



Credit

Student Success and Support Program Plan

2015-16

District: Feather River Community College District
College: Feather River College

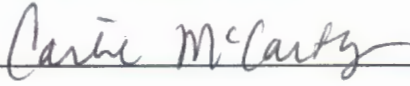
Report Due by
Friday, October 30, 2015

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

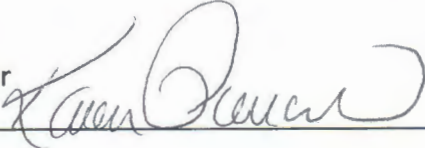
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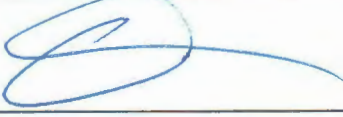
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: 

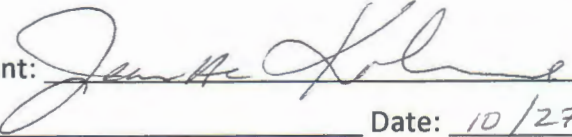
Name: Carlie McCarthy Date: 10/27/15

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

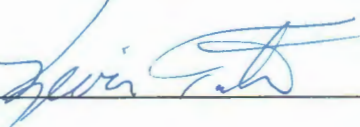
Name: Karen Pierson Date: 10/28/15

Signature of the Chief Instructional Officer: 

Name: Derek Lerch Date: 10/28/2015

Signature of College Academic Senate President: 

Name: Jeanette Kokosinski Date: 10/27/15

Signature of College President: 

Name: Kevin Trutna Date: 10/29/15

Contact information for person preparing the plan:

Name: Carlie McCarthy Title: Director of SSSP

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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.**

In April 2015, we hired a Director of Student Success and Support Programs. This position has 50% responsibility to SSSP and 50% to Equity. To update the 2015-2016 SSSP Plan, the new Director is working with the CSSO and shared governance committees. The plan has been shared with the Student Services Council which has representation from multiple student services departments, faculty and students. The plan has also been shared with the Advising Task Force which includes all advisors and counselors as well as representation from Instruction, Admissions and Disabled Students Programs and Services.

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

When making adjustments and changes, the first areas considered were the outcomes from the 2014-2015 plan. Outcomes were reviewed by looking at feedback obtained from students, faculty and staff during 2014-2015. After each event, feedback was requested via email from the participating faculty and staff. Student feedback was collected in survey form, from one on one meetings, and in small group conversations. For example, after each orientation, students completed an evaluation. The CSSO, Director of SSSP and other key participants such as the Advising Task Force, met to review the evaluations and discuss areas for improvement. Last year surveys were used at the end of the year to determine if students were satisfied with their advising experience, and what worked well for them as well as what specific areas needed improvement. All of the surveys collected were on paper. As a group, we think we can collect more data by offering surveys online and having computers accessible for students to complete the survey following their appointments including advising/counseling appointments, assessment, or other follow-up services. The data collected helped gauge how students felt about the services as well as if and where new strategies and changes are needed so improvements can be applied to the core services.

Last year the data was not shared before it was submitted for the MIS report. This year there will be more collaboration with IT staff so data is reviewed before the report is submitted. An Institutional Researcher was recently hired and SARS software will be purchased this fall; both will help improve accuracy in tracking students receiving the core services which will contribute to future planning.

Last year data for the Incarcerated Student Program (ISP) was not included because the core services were not easily accessible or tracked, in part due to a shortage of staff. However, this this population makes up 18% of our students so fortunately this year SSSP

funding is allowing more support staff so there will be another population to provide core services to.

Another factor to consider in making adjustments to the plan was the budget. We are doing the best we can to plan for more than twice our previous years allocation and still submit the plan on time. Our goal is to determine the best use of the budget in order to continue to improve processes and services that will contribute to student success.

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

N/A

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.

Due to the small size of Feather River College, it is generally very easy to coordinate plans and programs through our shared governance structure and staffing patterns where administrators and managers wear multiple “hats”, and have responsibility for more than one program. The Student Services Council (SSC) is a shared governance committee which provides the primary vehicle for coordination across the Student Services Division, and also across the college into Instruction. It is chaired by the Chief Student Services Officer (CSSO), and consists of all Student Services managers as well as the Chief Instructional Officer (CIO) as well as a faculty member from the Academic Senate. The categorical programs represented on the SSC include EOPS, CalWORKS DSP&S, and BFAP (Financial Aid). The Director of the TRiO Student Support Services grant also serves on the SSC as well as the Basic Skills Committee. The Director of Student Support and Success has responsibility for both SSSP and Equity. She and the CIO serve on the Plumas County’s Adult Education (AB86) Committee. The Director of Student Support and Success presents regularly to the Council on Instruction, an instructional leadership group and is a voting member on the Curriculum Committee. The CIO also attends Advising Task Force meetings where advising issues are discussed. When the original Equity Plan was written last spring, the SSC was expanded to include the Business Office as well as the Director of the Learning Resource Center. This year again the entire SSC will review the revised Equity plan along with a member from the community, Foster Youth Liaison, Student Government President, Student Trustee, and Classified Senate representative. Topics of discussion frequently include writing goals for the Annual Program Review (APR) as well as preparing the Comprehensive Program Review for submission to the Strategic Planning Committee. The CIO is also the accreditation liaison who has discussed new Student Services standards with the group, and asked members to gather evidence in preparation for our 2018 visit. The goals of the Student Services Council are as follows: 1) provide a forum for all Student Services departments to receive feedback on the manner in which they measure student services student learning outcomes 2) review student services and policies and forward to Cabinet for distribution to the Senates and 3) identify and address communication issues with students and other departments across the college.

2. Describe the college's student profile.

In 2014-2015, we served a total of 3,824 students and according to MIS data, reported just over 1,600 FTES. Our on-campus head count was 1169 and 786 students were full time students. From the total, 14% of our students were enrolled as part of an instructional service agreement and 18% were part of our Incarcerated Student Program, both are off campus. From our total student number, approximately 53% were male and 47% were female. Nearly 50% of our student population was white Non-Hispanic, approximately 30% were Hispanic, approximately 10% were African-American, 2.5% Asian, 2.4% American Indian/Alaskan Native, and less than 1% Filipino, Pacific Islander or multi-ethnicity and a small group were unknown. According to the College Navigator data from 2013, among all students, 56% were 24 years old and under and 44% were 25 years and over. More than 40% of our students receive a Pell Grant. This does not take into consideration the ISP population (18%) who receive only the Board of Governors Fee waiver. Based on the BOG and Pell eligible students, we have a high number of low-income students.

The county (Plumas) that Feather River College serves, is small and primarily low-income. This fall, approximately 50% of last year's seniors from the local high school registered at FRC. FRC has 10 athletic teams and draws athletes from all over the state, country and internationally.

It is worth mentioning that the students who are part of an Instructional Service Agreement are exempt from the four core services as determined in the agreement. Data for Students in the ISP was not captured in 2014-2015, but services are being improved so that we can we capture their assessment, orientation and education plans in 2015-2016.

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.

There are several partnerships within the college and community that contribute to the core SSSP services for new students. On campus, there is an EOPS program with counselors who help students create student education plans, contribute during new student orientation, and provide follow up services from career exploration to academic probation. There are three TRIO programs. The Student Support Services TRIO program is a federally funded program for colleges. The college program provides academic advising, orientation for new and continuing students and a variety of workshops, career assessments, cultural events and transfer visits throughout the year. The Director of SSSP also oversees student Equity, so there is support and collaboration between the two including outreach to at-risk students to provide the resources they need to be on track to completion and achieve their goals.

The two TRIO grants that serve high school students provide assessment test preparation, education and career exploration and planning, partner with the college staff to provide assessment testing on the high school campuses, and other services. On campus, there is an internship program which provides project based learning and is an opportunity available to all students. In the internship class, students learn 21st Century work skills and

during their internship, experience hands-on work in the industry of their choice and earn college credit.

