



Credit

Student Success and Support Program Plan

2015-16

District: State Center Community College District
College: Reedley College

Report Due by
Friday, October 30, 2015

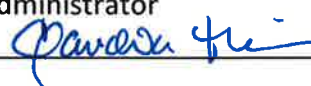
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Reedley College


District Name: STATE CENTER COMMUNITY COLLEGE DISTRICT

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: Jermaine Pipkins Date: 11-11-15

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: CLAUDIA HARRIS Date: 11-12-15

Signature of the Chief Instructional Officer: 
Name: JAN DEKKER Date: 11-12-15

Signature of College Academic Senate President: 
Name: Stephanie Curny Date: 11-18-15

Signature of College President: 
Name: Sandra Caldwell Date: 11/11/15

Contact information for person preparing the plan:

Name: Nate Saari Title: Director of college Relations and outreach
Email: Nate.Saari@ReedleyCollege.edu Phone: (559) 638-0300 Ext. 3121

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 Student Success and Support Program (SSSP) plan was a collective collaboration of work initiated and reviewed by our Student Success Committee and Enrollment Management Subcommittee. The Student Success and Support Program Plan received Academic Senate Approval on October 14, 2015 and Reedley College Council approval on October 21, 2015. The goal of the Student Success and Support Program plan is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

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

SSSP writers utilized feedback from all stakeholders while making adjustments to the 15-16 plan. Specifically the notations provided by the Chancellor's office readers from the 14-15 plan were addressed. Other factors considered were District goals and mandates pertaining to SSSP core services (e.g. changes to the district orientation), campus HR staffing plans and the resulting expansion of core services related to SSSP. Of particular note is the accreditation of Clovis Community College (CCC), a former center of Reedley College (RC). Adjustments to data, services and plan details were changed to remove CCC from the 15-16 plan.

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

Coordination and implementation of Student Success and Support Program services across the District has been occurring in a variety of venues. RC and the Community College Centers have determined this as critical to fulfilling one of the District's strategic goals 2.3 which is to identify and promote opportunities for districtwide collaboration, program coordination and development.

The Districtwide Matriculation work group is composed of faculty, staff, and administrators, whose common goal is to develop and implement practices that will enhance the matriculation process at State Center Community College District (SCCCD) campuses and centers. A key goal of the work group is to review resources allocated to the district wide matriculation process and develop a plan for the effective distribution of resources in accordance with district outreach efforts. The work group reviews enrollment trends in the District and develops a comprehensive set of processes for the efficient matriculation of students from local high schools into SCCCDCampuses and centers. The work group solicits and reviews input from our local high school advisory groups to ensure broad dialogue regarding the matriculation process at SCCCDCampuses and centers, while emphasizing student success and educational goal completion through the quality of services delivered. Areas of focus include, but are not limited to:

- External and internal outreach efforts to potential students;
- Implementation of the Registration To Go program from a District perspective;
- Maintenance of the District RTG webpage;
- Collaboration with feeder high schools;
- District Orientation efforts;
- Districtwide assessment processes and exemptions procedures;
- Counseling/advising and student educational planning;
- MIS coding of SSSP services;
- Coordinated professional development for the provision of SSSP services and;
- Coordination of district notices to students regarding SSSP services and policies.

During the 2013-14 academic year, a SB 1456 Taskforce was established by the Vice Chancellor of Educational Services to provide Districtwide oversight of the implementation of SB 1456 mandates to be in effect Summer/Fall 2014. Recommendations created from the work of this taskforce continue to inform our decision making and coordination efforts.

The taskforce membership included District and campus/center Admissions and Records staff, District Institutional Research, District Technology staff, campus representation from Financial Aid, Counseling, Matriculation, Admissions and Records and Transfer/Articulation.

The specific tasks addressed by the taskforce included:

- Implementation of the new MIS SSSP data elements;
- Moving toward electronic versions of the student educational plans;
- Development of marketing campaigns to inform students of new registration and enrollment priority changes; and

- Professional development for district and campus administration, faculty, and staff on changes and new MIS coding procedures.

The District Enrollment Management Taskforce membership includes administration, faculty, staff and student representation from Reedley Community College, Madera Community College Center, Clovis Community College, Fresno City College and staff from campus and District Admissions and Records. Its purpose is to “operate on a strategic level and focus on districtwide enrollment management issue, and recommend to the Chancellor’s Cabinet districtwide initiatives and enrollment strategies to support the achievement of the District’s annual enrollment goals”. During the 2013-14 academic year, its primary focus was to establish and implement a Districtwide Enrollment Priorities protocol (see Appendix) based on new legislation as defined in Title 5, Section 58108 Registration and Enrollment Procedures legislation.

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.

Coordination with Student Equity Plan and Other Planning Efforts

The table below describes how the SSSP are coordinated with the Student Equity Plan. The SSSP Plan requires: (a) orientation, (b) assessment, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students. The Student Equity Plan focuses on student: (a) access, (b) course completion, (c) ESL and Basic Skills, (d) degree completion, and (e) transfer.

SSSP Services/ Equity	Access	Course Completion	ESL and Basic Skills	Degree Completion	Transfer Students
Orientation	Orientation is a required step of the matriculation process that assists underrepresented students successfully matriculate into college. Reedley Community College is committed to maintaining outreach and access efforts to serve the diverse demographic characteristics of the community populations encompassing the various college locations. In addition, the college will continue to provide special attention to recruit and enroll members of the	Provide new students information on student success strategies and information on college success courses	Provide students with ESL and Basic Skills sequencing charts diagraming course sequences to college level English and Math. Develop partnerships and transition plan with feeder area adult schools offering low level ESL courses to help successfully transition appropriate level ESL students into college courses and programs.	Provide students appropriate information on certificate and degrees programs to help students understand requirements for completion.	Provide transfer information to students and explain the transfer process. Include information of resources that are available to them at the transfer center.

	underrepresented populations.				
SSSP Services/ Equity	Access	Course Completion	ESL and Basic Skills	Degree Completion	Transfer Students
Assessment	Assessment testing for appropriate placement of students into English and Math courses when beginning college to adequately prepare new students to the rigor of college level courses.		ESL placement test had been validated; however, the mandated methodology for validation requires looking at students after census and the students appear to be withdrawing before census or not enrolling at all. Reedley Community College remains actively involved in the Adult Ed Consortium to ensure an appropriate ESL sequence is available to area students		

SSSP Services/ Equity	Access	Course Completion	ESL and Basic Skills	Degree Completion	Transfer Students
<p>Counseling, Advising</p>		<p>RC will provide extensive and comprehensive support services that will assist students in successfully completing college courses. Students will be provided a Student Education Plan (SEP) that clearly delineates what coursework is required to achieve their educational goal (SB 1456 mandate)</p>	<p>Embedded counseling in the Basic Skills areas, particularly in Writing Center, Tutorial Center, and Basic Skills/ESL classroom visits. Reedley Community College works towards Increasing the number of instructors that use the Early Alert Program and SARS. The Early Alert Program Provides students with the awareness and opportunities that they can use for successful Mathematics and other</p>	<p>Assign students with mentors, a goal, an SEP, and supportive services. Students are more likely to complete their program. The outcome would be increased student completion rates. Reedley College Center has established college major cohorts with attached counselors to track and support students through to their goals. Example: Agriculture and Natural Resources has an assigned counselor who checks progress, talks</p>	<p>Establish a “Transfer Mentor” program where students from Reedley College/Mader a Community College Center can return to their respective campuses and create a bridge for students who are planning to transfer.</p>

			Academic completion.	to classes, and provides general counseling.	
SSSP Services/ Equity	Access	Course Completion	ESL and Basic Skills	Degree Completion	Transfer Students
Follow up		Reedley College will assist students to move towards course completion by providing appropriate interventions designed to address students' academic standing. Students on probation will complete probation workshops participate in intrusive counseling services. Promotion of Early Alert Referral process to increase faculty participation Offer and expand college success workshops for students on probation Develop referral process	Supplemental instruction (Beyond the Classroom and Embedded Tutoring) through Tutorial and Writing Centers First Year Student Success Cohort enrollment program in which students cohort enroll in below-transfer Math and English courses and complete 15 hours a week of study time. Develop and expand "Smart-Thinking" online tutorial services (24/7)	Examine research related to specific strategies that facilitate Hispanic student success and develop a timeline for developing research based programs and activities. Present research to the all campus employees for understanding and buy-in.	Transfer Center at each site – Reedley College, Madera Community College Center will be able to serve a greater student population through available hours and different mediums

		for Tutorial Services for students on probation			
--	--	---	--	--	--

The table below summarizes how the SSSP is being coordinated with other campus planning efforts.

Coordination of SSSP with Other Campus Planning Efforts	
Campus Planning	SSSP Coordination Efforts
Accreditation Self-Study	<p>New students are required to complete a new student orientation prior to registering for courses. The orientation contains information pertinent to a student successfully managing college policies and procedures. It also addresses how to become a successful college student to ensure student learning, persistence, and academic success. The orientation may be completed online either off-campus or at any of the college sites. Orientation includes a test portion to encourage students to focus on the information provided. All completed orientations are electronically documented and managed. The colleges work hard to establish accessible, student centered environment where student services counseling staff assist each student to in developing a Student Education Plan (SEP). The SEP states the educational goal of the student, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete their designated goal. The SEP provides the student with a clear pathway to pursuing his/her desired goal. In additions, Testing Services conducts placement tests that provide students with appropriate recommendations for English (reading/writing) and math course levels. This testing assists students in selecting the initial coursework that will lead to more academic success in college</p>
Strategic Plans	<p>Student Success: Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success.</p> <p>1.1 Assist students in creating a clear vision towards their educational goals through the development of an educational plan.</p> <p>1.2 Offer instructional programs that provide basic skills, transfer</p>

Coordination of SSSP with Other Campus Planning Efforts	
	<p>preparation, and career technical education.</p> <p>1.3 Increase students' campus and community engagement in order to facilitate persistence and completion rates for all students.</p> <p>1.4 Develop strategies to address unique needs of students to aid their academic success.</p> <p>Student Access and Services: Reedley College is devoted to providing access and services for students to obtain their educational goals.</p> <p>2.1 Evaluate course offerings to ensure sequencing that will allow students to finish a program in a reasonable amount of time.</p> <p>2.2 Improve student admission, registration, counseling and orientation services to optimize student educational planning.</p> <p>2.3 Provide broad-based instructional support services relevant to the diverse needs of the students.</p> <p>Teaching and Learning: Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success.</p> <p>3.1 Align curriculum to increase certificates and degree completion.</p> <p>3.2 Improve courses and programs through the analysis of multiple measures for basic skills courses, transfer level courses, career technical education and distance education.</p> <p>3.3 Provide and support opportunities for faculty development that foster innovation.</p>
Basic Skills Initiative	<p>Embedded Tutors: Support from the Student Success Committee places Learning Assistants from the Writing Center into basic skills classrooms to help increase the success of the students in those classes. This collaboration between the Student Success Committee and the Writing Center supports student success by placing trained learning assistants directly in contact with basic skills instructors and students.</p> <p>Beyond the Classroom: (BTC) is an academic support program offering</p>

Coordination of SSSP with Other Campus Planning Efforts	
	<p>free, regularly scheduled study sessions for courses with traditionally high attrition rates. The weekly sessions use collaborative learning methods integrating what to learn with how to learn. Students have the choice to attend once or attend every session, but data suggests that the more students attend, the higher their final grade will be in the course. Goals of BTC:</p> <ul style="list-style-type: none"> • Improve students' academic performance in traditionally difficult courses. • Reduce the attrition rate in these courses. • Help students develop study strategies (thinking & reasoning, responsibility, and reflection) to assist them in the targeted course and in future courses. <p>Student Success/ESL Counselor: provides counseling to students in ESL, English 200 level and Math 200 level courses offered by the college. Basic Skills funds have been used to increase services to basic skills students and offer embedded tutoring in ESL.</p>
Program Review	<p>In order to assure that student support services sustain a continuous level of quality and to continuously improve these services to support student learning, the student support services departments participate in two key evaluative processes: the development of student learning outcomes (SLOs) and the program review process. These two processes help student services departments make decisions to support college mission objectives such as student access, progress, learning and success. Program review processes for student support services programs are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve student services practices resulting in appropriate improvements in student achievement and learning.</p>

San Joaquin Valley is among the lowest in the country. Currently, the San Joaquin Central Valley is home to 10% of the State's population, but projected population growth rates indicate that the region will contain 26% of the State's population by the year 2050.²

REEDLEY COLLEGE (RC, MC, OC)

Campus	Unduplicated Headcount Enrollment	Total FTES, 14-15
Reedley	8,091	4,411.36
Madera	4,032	1,621.77
Oakhurst	994	229.22
TOTAL	12,277	6,262.35
Source: SCCCDC, 2014-15		

Reedley College (RC) is located in Reedley, California, 30 miles southeast of Fresno. The College provides an impressive array of day, evening, and Saturday classes. Founded in 1926, the college moved to its current site in 1956, enrolling 8,846 students in Fall 2013. Enrollment is split 71%/29% between students with academic/transfer and career technology goals. Fifty-nine percent (59%) of faculty are fulltime with many technical experts employed on an adjunct basis. RC is a highly respected regional educational center, noted nationally for success with high numbers of Hispanic students. A score of small communities look to Reedley College for educational leadership to improve their high schools. The college community service area faces challenges of unemployment, endemic poverty, low-levels of education combined with small poor rural public school districts. These demographic characteristics underline the importance of Reedley College as the pathway to better lives for those who attend. Fall 2013; 75% were aged 24 years or less, 69% were Hispanic, 19% White, and 55% were women.

Reedley College Madera Community College Center (MC) The Madera Community College Center opened in 1996 on a 114-acre site donated by local landowners, located 18 miles north of Fresno. The Madera Community College Center has evolved in the past twenty years specifically to provide for the unserved educational needs of the residents of Madera County and nearby communities. The campus served 2,724 students in Fall 2013; 64% of were aged 24 years or less, 66% were Hispanic, and 65% were women.

