Credit

Student Success and Support Program Plan

2015-16

District: Los Rios Community College
College: Cosumnes River

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION
The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:
- Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide Orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. Colleges are to use the template as provided. When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.
be sure all expenditures are consistent with the **SSSP Funding Guidelines** or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college’s allocation expended by the district. The program and budget plans will also be compared with the colleges’ credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement—not supplant—any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

I. Program Plan Signature Page

II. Planning & Core Services
   A. Planning
   B. Orientation
   C. Assessment for Placement
   D. Counseling, Advising, and Other Education Planning Services
   E. Follow-up for At-Risk Students
   F. Other SSSP/Match Expenditures

III. Policies
   A. Exemption Policy
   B. Appeal Policies
   C. Prerequisite and Corequisite Procedures

IV. Professional Development

V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

**Resources**

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor’s Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor’s Office Basic Skills website](#)
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Cosumnes River College

District Name: Los Rios Community College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations and California Education Code sections 78210-78219.

Signature of College SSSP Coordinator: 
Name: TADAEI EMIROU Date: 10/28/15

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

Name: Dr. Kimberly McDaniel Date: 10/28/15

Signature of the Chief Instructional Officer:

Name: Whitney Yamamura /Tarece Powell, Associate VP, Instruction Date: 10/29/15

Signature of College Academic Senate President:

Name: Julie Oliver Date: 10/28/15

Signature of College President:

Name: Edward Bush Date: 10/28/15

Contact information for person preparing the plan:
Name: Dr. Kimberly McDaniel Title: Vice President, Student Services & Enrollment Management
Email: McDaniel@CRC.LOSRIOS.EDU Phone: 916-691-7485
SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

   The SSSP Plan was updated through collaboration of Faculty, Classified, Management and Students. The Plan updates were vetted through the SSSP/Matric Committee and Academic Senate, Classified Senate and Student Senate. A SSSP Rewrite Workgroup was established that included faculty, classified staff and managers. Over the course of four weeks, three meetings were conducted. The Workgroup reviewed student outcomes and as a result, identified new activities and strategies with regard to service-delivery for the core SSSP services. The Plan was presented to the Academic, Classified, and Student Senates. In addition, as multi-campus district, CRC participated in district-level SSSP coordination (refer to item A1.c).

   b. What factors were considered in making adjustments and/or changes for 2015-16?

      Student outcomes specific to the core SSSP services (assessment, Orientation, iSEP, and follow-up) were reviewed by the SSSP Rewrite Workgroup. In addition, resource distribution was analyzed to determine reallocation strategy to increase the number of students receiving the core services. Research on student success was also reviewed.

   c. In multi-college districts, describe how services are coordinated among the colleges.

      District-Level Planning
      After receipt of the memo from the State Chancellor’s Office dated July 28, 2015, notifying the colleges of the release of the Credit SSSP 2015-16 Program and Budget templates and deadlines, the Associate Vice Chancellor of Student Services at the Los Rios Community College District (LRCCD) Office convened a series of meetings to discuss coordination of plan development and submission. Faculty representatives from each of the four colleges were appointed by the District Academic Senate in consultation with the college’s Academic Senates. Additionally, all four college Vice Presidents of Student Services and selected deans were invited to attend. Students were involved at the District-level through the District’s Student Advisory Committee-- comprised of the Student Trustee and four student senate presidents-- and a draft plan was shared at their September 9 meeting.

      The District planning meetings were held at the District Office from 10 am to Noon on the following dates: August 27, September 3, and September 17.

      In anticipation of expected allocations from the State Chancellor’s Office for 2015/16, the District’s Associate Vice Chancellor was responsible for estimating the 2015/16 allocations for each college. This estimate was based on the colleges percentage of the
statewide allocations from the prior year, and accounted for an estimated share of the augmentation scheduled for 2015/16. The program planning process was begun with these estimates.

Each of the four college’s cost share for District Office (DO) support of $1 million is as follows: American River College (ARC) 40%; Cosumnes River College (CRC) 18%; Folsom Lake College (FLC) 11%; and Sacramento City College (SCC) 31%. The DO amount is reflected in the attached budget.

| District Office Distribution of Total Costs by College |
|-----------------|----------|--------|--------|
| ARC             | CRC      | FLC    | SCC    |
| $400,000        | $180,001 | $110,00 | $309,999 |

The Plans were completed and due to the Associate Vice Chancellor by October 12. A presentation item was prepared for the Board of Trustees meeting held on October 21, with final copies of the signed plans due to the AVC by October 28. The Plans were collated, loaded on a flash drive and delivered by the AVC by the October 30 deadline.

d. Briefly describe how the plan and services are coordinated with the Student Equity Plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The new Associate Dean of Student Success and Equity is responsible for ensuring the existence of a well-coordinated approach among the Student Equity Plan, Basic Skills Initiative and SSSP. The Associate Dean, working closely with the Dean of Student Services and Enrollment Management and Dean of Counseling, ensures that that the activities included in the Plan are integrated and aligned with the strategic plan, vision of the institution, and campus program review and other planning efforts. The Associate Dean along with the Student Success and Support Program Committee are responsible for seeking input, on an ongoing basis, from instructional faculty, classified staff and students about how to improve SSSP services.

2. Describe the college’s student profile.
### Student Characteristics, Fall 2015 - as of 8/31/2015

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Unduplicated Headcount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,849</td>
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<tr>
<td>Asian</td>
<td>3,381</td>
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</tr>
<tr>
<td>Filipino</td>
<td>683</td>
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<tr>
<td>Hispanic/Latino</td>
<td>3,614</td>
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<tr>
<td>Multi-Race</td>
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<tr>
<td>Native American</td>
<td>55</td>
<td>0.4%</td>
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<tr>
<td>Other Non-White</td>
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<tr>
<td>Pacific Islander</td>
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<td>1.9%</td>
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<tr>
<td>Unknown</td>
<td>134</td>
<td>0.9%</td>
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<tr>
<td>White</td>
<td>3,494</td>
<td>24.1%</td>
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<table>
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<th>%</th>
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<tr>
<td>Female</td>
<td>7,991</td>
<td>55.2%</td>
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<tr>
<td>Male</td>
<td>6,232</td>
<td>43.1%</td>
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<td>Unknown</td>
<td>253</td>
<td>1.7%</td>
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<td>19 or younger</td>
<td>3,336</td>
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</tr>
<tr>
<td>20-24</td>
<td>5,501</td>
<td>38.0%</td>
</tr>
<tr>
<td>25-29</td>
<td>2,125</td>
<td>14.7%</td>
</tr>
<tr>
<td>30-39</td>
<td>1,850</td>
<td>12.8%</td>
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<tr>
<td>40 or older</td>
<td>1,664</td>
<td>11.5%</td>
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<table>
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<tr>
<th>Enrollment Status</th>
<th>Unduplicated Headcount</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Continuing Student</td>
<td>7,143</td>
<td>49.3%</td>
</tr>
<tr>
<td>New Incoming Student</td>
<td>4,755</td>
<td>32.8%</td>
</tr>
<tr>
<td>Returning Student</td>
<td>2,477</td>
<td>17.1%</td>
</tr>
<tr>
<td>Special Admit</td>
<td>101</td>
<td>0.7%</td>
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<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Unduplicated Headcount</th>
<th>%</th>
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<tr>
<td>Yes</td>
<td>11,136</td>
<td>76.9%</td>
</tr>
<tr>
<td>No</td>
<td>3,340</td>
<td>23.1%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>First-Generation</th>
<th>Unduplicated Headcount</th>
<th>%</th>
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<tbody>
<tr>
<td>Yes</td>
<td>5,040</td>
<td>34.8%</td>
</tr>
<tr>
<td>No</td>
<td>9,436</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

| Total Unduplicated Number of Students | 14,476 |

Source: Los Rios Community College District Student Information System (PeopleSoft), as of August 31, 2015.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

CRC works directly with the Elk Grove School District to provide incoming freshmen: Orientation, Enrollment, and Assessment. During the 2015-2016 academic year, we plan to revamp our activities involving our main feeder schools with a primary focus on helping students complete the Steps to Success – Orientation, assessment and abbreviated education plan – before they graduate from high school.
B. Orientation

1. Were adjustments made to your Orientation process based on outcomes from your 2014-15 program plan?

   Yes. The District Wide online Orientation was translated into Spanish, Vietnamese and Russian. The content of the District Wide Orientation was not changed and includes the required topics under title 5, section 55521. In addition, Cosumnes River College increased the ability of students to complete online Orientation by creating a new Student Access Center (The Center). The Center is equipped with 17 computers, and is a space where students are able to go and get help completing the Steps to Success, including Orientation.

2. a. How many students were provided Orientation services in 2014-15?

   Of the 10,288 students who completed an application to CRC, 2424 students were provided Orientation in 2014-15 (24%).

   b. What percentage of the target population does this represent?

   Of our 4,256 FTIC (2014-15) students, 32.3 % (1,374) completed Orientation.

   c. What steps are you taking to reduce any unmet need or to ensure student participation?

   - Students, who have not yet completed the three “Steps to Success”, receive a weekly email reminder a month before the priority registration deadline. These students also receive phone calls.
   - All Student Services Departments have trained their staff to provide assistance to those students who have not yet completed the steps to success when they seek assistance from their respective offices.
   - We have also implemented Welcome Day, which is designed to inform new students about resources available at the college to help them be successful. Students are provided the opportunity to complete the “Steps to Success” during Welcome Day.