In the community, there is a partnerships with the Alliance for Workforce Development to offer workshops on resume writing, interview skills and other workforce preparation. During New Student Orientation, FRC hosts a network fair and invites many community agencies such as Plumas Rural Services, Community Connections and Plumas Crisis, Intervention, and Resource Center. Services from the college such as academic advising, student clubs and academic programs are also represented. There are follow-up events called extended orientations and several community agencies attend and speak with students about various topics such as highway safety, drugs and alcohol, preventing sexual violence and food insecurity. The FRC counselor speaks about counseling resources available on campus.

Each fall FRC hosts a College, Career and Transfer Fair. One of the advisors facilitates a transfer workshop and nearly 80 career representatives and 20 college representatives are invited to the fair. Students can visit the booths and ask questions about transfer admission requirements, major requirements, career opportunities, job outlook, and more. The past two years a motivational speaker has attended to talk to students about setting goals, finding mentors, making good decisions, etc. Both years the speaker has been well received by the students. This year, in collaboration with Equity, the speaker hosted a staff development workshop and addressed Gen Y and multiple methods to connect with students.

B. Orientation

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

Overall feedback about the orientations in 2014-2015 was very positive, but there is always opportunity to improve. During the fall orientation, which is the largest in size, there was substantial feedback from participants as well as each presenter that the workshop groups were too large. This year, they were split in half so students were better able to engage in the sessions. This was effective and the model will be continued next year.

After the fall orientation, feedback from students indicated that there was information duplicated in sessions. Prior to orientation this fall, the group facilitators met to correct that and the issue was not listed on this year's evaluation. In 2014-2015 feedback that suggested the need to improve the presentation style. Those who were lecturing created an interactive PowerPoint presentation and students appeared to be more engaged, so this model will continue as well. In addition, each student was provided a binder that served as a supplementary presentation of the information. The binders included a monthly calendar/planner, academic calendar, list of student support resources, instructions for various access, a map of campus, etc. The binders were very popular among students and extras were given to students who were not able to attend on-campus orientation. The plan is to continue this method of delivery in the future.

For the past several years the focus of orientation has been on delivering information. This year, in addition to delivering information a fun and memorable experience was planned for the students. After the morning sessions, there were a variety of activities that extended into the evening. Students reported that they had a great time, felt engaged and were able to get connected with other students. The on-campus orientation for spring is much smaller, but a similar model is being considered so the new student can meet other students and get the same sense of being connected and engaged with the campus community.

After fall orientation, the new student evaluations revealed an area for improvement. Nearly 25% of the students reported that they did not feel information about pre-requisites, co-requisites and the challenge process were adequately covered. This feedback was shared with the group of facilitators and next year content for each session will be clearly identified and information will be included in the binder for reference.

In addition to the on campus orientation, the online orientation is updated regularly. After reviewing each section, students take a quiz. The online orientation will be reviewed to ensure that it is current and incorporates all of the mandated information from the state and federal level and also to ensure the information is delivered in an interactive and engaging format for students.

This year the orientation materials for the Incarcerated Student Program will be reviewed. The program director feels that an in-person delivery would be more effective than asking the students to read through materials, so SSSP funds will assist the program in developing the orientation to ensure all required components are included. In addition, funds will be used to provide financial support for travel expenses necessary to provide the services.

This year, through collaboration with student equity, we will be developing a First Year Experience program. A request will be made to the Chancellor's office to support a team attending the annual First Year Experience conference to begin developing a model.

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

792

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

The target population for orientation includes all students who are new to FRC and enrolled in 2 or more courses in a given semester. In the past we have not included students in the Incarcerated Student Program in our target population for orientation therefore 792 represents more than 100% of our target population. The reason the number of students who were provided orientation services is higher than our target is likely the result of exempt students participating.

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

We state that orientation is required for all new students so most of the target population participates in an in-person orientation or completes the online module. As

mentioned, this year our target population will include the ISP to help ensure equitable access to all students.

Last year a new event called “Home Field Advantage” was created to target our local students. Many of our local students are also part of our equity target population being disproportionately impacted. During Home Field Advantage, students and their families were invited to campus for a small group orientation and registration. The event was very successful last year and will be offered again this spring.

Another method to ensure students participate is by providing an online orientation. The online orientation is available on the FRC website anytime. If students do not have access to internet at home, they can use a computer on campus; there are workstations designated for SSSP services in the Advising office. After completing online orientation, students are instructed to schedule an appointment with an advisor either in person or by phone. Students then have an opportunity to ask questions and the advisor shares resources that were given to students during the on-campus orientation. “Extended” orientation sessions are offered throughout the year as well. The extended orientations transpire when there are pertinent topics that need to be addressed. In addition, the EOPS, TRIO and CalWorks programs offer their own program orientations and each of our athletes (nearly 400) attend a mandatory orientation each year.

3. a. Are orientation services offered online?

Yes, we have an online orientation hosted by Comevo.

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 orientation is hosted by Comevo, a cloud based software service specifically for online orientation. A link to the orientation can be found on our website under “Popular Links and Resources” and in the “Steps to Enrollment.” Students are encouraged to complete the online orientation as well as attend in-person.

The orientation is periodically updated by the Director of Student Success and Support Programs and advisors. In addition, Comevo offers several webinars throughout the year and Advising staff often participate to learn about enhancements and new features. The annual subscription for Comevo is \$1,500.00.

This year the “Not Anymore” module which covers all components under the Violence Against Women Act will be incorporated into the online orientation. There will be a link displayed on our website for general student use as well.

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.

All topics mandated by title 5 section 55521 are covered in orientation. Below is the manner in which we address them in orientation.

- Academic expectations and progress and probation standards including how to avoid academic probation;
- How to earn and keep priority registration;
- Understanding pre-requisites, co-requisites and the challenge process as identified in the Academic Policy;
- Eligibility for and how to maintain the Board of Governors Fee Waiver;
- Available programs, support services, financial aid and how to receive assistance;
- Campus facilities and classrooms and how to access the campus;
- Students all receive a copy of the Academic Calendar, learn where to find it on our website and about important timelines such as adding, dropping, registration, etc.;
- Students learn about the registration process, how fees originate, how to pay their fees and how to receive financial assistance such as financial aid, BOG fee waiver, student loans and about scholarship opportunities;
- Students learn about education planning services including how to make an appointment to see an Advisor or Counselor, how to develop a student education plan, the difference between an abbreviated and comprehensive education plan and the importance and benefits of having a focused education plan early in their education;
- Students get an introductory level of pathways to complete degrees, certificates and transfer goals;

In addition to topics that are mandated at the state level, student policies, the Violence Against Women Act, how to get involved with student life, getting connected in the community, obtaining network access and student email, how to use the student portal, different academic majors offered at FRC and resources in the community are also covered.

