



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 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: English as a Second Language

District Name: Marin 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.

Derek Levy, Dean of Student Success 

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

Phone: 415-485-9431 Email: dlevy@marin.edu Date: 10/29/15

Jonathan Eldridge, Vice President for Student Learning and Student Services 

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

Phone: 415.485.9618 Email: jeldridge@marin.edu Date: 10/30/15

Greg Nelson  Date: 10/30/15

Chief Business Officer (Typed Name and Signature)

Sara McKinnon  Date: 10/30/15

Academic Senate President (Typed Name and Signature)

David Wain Coon  Date: 10-30-15

Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Derek Levy Title: Dean of Student Success

Email: dlevy@marin.edu Phone: 415.485.9431

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.

Noncredit ESL Student Specific:

The ESL office schedules approximately 14 Student Success (Orientation and Assessment) workshops annually for prospective ESL students. Individual student orientation and assessment appointments are also provided. Orientation topics specific to College of Marin include information on how to take the CELSA (for eligible students), how to fill out the application form, ESL class schedule and offerings, campus buildings, parking, transportation, etc. Counselors also perform classroom visits for supplemental orientation on an invitation basis. As part of COM's plan, we will be enhancing this to be a consistent feature.

All Students:

All new and continuing students, including those who are eligible to improve their enrollment priority, are the target audience to participate in orientation.

Orientation is provided through in-person group presentations, embedded in specific counseling courses, and via online modules. The online module (via software platform from COMEVO) is available to all students at any point after admission. It is promoted in the letter of admission after completing CCC Apply application. In-person orientation events are also scheduled in preparation for the start of the fall and spring semesters and posted on the Counseling department's website and on campus bulletin boards.

Specific counseling courses also provide orientation content and/or supplemental information. Student Activities and Advocacy also provides "the Road to Success", which includes tabling by offices and departments about available opportunities and resources for students at the college. This is scheduled during the first couple weeks of school.

The college also offers a Student Success Speaker Series, which includes supplemental topics such as test taking and math anxiety reduction, information on resources for those who are food insecure, leadership and involvement opportunities, using technology on campus, and other topics. There are also weekly student loan workshops.

The college is working with the Educational Advisory Board (EAB) to introduce the Student Success Collaborative (SSC), a student-facing platform that interactively explores each student's interests / goals, encourages and tracks their progress on completing priority enrollment steps and provides ongoing pieces of just in time orientation / information over the course of their onboarding and enrollment lifetime. The SSC Navigate platform specifically supports the onboarding areas of assessment and assessment preparation, orientation, driving students to counseling appointments, and education about the importance of creating an SEP. The SSC can send out tailored messages and nudges to those in basic skills courses and ESL. A Spanish version of the SSC is being planned.

Efforts are underway to assist **noncredit** ESL students in completing the CCC Apply application online and provide additional orientations. Anticipated needs will include ESL faculty, counselor and student ambassador staffing support to assist students in person in a computer lab. A SARS report will be developed for record keeping of ESL students who participate in orientation, which will then populate into the Banner student information system.

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

Workshop attendance generally ranges from 50 to over 100 new, approximately 700-1000 noncredit ESL students per year. Individual student orientation and assessment appointments are also provided. Supplemental orientation visits by counselors to the classes serve approximately 15 new and continuing students per visit.

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

Workshops and classroom visits as well as individual orientations are in-person. Online modules are via the student portal on the web. Activities include information about the college, policies, placement process, counseling and other services available, etc.

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

COM hosts a College Success Saturday each May where admitted high school students are encouraged to attend a variety of matriculation events, including orientation and registration. This and other outreach and matriculation activities are done in concert with the Marin County Office of Education and Marin high school districts. The Outreach office also provides pre-orientations at area high schools. Some ESL noncredit students participate in this event; information and tours also promote ESL and other educational opportunities for parents in attendance.

COMPASS (College of Marin Promoting and Supporting Success) is the focal point of the College's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with the Marin County Office of Education, every high school in the county, and several community-based partners. It is based on a contract between students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities:

- Enrollment in College of Marin's Counseling 115/125 classes in 9th Grade
- Participation in supplemental activities
- Enrollment in specific high school courses based on assessments and the creation of tailored high school and college educational plans
- Financial planning and college application process
- Enrollment in additional COM courses throughout the high school career

As a result, students will graduate closer to college-ready, have a deep understanding of and practice with the expectations of a successful college student, easily have more than 20 units of transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.

Additionally, families are thoroughly engaged via planning support in the college selection process, deepened understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college, including motivated faculty and resources.

The 2015-16 academic year marks the pilot of the COMPASS project in both Terra Linda and San Marin high schools. We are excited to work with their engaging and dedicated faculty and staff, and most of all the bright and promising first cohort of COMPASS students.

Its objectives are:

- Increase high school students' preparation for college
- Provide value-added academic and non-academic supports
- Provide incentives for completing matriculation steps prior to graduation for those who plan to continue/finish their general education requirements at College of Marin

- Provide incentive for COMPASS completion with the promise of completed college credit before high school graduation, internships, scholarships, and some form of work study upon graduation tied to career goals
- Increase enrollment, retention and success rates of high school students in College of Marin course offerings
- Provide families with a real-time solution for managing college costs

In addition to providing this information to the families, COMPASS provides an opportunity to promote educational opportunities, including noncredit and credit ESL, to the parents of the high school students.

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

Noncredit ESL students attend a Student Success workshop where they first receive an orientation and participate in an ESL assessment. Students then complete a paper application process. Noncredit ESL classroom visits are also scheduled with counselors, who provide supplemental orientation information during the term.

Any student who submits their online college application through CCC Apply immediately receives an email letter of admission, which directs them to complete orientation as the next step in their enrollment process and provides information on how to do so. The primary and immediately available mode is an online orientation that is available for new and continuing students at any point after admission. It is accessed through the student portal. Students may revisit the content as frequently as desired. The software platform used for online orientation is COMEVO.

COM hosts a *College Success Saturday* each May where admitted high school students are encouraged to attend a variety of matriculation events, including orientation and registration. Typically, these students have already done assessment via outreach done earlier in the spring by college personnel to their high schools. COM also hosts a *Saturday Services Festival* on a Saturday prior to fall and spring semester starts. In-person orientation as well as other enrollment related activities and services are offered to help students before classes begin.

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.

Below is content information provided during general student orientation, online and in person. Additional programs occur during the year, including through the Student Success Speaker series in the fall and Students, Safety and Sexuality series in the spring.

Goals for 2015-16 include to develop an additional handout for ESL students on this and other topics, such as drug and alcohol abuse prevention, initially in the most frequently occurring primary languages of the students, starting with Spanish. This would accompany classroom visits by counselor(s).

Harassment Policy

All members of the College community share the responsibility to participate in an environment that is free of any forms of harassment. The Harassment Policy of the College specifically identifies four forms of harassment: verbal, physical, visual, and sexual (BP 3430). It is the policy of the Board to prohibit harassment of an employee, applicant or student by a District employee on the basis of race, religious creed, color, ancestry, national origin, physical handicap, medical condition, marital status, sexual preference, sex or age.

In the case of any form of harassment you should report the incident immediately and directly to the appropriate Dean. Harassment Grievances can be filed based upon Section 504 and Title IX Contact either the Affirmative Action Officer or the 504 Coordinator, Director of Student Affairs and Health Center for further information.

The Student Conduct Policy also includes a complaint that is made by a student against another student. Such a complaint can include the invasion of privacy outside of a classroom situation but occurs either on campus or at a college-sponsored function.

This process begins with an informal step, in which a warning may be issued regarding conduct that is disruptive to the learning environment. A formal process, maintaining the student's legal rights, begins if the conduct continues. The Standards of Conduct policy (BP 5500) and the Student Discipline and Due Process (AP 5520), including guidelines on the appeal process, are available from the Vice President for Student Learning and Student Services, or his/her designee.

Safe Relationships

You are responsible for treating yourself and others with respect. College of Marin prohibits sexual assault, sexual harassment, stalking, domestic violence and dating violence. All of these actions are crimes and violations of COM's student Standards of Conduct. Violation of the Standards of Conduct is basis for disciplinary sanction and/or criminal prosecution.

Sexual Misconduct Definitions

- *Sexual Assault: any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly where the victim is incapable of giving consent.*
- *Consent: the person must act freely and voluntarily and have knowledge of the act or transaction involved.*
- *Domestic Violence: violence committed by a former or current spouse, a person with whom the victim shares a child in common or a domestic partner.*
- *Dating Violence: violence committed by a person who is or has been in a social relationship or intimate nature with the victim.*
- *Stalking: engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety and suffer substantial emotional distress.*
- *Sexual Harassment: unwelcome conduct in the areas of sexual advances, requests for sexual favors, and other verbal or physical sexual conduct.*

Bystander Intervention

Actions/Interventions you can take...

- *Stand up against abusive words and actions -- help College of Marin create a culture of respect and non-violence on campus.*
- *Respect boundaries -- listen to others when they express their limits and do not use pressure and intimidation to get what you want.*
- *Use the buddy system -- when going out, stay with friends and have a plan for how to help each other get out of a risky situation.*
- *If you see something, say something. If you are concerned about another student's behavior, speak up. Talk to your instructor, counselor, or contact a member of COM's police department at (415) 485-9455. In the case of an emergency call 9-1-1.*
- *If you need a safety escort to your car/across campus you may call COM's District Police number (415) 485-9455.*

For more information on Bystander Intervention you can visit this site -
- <http://www.health.ny.gov/publications/2040>

Emergency Contacts

- *District Police.....(415) 485-9696*
- *Sexual Misconduct Reporting.....(415) 485-9455*
- *Psychological Services.....(415) 473-6769*
- *Rape Crisis Hotline.....(800) 670-7273*
- *Community Violence Solutions.....(415) 259-2850*

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.

COM contracts with COMEVO for software platform to deliver online orientation modules. This was launched for student access beginning in February 2014. There is an annual “recurring hosting and maintenance fee” which includes provision for technical support by the vendor. Additionally, COM IT staff provide technical support for delivery via the student portal, submission of data to the SIS (Banner) and student enrollment priority dashboard. IT and SAS staff also provide technical support for expanded content development and delivery of the modules, e.g. closed captioning and video support. In-person orientations include use of Microsoft Power Point software for presenting content.

A goal for the upcoming year is to use these platforms to provide supplemental orientation information in other languages, beginning with Spanish. Currently some limited program information is available in English and Spanish at <http://www.marin.edu/departments/esl/>.

In person orientations for credit students are tracked and coded for Banner using SARS scheduling software. This is not currently being done for noncredit ESL so will be addressed through closer coordination between Counseling and ESL office this year.

As noted above, EAB’s Student Success Collaborative is a student facing software platform for onboarding and retention that includes information on all the matriculation steps, records the

students' progress towards these, and will provide timely nudges to complete activities such as orientation.

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 Noncredit ESL Faculty Counselor(s)	.30 .12	\$5381 \$9573	\$5615
2000	Classified & Other Nonacademic Salaries - ESL Administrative Assistants - Student Ambassadors	0.37 0.10	\$5366 \$1800	\$13859
3000	Benefits - Noncredit ESL Faculty - Counselor(s) - ESL Administrative Assistants - Student Ambassadors	.30 .12 .37 .10	\$957 \$1687 \$2522 \$180	\$1776 \$8006
4000	Supplies and Materials -Promotional and Publication materials, orientation supplies -COMEVO software (SSSP Credit) -SARS scheduling software (SSSP Credit) -EAB Student Success Collaborative		\$155 \$2673 (SSSP Credit funded)	\$800
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
ESL Administrative Assistants	Provides scheduling, publication and promotion, coordination support, presents on orientation content and assists with admissions and records
Noncredit ESL faculty	Organize, publish and promote, facilitate in person orientations
Student Ambassadors - hourly	Assist with orientation events, provide tours and assistance with student matriculation and welcome center
Counselors	Participate in in person orientations (English and/or Spanish).

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 are provided a brief pretest in paper form which is used to assess their readiness to take the CELSA. Students are then given a brief orientation to how to take the CELSA.

