Santa Rosa Junior College
Program Resource Planning Process

Student Success 2019

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.

Starting 2019/20, SEA Program budget is combined into one single account, with Li Collier, Robert Holcomb, and Robert Ethington as coordinating deans responsible for respective areas of SEA Program activities.

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. After consolidating SSSP, Student Equity, and BSI starting July 1, 2018, the mission remains the same - advancing student educational goals with an emphasis on closing equity gaps.

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.

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.

1.1d Hours of Office Operation and Service by Location

The Student Equity and Achievement Program (SEA) supports many academic and student services departments across the district at various locations.

1.2 Program/Unit Context and Environmental Scan

The SEA program was established by the Chancellor's Office to advance system goals enumerated in Vision for Success under the new framework of guided pathway. It maintains the requirements of previous SSSP program and calls for equity to be at the center of planning. It opens the door for colleges to implement student success initiatives align with the program requirement. However, there is no new funding for SEA to support many areas of needs, which has created challenges at the local level in terms of priorities and resource allocation.

The following narrative provides an history of SSSP and Student Equity Program.

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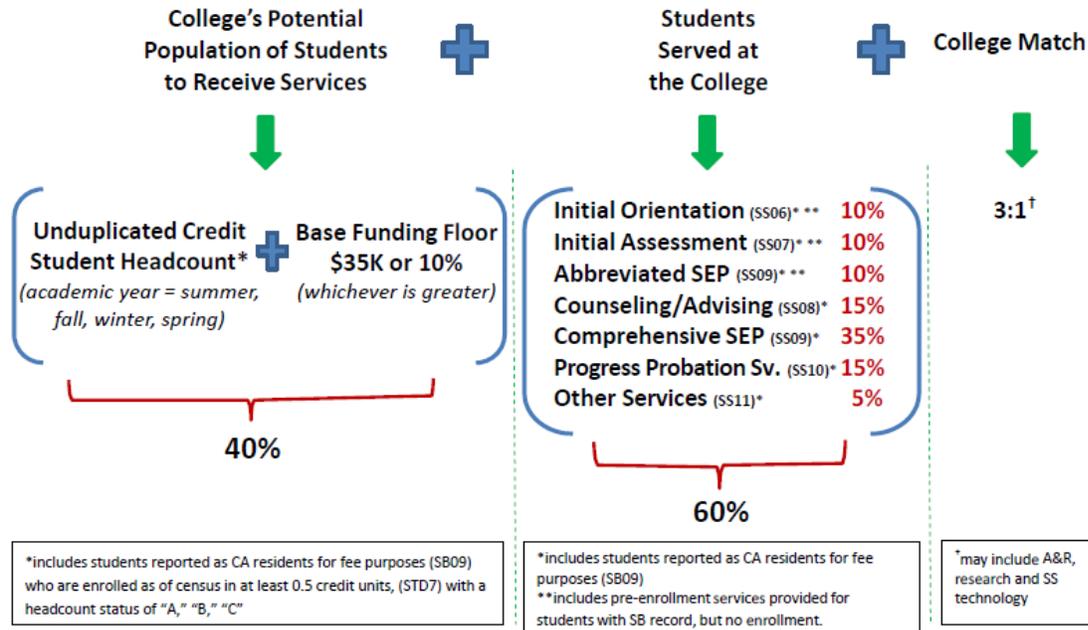
This new SSSP funding formula became effective in fall 2015. The District received $3.407 million for 2015/16 based on MIS Student Success data submission for 2014/15 servcies.

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), fourProgram 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 CATAGORICAL 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.

Southwest Center

The Student Services Office supports the District's strategic role as an eduaitonal 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 approverd for hiring to help with the de;ivery of noncredit matriculation services. In addition, the program extended its operations to off-campus locations throughout the District.

In 2016-17, the District apprvoed 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 additonal personnel to assist with academic programs coordination.

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

The newly established Student Equity and Achievement Program has an allocation that equals the sum of previously separate SSSP, Noncreit SSSP, Student Equity, and BSI programs. This sum has not changed since 2017/18.

