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
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.[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 categories[2]:

- 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 Redwoods

District Name: Redwoods 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*.*

Sheila Hall - Director, Counseling and Student Development _____
Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: 707.476.4155   Email: sheila-hall@redwoods.edu   Date: _____

Dr. Mark Winter - Vice President Instruction and Student Development_____
Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 707.476.4109   Email: mark-winter@redwoods.edu   Date: _____

Lee Lindsey _____Date: _____
Chief Business Officer (Typed Name and Signature)

Mark Renner_____ Date: _____
Connie Wolfsen _____ Date: _____
Academic Senate Co-Presidents (Typed Name and Signature)

Dr. Keith Snow-Flamer_____ Date: _____
Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Sheila Hall   Title: Director, Counseling and Student Development
Email: sheila-hall@redwoods.edu   Phone: 707.476.4155

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.

IIa.   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.

    At this time, the same orientation services that are provided to credit students, in accordance with title 5 section 55521, are also provided to noncredit students who have been identified through the enrollment process. Students are provided information about adult education noncredit courses and certificate programs as part of the advising that occurs during orientation.   As part of a pilot program this fall 2015 semester, orientation services were provided in several noncredit courses and we have plans to further develop implementation of those services to students enrolled in noncredit adult education certificate programs, primarily off campus at various locations in the community.

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

    The audience will include students who have declared a noncredit certificate of competency program and/or enrolled in noncredit courses that are included in a certificate program. As our noncredit offerings expand, we estimate more students to be served in this area, approximately 200 for the 2015-16 academic year.

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

Orientation services for noncredit students are delivered in the same methods as credit which may include:
- in-person small group (30 students or less)
- in-person individual appointments
- online or via distance (email and/or phone)

In accordance with title 5 section 55521, the following topics are covered in orientation:
- Academic expectations, progress, and probation standards pursuant to section 55031 are referenced from RCCD Administrative Procedure AP 4250 - Academic Standing and provided as a handout in the orientation packet in-person and as a link in the online orientation.
- Maintaining registration priority pursuant to section 58108 is referenced from RCCD Administrative Procedure AP 5055 - Enrollment Priorities and included in the orientation presentation.
- Prerequisite or co-requisite challenge process pursuant to section 55003 are referenced from RCCD Administrative Procedure AP 4260 - Prerequisites and Corequisites and provided as a handout in the orientation packet in-person and as a link in the online orientation.
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 is described in the academic/progress probation handout.
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed are included in several areas of the orientation presentation.
- Academic calendar and important timelines are provided as a separate handout in the orientation packet in-person and as a link in the online orientation.
- Registration and college fees referenced from RCCD Administrative Procedure AP 5030 – Fees are included in the orientation presentation.
- Available education planning services referenced from RCCD Administrative Procedure AP 5050 - Student Success and Support Program, are included in the presentation, and discussed as part of the degree pathway advising provided during orientation.
- Health and Wellness resources, including information on Drug and Alcohol Abuse Prevention and Sexual Assault Prevention program activities.

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

College of the Redwoods is an Operator of the local One-Stop Consortium that provides assistance with job placement, resume writing, business outreach, and access to training. This partnership helps to inform us of business and industry workforce needs, as well as provide job-seekers access to training resources.
We are a member of the Workforce Investment Board and actively participate in local workforce initiatives. Counselors, advisors, and student services specialists' districtwide have developed partnerships and maintain working relationships with area high schools, alternative and continuation schools, and community education programs, including Del Norte, Mendocino, and Klamath-Trinity county areas. We actively work with local training agencies such as CalWORKs, Department of Rehabilitation, Humboldt County Employment Training Department, and the CA Employment Development Department. These partners may address some topics included in orientation, but would primarily guide students through the enrollment process and refer them to Admissions and/or Counseling departments for additional assistance.

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

For campus-based courses, orientation is provided early in the enrollment process whenever possible; after completion of the admissions application and usually before registration for classes. For community based courses that generally have only noncredit students enrolled, orientation services are provided within six months, usually at the mid-point of each course. Although students can complete the online orientation at any point in the process, non-exempt students who have not completed orientation, or any other core services, are notified via email of missing services and the deadline to complete those services to qualify for enrollment priority.

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.