   In the future, to address unmet need for Orientation, in addition to the aforementioned activities we will engage in the following:

   - Offer new in-person Orientation sessions for first-time-in-college students and expand Welcome Day to serve more students
   - Expand our Summer Bridge Program to help new students transition to CRC and to complete Orientation.
   - Develop a virtual tour of the campus and a GPS-type app that will help students navigate the campus.
   - Collaborate with instructional faculty, who teach first-semester courses including Basic Skills courses, to encourage students to complete Orientation.
• Conduct research to understand why some students apply but do not enroll and why students do not complete the online Orientation.

We will hire two SSSP counselors, one new Student Success and Support Program Specialists and several peer advisors/student workers to assist with expanding the Summer Bridge/Orientation Program, Welcome Day and other activities related to Orientation.

3. a. Are Orientation services offered online?

Yes. Orientation in the LRCCD is delivered in an online format.

b. Identify any technology used to provide Orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The online districtwide Orientation is delivered through D2L, the District’s Learning Management System (LMS). Ongoing maintenance has yet to be assigned to the Orientation functionality. However, content changes, additions, including Spanish and Vietnamese translation, have been made by IT programmers, and CRC faculty and staff.

4. Identify the topics covered in Orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive Orientation.

The online Orientation consists of the required eight topics identified in title 5 section 55521.

(1) Academic expectations, and progress and probation standards.
(2) Maintaining registration priority.
(3) Prerequisite or co-requisite challenge process.
(4) Maintaining Board of Governors Fee Waiver eligibility.
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services.

In addition, the online Orientation assesses student learning outcomes (SLO) via a quiz from a 100-item test bank. Quiz items are generated randomly for each student. The identified SLOs are:

1. As a result of participation in an Orientation session, a student will gain an understanding of the process and support services necessary to reach his/her educational goal;
2. As a result of participation in an Orientation session, a student will demonstrate the ability to access registration services and enroll in college courses.
3. As a result of completing the Online Orientation Module, new students will understand that there are many vocabulary terms that are specific to a college environment, as well as learn about resources (e.g., college catalogs, college websites) for looking up the definitions of new vocabulary.
5. Complete the chart below outlining the staff associated with Orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outreach Specialist</td>
<td>Coordinates and leads SSSP outreach sessions in feeder high schools</td>
<td>1. 80% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 20% (MATCH)</td>
</tr>
<tr>
<td>.84</td>
<td>Student Personnel Assistant (SPA)</td>
<td>Supports SSSP outreach sessions on campus and in feeder high schools; assists with outreach material development</td>
<td>1. 21% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 21% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. 21% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. 21% SSSP</td>
</tr>
<tr>
<td>.18</td>
<td>IT Analyst II (LMS District Support)</td>
<td>Develops modifications to the online Orientation and implements new features (such as language translation) and maintains the software</td>
<td>18% SSSP</td>
</tr>
<tr>
<td>.10</td>
<td>Dean of Student Services and Enrollment Management</td>
<td>Coordinate and implement, in-person orientation, campus tours and temporary workers and students assigned to Orientation</td>
<td>10% MATCH</td>
</tr>
<tr>
<td>.50</td>
<td>Student Success &amp; Support Program (SSSP) Specialist</td>
<td>Oversees, implements, and supports case management model of at-risk students</td>
<td>1. 25% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 25% SSSP</td>
</tr>
<tr>
<td>.125</td>
<td>Associate Dean of Student Success and Equity</td>
<td>Coordinate activities for SSSP, Equity Plan, and other plans across campus such as BSI</td>
<td>12.5% SSSP</td>
</tr>
<tr>
<td>.0625</td>
<td>Confidential Administrative Assistant</td>
<td>Provides support to the Vice President of Student Services who is responsible for the SSSP</td>
<td>6.25% MATCH</td>
</tr>
<tr>
<td>.125</td>
<td>Administrative Assistant</td>
<td>Supports both Deans; Dean of Enrollment and Student Services and Dean of Counseling and Student Services both of who work extensively on the entire SSSP activities</td>
<td>12.5% MATCH</td>
</tr>
<tr>
<td>.19</td>
<td>IT Tech/IT Analyst</td>
<td>Provide IT assist. to SSSP</td>
<td>19% SSSP</td>
</tr>
<tr>
<td>.22</td>
<td>Research Analyst/IT Specialist</td>
<td>Provide research assistance</td>
<td>22% SSSP</td>
</tr>
<tr>
<td>.05</td>
<td>Vice President of Student Services and Enrollment</td>
<td>Provide long-term strategic planning and vision</td>
<td>5% MATCH</td>
</tr>
<tr>
<td>3</td>
<td>Temporary SPA and Clerks</td>
<td>Contact students who have not completed orientation. Schedule appointment for In-person orientation.</td>
<td>100% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% SSSP</td>
</tr>
<tr>
<td>4.3</td>
<td>Student Help – Student Ambassadors</td>
<td>Assist with organizing the in-person orientation, make phone calls to prospective students who have applied but not yet enrolled, and provide assistance to students who need technical assistance with the online orientation</td>
<td>100% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30% SSSP</td>
</tr>
<tr>
<td>.4</td>
<td>Adjunct Counselor</td>
<td>Assist with in-Person Orientation</td>
<td>20% SSSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% SSSP</td>
</tr>
</tbody>
</table>
6. Complete the chart below outlining all other Orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for Orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4503</td>
<td>Non Instructional Software- Grad Guru. Software to enable messaging students regarding Orientation</td>
<td>SSSP</td>
<td>$1,000</td>
</tr>
<tr>
<td>6000</td>
<td>Tablets for in-person Orientation workshops. 10 Tablets at $70/tablet.</td>
<td>SSSP</td>
<td>$7,000</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies – refreshments/food, name tags, pens, pencils, notebooks to be used for group orientation</td>
<td>SSSP</td>
<td>$6,000</td>
</tr>
<tr>
<td>4000</td>
<td>Printing/Orientation brochures/marketing material</td>
<td>SSSP</td>
<td>$8,500</td>
</tr>
<tr>
<td>5000</td>
<td>Travel to attend training and conferences for SSSP Counselors, SPAs and Specialists</td>
<td>SSSP</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

   Yes. Cosumnes River College extended the hours of operation for the Assessment Center from 2.5 days a week to five days a week and from two evenings to four evenings.

2. a. How many students were provided assessment services in 2014-15?

   Of 10,288 students who completed an application to CRC, there were a total of 1,675 students who completed assessment services in 2014-2015 (16%).

   b. What percentage of the target population does this represent?

   Of our 4,256 FTIC (2014-15) students, 20.0 % (852) completed assessment.
Of the total number students submitting an application to CRC (10,288), 16% (2,527) completed assessment.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Currently, students, who have not completed the “Steps to Success” receive a weekly email reminder one month before the priority registration deadline. These students also receive phone calls encouraging them to complete the assessment. In addition, all Student Services Departments have trained their staff to provide assistance to those students who have not yet completed the “Steps to Success” when they seek assistance from their respective offices.

In the future, we plan to improve our efforts to reach out to our primary feeder high schools to increase the number of students taking the assessment test before they graduate high school.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

All first-time-in-college students are required to complete assessment for math and English/reading in order to receive priority registration. Assessment services are provided at the main campus and at the Elk Grove Center. Students are directed to complete assessment services prior to enrolling or once they have enrolled in their first semester. Students who enroll prior to completing the assessment are notified during the semester that they must complete assessment in order to receive priority registration in future semesters.

Students are offered the opportunity to complete the online Degree Accelerator tool if they score below their expectation. This tool serves as an intervention for students to develop skills in math and upon completion, they are able to reassess. Degree Accelerator also helps students to identify academic majors and career interests and this information may be used during the counseling session.

Learning disability (LD) assessment is also available as needed, to any student in the DSPS Program. An individualized assessment, including interviews, observations, and standardized cognitive and achievement testing, can be provided. The student’s learning strengths and weaknesses are identified and appropriate accommodations are determined.

In the future, we plan to improve our assessment material available for students. This effort will include additional online tools that students could use to brush-up their skills prior to taking the assessment test. We will also collaborate with Math and English faculty to expand resources to give students the opportunity to improve their skill level before they assess. Lastly, we will examine and enhance our communication process to make sure that students understand the nature of the assessment test and what to expect before they assess.

Assessment Preparation
Students may prepare for the math placement test using an online resource provided by the test publisher or by using test preparation handouts developed by the math faculty. Students are advised prior to taking the assessment test and through our publications that math pre-test and test preparation materials are available. Students receive immediate feedback on areas in need of additional review through the online test preparation tool and may continue working online as long as necessary before taking the placement test.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

COMPASS (Internet version) is used for English, Math and ESL placement. 2014-15 was the first year that the campus used these tests. Previously, other testing instruments were used.

b. When were tests approved by the CCCCCO and what type of approval was granted?
ACT COMPASS was first approved by CCCCCO in the early 1990’s and was subsequently granted full approval. As of July 01, 2013, ACT COMPASS is on probationary approval status until July 01, 2016.

c. When were disproportionate impact and consequential validity studies last completed?
2014-15 was the first year that CRC used COMPASS. The CCCCCO allows for an institution to use a test for one year before conducting validation studies. CRC is currently conducting validation studies for Math, English, and ESL and anticipate having them completed by the end of the fall 2016 semester.

5. a. What multiple measures are used?

