

College: Modesto Junior College District: Yosemite Community College District



Student Success and Support Program Plan (Credit Students)

2014-15

District: **Yosemite Community College District**
College: **Modesto Junior 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

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to ccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

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Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

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SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: **Modesto Junior College**

District Name: **Yosemite Community College District**

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

Signature of College SSSP Coordinator: _____

Name: **Brenda Thames** Date: _____

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

Name: **Brenda Thames** Date: _____

Signature of the Chief Instructional Officer: _____

Name: **Susan Kincade** Date: _____

Signature of College Academic Senate President: _____

Name: **Dr. James Todd** Date: _____

Signature of College President: _____

Name: **Jill Stearns** Date: _____

Signature of District Chancellor: _____

Name: **Dr. Joan Smith** Date: _____

Contact information for person preparing the plan:

Name: **Brenda Thames**
Email: Thamesb@mjc.edu

Title: **Vice President Student Services**
Phone: **(209) 575-6138**

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

Ila. 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, on-line, 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.).

Overview of Orientation Programming

Orientation is a critical "signature experience" for Modesto Junior College. It is a process that introduces students to the college and provides continual guidance to students as they adjust to collegiate life. Annually MJC enrolls approximately 5,500 First Time in College (FTIC) students and 2,500 Previous College (PC-New) students who are new to the college with previous enrollment at another post-secondary institution. The college maintains an approximate average annual FTEs base of 14,500 with an estimated average headcount of approximately 23,500. The college offers orientation services in both on-line and in-person formats. Outcomes assessment is a critical element of the orientation program and student learning is assessed as a component of both the in-person and on-line modalities. The results are utilized to make informed decisions regarding college processes and planning for student services.

Orientation programs are also offered for certain target populations in Allied Health, Human Services, Categorical, First Year Experience (FYE) and TRIO Programs. Orientation services are also offered for Agricultural and STEM Majors as well as International students.

Target Audiences

- FTIC Students
- PC-New & Returning (3 or more years since last enrollment at MJC) Students
- Students admitted/accepted to categorical programs
- Student enrolled in Allied Health programs

- International students
- Agricultural Majors
- STEM Majors

Estimate of Annual Number of First-Time in College (FTIC) Students Served

- 5,500 First Time in College (FTIC)

Delivery Methods

- On-line
- In-person
- Guidance and FYE courses

Activities

• Group meetings	• Allied Health Program Orientations
• Workshops	○ ADN Program Orientation
• Tours	○ Medical Assisting Program Orientation
• New Student Day	○ Nurse Assistant Program Orientation
• EOP&S Orientation	○ Respiratory Care Program Orientation
• TRIO SSSP Orientation	
• FYE Orientation	
• International Student Orientation	• Agriculture Department High School Senior Day
• Human Services Program Orientation	
	• STEM Math Jam and Boot Camp

Momentum Points

- Delivered before registration
- On-line content remains available for reference after initial completion.
- On-line content is also delivered to students who have not completed orientation at the conclusion of the first semester of enrollment.

Partnerships

- The college does not presently maintain any partnerships among high school districts, workforce agencies, or other community partners that assist with providing orientation.

Planning Agenda:

Orientation is a process and not an event. Research literature, findings and best practice models indicate that the content of the orientation program should be available to students as a resource on a continual basis so that students can access information as needed. Embracing this just-in-time information delivery philosophy requires the college to strategically structure orientation as a series of informative modules available to students at various points throughout their development to meet institutional requirements and student needs. The college will develop a series of orientation modules. These modules will serve as an on-line resource and one-stop guide providing useful information beyond matriculation into the college. The college will focus on developing a repository of information designed to assist students in navigating the college.

These modules—including an overall introduction to the college, financial aid tutorials, in-depth presentations of student services programs, and more will be available on-line. Students will be able to access information *at any point* and review *as needed* throughout their experience at Modesto Junior College. The objective is to provide a comprehensive array of information related to the college experience including but not limited to:

- | | |
|----------------------------------------|-----------------------------------------------------|
| • Student success strategies | • Why it is important to go to office hours |
| • Study habits and skills | • How to engage in classroom discussions |
| • Classroom etiquette and expectations | • How to use course syllabi and engage with faculty |

- Collegiate behavioral expectations
- Student rights and responsibilities
- Frequently asked questions
- Information about extracurricular activities and student services

Over the course of the next three (3) years, orientations and workshops will be developed for different subpopulations of students. Modules may be developed for specific majors or programs, student athletes, evening students, etc. Modesto Junior College has been designated as a Hispanic Serving Institution (HSI). Thus, the college will also develop on-line modules in Spanish.

Recognizing the rich diversity of Stanislaus County the college will also develop modules in other languages as well.

Target Student Audience(s):

- FTIC students
- PC-New and Returning/Re-entry three (3) or more years since last enrollment students.
- Continuing students

Momentum Point(s):

- Specified modules must be completed prior to first enrollment.
- Specified modules must be completed prior to registration at 15+ units.
- Specified modules must be completed prior to registration at 30+ units.
- Specified modules must be completed prior to registration at 90+ units.
- Specified modules must be completed prior to submitting a graduation petition.
- Specific modules must also be completed for students with an undeclared major.
- Upon declaring a major students will also complete a major specific orientation.
- Students on academic/progress warning, probation and/or dismissal status will be required to complete modules specific to those circumstances.

Activities:

- Orientation information marketing campaign.
- On-ground/in-person summer “Welcome” week which all new students attend a five-day intensive orientation workshop/course. Welcome week will include activities specific to identified majors or guided exploration for undecided students, activities for parents and others who are part of the students support network.

- New student fall welcome event (convocation).
- Late-start orientation program.
- Establish social media links (Facebook, Twitter) to provide mobile access to frequently asked questions, timely information, tutoring information, end-of term writing assistance, important dates, upcoming campus events, etc.
- Develop orientations, workshops, FYE for different types of students, majors, interests (Speech & Debate, Women in STEM, athletes, etc.)

The college has begun the process of reviewing and revising the existing FYE Program which serves approximately 100 students each year with the goal of bringing a required First Year Experience course to scale for all new students. The course will provide instruction in college success skills and expose students to major/program options and requirements. The FYE courses will bring together Student Success Teams of instructional faculty, counseling faculty, and staff members to monitor, mentor, guide and support students throughout their first year of enrollment at the college. The FYE courses will also be linked to counselor facilitated workshops wherein student comprehensive educational plans will be developed.

A cadre of Student Success and Support Program Specialists (3SP Specialists) [Enhanced/Expanded Program Specialist Classification] will be hired to provide orientation, pre-enrollment, student retention, and information services. 3SP Specialists are student success coaches and may also:

- Serve as primary staffing for Student Support Center(s) (One Stop Welcome/Information Centers) providing services on-line, via telephone and in-person.
- Oversee campus tours and information services.
- Train student ambassadors.
- Provide registration assistance and information.
- Provide referrals to campus offices and services.
- Serve as members of Student Success Teams (faculty, student ambassadors, 3SP Specialists) assist faculty in group meetings with students, workshops, and course activities.
- Assist students in scheduling classes from an abbreviated or comprehensive educational plan developed through processes that have been implemented under the guidance of counseling faculty.

- Provide/disseminate information about program requirements and academic pathways utilizing documents and materials prepared by counseling and instructional faculty.
- Design and organize advertising for orientation, student success and support activities.
- Make classroom presentations to students about the services of various campus offices and programs.
- Assist with community outreach such as visits to schools, community events, New Student Welcome Day, etc.

The role, duties, and responsibilities of Success Coaches do not include:

- Interpreting, advising, or judging the appropriateness of a student’s course or program choice.
- Advising undeclared students or students on probation.
- Leading in the development of or approving student educational plans.
- Interpreting assessment results for students or weighing multiple measures for course placement without the guidance and supervision of faculty trained to perform these functions.

The college will also hire a Student Success and Support Coordinator (3SP Coordinator) that will supervise the implementation of the orientation component of the 3SP Specialists.

2. Identify the staff providing orientation, including the number of positions, job titles,. And a brief-one-sentence statement of their role:

Please see Attachment E: Current Staffing and Staff Planning Agenda

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

	In Use	Under Dev.	Annual subscription	Staff support
In-house Products				
“Home-Grown” On-line Orientation	x			A&R Specialist 5% IT Progr/Analyst 5%
Commercial Products				
Comevo/Written		x	Initial Development \$ 45,000 Set Up Fee \$ 7,200 Subscription Fee 36mths-\$513 p/mth \$ 14,468	3SP Coordinator 5% 3SP Specialist 10% Web Developer 5% IT Progr/Analyst 5%

Modesto Junior College currently maintains a “home-grown” on-line orientation program that was developed in-house. The content is static, primarily text based and limited in scope. Both colleges in the district have purchased a subscription with Comevo, an on-line orientation platform provider. The on-line platform, set to launch spring 2015, provides a comprehensive orientation (meeting the requirements of Title 5 section 55521). The content is interactive, includes streamed video, multilingual, ADA compliant and expands the orientation content to include a depth and breadth of content not currently available. The modules will be available on-line for students to access at any point and review as needed throughout their experience at Modesto Junior College. The college 3SP Coordinator will retain responsibility for updating the on-line orientation information and modules. The 3SP Coordinator will also lead the development and implementation of new modules and areas of emphasis for the on-line orientation.

- 4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include orientation.**

Orientation Checklist (required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines
- (7) Registration and college fees.
- (8) Available education planning services

College Plan for Developing and Implementing Orientation Services

In order to assure and facilitate input from faculty, staff, administrators and students on matters of institutional significance and impact the college utilizes a structured, constituent based, participatory governance model and processes, the Student Success and Support Program

Plan was developed through this process. In an effort to engage as many voices as possible in the development and implementation of the core services the college also solicits broad based review, input, feedback and participation from anyone at the college who has an interest in the development and implementation of the core services. Several college-wide efforts across constituent groups and open calls for feedback and participation have led to numerous ideas and recommendations for improving our orientation services.

These efforts have also resulted in a renewed college-wide focus on student success. The following chronology of events illustrates the plan and approach utilized by the college to ensure broad based participation and participatory governance in developing and implementing orientation services along with the other core services of the plan:

- In fall 2013, the college contracted with IntelliResponse for development of branching Q&A software linked to college internet home page.
- In fall 2013, the Student Services Council and Student Success Work Group reviewed and evaluated current orientation practices.
- In fall 2013 and spring 2014, the MJC Institute Day included college-wide presentations and discussions on Student Success Task Force Recommendations, the Student Success Act and SSSP planning.
- In spring 2014, a Town Hall meeting was held to generate ideas about components of SSSP, focusing on what faculty, classified staff, students and administrative leadership viewed as integral to the success of students at Modesto Junior College.
- In spring 2014, the Student Services Council reviewed and participated in orientation (on-line and in-person), assessment, counseling/advising.
- In spring 2014, philosophies of orientation practices were discussed at College Council as part of Student Services Council reports.
- In summer 2014, a Town Hall meeting focused on reviewing best practice models and generating ideas for development of new comprehensive orientation content.
- In summer 2014, Modesto Junior College contracted with Comevo and Written, Inc., for the development and hosting of new on-line orientation services.

- In fall 2014, the college established the Student Success and Equity Committee, which will act as a steering committee for new orientation content and delivery.
- In fall 2014, the Student Success and Equity Committee will establish an on-line orientation production and launch timeline. The committee will also identify key individuals to serve as content/program/area experts, liaisons, and spokespersons with Comevo and Written, Inc.
- In fall 2014, the college will establish student focus group(s) to preview and review on-line modules.
- In fall 2014, the Student Success and Equity Committee will identify and develop content and delivery process for in-person orientation.

