



**DRAFT – 11.20.2015**

**Noncredit**

**Student Success and Support Program Plan**

**2015-16**

Report Due Postmarked By

**Friday**

**October 30, 2015**

**Email PDF of completed plan to:**

**[noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu)**

**and**

**Mail signature page with original signatures to:**

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California Community Colleges Chancellor's Office

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## INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning  
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.<sup>1</sup> NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services  
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories<sup>2</sup>:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

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<sup>1</sup> Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SS/SS01.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf)

<sup>2</sup> Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb22.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf)

## INSTRUCTIONS AND GUIDELINES

***Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.***

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to [noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu). Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

## GENERAL OUTLINE

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment and Placement
    - iii. Counseling, Advising, and Student Education Planning
    - iv. Follow-Up Services
  - b. Additional Match Expenditures
- III. Policies
  - i. Exemption Policy
  - ii. Appeal Policies
  - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
  - A: Noncredit SSSP Plan Participants
  - B: SSSP Organizational Chart
  - C: Noncredit SSSP Advisory Committee
  - D: Other (optional)



## SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

**Directions:** Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

### Ila. Core Services

#### i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for Noncredit SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

#### 1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

Currently, students enrolled in non-credit ESL courses (the English for Life and Work program) receive program information during their intake process. They are oriented with a variety of college processes specifically related to their needs; however, these students ~~typically~~ do not always choose to attend the general New Student Orientations that meet the requirements of Title V. ~~As a method of providing the~~ To ensure the same information is provided to noncredit ESL students and other emergent noncredit programs, we will begin to integrate these additional components into all noncredit orientation.

The following will be added: face-to-face and planned online orientation that introduces the importance of the MJC Catalog and critical information students need in order to succeed as noted in Title 5, Section 55521: "students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information." Orientation will be in the languages that are representative of the student population and will include:

- 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

Other issues, policies, and procedures that are critical for student success (listed below) are included in the student orientation:

- 1) Residency policies
- 2) Student wellness
- 3) Academic Integrity
- 4) Sexual misconduct
- 5) Non-discrimination policy
- 6) Time management
- 7) Violence Against Women Act (VAWA)
- 8) Course numbering and sequencing
- 9) Classroom engagement
- 10) Study habits and skills
- 11) Classroom expectations
- 12) Information regarding extracurricular activities and student services

After implementation of the initial online orientation, other modules will be developed for different subpopulations of students. We are exploring the development of modules for specific majors or programs, student athletes, support services for young men of color, ESL students, evening students, etc. Modesto Junior College has been federally designated as a Hispanic Serving Institution (HSI). The college will develop all online modules in Spanish, Arabic and other languages.

The college plans to develop additional resources and strategic information to be delivered at identified momentum points as students move through their noncredit program:

- Specified modules must be completed prior to enrolling in credit bearing courses such as credit academic ESL and/or CTE programs.
- Upon declaring a major students will also complete a major specific orientation

## 2. Describe the student audience and estimate the number to be served.

Approximately 60% of ESL noncredit students are Spanish speaking; the remainder are predominately Middle Eastern and Southeast Asian native language speakers. On average, over half of noncredit ESL students are between the ages of 25-39. The Student Success Scorecard shows the percentage of students tracked for six years through 2013-14, who started first time in 2008-09 in an ESL noncredit course and completed a degree, certificate or transfer-related outcomes to be 3.1%<sup>3</sup>. The noncredit ESL course students are the most vulnerable students in our community. The program provides intensive English instruction to undocumented residents, Dream Act and DACA students, refugees, and recently-arrived immigrants.

The 2014/2015 academic year has unduplicated headcount of 638 students enrolled in noncredit ESL courses. The enrollments for the last three terms are as follows:

Fall 2015	450
Spring 2015	555
Summer 2015	407

<sup>3</sup> Modesto Junior College CDCP Scorecard <http://scorecard.cccco.edu/scorecardcdcp.aspx?CollegeID=592>

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

The primary delivery method of the English for Life and Work (ELW) orientation is a traditional classroom setting. Title V components will be integrated into the ELW program orientation, and will continue to be delivered within the classroom. The New Student Online Orientation that is being developed under the Credit SSSP Plan, will be available in Spanish and will serve many of the students that are enrolled in noncredit ESL courses in the future. In addition to the ELW classroom and New Student Online Orientation, all students (credit and noncredit) have the option to attend open New Student Orientation in group sessions that are scheduled throughout the year.

