



Student Success and Support Program Plan (Credit Students)

2014-15

District: Yuba Community College District

College: Woodland Community College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:

cccssp@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

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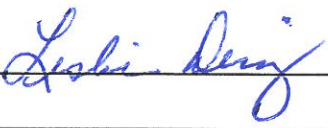
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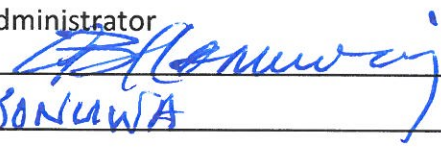
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

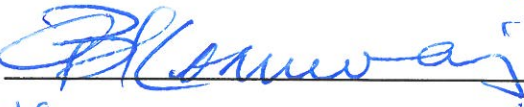
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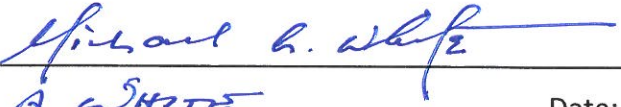
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

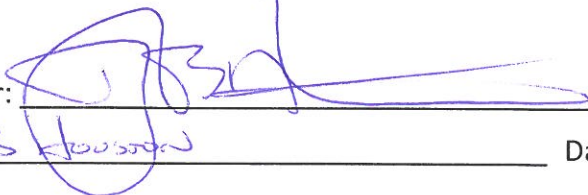
Signature of College SSSP Coordinator: 
Name: Leslie Deniz Date: 10/14/2014

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: 
Name: ALFRED B. KONUWA Date: 10/14/14

Signature of the Chief Instructional Officer: 
Name: ALFRED B. KONUWA Date: 10/14/14

Signature of College Academic Senate President: 
Name: MATTHEW CLARK Date: 10-15-14

Signature of College President: 
Name: MICHAEL A WHITE Date: 10.16.14

Signature of District Chancellor: 
Name: DOUGLAS B HOUSTON Date: 10/16/14

Contact information for person preparing the plan:

Name: AL KONUWA Title: VICE PRESIDENT
Email: AKonuwa@yccd.edu Phone: 530-521-3499

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

WOODLAND COMMUNITY COLLEGE APPROACH TO CORE SERVICES

a. Core Services

i. Orientation

- 1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**

Woodland Community College (WCC), a Hispanic Serving Institution, has provided educational opportunities for Woodland, Esparto, Knights Landing, and Colusa County since 1975. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community College District, WCC is making significant progress towards meeting the unique educational needs of a primarily rural service area. The college serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. WCC is one of two community colleges in the Yuba Community College District.

The Student Profile data collected for 2013 specifically impacted the decisions made in compiling this Student Success and Support Program Plan. The fall 2013 student count was 2,668 students, of which 9% were First Time Students, approximate 227. As a Hispanic Serving Institution, WCC has a diverse, multi-ethnic student population with a number of first-generation college students. Student demographics for fall 2013 show that our students are: 48% Hispanic, 29% Caucasian, 10% Asian Pacific Islander, 3% Multiple Ethnicities, and 3% Black, African-American. More than one third of our first time students are under prepared for college level work, with 42% assessed in remedial English classes and 45% in remedial math in fall 2013.

The target audience for the core services of the Student Success Program is all new non-exempt students. Yuba Community College District (YCCD) defines a new student as a person who has never attended or enrolled within YCCD. Based on the statistics below, WCC expects approximately 650 new students for the 2014-2015 academic year.

Target Student Audience (based on data from past three years):

	2011-2012	2012-2013	2013-2014	Three-Year Average
First-Time Student	287	126	325	246
First-Time Transfer Student	325	199	316	280
Returning Student	643	1,130	554	776
Continuing Student	4190	4421	4209	4273
Uncollected/Unreported	204	106	193	168

Special Admit Student	213	171	116	167
Woodland Total	5862	6153	5713	5909

New students who attend WCC typically fall into two specific groups: incoming high school seniors and all other new students. The strategies and activities detailed in this plan were designed to meet our responsibility under title 5 section 55531, and to successfully guide students towards successfully meeting their academic goal(s). Matriculation is conceptualized as a comprehensive process and pathway with multiple points of contact, developed in coordination with Academic Affairs and Student Services. This multi-pronged approach begins with Orientation. The new student orientation process is divided into delivery strategies: pre-orientation activities, orientation activities, and post orientation activities.

Past Data on the Annual Number of Students to be provided counseling, advising and other education planning services (MIS, retrieved 8-27-2014):

	2011-2012	2012-2013	2013-2014	Three-Year Average
Students Count In The Term	7192	7356	6721	7090
Orientation Services Received During The Term	285	236	591	371
Orientation Services Received Prior Terms	1633	1463	1277	1458
Assessment Placement Services Received During The Term	1363	1555	1448	1455
Assessment Services Placement Received Prior Terms	4095	4247	3898	4080
Counseling/Advisement Services Received During The Term *	80	8	110	66
Student Education Plan Development Services Received During The Term	0	0	22	7
Academic Follow-up Services Received During The Term*	0	0	0	0
Matriculation Services Data Not Reported In Term	2863	0	3	955

***Procedures to capture data on follow-up services were not established during this three year period.**

New incoming students apply on-line via CCC application, complete an assessment exam, complete the on-line orientation and are required to attend a group counseling session. Students attending the group counseling session meet individually with a counselor to choose class schedule and complete an abbreviated student educational plan (SEP). Returning students and transfer students who have attended previous colleges complete the on-line orientation, assessment if necessary, attend drop in counseling sessions to complete schedule of classes and complete an abbreviated SEP.

The “jump start” program targets high school seniors in the area which attracts students from approximately fifteen high schools.

Approximately 900 students annually participate in online and group orientations. There are no partnerships among colleges or with high school districts, workforce agencies, or other community

partners that assist with providing orientation. . Services are provided at various points in the student's academic pathway:

- *Before registration*
- *At 15 units for the development of a comprehensive plan*
- *At orientation*
- *Developing pre-requisite challenges*
- *Disability services*
- *Academic and probation/dismissal workshops*
- *Overload requests*
- *Career Counseling*
- *Academic renewal requests*
- *Graduation checks*
- *Financial aid appeal*
- *Group Counseling*
- *Drop in counseling*

Student academic pathways are also discussed after orientation and before registration as components of advising sessions.

Staff Providing Orientation

Orientation is presented on line and in person. The online orientation is an in house solution developed by counselors in conjunction with Admissions and Records staff. Counseling, Admission and Records and the Dean of Student Success Office will work together to update information on the online orientation.

Staff providing orientation is as follows:

Staff	Number of Positions at Session	Role
General Counselors	3	Present orientation information with goal of assigning at least 10 students per counselor
Adjunct Counselors	1 or 2	Adjunct counselors are assigned when full time counselors are unavailable
Counseling Secretary	1	Make appointments for orientations

There is a provision in the SSSP budget for additional counseling hours to assist with orientation and other types of counseling services. The College has also prioritized the hiring of an outreach specialist and an additional general counselor to assist with orientation and also increase orientation services to the Colusa campus. The College will also leverage the services of counseling and other clerical staff as part of its plans to realign the Clearlake campus. This will include at least 1 FTE counselor that will be integrated in the overall counseling staff at WCC. This realignment is expected to be completed by the fall of 2016.

Utilization of Technology in Orientation

WCC currently utilizes an In house, self-paced PowerPoint course module. Students listen to a narration that includes most aspects of the eight policies and procedures provided on the Orientation Checklist. They are then required to take a quiz at the end of the narration. The WCC administration is reviewing other options to provide online orientation through full use of technology. Among these options are Cinosure and Canvass. Staff is needed to continue to update, coordinate and refine the information presented through this technology.

Budget allocation for technology infusion in orientation and educational planning is included in Appendix A of this document.

WCC Plans to Provide Orientation Services

WCC's plans for the provision of orientation services are inherent in the following eight elements required by Title 5:

- (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

As part of its plans to update and revise orientation services, WCC is committed to integrate all eight policies and procedures into presentations at orientation sessions, both face to face and online. While information related to these eight elements are included in face-to-face group orientations, the current online version is does not include all elements and will need to be revamped. The Student Success Committee and the Student Services Division are considering options through a third party provider, Cinosure, and an in-house solution to be provided through WCC's Canvass learning management system.

2. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

There are currently no policies or procedures that inhibit WCC's capacity to provide a comprehensive orientation program for its students. However, as a multi-college District, there is a need for developing a coordinated orientation process that includes the elements that are deemed necessary for compliance with Title 5. Additionally, it will be necessary for the colleges in the District to include similar information on their online orientation profiles to preclude students from putting undue burden

on the resources of the college which is deemed to have a relatively easier path to the completion of the online orientation. As such, there will be a need for the following:

- A comprehensive district wide plan to assess and provide orientation.
- On-going monitoring of orientations.
- Better data accountability on learning outcomes of our services as a result of orientation.

3. 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.

The Budget in Appendix A (and below) itemizes staff costs, materials and supplies, and technology needed for the successful implementation of orientation services at WCC.

2013 - 2014 SSSP Credit Budget *

Budget Account	Description	Allocation
12.548.5.43.631000.1420	Counseling (Additional Hours)	9,000
12.548.5.43.631000.2110	Classified Regular	37,936
12.548.5.43.631000.2320	Students	2,000
12.548.5.43.631000.3XXX	Benefits	28,000
12.548.5.43.631000.4100	Duplicating	3,170
12.548.5.43.631000.4500	Supplies(Orientation/Testing/Planners/Advertising)	18,000
12.548.5.43.631000.5120	Software Licensing (Degree Audit \$27,000)	33,000
12.548.5.43.631000.5220	Conference &Travel (Training/Staff Development)	5,000
12.548.5.43.631000.6430	Equipment Over \$200	2,000
TOTAL ALLOCATION		138,106

Priority Objectives for 2014-2015

Counselor	65,000
Admin. Sec II	40,719
A&R Transcript Evaluator	50,000
Part Time Outreach Specialist	19,000
Benefits	108,834
Total	214,000
Grand Total	352,106
*SSSP Allocation	312,347
*Short-Fall Covered by SEP	39,759

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. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. 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.).**

The major target audience for the Woodland Community College area is under 25 years of age (approx.. 61%) and are part time students (approx.. 77%). The College tests approximately 1100 students per year, incoming seniors and new students. Assessment policies and procedures are guided by the YCCD Board of Trustees Administrative Procedure 4237.

AP 4237:

The Yuba Community College District assessment/course placement activities shall adhere to the following general testing protocols:

- Placement testing shall be made available to all applicants to the college or enrolled students.
- Placement testing is required of all non-exempt new students as part of the matriculation process. Exempt students who are eligible to do so are encouraged to use the placement system to determine their academic skills as appropriate.
- Photo identification is required for placement testing and receiving test results.
- The placement test may be taken no more than two times in any semester and not more than three times in any two-year period. Placement exam results will be valid for two years, or as recommended by the instrument publisher.
- Compliance with the Americans with Disabilities Act (ADA) and other state and federal regulations related to disabilities is required by law. Yuba Community College District will offer reasonable testing accommodations as prescribed by the test publisher and Title 5 regulations.
- The assessment/placement system may not be used to supplant a course failed within the past five years, or to skip a course within a discipline sequence.
- The Ability to Benefit (ATB) test shall be administered according to federal and test publisher guidelines, which may or may not follow the policies described herein. Within any 24-month period, ATB candidates are permitted an initial test and one retest. The retest requires a 30-day minimum waiting period.
- The District will use the approved assessment instrument, and such additional information collected within the testing process, as may be appropriate, to facilitate a “multiple measures” placement system. Assessment staff will develop and maintain an automated weighting protocol to accomplish placements as established from time to time by faculty with expertise in the appropriate discipline and counselors working jointly.
- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California Community Colleges

Chancellor's Office as a "second party instrument," and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a survey of the student and compute the appropriate placement(s) according to the established weighting protocol.