Reedley College Oakhurst Center (OC) State Center Community College District opened a satellite campus of Reedley College in Oakhurst in the 1980's at Yosemite High School. In 1996, the Center moved to its present 2.5-acre site at Highway 41 and Road 426. The Center is housed in six buildings in the heart of this Sierra foothill community adjacent to the Oakhurst branch of the Madera County Library. The Oakhurst Community College Center offers students

² Fully documented at www.valleyblueprint.org/. Rate of population growth in central valley is projected at 2.03% annually, compared to 1.05 state average.

the opportunity to receive an affordable, quality college education right in their own community. The Center serves Oakhurst, Mariposa County, Coarsegold, North Fork and the surrounding communities with over 75 courses in a variety of study areas.

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.

All programs and products related to SSSP core services were developed in collaboration with local feeder high schools. Input from college and high school representatives was used to ensure all core services are in alignment across the district, while also preserving individual campus specific information.

The District Wide Matriculation workgroup works collaboratively across our multiple campuses to facilitate the district wide Registration to go (RTG) process for all feeder high schools. This signature program partners with our local high schools to deliver all core services, minus follow-up services, directly on the high school campus. Additionally, RC has created advisory committees with our feeder high schools to address issues and concerns regarding the successful transition of high school students to college. Below are some of the results of this collaboration relative to the core services.

- Provided training and support to high school representatives on how to navigate and complete the online application and online orientation.
- High schools provide access to computers/technology and facilities for students to complete all online services.
- RC collaborates with each feeder school to ensure delivery of core services are consistent across multiple school districts.
- RC provides advising services, including the completion of an abbreviated Student Education Plan, at each feeder school prior to registration.

B. Orientation

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

Through the development and implementation of the 2014-15 SSSP plan extensive discussions took place with our high school partners. During these discussions we were able to identify barriers for students to the current online orientation. The primary concern/barrier reported was the length of our orientation. Stakeholders reported that it often to 1.5 to 2 hours to complete. Due to this we decided to create a two part orientation. All mandatory information is provided in the first segment of the orientation and must be completed by all first-time students. Additional resource information has been moved to the second segment of the orientation and is considered optional for students to review information that is specific to their educational needs. The additional resource information is also designed to assist and

support the success of continuing students. The information is included as part of the orientation but is not mandatory for new students to complete.

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

From 6/1/2014 to 5/31/2015 Reedley College provided orientation services to approximately 2,500 students as reported through our online orientation system. This number does not include any student who met with a counselor and received orientation services.

Due to coding changes, which were not fully implemented until late FA 14, we feel that the number of students coded as being provided with orientation services does not accurately represent the total number of students who actually received these services.

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

For the purposes of establishing a target population, we looked at all **1st time students** enrolled at Reedley College for the **Fall 15 semester**. 2,620 students were identified as fitting the criteria. We then matched those student identification numbers (STIDs) to the STIDs of students enrolled in SCCCD reported as having received **Orientation services** in the 2014-15 academic year. We found that 1,978 of 1st time students enrolled at Reedley College for the Fall 15 semester had completed the orientation as of this report.

Using the target population criteria established above, this would represent 76% of the target population.

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

Reedley College continues to streamline the online orientation process. Using funds from SSSP the district is in the process of creating content that combines multiple orientation elements into engaging 3-5 minute videos.

State Center Community College District has also been selected as a pilot district for the Portal project currently in progress through the California Community Colleges Chancellors office. Representatives from our district will be working with the Chancellors office to help develop the new statewide orientation platform. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

3. a. Are orientation services offered online?

RC requires all first-time college students to complete a general online orientation. Currently there is one online orientation for Reedley College (RC), Madera Community College Center, and Oakhurst Community College Center. This online version provides information on the

matriculation process, policies and procedures, and general information about programs and services.

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.

RC currently utilizes Cynosure to implement the general online orientation. The online orientation is housed on Cynosure’s server and RC is provided with student data on a daily basis that is uploaded into the district/college database (Colleague) for processing. Annual funding is required to maintain online orientation services provided by Cynosure. RC representatives are required to coordinate with Cynosure to address any updates, modifications, data uploads, and other issues or concerns.

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 is designed to focus on matriculation requirements and is streamlined to make it student friendly and time efficient. The online orientation has been structured into a two part format. All mandatory information is provided in the first segment of the orientation and must be completed by all first-time students. Additional resource information has been moved to the second segment of the orientation and is considered optional for students to review information that is specific to their educational needs. The additional resource information is also designed to assist and support the success of continuing students. The information is included as part of the orientation but is not mandatory for new students to complete. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist: Marked items are present in the RC Online Orientation	
✓	Title 5 Required Policy or Procedure
✓	(1) Academic expectations and progress and probation standards pursuant to section 55031;
✓	(2) Maintaining registration priority pursuant to section 58108;
✓	(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
✓	(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612
✓	(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

The SCCCDC follows a district-wide policy that allows students to complete the orientation at one location that fulfills the orientation requirement for all colleges/campuses. Therefore RC will honor any student’s orientation status awarded within the SCCCDC

In addition, students participating in specialized and/or categorically funded programs, (i.e., EOPS, DSPS, CalWORKs, etc. . . .) are required to complete specialized program orientations to ensure students receive program specific information about the program they are participating in. Program specific orientations typically do not satisfy the general online orientation requirement because they are not as comprehensive as the general online version.

In some cases, if there are extenuating circumstances, a program specific orientation may qualify for and meet the general online orientation requirement. For example a student with a disability meets on an individual basis with a counselor, and/or attends a qualifying workshop if the orientation is deemed comprehensive in nature when compared to the general online orientation. This determination is generally made by the college and/or district-wide matriculation workgroup.

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)
.4	Vice President of Student Services	Supervises, coordinates, and oversees all SSSP services	40% Match 60% GF
.9	Dean of Student Services: Reedley College	Supervises, coordinates, and oversees general operations related to the orientation component	90% SSSP 10% GF
1	Dean of Student Services: Madera & Oakhurst Community College Centers	Supervise, coordinate and oversee student success, and Special programs and other educational planning initiatives for the Madera and Oakhurst Community College Centers.	40% SSSP 60% Match
1	College Relations Director	Supervises, coordinates, and oversee general operations related to the RC/MC orientation component, achieving enrollment targets and enhance matriculation services, RTG and Assessment.	100% SSSP
1	Matriculation and Outreach Coordinator	Coordinates matriculation services, including orientation component and oversee general operations related to the orientation component at Reedley/ Madera/Oakhurst.	100% Match
.5	College and Career	Coordinates portions of our	50% SSSP

	Transitions Faculty Coordinator	matriculation services within our feeder schools, including the orientation component.	50% SEP
1	OAIII: Outreach	Periodically reviews the online orientation; transfers data from orientation website into college database;	50% SSSP 50% Match
2	College Relations Specialist	Assist with the implementation of the online orientation at local feeder schools; provides additional information, details and explanations to students during face-to-face interactions.	1 @ 100% SSSP 1 @ 100% Match
3	Educational Advisor	Assist with the implementation of the online orientation at local feeder schools; provides additional information, gives details and explanations to students during face-to-face interactions.	2 @ 100% SSSP 1 @ 100% Match
4.15	Student Ambassadors (Hourly Student Workers)	Assist with the implementation of the online orientation at local feeder schools; provides additional information, facilitate workshops to encourage orientation completion.	25 @ 100% SSSP 14 @ 100% Match
.5	Webmaster	Facilitate and maintain online orientation	50% SSSP 50% XXO

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
5000	Technology to facilitate online orientation at our feeder schools as part of Registration to Go. (i.e. Phone)	SSSP	5000.00
4000	Promotional items to support orientation promotions, awareness and completion campaigns.	SSSP	15000.00
4000	General supplies related to orientation	SSSP & Match	2500.00 (SSSP) 150.00 (Match)
5000	Travel and Mileage to support orientation delivery	SSSP & Match	7500.00 (SSSP) 5500.00 (Match)
5000	Professional Development to support orientation development and delivery. (i.e. speakers & Hosting events)	SSSP	17500.00

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?

RC made adjustments to the assessment process based on outcomes from our 2014-15 plan. This included the hiring of a full time Assessment Coordinator (AC) to manage/focus on instructional program evaluation and improvement, curricula alignment, with the objective of maximizing student learning outcomes and student achievement. The Assessment Coordinator's role is to promote the development and maintenance of the college wide assessment plan. The goal is to develop a documented, organized, and sustained assessment process to meet external accountability demands while focusing on the intrinsic value of assessment as a means of improving student learning.

RC also opened a Testing Center on the Reedley College campus to ensure a smooth and reliable assessment process for all on-campus students as well as improved access to testing. The center offers an automated check-in to increase accountability, and a quiet, secure test environment. The RC Testing Center is constructed for sound reduction and provides each student with private testing booths and ample workspace complete with comfortable, adjustable chairs. Workstations feature state-of-the-art technology with high-clarity screen displays to minimize eye strain. All students are required to show a valid photo ID before testing. A signed log is kept of all individuals who enter and leave testing room. All test sessions are continuously proctored by certified test center staff. Private lockers are provide for each examinee.

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

From 6/1/2014 to 5/31/2015 Reedley College provided approximately 7,100 assessments as reported using Accuplacer unit usage data. It is important to note that Clovis Community College was still utilizing RC assessment services during the 14-15 academic year as they were still a center of RC until July of 2015. Colleague contact records indicate that 1,651 students received assessment services through counseling. This would have included any contact that resulted in placement services through multi-criteria.

Due to coding changes, which were not fully implemented until late FA 14, we feel that the number of students coded as being provided with assessment services does not accurately represent the total number of students who actually received these services.

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

For the purposes of establishing a target population, we looked at all **1st time students** enrolled at Reedley College for the **Fall 15 semester**. 2,620 students were identified as fitting that criteria. We then matched those student identification numbers (STIDs) to the STIDs of students enrolled in SCCCD reported as having received **Orientation services** in the 2014-15

academic year. We found that 1,987 of 1st time students enrolled at Reedley College for the Fall 15 semester had completed the assessment as of this report.

Using the target population criteria established above, this would represent 76% of the target population.

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

RC has taken steps to address an identified area of unmet need. By streamlining the Distance Testing process RC can accommodate students unable to attend on-campus assessment sessions for financial and/or transportation reasons. Distance Testing is designed to increase student participation by offsetting the cost of commuting, as well as decreasing the commute time. In order to ensure Placement Testing is being implemented appropriately, the student is responsible for requesting and confirming an employee at a local high school or college/university to act as a test proctor. Once an employee at a local high school or college/university confirms to act as a test proctor for the implementation of distance placement testing, the potential test proctor must read, complete, and submit the Test Proctor Agreement form. If approved the test proctor will be given additional instructions, including but not limited to reading the Distance Placement Test Handbook to ensure the proper implementation of Distance Placement Testing.

State Center Community College District has also been selected as a pilot district for the Common Assessment project currently in progress through the California Community Colleges Chancellors office. Representatives from our district will be working with the Chancellors office to help pilot the new common assessment when it becomes available. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

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

RC requires all new students to take a computer based placement test prior to advising and registration. RC administers Accuplacer, a College Board assessment instrument, to determine student competency in computational and language skills. Test instruments are designed to assist determine/recommend appropriate placement of students into English (i.e., English or English as a Second Language (ESL)) and/or math courses. Testing methods include computer based administration. The following describes the instruments used to determine student competency:

With Accuplacer being a computer-based test, RC implements assessment testing in a variety of ways.

1. **On-Site:** Students complete the assessment test in-person on the college campus. The assessment test is implemented in a computer lab on the college campus by a trained RC representative or their designee and follows College Board recommendations for implementation. Assessment tests are consistently administered on the college campus throughout the year. Dates and times vary depending on the campus site and the need, therefore increasing access to this service, while providing a variety of opportunities for all students to complete this requirement.
2. **High Schools & Registration-To-Go:** Assessment tests are implemented at local high schools in the service area (as early as the last two months of the fall semester through February), through a special district-wide program called Registration-To-Go (RTG). RTG is a collaborate effort between all of the colleges within the SCCCDC (i.e., Fresno City College (FCC), RC, and Clovis Community College (CCC)) and local high schools/districts in our service area. High schools provide the facilities for RC representatives to administer assessment tests to high school seniors who are interested in attending a community college within the SCCCDC. The collaborations main objective is to assist and improve the successful matriculation of our local high school students into community college.

Special Accommodations: For students with extenuating circumstances, RC offers special test accommodations. Depending on the students situation: 1) Students with disabilities and/or 2) students who are currently outside of the service area (i.e., military service, online student, out-of-state transfer, student athlete, etc.) and are unable to take an assessment test on-site, policies and procedures are in-place to provide appropriate accommodations to ensure access and the completion of this SSSP service. Accommodation may include but are not limited to extended testing time, a room with reduced distraction, test proctoring by other college or verified professional.

Pre-test practice: There is no direct pre-test practice provided to students. For students who would like to view/be introduced to the test, students are referred to the college website which provides website links to Accuplacer pre-test practice questions/tests. The webpage is available to all students and provides practices questions, tests, and provides results.

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.**

Reedley College utilizes the following assessment instruments:

1. **Accuplacer Computer-based General Placement:** Accuplacer general placement test is a computerized test and may include (See Table: Assessment Instrument Details for availability): 1) reading comprehension, 2) sentence skills, and/or 3) math (i.e., arithmetic, algebra, or college level math); the math portion is self-selected based on the level of math successfully completed in high school. RC counselors will utilize assessment scores/course

recommendations, other multiple measures, and discussion with students to make final recommendations for placement into appropriate levels of English and math coursework. In special situations where there are severe discrepancies and/or low assessment results referrals are made to Disabled Students Programs & Services (DSP&S) for learning disability testing and assessment when appropriate. Special classes are offered to students with learning disabilities to learn specific strategies for coping with learning disabilities.

2. **Accuplacer English as a Second Language Levels of English Placement (LOEP):** The Accuplacer test asks several background questions prior to implementing any tests. Depending on the students responses to 3-4 background questions focused on language a student will be branched to take the general English test (i.e., sentence skills & reading) or LOEP test. LOEP is a computer based assessment, designed for students who learned English as a second language. This test assists determine the student's placement into ESL and English courses.

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

Reedley College received probationary approval from the CCCCCO on March 1, 2014 with an expiration date of March 1, 2016. State Center is currently participating in the Common Assessment pilot project through the CCCCCO.

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

Reedley College completed their disproportionate impact and consequential validity studies in August of 2013. These were completed and submitted in alignment with the timelines put forward by the Chancellor's office in 2012-13.

5. a. What multiple measures are used?

