



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

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

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.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.

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.

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

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@ccc.co.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 PAGECollege/Noncredit Adult Education Program: Mt. San Antonio College / School of Continuing EducationDistrict Name: Mt. San Antonio Community College District

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.

Madelyn Arballo / Dean, Continuing Education *Madelyn Arballo*
Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: : 909-274-5228 Email: MArballo@mtsac.edu Date: 10-26-15

Irene Malmgren / V.P. of Instruction *Irene Malmgren*
Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 909-274-5414 Email: IMalmgren@mtsac.edu Date: 10-26-15

Michael Gregoryk
Chief Business Officer (Typed Name and Signature) Date: _____

Daniel Smith *Daniel Smith*
Academic Senate President (Typed Name and Signature) Date: 10/26/15

William Scroggins *William J. Scroggins*
Chief Executive Officer (Typed Name and Signature) Date: 10/26/15

Contact information for person preparing the plan:

Name: Liza Becker Title: Associate Dean, Continuing Education Programs and ServicesEmail: Lbecker@mtsac.edu Phone: 909-274-5233

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.

Mt. San Antonio College provides comprehensive noncredit student support services for students enrolled in Career Development and College Preparation (CDCP) programs within the School of Continuing Education. The primary areas include Elementary and Secondary Basic Skills (ABE/ASE and Health Careers), English as a Second Language (ESL and VESL Career Paths), and Short-Term Vocational courses and programs. Workforce Preparation courses are embedded in ABE/ASE, ESL/VESL, and Short-Term Vocational areas and will be described as part of those programs. Each area of the Noncredit Student Success and Support Program (SSSP) Plan will address targeted services currently offered and future plans for services where they may exist in order to help meet the needs and facilitate the achievement of goals for our diverse population of noncredit learners.

The primary goals of students who are enrolled ABE/ASE programs include short-term academic advancement and long-term career training, particularly in health careers. The optimum method to deliver orientation services to these students is in person, either individually or in groups, because many of them have academic or personal challenges that can more effectively be addressed through personal interaction. All receive comprehensive information regarding academic progress and success from the one full-time and three adjunct counselors. The orientation is integrated with the diagnostic assessment process for incoming students on a bi-weekly basis, scheduled to accommodate daytime and evening students. If students miss the bi-weekly group orientation, they are scheduled to meet individually with a counselor. Content includes program mission, student learning goals, program overview and guidelines, attendance and progress policy, academic and career counseling services, parking and ID card procedures,

important dates, records and privacy information, student complaint and grievance policy, standards of conduct, and next steps to enroll in classes. Each student receives a hard copy of the ABE Student Handbook. Orientation videos are currently in development for all ABE programs to enhance the orientation process and allow for counselors to spend more time in educational planning and goal setting activities. If students are 60 days from turning 18 years old, they are scheduled with a counselor for an individual orientation which they attend with a parent or legal guardian.

Students in the ABE Health Careers program receive additional information and materials that will help them as they consider and prepare to become prospective credit students. The orientation is facilitated by noncredit health careers faculty, counselors, and educational advisors and is designed to provide students with an overview of all core services. In addition, students are informed about mandated paperwork and clearances related to externships and licensing requirements.

New Student Orientation in ESL is integrated with the Assessment/Placement process for all incoming students on a weekly basis and is scheduled four times a day to accommodate daytime and evening students. The ESL counseling team, including one full-time and three adjunct counselors, conduct the orientation in groups. The counselors use an interactive slide presentation that introduces students to ESL policies, important contact people, and other required information in a manner that is easy to understand by students with a wide range of English proficiency. Content includes the progressive ESL levels that are core to the program, skills class options that target language skills or specialized areas such as TOEFL and Citizenship Preparation classes, and the capstone program of VESL Career Paths which helps them transition to credit or career pathways beyond ESL. Students are also presented with pictures and videos of important locations and services offered at the college, and whom to contact for help. Orientation lasts approximately 30 minutes. All students receive the ESL Student Handbook, which includes policies and standards of conduct that are translated into the key languages represented in the program.

Students enrolled in short-term vocational courses do not currently engage in a noncredit orientation process. This is an area of growth and will require additional counseling support. Development of an online orientation is planned for students who are enrolled in dual-listed courses (taking them with a noncredit Pass/No Pass option). For students in stand-alone classes, an orientation module is the ideal method to be embedded in the various courses and facilitated by the instructor or, if possible, by one of the noncredit counselors in either ABE or ESL programs.

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

ABE counselors provide orientations for approximately 2300 ABE and ASE students each year. Students in these programs have differing profiles, depending on their educational purpose. For example, the average High School Equivalency (GED/HiSET) student is a Hispanic/Latino male who is interested in obtaining high school credentials and pursuing educational, vocational, or personal goals. Conversely, students who enroll in computer literacy courses tend to be female, have at least a high school diploma, and hope to improve their skills in order to return to the workforce. Many of them are immigrants. Adult High School Diploma students range in age from 18 to 64, though a majority of them (66%) are primarily Hispanic/Latino males between the ages of 18 and 22 years who left high school in their junior or senior year.

Each year, approximately 870 Health Careers students attend orientation and opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills upgrade. Many students participating in this program are preparing for health-related licensure or certification exams. The majority of these students in the Health Careers courses are Hispanic/Latino women.

ESL provides orientation for an average of 3,500 incoming students each year. The trend for the past four years is on the increase with 837 (24%) more students tested and oriented in 2014-15 than in previous years (from 2,618 students in 2010-11 to 3,455 in 2014-15). Approximately half of the students are at the beginning levels of English proficiency, 25% are at intermediate levels, and the remaining 25% at advanced levels. While ages range widely from 17 to 80+, an overwhelming majority (85%) of them are between 24 and 65 years of age. These immigrant learners are also diverse in terms of educational, linguistic, and socioeconomic backgrounds. In terms of educational

background, approximately 25% of the ESL students have earned an advanced technical or college degree in their native country, and an almost equal 23% have either not earned a high school degree or state a high school degree as highest level of education. Approximately 55% of them speak Chinese and 35% speak Spanish. Sample surveys conducted with those enrolled in the ESL program note financial challenge as one of the primary obstacles for continuing along the academic path for many of the Hispanic/Latino students. The majority of the ESL students check employment or a college degree as their goals for studying English.

It is expected that over 1,800 noncredit students will require orientation throughout the various Short-Term Vocational programs offered at the College. These students are a diverse group with regards to age, ethnicity, and gender, with no one type of student being a majority. As described above, orientation formats are currently in development and will require additional staffing and support. One of the targeted groups to receive such services is from the Education for Older Adults (EOA) program which offers certificates such as Office Computer Applications. EOA students come with real world experiences and a range of life skills. Those enrolled in certificate programs focus on building skills as a means of supplementing their income through a job upgrade or re-entry into the workforce.

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

In ABE programs, counselors and educational advisors deliver orientation in groups on a bi-weekly basis. Students receive a handbook and are given the opportunity to ask questions at the end of each session. Following each session, students receive a referral for diagnostic assessments in a nearby lab. If unable to attend a group session, counselors will meet with them individually to provide the orientation. The orientation video, currently in development, will capture more students in the coming year. Health Careers students receive orientation in class, facilitated by Health Careers faculty and ABE counselors or educational advisors.

