

UPDATE ON THE IMPLEMENTATION OF THE STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)

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SB 1143 (LIU) 2010

COMMUNITY COLLEGES: STUDENT SUCCESS AND COMPLETION

Required the Board of Governors to...

- 1) adopt a **plan** for promoting and improving student success within the California Community Colleges by 2012
- 2) establish a **taskforce** to examine specified best practices and models for accomplishing student success – 21 members appointed January, 2011
- 3) incorporate recommendations into the plan to **improve student success and completion** within the California Community Colleges – adopted by Board of Governors, January, 2012

STUDENT SUCCESS TASK FORCE:

8 FOCUS AREAS, 22 RECOMMENDATIONS

- 1. Increase college and career readiness**
- 2. Strengthen support for entering students**
- 3. Incentivize successful student behaviors**
- 4. Align course offerings to meet student needs**

STUDENT SUCCESS TASK FORCE:

8 FOCUS AREAS, 22 RECOMMENDATIONS

5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

SB 1456 (LOWENTHAL): ***STUDENT SUCCESS ACT OF 2012***

- Signed by Governor Brown: September 27, 2012
- Effective: January 1, 2013
- Implements recommendation 8.2 of the Task Force on Student Success report related to a “Student Success Initiative”
- Provides a “policy framework” to implement some of the Task Force on Student Success recommendations
- Re-purposes and re-focuses Matriculation on core services of orientation, assessment, and counseling/advising to assist students in developing education plans
 - Focus: **Students need to have a plan**
- Leveraging technology to reach a greater number of students
- Requiring Board of Governors to adopt policies to **mandate orientation, assessment, and student ed. plans, along with an exemption and appeals process.**

ED CODE SECTIONS IMPLEMENTING SB 1456

- **EC 78210:** Renames Matriculation Act of 1986 as the **Seymour-Campbell Student Success Act of 2012**
- **EC 78211:** Delineates the Legislature's intent for the Student Success Act:
 - Aligns matriculation language to SSTF recommendations regarding services needed to support students in developing an **"informed" education goal, developing education plans and declaration of course of study.**
 - Shared responsibility between instruction and student services, based on "evidenced-based" practices of what works.
 - Targets funding on core services, such as **counseling and advising**, through a broad array of service delivery mechanisms.
- **Title 5 55500 Scope and Intent:**
 - Implement the **Student Success and Support Program** to increase California community college student access and success through the provision of core matriculation services

ED CODE 78212: RESPONSIBILITIES AND PROVISION OF SERVICES

EC 78212:

- Delineates the student's and the institution's responsibility for the purpose of achieving the student's educational goals and completing the student's course of study.
- Funded program named "*Student Success and Support Program.*" [SSSP]
- Student Success & Support Program **funding** targeted to core matriculation services for the following:
 - Orientation services – including information on campus procedures, academic expectations, financial assistance
 - Assessment – before course registration
 - Counseling, advising, and other educational planning services
 - Development of education plans leading to a course of study and guidance on course selection.
 - Referral to specialized support services – including financial aid, health services, basic skills, ESL, EOPS, DSPS, veterans, foster youth
 - Evaluation of progress of students enrolled in basic skills courses
 - Student's responsibilities to identify an academic and career goal upon application, declare a specific course of study after a specified time period

ED CODE 78214, 78215

EC 78214:

- Evaluate the effectiveness of SSSP utilizing research including “disaggregated data by ethnicity, gender, disability, age and socioeconomic status”

EC 78215:

- Defines role of BOG in developing policies and processes for:
 1. **Requiring** student participation in **core services**;
 2. **Exempting** specific student groups; and,
 3. Requiring an **appeals** process.
- To ensure students are not unfairly impacted, delineates process the BOG will use to develop policies and requires the BOG to establish a reasonable, phased-in implementation period* based on resources available to serve nonexempt students.
 - * note: *phased-in implementation period not implemented*

ED CODE 78216

EC 78216:

- Clarifies the use of existing matriculation funds for Student Success and Support Program services and BOG's role in developing criteria for the funding formula.
- Identifies some considerations for funding formula, including numbers of students served.