If a student places at 50 or above on the CELSA, they are referred to the Assessment and Testing Center, where they may take the Accuplacer ESL assessment test designed for intermediate to advanced English as a Second Language learners.

After initial placement, if questions arise from the student or faculty, follow up interviews are scheduled as needed to clarify eligibility.

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 audience is any new student or continuing student who needs to be assessed for initial placement or would like to be reassessed. Workshop attendance generally ranges from 50 to over 100 students—serving approximately 700-1000 students per year. Individual student orientation and assessment appointments are also provided. English as a Second Language (ESL) placements are advisory to provide prospective students with information with which to make informed decisions when enrolling in ESL courses.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCC and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

A basic brief series of questions in a pre-assessment (see attached) is completed to see if students have English preparation sufficient to complete the CELSA.

English as a Second Language (ESL) placements are advisory to provide prospective students with information with which to make informed decisions when enrolling in ESL courses. The assessments may be taken year-round but are primarily delivered through 14 student success workshops.

ESL testing (for beginning to intermediate ESL learners) is given with a timed pencil-paper test. The test is from the Association of Classroom Teacher Testers (ACTT), and its description is CELSA Form 1 and 2; College of Marin uses both versions. Approximately 700-1000 students are anticipated to be assessed annually for ESL placement.

CELSA validation studies were done Sept-Oct 2014. College of Marin was one of the schools participating in the validation process. Disproportionate impact and validity studies were also completed at this time. In early 2015, the CCCC granted the CELSA test “Full Approval” status. The approval expires 3/1/2019.

If a student places at 50 or above on the CELSA, they may take the Accuplacer ESL assessment test designed for intermediate to advanced English as a Second Language learners. College of Marin took part in the validation process for Accuplacer in Spring 2013. It currently stands in probationary approval.

The college is preparing for 2016-17 local validation studies of Common Assessment tool.

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.

ESL Noncredit faculty readers review a six (6) question pre assessment for quality of responses of each student and if this does not match with CELSA results may additionally interview the students as needed or requested.

If a student places at 50 or above on the CELSA, they are referred to the Assessment and Testing Center, where they may take the Accuplacer ESL assessment test designed for intermediate to advanced English as a Second Language learners. Multiple measures are incorporated into that online assessment.

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.

The college is currently working on a formal policy of acceptance for other programs'/schools' assessment scores and placement results, as well as standards for recency and frequency. Current practice for frequency is to allow retakes and for recency to recommend reassessment after it has been more than a year. If a student is placed by COM assessment(s) and feels they are in the wrong level, they may talk with an instructor OR the ESL office to request to move up or down in level.

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

Information is shared during orientation, and the syllabus for each class gives direction to address placement satisfaction.

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.

CELSA assessment forms are scanned by a computer. Assessments are maintained in an ESL Access database (Microsoft). The ESL database has records going back 12 years.

A goal for 2015-16 is to develop the process to enter the noncredit ESL assessment scores into the College's Banner student information system, for MIS as well as enhanced records management.

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 -Noncredit ESL Faculty	.13	\$9574	\$
2000	Classified & Other Nonacademic Salaries -ESL Administrative Assistants	.37	\$5365	\$13,859
3000	Benefits -Noncredit ESL Faculty -ESL Administrative Assistants	.13 .37	\$958 \$2522	\$8006
4000	Supplies and Materials - CELSA/ACCUPLACER Site License/units and Scantrons (SSSP Credit funded) - Printer supplies, publications, office supplies, paper, etc. (district)		\$2600 (SSSP Credit Funded) \$117	\$300
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

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

Title	Role
ESL Administrative Assistants	Provides scheduling, publication and promotion, coordination support, presents on How to Take CELSA if students are eligible and administers pre assessment and CELSA; inputs assessment results into databases and coordinates with enrollment services
Noncredit ESL Faculty	Administer pre assessment and CELSA, present on How to Take CELSA if students are eligible; evaluate pre assessment
Assessment and Testing Center Coordinator	Receiving CELSA assessments and scanning for scoring and recording

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.

Services include academic counseling for new and continuing, noncredit students who wish to pursue a certificate, associate or transfer associate degree or transfer to a four-year institution. Counselors are most effective at connecting with noncredit students via direct outreach, particularly to the classrooms. This is a work in progress which COM is planning to ramp up to embed counseling and

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.

educational planning to the students at this level, laying the groundwork for students to follow through with visiting counseling as they progress to and through credit level ESL.

Counseling will develop an educational plan with noncredit ESL students progressing from ESL 10-80 courses (10-40 noncredit; 50-70 may be taken for credit or noncredit, and 80 for credit), as well as offering templates for CTE and academic areas of study to achieve certificates, degrees, and / or transfer degrees. Software used is DegreeWorks, a program that allows district personnel and the student to see their educational plan online.

Counselors will participate in scheduled orientations, classroom visits and other events, but students may make an appointment at any time.

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

Initially target students in ESL 35 and 40 (approximately 500 students annually).

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.

COM participates in an adult education block grant, in partnership with Tamalpais and Novato adult education programs. Currently services are cross-promoted and the block grant is being explored as a funding source for staffing of advisors and counselors.

The College has recently begun participating in District English Language Advisory Council (DELAC) meetings for the San Rafael and Novato school districts, creating opportunities for enhanced communication, cross referral and enhancement of the student pipeline to higher education.

4. Describe at what points in the student's academic pathway these services are provided.
5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.

Currently, student access to counseling and advising services needs to be improved. COM is planning to do more embedded classroom counseling visits, educational planning appointments and earlier engagement via orientation events, participation in the development and staffing of the welcome center and visits to lower placement classes, in order to increase visibility.

Students may make appointments for academic or personal counseling as well as workshops in-person, by telephone, and online, but appointments are primarily conducted in person. The college offers primarily "by appointment" sessions, but also some limited drop-in counseling services. General counseling services are generally adequate at the IVC campus and more impacted at the Kentfield (KTD) campus, though this varies with the enrollment cycle (e.g., most challenging at beginning and registration periods of semester and lighter at other times). However, the new priority enrollment policy and emphasis on educational planning has increased demand among both new and continuing students for timely services. There are times when the volume of students and high time of the enrollment cycle exacerbate availability of counselors to see students without scheduling out multiple weeks. COM continues to dedicate portions of each increase in SSSP funding to additional counseling.

Wait time for drop-in counseling has not been objectively measured, but an estimate ranges from less than a half hour to more than 2 depending on the time of year, day, and number of faculty available. Students may schedule appointments at either campus, and appointments are generally able to be offered within a few days, with variance for specific counselors, particularly those serving aforementioned specialized populations. Evening services are scheduled on both campuses weekly throughout the year, with periods of extended evening and occasional weekend services. Counseling also offers an “Ask a Counselor” service where students may email questions to the counseling department.

6. Describe any use of academic or paraprofessional advising.

Students are largely undecided and noncredit ESL faculty and ESL administrative assistants provide limited academic advising, including information on available CTE and academic programs/areas of study and referrals to COM counselors and other resources. This primarily occurs at the ESL 35-40 level and higher courses. Other topics include immigration, programs at other schools, e.g., GED program at Tamalpais Adult/Community Education. Student Ambassadors may initially refer students to ESL or other college resources, and going forward will assist students through greater involvement via the welcome center and events support.

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.

DegreeWorks software is used for online student educational plan development and retention. Counselors utilize this with students in developing SEPS, both initial and comprehensive, as well as revisions, and students may view it subsequently online.

SARS is used for scheduling and usage data collection associated with counseling and workshop appointments as well as appointments in the Career and Transfer Center. Students may make online half-hour counseling appointments in SARS via the college’s student portal.

Students see counselors for a range of topics, from career counseling to educational planning to managing time and personal issues. Personal counseling records are maintained via Mediat software.

Student records are maintained in a database by Microsoft Access. As students complete CCC Apply or are manually entered, information is stored in the Banner student information system. The college has also developed an enrollment priority dashboard through staff programming within the student portal that collects information from Banner and other software to provide the student and college updated progress of the student’s satisfaction of orientation, assessment and educational planning requirements for enrollment priority.

The college also maintains website information.

As previously referenced, the college is also working with the Educational Advisory Board (EAB) to introduce the Student Success Collaborative (SSC), a student-facing platform that interactively explores each student's interests / goals, encourages and tracks their progress on completing priority enrollment steps and provides ongoing pieces of just in time orientation / information over the course of their onboarding and enrollment lifetime. The SSC Navigate platform specifically supports the onboarding areas of assessment and assessment preparation, orientation, driving students to counseling appointments, and education about the importance of creating an SEP. The SSC can send out tailored messages and nudges to those in basic skills courses and ESL. A Spanish version of the SSC is being planned.

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

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries - Counselor(s)	0.80	\$43,051	\$44,922
2000	Classified & Other Nonacademic Salaries			
3000	Benefits -Counselor(s)	0.80	\$13,500	\$14,208
4000	Supplies and Materials -DegreeWorks -SARS -COMEVO -Medicat -Advocate -EAB Student Success Collaborative	\$2673 (CR SSSP funded)		
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 educational planning and counseling services for students
ESL Administrative Assistants	Provide limited academic advising about available CTE and academic programs and referral
ESL Faculty	Provide limited academic advising about available CTE and academic programs and referral
Student Ambassadors	Provide limited paraprofessional advising and referral

iv. Follow-Up Services

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

Follow-up services shall be targeted to at risk students, including students enrolled in basic skills

courses and students who have not identified an education goal and course of study. These services include, but are not limited to, academic early alert systems, and referral to other support services.

Embedding counseling activities in ESL 35 and 40 in particular to develop educational plans will help facilitate students' understanding of the choices of study available and planning for goals beyond ESL completion. Introduction of counseling topics to lower level classes will also be explored in planning by noncredit advisory committee.

The district has launched "COM Cares", an early alert and intervention program which provides resources for staff and faculty to address and/or refer students who may be exhibiting behaviors that aren't conducive to student success. The online reporting tool provides a structure for coordinated identification and response for struggling students, and empowers more staff to intervene, thus reducing time between alert and intervention.

1. Faculty and staff are encouraged to address concerns directly, as appropriate to positively impact the student's success. They may document their activity and enlist consultation if desired. If additional intervention is needed, they may request this through the online reporting tool and the student will be referred to faculty or staff who have the best connection with the student and their issue(s).
2. The faculty or staff receiving the COM Cares report will then do outreach to the student in order to explore issues that may be impacting their success and to work together to develop a written action plan the student can implement. They will then follow up to ensure student is completing necessary steps to address issue(s).
3. The process utilizes technology (Advocate by Symplicity) so staff can see (securely) where an issue is in process and builds effective, timely communication with faculty into the process.

The Care Team consists of three teams:

1. The Student Conduct Team (SCT) assesses and evaluates the disturbing behavior of referred students, and determines the necessary response within the student Standards of Conduct.
2. The Academic Care Team (ACT) assists instructors as they identify negative behavior related to academic performance, e.g., absences, failing academic performance, failure to turn in assignments and provides assistance and referral for these students to turn negative academic performance into positive academic behavior.
3. The Behavioral Intervention Team (BIT) assesses and evaluates the disturbing behavior of referred students, and connects disparate (and therefore seemingly innocuous or less troubling) pieces of information that may indicate a more serious or acute problem, and designs interventions in the hope of preventing a dangerous or critical outcome or event.

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.

Estimated number of noncredit ESL students to be served in 2015-16 is 300, based on enrollment in ESL 35 and 40 courses, as primary audience. Exposure of key topics, including developing an educational goal and course of study, will also be developed for students earlier in ESL sequence.

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

Estimated number of noncredit ESL students to be served in 2015-16 is 300, based on enrollment in ESL 35 and 40 courses, as primary audience. Additional students via courses will be collaboratively identified via noncredit SSSP advisory committee. Other students will be referred by faculty/staff on individual basis via COM Care program.

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.).

Strategies will include direct embedding with ESL 35 and 40 classes, and additional higher/lower courses as need is determined. Types of services will include in class counseling visits, online and in-person orientations, development of bilingual handouts, power points or other materials, beginning with Spanish, as well as the referral system via COM CARE.

