

DRAFT – 10.12.2015



Credit

Student Success and Support Program Plan

2015-16

District: _____
College: _____

**Report Due by
Friday, October 30, 2015**

Email PDF of completed plan to:

cccssp@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

NOTE to College Constituents:

Data elements in this draft are being revised to reflect the number of students served in each core service area, rather than the number of services provided. Those data will be incorporated this week.

MJC's "target population" has been identified as first-time at the college, non-exempt students for Orientation and Assessment services. The "target population" for counseling, advising, educational planning and follow-up services has been identified as all non-exempt students.

The list of staff members associated with each core service is being finalized. Most of the employees listed are currently working in these areas. Some new counselors, coaches, and support personnel will be necessary to accomplish the requirements of the SSSP and funded by this budget. Once all personnel are identified, percentages of time will be divided between all core services and listed as such in corresponding tables of the document (e.g., coaches will be *approximately* 20%: orientation services; 20%: assessment services; 20%; counseling/ed planning services; 40%: follow-up services).

Many personnel and technology/services are listed with funding identified as "match". These are general fund expenditures used to meet the requirement that the college provide 130% match for each SSSP dollar. Only general funds or federal funds may be used as match.

Personnel and non-personnel match expenditures are being compiled by YCCD Fiscal Services. Those precise costs will be included when calculations are received.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Modesto Junior College

District Name: Yosemite Community College District

We certify that funds requested herein 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 *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: James Todd Date: _____

Signature of the Chief Instructional Officer: _____

Name: Brenda Thames Date: _____

Signature of College Academic Senate President: _____

Name: Curtis Martin Date: _____

Signature of College President: _____

Name: Jill Stearns Date: _____

Contact information for person preparing the plan:

Name: _____ Title: _____

Email: _____ Phone: _____

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning**1. a. Describe the planning process for updating the 2015-16 SSSP Plan.**

Modesto Junior College (MJC) administrators, faculty and staff engaged in a rigorous planning process to update the 2015-16 SSSP Plan. In spring, 2015, the college joined the national reform network, Achieving the Dream (ATD). Through the framework provided by ATD, MJC increased its review of institutional data to identify the needs of students. ATD coaches worked with the planning group in multiple training sessions to better understand and analyze multiple data sets. Institutional data was collected and shared with college stakeholders at a campus-wide data-analysis session on September 11, 2015. This meeting provided opportunity for in-depth discussion and analysis of college- and program-level data.

The Student Services Council, Counseling Department and Student Success and Equity Committee (SSEC) collaborated to expand core support services, including orientation; assessment; counseling, advising and ed planning; and follow-up services. The impact of core services on students was reviewed over several months to measure effectiveness. Based on this review, the Student Services Council and SSEC made recommendations for expanded and enhanced services to increase the number of students who received assistance and improve their success rates.

In order to assure and facilitate input from faculty, staff, administrators, and students for the planning process, the college used its structured, constituent-based, participatory governance model and processes. Plans for improvement and refinement were developed and revised by multiple committees and workgroups, including administrators, the Student Services Council, Student Success and Equity Committee, counselors, and student success coaches. Multiple drafts of the plan were presented to the Student Services Council, SSEC and the Academic Senate for additional review and refinement.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Adjustments made to the 2015-16 SSSP are focused on six guiding principles, adopted by the SSEC from RP Group findings that are documented in Student Support (Re)defined¹. Counselors, coaches and others who deliver core services to students will integrate the six factors listed below in all interactions with students:

¹ RP Group, Description of background information and research questions driving Student Success (Re)defined, <http://rpgroup.org/content/research-framework>

- **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- **Focused:** fostering students' motivation and helping them develop the skills needed to achieve their goals
- **Nurtured:** conveying a sense of caring where students' success is important and expected
- **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- **Valued:** providing students with opportunities to contribute to and enrich the college culture and community

Evaluation of 2014-15 data led to a plan to establish monthly reports of the number of core services delivered to target students in order to more closely monitor progress. Outcomes and impact of new orientation delivery, assessment practices, including multiple measures, expanded counseling, advising and educational planning services, and follow-up services will be closely followed.

Orientation and assessment workshops will be conducted at multiple high school campuses during fall 2015 and spring 2016, contributing to a significant increase in core service completion for first-time-in-college students. These workshops at high schools in our service area will reduce the bottleneck for educational plans that normally occurs just prior to the start of fall and throughout the first months of the semester. Students will be assessed and directed toward an educational plan months earlier than in previous years. This effort will be scaled up with the recent hiring of Student Success Coaches, enabling high schools in the service area to receive core services in the same format as are offered at the college. In addition to orientation and assessment workshops, college counselors are providing abbreviated educational plan workshops on some high school sites.

Review and analysis of student enrollment, retention and success data illustrated the need to increase the number of individual educational plans. A snapshot of live data based on non-exempt students enrolled in fall 2015 showed 5,800 students were missing educational plans from a total 18,000 students enrolled. The Student Services Council and Counseling Department developed a plan to increase the number of educational plans through workshops at high schools in the spring as well as through online delivery and by extending regular business hours on campus. A Student Success Center on each campus is planned for 2015-16. Orientation, assessment, counseling, and educational planning services will be available in these centers. Students will be assisted in completing preliminary research before attending the workshops (degree audit, and career transfer exploration) resulting in greater efficiency and individual comprehension.