This year a short video was created to touch on key themes and it was shared during orientation and then posted it on the website. Theme one was getting involved on campus and in the community (highlighted the theater, bowling alley, swimming pool, outdoor recreation etc. in the community and activities and clubs on campus). Theme two was taking responsibility (Plumas County CHP emphasized looking out for each other). Theme three was be good to yourself (where to buy groceries for various budgets), exercising (introduced the Feather River Fitness Center), managing money (introduced local banks), utilizing the resources on campus (academic advising for education planning each semester), and more. The students really seemed to enjoy the video. It was displayed on our website for 3 weeks following orientation and had almost 500 views.

https://www.youtube.com/watch?v=BFAQ744Zf_A

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.15	CSSO	Planning, implementing and facilitating	GF/Match
.25	Director of SSSP	Planning, implementing and facilitating, online orientation updates	SSSP
.10	CIO	Facilitating session	GF/Match
.05	Director of Trio	Facilitating session	Trio Grant
.05	Director of A&R	Facilitating session	GF/Match
.10	Academic Advisor	Facilitating session – website, online orientation updates	GF/Match
.05	Academic Advisor	Facilitating session	Trio Grant
.05	A&R Tech	Facilitating session	GF/Match
.05	Counselor	Facilitating session	SSSP
.25	Administrative Asst. to CSSO	Planning and implementing	GF/Match
.05	Financial Aid Technician	Facilitating session	GF/Match
.10	Financial Aid Specialist	Facilitating session	GF/Match
.10	Financial Aid Specialist	Facilitating session	GF/Match
.05	Director of ISP	Coordination and facilitation	GF/Match
.05	ISP Coordinator	Coordination and facilitation	GF/Match
.05	Assistant to Outreach	Coordination	GF/Match
.40	Equine Administrative Asst.	Facilitation	GF/Match
.40	Program Staff Specialist	Coordination	SSSP

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5055	Comevo	SSSP	\$1,500
5100	ISP Travel	SSSP	\$2,500
4325	Supplies	SSSP	\$5,000
5905	Orientation expand services/activities	SSSP	\$15,000
5905	First Year Experience	SSSP	\$7,500

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?**

Since the 2014-2015 plan, more emphasis has been placed on using multiple measures when working with students to determine course placement. Multiple measures helps the Counselors and Advisors to increase the accuracy of the placement process. Last summer (2015) an electronic filing system was created and each active student now has their own file that contains high school and/or college transcripts, assessment scores, and other instruments used to determine placement as well as their student education plan, any college or career research that has been done during an advising session and any other pertinent information for the students education planning process. The electronic files have helped reduce the amount of time it takes for transcripts and scores to be received by the admissions office and shared with Advisors; they are now scanned and shared electronically when they are received. This has also helped minimize missing transcripts and streamlines the process when a student drops in and their paper file is not readily available.

An assessment reminder/preparation letter is being developed. The letter will be emailed to students after scheduling an appointment for an assessment test. A similar letter has been distributed in our local high schools prior to administering the assessment test on their campus. In the letters, students are reminded of when their assessment test is scheduled, assessment procedure, the location of preparation/study resources, the importance of taking the test seriously on their first attempt and some frequently asked questions. After the test is completed, students immediately meet with an advisor to discuss the results and how they would contribute to course placement decisions. High school juniors in our service area are encouraged to complete the assessment test and the results are often used to encourage them to take math during their senior year to reduce the level of remediation (in some cases) they might otherwise need. Many high school juniors and seniors have enrolled in summer courses at FRC as a result of their assessment scores, current high school schedule and academic goals. Some students realize the need to take prep courses such as pre-college level English and Successful Student. Others have been successful taking Psychology and/or Biology courses.

Through Equity funds, this summer FRC piloted open math workshops taught by math Faculty to target basic skills students. The intention was for students to get a refresher and build their confidence and then complete the assessment test. The pilot went well and the hope is to improve and expand this year but also offering English workshops.

This fall FRC received 100 free practice placement tests as a trial from Aztec. As peak assessment times approach, students will be encouraged to utilize the practice test prior to taking the Accuplacer and feedback on the practice test as a preparation resource will be collected. Student's feedback will be contributed to a decision to purchase more practice tests.

This year, through student equity funds, we plan to purchase assessment software such as a self-inventory instrument to get to know our students even better. This may also serve as another multiple measure for course placement. This year, we will also be moving to a

new office location and will have a new assessment center which will require a video surveillance, additional supplies and potentially new computers.

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

591

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

Last year the target population included new students who were enrolled in two or more courses and did not already take an assessment test at another institution, approximately 400 students. The number of students provided with assessment services also includes approximately 150 high school students from the district. Students in the ISP were not considered part of the target population in 2014-2015 therefore, assessment was not captured and recorded.

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

Assessment is one of the requirements to receive priority registration as well as a requirement to enroll in English and math. FRC has the ability to be flexible and accommodate offering the assessment test on campus outside normal assessment hours which are Monday and Tuesday at 9AM and Wednesday and Thursday at 1PM. In addition, the assessment test is offered the day before the fall priority registration event for students who are coming from out of the area, and outreach services are provided to the local high schools assessment testing is offered on their campuses each spring. Assessment scores from other institutions and additional multiple measures are used to determine course placement. The Admissions office requires students to send high school transcripts and official transcripts from other institutions. When they are received, they are scanned and saved in each student's electronic file so the advisors and counselors have access to review them. Students are encouraged to bring scores from SAT, ACT, AP, Compass, STAR, CLEP or any other assessment instrument to be considered as multiple measures. Advisors and counselors engage in conversation with students about their motivation, interests, and comfort level with standardized tests. Rarely is there a student that shows up for an advising appointment with no sort of measurement. On the rare occasion that this happens, students are encouraged to complete the assessment on campus or bring back another form of measurement so an appropriate recommendation for English and math can be made. There are other academic courses such as history and sociology that also require college level reading, writing and research skills therefore measurements to determine preparedness are essential. There are many options for students in our target population but FRC is looking forward to a common assessment instrument in the near future. This will be especially helpful since we have students from all over California. This year we will explore additional instruments to use as multiple measure as well as additional ways to assess the ISP students. They currently complete an assessment, but there has not been much effort to coordinate with the program to capture the service for MIS reporting.

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

After students apply to the college they receive a “welcome letter” from the admissions office with “steps to enrollment.” This information is also available on our website and in our catalog. One of the “steps” is to contact the Advising, Testing, and Transfer Center to schedule an Accuplacer Assessment Test. When a new student calls to make an appointment we emphasize why it is important to prepare and direct them to preparation resources on our website which include: Accuplacer sample questions from College Board, information for the free Accuplacer App. which is also provided by College Board, specific resources for math including A Plus Math, Math TV, and Khan Academy and specific resources for English including Purdue’s Online Writing Lab, Guide to Grammar and Writing, and Composition and Writing from the Franklin Institute.

This summer, with Equity funds, a pilot was done to offer open math workshops for targeted populations including basic skills level and low-income students. The math faculty led the workshops and was able to provide individual attention to students with the goal of helping students refresh their current knowledge and build their confidence before taking the assessment test. The math faculty could assess the student’s skills and inform the Advisor directly regarding appropriate course placement. Overall, the workshops worked well and this summer a similar model will be developed for English.

The last preparation resource currently being piloted are practice tests from Aztech Software’s Test Assessment System. Prior to an assessment appointment, students will have an opportunity to complete the practice test. The tests will assess the level of remediation the student needs and recommend the appropriate Aztec Learning Series. A number of keys were given to us to try this year and we will determine if we want to purchase the software based on student’s feedback and usage. The timeline for the adoption of the common assessment will be taken into consideration when determining if the Aztech software is a practical preparation resource.

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.

The CPTS Pro Accuplacer Assessment test is currently offered. For English, it measures sentence skills and reading comprehension and for math, it measures arithmetic and elementary algebra. In math, students can also progress into a college math section. The cut scores are determined and reviewed by English and math faculty. All other testing information was included in question 2b. There are no second-party tests currently used.

b. When were tests approved by the CCCCCO and what type of approval was granted?

All Accuplacer Assessment tests that are currently offered were approved in the probationary category March 1, 2014 and are set to expire March 1, 2016.

c. When were disproportionate impact and consequential validity studies last completed?

In 2011- 2012, a rigorous evaluation of Accuplacer cut scores was completed by the Institutional Researcher. The study was completed to assess consequential validity in order

to support the student's likelihood of success in English and math courses based on the cut scores. It is unknown if a disproportionate impact study has been completed recently at FRC. However, we feel that results would be similar to the state-wide data thus proving there is a disproportionate impact on some populations which would further justify the importance and usefulness of assessing with multiple measures.

5. a. What multiple measures are used?