EC 78216(b)(4):

- As a condition of receipt of funds, requires districts to implement **common assessment*** (*if using an assessment instrument for placement*) and student success scorecard, once these are established by the BOG. [** Common Assessment is not yet developed*]

EC 78216(b)(5):

- Provides BOG with the authority to fund other services, as funding allows.

EC 78216(c):

- Delineates plan requirements including
 - (2) identification of students at risk for probation and plan for intervention
 - (7) coordination with the **student equity plans** to monitor equity issues and mitigate disproportionate impacts on student access and achievement

ED CODE 76300: BOG FEE WAIVER CONDITIONS

EC 76300:

- Places **conditions on eligibility for BOG Fee Waiver**. Students must meet academic and progress standards, as defined by the BOG;
- The academic conditions would be phased in over a reasonable period of time as determined by the BOG.
- Requires adequate and reasonable notification to students

HOW IT ALL FITS TOGETHER

- Task Force: Made recommendations via “Task Force on Student Success” report that was then approved by the CA Community Colleges Board of Governors – January 2012
- SB 1456: Legislation to implement some of the Task Force recommendations. Made changes to the Education Code which became effective January 2013.
- Title 5 Regulations for SB 1456: Approved to implement the changes to the Education Code. Regulations posted October 2013.
- SSSP: The name now given to this work
- MIS Data: How colleges will record student information and services provided – will be used for funding SSSP
- Scorecard: How measurements will be taken per college to determine student progress and success (revamped ARCC)

UNDERSTANDING THE VARIOUS REGULATORY ASPECTS

- **Student Success Act (SB 1456)** establishes the Student Success and Support Program (SSSP) that updates, clarifies mandated services (assessment, orientation, education plan) – *effective Fall 2014*
- **Title 5 Revisions Student Success and Support Program (SSSP)** regulations that implement SB 1456 (definitions, plans, funding, required services, student follow-up, accommodations (DSPS, EOPS, ELL), student rights and responsibilities, institutional responsibilities, exemptions, appeals) -- *filed October 17, 2013*
- **Title 5 58108 Enrollment Priorities** establishes a statewide priority system with top tier defined and loss of priority due to number of units at the particular college and probation – *effective by Fall 2014*
- **MIS Data Elements/Funding Formula:** how information should be reported; forms the basis for how colleges will receive 60% of funding starting in 2015-16 – *data collection effective Summer 2014*
- **Student Notifications** regarding **Enrollment Priorities** – *effective Spring 2013*
- **Appeals process:** enrollment priorities for high unit majors, extenuating circumstances, disabled students --*effective Fall 2014 registration*
- **Exemption criteria:** waiver from mandatory assessment, orientation, education plan – *effective Fall 2014 registration*
- **Title 5 Revisions to the Board of Governor Fee Waiver** includes loss of eligibility factors and provision of services -- *effective Fall 2016*
- **Student Notifications** for services and for **BOGW**— *effective Spring 2015*

TITLE 5 REGULATIONS 55521: ORIENTATION

§ 55521. Orientation.

- Each college shall provide all students with information on a timely basis, as determined by the college, regarding policies, procedures and information, including but not limited to:
- (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 58612.
- (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.

TITLE 5 REGULATIONS - 55523: COUNSELING/ADVISING

§ 55523. Counseling, Advising, and Other Education Planning Services.

- (a) Counseling, advising, and other education planning services shall include, but are not necessarily limited to, the following:
 - (1) Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.
 - (2) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices.

