Student Success and Support Program Plan
(Credit Students)

2014-15

District: __Siskiyou Joint Community College District__
College: __College of the Siskiyous__

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: College of the Siskiyous

District Name: Siskiyou Joint 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.

Signature of College SSSP Coordinator: Valerie Roberts
Name: Valerie Roberts, Associate Dean Student Success Date: 11/14/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer:
Name: Dr. Gregory South, Vice President Academic Affairs Date: 11/14/14

Signature of the Chief Instructional Officer:
Name: Dr. Gregory South, Vice President Academic Affairs Date: 11/14/14

Signature of College Academic Senate President:
Name: Michael Graves Date: 11/14/2014

Signature of College President:
Name: Scotty Thomason Date: 11/14/2014

Signature of District Chancellor:
Name: n/a Date: 

Contact information for person preparing the plan:
Name: Valerie Roberts Title: Associate Dean Student Success
Email: robertsv@siskiyous.edu Phone: 530-938-5353
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served.

   All new, ACT (Associate degree, Certificate, Transfer) non-exempt students are encouraged and expected to participate in SOAR (Siskiyou's Orientation Advising and Registration). The estimated annual number of new students is 450-500 (unduplicated).

   Describe the delivery methods (in groups, online, etc.) and activities that will be provided.

   Delivery methods include group in-person on campus and off campus sites – local high schools and Instructional Service Agreement (ISA) sites, as well as individually online. Activities provided to students participating in an on campus SOAR include a campus tour, FAFSA (Free Application for Federal Student Aid)/financial aid information and assistance with FAFSA completion, resource overview, students’ rights and responsibilities, relevant policies and procedures, social connections, hands on overview of our computerized student information system and education planning program, and meeting with an advisor or counselor to create an abbreviated (two semester) education plan. Students participating in an offsite SOAR have all the same activities, with the exception of a campus tour. Online SOAR students will get a virtual campus tour (to be added this year), and upon completion of their SOAR, are advised to have a follow up phone advising/counseling and education planning appointment. During the 2014-15 year, orientation will be expanded beyond the current 1/2 day (or equivalent time) efforts and will include an online course or workshop format which will more effectively and completely provide information to students throughout their first semester.

   Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.

   Partnerships include county (a large geographic area) high schools, the College of the Siskiyou’s Upward Bound program, College OPTIONS, County Office of Education, and off campus Instructional Service Agreement site personnel.

   Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

   All new, ACT non-exempt students are required to complete an orientation prior to registration for their first semester/term; however we currently do not block registration to students who have not completed orientation. Mandated orientation is being explored for the 2014-15 year.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
Group in-person, on the main campus, extension campus, and at local high schools is conducted by our Lead Advisor. He is also responsible for monitoring the online SOAR for individuals. Orientation responsibilities are 15-20% of his job, depending on the number of new students enrolling for the academic year. In his role, he schedules SOAR, provides the overview of resources and the introduction to the student information system, as well as explains degree/certificate requirements and providing education planning to individuals. Two additional General Advisors, for 5% of each staff member's time, assist with group in-person SOAR and follow-up phone advising for online SOAR as needed. Counselors (3, all part-time for a total of 5% each) assist with group in-person SOAR by meeting with students to do education planning. A Student Services Specialist I personnel schedule students in SOAR sessions and assists in the coordination of the activities. This is 5% of her position. Two student assistants help the Counseling Office Receptionist with these duties as well as provide campus tours to group in-person SOAR participants (5%).

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Commercial products used include Etudes (a course management system used for online classes and projects), Luminis (for portal access), and DegreeWorks (an online educational planning and degree audit tool). There is an annual fee for Etudes licensing and costs for technical assistance for these products.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55221 as required information to include in an orientation.

Orientation Checklist (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 58621
(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

Currently we “require” all new, non-exempt students to complete an orientation prior to registration for their first semester/term, however we do not block registration to students who have not completed orientation. This option is being explored in the 2014-15 year. This will also require us to create a procedure through which students enrolling the week prior to the start of the semester and/or the first week of the semester can, and will, complete SOAR by the start of the following term.

As previously mentioned, we will be working on an extended orientation so important information can be providing to students throughout their first term. In addition to more information being provided, timeliness and relevance will be improved. We have an AA degree applicable, CSU and UC transferrable 1-unit course titled “Collegiate Orientation” which will be revamped for this purpose. An additional option for students will be a 3-unit, AA degree applicable, CSU and UC transferrable course titled “College Success Skills” – which includes orientation related information as well as covers study habits/skills, personal health, and some career planning.