Multiple measures are used whenever possible. In addition to the Accuplacer Assessment test offered at FRC, state approved tests from another institutions are accepted. Advisors and counselors look at prior academic achievement including high school and other college transcripts and look at the cumulative GPA, the courses taken/completed, grades earned, the duration of time since the course was completed and AP courses and grades earned. Affective measures are discussed with students which include the student's motivation, education and career goals as well as relevant work experience. We are currently looking for a self-inventory instrument that will gage a student's readiness for college by assessing college success skills including by not limited to study skills and time management. It would be helpful if the instrument also helped us learn more about the student's goals and interests.

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

Students are asked if they have any of the other assessment and/or academic achievement evidence and to provide official copies to our Admissions office. During a student's advising appointment their counselor or advisor reviews the information with the student and also has a conversation to incorporate the student's motivation, goals, etc. into the decision for proper placement. The counselors and advisors communicate regularly regarding best practices when working with multiple measures to ensure they all take a similar approach to the analysis.

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.

We are looking into the need to have a policy that addresses assessment testing specifically. As a single college district past practice allows us to accept assessment scores from standardized tests that are completed at other colleges outside of the district or from adult education programs as long as they are instruments approved by the Chancellor's office. The counselors and advisors use their discretion when looking at the date in which the assessment was taken, take into consideration what the student has been doing since the test was taken and always strongly encourage students to provide other instruments so multiple measures can be considered.

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

Practice on re-takes is to allow the students to retest once within a given semester. Again, students are encouraged to provide other instruments so multiple measures can be considered. Practice on recency is to allow students to use assessment scores for 2 years, after that they are encouraged to retest unless they have been involved in work or have other activities where they are consistently using college skills such as English and math. Often students want to retest because they want to be placed according to their current knowledge and skills. Students are made aware of our current practice on re-takes and recency during advising appointments and there is information on the assessment page on our website.

<http://www.frc.edu/advising/Assessment-Testing.cfm>

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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.20	Sr. Office Assistant	Primary tester	SSSP, EOPS, Equity
.10	Academic Advisor	Back-up	GF/Match
.05	Academic Advisor	Back-up	GF/Match
.05	ISP Director	Tester/coordination	GF/Match
.05	ISP Coordinator	Tester/coordination	GF/Match

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5945	Assessment test units	SSSP	\$4,420.50
4325	Supplies for center	SSSP	\$5,000.00
5100	Travel for ISP	SSSP	\$2,500.00
6420	Assessment Software	SSSP	\$7,500.00

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, adjustments are being made to the plan based on outcomes of the 2014-2015 plan. In the previous year's plan hiring a director and a part time counselor were a top priority. Both positions have been filled, and now we are focusing on hiring an advisor/recruiter and

with taking on more ISP services, an additional advisor. The goal is to reduce the case load for each advisor and provide a more intrusive advising model.

To better understand our students feelings about their advising experience, we conducted a survey at the end of the school year using sophomore students that and asked three questions about their Counseling/Advising experience. The first question was: "overall, were you satisfied with your academic advising while at FRC?" 94 participants said yes, 4 said somewhat and 2 said no. As a team, the advisors/counselors felt pretty good with this response.

The second question was: "what worked best for you?" There were a variety of responses and some did not actually pertain to advising, the question will be more specific in the future. However, the most frequent response (17) was working with only one advisor. This was helpful feedback and we will continue to do our best so that students only work with one advisor. The Advising and Counseling team also agree that this model works best because it allows them to get to know their students better. With the implementation of SARS, students will need to choose their advisor when making an appointment so there will need to be communication with students so they know who they should select. SARS will also help the Advisors identify who their group of students are which will help them monitor progress more effectively.

The third question asked "what advising services could be improved?" Again, there were a variety of responses, some were not relevant to advising such as better Wi-Fi, and more tutoring. However, this was still valuable to learn and with the student equity funds, this year we were been able to address Wi-Fi issues by addressing access issues and we now have the computer lab in the library open for 4 hours on Sundays. The disproportionately impacted students are targeted, but do not turn any student away. The library is currently staffed by a temporary Academic Support Specialist (funded through equity), while the position is being flown for a permanent hire. Other responsibilities for the specialist include helping students get lined up with tutoring and troubleshooting some of the technical issues that students often schedule an advising appointment for.

Other areas for improvement that were suggested at least twice include: being more aware of requirements, helping students prepare for transfer, and more counseling services. The Director of SSSP also serves on the curriculum committee and has made "update from curriculum" a standing agenda item. As new staff are hired, the director will ensure that they have the resources they need and adequate training to advise students about course requirements for degree completion and transfer. A transfer workshop is available in the fall during the college and career fair, but perhaps not promoted enough, so there is an opportunity for improvement. There are transfer resources on the website but more promotion of the resources will be done and advisors/counselors will continue to discuss transfer options with students during appointments, but start the conversation earlier. Advisors/counselors are now checking in with students each time they come in to make sure the correct major and goal declared. The feedback from the surveys was very helpful and will become a routine method of collecting feedback and used to make improvements to the four core services.

As far as being better informed, all of the advisors will be invited to attend the NACADA conference this spring in Los Angeles. Advisors and counselors who attend other

conferences, workshops, trainings, etc. are asked to share out during Advising Task Force meetings so everyone is informed and current on information, practices, etc.

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

1090

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

The target population for counseling, advising and education planning services includes both new and continuing students who are currently enrolled in more than two courses. In 2014-2015 there were approximately 1000 students in our target population. Students in the ISP were not included as part of our target population in 2014-2015.

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

All new students are informed that they must meet with an academic advisor to develop an education plan in order to receive priority registration. EOPS, TRIO, DSPS, CARE and CalWorks programs all require that students in the program have a student education plan on file. All veterans must have a current SEP in order to receive Veterans benefits and all student athletes are required to have a plan as well. These populations make up more than half of our target population so we feel confident that the word is out that students must have an SEP and meet with an advisor each semester to keep it updated and accurate. Our advisors and counselors are able to meet with students in person, by phone, or through email to ensure that each student has an opportunity to create an SEP. Prior to each semester's registration, we review a report to determine who has priority registration so they can be coded. Those who might otherwise qualify but are missing a core service, such as an education plan, are contacted and encouraged to meet with an advisor to complete the requirement.

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

Counseling, Advising and other education planning services are provided in a variety of ways. Each spring there is a priority registration event called Day in the Mountains where students attend group sessions to learn more about their chosen major (or an undecided session to explore) from faculty and then attend sessions with advisors and counselors to learn about different general education patterns, transfer options and graduation requirements. During this session, students begin building their abbreviated Student Education Plan. With a consistently high number of participants, this year the plan is to have two opportunities to attend "Day in the Mountains." This will allow students to get more attention with smaller groups.

In spring of 2015, a second priority registration event called Home Field Advantage was implemented. The event is run very similarly but is only open to new students from the local service area and is on a weekend date to accommodate the local school districts request.

In addition to these events, students can meet in person, by phone or through email dialog to develop course schedules and student education plans. Major advising worksheets are utilized for each majors and there are general education worksheet for FRC, CSU and IGETC. Assist.org is also a resource constantly used to facilitate the education planning process. Most program coordinators have developed program guides, schedules, etc. and share them with the students in their classes. The advisors and counselors have access to all of these resources and most of them can be found on the Advising website.

The last service delivery method is in a course called College 100. In this course students explore “who they are, what they want, and how to get it.” One of the outcomes of the course is to develop a 10 year plan which encompasses the rest of their education. Through the AB 1070 grant, the course has been expanded into the local high schools and students have the option for dual-enrollment. The ISP also offers a similar class.

The Advising and Assessment Center is projected to move to a larger space this year. When that happens, there will be more computer work-stations for students to complete vocational or career aptitude and interest surveys including the Keirseley Temperament Sorter as well as other resources that contribute to their education and career planning such as the CACareerCafe. We hope to expand resources this year by purchasing career decision making software. This will also help undecided majors make informed decisions and get on a path to completion.