Strategies will also include continuing to recruit and retain staff and faculty across the college that is representative of our student population. This includes those bilingual in Spanish, as Hispanic/Latino/a student enrollment exceeds 25% and continues to grow, and ESL continues to be the largest program. This overlaps with student equity planning, including assessing staff/faculty preparedness to serve a diverse student population. A survey is currently being completed by staff and faculty that will inform training and other in service opportunities to enhance our ability to address the needs of our students.

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

DegreeWorks software is used for online student educational plan development and retention. Counselors utilize this with students in developing SEPS, both initial and comprehensive, as well as revisions, and students may view it subsequently online.

SARS is used for scheduling and usage data collection associated with counseling and workshop appointments as well as appointments in the Career and Transfer Center. Students may make online half-hour counseling appointments in SARS via the college's student portal.

Students see counselors for a range of topics, from career counseling to educational planning to managing time and personal issues. Personal counseling records are maintained via Mediat software.

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries -Counselor	.20	\$5381	\$5615
2000	Classified & Other Nonacademic Salaries			
3000	Benefits -Counselor	.20	\$1687	\$1776
4000	Supplies and Materials -DegreeWorks (Credit SSSP) -SARS (Credit SSSP) -Advocate (Credit SSSP) Medicat (Credit SSSP) EAB Student Success Collaborative		\$2673 (SSSP Credit funded)	
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(s)	Outreach to students who are undecided, referred by COM Care early alert program to assist with educational planning, career/interest exploration and/or problem solving/resource identification

IIb. Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
1000	Institutional Research, Executive Director	\$1504
	Noncredit ESL Faculty	\$12,892
2000	ESL Administrative Assistants	\$13,860
	Senior Research and Evaluation Analyst	\$1584
	Research Analyst	\$1537
3000	Institutional Research, Executive Director	\$199
	Senior Research and Evaluation Analyst	\$792
	Research Analyst	\$725
	Noncredit ESL Faculty	\$3512
	ESL Administrative Assistants	\$8006

ESL Administrative Assistants	Input student applications into Banner and ESL databases; support welcome center, including assistance with completion of CCC Apply
Noncredit ESL Faculty	Provide tutoring via ESL lab for extra practice for noncredit ESL students
Executive Director for Planning, Research, Institutional Effectiveness	Direct research and analysis, data gathering and reporting, collaborate on institutional planning, including equity and student success
Senior Research and Evaluation Analyst	Conduct research, analyze data and draft findings and recommendations
Research Analyst	Gather and report data for institutional reporting, ad hoc reporting such as program review or other purposes

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.

Given the educational status of noncredit ESL students, they would not typically qualify for the limited exemptions offered (i.e., students who have completed college level math or English are exempted from assessment and placement requirements only).

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.

Since noncredit ESL students do not earn grades or units, they will not lose enrollment priority for probationary status or over accumulation of credits.

The District is currently developing formalized policy and procedures associated with the challenge process for noncredit ESL assessment test results. It is noteworthy that the placement is advisory only. Therefore, current practice is that if a student is placed by COM assessment(s) and feels they are in the wrong level, they may talk with an instructor OR the ESL office to request to move up or down in level.

Current practice is that students may ultimately self place in noncredit ESL; therefore, no appeal is necessary.

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.

There are no prerequisites for noncredit ESL courses.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

Attendance at or offering of the following:

1. SSSP and early alert program at COM discussion at New Faculty Orientation (information/outreach for new faculty about programs)
2. Faculty/staff in-services on: Classroom Management, COM Cares, Promoting Student Success through On-Course, and Convocation during flex training weeks (resources, training and outreach to faculty and staff)
3. SSSP Coordinator Training offered by the CCCCCO
4. Conferences, webinars and other training on related best practices, such as 3CSN Equity summit, RP Group's Strengthening Student Success, statewide Faculty Senate trainings/meetings and BSI
5. COM in services on Degree Works for counselors (training on use/upgrades for degree audit software)
6. CATESOL (California Teachers of English to Speakers of Other Languages) annual and regional meetings (best practices)
7. On Course training for faculty (tool for inclusive and engaging teaching pedagogy)
8. Faculty led inquiry teams at College of Marin (research and recommendations to enhance basic skills achievement, onboarding of students, and student success and equity)

Funding to participate in these activities includes resources from the district, the Chancellor's office, BSI, SSSP Credit, and Equity funds.

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.

- Evaluation of services provided/not provided and impact/progress/outcomes by demographics.
- Development of dashboard measures associated with population and key metrics.
- Interface with MIS data reporting and Chancellor's data.
- Ad hoc projections, reports and analysis.
- Support for student success related institutional surveying.
- Collect information on time to completion.
- Development of reports.
- Preparing to survey students of noncredit ESL for 2016-17 program review

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 Student Equity plan includes a review of the SSSP and its impact to identify and address gaps in service and impact to targeted populations. Both are under the purview of the Student Access and Success committee, which is part of the participatory governance of Marin Community College District. Other participatory governance groups take part in the review of both the SSSP and Student Equity plans. A separate noncredit SSSP advisory committee will provide direction and coordination for the implementation of the noncredit SSSP plan, including with BSI and Adult Education planning.

The Student Access and Success committee annually analyses unit program reviews for student access, success and equity related themes and makes recommendations to the Planning, Resources and Allocations Committee.

- Questions incorporated into Program Review templates that support SSSP and Student Equity planning include:
 - How is student progress tracked within the program?
 - Briefly describe the program and the services it provides in order to achieve its goals and SLOs.
 - What are the demographics of the students in the program and how do these demographics compare to the overall college population?
 - Describe retention/intervention strategies used to increase student success.
 - Describe barriers that students might have in accessing your services.

The Vice President for Student Services and Student Learning coordinates district level efforts to coordinate academic and strategic planning to align with SSSP and Student Equity planning, including:

- Strategic Enrollment Planning – utilize DegreeWorks and other data to inform academic calendar and course planning.
- Basic Skills Master Planning – better align the significant resources COM puts toward developmental math, English, and other skill-development efforts to significantly improve outcomes.
- Incorporating appropriate representation, including SSSP Coordinator on student learning outcomes assessment committee, in Accreditation committees.

The College has created a new strategic plan that has strong emphasis on student success and student equity, with linkages to the SSSP and Student Equity plans. Additionally, student services' Student Learning Outcomes are being revised to tie directly to student success and student equity goals. Assessment of progress on goals will incorporate system scorecard data as well as local assessment metrics. The director of Planning, Research and Institutional Effectiveness coordinates strategic planning, institutional effectiveness, and our current self-study for accreditation. She or designee regularly attends the Student Access and Success committee meetings to plan and share research, exchange ideas and to collaborate on and support SSSP and Student Equity planning.

The planning process for updating the 2015-16 Noncredit SSSP Plan included incorporating feedback/direction from the Chancellor's office on our credit plan, as well as initiatives that evolved

subsequent to the previous year's planning, such as partnering with EAB on the Student Success Collaborative. Other factors included changes in qualifying expenditures, increased funding and match calculation.

The process itself included engagement with campus constituents, learning about practices from other schools through activities such as semi-annual Region 3 SSSP coordinator meetings (which COM hosted this semester), and meetings of the Student Access and Success participatory governance committee. At one of the Region 3 SSSP coordinator gatherings, a representative from the Chancellor's office presented on noncredit SSSP planning. Due to awareness of the SSSP program from the prior year's campus engagement, other college members contacted the coordinator or SAS committee members with questions and ideas. A next step activity for SAS is to formalize a proposal tool and publish to the college to make the engagement process for new ideas more accessible.

A significant enhancement to planning was the deeper coordination and embedding with other initiatives, college planning and accreditation/program review, where exchange and synergy of ideas has been prominent. This was a suggestion from BSI staff who attended a 3CSN training, and Student Equity, Student Success and Basic Skills are now meeting regularly to share planning and opportunities for collaboration. Recently Adult Education and professional development representatives have joined the group.

The college has sponsored a Faculty Led Inquiry Team, which has done significant research, including interviews and focus groups with students, staff, faculty, and departments, as well as surveys and presentations/workshops, towards making informed recommendations to enhance student success. Topics for the FLIT interdisciplinary flex discussions have included *Assessment / Placement / Advisories / Prerequisites* and *College 101: Orientation*. A planning retreat has been scheduled for SSSP / SEP / FLIT / BSI and CTE representatives to share further on ideas, initiatives, and opportunities for collaborative planning.

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.

- D.1. Noncredit ESL Pre Assessment Questionnaire
- D.2. Noncredit ESL Orientation Information Packet
- D.3. Noncredit ESL Assessment Flyer

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: Patrick McBurnie Title: President

Stakeholder Group: Associated Students College of Marin

Name: Gina Cullen Title: Counseling Department Chair

Stakeholder Group: Department Chairs

Name: Andrea Mann Title: Transfer and Career Center Coordinator

Stakeholder Group: Classified Senate

Name: Alicia Pasquel Title: Vice President of Academic Senate

Stakeholder Group: Academic Senate

Name: Christina Leimer Title: Chair; Director of Planning, Research, and Institutional Effectiveness

Stakeholder Group: Educational Planning Committee

Name: Sara McKinnon Title: Faculty, President of Academic Senate, Co-Chair, PRAC

Stakeholder Group: College Council; Planning and Resource Allocation Committee (PRAC)

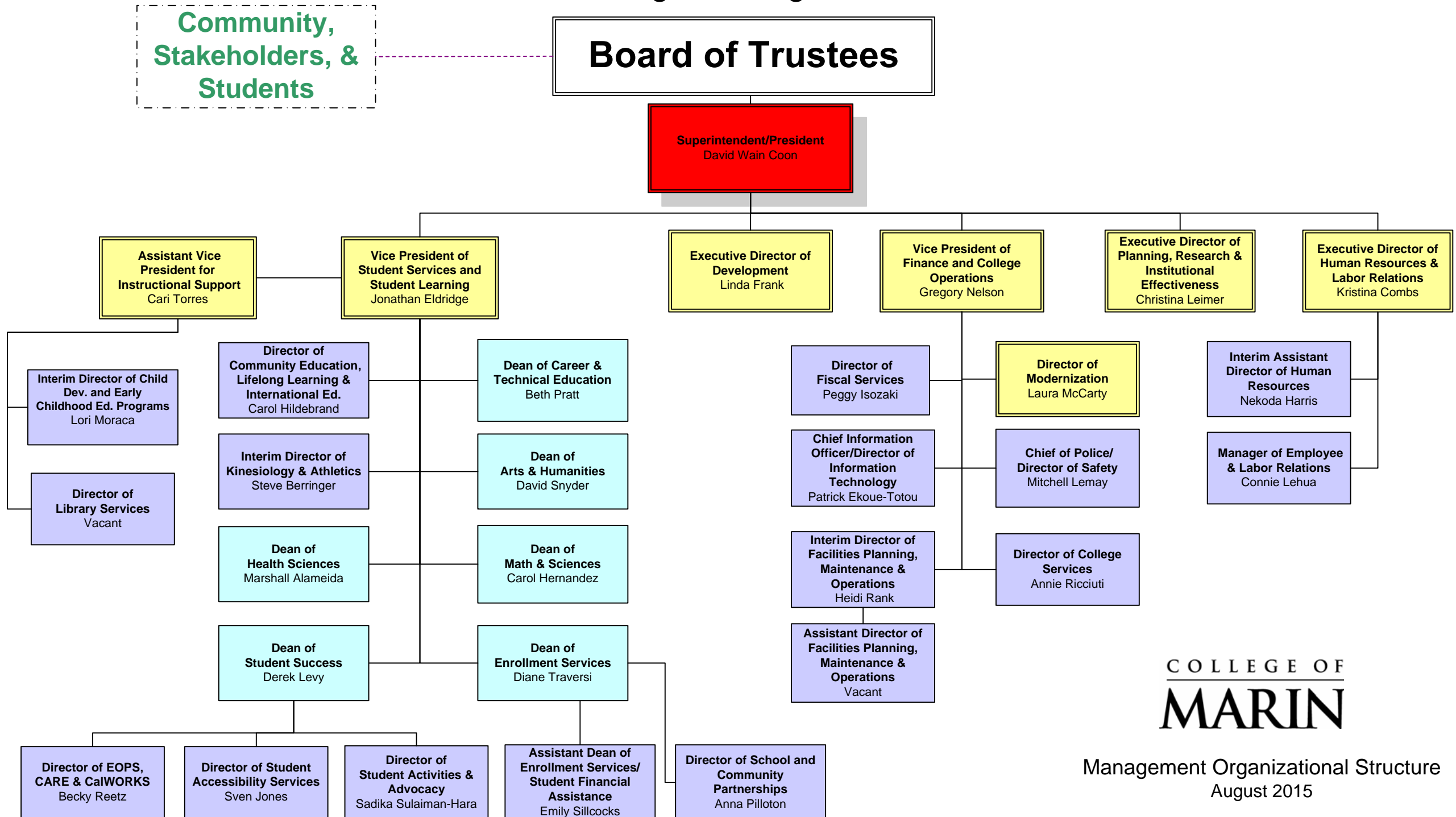
Name: Jonathan Eldridge Title: Vice President for Student Learning and Student Services

