



Noncredit

Student Success and Support Program Plan

2015-16

District: Monterey Peninsula Community College

College: Monterey Peninsula College

Report Due Postmarked By

**Friday
October 30, 2015**

Email PDF of completed plan to:

noncreditSSSP@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

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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.¹ 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 categories²:

- 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.

¹ 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

² 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

College: Monterey Peninsula College (MPC)

District: Monterey Peninsula Community College

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.

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. 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 I. SIGNATURE PAGE

College/Noncredit Adult Education Program: English as a Second Language

District Name: Monterey Peninsula Community College

We certify that noncredit SSSP funds will be expended in accordance with the provisions of Chapter 2 (commencing with section 55500) of Division 6 of title 5 of the *California Code of Regulations* and the SSSP Funding Guidelines.

LaKisha R. Bradley Ms. LaKisha Bradley, Director of Student Success and Equity
Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: (831) 646-4261 Email: lbradley@mpc.edu Date: 10/29/2015

Laurence E. Walker Mr. Laurence E. Walker, Dean of Student Services
Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: (831) 646-1372 Email: lwalker@mpc.edu Date: 10/28/15

[Signature] Dr. Steve Crow
Chief Business Officer (Typed Name and Signature)

Alfred Hochstaedter Dr. Alfred Hochstaedter
Academic Senate President (Typed Name and Signature)

Walter A. Tribley Dr. Walter Tribley
Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

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Email: lbradley@mpc.edu Phone: (831) 646-4261

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 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.

Our English as a Second Language orientation is a two-step process. First, a counselor assigned to ESL students attends every English as a Second Language assessment to introduce our support services for ESL students. During this presentation the counselor introduces herself and our follow-up support staff members, invites them to make an appointment to meet with her or with the follow-up support staff, and informs students about upcoming Schedule Building and Educational Planning Workshops. The second part of the orientation process is a one-on-one session with the ESL counselor. These sessions occurs on the main campus in

Monterey, at the Marina Education Center, and at off campus community sites. During these sessions, the counselor reviews the following:

- Academic expectations and progress standards – including the English as a Second Language (ENSL) course sequence and certificate requirements;
- Maintaining registration priority – detailing the importance of priority registration and providing key dates for the registration process;
- Prerequisite or co-requisite challenge process –general information on the process and the dates for the next available challenge opportunity;
- Description of available programs, support services, and campus facilities, and how they can be accessed – all student services available on campus and their eligibility requirements, including EOPS, Financial Aid, ARC (MPC’s DSPS program), English Study Skills Center, Math Learning Center, Business Skills Center, and Student Health Services;
- Academic calendar and important dates timeline – including registration deadlines and priority registration timeline;
- Registration and costs related to attendance – noncredit vs. credit fees, financial aid, BOG eligibility, and additional student fees including the differing fee costs based upon campus of attendance;
- Available education planning services – information on services available and meeting with the ESL counselor to develop a comprehensive student educational plan;
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students – including review of the MPC website, demonstration on navigating the student portal, the resources available there, and the need to visit this regularly, general process for scheduling appointments.

We are in the process of developing a group orientation for English as a Second Language students. Beginning in Spring 2015 we will offer group orientations in addition to the one-on-one appointments that the ESL Counselor has been offering. This orientation will cover the same information mentioned above in the individualized sessions.

The ESL counselor works closely with our ENSL instructors to offer a continuing student orientation. This orientation includes information on important dates and deadlines, changes in financial aid, available supplemental instruction, transitioning from the non-credit English as a Second Language program to credit courses and programs, completing the math assessment, and an explanation of key terms such as prerequisite and advisory. The Counselor visits the ESL classes and speaks to students about their next steps.

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

The noncredit ESL program is targeted toward any student who needs or wants to take English as a Second Language Courses. During the 2014-2015 academic year, Monterey Peninsula College served 418 noncredit full time equivalent students (FTES), 366 of whom were students taking our English as a Second Language courses.

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

Currently, our orientation begins as a brief group general information session prior to the start of the English as a Second Language assessment. Students then schedule individual appointments or drop in to speak with the ESL counselor. At this point in time we do not offer an online orientation for our noncredit ESL students.

