



**Noncredit**

**Student Success and Support Program Plan**

**2015-16**

Report Due Postmarked By

**Friday**  
**October 30, 2015**

**Email PDF of completed plan to:**

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

**and**

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

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

## INTRODUCTION

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

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

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

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

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

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

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

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

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

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

**INSTRUCTIONS AND GUIDELINES**

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

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

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

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

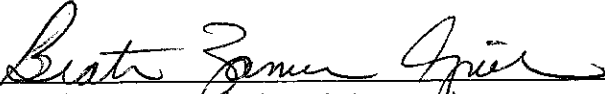
**GENERAL OUTLINE**

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

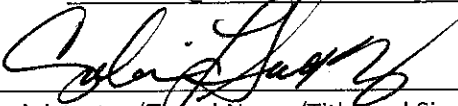
- I. Signature Page
- II. Noncredit Student Success and Support Program Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment and Placement
    - iii. Counseling, Advising, and Student Education Planning
    - iv. Follow-Up Services
  - b. Additional Match Expenditures
- III. Policies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

**SECTION I. SIGNATURE PAGE**College/Noncredit Adult Education Program: Southwestern CollegeDistrict Name: Southwestern College District

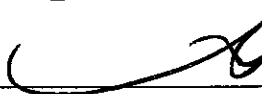
We certify that noncredit SSSP funds will be expended in accordance with the provisions of Chapter 2 (commencing with section 55500) of Division 6 of title 5 of the *California Code of Regulations* and the SSSP Funding Guidelines.

Beatrice Zamora-Aguilar   
Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)


Phone: 619-482-6471 Email: bzamora@swccd.edu Date: 10-30-2015

Angelica L. Suarez, Ph.D.   
Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 619-482-6315 Email: asuarez@swccd.edu Date: 10-30-2015

Melinda Nish, Ed.D. (Interim)   
Chief Business Officer (Typed Name and Signature)

Patricia Flores-Charter   
Academic Senate President (Typed Name and Signature)

Melinda Nish, Ed.D.   
Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Beatrice Zamora-Aguilar Title: Dean of Counseling and Student Support ProgramsEmail: bzamora@swccd.edu Phone: 619-482-6471

## 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.

The District currently provides individual orientation services to students through scheduled counseling appointments and online information provided through the college website. The college will convene an NCR SSSP workgroup to modify the current online orientation provided to Credit students to include modules for Noncredit students with universal design in mind. The online orientation will be developed over the course of the fall 2015 semester with plans to fully implement by spring, 2016. Additionally, guided, hybrid online orientations will be provided through group instruction both on campus and at community partner locations. Recognizing the needs of our English language learner student population, both the orientation and select guided orientations will be offered in Spanish, as well. In 2014-15, the online orientation was developed for Credit students and as a result of the new module and increased in-reach efforts, more students completed orientation to college than ever in the history of this District. We would strive for the same level of success with Noncredit students.

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

The target population to receive Orientation services will be directed to those students registering for enrollment in English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational and Workforce Preparation coursework provided through the District's Noncredit program. Additionally, potential students interested in attending Southwestern Community College District (SWCCD), will also be provided with orientation through group presentation and online services including, but not limited to, feeder high school and adult education students and adult students with disabilities.

The college noncredit program has remained small over the years, but is currently undergoing planned growth and curriculum/program development in conjunction with AEBG, CTE/Doing What Matters, and CDCP/CB-22. While this development will provide increased access and opportunity for our students and potential students, there will be a number of courses in a staggered queue for curriculum/program approval processes. These varied timelines will result in an *estimate* of annual students to be served for 2015-16 as new courses and programs are piloted. It is estimated that unduplicated enrollment will reflect approximately 120 students in ESL, approximately 150 students in Basic Skills, and approximately 1000 students in Short-term Vocational and Workforce Preparation. This gives us a conservative estimate of 1,200 total students.

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

The orientation will be provided in group settings that are traditional and in person conducted by Student Services personnel, individually in counselor appointments, and online through the District website. Our goal will be to create a variety of methods for students to access orientation through methods such as on-site/in person, non-credit webpage, Web Advisor link, and COMEVO access.

