor - Full time	Provides counseling and coordination to the Transfer Center. Funded by SSSP at 50%.
Counselor - Full time	Provides counseling and coordination to the Puente Project. Funded by SSSP at 100%.
Counselor - Full time	Provides general counseling services with special focus areas. Five positions funded 100% by SSSP starting 2014/15; four in Santa Rosa, one in Petaluma.
Counselor - Full time	Provides general counseling services to credit and noncredit students. Funded by credit and noncredit at 25% and 75% respectively.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
NA	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

N/A

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Additional counselors are needed to o increase capacity for counseling and education planning services; four at Santa Rosa, and one at Petaluma. This will help the District to meet the SSSP mandates on counseling and education planning services.

Five new counselors were hired during 2014/15, funded 100% by SSSP. For 2015/16, two new counselor positions have been approved as well as large increase for adjunct counseling budget.

Also, there is an increasing need for faculty participation in SSSP implementation, including placement preparation, professional development, and participation in SSSP and Student Equity plan development.

For 2017/18 two adjunct counselors are needed to facilitate counseling services at off-campus locations. Many of the noncredit students enrolled at outlying locations are adult non-traditional first generation college students. They need guidance to be fully matriculated per noncredit SSSP mandates.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Other	01	02	Counselor	Two adjunct counselors are needed for delivery of counseling services to off-campus locations for noncredit students to be fully matriculated.
0001	ALL	01	02	Math/English/ESL/College Skills/Other	Full-time or adjunct faculty is needed for various SSSP services: state-wide student success technology projects, placement assessment preparation, follow-up with at-risk students, professional development related to SSSP.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

The District needs to allocate funding to investigate and implement Technology solutions to efficiently deliver SSSP services; and to accurately collect and report student success data, particularly for Southwest Center.

The process of admissions applications, administration of assessment and orientation services, requires data input and to print student transactions at off-campus locations. Noncredit SSSP is need to mobile printers to meet this assignment/task needs.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	02	Summer Bridge Program to support AB705	0	\$0.00	\$200,000.00	Li Collier		
0002	ALL	01	02	Mobile App for Stud. Succ. Teams (4-yr. contract)	4	\$21,500.00	\$86,000.00			
0003	ALL	01	02	Mobile printer	2	\$500.00	\$1,000.00	Hector Delgado	Various	Hector Delgado

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	01	02	Urgent	TBD	TBD	\$0.00	New office location for Dean, Student Success, Equity and Retention
0001	Other	01	02	Urgent	Student Services Office at Southwest Center	109	\$40,000.00	Modification of Student Services Office at SWC to provide more counter space for privacy of student records.

2.5b Analysis of Existing Facilities

Assessment:

In anticipation of the implementation of AB 705 by fall 2019, Assessment Services Department is expected to undergo changes in its functions and staffing. Depending on the recommendation by Testing and and Associated Student Support Task Force and the final District decision, there may be facility changes needed for a post-AB 705 Assessment Department.

SWC:

For the noncredit SSSP program, the service space is limited for registration, orientation, assessment, and counseling. District needs to identify facilities that can best serve the current students and meet the growth of the noncredit student population. This need has become urgent to accommodate newly hired regular staff and the expected expansion of SSSP services and instructional programs. A separate request has been made through Assessment PRPP and reiterated in 2.5a.

The District has completed the request to add a second computer lab at the SWC for assessment, orientation and counseling services, and to increase space for a manager office and five work stations for classified staff. Additionally, a faculty office was modified with two work stations for classified staff and four faculty work stations.

At this point, there still a need to provide a space for students to seat and eat outside the classrooms. In collaboration with Facility Operations and Capital Projects, this need has been identified and there is a request in place to purchase 10 small picnic tables.