- Yuba Community College District does not accept Ability to Benefit scores from another college or university.

The assessment/course placement policy will be reviewed and revised as needed. The review shall be conducted by a team appointed by the Curriculum Committee. The review may include, but shall not be limited to, course success rates, attrition rates, and placement accuracy. The team shall include representatives of Counseling, Research and Assessment, Matriculation, and faculty from the disciplines affected by the placement system.

Working with Local High Schools

The counselors at Woodland Community College hold a regional counseling meeting that includes Yolo County High School counselors in the Spring semester. During this meeting information is given to the counselors regarding the steps to enrolling to the college. One of the steps include, completing the college assessment test. In the past, Woodland Community College counselors put together a presentation for Yolo County High Schools called "College is for You". The presentation consists of WCC counselors explaining to high school seniors the steps to enroll which covers the importance of assessment testing.

Currently on the Woodland Campus, the Admissions & Records Office administers the assessment test to students at Woodland Community College Building 700, Testing Lab. The assessment test is offered during the week. During peak times the test is offered Monday and Tuesday 9:30am and 3:00pm, Wednesday 9:30am and 2:30pm, Thursday (ESL) testing 11:00am and 2:00pm and Friday 9:30am and 1:30pm. During non-peak times the test is offered Monday and Tuesday 9:30am and 3:00pm, Wednesday 9:30am and 2:30pm, Thursday (ESL) testing 11:00am and 2:00pm, and Friday 9:30am. The local high schools are released on Wednesdays at 1:26pm giving availability to make appointments on Wednesdays for testing without missing school.

At the Colusa County Outreach Facility we offer assessment testing at CCOF Mon - Thurs 12:00 - 4:00. Our biggest target audience is high school seniors. I schedule dates with each high school to give assessment test in the computer labs located at each school. I usually have an average of 20 -25 students testing at a time per high school. I provide this service to Colusa, Williams, Pierce, and Maxwell High School in March of every year. For the remainder of the year student can come to the facility and we can test up to 4 students at a time.

- 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.**

A. Institutional Administrator:

District, Assessment & Research Specialist: Armand R. Brunhoeber
Oversees & Administers Testing System, makes required changes based on research and state requirements. Meet reporting needs.

B. Site Reporter:

WCC, Director of Planning, Research and Student Success: Molly Senecal
Does required research for testing systems, provides and assist with required reports needed for Cut-Score Validation, Disproportionate Impact Reports.

C. Proctors and Site Score Reporters:

1. WCC, Senior Student Services Technician
2. WCC, Student Services Technician
3. WCC, Student Services Technician
4. CCOF, Campus Operation Specialist 1

Proctor test, by verifying identity, number of taken, and provide test information.
Re-print test scores and input scores into Colleague, District Data System.

- 3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For third-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.**

The Yuba Community College District uses “The College Board, Accuplacer, Computerized Placement Testing System” for English, Math and English as a Second Language and “The Companion to the Computerized Placement Test” for English and Math as needed for Special Need Individual in Braille, Large Text and Audio, Version 8.1.

The Accuplacer, CPTS is offered online at the WCC Campus and the Colusa Center. It is also offered at off-site location by contacting the District Testing Office and completing the required steps to obtain a User Name and Password for Outreach Testing. Proctors and location must meet District requirements. Companion Testing is done by appointment only to meet the needs of the individual testing. Some High School and group testing is done by College Staff upon special request from the school or organization.

The College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions to meet this requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the question have been established the weight of the individual question are the sit by the group. These questions are evaluated at the same time as the cut-score validation is accomplished.

4. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

Matriculation (District)

Matriculation is a process designed to help students achieve their educational goals. All new, transfer, and returning students (who have not attended a Yuba Community College District class within the last three years and do not meet the matriculation exemptions) will need to complete the matriculation process. The Yuba Community College District is committed to helping students achieve their educational goals through the matriculation process, which includes:

- Admission to the College
- Assessment of English, Mathematics, and Reading skill levels
- Orientation, which provides information about programs, services, academic expectations, and procedures
- Counseling to assist in defining goals and developing a plan to achieve those goals.
- Follow-up services to help students progress toward their educational goals.

Matriculation Exemptions: At the time of application, all students are classified as Exempt or Non-Exempt from various matriculation components. Exempt students are those who meet two or more of the criteria listed below.

(NOTE: These exemptions do NOT provide clearance for PRIORITY REGISTRATION or enrollment into specified English, mathematics, or reading courses.)

- Have completed an Associate or higher degree – provide verification of degree;
- Concurrently enrolled in high school - need permission form signed by parent/guardian and high school designee;
- Enrolled only in classes for which they have approved previous training (i.e., firefighters taking a fire science class);
- Enrolled in fewer than 6 units;
- Do not plan to earn a degree or certificate;
- Enrolled in ONLY performance classes (e.g., acting, drawing) or activity classes (e.g. physical education);
- Enrolled in only job-skill upgrade, self-improvement, or general interest courses.
- Currently enrolled at a four-year college or university (verification required).

Performance Courses Eligible for Matriculation Exemption:

Art 4B, 6A, 6B, 7B, 9A, 9B, 12A, 12B, 14B, 15B, 19A, 19B, 36A, 41R, 42R, 43R, 44R, 46R

Music 35R

Physical Education 1.21R

Theatre Arts 11A, 29R, 32R, 45B

Exemption from taking the PLACEMENT EXAM ONLY may apply to students who:

- Have completed previous course work in English, mathematics and reading - provide documentation.

- Have completed placement tests at another post- secondary institution - provide documentation.

See Prerequisite/Corequisite information in this catalog for further information.

Students seeking an exemption from the matriculation process must submit an exemption form. Forms are available online and at the college.

Matriculation – Students’ Rights, Challenge, and Complaint process: Students may challenge any matriculation component. To do so, consult with a college counselor. Challenges and/or complaints may be filed with the Dean of Student Services, who is responsible for investigation and resolution. The Dean will maintain a file on all formal challenges and complaints.

Students who meet the criteria and receive an exemption from a WCC counselor, and students enrolling in summer session only, are eligible to register as non-matriculated students without meeting any requirements other than the basic legal admission requirement.

- For the purpose of registration status classification, such a student will be classified as a NON-MATRICULANT.
- For purpose of academic classification, the student’s statement on the registration form will be accepted without verification.

Students classified as NON-MATRICULANTS will be required to declare an educational goal during the term after which the student completes 15 semester units of degree-applicable credit course work. These students will be provided an opportunity to see a counselor to develop a student educational plan.

5. 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 College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions and included as part of the algorithm use to do the test scoring requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the question have been established the weight of the individual question are the sit by the group. These questions are evaluated at the same time as the cut-score validation is accomplished.

Sample Question & Weights:

Question Name	Question Text	Answer Choice	Weight
Books Read	How many books have you read for pleasure in the past three months?	1- I don’t read for pleasure	-.02
		2-One book	0.0
		3-two to four books	.01
		4-more than four books	.02

6. Describe the college 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.

All college, campus's, and center use the same test with the Yuba Community College District.

Tests from Other Colleges:

Students may bring in tests from other colleges that are approved by the California Community College Chancellor's Office as a "second party testing instrument", and if appropriate concordance tables are available. Students should note that the official scores need to be brought into the college from the other institution and they need to have taken the test within the last 2 years. Students must complete a questionnaire of the multiple measures questions and bring this in with the attached scores to the Admissions and Records Office, to be evaluated by the District Assessment and Research Specialist and input into the Colleague System.

7. 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?**

Retaking the Assessment

Assessment tests may be taken more than two times in any semester and not more than three times in any two-year period. Exam results will be valid for two years, or as recommended by the instrument publisher.

English/ESL/Math/Reading: Students may retake the assessment after a 30 day waiting period. It is advised during this time that the student study for the test in order to improve upon the score that they originally received.

- C. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards: Grades are usable for an indefinite period, after 5 years the counselor may suggest taking/retaking the placement test to verify their ability.

- Exam results will be valid for two years, or as recommended by the instrument publisher.

8. **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?**

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards:

- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California Community Colleges Chancellor's Office as a “second party instrument,” and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a survey of the student and compute the appropriate placement(s) according to the established weighting protocol. Exam results will be valid for two years, or as recommended by the instrument publisher.
- The District accepts (EAP) Early Assessment Program results of only “College Ready” for English and Mathematics. We do not accept any conditional results.

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. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. 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.)**

Woodland Community College provides the following comprehensive counseling services for all students:

- **Academic Counseling:** Assist students in developing an educational plan outlining course needed to successfully complete the requirements needed to meet their academic objectives. Assist students with academic decisions and options available based on their academic and career goals.
- **Career Counseling:** Provide a wide range of career exploration activities and assessment to help students identify career options based on interests, ability, skills, aptitudes, personality, and values.
- **Personal Counseling:** Provide personal counseling to promote mental health by providing resources and referrals to assist student students in addressing the various challenges of college life. Services are provided in an effort to improve the quality of their lives while enhancing the success of their academic objectives.

- **Abbreviated Student Education Plan:** Students meet individually with a counselor during group counseling session to develop an abbreviated educational plan based on their assessment scores, interest, abilities, and career goals. Students are assisted in selecting course work for their first academic year.
 - **Comprehensive Student Educational Plan:** Students meet individually via a thirty minute appointment to develop a comprehensive educational plan. This session involves discussion of the many services such as academic, career, transfer, and personal counseling. During the session the counselor outlines the requirements needed to successfully complete their academic objective based on the student's identification of their objective, certificate, AA/AS and/or transfer. The student's objective along with their major will guide the selection of courses and will guide their semester course scheduling.
 - **Counseling courses** are offered for new and re-try students to assist in acclimating to college life. WCC offers Counseling 10, College Success, and Counseling 25, Career Planning. In addition, workshops are offered on topic such as career development, transfer, financial literacy, and study skills.
 - **Jump Start:** The "Jump Start" program is collaboration with all of the regional high schools for seniors to provide them with an early day of comprehensive services needed to enroll at WCC. Upon completion of the "Jump Start" program, student would have completed all of the SSSP components and leave with an abbreviated educational plan.
 - **Transfer Opportunity Program (UC Davis)** – UC Davis, as part of a Transfer Opportunity Program agreement, provides twice a month visits from a UC Advisor to WCC. The advisor provides, advising, workshops, classroom presentations, and presentations to general students as well TRiO, Colusa, and EOPS. UCD maintains a list of students interested in transfer and sends out information on deadlines, transfer opportunities and scholarships.
 - **Other University Outreach** – Additional universities such as CSU Sacramento, UC Santa Cruz and private universities provide transfer advising, tabling, workshops and classroom presentations. A large transfer fair is also held each year. Approximately 300 students attend this event.
 - **Sacramento State Outreach** – Sacramento State University provides monthly advising to WCC students. provides monthly advising to WCC students. Workshops and classroom presentations are included in this package.
 - **WCC Transfer Counseling** – A .4FTE WCC transfer counselor provides the following workshops: application, university essay, general transfer, and workshops regarding transfer agreements. She also coordinates a Transfer Fair, provides training and updates to both students and other counselors, and presents to classrooms and special campus programs. Students are also provided opportunities to participate in Discover Day tours at UC Davis. Plans are afoot to also include tours of other campuses in California.
2. **Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. 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. Describe any use of academic or paraprofessional advising.**

Counseling services are available in person, by appointment, and on drop in basis. Informal e-mail advising is done as needed. Wait time for appointments is approximately two to three weeks. Wait time for drop in varies depending on time of year, more time during peak days is typical and usually thirty minutes or more. WCC does not include paraprofessional advising in its program.