The ESL counselors present New Student Orientation on a weekly basis on Thursdays. Sessions are conducted in person with a maximum group size of 30 students and offered four times every Thursday throughout the academic year. The format is an interactive slide presentation followed by a question and answer session. Each session is approximately 30 minutes long and occurs before students take the assessment test. Students receive a New Student Handbook at the end of the session and are reminded that they may also access it online via the ESL website. Presenters may give students a brief pre-/post survey in order to gauge the effectiveness of communication and content for future improvement.

Delivery method in Short-Term Vocational programs vary by type of course. Orientation in stand-alone courses, for example, are conducted by faculty in the classroom while in dual listed courses, there is no one method of delivery at this time due to a shortage of support staff and the dispersed nature of students throughout the various instructional programs. In many cases, students in such programs have taken the credit orientation if they applied through CCCApply. The college plans to develop online method of orientation and modules to be integrated into the course curriculum in order to reach out to this cohort of students.

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

Currently, all noncredit orientation processes within the School of Continuing Education are conducted in-house and are quite comprehensive. Occasionally, others from the college's credit programs are invited to co-present during orientation. For example, faculty from Health Careers present on career options and when conducting in-class or group orientation. Occasionally, ESL counselors and staff are also invited to present language support services in the noncredit ESL program, such as the language lab or skill-focused courses, as a means of strengthening oral and written communication skills for non-native English speakers enrolled in credit programs (e.g. Nursing).

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

Orientation in noncredit programs is conducted prior to assessment and enrollment for new and reentry students (students who have been inactive for more than two years). ABE utilizes Scheduling and Reporting System (SARS) to schedule students for orientation as well as counseling appointments. ESL students are gathered in groups of 30 into a nearby ESL computer lab located next to the registration counter where they are provided with a convenient one-stop service. The only exception may be in certain short-term vocational courses in which students are dual-enrolled in credit courses and taking the class as a noncredit option. As previously mentioned, a plan is in process to provide orientation to the short-term vocational students in module or online format to be presented at prior to commencement or at the beginning of the class, whichever is more optimal for the student.

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.

All noncredit orientations include information consistent with requirements of the Federal Clery Act and the Violence Against Woman Act. This includes:

- A statement that the institution prohibits those offenses and a definition of those offenses in the applicable jurisdiction
- Current campus policies regarding procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus
- A statement of current policies concerning security and access to campus facilities
- The definition of consent, with reference to sexual offenses, in the applicable jurisdiction
- "Safe and positive" options for bystander intervention an individual may take to "prevent harm or intervene" in risky situations
- Recognition of signs of abusive behavior and how to avoid potential attack
- Ongoing prevention and awareness campaigns for students and faculty on all of the above

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.

The ABE and ESL counseling teams and support staff make sure the New Student Orientation Handbook reflects the latest policies and procedures, and that an adequate supply is at hand for distribution. The handbooks are displayed in all student areas and posted electronically in both the ABE and ESL websites.

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.

ABE/ASE and Health Careers: The Health Careers program needs \$1,500 annually for the cost of printing for outside publications that provide program information and dates for enrollment and orientation.

ESL/VESL Career Paths: There is an annual cost of \$500 for the design and cover printing (in color) of the ESL Student Handbook cover which includes a visually appealing design on the cover and a student success story on the back.

Short-Term Vocational: The short-term vocational program will need \$4,000 annually for the cost for printing for outside publications that provide program information and dates for enrollment and orientation.

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 Counselor (ABE, ESL, STV) Adjunct Counselor (ABE, ESL and STV) Adjunct Faculty (ABE, ESL and HSSS)	1.950	\$166,541 \$10,844	\$26,212 \$304,159
2000	Classified and Other Nonacademic Salaries Coordinator Hourly-Professional Expert Hourly-Program Supervisor II-HSSS Hourly-Technical Expert II Hourly-Project Administrator ESL Outreach Specialist Student Services Program Specialist II	.795 .048 .144	\$53,741 \$49,899 \$4,742 \$21,375 \$36,000	\$12,990 \$4,524 \$9,371
3000	Benefits		\$69,429	\$47,705
4000	Supplies and Materials		\$500 ESL handbook cover	
5000	Other Operating Expenses		\$5,500 Marketing costs for STV and HC	
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
ESL Counselor	Develop and present orientation slides and handbook material; maintain currency in terms of policy and procedures
ABE Counselor	Conduct in-person orientations and provide comprehensive information on the program expectations and support services; guide students in the enrollment process
STV Counselor	Conduct in-person orientations, collaborate with instructional vocational faculty to embed orientations, provide comprehensive class and program information, and guide students on enrollment processes
Adjunct Faculty	Instructors for noncredit basic skills, on and off-campus ASE programs, and ESL
Coordinator	Facilitate orientations for ABE/ASE, ESL, Health Careers and STV students; gather and track student orientation appointments, and ensure currency of program information
Hourly Professional Expert/ Technical Expert II – Health Careers and STV	Conduct in person group orientations and offer comprehensive information on program expectations, available student services, schedule, and college and program policies. Update written program and orientation materials
Project Administrator	Oversee orientation process, provide support to counselors and students needing accommodations and special resources
ESL Outreach Specialists	Facilitate orientation process, provide interpreting support for new students with low levels of English proficiency
Student Services Program Specialist II	Provide front-line information for incoming students, prepare orientation handbook and other handouts for printing, set up computer lab for presentation

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.

ABE programs use the Test of Adult Basic Education (TABE) as a diagnostic in addition to one-on-one interviews to recommend placement in courses for incoming students. Once the statewide common assessment is developed and implemented, ABE/ASE and Health Careers programs will adopt it as its primary assessment tool.

The ESL department has created an in-house, Chancellor approved, computer adaptive placement test (ESL CAP Test) to determine the appropriate level of placement for incoming students. The test consists of two parts: reading and listening. Each section of the exam has a time limit of 35 minutes and the exam is a computerized adaptive test. The objective of the ESL CAP Test is to help place students into one of the seven ESL Level courses. The test is offered every Thursday at the following times: 8:30 a.m., 11:00 a.m., 4:30 p.m., and 7:00 p.m. Students take the test directly after completing the new student orientation. At the beginning of each test period, students receive a brief tutorial at their computer stations. There are two practice items for each subsection. Item responses include 1 – 4 or 5 for “I don’t know.” Students work through the adaptive test until they reach a level that matches their ability, based on their responses. The ESL registration staff has immediate access to student results via the ESL Database system (an internal system) and place students into the classes that correspond with their indicated proficiency level pending space availability. If classes are full, the students are registered into the Language Learning Center (open lab) and encouraged to attend the language lab while waiting to receive notice of an opening. Once a statewide common assessment instrument is developed, the ESL program plans to adopt it as its primary placement instrument.

The In-Home Support Services program currently uses the TABE as a diagnostic tool for placement. In the remaining short-term vocational programs, there is currently no assessment instrument used for placement purposes. As in the ABE/ASE, the Short-Term Vocational programs plan to utilize the English, Math, and/or ESL common assessment instrument as may be appropriate for the students and their program of study.