Compliance with Title 5, Section 55521

The college's participatory governance processes as well as solicitation for broad based participation were also utilized to develop policies, procedures and practices that comply with Title 5 section 55521. Information pertaining to each of the eight elements is presented in our in-person and on-line orientations.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621;
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

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

- * In-person orientation processes will include ability to obtain student ID cards, parking passes, and campus tours and welcome kit from the associated student government. The college will need to address how to accommodate these services for students who complete the on-line orientation.

- * The college will need to review and improve the process for assessing student learning outcomes for the in-person orientation
- * The college will need to develop a process through which the content for all student orientations are submitted for review and approval through the Student Services Council to ensure compliance with Title 5, Section 55521.

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

Please see Attachment D: Budget Plan

(Need comprehensive list of technology used and needed & maintenance costs – if it is not reflected in the technology table above, we cannot pay for it from 3SP funds.)

(Need comprehensive list of staffing – if a position is not reflected in Attachment E staffing tables, we cannot fund the position from 3SP funds.)

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.).

Overview of Assessment

Assessment is a holistic process through which the college collects information about students in an effort to facilitate their success. Testing for course placement is one component of the assessment process. Testing for course placement ensures that the student is appropriately placed into the curriculum. A holistic student assessment process also includes a range of instruments and feedback that provides students with an objective perspective of their preparation for the collegiate milieu.

Title 5 regulations mandate that all students be fully matriculated, which includes assessment, prior to enrollment. Assessment and testing for course placement at MJC is conducted through an in-person/on-ground computer based delivery format. Placement testing takes place in the college's testing center. The testing center is a large classroom facility that contains 41 computers that are set up for individual computerized assessment and placement testing. The college also maintains a cache of 36 laptops that serve as a portable assessment and testing labs. Computerized assessment and testing services may also be offered in other computer labs on campus and labs at local high schools.

Testing for Course Placement

Assessment testing for course placement is a process utilized to assess the skill levels of incoming students in English, English for speakers of other languages (ESOL/ESL), math, and other courses deemed appropriate and necessary by the college (i.e. Test of Essential Academic Skills <TEAS>). The identified outcome of the process is the appropriate placement of students into courses commensurate with their skills and level of preparation. Effectively guiding students into the right classes is a multifaceted process. The college maintains a commitment to ensuring that assessment testing for placement is an informed process for the student, faculty and the college as an accredited post-secondary educational institution.

The literature on best practice in community college student assessment and testing for course placement indicates that students should not be surprised by the material covered on assessment tests for placement. Findings and recommendations from the Center for Community College Student Engagement and others suggest that students should be provided with clear, concise information about the tests and processes used to determine their subsequent course placements. Students should also be afforded the opportunity to view sample test questions and engage in

practice tests. In addition, research findings on community college students indicate that many students need opportunities to participate in activities designed to allow them to review and refresh their math, reading, writing and English as a second language skills before testing for course placement.

Best practice further indicates that upon completion of the placement testing process, students should be provided with test results that are formatted in a manner that is easy for students to read and understand. Students should then be directed to meet with a counselor for the interpretation and application of the test diagnostics, results and guidance on appropriate course selection. As deemed necessary and appropriate, instructional faculty should also have access to aggregated assessment and course placement diagnostic data to facilitate informed decision making regarding pedagogical and curricular matters. The college is in the process of reviewing and evaluating current assessment and testing practices for alignment with evidence based best practice models and practices.

Estimated Annual Number of Students to be Assessed:

Approximately 7,000 students are assessed annually at Modesto Junior College. Approximately 5,500 of these students are First-Time- in- College (FTIC) students assessing between the time of application and registration for summer, fall and spring enrollment. The remaining students are PC-New students who have previously attended college but are new to MJC, students returning to MJC after three or more years since last enrollment and current students who are retesting.

Momentum point(s):

- High School senior year
- Prior to meeting with a counselor
- Prior to registration
- Upon recommendation/referral from faculty

Planning Agenda

It is the college's goal to expand the repertoire of assessment instruments available to students. The college will move beyond examining English, reading, ESOL/ESL, math, and other content specific skills to include instruments that provide an assessment of a student's overall preparation for college. The college will explore and develop a suite of assessment instruments and services to assist students in determining student motivation, self-efficacy, at-risk factors, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services.

Assessment and placement testing will continue to be a requirement for any student wishing to receive a priority enrollment registration appointment. Subsequently, all new FTIC students will be required to complete a suite of assessment *and* placement testing services prior to registration in order to obtain priority enrollment status. All continuing students who have completed 15 or more units and have not completed testing for placement, demonstrated their eligibility through other multiple measures, or have enrolled in an English, math or ESL course sequence will also be required to complete a suite of assessment *and* placement testing services prior to enrolling in additional courses.

The college will also implement one or more career pathway assessments such as iStartStrong or ACT WorkKeys. These assessment instruments measure student occupational interests and/or the "real world" employment skills business and industry stakeholders believe are critical to employee success. These types of assessment resources are extremely useful to students, faculty and staff as they are often used by employers and organizations to assess and guide prospective or current employees in many workforce related skill areas.

Target Student Audience(s):

- FTIC students
- PC-New students
- Returning/re-entry students
- Continuing students

Momentum point(s)

- Prior to first enrollment
- Upon completion of 15-30+ units w/undeclared/undecided major
- Academic/progress probation or dismissal status
- Faculty referral

Activitie(s):

- Individualized assessment
 - Group assessment
 - Course activities
 - Workshops
 - Orientation component
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.

Please see Attachment E: Current Staffing and Staff Planning Agenda

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered on-line, in-person, individually, or in groups. Etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Assessment Test(s) Used for Course Placement

- **English – Accuplacer**

o Version	On-line version
o Forms:	None
o Modality	Computer Adaptive Placement
o Other measures used:	Multiple Measures
o Compliance w/multiple measures requirement:	Yes
o Integration/application of multiple measures	Weighted scores

- **Mathematics – Accuplacer**

o Version	On-line version
o Forms:	None
o Modality	Computer Adaptive Placement
o Other measures used:	Multiple Measures
o Compliance w/multiple measures requirement:	Yes
o Integration/application of multiple measures	Weighted scores

- **ESL – Accuplacer**

o Version	On-line version
o Forms:	None
o Modality	Computer Adaptive Placement
o Other measures used:	Multiple Measures
o Compliance w/multiple measures requirement:	Yes
o Integration/application of multiple measures	Weighted scores

- **ESL – CASAS**

o Version	?
o Forms:	?
o Modality	?
o Other measures used:	?
o Compliance w/multiple measures requirement:	?
o Integration/application of multiple measures	?

Course Placement

Modesto Junior College utilizes Accuplacer for testing for course placement in all credit English, reading and math courses. Accuplacer is the College Board's Computerized Placement Test (CPT). The CASAS test is used for ESL placements. The tests are not timed and the results, with course placement recommendations, are immediately available to the student. Test results include guidelines to assist students in understanding what the test scores mean and direction for next steps post-testing.

Accuplacer for English uses the Accuplacer Reading Comprehension and Sentence Skills test that produces a combined score for placement. Additionally, Accuplacer for ESL uses ESL Sentence Meaning, ESL Reading Skills, and ESL Language tests to produce a combined score for placement.

Students who take the Accuplacer ESL placement test and do not meet the cut scores for the program. This CASAS test also includes multiple measures. Finally, Accuplacer for math uses the Accuplacer College Level Math, Elementary Algebra, and Arithmetic tests to produce a combined score for placement. The system moves the student up or down levels based on scoring thresholds set by faculty. Each assessment module utilizes multiple measure background questions that are calculated into the Accuplacer algorithm. These questions are crafted by Modesto Junior College faculty with guidance from a consultant familiar with Accuplacer methodologies in an effort to ascertain area preparation, recency of preparation and environmental factors that contribute to content area exposure. Although faculty developed the questions and their values, the assessment instrument is proprietary, as is the test level selection for math.

Other Measures:

Results from select standardized tests may be used as an alternative process for the assessment of skill levels. These test results must be utilized in conjunction with other measures of student readiness for coursework that have been developed in accordance with *A Framework for Evaluating the Technical Quality of Multiple Measures Used in California Community College Placement*. Students submit official copies of their test results directly to the Admissions and Records office. Course placement may be determined by a counselor, or faculty advisor (as deemed appropriate) based upon the documented results of any of the following measures:

- English and/or math course at another California public college or university
- English and/or math course at a California private college or any private or public out-of-state college
- Advanced Placement (AP) English Literature, English Language or mathematics exam results.

All test results or transcripts containing evidence utilized in the determination of course placement must be submitted to enrollment services for posting to the students records. **Confirm/verify recency requirements?**

Planning Agenda

The college will explore the implementation/utilization of other instruments and/or processes as multiple-measures in the determination of course placement. Such instruments/processes may include:

- Early Assessment Program (EAP) in high school
- CLEP exam in Math and/or English
- California State University English Placement Test (EPT) and Entry Level Math (ELM)
- SAT/ACT

Comment [GV1]: Enrollment Services Office?

The college will need to develop criteria and implement processes through which counseling faculty apply and weigh additional multiple measures for course placement. The college will also need to develop and implement processes through which course placement may be determined by a counselor, or faculty advisor (as deemed appropriate) based upon the documented results of any of the following measures:

- English and/or math course at another California public college or university.
 - English and/or math course at a California private college or any private or public out-of-state college.
 - Advanced Placement (AP) English Literature, English Language or Mathematics exam results.
4. **Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside the District.**

Modesto Junior College accepts test scores and placement results from any California Community College.

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

District or College Policies and Practices

College Pre-test practice

- Type(s) of test preparation available

There are several test preparation and pre-test practice options available for students. The Accuplacer for English practice test contains twenty questions for each of the Reading Comprehension and Sentence Skills assessments. The Accuplacer for math practice test that contains twenty questions each for the arithmetic, elementary algebra and college level math tests. Additionally, practice questions are available through the college website, with links to sites such as www.accuplacer.collegeboard.org/students and others. A test preparation link is also available from the website to download the Accuplacer iPhone application, and students are encouraged to Google each area of emphasis that Accuplacer focuses on for testing students. Students are also encouraged to take Math 47 or go to ALEKS (Assessment and Learning in Knowledge Spaces) on-line for remediation. ALEKS is an artificially intelligent web-based assessment and learning system. ALEKS uses adaptive questioning to determine specifically what a student knows and does not know in a course. In addition, various test preparation materials are available in the college library.

Delivery method/modality	On-line Course
Student Information	Pretesting sessions are available on MJC's Testing Center webpage, and links are available for every webpage containing testing information.
Student Access to Materials	Open unrestricted access
Notification of pre-test performance	Each pretest contains the answers either at the bottom of the page, or it will appear immediately after the student answers the question, depending on the site the student chooses to use.
College Re-test (re-take) practice:	
Frequency	After initial testing for course placement a student may retest one additional time.
Waiting Period	A student can retest after 60 days - this period is consistent with publisher guidelines
Criteria/Requirements	There are no current requirements for students to take a subject matter workshop or other conditions to be met

	before retesting. However, there are alternative test preparation activities, such as our Math Jam program and courses such as Math 47 and 49 that allow for retesting upon successful completion.
Recency	There are no recency requirements or limitations on test scores. These scores remain in the MJC system indefinitely; however, students are encouraged to reassess if five or more years have transpired since the last documented test. Other measures currently do not have time limits associated with acceptance. [Confirm/verify recency requirements?]