Review of student support processes and procedures showed the need to simplify and reach the student where he/she is. Student Success Centers that offer orientation, assessment, educational planning, counseling and advising and follow-up services will be established in

spring 2016 to provide drop-in services for students for both campuses. Orientation, educational planning, counseling and advising will be enhanced through online delivery. This design change is reflective of the paradigm shift to support our students in stronger, more connected ways.

c. In multi-college districts, describe how services are coordinated among the colleges.

MJC is part of a multi-college district. Orientation, educational plans and follow-up are implemented by each college according to their own SSSP plans, however recorded ed plans are stored in the On-Base Data Base and can be seen by counselors at each college. Assessment (Accuplacer) is conducted at each college and scores are recorded into a shared database for both colleges to use as placement tools.

d. Briefly describe how the plan and services are coordinated with the 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 (Assembly Bill 86), and departmental program review.

Services provided through the SSSP plan are coordinated with those outlined in the Student Equity Plan, the Basic Skills Plan, accreditation needs, other categorically-funded student support programs, Adult Education (AB 86), a new Title V grant received by the college, and the strategic goals of the college. The SSEC reviews the priorities of SSSP, Student Equity and Basic Skills at each meeting. The Student Services Council discusses the implementation and coordination of these plans and programs at their bi-monthly meetings. Through the Achieving the Dream framework, a college data team has been organized to receive in-depth data analysis training. This training will enable better coordination of the outputs and outcomes of plans and programs and increase capacity as an institution by evaluating practices and policies through a student equity and success framework. Budgets for individual initiatives are tracked to ensure compliance with state requirements, leveraging of multiple programs, and assurance that expenditures are appropriately allocated. Administrative oversight is closely coordinated between the Vice President of Student Services and the Vice President of Instruction. These initiatives are a top priority of the college, with frequent communication about the plans and services shared with all stakeholders.

2. Describe the college's student profile.

MJC serves more than 24,300 students, forty-five percent of which are Hispanic. Nearly one quarter of its students are over the age of thirty and eighty-five percent are low-income. Established in 1921 as one of the first junior colleges in California, it is one of two colleges in the Yosemite Community College District (YCCD). The college consists of two campuses (East and West Campus), in Modesto, Stanislaus County (population 531,997), in the heart of California's Central Valley.

MJC's service area consistently ranks among the nations most impoverished. The Huffington Post reported that Modesto had the fifth highest percentage of residents living below the

poverty line in the nation (*Huffington Post*, 2012) and Forbes ranks Modesto among the top twenty most miserable places to live in America, with the third worst foreclosure rate (*Forbes Miserable Cities 2015 List*). The agricultural-based economy has attracted migrant farm workers, accounting in part for the 43% Hispanic population in the County. The service area is mostly rural and its residents are overwhelmingly poor and ethnically and linguistically diverse. There are more than thirty documented languages spoken in the homes of students in the college service area.

The unemployment rate in the county is consistently thirty percent higher than the rest of the state and nearly double the national rate for several years. Compounding the economic problems of the service area is the low educational attainment level. Just eleven percent of the county's adult population have earned a bachelor's degree. Nearly a quarter do not have a high school diploma. It is more likely than not that students coming to MJC have no academic role model as they begin their college career.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

SSSP Student Success Coaches and TRIO Pre College Program Specialists have developed direct liaison partnerships with each of the high schools in the Modesto Junior College service area to provide core services to new students on high school campuses. The workshops provide assistance with the application immediately followed by the college orientation. The Coaches and TRIO Program Specialists return to the high school campuses to provide assessment workshops during the months of February and March. The framework of these workshops allows time for the graduating HS seniors to assess and follow up with a guidance counselor for the development of an educational plan at the high school site prior to the opening of fall registration.

All incoming freshmen are invited to New Student Day where students are assisted in registering for summer and/or fall courses. Incoming students who have received core services at their high schools are invited to meet with department advisors and faculty in their declared course of study. Students who missed part or all of the core services can complete them at these events.

The institution's workforce development division works with industry partners to maintain an Accelerated Career Training (ACT) program. Representatives from CalWORKs provide educational planning and orientations services to participants of the ACT program.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

The 2015-16 program plan focuses on implementing and evaluating orientation processes developed in the 2014-15 plan. A new online, interactive orientation module is being developed for students to access easily on their own time. Students will have an interactive

experience within each module that encompasses all the requirements of Title V and Title IX. Students will be tested before and after each module to measure learning outcomes. This online orientation will be available to students on demand. They can review modules after completing the orientation at any time. In addition, two New Student Days were implemented in spring 2015 with dozens of MJC employees volunteering to assist with registration, orientation, assessment, and educational planning activities. Capacity to provide services at these events has increased with new SSSP staffing and will continue through the 2015-16 academic year. Several campus departments, including Science, Math and Engineering; CTE; Athletics; and Nursing deliver program-focused orientations.

2. a. How many students were provided orientation services in 2014-15?

In the 2014-15 academic year, 9,920 students received orientation services.

b. What percentage of the target population does this represent?

41% of the target population received orientation services in the 2014-15 academic year.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The addition of a new Dean of Equity and Student Success as well as an Interim Director of Student Access and Retention and five new Student Success Coaches has provided a focused team dedicated to ensuring all students receive orientation and other core services. Success Coaches present information and orientations to students at local high schools. They are embedded in every academic division to assist students, and each has a caseload of students whom they contact multiple times to discuss the need for orientation, how to access it online, and answer questions about other college services. Students are required to complete orientation in order to maintain priority registration.