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.

ABE/ASE and Health Careers Programs conduct diagnostic assessments for over 2,000 students per year. Diagnostic tools include the Test of Adult Basic Education (TABE), GED and HiSet pre- and post-tests. Students who are required to be assessed range in age from 18 to 64, with ABE and ASE programs enrolling the largest group between 18 and 24 years of age. The students in all ABE/ASE programs are mostly Hispanic/Latino. Some programs such as the High School Equivalency Preparation program serve a majority of male students while ABE programs and Health Careers enroll mostly female students.

ESL provides ESL assessment and placement to an average of 3,500+ students annually, with approximately 50% of those students placing into ESL beginning levels, 25% into intermediate levels, and 25% into advanced levels. An average of 300 students take the placement test each month. Students range in age from 17 to 80+ years of age; the overwhelming majority (85%) of them, however, are between 24 and 65 years of age. ESL students come from diverse educational, ethnic, and socioeconomic backgrounds. Linguistically, approximately 55% of the students are Chinese and 35% are Spanish speakers. In terms of educational background, approximately 25% of the ESL students have earned an advanced technical or college degree in their native country, and an almost equal 23% have either not earned a high school degree or state they a high school degree as their highest level of education. The majority of the ESL students check employment or a college degree as their goals for studying English. The VESL Career Paths program serves a subgroup of approximately 130 unduplicated students each year. The overwhelming majority of them are ready to transition into credit programs at Mt. SAC, join the workforce, or seek a promotion in their current job or a better job. All students who are new, or have not been enrolled in the ESL program in the past two years, are required to take the ESL CAP test.

Short-Term Vocational students currently have no standard assessment, diagnostic, or placement process established. Currently, these programs serve 1,800 students through noncredit, stand-alone, and dual-listed courses. Short-Term Vocational students will be assessed once a common instrument for English, math, and ESL is adopted by the state.

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.

Currently, the ABE program utilizes a series of diagnostic tools to assign students into a course or program. The High School Equivalency program uses the HiSet practice test and the GED-Ready pre- and post-tests. ABE/ASE and Health Careers students take the TABE (D-9) as a diagnostic tool. The TABE is also used in ASE (Adult Diploma) for reading competency. The ABE Lab administers the Mt. SAC placement tests for noncredit students matriculating into credit, including Assessment of Written English (AWE), Degrees of Reading Power (DRP), and Math placement tests.

The ESL Computer-Adaptive Placement (ESL-CAP) test is an in-house instrument with full approval by the California Community College Chancellor's Office through March 1, 2019. Led by the ESL Instructional Support Manager and participating ESL faculty, the department conducts disproportionate impact studies every two years. The most recent consequential validity studies were conducted in 2009. Transfer rates after placement are monitored and reviewed for new students annually. ESL instructors develop and evaluate items on a regular basis in order to add to the item bank and maintain currency with the program's curriculum and measurable outcomes.

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.

ABE/ASE programs use transcripts to determine which courses and at which level Adult Secondary students should be assigned. For instance, the last English or math course taken or overall GPA in general education subjects would impact course assignment. Once the common assessment is implemented, faculty and staff will adopt state validated CAI multiple measures.

In tandem with the ESL CAP Test, the department uses multiple measures including in-class diagnostics and a transfer policy. New students who are dissatisfied with their ESL CAP Test results are encouraged to communicate with their instructors to seek further assessment after their initial placement. The classroom instructor will use professional judgment based on an in-class diagnostic instrument to recommend transfer to a higher/lower level. If the student disagrees with the placement test results or the student disagrees with the class instructor's assessment, the student can initiate a transfer request with the ESL counselor. The ESL counselor will meet with the student and use his/her professional judgment to determine whether or not to allow retesting or transfer between classes/levels. Similarly, an instructor may initiate the process if he/she feels the student's proficiency level is a mismatch for the ESL level.

Short-term Vocational students currently have no assessment or multiple measure process established. These programs will use the statewide common assessment for English and Math. Faculty and coordination staff will develop multiple measures relevant to vocational students.

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.

ABE/ASE programs accept TABE or CASAS scores from other institutions as a diagnostic. Noncredit ESL has developed a long-standing articulation agreement with the American Language department (Mt. SAC's credit ESL) to place students who complete Levels 4, 5, 6, and VESL Career Paths into articulated courses within the AMLA sequence.

The Mt. San Antonio Adult Education Consortium, which includes several K-12 adult schools, is currently engaged in developing articulation of courses and acceleration of pathways to facilitate transition of students within any of the member institutions. Faculty from ABE/ASE, ESL, and Career and Technical Education (including Mt. SAC's Short-term Vocational programs) are in process of developing a framework for future college and career pathways.

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

Policies regarding re-take and recency for ABE/ASE are printed in the orientation handbook and are reviewed in faculty meetings. Because the assessments are diagnostic, retakes are only necessary to gauge progress in reading or math. Frequency and time between retakes is determined by classroom faculty and communicated to the counselors and program staff.

As a general department policy, ESL students are not allowed to re-take the ESL CAP test unless they have not attended class for over two years. Students who disagree with their initial placement results are encouraged to register for a class and ask the instructor to evaluate their English proficiency (listening, speaking, reading, writing, and grammar) through in-class diagnostics. These diagnostics are developed and often shared by same-level faculty. Policies regarding re-take and recency are printed in the orientation handbook, easily available as information sheets in the lobby of the main ESL building next to registration, and are also posted on the ESL website.

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.

With the exception of the ESL CAP Test, programs within the School of Continuing Education do not utilize any additional commercial technology. The ESL CAP Test is an in-house product that requires item development and assessment on a regular basis. Federal and state matching funds are often used to support faculty in creation of new items and content validity studies.

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 Counselor Adjunct Faculty (ABE, ESL and HSSS)	.200	\$	\$26,212 \$300,742
2000	Classified and Other Nonacademic Salaries Coordinators Hourly-Professional Expert Hourly-Technical Expert Hourly-Program Supervisor II-HSSS Admissions and Records Specialist II Project/Program Specialist	1.835 .475 .095	\$111,207 \$49,898 \$21,375 \$4,742 \$22,913	\$48,774 \$10,754
3000	Benefits		\$46,529	\$57,894
4000	Supplies and Materials			\$1,207

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
ESL counselors	Proctor ESL CAP Test assessment in the lab, provide tutorials at beginning of the test, trouble shoot and answer questions regarding process and placement results
Adjunct Faculty	Instructors for basic skills, on and off-campus ASE programs, and ESL
Coordinators	Coordinate assessment and diagnostic activities for ASE and ESL programs and support faculty in ensuring currency for assessment materials
Technical Experts/Professional Experts	Coordinate assessments and diagnostics for STV students; collect test data and provide students with assessment information; prepare testing materials and retakes
Program Aide	Evaluate previous student records for determination of assessment levels and organize assessment materials for faculty
Project/Program specialist	Organize assessment and diagnostic testing sessions, prepare materials, and ensure currency in ABE assessment materials

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.