Although we address and/or reference all eight policies and procedures, we will go more in depth to provide specific and detailed information during in-person orientation and revamp our online orientation curriculum. Currently, students are given a Student Handbook/Academic Calendar/Planner during the in-person orientations which includes much of the Title V required information. Students are referred to the online links during the online orientation. Online orientation will be enhanced through the addition of a virtual campus tour and/or video vignettes of staff, program support available, tutoring and academic support labs, the Library, etc.
The online orientation modules below were designed based on the in-person topics discussed in the in-person orientations. These include:

**INTRODUCTION:** WHAT IS SOAR?
SOAR OVERVIEW
WHO SHOULD PARTICIPATE IN SOAR?

**WEBSITE AND NAVIGATOR (STUDENT PORTAL)**
GENERAL INFORMATION
REGISTRATION
PROGRESS REPORTS
FINANCIAL AID
EDUCATION PLAN
BOOKSTORE LINK
OTHER LINKS

**COLLEGE RESOURCES, SERVICES, & GENERAL INFORMATION**
RESOURCES & SERVICES
EXPECTATIONS OF STUDENTS
STUDENT RESPONSIBILITIES AND RIGHTS
FERPA
CAMPUS SMOKING MAP AND TOBACCO POLICY
DRUGS & ALCOHOL

**EDUCATIONAL GOALS**
WHAT'S AN ASSOCIATE DEGREE?
GENERAL INFORMATION ABOUT DEGREES, CERTIFICATES, AND TRANSFER

**YOUR COLLEGE CATALOG**
WHAT IS IT AND WHY DO I NEED IT?
CATALOG RIGHTS
ACADEMIC ACRONYMS

**ASSESSMENTS/PLACEMENT SCORES**
SCORES & RECOMMENDATIONS-MATH AND ENGLISH

**BUILDING YOUR EDUCATION PLAN**

**YOUR CLASS SCHEDULE**
NAVIGATING ONLINE CLASS SCHEDULE
REGISTRATION TOOLS
PRE-REGISTRATION CHECK
PRE-REGISTRATION SURVEY
ADD OR DROP CLASSES
SUBJECT MATTER SELECTION
COURSE SELECTION
GETTING ON A WAIT LIST

**MORE NAVIGATOR TIPS**
I'M REGISTERED, WHERE'S MY SCHEDULE?

**FINAL STEPS**
SOAR QUIZ
5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

As previously noted it is currently possible for new, non-exempt students to enroll without having completed an orientation. A policy will be created to allow holds/blocks to be put on students' records if orientation is not completed by the end of their first term.

As per state mandate, students eligible for priority registration must have completed orientation prior to the enrollment period, however because of our early registration periods for the following terms, new students typically do not participate in orientation and assessment early enough to qualify for registration priority. For those who do, we follow the student guidelines for priority registration eligibility. More detailed information regarding registration priority eligibility, maintaining registration priority, and the process to appeal the loss of registration priority will be added to all versions of SOAR.

We do not provide in-person comprehensive orientation to all external sites. This could affect accessibility for some students; however we have not yet encountered a situation where this has been brought to our attention. Issues will be addressed as the need arises.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

Please see Budget Plan

## ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed.

The target audience is all first-time, non-exempt students as well as students who are returning and have a lapse in education for two or more years. The annual number of students assessed is approximately 950 (unduplicated). Students needing or wanting to take a course with a math and/or English prerequisite, and who have not taken the prerequisite course(s) at another accredited college, will be required to take an assessment of their math and/or English skill level.

Describe the methods by which assessment and placement services will be delivered.

Students can take the ACT COMPASS assessment at the main and satellite campuses. The COMPASS assessment is also available through nine external/off-campus sites within the county. Students outside of the county and state can utilize the internet based assessment remotely through our campus by going to their local community college that administers ACT COMPASS testing and take our assessment remotely through the assessment liaison. We also accept other colleges’ placement assessments, so long as they are one of the assessment instruments approved by the California Community College Chancellor’s Office. In addition to the ACT COMPASS (or other approved assessment), multiple measures are used to determine placement into math and/or English courses. These measures will be outlined in detail in the following section, and require a conversation (in person or by phone) between the advisor or counselor and student.

Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement.

All nine of our off-campus external sites are located at the local high school campuses. Other agencies, mostly community colleges, provide assessment services which are utilized by our prospective students.
Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Degree and certificate seeking students, as well as those wanting to enroll in a class with a math and/or English prerequisite are typically assessed prior to their first term of registration (which can include while still in high school), but always prior to enrollment in a course having that prerequisite.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

On the main campus, assessment services are provided in the Counseling and Support Services Office, specifically in the Disabled Student Programs and Services (DSPS) office. Assessment tests are scheduled through the DSPS office, since the testing room also serves as the DSPS testing accommodation room. One DSPS Program Specialists administers assessments (10% of their duties). One DSPS Program/Alternative Media Specialist is the primary liaison to the testing company (ACT COMPASS), and the external sites as well as being the one to implement the remote testing (10% of their duties revolves around assessment). The DSPS Administrative Specialist and Counseling Office Receptionist serve as back up for implementing assessment tests on an "as needed" basis.

At the satellite campus, the Assessment Technician implements the placement assessment. This is currently 15% of the technician's duties. The assessment area is located next door to the computer lab. Students schedule through the satellite campus Student Services Specialist (estimated 5% of their duties).

External sites have at least one High School employee identified to implement the assessment at that location. This high school liaison works with our primary liaison to troubleshoot any problems, assist in training, and answer general assessment questions.

Research data can be pulled from the ACT COMPASS assessment by our Program/Alternative Media Specialist and Information Technology Programmers as needed.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The ACT COMPASS assessment (and/or other California Community College Chancellor's Office approved assessment instruments), is used as one measure for placement. It provides assessment scores that place a student within varying levels for math, writing, and reading. The respective academic departments determined cut-off scores for College of the Siskiyous specific math and English courses (reading is incorporated into English courses). Although the ACT COMPASS is internet based, students must physically go to a proctored site. Remote assessment at other Community Colleges using ACT COMPASS is also available to students planning to attend College of the Siskiyous. The main campus, satellite campus, and external sites require the student to assess in-person, with valid picture identification. Students schedule a time to take the assessment individually. We also assess Juniors and Seniors in coordination with local high schools.