Aside from this break space, there is a growing need to allocate more space for all the different academic programs and student support programs with the plan to increase enrollment to 1,000. This number of FTES will triple the current number of students enrolled annually at the SWC. In such case, the facility will need to increase the current number of classrooms, faculty and student services space. A vision plan is being developed in collaboration with Academic Affairs, Student Services and Capital Projects. With such request, a new facility will be adequate to meet the District's strategic enrollment goal for this site.

3.1 Develop Financial Resources

SSSP and Student Equity Programs contribute to the goal of Develop Financial Resources

- By expanding SSSP service capacities and establishing better data collection and reporting mechanisms, the categorical SSSP funding will likely increase (because the new funding formula puts emphasis on the volume of services provided)
- By increased retention efforts, the district is likely to see higher FTES and therefore increase the general fund

3.2 Serve our Diverse Communities

SSSP and Student Equity Programs contribute to the goal of Serve our Diverse Communities:

- Established and continue to expand partnerships with local communities with a focus on the increasing Latino/a population through NC SSSP and Student Equity programs;
- Planned and have made progress in establishing Dream Center for undocumented students and Multicultural Success Centers to promote diversity and equity in partnership with several departments and other categorical programs;
- Supported Latina/o student graduation to promote a culture of success.

3.3 Cultivate a Healthy Organization

SSSP and Student Equity Programs contribute to the goal of Cultivate a Healthy Organization:

- Established various committees and work groups to work collaboratively and collegially on student success initiatives;
- Recruited and hired outstanding staff to provide instruction and services;
- Provided a comprehensive series of professional development opportunities for all district employees to broaden their cultural and individual perspectives

As part of the Student Success Act of 2012, the District needs to increase professional development for staff to attend workshops, conferences, and trainings that enhance knowledge of SSSP and Student Equity. For both programs, the allocation for this purpose needs to increase. Credit SSSP program may provide in-state trainings and conferences when funds are available. It is requested here that the District provide funds for out-of-state training so that administrators, staff, and faculty will gain national perspective of the student success and completion agenda.

3.4 Safety and Emergency Preparedness

The Building and Area Safety Coordinators for the northeast side of Plover Hall, where the Student Success Office is located, have been identified as the Dean of Student Success and Retention and the Administrative Assistant for the Department.

The Building and Area Safety Coordinators for the Southwest Santa Rosa Center are the Dean of Dean of Language Arts and Academic Foundations and the Manager, Southwest Center.

The Department has organized training sessions for safety and emergency preparedness, including one from CIRT in Spring 2013. Regular staff members as well as STNC and Student Workers attended. This has increased the staff knowledge and skills in preparing for and responding to unforeseen safety and emergency situations.

3.5 Establish a Culture of Sustainability

SSSP and Student Equity Programs contribute to the goal of Establish a Culture of Sustainability:

- Conducted equity research on access, course completion, and goal attainment to identify disproportionate impact, and launched many initiatives under Student Equity Program to address the achievement gap;
- Increased outreach efforts and expanded partnerships with local communities to provide more education opportunities for English Language Learners for them to gain better language and job skills

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

The Program Level Student Learning Outcomes are embedded within each of the individual programs and activities supported by SSSP. The Student Success and Support Program will work closely with each department receiving funding to incorporate Student Learning Outcome assessments that reflect the intent of the Program.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Admissions		X			X			X								X
Assessment	X	X	X	X	X			X		X						X
Counseling		X		X	X		X	X		X			X	X		X
Follow Up		X		X	X			X		X						X
Orientation		X		X	X		X	X		X						X

4.2b Narrative (Optional)

Matriculation is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational goals. All new students are encouraged to participate in the various SSSP components that address Institutional Learning Outcomes; foundation skills, personal development and management, communication, critical analysis, intercultural literacy and interaction, and responsibility.

District needs to review and follow the program guidelines for SSSP and Student Equity to ensure compliance and provide the best support services to the students.