**CRC Multiple Measure Questions for COMPASS English**

1. High School Education:
   a. Still in H.S. 0
   b. Not a H.S. graduate 0
   c. High School diploma +1
   d. Foreign secondary diploma 0
   e. G.E.D. 0
   f. H.S. Proficiency 0
   g. Certificate of completion 0

2. Highest College Degree or Certificate Earned:
   a. No degree at this time 0
   b. Certificate 0
   c. Associate Degree 0
   d. Bachelor’s Degree +1
   e. Master’s Degree or beyond 0
   f. Other 0

3. What is your high school grade point average (g.p.a.)?
a. A- to A 3.5-4.0 +1
b. B to A- 3.0-3.4 +1

MATH
(Multiple Criteria)

What is/was your high school grade point average?
A+ (4.0 or higher)
A- to A (3.5 to less than 4.0)
B to B+ (3.0 to less than 3.5)
C to C+ (2.5 to less than 3.0)
C- to C (2.0 to less than 2.5)
D (1.0 to less than 2.0)
below D (less than 1.0)
(The part below is not on the form the student fills out, so they don’t see what the impact of their answer will be on their overall score)
For official use:
A+ (4.0 or higher) □ add 1 pt
A- to A (3.5 to less than 4.0) □ add 1 pt
B to B+ (3.0 to less than 3.5) □ add 1 pt
C or below (GPA in the bottom 4 categories) □ add 0 points

COMPASS/ESL Multiple-Criteria
Each “Yes” answer is worth 1 point. Each “No” answer is worth 0 points. A student may be awarded between 0 and 3 points for multiple measures. No points are subtracted from the student’s raw score.
1. Do you have a high school diploma?
   Yes +1
   No 0
2. Do you have a college degree?
   Yes +1
   No 0
3. Have you studied English in a U.S. high school at least 3 years?
   Yes +1
   No 0

At this time we are not accepting any other out of district assessments for English, Math and ESL

In addition, prior to the advent of the new Smarter Balanced K-12 Assessment, CRC accepted Early Assessment Program (EAP) as a multiple measures for both English and math. Discussions are forthcoming about how to treat the new Smarter Balanced College and Career Readiness indicators now embedded into the 11th grade test.

b. How are they integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

An algorithm is included in the test scoring system (refer to section C5.a for more detail).
c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522? 

Yes.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Students who have taken the Advanced Placement tests for math and/or English in high school and score a 3 or higher do not have to take the placement tests.

Placement results for math and English/reading are portable between the four Los Rios colleges. Math and English placement results from other regionally accredited U.S. institutions may be accepted based on the district’s regulations (P&R-7241).

7. How are the policies and practices on re-takes and recency made available to students?

The retest policy and expiration dates are made available to students via the district and campus websites as well as in-person in the Assessment Center. Counselors also provide this information to provide to students.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
</table>
| 1.77     | Assessment SPA                 | Coordinates delivery of assessment services at multiple locations | 1. 44% (SSSP)  
                                                      |                                | 2. 44% (SSSP)  
                                                      |                                | 3. 44% (SSSP)  
                                                      |                                | 4. 44% (SSSP)  |
| .125     | Administrative Assistant       | Supports both Deans; Dean of Enrollment and Student Services and Dean of Counseling and Student Services | 12.5% (MATCH)                  |
| .0625    | Confidential Administrative Assistant | Provides support to the Vice President of Student Services who oversees all aspects of SSSP | 6.25% (MATCH)                  |
| .41      | Assessment Clerks              | Schedules assessment services at multiple locations          | 41% (SSSP)                      |
| 1        | Assessment Supervisor          | Supervises and ensures delivery of assessment services       | 100% (MATCH)                    |
| .22      | Research Analyst/IT Specialist | Conduct data collection, generate reports for SSSP activities, measures student progress | 22% (SSSP)                      |
| .19      | IT Tech/IT Analyst             | Provide IT support to SSSP                                   | 19% (SSSP)                      |
9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Printing assessment prep material for the Math Boot Camp</td>
<td>SSSP</td>
<td>$5,000</td>
</tr>
<tr>
<td>4503</td>
<td>Software to assist students with Assessment Test Preparation. We will use the online program known as ALEKS.</td>
<td>SSSP</td>
<td>$10,000</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies – refreshments/food, names tags, pens, pencils, notebooks to be used for the Math Boot Camp</td>
<td>SSSP</td>
<td>$6000</td>
</tr>
</tbody>
</table>

**D. Counseling, Advising, and Other Education Planning Services**

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

   Yes.

   In order to meet our goal and increase the number of students served, we plan to do the following activities:
   - Hire two new full-time counselors to increase counselors’ ability to serve more students and assist them in completing their comprehensive educational plans. This will ensure...
that counselors are available during critical times such as Welcome Day and the week before and during the first week of the semester. We will also increase the capacity of the Counseling Department by increasing the number of adjunct counselors.

- Counselors will play an important role in the expanded Summer Bridge Program, Welcome Day and in-person Orientation sessions. Counselors will meet with students individually as well as in groups to assist them with developing abbreviated and comprehensive education plans as well as provide career and transfer counseling.

- Explore the use of degree audit/works to pre-populate iSEP fields for selected majors. This will help counselors to focus more on addressing the student’s needs.

- Increase counselors’ technology capacity such as the use of the transfer evaluation system (TES), a system that would allow counselors to view course equivalencies across educational institutions.

- Utilize computer tablets to enable greater student access to group course planning sessions across campus.

- Provide counselors with ongoing professional development training in areas such as working with first-generation college students, transfer students, students with disabilities and technology training.

- Hire new SSSP Specialists who will assist with the coordination of case management and follow-up services.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

Of 10,288 students who completed an application to CRC, there were a total of 2,127 students who completed an education plan in 2014-15 (21%).

b. What percentage of the target population does this represent?

Of our 4,256 FTIC (2014-15) students, 40.0 % (1,701) completed an education plan.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

To serve more students,

- There will be two new counselors hired to increase capacity in the Counseling Department.

- One Student Success Specialist will be hired to provide follow-up services to new students as well as help students get connected to counseling to complete their abbreviated education plan. SSSP Specialists will proactively reach out to students who have completed 15 units or more, but do not have a comprehensive education plan. The SSSP Specialist will help students schedule individual appointments with counselors to develop a comprehensive plan. Undecided students will be provided with resources designed to help them with career exploration and career and goal identification.

- Additional adjunct counselors will be hired to increase capacity, which will help the counseling department to proactively reach out to students.

- Summer programming for new students will include developing abbreviated student education plans and career exploration and/or assessment.

- Welcome Day will be expanded to include additional sessions to provide students more opportunities to develop student education plan.
- Collaborate with faculty teaching first-semester Basic Skills courses to promote counseling and to provide group sessions designed to help students develop student education plans. Refer to section D1. for additional strategies to reduce unmet met.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

   The service delivery methods include: In-person individual and small-group counseling; interventions embedded in classes; online counseling/advising (LIVE chat); on-line interactive modules via websites; phone appointments.

   b. Is drop-in counseling available or are appointments required?

   Drop-in counseling is available and is generally limited to approximately 10-15 minutes, we also provide a Quick Answer table staffed by a counselor to answer brief questions during high-demand times. Appointments are also available for students.

   c. What is the average wait time for an appointment and drop-in counseling?

   The average wait time for an appointment is approximately one week. The average wait time for drop-in counseling is approximately 30-minutes.

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

   To assist students in the development of an abbreviated student education plan (SEP), students attend a group course planning session, staffed by counselors and classified staff. These course planning sessions provide students with information on majors and direction in planning their first two semesters of courses. Students are also able to make an individual appointment with a counselor.

   a. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

   To assist students in the development of a comprehensive student education plan (SEP), students must make an individual 30-minute appointment with a counselor. Students are provided with the opportunity to discuss their goals; develop a complete matriculation plan; ask specific questions about college majors, transfer information, careers or certificate programs and receive assistance with establishing their student education goals.

   c. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

   The technology used to support counseling, advising and other education planning services include: ASSIST.org, PeopleSoft student education planning and the degree audit system. We plan to also purchase software licenses designed to help undecided students explore various career options.
5. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.34</td>
<td>Student Personnel Assistant (SPA)</td>
<td>Coordinates delivery of services at multiple location</td>
<td>1. 17% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 17% (SSSP)</td>
</tr>
<tr>
<td>1.59</td>
<td>Clerk II</td>
<td>Supports Counseling through Admissions and Records</td>
<td>1. 59% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 50% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. 100% (SSSP)</td>
</tr>
<tr>
<td>1.8</td>
<td>Clerk II</td>
<td>Supports the Counseling Center</td>
<td>1. 100% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 80% (MATCH)</td>
</tr>
<tr>
<td>.50</td>
<td>Clerk III</td>
<td>Supports Admissions and Records</td>
<td>50% (MATCH)</td>
</tr>
<tr>
<td>.50</td>
<td>Admissions and Records Supervisor</td>
<td>Coordinates services in collaboration with Clerks and Admissions Evaluators through the Admissions and Records office.</td>
<td>50% (MATCH)</td>
</tr>
<tr>
<td>1.0</td>
<td>Admissions and Records Degree Auditors/ Evaluators</td>
<td>Confirms degree requirements for credit and completion</td>
<td>1. 50% (Degree Auditor: MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 50% (Evaluator II; MATCH)</td>
</tr>
<tr>
<td>.80</td>
<td>Dean of Counseling and Student Services</td>
<td>Provide oversight to the Counseling Department, supervise counselors and classified staff in Counseling</td>
<td>80% (MATCH)</td>
</tr>
<tr>
<td>.10</td>
<td>Dean of Enrollment and Student Services</td>
<td>Assist with coordination of activities between Enrollment Management (i.e. Financial Aid, Admissions and Records) and Counseling</td>
<td>10% (MATCH)</td>
</tr>
<tr>
<td>.125</td>
<td>Administrative Assistant</td>
<td>Supports; Dean of Enrollment and Student Services and Dean of Counseling and Student Services</td>
<td>12.5% (MATCH)</td>
</tr>
<tr>
<td>.0625</td>
<td>Confidential Administrative Assistant</td>
<td>Provides support to the Vice President of Student Services</td>
<td>6.25% (MATCH)</td>
</tr>
<tr>
<td>.30</td>
<td>SSSP Specialist</td>
<td>Oversees, implements, and supports case management model for at-risk students</td>
<td>1. 15% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 15% (SSSP)</td>
</tr>
<tr>
<td>1</td>
<td>Counseling Supervisor</td>
<td>Coordinate services in collaboration with SPAs, counselors, Assessment Supervisor, Dean of Counseling, and Dean of Student Services and Enrollment Management; Oversees services, ensure coordination and delivery of services at all locations</td>
<td>100% (MATCH)</td>
</tr>
<tr>
<td>16</td>
<td>Counselor</td>
<td>Provide direct counseling including assistance with educational planning, career planning and transfer to students</td>
<td>1. 100% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. 95% (8/15/2015 - MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. 95% (MATCH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. 95% (MATCH)</td>
</tr>
</tbody>
</table>
10. 95% (MATCH)  
11. 95% (MATCH)  
12. 95% (MATCH)  
13. 95% (MATCH)  
14. 95% (MATCH)  
15. New (unfilled)- 100% (SSSP)  
16. New (unfilled)-100% (SSSP)  

