

Santa Rosa Junior College

Program Resource Planning Process

Student Success 2024

1.1a Mission

SRJC Roseland is undergoing transformational changes: Student Services has been collaborating with the Adult Education program to expand academic offerings. With the purchased of the 9.5 acre site in spring 2022, it will generate fundamental operational changes as well as programs and services. Therefore, a separate PRPP for SRJC Roseland is needed. After discussing with and having obtained approval from VP Student Services, this PRPP template will be repurposed for Roseland Campus starting 2022/23.

1.1b Mission Alignment

SRJC Roseland is supported largely through Student Equity and Achievement Program with the mission of supporting noncredit students. The programs and services offered at Roseland Campus has been evolving to meet student and diverse community needs and align with district strategic plan goals..

1.1c Description

Student Equity and Achievement Program was established in July 2018. It replaces the previously separate Student Success and Support Program (SSSP, both Credit and Noncredit), Student Equity Program, and Basic Skills Initiative (BSI).

The consolidated Student Equity and Achievement Program has the following program requirements:

- Maintain a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

- Provide matriculation services (orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in developing an education plan).
- Adopt and implement AB 705
- Provide all non-exempt* students with an education plan

*Students may be exempted per Ed Code 79215: concurrent students, students already have a degree, students enrolled for personal interest or maintaining licenses.

SRJC Roseland Campus strives to provide the above services that align with district equity plan and goals.

1.1d Hours of Office Operation and Service by Location

1.2 Program/Unit Context and Environmental Scan

Southwest Center/Roseland Campus

The Student Services Office supports the District's strategic role as an educational partner in the Southwest Santa Rosa area and adjacent communities. Its primary function is to provide extensive noncredit matriculation services, including college information, registration, assessment, orientation, counseling and advising.

The Student Services Office staffing is maintained primarily by SEA Program funds, before 2014 the noncredit matriculation and noncredit SSSP categorical programs funding was insufficient. In 2014-15, the funding allocation was increased, and with assistance from District general funds, credit SSSP and Student Equity, permanent full-time positions were approved for hiring to help with the delivery of noncredit matriculation services. In addition, the program extended its operations to off-campus locations throughout the District.

In 2016-17, the District approved a full-time counseling faculty position to provide counseling services at the Southwest Center and off-campus locations. Before 2016, the lack of funding to provide regular counseling services resulted in an inability to both engage students to utilize the services and attract skilled bilingual counseling faculty to provide needed counseling services. The collaboration between the Counseling Department, the SEA Program, ESL and College Skills faculty allowed to increase counseling services from three hours per week to 24 hours.

As the Southwest Center evolves, ongoing discussions take place to clarify roles and expectations of both instructional and non-instructional staff regarding its operation, coordination of the facility, and program planning. The current management structure needs support with additional personnel to assist with the campus development.

2.1a Budget Needs

SRJC Roseland

SRJC Roseland course offerings, student support services and enrollment continue to grow. There is high demand for EMLS classes. In Spring 2023, 900 admissions applications were submitted that did not end up in successful enrollment,

Counseling needs in rank order:

1. Two full time general counselors
2. Associate counseling budget allocation is not sufficient to support the ongoing counseling needs at SRJC Roseland. The full-time counselor hired to support SRJC Roseland is 75% assigned to the HSI Lazamiento initiative. As a result, the Counseling Department relies on associates to support the hours not covered by the FT counselor.

Rationale:

#1 Two Full Time Counselors

SRJC Roseland is expected to increase enrollment under the current Strategic Enrollment to 500 FTES by 2028, and to 1,000 in 2033. The current FTES is around 298, and the number of students served is not sustainable with one counselor or several associates to help meet the hours the full-time counselor needs to dedicate to SRJC Roseland. Given the high demand for counselors to help students meet the orientation and educational requirements, it requires to have more than the one counselor. Moreover, the counselors at SRJC Roseland provide support across the District to noncredit students at off campus sites.

#2 Associate Counseling

The extensive counseling services counselors provide for noncredit students outweighs the responsibilities they have with multiple projects across the District and participation with outreach for delivery of matriculation services at off-campus sites. Counselors get pulled in different directions to support students with scheduled appointments, classroom presentations and facilitating orientations.

Staffing needs

The District's Strategic Enrollment Plan projected enrollment growth requires additional staff support for SRJC Roseland to operate.