Planning Agenda:

The college is exploring the implementation of a more structured, intentional, pre-assessment process in which all students would be directed to review some degree of pretest material prior to testing for course placement. The college is also presently reviewing and revising re-test policies and practices. Recommendations may include reducing the required waiting period between initial testing re-testing dependent upon student completion of a required intervention. Such interventions may include demonstration of:

- A specified level of proficiency on the Accuplacer Practice Test
 - Time on task and measurable progress on a learning plan via Accuplacer MyFoundationsLab.
 - Time on task and measurable progress on a learning plan via Accuplacer test preparation App for iPhone or Android or similar test preparation tool.
 - Developing topical learning seminars in math and English to be offered in the Library and Learning Centers.
6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

The college presently accepts the following externally-administered third-party test results for course placement. As outlined above the college is presently exploring other additional possibilities in this area.

AP SCORE OVERVIEW

AP Exam	Score	Allows students to:
English Language or English Literature	3, 4 or 5	Bypass the MJC English Assessment. Enroll in any course with prerequisite of “ENGL 101 and/or “qualification by the MJC Assessment Process.” Satisfy the course requirement in a skills recognition, certificate or associate degree. No course substitution is required.
Calculus AB†	4 or 5	Bypass the MJC Mathematics assessment. Enroll in any course with prerequisite of MATH 171 Enroll in MATH 101, MATH 105, MATH 130, or MATH 134.
Calculus BC†	4 or 5	Bypass the MJC Mathematics assessment. Enroll in any course with prerequisite of MATH 171. Enroll in MATH 101, MATH 105, MATH 130, or;
Calculus BC	5	Enroll in MATH 173.* Enroll in any course with a prerequisite of MATH 172.

* Students earning a 5 on the BC Calculus AP exam may enroll in MATH 173, but are strongly encouraged to enroll in MATH 172 instead. Students wishing to start in MATH 172 will need to enroll in-person at the Admissions Office.

† Students who earn a 4 or 5 on the Calculus AB or Calculus BC exams will need to complete a Prerequisite Challenge Form at the Science Math and Engineering Division Office to petition enrollment in MATH 111, MATH 121, MATH 122, or MATH 138. Students should provide a strong case as to why they wish to “repeat” a course.

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

Please see Attachment D: Budget Plan

[Need comprehensive list of technology used and needed & maintenance costs – if it is not reflected in the technology table above we cannot pay for it from 3SP funds.]

[Need comprehensive list of staffing – if a position is not reflected in Attachment E staffing tables we cannot fund the position from 3SP funds.]

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, on-line, 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.)

Overview of Counseling, Advising and other Educational Planning Services

MJC enrolls approximately 5,500 new, first-time students and 2,500 new transfer students each year. The 2013-2014 unduplicated headcount for the college was approximately 23,000 with an annual estimated FTEs of 14,500. As a comprehensive, open access, community college, MJC provides counseling, advising and other education planning services to all enrolled students. Information, advising and other education planning services are also provided to potential students within the scope of pre-enrollment and orientation services.

In accordance with the recommendations of the Student Success Task Force, as well as best practices and current research findings, MJC is committed to assisting students to create a clear path from pre-enrollment and entry to their ultimate educational goal(s). Fulfilling this commitment is the fundamental objective of counseling, advising and educational planning services. The Comprehensive Student Educational Plan (CSEP) is a cornerstone of academic success. The CSEP is a holistic plan that keeps students focused by providing them with structured pathways and

support services for completion of an educational goal. The CSEP is individualized for each student and illuminates how each course brings them closer to the completion of a degree, certificate and/or transfer requirements. By fall of 2016, 80 percent of students who have completed 15 or more units will have a CSEP.

Student advising and educational planning services are provided in a variety of formats. In order to obtain priority registration, students must complete the initial orientation module, assessment and testing for course placement and an Abbreviated Educational Plan (AEP). The AEP is a one semester plan. The primary function of the AEP is to facilitate a student's initial enrollment into the college, provide an introduction to education planning, and initiate the process of student engagement.

MJC has a calendar of in-person workshops available year-round that will help students build their AEPs. These workshops are facilitated by counselors. The counselor led AEP workshops will be highlighted and marketed to students as the preferred method of completing the AEP. Additionally, counseling faculty and instructional faculty will collaborate to develop templates that may be utilized by college prepared students, and other student populations as deemed appropriate, to make their AEPs after they have completed orientation and assessment. Counseling faculty, instructional faculty and other staff will collaborate to develop a very structured, focused, process through which identified cohorts or target populations of students may pick from a standardized set of courses identified as appropriate for that cohort/population based upon specific criteria including but not limited to educational goals; assessment and course placement results; and other multiple measures. It is anticipated that this process will also include a "Build an AEP" tutorial that will be accessible to Distance Education (DE) and other identified cohorts/target populations immediately following completion of orientation, assessment and testing for course placement processes.

As previously noted, the primary purpose of the AEP is to meet the mandates of a student registration and enrollment process that provides efficient access to priority enrollment. Consequently, a key component of the AEP process is the incorporation of mechanisms that require students to schedule the completion of their CSEP prior to the completion of 15 units. A required component of each AEP is the student's selection of one of three options for completing the CSEP: 1) enrollment in a guidance course that provides a CSEP; 2) enrollment in a counselor facilitated workshop that provides a CSEP; 3) enrollment in a FYE course linked with counselor facilitated workshop time that provides a CSEP.

In addition to course planning and selection, many community college students need assistance in transitioning to college and becoming actively engaged in the collegiate environment. MJC is committed to assisting students in maximizing their college experience and developing holistically as individuals inside the classroom and through extracurricular opportunities. Therefore, it is essential that a variety of student success and student support services, tools, and resources be available to students and easily accessible through a variety of modalities. The college utilizes evidence based best practices and current research findings as foundational elements in the planning and implementation of student success and support services. Current literature on community colleges, community college students and student success indicates that "intrusive student support" models increase retention and completion rates for community college students. These models include educational planning services and integrated support mechanisms with connection points inside the classroom and beyond traditional student services models.

Therefore, college will build and deliver support services, skill development and supplemental instruction that are embedded inside the instructional milieu. In addition, the college will develop and deliver support and retention services that are co-aligned with instructional processes and go beyond silo practices of merely referring students to services that are separate from the learning experience.

3SP funds will be utilized to build institutional levers, infrastructure, and capacity to promote and facilitate intensive student engagement. Utilizing counseling, advising and educational planning and support services as the loci of the college’s student engagement strategy, MJC will restructure the design and implementation of the student experience in order to make engagement a default characteristic of enrollment. This will require a long-term commitment of resources, strategic planning and investment in the development and involvement of faculty, staff and students.

Counseling, Advising and other Educational Planning Services Target Audience(s):

- Potential students through a defined, focused, pre-enrollment services.
- All students with a student identification number.

Specific target populations:

All nonexempt students who are on probation	Students receiving services through TRIO SSP
All nonexempt students who have not declared a specific educational goal.	International students
All nonexempt students who are enrolled in a non-degree applicable basic-skills courses.	Student athletes
Students receiving services through EOP&S.	Veterans
Students receiving services through DSP&S.	Foster Youth
Students receiving services through CalWorks	Target student populations identified in Student Equity Plan

Estimate of annual number of students to be served:

Service	Students Served Annually
Counseling	need estimate total number of counseling appts 14/15 including special programs and/ mental health based on 13/14 data
Academic advising – Counseling Faculty Academic advising – instructional faculty advising	need estimated number of students receiving academic advising/ed plans from counseling faculty 14/15 including special programs based on 13/14 data
Transcript evaluation	need estimated number of students receiving faculty advising 14/15 based on 13/14 data
Program and course equivalencies	need estimated number of students for 14/15 based on 13/14 data

Myers Briggs Indicator Interpretation	need estimated number of students for 14/15 based on 13/14 data
Strong Interest Inventory Interpretation	need estimated number of students for 14/15 based on 13/14 data
Financial Aid Appeal forms/processes	need estimated number of students for 14/15 based on 13/14 data
Other educational career planning services?	need estimated number of students for 14/15 based on 13/14 data
Are there other transfer services other than counseling 13/14?	need estimated number of students for 14/15 based on 13/14 data
Other ed planning services through special programs?	need estimated number of students for 14/15 based on 13/14 data
	need estimated number of students for 14/15 based on 13/14 data

**Obtaining data and information that remains TBD upon submission of the SSSP Plan to the CCCCCO will be the first priority for points of service for counseling, advising and other educational planning services. Processes will be established through which service data and informational reports are submitted to the Vice President of Student Services Office on a monthly basis. 3SP funds cannot be allocated to these service points until information and data reporting mechanisms are in place.

Counseling Services

Description:

Title 5 §51018 lists the following four functions for counseling programs/departments:

- Academic counseling
- Career counseling
- Personal counseling
- Coordination with the counseling aspects of other services to students

As indicated in *The Role of Counseling Faculty in the California Community Colleges* (2012) “counseling faculty are professionally trained to diagnose the difficulties students face in pursuing and achieving their educational goals, to prescribe solutions for those difficulties, and to support

students as they inch or stride toward success. Crucial to performing these services effectively is the counselor's understanding of the students' stated goals within the context of human development and the inevitable changes that occur as students' progress through a college education. Even when students articulate clear initial goals, counseling faculty understand that students' lives and goals change as a result of their unfolding educational experiences or personal situations."

"On-line counseling primarily describes communication between counseling faculty and students taking place outside the confines of the traditional office setting. These communications may be facilitated by any number of Internet and on-line-based technologies that will allow transmission of information used by students in making decisions related to academics, careers, and, on occasion, minor personal concerns or issues. On-line counseling closely mirrors many of the interactions, topics discussed, and interventions prescribed in a traditional in-person counseling appointment. Counselors conducting on-line counseling must be knowledgeable and competent in the delivery of on-line services. Counseling departments should schedule regular training sessions for counseling faculty interested in participating in on-line counseling and advising."

- Delivery method(s):
 - ✓ Scheduled, individual appointments
 - ✓ On-line academic advising
 - ✓ Group workshops/presentations
 - ✓ Walk-in/drop-in appointments
 - ✓ Course instruction (on-line, traditional, full-term, x week, late start.
 - ✓ Misc/follow-up via telephone, email, or social media.

- **Model(s) used:**
 - ✓ Comprehensive counseling model in which counselors perform advising and other functions in addition to personal counseling.
 - ✓ Proactive group counseling model.
 - ✓ EOP&S utilizes a caseload model that has proven to be effective in retention and in student success and transfer.
 - ✓ Counseling liaisons with academic departments.
 - ✓ TRIO Student Support Services utilizes a caseload model that emphasizes student engagement, retention, and academic support that has proven effective in student success and transfer.
 - ✓ *Roberts Seven Stage Crisis Intervention Model (Modified) (?)*
 - ✓ Brief treatment model for personal counseling (>5 sessions)
 - ✓ Behavioral intervention team model.

- **Momentum point(s)**
 - ✓ Prior to initial registration/enrollment
 - ✓ Completion of AEP -15 units or third term of enrollment whichever occurs first
 - ✓ Completion of 15 or more units w/o Comprehensive Ed. Plan
 - ✓ 60+ units – award of degree/certificate or transfer
 - ✓ Probation/dismissal status (academic, progress, financial aid)
 - ✓ 90+ units
 - ✓ As mandated by program/grant requirements

 - ✓ Stressful life experience(s), situations or circumstances that compromises the student's stability and ability to cope or function (crisis/precipitating factor or status/contextual change)

Advising Services

Description:

As indicated in and paraphrased from *The Role of Counseling Faculty in the California Community Colleges* (2012) and the *Modesto Junior College Counseling Department Operational Plan* (2013) advising focuses on giving students the information they need to reach their stated goals. Advising focuses on giving information that is specific and factual. Materials that have been prepared in collaboration with counselors can be provided and student questions can be answered. Advisors explain and clarify this information for students and present their material in a manner sympathetic to the needs and situation of the student. Counseling is required when the student needs more than just specific information. When students need broader information and more in-depth exploration. When decisions have not been made by the student or goals have not been established, counseling should be provided. In this context, advisors should not advise undecided or probationary students who, by the nature of their situation, require counseling. Nor is it appropriate for advisors to be called counselors. This practice only adds to the confusion of students about the roles of the individuals serving them.