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

Modesto Junior College is increasing efforts to strengthen partnerships with adult education providers in Stanislaus County, and is part of the Adult Education Consortium. This consortium is a network of education providers and partnering organizations who work to improve education services for adult learners in the Stanislaus and Mother Lode regions. It is a result of California Assembly Bill 86 (AB86) and Assembly Bill 104 (AB104-Adult Education Block Grant) and overseen by the CA Department of Education and CA Community College Chancellor's Office. In addition to MJC workforce administrators, the SSSP Director has become a partner with the consortium to improve the delivery of core services.

There are currently seven identified adult education sites within our service area, each serving ESL students. Those involved in the partnership believe these students will first transition to noncredit ESL courses from Adult Education. During the spring 2016 Adult secondary education to CTE Credit Program Pathways will be evaluated and additional sites will be explored. Therefore, through these partnerships, we will provide core services at the various sites to augment the transition of these students on to campus beginning spring 2016.

Sites:

Ceres Unified School Dist. Hanline Elementary Site  
Modesto City School Adult School Programs  
Orville Wright Elementary School – Healthy Start Program  
Patterson Adult School  
Riverbank ESL Classes  
Salida Elementary School  
Turlock Adult School

**5. Include at what point in the enrollment process orientation is provided.**

The English for Life and Work program orientation is currently provided to noncredit ESL courses after the enrollment process is complete, at the start of the instructional period. Once the Title V orientation components are integrated within the English for Life and Work program orientation, we will continue to meet the needs of the target audience in the same manner, additionally, we will also provide orientation at the Adult Education site listed above. Currently, there is little incentive to attend an orientation scheduled outside of class time for this particular group. The majority have limited childcare and transportation, therefore delivering the core service to the students during scheduled class time increases participation. New Student Online and face to face orientations are available to all students throughout the year.

**6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.**

Student awareness of prevention programs on campus sexual violence begins within the current college orientation, where it is provided in print in the catalog and on the college website. The orientation includes language that is in adherence to both the federal Clery Acts and Violence Against Women Act. The orientation provides new students instructions for finding current campus crime statistics that include domestic violence, dating violence and stalking as additional categories. That same report includes recommendations for campus violence prevention. Through these



same media, students are also provided the college sexual misconduct policy. The policy defines expectations for appropriate conduct and outlines resolution processes to address conduct that does not meet these expectations. In addition to the reporting process, students are provided information regarding counseling resources that can assist them should they become a victim of sexual misconduct.

In January 2016, a college-wide conference is planned to educate all faculty and staff of the reporting and investigative process that is in place to address campus sexual misconduct. Prevention of such crimes is an integrated effort. The Vice President of Student Services is the Campus Title IX Coordinator who is supported by two campus Deputy Investigators. The Director of District Security/Title IX Administrator oversees all District efforts to meet all the needs of Title IX mandates. The District is currently exploring the possibility of adopting the Not Anymore for Community College awareness campaign that would be integrated as an online orientation module.

**7. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.**

Evaluation of the current online orientation found content to be somewhat static, primarily text-based, and limited in scope. A new MJC online orientation is being developed for online delivery on a platform purchased from Comevo. It is scheduled for release during the 2015-2016 academic year. The new online platform will provide a comprehensive orientation that is interactive in nature. It will include streamed video and multilingual content. The breadth of the orientation content will be expanded and will be ADA compliant. This subscription-based product is modular, enabling students to access information at an individual pace and the ability to review modules on-demand. Video clips will be used when appropriate to provide a dynamic presentation of information. Using feedback collected from constituencies, Title 5 section 55211 requirements, and a thorough review of best practices of online orientations, an outline was provided to Written Productions (a content management and video production company) for further development. Using the information provided in the outline, Written Productions created a storyboard draft.

The first draft of the online orientation outline was presented to Modesto Junior College constituencies for their feedback during the first week of September 2015. Edits to the draft have been sent to Written Productions and updated draft versions will be reviewed during fall 2015. The Interim Director of Access, Retention and Support Services is serving as the point person to ensure completion, launch and ongoing revisions. The platform allows for ongoing updates to be made internally without the support of Written Productions.

**8. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.**

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

**9. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.**

Title	Role
Student Success Specialist	Deliver orientations, assist students with accessing online orientation, maintain currency of information

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**ii. Assessment and Placement**

- 1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.**

The English for Life and Work (ELW) program administers CASAS as a pre- and posttest that assesses for placement and learning outcomes. CASAS is a paper and pencil multiple choice test that focuses on real-life competencies, uses multiple measures of assessment by integrating background questions, and allows for targeted instruction. Noncredit students have the option to take the college math and English assessment test (ACCUPLACER) at any point of enrollment. If the student's first attempt is to assess into credit courses, ESL students will take the ACCUPLACER ESL placement test. If they do not meet the cut scores for the academic ESL program, they are branched into the CASAS placement test for the ELW program. As we transition to meeting the needs of noncredit students by through core services, we will begin to target students who are completing the advanced level in the ELW sequence to transition to credit academic ESL courses which will prep them to eventually take the math and English assessment test and matriculate into a credit bearing program.