Staffing needs in rank order:

#1 One full-time Student Services Manager

#2 One full-time Coordinator of Student Engagement

#3 One full-time Coordinator of Comprehensive Adult Student Assessment System (CASAS) testing

#4 One full-time Testing Technician for CASAS testing

#5 One full-time Outreach Coordinator

Rationale:

#1 One full-time Student Services Manager

The day-to-day facility operations, coupled with the supervision, coordination and management of the Student Services Office and CASAS testing administration requires an additional manager to support these functions. The hours of operation range from 8:00 am-9:30 pm, Monday-Thursday, and Friday, 8:00 am-5:00 pm are challenging to manage by one administrator. Adding this position will allow to strengthen supervision for the multifaceted requests, incidents and issues that arise daily.

#2 One full-time Coordinator of Student Engagement

The only event the current staff is enable to host on annual basis is Welcome Day. Other one-time events such as an Ice Cream Social in fall 2023, Arts and Lectures and Empowering Through Education in spring 2023 required substantial coordination for the current staff and manager to coordinate. Adding a coordinator of student engagement will allow this campus to increase event activities to keep students engaged, motivated and inspired to continue with their studies.

#3 One full-time Coordinator of CASAS testing

The California Adult Education Program (CAEP) and the Workforce Investment Opportunity Act (WIOA) requires a pre and post assessment test for every student enrolled in career development and college preparation (CDPC) courses. On average, SRJC enrollments more 5,700 students district-wide each academic year, half of this enrollment figure attend classes at SRJC Roseland, and over 4,500 students get pre and posttests. Furthermore, CASAS testing is a District-wide operation that requires this service at SR Campus, SRJC Petaluma and eight off-campus sites. In order for CASAS testing to continue to function, the program is in need of a coordinator that will support the entire District comply with CAEP and WIOA requirement.

#4 One full-time Testing Technician for CASAS testing

In 2023-24, CAEP provided funding to support two part-time Testing Technician positions for two years, 2023-24 and 2024-25. These temporary positions were approved by the Board of Trustees, and one position was successfully hired in January 2024, the second one still in recruitment. Given the number of CASAS tests administered each academic year (4,500 plus) and the expectation to increase testing capacity from the approved WIOA grant, one permanent full-time position is needed to sustain the program.

#5 One full-time Outreach Coordinator

Once SRJC Roseland is done with the renovation and modernization project, there will be a need to promote its class offerings, have a presence in the community, and do outreach to continue a strong relationship in Roseland and surrounding communities. Therefore, a coordinator of student outreach has been added to meet the District's Strategic Enrollment Plan FTES goals.

Operational Need

The District started the renovation and modernization August 2023. Phase I of the modernization and renovation project is near completion. Classes for summer 2024, will be taught in the new and existing portables. It will bring transformations to the site not only in serving current students but also expanding programs and services at the site and therefore generating future enrollment.

SRJC Roseland has no District funding to support its daily operations, including supplies, equipment, staff travel for services at other off-site locations, etc. It is met with categorical programs funding and academic departments covering the cost. It is worth noting that the classroom supplies have been funded by the EMLS Department, and often it creates a territorial environment of not wanting to share. As Roseland site undergoes the large transformation, it is necessary that the district provides general funding support for its operation. The minimum need is \$30,000.

General Fundraising Efforts

- There is an interest from the Peter Hass Foundation to invest in the Roseland community. The SRJC Foundation and SRJC Roseland Director met with the Executive Director and Program Manager of this organization two years ago. Representatives have expressed a strong interest to support SRJC Roseland from recent interaction, an invitation to solicit a visit of this campus will start summer 2024.
- AT&T has grant opportunities through its Government Relations. They are looking for a program that focuses on digital education. The grant will provide an opportunity for SRJC Roseland students to receive laptops and other technology resources. The funding from the grant can support site's operational cost.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Other	02	03	\$30,000.00	To provide equity support for site operation to support students.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Success Specialist I	40.00	12.00	Coordinates matriculaions services for noncredit students, organizes and copile repots.
Student Success Technician	40.00	12.00	Assist noncredit students with CCCApply applications and registration, administers noncredit tests.
Student Success Technician	40.00	12.00	Assist noncredit students with CCCApply applications and registration, administers noncredit tests.
Student Success Technican	40.00	12.00	Assist noncredit students with CCCApply applications and registration, administers noncredit tests.
Testing Specialist	40.00	12.00	Supports the testing functions for Comprehensive Adult Student Assessment System (CASAS) testing functions.
Testing Technician	40.00	12.00	Proctors CASAS tests at all on-campus and off-campus sites.
Testing Technician	20.00	12.00	Proctors CASAS tests at all on-campus and off-campus sites.
Administrative Assistant III	40.00	12.00	Coordinates complex administrative tasks within SRJC Roseland for all departments.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, SRJC Roseland	40.00	12.00	Manages and directs daily operation of SWC; manages SEA Program matriculation CASAS testing services for the District. Position established December 2022. Funded by SEA 50% and Adult Education 50%.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Workers (SRJC Roseland)	20.00	12.00	Four positions; hours vary; assists students in the Welcome and Connect Center with the CCCApply admissions application, registration, and filing.
STNC (SRJC Roseland)	20.00	12.00	Two positions to support registration services during heavy high foot traffic periods of registration, and assist with all functions of matriculation services.
Student Worker (SRJC Roseland)	20.00	12.00	Two positions to support the Basic Needs and Housing Homeless Insecurity Program, and other activities to meet the basic needs of students.