Student Success and Support Program and Student Equity Goals and Objectives

The first goal of SSSP, as related to student success, is to ensure that all students:

- Are assessed and placed in appropriate courses
- Work with counselors to develop their education plans
- Complete their college courses
- Persist to the next academic term
- Achieve their educational goals through the assistance of Student Success and Support Program, Student Equity and other student services programs

- Increased participation of underrepresented students and narrow the identified achievement gaps for disproportionately impacted student populations

The second goal of SSSP, as related to institutional effectiveness, ensures the:

- Partnership of student services and instructional programs
- District wide accountability
- Efficient use of resources
- Implementation of institutional research and program evaluation
- Coordination and training for faculty and staff to understand the student support services
- Appropriateness and fairness of prerequisites and co-requisites.

The Student Success and Support Program delineates the responsibilities for both the District and the students. SSSP (both credit and noncredit) Plans are developed in conjunction with Student Equity Plan. These plans guide the District-wide efforts to assist students in successfully achieve their education and career goals. An oversight committee, Student Success and Equity Committee, was approved in spring 2014 and is leading the development of both plans annually. District-wide collaboration is, and will continue to take place for the development and implementation of these plans.

5.0 Performance Measures

Efforts are underway to ensure a more comprehensive approach to collecting and accurately reporting SSSP data. Student Success (SS) MIS data will be reported to the Chancellor's Office starting spring 2014 semester (mandatory starting summer 2014). The data will subsequently be used for Student Success Scorecard and SSSP funding allocation. District needs to analyze the data to continuously improve the program performance.

Through the work of many programs and individuals, particularly the SSSP Workgroup that was formed in fall 2013 (and continued till March 2014 when the Student Success and Equity Committee was officially formed), the District has made a lot of progress towards the implementation of SSSP, as outlined in the progress/accomplishment list in Section 6.1. These include revision of related policies and procedures, registration priorities, staffing resource allocation to support core services, MIS data elements review, collaboration with IT improve data collection and reporting, implementation of intervention strategies, and professional development for district employees regarding SSSP. In fall 2015, SSSP funding allocation was released for the first time using a new formula based on MIS data reporting. SRJC fared quite well and received increased funding for 2015/16. There was one data element showing the need for improvement, i.e. SS10 - Probation and Dismissal student follow up. Immediate actions took place to identify service areas and to improve data collection process through SARS, which should lead to a more accurate SS data reporting for 2015/16.

The Student Success and Support Program effectiveness will be directly measured in amount of the services delivered. SRJC needs to include in its SSSP Plan how to evaluate the service delivery and program effectiveness. SSSP service delivery has greatly increase since 2014. Rigorous campaign for Student Success Steps have been launched since spring 2015 when SSSP requirements became mandatory for new students to earn registration priority. Significant progresses have been made in SSSP implementaton after more resources are invested in counseling and support staffing. Percent of new students who partake in orientation, assessment, counseling and education planning have increased steadily during the last two year. In particular, continuing students who have comprehensive education plan has increased from a mere 3.4% in spring 2014 to 46.9% in spring 2016. Students who are fully matriculated are showing much higher semester to semester persistence rate than partially or not matriculated students, a validation of the research by Student Success Task Force recommendations in 2011/12. This contribution to student retention is evermore significant as SRJC experiences enrollment challenges and resulted fiscal imbalance.

Research and program evaluation are key components of Student Equity Program. Led by the Student Success and Equity Committee, and working closely with Institutional Research, projects and activities supported by Student Equity funds are required to conduct annual evaluation and use the results for continuous improvement. SSSP evaluation is supported by Office of Institutional Research in the following areas:

- Review evaluation methodologies (use Proportionality Index for 2015/16 and beyond)
 - Monitor SSSP completion for new and continuing students
 - Track overall impact of SSSP services on SE student success indicators
 - Research on relationship between SSSP core services and disproportionate impact
- Research relationship between SSSP completion and Retention /Success / Persistence
 - Fully matriculated
 - Partially matriculated
 - Not matriculated