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

Monterey Peninsula College partners with the local area high schools and makes presentations in their English Language Development classes. Our ESL follow-up staff visits the high school campuses monthly to meet with students during the Fall semester and weekly during the Spring semester to meet with students. In the spring, ESL follow-up staff conducts an MPC application workshop, helps students sign up for an assessment and for Schedule Building and Educational Planning workshops. The ESL counselor also makes presentations at local area adult schools and community agencies such as the Castro Plaza Family Resource Center. As part of our partnership with one of the local high schools, our ESL counselor has presented to and worked with the PIQUE parent group meeting to share our noncredit course offerings. During this event, Parent University, the ESL counselor and ESL follow-up staff presented information on barriers to college, financial aid resources, educational planning, MPC majors and programs, career options, and assessment information. This event was conducted in Spanish for seniors at the high school and their parents.

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

In most cases, the orientation occurs before students register for courses. In cases where a student has enrolled prior to an orientation, we will contact the student and schedule an appointment for the student to meet with the counselor or the follow-up staff member. Additionally, this information is reviewed when the ESL counselor and the ESL follow-up staff member visit the ESL classes each semester to speak with students and introduce available services.

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.

We offer the *Not Anymore* sexual assault prevention program, covering sexual misconduct, safety, and bystander intervention skills. This program is only available in an online format and we have not been directing our noncredit students to complete this program. We will explore this option and possible other avenues for presenting this information to students with a goal to have an identified program in place by the end of the year.

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.

We currently subscribe to *Not Anymore* which has a \$2,280 access fee/year.

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		\$	\$
	ESL Counselor	.1	\$6,627	
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
	ESL Counselor	.1	\$2,707	
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
Counselor	Conduct orientations and general information sessions

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.

All assessments at MPC are coordinated through our Assessment Office. Students wishing to take English as a Second Language (ENSL) courses must either begin in Level 1: Beginning English or take the English as a Second Language assessment. We offered 17 English as a Second Language assessment opportunities throughout the year. Twelve of these were offered on our main campus in Monterey and five were offered at the Marina Education Center. Students are assessed using ACCUPLACER ESL Reading and Listening tests.

Prior to the start of the assessment, the ESL counselor visits to introduce herself and the ESL follow-up support staff and informs students about the support services available for ESL students.

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.

All ESL students, including noncredit students, are assessed for placement. The noncredit ESL program enrolls approximately 366 students annually. Students can self-place in Level 1: Beginning English ESL courses.

New ESL students and any returning students who assessed prior to Fall 2012 are required to assess before enrolling in courses. Students who have had a year or more break in attendance but took their assessments in/after Fall 2012 are not required to assess however, they are given the opportunity to assess or to continue on in the ESL sequence from where they left off.

Students who pass their ENSL courses are allowed to move further along in the ENSL course sequence. Beginning with Spring 2015 we began offering P/NP grades in our noncredit ESL courses.

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 indicate when tests were approved by the CCCCO and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

Our English as a Second Language assessments are conducted using the following:

Test	Approval Begin Date	Approval Type
ACCUPLACER – ESL Reading Skills	3/1/2014	Probationary, Expires 3/1/2016
ACCUPLACER – ESL Listening Test	3/1/2014	Full, Expires 3/1/2016

Additionally, during the assessment process, students submit a writing sample that is used as a multiple measure tool for writing course placement. The English as a Second Language Department, the Director of Institutional Research, and the Director of Student Success are working to submit the essay prompts for approval as an authorized writing assessment. The Director of Institutional Research is currently reviewing prior essay responses and scores to investigate for interrater reliability and test bias. Consequential validity studies for the sequenced writing courses will be conducted in Spring 2016. Once completed, the college will submit a Validation Report for the Locally Developed English as a Second Language Writing Sample for

review to the California Community College Chancellor's Office in April 2016. The Chancellor Office's final approval process for assessment instruments will be completed in August 2016.

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.

Students can self-place in Level 1: Beginning English ESL courses. Also, we use a self-descriptor worksheet activity that students can complete to determine whether or not they should begin in Level 2: High-Beginning ESL courses. Students are offered this option when meeting with the counselor or attending the English as a Second Language assessment. If a student chooses this option, the student meets with the ESL counselor who evaluates the worksheet and will either

- put an equivalency for Level 1 courses into our student information system, thereby allowing the student to register for Level 2 courses, or
- if there is the possibility that the student may be skilled enough to take higher level courses, will advise the student to take the assessment for a course placement.

