Linking It All Together:  
Noncredit Support Services, Accountability, and the New Student Success and Support Plan Funding Formula  

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Session Goals

1. Brief overview of **Noncredit SSSP**

2. Core Services:
   - Legislative definition and CCCCCO guidelines
   - Field survey of current practices, issues, concerns
   - Mt. SAC’s delivery and reporting links (and gaps)

3. Small group discussion and report out

4. Next Steps
Our Long-Term Goal

- Delivery of Core Services
- Local Data Collection & Accountability
- Staffing & Support Activities
- Noncredit Students
- Funding Formula & Allocation
- Data Elements & MIS Reporting
Noncredit SSPP Overview

& CHANCELLOR'S OFFICE UPDATES
Noncredit Program Parameters Beginning 2017-2018

- Meet the definition of program under title 5, section 55000(m).
- Have a sequence of at least two courses leading to a certificate or diploma.
- Be approved by the Chancellor’s Office in accordance with title 5, section 55150 or 55155, whichever is applicable.
Noncredit SSSO Core Services

SSSP core services are funded for these noncredit areas:

- English as a Second Language (ESL)
- Elementary and Secondary Basic Skills
- Short Term Vocational
- Workforce Preparation
Noncredit SSSP Funding Phase-In

- Colleges administering Noncredit SSSP certify eligibility yearly
- Separate Noncredit Program and Budget Plans required for 2015-16
- Funding for FY 2015-16 through 2017-18 will be based on the current formula
- New MIS elements introduced 2016-17
- Data for new MIS elements required for 2017-18
- New funding formula will be implemented 2018-19
Noncredit SSSP Planning & Implementation Timeline

**System-level Planning Year**
- Noncredit SSSP workgroup convened to develop new allocation formula, noncredit SSSP plan template (narrative and budget), revised MIS data elements & definitions
- Legislative report due July 1, 2014 (biannual)

**District/College-level Planning Year**
- Colleges submit program plans October 30, 2015
- Convene noncredit SSSP Committee
- Peer review of submitted plans and budgets
- Allocations continue to be based on FTE only
- MIS elements for noncredit SSSP retooled by CCCCO and noncredit SSSP committee

**District/College-level Planning Year**
- Program plans and budgets submitted for second year in Oct
- Peer review of submitted plans and budgets
- New MIS elements for noncredit SSSP introduced and posted for colleges to incorporate
- Legislative report due July 1, 2016 (biannual)

**Implementation Year 1**
- Data collection and MIS reporting required for calculation of new funding formula
- Program plans and budgets submitted in October
- Peer review of plans and budget

**Implementation Year 2**
- New funding formula applied
- FY 18-19 allocations based on 16-17 year-end data; 80% of prior year funding guaranteed
- Data collection and MIS reporting required
- Plans and budgets submitted in Oct
- Peer review of plans and budgets
- Legislative report due July 1, 2018 (biannual)
Current Noncredit Funding

• Based 100 percent on a weighted noncredit student headcount

• The weight of .5 is assigned to students enrolled in fewer than 48 noncredit hours

• Students enrolled in 48 or more noncredit hours are assigned a weight of 1.0

• Noncredit students enrolled in fewer than six credit hours are included in the noncredit count
## New Noncredit Funding Formula

<table>
<thead>
<tr>
<th>Base of 5 percent of the total allocated for noncredit SSSP divided by 113 colleges (whichever is greater)</th>
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<tbody>
<tr>
<td><strong>PLUS</strong></td>
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<tr>
<td>- 35 percent unduplicated head count</td>
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<td>- 60 percent core services</td>
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<tr>
<td>- 15 percent initial orientation</td>
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<td>- 15 percent initial assessment</td>
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<td>- 30 percent noncredit SEP</td>
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<tr>
<td>- 20 percent counseling/advising</td>
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<tr>
<td>- 20 percent follow-up and other services</td>
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</tbody>
</table>
Allowable Core Services

SSSP funding must be expended on Core Services:

- Orientation
- Assessment
- Counseling, Advising & Other Education Planning Services
- Follow-up for at-risk students (§ 55525)
  - Enrolled in Basic Skills, no identified ed goal or course of study, on academic progress probation
Defining Orientation

The purpose of orientation, as defined in title 5, section 55502, is to acquaint “students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to title 5, section 55521.” Section 55521 specifies that colleges must provide all students with an orientation on a timely basis that addresses the following topics:

(1) Academic expectations, and progress and probation standards pursuant to section 55031.

(2) Maintaining registration priority pursuant to section 58108.