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

The District is an active partner with various community entities within Region X that include: MAAC Project, Second Chance, South Bay Community Services, Casa Familiar, Sweetwater Union High School District (SUHSD) and Adult Schools, San Diego Workforce Partnership/WIB regional career centers, Region X AB 86/AEBG Coordinator Peer Group, CalWORKs, Public Library, and Job Corps. We will work with our existing partnerships to provide orientation services at community locations, especially where noncredit courses are provided and at SWCCD campuses in Chula Vista, National City, Otay Mesa, and San Ysidro. A recent SUHSD and SWC special board meeting noted the importance of growing trades/CTE and Doing What Matters curriculum alignment with high schools and adult school.

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

Ideally, Orientation services will be offered and provided prior to the first day of attendance in class, but the reality is that Noncredit courses at SWCCD are offered through various scheduling

parameters (open-entry/open-exit & managed enrollment). We also have a limitation in that several courses in our inventory are single day. Many times students will enroll in a course the very first day of the class session without pre-registration activities completed. With this in mind, orientation will be offered up-front and prior to registration when possible, and then also throughout the session to targeted students who have not yet completed the orientation process. Announcements in the Noncredit webpage and printed class schedule will announce in scheduled sessions, as well as online opportunities.

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.

The District is currently working with Student Development to evaluate the best methods in which to raise awareness of Title IX requirements. Plans are underway to develop policies and procedures and expand awareness throughout the District.

Currently, students receive education related to Title IX through several different means. During fall 2015, a workshop series titled, "We End Violence" will educate students about sexual and relationship violence, stalking, and harassment. Students will learn healthy sexual and relationship communication skills, healthy expressions of femininity and masculinity, and bystander intervention and support. A total of 7 workshops will be offered this fall and another 7 will be offered this spring. Last semester, a total of 1,200 students attended these workshops.

Agent of Change is an interactive, online violence prevention training tool that utilizes popular and evidence-informed strategies from the field of violence prevention. The program was made available to students this fall, but due to security concerns with the website, the vendor will re-launch the program this spring semester, 2016. While all students will be encouraged to complete "Agent of Change," some student populations will be emphasized including clubs and organizations, athletes, EOPS, and learning communities.

Students are notified about these opportunities via direct campus marketing (in print, online, and via email). Faculty and staff are also notified of these opportunities and encourage students to participate by incorporating into their courses and programs.

Lastly, Personal Wellness Services provides mental health counseling, support, and referral to students who have been affected by sexual violence. They offer a "Healthy Relationships" workshop, as well as printed brochures and resources. In partnership with the Center for Community Solutions, students can request victim support and advocacy, and access other educational workshops and resources.

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.

ComEvo will provide the online platform for online orientation – there is an annual subscription fee currently covered by SSSP Credit, but as the expenses grow a shared responsibility with NCR SSSP and the District may result. The District provided all funding for the basic development of the current CR SSSP online Orientation and established all tracking and reporting mechanisms



that can easily be shared with NCR SSSP. Estimate usage, about ¼--check ComEvo charge by blocks.

WebAdvisor will provide the entry platform for online orientation and is funded by the District. All tracking of services will become part of the Ellucian platform.

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                       | .25 | \$ 17,662 | \$      |
| 2000        | Classified & Other Nonacademic Salaries |     |           |         |
| 3000        | Benefits                                |     |           | \$3,709 |
| 4000        | Supplies and Materials                  |     |           |         |
| 5000        | Other Operating Expenses                |     |           |         |
| 4000        | 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 | To conduct individual and group session Orientations. |
|           |   |
|           |   |

## 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.

Southwestern College currently provides recommendations for noncredit mathematics preparatory courses to low-scoring students on its credit mathematics assessment (Math Diagnostic Testing Project Algebra Readiness and Elementary Algebra Tests). Practice tests are available on the college website, as well as at the Assessment Center on the Chula Vista campus and all three Higher Education Centers. The ESL Department is planning a review of its noncredit ESL courses, and as part of that review, the department is exploring the option of adopting the CASAS reading and/or listening assessments.

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.

The noncredit student population initially targeted to receive assessment services will be those students registering for enrollment in English-as-a-Second Language (ESL) coursework provided through the District's Noncredit program, as well as those students who enroll in noncredit mathematics preparatory courses. The District will work to explore and implement as appropriate

assessment services for students enrolled in Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation coursework provided through the District's Noncredit Program.