Stakeholder Group: Board of Trustees

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 District Management Organizational Structure



COLLEGE OF
MARIN

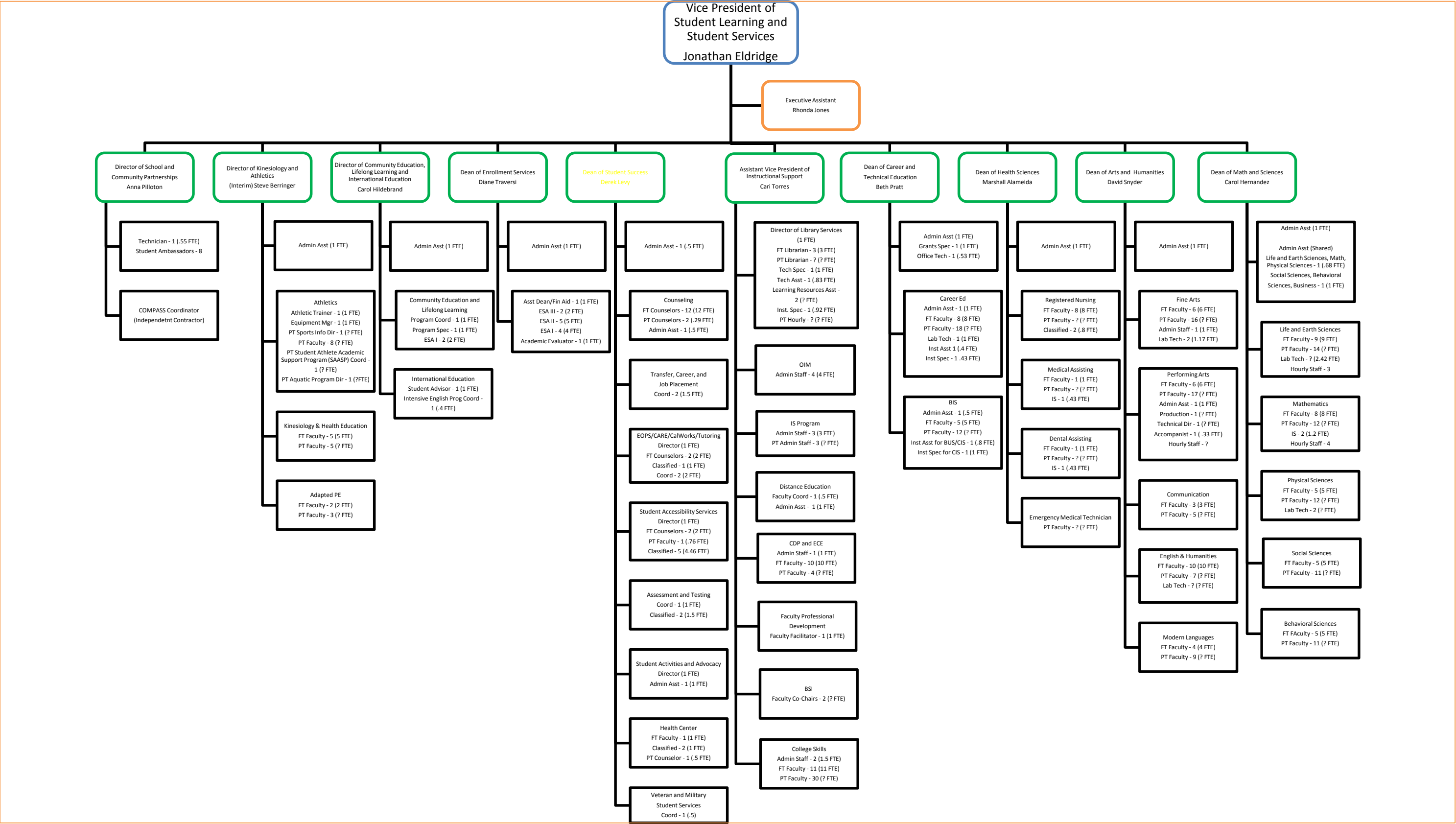
Management Organizational Structure
August 2015

Office of Human Resources

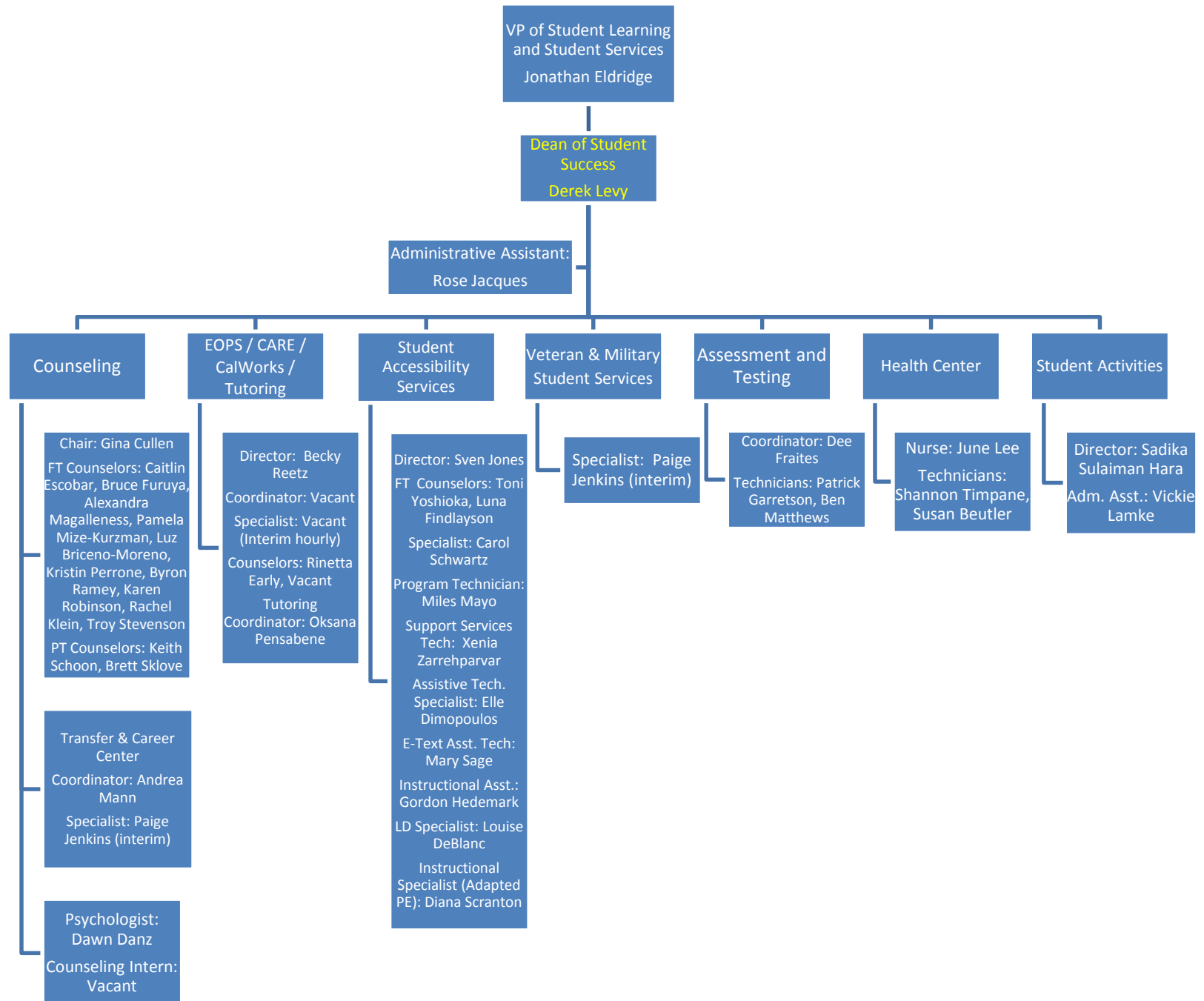
Appendix B.1: Office of the Vice President of Student Learning and Student Services

Organizational Chart

Fall 2015



Appendix B.2: SSSP Coordinator Organizational Chart



Attachment C

SSSP Committee: Student Access and Success Committee, 2015-16

Derek Levy, Chair	Administration, Dean of Student Success
Sadika Sulaiman Hara	Administration, Director of Student Activities and Advocacy
Luz Briceno-Moreno	Academic Senate, Counselor
Alicia "Meg" Pasquel President	Academic Senate, English Skills Instructor/Academic Senate Vice
Andrea Mann	Classified Professional, Transfer & Career Center Coordinator
Vacant	Classified Professional
Vacant*	ASCOM (student)
Vacant	ASCOM (student)
Sara McKinnon	Staff Resource, Academic Senate President
Christina Leimer Effectiveness	Staff Resource, Director of Planning, Research and Institutional
Rose Jacques	Staff Resource, Administrative Assistant to the Dean of Student Success

* Turnover in student representation led to these positions being unfilled to date for fall semester. The President of ASCOM was individually consulted on plan development.

Representatives of Noncredit SSSP Advisory Committee, 2015-16

Sara McKinnon	College Skills - Noncredit ESL Faculty
Alex Suarez	College Skills – Noncredit ESL Administrative Assistant
Derek Levy	Dean of Student Success
Anna Pilloton	Director of School and Community Partnerships
Gina Cullen	Chair, Counseling
Cari Torres-Benavides	Assistant Vice President for Instruction
Cheo Massion	College Skills – Noncredit English Faculty, BSI Steering Committee Co-Chair

Attachment D.1

Noncredit ESL Pre Assessment Questionnaire

Please answer these questions in English in complete sentences:

1. What is your name?

2. Where are you from?

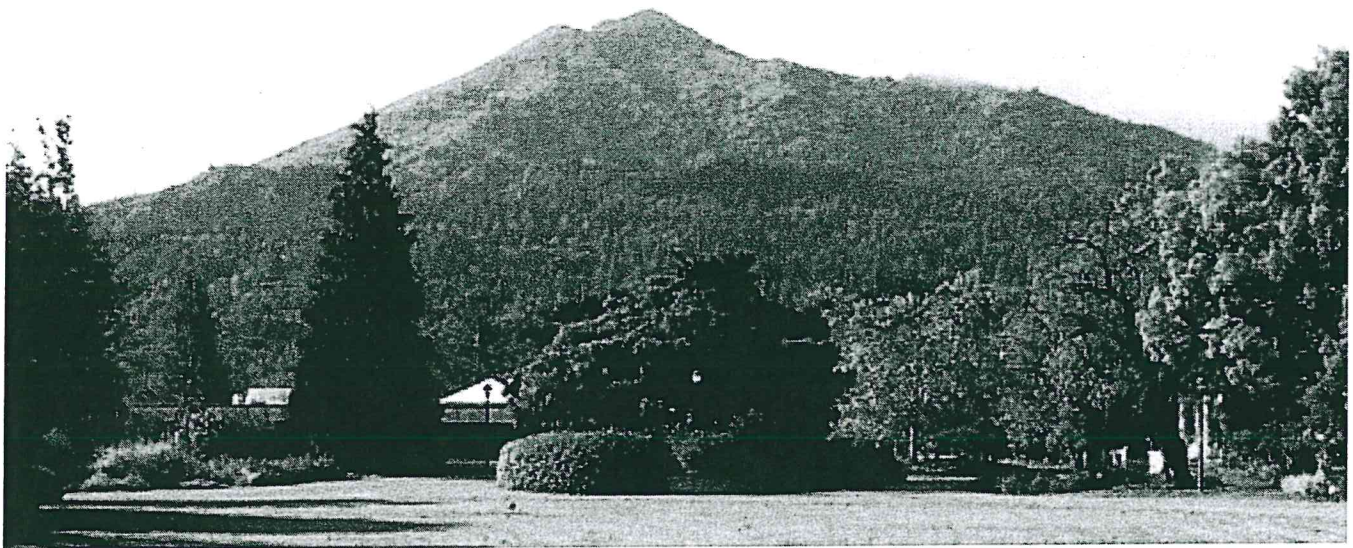
3. What language do you speak?