ABE counselors are available to all students on an appointment and walk-in basis. Counselors see students in person, in private offices, and are also available via email and phone contact. The ABE Lab has a twitter account to notify students of the class schedule, career counseling workshops, and walk-in hours for counseling services. The website is open to the public and is located at twitter.com/abeschedule. Typical services include initial, progress, career assessment, and post-program consultation. Students seek counseling support for such reasons as career assessment and goal planning, academic guidance, information and resources pertaining to post-program transition to credit, application guidance, and referrals to both on-campus and community resources. Common information topics include review of the Mt. SAC Policies and Procedures regarding completing credit applications through CCCApply, Mt. SAC Portal account claim, and educational requirements for AS and AA degrees and certificates – both credit and noncredit. Counselors and educational advisors in ABE create educational plans using the Mountie Academic Planning tool (MAP). Noncredit ABE/ASE students who have completed their educational programs and who intend to attend credit courses see an ABE counselor or an educational advisor who can provide information on available programs and guide the students on the steps to enroll into credit programs including orientation and assessment.

After orientation, ABE/ASE and Health Careers Students complete their diagnostic tests and are referred to a counselor for educational planning. The counselor and student develop an educational plan that includes educational goal, program, and courses needed to complete the plan and identify any potential barriers to success. For ASE, this plan is electronic. All students in the ABE Lab complete a counseling intake form when they have their initial meeting with the counselor. Health Careers NSEPs are developed within a Career Development course taken

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.

concurrently with the health course. ABE and Health Careers NSEPs are not yet electronic; however, this is in progress.

ESL counselors are available on a walk-in and appointment basis for all students. Counselors see students face-to-face in private offices, and are also available via email and phone. Students may ask questions using a dedicated email address to the ESL Counseling Team. Common topics ESL students discuss with counselors during their appointments include academic advising, information regarding the VESL Career Paths program, repeatability issues and registration holds, requests to change levels, general information regarding credit programs, career exploration and options, foreign degree evaluation resources, completing the CCCApply form, educational requirements for AS and AA degrees and credit/noncredit certificates, and personal issues that may require referral to a community resource. Counselors also conduct classroom presentations on a variety of topics, such as career preparation, transitioning into credit, application workshops, and other important academic or career information very similar to the services described above in ABE.

In terms of the NSEP, VESL Career Paths (a bridge/cohort program for advanced students) has a course embedded in the first term entitled "Career and Life Planning," taught by ESL counselors. Education plan development is integrated into this course for all VESL students. During their second/final semester, VESL students are required to meet individually with an ESL counselor twice (beginning and end of the term) to make sure that they are following their plans generated in the previous term or to adjust their progress to meet changing needs and life circumstances. Within the main ESL program, however, limited counseling staff, combined with the high number of students served in the ESL program, is challenged to develop a meaningful education plan for 4000+ unduplicated students. Nevertheless, the department is reviewing options and processes to enable all students who identifying college or career paths as a goal to develop a personalized course of study. One of the options is to review the individual ESL student profiles which are entered by the students themselves into the ESL database. Information already exists in these profiles that include educational background, initial and informed goals for studying English, academic/career goals, and potential obstacles or challenges students face while attending classes. This information is updated each term by the students. The department hopes to develop an NSEP based on the information students provide on a regular basis that is also individualized and meaningful in their educational progress. Currently, the ESL Counseling Team provides students with the "ESL Counseling Tool" – a flowchart of courses through ESL and into credit (American Language and English) through the ESL sequence of courses leading to CDCP certificates. In 2014-15, counselors also began to use individualized plans for select students who needed an education plan in order to access other services, such as child care in federally funded programs. In addition to their contributions to the NSEP, full-time ABE and ESL counseling faculty in the division were also involved in the focus groups and development meetings of the credit education plans, as well as other campus-wide SSSP efforts.

Within Short-Term Vocational programs, counseling and educational advising support is a growth area. In some programs, however, there is substantial support. Students enrolled in the In Home Support Services program, for example, meet with a counselor or educational advisor in a group setting to review educational plans and pathways at the beginning of each term. In most cases, students in dual-listed courses or EOA programs do not develop a formalized noncredit education plan or access advising services. ABE or ESL counselors are also available to meet with any noncredit student enrolled in a Short-Term Vocational program.

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

In 2014-15, the School of Continuing Education served an overall 18,254 unduplicated students in ABE/ASE, Health Careers, ESL, VESL Career Paths, and various Short-Term Vocational programs. Many of the students were enrolled in more than one noncredit program and may have received support services accordingly. Below is a breakdown by program for the Division as a whole, and includes areas that also serve credit students such as tutoring labs:

Continuing Education Concurrent Enrollment within Noncredit Programs

		2014-15		
		Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	2055	1086	53
	Adult High School Diploma	491	316	64
	High School Equivalency	381	323	85
	High School Referral	691	202	29
	Summer High School	9981	248	2
ESL	ESL	4028	924	23
	VESL Career Paths	194	190	98
Noncredit Labs	Language Learning Center	4213	2914	69
	WIN	783	521	67
	All Other Noncredit Labs	16310	3341	20
Noncredit Vocational	Health Careers Lab (Credit students)	330	148	45
	Health Careers Lab (Noncredit students)	103	89	86
	Health Lecture (Noncredit)	132	130	98
	Noncredit Vocational (Dual listed with credit)	330	131	40
	Noncredit Vocational (Stand-alone)	1506	478	32
Education for Older Adults		3719	374	10
Unduplicated Total		39161	-	-

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.

ABE/ASE and Health Careers programs have established several internal and external partnerships. The Adult Education regional consortium plan has led to the collaboration and alignment of services with local K-12 adult schools. This plan for coordination of services for adult students across the region includes counseling and educational planning for ABE/ASE students as well as the creation of pathways between the two institutions. The ABE Counseling team has partnered with the Electronics System Technology program to complete educational plans for all students enrolled. Health Careers programs seek advisory from health agencies and local care facilities that impact educational planning. ABE programs have partnered with credit divisions such as Nursing and Psychiatric Technician programs to develop basic skills bootcamps.

The ESL counseling team has developed several partnerships and collaborative services that are internal to the college. Internal partnerships include the Child Development Center, Disabled Student Programs and Services, and credit orientation for students who may be considering transition into credit programs. In 2014-15, for example, the ESL department began an internal partnership and collaboration with the Child Development Center in order to accommodate priority or federally funded assistance for ESL students who seek child care while attending classes. Student educational plans were developed as verification to the federal funding agency that the individual students seeking services were enrollment in academic and vocational pathways and may qualify to receive accommodations for their child. Another example is the in-class credit orientation which is delivered by the ESL counseling team to intermediate and advanced ESL students who may qualify at the end of the term to articulate directly into credit ESL.

Additionally, the ESL counseling team coordinates the annual "ESL Career Conference." This conference showcases a wide variety of campus resources, programs and services, as well as degrees and certificates. Faculty throughout the campus present on careers associated with their particular programs, and students are able to make contacts and connections to individuals from many different areas. The conference also hosts community members who share stories of overcoming obstacles, particularly in language acquisition, and can become role models and mentors for students. Many topics are presented to both a morning and evening session to allow for maximum flexibility in

scheduling and following particular areas of interest. The annual ESL Career Conference is a departmental event wherein faculty, staff, and students participate in developing the materials and hosting speakers.