Assessment and testing for course placement at MJC is expanding to include multiple measures, providing greater flexibility and more accurate student placement. These measures include in-person/on-ground, computer-based assessment, using ACCUPLACER and EAP scores that place students into college-level math and/or English, following the CSU model. Students completing the admissions application may submit ACT or SAT scores for placement; scores combined with a completed senior-class level math and/or English class; or take a placement test in the Assessment Center. The Center currently operates Monday-Wednesday on a drop-in basis. Hours will be expanded with the establishment of Student Success Centers to include evening assessment opportunities. SSSP Student Success Specialists will also administer assessment tests on high school campuses and in the Student Success Centers.

Information about assessment times and processes is available on the website. Counselors and Student Support staff will give detailed information to students and future students about this core service. Success Specialists will ensure that each new student in their caseload takes an assessment test or submits EAP scores. Assessment services are made available during the two New Student Days, held each spring and testing dates will be available on evenings and weekends.

Several test preparation and pretest practice options are available for students. Pre-assessment workshops are held at local high schools before assessing. 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 contains twenty questions each for the Arithmetic, Elementary Algebra and College Level math tests. Math Jam (a one-week intensive math review with instructors and tutors) is offered prior to the fall and spring semesters each year, enabling students to review mathematical principles before taking an assessment test. This program is supported by an HSI STEM and Articulation grant from the Department of Education.

Practice questions are available through the college website, with links to sites such as [ACCUPLACER.collegeboard.org/students](http://ACCUPLACER.collegeboard.org/students). A test preparation link is also available from the website to download the ACCUPLACER iPhone application, and students are encouraged to use tutorials such as Khan Academy for 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) online for remediation. ALEKS is an artificial 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. Students who choose to remediate through the preparation resources listed above will be able to retake the assessment prior to the current 60-day waiting period.

- 2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.**

Approximately 60% of ESL noncredit students are Spanish speaking; the remainder are predominately Middle Eastern and Southeast Asian native language speakers. On average, over half of noncredit ESL students are between the ages of 25-39. The Student Success Scorecard shows the percentage of students tracked for six years through 2013-14, who started first time in 2008-09 in an ESL noncredit course and completed a degree, certificate or transfer-related outcomes to be 3.1%<sup>4</sup>. The noncredit ESL course students are the most vulnerable students in our community. The program provides intensive English instruction to undocumented residents, Dream Act and DACA students, refugees, and recently-arrived immigrants.

The 2014/2015 academic year has unduplicated headcount of 638 students enrolled in noncredit ESL courses. The enrollment for the last three terms are as follows:

Fall 2015	450
Spring 2015	555
Summer 2015	407

**3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and disproportionate impact and consequential validity studies were completed.**

ACCUPLACER for English uses the ACCUPLACER Reading Comprehension and Sentence Skills test that produces a combined score for placement. ACCUPLACER for ESL uses ESL Sentence Meaning, ESL Reading Skills, and ESL Language tests to produce a combined score for placement. 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. Career assessments include Strong Interest and Myers-Briggs to measure individual motivations, risks, and receptivity.

The ACCUPLACER tests were approved by the CCCCO on March 1, 2014, with probationary approval which expires on March 1, 2016. CASAS 1091 Reading Appraisal – Form 80R received probationary approval from 7/1/2014 – 7/1/2017. 1092 CASA Listening Appraisal – Form 80L Probationary 7/1/2014 – 7/1/2017.

English, Reading and ESL disproportionate impact and consequential validity studies were last completed in fall 2012. Mathematics disproportionate impact and consequential validity studies were completed in fall 2013. Findings included disproportionate impact for African American students in Basic Skills English courses and for Hispanic and African American students in Basic Skills mathematics courses. Plans to address these impacts include new instructional modalities such as acceleration, providing books to students, and professional development for faculty.