   Approved on April 7, 2015, RCCD Board Policy and Administrative Procedure 3540- Sexual and Other Assaults on Campus describe the following information:
   - Title IX Coordinator
   - educational programs to promote the awareness of sexual misconduct
   - information regarding crimes of sexual assault
   - confidentiality
   - crisis resources
   - victim assistance
   - disciplinary options
   - rights and options for victims
   - affirmative consent

   http://www.redwoods.edu/District/Board/New/Chapter3/documents/AP3540SexualandOtherAssaultsonCampus.pdf
   Sexual assault information and resources are also provided in orientations delivered districtwide in-person and online:
   http://www.redwoods.edu/Eureka/Counseling/SexualAssualtInformation.asp

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.

   Orientation services provided in-person are facilitated by a counselor or advisor using a PowerPoint presentation. Our online orientation has been developed in-house using a series of webpages. Assessment and tracking of student participation are built into the current system. Support for updating and maintaining our online orientation is required from staff in the Counseling, Institutional Research, Marketing, and Technical Services departments.

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: Counselors	2	$7,865	
2000	Classified & Other Nonacademic Salaries: Director, Business Training Center and Noncredit Adult Education – AB 86	1		$3,146
3000	Benefits	3	$3,690	$1,476
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

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

Title	Role
Counselors	Provide orientation services
Director, Business Training Center and Noncredit Adult Education	Coordinate noncredit orientation services and delivery, compliance

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.

    Noncredit students are informed of the assessment process, including placement testing requirements, services, and test preparation on the Academic Support Center webpage, and as part of the "Becoming a Student" guide (online and printed in outreach materials). Students are directed to study guides and practice tests available on the college website.

    We have established a noncredit (NCR) status in our student information system so we can implement a "Welcome to CR" email and other communication specific for noncredit students that will provide basic information regarding placement and other matriculation processes.

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 target student audience includes all new non-exempt students to CR, as well as continuing and returning students who need to take a course with a math or English prerequisite. As our noncredit offerings expand, we estimate more students to be served in this area, approximately 200 for the 2015-16 academic year. However, the majority of noncredit courses are open-entry and placement testing is not required. Only those students enrolling in noncredit math (math 272 and math 276) and reading (read 260) are required to be assessed using the credit assessment process. Community based classes are multi-level and the faculty assess each student's skill level to determine placement.

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.

    College of the Redwoods administers the computer-based Accuplacer tests by the College Board for English, math, and ESL placement. The Accuplacer placement test includes background questions that may be used for multiple measures for determining course placement. Based on the California Community Colleges Approved Assessment Instruments chart from spring 2015, Accuplacer English, math, and ESL are in a probationary approval category beginning March 1, 2014 and expiring March 1, 2016.

    CASAS is used in accordance with the WIOA Title 2 Adult Literacy grant (only offered in-person). This test is not specifically used for placement, but as a skills assessment to inform instruction and for grant compliance. Noncredit faculty or other approved CASAS proctors administer the test. Based on the California Community Colleges Approved Assessment Instruments chart from spring 2015, CASAS is in a probationary approval category beginning July 1, 2014 and expiring July 1, 2017.

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.

    Our multiple measures and related processes meet the requirements per title 5 sections 55502 and 55522. Multiple measures used to determine placement may include the following:
    *   Surveys and questionnaires (e.g. First Year Experience form used during in-person orientations)
    *   Past educational experience (e.g. courses or degrees completed, high school or college grade point average, recency of completion of subject area courses)

- College plans (e.g. full-time vs. part-time enrollment, number of hours working while going to college, intended major)
- Student maturity and motivation
- Student self-assessment or self-evaluation

Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience. A student's self-reported math history is integrated into the assessment system in several places. First, it is initially used to determine which level of math test is provided. Second, while the math history does not affect or change the Accuplacer score, it is used in conjunction with specific score ranges (called Advising Zones) to trigger a note that the student may be advanced a placement level by the counselor or advisor through the use of a multiple measures rubric.

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.

   Although we are not a multi-college district, CR accepts placement test results that are less than three years old with supporting documentation from other California Community Colleges. Test scores from other colleges are evaluated for validity determination.

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

   Our policy and practices on re-takes and receny are described as follows:

   Re-Take:
   Students are allowed to re-take the Accuplacer English once prior to the start of their first English course at CR. Students are allowed to re-take any level math assessment twice within a testing period of one regular semester. The re-takes are given by appointment once the student has completed a review and/or study session(s).

   Recency:
   Assessment testing results must be within the past three years to be accepted. After review of best practices at other community colleges, we found that a two to three year recency requirement is in place and one retest is allowed during a year. Extenuating circumstances such as medical emergency or illness, as well as completion of refresher course(s), may allow for retesting to occur in less than a year.

   This information is made available to students on the Academic Support Center webpage, as part of the instructions and information provided to students at the beginning of each assessment test, and during advising that occurs throughout the enrollment process.