| .22 | Research Analyst/IT Specialist | Conduct data collection, generate reports for SSSP activities, student progress | 22% (SSSP) |
| .19 | IT Tech/IT Analyst | Provide IT assist. to SSSP | 19% (SSSP) |
| 2.1 | Temp SPA and Clerks | Make reminder calls to students for counseling appointments, assist with In-person orientation, summer bridge program, provide clerical support, etc. | 100% (SSSP)  
100% (SSSP)  
10% (SSSP) |
| .05 | Vice President of Student Services and Enrollment | | 5% (MATCH) |
| .125 | Associate Dean of Student Success and Equity | Coordinate activities for SSSP, Equity Plan, and BSI (Cost split in thirds) | 12.5% (SSSP) |
| 3 | Student Help | Provide assistance in the Counseling Center, including making phone calls, filing, printing and copying, etc. | 100% (SSSP)  
100% (SSSP)  
100% (SSSP) |
| 1.2 | Adjunct Counselor | Provide counseling including educational planning | 30% (SSSP)  
30% (SSSP)  
30% (SSSP)  
30% (SSSP) |

6. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4500</td>
<td>Counseling Supplies including materials for educational planning</td>
<td>SSSP</td>
<td>$3,000</td>
</tr>
<tr>
<td>5200</td>
<td>Travel to attend training and conferences for SSSP Counselors, SPAs and Specialists</td>
<td>SSSP</td>
<td>$5,000</td>
</tr>
<tr>
<td>6000</td>
<td>Computers and office supplies for two new SSSP counselors and one SSSP Specialist</td>
<td>SSSP</td>
<td>$6,000</td>
</tr>
<tr>
<td>4000</td>
<td>Printing handouts related to educational planning, brochures, etc.</td>
<td>SSSP</td>
<td>$4,000</td>
</tr>
</tbody>
</table>
E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Yes.

In the future, CRC plans to adopt a web-based early alert system to better identify “at-risk” students early and provide students with needed services such as counseling, tutoring, and supplemental instruction. In addition we will hire additional SSSP Specialists to assist with coordination of case management and follow-up services to include but not limited to major-specific workshops to assist students in major selection and ongoing student contact at specific times during the semester. The SSSP Specialists and the SSSP counselors will coordinate activities with faculty teaching Basic Skills courses. This will help facilitate proactive communication between counseling and at-risk students.

In addition to the aforementioned activities, we plan to hire student counseling ambassadors/peer counseling advisors to assist the SSSP Specialists with pre-counseling and post-counseling meetings, and early alert services.

2. a. How many students were provided follow-up services in 2014-15?

In 2014-15 3,390 follow-up services were provided. This includes the SSSP MIS data elements SS10 and SS11.

b. What percentage of the target population does this represent?

In 2014-15, there were 443 students enrolled for three or more semesters and with 15 or more units completed with no education goal, 3,828 students that were on progress/academic probation or had been dismissed, and 2,326 enrolled in Basic Skills courses. Among these students, 3,390 follow-up services provided representing 58%.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Spring 2016 semester, CRC will implement a proactive intervention strategy targeting students on probation status that will require meeting with a counselor and/or Student Success and Support Specialist at least once a semester. This will help students on probation status create a realistic plan designed to improve their academic success to prevent them from getting on probation 2 status and eventually dismissed. Additional steps are provided in section E1 above. SSSP Specialists will collaborate work with instructional faculty to assist students in Basic Skills course. We will offer time management and success-related workshops for students on probation and dismissal as well as students enrolled in Basic Skills courses. In addition, students without an educational goal and who have completed 15 units will be invited to attend career exploration workshops and required to meet with a counselor to complete an education plan. Lastly, we will explore various ways, including through professional development days, to keep instructional faculty updated about important deadlines to keep their students informed about
academic progress, important deadlines, student success workshops and other activities.

3. a. What types of follow-up services are available to at-risk students?

The type of follow-up services we use to assist at-risk students include: a) Individual and group counseling sessions, b) workshops addressing areas such as study habits and finance management, academic success, c) financial aid, d) tutoring in subject areas such as Math and English and d) referrals to special programs such as EOP&S, Cal-Works, Diop (Umoja), Puente, and academic boot camps. Refer to section E1 and E2.c for new strategies that are being planned for at-risk students.

b. How and when are students notified of these services?

Currently, students are notified of probation and dismissal status at the end of the semester. Students are notified via campus email; phone calls; text messages; interactions with program staff; student self-referral; notification through classroom instructors and embedded classroom interventions.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

The service delivery methods for at-risk students include in-person individual and small group workshops and individual counseling. In the future, services will expand to include a peer-delivery system and the activities described in E1 and E2.c.

Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Instructional faculty are involved in monitoring student progress. All faculty are required by regulation to inform failing students of their course progress at the mid-term point and may do so through email, personal notification, or by posting grades on D2L. Faculty in select disciplines (Basic Skills, Math, English and ESL) include embedded interventions in their classrooms to incorporate student support and peer models into the regular class meetings and Supplemental Instruction (SI) sessions.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.33</td>
<td>Student Personnel Assistant (SPA)</td>
<td>Coordinates delivery of services at multiple location</td>
<td>1. 50% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 50% (SSSP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. 33% (SSSP)</td>
</tr>
<tr>
<td>.88</td>
<td>Clerk II</td>
<td>Assist in the tutoring center with At-Risk Students</td>
<td>88% (SSSP)</td>
</tr>
<tr>
<td>1</td>
<td>Coordinator of Tutoring Center</td>
<td>Coordinates, implements and support tutoring center for At-Risk students</td>
<td>100% (MATCH)</td>
</tr>
</tbody>
</table>
| .90  | SSSP Specialist | Oversees, implements, and supports case management model for at-risk students | 1. 45% (SSSP)  
2. 45% (SSSP) |
| .125 | Associate Dean of Student Success and Equity | Coordinate activities for SSSP, Equity Plan, and BSI (Cost split in thirds) | 12.5% (SSSP) |
| .10  | Dean of Enrollment and Student Services | Coordinate activities of follow-up services across Financial Aid, Admission and Records, Assessment and Outreach departments | 10% (MATCH) |
| .40  | Dean of Research and College Planning | Provide overall leadership and support for research and evaluation related to SSSP | 40% (MATCH) |
| .125 | Administrative Assistant | Supports the Dean of Enrollment and Student Services and the Dean of Counseling and Student Services | 12.5% (MATCH) |
| .0625 | Confidential Administrative Assistant | Provides support to the Vice President of Student Services | 6.25% (MATCH) |
| .05  | Vice President of Student Services and Enrollment | Provide strategic planning and leadership related to follow-up services | .5% (MATCH) |
| .04  | Mgrs., Deans and College President, (12) | Provide leadership in promoting SSSP related services to academic departments. Provide feedback and suggestions to Student Services based on input from faculty and department chairs. | 1. Stephen McGloughlin- Dean of Learning Resources & College technology- 005% (MATCH)  
2. Bob Johnson- Dean of Career and Technology- 005% (MATCH)  
3. Liz Belyea- Dean of Kinesiology and Athletics- 005% (MATCH)  
4. Robert Montanez- Dean of Elk Grove Center- 005% (MATCH)  
5. Brian Bedford- Dean of Business and Family Science-005% (MATCH)  
6. Alexander Casareno- Dean of Humanities and Social Science-005% (MATCH)  
7. Brandon Muranaka- Dean of Science, Math, and Engineering- 005% (MATCH)  
8. Colette Harris-Matthews-Interim Dean of Communication, Visual, and Performing Arts- 005% (MATCH)  
9. Whitney Yamamura- Vice President, Instruction and Student Learning- 005% (MATCH)  
10. Torrance Powell- Associate Vice President, Instruction and Student Learning 005% |
| 3.33 | SPA and Clerk Temps | Make follow-up calls to students on probation, assist with probation workshops, schedule appointments for students, and provide clerical support | 100% SSSP  
100% SSSP  
100% SSSP  
33% SSSP |
3.4 Student Help

