



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@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: College of the Desert

District Name: Desert 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.

Amanda Phillips 

Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: (760) 636-7962 Email: afphillips@collegeofthedesert.edu Date: 12-11-15

Annabelle Nery, Ph.D. 

Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: (760) 776-7442 Email: anery@collegeofthedesert.edu Date: 12-14-15

Lisa Howell  Date: 12-15-15

Chief Business Officer (Typed Name and Signature)

Kelly Hall, MBA, PhD, CPA  Date: 12-18-15

Academic Senate President (Typed Name and Signature)

Joel L. Kinnamon, Ed.D.  Date: 12-15-15

Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Amanda Phillips Title: Director, Counseling and Advising Services

Email: afphillips@collegeofthedesert.edu Phone: (760) 636-7962

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.

We have separate orientations for our two non-credit programs, Adult Basic Education (ABE) and English as a Second Language Non-Credit (ESLN).

ABE

The ABE orientation includes all of the Title 5 requirements as well as additional information that is specific to that program.

ESLN

The ESLN orientation will be provided to every ESLN student and includes all of the title 5 required elements as well as information specific to the program.

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

ABE

Every student that registers for an ABE class attends the orientation. In the 14-15 academic year that included 77 students in the diploma completion program and 690 students in the GED preparation courses.

ESLN

Every incoming ESLN student will attend an orientation. During the 14-15 year the unduplicated headcount for ESLN was 1,540.

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

ABE

The orientation is provided in small groups by ABE faculty. The orientation includes a PowerPoint presentation and lecture/explanation by faculty. Student are also provided with a folder containing information from the orientation as well as additional information regarding the Cleary Act and supplemental information for our VAWA required educational program for all incoming students.

ESLN

In the Fall 2015 semester, the ESLN Orientation will be provided as a presentation in every classroom during the first week of classes. It consists of a PowerPoint accompanied by a lecture given by the faculty member teaching the course. The students will be given a packet that includes the information presented in the orientation, additional information about the college and supplemental information about the Cleary act and our mandated educational program in compliance with the VAWA.

During the fall semester the college will develop a multimedia presentation orientation. It will be an online video with audio and captioning created on the Brainshark platform. The college will create translated versions of the presentation in the languages most frequently reported as our students' first language. When these presentations are available, each ESLN student will view the presentation prior to taking the ESLN placement test. Either the Senior Program Specialist, or a designated non-credit SSSP student worker will begin the presentation for each student. Each student will also be given the packet of information to accompany to orientation.

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

There are no partnerships currently in place regarding ABE or ESLN orientation. There is a possibility of future partnerships developing through our AB 104 regional consortium.

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

ABE

The ABE orientation is provided after application, counseling, educational planning and registration for classes. Students attend the orientation as the last service prior to attending class. The ABE classes are open entry and open exit SP the orientation is offered twice per week at the start of the term and once per week until the mid-point of the semester.

ESLN

In the Fall 2015 semester the ESLN orientation will be provided after the application, assessment and registration in the classrooms during the first week that classes meet. For the Spring 2016 semester, the orientation will be provided after application and prior to students taking the placement test.

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 PowerPoint presentations for both ABE and ESLN include our training for incoming students mandated by the VAWA and how to access the crime statistics required under the Cleary Act. Additional information on both subjects is included in the packet of information each student receives.

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.

ABE

The only commercial product used in the ABE orientation is Microsoft PowerPoint.

ESLN

The current orientation requires Microsoft PowerPoint and the new orientation will require Brainshark.

The Non-Credit SSSP Program is a minor user of these programs, which are purchased for use by the entire campus. The costs are not included in SSSP nor listed as match.

1. 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		\$	\$2,760
2000	Classified & Other Nonacademic Salaries		\$3,845	\$11,726
3000	Benefits		\$48	\$6,685
4000	Supplies and Materials		\$5,000	
5000	Other Operating Expenses		\$5,000	
6000	Capital Outlay			
7000	Other Outgo			

2. 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
Professor	Presents the orientation powerpoint and lecture
Adjunct Professors	Presents the orientation powerpoint and lecture
Senior Program Specialist	Will get students started on the multimedia ESLN orientation
Student Workers	Will get students started on the multimedia ESLN orientation

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.