**English - ACCUPLACER**

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

**Mathematics - ACCUPLACER**

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

<sup>4</sup> Modesto Junior College CDCP Scorecard <http://scorecard.cccco.edu/scorecardcdcp.aspx?CollegeID=592>

**ESL - ACCUPLACER**

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

**ESL - CASAS**

Version	Hard copy
Forms	None
Modality	Hard copy
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

- 4. Describe what multiple measures are used, how they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.**

CASAS integrates multiple measurement with the use of background questions and weighted scores. Assessment and testing for course placement at MJC will be further expanded to include multiple measures, providing greater flexibility leading to more accurate student placement. These measures include onsite, computer-based assessment, ACCUPLACER; Early Assessment Program (EAP) scores, English Placement Test (EPT) scores and/or Entry Level Math (ELM) scores that place students into college-level math and/or English, following the CSU model; completion of an English and/or math course at another public or private college or university; and Advanced Placement (AP) English Literature, English Language or Mathematics exam results. Students submitting an admissions application may submit ACT, SAT or AP scores for placement; scores combined with a completed senior-class level math and/or English class; results from a prior college math and/or English course, or take a placement test in the Assessment Center.

- 5. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.**

If the student has not yet taken the test locally, MJC accepts assessment scores and placement results from any California Community College.

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

The Enrollment Services Assessment Testing web page defines retake policies; Student Success Specialist share policies and practices on re-takes and recency as they inform and coach students regarding assessment.

- 7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.**

Although MJC currently administers in hard copy form, CASAS is also available as an online, computer-based, and computer-adaptive test. Computer-adaptive tests (CATs) draw from an extensive CASAS item bank to customize assessments to the unique ability of each examinee. There is a \$2.00 per test fee.

- 8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.**

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

**9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.**

Title	Role
Student Success Specialist	Connect students to assessment services and proctor when needed

**iii. Counseling, Advising, and Student Education Planning**

**1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:**

- Counseling
- Advising
- Development of the Noncredit Student Education Plan (NSEP)<sup>5</sup>.

The English for Life and Work is a six, noncredit course sequence that is currently not approved as a formal program. There are plans to submit the courses through the local curriculum approval process and ultimately to the CCCCO to acquire program approval to meet the 2017/18 timeline. Counselors would then be able to assist ELW students with a Noncredit Student Education Plan (NSEP). Currently, ELW students are provided with a template document that demonstrates the pathway of the sequence and the outcome of the courses.

Counseling services are available to all students. In the interest of meeting the specific needs of ELW students, Counselors will provide educational planning workshops during periods of instruction. The noncredit Abbreviated Educational Plans inform the student of the pathway that will lead to credit and college level coursework. Other counseling service needs will be assessed and initially scheduled in close time and space proximity to the instructional period in order to alleviate the need for students to return to campus at separate times.

The Counseling Department developed an initiative to strengthen relations with the academic divisions who have noncredit programs; a counselor and a specialist have been assigned to students in these programs. The noncredit SSSP plan includes resources for a dedicated noncredit success specialist and adjunct counseling hours for noncredit educational planning. Adjunct Counselors and the noncredit specialists will work closely with faculty and students in the noncredit programs to ensure students receive needed information, services, and support.

During spring 2016, counseling services for noncredit programs will offer educational plan workshops in a success center. Eventually, the educational plan workshops for ESL and other emergent noncredit programs will be offered in the success center that is specifically for the noncredit programs. The centers will be established on west campuses where student who are in the noncredit programs can receive their noncredit education planning, orientations, assessment, and other services that will be available to students on a drop-in workshop basis. The counselor and the specialist assigned will also work with those students who are interested in enrolling in credit bearing courses such as

<sup>5</sup> The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

credit academic ESL and/or CTE programs. For students who are interested in at some point transfer, they will be connected to the career/transfer center.

**2. Describe the student audience and estimate the number to be provided services.**

Approximately 60% of ESL noncredit students are Spanish speaking; the remainder are predominately Middle Eastern and Southeast Asian native language speakers. On average, over half of noncredit ESL students are between the ages of 25-39. The Student Success Scorecard shows the percentage of students tracked for six years through 2013-14, who started first time in 2008-09 in an ESL noncredit course and completed a degree, certificate or transfer-related outcomes to be 3.1%<sup>6</sup>. The noncredit ESL course students are the most vulnerable students in our community. The program provides intensive English instruction to undocumented residents, Dream Act and DACA students, refugees, and recently-arrived immigrants.

The 2014/2015 academic year has unduplicated headcount of 638 students enrolled in noncredit ESL courses. The enrollment for the last three terms are as follows:

Fall 2015	450
Spring 2015	555
Summer 2015	407

**3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.**

As described in IIa.i.4, there are partnerships in place through an adult education consortium that can be a platform to reach students (with core services) who may transition into the noncredit English for Life and Work program.