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	01	02				
0001	ALL	01	02	Develop and implement an integrated Student Success Plan	Strengthen and improve integrated student support; set integrated goals that align with State and local strategic visions; Collaborate with Research and IT to establish program evaluation methodology to enhance program effectiveness.	Fall 2017 and triennially	Time and support from the District for plan development through collaboration and shared governance structure; OIR and IT support for data reporting and program evaluation; cooperation from other support programs beyond SSSP, SE, and BSI. The Integrated Student Success Plan (ISSP) was completed in Dec. 2017.
0002	ALL	01	07	Develop a District SSSP budget plan	Implement guidelines on SSSP funding allocation within the District to allocate funds appropriately; Identify eligible district match.	Annually	Continued support and understanding of funding guidelines from District leaders - communicated through shared governance channels; budget plan completed through Integrated Student Success Plan in Dec. 2017.
0003	ALL	01	02	Develop and implement a District Equity Plan	Update campus-based research to identify achievement gaps; Identify goals for improving success for all students; Implement strategies and activities to achieve the identified goals.	Fall 2016 - Spring 2018	Support from District leaders; Support from Institutional Research; Strengthened program coordination. - Plan completed through ISSP.
0004	ALL	01	02	Develop and implement a District NC SSSP Plan	Ensure SSSP service delivery to noncredit students at all campuses and off-campus sites	Triennially	Collaboration among various departments across components, especially Counseling, IT, College Skills, ESL, Adult Education and CTE - Completed through ISSP
0005	ALL	01	07	Continue to monitor SSSP data collection and ensure reporting accuracy	Collect and review service delivery data to ensure accurate MIS reporting	Semester/annual	Dedicated personnel for project coordination with IT and service departments as well as data analysis - Senior Dean, Counseling and Student Success led the effort to work with IT to review and ensure MIS data accuracy in fall 2017.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0006	ALL	01	04	Provide professional development related to SSSP and Student Equity implementation	To create a campus-wide collaborative structure and environment to maximize program effectiveness for SSSP, Student Equity, BSI, and other statewide initiatives, including a lead Student Success Committee.	Ongoing	Time and support from both categorical and District funds: staffing and budget. - An Integrated Student Success Committee (ISSC) was formed in April 2018 after robust discussions at Student Success/Equity Committee and BSI Committee, as well as various shared governance bodies.
0007	ALL	01	02	Increase student retention and success through Early Connection and other tools	Provide regular workshops for faculty to promote student retention, persistence, and completion; establish a program (such as Faculty Success Mentors) that provides incentive for large-scale faculty participation in student retention; Redesign Early Connection software (Starfish) with more faculty participation; Monitor program usage; Provide follow-up to students referred by faculty.	Ongoing	Support from faculty and District leaders; staff coordination; software availability. - Starfish Team has been formed with leaders from both SR and PET campuses with the support of IT. Progress has been made in program configurations.
0008	ALL	01	02	Reach all non-exempt students to deliver SSSP services	Design Student Success Campaign materials to effectively communicate with students through multiple venues; Continue to monitor SSSP statistics from state and local sources.	Ongoing	Collaboration among student services departments; Support from PR and IT. - Communication of student success initiatives has increased during 2017/18; program impact has been shared with the campus community through multiple venues.
0009	ALL	04	02	Enhance facilities and services provided through SWC	Provide sound infrastructure at SWC to support that location as well as off-campus sites	Ongoing	District funding; improved facilities at SWC; Counseling support
0010	ALL	04	02	Enhance technology solutions to support service delivery	Use predictive analysis of student information, which in turns allows for targeted outreach/in-reach and intervention; ensure service delivery to all students regardless of modality and location.	Ongoing	Collaboration across student services and academic departments; support from IT; funding support from District. - Funds were expended to support outreach and to increase service volumes for both Credit and Noncredit SSSP services.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0011	ALL	02	02	Narrow access and achievement gaps for underrepresented / underperformed student populations	Launch Student Equity initiatives according to SE Plan framework: Concerted Outreach; Innovative Instructional Program; Integrated Student Support; Program Coordination, and Direct Student Support	Ongoing	Collaboration across student services and academic departments
0012	ALL	04	02	Participate in statewide technology initiatives to improve service delivery	Pilot Education Planning Initiative (EPI); Improve placement assessment processes using MMAP or other tools in light of CAI delay	Fall 2014 - Fall 2017	Collaboration among student services departments; support from IT - EPI was put on hold based on the assessment and recommendation of the EPI Team; focus has been shifted to Starfish.
0013	ALL	01	02	Coordinate noncredit SSSP core services delivery to noncredit students	The implementation of the Adult Education Program presents potential for growth in noncredit SSSP (Most of the students in this program meet the guidelines for SSSP). Coordinated efforts are underway to increase access to services.	Ongoing	Collaboration among ESL, College Skills and Adult Education Program - NC SSSP through SWC has worked hard to increase coordination with Adult Ed and support students enrolled in this program in 2017/18.