4. Where do you live?

5. What day is it today?

6. How long have you lived in the United States?

COLLEGE OF MARIN



Noncredit

English as a Second Language

New Student Information

How to sign up for Noncredit English as a Second Language (ESL) classes

STEP 1: Take the ESL placement test and complete a noncredit ESL application. Turn in your application at the noncredit ESL workshop to the ESL office in the **Academic Center, Room 109**.

STEP 2: After about two weeks, you will receive a letter in the mail from the ESL office. The letter will tell you your level of ESL (ESL level 10, 20, 25, 30, 35, or 40). Also, the letter may say you are on the WAITING LIST and what number you are on the waiting list. Please be patient! We call people off the waiting list for the first 10 weeks of the semester. When there is room in the class, we will send you another letter.

STEP 3: When there is room, you will **receive a letter with a map** on the back that says you are in the class. Come to the class immediately! If you have questions or you cannot come to class, please call the ESL office at 415-485-9642 or visit the ESL office in the **Academic Center, Room 109** on the Kentfield campus.

STEP 4: At the end of each semester, you will receive a new noncredit ESL application for the next semester. Applications are given or mailed to students in May, July, and December. When you receive your application, turn it in or mail it to the ESL office **AS SOON AS POSSIBLE!** If you have questions, please call the ESL office at 415-485-9642 or visit us in the **Academic Center, Room 109** on the Kentfield campus.

COLLEGE OF
MARIN

Non-Credit ESL Waiting List Notification Spring 2012

As soon as there is space available in the class, we will send you a letter or will call you.

19881
Alex Suarez
835 College Ave.
Kentfield, CA 94904

Alex Suarez, you are on the waiting list in the following class(es):

Class	W/L No.	Day(s)	Time
ESLN	5	MTWR	8:10 -10:45 pm

The Days are Abbreviated: M= Monday T= Tuesday W= Wednesday R=Thursday F= Friday SAT= Saturday

If you are not called during this semester, you will receive a priority application for the following semester.

For questions, please contact the ESL Office at (415) 485-9642 or come to Austin Science Center, Room 137 (in the big building right across from the police office) at the College of Marin Kentfield Campus.

COLLEGE OF
MARIN

Non-Credit ESL Schedule -- Spring 2012

M00000000

19881
Alex Suarez
835 College Ave.
Kentfield, CA 94904

> If you cannot come the first day of school, please call your instructor Sara McKinnon at 415-457-8811 X 7924 and leave a message to save your place.

> If you have changed your mind or your schedule and are unable to come to class for the entire semester, please notify your instructor so that we can let in another student!

> For questions, please contact the ESL office at 485-9642 or come to Austin Science Center, room 137 (in the big building across from the police office).

The Days are Abbreviated: M= Monday T= Tuesday W= Wednesday R=Thursday F= Friday SAT= Saturday
The building for each classroom is abbreviated as well. Use the map on the back for clarification.

Alex Suarez, you are enrolled in the following class(es):

Section	Class	Start Date	Day(s)	Time	Classroom(s)
12345	ESLN	1/23/2012	MTWR	8:10 -10:45 pm	PV 3

Last day of class is: 5/17/2012

Holidays (no school): Feb 18 (Sat): No class; Feb 20 (Mon): Washington Day; Apr 9 (Mon) through Apr 14 (Sat): Spring Break

Important Information for Non-Credit ESL Students

1) Class textbooks are available at the college bookstore at the beginning of each semester. The bookstore is on the Kentfield campus, in the Learning Resource Center, on the first floor.

2) Drop Policy: if you miss two weeks of class in a row, you will be dropped from the class. If you have an emergency (for example, you are sick) and you must miss two weeks of class but you plan to come back to class, please contact your teacher or the ESL office. Students who drop have a lower priority to enroll in classes the next semester.

3) At the end of the semester, your teacher will give you a recommendation for your next ESL class. Most students in non-credit ESL spend one year at each level before they are ready to move to the next level.

4) If you move, please tell the ESL office your new address as soon as possible. There is a short green form to fill out when you move (called the "Change Form"). Ask your teacher or the office staff for this form when you move. We often mail out important information to our students.

All levels of ESL teach vocabulary and grammar using all skills: Reading and Writing, Listening, Speaking and Pronunciation

Level 10

- Maybe you can't read and write in your own language
- Maybe you don't know ANY words in English.
- Maybe you know a few words, but you have no idea how put them together to ask or answer a question....
- Maybe you are beginning to put sentences together but don't have confidence yet.

Level 20 – 25

- You know how to ask and answer basic things and know vocabulary to describe everyday people, places and things.
- You want to express yourself better about yesterday, today and tomorrow.
- You want to tell people what you want or need or can do.
- You want to tell people about what you have to do.
- You want to say what you like better.

Level 30

- You want to talk about your experiences in life and work.
- You want to describe how your life was before.
- You want to learn more verbs and verb forms.

Level 35

- You know the vocabulary and grammar basics, but you make mistakes.
- You will have more practice using what you know in all skill areas.
- You will read more and begin to create longer sentences and simple paragraphs!

Level 40

- You will review everything you have learned so far.
- You might read an entire book in English!
- You might learn how to use an English-English Dictionary!
- You will learn skills needed to go on to credit ESL classes including writing simple paragraphs, using computers for research and giving oral presentations.

Additional Classes:

The following additional classes are open to all students including level 10 who have completed at least one semester of classes:

- Citizenship (Beginning and Intermediate)
- Pronunciation and Listening/Speaking classes for level 20 and level 40
- English for Childcare Workers
- English for Hotel and Restaurant Workers (Customer Service)
- ESL for Employment - Reading/Writing and Speaking

Schedule of Noncredit ESL Classes

Classes at College of Marin, Kentfield Campus (August through May):

(New students register at Noncredit ESL placement tests and continuing students register at the ESL Office.)

Morning Classes:

- Monday, Wednesday, Friday (3 mornings): 8:10 to 11 am (levels 10, 20, 30, 35 and 40)
- Monday and Wednesday: 11:10 am to 12:30 pm (Listening/Speaking Levels 20 and 40)
- Tuesday, Thursday: 8:10 am to 10:00 am (Pronunciation, Listening/Speaking Levels 20 and 40)
- Tuesday and Thursday: 10:10 am to 12:30 (levels 10, 20 and 40)

Evening Classes:

- Monday - Thursday (4 evenings): 6:10 to 9 pm (levels 10 and 20)
- Monday, Wednesday, Thursday **OR** Monday, Tuesday, Thursday: 6:10 to 9 pm (level 40)
- Monday/Wednesday **OR** Tuesday/Thursday: 6:10 to 9 pm (levels 10, 20, 25, 30, 35)

One night/week classes:

- Pronunciation (Tuesday **OR** Wednesday) 6:10 to 8:00 pm

Saturday Classes:

- Morning classes from 9 am to 12:50 pm (levels 10, 20, 25, 30, 35, 40)
- English for Customer Service: 9 am to 12 noon
- English for Employment (Job Applications, Interviews): 9 am to 11:30 am

Classes at College of Marin, Indian Valley Campus in Novato (August through May):

(New students register at Noncredit ESL placement tests and continuing students register at the ESL Office.)

Evening Classes:

- Monday/Wednesday: 6:10 to 8:25 pm (levels 10 and 20)
- Tuesday/Thursday: 6:10 to 8:25 pm (levels 30 and 40)

Classes at Margaret Todd Senior Center - 1560 Hill Road, Novato, CA 94947

- Multi-level class - Tuesday/Thursday from 2 pm to 4 pm (register in class or at placement test)

Summer Classes at College of Marin, Kentfield Campus:

Morning Classes:

- Monday, Wednesday, Friday (3 mornings): 8:10 to 11 am (levels 10, 20, 30, 35 and 40)
- Tuesday and Thursday: 10:10 am to 12:30 (levels 10, 20 and 40)
- English for Customer Service: Monday through Thursday: 8 am to 10 noon

Evening Classes:

- Monday/Wednesday **OR** Tuesday/Thursday: 6:10 to 8:30 pm (levels 10, 20, 25, 30, 35, 40)

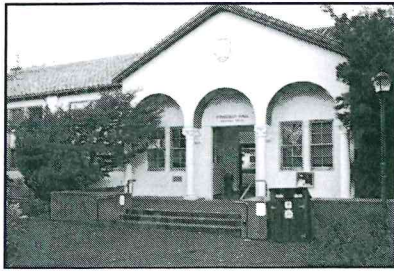
Saturday Classes:

- Morning classes from 9 am to 12:50 pm (levels 10, 20, 25, 30, 35, 40)

Summer Classes at College of Marin, Kentfield Campus:

Evening Classes:

- Monday/Wednesday: 6:10 to 8:25 pm (levels 10 and 20)
- Tuesday/Thursday: 6:10 to 8:25 pm (levels 30 and 40)

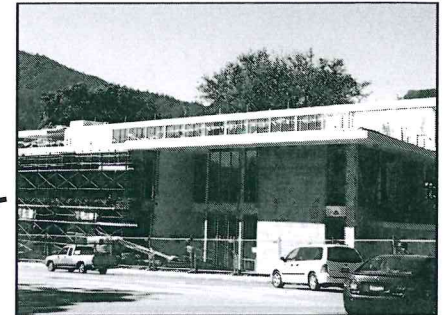
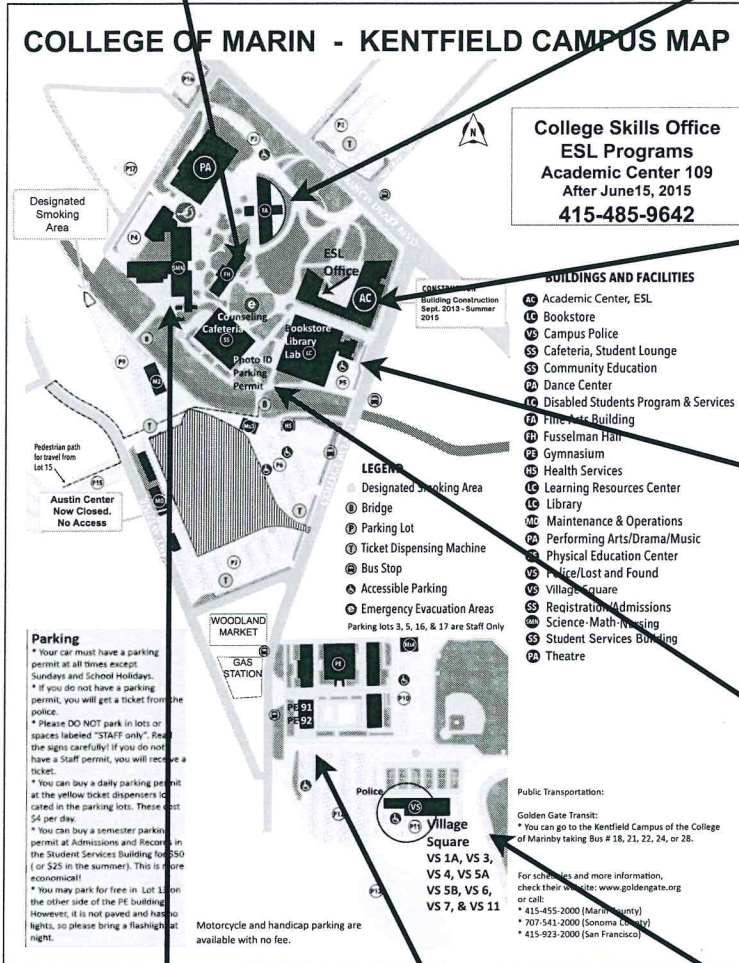