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

The abbreviated educational plan is completed during walk in and counseling and Jump Start sessions. Planning is done for a minimum of one semester and includes a list of recommended courses, which includes future classes (2 semester), short term advising and English and Math requirements. At this time student's assessment scores are reviewed and discussed, transcripts are evaluated, and discussions take place about outside commitments and employment responsibilities to determine course load.

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.

As outlined before, students are provided with half-hour appointments to help identify course of study. In addition, courses such as Counseling 10 and 25 are available to enhance the students experience and success in college. Transfer and career workshops are held throughout the year to assist students with information on transfer, career CSU and UC applications, and we have available college representatives.

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).

Currently, WCC has a total of three part-time and 7 full-time counselors. Together, they account for 5 FTE.

Staff	Associated Program	Statement of Roles
General Counselors (3.2 FTE)	Counseling/General Fund	Provide counseling services to students
EOPS Counseling (.6 FTE)	EOPS	Provides counseling/advising services to EOPS qualified students; also provides .4FTE coordination of program
CalWORKS Counselor (.6 FTE)	CalWORKS	Provides counseling/advising services for eligible CalWORKs students.
Career Counsellor (.4 FTE)	Career Center	Coordinates Career Center and offer

Transfer Center Counselor (.4 FTE)	Transfer Center	workshops and advising. Coordinates transfer activities for Transfer Center and provides workshops and advising.
Writing IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in writing.
Math IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in math.
WAM Center Coordinator (.2 FTE)	Writing and Math Center	Provides oversight and instructional assistance in the Writing and Math Center.
Tutoring Specialist (1.0 FTE)	Tutoring Center	Provides oversight for the Tutoring Center.
Tutors (23 Tutors)	BSI/Tutoring Center/TRiO	Provides tutoring for math, English and other subjects.
DSPS/LDS Specialists (2 FTE)	DSPS	Provides counseling services for DSPS eligible students.
Supplemental Instructors (5)	Career and Transfer Education	Provide supplemental instruction in five subject areas through Perkins funding.

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.

Paper educational plans that are scanned into Image Now are used. Third party tools include Degree Audit and Ellucian educational planning program which are in the process of being implemented and used for developing educational plans.

Other technology tools are as follows:

- WCC website provides counseling related information, activities, announcements, critical dates and timelines, class schedules, catalogs and other pertinent forms/documents related to counseling
- Web Advisor provides information that allows students to search and register for courses.
- WCC Student Services website allows students to access resources related to career, transfer, and other educational/career and technical education services. Also provides information on transfers (i.e., Assist.org, UC Websites, CSUMentor, etc).
- Datatel provides information on student transcripts, registration, and academic courses.
- YCCD Report Server which provides statistics on student achievement, retention and completion; currently this is available to the Dean of Student Success, the President and Vice President.
- Curricunet provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the College's Curriculum Committee.

- SARS – used to set counseling appointments. The College is planning to integrate eSARS which will allow students to make appointments with counselors without going through a secretary.
- Student Portal – Provides student related information through the District portal site.
- PowerPoint software to create and implement presentations during orientation and probation workshops
- ImageNow Document Scanning System – used for scanning transcripts and other counseling information.

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.

2014 - 2015 SSSP Credit Budget *

Budget Account	Description	Allocation
12.548.5.43.631000.1420	Counseling (Additional Hours)	9,000
12.548.5.43.631000.2110	Classified Regular	37,936
12.548.5.43.631000.2320	Students	2,000
12.548.5.43.631000.3XXX	Benefits	28,000
12.548.5.43.631000.4100	Duplicating	3,170
12.548.5.43.631000.4500	Supplies(Orientation/Testing/Planners/Advertising)	18,000
12.548.5.43.631000.5120	Software Licensing (Degree Audit \$27,000)	33,000
12.548.5.43.631000.5220	Conference &Travel (Training/Staff Development)	5,000
12.548.5.43.631000.6430	Equipment Over \$200	2,000
TOTAL ALLOCATION		138,106

Priority Objectives for 2014-2015

Counselor	65,000
Admin. Sec II	40,719
A&R Transcript Evaluator	50,000
Part Time Outreach Specialist	19,000
Benefits	108,834
Total	214,000

Grand Total	352,106
*SSSP Allocation	312,347
*Short-Fall Covered by SEP	39,759

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. Describe the strategies for addressing the needs of these students, including:**
 - a. Types of services are available to these students; how they are notified and when.**
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).**
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.**

Each year, approximately 15% of WCC students are relegated to academic or progress probation and dismissal.

Woodland Community College defines At-Risk students as:

- Students enrolled in Basic Skills courses (67%, N=303 for Fall 2013)
- Students who have not identified an educational goal and program of study (15%, N=414 for Fall 2013)
- Students on Academic or Progress Probation (11%, N=290 for Fall 2013)
- Black/African-American and Latino males (23%, N=617 for Fall 2013)

In the 2012-2013 academic year, the number of students in this category (probation/dismissal) was 598, with Hispanic students constituting 50.7% of the total.

Academic/Progress Probation and Disqualification	Fall 2012	Spring 2013	Annual 2012-2013	
All Students on Academic Probation/Dismissal	303	295	598	
Hispanic	151	152	303	50.7%
Females	165	159	324	54.2%
Males	138	136	274	45.8%

Students on academic or progress probation are identified through a review of their transcripts, and in special programs through (EOPS&S and CalWORKs) academic progress reports. They are notified by mail and email once they have been placed on Level One probation. The letter recommends that students meet with a counselor. Upon students being dismissed, they are notified by mail, email and phone that they are required to attend a Dismissal Workshop administered by a counselor. All counselors provide follow up services to students on financial aid probation. Students who are dismissed are required to wait out a full semester before petitioning to return to class. Criteria for readmission include demonstration that the student has engaged in educational activities that will increase their chances of success, meeting with a counselor who must sign off on the petition, and attending a Dismissal Workshop.

WCC, through its Student Services Division, Basic Skills Action Plan and Student Success Committee, has identified goals in the Student Equity Plan that should mitigate the trend in probations and dismissals. Among these are:

- The removal of barriers to student success
 - Develop mentorship, peer advising, early alert and first year experience programs
 - Early intervention and warning system for students at-risk for probation, i.e. sending out emails to students whose GPA fall below 2.5
 - Increase advertisement for student support services
 - Revamp ESL instruction
 - Full implementation of Degree Audit and Electronic Ed Planning systems
 - Provide incentives for student completion

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

Staff	Associated Program	Statement of Roles
General Counselors (3.2 FTE)	Counseling/General Fund	Provide counseling/advising services to students
EOPS Counseling (.6 FTE)	EOPS	Provides counseling/advising services to EOPS qualified students; also provides .4FTE coordination of program
CalWORKS Counselor (.6 FTE)	CalWORKS	Provides counseling/advising services for eligible CalWORKS students.
Career Counsellor (.4 FTE)	Career Center	Coordinates Career Center and offer workshops and advising.
Transfer Center Counselor (.4 FTE)	Transfer Center	Coordinates transfer activities for Transfer Center and provides workshops and advising.
Writing IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in writing.
Math IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in math.
WAM Center Coordinator (.2 FTE)	Writing and Math Center	Provides oversight and instructional assistance in the Writing and Math Center.
Tutoring Specialist (1.0 FTE)	Tutoring Center	Provides oversight for the Tutoring Center.
Tutors (23 Tutors)	BSI/Tutoring Center/TRiO	Provides tutoring for math, English and other subjects.
DSPS/LDS Specialists (2 FTE)	DSPS	Provides advising services for DSPS eligible students.
Supplemental Instructors (5)	Career and Transfer Education	Provide supplemental instruction in five subject areas through Perkins funding.

As part of the SSSP and Student Equity Plan, and in concert with the Basic Skills Initiative, both the Student Services Division and the Student Success Committee have identified a series of activities that will support a coordinated set of follow up services for at-risk students, including supplemental

instruction, peer mentorship, summer bridge, ESL student support, math boot camp, expanded student services hour, etc. Budgets are inherent in the SSSP, Student Equity Plan and Basic Skills Initiative Plan. WCC, through its revision of the Educational Master Plan, will also incorporate visions of student success which are coordinated with the SSSP and Student Equity Plans.

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

- WCC website provides counseling related information, activities, announcements, critical dates and timelines, class schedules, catalogs and other pertinent forms/documents related to counseling
- Web Advisor provides information that allows students to search and register for courses.
- WCC Student Services website allows students to access resources related to career, transfer, and other educational/career and technical education services. Also provides information on transfers (i.e., Assist.org, UC Websites, CSUMentor, etc).
- Datatel provides information on student transcripts, registration, and academic courses.
- YCCD Report Server which provides statistics on student achievement, retention and completion; currently this is available to the Dean of Student Success, the President and Vice President.
- CurricUNET provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the College's Curriculum Committee.
- SARS – used to set counseling appointments. The College is planning to integrate eSARS which will allow students to make appointments with counselors without going through a secretary.
- Student Portal – Provides student related information through the District portal site.
- PowerPoint software to create and implement presentations during orientation and probation workshops
- ImageNow Document Scanning System – used for scanning transcripts and other counseling information.

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.

See Budget above and in Appendix A

b. 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.

Institutional research will be provided through the Office of the Dean of Student Success and will be consistent with the dictates of the National Completion Agenda and the recommendations of the Student Success Task Force. The types of institutional research will provide support for:

- Evaluation of college-wide instructional processes
- Strategic planning and planning
- Budget analysis
- Enrollment management
- Research studies that inform student learning and success

The outcomes of the research will identify best practices, the effectiveness of cohort learning, implementing culturally responsive learning, and accelerating the pace of completing developmental education. Research will also improve assessment and placement practices that contribute to acceleration and seamless pathways between the high schools and WCC. For example, the College is currently researching, through a pilot program, the efficacy of exempting students from placement tests who have achieved a B or better in courses that are pre-requisites for those that are transfer level.