Faculty Advising Services

Faculty advisors respond to student requests for discipline-specific information.

Faculty advisors:

- Provide information that has been prepared in collaboration with counselors regarding majors, programs, career opportunities, and course selection in their disciplines
- Refer students to appropriate services
- Participate in faculty advisor training coordinated by counselors which includes how to identify when referrals back to counseling are necessary
- Mentor students personally and academically

- Delivery method(s):
 - (how are we delivering faculty advising)
- Model(s) used:
 - (what models are presently utilized for faculty advising)
- Momentum point(s):
 - (when in the students trajectory toward completion does faculty advising occur)

Faculty providing on-line advising must be knowledgeable and competent in the delivery of on-line services. Faculty interested in participating in on-line advising should receive regular training sessions.

Paraprofessional Services

In accordance with the recommendations of the Student Success Task Force, as well as best practices and current research findings, MJC is committed to building connections with students to increase retention, course completion and success. Student Success and Support Program Specialists (3SP Specialists) are paraprofessionals who will take an active role in fostering and promoting student engagement and student success including identifying students that are struggling or at-risk. In addition to the 3SP Specialists role, duties and responsibilities outlined in orientation programming under appropriate direction 3SP Specialists may also:

- Use SIS data (i.e. GPA, course load, withdrawals, and late registrations) and information from faculty/departmental referrals to identify students who need extra support
- Track and monitor students that are failing to make satisfactory progress and/or placed on probation or dismissal status
- Monitor and track students referred to academic support services to make sure they are using the support services as recommended
- Organize and run mentorship program case management workshops. Recruit, interview and match mentors and mentees
- Devote time and careful attention to mentoring new students during their first year in college as well as those students on probation and those returning from suspension or dismissal

Comment [GV2]: In or to....building connections....

- Work with counselors and teaching faculty to monitor students on a caseload basis allowing the college to monitor students for “at-risk” behaviors and to identify students who are at risk for failing a course or multiple courses and/or at risk for withdrawing from a course or the college.
- Provide referrals for support services such as tutoring, academic counseling, and/or behavioral counseling as deemed necessary and appropriate
- Provide assistance and information during pre-enrollment, enrollment and registration processes. This information might include important dates and deadlines, how to read a class schedule, or how to navigate an enterprise software system.
- Under the guidance of counseling faculty, assist students in the development of AEP and CSEPs in accordance with established processes and as deemed appropriate for target student populations.
- Assist students in scheduling classes from an approved abbreviated or comprehensive student education plan developed through campus processes that have been implemented with input and collaboration from counseling faculty.
- Refer students to campus offices and services.
- Maintain a repository of off-campus services and resources that may be beneficial to students.
- Provide information about program requirements from materials that have been prepared in collaboration with counselors and/or instructional faculty as deemed appropriate. Many counseling departments prepare materials about college programs to help students plan their schedules, paraprofessionals could disseminate this information.
- Disseminate assessment and placement test results under the guidance and direction of counseling or instructional faculty as deemed appropriate.
- Provide on-line assistance with pre-enrollment, enrollment, registration processes; information regarding programs and services; assistance in using reference materials or electronic records systems, etc.

- Facilitate and support student engagement and success activities in collaboration with counseling faculty, instructional faculty, other college staff and/or college administrators.
- Update, design, write, develop appropriate websites, on-line materials, brochures, publications, manuals, forms, etc.
- Assist with community outreach and K-12 partnerships.
- Coordinate tours of universities or local businesses/industries or visits by representatives from universities/business/industry.
- Maintain appropriate records and data regarding the retention programs, prepare reports and make presentations as required.

The role, duties and responsibilities of paraprofessionals will be closely monitored and restricted to appropriate assignments. 3SP Specialists will not:

- Interpret, advise, or judge the appropriateness of a student's course or program choice.
- Advise undeclared students or students on probation
- Lead the development of or approve student education plans.
- Interpret assessment results for students or weigh multiple measures for course placement without the guidance and supervision of faculty trained to perform these functions.

When activities with students go beyond providing a clearly identified scope of information and cross into the areas of goal setting, planning, and decision-making the student will to be referred to a counseling faculty member. To ensure that such needs are appropriately recognized and processes implemented the training of paraprofessionals will be done in collaboration with counseling faculty. The college will hire a Student Success and Support Coordinator that will supervise the implementation 3SP Specialists as part of the counseling, advising and educational planning component of the Student Success and Support Plan.

- Delivery method(s)

<ul style="list-style-type: none"> • Scheduled individual appointments 	<ul style="list-style-type: none"> • Telephone
<ul style="list-style-type: none"> • Group presentations 	<ul style="list-style-type: none"> • Campus tours and hosting group events
<ul style="list-style-type: none"> • Workshops 	<ul style="list-style-type: none"> • Email
<ul style="list-style-type: none"> • On-line 	<ul style="list-style-type: none"> • Social media
<ul style="list-style-type: none"> • Walk-in/Drop-in and counter service 	

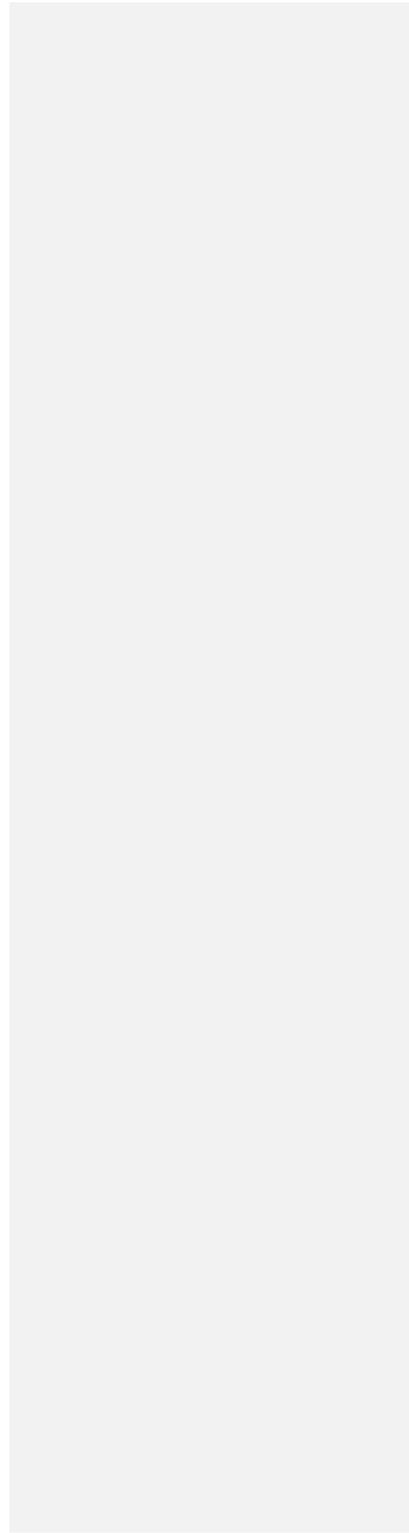
- Model(s) used:

- High-touch/high-tech pre-enrollment services
- Intrusive/developmental retention and engagement services that focus on the whole student and meets the student where they are developmentally from a goal-centered and student ownership perspective:
 - Caseload/cohort assignments
 - Extensive follow-up
 - Retention services embedded in course instruction working in collaboration with instructional faculty.
 - Monitoring student performance in their classes.
 - On-going assessment of student academic, career, personal, social, and economic needs.
 - Identification of a variety of barriers impacting the success of our students (e.g., mental health issues, extensive personal/family problems, financial concerns, commuting issues) in a proactive fashion.
 - Referrals to appropriate services/resources.

- Vincent Tinto’s model of academic and social integration emphasizing co-curricular and extra-curricular activities that are planned and carried out during the academic year. These activities will link with material taught in the classroom. Activities include informal gatherings of students with instructional faculty and/or counseling faculty. The objective is to create a menu of activities with high participation rates that promote academic and social integration.
- Embedded Engagement/Retention Model that is based upon a proactive approach to integrating student support services and academic services. Rather than waiting for students to visit student and academic support services, student success coaching is embedded in the delivery of courses. Counseling and instructional faculty may also collaborate on the embedding of counseling and/or educational planning services into the delivery of courses.

• **Momentum point(s):**

- | | |
|------------------------------|-------------------------------------------------------------------|
| ○ Pre-enrollment | ○ Upon completion of 15 units |
| ○ Orientation | ○ Upon completion of 30 units |
| ○ Registration | ○ Upon completion of 60 units |
| ○ First semester enrollment | ○ Upon completion of 90+ units |
| ▪ Census date | ○ Probation/dismissal status (academic, financial aid or conduct) |
| ▪ Mid-term | |
| ▪ Prior to finals week | |
| ○ Upon referral from faculty | ○ (Need specific financial aid momentum points) |



Other Educational Planning Services

Career Planning

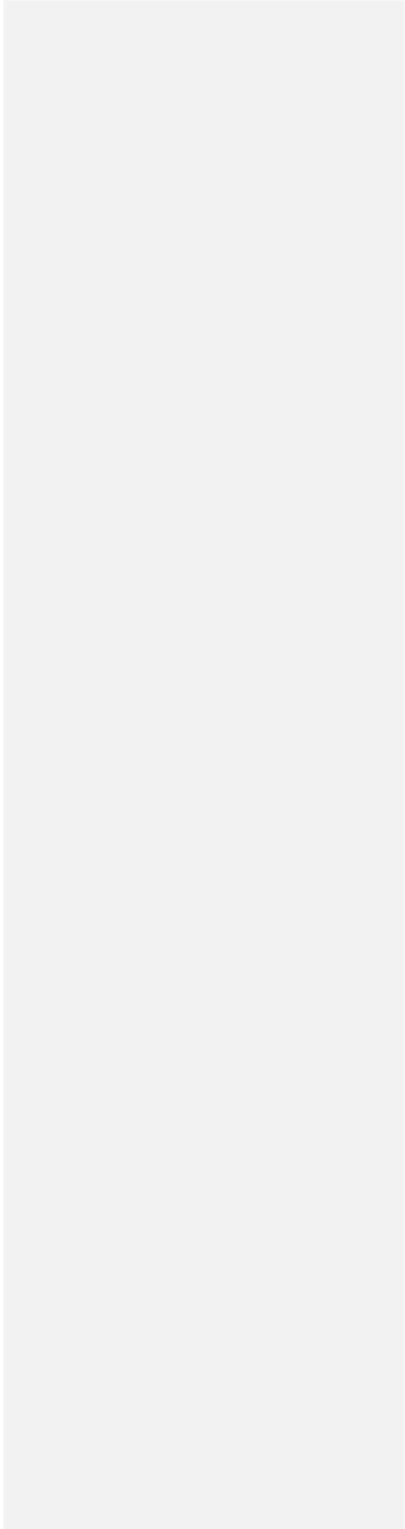
- Delivery Method(s):
 - Scheduled, individual appointments
 - On-line academic advising
 - Group workshops/presentations
 - Walk-in/drop-in appointments
 - Course instruction (on-line, traditional, full-term, x week, late start)
 - Misc/Follow-up via telephone, email, social media (?)
- Model(s) Used: ?
- Momentum point(s): ?

Partnerships

- Delivery Method(s): ?
- Model(s) Used: ?
- Momentum point(s): ?