[COUNSELING/ADVISING CONTINUED]

- (3) Development of an education plan to accomplish a course of study related to a student's education and career goals.
- Each college shall make reasonable efforts to do all of the following:
 - (1) ensure that all nonexempt students who are on **academic or progress probation** or facing dismissal participate in counseling as provided in section 55023;
 - (2) ensure that all nonexempt **students who do not have a course of study** participate in counseling, advising, or other education planning services to assist them in the process of selecting an education goal and course of study pursuant to section 5553025;
 - (3) ensure that all nonexempt **students who are enrolled in non degree-applicable basic skills courses** participate in counseling, advising, or other education planning services; and
 - 4) ensure all nonexempt students described in (b)(1), (b)(2), and (b)(3) **receive counseling services**, pursuant to section 51018.

TITLE 5 55524: STUDENT EDUCATION PLAN

§ 55524

- Each district or college shall establish a process that considers the student services and instructional resources available for assisting students to select an education goal and course of study within a reasonable time after admission. 55530 (d), including the provision of counseling as required by section 55523.
- (b) Districts or colleges shall provide students with an opportunity to develop student education plans that are either:
 - (1) **Abbreviated**. Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate; or
 - (2) **Comprehensive**. Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan helps the student achieve their course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and **may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans education benefits, athletics, and others.**

[STUDENT EDUCATION PLAN CONTINUED]

- (c) Once a continuing nonexempt student has selected an education goal-and course of study, the district shall make a reasonable effort to afford the student the opportunity to develop a comprehensive student education plan describing the responsibilities of the student, the requirements he or she must meet, and the courses, programs, and services required and available to achieve the stated goal.
- (d) The student education plan developed pursuant to subdivision (b) shall be accessible, timely, **and recorded in electronic form**. The plan and its implementation shall be reviewed as necessary to ensure that it continues to accurately reflect the needs and goals of the student. Districts or colleges shall make a reasonable effort to **not duplicate education planning processes including for students participating in special programs**.
- (e) If a student believes the district or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, the student may file a complaint pursuant to section 55534-(a).

TITLE 5 55526: FOLLOW-UP

- § 55525. Student Follow-up.

- Each college shall evaluate the academic progress of, and provide support services to, **at risk students**. The college shall **monitor the academic progress** of each student to detect early signs of academic difficulty and provide students with advice or **referral** to **specialized services** or curriculum offerings where necessary pursuant to section 55523. Follow-up services shall be targeted to at risk students, specifically **students enrolled in basic skills courses**, students who have **not identified an education goal and course of study**, or students who are on academic or progress **probation** or facing dismissal. These services include, but are not limited to, academic or progress **probation interventions**, academic **early alert systems**, and **referral to other support services**.

TITLE 5 55530: STUDENT RIGHTS AND RESPONSIBILITIES

■ 55530

- All students are required to: identify an education and career goal; diligently engage in course activities and complete assigned coursework; complete courses and maintain progress toward an education goal and completing a course of study.
- Students are required to:
 - Identify a course of study
 - Be assessed to determine course placement
 - Complete orientation
 - Participate in counseling, advising, education planning
- Non exempt students who have completed services **shall be required to complete a comprehensive education plan after completing 15 semester units of degree applicable credit course work or prior to the end of the 3rd semester. [see 55531 – which specifies declaring a course of study plus 15 degree applicable units]**

TITLE 5 55531: INSTITUTIONAL RESPONSIBILITIES

■ 55531

- Colleges must have board-approved policies reflecting Students Rights and Responsibilities and ensure that information regarding matriculation policies are accessible and available to all students during or prior to enrollment.
- Once the student has **identified a course of study and completed 15 semester units of degree applicable coursework**, the college must provide the student with an opportunity to develop a **comprehensive education plan [note 55530 does not specify identify a course of study; this is also clarified in MIS directions]**
- College are required to provide non exempt students with services in 55520—Required Services (Orientation; Assessment; Counseling, Advising, and Other Education Planning Services; Student Education Plan). Initial implementation is required for first time students by the Fall 2015 term. Beginning with the Spring 2015 term, districts shall notify students of the requirements.
- Districts **may place a hold** on students **registration** or institute a loss of priority if a student fails to identify a course of study, be assessed, complete orientation, participate in counseling or education planning services.

CONFUSION OVER START DATES?