Other types of institutional research include:

- Student learning outcomes and utilizing the results to improve instruction and student learning.
- Evaluation of what is appropriate and useful measures of accountability
- Connecting student learning and success with the evaluation of the Educational Master Plan and the Strategic Plan
- Utilize and organize data to respond to the question, “what is student success?”
- Research strategies for addressing environmental cultures in light of the high enrollment of Latino students at WCC
- Research that lead to improved diagnostic tools for developmental students
- In concert with industry, develop data that informs employment skills trends.

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.**

WCC currently provides services that are buttressed by the use of technology. These services include:

- Application through the use of a centralized online application service provided by the State Chancellor’s office.
- Assessment service through Accuplacer
- Orientation through an in-house on-line orientation program (the College is currently investigating third party sources through Canvas and Cinenosure for this purpose)
- Advising through the use of Datatel. Webadvisor, Assist, CSUMentor
- DSPS advising
- Counseling services through the use of SARs

c. 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 these transition periods that are being used for district match.

WCC is utilizing counseling services in Career Services, Transfer and Articulation Services and Admissions and Records. These are documented in the District Match section of the Budget Plan reflected in Appendix A. They are as follows:

Admission and Records

- One Senior Student Services Technician @ 100%
- Two Student Services Technician @ 100%

Transfer and Career Services

- 1 Career Counselor /Coordinator@ 40%
- 1 Transfer Counselor /Coordinator@ 40%

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

a. 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.

The College and District's criteria for exempting students from participation in the required services are relayed in AP 5050. This protocol is currently under review to ensure compliance with the Title 5 regulations for priority registration. The policy describes exempt students as follows:

Non-Exempt Students

Each non-exempt student, in entering into an educational plan, will do all of the following:

- Express at least a broad educational intent upon admission
- Declare a specific goal no later than the term after which the student completes 15 semester units of degree applicable credit coursework
- Diligently attend class and complete assigned coursework
- Complete courses and maintain progress toward an educational goal
- Cooperate in the development of the student educational plan

Exempt Students:

Exempt students are those who meet two or more of the criteria listed below:

- Completed an Associate or higher degree (verification required)
- Concurrently enrolled in high school
- Will enroll in performance classes only
- Currently enrolled at a four-year college or university (verification required)

- Enrolling in fewer than 6 units;
- Not planning to earn a degree or certificate;
- Enrolling in job-skill upgrade, self-improvement or general interest courses
- Enrolling in classes for which student has previous training (i.e., firefighter taking a fire science class).

1. Appeal Policies

Describe the college's student appeal policies and procedures.

Appeal policies for prerequisites are documented in Appendix H. Other appeal policies are guided by Board of Trustees Administrative Procedures which are located on the Board of Trustees website at www.boardocs.com.

2. 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.

Prerequisite procedures for establishing and periodically reviewing prerequisites in accordance with Title 5 are documented in the Yuba Community College District AP 4260. Appendix H details these procedures. In keeping with Title 5 requirements, AP 4260 is currently under review by the Academic Senates; the task has been assigned to the District Curriculum Committee which will make recommendations to the Senates.

3. 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 SSSP Plan and services are coordinated in alignment with the goals and objectives of other planning efforts, such as Student Success/Basic Skills Initiative, budget and planning, resource allocation and prioritization and other planning efforts. For instance, the Student Success/Basic Skills committee is tasked with developing and overseeing the student equity plan, including alignment with SSSP goals and required core student services. The committee works with Student Services and Budget and Planning groups to ensure core student services coincide, supplement and are tightly aligned with the goals and objectives of our equity plan, accreditation planning team, annual action plan and educational master plan. Student Services, led by the Dean of Student Services, meets twice a month to share ideas and innovative ways to enhance programs, services to our diverse student population. This information is shared across campus, and is included in our enrollment management planning, via the President's Cabinet. This collegial sharing of information, ideas, and plans of action across all levels of the campus demonstrates a strong coordination of SSSP planning and services with student equity and other planning efforts.

4. 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.**

Woodland Community College (WCC) is part of a multi-college district, and has established effective means of coordinating with its sister college, Yuba College (YC), as well as the District office through shared decision-making bodies such as the District Communication and Consultation Committee (DC3), District Management Committee (DMC), District Curriculum Committee, and District, Colleges, and Academic Senate Joint Leadership Committee (DCAS). Both colleges – WCC and YC – collaborate with respect to assessment and placement (which resides in the District Office of Assessment and is a joint collaboration effort), academic dismissal standards, and standardizing counseling codes for MIS reporting. The District IT Office and District Registrar have worked closely with both colleges in the coordination and implements of various technological advances that are necessary for the full implementation of the SSSP plan, such as eSARS, degree audit, educational planning module, and online orientation.

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 SSSP Plan and services are coordinated in alignment with the goals and objectives of other planning efforts, such as Student Success/Basic Skills Initiative, budget and planning, resource allocation and prioritization and other planning efforts. For instance, the Student Success/Basic Skills committee is tasked with developing and overseeing the student equity plan, including alignment with SSSP goals and required core student services. The committee works with Student Services and Budget and Planning groups to ensure core student services coincide, supplement and are tightly aligned with the goals and objectives of our equity plan, accreditation planning team, annual action plan and educational master plan. Student Services, led by the Dean of Student Services, meets twice a month to share ideas and innovative ways to enhance programs, services to our diverse student population. This information is shared across campus, and is included in our enrollment management planning, via the President's Cabinet. This collegial sharing of information, ideas, and plans of action across all levels of the campus demonstrates a strong coordination of SSSP planning and services with student equity and other planning efforts.

SECTION IV. ATTACHMENTS

ATTACHMENT A: SSSP BUDGET – 2014-2015



CREDIT **Student Success and Support Program Plan**

2014-15

Budget Plan

**Yuba Community College District
Woodland Community College**

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:

cccssp@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

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Yuba Community College District
College: Woodland College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* **mail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatrix@cccco.edu
and

Mail 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:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818


This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |


Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. 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, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

 Yellow highlighted 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.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Yuba Community College District
Woodland College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 312,347

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 312,347

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 312,347
District Match (Part III: Planned District Match)	\$ 650,901
2:1 Calculated required match for credit: \$ 624,694	

Total Planned Expenditures in the SSSP \$ 963,248

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15 Student Success and Support Program Budget Plan

"Part I: Funding"

Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
- F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
- F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
- F18 This cell will populate once the Part II Planned Expenditures section has been completed.
- F19 This cell will populate once the Part III Planned District Match section has been completed.
- E20 This cell will display your calculated required district match for your *credit* program.
- F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
- F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
 - 0 If all of the 2014-15 Student Success and Support Program Allocation funds have 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 then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Yuba Community College District
Woodland College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Counseling Hours	0.50	\$ 3,000	\$ -	\$ 3,000	\$ 3,000	\$ -	9,000
	SSSP Counsellor	1.00	\$ -	\$ -	\$ 25,241	\$ -	\$ -	25,241
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ 3,000	\$ -	\$ 28,241	\$ 3,000	\$ -	\$ 34,241
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Counseling Secretary	1.00	\$ 9,484	\$ 9,484	\$ 9,484	\$ 9,484	\$ -	37,936
	Students	0.20	\$ 2,000	\$ -	\$ -	\$ -	\$ -	2,000
	Outreach Specialist	1.00	\$ 10,000	\$ 2,000	\$ 3,000	\$ 4,000	\$ -	19,000
	Senior Student Services Technician	1.00	\$ -	\$ 50,000	\$ -	\$ -	\$ -	50,000
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ 21,484	\$ 61,484	\$ 12,484	\$ 13,484	\$ -	\$ 108,936

Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000 Employee Benefits						

	Counseling Secretary	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ -	28,000
	Counselor/Senior Technician/Outreach Specialist	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ -	80,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ -	\$ 108,000
4000	Supplies & Materials						
	Duplicating	\$ 1,000	\$ -	\$ 1,170	\$ 1,000	\$ -	3,170
	Supplies & Materials	\$ 2,000	\$ 10,500	\$ 4,000	\$ 1,500	\$ -	18,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 3,000	\$ 10,500	\$ 5,170	\$ 2,500	\$ -	\$ 21,170
5000	Other Operating Expenses and Services						
	Software and Licensing	\$ 10,000	\$ -	\$ 20,000	\$ 3,000	\$ -	33,000
	Conference and Travel	\$ 2,000	\$ -	\$ 3,000	\$ -	\$ -	5,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 12,000	\$ -	\$ 23,000	\$ 3,000	\$ -	\$ 38,000
6000	Capital Outlay						
	Equipment Over \$200	\$ -	\$ -	\$ 2,000	\$ -	\$ -	2,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 66,484	\$ 98,984	\$ 97,895	\$ 48,984	\$ -	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation							\$ 312,347

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

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

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 Student Success and Support Program Plan per Title 5, section 55510.

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

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

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research
- Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Yuba Community College District
Woodland College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions									
	Counselor	0.40	\$ -	\$ -	\$ 47,301	\$ -	\$ -	\$ -	\$ -	\$ -	47,301
	Counselor	0.40	\$ -	\$ -	\$ 51,932	\$ -	\$ -	\$ -	\$ -	\$ -	51,932
	Counselor	0.40	\$ -	\$ -	\$ 43,185	\$ -	\$ -	\$ -	\$ -	\$ -	43,185
	Counselor	0.40	\$ -	\$ -	\$ 44,214	\$ -	\$ -	\$ -	\$ -	\$ -	44,214
	Dean of Student Services	1.00	\$ -	\$ -	\$ -	\$ -	\$ 96,222		\$ -		96,222
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ 186,632	\$ -	\$ 96,222	\$ -	\$ -	\$ -	\$ 282,854
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions									
	Tutoring Specialist	1.00	\$ -	\$ -	\$ 40,952	\$ -	\$ -	\$ -	\$ -	\$ -	40,952
	Senior Student Services Tech	1.00	\$ -	\$ -	\$ 50,621	\$ -	\$ -	\$ -	\$ -	\$ -	50,621
	Student Services Tech		\$ -	\$ -	\$ 49,994	\$ -	\$ -	\$ -	\$ -	\$ -	49,994
	Student Services Tech		\$ -		\$ 18,854	\$ -	\$ -	\$ -	\$ -	\$ -	18,854
	Administrative Assistant II		\$ -	\$ -	\$ 14,843	\$ -	\$ -	\$ -	\$ -	\$ -	14,843
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ 175,264	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 175,264

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000	Employee Benefits									
	Dean of Student Services	\$ -	\$ -	\$ -	\$ -	\$ 39,100	\$ -	\$ -	\$ -	39,100
	Counselor	\$ -	\$ -	\$ 12,825	\$ -		\$ -	\$ -	\$ -	12,825
	Counselor	\$ -	\$ -	\$ 12,890	\$ -		\$ -	\$ -	\$ -	12,890
	Counselor	\$ -	\$ -	\$ 13,856	\$ -		\$ -	\$ -	\$ -	13,856
	Counselor	\$ -	\$ -	\$ 12,702	\$ -		\$ -	\$ -	\$ -	12,702
	Student Services Tech	\$ -	\$ -	\$ 12,101	\$ -		\$ -	\$ -	\$ -	12,101
	Student Services Tech	\$ -	\$ -	\$ 30,853	\$ -		\$ -	\$ -	\$ -	30,853
	Senior Student Services Tech	\$ -	\$ -	\$ 30,985	\$ -		\$ -	\$ -	\$ -	30,985
	Tutoring Center Specialist	\$ -	\$ -	\$ 27,471	\$ -		\$ -	\$ -	\$ -	27,471
Subtotal		\$ -	\$ -	\$ 153,683	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 192,783
4000	Supplies & Materials									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000	Other Operating Expenses and Services									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ -	\$ -	\$ 515,579	\$ -	\$ 96,222	\$ -	\$ -	\$ -	
Total Planned Expenditures must be at least equal to or exceed the Required District Match										\$ 650,901