The college noncredit program has remained small over the years, but is currently undergoing planned growth and curriculum/program development in conjunction with AEBG, CTE/Doing What Matters, and CDCP/CB-22. While this development will provide increased access and opportunity for our students and potential students, there will be a number of courses in a staggered queue for curriculum/program approval processes. These varied timelines will result in an *estimate* of annual students to be assessed for 2015-16 as new courses and programs are piloted. It is estimated that unduplicated enrollment will reflect approximately 120 students in ESL, approximately 150 students in Basic Skills, and approximately 1000 students in Short-term Vocational and Workforce Preparation. This gives us a conservative estimate of 1,200 total students.

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.

SWCCD currently provides recommendations for noncredit mathematics preparatory courses to low-scoring students on its credit mathematics assessment (Math Diagnostic Testing Project Algebra Readiness Test Form AR50/86 and Elementary Algebra Test Form EA50C86, both of which have CCCCO full approval until 2019). Consequential validity and disproportionate impact studies for the math tests are being undertaken during the fall 2015 semester. The ESL Department is planning a review of its noncredit ESL course offerings, and, as part of that review, the department is exploring the option of adopting the CASAS reading and/or listening assessments.

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.

All placement processes at Southwestern College include the use of multiple measures as required by Title 5. Placement in mathematics courses at Southwestern College are based on the Math Diagnostic Testing Project (MDTP) test score and the following multiple measures:

- Time since last mathematics course was completed
- Level of that course
- Grade received in that course

If and when CASAS – or another test instrument – is adopted to place students into noncredit ESL courses, the college will ensure that multiple measures are integrated into that placement system. SWC will also accept CASAS results from local adult education programs.

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.

Students at Southwestern College may be placed into appropriate courses on the basis of assessment results completed at other colleges and universities, provided that:

- The test is on the CCCC List of Approved Assessment Instruments
- The test was taken within the last three years
- The results are subject to application of the same multiple measures currently used for SWC tests to determine course placements (placements from other colleges are not used)

Self-placement results from other colleges are not accepted.

Should the District adopt CASAS, this will allow for a fluid acceptance of assessment results from the local adult education programs – which currently use CASAS - for placement into the college's noncredit ESL courses.

Although the District does not yet have a formal policy for accepting test scores from external entities, the procedures for application of internal testing tools is clearly delineated on the college's website. As this program develops, future dialog will also include this discussion.

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

These practices are currently provided on the assessment website, and a link to this information will be provided on the noncredit 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.

Not applicable at this time.

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.

Required CASAS annual training/conference costs---two SWC Cont Ed faculty are currently CASAS certified to administer the assessment.

| Budget Code | Category Title                          | FTE | SSSP     | Match   |
|-------------|---|-----|----------|---------|
| 1000        | Academic Salaries                       | .25 | \$17,663 | \$      |
| 2000        | Classified & Other Nonacademic Salaries |     |          |         |
| 3000        | Benefits                                |     |          | \$3,709 |
| 4000        | Supplies and Materials                  |     |          |         |
| 5000        | Other Operating Expenses                |     |          |         |
| 4000        | 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   |
|-----------|--|
| Counselor | Will assist students with interpretation of test results and apply to course planning. |
|           |  |
|           |  |

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

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:
  - Counseling
  - Advising
  - Development of the Noncredit Student Education Plan (NSEP)<sup>3</sup>.

Students enrolled in or seeking counseling services through NCR SSSP will be provided with counseling services through several venues.

- NCR students will be able to access drop-in counseling services provided at several locations that include adult education sites, local libraries, community centers and all SWCCD locations. The schedule of drop-in services will be provided in the NCR Class Schedule and the community will be welcomed to come in as the need arises.
- NCR students requesting to schedule an individual counseling appointment with a NCR SSSP Counselor will be able to schedule at one of the District's locations in Chula Vista, National City, San Ysidro and Otay Mesa.
- The Development of a Noncredit Student Educational Plan (NSEP) will be completed during individual counseling appointments.
- Services provided will be tracked through SARS.

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

The target population to receive Counseling, Advising and Student Education Planning services will be directed to those students registering for enrollment in English-as-a-Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational and Workforce Preparation coursework provided through the District's Noncredit program. The college noncredit program has remained small over the years, but is currently undergoing planned growth and curriculum/program development in conjunction with AEBG, CTE/Doing What Matters, and CDCP/CB-22. While this development will provide increased access and opportunity for our students and potential students, there will be a number of courses in a staggered queue for curriculum/program approval processes. These varied timelines will result in an *estimate* of annual students to be assessed for 2015-16 as new courses and programs are piloted. It is estimated that approximately 1,200 noncredit students will receive counseling services.