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.

   Other than the assessment and placement process described above, no other additional commercial technology or in-house products are used.

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: Counselors	2	$3,146	

2000	Classified & Other Nonacademic Salaries: Director, Business Training Center and Noncredit Adult Education	1		$3,146
3000	Benefits	3	$1,476	$1,476
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

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

Title	Role
Counselor	Provide assessment services, interpret test results, multiple measures
Director, Business Training Center and Noncredit Adult Education	Coordinate noncredit assessment services and delivery, compliance

iii.   Counseling, Advising, and Student Education Planning

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

   Counseling, advising, and education planning services include academic, career, and limited personal counseling. Counselors and advisors assist students to understand education options, identify educational and career goals, and to create individual education plans to meet those goals. Counselors and advisors provide guidance to help students identify appropriate on and off campus resources to support their academic success. Counselors also help students understand personal strengths, motivation, interests, and abilities.

   These services may be delivered through various methods, including group counseling/advising sessions, individual appointments, workshops, visits to classrooms, general studies and guidance credit and noncredit classes, online resources, and via distance through phone and email. Additionally, academic advisors and counselors are available for drop-in services and assist new students at all orientation events.

   The process by which students enrolled in adult education certificate programs are provided a Noncredit Student Education Plan (NSEP) is in development. With our current education planning systems, we provide noncredit students an abbreviated education plan in the same ways as provided for credit students. We will investigate best practices to develop a comprehensive noncredit student education plan that is distinguished from the comprehensive and abbreviated plans provided to credit students.

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

   The audience includes all nonexempt students currently enrolled in the approved noncredit education certificate programs. Prospective students and those who have been dismissed from the college also receive counseling, advising, and education planning services. We estimate that 100 students enrolled in noncredit courses will receive

---

[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.

some level of counseling, advising, and/or other education planning services each semester. The services may vary depending on their enrollment status (new, continuing, and returning), number of units/hours completed, and/or educational goals within the noncredit certificate programs.

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.

   Counselors, advisors, and student services specialists districtwide have developed partnerships and maintain working relationships with area high schools, alternative and continuation schools, and community education programs; including Del Norte, Mendocino, and Klamath-Trinity county areas. Education planning services are provided by the College to concurrently enrolled students through the Academy of the Redwoods, an early college high school program, as well as other dual enrollment programs with local high schools. Additional partnerships specific to transfer advising exist with our main transfer institution, Humboldt State University (HSU). While frequency and scope of visits vary by districtwide locations, HSU admissions counselors meet with prospective transfer students to assist with the admissions and transfer process.

   We are a member of the Workforce Investment Board and actively participate in local workforce initiatives. We also actively partner with local training agencies such as CalWORKs, Department of Rehabilitation, Humboldt County Employment Training Department, and the CA Employment Development Department.

   Vocational counselors from many partner agencies work with their clients to assist with counseling, advising, and education planning. This includes vocational counselors from the Humboldt County Employment Training Department, the state Department of Rehabilitation, several Tribal Education Offices, the Eureka Adult School, the local One-Stop Operators' Consortium, and several Workforce Investment Board funded-programs.

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

   Education planning is a comprehensive process that begins with multiple points of contact at various stages in the student's academic pathway. Various levels of counseling, advising, and education planning services are provided during multiple points of contact, including, but not limited to: outreach and recruitment, admissions application, assessment for placement, and orientation activities.

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.

   Counseling services are available daily on both a drop-in or appointment basis. Hours vary depending on registration periods and staffing availability. Generally, students are able to schedule an appointment with a counselor or advisor within a week. Although specific times and staffing vary, counselors and advisors are available for drop-in sessions every day and the average wait time is approximately 10 minutes. During peak periods (typically once registration has begun and through the first week of school), individual appointments may be limited.

6. Describe any use of academic or paraprofessional advising.

   Counseling, advising, and other education planning services are provided in a model using paraprofessional student services specialists, student development advisors, and faculty counselors (full-and part-time). Faculty counselors are professionally trained to address personal issues, resolve academic anxieties, assist students in choosing career fields and majors, and problem solve other academic difficulties. With students on academic dismissal or probation, counselors work to develop individual success plans which address the specific issues inhibiting academic success.

   Generally, student development advisors specialize in matters pertaining to educational programs: college policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, and graduation verification. Student Services Specialists perform specialized clerical duties to support the enrollment process, maintain student records, and provide technical assistance and information to students, staff, and the public regarding College services, programs, and procedures.