Student Success Centers on each campus will be planned and operationalized in the 2015-16 year on each campus. Students will be able to receive multiple services at this center, including, educational planning, orientation, assessment services, and elements of career and transfer support to determine goals for educational planning. Centers will also include computer labs and assistance for students to complete core services online.

3. a. Are orientation services offered online?

Modesto Junior College currently offers an online orientation developed and hosted internally. In order to ensure the orientation is fully accessible, the college purchased an online orientation platform subscription in spring 2015, that allows for a more dynamic and interactive online orientation. The development of this orientation is in its final stages. Student focus groups will preview and review online modules. Online orientation will be launched prior to the end of the fall 2015 term.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Current online orientation was developed in-house. Evaluation of the orientation found content to be somewhat static, primarily text-based and limited in scope. A new MJC online orientation is being developed through a platform purchased from Comevo. It is scheduled for release during the fall 2015 semester. The new online platform will provide a comprehensive orientation and is interactive in nature. It includes streamed video, multilingual content, is ADA compliant and expands the breadth of the orientation content. This subscription-based product is modular, enabling students to access information at an individual pace. Video clips will be used when appropriate to provide a dynamic presentation of information. Using feedback collected from constituencies, Title 5 section 55211 requirements and a thorough review of best practices of online orientations, an outline was provided to Written Productions (a content management and video production company) for further development. Using the information provided in the outline, Written Productions created a storyboard draft.

The first draft of the orientation outline was presented to Modesto Junior College constituencies for their feedback during the first week of September 2015. The Director of Access, Retention and Support Services (SSSP) and the Student Success Coaches are responsible for ensuring the necessary changes to the drafts are communicated with Written Productions to the point of completion and launch. Ongoing staff support will be the responsibility of the Director of Access, Retention and Support Services to ensure the information remains current. The platform allows for ongoing updates to be made internally without the support of Written Productions.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The face-to-face, and the online orientation currently being finalized introduces critical information students need in order to succeed as noted in Title 5, Section 55521: “students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information.” Each version includes the following components:

- 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

Other issues, policies, and procedures determined to be important for a comprehensive student orientation are listed below:

- 1) Residency policies

- 2) Student wellness
- 3) Academic Integrity
- 4) Sexual misconduct
- 5) Non-discrimination policy
- 6) Time management
- 7) Violence Against Women Act (VAWA)
- 8) Course numbering and sequencing
- 9) Classroom engagement
- 10) Study Habits and skills
- 11) Classroom expectations and expectations
- 12) Information regarding extracurricular activities and student services

After implementation of the initial online orientation, other modules will be developed for different subpopulations of students. We are exploring the development modules for specific majors or programs, student athletes, support services for young men of color, ESL students, evening students, etc. Modesto Junior College has been federally designated as a Hispanic Serving Institution (HSI). The will college will develop online modules in Spanish other languages.

The college plans to develop additional resources and strategic information to be delivered at identified momentum points in individual student progress:

- Specified modules must be completed prior to first enrollment
- Specified modules must be completed prior to registration at 15+ units
- Specified modules must be completed prior to registration at 30+ units
- Specified modules must be completed prior to registration at 90+ units
- Specified modules must be completed prior to submitting a graduation petition
- Upon declaring a major students will also complete a major specific orientation
- Students on academic/progress warning, probation and/or dismissal status will be required to complete modules specific to those circumstances.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	VP Student Services	Provide oversight to orientation development and implementation	Match
	Dean of Counseling	Work w/counselors to ensure appropriate orientation content	Match
	Director of Student Access & Retention	Responsible for driving the process of development and implementation	SSSP
	Counselors	Provide content for & assist w/orientation	SSSP
	Counselors	Provide content for & assist w/orientation	Match
	Student Success Coach	Deliver orientations, assist students to access online orientation	SSSP
	Administrative Specialist	Provide administrative support for orientation services	SSSP
	Administrative Technician	Provide administrative support for	SSSP

		orientation services	
	Program Technician	Facilitate and monitor data entry for student orientation tracking	Match
	IT Program Analyst	Technology support	SSSP

- 6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	Comevo Orientation Platform	SSSP	35,000
	Written Productions	SSSP	35,000
	Intelliresponse	SSSP	10,000
	Marketing/workshop materials	SSSP	25,000
	Food and Beverages	SSSP	1,000
	Message APP platform for student communication	SSSP	5,000
	Training for counselors and coaches	SSSP	30,000
	Consultant to develop outreach campaign	SSSP	50,000
	Computers for Student Success Centers	SSSP	27,000
	Travel/Professional Development	SSSP	4,000

C. Assessment for Placement

- 1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

An important goal of the 2014-15 planning agenda was to expand the repertoire of assessment instruments available to students. The college is actively implementing multiple measures by adopting the California State University (CSU) standards of accepting ACT, SAT and EAP scores that place students in college-level English and/or math courses. Additionally, a workgroup is exploring the adoption of "Conditionally Ready" placement in college-level English and/or math courses with somewhat lower ACT, SAT or EAP scores and completion of a senior year-long English and/or math course with a grade of "C" or better.

- 2. a. How many students were provided assessment services in 2014-15?**

8,546 students received assessment services in 2014-15.

- b. What percentage of the target population does this represent?**

35% of the target population were provided assessment services in 2014-15.