Prior to the consolidation of SSSP, Student Equity, and BSI, these programs had separate requirements. Majority of the SEA funding comes from SSSP (both Credit and Noncredit), which was specifically for delivering mandated matriculation services including orientation, assessment, counseling, education planning, and follow-up services. Those funds allowed SRJC to increase personnel capacity in several departments to deliver these required services. Local research has shown that students participated in these services have higher retention and persistence rates, and their time-to-degree is significantly shorter than those who did not partake in matriculation services. These matriculation services are still required by the SEA Program.

In addition to matriculation, SEA Program also provide personnel support to several focused areas such as Transfer Center, Research, Tutorial and Writing Centers, MESA, Dream Center, Intercultural Centers, etc.

The overall personnel cost was contained at about 70% of the total allocation as of 2016/17, and there are no new full-time regular positions hired since then. Meanwhile, the total allocation of SSSP, Student Equity, and BSI has remained the same without COLA since 2017/18. The compounding effect of salary and benefit increases over the last three years has pushed the personnel costs to the current state of over 90%. This has caused deficit in annual budget.

for 2019/20, the overall deficit has reached over $600,000. This is a tremendous concern from all constituent groups at SRJC. Robust discussions have ensued to find solutions to reduce personnel cost. As the district undergoing budget reduction in general funds and district-wide re-org, SEA program budget also need district support to balance its budget in order to continue the support SEA program has been providing to students.

The budget requests in Section 2.1b reflects the need across academic and student services areas for SEA supported programs. However, the current PRPP structure does not allow for multiple area selections.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	$285,000.00	Funds to maintain personnel providing robust matriculation services per Student Equity and Achievement Program requirements
0002	ALL	02	04	$150,000.00	Funds to support faculty and staff development in support of AB705 implementation and creating a culturally responsive campus environment.
0003	ALL	01	07	$30,000.00	Funds to maintain district-wide software subscriptions including College Source, Maxien, Right to Know, etc.
0004	Other	04	07	$92,930.00	AA III to assist with coordination of facility operations and departmental tasks of the SRJC Southwest Santa Rosa Center.

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

Position	Hr/Wk	Mo/Yr	Job Duties
Student Success Specialist I, SSSP	40.00	12.00	4 FTEs; Support SSSP implmentation 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 serivces; 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 posiition, 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 serivces to at-risk students; .25 FTEs funded by SSSP
Career Advisor	40.00	12.00	Provide follow-up services to at-ris 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 035 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 SEA Program matriculation 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
Student Success Technician (SWC)	25.00	12.00	One position to assist with A&R functionw, registration, assessment and follow-up services; during high peak registration cycles.
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	Four positions; hours vary; assistv with office coverage, registration,, testing 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 reglardless 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.

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 increased. 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.

Southwest Center

Since 2014-15, several positions have been approved and hired. These positions are:

- Manager, Southwest Santa Rosa Center

- Student Success Specialist I

- Academic Counselor

- Three Student Success Technicians.

The Student Equity and Achievement (SEA) Program focuses on providing noncredit matriculation services: orientation, assessment, counseling and advising. Capacity for these services increase under noncredit SSSP guidelines, and the plan is to carry it on through coordinated efforts. In this respect, the current full-time faculty and staff along with extra help from STNCs is essential for the program to provide these services to noncredit students.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	02		SEA Program Coordinator	Classified
0002	Santa Rosa	01	02	Student Success Coordinator		Student
0003	Other	01	02	Administrative Assistant III (SWC)	Administrative Assistant III	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 assigment/task needs.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	02	ITG Fund: Desktop PC Computers	2	$1,200.00	$2,400.00	Michelle Vidaurri	Welcome Desk Plover	Michelle Vidaurri
0001	Santa Rosa	01	02	ITG Fund: Low volume HPLaserJet Pro	1	$199.00	$199.00	MichelleVidaurri	Welcome Desk Plover	Michelle Vidaurri
0001	Santa Rosa	01	02	ITG Fund: Laptops for Coach use	12	$1,100.00	$13,200.00	Michelle Vidaurri	Welcome Center Coach use	Michelle Vidaurri

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.