Students also complete a written essay that is reviewed by at least two members of the English as a Second Language faculty who then assign a writing level placement for students. These essays and placement results are returned to the assessment office where the Categorical Services Coordinator – Assessment uploads placement results into our Student Information System.

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.

MPC will accept other California Community College placement scores and transcripts from other colleges to place students into English as a Second Language courses.

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

This information is available to students on the [MPC assessment website](#) and the counselor, the follow-up staff, Categorical Services Coordinator – Follow-Up, and the Categorical Services Coordinator – Assessment communicate this information verbally to students who inquire.

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.

Currently MPC offers a computerized ACCUPLACER ESL Reading Skills and ESL Listening Test as an English as a Second Language assessment. For Writing course placement students complete an homegrown essay that is reviewed by at least two English as a Second Language Department faculty members who make a writing course placement decision. Additionally, students can self-place in Level 1 and complete a Self-Assessment Descriptor to place into Level 2 courses. Everyone wishing to begin at Level 3 or higher must complete the ACCUPLACER assessment.

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			
	Categorical Services Coordinator - Assessment	.1	\$3,713	
3000	Benefits			
	Categorical Services Coordinator - Assessment	.1	\$3,297	
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
Categorical Services Coordinator - Assessment	conduct assessments and enter placement results into SIS

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)³.

Counseling and advisement takes place throughout the semester. As the counselor makes presentations out in the community, students can make first contact with the counselor prior to completing an MPC Application for Admission. Counseling services are most often one-on-one sessions in the counselor's office however students can receive advising in group formats when the counselor makes classroom and community agency visits. The counselor provides information on the ENSL sequence of classes, noncredit certificate requirements, the level or courses that are available as non-credit options and when the ESL courses are only offered as for credit options, general MPC policies and procedures, financial aid requirements, and other information as needed and requested by students.

The noncredit student education plan is entered into our student information system that allows students to access and review their educational plans online through their student portal. This education plan details the courses students must take in order to complete the English as a Second Language sequence of courses. Education plans are also developed with courses to assist students in the transition to credit level courses.

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

All non credit students can receive counseling, advising, and educational planning services. Our plan is to provide these services to all of our noncredit ESL students. With this in mind, our estimated number to be provided services for the 2015-2016 academic year is 400. There were 63 noncredit students who received counseling/advising services and 91 noncredit students who received educational planning services during the 2014-2015 academic year.

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.

Monterey Peninsula College partners with the local area high schools, adult schools, and community agencies. Our ESL counselor has participated in the Adult Education Regional Consortium of the Monterey Peninsula, which began in 2014-2015 and focuses on adult education and how the educational institutions in our community can collaborate to better serve our community. Additionally, the ESL counselor presented a series of Schedule Building and Educational Planning workshops for English as a Second Language students and a series of Schedule Building and Educational Planning Workshop for high school seniors.

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

³ 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.

Counseling and advising services are available throughout the academic pathway for ESL students. They can meet with a counselor before applying to the college and at any point in time while they are attending courses through the college. Educational planning services occur after a student has assessed and prior to their registering for classes. Schedule Building and Educational Planning Workshops are available within two days of an English as a Second Language assessment. At these workshops, the ESL counselor, the Categorical Services Specialist – Follow-Up, and the Director of Student Success review students' placements with them and help them to register for classes. The counselor discusses the sequence of courses and meets with students individually to develop their educational plans. This typically happens during their first semester of attendance.

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.

During every presentation (in classrooms and in Schedule Building and Educational Planning workshops) students are provided with a flyer that details counseling availability. The ESL counselor has drop-in available from 12:00 - 1:30 on Wednesdays and Thursdays every week. Additionally, we have another ESL counselor who is available to meet with student at the Marina Education Center one day a week from 4:00 -7:00 pm. Students can also call or email the counselors to discuss their concerns. While encouraged to conduct all of the counseling sessions with the ESL counselor, for consistency, ESL students can see counselors in the general Counseling Depart as detailed below. The ESL follow-up staff also provides regular office hours (Monday – Thursday from 8:30 – 12:00 to address student needs that do not require a counselor. On average, students are usually able to schedule an appointment with no more than a week long wait and students who come to see a counselor for a walk-in appointment wait no more than 15 minutes.