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

    The technology tools used for counseling, advising, and other education planning services include:
    - Program evaluation and course/term planning functions using Colleague by Ellucian's E-Advising system.
    - Websites accessed during planning sessions may include: ASSIST, CSUMentor, UC Transfer Admission Planner, Transfer Counselor Website, Humboldt State University Transfer Guide, CA Virtual Campus, CA Community College Chancellor's Office, and California Colleges.
    - Other online resources such as tutorials, Power Point presentations, and on-line career assessments and resources (CA Career Cafe, ONet, and other career planning and development related links).
    - SARS software solution is used for counselor/advising appointment scheduling, tracking, and reporting.
    - Special programs may also use Word documents or Excel spreadsheets as comprehensive education plans to meet specific program requirements (EOPS, CalWORKs, and athletics).

    We have installed and began testing the Ellucian Student Planning system. Our intent is that noncredit students will be supported in a similar way with this system as are the credit students to develop education plans.

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: Counselors	2	$11,012	
2000	Classified & Other Nonacademic Salaries: Director, Business Training Center and Noncredit Adult Education	1		$3,146
3000	Benefits	3	$5,166	$1,476
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	Provide counseling and advising services, develop noncredit education plans
Director, Business Training Center and Noncredit Adult Education	Coordinate counseling and educational planning services and delivery for noncredit students, compliance

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.

In accordance with title 5 section 55525, noncredit students in the following at-risk categories are provided follow-up services:
- Enrolled in Basic Skills Courses
- No Identified Education Goal or Course of Study

Programs and services such as counseling and advising, tutoring, English as a Second Language (ESL), General Studies and Guidance courses, workshops, and noncredit courses are available to all students, specifically targeted to those at pre-collegiate level in math, English and ESL. Students who may be eligible for additional support services and programs are identified and notified of eligibility.

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 audience includes basic skills students who are identified by their assessment and placement results, as well as enrollment in basic skills courses. Basic skills are defined as developmental credit and noncredit courses as specified by Title 5. The audience also includes students who have not declared an education goal that are initially identified upon completion of the admissions application. Students are further identified during orientation at which time they are asked to provide information related to their career goal, education goal, course of study (intended major), and planned coursework to develop an abbreviated Student Education Plan (SEP). Students who self-identify as undeclared majors or are unsure of their academic goals may be provided information on career exploration resources, advised to enroll in career planning credit or noncredit courses, and/or referred to individualized career counseling.

   Most CR noncredit students are considered at-risk due to basic skills or not having an identified education goal, or both. We estimate about 80% of the number of noncredit students to be at-risk.

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

   We estimate 150 noncredit students will be provided follow-up services annually. Once fully implemented, students will be identified through Ellucian's Retention Alert system. This alert system will allow faculty and staff to identify and provide interventions to students who are exhibiting any variety of at-risk characteristics. Students are currently identified by faculty, Special Programs, Behavior Intervention Team, Residence Hall staff, and Counseling and Advising. Students can also be identified by the course they are taking and the location the course is being held.

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.).

   Enrolled in basic skills courses
   Tutoring services for students in math and English courses are provided in the Academic Support Center and within other noncredit courses. Individual tutoring is provided to TRiO participants and DSPS students at the Del Norte site. Due to the high concentration of at-risk students in basic skills math and English courses, the College offers tutoring, supplemental instruction, and/or peer mentor support in the Writing Center and Math Lab to improve student success in these courses. Tutoring services are provided individually and in a group setting. The vast majority of CR's noncredit classes are open entry, so students seeking additional support throughout the semester can begin attending one or more additional appropriate noncredit courses.

   No identified education goal or course of study
   Individualized career counseling is available to address topics such as work history, course work, hobbies, skills, personal life, interests, and barriers. Attention is given to the academic and degree requirements necessary to obtain a successful career. Tools such as the Strong Interest Inventory, the Myers-Briggs Inventory, and computer-aided

career search programs may be used in this process. Noncredit courses specific to career planning and exploration are also available to students at various locations. For example, GUID 213: EXPLORE YOUR CAREER OPTIONS is a course for students who are undecided about their career path, and would like guidance to discover appropriate academic choices. Students will survey their interests and skills, and connect that information to career options. Researching and using campus resources, students will evaluate options and create a noncredit student education plan.

The library maintains current books and other resources on careers, degrees and majors, and colleges or universities to assist in the exploration process. Services are provided to students in-person individually or in group workshops, as well as online through FTES-generating credit courses. Some noncredit courses are in the online approval process with the College's Curriculum Committee.