Collaboration with the Adult Education consortium has enhanced the collaborative efforts to align counseling and educational planning services with local K-12 adult schools across the region. This is particularly strong in the areas of noncredit Career and Technical Education (CTE) programs as the consortium reviews ways in which to streamline and accelerate progress along the college and career pathways. Coordination of information and students' academic progress as well as developing easy access to staff who provide counseling advising and educational planning services are among the many areas working teams have reviewed over the summer and hope to present at a November regional conference.

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

ABE students have access to counselors and advisors after they begin to attend classes due to the open-entry structure of the program. Students make appointments after they enroll which is often beneficial for students who are undecided about their educational plans and need to familiarize themselves with the many academic options available for them. ASE students meet with a counselor once they have completed orientation and diagnostic assessments in order to create a noncredit educational plan that contains specific goals and courses of study needed to achieve those goals. In the Health Careers program, educational planning occurs at the midway point of a short-term course or program. Group advising is first conducted in class with a follow-up counseling appointment by the end of the course to review and make any updates to the plan.

In ESL programs, students of any level may seek assistance from a counselor at any point in time through appointments. All high-intermediate and advanced students taking Levels 4 through 6 courses receive in-class credit orientation from ESL counselors tailored to their language level. All students who need assistance with course repetition limits, classroom difficulties of different natures, and other personal issues are able to seek counselor support on a drop-in basis, regardless of their tenure in the program. At times, bilingual staff may join the counseling sessions in order to facilitate communication, particularly when students are from the lowest levels of the program. Students enrolled in the VESL Career Paths program take a noncredit Career and Life Planning course; as such, they have weekly access to a counselor and ample opportunity in class to ask questions regarding their educational plans.

For the diverse Short-Term Vocational population, a process is in development for providing educational services based on the type of program or course in which students are enrolled. For noncredit students taking stand-alone and dual-listed courses, the orientation will provide contact information for counseling, advising and educational planning services. If the student is enrolled in a short-term vocational program such as Office Computer Skills for older adult populations, the services may be offered at the beginning or midway through their program.

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.

Drop-in appointments are available for ABE/ASE and Health Careers students for both day and evening times. Same-day or one-day appointments may be available; however, due to the demand for counseling services, students may have to wait longer for a counseling appointment. This is especially true during the beginning or end of each semester. Because of the extensive transcript evaluation required for new Adult High School Diploma students, there is generally a five day wait to meet with a counselor. Currently there are counselors available for student appointments from 8 a.m. to 8 p.m., Mondays through Thursdays, and 8 a.m. to 1 pm. on Fridays.

Due to the large population of learners, the ESL department is sometimes challenged to provide coverage and accessible counseling services to the 4,000+ unduplicated new, returning, and continuing students served annually. ESL students have had access to one full-time ESL counselor and one part-time counselor until last year. In 2014-15,

ESL was able to acquire funding through Basic Skills and through Student Equity funds to hire three additional bilingual adjunct counselors. The ESL counseling team is now available at most peak times during the school day, from 8:00 a.m. to 10:00 p.m., Mondays through Thursdays. Access to counselors for students who attend on Fridays and Saturdays continues to be a challenge. Drop-in is the primary mode of delivery, with minimal wait time; however, students may wait up to 15 minutes during peak hours. For the few students who choose to make an appointment with a counselor, contact information is provided at the registration counter, through the New Student Orientation Handbook, and via flyers posted in classrooms. In general, however, walk-ins are the primary mode of access to counseling services and the preferred option for the ESL population.

Short-Term Vocational students who have received in-class educational planning services can access an advisor or counselor by making an individual appointment. Wait time for an appointment is generally 3 to 5 days. As the number of career education programs increase, the need for dedicated counselors will also increase and will need to be addressed through additional counseling and advising support.

6. Describe any use of academic or paraprofessional advising.

Currently, the noncredit division utilizes one dedicated paraprofessional advisor who serves ABE/ASE and Short-Term Vocational students in the various programs. The advisor works closely with the counseling team to provide information and guide students through their educational plans.

7. 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.

The College uses Banner as the primary source of gathering and reporting data to the state. In each of the noncredit programs, however, there exists an additional data collection and information management system that collects and reports data that is integrated into Banner for MIS reporting.

The ABE department has developed an in-house ABE Database program that houses robust student data for ABE/ASE and Health Careers. This student profile consists of basic demographic information, orientation tracking, advisement, test scores, interventions, enrollment, educational plan, follow-up, credit tracking, transcripts, instructor notes, and matriculation. The ABE database is an effective counseling and intervention tool in tracking students at risk for failure, identifying students who are ready to transition into credit, and for identifying students who need to complete core services. In addition to the ABE database, the department utilizes SARS to schedule appointments and orientation and as a mechanism for storing support data. Recently, Mt. SAC added the file storage system, OnCourse, which maintains current and previous student records electronically, thus eliminating a need for paper student records. Costs for SARS and OnCourse are paid by the institution.

The ESL department has developed an in-house ESL Database program that houses a robust corpus of information about the students. This student profile consists of basic demographic information, educational history and level of attainment to date, reasons for learning and improving their English, current employment status, academic and career goals, current support needs, and identification of any challenges they face in terms of persistence and success. The profile is updated by the students themselves at the beginning of each term, giving them an opportunity to review their educational and modify their educational goals. While this Student Profile, housed in the ESL Database, is not a formalized education plan, it contains many of the elements that will be incorporated into a Noncredit Student Education Plan for all learners in the ESL program.

Currently, Banner is the only system available for Short-Term Vocational programs. However, as these programs expand, there will be a need to develop a tracking system to assure that noncredit students receive comprehensive core services.

8. 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 Counselor Adjunct Counselor	3.900	\$333,083 \$21,689	\$52,424
2000	Classified and Other Nonacademic Salaries Educational Advisor ESL Outreach Specialist Project/Program Specialist Student Services Program Specialist II	.750 .036 .095 .168	\$57,783	\$3,393 \$10,754 \$10,932
3000	Benefits		\$110,188	\$13,515
4000	Supplies and Materials			\$1,240
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting counseling, advising and student education planning and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counselor	Provides educational, career and personal counseling to ABE and ESL students. Creates educational plan with students.
Adjunct Counselor	Provides educational and career counseling to STV students and creates educational plans with students
Educational Advisor	Assists ABE/ASE and Short-Term Vocational students with educational planning and noncredit certificates.
ESL Outreach Specialist	Supports the ESL Counseling Team with core services including setting up appointments and providing general information about the college
Project/Program Specialist	Provides information sessions to students regarding advising and counseling services, collects data from SARS and tracks educational planning services.
Student Services Specialist II	Provides front-line information and materials for continuing students

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.