6. Describe any use of academic or paraprofessional advising.

Students develop a one semester education plan as part of the Schedule Building and Educational Planning workshop. English as a Second Language Schedule Building and Educational Planning workshops are conducted by the ESL counselor with additional support provided by the Categorical Services Specialist – Follow-Up. In all other Schedule Building Workshops general information is presented by the Categorical Services Coordinator – Orientation and the schedule building and development of a 1 semester abbreviated student educational plan is conducted with/by a counselor. Academic advising services primarily occur as part of a one-on-one appointment with a counselor. Students meet with a counselor in either a 30 minute or an hour long appointment. Topics covered during the counseling session include establishing the student's academic goals, a review of the English as a Second Language course sequence, mapping out the courses required for a student to reach their goal, and development of a plan that is a minimum of two terms in length and reflects the number of terms needed for a student to complete their goal.

The Categorical Services Coordinator – Follow-Up performs various paraprofessional services and serves as the first point of contact for students’ concerns. The Categorical Services Specialist – Follow-Up assists students with general policy and process questions, navigating online resources, program information, orientations, and a general overview of services available to students.

- 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.

SARS Grid for scheduling appointments

SIS for comprehensive student records including counseling notes, enrollment history and assessment results

MPC Website for general information

Other community agency websites

- 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		\$	\$
	ESL Counselor	.3	\$19,883	
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
	ESL Counselor	.3	\$8,119	
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
ESL Counselor	Provide all follow-up services to students that require counselor support

iv. Follow-Up Services

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

Follow-up services are provided to students to support student success, persistence, and retention. Follow-up services begin for ESL students from the moment of initial contact. Services and include:

- assistance with the MPC application and registering for assessments
- reviewing placement results and helping students to enroll in classes
- follow-up counseling services
- visits to classrooms
- referrals to community agencies and services
- support in transitioning to for credit courses

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 any student taking a noncredit course. There were 366 students who received services with approximately 250 who made regular visits to work the the Categorical Services Coordinator - Follow-Up.

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

There were 366 students served during the 2014-2015 academic year. We project that this number will increase now that we will be hiring a full time Categorical Services Coordinator - Follow-Up to reach and to and support these students. We provide follow-up services to all students who take an English as a Second Language assessment and they are identifies via the assessment rosters. Additional students are identified when they meet with the ESL counselor and/or Categorical Services Specialist – Follow-Up. At this time our program is committed to providing follow-up service for every English as a Second Language student who makes contact with our office. Additionally, students are identified with direct referrals from the English as a Second Language instructors.

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.).

We try to have a one-stop approach to services available English as a Second Language. As such, we provide assistance to them will all aspects of being a student at MPC. This includes, but is not limited to, assistance with registering for classes, understanding the English as a Second Language sequence, assistance with applications, and information on college policies and procedures.

Currently, our strategy is the have the Categorical Services Specialist – Follow-Up monitor student progress and check in with noncredit students several times throughout the semester to offer support and answer questions. The Categorical Services Specialist - Follow holds office hours Monday - Thursday from 8:00 - 12:00 to support students. Additionally, the ESL counselors have drop in hours on Tuesdays from 4:00 - 7:00 and Wednesdays and Thursdays from 12:00 - 1:30. The Categorical Services Coordinator – Follow-Up has and will schedule appointments for students to meet with the ESL counselor and supports the counselor in reaching out to students who have not identified their educational goal.

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

SARS Grid for scheduling appointments
 SIS for comprehensive student records including counseling notes, enrollment history and assessment results
 MPC Website
 Other community agency websites

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.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
	ESL Counselor	.1	\$6,627	
2000	Classified & Other Nonacademic Salaries			
	Categorical Services Specialist – Follow-Up	.4	\$14,851	
3000	Benefits			
	ESL Counselor	.1	\$2707	
	Categorical Services Specialist – Follow-Up	.4	\$13,188	
4000	Supplies and Materials			

5000	Other Operating Expenses			
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
Counselor	Provide all follow-up services to students that require counselor support
Categorical Services Specialist – Follow-Up	Provide all follow-up services to students that do not require counselor (for example: phone calls for follow-up appointments)

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
1000	Director of English Study Skills Center (ESSC), 0.15 FTE	\$11,961
2000	Instructional Specialist (ESSC), 2.70 FTE	\$70,633
2000	Director of Institutional Research, 0.10 FTE	\$8,326
3000	Director of English Study Skills Center (ESSC), 0.15 FTE	\$7,557
3000	Instructional Specialist (ESSC), 2.70 FTE	\$5,121
3000	Director of Institutional Research, 0.10 FTE	\$4,660

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.