2.2d Adequacy and Effectiveness of Staffing

SRJC Roseland

Increasing staff support for the programs and services housed at this location and the support this site provides to off-campus sites is needed. Delivering core services and ever-evolving student needs required more involvement in meeting them. SRJC Roseland and the outlying locations it supports have had a significant enrollment increase this past academic year with the return of in-person classes. Population projections from local K-12 data indicate no decline in adults needing to learn English, obtain a GED, and complete short-term certificate workforce development in the next 15-20 years. The outcome of increasing personnel at SRJC Roseland will allow the District to meet its Strategic Enrollment Management FTES goals, continue to increase access to matriculation services, and increase the number of students transitioning from noncredit to credit courses.

One critical position needed for SRJC Roseland is a manager of student services. Given the enrollment growth anticipated with the renovation and modernization construction project, all the student support programs that need to be coordinated and managed, it cannot be accomplished by only one administrator. This position will assist with supervising, managing, and coordinating all the day-to-day student services operations and functions.

The ongoing student basic needs at SRJC Roseland, requires a coordinator of student engagement. This position will effectively meet students' basic needs, increase student engagement activities, and provide other support for academic success through student support services. Currently, the Student Success Specialist of this site has been working out of class to coordinate the Basic Needs Program, and other engagement work. The request is to replace this position with a coordinator of student engagement programs. It is included in this year's fiscal budget request.

Once SRJC Roseland is done with the renovation and modernization project, there will be a need to promote its class offerings, have a presence in the community, and do outreach to

continue a strong relationship in Roseland and surrounding communities. Therefore, a coordinator of student outreach has been added to meet the college's enrollment management goals.

The Comprehensive Adult Student Assessment System (CASAS) testing has the potential to increase the District's revenue through the California Adult Education Program (CAEP) and Work Investment Opportunity Act (WIOA). As the District continues to expand its career development and college preparation classes in ESL, College Skills, and Adult Education in all campuses and off-campus sites, there will be a need for a CASAS testing coordinator at SRJC Roseland, a testing specialist, and testing technician at Santa Rosa Campus, and a testing specialist at the Petaluma Campus. On average, over 4,500 students are pre and post-tested each academic year. The goal is to increase testing capacity, and the program cannot be sustained with the current two full-time CASAS staff members. Adding the coordinator, testing specialists, and testing technicians will allow CASAS to be fully functional. Without these positions, the District will continue to lose revenue and not align with program requirements.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Other	02	04	Student Success Specialist I	Coordinator, Student Engagement	Classified
0001	Other	02	03	New position	Mangager, Student Services	Management
0001	Other	01	02	New Position	CASAS Testing Coordinator	Classified
0002	Other	01	02	Testing Technician	CASAS Testing Technician	Classified
0002	Other	02	03	Coordinator, Student Outreach	Coordinator, Student Outreach	Classified

2.3a Current Contract Faculty Positions

Position	Description
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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

For SRJC Roseland, it will be reported through the appropriate academic department with teaching assignments on this campus.

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

For 2024-25, associate counselors are needed to facilitate counseling services at SRJC Roseland and off-campus locations. Noncredit students enrolled at outlying locations are adult non-traditional first-generation college students. They need guidance to be fully matriculated per SEA Program mandates. Additionally, undocumented noncredit students need guidance on AB 540/SB 68 eligibility requirements. Under this legislation noncredit students can qualify to pay in-state tuition (\$46/unit) once they meet all requirements, and allow for a pathway from noncredit to credit.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Other	02	03	Counseling	The goal of the SEA Program to have students complete an orientation and meet with a counselor to develop an educational plan leads to student success and academic achievement. Many statewide and district initiatives revolve around supporting students identifying goals in a shorter period of time and promote completion in short timeframe. One of the core reasons students struggle choosing a major and reaching their goals is not having a clear career path. Two dedicated counselors would offer individual counseling appointments that students need and contribute to students understanding SRJC academic and certificate programs..