Fussellmann Hall (FH)

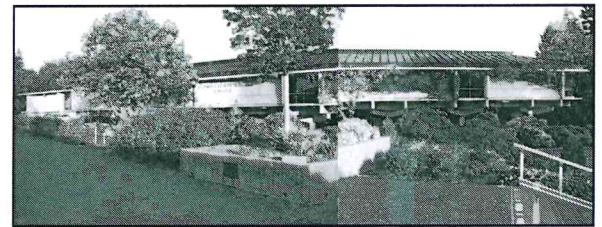
Important Buildings Kentfield Campus



Fine Arts (FA)



Academic Center (AC)



Learning Resource Center (LC)



Student Services (SS)

Village Square (VS)



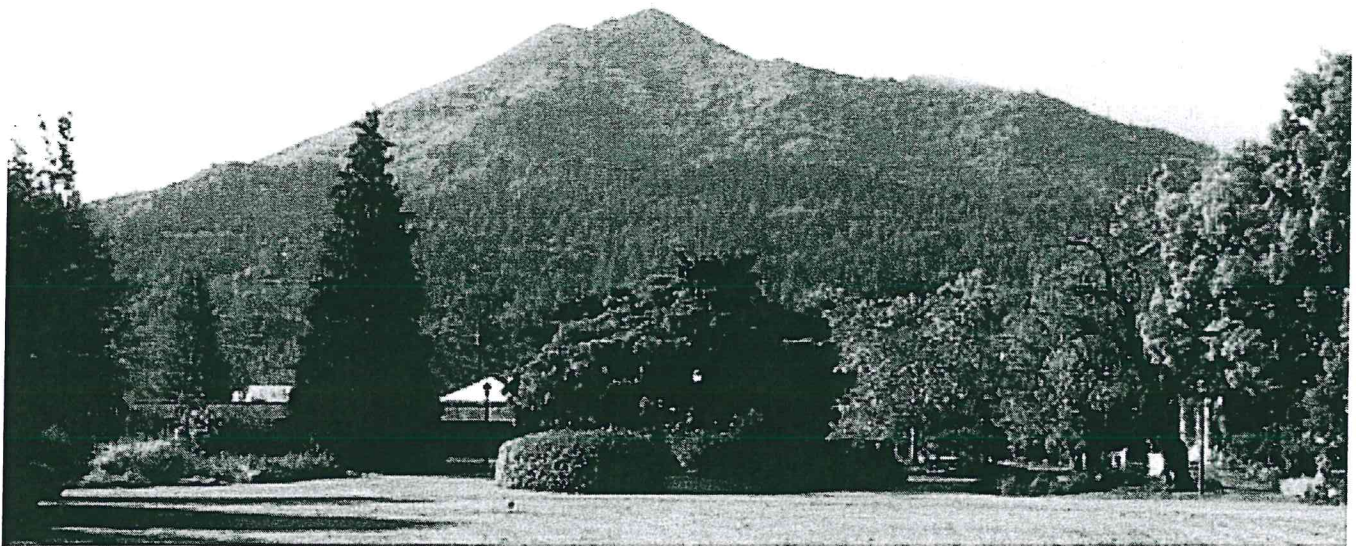
SCIENCE MATH NURSING (SMN)



Physical Education (PE)



COLLEGE OF MARIN



Inglés como segundo idioma sin crédito

información

para los nuevos estudiantes

Pasos a seguir para inscribirse a clases de Inglés como segundo idioma sin crédito.

Paso 1: Presente el examen de nivel de inglés como segundo idioma y llene el formulario de inscripción. Entregue su formulario de inscripción en la orientación o en la oficina de inglés como segundo idioma que se encuentra en Academic Center (AU) cuarto 109.

Paso 2: Después de alrededor de dos semanas usted recibirá una carta de la oficina de inglés como segundo idioma. Esta carta le indicará su nivel de inglés como segundo idioma (nivel, 5, 10, 25, 30, 35 o 40). Esta carta también puede indicarle que se encuentra en la LISTA DE ESPERA y le dirá que número es usted en la lista. Le pedimos de favor que tenga paciencia. Cuando haya cupo en la clase, le enviaremos otra carta.

Paso 3: Cuando haya cupo, usted recibirá una carta con un mapa en la parte posterior, esta carta dirá que usted esta enlistado en la clase. ¡Asista a clases inmediatamente! Si tiene alguna duda, o no podrá asistir a clases, favor de llamar a la oficina de inglés como segundo idioma al 415-485-9642 o visite la oficina de inglés como segundo idioma en el edificio Academic Center cuarto 109 en el campus de Kentfield.

Paso 4: Al final de cada semestre, usted recibirá un formulario de inscripción para clases de inglés como segundo idioma sin crédito para el próximo semestre. Los formularios de inscripción serán entregadas o enviadas por correo en Mayo, Julio, y Diciembre. Cuando reciba su formulario de inscripción entréguelo personalmente o por correo LO MÁS PRONTO POSIBLE. Si tiene alguna duda favor de llamar a la oficina de inglés como segundo idioma al 415-485-9642 o visite la oficina de inglés como segundo idioma en el edificio Academic Center cuarto 109 en el campus de Kentfield.

COLLEGE OF
MARIN

Non-Credit ESL Waiting List Notification Spring 2012

As soon as there is space available in the class, we will send you a letter or will call you.

19881
Alex Suarez
835 College Ave.
Kentfield, CA 94904

Alex Suarez, you are on the waiting list in the following class(es):

Class	W/L No	Day(s)	Time
ESLN	5	MTWR	8:10 -10:45 pm

The Days are Abbreviated: M= Monday T= Tuesday W= Wednesday R= Thursday F= Friday SAT= Saturday

If you are not called during this semester, you will receive a priority application for the following semester.

For questions, please contact the ESL Office at (415) 485-9642 or come to Austin Science Center, Room 137 (in the big building right across from the police office) at the College of Marin Kentfield Campus.

COLLEGE OF
MARIN

Non-Credit ESL Schedule -- Spring 2012

M00000000

19881
Alex Suarez
835 College Ave.
Kentfield, CA 94904

> If you cannot come the first day of school, please call your instructor Sara McKinnon at 415-457-8811 X 7924 and leave a message to save your place.
> If you have changed your mind or your schedule and are unable to come to class for the entire semester, please notify your instructor so that we can let in another student!
> For questions, please contact the ESL office at 485-9642 or come to Austin Science Center, room 137 (in the big building across from the police office).

The Days are Abbreviated: M= Monday T= Tuesday W= Wednesday R= Thursday F= Friday SAT= Saturday
The building for each classroom is abbreviated as well. Use the map on the back for clarification.

Alex Suarez, you are enrolled in the following class(es):

Section	Class	Start Date	Day(s)	Time	Classroom(s)
12345	ESLN	1/23/2012	MTWR	8:10 -10:45 pm	PV 3

Last day of class is: 5/17/2012

Holidays (no school): Feb 18 (Sat): No class ; Feb 20 (Mon): Washington Day ; Apr 9 (Mon) through Apr 14 (Sat): Spring Break

Important Information for Non-Credit ESL Students

- 1) Class textbooks are available at the college bookstore at the beginning of each semester. The bookstore is on the Kentfield campus, in the Learning Resource Center, on the first floor.
- 2) Drop Policy: if you miss two weeks of class in a row, you will be dropped from the class. If you have an emergency (for example, you are sick) and you must miss two weeks of class but you plan to come back to class, please contact your teacher or the ESL office. Students who drop have a lower priority to enroll in classes the next semester.
- 3) At the end of the semester, your teacher will give you a recommendation for your next ESL class. Most students in non-credit ESL spend one year at each level before they are ready to move to the next level.
- 4) If you move, please tell the ESL office your new address as soon as possible. There is a short green form to fill out when you move (called the "Change Form"). Ask your teacher or the office staff for this form when you move. We often mail out important information to our students.

En Todos los niveles de Inglés como Segundo Idioma se enseñará vocabulario y gramática utilizando técnicas como:

lectura y escritura, ejercicios auditivos, conversación y pronunciación

Nivel 10

- Quizás no sepa leer o escribir en su lengua materna.
- Quizás no sepa ninguna palabra en inglés.
- Quizás sepa pocas palabras, pero no sabe como ordenarlas para formular una pregunta, o responder a una pregunta.
- Tal vez está empezando a formular oraciones pero no tiene la confianza suficiente para comunicarlas.

Nivel 20 – 25

- Sabe como preguntar y responder cosas básicas y tiene el vocabulario suficiente para describir personas, Lugares y cosas cotidianas.
- Desea expresarse mejor al hablar del ayer, hoy, o mañana.
- Desea decirles a las personas lo que usted quiere, necesita, o sabe hacer.
- Desea decirles a las personas lo que tiene que hacer.
- Le gustaría poder decir lo que prefiere.

Nivel 30

- Le gustaría poder hablar sobre sus experiencias personales y sobre sus experiencias laborales.
- Le gustaría describir su pasado.
- Le gustaría aprender más verbos y sus distintas variaciones.

Nivel 35

- Usted sabe las ideas básicas de vocabulario y gramática, pero comete algunos errores.
- Aquí podrá aplicar lo que usted ya sabe en las distintas técnicas.
- Usted empezará a leer con más frecuencia, a crear oraciones más largas y a escribir párrafos sencillos.

Nivel 40

- Usted repasará todo lo que ha aprendido hasta este momento.
- ¡Tal vez leerás un libro en inglés!
- ¡Tal vez aprendas a utilizar un diccionario de Inglés!
- Aprenderás las técnicas necesarias para avanzar a clases de inglés con crédito , tales como: escribir párrafos sencillos, usar computadoras para hacer investigaciones y como dar una presentación verbal.

Clases Adicionales:

- Ciudadanía (Nivel Principiante e Intermedio)
- Clases de Pronunciación y clases de Escuchando y Hablando para niveles 20 y 40
- Inglés para Trabajadores del Cuidado de Niños
- Inglés para Trabajadores de Hoteles y Restaurantes (Atención al Cliente)
- ESL para el Empleo – Lectura/Escritura y Hablado

Schedule of Noncredit ESL Classes

Classes at College of Marin, Kentfield Campus (August through May):

(New students register at Noncredit ESL placement tests and continuing students register at the ESL Office.)

Morning Classes:

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- Monday, Wednesday, Thursday **OR** Monday, Tuesday, Thursday: 6:10 to 9 pm (level 40)
- Monday/Wednesday **OR** Tuesday/Thursday: 6:10 to 9 pm (levels 10, 20, 25, 30, 35)

One night/week classes:

- Pronunciation (Tuesday **OR** Wednesday) 6:10 to 8:00 pm

Saturday Classes:

- Morning classes from 9 am to 12:50 pm (levels 10, 20, 25, 30, 35, 40)
- English for Customer Service: 9 am to 12 noon
- English for Employment (Job Applications, Interviews): 9 am to 11:30 am

Classes at College of Marin, Indian Valley Campus in Novato (August through May):

(New students register at Noncredit ESL placement tests and continuing students register at the ESL Office.)