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

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

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 for Credit and Noncredit District Match

District Match must directly benefit the 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
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

- (a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
- (b) Indirect costs (i.e., heat, lights, power or janitorial services).
- (c) Political or Professional Dues, Memberships or Contributions
- (d) Construction, or Vehicles
- (e) Travel unrelated to SSSP activities or functions

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Yuba Community College District
Woodland College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation \$ 312,347

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -

Total SSSP funds Available for Planned Expenditures \$ 312,347

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) \$ 312,347

District Match (Part III: Planned District Match) \$ 650,901

2:1 Calculated required district match for credit: \$ 624,694

Total Planned Expenditures in the SSSP \$ 963,248

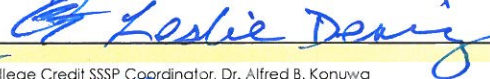
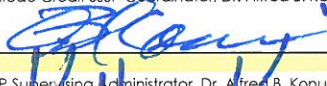

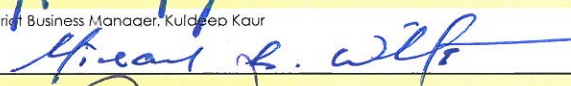
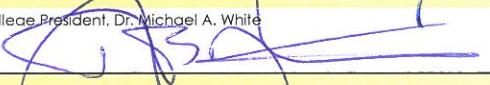
Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met:

Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

 for College Credit SSSP Coordinator, Dr. Alfred B. Konuwa	akonuwa@yccd.edu Email address	(530) 661-4222 Phone Number	10/16/14 Date
 SSSP Supervising Administrator, Dr. Alfred B. Konuwa	akonuwa@yccd.edu Email address	(530) 661-4222 Phone Number	10/16/14 Date
 District Business Manager, Kuldeep Kaur	kkaur@yccd.edu Email address	(530) 741-6723 Phone Number	10/16/14 Date
 College President, Dr. Michael A. White	mwhite@yccd.edu Email address	(530) 661-5711 Phone Number	10.16.14 Date
 District Chancellor, Dr. Douglas Houston	ghouston@yccd.edu Email address	(530) 741-6971 Phone Number	10/16/14 Date

ATTACHMENT B: STUDENT SUCCESS PROGRAMS BUDGET CROSS WALK

Budget Account	Description	Equity Fund	SSSP	BSI	General Fund	Perkins
1000	Counseling Hours		\$9,000	\$2,000		
1000	SSSP Counselor		\$65,000			
1000	SAC Coordinator	\$90,704				
1000	Program, Curriculum, Planning and Development					
1000	Advertisement and Counseling Services					
1000	Special Projects/Summer Bridge/Launch A Freshman/ESL Revamp			\$20,000		
2000	Classified Regular (Non-instructional Subs/Temps/ARC)		\$37,936	\$23,000	\$3000	
2000	Non-certificated Non-Classified				\$4000	
2000	Students		\$2,000		\$15,000	
2000	Transcript Evaluator (Senior Students Services Tech)		\$50,000			
2000	Outreach Specialist		\$19,000			\$45,000
2000	SAC Clerical Support	\$12,801				
2000	Math IA			\$20,000		
2000	English IA				\$22,500	
2000	Supplemental Instruction/Tutoring	\$20,000		\$21,000		\$25,000
3000	Benefits		\$108,000			
4000	Duplicating		\$3,170		\$3050	
4000	Supplies (Orientation/Testing/Planner/Advertisement)	\$5,000	\$18,000	\$2,000		
5000	Professional Development		\$5,000	\$2,000		
5000	Software Licensing		\$33,000			
5000	Mileage	\$1,100				
5000	Undesignated	\$39,759*				
6000	Equipment (over \$00)		\$2,000			
	TOTAL		\$352,106	\$90,000	\$47,550	\$70,000

***Student Equity Plan Funding to Support SSSP Counseling Position**

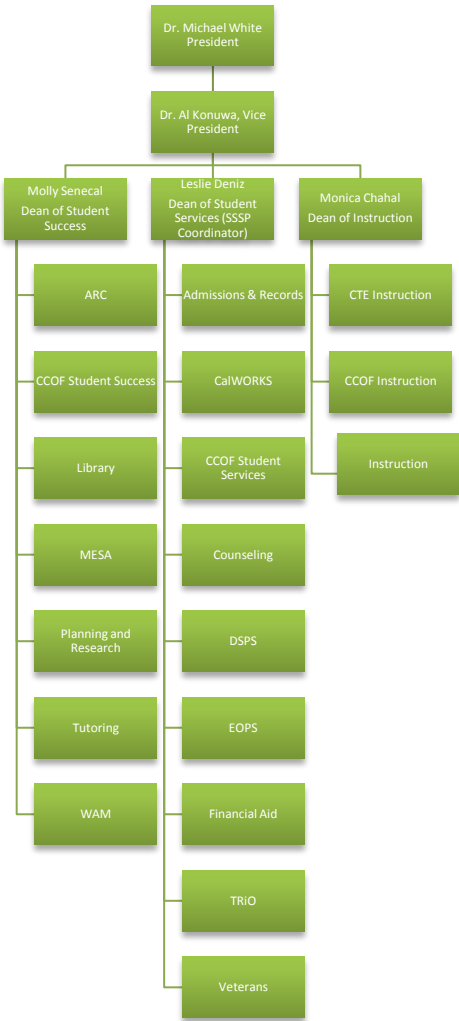
SSSP Allocation **\$312,347**

Planned SSSP Expenditures **\$352,106**

(\$ 39,759)

ATTACHMENT C: WCC ORGANIZATIONAL CHART. PLEASE ATTACH A COPY OF YOUR COLLEGES’ ORGANIZATION CHART AND HIGHLIGHT THE STUDENT SUCCESS AND SUPPORT PROGRAM COORDINATOR’S POSITION. PLEASE INCLUDE ALL POSITIONS THAT WORK DIRECTLY IN THE PROGRAM PROVIDING SSSP

WCC Organizational Chart



*Woodland Community College has taken a holistic approach towards addressing the needs of students. While the Dean of Student Services coordinates activities in the Student Services Division, other deans, i.e. Student Success and Instruction, oversee functions and positions that are aligned with the aspirations of the College’s Student Success and Support Program.

ATTACHMENT D: 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: **Dr. Michael White**

Title: **President**

Stakeholder Group: **Administration/College Council**

Name: **Dr. Alfred Konuwa**

Title: **Vice President**

Stakeholder Group: **Administration/Academic and Student Services/Curriculum**

Name: **Leslie Deniz**

Title: **Dean of Student Services**

Stakeholder Group: **Administration/Student Services**

Name: **Todd Sasano**

Title: **Coordinator, DSPS**

Stakeholder Group: **Disabled Students Programs and Services**

Name: **Dr. Matthew Clark**

Title: **Professor, Mathematics**

Stakeholder Group: **Woodland Community College Academic Senate**

Name: **Cheryl Latimer**

Title: **Professor, Counseling**

Stakeholder Group: **Counseling Department (Counselors)**

Name: **Laney Magney**

Title: **Instructor, Counseling**

Stakeholder Group: **Counseling Department (Counselors)/College Council**

Name: **Jose Vallejo**

Title: **Professor, Counseling**

Stakeholder Group: **Counseling Department (Counselors)/Curriculum Committee**

Name: **Fatima Ruiz**

Title: **Professor, Counseling**

Stakeholder Group: **Counseling Department (Counselors)/EOPS**

Name: **Estelita Spears**

Title: **Professor, Counseling**

Stakeholder Group: **Counseling Department (Counselors)/Career Center**

Name: **Talwinder Chetra**

Title: **Professor, Mathematics**

Stakeholder Group: **Academic Senate**

Name: **Catherine Strode**

Title: **Professor, English**

Stakeholder Group: **Academic Senate/Fine Arts, Language Arts and Humanities**

Name: **Shawn Lanier**

Title: **Instructor, Mathematics**

Stakeholder Group: **Instruction/Associated Students of Woodland Community College Advisor**

Name: **Eric Rodriguez**

Title: **Student**

Stakeholder Group: **Students/Associated Students of Woodland Community College**

Name: **Donna Bahneman**

Title: **Adjunct Instructor**
Human Services

Stakeholder Group: **Adjunct Faculty**

Name: **Sergey Postolaki**

Title: **Tutoring Specialist**

Stakeholder Group: **Student Support Services/Tutoring**

Name: **Christopher Howerton**

Title: **Professor, Speech**

Stakeholder Group: **Academic Senate**

ATTACHMENT E: SSSP ADVISORY COMMITTEE.*
--

WCC Student Success Committee

- Adjunct Faculty
- Math Professor
- Tutoring Specialist Student
- Dean of Student Success
- Career Counselor
- English Instructor

WCC Dean of Instruction

WCC Dean of Student Services

WCC Vice President of Academic and Student Services

WCC Academic Senate President

WCC Transfer Counselor

Superintendent, Yolo County Office of Education

Superintendent, Colusa County Office of Education

Three High School Principals (one each from Woodland Joint Unified School District, Esparto Unified School District and a Colusa School District)

**This is a proposed composition of the SSSP Advisory Committee which will be launched in the Spring of 2015.*

ATTACHMENT F: DISTRICT STUDENT SUCCESS INITIATIVES

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Point Person			Suggested Timeline
						WCC	YC	DS	
1. Establish, encourage, "market" and maintain an ethos of student success (e.g., student success symposium, professional development activities, etc.)	WCC 15	YC 10	DS	Early Connections	1,3	Konuwa, Senecal	Root, Spencer, Masuda,	Schmidtbauer,	Feb-14
	WCC 17			Academic and Social Support Network			College Access and Awareness Committee, Staff Development	McGill-Cameron, Stemann – CTE Training only	TBD
				Clear Academic Plan and Pathway					
				Strategy Four: Effective Practice – Professional Development					
2. Mandatory Orientation	WCC 13	YC 14		Academic and Social Support Network	1	Latimer (satisfaction survey and evaluation plan)	David Perez (satisfaction survey and evaluation plan)	N/A	Spring 2014
				Clear Academic Plan and Pathway					
3. Pre-assessment Refresher (tutoring, software, study guides, etc.)		YC 21		Effective Track to College Readiness	1	Chetra	Brunhoeber		Spring 2014
4. Intake/Default Ed Plan (Math/English in 1st year)	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Ortiz and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014
5. Degree Audit	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014
6. Electronic Ed. Plans	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014