RC assesses student placement utilizing an integrated process based on *multiple-measures* for all non-exempt students. Assessment typically occurs prior to a student registering for courses and includes, but is not limited to, the implementation of test/assessment instruments, review of past educational history, and discussion with students. The following describes the multiple measures utilized:

1. **Tests/Assessment instruments:** RC uses the College Board Computerized Placement Test ACCUPLACER. In addition, RC utilizes the Accuplacer LOEP (Levels of English Placement) for students who identify as ESL.
 - a. All students are typically required to complete certain portions of the assessment test depending on the campus who is implementing the test.
2. **The student's educational history:** general educational history, high school transcripts, other college transcripts, Individual Education Plans/504 plans, adult education courses, and high school diploma/GED.

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

Counselors utilize multiple-measures to comprehensively assess student skills/ability/preparation, determine appropriate course placement levels in English and math, the selection of courses, create a student education plan (SEP-Abbreviated and/or Comprehensive), referral to support programs (i.e., DSP&S, EOP&S, SSS, etc.) and assist the student to successfully matriculate through community college. The following describes the general process by which multiple measures are reviewed:

- a. During the initial counseling/advising session (group or individual sessions) a counselor will review (but are not limited to) student's educational history: general educational history, high school transcripts, other college transcripts, Individual Education Plans/504 plans, and high school diploma/GED. Counseling/advising sessions typically occur on the college campus or at local high schools for the RTG program (Spring Semester).
- b. Discussion with students will occur during counseling appointments to obtain information about students' background, educational goals, vocational aspirations, veteran status, and transportation issues.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, Reedley College uses Multiple Measures meet the requirements per title 5, sections 55502 and 55522

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.

District-wide Policies/Practices: Currently all colleges in the district accept student assessment scores and placement results from colleges within a multi-college district. At this time RC and CCCC implement the same assessment instrument: College Board- Accuplacer. Fresno City College currently implements CTEP for English placement, MDTP CSU/UC for math placement, and CELSA for ESL placement. All of the assessment scores and placement results have been reviewed, evaluated, and articulated at all college sites so scores can be utilized and accepted at any district location. The district uses a district-wide assessment chart to aid with appropriate course recommendations (refer to appendix C).

Accepting scores from outside the district: RC will accept student assessment scores from colleges outside of the district if the student completed College Board-Accuplacer tests (i.e., reading, sentence skills, ESL, and/or math) and will apply the scores to their own placement rubric for course recommendations/placement.

Other Test Results Accepted: Currently RC does not accept any externally-administered third-party test results for placement, including those administered by Adult Education Programs. RC

is currently in the process of researching and evaluating the standards and results of Early Assessment Program (EAP) testing in an attempt to determine if and how EAP test results may be accepted by the college. RC officially is designated as having a pilot status for the EAP test.

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

Re-take Policies: RC follows the suggested publisher guidelines regarding waiting periods between retakes and are more restrictive in that typically counselor intervention is needed. There are no additional current conditions identified that must be met. The following are the guidelines for retaking tests:

- a. Publisher guidelines: Each placement test may be taken no more than two times in any semester and not more than three times in any two-year period. A fourth and final retest within the two-year period may be approved if deemed necessary if a District counselor determines it necessary, after consultation with the student.
- b. College guidelines
 - o General Placement Test: Students may be eligible to retake the General Placement Test one time with counselor permission.
 - o CELSA: Students are only allowed to take the CELSA one time. Reedley College adheres to the changes to the Federal regulations for ATB that occurred in 2011.
 - o

Recency: All students entering RC for the first time (or after a 3-year absence) must take a General Placement Test prior to registration as part of the matriculation process mandated by the State of California Community College Chancellor's Office.

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)
.4	Vice President of Student Services	Supervises, coordinates, and oversees all operations related to the orientation component	40% Match 60% GF
.9	Dean of Student Services: Reedley College	Supervise, coordinate, and oversee general operations related to the assessment component	90% SSSP 10% GF
1	Dean of Student Services: Madera & Oakhurst Community College Centers	Supervise, coordinate and oversee student success, and Special programs and other educational planning initiatives for the Madera and Oakhurst Community College Centers.	40% SSSP 60% Match
1	College Relations Director	Coordinates matriculation services, including Assessment component and oversees general operations related to the Assessment component at Reedley/Madera/Oakhurst .	100% SSSP

1	Matriculation and Outreach Coordinator	Supervise, coordinate, and oversee general operations related to the assessment component	100% Match
.5	College and Career Transitions Faculty Coordinator	Coordinates portions of our matriculation services within our feeder schools, including coordination of on campus assessment delivery.	50% SSSP 50% SEP
1	Assessment Coordinator	Coordinate assessment/placement test services; periodically reviews and manages assessment test, implements validation studies, implements placement testing; transfers data from test platform to the college database	100% SSSP
1	Assessment Technician	Facilitates the daily operations of the Assessment Center including scheduling students, monitoring test units, and performing proctoring duties.	100% SSSP
1	Student Service Specialist	Facilitates the daily operations of the Assessment Center specific to recording, uploading, and monitoring test results into Datatel.	100% Match
2	College Relations Specialist	Implement placement tests at our feeder schools through the Reg to Go process and proctors assessment as needed on campus.	2 @ 100% SSSP 1 @ 100% Match
3	Educational Advisor	Implements placement tests as needed both on campus and at feeder schools	2 @ 100% SSSP 1 @ 100% Match
4.15	Student Ambassadors (Hourly Student Workers)	Assist with the implementation of the assessment at local feeder schools; facilitate assessment workshops	25 @ 100% SSSP 14 @ 100% 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
4000	Test Units	SSSP	35000.00
5000	Technology to facilitate assessment (e.g. software upgrades, computers, printers, etc.)	SSSP	2500.00
4000	General supplies related to orientation		2500
5000	Travel and Mileage to support assessment delivery	SSSP	2500.00
5000	Professional Development to support assessment development and delivery. (i.e. speakers & Hosting events)	Match	900.00

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?**

Through the process of writing and implementing the 2014-2015 SSSP plan, we recognized the need to increase and elevate our counseling services. SSSP funding has allowed us to add additional counseling positions, both adjunct and full-time starting in late 2014. Due to these additions, we were able to increase student contact hours, offer extended counseling time, incorporate additional counseling courses and begin to implement targeted interventions. We are continuing to assess additional ways to utilize these positions to make a more positive impact for student success.

Another major adjustment to counseling service procedures was in aligning our internal and district coding to match to the SB1456 requirements for MIS reporting. This resulted in extensive training across the district to align coding throughout student services programs. For this MIS cycle, we went back and verified that coding was correct, however we are continuing to work on this process to ensure all appropriate student contacts are accurately captured.

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

From 6/1/2014 to 5/31/2015 Reedley College recorded 42,599 counseling contacts. This number includes, but is not limited to, students who attended education planning workshops, Reg-To-Go counselor activities, SEP appointments, transfer and career counseling appointments, specialty program counseling contacts (e.g. CalWORKs counselor appointments) as well as individual advising appointments. These contacts represent approximately 9,000 individual students. However, it is important to note that through our Reg-to-Go process we provide counseling and advising services to approximately 4,000 students of which typically no more 50% will actually enroll in a SCCCDC school.

Due to coding changes, which were not fully implemented until late FA 14, we feel that the number of students coded as being provided with counseling services does not accurately represent the total number of students who actually received these services.

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

For the purposes of establishing a target population, we looked at all **1st time students** enrolled at Reedley College for the **Fall 15 semester**. 2,620 students were identified as fitting that criteria. We then matched those student identification numbers (STIDs) to the STIDs of students within SCCCDC reported as having received **SEP services** in the 2014-15 academic year. During the 2014-2015

academic year, 1,987 students were coded receiving services directly related to creating an education plan.

Using the target population criteria established above, this would represent 66% of the target population.

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

Counseling services are normally available throughout the year (i.e., Summer, Fall, Spring during regular business hours (i.e., Monday -Friday, 8-5). In addition, Reedley College provides additional access to counseling services during evenings and on Saturdays during high demand times depending on district and college funding, student need, and student success initiatives. Location and hours for general counseling, DSP&S, EOP&S, and other categorically funded programs offering counseling services vary depending on the specific college site and are typically noted in the college catalog, schedule of classes, and online on the college web page, and other student orientation publications. The college also strategically markets events and success initiatives throughout the surrounding community to increase student awareness and participation. In addition, the campus coordinates and implements targeted campaigns designed to increase understanding of the importance of matriculation components such as creating an SEP.

In order to increase access to counselors during peak times for our current and future students, special events and activities are implemented through the academic year. These events to ensure students are receiving counseling, advising, and other educational planning services needed to successfully matriculate through the community college. Some of these special events include, but are not limited to, Registration-To-Go events, Fresno Area College Night, Extreme Reg, Express Registration/Counseling, First-year experience events (i.e., RC Financial Aid Workshops , RC Kick Start), special/categorical program orientations (i.e., DSP&S, EOP&S, grant-funded programs), and other various workshops and presentations. During these events and activities counselors may implement various service delivery types and methods to assist students.

State Center Community College District has been selected as a pilot district for the Educational Planning Initiative (EPI) project currently in progress. In particular, Reedley College will begin piloting the new degree planning tool in Spring 2016. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

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

RC provides comprehensive counseling services for all non-exempt students. Comprehensive counseling services commonly include, but are not limited to, the following:

1. Academic Counseling: The Counselor assists in the students' educational experiences within the framework of their goals, interests, and abilities. Helps students make

practical academic decisions and discover a range of options available based on the students' academic and career planning. Provides information and services to assist students in reaching their educational and career goals.

2. Career/Vocational Counseling: Provide a wide range of career exploration activities and assessment tools to help students identify career options based on interests, ability, skills, aptitudes, personality, and values. Help students explore career options and pathways as it relates to their own identity and academic goals. Assist students as they connect majors to careers, including marketable skills and experiences needed for employment within their field.
3. Personal Counseling: Promote the mental health of students by aiding them in addressing personal issues, providing referrals and resources to help improve the quality of their lives and promote academic success. Assist students who are struggling with the stress and demands of college life by providing resources, strategies and tools for coping with and overcoming obstacles that affect student success.

RC offers a variety of delivery methods to ensure access to counseling services. No specific delivery method is required for all students in academic "good" standing.

1. Appointments: Appointments may be scheduled in-person, over the phone, or online. Appointment method and time required to schedule an appointment is dependent by site. Appointments are scheduled for 30-60 minute sessions . Students may schedule an appointment with a counselor to receive assistance with all of their academic and personal needs including career, transfer, graduation, registration, student education plan, probation, degree evaluation, goal setting, and any other academic services needed to ensure student success.
2. Express counseling: Sessions are typically 5-10 minutes in length and may require the student to follow-up with a counseling appointment. Express counseling is typically offered in non-confidential space and due to limited time constraints, only assists student with answering general questions regarding the RC matriculation process, important dates and processes, selection of courses and offerings, program information and provision of forms and documents.
3. Workshops: Workshops will vary in length depending on subject matter and location, but are typically 50 minutes in length. The counseling workshops cover topics that include academic, career, transfer, graduation, probation, financial literacy, campus resources and program information.
4. Courses: Counseling (COUN) courses that provide counseling services are the following: COUN-34 Career Awareness. This course guides students through the Career Development cycle, via self-assessment, exploration-research, decision making, and action (goal setting and the development of a Student Education Plan and Action Plan). Activities include computerized and paper-pencil, self- assessments, self-analysis, career related videos, small group exercises, and informational interviews. The course is designed for students who have not determined a college major or career goal or have interest in gathering further information. COUN-47 Learning Strategies. This course assists the student in establishing effective study habits and positive attitudes that will

lead to successful achievement of academic goals. The course includes: understanding the psychology of learning, identifying learning styles, obstacles to achievement, goal setting, time management, concentration, active listening, note taking, using a textbook, memory techniques, test taking, vocabulary building, and budgeting resources. COUN-53 College and Life Management. This course is designed for the first year, college students. It will prepare students for college life and academic success. Topics will include: personal and academic goal development, diversity, self-identity, academic terminology, campus resources, student success and healthy lifestyle strategies. COUN -120 College Introduction. This is a comprehensive course to assist students in self-assessment, planning for success, time management, educational planning and career awareness. Students will familiarize themselves with the Reedley College catalog and will learn about the various campus resources and student services available for their use. COUN-264 First Year College Orientation. This course will assist new students in obtaining the knowledge and skills necessary to achieve their educational objectives. Strategies for effective college transition and basic survival skills will be explored. Topics will include: motivation and discipline, time management, interpersonal communication skills, learning resources, educational planning, and decision making. Note: Students who have completed Counseling 53 with a "C" or better are not eligible for this course.

5. Online Live Help: For students unable to receive counseling services in person, in need of time-sensitive assistance, and/or who prefer to access services via the web, RC does offer counseling services online via the Live Help program. Online counseling and advisement services include a live chat format where students communicate with a counselor in real-time.

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

Drop in counseling is not offered in the traditional sense. Instead students have the option of scheduling appointments ahead of time (referred to as "Future Appointments" for online scheduling purposes) or on the day of (referred to as "Same-Day Appointments" for online scheduling purposes). In lieu of drop-in counseling RC and it's centers offers express counseling during different times in the semester. Express counseling sessions are typically 5-10 minutes in length and are typically offered in non-confidential space (e.g. at information tables located on campus or in the student center and/or library) and due to limited time constraints, only assists student with answering general questions regarding the RC matriculation process, important dates and processes, selection of courses and offerings, program information and provision of forms and documents.

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

The average wait time for both scheduled appointments and express counseling varies, but are typically no more than 10-20 minutes in length. During the first two weeks of the semester multiple locations across campus are set up for express counseling to maintain reasonable wait times.

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.

Prior to Registration all new students are required to meet with a counselor for a counseling session and are required to complete an Abbreviated Student Education Plan (SEP-A). The Abbreviated Student Education Plan is a two semester 'road map' that guides the beginning of a student's college education. The student's SEP-A contains information on the student's placement test scores and course recommendations for reading, writing, and math, career goal and major plans, a first year schedule and a second semester course recommendation.

Students will meet with a counselor to develop a personalized SEP-A. During the session, student and counselor will review and discuss assessment scores/placement recommendations, high school transcripts, academic strengths/deficits, appropriate course loads, course scheduling, activating email, and utilizing WebAdvisor for registration. During this session our academic counselors assist in this process by helping the student further understand career pathways and major options, identify relevant courses, programs and services for course scheduling, and access the knowledge and resources necessary to predict course sequencing.