Students seeking entry into the ESLN program take the ESL Computer Adaptive Test. The test is offered once per week on our Palm Desert Campus and once per week on our Indio Campus. The Senior Program Specialist and Non-Credit Student Workers assist them with making an appointment for assessment. They are provided with both verbal and written instructions prior to the test.

During the 15-16 year we are extending ESLN course offerings to off campus sites. Because we are unable to offer the assessment test at those sites, the Palm Springs Unified School District and the AB 104 regional consortium arranged for

bus transportation from those sites to the main campuses as part of an assessment testing event. Due to the length of that event it crossed over meal times and food was provided to the participants.

ABE students are placed into classes based on an evaluation of their high school transcripts that shows what subjects they need to complete the diploma.

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 majority of ESLN students take the assessment test. The program is sequential with prerequisites and the assessment test is the most common way to demonstrate the prerequisites. Some students choose not to assess because they want to start at the Foundations level which does not have a prerequisite. In the 14-15 year 1101 students took the ESLN assessment test.

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 CCCC and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

College of the Desert administers the ESL Computer Adaptive Test developed by Mt. San Antonio College. This test was first approved by the chancellor's office on 7-1-2003 and expires 3-1-2019. It is offered in our assessment center on the Palm Desert campus and at the Indio campus. Consequential validity was last studied in Fall 2011 and the next disproportionate impact study is scheduled for Fall 2015.

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.

Multiple measures are applied by faculty. All ESLN students can move into different courses based on the instructor's assessment of their English proficiency. Additionally, all students are aware of the challenge process to move into higher levels than they placed.

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.

College of the Desert is a single college district. Students that have taken the ESL Computer Adaptive Test at another college may bring their scores to the Senior Program Specialist to be placed into classes. COD has no ability to interpret other ESL assessment tests.

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

The retake and recency policies are available on the college website. The general policy is stated on the Assessment page and it is also addressed on the ESLN webpage. The policy is available in writing at the Admissions and Records office.

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.

The ESL Computer Adaptive Test is purchased by testing unit. It requires server space, a computer lab and headphones.

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

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries		\$11,715	\$11,726
3000	Benefits		\$1,778	\$6,329
4000	Supplies and Materials		\$6,500	
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
Testing Services technician	Administers assessment tests
Senior Program Specialist	Administers and interprets assessment tests
Student Workers	Assist students in making appointments for assessment tests

iii. Counseling, Advising, and Student Education Planning

- 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

Counseling:

Each student participates in a 30 minute appointment to review program procedures, remaining classes, orientation information, college credit courses, degrees offered at COD, career counseling services and personal counseling.

Advising:

The Senior Program Specialist handles advising regarding program procedures, transcript requests, transcript evaluation (and out of state equivalency research), filing intent to graduate, graduation requirements, proficiency exams, and assisting students with registration.

Development of the Noncredit Student Education Plan (NSEP)^[4] :

The Senior Program Specialist completes an evaluation of official high school transcripts (including international transcripts) and determines what the remaining courses are to earn the High school Diploma. Then the NSEP is created, with both completed and incomplete courses marked. Classes are listed on the report by subject areas and the correct sequence. The Counselor presents the NSEP to the student during a counseling session and Student Ed plan is stored on the ABE Portal for easy access by faculty, counseling and Senior Program Specialist.

ESLN

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.

^[4] The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

Counseling:

All ESLN students receive counseling by request including academic, career and personal counseling. The ESLN counselors give brief (5 minute) classroom presentations to introduce themselves and inform the students of the services available to them. In the level 5 classes, the counselor gives a much more involved presentation (3 hours) to inform students about their options for taking credit classes as well as the academic and student support programs available at the college. The counselor also meets with level 5 students outside of class to assist with navigating the enrollment and registration systems and processes..