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.

<sup>3</sup> The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career

The District is an active partner with various community entities within Region X that include:

MAAC Project, Second Chance, South Bay Community Services, Casa Familiar, Sweetwater Union High School District and Adult Schools, San Diego Workforce Partnership/WIB regional career centers, Region X AB 86/AEBG Coordinator Peer Group, CalWORKs, Public Library, and Job Corps. We will work with our existing partnerships to provide orientation services at community locations, especially where noncredit courses are provided and at SWCCD campuses in Chula Vista, National City, Otay Mesa, and San Ysidro.

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

Ideally, counseling services would be offered and provided any time needed. The services will be announced in the NCR class schedule and on the District's website. Students will be able to schedule individual appointments or attend general advisement sessions held at community locations in close proximity to off-campus sites where the NCR class is held. Additionally, all SWC campus sites will provide the appointment availability at least one day a week for the development of the NSEP.

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.

Currently, all services are provided on a walk-in basis. We hope that as the program is developed more, it would mirror the experience of our credit advisements. The goal is to provide individual and group sessions for counseling advisement.

6. Describe any use of academic or paraprofessional advising.

The District has as a practice to hire only certificated College Counselors to provide academic planning and professional level counseling services. Paraprofessional staff are hired in targeted locations and provide many of the Student Success workshops offered to students and the community. NCR SSSP will be able to provide expanded workshop session for student planning, understanding the culture of higher education, and goal setting development through the use of paraprofessional staff.

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.

Various websites and online software are provided to NCR students through the Career Center and those include: Career Café, Choices, College Source, Assist.org. Scheduling and tracking will be implemented through the use of the SARS Grid. Eventually, the District can work towards implementing an online NCR SEP through the use of Ellucian Self Service Student Educational Plan

as the NCR program continues to develop over time. Image Now can be used for storing NCR SEP's once they are developed.

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   |
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| 5000        | Other Operating Expenses                |     |          |         |
| 4000        | Capital Outlay                          |     |          |         |
| 7000        | Other Outgo                             |     |          |         |

9. 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  |
|------------|---|
| Counselors | Will provide individual Noncredit Student Educational Planning for students at various sites where classes are provided to the community. |
|            |   |
|            |   |

#### 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.

The target population to receive Follow-Up services will be directed to those students registering for enrollment in English-as-a-Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational and Workforce Preparation coursework provided through the District's Noncredit Program. Students most at-risk would be those students enrolled in Basic Skills and ESL courses and those students who have not yet defined an educational goal. These students would be identified and intrusive in-reach efforts will provide targeted support for student engagement and the accessing of tutorial assistance as needed. Students will also be provided with study skills workshops, college success workshops, and workshops to assist in declaring a major course of study. Career Assessments and follow-up counseling, and Disability Support Services can also be provided at each of the District sites.

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 AB 86 research for the local South Bay consortium, of which SWCCD is a member, indicated service gaps for adult learners in the following areas: Adult Elementary and Secondary Education (approximately 64,000 residents do not have a high school diploma, and 31,000 have less than a ninth grade education), English-as-a-Second Language (approximately 75,000 adults in the

community “speak English less than very well”) and anecdotal information indicating that a majority of students entering our noncredit courses do not have an identified educational goal. Given these data, and recognizing that the majority of students accessing our noncredit program come from the local community, it is expected that a majority of students enrolled in our basic skills, ESL and other eligible noncredit courses can benefit from follow-up services. It is estimated that approximately 300 students (of the expected 1200 enrolled in NC SSSP eligible courses) will need follow-up services.

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

It is estimated that approximately 300 students will be identified for follow-up services. This estimate is based on past enrollments in existing courses/programs, and projected enrollments for new courses/programs being piloted in 2015-16.

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

- Intrusive in-reach through emails, phone calls, text messaging, and letters
- Announcements in Class Schedules and College Website to announce special workshops and services
- Individualized Counseling Appointments
- Individualized Career Assessments and Career Counseling Follow-up Sessions
- An introduction to Financial Aid and the ability to acquire funding to continue education in the credit program
- Group workshops

5. 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.).