Additionally, as stated in Title V, other measures used include students' confidence level (conducted through interview with academic counselor), high school transcripts, SAT/ACT college exams, Advanced Placement (AP) scores, and Early Assessment Program (EAP) test scores. These multiple measures are evaluated through an in-person or phone conversation between counselor and student, and are used along with the ACT COMPASS or other assessment score to recommend an appropriate math and English course for individual students.
There is also a math diagnostic assessment that students may elect to take which can help place them into a higher level math than identified by their ACT COMPASS or other approved assessment. This additional diagnostic system is through the Hawkes Learning System, and was developed by the College of the Siskiyous full-time math faculty. It must be taken at College of the Siskiyous at one of the assessment offices, in-person, and with valid photo identification.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Our policy is to accept any placement test scores and course recommendations from another accredited college, provided the assessment test is one on the California Community College Chancellor’s Office approved list. We typically review those test scores and their course recommendations, and in conjunction with the use of multiple measures, determine the most appropriate/equivalent course and discuss with the student. Often the student opts to take our assessment, and they have the choice to use the better score/course after discussion with a counselor or advisor.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to re-assess?

   Pre-Test:
   Handouts of sample test questions given to us by the ACT COMPASS company are provided to students upon request. We also provide students with the ACT website URL in case they would like to review online sample questions that the company may have. In addition we suggest that they review a math textbook for the course they want to place into (we have samples they review on the main campus). Online websites, such as Khan Academy, are also provided.

   Re-Take:
   After the student’s initial attempt, they may take the assessment again anytime with no wait period (immediately, a day later, a week later, etc.). After the second attempt, the student must wait for a 30-day wait period. Review and practice are encouraged, and resources are provided. After third attempt, it is suggested that the student take the course they consistently placed into. If they do not wish to take the course, they must wait the 30-day wait period again and remediate through the use of the Skills Tutor (a tutoring based software program). Once remediation is completed, verification is provided to the assessment technician and the student can then re-take the assessment. This process can be repeated as needed, but more than three attempts is not typical.

   Recency:
   Math scores are used for two years. Writing and reading scores are accepted after this period of time, although it is suggested that the student re-test after 3 or more years. Multiple measures for both math and English are considered on a case-by-case basis and depend on which measures are being used.

   Information regarding re-take and recency will be added to the Assessment webpage on the College of the Siskiyous website.
6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

We accept Early Assessment Program (EAP) test results for both math and English. Placement of “college ready” is accepted. We also use Advanced Placement (AP) test scores. Scores of 3, 4, and 5 are accepted. We also accept other colleges’ placement tests, so long as they are on the CCCCQ’s list of approved assessment instruments.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

Please see Budget Plan

### iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services.

   **First-time and continuing, non-exempt students are our target student audience. Fall headcount for the 2013-2014 fiscal year is 1,667 students.**

   Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used.

   The Counseling and Support Services office encompasses several programs and services geared towards student preparation, retention, and success through counseling, advising, and education planning services. The programs included are general Counseling and Advising services, Extended Opportunities Program & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services (SSS), CalWORKS, Foster Youth Success Initiative (FYSI), Disabled Students Programs & Services (DSPS), Veterans’ services, Upward Bound, and Articulation and Transfer Services. Most of the services are provided in person, through email, or by phone.

   **General Counseling and Advising Services** provide academic counseling, career counseling, new student orientation, educational planning, athletic advising, and some personal counseling.

   **EOPS** provides academic counseling and advising, book vouchers, semester starter kits, calculator & digital recorder loans, gasoline vouchers, bus passes, assistance with student fees (college application fees, Phi Theta Kappa fees, etc.), and referrals to additional services.

   **CARE** provides services and grants that assist with child care costs, textbooks, required course materials, gasoline vouchers, bus passes, and personal support and encouragement as well as workshops on parenting, employment, self-esteem, and personal development.

   **SSS** provides services for College of the Siskiyous students who plan on transferring to a college or university to obtain a BA/BS degree. Services include advising and counseling (academic, personal, career), financial literacy workshops and information, field trips to selected transfer campuses in California and Oregon, university application assistance (financial aid, scholarship, and transfer colleges), cultural and social activities, and student success workshops.

   **CalWORKS** provides services to students who are parents to help them achieve long-term self-sufficiency by providing education, training, and employment placement assistance. Services include gasoline vouchers, bus passes, assistance with child care costs, work study placement, supplies, specialized academic counseling, job skill exploration, and referral services.

   **FYSI** provides counseling (personal, academic, and career), referrals to additional services and resources, assistance with Chafee and other grants and financial resources, assistance with applications to transfer institutions, case management support.
DSPS provides academic accommodations and services to students with a documented, qualified disability. With acceptance into the program, students also receive specialized counseling and advising, educational planning, transfer services, guidance/liaison services with faculty and off-campus agencies/transfer colleges as needed.