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

Once registered, new and continuing students are required to get a Comprehensive SEP (SEP-C) within three semesters or after completing 15 units in order to maintain registration priorities. The SEP-C is a "road map" from the beginning to the completion of a student's educational goal that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

A student's comprehensive educational plan requires extensive planning and various counseling services such as academic, career, transfer, and personal counseling. Counselors are available to help students identify their academic goals whether this is getting a certificate, obtain a degree, and/or transfer. Counselors are also available to help students as to select an appropriate a major and guide them in selection of courses. Once the student is ready to create an SEP-C the counselor will help them create a plan that will take in account prerequisites, course sequencing, transfer goals (if applicable) and timelines.

Students are encouraged to meet with a counselor and complete and SEP-C through targeted emails, phone calls and campus-wide SEP marketing plans prior to completing 15 units.

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.

RC depends heavily on technology to implement and/or support counseling, advising, and other education planning services for students. Counselors and other student service areas utilize technology to access, input, export, and analyze data securely on a daily basis. Students

utilize technology to interact/communicate with faculty, staff and peers, perform tasks (i.e., complete online orientation, register, pay fees, etc.), and access information (i.e., enrollment status, fee due dates, check email, etc.)

1. RC websites: contains other support of counseling, advising and other education planning services, related information, activities, and announcements.
 2. SCCCD Email: is utilized as the primary means of communication with the student.
 3. WebAdvisor: is utilized by students to access their student records, register, view grades, financial aid, make payments and run degree audits.
 4. BlackBoard: Counselors also utilize the Blackboard portal to provide students with information on career and transfer information and provide counselors with current counseling forms and procedures.
 5. Datatel/ Colleague: is used to track student progress, grades, success, academic status, counseling history, etc.. It contains the official student and counseling records related to registering students in academic courses. It is utilized by counseling to communicate with students, and facilitate counseling sessions.
 6. SARS: is the primary means of scheduling all counseling appointments.
 7. Hershey imaging software: is used to store document images related to student progress, SEPs, non-native transcripts, petitions, counseling history, etc.
 8. PowerPoint software: to create and implement presentations during orientation and probation workshops.
 9. Additional technology resources utilized in and for counseling: Counseling utilizes various programs and software to provide services such as FAQ Database, Live Help Online Counseling, Online Orientation, Online Probation Workshops, Degree Audit, College Source, Online TAG's, TCW (Transfer Counseling Website), and other online resources for special populations (i.e., veterans, students with disabilities, foster youth, etc.).
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)
.4	Vice President of Student Services	Supervises, coordinates, and oversees all operations related to the orientation component	40% Match 60% GF
.9	Dean of Student Services: Reedley College	Supervise, coordinate, and oversee general operations related to the counseling, advising, and other educational planning component	90% SSSP 10% GF
1	Dean of Student Services: Madera & Oakhurst Community College	Supervise, coordinate and oversee student success, and Special programs and other educational planning initiatives for the Madera and Oakhurst	40% SSSP 60% Match

	Centers	Community College Centers.	
1	College Relations Director	Coordinates matriculation services, including orientation component at the and oversee general operations related to the orientation component at Reedley/ Madera/Oakhurst.	100% Match
.5	College and Career Transitions Faculty Coordinator	Coordinates portions of our matriculation services within our feeder schools, including coordination of on-site counseling service delivery.	50% SSSP 50% SEP
1	SSS Director	Oversees general operations related to the counseling, advising, and other educational planning component for cohort groups	100% Match
.2	Counseling Dept Chair	Oversees general and program driven functions of the Counseling department	20% Match 80% GF
8.5	Full-Time Counselor(s)*	Coordinates counseling, advising, and other educational planning services; provides educational, vocational, personal, and disability related counseling; advises students on appropriate coursework and schedule loads; collaborates with students to complete a Student Education Plan (abbreviated/comprehensive)	4 @ 50% SSSP / 50% Match 6.5 @ 100% Match
.5	Career Counselor	Assist students with aligning their education to their career goals counseling, advising, and other educational planning services; provides educational, vocational, personal, and disability related counseling; advises students on appropriate coursework and schedule loads; collaborates with students to complete a Student Education Plan.	50% SSSP 50% SEP
6	Adjunct Counselor(s)	Provides counseling, advising, and other educational planning services; provides educational, vocational, personal, and disability related counseling; advises students on appropriate coursework and schedule loads; collaborates with students to complete a Student Education Plan (abbreviated/comprehensive)	10 @ 100% SSSP 3.5 @ 100% Match
1	Office Assistant III : Counseling Center	Implements email and SARS call communication with students; assist with compiling student data	Match
1	OA III Career Center	Helps facilitate the office functions of the career center as related to career counseling (i.e. scheduling, workshop coordination, etc.)	50% SSSP 50% Match

2	College Relations Specialist	Meets with potential students one on one to provide "pre-SEP" information. (e.g. how to read the catalog, access WebAdvisor, schedule classes, etc.)	2 @ 100% SSSP 1 @ 100% Match
3	Educational Advisor	Meets with potential students one on one to provide "pre-SEP" information. (e.g. how to read the catalog, access WebAdvisor, schedule classes, etc.)	2 @ 100% SSSP 1 @ 100% Match
1	Evaluator (Limited Term)	Hired on a limited term contract to facilitate degree audit / SEP completion data collection and correction of MIS data.	50% SSSP 50% Match
1	Evaluator	Facilitate day to day monitoring of degree audit and SEP completion data collection and recording.	50% SSSP 50% Match
.5	Webmaster	Facilitate and maintain "Ask Reedley Web" services	50% SSSP 50% GF

*includes full time counselors from SSS and STEM

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
5000	Technology utilized to facilitate counseling services (e.g. software upgrades, mobile devices, laptops, etc.)	SSSP	20000.00
4000	Promotional/Outreach items to support counseling related promotions, awareness and completion campaigns.	SSSP	5000.00
4000	General supplies related to counseling	SSSP	
5000	Travel and Mileage to support counseling services	SSSP & Match	7500.00 (SSSP) 2500.00(Match)
5000	Professional Development to support counseling services. (i.e. speakers & Hosting events)	Match	900.00

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?**

Through the process of writing and implementing the 2014-2015 SSS plan, we recognized the need to increase identification of at-risk students and develop strategic intrusive follow up plans. SSSP funding in collaboration with student equity funding allowed additional counseling positions both adjunct and full-time. Due to these additions, we were able to increase our efforts toward identifying needy populations and providing targeted counselor interventions such as counseling workshops/presentations and early alert follow-up with instructors. This led to increased implementation of targeted interventions to address at risk student needs. We are continuing to assess additional ways to utilize these positions to make a more positive impact for student success.

Another major adjustment to counseling service procedures was in aligning our coding to match to the SB1456 requirements for MIS reporting. This resulted in extensive training across the district to align coding throughout student services programs. For this MIS cycle, we went back and verified that coding was correct, however we are continuing to work on this process to ensure all appropriate student contacts are accurately captured.

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

For the purposes of establishing a target population, we looked at students enrolled in more than 6 units at Reedley College during the 2014-2015 academic year who were not in good standing. We identified 1,605 students who fit this criteria.

Due to coding changes, which were not fully implemented until late FA 14 we feel that the number of students coded as being provided with follow up services may not accurately represent the total number of students who actually received these services.

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

During the 2014-2015 academic year, 511 students were coded as being provided with follow-up services. In using the criteria established above, this would represent 32% of the target population.

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

Reedley College currently has assigned some adjunct counselors to specifically focus efforts on target student populations who historically have lower participation rates. These target groups include basic skill students, ESL students and students in select vocational track programs. Future plans include expansion of similar efforts throughout the campus. Instructional faculty are strongly encouraged to participate in the SARS Alert early alert system and follow up plans to reach out to alerted students are implemented within the various student services areas. Student success workshops are

implemented throughout the semester and marketed to the campus population through signage, student services slideshows, email and through faculty/staff recommendations to students.

We are currently exploring options to streamline and align our early alert system that will encourage more faculty participation. As part of the degree planner pilot, we will be looking at piloting the Starfish Early Alert system in Fall 2016.

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

RC defines at-risk students, according to Title 5 regulations, as students who:

- Are enrolled in basic skills courses.
- Have not identified an educational goal and course of study.
- Are on academic or progress probation facing loss of enrollment priority or a Board of Governors Fee Waiver, or facing dismissal.

The RC early alert and probation intervention processes are the primary means of identification and follow up referral for general students who are at risk.

Academic Early Alert System (SARS):

- a. Currently instructors voluntarily submit early alert referral and detail of concerns (i.e. instructional difficulties, behavior concerns, disability needs, LD assessment, tutorial support, Psychological Services/Health Services). Based on the early alert referral form, instructors can refer students to the following support services: Counseling, DSP&S, EOPS, Admissions & Records, Financial Aid, Health & Psychological Services, Career Resource Center, Behavior Intervention Team, Dean of Student Services Office and tutorial services.
- b. Email is sent to student letting them know that the instructor is concerned about their academic progress and lists the specific concerns that the instructor selects. The email encourages the student to take advantage of the services listed.
- c. A separate email is sent to any special programs that student is participating in or service areas that may be able address the instructors concerns. Instructors can provide confidential feedback directly to programs with additional information that would not be sent to the student email.
- d. To help ensure that follow-up occurs, pop up alerts are created within SARS-Grid/e-SARS scheduling modules used by student services programs. Counselors will receive a pop up alert when a referred student schedules a counseling appointment and will be able to access early alert details when providing counseling services.

Behavioral Intervention Team (BIT) instructional/staff referrals: Instructors can make referrals to the BIT via the SARS-Alert System. Non-instructional faculty/staff can make referrals to the BIT via a web linked form on the Reedley College BIT web page.

- a. BIT referrals are triaged based on reported level of severity and action is taken.

In addition, when appropriate, at-risk students are connected to special programs that provide more intensive monitoring of academic progress, support in selecting an educational goal and accessing the appropriate campus support services. Those programs include, but are not limited to:

- a. General counseling services: Legislative changes have triggered changes to matriculation process which dictate requirements related to academic standing and completion of a student education plan in order to maintain enrollment priority. All students in SCCCD have been receiving emails informing them of what they need to do in order to be fully matriculated.
- b. Career Resource Center: All students have open access to the Career Resource Center. Students can also be referred for individual appointments with the Career Resource Counselor to address individual needs. CRC consistently offers well-advertised workshops throughout the semester that address a variety of topics related to student educational planning and success. Instructors are encouraged to schedule sessions with the CRC instead of cancelling class.
- c. Tutorial Services: The role of the Reedley College Tutorial Center is to provide individual and small-group tutoring to any student who needs and wants to improve his or her class performance. The work is aimed at helping students become strong independent learners by working to improve their subject understanding, study skills, and test preparation.
- d. Financial Aid: The college provides financial assistance to as many students as possible through scholarships, grants, loans and job opportunities. Students must maintain a minimum cumulative grade point average (GPA) of 2.0 and complete at least 67 percent of their units attempted. Students may not continue to participate in financial aid programs after they have attempted 90 units (excluding up to 30 remedial units and all ESL units). Students who received less than the minimum GPA requirement or fail to complete at least 67 percent of the cumulative units attempted, will lose their financial aid eligibility until they reestablish satisfactory progress. Financial Aid Progress standards are separate and apart from the institutional academic satisfactory progress standards. Students may submit a written appeal to the Financial Aid Office to continue their financial aid eligibility. The Financial Aid Appeals Committee reviews all appeals. Appeals require a Student Education Plan (SEP) signed by the counselor and an explanation of why the minimum requirements were not met.
- e. DSP&S: DSP&S works closely with instructional faculty, student services faculty/staff, special programs, counseling, early alert and behavioral intervention efforts to increase contact with students who would benefit from DSP&S services. DSP&S works with students to obtain disability verification and ensure that each verified student with a disability completes a student education plan, has access to academic accommodations addressing their individual needs and provides referrals to campus services for additional support as needed. DSP&S:Transition to College Program : This program is offered at feeder high schools and is focused on providing special assistance to high school seniors receiving special education services who are planning to transition to the community college.
- f. Veterans: Veterans' students work closely with a counselor in developing a Student Education Plan (SEP) that must be approved by the Veterans Administration (VA). A counselor and financial aid assistant monitor student's progress to ensure they maintain satisfactory progress to remain eligible for their veteran's benefits.

- g. SARP: Student Athletic Retention Program. was established to monitor the academic progress of each student-athlete, and prepare each student-athlete to transfer to a four-year institution academically and athletically. All student-athletes must participate in this program while they are members of any RC athletic team. All students entering have two years of eligibility at the community college level and must be enrolled in 12 units while competing. Nine of those 12 units must be in academic units. A student athlete must maintain a 2.0 grade point average and pass 24 units to participate as a sophomore.
- h. Foster Youth: Foster youth are encouraged to participate in the EOPS program to receive support services above and beyond those services available to other students. Students must maintain satisfactory progress to remain eligible to receive program services. Counseling staff and/or educational advisors monitor student's progress. Student success interventions are provided for students experiencing difficulty in/or out of the classroom.
- i. EOPS: Extended Opportunity Program and Services students are required to attend a minimum of three (3) counseling appointments each semester and must create a Student Education Plan (SEP) with their counselor during the first counseling appointment. Priority registration, academic progress, and any SEP changes are discussed during the remaining counseling appointments.
- j. CalWORKs: CalWORKs students must submit a verified progress report (instructors must initial in pen indicating grade information is correct) to the CalWORKs office the week before the final drop day. CalWORKs counselor's follow-up with any student who reports a grade lower than a "C" and advises them accordingly.
- k. SSS (RC): SSS Retention Program: Requires students to commit to a minimum of two student success workshops per academic year, mandates 6 hours of community service related to the student's major, provides career assessment services, create a SEP for each student and funds additional tutorial hours.
- l. FAST (RC): Students receive intrusive counseling services in their first year, the counselor is responsible for discussing the student's educational goal, review progress and recommend/refer to campus services.
- m. STEM (RC): The program goal is to increase Hispanic student enrollment in STEM courses; and ultimately for them to transfer to university and graduate in a STEM related fields. Goal 1: Increase the number of Reedley College Students who are awarded degrees in STEM fields. Goal 2: Increase STEM degrees earned by Hispanic students. Goal 3: Increase the number of RC students and RC Hispanic transferring in STEM fields. Goal 4: Develop new transfer programs in emerging STEM fields and articulate curriculum with four-year colleges and universities.
- n. Campus Clubs: Clubs and student associations exist at RC to connect students of common interests and enhance the learning and experiences of college life. Meeting new people and being exposed to new ideas is an important part of the collegiate experience. Students who are involved in extracurricular activities like clubs, sports, creative productions and community service report being more satisfied with their college experiences. Therefore, we highly encourage and support these experiences that provide additional opportunities for learning and networking. They can also serve as a

place where likeminded people can come together and students can build professional skills.