0014	ALL	01	02	Enhance counseling services for noncredit students	Increase SSSP service capacity at new off-campus sites to close service gaps.	Ongoing	Collaborate with counseling to coordinate service hours to meet this need for noncredit students - NC SSSP through SWC staff has increased services to 18 sites total in 2017/18.
0015	ALL	01	02	Continue to improve online student support services.	Increase service capacity for online students; coordinate support activities across components and departments; Steer ongoing efforts to narrow the gap between face to face services and online services according to ACCJC Standards and to also increase retention rates of distance learners. Provide guidance, resources and a framework for ongoing improvement with the goal of providing equitable depth and breadth in service and interactions	Spring 2015 and ongoing	Sufficient and diversified funding sources for online tutoring; continued collaboration with Distance Ed, District Online Committee. Student Services personnel and IT. Ongoing professional development in applicable technology and best practices shared at the state level so that the information and resources can be shared with other student service departments. - Under the leadership of Director, Assessment Services and Student Success Technologies, more robust services have been coordinated among departments in 2017/18, including better online service tools for students.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0016	ALL	01	02	Improve readiness and retention efforts for online learners	Develop more online service tools; enhance web presence and user-friendly service department websites; leverage OEI's existing readiness tool and integrate local interventions based on SmarterMeasure readiness assessment results. Use tool within a canvas classroom that allows local online student services to gain visibility in the online learning environment as well as the Leverage OEI's existing readiness tool and integrate local interventions based on SmarterMeasure readiness assessment results. Use tool within a canvas classroom that allows local online student services to gain visibility in the online learning environment as well as the creation of a hub for community building, and communication from student services	Fall 2016 and ongoing	Continued cooperation and collaboration among Student Services departments; Partnership and collaboration with Distance Ed, ongoing collection of online learner data in order to direct students to readiness shell, eventual student peer staffing to assist with more high touch interventions when necessary. - an Online Readiness / Online Community is now in place at SRJC. Using the Online Education Initiatives resources as a foundation, a Canvas environment was created to assess readiness, provide OEI and local support for weaknesses that may contribute to attrition, share ongoing campus resource opportunities, build a community of learning, and create as space for discussion and inquiries. As of the summer 2017 term, all SRJC online students receive an email inviting them to join the resources and readiness module week prior to the first day of class. As of spring 2018, nearly 1,000 students have engaged in the community.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	01	02				
0001	ALL	01	02	Implement the integrated Student Success Plan under the guidelines of the consolidated Student Equity and Achievement (SEA) Program.	Strengthen and improve integrated student support; set integrated goals that align with State and local strategic visions; Collaborate with Research and IT to establish program evaluation methodology to enhance program effectiveness.	Triennially	Leadership from Integrated Student Success Committee; support from the District through collaboration and shared governance structure; OIR and IT support for data reporting and program evaluation; cooperation from other support programs beyond SSSP, SE, and BSI.
0002	ALL	01	07	Develop an integrated SEA Program budget plan	Identify district priorities on student success efforts; use SEA program funds strategically	Annually	Continued support and understanding of funding guidelines from faculty, staff, administrators, and students.
0003	ALL	01	02	Reduce equity gap for disproportionately impacted student populations	Update campus-based research to identify achievement gaps; Identify goals for improving success for all students; Implement strategies and activities to achieve the identified goals.	Bi- or Triennially	Support from District leaders; Support from Institutional Research; Strengthened program coordination.
0004	ALL	01	02	Provide matriculation services to all non-exempt students with an emphasis on education planning	Ensure matric service delivery at all campuses and off-campus sites	Ongoing	Sufficient funding for counseling and support staff
0005	ALL	01	07	Continue to monitor Student Success data collection and ensure reporting accuracy	Collect and review service delivery data to ensure accurate MIS reporting	Ongoing	Coordination with OIR and IT
0006	ALL	01	02	Implement AB705	Develop new placement policies and processes under AB 705; communicate with students, faculty, HS, and other partners.	Spring 2019	Cooperation from Academic Affairs on curriculum re-design and Guided Self Placement; support from IT and other departments.
0007	ALL	01	02	Increase student retention and success through Starfish (Early Connection) program and Student Success Peer Coach program	Develop and	Ongoing	Support from faculty and District leaders; staff coordination; software availability; funds to institutionalize the expanded peer coach program after Innovation Grant