7. Online Services – tutoring, other (e.g., test-taking, counseling, orientation)	WCC 13	YC 14		Academic and Social Support Network	1	DE Committee	Pimentel, K. Cunningham, DE Subcommittee		Set up by July 2014
	WCC 14	YC 17		Clear Academic Plan and Pathway		Sasano			
		YC 22				Counselors			
						Asmus			
8. Early Alert (Counseling, Tutoring)	WCC 3	Pilot		Clear Academic Plan and Pathway	1	Spears, Richard	Mills, D. Spencer		
9. Curriculum Alignment Project (e.g., continued catalog improvement)	WCC 18	YC 15	DS	Clear Academic Plan and Pathway	1	Konuwa (Catalog)	Davis/Masuda/	Carabajal (Curriculum)	Curriculum:
							Cox/		May-14
							Jensen-Martin (Catalog)/Curriculum Committee		Catalog: Dec 2013
10. SB1440 Transfer Curricula	State Mandate and Timeline					Asmus, Kirschner	Masuda/Cox/		Dec-13
Beilby	Dec-13								
11. Reassess Graduation and Degree Requirements						Asmus, Vallejo, Curriculum Committee	Jukes, Burns, P. Bordisso, and F. Ruiz		Dec-14
									Implement
12. Reassessment of Prerequisites	State Mandate					Brandi, Vallejo, Senecal	Davis, Cox		Spring 2014
13. Develop Academic Program Plans (two, three, four-year plans)	WCC 13	YC 14		Clear Academic Plan and Pathway		Ortiz, Latimer, Spears	V. Harris, Davis, Masuda, Jukes, and Pimentel		Mar-14
									Implement 2-yr plan
									May 2014 implement 3- and 4-yr plans
14. Common Assessment	State Initiative and Timeline					Counselors			N/A
15. Policy realignment to conform to SSTF recommendations (e.g., priority reg., BOG Fee Waiver, Academic progress)	State Mandate					Horn, Smart			As required

16. Student-centered Customer Services (Professional Development)			DS	Strategy Four: Effective Practice – Professional Development		Vallejo, Smart	Toche/Staff Development/Technology Plan		
17. Develop Research Agenda that assesses the continuum of student experience (i.e., process & outcome – inc. evaluate what students say & need; advisory committees for gatekeeper courses, etc.)	WCC 3	YC 20	DS			Senecal,	Jensen-Martin		Set up
	WCC 12					Faculty			Feb-14
									Apr-14
18. Accelerated Basic Skills (e.g., Competency-based Basic Skills, Supplemental Instruction)		Pilot (ENGL)			1	BSI Committee	Masuda/	In Progress	
							Ponticelli/		
							Pimentel		
19. Regional Education (P-20) Symposium						Konuwa (VP)	Jensen-Martin (VP)		Apr-14
20. Establish robust, structured partnerships with regional K-12 Districts & HSs.	WCC 3	YC 18			1, 2, 5	Konuwa (VP)	Jensen-Martin (VP)		Apr-14
	WCC 4								
21. Compressed Calendar (16-week semesters, intersessions, prof. dev. Days, etc.)			DS	Clear Academic Pathway Strategy Four: Effective Practice – Professional Development	1	Chetra	Jensen-Martin	Carabajal	Recommendation by April 25, 2014

22. Group Counseling	WCC 13	YC 10		Early Connections Academic and Social Network	1	Deniz	Arce	N/A	Implementation/evaluation plan by April 2014
23. Holistic Support Services						CommuniCare	Jensen (health services)	Carabajal (emergency Scholarships)	Spring 2014
						Konuwa (health services)	?? (CDC)		
						?? (CDC)	FA (scholarships)		
						Smart (scholarships)			
24. Consolidate Tutoring Services and Centers (In Progress)						Richard	Jensen		
						Ruiz			
25. Peer Advising (e.g., EOP&S)						Vallejo	Arce/Ponticelli		
26. Academic Advising (Instructional Faculty, Para-professionals)		YC 11		Early Connections	1	Counselors	Arce/Burns/		
				Academic and Social Network		Faculty	Davis/Jukes		
				Clear Academic Plan and Pathway					
27. Student Connection Programs – Establish Communities (e.g., EOP&S, MESA, Upward Bound, ETS, UMOJA, Puente)		YC 22		Early Connections	1	Administration	Arce/Root/ASYC Clubs		
				Academic and Social Network		Konuwa/Vallejo/			
						Cuevas			
28. Summer Bridge Program (e.g., Upward Bound, ETS, Jump Start)						Counselors	Arce/Spencer		
						Cuevas			
29. Ambassador Center (Welcome Center)						Student Success	Arce/Jukes/ Pitock		
						Bahneman			
						Horn			
						McClain			

30. First Year Student Experience (mandatory activities, inc. meeting with instructors)						Counselors	Arce/Jensen/ Ruiz/		
							Frederking/ Jow/Anderson		
31. First Year Success Class						Counselors	Burns/Jukes		
32. Contextualized Learning (e.g., VESL)						Chahal	Masuda/Hulin		
						Faculty			
33. Service Learning						Student Services	Root/Davis		
						Spears			
34. Internships						Spears	Root/Davis/ Fancher		
35. Structured engagement with parents						Administration	Root		
						Ortiz			

ATTACHMENT G: WCC RESOURCE MAPPING (WCC STUDENT SERVICES PERSONNEL IDENTIFIED ACTIVITIES THAT SUPPORT STUDENT SUCCESS AND ARE CONSISTENT WITH SSSP)

WHAT DOES SUCCESS LOOK LIKE FOR WCC?

Resource Mapping

Categories

Educational Practices

- Progress Reports
- Peer Mentor - Study Group – MESA
- Support Services tied into courses
- Faculty Practices/Pedagogy
- Early Alert Program
- Transfer Degrees (ADT)
- Summer Bridge
- Promote email communication
- Math Boot camp for placement exams
- Professional development w/faculty
- Academic Dismissal Workshops
- Tutoring Center
- ESL Curriculum
- Algebra Academy
- Freshmen/Re-entry courses – count 10-25
- Cultural Competency
- Improved Prep for Placement Exams
- SLOs
- Learning Communities
- Law Enforcement Academy
- DSPS Syllabus statement for at-risk students
- Code of Conduct
- Award letters/communication for financial aid
- Educational Plan

CULTURE:

Belonging, Beliefs, History, Values, Comfort, Tradition, Language, Unity, Parameter, Behavior, Values, Norms, Home, Uniqueness, Diversity, Inclusion, World View, Awareness, Practices, Who we are - Identity

Policies

- ✓ Orientation process – Aug. 7+
- Improve Student Petition Process
- Financial Aid Orientation
- Academic Dismissal (400+ students) process
- Assess ESL population support
- Financial aid self-service video
- Summer Math Success Program
- H.I. International Algebra Success – Equivalent
- Communication w/students effectiveness

- LGBTQ support
- Drop policy
- Add policy
- Financial Aid SAT Academic Progress : DSPS, EOPS, CalWorks, TRIO
- BOG policies
- EOPS contract policy
- TRiO contract policy/graduate 4 years
- Student code of conduct
- Disclaimer for computer use – student login with their ID
- Financial – Federal funding policies
- Financial – State funding policies
- R2T4 – returning money (Fin Aid) to Fed

Organizational Structures

- ✓ Evening Hours – M-T 6pm Counseling, Financial Aid, A&R
- ✓ Welcome Week – Student Helpers How Can I Help?
- ✓ Directional Signs
- ✓ Later hours
- ✓ Work Experience
- Outreach Recruitment
- Cash for College
- Tutoring
- OML – Open/Media Lab
- Profession Development Series
- Career Fair
- College Fair
- Staff Kiosk
- Open class lists/mktg
- Guest speakers
- Phones answered or system for call back
- HSI
- Writing Center & Math WAM
- Library
- Reading Center
- I can afford college (I can't my own son)
- Transition Fair
- Conferences
- Volunteers: Community
- Student services delivery
- Better delivery services – Info
- Health Center – Personal Counseling
- Resume Workshop
- Career Exploration
- LinkedIn training – MESA
- Financial workshops - MESA
- Literacy
- Veterans – Jobskills (securing benefits)

- Solar panel internship
- ME Center – so many workshops

Special Programs

- ✓ Si se Puede
- ✓ Welcome Week
- ✓ Federal Work Study
- Tutoring Center – expand service
- Health center – outreach welcome week
- Jump Start
- Orientation/Workshops:
- -HSI Target Pop/Program
- -Concurrent Students
- University Rep (TAG)
- AB 540 students
- DSPS
- CalWORKs
- EOPS/CARE
- Financial Aid
- Vets
- Student Gov ASWCC
- WAM
- MESA
- ARC – Academic Reading Center
- LGBTQ
- Summer Academy
- Cultural Diversity Series
- Orientations/Workshops:
- -Foster Youth/Guardian Scholar
- Transfer Fair/APP Workshops
- Career Fair
- Kinder-to-college
- Fostercare
- Transition Fair/DSPS
- Puente
- High School Orientation
- DSPS & counselor outreach to area high schools
- Orientation
- Regional Counselors mtgs
- HEP
- AB86
- SB70

APPENDIX H (PROCESSES FOR PREREQUISITE)

(This process is currently being reviewed by the District College Academic Senate (DCAS) Committee to incorporate changes in the curriculum, i.e. courses in developmental math and English. For example, Math 111 is a developmental courses that is not included in this document; while English 105 has been modified and is no longer a repeatable course designated by an "R".

Book Administrative Procedures
Section Chapter 4: Academic Affairs
Title Pre-Requisites and Co-Requisites
Number AP 4260
Status Active
Legal Adopted July 21, 2004
Last Revised September 29, 2008

Reference: Title 5, Section 55000 et. seq.

§55201. Prerequisites, Corequisites, and Advisories on Recommended Preparation.

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this Article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to Section 55002(a)(2)(D) or 55002(a)(2)(E).

(b) A governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of Sections 53200-53204 of this Division, adopt policies for the following:

(1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline particularly those aspects

of the course outline that are the basis for justifying the establishment of the rerequisite or corequisite.

(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.

(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with Section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with Section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.

(d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to Subsection (b)(3) if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions.

(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite Subsection (d) of this Section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made,

provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when:

(1) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or

(2) the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the CCC Chancellor's Office and both of the following conditions are satisfied:

(A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the CCC Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the CCC Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(f) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this Article;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; and

(6) Such other grounds for challenge as may be established by the district governing board.

§55003. Additional Rules.

The following additional rules apply to the establishment of prerequisites and corequisites:

(a) Prerequisites, corequisites, and advisories on recommended preparation must be identified in

college publications available to students as well as the course outline of any course for which they are established.

(b) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(c) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of this Chapter.

(d) If a prerequisite requires pre-collegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that pre-collegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(e) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A Corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(f) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(g) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

NOTE: Authority cited: Section 70901, Education Code. Reference: Section 70901, Education Code.

PURPOSE

The purpose of a prerequisite, corequisite, or other limitations on enrollment is to contribute to the maintenance of academic standards and to indicate to students the knowledge/preparation required to successfully complete a course or program. An unnecessary prerequisite may unfairly block student access and consequently, the College is responsible for reviewing each prerequisite in a formally established and consistent manner. The College is also responsible for enforcing approved prerequisites in a consistent manner and for providing students with a challenge process to the prerequisite.