2. Describe what services are offered on-line, 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 provided in-person. Academic advising services are provided in-person and on-line. In-person services are provided individually and in groups. Individual services include pre-scheduled appointments and drop-ins. On-line, individual, academic advising appointments are pre-scheduled and synchronous. Counselors also respond to a general e-mail box for brief advising questions. Group counseling services are provided for new students and students who are not in good academic standing. These are arranged as workshops.



Counseling and academic advising appointments are scheduled via phone or in-person. These appointments are generally scheduled one week in advance. These appointments are only offered in the fall and summer [spring?]. Drop-in appointments, available for continuing students, vary throughout the year. During peak registration periods, the typical wait time is one to two hours. Group academic advising services are provided for new students. These sessions are booked in advance on a calendared workshop schedule.

Instructional faculty may provide advising related to their discipline during office hours. Instructional faculty advising at MJC spans the areas of basic skills, transfer, and CTE.

General Counseling

Individual Educational Planning Services – appointment basis

- In-person individual educational planning services available Monday-Saturday throughout the academic year and during summer sessions
- Synchronous services are available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(?)
- Average wait time for an appointment: one - two weeks

Individual Educational Planning Services – walk-in/drop-in basis

- In-person individual educational planning services are available Monday – Friday throughout the academic year and during summer sessions
- Asynchronous services are available on-line (email) Monday-Saturday throughout the academic year and during summer session
- Scheduling method: In-person first come-first served counter service
Appointment no shows are converted to drop-in availability after 10 min(?)
In-box first come-first served for asynchronous services

- Average wait time in-person █
- Average wait time for on-line response █

Individual Counseling Services – appointment basis

- In-person individual counseling services are available Monday-Saturday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(1)
- Average wait time for an appointment: one week

Individual Counseling Services – walk-in/drop-in basis

- In-person individual counseling services available Monday – Friday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: In-person counter service
Appointment no shows are converted to drop-in availability after 10 min(2)
- Average wait time █

Group Educational Planning Services – appointment basis

- Group educational planning workshops are available Monday-Saturday throughout the academic year and during summer sessions (1)
- Group educational planning services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(2)

- Average wait time for an appointment: one – two weeks

Group Educational Planning Services – walk-in/drop-in basis

- Group services available Monday – Friday during peak registration timeframes and summer sessions
- Group educational planning services are not available on-line
- Scheduling method: In-person first come-first served counter service
Appointment no shows are converted to drop-in availability after 10 min (2)

- Average wait time =

Group Educational Planning Services – Courses

- Guidance courses are available on-campus
- Guidance courses are available on-line
- Scheduling method: College registration and enrollment processes

- Average wait time =

Group Counseling Services – appointment basis

- Group counseling services for targeted populations (undeclared majors, probation/dismissal status, financial aid, etc.) are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group counseling services are not available on-line
- Scheduling method: Telephone or in-person
Day-of walk-in/drop-in on space available basis
- Average wait time for an appointment: (2)

Group Counseling Services – walk-in/drop-in basis

- Group educational planning services are only available on a walk-in/drop-in basis secondary to no shows that have been converted to drop-in availability
- Scheduling method: In-person first come- first served counter service
Day-of walk-in/drop-in on space available basis

Educational Planning (Quick question/counter service format)

- Not available at this time

EOPS Counseling

Individual Educational Planning Services – appointment basis

- In-person individual educational planning services available Monday-Friday throughout the academic year and during summer sessions
- Synchronous services are available on-line (📞)
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one – two weeks

Individual Educational Planning Services – walk-in/drop-in basis

- In-person individual educational planning services are not available on a walk-in/drop-in basis
- Asynchronous services are available on-line (email) Monday-Friday throughout the academic year and during summer session
- Scheduling method: In-box first come-first served
- Average wait time for on-line response =

Individual Counseling Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one week

Individual Counseling Services – walk-in/drop-in basis

- In-person individual counseling services are not available on a walk-in/drop-in basis
- Counseling services are not available on-line

Group Educational Planning Services – appointment basis

- Educational planning workshops are available on a scheduled calendar basis throughout the academic year and during summer sessions.
- Group educational planning services are not available on-line.
- Scheduling method: Telephone or in-person

Scheduled one week in advance
Slots are available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 minutes(?)

- Average wait time for an appointment: one – two weeks

Group Educational Planning Services – walk-in/drop-in basis

- Group educational planning services are only available on a walk-in/drop-in basis secondary to no shows that have been converted to drop-in availability
- Group educational planning services are not available on-line
- Scheduling method: In-person first come- first served counter service
Day-of walk-in/drop-in on space available basis

- Average wait time =

Group Counseling Services – appointment basis

- Group counseling services are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group counseling services are not available on-line
- Scheduling method: Telephone or in-person
Day-of walk-in/drop-in on space available basis

Average wait time for an appointment: 0?

- Group Counseling Services – walk-in/drop-in basis
- Group counseling services are only available on a walk-in/drop-in basis secondary to no shows that have been converted to drop-in availability
- Scheduling method: In-person first come- first served counter service
Day-of walk-in/drop-in on space available basis

Educational Planning (Quick question/counter service format)

- Not available at this time

DSP&S Counseling

Individual Educational Planning Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Educational planning services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(?)
- Average wait time for an appointment: one - two weeks
- Individual Educational Planning Services – walk-in/drop-in basis

- In-person educational planning services are not available on a walk-in/drop-in basis
- Asynchronous services are available on-line (email) Monday-Friday throughout the academic year and during summer session
- Scheduling method: In-box first come-first served
- Average wait time in-person =
- Average wait time for on-line response =

Individual Counseling Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one week

Individual Counseling Services – walk-in/drop-in basis

- In-person individual counseling services are not available on a walk-in/drop-in basis
- Counseling services are not available on-line

Group Educational Planning Services – appointment basis

- Educational planning workshops are available on a scheduled calendar basis throughout the academic year and during summer sessions.
- Group educational planning services are not available on-line

- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one – two weeks
- Group Educational Planning Services – walk-in/drop-in basis
- Group educational planning services are only available on a walk-in/drop-in basis secondary to no shows that have been converted to drop-in availability
- Group educational planning services are not available on-line
- Scheduling method: In-person first come- first served counter service
Appointment no shows are converted to drop-in availability after 10 min (1)
- Average wait time (1)

Group Counseling Services – appointment basis

- Group counseling services are not offered for this student population

Group Counseling Services – walk-in/drop-in basis

- Group counseling services are not offered for this student population

Educational Planning (Quick question/counter service format)

- Not available at this time

CalWorks Counseling

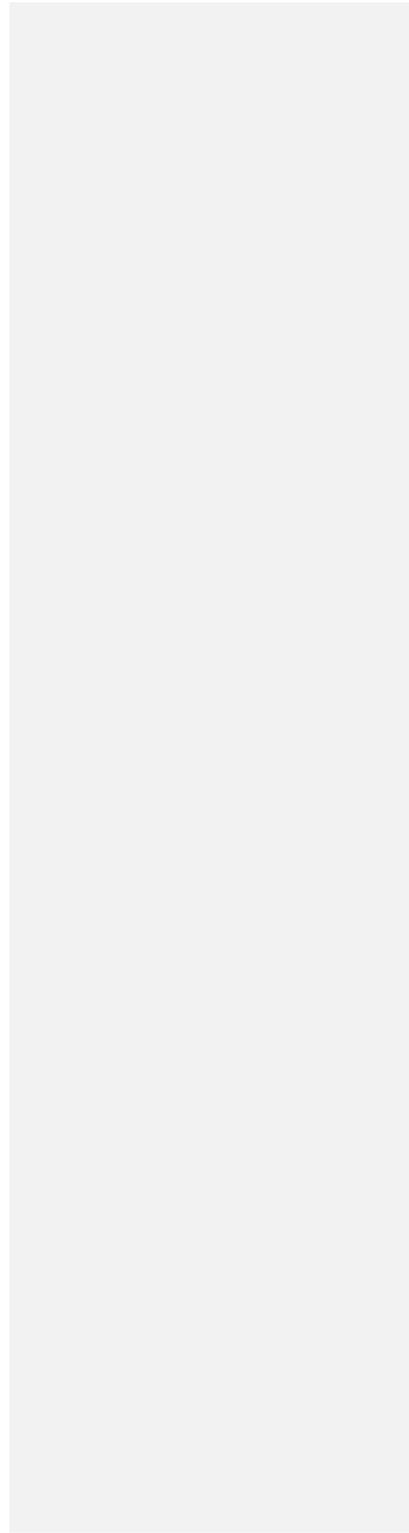
Individual Educational Planning Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Synchronous services are available on-line (1)
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?

- Average wait time for an appointment: one - two weeks

Individual Educational Planning Services – walk-in/drop-in basis

- In-person individual walk-in/drop-in educational planning services are not available
- Asynchronous services are available on-line (email) Monday-Friday throughout the academic year and during summer session
- Scheduling method: In-box first come-first served
- Average wait time for on-line response ■
- Individual Counseling Services – appointment basis
- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one week



Individual Counseling Services – walk-in/drop-in basis

- In-person individual counseling services are not available on a walk-in/drop-in basis
- Counseling services are not available on-line

Group Educational Planning Services – appointment basis

- Educational planning workshops are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group educational planning services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(?)
- Average wait time for an appointment: one – two weeks

Group Educational Planning Services – walk-in/drop-in basis

- Group educational planning services are only available on a walk-in/drop-in basis secondary to no shows that have been converted to drop-in availability
- Group educational planning services are not available on-line
- Scheduling method: In-person first come- first served counter service
Day-of walk-in/drop-in on space available basis

Group Counseling Services – appointment basis

- Group counseling services are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group counseling services are not available on-line
- Scheduling method: Telephone or in-person
Day-of walk-in/drop-in on space available basis

- Average wait time for an appointment: ()

Group Counseling Services – walk-in/drop-in basis

- Group counseling services are generally not available on a walk-in/drop-in basis

Educational Planning (Quick question/counter service format)

- Not available at this time

TRIO Student Support Services Counseling

Individual Educational Planning Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Synchronous services are available on-line ()
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one - two weeks

Individual Educational Planning Services – walk-in/drop-in basis

- In-person individual walk-in/drop-in educational planning services are not available
- Asynchronous services are available on-line (email) Monday-Friday throughout the academic year and during summer session
- Scheduling method: In-box first come-first served
- Average wait time for on-line response =

Individual Counseling Services – appointment basis

- In-person services available Monday-Friday throughout the academic year and during summer sessions
- Counseling services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
- Average wait time for an appointment: one week

Individual Counseling Services – walk-in/drop-in basis

- In-person individual counseling services are not available on a walk-in/drop-in basis
- Counseling services are not available on-line

Group Educational Planning Services – appointment basis

- Educational planning workshops are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group educational planning services are not available on-line
- Scheduling method: Telephone or in-person
Scheduled one week in advance
Slots available secondary to cancellations are filled how?
No shows are converted to drop-in availability after 10 min(?)
- Average wait time for an appointment: one – two weeks

Group Educational Planning Services – walk-in/drop-in basis

- Group educational planning services are generally not available on a walk-in/drop-in basis

- Group educational planning services are not available on-line
- Scheduling method: In-person first come- first served counter service
Day-of walk-in/drop-in on space available basis

Group Counseling Services – appointment basis

- Group counseling services are available on a scheduled calendar basis throughout the academic year and during summer sessions
- Group counseling services are not available on-line
- Scheduling method: Telephone or in-person
Day-of walk-in/drop-in on space available basis
- Average wait time for an appointment: (?)

Group Counseling Services – walk-in/drop-in basis

- Group counseling services are generally not available on a walk-in/drop-in basis

Educational Planning (Quick question/counter service format)

- Not available at this time

Services requiring or available on appointment only basis:

(?)