Exemption from Orientation: Students may be exempt from Orientation if they meet one of the exemption criteria listed below:

- earned an associate or higher degree
- are a non-matriculating K-12 grade student
- are concurrently enrolled in another college or university and are receiving matriculation services at that college or university
- are taking courses for personal interest
- are taking courses for advancement in current job/career (updating job skills)
- are taking courses to maintain a certificate or license

Exemption from Assessment: Students may be exempt from assessment if they meet one of the following criteria:

- are taking courses for personal interest that do not require an English or math course as a prerequisite.

- are taking courses for advancement in current job/career (update job skills) that do not require an English or math course as a prerequisite.
- are taking courses to maintain a certificate or license that do not require an English or math course as a prerequisite.
- are concurrently enrolled at another college, or have assessed at another Community College in California, and/or are taking courses that do not require an English or math course as a prerequisite

Additionally, students may be exempt from taking an English Assessment if they:

- have completed a college level reading or writing course with a passing grade of “C” or higher (with a catalog course description required to review 4-year, out-of-state or private college courses),
- have taken an English assessment at another California Community College. Qualifying raw score report needed from the English test taken at another college,
- are eligible to receive English credit through completion of the CLEP (50th percentile),
- have completed the College Board Advanced Placement exam in English Language or English Literature test (score of 3 or higher), or
- have a score of 151 or higher on the CSU EPT English Assessment test.

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.

Monterey Peninsula College does not have a process for students to appeal mandatory participation in SSSP activities, however students can complete a waiver form that allows them to postpone the completion date for the orientation. With an approved waiver, students have an additional eight weeks time allotted to complete the orientation.

Currently, students are able to submit appeals to the Academic Council for: Academic Renewal, Refund of Fees, Change of Grade Option, and Registration Priority.

Students can submit a Maximum Timeframe Appeal to the Student Financial Services Office once they have completed 90 units. This appeal is reviewed by a committee to determine whether or not the student will continue to receive financial aid. Students are required to meet with counselors to discuss and identify the courses required for them to complete their program of study.

Our appeals policies and procedures are also located on our website.

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.

Monterey Peninsula College does not have a process for students to appeal mandatory participation in SSSP activities, however students can complete a waiver form that allows them to postpone the completion date for the orientation. With an approved waiver, students have an additional eight weeks time allotted to complete the orientation.

Currently, students are able to submit appeals to the Academic Council for: Academic Renewal, Refund of Fees, Change of Grade Option, and Registration Priority.

Students can submit a Maximum Timeframe Appeal to the Student Financial Services Office once they have completed 90 units. This appeal is reviewed by a committee to determine whether or not the student will continue to receive financial aid. Students are required to meet with counselors to discuss and identify the courses required for them to complete their program of study.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

At this time, we have not identified any opportunities for faculty and staff professional development related to the implementation of noncredit SSSP. The Student Success and Equity Coordinator will discuss possibilities with all staff connected to the noncredit ESL program to investigate professional development opportunities.

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 college will collect and analyze data that is related to each of the SSSP core services for noncredit ESL students. Institutional research data will be collected on

- Scheduled appointments,
- Drop-in counseling,
- Completed education plans,
- Students present during classroom visits,
- Referrals from noncredit English as a Second Language instructors for additional support,
- Numbers for Orientation and Schedule Building and Educational Planning Workshops,
- Numbers for assessments,
- Completion, retention, and progression rates for noncredit ESL students per level,
- Numbers of noncredit students who move to credit courses and programs, and
- Survey of students' reasons for attending, prior educational levels and other data to help us better identify community needs.

The data will be analyzed to measure and evaluate the impact of core services on student success and the outcomes of activities and projects funded through SSSP.

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.

The SSSP Plan and the Student Equity Plan relate directly to each other and were developed in concert with one another. Both were developed as a result of collaborative dialogues with various parts of the campus and our shared governance committees, including the campus' implementation of Basic Skills Initiative activities. Institutional research and data related to the Basic Skills Initiative, Student Success and Support, and Student Equity have been used as resources in the development of this plan. Student Success and Support efforts are have been coordinated with EOPS/CARE, ARC, TRiO/SSS, and CalWORKs ensure that the goals of SSSP are integrated throughout all student services programs on campus.