Veterans' services assist veterans, dependents, and survivors with their VA education benefits. Services include educational planning and implementation of financial support of their education and housing benefits.

Upward Bound provides qualifying students with the necessary skills and support to complete high school and to enter and succeed in a postsecondary education program. Through the program, academic support happens within the high school setting through visitations by an academic advisor and tutors. During the summer, students participate in a six-week residential component that includes academic, cultural and social activities as well as opportunities to engage in community service.

Articulation and Transfer Services ensures courses, programs, and degrees are verified and formalized in order to provide a seamless transfer process for students.

These services and programs happen within the campus environment, in-person, as well as online and phone communications. There are workshops on and off campus, field trips, as well as classes.

Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services.

We partner with county high schools through Upward Bound and College OPTIONS, the County Office of Education, TANF/Welfare to Work, Department of Education, California Community College Chancellor's Office, Health and Human Services Department, and the local, state, and federal Veterans' Administration (VA).

Describe at what point[s] in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Some students are provided with assistance and these services often while still in high school. They, along with other students who are not in high school, receive these services before registration, before each semester they continue, and during the semester as needed.

2. Describe what services are offered online, in person, individually or in groups, etc.

Advising, counseling, and other educational services are provided in the method most appropriate for individual students' needs: face-to-face, online, and by email/phone communications. They can be provided in groups or individually.

Indicate whether drop-in counseling is available or appointments are required.

Drop in advising is available Monday through Friday, typically 8 am to 5 pm. Counseling is available through appointments. Both advisors and counselors are available by phone and email communications for follow up and progress.

Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling.

Having drop-in advising available over 40 hours a week makes adequate student access. During non-peak times the average wait time is approximately 0-5 minutes. For peak times such as open registration, average wait times for drop-in advising can be 10-20 minutes. For those students who are in need of an appointment with a counselor, their access to appointments is immediate by scheduling through the advisor or counseling receptionist, however, due to the limited number of counselors, appointment wait times can be up to 2 weeks during peak times.
Describe any use of academic or paraprofessional advising.

There are four academic advisors who also work with and coordinate services and programs in the Counseling and Support Services office: one academic advisor also does graduation petitions for Enrollment Services, leads orientation, assists Associate Dean with transfer, articulation, and Degree Works (Banner based software for degree audit/planning); one academic advisor is also the EOPS program coordinator; one academic advisor is also the SSS program coordinator, and one academic advisor shares time as the Upward Bound advisor.

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

Students, with a counselor or advisor, create an abbreviated student education plan with a two semester sequence for their intended major as part of SOAR (orientation). During their face-to-face orientation, the abbreviated education plan is completed after discussion of educational goal and selection/registration of classes. If they opt for an online orientation, the information about the education plan development is covered in their online modules. Students can register for classes online after the online orientation either by themselves or during their phone appointment with an advisor or counselor after completion of the online orientation. The education plan is done electronically by the advisor or counselor who assisted them during the phone appointment.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Comprehensive education plans for most matriculating students are done during the students’ first year. After registration and classes begin their first semester, the students come in for the following semester’s registration preparation and to develop a comprehensive education plan (if it’s not completed then, it will be during the following term). This education plan will outline all the courses, by term, the student will need to complete to ensure the achievement of their educational goal at College of the Siskiyous. Efforts are made to ensure students in Tier 1 of priority registration (EOPS, DSPS, CalWORKS, Veterans, and Foster Youth) have a comprehensive education plan on file by the beginning of their second full-time term.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

There are two full-time counselors; one 10-month (176 days) academic year counselor, and one 12-month (244 days) counselor who also serves as the Director/Counselor for the DSPS program. The 10-month counselor serves general students and is the Veterans’ counselor. Both are contracted for 35 hours a week, with a minimum of 20 hours of direct student contact. There is one part-time counselor who serves EOPS/SSS/Basic Skills/CTE and general students at the satellite campus, 30 miles north of the main campus. Most of her 16 hours a week consists of direct student contact. The Associate Dean of Student Success has a part-time counselor contract to serve EOPS/SSS/CARE/CalWORKS students, since she oversees those programs and has a counseling degree. She is contracted for 10 counseling hours per week. In order to best serve students, additional counseling hours are needed, and plans for the hiring of a part-time counselor and a part-time academic advisor are underway.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Degree Works (a degree auditing/planning program) is a part of the Banner/Luminis software system utilized for educational planning. Paper education plans were done with Veteran students; however, currently those plans
are being transitioned into the Degree Works system to provide easier access by the students and to ensure compliance regarding online education plans. For transcript evaluations/petitions to graduate, an Access database, which was internally developed, is used. Term course scheduling is done through Microsoft Excel in the development stage, and then entered into Banner once finalized.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

Please see Budget Plan

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

The target audience is literally any student pursuing a degree, certificate, or transfer. The majority of Community College students are “at risk” because of skill level/placement in courses, being first generation and/or low income, needing to work and/or having significant responsibilities in addition to school, and/or being away from home and/or independent for the first time. Many of our students fall into more than one of these categories. Considering this approach, College of the Siskiyous staff makes efforts to ensure students will not be on academic and/or progress probation.