**4. Describe at what points in the student’s academic pathway these services are provided.**

General counseling and advising is available to all students after admission. Once the ELW courses have acquired curriculum approval as a Career Development College Preparation program (CDCP), the NSEP will be provided to the students during the first course in the sequence. Students during the intermediate or advanced ELW courses will be encouraged to complete a credit SEP with a counselor, as it will provide direction and focus towards an eventual transition to a credit program for example in Career Technical Education or enrollment into credit academic ESL courses.

**5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.**

At this time, noncredit students do meet with a counselor to set up a plan. However, noncredit ESL faculty do provide some advising. Beginning in spring, students will meet in the noncredit success center and complete a noncredit educational plan with a counselor. Group advising will also be available to alleviate the wait time. Students with appointments will be seen when they arrive. The center is designed to eliminate wait times and provide just in time services.

**6. Describe any use of academic or paraprofessional advising.**

In 2015, a Noncredit Student Success Center will be established housing a part-time noncredit specialist, instructional assistant and an adjunct counselor. This effort will strengthen services for those students in the noncredit ESL and other emergent noncredit programs. The noncredit SSSP plan includes resources for a dedicated noncredit success specialist and adjunct counseling hours for noncredit educational planning. Counselors will receive updates on specific programs of study offered at the college, which is then shared with the rest of the team. The adjunct

<sup>6</sup> Modesto Junior College CDCP Scorecard <http://scorecard.cccco.edu/scorecardcdcp.aspx?CollegeID=592>

counselor and the noncredit specialist will work closely with faculty and students in the noncredit programs to ensure students receive needed information, services, and support.

- Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.**

N/A

- List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.**

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

- Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.**

Title	Role
Counselor	Student counseling and advising
Student Success Specialist	Connect students with Counselors, and support Ed Plan Workshops

#### iv. Follow-Up Services

- Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.**

Currently the Instructional Assistant and faculty working within this program monitor the progress and support needs of the students. As part of this plan, a formal referral program is being implemented including the assignment of a Student Success Specialist to support ELW students. Student Success Specialists receive referrals (both self- and faculty-initiated) to follow up with students who are experiencing academic difficulty. The Student Success Specialist will be trained in the specific needs of this population in order to best support them.

The Specialist will contact students through multiple methods to provide information about core service completion status, and assistance in accessing counseling and other services. The aim of the work of the Success Specialists is to increase student engagement with the institution, including strengthening connections between students and counselors, financial aid staff, and disciplinary faculty that can provide advisement.

An ongoing partnership will be created among counselors, faculty, specialists, and students, intended to foster success and retention by connecting the student to the college and to resources. This overarching model of the institution is based on the Growth Mindset Theory<sup>7</sup>: to help students understand the mind and that their potential is malleable and not fixed; to increase the feeling of belonging; and to foster the understanding that immediate work is

<sup>7</sup> Yeager, D., and Walton, G. (2011). Social-psychological interventions in education: they're not magic. *Review of Educational Research*. April 2011. 81:267.

connected to one's long-term goals. Through collaborative work, this model will be delivered through a structured framework that also incorporates the six success factors documented in the RP Group findings: Student Support (Re)defined"<sup>8</sup>.

2. **Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.**

The student audience is that of the entire ELW noncredit ESL program (as described in Ila.i.2). Students within the ESL program usually have not yet identified a course of study beyond noncredit coursework; at-risk follow up services will be made available to each student. These efforts will be focused as a Student Success Specialist will work closely with the noncredit ESL instructional faculty in order to ensure Student Success Support Services are visible and accessible.

3. **Include an estimate of the annual number of students to be provided these services, and the process to identify them.**

The 2014/2015 academic year has unduplicated headcount of 638 students enrolled in noncredit ESL courses. As the target student audience fits the defined at-risk category, the noncredit Student Success Specialist will be assigned a caseload based on total enrollment of ESL noncredit courses. The noncredit Student Success Specialist is expected to create an ongoing, proactive partnership that includes calls and meetings that will create a relationship that will allow the Specialist to connect students to resources and core services using the Growth Mindset approach.

4. Describe the strategies for addressing the needs of these students, including:

- Types of services available & strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

The Student Success Specialist will work to connect the students with campus resources, and core services, and create an ongoing partnership focused on growth mindset practices.

A part time counselor will devote time to serving the ELW students with counseling, advising, and noncredit educational planning as well as at-risk follow up. As with the other core services, the primary strategy will be to reach the students within or in close proximity to the classroom. When offered within the classroom, it will be in a group setting. The Student Success Specialist will reach out to the students with classroom presentations, phone calls, and emails. The Specialist will be strategically located near the majority of ELW classrooms so that students can receive services before or after classes on a drop-in or prescheduled basis.