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

SRJC Roseland will need 30 desktop computers for one of its two computer labs. The academic departments teaching on-site rely on computer labs to teach computer courses, class activities, and CASAS testing and make them available to students. Without them, instruction and student support services cannot function.

SRJC Roseland will need new furniture for seven classrooms in Heritage Hall. The current chairs and tables could be in better shape. A classroom with appropriate furniture will make students feel seen and understood, making this campus more inclusive and equitable.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Other	01	01	Faculty work station	7	\$3,938.00	\$27,566.00	Hector Delgado	Heritage Hall Rooms 101-105	Hector Delgado
0001	Other	01	01	Student desks	80	\$770.00	\$61,660.00	Hector Delgado	Heritage Hall Rooms 101-105	Hector Delgado
0001	Other	01	01	Chairs	160	\$241.00	\$38,625.00	Hector Delgado	Heritage Hall Rooms 101-105	Hector Delgado
0001	Other	01	01	Computer lab desks	60	\$1,154.00	\$69,240.00	Hector Delgado	Heritage Hall Rooms 106-107	Hector Delgado
0001	Other	01	01	Computer lab chairs	60	\$640.00	\$38,376.00	Hector Delgado	Heritage Hall Rooms 106-107	Hector Delgado
0001	Other	01	01	ADA Desks	10	\$1,833.00	\$18,330.00	Hector Delgado	Heritage Hall Rooms 101-105	Hector Delgado
0001	Other	01	01	Faculty workroom space - Bookcase	2	\$686.00	\$1,371.00	Hector Delgado	Heritage Hall Room 110	Hector Delgado
0001	Other	01	01	Faculty workroom space - desk cahirs	2	\$970.00	\$1,940.00	Hector Delgado	Heritage Hall Room 110	Hector Delgado
0001	ALL	00	01	Faculty workroom space - faculty desk	1	\$1,419.00	\$1,419.00	Hector Delgado	Heritage Hall Room 110	Hector Delgado
0001	ALL	00	01	Computer lab ADA desks	4	\$1,285.00	\$5,141.00	Hector Delgado	Heritage Hall Room 110	Hector Delgado
0001	ALL	00	01	Freight - shipping and handliing	1	\$7,395.00	\$7,395.00	Hector Delgado	Heritage Hall	Hector Delgado
0001	ALL	00	01	Furniture installation	1	\$41,361.00	\$4,361.00	Hector Delgado	Heritage Hall	Hector Delgado
0001	ALL	00	01	Taxes	1	\$28,202.00	\$28,202.00	Hector Delgado	Heritage Hall	Hector Delgado

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0002	Other	01	01	Desktop Dell computers	30	\$1,300.00	\$4,300.00	Hector Delgado	Heritage Hall - room 102	Hector Delgado

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

SRJC Roseland

The renovation and modernization project started in August 2023. The first phase is near completion and has reduced some safety concerns. All student support services and academic departments will move to portable buildings in June 2024. Two modular buildings, which have four classrooms and some offices, were brought over from the SR Campus to continue operating during the second phase of this project. There will be six classrooms instead of 10.

Since the District purchased the site in May 2022, there have been no issues completing maintenance requests in timely manner. The six classrooms available during the second phase of the renovation have limitations with capacity. Moreover, classroom space may create challenges in meeting the District's Strategic Enrollment Plan goal to increase its FTES from 300-1,000. If the class schedule continues to offer morning (9 am-12 pm) and evening (6:30-9:30 pm) classes, Monday through Thursday, the District will not capitalize on providing courses throughout the day.

During the second phase, the District understands that the absence of a breakroom and faculty workroom is a concern for the staff and faculty. They have expressed that they want to have a comfortable place to eat, prepare for classes, and make copies. The District is actively working to address these needs and will work towards providing suitable solutions.

The District now has a permanent site, and the renovation and modernization project is expected to be completed in October 2025. When completed, the District will be able to meet the staff's breakroom and faculty workroom. SRJC Roseland is in a position to increase enrollment that aligns with the District's strategic enrollment plan, and to serve marginalized communities.