- 55520 and 55531 clarify that assessment, orientation, counseling/advising, ed plans are required but the date is specified as effective Fall 2015.
 - However, in order to track MIS data elements and in order to implement enrollment priorities, services need to begin effective Fall 2014
 - Follow-up is not required; but it is included in the SSSP Plan
- New MIS SS Data elements (November 22, 2013 memo from the Chancellor's Office) state that the Student Success Data File is mandatory beginning Summer 2014.
- Communication from the Chancellor's Office has indicated that the new SSSP Funding Formula will be initiated in 2015-16 based on data collected from 2014-15 MIS.

TITLE 5 SECTION 58108—ENROLLMENT PRIORITIES

- Builds upon the Student Success Task Force recommendations by prioritizing access for certain groups of students
- Specifies how certain groups of students should receive priority in registering for classes
- Outlines complex requirements for students to lose priority registration
 - Includes consideration for appeals for disabled students
 - Includes a consideration for probationary students' improved progress
 - Pertains to special student populations as well (Veterans, Foster Youth, EOPS, DSPS, CalWORKs)
 - In order to attain advanced enrollment priority (tier 1) NEW special student populations must have completed the requirements of assessment, orientation and student education plan

58108 - KEY ELEMENTS

- Provides highest priority to student veterans and foster youth/former foster youth over traditional groups (DSPS, EOPS) due to their statutory provisions
 - DSPS and EOPS originally given secondary priority (see update)
 - New (tier one) students who wish to receive highest priority registration **must have completed orientation, assessment and developed student education plans.** (Veterans, foster youth/former foster youth, DSPS, EOPS, CalWORKs students).
 - Continuing students **lose** priority for being on academic or progress **probation for two consecutive semesters** or having earned more than **100 degree-applicable units** (excluding ESL, basic skills)
- To receive a higher priority, **new students must have completed orientation, assessment and “developed student education plans”** (per SB 1456)

WHO'S EARLIER; WHO'S LATER

Order	Student Population	New Students	Continuing Students
1	Special student groups with statutory tier 1 status: Veterans, Foster Youth, DSPS, EOPS, CalWORKs	Assessment + Orientation + Education Plan REQUIRED for Tier 1 registration date	Assessment + Orientation + Education Plan NOT REQUIRED
2	Continuing students in good standing	n/a	Assessment + Orientation + Education Plan NOT REQUIRED
3	First time students	Assessment + Orientation + Education Plan REQUIRED for earlier registration date	
4	Continuing students not in good standing	n/a	n/a

EXEMPTED STUDENTS AND PRIORITY REGISTRATION

- New, first time students who are exempt from any or all of the core services (Assessment, Orientation, and Education Plan) may not receive an earlier priority date as they have not completed the core services. [per Chancellor's office]

58108: EXEMPTIONS, APPEALS, NOTIFICATION

- Exemptions and Appeals
 - Students enrolled in high unit majors or programs
 - Units earned from credit by exam, AP, IB, are not counted
- Colleges must have an appeals process available
 - Disabled students who applied for accommodations but did not receive them in a timely manner can appeal their priority registration status
- Beginning **Spring 2013**, colleges must notify students who are on probation or who have earned 75% or more of the 100 unit limit, of their potential loss of priority registration
- Implementation: registration for Fall 2014

REGISTRATION PRIORITIES: UPDATED

- Budget Act Language (July 2013): **added CalWORKs** as a priority group to first level priority
- AB 595 (Gomez) signed into law October, 2013, reestablishes **DSPS and EOPS** as “top tier” priority for enrollment priorities
 - Earlier legislation had amended the Ed Code to provide Veterans and Foster Youth as the top tier of priority registration.
 - The authorization for DSPS and EOPS had been through Title 5 regulations which does not have the same weight as Ed Code.
 - With the passage of AB 595, DSPS and EOPS now also have statutory authority for top tier priority registration.
- Chancellor’s Office Task Force to be reconvened
 - Changes to 58108 will be made in 2014 in order to clarify the addition of CalWORKs, DSPS and EOPS to first level priority and exemption for Foster Youth from a loss of enrollment priority
 - The first reading to the Board of Governors is proposed for May 2014 with adoption at the July 2014 meeting.