To identify students already on academic and/or progress probation or dismissal, Enrollment Services Office runs a computer query. A letter is generated to each student notifying them of their academic status, and providing information on who to contact to follow up, obtain information on and referral to services, do progress/dismissal contracts, and explore success strategies. The number of students for the 2013-2014 year who received Academic Probation (one or two semesters on academic or progress probation) letters is 431 and Academic Dismissal (more than two semesters on academic or progress probation) is 115.

Additional and/or more formal “early alert” systems will be reviewed and evaluated for use in 2014-15 year, with implementation in early 2015-16.

Describe the strategies for addressing the needs of these students, including:
Types of services are available to these students; how they are notified and when.

In an effort to prevent students from being on academic and/or progress probation or dismissal, several strategies are in place.

Student athletes are required to enroll in a Supervised Tutoring (GUID 0596) class each semester. The instructor of this class distributes “grade cards” to the students, who have one week to meet with their instructors and complete the grade card. This keeps the student athlete and their coach in communication with their instructors to ensure there is no significant lapse of progress and chance for repair. Students with substandard grades or negative remarks from their instructors have an individual meeting with the Supervised Tutoring class instructor to determine what the student needs to do to improve his/her grade(s).

Students who are involved with grant funded/categorical programs such as EOPS, SSS, CalWORKS, and DSPS are required to do a “census check in” with the respective program staff. Census reports are entered by the faculty at the beginning of the 4th week of classes each semester. Unsatisfactory (“U”) would signify that the student is doing work that is equivalent to a “D” or “F” (substandard) grade. Satisfactory (“S”) would signify that the student was doing work that was equivalent to an “A”, “B”, or “C” (passing) grades. Students are required to meet with a staff member, check their census report through their student portal, and if receiving a “U” mark meet with an advisor or counselor to determine what the student needs to do in order to improve his/her grade. A contract is signed and kept in the student’s file.
Students in basic skills courses at the satellite campus receive follow-up phone calls from the part-time counselor on a regular basis.

Strategies are discussed such as tutoring services, academic success center usage and seminars, ongoing sessions with personal counselor – if needed, regular follow up appointments (“check ins”) with academic advisor or counselor, increase or change in accommodations (for DSPS students), etc.

a. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

There are regularly scheduled Student Success Seminars that cover topics such as selecting a major and career resources. There is a College Success Skills (GUID 1005) course and a Career Planning (GUID 1002) course taught fall and spring semester. These options are suggested for students who 1) feel they could benefit, 2) have been placed in “basic skills” level courses, and/or 3) who are declared “undecided” in their major. When students are undecided, a general associate degree with a liberal studies emphasis may be first selected when the initial education plan is done. For students who are declared, the education plan is done with the student in their academic advising or counseling meeting.

b. How the services identified in “a” and “b” above are provided (online, in groups, etc.).

These services are provided online, in groups, individually, by phone, through email, and face-to-face, whichever suits the students’ needs and situation at the time.

c. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

In addition to the “grade cards”, notifications can come directly from the faculty themselves. Faculty at any time can send an email to the “Counselors and Advisors” or “Counseling Services” emails groups to indicate students who are struggling in their classes. Other faculty will call or email an academic advisor or counselor directly if they know a particular student or students are in their program. Coaching faculty often will walk or send student athletes that they are concerned about (academically or emotionally) to the Counseling office.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

General (Lead) Advisor (Orientation, transfer, articulation) – serves as a contact for faculty and staff who express concern regarding a student’s academic progress; makes contact with students identified as being on academic and/or progress probation each semester (but are not a part of EOPS/CARE, SSS, FYSI, Veterans, DSPS, or CalWORKs as noted below) and make needed and appropriate for referral to services, programs, and support.

General/Upward Bound Advisor – makes contact with students based on direction given by Lead Advisor, Counselors, and/or Associate Dean of Student Success for referral to services, programs, and support.

EOPS Coordinator/Advisor, SSS Coordinator/Advisor, CalWORKs Coordinator, Foster Youth Coordinator – provides case management approach to students in respective program(s); requests/obtains a list of students on academic and/or progress probation each semester, as well as those receiving “unsatisfactory” marks at census, and contacts students to meet in person, by phone, or email to determine issues/needs and makes appropriate referrals to additional services, programs, and support.

General/Veterans’ Counselor – provides case management approach to students receiving Veteran’s benefits; requests/obtains a list of students on academic and/or progress probation each semester and contacts students to meet in person, by phone, or email to determine issues/needs and makes appropriate referrals to additional services, programs, and support.
DSPS/General Counselor - provides case management approach to students in DSPS program; requests/obtains a list of students on academic and/or progress probation each semester and contacts students to meet in person, by phone, or email to determine issues/needs and makes appropriate referrals to additional services, programs, and support.

Part-time Satellite Campus Counselor - provides case management approach to students who placed into one or more “basic skills” level course and meets with these students at least twice each semester to check on academic progress; requests/obtains a list of students on academic and/or progress probation each semester, as well as those receiving “unsatisfactory” marks at census, and contacts students to meet in person, by phone, or email to determine issues/needs and makes appropriate referrals to additional services, programs, and support.

EDUC 0596 — Supervised Tutoring faculty — distributes “grade cards” to instructors of the student athletes several times throughout the semester, provides resulting information to head coaches, and follows up with students receiving “D”, “F”, or “NP” in classes for referrals to appropriate services, support, and programs.