Evening Classes:

- Monday/Wednesday: 6:10 to 8:25 pm (levels 10 and 20)
- Tuesday/Thursday: 6:10 to 8:25 pm (levels 30 and 40)

Classes at Margaret Todd Senior Center - 1560 Hill Road, Novato, CA 94947

- Multi-level class - Tuesday/Thursday from 2 pm to 4 pm (register in class or at placement test)

Summer Classes at College of Marin, Kentfield Campus:

Morning Classes:

- Monday, Wednesday, Friday (3 mornings): 8:10 to 11 am (levels 10, 20, 30, 35 and 40)
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- English for Customer Service: Monday through Thursday: 8 am to 10 noon

Evening Classes:

- Monday/Wednesday **OR** Tuesday/Thursday: 6:10 to 8:30 pm (levels 10, 20, 25, 30, 35, 40)

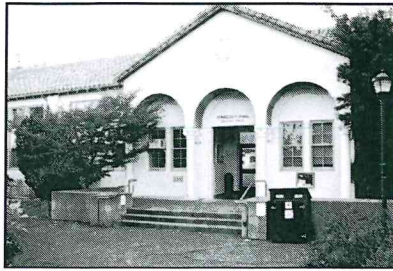
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Summer Classes at College of Marin, Kentfield Campus:

Evening Classes:

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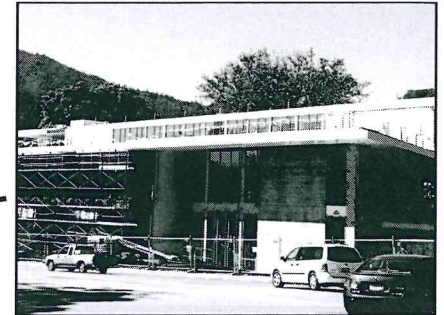
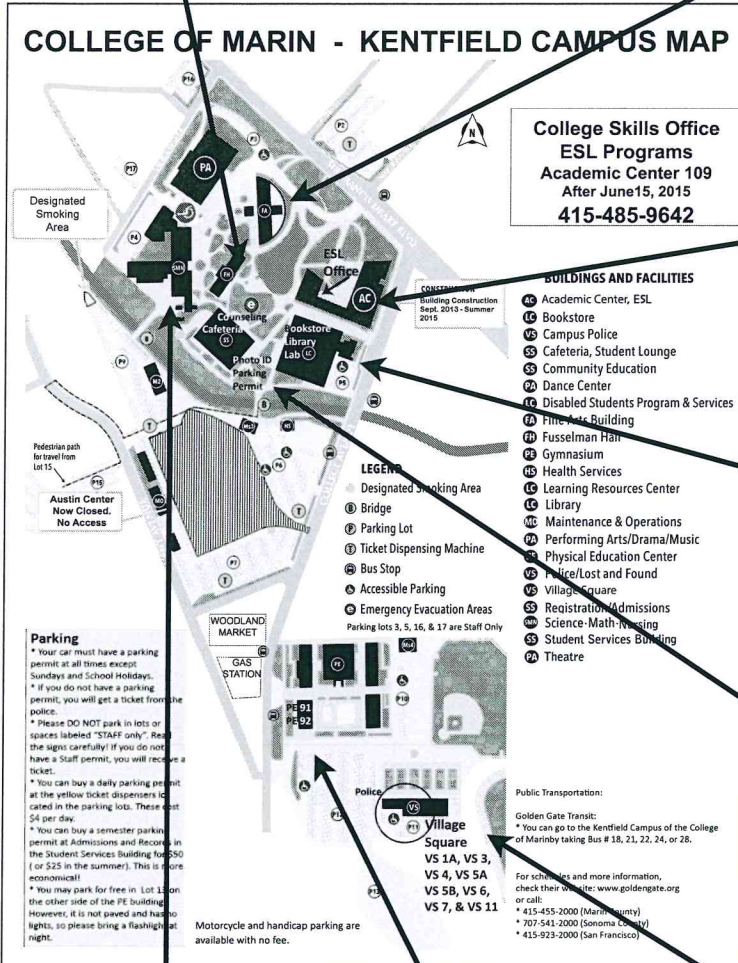


Fusselmann Hall (FH)

Important Buildings Kentfield Campus



Fine Arts (FA)



Academic Center (AC)



Learning Resource Center (LC)

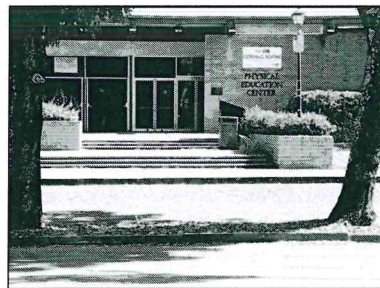
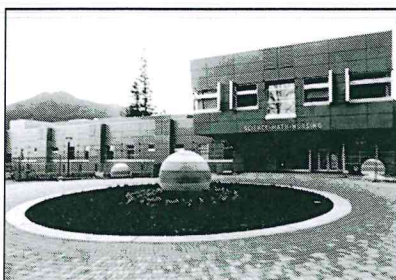


Student Services (SS)

Village Square (VS)

SCIENCE MATH NURSING (SMN)

Physical Education (PE)



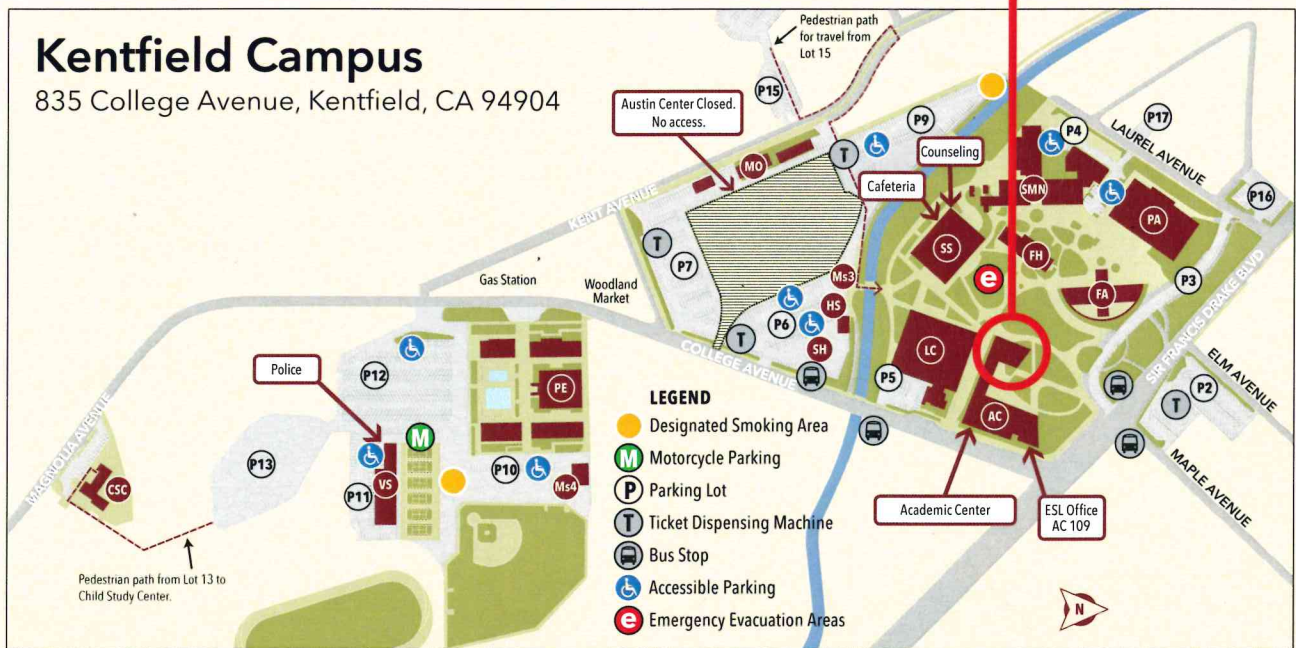
Mid Fall 2015 Noncredit ESL Placement Test Schedule (For beginning to low-intermediate ESL students)

DAY / DATE	STARTS	ENDS*	LOCATION
Saturday, September 12	9 am	11:45 am	Academic Center (AC) 255
Saturday, October 10	9 am	11:45 am	Academic Center (AC) 255

*The ending time for the workshop varies.

In addition to a Noncredit ESL placement test, there will be an orientation to College of Marin at these workshops. No reservation or prior registration is necessary to attend.

The workshops take place at the Kentfield campus. We can only admit the first 50 people who come ("first come, first served"). Check-in begins one hour before the workshops begin. No children are permitted at the workshops.



PARKING

Please do not park in the parking lots labeled "Staff Permit Required." Please park in parking lot #6. For more information please call 415.485.9642 or visit our office located in Academic Center (AC) 109.

www.marin.edu/departments/ESL

Mid Fall 2015 Calendario de Exámenes de Ubicación de ESL Sin Crédito

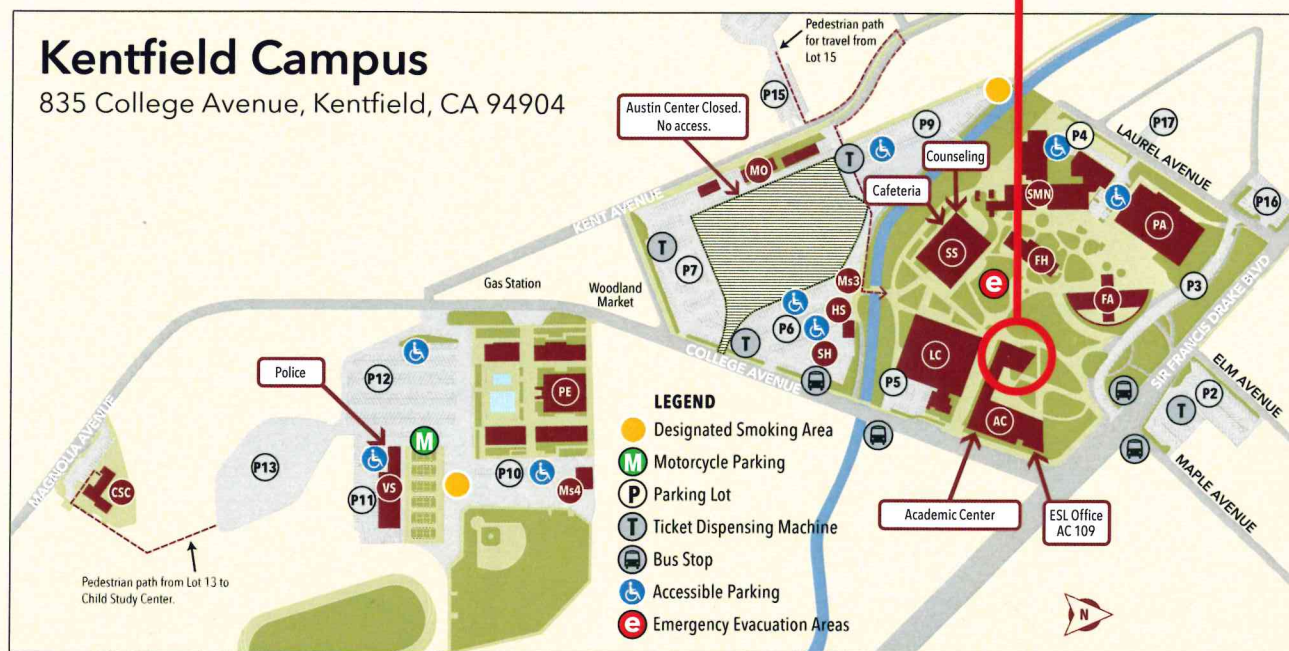
(Para estudiantes de nivel principiante a intermedio bajo)

DIA / FECHA	INICIA	TERMINA*	LUGAR
Sabado, septiembre 12	9 am	11:45 am	Academic Center (AC) 255
Sabado, octubre 10	9 am	11:45 am	Academic Center (AC) 255

*El horario de finalización es variable.

Además del examen de colocación de ESL sin crédito, habrá una orientación sobre College of Marin en estos talleres. No es necesaria una reservación ni registrarse previamente para asistir.

Los talleres toman lugar en el plantel de Kentfield. Sólo podemos admitir a las primeras 50 personas que lleguen. Registración iniciará una hora antes de iniciar los talleres. No se permiten niños en los talleres.



PARKING

Por favor no se estacione en los estacionamientos señalados como "Staff Permit Required" (permiso para personal requerido). Favor de estacionarse en el estacionamiento #6. Para más información, por favor llame al 415.485.9642 o visite nuestra oficina en el edificio Academic Center (AC) 109.

www.marin.edu/departments/ESL



Noncredit Student Success and Support Program

2015-16

Budget Plan

Marin CCD

Marin College

Report Due Postmarked By
Friday
October 30, 2015

Email completed budget 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

2015-16 Noncredit Student Success and Support Program (SSSP) Budget Plan for fiscal reporting period July 1, 2015 - June 30, 2016

District: **Marin CCD**
College: **Marin College**

Submit the Budget Plan with signature page by email no later than **Friday, October 30, 2015**.