5. **Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.**

SARS will be used to manage the caseload notes and contacts, allowing the Student Success Specialist the ability to track contacts, and student needs and referrals made.

6. **List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.**

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

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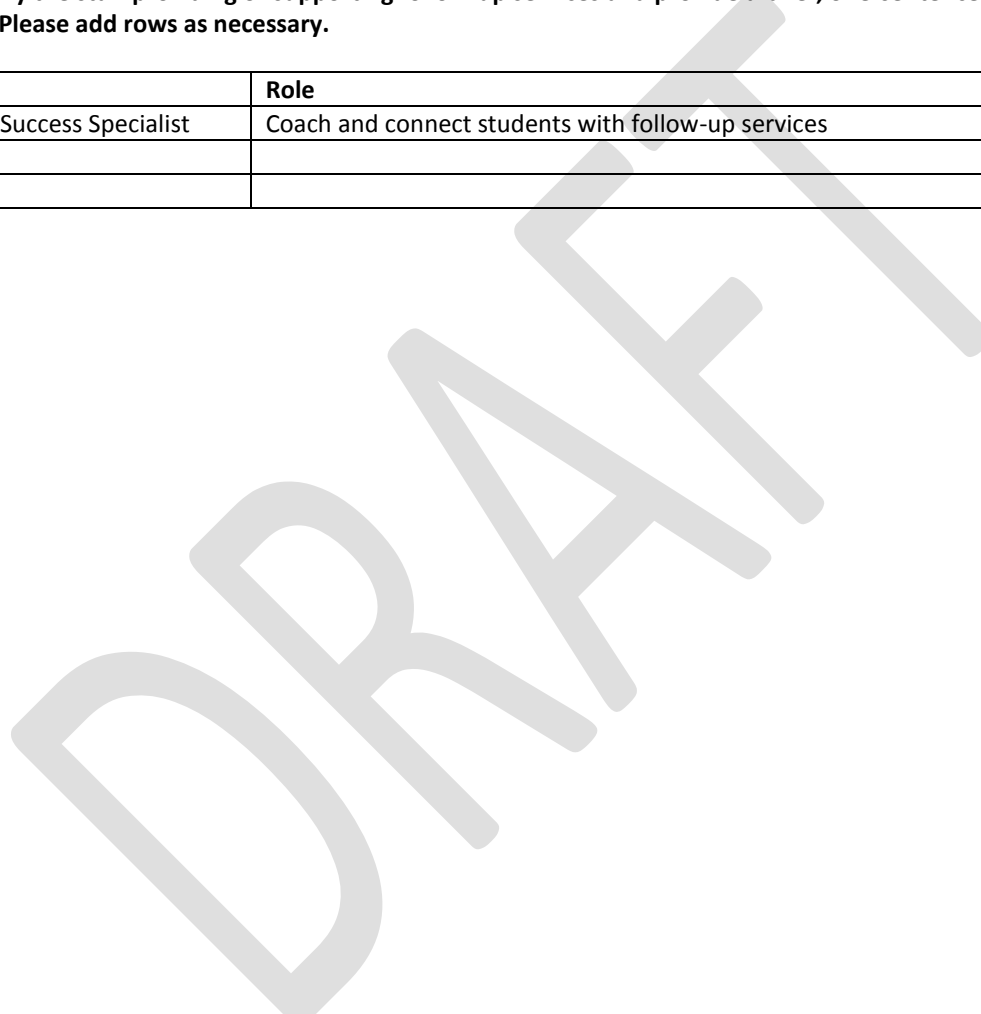
<sup>8</sup> RP Group, Description of background information and research questions driving Student Success (Re)defined, <http://rpgroup.org/content/research-framework>



Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses	Professional Development	10,000	
6000	Capital Outlay			
7000	Other Outgo			

7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Student Success Specialist	Coach and connect students with follow-up services



## IIb. Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
		\$

## SECTION III. POLICIES

### i. Exemption Policy

Provide your institution’s policy for exempting noncredit 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 student:

- Has an Associate or higher degree; or
- EAP results demonstrating level 4 achievement or level 3 achievement plus completion with a ‘C’ or better of senior-level math and/or English class;
- Has taken other California community college assessment tests and has submitted test results and other information (college catalog description with course description) to MJC Records Office; or
- Has taken other college math, English composition or ESL classes and has submitted official transcripts to the Records Office; or
- Is enrolling only in activity classes, apprenticeship classes, employer-required classes, personal growth/enrichment classes, classes to maintain a certificate or license, or other noncredit classes only, and has completed fewer than 15 units. Being exempt from testing does not release the student from any prerequisite requirements a course may have.