Adequacy of student access to counseling services:

The ratio of students enrolled in credit or non-credit courses at MJC divided into counseling-related FTEs during the fall term of the 12-13 reporting year was 1009:1. The statewide student/counselor ratio from the Student Success Scorecard for the same year was 719:1. Since

spring 12-13, three (3) full-time counseling faculty members have retired from the department. There has not been any full-time counseling faculty members hired post these retirements. It is imperative that the college hire additional full-time Student Success and Support Plan Counseling Faculty (3SP Counselors) to specifically address the mandated services of the Student Success and Support Act.

Adequacy of student access to faculty advising services:

To be determined.

Adequacy of student access to paraprofessional/Student Success Specialist (3SP Specialists) services:

There only paraprofessional services available to the general student population are provided through the Career & Transfer Center. A limited number of students have access to these services through categorically funded programs such as DSP&S, EOP&S, TRIO, and CTE. During the 14-15 academic year, the college will hire a team of 3SP Specialists to serve as student success coaches and to provide pre-enrollment, orientation, registration, enrollment, and retention services to students.

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

Students must complete an initial orientation, assessment and testing for course placement before building a one-semester Abbreviated Educational Plan (AEP). Counseling faculty will facilitate AEP workshops which will be available throughout the academic year and during summer session. The counselor led AEP workshops will be highlighted and marketed to students as the preferred method of completing the AEP. Additionally, counseling faculty and instructional faculty will collaborate to develop templates that may be utilized by college prepared students, and other student populations, as deemed appropriate, to develop an AEP upon completion of orientation, assessment and testing for course placement. Counseling faculty, instructional faculty and other staff

will collaborate to develop a very structured, focused, process through which identified cohorts or target populations of students may pick from a standardized set of courses identified as appropriate for that cohort/population based upon specific criteria including but not limited to: educational goals; assessment and course placement results; and other multiple measures.

It is anticipated that this process will also include a “Build an AEP” tutorial that will be accessible to Distance Education (DE) and other identified cohorts/target populations immediately following completion of orientation, assessment and testing for course placement processes. Building an AEP includes learning crucial information for planning. Information will be provided about course placement after assessment and testing. Information about prerequisites, academic and support services, and course recommendations for the first semester will also be provided. Students will be provided information about lecture units, lab units, course loads, course placements, educational trajectories and curricular pathways so they can make informed decisions. Students will then be better equipped to make informed decisions regarding expected time commitments for class participation and homework as they consider what the appropriate course load for their first semester might be. Students will also receive information about the Comprehensive Student Education Plan (CSEP).

As previously noted, the primary purpose of the AEP is to meet mandates for a student registration and enrollment process that provides efficient access to priority enrollment. Consequently, a key component of the AEP process is the incorporation of mechanisms that require students to schedule the completion of their CSEP prior to the completion of 15 units. A required component of each AEP is the student’s selection of one of three options for completing the CSEP: 1) enrollment in a guidance class that provides a CSEP; 2) enrollment in a counselor facilitated workshop that provides a CSEP; 3) enrollment in a FYE class, linked with counselor facilitated workshop time that provides a CSEP.

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.

The college provides students with four options through which a CSEP may be developed:

1. **Enrollment in a guidance class that provides a CSEP**

There are currently six guidance courses in which a CSEP is completed as part of the course curriculum. Annually, a combined total of xx sections of these courses are available to students. Guidance courses are taught by counseling faculty. The Guidance program is an integral part of the counseling services. In addition to completing a CSEP, educational plan students who take guidance skills courses learn to:

- o Acquire, organize and demonstrate problem-solving and decision-making skills;
- o Explore, evaluate and pursue career and educational options;
- o Develop social, intellectual and emotional competencies; develop needed skills and strategies to maximize the educational experience;
- o Understand themselves, others and their environment to enable them to develop individual value systems and life styles.

One of the following courses must be taken to fulfill the guidance graduation requirement:

GUIDE 109, 110, 111, 112, 116, or 120. Students should enroll in a Guidance class their first semester of attendance at MJC. Completion of a Guidance Course is not required for the Associate Degrees for Transfer.

The college offers one major specific guidance course. This course is required for Agricultural majors. AG 115—Introduction to Agricultural Education & Careers provides an introduction to educational and agricultural employment opportunities. The course includes portfolio and educational plan development and curriculum requirements that pertain to

educational goals as they relate to agriculture majors. Students receive assistance in setting goals and developing skills necessary for life-long success in obtaining, maintaining, and advancing in agriculture careers. Current events that impact agriculture and society are discussed. This course also fulfills the guidance graduation requirement.

2. **Enrollment in a counselor facilitated workshop that provides a CSEP**
3. **Enrollment in a FYE class, linked with counselor facilitated workshop time that provides a CSEP**

The FYE class will provide success strategies to enhance academic and lifelong learning skills for first year college students. Exploration of topics such as motivation and attitudes, values, goal setting, decision-making processes, critical and creative thinking, personal health, interpersonal communication, behavioral expectations and etiquette, personality theories, cultural diversity, information & technology competence, as well as techniques for maximizing the ability to succeed as a lifelong learner. A CSEP educational plan is developed. Field trips may be required. (?)

4. A CSEP may be developed during an individual educational planning session which are scheduled on an appointment basis.

(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).

Please see Attachment E: Current Staffing and Staff Planning Agenda

- (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.

Product	Service Supported	Utilization
Comevo	Counseling Advising Educational Planning	Student Information Resources AEP & CSEP preparation Guidance/FYE course supplemental material
SARS	Counseling Advising Educational Planning	Scheduling
SARS -Text	Counseling Advising Educational Planning	Scheduling
SARS - Track	Counseling Advising Educational Planning	Tracking service/resource utilization
SARS Early Alert	Counseling Advising Educational Planning	Referrals for intervention Referrals for services Referrals for follow-up Communication between members of Student Success Teams Communication between Student Success Team members and students
Ellucian/DataTel Student Planning	Counseling Advising Educational Planning	Course planning AEP CSEP
Ellucian/DataTel Degree Audit	Counseling Advising Educational Planning	Course planning AEP CSEP
On-Base Enterprise Content Management Software	Counseling Advising Education Planning	Document scanning/matrixing
IntelliResponse	Advising	Student Information Resources
Join.me	Counseling Advising Education Planning	On-line meeting and screen sharing service for synchronous academic advising on-line
Maxient	Counseling Advising	Conduct and Behavior Tracking
Eureka	Counseling Advising Other Ed. Planning	Career Assessment
Perfect Interview	Counseling Advising	Mock Interview Software

	Other Ed. Planning	
CPP, Inc.	Advising Other Ed Planning	Career Assessment
Transcript Capture Software	Counseling Advising Other Ed Planning	Transcript Evaluation

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

(Need comprehensive list of technology used and needed maintenance costs – it is not reflected in the technology table above, we cannot pay for it from 3SP funds.)

(Need comprehensive list of staffing – if a position is not reflected in Attachment E staffing tables, we cannot fund the position from 3SP funds.)

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 (on-line, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Overview: Follow-Up for At-Risk Students

Title 5, section 55525 requires colleges to evaluate the academic progress of, and provide support services to, at-risk students. As part of this evaluation, colleges must track academic progress and refer students experiencing academic difficulty to specialized services or curriculum offerings pursuant to title 5, section 55523. The 3SP student follow-up process is designed to provide timely intervention and foster student success for these student populations.

Target Audience

Title 5 section 55525 defines targeted at-risk students as:

- Students enrolled in basic skills courses
- Students who have not identified an educational goal *and* course of study.
- Students who are on academic or progress probation or dismissal

Estimated Annual Number of Students to be Provided "At-Risk Follow-up Services:

- Estimated annual number of students enrolled in basic skills courses: 4,000-4,500
 - An analysis of college enrollment data indicates an unduplicated enrollment head count of 3,951 students enrolled in Basic Skills courses during the 2013-14 academic year. Given the demographic data of Stanislaus County, along with the focus and emphasis the Student Success and Support Act and Student Equity legislation have brought to this student population, the college anticipates an increase in unduplicated headcount in enrollments in Basic Skills courses over the next two years.
- Estimated annual number of students who have not identified an educational goal *and* course of study: 4,400 students do not have an identified educational goal. In addition, approximately 51 percent of enrolled students do not have a CSEP.
 - An analysis of college enrollment data indicates that of an unduplicated headcount of 18,156 students who were enrolled as of fall 2014 first census, 24 percent (4,403) did not have an identified educational goal. The college is in the process of developing new SIS reports that will increase the accuracy with which students who are undecided on a goal can be identified.
 - An analysis of college SIS data indicates that a total of 25,404 students were enrolled in at least one active section in spring 2014, summer 2014, or fall 2014. Of these students, there were 13,080 (or 51 percent) who do not have a comprehensive educational plan nor completed a guidance course that would have resulted in a comprehensive educational plan. The college is in the process of developing new SIS reports that will allow us to increase the accuracy with which we are able to identify the students who are undecided on a goal and on a program of study.

- Students who are on academic or progress probation or dismissal – 2,900-3,200
- An analysis of SIS student transcript data indicates that each fall and spring there are approximately 1700 students on first semester probation, 800 students on 2nd semester probation, and 700 students who are dismissed from the college. It is estimated that each term up to one in five MJC students are not in *good standing*. The College identifies these students by running SIS reports that calculate student GPAs and standings at the end of each term, fall, spring, and summer.

probation, and 700 students who are dismissed from the college. It is estimated that each term up to one in five MJC students are not in *good standing*. The College identifies these students by running SIS reports that calculate student GPAs and standings at the end of each term, fall, spring, and summer.

Strategies for Addressing the Needs of Students Enrolled in Basic Skills Courses

- Types of Services Available:
 - Individual counseling services on an appointment basis
 - Individual counseling services on a walk-in/drop-in basis
 - Group counseling services on a prescheduled appointment basis
 - Group counseling services on a first come/first-served walk-in/drop-in basis
 - Individual educational planning services on an appointment basis
 - Group educational planning services on a prescheduled appointment basis
 - Group educational planning services on a first come/first served walk-in/drop-in basis
 - Group Educational Planning Services – Courses
 - Guidance courses are available on-campus and on-line

- Service Modalities:
 - A Basic Skills counselor presents at the beginning of each semester in Basic Skills, courses to apprise these students of campus resources.
 - New student in-person orientation
 - New student on-line orientation and student information modules.
 - Technology assisted information modules and process tutorials.
 - Student email notifications
 - Basic skills faculty advising and referrals
 - Student Success Specialists (3SP Specialists)
 - Student Information and Resource Center
- In addition, the college will explore the development of FYE – Basic Skills learning communities with embedded academic support and retention services.
- Alignment of core services with goals, objectives, and activities outlined in Basic Skills Plan.

Strategies for Addressing the Needs of Students that have not identified an Educational Goal and Course of Study

- Types of services available
 - Individual counseling services on an appointment basis.
 - Individual counseling services on a walk-in/drop-in basis.
 - Group counseling services on a prescheduled appointment basis.
 - Group counseling services on a first come/first served walk-in/drop-in basis.
 - Individual educational planning services on an appointment basis.
 - Group educational planning services on a prescheduled appointment basis.
 - Group educational planning services on a first come/first serviced walk-in/drop-in basis.
 - Group educational planning services – Courses
 - Guidance courses are available on-campus and on-line
- Service Modalities
 - In-person
 - Synchronous on-line educational planning
 - Asynchronous on-line educational planning
 - Technology assisted information modules and process tutorials
 - Courses: On-campus and on-line

- Student Information/Notification about Services Available
 - New student in-person orientation
 - New student on-line orientation and student information modules
 - Technology assisted information modules and process tutorials
 - Faculty advising and referrals
 - Student Success Specialists (3SP Specialists) services
 - Student Information and Resource Center
- Additional strategies for providing counseling, advising, or other educational planning services to assist them in selecting an educational goal and course of study.
 - Assessment, orientation, and advising must be completed and an AEP submitted prior to receiving priority enrollment status.
 - Student registration will be blocked after 15 or more units have been completed without a CSEP on file with the college.
 - Students are also asked to verify/update educational goal and course of study information each semester as part of the registration process.
 - Workshops and seminars focused on major and/or career exploration.
 - Students are directed to take a College Skills, Guidance, or Study Skills courses in their first term.
 - Students may choose to enroll in a FYE course with embedded academic support and retention services.
 - Students that not identified an educational goal and course of study may not receive federal financial aid. Undecided students wishing to receive federal financial aid meet with a counselor individually, in a group setting, or in a course to complete an educational plan that includes the goal and program of study.
 - Students will receive information and training about the Student Planning module in Ellucian/Datatel.