(3) Prerequisite or co-requisite challenge process pursuant to section 55003.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.

(6) Academic calendar and important timelines.

(7) Registration and college fees.

(8) Available education planning services.

(9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.
Assessment & Placement Initiatives

Two ongoing initiatives that will enhance statewide assessment efforts are the Multiple Measures Assessment Project (MMAP) and the Common Assessment Initiative (CAI):

• The **MMAP** is a collaboration between the RP Group and Cal-PASS Plus. Through this effort, a data warehouse and analytical model for effective multiple measures assessment will be developed and tested in pilot colleges throughout the process to refine the analytic tools and user interface, test the tools and models using local college data supplied through the data warehouse, and disseminate final products designed to improve placement. For more information, see the Resources section below.

• Per the Student Success Act (SB 1456), and pursuant to California Education Code, section 78219, the CCCCO is developing a comprehensive, common assessment system, in collaboration with local colleges and the **CAI**, that promises to improve the accuracy of student placement in math, English and ESL courses, and to reduce unnecessary remediation. The common assessment system will address a broad range of CCC math, English, and ESL competencies and encompass test development, test preparation, test delivery, data collection, and multiple measures, and will use centralized, integrated technology solutions to support assessment and placement.
Required by title 5, section 55502(i):
Refer to the use of more than one assessment measure to assess the student

May comprise:
- Holistic scoring processes
- Attitude surveys
- Aptitude and interest inventories
- Transcripts
- Specialized certificates or licenses
- Education and employment histories
- Military training and experience
Counseling and Advising

Student counseling, advising and education planning services are central to SSSP services. Title 5, sections 55523, 55524, and 55525, as well as Education Code section 78212, require colleges to provide counseling and advising services, to create or update a student educational plan for all non-exempt students, and to provide timely follow-up services for at-risk students. Title 5, section 55034 further requires the colleges to provide counseling and other services for students on probation. The ultimate goal of counseling, advising, education planning and follow-up is to support all students in successfully meeting their educational goals.
Noncredit Education Plans

Noncredit students should have a separate, designated noncredit SEP to address their specific goals. Some colleges may elect to use the same format as the abbreviated credit SEP, or may choose to develop a plan format that better suits noncredit student needs. The noncredit plan should help students in career development and college preparation (CDCP) programs to identify academic and career training pathways, in addition to course completion and progress. The plan should also identify instructional and student support resources that facilitate students’ goal attainment.
Noncredit Student Ed Plans (NSEP)

- NSEP developed by end of second term of attendance --should be developed as soon as possible
- Distinct from abbreviated/comprehensive SEP
Defining Follow-up Services

Title 5, section 55525 requires colleges to evaluate the academic progress of, and provide support services to, at-risk students. As part of this evaluation, colleges must track academic progress and refer students experiencing academic difficulty to specialized services or curriculum offerings pursuant to title 5, section 55523. Follow-up services, including counseling, shall be targeted to students who are enrolled in basic skills courses (credit or noncredit), have not identified an education goal and course of study, are on academic or progress probation, or are facing dismissal. For noncredit courses, follow-up should be directed to students who are enrolled in basic skills courses or students who have not identified an education goal and course of study.

The SSSP student follow-up process is designed to provide timely intervention and foster student success. Many California community colleges have adopted computerized “early alert” systems that allow instructional faculty to report student difficulties in a consistent and timely manner, so follow-up services can be provided. Students with undeclared educational goals, enrolled in pre-collegiate basic skills courses, on probation, or not making satisfactory progress are referred to services such as tutoring, child care, job counseling or placement, academic and career counseling. Follow-up for noncredit students may also include review and update of existing SEPs, informational sessions on specific career options and skills inventory tests, advice and resources for foreign degree or transcript evaluation, or addressing behavioral issues that interfere with student learning or classroom instruction, course progress (e.g., receipt of “no pass”) and repeatability limits.
## MIS Dictionary (Credit Only)

### Student Success Data Elements

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<th>DOMAIN</th>
<th>RECORD</th>
<th>LENGTH</th>
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<th>DATA ELEMENT NAME</th>
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<td>STUDENT-COURSE-OF-STUDY</td>
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## Noncredit Data Elements

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<td>SS29</td>
<td>STUDENT-NONCREDIT-SUCCESS-OTHER-SERVICES</td>
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Current Practices in the Field

A FALL 2014 SNAPSHOT
Noncredit SSSP Survey

1. Gain a snapshot of current student support services and delivery modes

2. Scan the field for existing gaps in service and major issues specific to noncredit programs

3. Provide input to the Chancellor’s Office Noncredit Ad Hoc Funding Formula Workgroup and to guide the development of the parameters for the funding formula
2013-14 Enrollment by Program (approx.)