Both workshop presentations and online orientation modules are designed to assist students with the identification and selection of an educational goal. Additionally, individual counseling appointments will help students to understand their educational and career options, the steps needed to attain the goal, decision-making and a well-defined NSEP outlining all needed requirements. These interventions are designed to move students out of the at-risk status.

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

SARS (scheduler and tracker), Ellucian Business Objects, Black Board Connect, Ellucian for MIS tracking.

7. 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                       | .25 | \$17,663 | \$       |
| 2000        | Classified & Other Nonacademic Salaries | .50 |          | \$24,705 |
| 3000        | Benefits                                |     |          | \$3,709  |
| 4000        | Supplies and Materials                  |     |          |          |
| 5000        | Other Operating Expenses                |     |          |          |
| 4000        | Capital Outlay                          |     |          |          |
| 7000        | Other Outgo                             |     |          |          |

8. 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                   | Will provide follow-up services to students, assisting with course selection and career and major decision-making. |
| Student Services Technician | Will assist with arranging for all services at various locales.  |
|                             |  |



## 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        | Coordination – Dean (.25) | \$35,936 |
| 2000        | Continuing Ed Technician  | \$11,268 |
|             |                           |          |
|             |                           |          |
|             |                           |          |

## 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.

Currently in development.

### 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.

Currently in development.

### 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.

Currently in development.

## SECTION IV. PROFESSIONAL DEVELOPMENT

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

CASAS re-certification will be needed for Assessment staff; Student Equity supported staff development for all staff that will enable faculty and staff to attend conferences and special workshops designed to assist with student success and retention, career technical pathways, and customer service modules. Provide training to new Noncredit counselors on services and accommodations available to adults with disabilities and other adult learners.

## 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.

Due to current administrative limitations and the absence of electronic student information databases for Noncredit students within the District, there is currently no planned institutional research for the current academic year. We are currently exploring the feasibility of integrating Noncredit student data into our current electronic database (Ellucian Colleague) and subsequent querying software, SAP Business Objects. Need for an electronic application process is needed so that students information and college identification number can become part of the NCR Student Basic database.

After the student information becomes integrated and made available to respective departments and staff, a Research Analyst (funded through Credit SSSP funds) will assist Noncredit Staff and Faculty for relevant research needs related to the Noncredit SSSP core services. These research projects may include: assessment of student success outcomes related to Noncredit SSSP services; student surveys for feedback regarding services (e.g., Orientation, Counseling, etc.); identification of at-risk, noncredit students and evaluation of at-risk student intervention programs; and other related projects.

In support of Credit and Noncredit SSSP services, representatives from institutional departments and service areas will research, meet, and discuss potential software and technologies to help support relevant institutional research, including survey software. Expanded research capabilities will help Noncredit SSSP services to identify areas for potential improvements, consolidation, and/or expansion to better meet the needs of Noncredit students.

Some specific research projects may include: Noncredit to Credit transition data; rate at which students take multiple noncredit classes; services provided, calculating success outcomes and tracking student completion of linked courses.

- Demographic profile of noncredit student (if info. available)/trend analysis of student composition over the past few years
- Survey/focus group of noncredit students receiving services (orientation/counseling/etc.)
- Cohort tracking/follow-up of students (perhaps in the future after NC is tied into Ellucian?)

## **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 Credit and Noncredit Plans are implemented under the leadership of the Dean of Counseling and Student Support Programs. Within the scope of this Dean's responsibilities are the following Categorical Programs: Disability Support Services, EOPS/CARE, CalWORKs, Title V – First Year Experience, and Credit and Noncredit SSSP. General district funded Counseling services, Assessment services, Career Center, Transfer Center and Student Employment services are also part of the grouping. The Dean works with staff and faculty to ensure that all programs maintain program

compliance and integrity while providing complimentary services, and thereby eliminate duplication when possible.

The Dean, as well as several counselors and other Student Services administrators serve as members of the Student Equity Committee, Basic Skills Initiative Committee, Institutional Program Review, Shared Consultation Council, Strategic Planning subcommittees, and AB 86/CTE planning committees. This allows SSSP to fulfill plan requirements with careful attention to providing complimentary services and leveraging resources to enhance student success.