Southwest Center

The facility continues to face challenges with space limitations, safety and ongoing maintenance. The District needs to identify facilities that can best serve the current students and meet the growth of the noncredit student population. The current leased space does not loan itself to do so.

The need to improve the safety and security has become a priority as the number of incidents associated with crime have increased over the past 12 months. It continues to have building, custodial, and landscaping maintenance issues. Most requests for repairs that fall within the lease contract are completed in appropiate time. However, others such as maintaining the lawns, getting rid of three branches debris and other items within the leased buildings, parking lots and other areas take longer to complete.

Discussions took place to come up with a vision plan to increase this location's FTES from 350-1000 in 2017. This number of FTES will triple the current number of students enrolled annually. In such case, it will need to increase the current number of classrooms, provide larger space for faculty offices, student service, provide a break areas, and addtional parking spaces.

Most recently, the conversation to continue with this plan have started, and the main point of discussion is to identify a new location. If the plan to relocate is successful, the District can be in a position to increase its offerings, provide a safer and secure setting, and have full control of the facility operations.

Moving its operations to a new location may not happen in the next 12-24 months, it will take time to build or renovate. Once completed, the college will be in a position to increase enrollment when the it will no longer have the fire relief waiver. It will present an opportunity for the Southwest Center to align with the District's strategic enrollment plan.

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

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 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				
0000	ALL	01	02	The percent of noncredit students with full matriculation status increased from 15.3% to 37.9%.	The goal was to reduce the number of students with no and partial martriculation status, The program obatained this objective.	Ongoing	The plan is to continue collaborating with ESL, College Skills and Adult Education to provide access to noncredit students.
0000	ALL	01	02	The number of noncredit participating with the SEA Pillar Survey had a substantial increased from 2 to 326.	The goal of this project was to gather noncredit students input. Due to their limited knowledge of SRJC's online surveys and computer knowlede, students do not part take on the online survey that has been created and conducted. Instead, students took the survey through phone contact.	Ongoing	The progress to date was the increased of students taking the survey. It will provide a baseline to determine if the coordinated efforts are working to measure the three SEA Program pillars of welcomed and invited, guided and supported, engaged and empowered.
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.	Trienually	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 Trienually	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
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	07	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	Coordiniate matriculation services delivery for noncredeit students	The implentation of the Adult Education Program presents potential for growth in noncredit. Most of the students in this program meet the guidelines for the SEA Progeam. 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 citizeship status to matriculate from noncredit to credit courses.	Fall 2018 and ongoing	Collaboration among A&R, Dream Center, student suppot services, ESL, College Skills and Adult Education will be necessary to ensure noncredit students are well informed..
0014	ALL	01	04	Provide professional development related to SEA Program, AB705, and other initiatives	Inform college community of changes in studetn 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

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				
0000	ALL	01	07	Current management receives the proper uthority to handle the day-to-day of operations of the SWC.	Prevent issues from not getting resolved to completing them in a timely manner.	Ongoingq	Alterin current job descritopns and funding.
0000	ALL	01	02	Continue to increase the number of fully matriculated noncredit students.	The goal is to continue to coordinate noncredit matriculation services at the Southwest Center and off-campus sites.	Ongoing	Funding and staff support.
0000	ALL	01	02	The objective of the program is to continue to measure noncredit students success through the three SEA Program pillars by completing a phone survey.	Gather data to determine if the program coordinated efforts are having in effect with students success.	Ongoing	funding and staff support.
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.	Trienually	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 Trienually	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
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	Coordiniate matriculation services delivery for noncredeit students	The implentation of the Adult Education Program presents potential for growth in noncredit. Most of the students in this program meet the guidelines for the SEA Program. 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 citizeship status to matriculate from noncredit to credit courses.	Fall 2018 and ongoing	Collaboration among A&R, student suppot services, ESL, College Skills and Adult Education will be necessary to ensure noncredit students are well informed..
0014	ALL	01	04	Provide professional development related to SEA Program, AB705, and other initiatives	Inform college community of changes in studetn 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