Participants by Size

- More than 5,000 students (12 Districts) 48%
- Fewer than 1,000 students (9 Districts) 36%
- 1,000-5,000 students (4 Districts) 16%

25 Responses
Core Services: Orientation

- In Person: 9
- Online: 1
- In Person & Online: 3
- Individual: 0
- Group: 1
- Individual & Group: 4
Core Services: Assessment

- In Person: 14
- Online: 1
- In Person & Online: 1
- Individual: 1
- Group: 2
- Individual & Group: 2
Core Services: Counseling/Advisement

- In Person: 13
- Online: 1
- In Person & Online: 3
- Individual: 2
- Group: 0
- Individual & Group: 5
Core Services: Educational Plan

- In Person: 12
- Online: 0
- In Person & Online: 2
- Individual: 4
- Group: 1
- Individual & Group: 1
Core Services: Follow-Up Services

- In Person: 11
- Online: 0
- In Person & Online: 1
- Individual: 2
- Group: 2
- Individual & Group: 1
Core Services: Other SSSP Services

- In Person: 6
- Online: 0
- In Person & Online: 0
- Individual: 3
- Group: 1
- Individual & Group: 0
SSSP Services

- Orientation: 17 (Very Important), 4 (Somewhat Important), 1 (Not Important)
- Assessment/Placement: 18 (Very Important), 3 (Somewhat Important), 1 (Not Important)
- Counseling/Advising: 15 (Very Important), 2 (Somewhat Important), 1 (Not Important)
- Educational Plans: 15 (Very Important), 7 (Somewhat Important), 1 (Not Important)
- Follow-up Services (At-Risk): 15 (Very Important), 5 (Somewhat Important), 1 (Not Important)
Current Challenges and Gaps

1. **Staffing:** Counselors, counselors, counselors
2. **IT/MIS:** IT support, tracking issues, coding delineations, credit design
3. **Other:** Mismatch & misunderstandings – multiple mandates not aligned/articulated, professional development to help inform, coordination of processes for multi-site programs
How would you fill existing SSSP service gaps once funded?

- **Prioritized services** would drive the level and degree of delivery.
- Develop **comprehensive orientation**.
- Reconsider our definition of *student success* in terms of student defined **goals** and **needs** as well as **educational background**.
- Develop an innovative approach to integrate advising in noncredit programs, look at **best practices**, improve orientation efficiency.
- Increase advising hours that will probably improve student retention, reduce **student-to-counselor ratio**.
- Reach out to students at our many **sites in the community**, who are mobile.
- Increase **research** efforts using IT support for **longitudinal tracking**.
Mt. SAC’s Accountability Plan

LINKING IT ALL TOGETHER
## Noncredit SSSP at Mt. SAC

### Part 1

**Data Mapping**

- Identify program areas
- Identify service gaps

### Table

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<thead>
<tr>
<th>SSSP Area</th>
<th>Noncredit Area</th>
<th>Data Source</th>
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<td>VOC/CDCDP</td>
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<td></td>
<td>Other</td>
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Noncredit SSSP at Mt. SAC

**Part 2**

Test external data
  ◦ Extraction
  ◦ Load to SIS

**Part 3**

Review Data
  ◦ In SIS
  ◦ MIS file (after specifications are released)
Noncredit SSSP Reporting

Preparing your data

Review and clarify coding; consider using the same codes whenever possible

Specify a designator for each external data source

MIS Reporting

Establish a process to capture SB data

Review Program Control Numbers/TOPS Codes
  ◦ Are there students in your system with an invalid PCN/TOPS that need review?
Noncredit SSSP Reporting

Target Populations

Are you collecting the data in a manner that can be reported?

Are you able to explain your target population?
Noncredit SSSP breakout discussions

Orientation (5 minutes)

Assessment (5 minutes)

Educational Planning (5 minutes)

Counseling/Advising (5 minutes)

Data Collection & Reporting Challenges (5 minutes)
## Report Out

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<tr>
<th>Strengths</th>
<th>Gaps</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>• What are your current or planned core services?</td>
<td>• What are the gaps in providing core services?</td>
<td>• What plans do you have to build or link services to reporting?</td>
</tr>
<tr>
<td>• How are you capturing the data?</td>
<td>• What are the gaps in capturing and reporting them?</td>
<td>• What are your next steps at the local level?</td>
</tr>
</tbody>
</table>
Questions?

Thank you for joining us!