- c. What steps are you taking to reduce any unmet need or to ensure student participation?**

As a proactive and high-touch method to ensure student participation, Student Success Coaches and TRIO personnel have developed a direct line of contact with each high school in MJC's service area. They facilitate application, orientation and assessment workshops on the

high school campuses. The application and orientation workshops take place throughout the fall semester and the assessment workshop in February of the following spring semester.

Assessment test opportunities will be expanded to include evening and weekend dates on both campuses. Additionally, each Student Success Coach is given a case load of first-time-in-college students. The Coach receives data on core service completion and follows up to ensure that an orientation and assessment test is given to each student within their case load. The Student Success Coach also receives student referrals (self- and faculty-referred). Part of the initial review of student information is to identify which core services are completed and which are still needed. Success Coaches will be housed in the Student Success Centers. These success centers are strategically placed where there is high student foot traffic. Centers include computers for placement tests and online orientation modules. Success Coaches have been trained to proctor and administer the test in computer labs located in success hubs.

Assessment and placement testing will continue to be a requirement for any student wishing to receive a priority enrollment registration appointment if the student hasn't submitted AP, SAT, ACT or EAP scores for placement evaluation. Subsequently all new First Time in College (FTIC) students will be required to complete a suite of assessment and placement testing services prior to registration in order to obtain priority enrollment status, if FTIC student hasn't submitted any other test scores from AP, SAT, ACT or EAP tests.

The college will also implement college readiness, career, and workplace skills assessments to help students better understand their interests and skills, and leading to a focused educational plan. These types of assessment resources are extremely useful to students, faculty and staff as they are often used by employers and organizations to assess and guide prospective or current employees in many workforce related skill areas.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Assessment and testing for course placement at MJC is expanding to include multiple measures, providing greater flexibility and more accurate student placement. These measures include in-person/on-ground, computer-based assessment, using Accuplacer and EAP scores that place students into college-level math and/or English, following the CSU model. Students with a processed admissions application may submit ACT or SAT scores for placement; scores combined with a completed senior-class level math and/or English class; or take a placement test in the Assessment Center. The Center operates Monday-Wednesday on a drop-in basis. Hours will be expanded with the establishment of Student Success Centers. SSSP Student Success Coaches will also administer assessment tests on high school campuses and in the Student Success Centers.

Information about assessment times and processes is available on the website. Counselors and Student Support staff give detailed information to students and future students about this core service. Success Coaches ensure that each new student in their caseload takes an assessment test or submits EAP scores. Assessment services are made available during the

two New Student Days, held each spring and testing dates will be available on evenings and weekends.

There are several test preparation and pre-test practice options available for students. Pre-assessment workshops are held at local high schools before taking assessment tests. The Accuplacer for English practice test contains twenty questions for each of the Reading Comprehension and Sentence Skills assessments. The Accuplacer for Math practice test contains twenty questions each for the Arithmetic, Elementary Algebra and College Level math tests. Math Jam (a one-week intensive math review with instructors and tutors) is offered prior to the fall and spring semesters each year, enabling students to review mathematical principles before taking an assessment test. This program is supported by an HSI STEM and Articulation grant from the Department of Education.

Additionally, practice questions are available through the college website, with links to sites such as accuplacer.collegeboard.org/students and others. A test preparation link is also available from the website to download the Accuplacer iPhone application, and students are encouraged to use tutorials such as KHAN Academy for each area of emphasis that Accuplacer focuses on for testing students. Students are also encouraged to take Math 47 or go to ALEKS (Assessment and Learning in Knowledge Spaces) online for remediation. ALEKS is an artificially intelligent web-based assessment and learning system. ALEKS uses adaptive questioning to determine specifically what a student knows and does not know in a course. In addition, various test preparation materials are available in the college library. Students who choose to remediate through the preparation resources listed above will be able to retake the assessment prior to the current 60 day waiting period.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

Modesto Junior College uses Accuplacer to test for course placement in all credit English, reading and math courses. Accuplacer is the College Board's Computerized Placement Test (CPT). The CASAS test is used for ESL placements. The tests are not timed and the results, with course placement recommendations, are immediately available to the student. Test results include guidelines to assist students in understanding what the test scores mean and direction for next steps, post-test.

Accuplacer for English uses the Accuplacer Reading Comprehension and Sentence Skills test that produces a combined score for placement. Additionally, Accuplacer for ESL uses ESL Sentence Meaning, ESL Reading Skills, and ESL Language tests to produce a combined score for placement. Students who take the Accuplacer ESL placement test and do not meet the cut scores for the academic ESL program are branched into the CASAS placement test for the English for Life and Work program. This CASAS test also includes multiple measures. Finally, Accuplacer for Math uses the Accuplacer College Level Math, Elementary Algebra, and Arithmetic tests to produce a combined score for placement. The system moves the student up or down levels based on scoring thresholds set by faculty. Career assessments include Strong Interest and Myers Briggs to measure individual motivations, risks, and receptivity.

English - Accuplacer

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

Mathematics - Accuplacer

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

ESL - Accuplacer

Version	Online Version
Forms	None
Modality	Computer Adaptive
Other measures used	Multiple measures
Compliance with multiple measures	Yes
Integration/application of multiple measures	Weighted scores

ESL - CASAS

Version	
Forms	
Modality	
Other measures used	
Compliance with multiple measures	
Integration/application of multiple measures	

b. When were tests approved by the CCCC and what type of approval was granted?