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

The technology tools used for follow-up services include our student information system to identify and track at-risk students; SARS software for counselor /advisor appointment scheduling, tracking and reporting; and soon to be implemented Ellucian's Retention Alert system. Currently we are offering several courses through a TelePresence (interactive video) system and will investigate ways to also offer services through this system.

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: Counselors	2	$9,439	
2000	Classified & Other Nonacademic Salaries: Director, Business Training Center and Noncredit Adult Education	1		$3,146
3000	Benefits	3	$4,429	$1,476
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
Counselors	Provide outreach and intervention of follow-up services to at-risk students
Director, Business Training Center and Noncredit Adult Education	Coordinate follow-up services and delivery for at-risk noncredit students, compliance

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.

The chart below reflects **coordination** services not previously accounted for in the plan

Budget Code	Expenditure - Category Title	Match Amount
2000	Classified & Other Nonacademic Salaries: Director, Business Training Center and Noncredit Adult Education	$18,878
3000	Benefits	$8,857

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 accordance with title 5 section 55532, RCCD Administrative Procedure 5050 – Student Success and Support Program describes exempting students from SSSP-required services:

Students may be exempt from Student Success and Support Program services if they:
- have completed an associate degree or higher;
- have enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;
- have completed these services at another community college within a time period identified by the district;
- have enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards; or
- have enrolled at the college as a special admit student pursuant to Education Code section 76001.

Students who were previously exempt from Student Success and Support Program services shall be notified and may be given the opportunity to participate in those services.

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.

The student's right to appeal is integrated into several district policies and procedures:
RCCD Administrative Procedure AP 5050 – Student Success and Support Program
http://www.redwoods.edu/District/Board/New/Chapter5/documents/AP5050.pdf
RCCD Administrative Procedure AP 5530 – Student Complaints Other than Academic Complaints or Unlawful Discrimination
http://www.redwoods.edu/District/Board/New/Chapter5/AP%205530%20student%20complaints%20final%2002-07-2012.pdf

RCCD Administrative Procedure AP 5055 – Enrollment Priorities
http://www.redwoods.edu/District/Board/New/Chapter5/documents/AP5055_Enrollment_Prioritiesrev1.pdf
RCCD Administrative Procedure AP 4250 – Academic Standing, Dismissal, and Readmission
http://www.redwoods.edu/District/Board/New/Chapter4/documents/AP4250AcademicProbationDismissalandRead
mission_000.pdf

Specific to SSSP services, and as described in title 5 sections 55500 et seq. and RCCD Administrative Procedure AP 5050 – Student Success and Support Program, Redwoods Community College District shall establish written procedures by which students may challenge any alleged violation of the provisions of this subchapter. The district shall investigate and attempt to resolve any such challenges and complaints in a timely manner. Procedures may be consolidated with existing student grievance procedures by action of the governing board. Records of all such complaints shall be retained for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.

When a challenge contains an allegation that the district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.
References: Education Code Sections 78210 et seq.; Title 5 Sections 55500 et seq.

As referenced in RCCD Administrative Procedure AP 5055 – Enrollment Priorities, a student may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student. A written appeal may be submitted to the Registrar by the posted deadline and must include documentation of the extenuating circumstance.
References: Title 5 Sections 56232, 56026, 58106, 58108; Education Code Sections 66025.8, 66025.9, 66025.91, 66025.92, 76001

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.

In accordance with title 5, section 55003, all course and program prerequisites, corequisites, recommended preparation, and limitations are established when faculty in the discipline submit a request and appropriate validation to the Curriculum Committee for approval.

RCCD Administrative Procedure AP 4260 – Prerequisites and Co-requisites describes the student challenge process as follows:
Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
- If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

Grounds for challenge are specified in Title 5 Section 55003 (p). Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. The challenge form is available in Division Offices. Authority for approval rests with the Faculty Subject Matter Expert and the Division Chair.

A. Grounds for challenge are:
- The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- The prerequisite or corequisite is in violation of this section;
- The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
- Such other grounds for challenge as may be established by the district governing board.