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0008	ALL	01	02	Reach all non-exempt students to deliver SSSP services with an emphasis on education planning	Design Student Success Campaign materials to effectively communicate with students through multiple venues; Increase efforts for outreach and in-reach.	Ongoing	Collaboration among student services departments; Support from PR and IT
0009	ALL	04	02	Enhance facilities and services provided through SWC	Provide sound infrastructure at SWC to support that location as well as off-campus sites	Ongoing	District funding; improved facilities at SWC; Counseling support
0010	ALL	04	02	Enhance technology solutions to support service delivery	Develop innovative solutions for service delivery and timely intervention; ensure service delivery to all students regardless of modality and location, including SARS Zoom for Counseling and other services	Ongoing	Collaboration across student services and academic departments; support from IT
0011	ALL	01	02	Coordinate noncredit SSSP core services delivery to noncredit students	The implementation of the Adult Education Program presents potential for growth in noncredit SSSP (Most of the students in this program meet the guidelines for SSSP). Coordinated efforts are underway to increase access to services.	Ongoing	Collaboration among ESL, College Skills and Adult Education Program
0012	ALL	01	02	Continue to improve online student support services.	Increase service capacity for online students; coordinate support activities across components and departments; Steer ongoing efforts to narrow the gap between face to face services and online services according to ACCJC Standards and to also increase retention rates of distance learners. Provide guidance, resources and a framework for ongoing improvement with the goal of providing equitable depth and breadth in service and interactions	Spring 2015 and ongoing	Sufficient and diversified funding sources for online tutoring; continued collaboration with Distance Ed, District Online Committee. Student Services personnel and IT. Ongoing professional development in applicable technology and best practices shared at the state level so that the information and resources can be shared with other student service departments.
0013	ALL	01	02	Increase access for noncredit student to transition to credit courses with new AB 540 and AB 68 regulations.	New regulations with AB 540 and AB 68 will allow noncredit students to pay in-state tuition. This will allow more noncredit students without citizenship status to matriculate from noncredit to credit courses.	Fall 2018 and ongoing	Collaboration among A&R, student support services, ESL, College Skills and Adult Education will be necessary to ensure noncredit students are well informed..

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0014	ALL	01	04	Provide professional development related to SEA Program, AB705, and other initiatives	Inform college community of changes in student success initiatives; increase collaboration and scale up best practices	Ongoing	Time and funding for faculty and staff
0015	ALL	01	02	Develop a summer bridge program to better prepare entering students	Collaboration with 10,000 Degrees and other partners to establish a bridge program to support new students	Spring 2019 and annually	Time and funding