PREPARING THE RECOMMENDATION

Prerequisite/Corequisite Guidelines were developed to help instructors in preparing new prerequisites/corequisites or in maintaining an existing prerequisite/corequisite. It is also a

reference source that reflects the prevailing thinking of the Curriculum Committee, and it collects many separate committee actions into a single source, all of which contribute to defining the nature and scope of instruction for the College. The establishment or maintenance of any prerequisite, corequisite, other limitation on enrollment will at a minimum require a course content review. Some prerequisites will require additional statistical studies, which are explained in later sections of these guidelines. The simplest recommendation for a prerequisite requires only that a course content review be conducted. Prerequisites/corequisites and other limitations on enrollment are included with the course outline and approved when the Curriculum Committee approves the course outline.

DEFINITIONS

- **Advisory** - A condition of enrollment which a student is advised, but not required, to meet before, or in conjunction with enrollment, in a course or educational program.
- **Communication Skills** - Skills/courses taught by the ESL Department, pre-collegiate basic skills courses taught by the English Department, and the composition courses.
- **Computational Skills** - Skills/courses taught in the pre-collegiate basic skills offerings of the Math Department and in the algebra courses.
- **Course Content Review** - a rigorous and systematic process by which faculty identify the necessary body of knowledge and/or skills that students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course.
- **Corequisite** - A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.
- **Discipline** - The field of study into which the course has been placed using the recognized list of discipline fields recommended by the State Academic Senate and published by the CCC Chancellor's Office.
- **Prerequisite** - A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.
- **Satisfactory Grade** - for the course in question, the student has received a grade of A, B, C, or P*.
- **Sequential In-discipline Prerequisite or Corequisite** - A prerequisite/corequisite course which is in the same department or discipline as the target course.
- **Standard Prerequisite or Corequisite** - A prerequisite/corequisite for a Yuba Community College District course that is the same as the prerequisite for the identical course at a CSU or UC campus.
- **Target Course** - The course for which the prerequisite/corequisite/advisory is necessary for the student to be highly likely to succeed.

*Formerly Credit/No Credit. Pass/No Pass grading replaces the current Credit/No Credit grading effective Fall, 2009.

PROCEDURE

If a department/discipline wishes to establish or maintain any prerequisite, corequisite, or other limitation on enrollment in a course or program, it must first conduct a course content review. Program prerequisites require that the prerequisite is required for success in at least one course in the program. The Curriculum Committee has adopted the following procedure to insure compliance with the requirements of the "District Model Policy":

The appropriate full-time faculty within the department/program to which the target course is assigned will participate in the content review process and prepare the approved content review summary form recommending whether or not the prerequisite/corequisite/advisory course is appropriate for the target course. As of the fall semester 2004, the course outlines must be on the course outline form approved in the spring of 2003. If the course outlines have not been approved on the new form, they should be completed and submitted with the prerequisite/corequisite form.

1. The department faculty determines how they will complete the process requirements.
2. The supervising Dean will provide a list of courses, approved work sheets, and approved content review summary forms to the faculty.
3. Faculty decide on a list of skills and/or knowledge necessary for success in the target course. These should be similar to the skills and content shown on the approved course outline.
4. Faculty decide on a list of skills and/or knowledge provided by the recommended prerequisite/corequisite/advisory course, which are consistent with the course outline sections relating to topical outline and student performance objectives (list all course objectives), and list these on the Course Prerequisite/Corequisite/Advisory Content Review Worksheet.
5. If the results of the course content review support the establishment or maintenance of the prerequisite/corequisite, the department prepares a Course Prerequisite/Corequisite and Advisory Recommendation Form and Content Review Summary Form. For some prerequisites, additional attachments may be necessary.
6. Following the listing of items on the worksheet, using a scale from 5 [highest importance to success in the target course] to 1 [lowest importance to success in the target course], each faculty member notes the score in the space provided on the worksheet.
7. The listed items on the worksheet form that are considered by the faculty to be appropriate for the Content Review Summary Form [for both target course and the prerequisite/corequisite course] are listed on the Summary Form along with the department average/mean rating for each item.
8. The following guideline is applied to the results shown on the Summary Form: if the content and skills provided in the prerequisite/corequisite course are of a magnitude such that the student could not be expected, in your judgment, to be successful in the target course without them, then the prerequisite/corequisite is appropriate.
10. If the faculty decide that the prerequisite is justified (a minimum of 60 % of the scored items have a mean rating of three or more; exceptions must be justified.), the appropriate box on the Corequisite/Prerequisite Summary Form is marked and it is forwarded to the supervising Dean.

11. If the recommendation is for a sequential in-discipline prerequisite, no further information is necessary. During a meeting, the supervising Dean and the faculty will review and approve the recommendation before it is forwarded to the Curriculum Committee.
12. The completed Content Review Summary Form and course outline, which represents the majority view of the department, will be signed by the supervising Dean and forwarded to the Vice President Academic and Student Services or designee for transmittal to the Curriculum Committee.
13. The Office of Academic and Student Services checks the summary form and any attachments for accuracy and completeness and the Vice President Academic and Student Services or designee refers it to the appropriate subcommittee of the Curriculum Committee for review.
14. Subcommittee reviews the course outlines, summary form and any attachments and verifies compliance with the criteria adopted by the Curriculum Committee.
15. If the prerequisite/corequisite meets the criteria, the subcommittee forwards a recommendation for approval to the Curriculum Committee. If the prerequisite/corequisite fails to meet criteria, it will be returned with explanations to the originator who may re-submit it.
16. The Curriculum Committee accepts or rejects the recommendation of the Subcommittee. If approved, the prerequisite/corequisite along with the course outline is sent to the Governing Board for approval and inclusion in the district curriculum.

POSSIBLE PREREQUISITES AND REVIEW REQUIRED

If a department/discipline wishes to establish or maintain an existing prerequisite or corequisite that is not a sequential in-discipline prerequisite, there may be more justification required. Various kinds of possible prerequisites are listed below with their review requirements and examples.

Prerequisite Type or Condition of Enrollment	Review Required	Example
<u>Sequential in discipline</u> (Nursing 7 for Nursing 8)	Course Content Review [CCR]	Math 1A for Math 1B Biol 1 for Biol 2
<u>Out of discipline course</u> (Equivalent to CSU, UC course)	CCR plus verification that 3 CSU or UC, any combination, have the same prerequisite	Physics 4A for Engr 35
<u>Course for vocational discipline</u>	CCR only unless a math or language skills course	Biol 4 for Nursing 8
<u>Out of discipline course</u> <u>vocational courses in English</u> <u>or math skills</u>	CCR plus data collection and analysis, this includes	Math 1A for Physcis 4A
<u>Program</u>	CCR and establish as prerequisite for at least one course in the program	Biol 4 for admission to ADN Nursing Program

<u>Health and safety</u>	CCR to show student might endanger self or others	Nursing 22 must pass skills lab portion to receive credit
<u>Audition or Tryout</u>	CCR, other courses are available to meet requirements, with no disproportionate impact	Performance Course Theatre, Athletic Team
<u>Cut Scores</u>	CCR, plus test approved by CCC Chancellor's Office, plus validated cut scores, plus measures, plus no disproportionate impact	Level I for Reading 110ABC, Level I for Math 110 or Gen. Bus. 100
<u>Other than course prereq GPA, recency, etc.</u>	CCR, plus data collection and analysis	2.5 GPA for admission to Nursing Program
<u>Advisories on recommended preparation</u>	Course Outline Only	Math 50 for Chem 2A
<u>Imposed by Statute or Regulation</u>	Determined by Governing Board, no review required	Fire Tech 64A needs valid class 3 license

GUIDE TO POSSIBLE PREREQUISITIES

In addition to course content review and the preparation of the summary form, additional verification may be required to achieve approval. Attachments that verify compliance with these additional steps must be attached to the summary form at the time it is forwarded to the Curriculum Committee. If the prerequisite is one of the following, the appropriate boxes at the bottom of the Course Content Review Summary Form [CCRSF] must be marked and any required supporting documentation must be attached. The following are taken from the list on the previous page:

1. Out of Discipline Course that is Equivalent to a Course at CSU or/and UC

Having the same CAN number can identify many of these. Documentation for this prerequisite requires that the CCRSF has evidence attached that shows that the same prerequisite is required for the target course at three campuses of the CSU or UC systems. These may be in any combination of CSU and UC sites. Photocopies of the appropriate pages in the CSU or/and UC catalogs should be attached to the CRSF when it is forwarded.

2. Course for Vocational Discipline

A CCRSF may be completed for each prerequisite course for a course(s) in a vocational program. This includes in-discipline and out of discipline but not language and math skill courses. Vocational TOPS Codes bear an * in the TOPS Handbook.

3. Out of Discipline Course in English or Math Skills

Data must be gathered and attached to the CCRSF form. Data collection options are described in the following section.

4. Program

If a program wishes to establish a course requirement for admission to the program, there must first be a CCRSF prepared that shows that the course required for admittance to the program is a prerequisite to a course required in the program. Attach a copy of the first page of the official course outline to the CRSF.

5. Health and Safety

The department must show through a CCRSF that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and that the prerequisite course is necessary before entering the target course. The CCRSF should be explicit about the consequences of mistakes on the part of the student. Further documentation is not required.

6. Audition or Tryout

A department may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance and intercollegiate athletics provided that:

- for any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- included in the course outline or record (College Catalog) there is a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- at least every six years a review is conducted to determine whether or not the audition or try-out process is having a disproportionate impact on any historically underrepresented group.

7. Cut Scores

Assessment tests and cut scores may only be established in the manner prescribed in "Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges," August, 1992. Consult with the Office of Institutional Effectiveness.

8. Other than Course Prerequisite, GPA, Recency, etc.

In addition to the CCRSF the department must arrange for the course outline to contain a list of the specific skills a student must possess in order to be ready to take the course. Data are then gathered as describe in the following section and attached to the CCRSF when it is forwarded for approval to the Curriculum Committee.

9. Advisories on Recommended Preparation

A department wishing to inform students about recommended entry preparation for success in a target course may establish or maintain an advisory by preparing a CCRSF and submitting it to the Curriculum Committee. Additional documentation is not required. Consideration of student objectives in the following courses is necessary to maintain or establish specific or general advisories that relate to language and math skills.

10. Imposed by statute or regulation

Prerequisites resulting from State Law or regulations should be noted on the course outline. No further review is required.

DATA COLLECTION PROCEDURES

The following kinds of prerequisites or corequisites require, a list of the specific skills a student must possess in order to be ready to take the course in the official course outline, and data collection:

- Out of Discipline Course in English or Math
- Other than Course, GPA, Recency, etc.

For these prerequisites, the course outline must first be reviewed to verify that the skills are listed. A CCRSF must be prepared. Data gathered to support the recommendation must be attached to the CCRSF when it is forwarded to the Curriculum Committee.

The standard for any data comparison done to support a recommendation for a prerequisite or corequisite is that it must be found that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite.

For these prerequisites it is preferred that the research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. (Note: that during the research period students who are informed that they do not meet the prerequisite may enroll in a maximum of 20% of the seats available in the course section(s)).

The faculty should review the four options below for gathering data and consult with the college research office before proceeding. The research office will provide assistance as needed.