The Accuplacer tests were approved by the CCCC on March 1, 2014, with probationary approval which expires on March 1, 2016. CASAS 1091 Reading Appraisal – Form 80R received probationary approval from 7/1/2014 – 7/1/2017. 1092 CASA Listening Appraisal – Form 80L Probationary 7/1/2014 – 7/1/2017.

c. When were disproportionate impact and consequential validity studies last completed?

English, Reading and ESL disproportionate impact and consequential validity studies were last completed in fall 2012. Mathematics disproportionate impact and consequential validity studies were completed in fall 2013. Findings included disproportionate impact for African

American students in Basic Skills English courses and for Hispanic and African American students in Basic Skills mathematics courses. Plans to address these impacts include continuing and enhanced tutoring, Supplemental Instruction and improved test prep options developed through the Basic Skills Initiative and a Department of Education Hispanic-Serving Institution STEM and Articulation grant. Assessment and placement processes are being analyzed and refined in the 2015-16 year.

5. a. What multiple measures are used?

Assessment and testing for course placement at MJC has expanded to include multiple measures, providing greater flexibility and more accurate student placement. These measures include onsite, computer-based assessment, Accuplacer; Early Assessment Program (EAP) scores, English Placement Test (EPT) scores and/or Entry Level Math (ELM) scores that place students into college-level math and/or English, following the CSU model; completion of an English and/or math course at another public or private college or university; and Advanced Placement (AP) English Literature, English Language or Mathematics exam results. Students with a processed admissions application may submit ACT, SAT or AP scores for placement; scores combined with a completed senior-class level math and/or English class; results from a prior college math and/or English course, or take a placement test in the Assessment Center.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Students with AP scores of 3, 4 or 5 in the AP English Test will be placed in college level English. AP Calculus – AB/BC scores with a 4 or 5 will be able to enroll in Math 101, 105, 130 or 134, or in any course with a prerequisite of Math 171. ACT, SAT or EAP scores with a score of 4 or 5 are used to place students into college-level math and/or English. Scores of 3 are conditionally accepted, if students completed a senior year math and/or English course with a 'C' or better. All test results or transcripts containing evidence of student preparation are reviewed by a counselor or faculty advisor to determine course placement. Each assessment module in the testing center uses multiple background questions that are calculated into Accuplacer weighted measurements. Questions are crafted by MJC faculty with guidance from a consultant familiar with Accuplacer methodologies in an effort to ascertain area preparation, recency of preparation and environmental factors that contribute to content area exposure. Although questions and their values are developed by college faculty, the assessment instrument is proprietary, as is the test level selection for math.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

The multiple measures detailed in question 5a meet the requirements of title 5, sections 55502 and 55522.

6. 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.

If the student has not yet taken the test locally, MJC accepts assessment scores and placement results from any California Community Colleges.

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

The Enrollment Services Assessment Testing web page defines retake policies. Additionally, Student Success Coaches share policies and practices on re-takes and recency as they inform and coach students regarding assessment.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	VP Student Services	Provide oversight to assessment development and implementation	Match
	Dean of Counseling	Work w/counselors to develop placement processes	Match
	Director of Student Access & Retention	Responsible for driving the process of development and implementation	SSSP
	Counselors	Provide student placement assistance	SSSP
	Counselors	Provide student placement assistance	Match
	Student Success Coaches	Coach & connect students to assessment services	SSSP
	Administrative Specialist	Testing Center Coordinator	SSSP
	Administrative Technician	Assistant Coordinator	SSSP
	Information Systems Specialist	IT support for testing software and sites	SSSP

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	Accuplacer	SSSP	100,000
	CASAS	Match	50,000
	Personal & College Readiness tests	SSSP	40,000
	Career assessment tests	SSSP	75,000
	Marketing/Workshop materials	SSSP	25,000
	Food and Beverages	SSSP	1,000
	Message APP platform for student communication	SSSP	5,000
	Training for counselors and coaches	SSSP	30,000
	Consultant to develop outreach campaign	SSSP	50,000
	Computers for Student Success Centers	SSSP	27,000
	Travel/Professional Development	SSSP	4,000

D. Counseling, Advising, and Other Education Planning Services**1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?**

Several improvements were made to MJC's counseling services process following review of outcomes from the 2014-15 plan. In Fall of 2015, counseling expanded to full services on the West campus. The East Campus location hours were extended. Abbreviated and Comprehensive Ed Plan Workshops are scheduled with an expansion to evenings and Saturdays that will take place by the end of the term.

The Counseling Department developed an initiative to strengthen relations between the academic divisions and the counselor liaisons to each discipline. Counselors assigned to particular disciplines have partnered with Student Success Coaches who are embedded in those divisions. Counselors receive updates on specific programs of study offered at the college, which is then shared with the rest of the counseling team. Counselors and Coaches work closely with faculty and students in these divisions to ensure students receive needed information, services, and support.

During spring 2016, Counseling services will be improved by using an electronic student planning module for both abbreviated, and comprehensive educational plans. A Student Success Center will be established on both campuses where Student Planning Workshops, orientations, assessment, and other services will be available to students on a drop-in workshop basis. Counselors will work with students in completing comprehensive education plans. Success Coaches will assist with reviewing student records in Degree Audit, general IGETC prep. An Ed Planning Week of continuous workshops will be scheduled to highlight the importance of this core service and assist as many students as possible to complete an education plan. A writable template was developed for a Comprehensive Educational Plan and a new template is being developed for an Abbreviated Education Plan. In addition, curriculum for a new First-Time-In-College course was developed that includes educational planning.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

20,508 students received counseling services in the 2014-15 academic year.