All students in ABE/ASE are basic skills students who are working to improve their career and academic skills, repeat a class, and/or receive a high school diploma/equivalency. Follow-up services for these programs include a model progress policy, follow-up appointments, career workshops, and college application workshops. The ABE/ASE Progress Policy is a formalized early alert system developed to track student progress and provide intervention to students who are at-risk of failing. Once students who are not making adequate educational progress are identified, Counselors meet with students to identify barriers to success and create a reasonable plan of action that will assist the student in completing their coursework. Students are identified by tracking attendance hours. Data consistently show that students who are provided intervention from the Progress Policy have a higher success rate than those who have not been provided intervention. This policy has provided the much needed structure for students to progress in their chosen pathway. The ABE Counseling team and Educational Advisors are available for follow-up appointments to discuss progress towards goals, disciplinary issues, barriers to success, and internal and external resources. These services are also provided in an integrated fashion with counseling services embedded into

classroom instruction. The career counselor presents career workshops that focus on career assessments, career exploration resume assistance, and job applications. The career counselor also holds a job search support group. The educational advisor and counselors offer an interactive presentation to help students claim a portal account in order to facilitate the matriculation process. They also work one-on-one with students to fill out the college application, financial aid application, and registration process to college. This involves numerous follow-up appointments. ABE Counselors work with the Adult Diploma instructors to award two students with the title of 'Student of the Month'. Also, ABE Counselors choose two students to award the 'Building on Excellence Scholarship' each year. It is available to all students enrolled in ABE and the students must be planning on enrolling in college or a vocational program. Lastly, counselors coordinate a Career Symposium each year, with guest speakers and presentations of labor market trends for employment and career education options.

At risk students in ESL include those who have not identified a college or career path, those who have are having difficulty progressing through the levels of the program, and those who may have behavioral or discipline issues, possibly due to cultural adjustments or personal problems. In most cases, students are referred to the counselors by faculty or registration staff. Many students also take a proactive step in acquiring information from the counselors in order to review their educational history and to receive information on options to continue their education or vocation in the United States. Title 5 defines "at risk" students as those who require intervention, including all Basic Skills students; therefore, we also include positive interventions such as the ESL Annual Career Conference, career exploration workshops, and credit application support as services in this category. In the VESL Career Paths program, orientation takes place during the first week of each new term and includes program-specific information such as open lab, tutoring, and transitioning to credit. The cohort model and learning community aspects of this program are reiterated as faculty and counselors present the orientation together. A handbook is provided with calendar of important dates and information including articulation process from noncredit ESL to American Language department (credit ESL) for the second term of the program. This is considered a follow-up service because all VESL students received a New Student Orientation before taking any ESL courses.

The ABE/ASE counseling team is available to discuss options for Short-Term Vocational students, including matriculation to credit and additional career exploration. Many of the dual-listed vocational courses are part of noncredit certificates, so advisors or counselors provide assistance on steps to earning certificates.

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.

ABE students are a highly transient population who require a high degree of follow-up by counselors. For students who have persistence and course repeatability problems, counselors conduct follow-up and provide one-to-one dialog regarding obstacles and how to overcome them. There are 4,000 ABE/ASE and Health Careers students served annually and as basic skills students, they are all considered at-risk. Most students are between the ages of 17-24 and have experienced poor educational histories, many without a diploma or with low literacy levels. A number of these students are single parents, foster students, or homeless.

As recent immigrants, many ESL students are unfamiliar with the educational system or have employability issues and need guidance navigating the American system of work and school. A recent study indicated, for example, that a majority of ESL students with advanced degrees from their native country are currently underemployed or unemployed and seeking work. The ESL counseling team, therefore, has developed a college and career transitioning workshop for all high-intermediate to advanced level students. These interactive presentations are held in the classroom and provide an overview of the American educational system, Mt. SAC's credit application process, and guidance in claiming portal accounts to facilitate the transition process. Approximately 500 students attend these workshops each semester. For students who have persistence and course repeatability problems, either the registration staff or ESL faculty will refer students to the counselors for additional follow-up and one-to-one dialog regarding obstacles and how to overcome them. In 2014-15, ESL counselors logged 665 follow-up appointments that covered a range of topics, with academic advising as the most frequent reason (330 appointments), followed by career counseling and resources (53 appointments). One last example of follow-up services in ESL has to do with

recent immigrants and intercultural miscommunication which may result in behavioral issues. In such cases, the counselor will meet with the student and review the college's classroom behavior and the college's Standards of Conduct, providing them with a translated version of the college policies (which the student has already received during New Student Orientation). Fewer than 10 such appointments are necessary in ESL on an annual basis. In the VESL Career Paths program, which serves a subgroup of approximately 130 unduplicated students each year, the overwhelming majority of them are seeking a promotion in their current job or a better job, and approximately 35% of them are preparing to transition into credit programs at Mt. SAC. Lastly, the counseling team conducts special presentations for advanced-level students, either in class regarding transitioning to credit, or working with the VESL coordinating staff to present the VESL Career Paths Open House each semester. These activities service up to 1,000 students per semester (500 for each activity).

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

ABE counseling team serves approximately 3,300 unduplicated students annually. These students are identified through enrollment into the desired program of study. In the ABE and Health Careers Program, the counseling team also identifies these students when they attend workshops, career counseling appointments or career fairs. ASE students can be identified when they are part of the progress policy or due to disciplinary action or behavioral interventions.

ESL counseling team serves approximately 4,000 unduplicated students annually, in one or more forms of follow-up activity. Most of these activities were described above, and include orientations to other credit or noncredit programs, specialized workshops, the annual career conference, course repeatability issues, access to other college resources such as DSPS accommodation referrals or access to child care, and multiple appointments with individual students regarding college or career information. In group settings, a sign in sheet or class roster is used to log the service and enter it into the ESL Database and/or Banner; with individual appointments the student ID and type of service sought by the student is logged into the ESL Database.

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.).

ABE/ASE and health careers students access follow-up services that include career exploration workshops, job search support group, annual career symposium, workshops on claiming MyPortal account, classroom presentations, one-on-one advising and career counseling, and crisis intervention, on occasion. Students who are facing barriers to program completion or who are in need of external resources are also provided counseling and advising support along with possible referrals to campus and community resources. A proactive approach to serving these students is necessary, so in many instances counseling and follow-up services are embedded into the classroom. These services are provided in group settings and one-on-one counselling sessions.

The ESL program provides a wide range of activities and services to guide students through their English learning experience while maintaining the clear vision of academic goals and career pathways. The counseling team utilizes group data entry to maintain currency of student profiles, host career exploration workshops and an annual career conference, and develop the Good News student newsletter which highlights career options and alumni success stories. Annually, instructional and counseling faculty collaborate on a special project that incentivizes noncredit to credit transition through an ESL scholarship. ESL students are encouraged to apply for one of six ESL Scholarships by completing an application that includes a narrative of their goals and is supported with faculty referrals. Scholarships of \$500 are awarded to students who are pre-transition to credit, as well as those who have already taken credit classes, with fewer than 6 units. In this way, students who find financial obstacles prohibitive to

starting credit classes, as well as those who have already begun to pay for their coursework, may benefit. The scholarship is funded by the efforts of volunteer ESL faculty, staff, and students.

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

ESL students who take a Career and Life Planning course or attend a career exploration workshop facilitated by ESL counselors are guided through self-assessments and interests profilers to aid them in identifying or clarifying a career interest. Counselors employ a variety of online tools and resources including Eureka, MyNextMove, O.Net Online, and CareerZone. These programs are free to the department and to the students.