GUID 1005 — College Success Skills faculty — requires students to meet with their instructors at census for progress at that point in the semester and provide resulting information in written form; students who are getting “unsatisfactory” marks are required to have an action plan for grade improvement.

Math, English, and other faculty — refer students showing signs of academic and/or emotional difficulty to appropriate services and programs; faculty meet with students who are having academic difficulty to provide strategies and suggestions for improvement; faculty email Counseling Services staff when students are missing class or showing signs of difficulty so a counselor or advisor can follow up with the student.

Head Coaches — follow up with students who have “D”, “F”, “NP” and make appropriate referrals and or recommendations for improvement; contact Counseling Services staff when a student is showing signs of academic and/or emotional difficulty.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The Banner software/Luminis student portal (“Navigator”) and the campus intranet/email system are currently used. Other Early Alert technology is being considered researched and considered for implementation.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Please see Budget Plan

Ilb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

A comparison of the term and cumulative GPAs of students completing GUID 1005 — College Success Skills and EDUC 0596 — Supervised Tutoring with those students who have completed neither course will be made to determine if these “intervention” and “success” courses are beneficial to students.

The number of students on academic and/or progress probation who have completed GUID 1001 — Collegiate Orientation as part of an extended orientation program will be compared to the number of students who participated in a SOAR session (in person or online) only.
Success of students who placed into their math course using the supplemental assessment (Hawkes) compared to those who placed into their math course using only the Compass will be compared.

Identification of students who are in need of “at risk” follow up efforts will be improved.

General research and evaluation on/of various success efforts/initiatives will be conducted and shared campus wide.

**ii. Technology**

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

   - *Etudes (course management system) = online orientation*
   - *Banner, Degree Works (degree auditing and planning) = education planning & advising purposes*
   - *Banner, Navigator (access to student records) = education planning, advising & registration*
   - *Server and equipment maintenance = orientation, advising, and education planning*

**Ilc. Transitional Services Allowed for District Match**

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

   - *Admissions and Records – degree verification, processing, and award*
   - *Transfer and articulation – ensure transfer work is degree applicable and from an accredited institution, education plans ensure timely and seamless transfer*
   - *Enrollment Services – identification of students on academic and/or progress probation, assistance with orientation process*
   - *Research – provide information regarding efforts/initiatives for improvement and/or continued focus*

**SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**

1. **Exemption Policy**

   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

   **BOARD POLICY 5050**

   **Exemptions**

   New Students are required to participate in the Student Success and Support Program at College of the Siskiyous. Students may be exempt from certain services as follows:

   **Orientation Exemption Criteria**

   A student may be exempt from orientation services for the following reasons:

   1. The student has received an Associate or higher degree.
   2. The student has completed orientation and is continuing or returning within three years.

   **Assessment Exemption Criteria**

   A student may be exempt from assessment services for the following reasons:
1. The student has taken one of the Chancellor's Office-approved assessments at another college and has provided documentation of their score.
2. The student has a goal of personal enrichment and is only taking personal enrichment courses, with the exception of courses in English, mathematics and reading.
   Counseling/Advisement/Education Planning Exemption Criteria
   A student may be exempt from advisement services for the following reasons:
   1. The student is only taking personal enrichment courses and has a goal of personal enrichment.

Please see complete Administrative Procedure 5050 at http://www.siskiyou.edu/procedures/services/AP5050.pdf

2. Appeal Policies
Describe the college’s student appeal policies and procedures.

ADMINISTRATIVE PROCEDURE 5530
Student Rights and Grievances

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual harassment (refer to AP 3430)
- Financial aid
- Illegal discrimination
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors.

The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120. This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board policies and Administrative Procedures (BP 5500/AP5520-Student Conduct)
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation

ACADEMIC GRIEVANCES & CHALLENGES
Informal Resolution

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration. Academic Grievances & Challenges include:

<table>
<thead>
<tr>
<th>Area</th>
<th>Informal Resolution</th>
<th>Formal Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom: Grades, Testing, Class Content, Assignments</td>
<td>Instructor</td>
<td>Dean/Director</td>
</tr>
<tr>
<td>Academic Probation or Dismissal</td>
<td>Counseling</td>
<td>Designated Administrator</td>
</tr>
<tr>
<td>Counseling/Advising</td>
<td>Counseling</td>
<td>Designated Administrator</td>
</tr>
</tbody>
</table>
### NON-ACADEMIC GRIEVANCES & CHALLENGES

**Informal Resolution**

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration as indicated in the table below. The student may also seek the assistance of a college friend in attempting to resolve a grievance informally.