14,909 students received education planning services in the 2014-15 academic year.

b. What percentage of the target population does this represent?

84% of the target population received counseling services. 61% of students received education planning services.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Multiple steps, described in detail on the response to D.1, will be taken to reduce unmet need and ensure student participation, including:

- Full counseling and educational planning services on both campuses (personal, career, academic, and educational)
- Extended counseling hours to include evenings and weekends
- Student Success Coaches embedded in specific divisions to provide onsite assistance
- Abbreviated and comprehensive educational planning workshops scheduled
- Curriculum developed for a new First Time in College course that includes ed planning
- Every student who sees a counselor completes an abbreviated ed plan during the visit, followed by guidance toward a Comprehensive Education Plan through a college skills course, First-Time-In-College course, other guidance course, workshop, or follow-up appointment

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Multiple delivery methods are being created to ensure students develop an educational plan. Counselors work one-on-one with students through scheduled or drop-in appointments and in online counseling sessions. Counselor-led New Student Advising Group Sessions (for AEP) and group workshops are available to students at New Student Days as well as Educational Planning workshops scheduled during the daytime, evening and weekend throughout the semesters. Ed planning is embedded into multiple courses, including First-Time-in-College courses, College Skills courses and other guidance courses. These courses are scheduled as full-term, short-term and late-start classes. Ed planning services will also be embedded in the new Student Success Centers on each campus. Follow-up support will be provided by telephone, online communication, and/or social media.

b. Is drop-in counseling available or are appointments required?

In addition to prescheduled appointments, drop-in counseling is also available.

c. What is the average wait time for an appointment and drop-in counseling?

During non-peak times the average wait time for drop-in counseling is 0-15 minutes. During peak times the wait time ranges from 30 to 90 minutes. Group advising is available to alleviate the wait time. Students with appointments typically are seen when they arrive.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

Multiple options are being developed to assist students in the completion of an Abbreviated Education Plan. These AEPs are only two terms in length and designed to meet immediate scheduling needs or for students for whom a comprehensive plan is not appropriate. Abbreviated plans may be completed prior to course enrollment for students who are completing a short-term certificate program or new students who have not declared an educational goal or course of study. Counselor-led AEP workshops will be highlighted and marketed to students as the preferred method of completing the AEP. Videos with dynamic

information about the importance of and education plan will be on the college website and shared through social media. Group workshops are available on campus and at local high schools. Counseling services opportunities are being extended, including evening and weekend hours on both campuses. Plans are being developed to create a Student Success Center on each campus that includes education planning workshops. Templates are available to help college prepared students and others, as deemed appropriate, develop an AEP. Counseling faculty, instructional faculty and other staff will collaborate in the 2015-16 year to develop pathway templates that give students guided options in multiple pathways.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

A required component of each AEP is the student’s selection of one of four options for completing the Comprehensive Student Educational Plan (CSEP): 1) enrollment in a guidance class that provides a CSEP; 2) enrollment in a counselor facilitated workshop that provides a CSEP; 3) enrollment in a First-Time-In-College class, linked with counselor facilitated workshop time that provides a CSEP; 4) A CSEP may be developed during an individual educational planning session which are scheduled on an appointment basis. Incorporation of system mechanisms that require students to schedule the completion of their Comprehensive Education Plan prior to the completion of 15 units is being developed.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Currently, the college uses Ellucian’s Degree Audit system. MJC is currently applying to become an implementation site for the CCC Educational Planning Initiative, which includes Starfish by Hobsons, in Spring 2016.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	VP Student Services	Provide oversight to counseling services development and implementation	Match
	Dean of Counseling	Provide direct supervision to counselors	Match
	Director of Student Access & Retention	Responsible for driving the process of development and implementation	SSSP
	Counselors	Student counseling and advising	SSSP
	Counselors	Student counseling and advising	Match
	Student Success Coach	Connect students to counseling services	SSSP
	Administrative Specialist	Provide administrative support for Student Success Center services	SSSP
	Administrative Technician	Provide administrative support for Student Success Center services	SSSP
	Admissions & Records Specialist	Record and track educational plans	Match
	IT Program Analyst	Technology support	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	SARS	SSSP	5,500
	Catalogs/workshop materials	SSSP	25,000
	Intelliresponse (advising)	SSSP	10,000
	Laptops for workshops	SSSP	96,000
	2 Printers with Scanner for Online Advising	SSSP	19,500
	Computers for Student Success Centers	SSSP	27,000
	Educational materials	SSSP	6,500
	Travel/Professional Development	SSSP	8,000
	Food and beverages	SSSP	4,000
	Message APP platform for student communication	SSSP	5,000
	Onsite training for counselors and coaches	SSSP	30,000
	Consultant to develop outreach campaign	SSSP	50,000
	Transcript Capture	SSSP	5,000
	Evaluations Optimization	SSSP	5,000
	SSSP Reporting Optimization	SSSP	5,000

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Follow-up services for students are addressed in multiple ways. Student Success Coaches will receive referrals (both self- and faculty-initiated) to follow-up with students who are experiencing academic difficulty. In addition, Coaches receive a case-load of students who have assessed into basic skills and remedial courses who they contact through multiple methods to provide information about core service completion status, and assistance in accessing these services. By spring 2016, a Student Success Coach will be assigned to provide support to continuing basic skills students, focusing on the unmet need of these students.