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

Drop in counseling is available.

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

Students can usually see their Advisor the same day or within 1-2 days. The wait may be a little longer during peak times such as 2 weeks before the start of the semester and 2 of weeks after the start of the semester.

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.

As mentioned in 3 a., many students develop an abbreviated student education plan during Day in the Mountains and Home Field Advantage. If they do not attend one of these events, their plan is developed in a 1:1 appointment with their advisor or counselor, typically in person, otherwise by phone or via email. The plan generally consists of the courses they will take during their first semester and second semester when there is a sequential offering. The plans are set up so students can see what they are currently enrolled in and the areas or specific major core requirements they still need to take to satisfy their degree requirements or goals. Students are given a copy of their SEP, the general education pattern they have selected and a major worksheet.

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

Comprehensive SEP’s are typically developed in an in-person 1:1 appointment, but can be developed by phone and through email, when needed. Advisors/Counselors first review

with each student their educational and career goals which is then aligned with their choice of major and possible transfer institutions. Once identified, the catalog is the best resource for degree and course selection. The advisors have also developed templates including degree requirements for the colleges where most FRC students transfer to including the University of California system, the California State University system, the University of Nevada Reno, and the University of Southern Oregon. Other resources used include the ASSIST website and the college website and catalog for the institution the student intends to transfer to. In addition, the Transfer Center Director partners with the TRIO program and organizes at least four trips each year to the colleges within the closest proximity to FRC and based on student interest.

5. 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.

Education plans are currently an excel document with a drop-down format in which all of the options for general education are in a drop down menu in one area of the plan and the major core are in another area and also have drop downs since some majors have options. The plan is sent by email to the students and/or printed at the end of each advising appointment. Students have access to run a degree audit for their chosen major as well as an if/then scenario through their student portal called MyFRC, which is though Banner. The degree audit will show the degree requirements, which areas are met and by which class and which areas are unmet and what courses would satisfy that area. The students can also see which term the course was completed and what grade they earned in that course. Extra classes, electives and classes that are not being used to fulfill degree requirements are shown in a list at the bottom of the screen. Unfortunately the degree audit is not perfectly functional, so last year we contracted with an outside agency to make updated and improvements, it is better, yet not perfect so students are advised to not rely only on this tool.

In addition, the CurricUNET Suite that the Instruction side is currently using is anticipated to offer a student advisement module which contains 100% of the college's approved courses and programs/degrees. The student advisement module (once developed) will include the following: 1) login and selection of a desired major and program/degree; 2) view student transcript; 3) develop a progress plan (by term) for the selected degree; 4) receive prescriptive advice on recommended courses to take by category in a specified term; 5) create a desired course list that may be used for enrolling in courses (to be developed through an interface with Banner). In the future the company plans to develop a method to share the selected course with friends through social media.

Once the student advisement module is fully implemented, the use of the Banner degree audit may no longer be used due to issues of inaccuracy and labor-intensive maintenance. However, there is hope that the Education Planning Initiative will be an even better option.

Lastly, already mentioned in the plan is the purchase of SARS appointment scheduling software. SARS is a technology tool that will support counseling, advising and other education planning services. Advisors and Counselors will be able to keep track of the services provided and there are reporting features that will help capture all of the core

services so we can identify students who have fulfilled all requirements for priority registration and those who have not. The software integrates with banner, thus improving accuracy and efficiency. We currently have baseline banner access and do not have IT staff who can facilitate the upgrade and coding involved, so we will likely have to contact out. Some of the expense for this is included in the 2014-2015 carry-over budget and some is included in 2015-2016 since we are in the beginning phases and only have an estimate for the total cost.

FRC anxiously anticipates a platform supported by the Chancellor’s office which will include the progress and planning features that are helpful and useful to students.

6. 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.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.10	Director of SSSP	Coordination, Advising and Education planning	SSSP
.70	Academic Advisor	Advising and education planning	GF
.60	Academic Advisor	Advising and education planning for Trio students only	Federal Trio Grant
.45	Academic Advisor	Advising and education planning for TRIO students only	Federal Trio Grant
.20	Director of Trio	Advising and Education planning	Federal Trio Grant
.35	Academic Advisor	Advising and education planning	GF
.15	Counselor	Counseling and education planning	SSSP
.30	Counselor	Counseling and education planning services for EOPS students only	EOPS
.05X7	Faculty	Academic Program Advisors	GF
.05	Articulation Officer	Coordination	GF
.10	Director of Admissions	Advising and articulation assistance	SSSP and GF/match

7. 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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5100	Professional Development	SSSP	\$10,000
4325	Supplies	SSSP	\$5,000
5050	Consultant	SSSP	\$10,000
5055	SARS	SSSP	\$2,500
6420	Governet/Curricinet	SSSP	\$46,500

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?

A new position was created in the spring of 2015 for a part-time SSSP Counselor; this is the only counselor for students who are not part of EOPS. One of the primary functions for the SSSP counselor is to handle follow-up services, specifically for students at-risk, on probation, dismissed and undecided. The position was filled at the end of the academic year and the counselor started working part-time in August 2015. In addition, the CSSSO, Director of Admissions and Records and the SSSP Counselor have been revising the Academic Probation, Progress and Dismissal Policies to align with Ed Code and better serve the students. This year the goal is to offer more pro-active services so that less student are in need of follow-up services for probation and dismissal. As mentioned earlier, there is a collaboration with equity to develop a first year experience program. Since we are not certain what this will look like yet, we believe it will provide components of orientation as well as follow-up services to get students connected, directed and focused.

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

In 2014-2015 students that received follow-up services for probation or dismissal and to create a second education plan. 34 received follow-up services for probation/dismissal and 271 to create a second education plan, and 259 for additional advising services.

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

In 2014-2015, 25 students received follow-up services for academic probation or dismissal which is approximately 62% of that target population. The old policy stated that students who are placed on academic dismissal can meet with an advisor/counselor to develop a learning contract and return the next semester, or take a semester off. The students who did not receive a service may have chosen to take a semester off.

There is not a specific target population of students who need to develop a second education plan. Any student who changes their goal and/or major is encouraged to do so. All students are encouraged to meet with their advisor as often as needed to stay on track. There is an opportunity to improve capturing other follow-up services such as career exploration, additional orientations, transfer workshops, etc.

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

To help reduce unmet need and ensure student participation, a part-time counselor was hired to provide follow-up services. The counselor will focus specifically on at-risk students, and there are several other opportunities for students to receive follow-up services through events such as the transfer workshops, college and career fair, extended orientations, and in 1:1 meetings with their Advisor or Counselor.

This year, with equity funds, we are in the process of hiring more part time help to specifically target the disproportionately impacted populations. The new positions will help with access issues, referrals, support for basic skills, ISP, DSPS, low-income, and specific ethnic groups.

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

The part-time Counselor is designated to provide follow-up services to at-risk students. The counselor reaches out to students and encourages them to come in for a 1:1 appointment or participate in a phone conversation. The process typically begins with a notification submitted through the student intervention program or through a mandatory progress report either as a result of a substandard past or the student's affiliation with a program that requires progress reports such as EOPS, TRIO and athletics. The counselor also receives a list of students on probation and dismissal from the registrar at the end of each semester. Students are contacted and encouraged to come in to discuss what challenges they are having and resources to utilize to help them succeed.

We are exploring ways to offer additional methods of follow-up for at-risk students such as workshops for time management, stress managements and study skills. FRC offers "Successful Student" courses each semester and these topics and more are covered. The counselor recommends this course to students who are on probation and in the past has made it required for students on dismissal. Students are also referred to resources such as tutoring or DSPS when applicable.