3.1 Academic Quality

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 Student Success and Support

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 Responsiveness to Our Community

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 Campus Climate and Culture

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 SRJC Roseland are the Dean of Dean of Language Arts and Academic Foundations and the Director, 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)

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 faired 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 point-gap since 2019)
 - 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

Since Student Equity and Achievement Program consolidated SSSP, SE, and BSI in 2018/19, new statewide measures have been established in five areas: access (enrollment) persistence, First-year completion of transfer level math and English, Degree and Certificate, and Transfer. Disproportional impact are measured for all student populations required by state legislature. Integrated Student Success Committee (ISSC) works closely with OIR to evaluation effectiveness of interventions/activities on an annual basis.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	The goal of the WIOA grant the college receives through the Adult Education Program is to increase the Comprehensive Adult Assessment Student Systems (CASAS) testing.	Test the EMLS and College Skills (GED prep) classes, and collect data to evaluate students aptitude gains with a pre and post test.	2023-2025	The district has met the goal of increasing testing capacity. In 2021-22, the number of CASAS tests administered was 1,330; in 2022-23, it increased to 3,543 and in 2023-24 to 4,754. There is one more year left in the grant, and the number of tests provided is expected to continue to increase.
0002	Other	02	03	A Welcome and Connect Center was implemented to provide assistance with CCCApply online applications, registration, orientation, and other student support services.	The WCC will help students navigate the online systems for applying and registering for classes. The intent is to guide and empower students to use these platforms independently and build confidence.	2024-2025	It is a new goal, and data will be collected to determine the progress made.
0003	ALL	01	01	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 has allowed the development of a tracking mechanism for data collection required for the SEA Program. Data reports are reviewed for accuracy each semester, and it will be an ongoing process to support the Chancellor's Office data requirements.
0004	ALL	01	02	Continue to increase the number of fully matriculated noncredit students.	Coordinate matriculation services with Adult Education, noncredit ESL college skills to provide access to disproportionately impacted students.	Ongoing	Funding and staff support.
0005	Other	01	02	Continue to measure noncredit students success through the three SEA Program pillars by surveying students.	Gather data to determine if the program coordinated efforts are effective for students success.	Ongoing	The percentage of students transitioning from noncredit to credit courses decreased during the pandemic. In 2020, the percentage of students converting from noncredit to credit was 18.40%, followed by 12.31% in 2021 and 15.03% in 2022. With a full year of in-person instruction, the percentage increased to 20.28%. It is evident there is an upward trend in the process with this goal.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0006	Other	02	03	Increase access and awareness for undocumented noncredit students to transition to credit courses with AB 540 and SB 68 regulations.	AB 540 and SB 68 legislation will allow undocumented noncredit students to qualify to pay in-state tuition. It will also enable noncredit students without citizenship status to matriculate from noncredit to credit courses. Students will be eligible to apply for state financial aid programs to assist with tuition and other costs of attendance.	Ongoing	Through Retention and Enrollment one-time funding, the Adult Education Program and EMLS Department hired an STNC Outreach Specialist to focus on these efforts. Moreover, the Undocu Immigrant Dream Center provided in-person services at SRJC Roseland this academic year. The awareness has been provided. Students will now need to follow the steps to qualify for AB 540.

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
0001	Other	02	03	Continue with the WCC to provide access to student support services.	Noncredit students need support navigating the online SRJC registration process. The WCC intends to provide support and guidance so students learn to register online for successful enrollment.	Ongoing	A bilingual student success coach team is needed to support this goal. Funding from the SEA Program allocated to SRJC Roseland can support this endeavor.
0002	Other	03	05	Offer noncredit EMLS classes, 4:00-6:30 p.m.	To meet the demand from students requesting classes during this time frame. Students have expressed that this time fits better for graveyard workers and parents with school age children.	Ongoing	Shifting resources cancel classes.
0003	Other	01	02	Continue to increase the number of fully matriculated noncredit students to gain priority registration.	Coordinate matriculation services with Adult Education, noncredit EMLS, College Skills to provide access to disproportionately impacted students.	Ongoing	Two academic counselors have been requested through the faculty request section. The current staff can provide other student support services.
0004	Other	01	02	Increase AB 540 and SB 68 access and awareness for undocumented noncredit students.	New AB 540 and SB 68 regulations will enable undocumented noncredit students to be eligible for in-state tuition, matriculate from noncredit to credit courses, and apply for state aid.	Ongoing	Collaboration with the Undocu Immigrant Dream Center, student support services, ESL, College Skills HEP and Adult Education will be necessary to ensure noncredit students are informed..
0005	ALL	02	03	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