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 Counselor (ABE, ESL, STV) Adjunct Counselor (ABE, ESL and STV) Adjunct Faculty (ABE, ESL and HSSS)	1.950	\$166,541 \$10,844	\$26,212 \$615,153
2000	Classified and Other Nonacademic Salaries Educational Advisor Coordinator ESL Outreach Specialist Student Services Program Specialist II	.250 .536 .040 .168	\$19,261 \$34,397	\$2,667 \$3,393 \$10,932
3000	Benefits		\$64,386	\$81,068
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	Provides educational, career and personal counseling to ABE, ESL, and STV students, and offers follow-up services including early-alert intervention and post-program services.
Educational Advisor	Assists ASE/ABE and STV students with enrollment to credit programs, provides campus resources and referrals, including referrals to appropriate credit faculty.
Coordinator	Collects and compiles data from SARS on ABE/ASE and Health Careers student follow-up services, and provides post-program information to students in a group or on a one-on-one basis. Referrals include off-campus employment or additional post-secondary opportunities.
ESL Outreach Specialist	Provides information and general college information for VESL Career Paths students; organizes the VESL Open House conducted by faculty and counselors
Student Support Specialist II	Assists ESL counseling team with development and publication of Good News newsletter, help with special events including Career Conference and workshops

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

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.

A student is exempt from assessment, orientation, counseling and advising, or education-plan development if the student has:

1. completed an associate degree or higher from a regionally accredited institution;
2. enrolled at the College for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
3. completed these services at another community college within a time period identified by the College;
4. enrolled at the College solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards;
5. enrolled at the College as a special admit student pursuant to Education Code section 76001.

[HTTP://WWW.MTSAC.EDU/GOVERNANCE/TRUSTEES/APBP/](http://www.mtsac.edu/governance/trustees/apbp/)

i. 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.

Mt. San Antonio College has written processes by which students can appeal policies and procedures. The appeals process for assessment is as follows:

Students may appeal their English and/or Math placement if they can demonstrate alternate proof of course equivalency or competency. If extenuating circumstances exist that may affect course placement, students may seek consultation in the appropriate division office. Students should be prepared to present documentation such as high school or college transcripts, additional test results, or work experience.

This process can be found on Page 8 in the college catalog: http://www.mtsac.edu/catalog/2015-16/2015-16_Catalog.pdf.

ii. 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.

Mt. San Antonio College noncredit Career Development and College Preparation Programs currently have no prerequisites for any courses. There are no plans for establishing prerequisites for noncredit programs. However, if it becomes necessary to establish prerequisites for noncredit programs then the College has a policy for reviewing them.

The Mt. San Antonio College Educational Design Committee is charged with the responsibility for making recommendations in regards to prerequisites for courses during the approval process, according to the standards and criteria established in Title 5 §55002. Discipline faculty recommend to the Educational Design Committee the prerequisites through content review alone or content review with statistical validation using the processes outlined in our Content Review Implementation Plan which was established by our Academic Senate:

Student Challenges

In accordance with Title 5 Section 55003(p) and (q), Student Challenge of Prerequisites, students may challenge a prerequisite for a course. A prerequisite cannot be "waived," but students have the ability to demonstrate that they meet the prerequisite on the following criteria, and course eligibility may be granted. The challenge must be based on at least one of the following specific grounds:

- The College will accept prerequisite courses from regionally accredited colleges and universities in the United States. (The student will meet with the appropriate department chair)
- A student may request a prerequisite variance to demonstrate that the student has the knowledge or ability equivalent to the prerequisite for the course in question, but has not formally met the established prerequisite. (The student will meet with the appropriate department chair)
- The prerequisite course has not been made reasonably available, and waiting until the prerequisite is offered will create an undue delay in meeting educational goals. (The student will meet with the Director of Assessment and Matriculation)
- The prerequisite is being applied in a discriminatory manner. (The student will meet with the Director of Assessment and Matriculation)
- The prerequisite violates the provisions of the State Education Code. (The student will meet with the Director of Assessment and Matriculation)

This process is available for students on Page 9 in the college catalog: http://www.mtsac.edu/catalog/2015-16/2015-16_Catalog.pdf

SECTION IV. PROFESSIONAL DEVELOPMENT

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

The Mt. San Antonio College School of Continuing Education (SCE) plans to present updates and progress toward noncredit SSSP implementation at the Educational Master Plan meetings, Assessment and Matriculation meetings, Student Preparation and Success Council meetings, through the Accreditation Self Study process, campus Flex Days, and to the Board of Trustees and the Academic Senate. Additionally, specific training and planning meetings are scheduled for the counseling departments, SCE Advisory Team, and annual noncredit faculty meetings.

Training for faculty and staff related to implementation of noncredit SSSP will occur on an ongoing basis and be included in faculty meetings, regional summits, the Student Success Conference, and Association for Community and Continuing Education fall and spring conferences.

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's Research and Institutional Effectiveness (RIE) department provides direct assistance to measure, track, and assess the effectiveness and implementation of various aspects of noncredit SSSP. Continuing Education administrators, faculty, and staff collaborate with RIE and Information Technology (IT) to track data, service utilization, and students' progress as well as to conduct assessment of the overall effectiveness of the noncredit SSSP efforts. Tracking of students is a major component of the data work that is done behind the scenes by Continuing Education, RIE, and IT; knowing demographics of the students and how they are using or not using the services is critical to the college being able to demonstrate the effectiveness of its services.

RIE provides support to Continuing Education, when needed, in order to measure the impact of their many support services related to the key areas of noncredit SSSP funding. Research results are used as a basis to continuously improve services for students. Examples of noncredit SSSP projects that measure impact of interventions include: (1) Incoming Freshmen Assessment Test Preparation, and (2) Counseling Intervention and Transitional Support. Going beyond the mandate of noncredit SSSP, the college tracks students as they take their courses, receive awards, and as they transition to credit courses and beyond. With Short-Term Vocational programs in mind, RIE will play an important role in research and development of new program and certificate outcomes. For example, RIE facilitated focus groups will help to gauge the level and alignment of noncredit support services with the educational goals and needs of the noncredit STV students. Continuing Education is a data driven unit and has strong internal and cross-campus systems in place to support current and future 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.

The Mt. San Antonio College School of Continuing Education SSSP plan and services are aligned and coordinated with various categorical programs, including Student Equity, Basic Skills Initiative (BSI), Adult Education Block Grant (AEBG), and credit SSSP. The noncredit SSSP plan includes services that bridge students to credit programs and credit SSSP services. Common goals and objectives exist within the noncredit SSSP, BSI, Student Equity, and AEBG plans, and resources are leveraged to assist noncredit CDCP students overcome barriers and have access to credit and employment pathways. Additionally, noncredit SSSP objectives are aligned in the college's Strategic Plan in sections relating to noncredit progress and basic skills progression. Furthermore, program review for ABE/ASE, ESL, and Short-term vocational programs ensure that specific objectives are assessed and improve outcomes. ACCJC and WASC accreditation self-studies both clearly evaluate the core SSSP services to ensure noncredit students have access to quality services and programs.

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.