B. Additional grounds for challenge are:
- The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
- The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

C. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

College of the Redwoods is planning a number of activities to involve, inform, and train the campus community during the 2015-16 academic year. These activities may include:
- Convocation sessions and other activities with a specific focus on working with underrepresented and at-risk student populations, specifically those enrolled in noncredit courses
- Local Student Success Summit events with a focus on student persistence for underrepresented student populations and at-risk students
- Counseling and advising meetings which include districtwide representation from DSPS, EOPS, Veteran Resource Center, CalWorks, TRiO, Admissions and Financial Aid, Assessment, and Early College High School
- Annual Counselors Day during Fall 2015 to provide SSSP-related information to districtwide community partners including high schools, alternative and continuation schools, and other educational organizations
- Flex Activities for staff and faculty professional development including; First Year Experience, College Success and noncredit/adult education curriculum
- Student Development staff training in roles and responsibilities in meeting the SSSP guidelines
- Campus-wide information campaign called the "Friday Update," a weekly email sent to leaders of student development and instructional areas

- Dialogue sessions for all district employees which present data and updates on annual planning initiatives which support or are related to SSSP actions
- Presentations to academic programs during division meetings regarding student success initiatives and coordinated efforts with Basic Skills and Student Equity
- Presentations or reports to Academic Senate and the Board of Trustees
- Attendance at the Chancellor's Office SSSP Directors Training and RP Group Strengthening Student Success conferences

SECTION V. INSTITUTIONAL RESEARCH

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

Institutional research will be conducted to track the number of noncredit students receiving SSSP services and the types of services they receive annually. The percentage of students moving from noncredit only to credit course-work will be tracked. The number of non-credit students receiving noncredit certificates will be tracked annually.

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 Noncredit SSSP Plan has been coordinated to align student outcomes and actions with the district's credit SSSP Plan, Student Equity Plan, Basic Skills Plan, and Enrollment Management Plan for 2015-16. This alignment of goals ensures that the district has identified services and strategies to monitor and address student success and equity issues, make efforts to mitigate any disproportionate impact on student access and achievement, and efficiently allocate college resources in budgeting and planning.

The goals of the Student Equity Plan are derived from institutional data on student success and achievement indicators. The goals provide the vision and direction for specific planning actions. These actions are then integrated into the program review process and the college's Annual Plan. The Annual Plan reflects priorities from the education master plan, the strategic plan, and the Accreditation Self-Study.

The work of the SSSP Advisory Committee aligns with Accreditation Standard II: A.44, A.47, C.60, C.61, C.62, C.64, C.65. The SSSP Coordinator will be attending an ACCJC Self-Evaluation Workshop in October to serve as a resource and assist others who will be part of the self-study process.

The SSSP Plan and services are coordinated with the Basic Skills Initiative to provide targeted counseling and advising services to student enrolled in basic skills classes. As part of the SSSP plan, the following activities were discussed and supported in the Basic Skills Committee:
- Identified intervention strategies for basic skills students on probation, which included updating RCCD Administrative Procedure AP 4250- Academic Probation, Dismissal, and Readmission to require dismissed students to meet with a counselor prior to re-enrolling.
- Basic skills funding supported counseling services to assist basic skills students with completing their student education plans in 2014-15.
- Members of the Basic Skills Committee also served on the SSSP Advisory Committee and Early Alert Task Force.
- Intervention strategies were further defined to increase progression in basic skills courses. These included continued support for faculty development in acceleration along with review and revision of English and math placement processes.

The District is in the process of hiring a Manager of Student Retention and Academic Support Center. This new position was a result of coordinated action planning with SSSP, Student Equity, and Basic Skills. In collaboration with faculty and staff, this position will provide interventions for at-risk student populations.

In coordination with Adult Education (AB 86) programming, SSSP services will be provided to non-exempt Adult Education students throughout the district beginning with a fall 2015 pilot program. The pilot will be expanded to include adult education partners and member locations districtwide.

SSSP is fully integrated in the Counseling and Advising Department program review process. One of the program learning outcomes is that counselors and advisors will be knowledgeable of SSSP regulations, and they will be aware of processes related to these regulations.