Strategies for Addressing the Needs of Students who are on academic or progress probation or dismissal

- Types of Services Available
 - Individual counseling services on an appointment basis
 - Individual counseling services on a walk-in/drop-in basis
 - Group counseling services on a prescheduled appointment basis
 - Group counseling services on a first come/first-served walk-in/drop-in basis
 - Individual educational planning services on an appointment basis
 - Group educational planning services on a prescheduled appointment basis
 - Group educational planning services on a first come/first served walk-in/drop-in basis
 - Group Educational Planning Services – Courses
 - Guidance courses are available on-campus and on-line
- Service Modalities
 - In-person
 - Synchronous on-line educational planning
 - Asynchronous on-line educational planning
 - Technology assisted information modules and process tutorials
 - Courses: on-campus and on-line
- Student Information/Notification about Services Available
 - New student in-person orientation
 - New student on-line orientation and student information modules
 - Technology assisted information modules and process tutorials
 - Students are notified of their academic status via email after the end of each term
 - Students receive information regarding services available through campus email
 - Faculty advising and referrals
 - Student Success Specialist (3SP Specialists) services
 - Student Information and Resource Center

- Strategies for providing counseling, advising, or other education planning services to assist students who are on academic or progress probation or dismissal status:
 - Revise Board Policy and Procedure to place registration holds on students on second semester probation status until they complete a grade check process and meet with a counselor prior to registering.
 - Students on dismissal status are blocked from the next registration.
 - Dismissed students are required to attend a workshop facilitated by a counselor to learn more about their status, success strategies, and resources, etc.
 - Students on dismissal status must complete a grade check process and meet with a counselor to be considered for readmission.
 - Students on dismissal status are referred to a workshop or seminar focused on major and/or career exploration.
 - Students on probation or dismissal status may be directed to enroll in a guidance course specifically oriented to this target population.
 - The college will develop a FYE course with embedded academic support and retention services specifically oriented to this population.
 - Students will receive information and training about the Student Planning module in Ellucian/Datatel.
 - Students are assigned to a Student Success Team (faculty/staff/counseling faculty) for mentoring and intrusive/developmental retention and engagement services that focus on the whole student and meet the student where they are developmentally from a goal-centered and student ownership perspective.

Instructional faculty involvement and participation in monitoring, monitor student progress and developing or participating in early alert systems.

- Participate in faculty advisor training coordinated by counselors which includes how to identify when referrals back to counseling are necessary.

- The college does have the SARS Early Alert system in place, however, it is underutilized. Early Alert is a software solution that allows faculty to send communications to students and to specific departments. Early Alert has options for the faculty to select indicating the concern such as absences, low test scores, etc. Faculty may use this product any time during a semester. When departments receive the e-mail alerts from this system, the staff calls the student and provides referrals to academic and/or support services. The college will conduct a user assessment of the system/process to identify barriers to usage and develop solutions which may include pursuing alternative approaches to engage instructional faculty in participating in early alert processes. The goal is to achieve a fully functional process that can be utilized to report both positive feedback and areas of concern to students, 3SP Specialists, counselors, and instructional faculty. A key component of this process is how to “close the loop” for faculty with timely notification that their referral(s) have been received and acted upon. A successful Early Alert process under an intrusive/developmental retention and engagement model will engage students with a Student Success Team at a variety of momentum points—selecting a major, earning 15 or 30 units, passing transfer level English and math, etc.—so that they can see themselves already on the road to completion.

The Counseling Center has recently hired a new position, Counseling Center Coordinator, which is a classified staff position. One of the major roles of this position is to review student data so that we can offer strategic in-reach to MJC students. For

example, when counselors build intervention strategies such as specific workshops, additional courses, special appointments, etc., the Counseling Center Coordinator will identify students who meet the criteria (based on at-risk groups) for the intervention so that the students can be contacted and invited to the particular service.

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

Please see Attachment E: Current Staffing and Staff Planning Agenda

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

Product	Services Supported	Utilization
Comevo	Counseling, Advising, Educational Planning	Student Information Resources AEP & CSEP preparation Guidance/FYE course supplemental material
SARS	Counseling Advising Educational Planning	Scheduling
SARS-Text	Counseling Advising Educational Planning	Scheduling
SARS-Track	Counseling Advising Educational Planning	Tracking service/resource utilization
SARS Early Alert	Counseling Advising Educational Planning	Referrals for intervention Referrals for services Referrals for follow-up Communication between members of Student Success Teams Communication between Student Success Team members and students
Ellucian/Datatel Student Planning	Counseling Advising Educational Planning	Course planning AEP CSEP

Ellucian/Datatel Degree Audit	Counseling Advising Educational Planning	Course planning AEP CSEP
On-Base Enterprise Content Management Software	Counseling Advising Educational Planning	Document scanning/matrixing
IntelliResponse	Advising	Student Information Resources
Join.me	Counseling Advising Educational Planning	On-line meeting and screen sharing service for synchronous academic advising on-line
Maxient	Counseling Advising	Conduct and Behavior Tracking
Eureka	Counseling Advising Other Ed Planning	Career Assessment
Perfect Interview	Counseling Advising Other Ed Planning	Mock Interview Software
CPP, Inc.	Advising Other Ed Planning	Career Assessment
Transcript Capture Software	Counseling Advising Other Ed Planning	Transcript Evaluation

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

Please see Attachment D: Budget Plan

(Need comprehensive list of technology used and needed maintenance costs – if it is not reflected in the technology table above, we cannot pay for from 3SP funds.)

(Need comprehensive list of staffing – if a position is not reflected in Attachment E staffing tables, we cannot fund the position from 3SP funds.)

iib. 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.

The College will develop and maintain an institutional research and evaluation agenda for 3SP Services. The college will ensure that adequate resources, time and effort are allocated to institutional research that directly relates to the provision or evaluation of 3SP services including but not limited to: data tracking, service utilization, outcome data, assessment and testing for course placement as well as of the overall effectiveness of SSSP services. Conducting validation studies and monitoring disproportionate impact to assure the accuracy and fairness of instruments utilized for assessment and testing for course placement remain a key component of the institutional research function. Instruments utilized for assessment and testing for course placement will continue to be evaluated to ensure minimization of cultural or linguistic bias and to ensure that assessment instruments are being utilized in a manner for which they were designed.

Institutional research will assist in tracking students by educational goal and monitor student success as evidenced by student outcomes, persistence, skill improvement, grades, goal attainment, etc. Institutional research will conduct extensive literature reviews in support of 3SP services and student success initiatives to identify best practice models. A developmental evaluation model will be utilized to research and address issues related to program effectiveness. This will include the collection, processing, analysis, and reporting of data regarding program processes and services as well as the preparation, formatting, cleaning, framing and presentation of research data in support of research data in support of 3SP goals and objectives.

ii. Technology

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

Services Provided Through the Use of Technology

• On-line orientation modules	• Responses to student questions
• On-line information modules	• Academic progress and degree audit
• On-line educational planning	• Appointment scheduling
• Dissemination of information to students	• Transcript evaluation
• Student tracking and monitoring	• Career placement
• Testing for course placement	• Assessment for preparedness for collegiate milieu
• Students records scanning/matrixing	• Student conduct and behavior tracking
• Student follow-up services	• Communication between students and 3SP Specialist and/or Student Success Team members
• Counseling	• Advising
• Guidance/FYE course supplemental material	• On-line meeting and screen sharing service
• Delivery of student resources	• Submission of forms and documents
• Student referrals for interventions and services	• SIS data collection, reporting, and submission
• Research and program evaluation	

ii. 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 SB1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.**

Services Provided During Transition Period that are being Used for District Match

Admissions and Records (Enrollment Services)

The functions of the Admissions and Records offices are fundamental college services that facilitate student matriculation into community college. Completing an admissions application is the first official step in the process for an individual to become a student and triggers the assignment of a student identification number which is the primary mechanism for tracking and documenting student records. Student identification numbers are also the foundational building blocks for many institutional research queries. The Admissions and Records departments are responsible for many of the documented transactions and processes that occur as a student engages with the college from application to graduation which results in a student's record. The Admissions and Records offices:

Comment [GV3]: Enrollment Services (?)

Comment [GV4]: Enrollment Services (?)

Comment [GV5]: Enrollment Services (?)

- | | |
|---------------------------------------------------|------------------------------------------------|
| • Process applications | • Collect MIS Data Elements |
| • Manage residency processes and documentation | • Coordinate registration processes |
| • Coordinate enrollment processes | • Manage degree verification processes |
| • Process transcript evaluations | • Manage transcription processes |
| • Manage storage and retrieval of student records | • Process pre/co-requisite verifications |
| • Collect grades from faculty | • Maintain and update degree audit information |
| • Process graduation petitions | • Manage student petition processes |

Petitions processed by the Admission and Records departments include: overlapping classes, prerequisite challenge, repeating a course, removal of courses for nonattendance or late withdrawal, and late add, pass/no pass grading option, etc. In addition the Admissions and Records offices are also responsible for information or processes related athletic eligibility, 320 reporting, participation in curriculum committees, veterans’ eligibility, international students, etc.

Comment [GV6]: Enrollment Services (?)

Comment [GV7]: Enrollment Services (?)

Transfer and Articulation

Transfer and Articulation services and functions facilitate the implementation of policies, practices and processes to ensure that students have access to the necessary coursework and are provided the services needed to successfully transition to Baccalaureate granting institutions. Key components of transfer and articulation functions and services include counseling and advising students, providing transparent, seamless transfer pathways as well as the maintenance and management of college data and information pertaining to ASSIST, Associate Degrees for Transfer, C-ID’s, etc.

Career Services

The college provides services to assist all students with their career explorations and career development needs. These services include:

• Career counseling	• Career interest and skill assessments
• Career development courses	• Tools and resources for the exploration of majors.
• Job postings for on-campus and off-campus employment	• Résumé workshops
• Postings for internships	• Employment interview preparation and resources
• Postings for volunteer work opportunities	• Career fairs and other job search/career readiness events
• Class presentations and class assignments	

Other Institutional Research

Analysis and evaluation of college:

- Courses, programs and services
- Indicators of institutional effectiveness
- College data pertaining to student success, retention, and persistence;
- Processes and instruments utilized to ensure the appropriate placement of students in the curriculum;
- Data and tracking of the proportion of students placed in pre-collegiate basic skills courses, associate degree level courses, specific transfer curricula and transfer-level courses in reading, English and math
- Data and tracking of student completion rates

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

Criteria for Exempting Students from Participation in Required Services

Students may be exempt from testing if they:

- Have an Associate degree or higher; or
- Haven taken other California community college assessment tests and have submitted test results and other information (college catalog description with course description) to MJC Enrollment Services (Records Office); or
- Have taken other college math, chemistry, English composition or ESL classes and have submitted official transcripts to the Enrollment Services (Records Office); or
- Are enrolling only in activity classes, apprenticeship classes, employer-required classes, personal growth/enrichment classes, classes to maintain a certificate or license, or other non-credit classes only, and have completed fewer than 15 units. Being exempt from testing does not release the student from any prerequisite requirements a course may have.