Advising: Students in Foundations, and Levels 1-5 are assisted with COD application, advised on program procedures, ESLN placement test results, registration, grades, enrollment verifications and certificates by the Senior Program Specialist.

NSEP: The ESLN students will be presented with an NSEP following their placement test and prior to attending class.

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

ABE

This student population consists of those who have not completed a High School Diploma, from the ages 18 and over. Students are from all socio-economic levels. The student audience may include persons who experienced illnesses in high school, pregnancy, had to join the work force, were incarcerated and/or additional personal reasons for early dropout.

ESLN

This student population consist mainly of people who came to the U.S. from a non-English speaking country.

Every student in non-credit programs has access to counseling and advising services. Additionally, every student that enrolls in non-credit classes will have a NSEP. In 14-15 there were a total of 2,307 students enrolled in non-credit courses.

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.

At this point there are no existing partnerships for counseling, advising or educational planning services. There are future opportunities for partnerships through our local consortium formed by AB 104.

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

Counseling:

All ABE students attend a counseling appointment prior to registration and counseling services are available to them throughout the rest of their enrollment. Counseling services are available to all ESLN students throughout their enrollment and additional services are provided to help students matriculate into the credit program are offered when they reach level 5.

Advising:

Advising services are provided as students enter the programs by the Senior Program Specialist.

NSEP:

The NSEP is developed prior to students registering for classes.

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.

ABE

It is necessary for all new and returning students to set an appointment with the counselor(s) to ensure all paperwork is updated to provide better services. Generally, during fall and spring semesters the average wait time for a student can vary between one to three weeks depending on influx of new students. During winter break and summer the appointment times vary due to counselor availability.

ESLN

The ESLN counselor reserves all Wednesdays for ESLN students. ESLN students can typically get an appointment within one week and wait only 10 minutes as drop-in students on Wednesdays.

6. Describe any use of academic or paraprofessional advising.

All full-time faculty at College of the Desert are advisors within their programs. The full-time faculty in the non-credit programs are available to advise their students. The ESL credit faculty advise level 5 students about the credit ESL curricula. The Department Chair also visits the level 5 classes to advise about the ABE curricula. Additionally, the Senior Program Specialist advises on matters primarily related to matriculating into the non-credit programs.

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.

ABE

In-house: ABE SEP Portal (COD IT Dept.); ABE grade drive

Commercial Technology: SARS Grid; WebAdvisor; Datatel; Microsoft Office (Word, Excel, Powerpoint); Publisher; Snagit Editor

ESLN

Commercial Technology: SARS Grid; WebAdvisor; Datatel; Microsoft Office; Publisher; Snagit Editor; Accuplacer (testing software)

The cost of Webadvisor, Datatel, Microsoft Office, Publisher, and Snagit Editor are shared across the campus and not listed under SSSP Non-Credit nor as match. The cost for SARS Grid and Accuplacer are covered by the SSSP Credit Program. The credit program is by far the biggest user of these systems and there are no additional costs associated with the Non-Credit SSSP Program's use.

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		\$ 54,439	\$
2000	Classified & Other Nonacademic Salaries			\$11,727
3000	Benefits		\$12,116	\$6329
4000	Supplies and Materials			

5000	Other Operating Expenses			
6000	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 (full-time and adjunct)	Provide Counseling and Educational Planning Services
Instructional Faculty	Provide Academic Advising
Senior Program Specialist	Provide Advising, particularly on enrollment processes

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.

ABE

Students enrolled in High School Completion (HSC) Program may meet with the counselor(s), Senior Program Specialist, ABE student workers or ABE faculty to get assistance with registering for additional classes upon completion of original enrolled courses. Students are scheduled with counselor for additional HSC Program questions, credit course questions and personal issues. Students meet with Senior Program Specialist regarding course grades, graduation, registration of additional classes, fees, etc. We have an open door policy; first come first serve.