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

Students are notified during new student orientation, referred through other student services and informed by faculty. The Counselor also provides outreach to the students who have been identified as at-risk through the student intervention program or as determined by their academic standing. There is a student intervention committee that meets monthly and identifies and discusses students who are at risk for a variety of reasons. Other follow-up opportunities are shared with students using social media, group text, student email, displayed on our website and through flyers around campus typically within two weeks of the event.

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

Currently, follow-up methods for probation and dismissal are provided by the SSSP Counselor in a 1:1 appointment. If the student is not able to attend in person, an accommodation for a phone appointment can be made. Since this position is still new, the Counselor will be working with the Director of SSSP and the CSSSO to discuss other ways to provide follow-up services to this specific population. Some current ideas include online workshops hosted by Comevo and group workshops covering topics such as avoiding academic probations/dismissal, getting back on track, time management, study strategies and others as identified by students.

Other follow-up is provided in a variety of ways depending on the service. Advising and major or career exploration are typically 1:1 and workshops, extended orientations range from small group to groups of up to 50. At this point we think a First Year Experience cohort would have approximately 25 students per group.

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

Faculty are involved in monitoring students' progress in their specific courses. Some faculty meet with students directly and some fill out the student intervention form which is located on

our website when they have a concern about the student’s progress. The form is submitted directly to the SSSP Counselor. A few times each semester the Counselor sends an email reminder to all faculty and staff to encourage them to utilize the student intervention process.

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.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.30	Counselor	Follow-up services for at-risk students	SSSP
.15	Director of SSSP	Coordination and provide services	SSSP
.15	CSSO	Coordinate and provide follow-up for at-risk	GF
.20	Advisors – Trio	Workshops	TRIO Grant
.20	Director of TRIO	Workshops	TRIO Grant
.60	Program Staff Specialist	coordination	SSSP

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.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4325	Supplies for follow-up services	SSSP	\$17,500
5905	First Year Experience	SSSP	\$7,500
6420	Career Decision Making software	SSSP	\$5,000
5100	ISP Travel		\$2,500

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.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2110	Institutional Researcher	GF	\$8,296.70

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.

Budget Code	Expenditure Title/Description	Funding Source	Amount
	ALL OTHER LISTED IN MATCH 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. The current Board policy 6.07.01 Matriculation is stated below:**

6.07.01.4 Exemptions

It is the policy of Feather River College to strongly encourage students to participate in the matriculation program. However, students may choose to waive participation in all matriculation components with the exception of Admissions and Follow –up.

- A. **ORIENTATION EXEMPTION CRITERIA:** The following five categories of students are exempt from the college’s matriculation orientation requirements:
 1. All students with an associate or higher degree; and/or
 2. All students taking less than six units and not accumulating ten units, (with the exception of English and math courses); and/or
 3. All students taking P.E. courses only; and/or
 4. All continuing students; and/or
 5. Those students whose life experiences suggest that they would not further benefit by Orientation as judged by a Counselor.

- B. **ASSESSMENT EXEMPTION CRITERIA:** The following categories of students are exempt from the college’s matriculation assessment requirement:
 1. All students with an associate or higher degree unless the student is enrolling in a specific course that requires assessment prior to enrolling in the course, and the student has not completed the required assessment or equivalent course work; and/or
 2. Students taking P.E. courses only; and/or
 3. Students who can provide scores which comply with college adopted equivalencies; and/or
 4. Students transferring from another college who have completed course work with a “C” or better including general education courses that provide evidence of skills in language, reading and mathematics; and/or
 5. Students who are admitted into a program of courses after an extensive assessment and evaluation completed by another agency; and/or
 6. Students enrolling in Contract Instruction Courses.

- C. COUNSELING EXEMPTION CRITERIA: The following three categories of students are exempt from the college's counseling requirement:
1. Students who have an Associate Degree or higher; and/or
 2. Students enrolling in P.E. courses only; and/or
 3. Students taking less than six units (with the exception of English or math) and not accumulating ten units.

Note: Due to the approved date on this policy it is on the CSSO's radar to bring to cabinet for review during the 2015 – 2016 academic year. Other areas to address specifically include Education Planning and Follow-up Services.

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

Orientation – 6
Assessment – 18
Counseling – 14

All students who are planning to obtain a degree, certificate or transfer are told that orientation and counseling services are mandatory because students will likely still benefit from getting more acquainted with the services at Feather River College. Students who may be "exempt from assessment" are often not classified as exempt because we review transcripts from another institution or other alternative measures. Above are the numbers that were captured in 2014-2015.

These numbers do not reflect students who were part of an instructional service agreement or in the ISP. Yet, there is an opportunity here to improve the accuracy of the data collected for student who meet exemption criteria. Communication among advisors and collaboration with IT and the Senior Office Assistant who does the data entry is improving.

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.

Academic Policy 5530 is the Student Complaint and Grievance Procedure. Students who wish to appeal a decision made by the college would be referred to this policy. The purpose of this procedure is to provide a prompt and equitable means of resolving general student complaints and grievances. The procedure is available to any student who reasonably believes a college decision or action has adversely his or her rights as a student. The full policy can be read on our website at:

<http://www.frc.edu/student-services/documents/StudentComplaintsandGrievanceProcedures.pdf>

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.

Administrative Policy 4260 provides information for establishing, reviewing and challenging prerequisites and co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The policy includes both definitions and the challenge procedures as well as where the information can be found (catalog and class schedule). This was the one area that several students reported not learning about during New Student Orientation, since then we have decided that the Director of Admissions and Records will be responsible for covering the policy, providing an explanation and answering questions during New Student Orientation.

The Policy is included in a document with other Administrative Policies and is available on the website: <http://www.frc.edu/administration/documents/AdministrativeProceduresManual.pdf>

SECTION IV. PROFESSIONAL DEVELOPMENT

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

This fall (2015) the Director of SSSP attended the All Coordinators Training in Sacramento. Also in the fall, the CSSO, Director of SSSP, Academic Support Specialist and the Institutional Researcher attended the Institutional Effective Partnership Initiative Workshop - Student Support (Re)Defined in Action: Applying Research-based Support Strategies to Boost Student Success at a Shasta College campus in Redding. Academic Advisors are encouraged to attend professional development opportunities that can be supported by SSSP funds. This year, a team will attend the NACADA conference at the University of Southern California in March. The athletic advisor will attend the California Community College Athletic Advising conference and the Trio Advisors will attend Trio trainings. This year we hope to send a team to the Annual First Year Experience conference and we will continue to look for opportunities for training through conferences, webinars, etc. to make continuous improvements to the SSSP services.

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.