<table>
<thead>
<tr>
<th>Student Help</th>
<th>Assist with making phone calls to students, promote workshops to students and provide clerical support</th>
<th>100% SSSP 100% SSSP 100% SSSP 40% SSSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>.4 Adjunct Counselor</td>
<td>Provide follow-up services including workshops for students on probation</td>
<td>20% SSSP 20% SSSP</td>
</tr>
</tbody>
</table>

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4503</td>
<td>Early Alert system (Web based program that allows faculty to refer academically struggling students)</td>
<td>SSSP</td>
<td>$10,000</td>
</tr>
<tr>
<td>6000</td>
<td>Tablets to be used for probation workshops, and educational and career planning workshops. The tablets will make it easier for counselors and SSSP specialists to offer these workshops without having to depend on the availability of computer labs.</td>
<td>SSSP</td>
<td>$16,000</td>
</tr>
<tr>
<td>5200</td>
<td>Travel to attend training and conferences for SSSP Counselors, SPAs and Specialists</td>
<td>SSSP</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

**F. Other SSSP/Match Expenditures**

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102</td>
<td>Senior IT Analyst (Research District Support for Civitas)</td>
<td>SSSP</td>
<td>$32,976</td>
</tr>
<tr>
<td>2302</td>
<td>Two classified temps – District Support</td>
<td>SSSP</td>
<td>$3,911</td>
</tr>
<tr>
<td>5601</td>
<td>IT technology support (Civitas, Pre Regs, Search by GE, Transfer Credit, Virtual College Tour, CAI Interface and iSEP Template)</td>
<td>SSSP</td>
<td>$86,433</td>
</tr>
<tr>
<td>2102</td>
<td>IT Analyst II – MIS District Support</td>
<td>SSSP</td>
<td>$28,118</td>
</tr>
</tbody>
</table>
2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

**SECTION III. POLICIES**

**A. Exemption Policy**

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

In December 2013, Board Policy P-2821 was approved to provide students the clear criteria and pathway for exemption. 1.1 The Los Rios Community College District elects to exempt certain students from participation in Orientation, assessment, counseling or advisement, as follows:

1.1.1 *Any student who has completed an associate degree or higher.*

1.1.2 A student who satisfies at least two of the following and does not wish to participate:

1.1.2.1 the student has identified a goal of upgrading job skills;
1.1.2.2 the student has enrolled in fewer than six (6) units;
1.1.2.3 the student is concurrently enrolled in another post-secondary institution;
1.1.2.4 the student has no degree or occupational objective.

1.1.3 A high school student enrolled as an Advanced Education student.

1.2 New to college students who first enrolled in courses in the District after spring 2014 are not eligible for the above exemptions. The complete exemption policy is included in the attachments.

2. What percentage of your student population is exempt (list by category)?
B. Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

**Students wishing to appeal** any or all part of the district’s policy and regulations regarding priority registration or completion of mandatory services and/or priority registration must complete the appeal petition form (see attached). Students who have lost priority registration and have been moved to open registration may appeal to have it reinstated based on verifiable evidence of factors outside their control. Some students may be exempt from the 90 unit limit categories if they are enrolled in high unit majors or programs. We allow students who have demonstrated significant academic improvement to appeal the loss of priority registration status (Title 5, §58108) each semester in which they make significant academic improvement.

Students wishing to appeal or grieve an academic matter may complete a grievance form and follow the processes outlined in district policy and regulations (P-2423; P-2424; R-2412; R-2423). The appeal forms are included as attachments. Students wishing to file a complaint on the basis of discrimination or sexual harassment are directed to meet with the college’s Equity Officer who collects information and may conduct an informal or formal investigation consistent with district policy and regulations, federal Title IX, ADA, or other local, state, or federal guidelines and laws. Information on this process is included in the attachments.

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

**Students may challenge course pre/co-requisites** in accordance with district policy and regulation. The college has a standard course challenge form (see attached) developed in accordance with Title 5, Division 6, Chapter 6, Subchapter 1, Article 1. Once they complete a challenge request, students will receive an approval or denial of their request within 5 working days.

As a regular part of the Program Review process or at least every six years, the college reviews each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The college’s Center for the Advancement of Staff and Student Learning (CASSL) has and will continue to provide workshops, flex day and convocation presentations and discussions on improving student success, course retention and completion, and advancing students through basic skills courses using acceleration. For several years, colloquia and institutes have been offered prior to the start of the semester and have focused on improving student success. Workshops have focused on brain-based learning and the affective domain, mindfulness and mindset, counseling and mental health services, teaching to the new generations, working with underprepared students, and culturally responsive pedagogy. The college has an active professional development committee and faculty reassign time to ensure that plans and innovative approaches to advancing student success remain part of the college’s dialogue.

Specific PD activities in support of the SSSP Plan include: tutor training for supplemental instruction and embedded interventions; accelerated basic skills curriculum; mental health and crisis training for counselors; presentations on research related to trauma and its impact on student success; attendance at system-wide SSSP conferences and workshops; understanding affective learning domains; using strengths-based assessment tools to advance time-to-degree completion. As in previous years, all faculty and staff will be encouraged to participate in these PD activities.
SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, Orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley  
California Community College Chancellor's Office  
mkeeley@cccco.edu  
(916) 323-5953
Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise.” Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

1) Julie Oliver - Academic Senate President, Faculty
2) Camille Moreno – Student Success and Matriculation Committee Chair, Faculty
3) Dr. Kimberly McDaniel – Vice President of Student Services and Enrollment Management
4) Carol Bernardo – Work Experience and Internship Coordinator, Faculty
5) Phuong Le – Faculty, Math
6) Loi Nguyen-Vo – Faculty, Math
7) Kimberly Williams-Brito – Foundations for Academic Success Committee Chair, Faculty, Math
8) Denise Marshall-Mills – Counselor
9) Frances ‘Kathy’ Degn – Student Success and Matriculation District-Wide Chair and EOP&S Coordinator, Faculty
10) Estella Hoskins – Counselor
11) Scott Hamilton – Faculty, DSPS
12) Richard Andrews - Admissions and Records Supervisor, Classified Staff
13) Sabrina Sencil – Research and Planning, Classified Staff
14) Tiffany Clark – Outreach Specialist, Classified Staff
15) Julie Olson – Student Success Specialist – Classified Staff
16) Dr. Shannon Dickson – Dean of Counseling
17) Dr. Brandon Muranaka – Dean of Science, Mathematics and Engineering
18) Christine Thomas – Dean of Student Services and Enrollment Management
19) Dr. James Frazee – Faculty, Psychology
20) Priscilla Hansen – Faculty, English
21) Tadael Emiru – Associate Dean of Students Success and Equity, SSSP Coordinator
Attachment B

The organizational charts are attached at the bottom of this document

Attachment C
SSSP & Matriculation Committee Membership
2015 – 2016

Faculty
(Chair) Camille Moreno, SME
Carol Bernardo, Work Experience and Internship Coordinator, Faculty
Phuong Le, Faculty, Math
Loi Nguyen-Vo, Faculty, Math
Kimberly Williams-Brito, Foundations for Academic Success Committee Chair, Faculty, Math
Denise Marshall-Mills, Counselor
Kathy Degn, EOPN&S Coordinator, Faculty
Estella Hoskins, Counselor
Hoyt Fong, Counselor
Scott Hamilton, DSPS, Faculty

Classified
Richard Andrews, Director of Admissions and Records
Sabrina Sencil, Researcher
Julie Olsen, SSSP Specialist
Peggy Ursin, Outreach Specialist

Management
Dr. Shannon Dickson, Dean of Counseling
Tadael Emiru, Associate Dean of Student Success
Dr. Kimberly McDaniel, VP of Student Services and Enrollment Management
Brandon Muranaka, Dean of Science, Math, and Engineering
Christine Thomas, Dean of Student Services

Students
Denisha Bland
Jose Patino
1.1 Exempt Criteria

1.2 The Los Rios Community College District elects to exempt certain students from participation in Orientation, assessment, counseling or advisement, as follows:

1.2.1 Any student who has completed an associate degree or higher.

1.2.2 A student who satisfies at least two of the following and does not wish to participate:

   1.2.2.1 the student has identified a goal of upgrading job skills;

   1.2.2.2 the student has enrolled in fewer than six (6) units;

   1.2.2.3 the student is concurrently enrolled in another post-secondary institution;

   1.2.2.4 the student has no degree or occupational objective.

1.2.3 A high school student enrolled as an Advanced Education student.

1.3 New to college students who first enrolled in courses in the District after Spring 2014 are not eligible for the above exemptions.

2.1 Notification

2.2 Any student declared exempt shall be notified that he or she is covered by an exemption and shall be given the opportunity to elect whether or not to participate in the matriculation process, or any part of the matriculation process.
COSUMNES RIVER COLLEGE

STUDENT PETITION

Please PRINT clearly.

NAME ___________________________ DATE ___________________________

STREET __________________________ PHONE: __________________________

CITY ___________________________ STATE _______ ZIP CODE _______

Student 10 Number

Follow instructions on page two

Action Requested (Please check) Term Affected: Summer D Fail D Spring O Year: ________

D Unauthorized Repeat Course (Example: PHIL 300): __________

D Late Add D Late Drop D Late Withdrawal Course (Example: PHIL 300): __________

D Exceed Term Unit Limit Total Units Desired: ________

D Remove Debt Amount: ________

D Other (Be SPECIFIC) __________

Attach supporting documentation if you are citing extenuating circumstances.