- o. ASG: The Associated Student Government serves to promote the interests of the RC student body at the College, District, regional and state levels. The ASG Senate is comprised of the Executive Board and twelve senators elected at large. The Executive Board includes the President, Vice President, Secretary, Treasurer and Student Trustee. The Reedley Campus and the Madera/Oakhurst Community College Campuses operate separate student governments.

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

Students are notified of academic standing status, referred to probation workshops and counseling appointments, or informed of special program options in the following ways:

- Email: According to A&R timelines in alignment with registration periods each academic term students are sent an email. Student also notified at end of term.
- WebAdvisor: An alert pop-up is activated when a student goes to register and he/she is able to view holds on account (if student has not completed probation workshop or probation counseling appointment).
- Phone: Students are called and typically asked to schedule a counseling appointment for immediate intervention. Typically special programs (i.e., Student Support Services, DSP&S, EOP&S, etc.) implement this method of notification.

Often these notifications are utilized in conjunction with targeted marketing campaigns designed to coincide with significant dates and student milestones. For example, prior to registration students who are in danger of losing registration priority may receive one or all of the above notifications.

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

Academic or Progress Probation 1: Students are required to complete the State Center Community College District (SCCCD) Online Probation workshop. The online probation workshop is a collaborative effort between Fresno City College, Reedley College, and satisfies the probation requirement for the student at all district colleges/centers. The workshop reviews components of being a successful student and the probation/disqualification policies and procedures.

Academic or Progress Probation 2: Students are required to meet with a counselor prior to registering for the following semester. If a student does not meet with a counselor they will not be able to register. The counseling session involves the completion of the Retention Agreement that reviews the current probation status, facilitates the discussion of contributing factors, the review of their transcripts and/or work in progress (may require the completion of the work-in-progress form), identification of specific support services the student should be utilizing, advisement on future courses (i.e., repeat recommendations to improve grades)/course loads (i.e., registering for manageable unit loads)/ course schedule (i.e., balance the course work required per day). Once the counseling session is complete the student may register: 1) In-

person at Admissions and Records by submitting a completed Registration form with counselor signatures next to approved courses and or 2) Online if the counselor clears the registration hold.

Academic or Progress Dismissal: Students who are dismissed from the college are required to meet with a counselor prior to returning/registering for a subsequent semesters. If a student does not meet with a counselor, they will not be able to register unless a petition is completed and granted. The counseling session involves the completion of the Academic/Progress Dismissal paperwork that encompasses the following: review of transcripts and/or work in progress (if enrolled), discussion and verification regarding the current probation status, identification of specific support services the student should be utilizing, advisement on courses (i.e., repeat recommendations to improve grades)/course loads (i.e., registering for manageable unit loads)/ course schedule (i.e., balance the course work required per day), development of a SEP, and review of the prior issues/challenges to success and strategies for future improvement . Once the counseling session is complete the student may register In-Person at admissions and records by submitting a completed Registration form with counselor signatures next to approved courses and the Academic/Progress Dismissal paperwork. Students who are/have been on dismissal are required to continue to meet with a counselor at least once per semester to be eligible to register for the following semester until they have completed more than 50% of the units attempted and maintain a GPA of 2.0 or higher. Counseling for continually enrolled students will continue until the student has completed their educational goal (i.e., graduated, transferred) or is no longer attending RC.

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

Teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems by:

1. Numerous emails are sent out to all faculty throughout the semester encouraging them to utilize the early alert system. When an instructor does submit an early alert, the instructor will receive notification letting them know the student attended an appointment addressing their early alert referral.
 2. Instructional faculty are encouraged to make direct referrals of at-risk students to any student service.
 3. All student services are listed in the college directory.
 4. All faculty and staff are periodically reminded of the student services available during open day ceremonies, flex day activities, and general flyers/memos.
 - 5.
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)
.4	Vice President of Student Services	Supervises, coordinates, and oversees all operations related to the orientation component	40% Match 60% GF
.9	Dean of Student Services: Reedley College	Supervise, coordinate, and oversee general operations related to follow-up services to at-risk youth component	90% SSSP 10% GF
1	Dean of Student Services: Madera & Oakhurst Community College Centers	Supervise, coordinate and oversee student success, and Special programs and other educational planning initiatives for the Madera and Oakhurst Community College Centers.	40% SSSP 60% Match
1	College Relations Director	Coordinates matriculation services, including orientation component at the and oversee general operations related to the orientation component at Reedley/ Madera/Oakhurst.	100% SSSP
1	Matriculation and Outreach Coordinator	Coordinate and oversee general operations related to follow-up services to at-risk youth component	100% Match
1	College and Career Transitions Faculty Coordinator	Coordinates portions of our matriculation services within our feeder schools, including coordination of at risk student identification and coordination of follow-up services.	50% SSSP 50% SEP
1	SSS Director	Oversees general operations related to follow-up services to at-risk cohort groups.	100% Match
1	Coordinator STEM Program	Oversees general operations related to follow-up services to at-risk cohort groups.	100% Match
8.5	Full-Time Counselor(s) *	Coordinates follow-up services for at-risk students; tracks, monitors and implements the early alert program; counsels and advises students in regards to academic standing/progress; assists students with appeal, exemption, and pre/co-requisite procedures; collaborates with students to update Student Education Plan;	4 @ 50% SSSP / 50% Match 6.5 @ 100% Match
6	Adjunct Counselor(s)	Assists with tracking, monitoring and implementing the early alert program; counsels and advises students in regards to academic standing/progress; assists students with appeal, exemption, and pre/co-requisite procedures; collaborates with students to update Student Education Plan;	10 @ 100% SSSP 3.5 @ 100% Match
1	Office Assistant III : Counseling Center	Implements email and SARS call communication with students; assist	100% Match

		with compiling student data	
1	Job Developer	To assist Career Counselor with providing follow-up services	60% SSSP 40% Match
1	Faculty Coordinator for the Writing Center	Facilitates and coordinates follow up writing and reading tutorial services for at risk students.	100% SSSP
.5	Faculty Coordinator for the Math Center	Facilitates and coordinates follow up math tutorial services for at risk students.	50%SSSP 50%SEP
1	Tutorial Center Coordinator: Reedley College	Facilitate and coordinate follow up general tutorial services for at risk students attending the Reedley College campus.	100% Match
.5	Tutorial Center Coordinator: Madera & Oakhurst Community College Centers	Facilitate and coordinate follow up general tutorial services for at risk students attending the Madera & Oakhurst Community College Centers.	50%SSSP 50%SEP
9.9	Tutors (Hourly Student Workers)	Provides tutorial services to student; includes tutors working in the center and embedded tutors.	6.5 @ 100% SSSP 25 @ Match
1	Office Assistant III : Tutorial Center	Implements email and SARS call communication with students specific to tutorial services; assist with compiling student data.	100% Match
.5	Librarian	Assist at risk students to access tutorial, study skills and other academic services.	50% Match 50% GF
1.2	Psychologist (Part-time)	Addresses referrals from the Behavioral Intervention Team and the Early Alert process; provides direct psychological services to students	2@ 100% Match
1	Student Service Specialist	Performs routine monitoring in the Datatel system specific to MIS recording and reporting.	100% Match

*includes full time counselors from SSS and STEM

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
5000	Travel and Mileage to support follow-up services	SSSP	5000.00
4000	General supplies related to follow-up services	SSSP	2500.00

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
2000	Institutional Researcher / Assists with the collection of data related to SSSP services including identifying student groups, monitoring progress, and reporting on success rates.	25% Match	22097.00
2000	Research Assistant/ Assists IR with the collection of data specific to SSSP services including identifying student groups, monitoring progress, and reporting on success rates.	100% SSSP	74481.00
5000	Other Operating Expenses / Copy Machine	100% Match	150.00
4000	Coordination/ Outreach items to support related promotions, awareness and completion campaigns that fall across multiple core services (e.g. Reg To Go).	100% SSSP	35000.00
4000	Coordination / General supplies related to activities and individuals that support programs that serve across multiple core services.	100% SSSP	13234.00
5000	Coordination / Software related to activities and individuals that support programs that serve across multiple core services.	100% SSSP	600.00
5000	Coordination / Travel, Conference and mileage related to activities and individuals that support programs that serve across multiple core services.	100% SSSP	10000.00
5000	Coordination / Professional Development related to activities and individuals that support programs that serve across multiple core services. (i.e. speakers & Hosting events)	100% SSSP	80000.00

- 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
	Admissions and Records Manager	100% Match	119573.00
	Admissions and Records: Student Services Specialists x2 OAlll x7	100% Match	607747.00

SECTION III. POLICIES**A. Exemption Policy**

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 following are the college adopted criteria for exempting students from participation in the required services listed in Title 5 section 55520 and they are consistent with the requirements of section 55532.

- A. ***Exemption Criteria for Orientation:*** RC follows State Center Community College District (SCCCD) practices for exemption criteria related to orientation. RC uses multiple criteria to determine student's exemption from orientation based on the student's response to the educational goals question on the CCCApply Application. As of the Spring 2013 semester, SCCCDD places orientation holds for all first time students districtwide unless the student is exempt. The following identifies the exemption criteria:
1. **Non-Exempt Students:** An orientation hold will be placed on students who identify one of the following educational goals on their CCC Apply application: A, B, C, D, E, F, J, K, M, N, O, or if goal is blank.
 2. **Exempt Students:** An orientation hold will not be placed on students who identify one of the following educational goals on their CCC Apply application:
 - a. G = Prepare for a new career (acquire job skills)
 - b. H = Advance in current job/career (update job skills)
 - c. I = Maintain a certificate or license
 - d. L = Complete credits for high school diploma or GED
 - e. P = Participate in an apprenticeship program -- this code actually translates to a G (prepare for new career) for MIS purposes and is available only on our current paper application (not the CCC Apply application).
- B. ***Exemption Criteria for Assessment:*** RC adopted and follows State Center Community College District governing board policies specifying criteria for exemption. RC has adopted standards for exemptions that are not based upon a sole criterion. RC has multiple criteria for exemption from assessment as documented in the attached District Board Policy #5320(b). See attached District Board Policy #BP5320 (b) and requested revisions that are now implemented at RC. The specific criteria for exemption from assessment are:
1. Student has completed an Associate (AA/AS) degree or higher,
 2. Student meets two or more of the following criteria:
 - a. Student has completed 12 or more acceptable transferable units;
 - b. Student has certain educational goals;
 - To maintain certificate or license;
 - Personal development (intellectual, cultural), or
 - To complete credits for a high school diploma or General Education Diploma.

3. RC makes exempted students aware that they may choose whether or not to participate in the assessment component by the following methods:
 - a. Personal development Statement of procedures is included in the college schedule of courses.
 - b. Statement of procedures is included in the college catalog.
 - c. Matriculation checklist and exemption waiver provided during orientation.
 - d. Matriculation checklist and exemption waiver are reviewed during individual counseling session with copies placed in student file.

C. **Exemption Criteria for Counseling:** RC adopted and follows State Center Community College District governing board policies specifying criteria for exemption. See attached Board Policy #5320(b) and requested revisions that are now implemented at RC. The specific criteria for exemption from counseling/advisement are:

1. Student has completed an Associate (AA/AS) degree or higher,
2. Student meets two or more of the following criteria:
 - a. Student has completed 12 or more acceptable transferable units;
 - b. Student has certain educational goals;
 - To maintain certificate or license;
 - Personal development (intellectual, cultural), or
 - To complete credits for a high school diploma or General Education Diploma.

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

3% of enrolled students are exempt from Assessment

3% of enrolled students are exempt from Orientation

3% of enrolled students are exempt from Counseling Services

3% of enrolled students are exempt from Follow-up

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.

The following are the college adopted appeal policies and procedures for RC.

- A. ***Student Grade Review Petition***: If a student is of the opinion that a grade received for a particular course is improper, the student may take action as follows:
1. Discuss the grade received with the instructor involved, or
 2. Obtain a *Student Grade Review Petition* from the Admissions and Records or Counseling office. Complete the form for processing no later than the last day of the semester (excluding summer sessions) following the semester for which the grade was received. The student will be issued a receipt copy of the form being submitted and will be notified of the action taken.
 3. If a student wishes to appeal the decision, the student may submit a written grievance. See Grievance Policy for Students on page 49 and follow the three steps listed.

Alleviation by Repetition of a Course for a Better Grade: For the benefit of a better grade, students may repeat college courses in which they have received grades of D, F or NC/NP by re-enrolling in the courses. Students may repeat courses in this way for a total of three attempts. Students who wish to attempt a course more than three times in order to earn a grade better than D, F, or NC/NP may do so only by *petition to the college Academic Standards Committee* through the Office of Admissions and Records or Counseling office.

The grades in courses that have been repeated may be recorded within brackets on the students' permanent records so that the substandard grades remain legible on the permanent records although they may be excluded in the computation of the cumulative grade point average. A statement is included on the permanent records explaining that bracketed course grades and unit values are not included in the computation of the cumulative grade point average. Students should be aware that other colleges or universities may not treat repeated courses in the same manner. Actions taken by the Academic Standards Committees of RC do not supersede the repetition policies of other educational institutions. A student who has completed a course with a substandard grade at another accredited college or university may repeat the equivalent course in the State Center Community College District. The District will honor courses repeated successfully ("C" or better) at another accredited college or university.

1. Repetition of courses designated as repeatable: If a student repeats a repeatable course in which a substandard grade has been recorded, the District will exclude no more than two previous substandard grades.