Student may be exempted from counseling/advising if they:

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

Exemption from Orientation

- Earned an associate or higher degree (earned from a U.S. Regionally Accredited Institution)
- Are 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 education goal of enrichment (intellectual, recreational, or cultural)

Additional Exemptions from Assessment

- Passed the CSU ELM Math test with a score of 50+; the test must have been taken within the last 5 years
- Passed the CSU EPT English test with a score of 147+; the test must have been taken within the last 5 years
- Passed an appropriate English or Math Advanced Placement (AP) test with a 3 or higher score

**ii. Appeal Policies**

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.

A student may appeal required participation in one or more SSSP core services if he/she does not meet the exemption categories. The challenge must be submitted, along with any supporting data, to the Director of Enrollment Services. Forms are available from the Admissions Office or online. The Director of Enrollment Services may request supporting documentation and/or a conversation with the student prior to making a decision. The website will be revised to include a link for students to appeal policies and procedures.

**iii. Prerequisite Procedures**

**Provide a brief description of the procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering student challenges.**

Local approval of degree-applicable credit, nondegree-applicable credit, and noncredit courses must include review by the curriculum committee according to Title V, section 5502. The curriculum committee and the governing board must determine that the course meets the standards of sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of Title 5. In addition, all courses must be appropriate to the mission of the college, as defined in Education Code section 66010.4 and must also be consistent with requirements of accreditation.

Curriculum Committee has developed a five year course matrix to ensure all offered courses are reviewed once every five years. The process begins as faculty submit a course proposal using Title V and the CCCC course approval handbook guidelines thru CurricUNET. Courses are reviewed thru Curriculum committee via CurricUNET and is added to committee agenda to address any concerns (if any). The course description, course objectives, content, methods of evaluation, methods of instruction, and typical assignments are then read during committee meeting. Once course is approved at the curriculum committee level, the course is place on the Board of Trustees agenda for approval. Afterwards, it is then submitted for final approval to the CCCC.

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.

<http://www.mjc.edu/student-services/enrollment/testing/assessmentrequirements.php>

## **SECTION IV. PROFESSIONAL DEVELOPMENT**

Briefly describe plans for faculty and staff professional development related to implementation of noncredit SSSP.

Training plans for the 2015-16 academic year include both initial and ongoing Student Success Specialist training will be provided by Inside Track. This training will help develop skills supporting at-risk students through Growth Mindset Theory approaches. This framework will aid in the development of student relationships with the institution and reinforce the scope of support, training regarding core services of SSSP and how they involve faculty, staff and students; faculty and staff training on procedures for a robust Early Alert system; a training program for financial aid/admissions and records and business office staff to better coordinate services; and the development of faculty training in the delivery of supplemental instruction to support students and ways to support at-risk students in Basic Skills and other courses. Training in data analysis will focus on identifying and monitoring outcomes and impact of core services.

Specialists and counselors will attend the CA Perkins Nontraditional & Special Populations (JSPAC) Conference to strengthen knowledge and ability in serving special populations, including nontraditional learners, learners with economic disadvantage, limited English proficient learners, learners with disabilities, learners who are single parents and displaced homemakers.

## SECTION V. INSTITUTIONAL RESEARCH

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

The management of this caseload in SARS will allow the College to track the cohort effectively and begin to allow for the capacity to report new MIS elements when in place. Completion of core service and the relationship with cohort movement through the noncredit sequence and ultimately towards college-level coursework and degree or certificate achievement can be measured. Its immediate use can be a baseline, as well as the data found on the CDCP Student Success Scorecard demonstrating results prior to noncredit SSSP services.

## SECTION VI. PLAN COORDINATION

**Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts**  
Briefly describe how the plan and services are coordinated with the credit SSSP plan, student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education, and departmental program review.

Services provided through the credit and noncredit SSSP plans are coordinated with those outlined in the Student Equity Plan, the Basic Skills Plan, accreditation needs, other categorically-funded student support programs, Adult Education (AB 86), a new Title V grant from the Department of Education, and the strategic goals of the college. The SSEC currently reviews the priorities of SSSP, Student Equity and Basic Skills at each meeting; the noncredit SSSP efforts will now be integrated into the same cycle of review. Through the Achieving the Dream framework, a college data team has been organized to receive in-depth data analysis training. This training will enable better coordination of the outputs and outcomes of plans and programs and increase capacity as an institution by evaluating practices and policies through a student equity and success framework. Budgets for individual initiatives are tracked to ensure compliance with state requirements, leveraging of multiple programs, and assurance that expenditures are appropriately allocated. Administrative oversight is closely coordinated between the Vice President of Student Services and the Vice President of Instruction and progress is reviewed by the Executive Cabinet. These initiatives are a top priority of the college, with frequent communication about the plans and services shared with all stakeholders.