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:
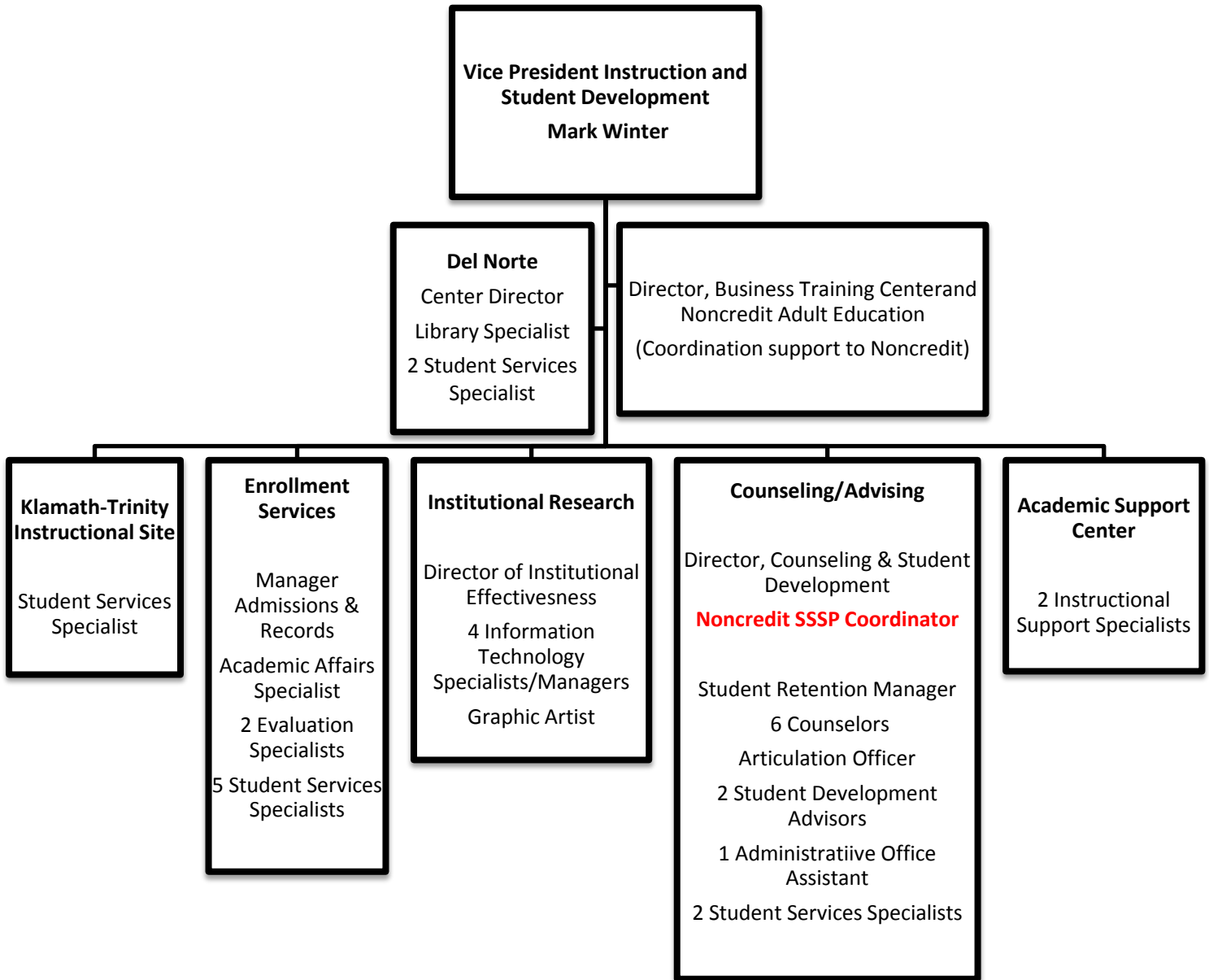noncreditSSSP@cccco.edu.

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	Title	Stakeholder Group
Mark Winter (Co-Chair)	Vice President Instruction and Student Development	Instruction and Student Development
Sheila Hall (Co-Chair)	Director, Counseling and Student Development SSSP Coordinator	Student Development
Julia Peterson	Director, Business Training Center and Noncredit Adult Education	Noncredit and AB 86
Angelina Hill	Director of Institutional Effectiveness	Institutional Research
Doug Edgmon	Senior Accounting Manager	Business Office
Lindsey Dunham	Budget Technician	Business Office
Cheryl Tucker	Director, EOPS/CARE	Special Programs
Tina Vaughan	Instructional Support Specialist	Academic Support Center
Rianne Connor	Manager, Admissions & Records	Enrollment Services
Nanette Barker	Counselor and Learning Disabilities Specialist	Counseling & Advising, DSPS
Lupita Martinez	Student Services Specialist	Classified Staff
Marla Gleave	Dean, Career and Technical Education	Career and Technical Education
Paul Chown	Manager, Information Systems and Applications	Institutional Research, Technology Services
Dave Bazard	Dean, Mathematics, Science, Behavioral & Social Sciences	Student Equity Plan Committee
Erin Wall	Dean, Arts and Humanities	Basic Skills Committee
David Arnold	Math faculty	Faculty
Dominique Gardon	College of the Redwoods student	Students

Attachment B
Noncredit SSSP Organizational Chart

Vice President Instruction and Student Development

Mark Winter

Del Norte

Center Director

Library Specialist

2 Student Services Specialist

Director, Business Training Centerand Noncredit Adult Education

(Coordination support to Noncredit)