The Director of Student Success is directly involved in the development of both the SSSP and the Student Equity plans. Additionally, the SSSP Advisory group is active in the development of both plans. The SSSP Advisory Group has campus wide representation with its membership comprised of the Dean of Student Services, the Dean of Instruction, the Dean of Instructional Planning, the Director of Information Systems, the Director of Institutional Research, the Director of Student Success, the Director of Admissions and Records, the EOPS Coordinator, the Chair of the Counseling Department, the Chair of the Life Sciences Division, the Chair of the English as a Second Language Department, the Student Activities Coordinator, and faculty members from the English Department, the Math Department, student government president. Several of our members are also representatives of various shared governance bodies such as Academic Senate and College Council.

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@cccoco.edu.

Attachment A

Student Success and Support Program Plan Participants

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

Name: LaKisha Bradley Title: Director of Student Success & Equity
Stakeholder Group: Faculty -Math Department

Name: John Cristobal Title: Instructor, Math Department
Stakeholder Group: Faculty -Math Department

Name: Merry Dennehy Title: Instructor, English Department
Stakeholder Group: Faculty - English Department, Academic Senate

Name: Alethea Desoto Title: Counseling Department Chair
Stakeholder Group: Faculty

Name: Nicole Dunne Title: Director, Admissions and Records
Stakeholder Group: Management – Admissions and Records, Academic Council

Name: Heather Faust Title: Chair, Life Sciences Division
Stakeholder Group: Faculty - Anatomy Department,

Name: Laura Franklin Title: Dean of Instruction
Stakeholder Group: Administration – Academic Affairs, Basic Skills

Name: Maria Lopez Title: ASMPC President
Stakeholder Group: Student – Student Government President

Name: Molly May Title: Chair, English as a Second Language Dpt.
Stakeholder Group: Faculty – English as a Second Language

Name: Michael Midkiff Title: Director of Information Technology
Stakeholder Group: Management – Information Technology

Name: Eric Ogata Title: EOPS Coordinator/Counselor
Stakeholder Group: Faculty – EOPS/CARE, Academic Senate

Name: Julie Osborne Title: Student Activities Coordinator

College: Monterey Peninsula College (MPC)