2. **Petition to repeat a course for improvement of an unsatisfactory grade:** A student may submit a petition to the Academic Standards Committee for an additional repetition. No state funding (FTES) may be claimed for this additional repetition. Only the first two substandard grades may be disregarded in the computation of the grade point average (i.e., the grade earned in the fourth or more attempt will be averaged with the third grade in computing the cumulative grade point average).
3. **Repetition of courses with a Non-Evaluative Symbol:** Students may repeat a course for which they have a mark of "W" recorded not to exceed three total attempts. A "W" mark is recorded for a withdrawal from a course on or after the census point or 30% of the semester (whichever is less) and before the end of the ninth week or 50% point of the semester class.
 - a. **Exceptions:** In extenuating circumstances, a student may submit a petition to the Academic Standards Committee for an additional repetition. No state funding (FTES) may be claimed for this additional repeat.
4. **Repetition of Courses with a Non-Substandard Grade:** A course in which a grade of "C" or better (including "P" or "CR") was earned may be repeated when circumstances exist which justify such a repetition. Students must petition the Academic Standards Committee for approval. If the petition is approved and a student completes the course, the course and grade will be listed on the academic record, but will be coded with a symbol indicating the course is excluded in the computation of the grade point average. Reasons for such repetition include but are not limited to:
 - a. significant lapse in time (as determined by the college)
 - b. change in technology;
 - c. re-certification / training requirements, or other justifiable reasons.
5. **Legally Mandated Training:** Course repetition is allowed when the repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses may be repeated for credit, and the grades and units received each time shall be included for purposes of calculating the student's grade point average. A student must present documentation that course repetition is necessary to complete legally mandated training. The District may claim apportionment each time the student repeats the course.
6. **Disabled Students:** Course repetition for disabled students is subject to the course repetition limitation; however, additional repetitions may be authorized under the following circumstances:
 - a. Continuing success of the student in other general and/or special classes is dependent on additional repetitions of specific classes,
 - b. When additional repetitions of a specific special class are essential in completing a student's preparation for enrollment into other regular or special classes, or
 - c. When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

7. **Alleviation of Substandard Grades without Repetition:** Substandard work, i.e., grades of D, F or NC not reflective of the student's present scholastic level of performance, may be alleviated without repetition only if the courses in which the substandard grades were earned are no longer appropriate for the student's present educational objectives or if the courses in which the substandard grades were earned or their equivalents are no longer available for repetition. Course work inappropriate for repetition may be considered for alleviation by the student making formal application to the college Academic Standards Committee through the Admissions and Records or Counseling office.
- In this case, a student will be eligible for consideration for alleviation of substandard work without repetition when the student has met each of the following conditions:
- a. A period of at least two years has elapsed since the work to be alleviated was recorded.
 - b. A student is pursuing an established program (associate degree or certificate program within the district).
 - c. A student has completed twelve or more semester units with at least a 3.00 GPA or 24 or more semester units with at least a 2.50 GPA or completed a total program with at least a 2.00 GPA. In determining eligibility for this provision, the college will consider the most recently completed semester first and then look to the total GPA of previous semesters in descending chronological order.
 - d. The amount of work to be alleviated shall not exceed the amount of work the student has successfully completed since the substandard work was recorded.

- C. ***Repetition of Courses Successfully Completed:*** The college catalog designates certain courses as repeatable for a specific number of times; otherwise courses in which a student has received satisfactory grades, i.e., A, B, C or CR/P, may not be repeated unless the student petitions the Academic Standards Committee through the Office of Admissions and Records or Counseling for permission to repeat the course. The Academic Standards Committee may grant permission for the student to repeat the course if one or more of the following conditions apply:

1. There has been a significant lapse of time since the course was last taken.
2. The previous grade was due, at least in part, to the result of extenuating circumstances beyond the student's control.
3. Course repetition is required as a special academic accommodation for a qualified Disabled Students Programs and Services student.

In the case of repetition of courses successfully completed, the grade earned when the course is repeated will not be counted in a student's units or grade point average. Repetition of courses successfully completed is permitted without petition in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses may be repeated any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included in the calculation of the student's grade point average. Students wishing to repeat courses under this condition must present written

documentation or certification to the Admissions and Records Office to verify that such course repetition is necessary to complete legally mandated training requirements.

- D. **Academic/Progress Dismissal:** A student shall be dismissed for one semester, exclusive of summer session, if, during each of three consecutive semesters, the student's performance falls under one or the combination of the following two conditions: 1) The student's cumulative (GPA) is less than 2.0; 2) The percentage of units in which the student has been enrolled for which entries of "W," "I," "NC" and "NP" are recorded reaches or exceeds fifty percent (50%) of all units attempted. Although we no longer assign NC grades, students still have NC grades on their transcripts and they will not be counted toward progress probation.

A dismissed student may attend summer session(s), and, by doing so, have the opportunity to improve his/her academic standing during the next primary term in which the student is enrolled. Academic Standings are calculated only after the Fall and Spring semesters. A dismissed student who wishes to attend summer session(s) must see a counselor for appropriate summer session course planning and must have the counselor's approval of the student's course enrollment plans before the student may enroll in any summer session course(s).

1. **Appeal of Academic or Progress Dismissal:** Following successful **appeal**, a student dismissed after academic or progress probation due to verified extenuating circumstances may be reinstated, and the mandatory dismissal period of one or more semesters shall be waived.
 - a. **Exceptions:** 1) A student on academic probation may not be dismissed after the third consecutive semester of unsatisfactory work (cumulative GPA below 2.0) if, during that third semester and every subsequent semester, the student maintains a 2.0 GPA until the cumulative GPA is above the probationary level and completes more than 50% of their attempted units 2) A student on progress probation will not be dismissed after the third semester of unsatisfactory work if, during that third semester and every subsequent semester, the student completes more than 50% of the attempted units until the percentage of units successfully completed is above the probationary level and maintains a 2.0 term GPA.
2. **Readmission Following Academic/Progress Dismissal:** Following a student's first dismissal, he/she will not be enrolled at a district college for the entire subsequent semester, excluding the summer sessions. A student who has been dismissed because of the district's academic or progress dismissal policy must **petition for readmission**. The dismissed student must complete the **readmission petition at the College or Center he/she plans to attend**.

If a readmitted student fails to complete more than fifty percent (50%) of all units attempted and fails to maintain a semester GPA of at least 2.00 in all completed courses of the first semester of readmission following his/her initial dismissal, the student will be dismissed again. This second dismissal will be for a period of one year, excluding summer sessions. After this dismissal period of one year, a student may again petition for readmission.

A student readmitted after the second dismissal who fails to meet these same academic and progress standards during the first semester of readmission will be dismissed again. This third dismissal will be for a period of two years. After this dismissal period of two years, a dismissed student may again petition for readmission.

The dismissed student's ***petition for readmission*** requires the dismissed student to address the academic and/or progress deficiencies which led to dismissal from the college. It also includes an educational plan developed by a counselor in consultation with the dismissed student. The petitioning student must sign the readmission petition to acknowledge this educational plan he/she needs to complete to remain in college. Unit limitations and course selection for readmitted students will be determined by a counselor. Upon approval by the college counselor reviewing the petition, a dismissed student may be readmitted to the college subject to the conditions specified in this section.

A student readmitted after any period of dismissal will be readmitted on academic and/or progress probation and, unless dismissed again, will continue on academic and/or progress probation until he/she has completed more than 50% of all units attempted and his/her cumulative grade point average is 2.00 or higher.

- E. ***Grievance Policy for Students***: Any complaint concerning an alleged unauthorized or unjustified act or decision by any staff member which adversely affects the grades, status, rights, or privileges of a student is the concern of the RC administration.
1. A student should see the following people if the concern is an academic matter:
 - a. Instructor
 - b. Dean of Instruction
 - c. Vice President of Instruction
 - d. Petition Academic Standards Committee (obtain petition form from Admissions & Records or Counseling office)
 - e. Enrollment Priorities Appeal
 2. A student should see the following people if the concern is a non-academic matter:
 - a. If it involves an administrator – immediate supervisor
 - b. If it involves certificated/classified staff immediate supervisor
 - c. If it involves another student - Vice President of Student Services
 3. If the student's concern(s) remain unresolved, the student may submit the grievance in writing. Grievances regarding non-academic matters are submitted to the Title IX Officer/Section 504/ADA coordinator at Reedley College or at the Madera Community College Center or Oakhurst Community College Center Campus:
 - a. At Reedley College, grievance forms may be obtained at the Vice President of Student Services' office in the Student Services Building (559) 638-3641, ext. 3217.
 - b. If the student is not satisfied with the outcome at steps a or b, a petition can be filed with the Committee for Student Conduct. A petition for this may be obtained at the Vice President of Student Services' office at Reedley.

4. Individuals seeking information and/or resolution of alleged acts of discrimination are directed to contact the Reedley College Vice President of Student Services, Claudia Habib, at (559) 638-3641, ext. 3217.

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.

The following describes the procedures implemented at RC for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

- A. Procedures for establishing and periodically reviewing prerequisites: RC establishes and periodically reviews prerequisites in accordance with title 5 section 55003 and AR4260. The establishment of a prerequisite follows the procedures for developing a new and/or modifying a course. All new or modified courses need to be reviewed and approved by the respective college and the district. The following outlines the general flow by which curriculum must be reviewed and approved to establish curriculum and curriculum prerequisites:

1. College
 - a. Department/faculty: develop curriculum (including identifying prerequisites) with the consent and support of the department
 - b. Curriculum Committee: Reviews for approval
2. District:
 - a. Pre-ECPC
 - b. ECPC
 - c. Board Approval

The review of course prerequisites and of courses occurs during the Program Review process/cycle. During the Program Review process advisories, prerequisites, and/or co-requisites are reviewed, added, modified, and/or deleted. For vocational courses or

Programs, advisories, prerequisites and/or co-requisites are reviewed every two years in accordance with title 5 [§ 55003(b)(4)]. During the Program Review process, if a modification to the advisory, prerequisite, and/or co-requisite is determined as necessary, modifications are made to the curriculum, followed by the same procedure as the establishment of a prerequisite listed above.

- B. Procedures for considering student challenges of prerequisites: During the Counseling/Advisement component, RC promptly informs students of their rights to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; the students responsibility for showing that grounds exist for the challenge; and the students right to file a complaint of unlawful discrimination through the follow processes:
1. Counselors inform students of their right/responsibilities to challenge a pre-/co-requisites and their right to file a complaint during orientation sessions. Counselors

remind and review (as needed) students right/responsibilities to challenge a pre-/co-requisites and students right to file a complaint during the registration process and in counseling sessions.

2. Students are also provided with additional resources (i.e., college catalog and the college website) to review and seek detailed information about student rights, procedures for challenging/appealing pre-/co-requisites, and procedures for filing a complaint.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

RC encourages, coordinates, and implements professional development opportunities for faculty and staff related to the implementation of the Student Success and Support Program. Staff Development Committee

Although professional development does vary by campus, faculty and staff are typically eligible to participate in any college, campus, and district training opportunity available. Professional development with respect to the provision of student support services commonly include the areas of admissions, orientation, assessment, counseling/advising, follow-up, and research and evaluation. The following is a general overview of the opportunities available:

- A. Fall and spring faculty and staff in-service day training sessions. Training sessions designed for both certificated and classified staff.
- B. Training sessions providing specific information to staff involved in the provision of each matriculation component service.
- C. In-services are conducted by the Disabled Students Programs & Services office to educate, provide strategies, and increase awareness regarding appropriate accommodations, modifications, and alternative services. In-services are provided on campus for faculty, staff, and community referral agencies.
- D. Coordination and training is enhanced with:
 1. The participation and involvement of the Matriculation and Outreach Coordinator in committee, meeting groups, and other various collaborative efforts within the college and the district. The campus-wide distribution of matriculation information provided by the State Chancellor's Office and local campus-generated matriculation data.

SECTION V. ATTACHMENTS

**Attachment A
Student Success and Support Program Plan Participants**

Work Group I: SSSP Planning & Core Services

Name	Title	Stakeholder Group
Nate Saari	Director of College Relations & Outreach	Classified Director
Dr. Claudia Habib	VP of Student Services	Administration
Jermain Pipkins	Dean of Student Services	Administration
Michelle Stricker	Matriculation & Outreach Coordinator	Matriculation & Outreach Department/ Non-Instructional Faculty
Charles Kralowec	Institutional Researcher	Classified Employee
Mario Gonzales	EOPS Director	Administration / Categorical
Sandra Fuentes	SSS Director	Administration / Categorical
Melanie Highfill	Account Auditor	Classified Employee
Rebecca Snyder	English Instructor	Faculty English
Samara Trimble	Counseling Dept. Chair	Counseling Faculty

Workgroup II: Core Service - Orientation

Name	Title	Stakeholder Group
Michelle Stricker	Matriculation & Outreach Coordinator	Non-instructional faculty
Marci Braggs	School Relations Specialist	Classified Employee
Darnell Harris	Assessment Coordinator	Classified Employee
Samara Trimble	Counseling Department Chair	Counseling Faculty

Workgroup III: Core Service - Assessment for Placement

Name	Title	Stakeholder Group
Steve Jones	RC Counselor	Faculty Counselor
Darnell Harris	Assessment Coordinator	Classified Employee
Dan Rivera	MO Outreach/Matriculation	Classified Employee
David Nippoldt	ESL Instructor	Faculty ESL
Deb Lapp	English Instructor	Faculty English
Nancy Frampton	ESL Instructor	Faculty ESL

Workgroup IV: Core Service - Counseling, Advising, and Other Educational Planning Services

Name	Title	Stakeholder Group
Samara Trimble	Counseling Department Chair	Faculty Counselor
Case Bos	RC Counselor	Counseling Faculty
Jane Zavala-Martinez	Counseling OAll	Classified Employee
Jennie Garcia	Counseling	Counseling Faculty
Luann Aldape	DSPS OAll	Classified Employee
Maria Ensminger	MO Counselor	Counseling Faculty

Workgroup V: Core Service- Follow-Up for At-Risk Students

Name	Title	Stakeholder Group
Samara Trimble	Counseling Department Chair	Faculty Counselor
Chris Spomer	RC Counselor	Counseling Faculty
Sheryl Young-Manning	English Instructor	Faculty English
Cheryl Lock	FA, Classified	Classified Employee
Linda Reither	LD Specialist	Certificated Employee
George Cartwright	Criminology Instructor	Faculty Criminology
Anastacia Klimek	RC Counseling	Counseling Faculty EOPS