Developing synergy among the college institutional plans and processes has been at the forefront of our planning efforts. In spring 2014, the Student Success Committee, a representative committee, that is co-chaired by the Vice President for Student Affairs and the President-Elect of the Academic Senate established two subcommittees – the SSSP Subcommittee (Credit and Noncredit) and the Student Equity Planning Subcommittee. The primary purpose of the committee is to support and lead initiatives that strengthen student access, success, and equity, as well as provide a platform for collaboration and communication that will result in the integration of student success and equity efforts campus-wide. To that end, the cross-pollination of membership on the Student Equity Planning Subcommittee (SEPS) bring expertise from the Basic Skills Committee, as well efforts being made for SSSP. The Dean of Counseling and Student Support Services is a member of SEPS, along with counseling faculty members who are an integral part of the plan development for SSSP. Additionally, the leveraging of resources is being utilized such that achievement gaps in the various student success factors are being tackled using a multi-pronged approach. More recently, the college became a recipient of the Title V grant that is entitled, ***“Doorways to the Future/Puertas al Futuro.”*** The main focus of this grant is to “improve the success of Latino and other low-income students” through one activity that consists of two important components that seek to improve the college’s student success and completion rates. Component One is focused on engaging Latino students and the creation of a First Year Experience; Component Two is focused creating accelerated basic skills pathways and the provision of supplemental instruction through embedded tutoring. These themes are also reflected in the high impact practices being identified through the SEPS, that include a focus on access, professional development focused on teaching methodologies for basic skills and students of color; creation of accelerated basic skills pathways; and instructional support through supplemental instruction. This SSSP plan further supports these efforts with the provision of support core services for students with a focus on basic skills, foster youth, and veterans. As it relates to the program review process, the District engages in an annual program review process that is used to evaluate the effectiveness of existing student support services (such as student satisfaction surveys, campus climate surveys, and SLOs) and make recommendations on program improvements/enhancements focused on improved service to students. The needs identified through the institutional program review process are aligned with the District’s strategic priorities, which are in turn reflective of the Districts’ Strategic Plan, designed to carry out the District’s mission of promoting student success. The intentional alignment of interventions (and recommendations) will allow the college to focus on high impact interventions that will ultimately result in furthering student completion for all students.

## 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).

Is part of Dean's responsibility.

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:

**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: Mark Samuels

Title: Assessment Specialist

Stakeholder Group: Faculty

Name: Stacy Teeters

Title: Research Analyst

Stakeholder Group: Classified Staff

Name: Henry Flores

Title: Data Software Specialist

Stakeholder Group: Classified Staff

Name: Beatrice Zamora-Aguilar

Title: Dean, School of Counseling &amp; Student Support Programs

Stakeholder Group: Administrator

Name: David Ramirez

Title: Department Chair, Counseling

Stakeholder Group: Faculty

Name: Diane Edwards LiPera

Title: AS, NCR Counselor

Stakeholder Group: Faculty

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

**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

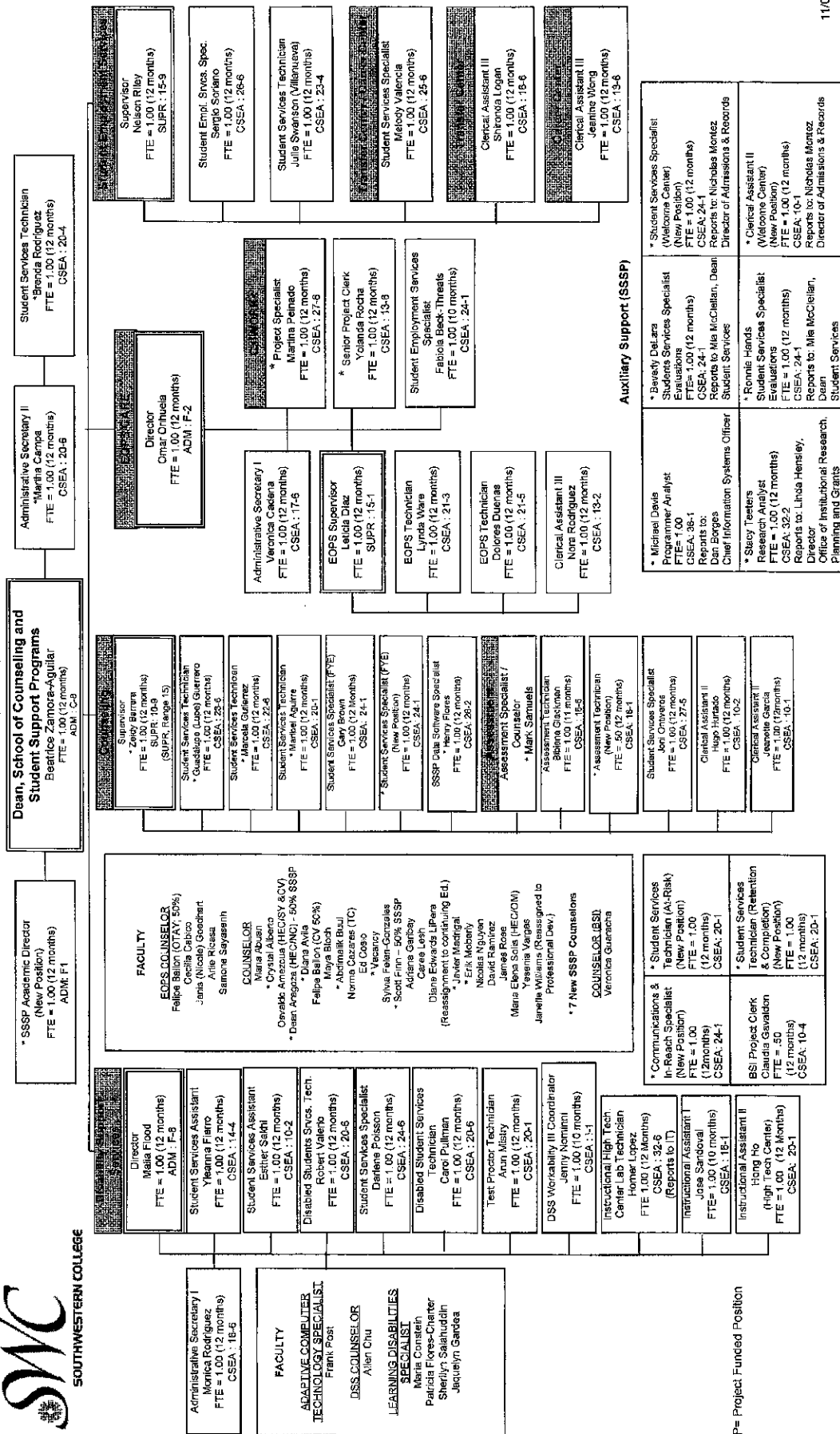
## **Attachment B**

### Organizational Charts



**Student Affairs Organizational Chart**  
**School of Counseling & Student Support Programs**

November 2015



\* SSSP= Project Funded Position

11/05/2015

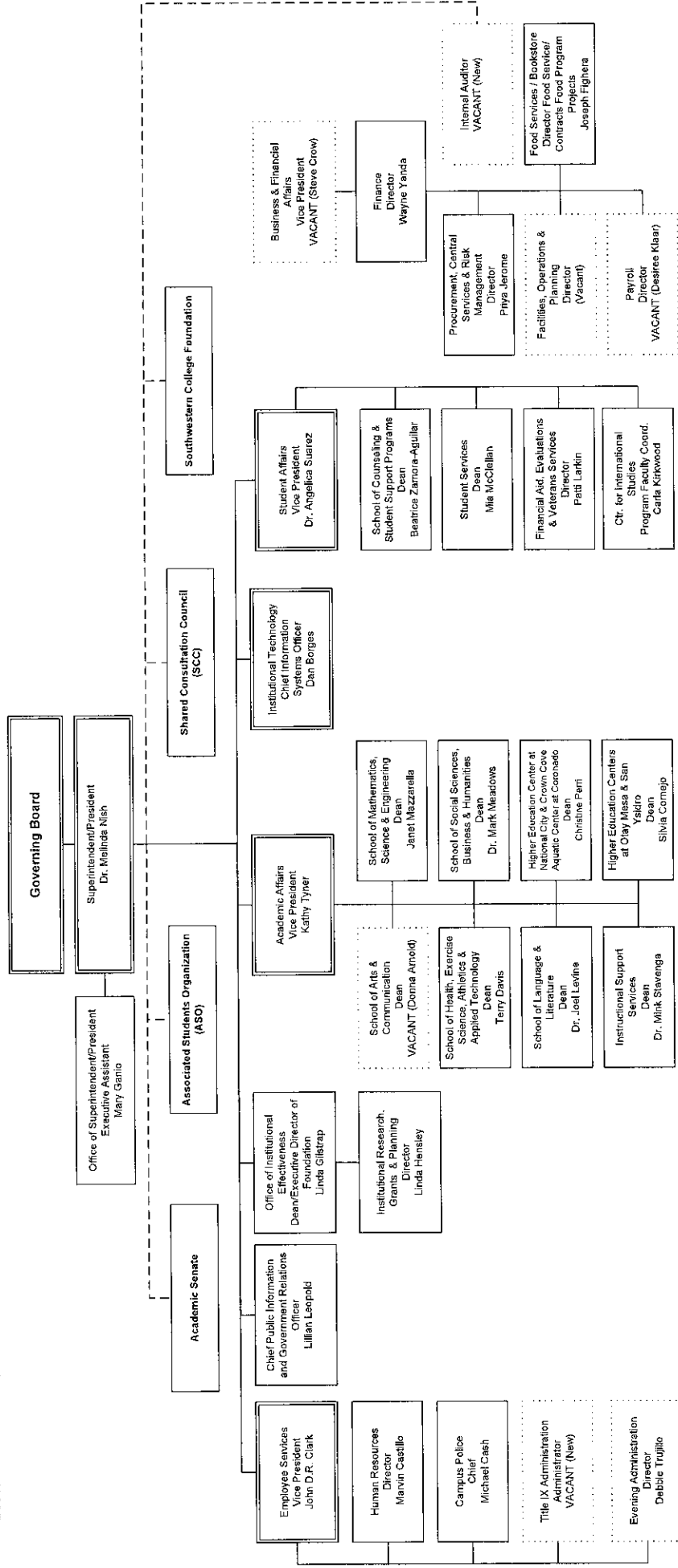




# Southwestern College Organizational Chart

## College Management Team

September 2015



## **Attachment C**

SSSP Advisory Committee

SSSP Advisory Committee:

| Name                           | Organization                              |
|--------------------------------|---|
| Silvia Cornejo                 | SWC, Center Dean                          |
| Gloria Calderon                | C.V. Promised Neighborhood, South Bay CCS |
| Jose Mireles                   | C.V. Promised Neighborhood, South Bay CCS |
| Norma Cazares                  | SWC – General Counselor                   |
| Brett Robertson                | SWC – Director Student Development        |
| Lorena Malo                    | SDSU                                      |
| Samone Sayasenh                | SWC – EOPS Counselor                      |
| Nelson Riley                   | SWC – Student Employment Services         |
| Wendy Plata                    | SWC ~ Student                             |
| Leticia Diaz                   | SWC - EOPS                                |
| Bea Zamora-Aguilar             | SWC_ Dean Counseling and Student Support  |