STUDENT JUSTIFICATION FOR REQUEST:

Student Signature: ____________________________ Date: __________

Professor Recommendation: ____________________________

D Recommend D Do Not Recommend Professor Signature: ____________________________ Date: __________

Counselor Recommendation: ____________________________

D Recommend D Do Not Recommend Counselor Signature: ____________________________ Date: __________

Area Dean Recommendation: ____________________________

D Recommend D Do Not Recommend Area Dean Signature: ____________________________ Date: __________

Administrator Decision: D Approved D Denied D No Action D No State Apportionment

DFA Received DFA Not Received

D Posted D Emailed Initials/Date: __________ Administrator Signature/Date: __________

THE STUDENT SUCCESS AND SUPPORT PROGRAM PLAN (CREDIT STUDENTS)
Student Petition Instructions

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

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

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

How to submit the Petition form
1. Print all entries clearly and be SPECIFIC (Note: Be sure to include the semester and year related to your request)

2. Check the box corresponding to your request. If you are asking for action on an item not listed, check the "Other" box and print your request in the space provided

3. Obtain all required recommendations and signatures (Area Dean's signature is only required when recommended by Administrator)
   • Exceed maximum unit load: Counselor's signature required

   - Attach documentation to support your request (ex: receipts, fee request forms, doctor's notes, etc.)

5. Submit your Petition at the Admissions Office counter. You may mail this Petition to:

   Cosumnes River College
   Admissions and Records Office
   8401 Center Parkway
   Sacramento, CA 95823

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

Check one: ____________________ Date of Grievance: __________
American River College
Cosumnes River College
Folsom Lake College
Sacramento City College

Part I (To be completed by Student Only)

Step 1

Name of Student Grievant: ____________________________
Student ID#: ____________________

A. What are you grieving?
____________________________________________________

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

Step 2 (Level One) Informal Meeting(s)
(Student must complete the Informal Meetings within 10 days of grievable act):

A. Date: ___________ Met With: ____________________________
Result:
____________________________________________________

B. Date: ___________ Met With: ____________________________
Result:
____________________________________________________

C. Date: ___________ Met With: ____________________________
Result:
____________________________________________________

Student Signature: ____________________________ Date: ____________
(Important to Student- This form must be filled within 5 days after the conclusion of informal meeting(s) and within 25 days of the date of the grievable act.)

10/8/14
Student Grievance Procedure

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

Steps to Filing a Grievance:

- Students must make a reasonable, good faith attempt within TEN (10) days to discuss the problem with the staff member involved or with his/her immediate supervisor. Failure to do so within the prescribed period of time will constitute a waiver of any right to pursue the matter further.
- If the complaint is not resolved within TEN (10) days by the immediate supervisor and the staff member involved, the student may then file a formal grievance, within FIVE (5) days of completing the informal procedure, and not later than 25 days from the date of the alleged wrongful act.
- The student must submit a Grievance Form to the Vice President for Student Services. The grievance must contain a specific statement of the alleged act of wrong-doing, the name of the person against whom the grievance is filed, the names of any witnesses, and the nature of the relief sought by the grievant (not to include the imposition of disciplinary action on an employee). Failure to file the completed grievance form within the above-specified time period shall constitute a waiver of any right to further proceedings.
- Within TEN (10) days of the receipt of the grievance, the Vice President for Student Services will determine whether the issue is grievable under the policies and regulations of the Los Rios Community College District, at which time, if the issue is grievable, a hearing will be scheduled. The Vice President will notify the student in writing that the grievance has been rejected and state the specific reason(s) for the rejection, or that the grievance was referred to the designated hearing officer. At this time, the person(s) against whom the grievance is filed shall be notified of the status of the grievance, and shall be given a copy of the formal grievance.
- Within TEN (10) days from appointment, the Hearing Officer will schedule a hearing on the grievance. All parties shall be notified by the Hearing Officer of the time and day of the hearing. If the designated time and day are not convenient for the parties, a mutually agreeable time may be set.
- The hearing will be conducted in accordance with the guidelines set forth in board policy.
- The Hearing Officer shall deliver a written decision within TEN (10) days of the conclusion of the hearing to all parties to the grievance, with copies to the Vice President for Student Services, the college President and the Vice Chancellor, Student Services.
Either party to the grievance may appeal the Hearing Officer's decision to the Vice President for Student Services within FIVE (5) days. Such appeal must be submitted in writing and state specifically the grounds for appeal.

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

For more detailed information, see Board Policies and Regulations 2412. Any questions regarding student conduct, rights and responsibilities, due process, and grievance procedures may be directed to the Vice
STUDENT RIGHTS AND RESPONSIBILITIES  

Student Rights and Responsibilities  

1.0 Terms and Definitions  

1.1 A grievable matter is any alleged action or decision of the Los Rios District or one of its colleges that adversely affects the status of a student or violates the rights of a student as set forth in District Policy P-2412.  

1.2 "Party" shall mean the student and any person(s) alleged to have been responsible for the student's alleged grievance.  

1.3 "Student Grievance Officer" means an employee assigned by the Chief Student Services Officer to administer the grievance process.  

1.4 As used in these procedures, "Student" includes a person currently enrolled or who was enrolled in one or more credit classes in the immediately preceding semester or who has filed an application for admission to college. A grievance by a student applicant shall be limited to alleged denial of admission.  

1.5 Unless otherwise provided, as used in these procedures, "days" shall mean calendar days, provided, however, that days during winter break, spring break and breaks before and after summer sessions shall not be counted as "days."  

1.6 A "formal grievance" is a written allegation by a student, filed in the manner prescribed by Section 3.0, alleging that the student was adversely affected by a grievable action of the District or the college.  

1.7 "Grievance Form" is a college form which must be filed with the college Student Grievance Officer if a formal grievance procedure is followed. This form is only to be used when attempts at informal resolution have failed.  

2.0 Informal Resolution  

2.1 A student believing to have been adversely affected by an act of an instructor, administrator, or other staff of the college must make a reasonable, good faith attempt to resolve the matter within ten (10) days of the alleged act. This should be done on an informal basis by discussing the matter either with the staff member involved, or with the staff member's immediate supervisor.  

2.1.1 Failure of the student to act within the above-specified ten (10) day period shall constitute a waiver of the right to pursue the matter further.  

2.2 If the meeting with the staff member or with the immediate supervisor is not successful in resolving the problem within ten (10) days, the student may file a formal grievance.  

3.0 Formal Process  

3.1 Within five (5) days of the completion of the informal process, and not later than
Unlawful Discrimination Complaint Form

Name: ____________________________

Address: ____________________________
Street or P.O. Box ____________________________
City ____________________________ State ____________________________ Zip ____________________________

Phone: ____________________________ Day ____________________________ Evening ____________________________

I Am A: ____________________________
D Student  D Employee  D Other: ____________________________

I Wish To Complain Against: ____________________________

District: ____________________________ College: ____________________________

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

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

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

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

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

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

Signature of Complainant ____________________________ Date ____________________________

Send Original to College Equity Officer or to: Chancellor's Office California Community College
1102 Q Street, Sacramento, CA 95814-6511
Attention: Legal Affairs Division

:forms\unlawful discrimination complaint (Revised 7/2014)
STUDENTS RIGHTS AND RESPONSIBILITIES

LOS RIOS COMMUNITY COLLEGE DISTRICT
NON-DISCRIMINATION POLICY

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

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

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

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

SEXUAL HARASSMENT

Sexual Harassment Policy
It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and work place free from sexual harassment. Sexual harassment in any situation is unacceptable and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

Definition of Sexual Harassment
Sexual harassment means unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
• Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

• Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are: epithets, derogatory comments or slurs of a sexual nature, impeding or blocking movements or any physical interference with normal work, derogatory posters or cartoons.

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

• Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary, and/or work environment or any other term or condition of employment within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades, and/or learning environment of the student.

• Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed. Within the educational environment, either suggesting or actually withholding grades earned or deserved; suggesting a poor performance will be prepared; or suggesting probation will be failed; or suggesting a scholarship recommendation or college application will be denied.

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

Complaint Procedure and Impact
Any individual who believes that he/she has been sexually harassed is encouraged to follow the complaint procedures as set forth in the Los Rios Community College District Regulation (R-2423). Throughout the procedures, the College President and the College/District Equity Officers will insure that confidentiality will be maintained and that due process will be followed with respect to both parties. In the case of a student it shall not affect grades, class selection, or other matters pertaining to his or her status as a student. In a situation where evidence is found that an allegation of sexual harassment is brought solely for the purpose of vexation, the appropriate disciplinary action will be taken.