ESLN

Continuing and returning students receive assistance by Senior Program Specialist, ESLN faculty and/or Admissions with registration in their next level of courses. Senior Program Specialist and ESLN faculty advise on courses required for earning certificates in ESLN. Counselors provide career counseling, personal counseling and information regarding transitioning into credit courses and certificate / degree programs.

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.

All ABE and ESLN courses fall under the category of basic skills, classifying those students as at-risk. In the 14-15 year 2,307 students were enrolled in these courses.

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

Approximately 500 students will use follow-up services. They are typically referred by a faculty member but also self-refer or choose to come in after the classroom presentations.

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.).

Counseling and advising are available to all ABE and ESLN students. Students request or require DSPS and tutoring services frequently, but not every student is eligible. High School Completion and GED student self-identify. HSC students always attend an appointment with an ABE counselor. GED students are able to register for the GED prep class on their

own, but may choose to meet with a counselor to discuss their educational and career goals. ESLN students are often encouraged to speak with the counselor regarding their educational and career goals by the instructional faculty.

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

COD uses Ellucian Colleague, Webadvisor and SARS-Grid to manage and track follow-up with non-credit students. Colleague and Webadvisor are paid for by the college. Non-Credit SSSP is a minor user in the system and the estimated cost of their participation has never been listed as matching funds. SARS-Grid is paid for through Credit SSSP funds and there is no additional cost to allowing use by the Non-Credit SSSP Program.

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		\$54,441	\$
2000	Classified & Other Nonacademic Salaries			\$11,726
3000	Benefits		\$12,117	\$6,329
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 academic, career and personal counseling
Adjunct Counselors	Provide academic, career and personal counseling
Senior Program Specialist	Coordinates referrals for services, assists with registration

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
2000	Admissions and Records	\$81,245
2000	Coordination/Admissions and Records	\$35,908

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.

In alignment with title 5 section 55520, students may be exempt from orientation, assessment and educational planning if they already have an Associate's degree or higher, are enrolling in courses to achieve or maintain certificate or license requirements that do not require math, reading or English prerequisites, or are enrolling in courses for personal enrichment that do not require math, reading or English prerequisites.

ii. Appeal Policies

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

A student may petition (in writing) to request an exception to the Academic regulations and policies. A decision will be rendered normally within 10 business days. During peak high volume registration periods a decision may take up to three weeks. Students are strongly encouraged to submit petitions well in advance and one term prior to the term if they wish to repeat a course. Students will be notified via College of the Desert email. In the event a petition is denied, a student may provide additional documentation to the Appeals Review Committee and appeal the decision. The Committee will review additional information and make a final decision. Petitions are submitted electronically via the Student Portal under the WebAdvisor link/Forms.

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.

College of the Desert has an established Board Policy and Administrative Procedure (4260) regarding prerequisites and corequisites that is in line with title 5 section 55003. This procedure requires that prerequisites and corequisites are established by the All Faculty Senate through the Curriculum Committee. All prerequisites and corequisites must be an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a thorough content review and statistical analysis.

All courses are reviewed by the curriculum committee every five years; vocational courses with prerequisites, corequisites and/or advisories are scheduled to be reviewed every two years. These scheduled reviews include a review of the prerequisites, corequisites and advisories.

Any prerequisite or corequisite may be challenged by a student on one or more of the following grounds:

1. The prerequisite or corequisite has not been established according to the district's process of establishing prerequisites and corequisites;
2. The prerequisite or corequisite violates Title 5, § 55003 (Policies for Prerequisites);
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the stated prerequisite or corequisite;
5. The student will be subject to undue delay in attaining the goal stated in the Student Education Plan because the prerequisite or corequisite course has not been made reasonably available. The determination of whether a student meets a prerequisite or corequisite shall be made prior to the student's enrollment in the course.

Students who are seeking to challenge a course prerequisite or corequisite are encouraged to consult with a counselor in COD Counseling Center to receive guidance on the validity of a challenge prior to it being submitted. The student is responsible and bears the burden for showing that grounds exist for the challenge. To submit a challenge, a student should obtain a Prerequisite Challenge form located on the Admissions & Records website under "Forms." Along with the form, a student must submit compelling evidence demonstrating that they have met the prerequisite.