| Martina Peinado                | SWC - CalWORKs                            |
| Araceli Loya                   | Olympian High, SUHSD                      |
| Omar Orihuela                  | SWC                                       |
| David Ramirez                  | SWC, Counseling Department Chair          |
| Diane Edwards Lipera           | SWC, Counselor Noncredit                  |
| Cynthia Davalos                | UCSD                                      |
| Adult Education Representative | AEBG Consortium Representative            |

## **Attachment D**

Non-Credit Student Educational Plan (Draft)



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# SACILNEXR

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 7. *Patients*  
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 9. *Academic Institutions*  
 10. *Non-Profit Organizations*  
 11. *Government*  
 12. *Media*  
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 15. *Research*  
 16. *Development*  
 17. *Manufacturing*  
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 100. *Research and Development*

## Development

Transition from Non-Credit to Credit Program

understand

Verdugo, C. (2006). *La familia y la escuela*. Madrid: Alianza.

Quaternary Soils

## TRANSCRIPTS REVIEWED/RESULTS



High School:

M

Other College/University:



*Syntherisma*

## Career Technical Education

2000

Accounting/Bookkeeping

Office of the  
Secretary of the  
Department of  
Education

Customer Service

Specialized Computer Knowledge

Childcare Daycare

# Healthcare

## Labore Skills

## Specific Career Skills Training

# English as a Second Language

## HAL Semester Courses:

# Journal of Academic & Social Sciences

# Introduction to Acidic ISL in

### SPRING Semester Courses:

### SUMMER Semester Courses:

# DRAFT

## TRANSITION AND SUCCESS PLANNING

Counselor Notes

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ADDITIONAL RESOURCES:

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Counselor Signature

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