Name: Leslie Mikesell Title: Director of Admissions/Records

Stakeholder Group: Student Services Council

Name: Gretchen Baumgartner Title: Director of SSS/Trio

Stakeholder Group: Student Services Council & Basic Skills Committee

Name: Greg McCarthy Title: Athletic Academic Advisor/Transfer Center Director

Stakeholder Group: Student Services Council & Advising Task Force

Name: Marci Lang Title: Director of DSP&S

Stakeholder Group: Student Services Council & Advising Task Force

Name: Midge Gannon Title: EOPS Counselor

Stakeholder Group: Student Services Council & Advising Task Force

Name: Andre Van Der Velden Title: Interim Director – Financial Aid

Stakeholder Group: Student Services Council

Name: Randy Rick Title: HES Faculty

Stakeholder Group: Faculty Senate, Student Services Council

Name: Derek Lerch Title: Dean of Instruction

Stakeholder Group: Curriculum Committee

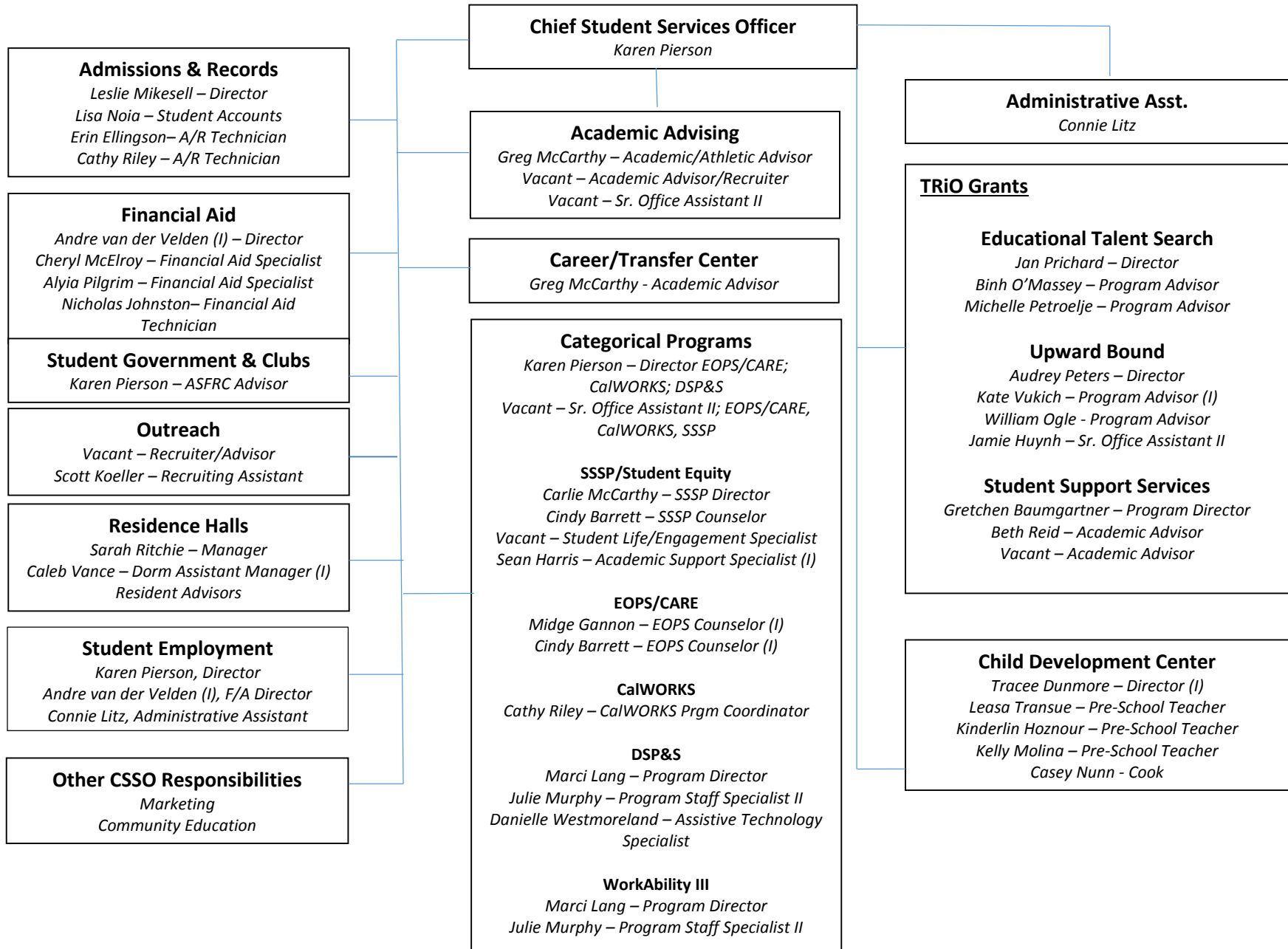
Name: Dustin Dooley Title: Associated Student Body President

Stakeholder Group: Student Senate

Name: Kelly Williamson Title: Student Trustee

Stakeholder Group: Student Senate

Attachment B Feather River College Student Services



Attachment C
SSSP Advising Task Force

Carlie McCarthy, Director of Student Success and Support Programs (SSSP & Equity)