An ongoing partnership will be created between Student Success Coaches and students; intended to foster success and retention by connecting the student to the college and to resources. The coaching model is based on the Growth Mindset Theory² to help students understand the mind and their potential is malleable, not fixed; to increase the feeling of belonging; and a belief that immediate work is connected to one's long-term goals. Coaching will be delivered through a structured framework that also incorporates the six success factors documented in the RP Group findings: Student Support (Re)defined³.

² Yeager, D., and Walton, G. (2011). Social-psychological interventions in education: they're not magic. *Review of Educational Research*. April 2011. 81:267.

³ RP Group, Description of background information and research questions driving Student Success (Re)defined, <http://rpgroup.org/content/research-framework>

Targeted support will be focused on men of color through mentoring and workshops focused on delayed gratification, goal setting, college survival, time management, and life skills. Workshops will occur in the Student Success Center on each campus.

Continuous, targeted efforts to reach students identified as in danger of losing their Board of Governors' Fee Waiver (BOGFW) eligibility will begin during spring 2016. Student Success Coaches, with the assistance of Student Ambassadors will proactively communicate with and refer identified students to campus resources and academic counseling.

2. a. How many students were provided follow-up services in 2014-15?

11,564 follow-up services were provided in 2014-15

b. What percentage of the target population does this represent?

Forty-eight percent of the target population received follow-up services in 2014-15

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Follow-up services will be greatly expanded with the addition of Student Success Coaches, providing individual outreach to students. Students are contacted by email, telephone and social media to ensure they understand the multiple follow-up services that are available. Available services will be communicated in multiple ways: faculty members will have lists of services, contacts and processes for students to access them; frontline staff members will have similar resources and inform students of available support. Services will be published on the college website, by email and through social media.

3. a. What types of follow-up services are available to at-risk students?

The college is reinvigorating the SARS Early Alert system, which will send electronic alerts from faculty to counselors and/or Success Coaches when students are identified as needing follow-up services. Counselors and/or Coaches will contact students and assist them in finding needed services, which include: walk-in appointments with counselors, online counseling services, crisis counseling, personal counseling, group academic counseling, mental health counseling referrals, and student success workshops.

b. How and when are students notified of these services?

Coaches receive a case list of students whom they contact individually by phone, email and social media, at least three times each semester. Through these methods, students receive a list of follow-up services that are available early each semester. Additionally, faculty members refer students to counselors and coaches who guide students toward needed services. Posters listing services are posted in visible high-traffic areas. All support services will be introduced to students each semester by email, in classroom presentations, and will be listed on the Student Services website.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Follow-up services are provided to individual and groups by appointment, group sessions, online, workshops, orientation, and class presentations.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

The SARS Early Alert system is being re-vitalized during the 2015-16 academic year to provide a means for faculty to refer students for follow-up services. Clear processes and report-back methods will be revised and training will be provided to faculty, counselors, coaches, and other support staff to establish a process for referring at-risk students to support services and providing follow-up to appropriate stakeholders.

- 4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	VP Student Services	Provide oversight to follow-up services development and implementation	Match
	Dean of Counseling	Work w/counselors to ensure appropriate follow-up services	Match
	Director of Student Access & Retention	Responsible for driving the process of development and implementation	SSSP
	Counselors	Provide direct follow-up services	SSSP
	Counselors	Provide direct follow-up services	Match
	Student Success Coach	Coach and connect students toward follow-up services	SSSP
	Administrative Specialist	Provide administrative support for follow-up services	SSSP
	Administrative Technician	Provide administrative support for follow-up services	SSSP
	Program Technician	Facilitate and monitor data entry for student follow-up tracking	Match
	IT System Admin Specialist	Technology support	SSSP

- 5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	SARS Scheduling/tracking/text support/Early Alert	SSSP	7,350
	On-base Enterprise Content Management Software (document scanning/matrixing)	Match	7,000
	IntelliResponse (advising)	SSSP	10,000
	Maxient (conduct & behavior tracking)	Match	7,000
	Career assessment tests	SSSP	35,000
	Transcript Capture Software	GF	
	College Readiness Assessments	SSSP	45,000

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	VP Student Services	Match	
	Title V Activity Coordinator	Match	
	Director of Research & Institutional Effectiveness		
	Consultant Data Analysis Training	SSSP	

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
	Transfer and Career Services	GF/Match	
	Admissions and Records	GF/Match	
	Tutoring Costs	HSI STEM Federal Grant/Match	

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Criteria for Exempting Students from Participation in Required Services Students may be exempt from testing if student:

- Has an Associate or higher degree; or
- Submits SAT, ACT or EAP results demonstrating level 4 achievement or level 3 achievement plus completion with a 'C' or better of senior-level math and/or English class
- Has taken other California community college assessment tests and have submitted test results and other information (college catalog description with course description) to MJC Records Office; or

- Has taken other college math, chemistry, English composition or ESL classes and have submitted official transcripts to the Records Office; or
- Is enrolling only in activity classes, apprenticeship classes, employer-required classes, personal growth/enrichment classes, classes to maintain a certificate or license, or other non-credit classes only, and have completed fewer than 15 units. Being exempt from testing does not release the student from any prerequisite requirements a course may have.