Non-academic Grievances and Challenges include:

<table>
<thead>
<tr>
<th>Area</th>
<th>First Step for Assistance-informal</th>
<th>If resolution cannot be reached, next contact by</th>
<th>Type of Grievance Hearing Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Gift &amp; Book Shop</strong></td>
<td>Bookstore Supervisor</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Classroom Facilities</strong></td>
<td>Maintenance Staff</td>
<td>Director of Maintenance</td>
<td>General</td>
</tr>
<tr>
<td><strong>Computer Labs</strong></td>
<td>Computer Lab Staff</td>
<td>Dean</td>
<td>General</td>
</tr>
<tr>
<td><strong>Disabled Students</strong></td>
<td>DSPS</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Fee Payments &amp; Refunds</strong></td>
<td>Cashier</td>
<td>Director of Accounting</td>
<td>General</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>Financial Aid Officer</td>
<td>Financial Aid Appeals</td>
<td>General</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td>Health Clinic Staff</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Grounds</strong></td>
<td>Director of Maintenance</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>Library Director</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Advising, Assessment, Orientation</strong></td>
<td>Counseling Services</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Parking &amp; Traffic</strong></td>
<td>Director of Maintenance</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Registration Procedures &amp; Residency</strong></td>
<td>Director of Enrollment Services</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Lodges</strong></td>
<td>Lodge Staff</td>
<td>Lodge Manager</td>
<td>General</td>
</tr>
<tr>
<td><strong>Safety (non-emergency)</strong></td>
<td>Campus Safety (committee)</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Sexual Harassment</strong></td>
<td>Director of Human Resources</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Student Dining Services</strong></td>
<td>Dining Service Manager</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Student Govt &amp; Clubs</strong></td>
<td>ASB Advisor</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
<tr>
<td><strong>Student Records</strong></td>
<td>Director of Enrollment Services</td>
<td>Designated Administrator</td>
<td>General</td>
</tr>
</tbody>
</table>

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. This informal process and outcome should be documented.

**FORMAL PROCESS FOR ACADEMIC AND NON-ACADEMIC GRIEVANCES & CHALLENGES**

Step 1. Filing a Grievance
Step 2. Review of Grievance
Step 3. Grievance Hearing Committee Members, appointment from appropriate pool of committee members
Step 4. Grievance Committee Hearing Process
Step 5. Decisions
Step 6. Appeal, based on due process and/or new information

See complete Administrative Procedure 5530 at [http://www.siskiyous.edu/procedures/services/AP5530.pdf](http://www.siskiyous.edu/procedures/services/AP5530.pdf)
ADMINISTRATIVE PROCEDURE 5520  
Student Conduct

VII. APPEALS  
A. Findings of fact or a sanction recommended by a Student Conduct Board or College Hearing Officer may be appealed by the Accused Student(s) to the College President within two (2) regular work (M-F) days of the delivery of the findings and recommendations to the student. Such appeals shall be in writing and shall be delivered to the College President or his or her designee. An accused student may request the College President to review findings or a sanction recommended as a result of the Student Conduct Hearing only if the student provides a written statement detailing the following:  
1. Due Process  
2. New Information  
C. If the College President determines that the accused student has met the standard of (1) or (2) above, the President shall order the Student Conduct Administrator to remedy the problem identified by the student. If the problem cannot be remedied the President may order a new hearing following the same process as described for the Student Conduct. D. If an appeal is not upheld, the president shall proceed with their review and decision (see section VIII of this procedure). E. The decision on appeal shall be reached within five (5) days after receipt of the appeal documents. Copies of the President's appeal decision shall be sent to the student and the presiding officer of the Student Conduct Board or to the College Hearing Officer who conducted the Student Conduct Hearing.  

See complete Administrative Procedure 5520 at http://www.siskiyous.edu/procedures/services/AP5520.pdf

3. Prerequisite Procedures  
Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.  

ADMINISTRATIVE PROCEDURE 4260  
Prerequisites, co-requisites, and advisories

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.  

Information in the Catalog and Schedule of Courses  
The college shall provide the following explanations both in the college catalog and in the schedule of courses:  
A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.  
B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.  
C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is allowed to exercise that right.  
D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.  
Curriculum Review Process  
The curriculum review process shall at a minimum be in accordance with all of the following:  
1) Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.  
2) Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the
recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 5.3200-5.3204 of Title 5 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

3) Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
   a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
      1) Approve the course; and,
      2) As a separate action, approve any prerequisite or co-requisite, only if:
         a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
            i) involvement of faculty with appropriate expertise;
            ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
            iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
            iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
            v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
            vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
            vii) maintain documentation that the above steps were taken.
      b) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.

3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
   1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
   2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
   c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

Program Review.

As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each
prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or
department and by the curriculum committee and is still in compliance with all other provisions of this policy and
with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure
that it is in compliance with all other provisions of this policy and with the law.
5) Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-
requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the
classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in
the course through the registration process so that a student is not permitted to enroll unless he or she has met all
the conditions or has met all except those for which he or she has a pending challenge or for which further
information is needed before final determination is possible of whether the student has met the condition.

See complete Administrative Procedure 4260 at http://www.siskiyous.edu/procedures/academic/AP4260.pdf

4. Professional Development
Describe plans for faculty and staff professional development related to implementation of the Student Success
and Support Program.

Appropriate faculty, staff, and administrators will attend workshops, conferences, and trainings focused on
orientation, assessment practices, education planning and transfer, and student success. These may include, but
are not limited to: On-Course, Strengthening Student Success Conference, California State University and University
of California Counselor conferences, 3CSN (basic skills student focus) events, and NISOD. Any SSSP specific
trainings will be priority.