Sexual harassment policy, procedural steps and forms are available from the college Equity Officer, Dean of College Planning and Research, LRC 123 (916) 691-7144.
President
Edward Bush

Dean
College Planning & Research
Katherine McLain

CASSL
Professional Development
Research

Director
College Advancement
Vacant

Emeriti Association
Foundation
Patrons Club

Public Information Officer
Kristie West

Public Relations
Media Materials/Relations

Last Modified
9/10/2015
Table of Organization - Cosumnes River College
Student Services & Enrollment Management

Vice President
Student Services & Enrollment Management
Kimberly McDaniel

Dean
Communication, Visual & Perf. Arts
Colette Harris-Mathews (Int)

Dean
Counseling & Student Services
Shannon Dickson

Dean
Student Services & Enrollment Mgmt.
Christine Thomas

Dean
Learning Res. & College Tech.
Stephen McGloughlin

Associate Dean
Student Success & Equity
Tadael Emiru

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

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

Programs: Admissions & Records, Education Initiative, EOP&S/CalWORKs, Financial Aid, Matriculation/Assessment, Outreach, Tutoring

Programs: Library, College Information Technology Services, Media Services, Distance Education, Web Design

Programs: Student Support & Success Plan, Basic Skills Initiative, Student Equity Plan
Table of Organization - Cosumnes River College
Administrative Services and Student Support

Vice President
Admin. Services & Student Support
Cory Wathen

Director III
Administrative Services
Augustine Chavez

Manager VII
Bookstore
Maria Hyde

Supervisor
Business Services
Katie DeLeon

Custodial Services,
Duplicating Services,
Facilities, Operations &
Maintenance
Table of Organization - Cosumnes River College
Instruction & Student Learning

Vice President
Instruction & Student Learning
Whitney Yamamura

Dean
Humanities & Social Science
Alexander Casareno
Programs: Anthropology, English, ESL, History, Humanities, Philosophy, Sign Language Studies, Political Science, Psychology, Reading, Social Science, Sociology, Spanish, Vietnamese

Dean
Science, Math & Engineering
Brandon Muranaka
Programs: Astronomy, Biology, Chemistry, Engineering, Geography, Geology, Mathematics, Math Center, MESA, Physical Science, Physics, Statistics

Dean
Kinesiology, Health & Athletics
Elizabeth Belyea
Programs: Athletics, Health Education, Kinesiology

Dean
Elk Grove Center
Robert Montañez

Associate Vice President
Instruction & Student Learning
Torence Powell

Dean
Business & Family Science
Marjorie Duffy (Int)

Dean
Careers & Technology
Robert Johnson

Last Modified 9/10/2015
Credit
Student Success and Support Program
2015-16
Budget Plan

Los Rios CCD
Cosumnes River College

Report Due By
Friday
October 30, 2015

Email completed budget plan to:
cccssp@cccco.edu

and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
2015-16 Credit Student Success and Support Program (SSSP) Budget Plan
for fiscal reporting period July 1, 2015 - June 30, 2016

District: Los Rios CCD
College: Cosumnes River College

Submit the Budget Plan with signature page by email no later than Friday, October 30, 2015.

Email to: cccssp@cccco.edu
Mail signature page with original signatures (postmarked by October 30, 2015) to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA  95811-6539

For assistance in completing this report, you may contact:
Mia Keeley - mkeeley@cccco.edu - (916) 323-5953.

This workbook contains 6 protected spreadsheets in the following order:
1 Cover Page  3 Part I: Funding  5 Part III: Planned District Match
2 Select District/College  4 Part II: Planned Credit SSSP Expenditure  6 Summary

Basic instructions:
Show expenditures from your Credit SSSP allocation as well as district contribution in accordance with the SSSP Program Guidelines. In addition, these expenditures must be clearly identified in your program plan.
At the bottom of some of the spreadsheets (or the back of the page if printed) are instructions for certain cells. You will be able to enter whole numbers only (no cents).
If you need additional rows to complete your data entry in Part II or Part III, use the password to unlock sheet (budget1516). Be sure to lock the sheet when finished.

Yellow colored cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.
**Part I: Funding**

Enter whole numbers only

<table>
<thead>
<tr>
<th>2015-16 Credit SSSP Allocation</th>
<th>$</th>
<th>2,210,143</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total 2015-16 Planned Expenditures in Credit SSSP</strong></td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>Part II: Planned Credit SSSP Expenditures</td>
<td>$</td>
<td>2,210,143</td>
</tr>
<tr>
<td>Part III: Planned District Match</td>
<td>$</td>
<td>3,337,732</td>
</tr>
<tr>
<td>1:1.3 Calculated required match for Credit</td>
<td>$</td>
<td>2,873,186</td>
</tr>
<tr>
<td><strong>Total Planned Expenditures in Credit SSSP</strong></td>
<td>$</td>
<td>5,547,875</td>
</tr>
<tr>
<td><strong>Balance of 2015-16 Credit SSSP Allocation</strong></td>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

---

**Planned expenditures in the Credit Student Success and Support Program Budget Plan**

**Part I: Funding**

*Specific Entry Instructions*

- **Planned expenditures in the Credit Student Success and Support Program:** This Budget Plan must be completed at the college level. In addition, these planned expenditures must be clearly identified in the Credit SSSP Plan.

**Cell:**

- **E10** Enter your college's 2015-16 Credit SSSP Allocation.
- **E14** This cell will populate once the Part II: Planned Credit SSSP Expenditures section has been completed.
- **E15** This cell will populate once the Part III: Planned District Match section has been completed.
- **D16** This cell will display your calculated required District Match for your Credit program.
- **E18** This cell is the sum of: Part II: Planned Credit SSSP Expenditures and Part III: Planned District Match.
- **E22** This cell is the sum of: 2015-16 Credit SSSP Allocation minus Part II: Planned Credit SSSP Expenditures.

- **0** If all of the 2015-16 Credit SSSP Allocation has been accounted for on this plan, then the balance should be zero.
- **+** If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
If the balance is negative, then the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan cannot be submitted if balance is negative.
Part II: Planned Credit SSSP Expenditures

Report planned expenditures of the Credit SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the Manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information.

<table>
<thead>
<tr>
<th>Classification</th>
<th># of FTE Positions</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Education Planning</th>
<th>Follow-up</th>
<th>SSSP Research/Coordination * (see below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries: List by Position Title(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors Salary</td>
<td>3.0</td>
<td>$</td>
<td>-</td>
<td>$ 15,913</td>
<td>$ 15,913</td>
<td>-</td>
<td>$ 32,789</td>
</tr>
<tr>
<td>Associate Dean of Student Success and Equity</td>
<td>0.5</td>
<td>$ 15,996</td>
<td>$ 15,996</td>
<td>$ 15,996</td>
<td>$ 15,996</td>
<td>-</td>
<td>$ 63,984</td>
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<tr>
<td>Adjunct Salary</td>
<td>2.00</td>
<td>$ 16,793</td>
<td>-</td>
<td>$ 50,378</td>
<td>$ 16,793</td>
<td>-</td>
<td>$ 83,964</td>
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<tr>
<td>Subtotal</td>
<td></td>
<td>$ 32,789</td>
<td>$ 15,996</td>
<td>$ 241,926</td>
<td>$ 32,789</td>
<td>-</td>
<td>$ 323,500</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2000 Classified and Other Nonacademic Salaries: List by Position Title(s)</th>
<th># of FTE Positions</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Education Planning</th>
<th>Follow-up</th>
<th>SSSP Research/Coordination * (see below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk II (various)</td>
<td>2.89</td>
<td>$</td>
<td>$ 15,913</td>
<td>$ 61,075</td>
<td>$ 33,852</td>
<td>-</td>
<td>$ 110,840</td>
</tr>
<tr>
<td>IT Tech/IT Analyst</td>
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<td>$ 21,840</td>
<td>$ 21,840</td>
<td>$ 21,840</td>
<td>-</td>
<td>$ 87,360</td>
</tr>
<tr>
<td>Research Analyst/IT Specialist</td>
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<td>$ 18,518</td>
<td>$ 18,518</td>
<td>-</td>
<td>-</td>
<td>$ 55,554</td>
</tr>
<tr>
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<td>$ 57,998</td>
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<td></td>
<td></td>
<td>$ 57,998</td>
</tr>
<tr>
<td>SPA</td>
<td>4.30</td>
<td>$ 37,872</td>
<td>$ 79,597</td>
<td>$ 15,418</td>
<td>$ 60,014</td>
<td></td>
<td>$ 192,901</td>
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<tr>
<td>SSSP Specialist</td>
<td>2.00</td>
<td>$ 27,846</td>
<td>$ 16,708</td>
<td>$ 16,708</td>
<td>$ 50,122</td>
<td></td>
<td>$ 111,384</td>
</tr>
<tr>
<td>SPA temp, Clerk Temps</td>
<td>11.30</td>
<td>$ 79,559</td>
<td>$ 75,040</td>
<td>$ 54,247</td>
<td>$ 87,095</td>
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<td>$ 295,941</td>
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<tr>
<td>Student Help</td>
<td>13.50</td>
<td>$ 81,356</td>
<td>$ 51,874</td>
<td>$ 55,506</td>
<td>$ 64,151</td>
<td>-</td>
<td>$ 252,887</td>
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<tr>
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<td>0.18</td>
<td>$ 19,203</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 19,203</td>
</tr>
<tr>
<td>IT Analyst II (ISEP/Assessment District Support)</td>
<td>0.18</td>
<td>$ 19,018</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 19,018</td>
</tr>
<tr>
<td>Senior IT Analyst (Research District Support)</td>
<td>0.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 22,236</td>
</tr>
<tr>
<td>Temporary SPA District Support</td>
<td></td>
<td>$ 1,845</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 1,845</td>
</tr>
<tr>
<td>Temporary SPA District Support</td>
<td></td>
<td>$ 1,845</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 1,845</td>
</tr>
<tr>
<td>IT Analyst II (MIS District Support)</td>
<td>0.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>$ 18,960</td>
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<tr>
<td>Subtotal</td>
<td></td>
<td>$ 344,192</td>
<td>$ 298,508</td>
<td>$ 243,312</td>
<td>$ 317,074</td>
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<td>$ 1,247,972</td>
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</table>
### Employee Benefits: List by Position Title(s)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>SSSP Research/Coordination * (see below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors Benefits</td>
<td>$ 3,359</td>
<td>$ 3,359</td>
<td>$ 55,826</td>
<td>$ 3,359</td>
<td>$ 3,359</td>
<td>$ 55,826</td>
</tr>
<tr>
<td>Associate Dean Benefits</td>
<td>$ 3,527.00</td>
<td>$ 10,579</td>
<td>$ 3,527</td>
<td>$ 17,633</td>
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<td>$ 13,436</td>
</tr>
<tr>
<td>Adjunct Benefits</td>
<td>$ 3,359</td>
<td>$ 29,499</td>
<td>$ 16,351</td>
<td>$ 53,536</td>
<td></td>
<td>$ 13,436</td>
</tr>
<tr>
<td>Clerk II (Various)</td>
<td>$ 7,686</td>
<td>$ 10,549</td>
<td>$ 10,549</td>
<td>$ 42,196</td>
<td></td>
<td>$ 26,832</td>
</tr>
<tr>
<td>ITTech/Specialists</td>
<td>$ 8,944</td>
<td>$ 8,944</td>
<td>$ 8,944</td>
<td>$ 28,013</td>
<td></td>
<td>$ 28,013</td>
</tr>
<tr>
<td>Research Analyst &amp; IT Analyst</td>
<td>$ 6,042</td>
<td>$ 8,070</td>
<td>$ 8,070</td>
<td>$ 53,799</td>
<td></td>
<td>$ 53,799</td>
</tr>
<tr>
<td>Outreach</td>
<td>$ 6,042</td>
<td>$ 5,000</td>
<td>$ 4,147</td>
<td>$ 21,541</td>
<td></td>
<td>$ 21,541</td>
</tr>
<tr>
<td>SPA</td>
<td>$ 18,292</td>
<td>$ 38,445</td>
<td>$ 7,446</td>
<td>$ 93,347</td>
<td></td>
<td>$ 93,347</td>
</tr>
<tr>
<td>SSSP Specialist</td>
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<td>$ 9,186</td>
<td>$ 9,186</td>
<td>$ 9,275</td>
<td></td>
<td>$ 9,275</td>
</tr>
<tr>
<td>Temporary SPA District Support</td>
<td>$ 110</td>
<td>$ 110</td>
<td>$ 110</td>
<td>$ 110</td>
<td></td>
<td>$ 110</td>
</tr>
<tr>
<td>Temporary SPA District Support</td>
<td>$ 9,158</td>
<td>$ 9,158</td>
<td>$ 9,158</td>
<td>$ 9,158</td>
<td></td>
<td>$ 9,158</td>
</tr>
<tr>
<td>IT Analyst II (ISEP/Assessment District Support)</td>
<td>$ 10,740</td>
<td>$ 10,740</td>
<td>$ 10,740</td>
<td>$ 10,740</td>
<td></td>
<td>$ 10,740</td>
</tr>
<tr>
<td>Senior IT Analyst (Research District Support)</td>
<td>$ 110</td>
<td>$ 110</td>
<td>$ 110</td>
<td>$ 110</td>
<td></td>
<td>$ 110</td>
</tr>
<tr>
<td>Temporary SPA District Support</td>
<td>$ 6,000</td>
<td>$ 6,000</td>
<td>$ 3,000</td>
<td>$ 5,000</td>
<td></td>
<td>$ 20,000</td>
</tr>
</tbody>
</table>