Klamath-Trinity Instructional Site

Student Services Specialist

Enrollment Services

Manager Admissions & Records

Academic Affairs Specialist

2 Evaluation Specialists

5 Student Services Specialists

Institutional Research

Director of Institutional Effectivesness

4 Information Technology Specialists/Managers

Graphic Artist

Counseling/Advising

Director, Counseling & Student Development

Noncredit SSSP Coordinator

Student Retention Manager

6 Counselors

Articulation Officer

2 Student Development Advisors

1 Administratiive Office Assistant

2 Student Services Specialists

Academic Support Center

2 Instructional Support Specialists

Attachment C
Noncredit SSSP Advisory Committee

STUDENT SUCCESS AND SUPPORT PROGRAM ADVISORY

Noncredit SSSP is addressed by the credit SSSP Advisory Committee.

Scope
The purpose of the CR SSSP Advisory Committee is to review and recommend policies, procedures, and activities to enhance the districtwide understanding of the philosophy and process of matriculation and to increase student success for all students.

Membership

#	Designation	Chair	Appointment
1	VPISD	Co-Chair	Ex. Officio
1	Director of Counseling and Advising, SSSP Coordinator	Co-Chair	Ex. Officio
1	Director of Special Programs and Academic Support		Ex. Officio
1	Director, Enrollment & Financial Aid Services		Ex. Officio
1	Veterans Resource Specialist		Ex. Officio
1	Manager, Admissions and Records		Ex. Officio
1	Counselor, Transfer Center Director		Ex. Officio
3	Faculty		Senate
2	Academic Deans		VPISD
1	Noncredit Matriculation Representative		VPISD
1	Director of DSPS		Ex. Officio
1	Representative from Information Systems		Ex. Officio
1	Representative from Distance Education		DE Committee
1	Student		ASCR
1	Assistant Director of EOPS		Ex. Officio
1	AOA to the VPISD or CTE Dean	Recorder	
$\Sigma = 19$			

Terms
Appointments are for a minimum of two years.
Related ACCJC Standards
Standard II: A.44, A.47, C.60, C.61, C.62, C.64, C.65

Attachment D

Institutional Research

Noncredit Program Data

Certificate of Competency, Academic Readiness in Mathematics

Enrollment by term in required courses

MATH-272	71
2014F	19
2015F	25
2015S	27
MATH-276	**213**
2014F	59
2015F	64
2015S	73
2015X	17

11 students have taken both courses in the certificate since first offered in fall 2014.

Current course taking patterns show approximately 25 students entering into the course sequence each semester. This suggests between 50 and 75 students entering this program each year. This could increase as students become aware that they can earn a certificate.

Certificate of Competency, Community English as a Second Language

Enrollment by term in required courses

ESL-200	525
2014F	134
2014X	103
2015F	61
2015S	174
2015X	53
ESL-201	**80**
2014X	18
2015F	20
2015S	24
2015X	18
ESL-207	**49**
2015S	45
2015X	4

No students have taken all the courses in this program because ESL-205 has not been offered. Approximately half of the students who took ESL-200 in spring 2016 were repeating the course. Course taking patterns suggest that approximately 200 new students (100 per semester) enroll in ESL-200 each year. It is difficult to say how many of these students intend to move on in the ESL sequence. Currently, less than a quarter of the students in ESL-200 take ESL-201. Therefore, between 50 and 75 students are expected to enter this program each year.

Certificate of Competency, Community and Career English as a Second Language

Enrollments by term in required courses

ESL-210	27
2015F	13
2015S	14
ESL-211	**78**
2014F	39
2015F	19
2015S	20

No students have taken all the courses in this program because ESL-215 and 217 have not been offered. Four students enrolled in ESL-210 in spring 2015 took the course again in fall 2015. Excluding repeats, current course taking patterns suggest about 20 students entering into the program each year (10 per semester). This could increase as students become aware that they can earn a certificate.

Certificate of Competency, Career and College Foundations

Enrollments by term in required courses

EDUC-207	35
2015F	19
2015X	16
EDUC-220	**123**
2015F	38
2015X	85
READ-260	**186**
2013F	15
2014F	47
2014S	40
2014X	29
2015F	30
2015S	23
2015X	2

Two students have taken all three courses in the certificate to date. Current course-taking patterns show that approximately 20 students enroll in EDUC-207 per semester. EDUC-220 enrollments are inflated in that students frequently enroll in the course multiple semesters in a row. Based on EDUC-207 enrollments, approximately 40 students are expected to enter this program each year. This could increase as students become aware that they can earn a certificate.

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](#)