5. Coordination with Student Equity Plan and Other Planning Efforts
Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan
and other district/campus plans and efforts, including Accreditation
Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The District has a Student Equity Plan, and is in the process of developing the updated Student Equity Plan as
required by the Chancellor’s Office for the California Community Colleges. With input from the Student Equity
Planning Committee, and Board of Trustees approval, the Student Equity Plan will address:

- the composition of the Student Equity Planning committee,
- coordinated efforts with the SSSP Plan,
- campus-based research as to the extent of student equity,
- institutional barriers to equity based on equity success indicators (access, course completion, ESL and basic
  skills completion, degree and certificate completion, transfer rates),
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic
  skills completion, and transfer for each historically underrepresented group,
- activities most likely to be effective to attain the goals, including coordination of existing student equity
  related programs,
- sources of funds for the activities in the plan,
- a schedule and process for evaluation of progress towards the goals,
- an executive summary that describes the groups for whom goals have been set, the goals, the initiatives
  that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the
  District officer or employee who can be contacted for further information.

The Student Equity Plan shall be developed, maintained, and updated under the supervision of the Associate Dean of
Student Success or Chief Student Services Officer.

Areas within orientation, assessment, education planning (need for career counseling/services, course selection, goal
identification) and at-risk follow up that disproportionately impact identified specific groups of students will
addressed as needed and appropriate. Several of the employees assisting in the development of the SSSP Plan are
also on the Student Equity Plan Committee and work together toward the improvement of student success daily. Shared members of both committees include the Associate Dean of Student Success (administrative oversight of Foster Youth services, EOPS, SSS, CalWORKS, transfer and articulation, and counseling and advising), the DSPS Director/Counselor, Lead Academic Advisor, Director of Enrollment Services, Basic Skills Initiative Coordinator, Dean of Liberal Arts and Science (administrative oversight of Academic Success Center and tutoring), Veterans Counselor, and Director of Instructional Services.

Student success and goal attainment information are part of our Educational Master Plan and elements are reported as part of the Accreditation Self Study. In addition, the Counseling and Support Services area does an Annual Program Review of selected areas, with focus those core elements in the SSSP Plan.

6. **Coordination in Multi-College Districts**

   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   *College of the Siskiyou is a single college district.*

**SECTION IV. ATTACHMENTS**

Please find the following attachments:

- Attachment A – Student Success and Support Program Plan Participants
- Attachment B – SSSP Staff Organizational Chart
- Attachment C – SSSP Advisory Committee
Attachment A

Student Success and Support Program Plan Participants

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

Name: Sunny Greene Title: DSPS Director & Counselor/General Counselor
Stakeholder Group: Academic Senate, Faculty, Curriculum Committee, Counseling, DSPS

Name: Josh Collins Title: Academic Advisor
Stakeholder Group: Classified Staff, Orientation Coordinator, Advising and Education Planning, Articulation and Transfer Center Assistant

Name: Eric Houck Title: Director of Instructional Services
Stakeholder Group: Management, Instruction, Information Technology

Name: Carly Zeller Title: Basic Skills Initiative Coordinator
Stakeholder Group: Basic Skills, Adjunct Faculty, Academic Success Center staff

Name: Dennis Weathers Title: Dean, Liberal Arts and Sciences
Stakeholder Group: Administrator, oversight of Academic Success Center

Name: Kent Gross Title: Controller
Stakeholder Group: Management, Business/Fiscal Services

Name: Meghan Witherell Title: Director, Enrollment Services
Stakeholder Group: Management, Admissions & Records, Financial Aid

Name: Valerie Roberts Title: Associate Dean of Student Success
Stakeholder Group: Administration, SSSP Coordinator, Counseling/Advising, Orientation, Assessment, Articulation and Transfer Center, EOPS/CARE, SSS, CalWORKS, Veterans Services, Foster Youth Services, Equity Coordinator, Curriculum Committee, BSJ Committee, Student Services Council, Instruction Council, College Council, Accreditation Standard 2B & C Co-Chair, Education Master Plan Steering Committee
Attachment B
Organization Chart

College of the Siskiyous – SSSP staff organizational chart

- Superintendent/President
- VP Academic Affairs / CIO
- Dean, LAS (Oversight of Academic Success Center and Tutoring – no direct SSSP effort)
  - BSI Coordinator
  - Director, Instructional Services/MIS Administrator
  - GUID & EDUC faculty
  - Program Spec/Alt Media Spec
- Associate Dean, Student Success (SSSP Coordinator)
  - Director, DSPS & Counselor/Gen Counselor
  - Program Specialist
- Veterans/Gen Counselor
  - Academic Advisor (Lead)/Orient Coord
- Satellite Campus Counselor
  - Academic Advisor/UB Acad Advisor
- Proposed PT Gen Counselor
  - EOPS Coord/Advisor
  - SSS Coord/Advisor
- Yreka (Satellite) Campus Supervisor (no direct SSSP effort)
  - Asstm Technician
  - Student Svcs Spec
- Counseling Office Receptionist
- Student employees
Attachment C
SSSP Advisory Committee

Associate Dean of Student Success (Chair)
Vice President Academic Affairs
DSPS Counselor & Director/General Counselor
Veterans/General Counselor
Lead Advisor/Orientation Coordinator
General Advisor/Upward Bound Advisor
EOPS Coordinator/Advisor
SSS Coordinator/Advisor
CalWORKs Coordinator
Program Specialist/Assessment Technician
Administrative Assistant - Enrollment Services and Student Life
Director of Enrollment Services
Director of Instructional Services
Basic Skills Initiative Coordinator