Students may be exempted from counseling/advising if they:

- Have an Associate degree or higher
- Have an identified educational goal of enrichment (intellectual, recreational, or cultural)

The college may need to review exemption criteria to consider the addition of the following:

Exemption from orientation:

- Earned an Associate or higher degree (earned from a U.S. Regionally Accredited Institution)
- Area a non-matriculating K-12 grade concurrently enrolled student
- Are taking course(s) for personal interest through community education (Not pursuing a degree or certificate)
- Have an identified educational goal of enrichment (intellectual, recreational, or cultural)

Additional Exemptions from Assessment

- Passed the high school early assessment program assessment (EAP) assessment with an Exemption or Ready for College Level English or Math course.
- Passed the CSU ELM Math test with a score of 50+. The test must have been taken within the last five (5) years.
- Passed the CSU EPT English test with a score of 147+. The test must have been taken within the last five (5) years.
- Passed an appropriate English or Math Advanced Placement (AP) test with a three (3) or higher score

2. Appeal Policies

Describe the college’s student appeal policies and procedures.

A student may appeal required participation in one or more 3SP core services if he/she does not meet the exemption categories. The challenge must be submitted, along with any supporting data, to the Dean of Admissions, Records and Enrollment Management. Forms are available from the Admissions Office or on-line. The Dean of Admissions, Records and Enrollment Management may request supporting documentation and/or a conversation with the student prior to making a decision.

Comment [GV8]: Enrollment Services

Comment [GV9]: Enrollment Services

3. Prerequisite Procedures

Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5, Section 55003 and procedures for considering student challenges.

(Need description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5, Section 55003.)

Any student may challenge a prerequisite on the grounds that (1) it was not established in accordance with the District’s policy; (2) it is in violation of Title 5; (3) it is discriminatory; (4) student can succeed even though student has not completed the prerequisite; or (5) student will be subject to

undue delay because the prerequisite has not been made reasonably available. To challenge a prerequisite, the student must complete a prerequisite challenge form (available in the Division Office for the discipline of the course to be challenged) and state the basis for the challenge. A committee from the Division in which the class is offered will review each petition and render a decision within five working days. It is the responsibility of the student to provide information that supports the challenge.

4. **Professional Development**

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

The college has identified the following areas for faculty and staff professional development related to the implementation of the Student Success and Support Program:

- Customer Service in Higher Education Certification training
- Student Success Coaching and Self-efficacy Interventions
- Effective Student Mentoring
- Utilization of Ellucian/DataTel modules and tools
- Faculty Advising
- Participation in California Community Success Network (3csn)-sponsored workshops
- AB540 training for faculty on responding to undocumented students' issues that can impact their attendance and persistence.
- Conferences/workshops/trainings etc. related to community college student success with topics focused on Orientation, Assessment, Counseling, Advising, Other Education Planning Services, Follow-up for At-Risk Students as well as institutional research and technology directly related to program.
- State-wide and regional meetings regarding 3SP activities
- In-service trainings, meetings, speakers, presentations,
- Development of Student Success and Equity website

- Participation in *Achieving the Dream*, *Completion By Design* or similar evidence-based best practice model for the implementation of institutional approaches to student success.
- Other

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 college has initiated an intentional, purposeful process of aligning BSI, SSSP, Student Equity, and non-credit programming (including AB86 planning) with other participatory governance processes like college resource allocation, educational master planning, enrollment management planning, strategic planning, professional development, accreditation, etc. The college has convened a Student Success and Equity Workgroup which will transition into a subcommittee of the College Council. Ultimately, the Student Success and Equity Committee (SSEC) will be comprised of the membership of the Basic Skills Advisory Committee, Student Success Work Group, representatives from Student Services Council and Instruction Council, students and constituent representatives appointed through the participatory governance process. This approach has provided ample opportunities for collaborative and integrated thinking and planning as well as robust dialogues campus-wide on issues related to student success. This approach to integrated, collaborative planning also allows the college to leverage and maximize the utility of the funds and resources targeting student success and ensure student success efforts are aligned with college and district priorities.

This approach to integrated and collaborative planning fosters and promotes the integration of instruction with student services to improve student success outcomes. The SEC will provide guidance and focus for the development of an institutional research and data agenda for student success. The SEC will also ensure that programs and services are aligned with the requirements of accreditation standards. This includes ensuring integrated planning processes so that expenditures of resources are outlined in program reviews and departmental action plans.

Please see Attachment F: Alignment of Student Success Initiatives

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

In Districts with more than one college, describe how policies and Student Success and Support Program Services are coordinated among the colleges:

The Yosemite Community College District is a two college district. Representatives and multidisciplinary matrix groups from the two colleges in the district, Columbia College and Modesto Junior College, meet regularly to collaborate on student success issues and initiatives. District-wide meetings involving Institutional Technology are also held on a regular basis. Every effort is made to streamline processes at both colleges to the benefit of students. Information is then shared through campus and district participatory governance groups including College Councils, and the District Advisory Council.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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

Other Attachments (optional)

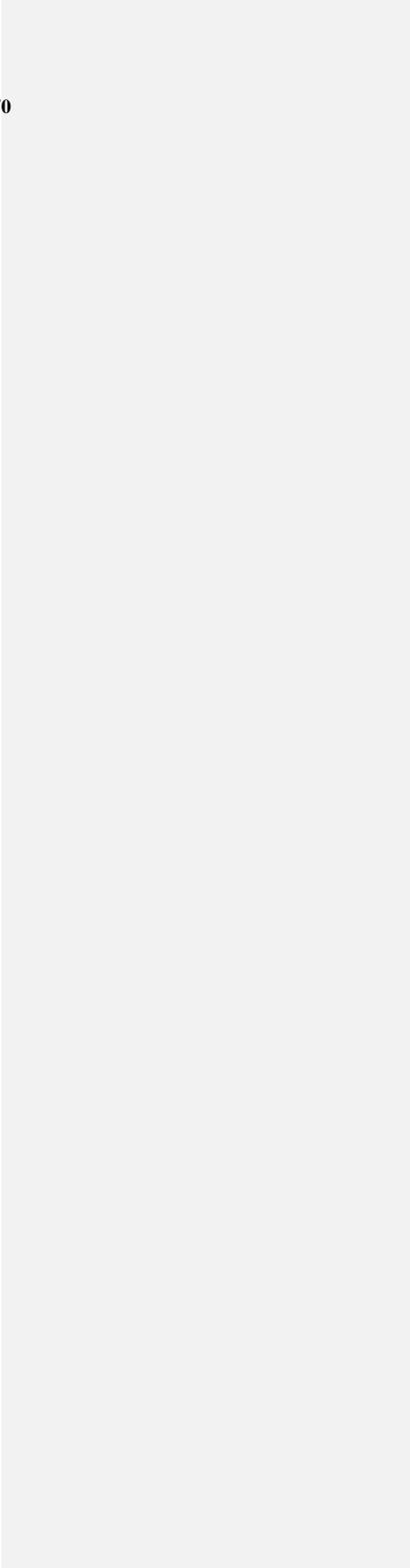
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

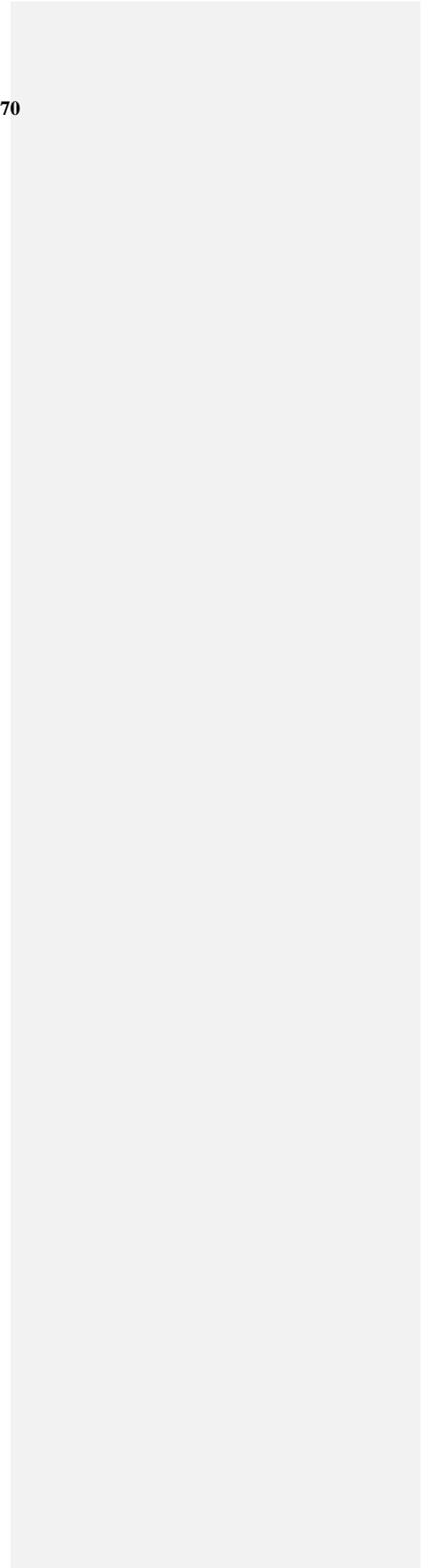
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cocco.edu
(916) 322-2818

Attachment B
Organizational Chart



Attachment C
SSSP Advisory Committee



**Attachment D
Current Staffing and Staff Planning Agenda**

Proposed Additional Staffing

Position Title	Number of Positions/ FTE Equivalent	Role Statement	Number Students Served	Faculty or Staff/ Student Ratio	Negotiated Student Contact Hours
Counseling Faculty – Full-Time	4-6				
Counseling Faculty - Adjunct	6-8				
Student Success Specialist (3SP Specialists)	4-6				
Admin. Technician	1-2				
Admin. Specialist	1-2				
Admissions and Records Specialist (evaluator)	1-2				
Student Employees	25-30				
Student Success Coordinator	1				
Asso. Dean Student Success & Equity	.5				

Instructional Faculty Advisors

Division/ Position Title	Number of Positions/ FTE Equivalent	Role Statement	Number Students Served	Faculty or Staff/ Student Ratio	Negotiated Student Advising Option: Office Hrs. Hrly Comp Flex Credit
CTE					

Social Science					
Art					
Humanities					
Lit. & Lang					

Current Staffing

Position Title	Number of Positions/TE Equivalent	Role Statement	Number Students Served	Staff/Student Service Ratio	Negotiated Student Contact Hours
Admin Assistant					
Admin Technician					
Secretary					
Program Technicians					
Program Specialists					
Counseling Coordinator					
Student Employees					
Counseling Faculty					

Other Staffing

Allied Health Orientation Information					
Program	Fall/Spring	Staff member(s)	Type	Title	Time
Classified Staff	As needed	Schuber, Elaine		Administrative Secretary	2 hours
Classified Staff	As needed	Bettencourt, Patrick		Dean	2 hours
CNA (Nurse Assistant)	F/S	Robinson, Tonya	Overload Fund 11	CNA Director (Also ADN FT, Temp Instructor)	2 hours @
Nursing Program **	F/S	Wonder, Nancy	FT, Tenure Track	Nursing instructor	5 hours @
Respiratory Program	S only	Hunt, Bonnie	FT, Tenure Track	Resp Care Director	4 hours
Respiratory Program	S only	Basile, John	FT, Temporary	Resp Care Clinical Director	4 hours

** The 1st semester Course Coordinator presents this orientation but there are other faculty and staff that assist and/or present