Workgroup VI: Other SSSP/Match Expenditures

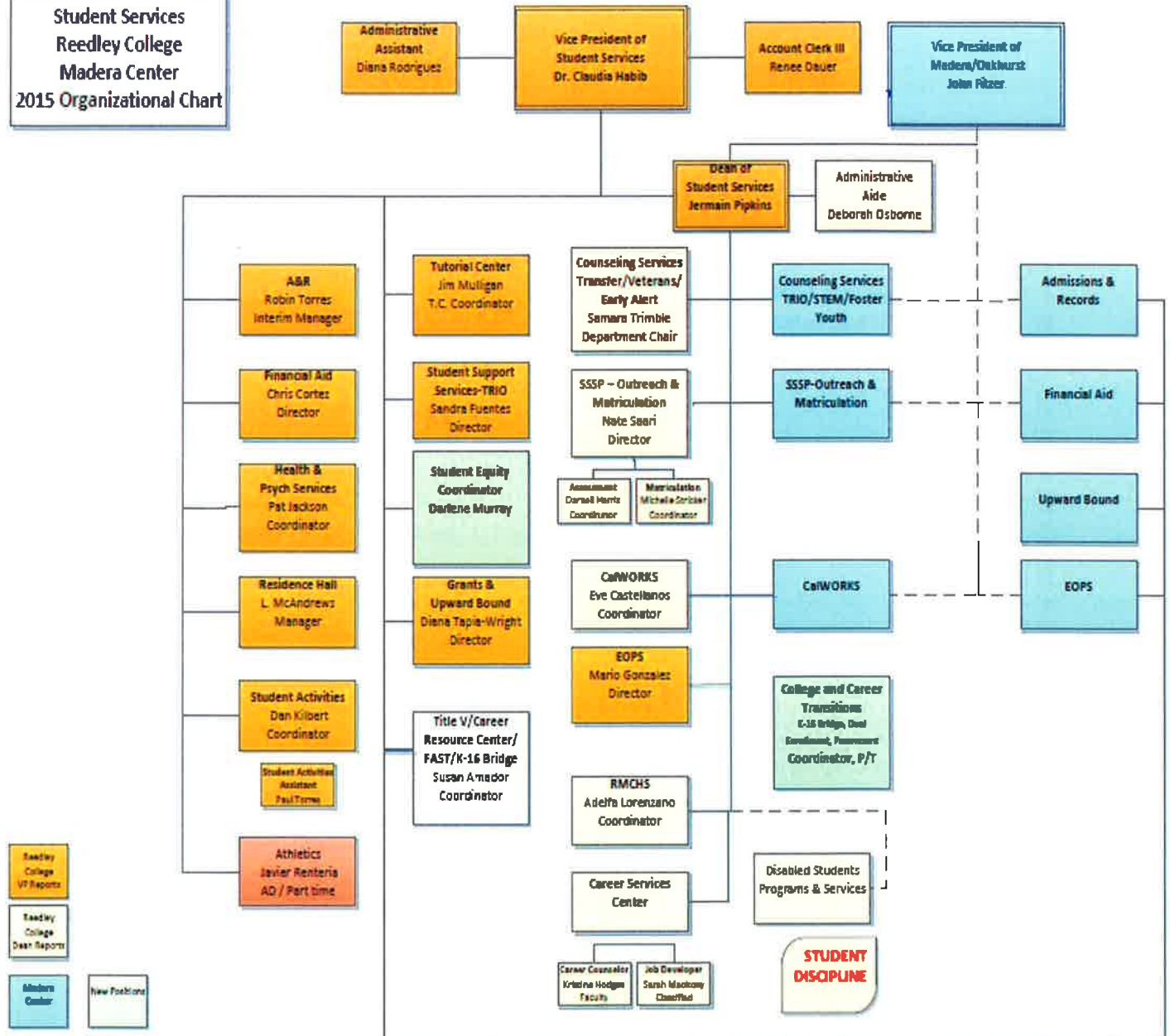
Name	Title	Stakeholder Group
Charles Kralowec	Institutional Researcher	Classified Employee
Melanie Highfill	Account Auditor	Classified Employee
Gary Sakaguchi	Director of Technology	Classified Management
David Borofka	English Instructor	Faculty
Instructional Faculty		
Steve Maciel	Micro Computer Research Tech, Classified	Classified Employee

Workgroup VII: Policies & Professional Development

Name	Title	Stakeholder Group
Robin Torres	Temp. Admissions and Records Manager	Classified Manager
Chris Cortes,	Financial Aid Director	Classified Employee
Rebecca Snyder	English Instructor	Faculty English
Jim Esquivel	Math Instructor	Faculty Math
Adelfa Lorenzano	Middle College High Coordinator	Non-Instructional Faculty
Ruby Duran	Counselor	Counseling Faculty
Michael Van Wyhe	Reading Instructor	Faculty Reading
Linda Nies	Business Services Supervisor	Classified Management

Attachment B Organizational Chart

**Student Services
Reedley College
Madera Center
2015 Organizational Chart**



Attachment C SSSP Advisory Committee

The Student Success Committee acts as the Reedley College SSSP advisory committee. It is made up representatives across all stakeholder groups with representatives from all three campuses. The Student Success Committee is part of the participatory governance structure at Reedley College.

Student Success Committee

Name	Title	Stakeholder Group
Dr. Claudia Habib	Vice President of Student Services	Administration Department Chair
Jermain Pipkins	Dean of Student Services	Administration
John Fitzer	Madera/Oakhurst Administrator – VP of Instruction/Dean or Designee Appointed by President	Administration (Appointed by College President)
Todd Davis	Dean of Instruction, Fine Arts/Humanities/Social Science	Administration
Michelle Stricker	Matriculation Coordinator	Non-Instructional Faculty (Co-Chair, Standing Member)
Darlene Murray	Student Equity Coordinator	Non-Instructional Faculty
Letty Alvarez	Admissions and Records Manager	Classified Management (Standing Member)
Melissa Affeldt	Workability III Counselor/Coordinator, DSP&S	Counseling (Appointed by Academic Senate)
Nate Saari	Director of College Relations and Outreach	Classified Management
Julie Thurber	Basic Skills Initiative Coordinator English/Reading Instructor	Faculty
Rebecca Snyder	One Faculty from Writing, Math or Tutorial Center English Instructor Appointed by Academic Senate	Faculty (Appointed by Academic Senate)
Laure Tidyman-Jones	Counselor	Counseling Faculty (Appointed by Academic Senate)
Chris Cortez	Director of Financial Aid	(Standing Member)

	(Standing Member)	
Nancy Frampton	Madera/Oakhurst Representative Appointed by Academic Senate (Recommend ESL)	(Appointed by Academic Senate)
Carey Karle	Two Representatives from Division A Appointed by Academic Senate	(Appointed by Academic Senate)
Joseph Lin Shannon Jefferies	Two Representatives from Division B Appointed by Academic Senate	Faculty Science Faculty Physical Education
Irenio Garza Larry Paredes	Two Representatives from Division C Appointed by Academic Senate	Faculty Automotive Technology Faculty Manufacturing Technology
Linda Nies	Classified Representative Appointed by CSEA (Recommend "Administrative Business Services")	Classified Management
Chelby Rangel	Student Representative Appointed by ASG	Student
Jim Mulligan	Coordinator-Tutorial Center	Non-Instructional Faculty
Charles Kralowec	Institutional Researcher	Classified Employee
Shivon Hess	Librarian	Certificated Employee
Stephanie Doyle	Library/Learning Resource Assistant II	Classified Employee

ATTACHMENT D GLOSSARY

The following abbreviations are used throughout the Student Success Plan report document to define college programs used in the process.

AA	Associates of Arts Degree
AA-T	Associate of Arts Transfer
ACCU ESL	Accuplacer English as Second Language Assessment
ADA	Americans with Disabilities Act
AP	Advanced Placement
A&R	Admissions and Records
AS	Associates of Science Degree
AS-T	Associate of Science Transfer
ASG	Associated Student Government
ATB	Ability to Benefit
BET	Beyond the Classroom Tutorial Services
BIT	Behavioral Intervention Team
CCCApply	California Community Colleges Student Application Program
CR	Student Gains Credit For a Course Replacing the Letter Grade
CSU	California State University
CTEP	Colleges Tests for English Placement
CELSA	Combined English Language Skills Assessment
CCCC	Clovis Community College Center
COUN	Counseling
DSPS	Disabled Student Programs and Services
EAP	Early Assessment Program
ECPC	Educational Coordinating and Planning Committee
EOPS	Extended Opportunity Programs and Services
ESL	English as Second Language
FA	Fall Semester
FAFSA	Free application for Federal Student Aid
FAQs	Frequently Asked Questions
FAST	Freshmen Academic Success Team
FCC	Fresno City College
FTES	Full Time Equivalent Student
GPA	Student Grade Point Average
GED	General Education Development
LD	Learning Disabilities
MCCC	Madera Community College Center
MDTP	Mathematics Diagnostic Test Project
MC	Madera Center
NC	Non Credit Course
NP	Not Passed Grade
NON-RTG	Students Not eligible for Registration to Go
OC	Oakhurst Center
OCCC	Oakhurst Community College Center
P	Student Passes Course and receives a P Replacing the Letter Grade
RTG	Registration to Go
RC	Reedley College
SARP	Student Athlete Retention Program
SARS	Academic Early Alert System

SB	Senate Bill
SEP	Student Education Plan
SACCD	State Center Community College District
SLOs	Student Learning Outcomes
SP	Spring Semester
SSSP	Student Success and Support Programs
SSS	Student Support Services Program
STEM	Science, Technology, Engineering, Math Program
SU	Summer Semester
TAGs	Transfer Admissions Guarantee
TCW	Transfer Counseling Website
UC	University of California
W	Student Withdrawal From a Course

**2015-16 Credit Student Success and Support Program (SSSP) Budget Plan
for fiscal reporting period July 1, 2015 - June 30, 2016**

District: State Center CCD
College: Reedley College

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

Email to: cccssp@cccco.edu

and

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 Expenditur | 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.

2015-16
State Center CCD
Reedley College
Credit

Part I: Funding

Enter whole numbers only

2015-16 Credit SSSP Allocation \$ 2,496,022

Total 2015-16 Planned Expenditures in Credit SSSP

	Amount
Part II: Planned Credit SSSP Expenditures	\$ 2,496,022
Part III: Planned District Match	\$ 3,610,982
1:1.3 Calculated required match for Credit	\$ 3,244,829

Total Planned Expenditures in Credit SSSP \$ 6,107,004

Balance of 2015-16 Credit SSSP Allocation \$ -

2015-16 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.

2015-16
State Center CCD
Reedley College
Credit

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.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
1000	Academic Salaries: List by Position Title(s)							
	ex: VP Student Services	0.25	\$ -	\$ -	\$ -	\$ -	\$ 26,585	\$ 26,585
	Dean of Student Services -RC	0.90	\$ -	\$ -	\$ -	\$ -	\$ 103,930	\$ 103,930
	Dean of Student Services - MC	0.40	\$ -	\$ -	\$ -	\$ -	\$ 44,542	\$ 44,542
	Director of College Relations and Outreach	1.00	\$ -	\$ -	\$ -	\$ -	\$ 104,906	\$ 104,906
	College & Career Transition Coordinator	0.50	\$ -	\$ -	\$ -	\$ -	\$ 38,527	\$ 38,527
	Carrer Counselor	0.60	\$ -	\$ -	\$ 24,828	\$ 24,828	\$ -	\$ 49,656
	Counselor - MC	0.50	\$ -	\$ -	\$ 20,088	\$ 20,089	\$ -	\$ 40,177
	Counselors - RC	1.50	\$ -	\$ -	\$ 40,502	\$ 40,502	\$ -	\$ 81,004
	Adjunct Counselors	6.00	\$ -	\$ -	\$ 231,199	\$ 231,200	\$ -	\$ 462,399
	Math Center Coordinator	0.50	\$ -	\$ -	\$ -	\$ 38,527	\$ -	\$ 38,527
	Writing Center Coordinator	1.00	\$ -	\$ -	\$ -	\$ 77,055	\$ -	\$ 77,055
	Tutorial Center Coordinator	0.50	\$ -	\$ -	\$ -	\$ 38,527	\$ -	\$ 38,527
	Subtotal		\$ -	\$ -	\$ 316,617	\$ 470,728	\$ 291,905	\$ 1,079,250
2000	Classified and Other Nonacademic Salaries: List by Position Title(s)	# of FTE Positions						
	ex: clerical staff	2.00	\$ 25,000	\$ 30,000	\$ 45,000	\$ -	\$ -	\$ 100,000
	OAlll - Orientation/Outreach	0.50	\$ 24,200	\$ -	\$ -	\$ -	\$ -	\$ 24,200
	College Relations Specialist MB	1.00	\$ 33,666	\$ 16,833	\$ 33,665	\$ -	\$ -	\$ 84,164
	Ed Advisor (gomez, b)	1.00	\$ 19,705	\$ 9,853	\$ 19,705	\$ -	\$ -	\$ 49,263
	Ed Advisor New	1.00	\$ 19,705	\$ 9,853	\$ 19,705	\$ -	\$ -	\$ 49,263
	Evaluator (new)	0.50	\$ -	\$ -	\$ 21,803	\$ -	\$ -	\$ 21,803
	Evaluator Limited Term	1.00	\$ -	\$ -	\$ 43,605	\$ -	\$ -	\$ 43,605
	OAlll - Career Center	0.50	\$ -	\$ -	\$ 24,651	\$ -	\$ -	\$ 24,651
	Job Developer (Sarah M.)	0.60	\$ -	\$ -	\$ -	\$ 33,376	\$ -	\$ 33,376

Assessment Coordinator (Harris)	1.00	\$	-	\$	61,368	\$	-	\$	-	\$	61,368
Webmaster	0.50	\$	15,342	\$	-	\$	15,342	\$	-	\$	30,684
Assessment Tech	1.00	\$	-	\$	53,015	\$	-	\$	-	\$	53,015
Research Assistant	1.00	\$	-	\$	-	\$	-	\$	49,263	\$	49,263
Student Ambassadors	3.25	\$	37,400	\$	37,400	\$	-	\$	-	\$	74,800
Student Tutors	1.90	\$	-	\$	-	\$	-	\$	44,000	\$	44,000
Subtotal		\$	150,018	\$	188,322	\$	178,476	\$	77,376	\$	643,455

Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
3000						
Employee Benefits: List by Position Title(s)						
ex: VP Student Services	0.25	\$	-	\$	-	\$ 2,658
ex: clerical staff	2.00	\$	2,500	\$	3,000	\$ 10,000
Dean of Student Services -RC		\$	-	\$	-	\$ 27,291
Dean of Student Services - MC		\$	-	\$	-	\$ 11,894
Director of College Relations and Outreach		\$	-	\$	-	\$ 36,494
College & Career Transition Coordinator		\$	-	\$	-	\$ 12,381
Carrer Counselor		\$	-	\$	7,672	\$ 7,673
Counselor - MC		\$	-	\$	5,983	\$ 5,984
Counselors - RC		\$	-	\$	15,136	\$ 15,136
Adjunct Counselors		\$	-	\$	32,923	\$ 32,923
Math Center Coordinator		\$	-	\$	-	\$ 12,381
Writing Center Coordinator		\$	-	\$	-	\$ 17,867
Tutorial Center Coordinator		\$	-	\$	-	\$ 12,381
OAll - Orientation/Outreach		\$	12,111	\$	-	\$ 12,111
College Relations Specialist MB		\$	12,773	\$	6,386	\$ 19,159
Ed Advisor (gomez, b)		\$	9,763	\$	4,882	\$ 14,645
Ed Advisor -New		\$	9,764	\$	4,882	\$ 14,646
Evaluator (new)		\$	-	\$	-	\$
Evaluator (Limited Term 1yr)		\$	-	\$	23,189	\$ 23,189
OAll - Career Center		\$	-	\$	12,209	\$ 12,209
Job Developer (Sarah M.)		\$	-	\$	-	\$
Assessment Coordinator (Harris)		\$	-	\$	27,018	\$ 27,018

	Webmaster	\$	6,754	\$	-	\$	6,755	\$	-	\$	-	\$	13,509
	Assessment Tech	\$	-	\$	24,409	\$	-	\$	-	\$	-	\$	24,409
	Research Assistant	\$	-	\$	-	\$	-	\$	-	\$	25,218	\$	25,218
	Student Ambassadors	\$	752	\$	752	\$	-	\$	-	\$	-	\$	1,504
	Student Tutors	\$	-	\$	-	\$	-	\$	884	\$	-	\$	884
	Subtotal	\$	51,917	\$	68,329	\$	147,762	\$	120,697	\$	113,278	\$	501,983
4000	Supplies & Materials												
	Assessment Tests	\$	-	\$	35,000	\$	-	\$	-	\$	-	\$	35,000
	Outreach Supplies	\$	15,000	\$	-	\$	5,000	\$	-	\$	35,000	\$	55,000
	Supplies	\$	2,500	\$	2,500	\$	2,500	\$	2,500	\$	13,234	\$	23,234
	Subtotal	\$	17,500	\$	37,500	\$	7,500	\$	2,500	\$	48,234	\$	113,234
5000	Other Operating Expenses and Services												
	Software	\$	-	\$	2,500	\$	20,000	\$	-	\$	600	\$	23,100
	Travel and Conference	\$	2,500	\$	2,500	\$	5,000	\$	5,000	\$	7,500	\$	22,500
	Hosting Events (Food)	\$	2,500	\$	-	\$	-	\$	-	\$	10,000	\$	12,500
	Speakers	\$	15,000	\$	-	\$	-	\$	-	\$	70,000	\$	85,000
	Phone (Mifi for Reg to Go)	\$	5,000	\$	-	\$	-	\$	-	\$	-	\$	5,000
	Mileage	\$	5,000	\$	-	\$	2,500	\$	-	\$	2,500	\$	10,000
	Subtotal	\$	30,000	\$	5,000	\$	27,500	\$	5,000	\$	90,600	\$	158,100
6000	Capital Outlay												
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Subtotal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
7000	Other Outgo												
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Subtotal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Grand Total	\$	249,435	\$	299,151	\$	677,855	\$	676,301	\$	593,280	\$	2,496,022
	Total Planned Expenditures cannot exceed the 2015-16 Credit SSSP Allocation	\$										\$	2,496,022

2015-16 Credit Student Success and Support Program Budget Plan

Part II: Planned Expenditures

Other Instructions

*** 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

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

2015-16
State Center CCD
Reedley College
Credit

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.

Classification		Orientation	Assessment	Counseling/ Advising / Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match Services ** (see below)	Total
1000	Academic Salaries: List by Position Title(s)	# of FTE Positions								
	Matriculation and Outreach Coordinator	1.00	\$ -	\$ -	\$ -	\$ 82,840	\$ -	\$ -	\$ -	\$ 82,840
	VPSS	0.40	\$ -	\$ -	\$ -	\$ 62,768	\$ -	\$ -	\$ -	\$ 62,768
	Counseling Dept. Chair	0.20	\$ -	\$ 19,123	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,123
	Counselors	6.50	\$ -	\$ 378,928	\$ 378,927	\$ -	\$ -	\$ -	\$ -	\$ 757,855
	School Psychologist	1.20	\$ -	\$ -	\$ 33,600	\$ -	\$ -	\$ -	\$ -	\$ 33,600
	Tutorial Coordinator	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,148	\$ 78,148
	Adjunct Tutorial/Writing Centers	0.60	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 53,360	\$ 53,360
	Adjunct Counselors	2.00	\$ -	\$ -	\$ 105,869	\$ 45,373	\$ -	\$ -	\$ -	\$ 151,242
	Director SSS Programs	1.00	\$ -	\$ -	\$ 66,098	\$ 66,098	\$ -	\$ -	\$ -	\$ 132,196
	Counselor SSS Program	1.00	\$ -	\$ -	\$ 31,533	\$ 31,534	\$ -	\$ -	\$ -	\$ 63,067
	Coordinator STEM Program	0.50	\$ -	\$ -	\$ -	\$ 34,665	\$ -	\$ -	\$ -	\$ 34,665
	Counselor STEM Program	1.00	\$ -	\$ -	\$ 40,177	\$ 40,177	\$ -	\$ -	\$ -	\$ 80,354
	Dean of Student Services MC	0.60	\$ -	\$ -	\$ -	\$ -	\$ 66,813	\$ -	\$ -	\$ 66,813
Librarian	0.50	\$ -	\$ -	\$ -	\$ 39,289	\$ -	\$ -	\$ -	\$ 39,289	
	Subtotal	\$ -	\$ -	\$ 641,728	\$ 669,663	\$ 212,421	\$ -	\$ -	\$ 131,508	\$ 1,655,320
2000	Classified and Other Nonacademic Salaries: List by Position Title(s)	# of FTE Positions								
	OAll- Outreach	0.50	\$ 24,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,200
	College Relations Specialist MN	1.00	\$ 32,062	\$ 16,031	\$ 32,063	\$ -	\$ -	\$ -	\$ -	\$ 80,156
	Ed Advisor - Madera DR	1.00	\$ 25,029	\$ 12,514	\$ 25,029	\$ -	\$ -	\$ -	\$ -	\$ 62,572
	Webmaster	0.50	\$ -	\$ -	\$ -	\$ -	\$ 30,684	\$ -	\$ -	\$ 30,684
	Institutional Research	0.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,342	\$ 15,342
OAll Career Center	0.50	\$ -	\$ -	\$ 24,651	\$ -	\$ -	\$ -	\$ -	\$ 24,651	

Student Services Specialist	1.00	\$	-	\$	22,674	\$	-	\$	22,673	\$	-	\$	-	\$	-	\$	45,347
OAllI - Counseling	1.00	\$	-	\$	25,854	\$	-	\$	25,854	\$	-	\$	-	\$	-	\$	51,708
Tutorial- tutors	8.00	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	170,889	\$	170,889
OAllI -tutorial	1.00	\$	-	\$	-	\$	-	\$	51,708	\$	-	\$	-	\$	-	\$	51,708
Job Developer (Sarah M)	0.40	\$	-	\$	-	\$	-	\$	22,250	\$	-	\$	-	\$	-	\$	22,250
Student Ambassadors	0.90	\$	9,806	\$	9,806	\$	-	\$	-	\$	-	\$	-	\$	-	\$	19,612
Admissions Manager	1.00	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	87,024	\$	87,024
Admissions Staff (2 SS & 7 OAllI)	9.00	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	397,874	\$	397,874
Subtotal		\$	91,097	\$	61,025	\$	107,597	\$	122,485	\$	-	\$	30,684	\$	671,129	\$	1,084,017

Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match** (see below)	Total	
3000 Employee Benefits: List by Position Title(s)										
Matriculation and Outreach Coordinator	\$	-	\$	-	\$	25,676	\$	-	\$	25,676
VPSS	\$	-	\$	-	\$	14,490	\$	-	\$	14,490
Counseling Dept. Chair	\$	-	\$	5,499	\$	-	\$	-	\$	5,499
Counselors	\$	-	\$	98,774	\$	98,774	\$	-	\$	197,548
School Psychologist	\$	-	\$	-	\$	17,195	\$	-	\$	17,195
Tutorial Coordinator	\$	-	\$	-	\$	-	\$	25,008	\$	25,008
Adjunct Tutorial/Writing Centers	\$	-	\$	-	\$	-	\$	7,598	\$	7,598
Adjunct Counselors	\$	-	\$	15,076	\$	6,461	\$	-	\$	21,537
Director SSS Programs	\$	-	\$	16,352	\$	16,352	\$	-	\$	32,704
Counselor SSS Program	\$	-	\$	7,937	\$	7,938	\$	-	\$	15,875
Coordinator STEM Program	\$	-	\$	-	\$	11,831	\$	-	\$	11,831
Counselor STEM Program	\$	-	\$	12,616	\$	12,616	\$	-	\$	25,232
Dean of Student Services MC	\$	-	\$	-	\$	17,788	\$	-	\$	17,788
Librarian	\$	-	\$	-	\$	12,489	\$	-	\$	12,489
OAllI- Outreach	\$	12,111	\$	-	\$	-	\$	-	\$	12,111
College Relations Specialist MN	\$	12,373	\$	6,322	\$	-	\$	-	\$	31,068
Ed Advisor - Madera DR	\$	10,911	\$	5,456	\$	-	\$	-	\$	27,278
Webmaster	\$	-	\$	-	\$	-	\$	13,509	\$	13,509
Institutional Research	\$	-	\$	-	\$	-	\$	6,755	\$	6,755

	OAll Career Center	\$	-	\$	12,254	\$	-	\$	-	\$	-	\$	12,254
	Student Services Specialist	\$	-	\$	11,782	\$	11,783	\$	-	\$	-	\$	23,565
	OAll - Counseling	\$	-	\$	12,468	\$	12,468	\$	-	\$	-	\$	24,936
	Tutorial- tutors	\$	-	\$	-	\$	-	\$	-	\$	3,435	\$	3,435
	OAll -tutorial	\$	-	\$	-	\$	-	\$	-	\$	24,936	\$	24,936
	Job Developer (Sarah M)	\$	-	\$	-	\$	10,312	\$	-	\$	-	\$	10,312
	Student Ambassadors	\$	197	\$	197	\$	-	\$	-	\$	-	\$	394
	A&R Manager	\$	-	\$	-	\$	-	\$	-	\$	32,549	\$	32,549
	A&R Staff (2 SS & 7 OAll)	\$	-	\$	-	\$	-	\$	-	\$	209,873	\$	209,873
	Subtotal	\$	35,592	\$	23,757	\$	218,219	\$	57,954	\$	13,509	\$	863,445
4000	Supplies & Materials	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Subtotal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
5000	Other Operating Expenses and Services	\$	150	\$	-	\$	-	\$	150	\$	-	\$	300
	Copy Machine	\$	2,000	\$	-	\$	-	\$	-	\$	-	\$	2,000
	Staff Travel	\$	2,500	\$	-	\$	-	\$	-	\$	-	\$	5,000
	Mileage	\$	-	\$	2,500	\$	-	\$	-	\$	-	\$	900
	Hosting Events	\$	-	\$	900	\$	-	\$	-	\$	-	\$	900
	Subtotal	\$	4,650	\$	-	\$	-	\$	150	\$	-	\$	8,200
6000	Capital Outlay	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Subtotal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
7000	Other Outgo	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Subtotal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Grand Total	\$	131,339	\$	84,782	\$	1,010,367	\$	270,525	\$	44,193	\$	1,112,791
	Total Planned Expenditures must be at least equal to or exceed the Required District Match												
	Grand Total	\$	131,339	\$	84,782	\$	1,010,367	\$	270,525	\$	44,193	\$	1,112,791
	Grand Total	\$	131,339	\$	84,782	\$	1,010,367	\$	270,525	\$	44,193	\$	1,112,791

2015-16 Credit Student Success and Support Program Budget Plan
Part III: Planned District Match
Other Instructions

*** 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, 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).

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 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 FIES

2015-16
State Center CCD
Reedley College
Credit

Summary

Part I: Funding

2015-16 Credit SSSP Allocation \$ 2,496,022

Total 2015-16 Planned Expenditures in Credit SSSP

Part II: Planned Credit SSSP Expenditures \$ 2,496,022

Part III: Planned District Match \$ 3,610,982

1:1.3 Calculated required district match for Credit \$ 3,244,829


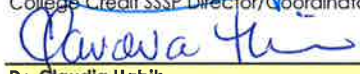
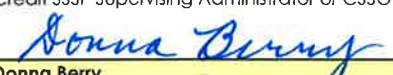

Total Planned Expenditures in Credit SSSP \$ 6,107,004

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 55510 and the SSSP Funding Guidelines.

 Jermain Pipkins College Credit SSSP Director/Coordinator (Typed name and signature)	<u>jermain.pipkins@reedleycollege.edu</u> Email address	(559) 638-0300 Phone Number	11-19-15 Date
 Dr. Claudia Habib Credit SSSP Supervising Administrator or CSSO (Typed name and signature)	<u>claudia.habib@reedleycollege.edu</u> Email address	(559) 638-0300 Phone Number	11-19-15 Date
 Donna Berry College/District Business Manager (Typed name and signature)	<u>donna.berry@reedleycollege.edu</u> Email address	(559) 638-0300 Phone Number	11-19-15 Date
 Dr. Sandra Caldwell Superintendent/President (Typed name and signature)	<u>sandra.caldwell@reedleycollege.edu</u> Email address	(559) 638-0300 Phone Number	11/18/15 Date