The data may be gathered by any one of the following procedures:

1. Students' Perceptions of Readiness - Determine the extent to which students, currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary. If after a course content review of the target and subject course, faculty elect to use students' perceptions of their readiness for the target course, the following method shall be used:

- In conjunction with the Office of Institutional Effectiveness distribute in class the survey form to at least 10% of the students enrolled in the target course, and not less than 100

students to determine their perceptions of their readiness and likeliness to succeed in the course.

- Divide the responses according to those who had and had not taken the proposed prerequisite course.
- Examine the results of the survey for significant differences in accordance with the standard Chi-square method. This analysis will be conducted by the Office of Institutional Effectiveness personnel and reviewed by the faculty.
- Consider the prerequisite valid if the test shows significant differences between those who had and had not taken the proposed prerequisite course at $p = .05$ on a standard Chisquare table.
- Attach a table of data, display of Chi-square Test results, and description summarizing the results of the study to the CCRSF when it is forwarded to the Curriculum Committee.

2. Faculty Evaluation of Student Readiness - Compare the faculty members' appraisal of student's readiness for the course to determine whether student met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and be based on independent assignments, quizzes, and exams, participation in class, or other indicators that the student was or was not ready to take the course.

After a course content review to determine a potential prerequisite, the following method should be followed:

- Identify and list the points of commonality identified in content review.
- Rate (from a roster of students in the class which has been provided) each student's likelihood of success, according to the following scale:
 - Highly unlikely to succeed 1
 - Unlikely to succeed 2
 - May succeed with extra help 3
 - Likely to succeed 4
 - Highly likely to succeed 5
- Survey, as outlined above, for each prerequisite a minimum of 10% of all students enrolled in the target course, or 100 students, whichever is greater. Care should be taken to ensure that a cross-section of students is assessed, especially considering multiple locations.
- If fewer than 100 students are available for survey in any given term, the study may be continued across terms, or this method may be supplemented using historical data according to the policy for analysis of course outcomes. (In such an analysis, students who can be identified as withdrawing due to course difficulty or unsatisfactory grades should be considered to have failed.)
- Divide the ratings by faculty according to students who had and had not taken the subject prerequisite course. A test for significant differences by Chi-square will be conducted. If the differences are significant at $p = .05$ in a standard Chi-square table, the prerequisite will be deemed valid. This analysis will be conducted by the Office of Institutional Effectiveness personnel and reviewed by the faculty.
- Attach a table of data, display of Chi-square Test results, and a summary description of the results of the study to the CCRSF when it is forwarded to the Curriculum Committee for approval.

3. Historical Data Review - Compare students' performance at any point in the course with completion of the proposed prerequisite or corequisite. After a course content review the faculty may evaluate prerequisite validity by a review of past performances in the target course by using the following method:

- Select a population of not less than 500 student records from the Student Information System files.
- Selections should be made on the basis of entire course sections, with reasonable care to ensure that multiple locations of course sections are represented.
- Divide course outcome grades into a pass/fail relationship, with A, B, C, and P (formerly CR) grades in the passing group. Where possible, W grades for students who withdrew due to perceptions of failure or unsatisfactory grades, and students who were dropped by faculty when failing should be included in the failure group. All other W grades should be removed from the sample.
- Divide student records into two groups according to those who had and had not taken the proposed prerequisite course.
- Conduct a Chi-square test for significant differences between the two groups according to standard statistical method. If the differences are significant at $p = .05$ on a standard Chisquare table, the prerequisite will be deemed to be valid. Whenever possible, this method should be supported with a survey of either student or faculty perceptions of readiness among currently enrolled students. This analysis will be conducted by research office personnel and reviewed by the faculty.
- Attach a table of data, display of Chi-square test results, and a summary description of the study to the CCRFS when it is forwarded to the Curriculum Committee for approval.

4. Student Performance and Assessment Instruments - Compare student performance in the course to their scores on assessment instruments in the manner required by the CCC Chancellor's Office to validate an assessment instrument and cut scores for the course in question.

EXCEPTIONS TO DATA COLLECTION

The requirements for data collection do not apply under the following conditions:

- Four-year institutions will not grant credit for the course unless it has the particular communication or computational skill prerequisite.
- The prerequisite or corequisite is required for enrollment in a program which is subject to approval by a state agency other than the CCC Chancellor's Office and both of the following conditions are satisfied:
 - Colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
 - The district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the CCC Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the CCC Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

ENFORCEMENT OF PREREQUISITES

The implementation of prerequisites, corequisites, and limitations on enrollment is done via computer at the time of enrollment.

Grounds for Prerequisite Challenge

The following are grounds for a challenge to a course or other prerequisite or corequisite:

1. The course has not been made reasonably available. (A class is reasonably available when the course is available with sufficient seat capacity in scheduled classes to allow the students who require the course, in their program or course of study, to enroll in it within two consecutive years of entering Yuba College or Woodland Community College, or completing all remedial requirements, whichever is later. This includes day, evening, and summer offerings. This does not apply to courses that are required in programs that are deemed to be impacted and have special admission procedures.)
2. The prerequisite is discriminatory or is applied in a discriminatory manner.
3. The prerequisite was established in violation of regulations or District approved process.
4. The student believes that their knowledge or ability allows him or her to proceed in the course despite not meeting the prerequisite(s).

Filing a Challenge

To file a challenge a student must complete, sign, and deliver an approved Yuba Community College District (Yuba College or Woodland Community College) Prerequisite/Corequisite Challenge Form as follows:

- For students registering at Yuba College or Woodland Community College, challenges are filed with the Yuba College Dean of Student Development or the Woodland Community College Dean of Student Services, who will respond to challenges based on items 1, 2 and 3 above. Those based on item 4 will be referred to the appropriate Dean.
- For students registering at the Clear Lake Campus or other outreach campuses, the challenge forms should be filed with the Chief Student Services Officer.

Student Status During Challenge

If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district will reserve a seat for the student in the target course and seek to resolve the challenge within five working days.

If the challenge is upheld or the district fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll, if space is available when the student registers for that subsequent term.

If the challenge is denied within the five-day period, the student will not be allowed to enroll in the target course.

Validation of Challenge

For students registering at Yuba College or Woodland Community College, challenges shall be on the approved prerequisite/corequisite challenge form and filed with the Yuba College Dean of Student Development or the Woodland Community College Dean of Student Services, who will review and evaluate on challenges that are based on the following:

- the course is not made reasonably available.
- the prerequisite is discriminatory or applied in a discriminatory manner.
- the prerequisite was established in violation of regulation or in violation of the District approved process.

The Dean of Student Development or Dean of Student Services will forward challenges to the appropriate Dean that are based on the student's belief that his or her knowledge or ability allows the student to proceed in the course despite not meeting the prerequisite.

Divisions/departments will adopt a workable and practical process for evaluating prerequisite challenges based on the student's existing knowledge or ability. Options for this process may include, but are not limited to, the following:

- department faculty select representative(s) to evaluate such challenges.
- department faculty, in their absence, empower Deans to rule on all such challenges.

In the absence of the Dean, the Vice President Academic and Student Services will assume the Dean's responsibility in this process.

For students registering at the Clear Lake Campus and other outreach campuses, the challenge forms will be forwarded to the appropriate Chief Student Services Officer. The Chief Student Services Officer will receive, review, and evaluate challenges based on course availability, or an alleged discriminatory prerequisite, or a prerequisite that is alleged to have been improperly established.

The administrator determining the response to a challenge will notify the concerned student. Challenges not originating at Yuba College or Woodland Community College, will have their results communicated to the student by the appropriate Chief Student Services Officer. The completed challenge form will be forwarded to the Office of the Registrar for filing.

Corequisite challenge procedures are identical to those for prerequisites.

Appeal

Challenges that have been determined by one person may be appealed to the Chief Instructional Officer for the College/Campus. If a challenge has been determined by consultation involving two or more persons it may not be appealed.

Student Objectives for Mathematics and Language Skills Courses

To establish or maintain math and language skills courses as prerequisites for courses outside of these disciplines requires that the CCRSF be completed, the attachment of documentation that data were gathered and analyzed in accordance with adopted procedures, and that the official course outline for the target course contains a list of the specific skills a student must possess in order to be ready to take the course.

The student objectives listed below are taken from the current official course outlines and should be considered for inclusion in the target course outline, if the courses shown below are to be used as prerequisites or corequisites. Also, when conducting the course content review, these should be used in conjunction with the target course outline, and they should be used for recommending advisories. For math and language courses not shown below, contact the Office of Academic and Student Services or the appropriate Division Office for official course outlines.

Math 110 – Arithmetic for College Students (not college level)

- Demonstrate skills in the fundamentals of addition, subtraction, multiplication, and division
- Demonstrate confidence in the ability to perform the basic operations of arithmetic
- Describe how to approach a verbal problem analytically

Math 50 – Elementary Algebra (college level elective for AA and AS Degree)

- Apply order of operations rules correctly
- Apply basic properties to solve first-degree equations, inequalities, and quadratic equations
- Add, subtract, multiply, and divide polynomial and fractional expressions
- Use properties of exponents to simplify expression involving them
- Factor using the Greatest Common Factor (GCF) method, grouping, special forms, and general trinomial
- Graph linear equations in the Cartesian plane, identify the slope and intercepts of the graph
- Solve linear systems of two equations by substitution or multi-add method
- Solve word problems involving number relationships, perimeter, and area of rectangles, mixtures, investments, ages, and coins

Math 52 – Intermediate Algebra (college level for AA and AS Degree)

- Simplify and manipulate algebraic expression containing fractions, exponents, roots, and radicals
- Simplify and manipulate complex numbers and solve equations with complex roots
- Solve linear and quadratic equations and inequalities
- Graph parabola, circle, ellipse, and hyperbola
- Solve simple exponential and logarithmic equations

English 105R – Pre-collegiate Composition (not college level)

- Manipulate sentence patterns
- Create a variety of sentence patterns
- Avoid most sentence errors
- Demonstrate knowledge of grammatical and mechanical concepts
- Write on a topic using a variety of sentence structures, all of which are grammatically and mechanically correct; the writing will be focused, unified, and coherent and will develop and explain a single idea
- Pass a holistically scored exit final exam with a holistic score of "three" or better

English 51 – Preparatory Composition and Reading (college level elective for AA and AS Degree)

- Identify and classify the main idea in paragraphs and short essays
- Write an essay controlled by a thesis while incorporating the various rhetorical modes and using the principles of transition, unity, coherence, organization, and emphasis
- Read, comprehend, analyze, and write about short essays
- Recognize and comprehend irony and inferences
- Use the techniques of writing as a process
- Write grammatically correct sentences and document quotations
- Pass a holistically scored departmental essay final with a score of "3" or higher

English 1A – College Composition and Reading (college level for AA and AS Degree)

- Use the techniques of writing as a process
- Write an organized, college-level essay controlled by a thesis, incorporating various rhetorical modes and using principles of unity and coherence
- Write grammatically correct, stylistically-sophisticated sentences
- Cite and document sources correctly
- Read, comprehend, and analyze college-level essays, recognizing authors' tone and inferences
- Pass the holistically scored departmental final with a score of "3" or higher Reading 70 – Analytical Reading (college level for AA and AS Degrees)
- Recognize patterns of development in paragraphs and essays
- Write a coherent summary that reflects the macrostructure of an assigned essay
- Given a chapter from a content-based text answer objective and essay questions with 70% accuracy

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