## SECTION VII. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

**ADDITIONAL INFORMATION**

Questions regarding the development and submission of the noncredit SSSP plan may be directed to: [noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu).

**Attachment A  
Noncredit SSSP Plan Participants**

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

Name: James Todd Title: Vice President, Student Services

Stakeholder Group: Student Services

Name: Flerida Arias Title: Dean

Stakeholder Group: Equity and Student Learning

Name: Jillian Daly Title: Dean

Stakeholder Group: Literature & Language Arts / Library and Learning Center

Name: Jacquelyn Forte Title: Director of Basic Skills

Stakeholder Group: Basic Skills

Name: Ruth Luman Title: Faculty

Stakeholder Group: ESL

Name: Pamela Kopitzke Title: Faculty

Stakeholder Group: ESL

Name: Mary Calderon Title: Instruct. Assistant

Stakeholder Group: ESL

Name: Pedro Mendez Title: Dean

Stakeholder Group: WorkForce Development and Technical Education

### Attachment Student Success and Equity Committee (SSEC) Membership 2015-16 Committee of the College Council

MEMBERSHIP. The Student Success and Equity Committee is made of the following voting members (all faculty members are appointed by the MJC Academic Senate):

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Co-Chair (Faculty Member)</li> <li>• Co-Chair (Administration – Vice President of Instruction)</li> <li>• Counseling Faculty Member (General Counseling)</li> <li>• Counseling Faculty Member (Special Programs)</li> <li>• Basic Skills Faculty Member (English/Reading/ESL)</li> <li>• Basic Skills Faculty Member (English/Reading/ESL)</li> <li>• Basic Skills Faculty Member (Math)</li> <li>• Instructional Faculty Member (Career Technical Education)</li> <li>• Instructional Faculty Member (General Education/Transfer)</li> <li>• Vice President of Student Services</li> <li>• Dean, Literature and Language Arts</li> <li>• Dean, Science, Math and Engineering</li> <li>• Dean, Career Technical Education</li> <li>• Dean, Student Equity</li> <li>• Classified Staff</li> <li>• Classified Staff</li> <li>• ASMJC Representative</li> </ul> | <p>Curtis Martin<br/>Brenda Thames<br/>Pamela Crittenden<br/>Elizabeth Hondoy<br/>Daniel Schmidt<br/>Pamela Kopitzke<br/>Ashley Yu<br/>Deborah Laffranchini<br/>Al Smith<br/>James Todd<br/>Jillian Daly<br/><i>Vacant</i><br/>Marla Uliana<br/>Flerida Arias<br/>Sofie Pettygrove<br/>Viengkham Champa<br/>Stephanie Pierce</p> |
|---|--|

The following are non-voting members:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Director of College Research</li> <li>• Manager, Learning Center</li> <li>• FTIC (First Time in College) Coordinator</li> <li>• Any faculty, staff, administrator, or ASMJC representative beyond the above that is appointed and continually serves on the committee:</li> </ul> <p>Faculty, Counseling (Special Programs)<br/>Management, Health Services<br/>Management, Director, Grants &amp; Resource Development<br/>Faculty, Student Advisor, Adjunct – ASMJC<br/>Management, Interim-Dean of Counseling &amp; Student Services<br/>Management, Student Services<br/>Classified, Enrollment Services<br/>Management, CS Fiscal<br/>Faculty, History, Adjunct</p> | <p>Scott Kerlin<br/>Shirley Miranda<br/>Elizabeth David<br/><br/>Barbara St. Urbain<br/>Cecilia Vera<br/>Jenni Abbott<br/><i>Vacant</i><br/>Martha Robles<br/>Michelle Vidaurri<br/>Molly Boyatt<br/>Sarah Schrader<br/>Talitha Agan</p> |
|---|--|

The SSEC encourages the broad participation of all college constituencies beyond the above membership, and the meetings are open.

## RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)
- English for Life and Work courses have helped many students attain employment, advance in their careers, receive CTE training, matriculate into the academic ESL program, or simply communicate in everyday life and work situations. The language instruction also empowers students to engage in the community and become more active and educated citizens. Given the fact that Modesto has a 20% foreign-born population and has recently been ranked as the fifth least educated city in the nation, and nearly 45% of the county's residents identify themselves as non-native English speakers, a well-coordinated language program is a need of the entire community.