Prerequisite challenges are reviewed by the discipline faculty. For the challenge to be approved, it requires the approval and signatures from both faculty and the Dean. All approved challenges are forwarded to Admissions and Records so that the student can be permitted to enroll.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

During the Fall Flex calendar program all ESLN instructors will be trained on the presentation of the orientation so they are prepared to offer it to students during the first week of classes.

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.

During the 15-16 year the Office of Institutional Research will conduct a disproportionate impact study on the ESL assessment test. They are also available to conduct analyses of non-credit students' success and participation in 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.

In fall 2015, the co-chairs of all committees responsible for the SSSP, Non-Credit SSSP, Equity and BSI plans will attend a Co-Chairs Council. These meetings are called in order to promote coordination and prevent duplication. In the coming year, COD's College Planning Council will be evaluating all committees. Through that process, the college will be looking to further promote and solidify cooperation between all of the plans as well as other college efforts.

SECTION VII. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

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

ADDITIONAL INFORMATION

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

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: Victoria Curry Title: Adjunct Counselor

Stakeholder Group: Adjunct Faculty

Name: Sheri Jones Title: Interim Dean

Stakeholder Group: Leadership

Name: Curt Luttrell Title: Director, Admissions and Records

Stakeholder Group: Leadership

Name: Annebelle Nery, Ph.D. Title: Executive Dean

Stakeholder Group: Leadership

Name: Amanda Phillips Title: Director, Counseling

Stakeholder Group: Leadership

Name: Renate Senters Title: Professor

Stakeholder Group: Faculty

Name: Christen Smith Title: Professor

Stakeholder Group: Faculty, Academic Senate

Name: Ty Thomas Title: Professor, Department Chair

Stakeholder Group: Faculty

Name: Fred Vescial Title: Professor

Stakeholder Group: Faculty

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

2015-16
Desert Community College District
College of the Desert
Noncredit

Summary

Part I: Funding

2015-16 Noncredit SSSP Allocation \$ 166,999

Total 2015-16 Planned Expenditures in Noncredit SSSP

Part II: Planned Noncredit SSSP Expenditures \$ 166,999

Part III: Planned District Match \$ 192,490

1:1 Calculated required district match for Noncredit \$ 166,999

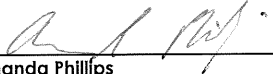

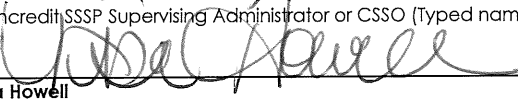
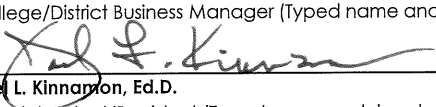
Total Planned Expenditures in Noncredit SSSP \$ 359,489

Balance of 2015-16 Noncredit SSSP Allocation \$ -

The required District Match was met: Yes

Certification

The undersigned certify that the the 2015-16 Noncredit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Noncredit Student Success and Support Program Plan per title 5, section 55510 and the SSSP Funding Guidelines.

	<u>afphillips@collegeofthedesert.edu</u>	(760) 636-7962	12-11-15
Amanda Phillips	Email address	Phone Number	Date
College Noncredit SSSP Director/Coordinator (Typed name and signature)			
	<u>anery@collegeofthedesert.edu</u>	(760) 776-7442	
Annebelle Nery, Ph.D.	Email address	Phone Number	Date
Noncredit SSSP Supervising Administrator or CSSO (Typed name and signature)			
	<u>lhowell@collegeofthedesert.edu</u>	(760) 674-7625	
Lisa Howell	Email address	Phone Number	Date
College/District Business Manager (Typed name and signature)			
	<u>jkinnamon@collegeofthedesert.edu</u>	(760) 773-2507	
Joel L. Kinnamon, Ed.D.	Email address	Phone Number	Date
Superintendent/President (Typed name and signature)			