District: Monterey Peninsula Community College

Stakeholder Group: Classified – Student Activities

Name: Rosaleen Ryan Title: Director of Institutional Research

Stakeholder Group: Institutional Research

Name: Francisco Tostado Title: Director of Student Financial Services

Stakeholder Group: Management – Student Financial Services

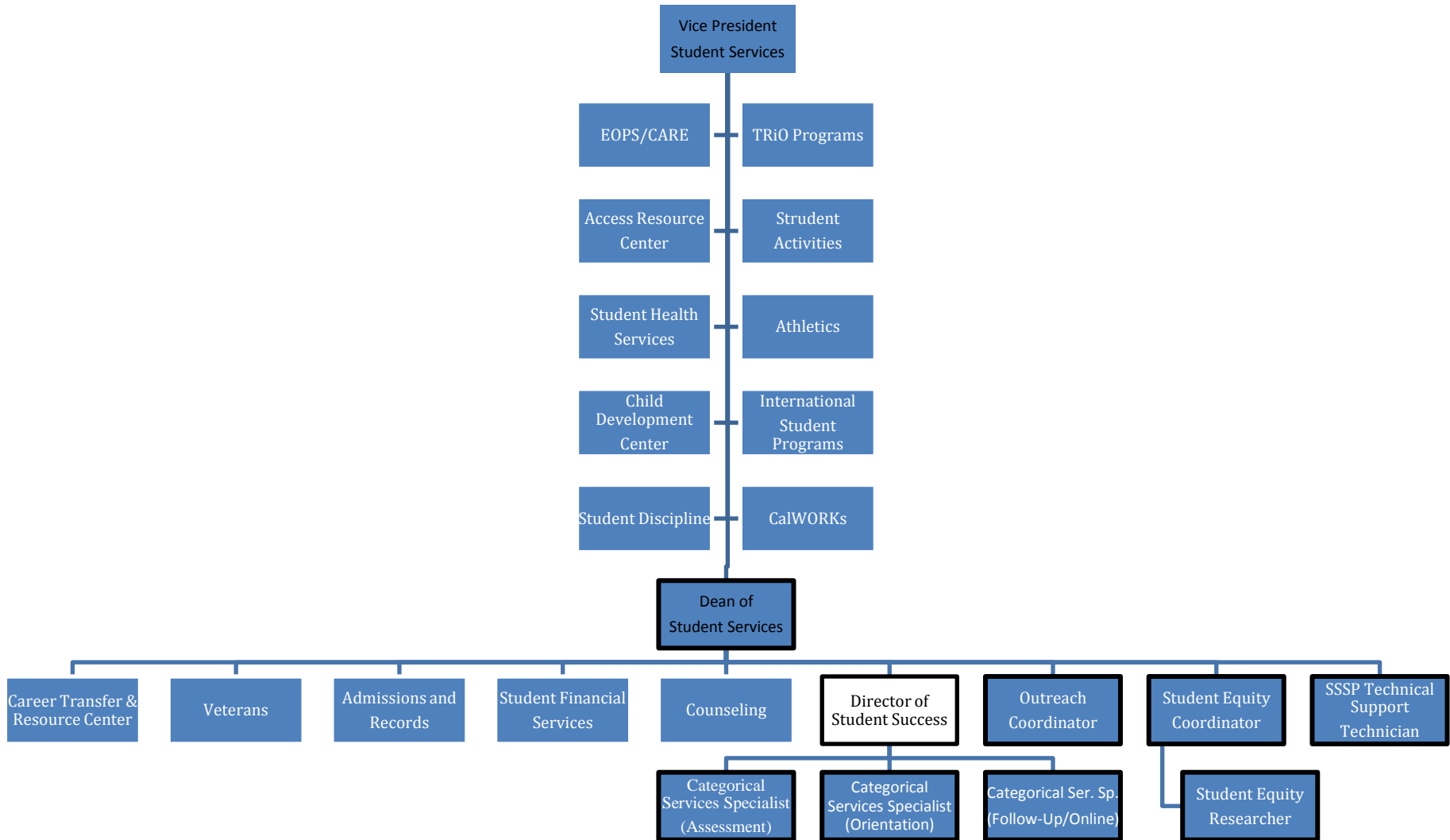
Name: Laurence Walker Title: Dean of Student Services

Stakeholder Group: Administration – Student Services

Attachment B Organizational Chart

2014-15 Monterey Peninsula College Student Success and Support Program (3SP) Organizational Structure

1. Please attach an organizational chart that illustrates the structure of your college’s Student Success and Support Program and highlight where the Student Success and Support Program Coordinator (noted in white box) is placed in your college.



3SP Funded Positions and Associated Responsibilities

1. Dean of Student Services: Responsible for the administration and budget development of Student Success and Support Program (3SP) and Student Equity.
2. Director of Student Success: Coordinates and supervises day to day operations of 3SP Core services.
3. Assessment Specialist: Provides assessment services as well as support for 3SP Core services
4. Matriculation Services Specialist. Senior: Provides orientation services as well as support for other 3SP Core services
5. Categorical Services Coordinator: Provides follow-up & online student services support as well as support for other 3SP Core services.
6. Student Equity Coordinator: Coordinates and supervises day to day operations for Student Equity with 3SP, Basic Skills and other categorical programs and services.
7. Student Equity Researcher: Provides research and analysis support for 3SP Core services
8. Outreach Coordinator: Provides outreach services with an emphasis on ESL.
9. 3SP Technical Support: Provides information technology support and maintenance of 3SP Core services.

Attachment C
Student Success and Support Program Advisory Committee

LaKisha Bradley	Interim, Director of Student Success
John Cristobal	Instructor, Math Department
Merry Dennehy	Instructor, English Department
Alethea DeSoto	Chair of the Counseling Department
Nicole Dunne	Director of Admissions and Records
Heather Faust	Division Chair, Life Sciences
Laura Franklin	Dean of Instruction, BSI Co-Chair
Michael Gilmartin	Interim Vice President for Academic Affairs
Maria Lopez	ASMPC President
Molly May	Department Chair, English as a Second Language
Michael Midkiff	Director of Information Technology
Eric Ogata	EOPS Coordinator/Counselor
Julie Osborne	Student Activities
Rosaleen Ryan	Director of Institutional Research
Francisco Tostado	Director of Student Financial Services
Laurence E. Walker	Interim Vice President for Student Services

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](#)