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](#)

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: Heidi Alcala Title: Outreach Specialist

Stakeholder Group: English as a Second Language

Name: Madelyn Arballo Title: Dean

Stakeholder Group: School of Continuing Education Administration

Name: Maria Azpeitia Title: Faculty

Stakeholder Group: Academic Senate

Name: Liza Becker Title: Associate Dean

Stakeholder Group: School of Continuing Education Administration

Name: Cindy Bonilla Title: Counselor

Stakeholder Group: English as a Second Language

Name: Dalia Chavez Title: Counselor

Stakeholder Group: English as a Second Language

Name: Lianne Greenlee Title: Project Administrator

Stakeholder Group: School of Continuing Education

Name: Beverly Heasley Title: Senior Systems Analyst / Programmer

Stakeholder Group: Information Technology - SSSP Reporting and Analysis

Name: Renu Katoch Title: Educational Advisor

Stakeholder Group: Short-Term Vocational

Name: Mary Lange Title: Supervisor

Stakeholder Group: Education for Older Adults / Adults with Disabilities

Name: Lisa Martin Title: Counselor

Stakeholder Group: English as a Second Language

Name: Barbara McNeice-Stallard Title: Director, Research & Institutional Effectiveness

Stakeholder Group: Institutional Research

Name: Erika Marin Mendoza Title: Counselor

Stakeholder Group: Adult Basic Education

Name: Dana Miho Title: Faculty

Stakeholder Group: English as a Second Language

Name: John Pellitteri Title: Counselor

Stakeholder Group: English as a Second Language

Name: Michael Sanetrick Title: Faculty

Stakeholder Group: Academic Senate

Name: Deejay Santiago Title: Matriculation Coordinator

Stakeholder Group: English as a Second Language

Name: Yvette Santillan Title: Counselor

Stakeholder Group: Adult Basic Education

Name: Margaret Teske Title: Instructional Support Manager

Stakeholder Group: English as a Second Language

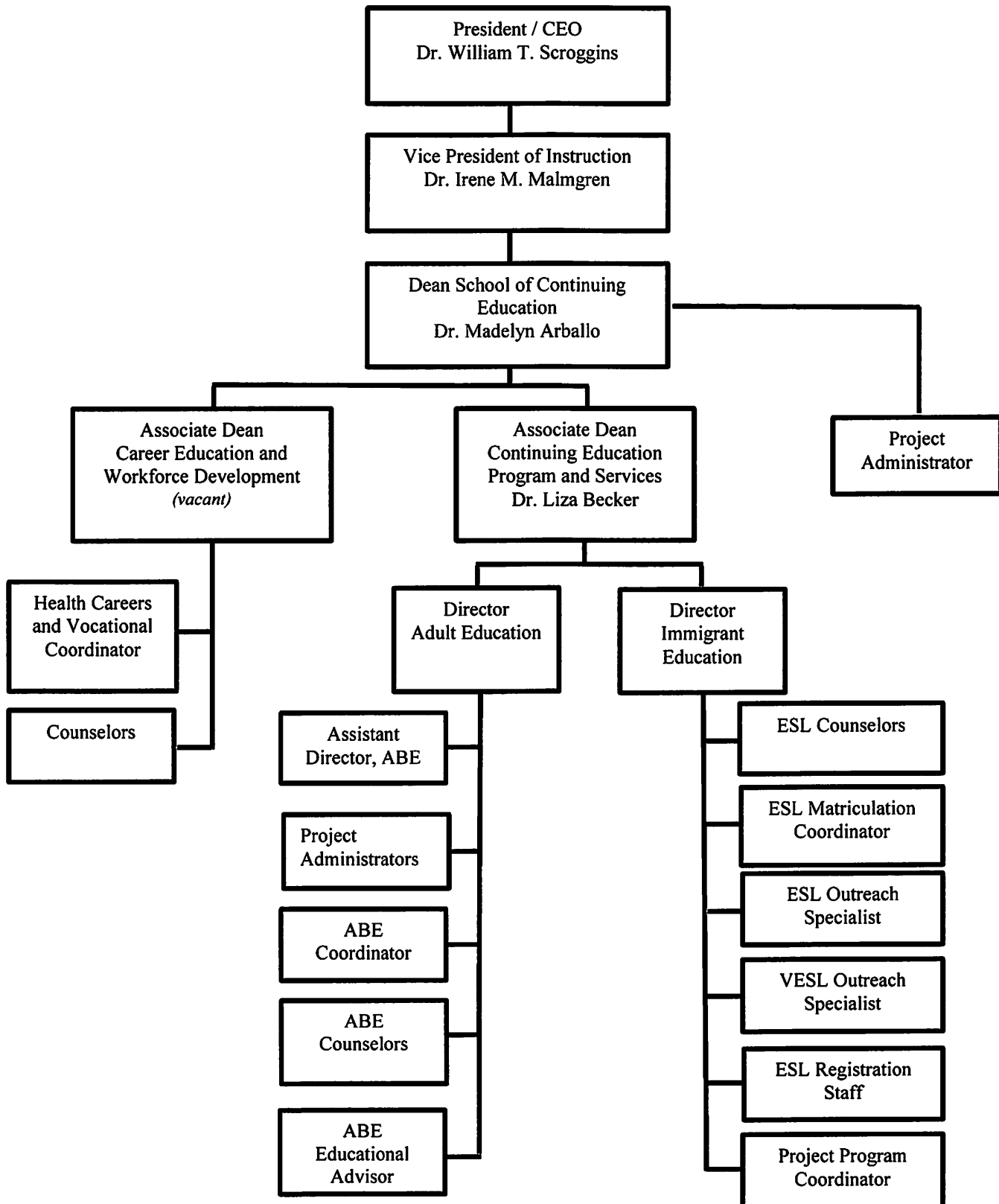
Name: Julia Villalobos Title: Counselor

Stakeholder Group: Adult Basic Education

Name: Susan Wright Title: Counselor

Stakeholder Group: Adult Basic Education

Attachment B
Mt. San Antonio College
Noncredit SSSP Organizational Chart
2015-16



Attachment C
Noncredit SSSP Advisory Committee

Name	Title
Maryann Angel	Faculty, Adult Basic Education
Madelyn Arballo	Dean, School of Continuing Education
Liza Becker	Associate Dean, School of Continuing Education
Kathi Coleman	Curriculum Specialist, School of Continuing Education
Sharon DeLaby	Account Clerk, School of Continuing Education
Lianne Greenlee	Project Administrator, School of Continuing Education
Kathy Killiany	Faculty, Health Careers Resource Center
Mary Lange	Supervisor, Education for Older Adults
Erica Ledezma	Faculty, WIN Student Athlete program
Paulo Madrigal	Director, Community and Career Education
Peggy Marcy	Supervisor, Language Learning Center
Marilyn McNall	Faculty, Noncredit Vocational Health
Dana Miho	Faculty, English as a Second Language
Donna Necke	Faculty, Adult Basic Education
John Pellitteri	Counselor, English as a Second Language
Angelena Pride	Coordinator, Adult Basic Education
Rebecca Ryan	Faculty, Adults with Disability
Deejay Santiago	Matriculation Coordinator, ESL
Omideh Sloan	Assistant Director, Adult Basic Education
Margaret Teske	Instructional Support Manager, ESL
Shelby White	Faculty, Education for Older Adults
Susan Wright	Counselor, Adult Basic Education