Email to: noncreditSSSP@cccco.edu

and

Mail signature page with original signatures (postmarked by October 30, 2015) to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Chris Graillat - cgraillat@cccco.edu - (916) 322-7988.

This workbook contains 6 protected spreadsheets in the following order:




- | | | |
|---------------------------|------------------------------------------|------------------------------------|
| 1 Cover Page | 3 Part I: Funding | 5 Part III: Planned District Match |
| 2 Select District/College | 4 Part II: Planned Noncredit SSSP Expend | 6 Summary |

Basic instructions:

Show expenditures from your Noncredit SSSP allocation as well as district contribution in accordance with the [SSSP Program Guidelines](#). In addition, these expenditures must be clearly identified in your program plan.

At the bottom of some of the spreadsheets (or the back of the page if printed) are instructions for certain cells. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, use the password to unlock sheet (budget1516). Be sure to lock the sheet when finished.

-  Yellow colored cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
-  Blue colored cells indicate a pre-populated cell and cannot be modified.
-  Gray colored cells indicate a formula and cannot be modified.

2015-16
Marin CCD
Marin College
Noncredit

Part I: Funding

Enter whole numbers only

2015-16 Noncredit SSSP Allocation
\$
118,191

Total 2015-16 Planned Expenditures in Noncredit SSSP

	Amount
Part II: Planned Noncredit SSSP Expenditures	\$ 118,191
Part III: Planned District Match	\$ 163,353
1:1 Calculated required match for Noncredit	\$ 118,191

Total Planned Expenditures in Noncredit SSSP
\$
281,544

Balance of 2015-16 Noncredit SSSP Allocation
\$
-

2015-16 Noncredit Student Success and Support Program Budget Plan
Part I: Funding
Specific Entry Instructions

Planned expenditures in the Noncredit Student Success and Support Program: This Budget Plan must be completed at the college level. In addition, these planned expenditures must be clearly identified in the Noncredit SSSP Plan.

Cell:

- E10 Enter your college's 2015-16 Noncredit SSSP Allocation.
- E14 This cell will populate once the Part II: Planned Noncredit SSSP Expenditures section has been completed.
- E15 This cell will populate once the Part III: Planned District Match section has been completed.
- D16 This cell will display your calculated required District Match for your Noncredit program.
- E18 This cell is the sum of: Part II: Planned Noncredit SSSP Expenditures and Part III: Planned District Match.
- E22 This cell is the sum of: 2015-16 Noncredit SSSP Allocation minus Part II: Planned Noncredit SSSP Expenditures.
- 0 If all of the 2015-16 Noncredit SSSP Allocation has been accounted for on this plan, then the balance should be zero.
- + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- If the balance is negative, then the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan **cannot be submitted** if balance is negative.

2015-16
Marin CCD
Marin College
Noncredit

Part II: Planned Noncredit SSSP Expenditures

Report planned expenditures of the Noncredit SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the Manual, not all expenditures listed are appropriate for Noncredit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination * (see below)	Total
1000	Academic Salaries: List by Position Title(s)	# of FTE Positions						
	<i>ex: VP Student Services</i>	0.25	\$ -	\$ -	\$ -	\$ -	\$ 26,585	\$ 26,585
	Counselor	0.42	\$ 5,381	\$ -	\$ 43,051	\$ 5,381	\$ -	\$ 53,813
	Dean of Student Success	0.05	\$ -	\$ -	\$ -	\$ -	\$ 6,406	\$ 6,406
	Faculty - Welcome Center / SS Workshops	0.25	\$ 9,573	\$ 9,574	\$ -	\$ -	\$ -	\$ 19,147
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ 14,954	\$ 9,574	\$ 43,051	\$ 5,381	\$ 6,406	\$ 79,366
2000	Classified and Other Nonacademic Salaries: List by Position Title(s)	# of FTE Positions						
	<i>ex: clerical staff</i>	2.00	\$ 25,000	\$ 30,000	\$ 45,000	\$ -	\$ -	\$ 100,000
	Administrative Assistant	0.22	\$ 5,366	\$ 5,365	\$ -	\$ -	\$ -	\$ 10,731
	Student Ambassadors	0.10	\$ 1,800	\$ -	\$ -	\$ -	\$ -	\$ 1,800
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ 7,166	\$ 5,365	\$ -	\$ -	\$ -	\$ 12,531

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination * (see below)	Total
3000	Employee Benefits: List by Position Title(s)							
	ex: VP Student Services	0.25	\$ -	\$ -	\$ -	\$ -	\$ 2,658	\$ 2,658
	ex: clerical staff	2.00	\$ 2,500	\$ 3,000	\$ 4,500	\$ -	\$ -	\$ 10,000
	Counselor	0.42	\$ 1,687	\$ -	\$ 13,500	\$ 1,687	\$ -	\$ 16,874
	Dean of Student Success	0.05	\$ -	\$ -	\$ -	\$ -	\$ 2,009	\$ 2,009
	Administrative Assistant, ESL	0.22	\$ 2,522	\$ 2,522	\$ -	\$ -	\$ -	\$ 5,044
	Faculty- Welcome Center/Orientations	0.3	\$ 957	\$ 958	\$ -	\$ -	\$ -	\$ 1,915
	Student Ambassadors	0.1	\$ 180	\$ -	\$ -	\$ -	\$ -	\$ 180
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ 5,346	\$ 3,480	\$ 13,500	\$ 1,687	\$ 2,009	\$ 26,022
4000	Supplies & Materials							
	Publications and promotional materials for workshops		\$ 155	\$ 117	\$ -	\$ -	\$ -	\$ 272
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ 155	\$ 117	\$ -	\$ -	\$ -	\$ 272
5000	Other Operating Expenses and Services							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 27,621	\$ 18,536	\$ 56,551	\$ 7,068	\$ 8,415	
Total Planned Expenditures cannot exceed the 2014-15 Noncredit SSSP Allocation								\$ 118,191

2015-16 Noncredit Student Success and Support Program Budget Plan

Part II: Planned Expenditures

Other Instructions

*** Coordination** - This includes time spent by the Noncredit SSSP Coordinator who has direct responsibility for coordinating core Noncredit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Noncredit SSSP Coordinator, staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation.

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved noncredit SSSP plan per title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on core services to students.

(c) Requests for permission to spend noncredit SSSP funds for equipment, materials or services not listed in the college's approved noncredit SSSP plan should be approved by the CSSO/Supervising Administrator and appropriate Noncredit SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed: (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information.)

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Noncredit SSSP Plan.)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that generate FTES
14. Admissions and Records, unless directly related to the delivery of SSSP services
15. Institutional Research, that is not directly related to the provision or evaluation of SSSP services

2015-16
Marin CCD
Marin College
Noncredit

Part III: Planned District Match

Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the manual, not all expenditures listed are appropriate for Noncredit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information. Additional instructions are below.

Classification			Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Noncredit SSSP Research	Noncredit SSSP Technology	Other Match Services ** (see below)	Total
1000	Academic Salaries: List by Position Title(s)	# of FTE Positions									
	Counselor	0.48	\$ 5,615	\$ -	\$ 44,922	\$ 5,615	\$ -	\$ -	\$ -	\$ -	\$ 56,152
	Noncredit ESL Faculty - Lab Tutoring	0.13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,892	\$ 12,892
	Exec. Director Planning, Research and Instit. Effectiven.	0.01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,504	\$ -	\$ -	\$ 1,504
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal	\$ 5,615	\$ -	\$ 44,922	\$ 5,615	\$ -	\$ 1,504	\$ -	\$ 12,892	\$ 70,548
2000	Classified and Other Nonacademic Salaries: List by Position Title(s)	# of FTE Positions									
	ESL Administrative Assistants	0.80	\$ 13,859	\$ 13,859	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,860	\$ 41,578
	Senior Research and Evaluation Analyst	0.02	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,584	\$ -	\$ -	\$ 1,584
	Research Analyst	0.01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,537	\$ -	\$ -	\$ 1,537
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal	\$ 13,859	\$ 13,859	\$ -	\$ -	\$ -	\$ 3,121	\$ -	\$ 13,860	\$ 44,699

Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Noncredit SSSP Research	Noncredit SSSP Technology	Other Match** (see below)	Total
3000	Employee Benefits: List by Position Title(s)								
	Counselor	\$ 1,776	\$ -	\$ 14,208	\$ 1,776	\$ -	\$ -	\$ -	\$ 17,760
	Noncredit ESL Faculty - Lab Tutoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,512	\$ 3,512
	ESL Administrative Assistants	\$ 8,006	\$ 8,006	\$ -	\$ -	\$ -	\$ -	\$ 8,006	\$ 24,018
	Executive Director for Planning, Research and I	\$ -	\$ -	\$ -	\$ -	\$ 199	\$ -	\$ -	\$ 199
	Senior Research and Evaluation Analyst	\$ -	\$ -	\$ -	\$ -	\$ 792	\$ -	\$ -	\$ 792
	Research Analyst	\$ -	\$ -	\$ -	\$ -	\$ 725	\$ -	\$ -	\$ 725
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 9,782	\$ 8,006	\$ 14,208	\$ 1,776	\$ 1,716	\$ -	\$ 11,518	\$ 47,006
4000	Supplies & Materials								
	Orientation supplies, publications, etc.	\$ 800		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 800
	Assessment supplies, advertising etc.	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 800	\$ 300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,100
5000	Other Operating Expenses and Services								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo								
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 30,056	\$ 22,165	\$ 59,130	\$ 7,391	\$ -	\$ 6,341	\$ 38,270	
Total Planned Expenditures must be at least equal to or exceed the Required District Match									\$ 163,353

2015-16 Noncredit Student Success and Support Program Budget Plan

Part III: Planned District Match

Other Instructions

*** Coordination** - This includes time spent by the Noncredit SSSP Coordinator who has direct responsibility for coordinating the college's noncredit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Noncredit SSSP Coordinator and staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column.

**** Other Match** - Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students. (Note: Be sure these expenditures are not double-counted for the Credit SSSP match).

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed for Credit and Noncredit College/District Match (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). College/District Match must directly benefit SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for Placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services for At-Risk Students
6. SSSP Research (directly related to the evaluation of noncredit SSSP services)
7. SSSP Technology (directly related to providing noncredit SSSP services)
8. Other Match Services: Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students
9. Beverages and Food for Noncredit SSSP Functions

Expenditures Disallowed for Credit and Noncredit College/District Match (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSSP funds, such as:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Noncredit SSSP Plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that Generate FTES

2015-16
Marin CCD
Marin College
Noncredit

Summary

Part I: Funding

2015-16 Noncredit SSSP Allocation \$ 118,191

Total 2015-16 Planned Expenditures in Noncredit SSSP

Part II: Planned Noncredit SSSP Expenditures \$ 118,191

Part III: Planned District Match \$ 163,353

1:1 Calculated required district match for Noncredit \$ 118,191

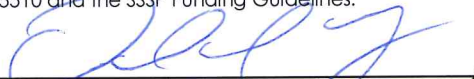

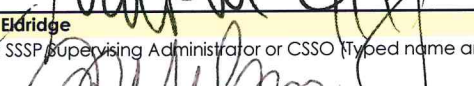
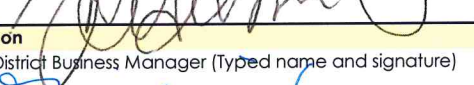
Total Planned Expenditures in Noncredit SSSP \$ 281,544

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.

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College Noncredit SSSP Director/Coordinator (Typed name and signature)			
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Jonathan Eldridge	Email address	Phone Number	Date
Noncredit SSSP Supervising Administrator or CSSO (Typed name and signature)			
	gnelson@marin.edu	415-8811	10/30/15
Greg Nelson	Email address	Phone Number	Date
College/District Business Manager (Typed name and signature)			
	dcoon@marin.edu	415-485-7400	10-30-15
David Wain Coon	Email address	Phone Number	Date
Superintendent/President (Typed name and signature)			