Karen Pierson, CSSO

Gretchen Baumgartner, Director of SSS/Trio

Marci Lang, Director of DSPS

Audrey Peters, Director of Upward Bound

Midge Cannon, EOPS Counselor

Cindy Barrett, SSSP Counselor

Greg McCarthy Academic/Athletic Advisor & Transfer Center Director

Beth Reid, Trio/SSS Academic Advisor

Sean Harris, temporary Academic Support Specialist

Kyle Stone, temporary Trio/SSS Academic Advisor

Carolyn Ship, temporary Academic Advisor

Derek Lerch, Dean of Instruction

Leslie Mikesell, Director of Admissions and Records

SSSP													
Match of Unrestricted General Funds or Federal Grants													
2015-16 Planned Match													
Credit SSSP													
Position	Employee	Organization	Employee ID #	Account Code	Salary	Fringes	Total Compensation	FTE with Gen Funds	Percent of Worked for SSSP	Percent of Salary Match	Percent of Benefit Match	Total Match	Category Served
Academic Program Advisor	Miller, Shelley	47150	900010776	1110	\$ 60,430.00	\$ 25,226.00	\$ 85,656.00		0.10	\$ 6,043.00	\$ 2,522.60	\$ 8,565.60	Advising
Academic Program Advisor	Reid, Russell	47500	900010791	1110	\$ 94,042.00	\$ 29,493.00	\$ 123,535.00		0.10	\$ 9,404.20	\$ 2,949.30	\$ 12,353.50	Advising
Academic Program Advisor	Segura, Jesse	48950	900010799	1110	\$ 106,943.00	\$ 39,294.00	\$ 146,237.00		0.10	\$ 10,694.30	\$ 3,929.40	\$ 14,623.70	Advising
Academic Program Advisor	Stock, Rick	49150	900010813	1110	\$ 92,542.00	\$ 29,264.00	\$ 121,806.00		0.10	\$ 9,254.20	\$ 2,926.40	\$ 12,180.60	Advising
Academic Program Advisor	Tharp, Nathan	48850	900147737	1110	\$ 86,803.00	\$ 29,355.00	\$ 116,158.00		0.10	\$ 8,680.30	\$ 2,935.50	\$ 11,615.80	Advising
Academic Program Advisor	Welser, Mike	47700	900010819	1110	\$ 95,742.00	\$ 29,754.00	\$ 125,496.00		0.10	\$ 9,574.20	\$ 2,975.40	\$ 12,549.60	Advising
Academic Program Advisor	Williams, Don	48950	900141946	1110	\$ 73,661.00	\$ 26,372.00	\$ 100,033.00		0.10	\$ 7,366.10	\$ 2,637.20	\$ 10,003.30	Advising
CIO	Lerch, Derek	47400	900010769	1210	\$ 119,499.00	\$ 33,093.00	\$ 152,592.00		0.10	\$ 11,949.90	\$ 3,309.30	\$ 15,259.20	Coordination
CSSO	Pierson, Karen	49250	900144903	1210	\$ 100,113.00	\$ 29,526.00	\$ 129,639.00		0.30	\$ 30,033.90	\$ 8,857.80	\$ 38,891.70	Coordination
Articulation Officer	Presnell, Mick	48100	900010889	1235	\$ 46,275.00	\$ 17,653.00	\$ 63,928.00		0.20	\$ 9,255.00	\$ 3,530.60	\$ 12,785.60	Advising
Incarcerated Student Orientation	Joan Parkin	48150	900010784	1110	\$ 92,792.00	\$ 29,302.00	\$ 122,094.00		0.05	\$ 4,639.60	\$ 1,465.10	\$ 6,104.70	Orientation
Incarcerated Student Orientation	Kelly Conner	20115	900122351	2210	\$ 37,158.00	\$ 19,703.00	\$ 56,861.00		0.10	\$ 3,715.80	\$ 1,970.30	\$ 5,686.10	Orientation
Incarcerated Student Assessment	Joan Parkin	48150	900010784	1110	\$ 92,792.00	\$ 29,302.00	\$ 122,094.00		0.05	\$ 4,639.60	\$ 1,465.10	\$ 6,104.70	Assessment
Incarcerated Student Assessment	Kelly Conner	20115	900122351	2210	\$ 37,158.00	\$ 19,703.00	\$ 56,861.00		0.05	\$ 1,857.90	\$ 985.15	\$ 2,843.05	Assessment
Incarcerated Student Education Planning	Kelly Conner	20115	900122351	2210	\$ 37,158.00	\$ 19,703.00	\$ 56,861.00		0.20	\$ 7,431.60	\$ 3,940.60	\$ 11,372.20	
Registrar/Articulation	Mikesell, Leslie	47450	900010013	2110	\$ 71,072.00	\$ 31,176.00	\$ 102,248.00		0.20	\$ 14,214.40	\$ 6,235.20	\$ 20,449.60	Advising
MIS Technical Support	Glozzo, Maggie	48700	900148059	2120	\$ 54,817.00	\$ 27,473.00	\$ 82,290.00		0.20	\$ 10,963.40	\$ 5,494.60	\$ 16,458.00	Technical
Institutional Researcher	Agnes Koos	47250	900159398	2110	\$ 55,368.00	\$ 27,599.00	\$ 82,967.00		0.10	\$ 5,536.80	\$ 2,759.90	\$ 8,296.70	Research
Assistant to Outreach (Orientation)	Koeller, Scott	48750	900010906	2120	\$ 20,402.00	\$ 12,140.00	\$ 32,542.00		0.10	\$ 2,040.20	\$ 1,214.00	\$ 3,254.20	Orientation
Student Services/Admin. Assistant	Litz, Connie	49250	900010758	2120	\$ 54,131.00	\$ 27,316.00	\$ 81,447.00		0.60	\$ 32,478.60	\$ 16,389.60	\$ 48,868.20	Orientation
Academic Advisor	Vacant (50%)	47900	900094122	2120	\$ 19,260.00	\$ 10,568.00	\$ 29,828.00		0.50	\$ 9,630.00	\$ 5,284.00	\$ 14,914.00	Advising
Academic Advisor/Transfer Services	McCarthy, Greg	47900	900111309	2120	\$ 39,226.00	\$ 20,923.00	\$ 60,149.00		1.00	\$ 39,226.00	\$ 20,923.00	\$ 60,149.00	Advising
Academic Advisor/TRIO	Reid, Beth	30540	900010790	2120	\$ 45,467.00	\$ 25,338.00	\$ 70,805.00		1.00	\$ 45,467.00	\$ 25,338.00	\$ 70,805.00	Advising, Orientation, Followup
Academic Advisor/TRIO	Kyle Stone	30540	900136802	2125	\$ 28,552.00	\$ 5,895.00	\$ 34,447.00		1.00	\$ 28,552.00	\$ 5,895.00	\$ 34,447.00	Advising, Orientation, Followup
Director/TRIO	Gretchen Baumgartne	30540	900010744	2110	\$ 54,223.00	\$ 26,371.00	\$ 80,594.00		0.80	\$ 43,378.40	\$ 21,096.80	\$ 64,475.20	Advising, Orientation, Followup
Admissions Technician	Erin Ellingson	47450	900098892	2120	\$ 39,199.00	\$ 23,546.00	\$ 62,745.00		0.30	\$ 11,759.70	\$ 7,063.80	\$ 18,823.50	Orientation, followup
Financial Aid Specialist	Alyia Pilgrim	31080	900098637	2120	\$ 51,972.00	\$ 26,463.00	\$ 78,435.00		0.20	\$ 10,394.40	\$ 5,292.60	\$ 15,687.00	Orientation, followup
Financial Aid Technician	Nicholas Johnston	48250	900157906	2120	\$ 40,014.00	\$ 23,732.00	\$ 63,746.00		0.20	\$ 8,002.80	\$ 4,746.40	\$ 12,749.20	Orientation, followup
Ag/Equine Admin. Assistant	Anderson, Crystal	47550	900010739	2210	\$ 50,194.00	\$ 26,417.00	\$ 76,611.00		0.40	\$ 20,077.60	\$ 10,566.80	\$ 30,644.40	Orientation
Student Tutors		30140		2420	\$ 7,650.00	\$ 209.00	\$ 7,859.00		1.00	\$ 7,650.00	\$ 209.00	\$ 7,859.00	Follow Up
GRAND TOTALS										\$ 423,910.90	\$ 184,908.45	\$ 608,819.35	

Description	Account	Amount	Category
Director Salary 50%	2110	\$ 28,666.00	Coordination
Director Benefits 50%	3000	\$ 14,024.00	Coordination
PT Counselor Salary 600hrs@\$40.12	1240	\$ 24,072.00	Advising, Orientation, Follow-up
PT Counselor Fringes	3000	\$ 976.00	Advising
New Academic Advisor Salary	2120	\$ 42,828.00	Advising
New Academic Advisor Benefits	3000	\$ 8,565.50	Advising
New Program Staff Specialist (ISP)	2120	\$ 37,188.00	Orientation/Follow-up/Coordination
New Program Staff Specialist (ISP) benefits	3000	\$ 7,437.00	Orientation/Follow-up/Coordination
Registrar 10%	2110	\$ 7,113.00	Advising
Registrar 10%	3000	\$ 2,963.00	Advising
Academic Advisor/Recruiter Salary	2120	\$ 3,538.00	Advising
Academic Advisor/Recruiter Benefits	3000	\$ 2,132.00	Advising
Academic Advisor (Greg) Salary	2120	\$ 3,467.00	Advising
Academic Advisor (Greg) Benefits	3000	\$ 2,047.00	Advising
Academic Advisor (1 month summer) Salary	2120	\$ 3,467.00	Advising
Academic Advisor (1 month summer) Benefits	3000	\$ 2,047.00	Advising
Academic Advisor temp 660hrs@\$20.59	2125	\$ 13,590.00	Advising
Academic Advisor temp Benefits	3000	\$ 2,806.00	Advising
Sr. Office Assistant II Salary (4mo)	2120	\$ 5,714.00	Assessment/Advising
Sr. Office Assistant II Benefits (4mo)	3000	\$ 3,301.00	Assessment/Advising
Program Staff Specialist II Salary (7 mo)	2120	\$ 9,066.00	Assessment/Advising
Program Staff Specialist II Benefits (7 mo)	3000	\$ 5,459.00	Assessment/Advising
Sr. Office Assistant II temp (2 mo)	2125	\$ 2,144.00	Assessment/Advising
Sr. Office Assistant II temp (2 mo)	3000	\$ 443.00	Assessment/Advising
Student Assistants	2335	\$ 30,720.00	Advising/Orientation
Student Assistants	3000	\$ 900.00	Advising/Orientation
Office Supplies	4325	\$ 10,000.00	Advising/Orientation/Coordination
Orientation Supplies	4325	\$ 15,000.00	Orientation
Workshop supplies	4325	\$ 5,000.00	Follow-up
Orientation expand services	5905	\$ 15,000.00	Orientation
Assessment test units	5945	\$ 4,420.50	Assessment
Conferences/Professional Development	5100	\$ 10,000.00	Advising/Coordination
Comevo	6420	\$ 1,500.00	Orientation
SARS	6420	\$ 2,500.00	Advising
First Year Experience	5905	\$ 15,000.00	Orientation,/Follow-up
SIG Consultant	5050	\$ 10,000.00	Advising
Assessment software	6420	\$ 7,500.00	Assessment
ISP Travel	5100	\$ 7,500.00	Orientation/Assessment/Follow-up
Governet	6420	\$ 46,500.00	Advising
I-pads	4325	\$ 17,500.00	Follow-up
Career Decision Making software	6420	\$ 5,000.00	Follow-up
Total		\$ 437,094.00	
EstiAllocation		\$ 437,094.00	
Remaining to allocate		\$ -	