Subtotal $ 101,451 $ 91,239 $ 138,419 $ 93,333 $ 20,296 $ 444,738

### Supplies & Materials

<p>| Supplies and materials including food for workshops | $ 6,000 | $ 6,000 | $ 3,000 | $ 5,000 | $ 20,000 |</p>
<table>
<thead>
<tr>
<th>Subtotal</th>
<th>$ 14,500</th>
<th>$ 11,000</th>
<th>$ 7,000</th>
<th>$ 13,000</th>
<th>$ 45,500</th>
</tr>
</thead>
</table>

**Other Operating Expenses and Services**

<table>
<thead>
<tr>
<th>5000 Technology Maintenance District Support</th>
<th>$ 11,000</th>
<th>$ 25,000</th>
<th>$ 35,000</th>
<th>$ 15,433</th>
<th>$ 86,433</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel, Conference, Training for Professional Development</td>
<td>$ 3,000</td>
<td>$ 5,000</td>
<td>$ 4,000</td>
<td>-</td>
<td>$ 12,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 14,000</td>
<td>$ 25,000</td>
<td>$ 40,000</td>
<td>$ 19,433</td>
<td>$ 98,433</td>
</tr>
</tbody>
</table>

**Capital Outlay**

<table>
<thead>
<tr>
<th>6000 Software systems</th>
<th>$ 1,000</th>
<th>$ 10,000</th>
<th>$ 10,000</th>
<th>-</th>
<th>$ 21,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers, Tablets</td>
<td>$ 7,000</td>
<td>-</td>
<td>$ 6,000</td>
<td>$ 16,000</td>
<td>$ 29,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 8,000</td>
<td>$ 10,000</td>
<td>$ 6,000</td>
<td>$ 26,000</td>
<td>$ 50,000</td>
</tr>
</tbody>
</table>

**Other Outgo**

| 7000 | $ - | $ - | $ - | $ - | $ - |
| Subtotal | $ - | $ - | $ - | $ - | $ - |

**Grand Total**

| $ 514,932 | $ 451,743 | $ 676,657 | $ 501,629 | $ 65,182 |

Total Planned Expenditures cannot exceed the 2015-16 Credit SSSP Allocation $ 2,210,143

### 2015-16 Credit Student Success and Support Program Budget Plan

**Part II: Planned Expenditures**

*Coordination/SSSP Research* - This includes time spent by the Credit SSSP Coordinator who has direct responsibility for coordinating core Credit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Credit SSSP Coordinator, staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column. Include SSSP funds spent on Research directly related to Credit SSSP.

**Number of FTE Positions** - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.
Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation.

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved credit SSSP plan per title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on core services to students.

(c) Requests for permission to spend noncredit SSSP funds for equipment, materials or services not listed in the college’s approved credit SSSP plan should be approved by the CSSO/Supervising Administrator and appropriate Credit SSSP Coordinator prior to transmittal to the Chancellor’s Office for approval.

Expenditures not allowed: (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information.)

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college’s approved Credit SSSP Plan.)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that generate FTES
14. Admissions and Records, unless directly related to the delivery of SSSP services
15. Institutional Research, that is not directly related to the provision or evaluation of SSSP services
# Part III: Planned District Match

Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information. Additional instructions are below.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/ Advising/ Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordination * (see below)</th>
<th>Credit SSSP Research</th>
<th>Credit SSSP Technology</th>
<th>Other Match Services ** (see below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries: List by Position Title(s)</td>
<td># of FTE Positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof - Math</td>
<td>0.80</td>
<td>$68,013</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Tutorial Coord</td>
<td>1.00</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
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<td>$</td>
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<tr>
<td>Counselors</td>
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<td>$</td>
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<td>$</td>
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<tr>
<td>VPSS</td>
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<tr>
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<td>$28,521</td>
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</tr>
<tr>
<td>Pres, VPS, Mgrs, Dean</td>
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<td>$</td>
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<td>Non-Regular Faculty</td>
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<td></td>
<td>$</td>
<td>-</td>
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Total Planned Expenditures must be at least equal to or exceed the Required District Match $3,337,732
**Coordination** - This includes time spent by the Credit SSSP Coordinator who has direct responsibility for coordinating the college’s credit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Credit SSSP Coordinator and staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column.

**Other Match** - Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students. (Note: Be sure these expenditures are not double-counted for the Noncredit SSSP match).

**Expenditures Allowed for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). College/District Match must directly benefit SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for Placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services for At-Risk Students
6. SSSP Research (directly related to the evaluation of noncredit SSSP services)
7. SSSP Technology (directly related to providing noncredit SSSP services)
8. Other Match Services: Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students
9. Beverages and Food for Credit SSSP Functions

**Expenditures Disallowed for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college’s approved Credit SSSP Plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that Generate FTES

**Number of FTE Positions** - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.
Summary
Part I: Funding

2015-16 Credit SSSP Allocation $2,210,143

Total 2015-16 Planned Expenditures in Credit SSSP

Part II: Planned Credit SSSP Expenditures $2,210,143

Part III: Planned District Match $3,337,732

1:1.3 Calculated required district match for Credit $2,873,386

Total Planned Expenditures in Credit SSSP $5,547,875

Balance of 2015-16 Credit SSSP Allocation $-

The required District Match was met: Yes

Certification
The undersigned certify that the the 2015-16 Credit SSSP allocation will be expended in accordance with the provisions outlined in Title 5, sections 51020-25, in accordance with the objectives and activities identified in the college’s 2015-16 Credit Student Success and Support Program Plan per title 5, section 5SS10 and the SSSP Funding Guidelines.

[Signature]
TADAEL EMIRU
Email address: emiru@rrc.kelso.edu
Phone Number: Date: 10/29/15

[Signature]
Dr. Kimberly McDaniel
Email address
Phone Number
Date: 10/29/15

[Signature]
Cory Wathen
Email address
Phone Number
Date: 10/29/15

[Signature]
Edward C. Broad
Email address
Phone Number
Date: 10/29/15

College Credit SSSP Director/Coordinator (Typed name and signature)
Credit SSSP Supervising Administrator or CSSO (Typed name and signature)
College/District Business Manager (Typed name and signature)
Superintendent/President (Typed name and signature)