Students may be exempted from counseling/advising if they:

- Have an Associate degree or higher
- Have an identified educational goal of enrichment (intellectual, recreational, or cultural)

Exemption from Orientation

- Earned an associate or higher degree (earned from a U.S. Regionally Accredited Institution)
- Area a non-matriculating K-12 grade concurrently enrolled student
- Are taking course(s) for personal interest through community education (Not pursuing a degree or certificate)
- Have an identified educational goal of enrichment (intellectual, recreational, or cultural)

Additional Exemptions from Assessment

- Passed the high school early assessment program assessment (EAP) assessment with an
- Exemption or Ready for College Level English or Math course
- Passed the CSU ELM Math test with a score of 50+. The test must have been taken within the last 5 years
- Passed the CSU EPT English test with a score of 147+. The test must have been taken within the last 5 years
- Passed an appropriate English or Math Advanced Placement (AP) test with a 3 or higher score

2. What percentage of your student population is exempt (list by category)?

4,359 students (13.03%) were exempt in 2014-15.

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

A student may appeal required participation in one or more SSSP core services if he/she does not meet the exemption categories. The challenge must be submitted, along with any supporting data, to the Dean of Enrollment Services. Forms are available from the Admissions Office or online. The Dean of Enrollment Services may request supporting documentation and/or a conversation with the student prior to making a decision. The website will be revised to include a link for students to appeal policies and procedures.

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

Any student may challenge a prerequisite on the grounds that (1) it was not established in accordance with the District's policy; (2) it is in violation of Title 5; (3) it is discriminatory; (4) student can succeed even though student has not completed the prerequisite; or (5) student will be subject to undue delay because the prerequisite has not been made reasonably available. To challenge a prerequisite, the student must complete a prerequisite challenge form (available in the Division Office for the discipline of the course to be challenged) and state the basis for the challenge. A committee from the Division in which the class is offered will review each petition and render a decision within five working days. It is the responsibility of the student to provide information that supports the challenge.

<http://www.mjc.edu/student-services/enrollment/testing/assessmentrequirements.php>

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Training plans for the 2015-16 academic year include: training regarding core services of SSSP and how they involve faculty, staff and students; faculty and staff training on procedures for a robust Early Alert system; a training program for financial aid/admissions and records and business office staff to better-coordinate services; and the development of faculty training in the delivery of supplemental instruction to support students and ways to support at-risk students in Basic Skills and other courses. Training in data analysis will focus on identifying and monitoring outcomes and impact of core services. Ongoing coaching training will be provided by Inside Track. Trainings will help develop skills supporting at-risk students through Growth Mindset Theory approaches. This framework will aid in the development of coaching relationships and reinforce the scope of support.

Coaches will attend the CA Perkins Nontraditional & Special Populations (JSPAC) Conference to strengthen knowledge and ability in serving special populations, including nontraditional learners, learners with economic disadvantage, limited English proficient learners, learners with disabilities, learners who are single parents and displaced homemakers.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "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: James Todd Title: Vice President, Student Services

Stakeholder Group: Administrators

Name: Flerida Arias Title: Dean, Equity & Student Success

Stakeholder Group: Administrators

Name: Michelle Vidaurri Title: Interim Director, Access, Retention,

Support Stakeholder Group: Administrators

Name: Curtis Martin Title: Academic Senate President

Stakeholder Group: Faculty

Name: Jenni Abbott Title: Director of Grant Development

Stakeholder Group: Administrators

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Attachment B Student Success and Equity Committee (SSEC) Membership 2015-16

Committee of the College Counsel

MEMBERSHIP. The Student Success and Equity Committee is made of the following voting members (all faculty members are appointed by the MJC Academic Senate):

- | | |
|---|--|
| <ul style="list-style-type: none"> • Co-Chair (Faculty Member) • Co-Chair (Administration – Vice President of Instruction) • Counseling Faculty Member (General Counseling) • Counseling Faculty Member (Special Programs) • Basic Skills Faculty Member (English/Reading/ESL) • Basic Skills Faculty Member (English/Reading/ESL) • Basic Skills Faculty Member (Math) • Instructional Faculty Member (Career Technical Education) • Instructional Faculty Member (General Education/Transfer) • Vice President of Student Services • Dean, Literature and Language Arts • Dean, Science, Math and Engineering • Dean, Career Technical Education • Dean, Student Equity • Classified Staff • Classified Staff • ASMJC Representative | <ul style="list-style-type: none"> Curtis Martin Brenda Thames Pamela Crittenden Elizabeth Hondoy Daniel Schmidt Pamela Kopitzke Ashley Yu Deborah Laffranchini Al Smith James Todd Jillian Daly Brian Sanders Marla Uliana Flerida Arias Sofie Pettygrove Viengkham Champa <i>Vacant</i> |
|---|--|

The following are non-voting members:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Director of College Research • Manager, Learning Center • FTIC (First Time in College) Coordinator • Any faculty, staff, administrator, or ASMJC representative beyond the above that is appointed and continually serves on the committee: • Faculty, Counseling (Special Programs) • Management, Health Services • Management, Director, Grants & Resource Development • Faculty, Student Advisor, Adjunct – ASMJC • Management, Interim Dean of Counseling & Student Services • Management, Student Services • Classified, Enrollment Services • Management, CS Fiscal • Faculty, History, Adjunct | <ul style="list-style-type: none"> <i>Vacant</i> Shirley Miranda Elizabeth David
 Barbara St. Urbain Cecilia Vera Jenni Abbott Leticia Lasota Martha Robles Michelle Vidaurri Molly Boyatt Sarah Schrader Talitha Agan |
|---|---|

The SSEC encourages the broad participation of all college constituencies beyond the above membership, and the meetings are open.