***PROPOSED* NEW BOGW REGULATIONS**

- First Reading: September 2013 Board of Governors meeting – **pulled from agenda**
- **Actual First** Reading: November 2013 Board of Governors meeting
- **Main Changes:** adds section 58621 – “Loss of Eligibility” for two consecutive primary terms on academic or progress probation
- **Regulations Approved:** January 14, 2014
 - Several oral and written comments opposed the regulatory changes, favoring instead alignment with federal SAP standards and if foster students were to be exempted, that DSPS, EOPS and CalWORKs students also be exempted.
 - Concerns by advocacy groups reflected notification to students about the potential loss of eligibility and an appeals process. Although these items are addressed in the regulations, no additional funding/staffing has been included in order to provide the notification, appeals process and support services.
 - The Board of Governors passed the regulations as presented.

EXISTING TITLE 5 [SSSP REGS] 55523: BOGW

- 55523 (c) Colleges are required to notify students who are at risk of losing Board of Governors Fee Waiver eligibility due to being placed on academic or progress probation for two consecutive terms. Pursuant to section 58108, colleges are required to notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. Colleges shall ensure that, within a reasonable time of receiving such notice, students shall have the opportunity to receive appropriate counseling, advising, or other education planning services in order to provide students with an opportunity to maintain fee waiver eligibility and enrollment priority.

NEW TITLE 5 REGULATIONS FOR BOGW

- 58621 – Loss of Eligibility (*new*)
 - Loss of eligibility if the student is placed on academic or progress probation for two consecutive primary terms. Primary terms defined = fall and spring semesters.
 - Students placed on academic or progress probation shall be **notified of their status no later than 30 days** following the end of the term that resulted in being placed on probation.
 - Colleges must establish an appeals process due to extenuating circumstances
 - Verified cases of accidents, illnesses
 - Other circumstances, including changes in the student's economic situation or evidence that the student was unable to obtain essential student support services.
 - Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS and DSPS student status.
 - Students with significant academic improvement may be allowed to retain the BOGW.

PROPOSED TITLE 5 CHANGES FOR BOGW

- Appeal process must be established due to **extenuating circumstances**, or a student with a **disability** didn't receive reasonable accommodations in a timely manner or **didn't** receive support services or other circumstances that impacted the student's economic situation.
 - **Foster youth shall not be subject to this loss.** Colleges must advise students about student support services available to assist them in maintaining eligibility.
 - Districts may allow students who have demonstrated significant academic improvement to retain or appeal the loss of the BOG Fee Waiver.
 - ***Extenuating circumstances includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS and DSPS student status.***
 - A student who successfully appeals the loss of enrollment priority shall also have the BOGW eligibility restored.

STUDENT NOTIFICATION FOR BOGW

- **58621 (c):** districts shall prominently display and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing BOG Fee Waiver eligibility.
- **58621 (d):** students placed on academic or progress probation shall be notified of their status no later than 30 days following the end of the term that resulted in their probation.
- **58621 (f):** districts shall begin notifications to students following the spring 2015 term.
- **58621 (f):** implementation for Fall 2016: loss of eligibility shall NOT occur prior to Fall 2016.

SSSP PHASE-IN TIMELINE

- **2012-13 System-level Planning Year**
 - SB 1456 effective 1/1/13
 - Implementation workgroups meet to develop new Title 5 regulations, allocation formula, MIS data elements
- **2013-14 College-level Planning Year**
 - Student notifications regarding Enrollment Priority in place
 - Appeals process regarding Enrollment Priority developed
 - Begin process to develop the “Student Success and Support Program” plan
 - Plan to implement changes to MIS data elements beginning Summer of 2014; submission due by August 2015
 - New funding provided but based on the prior formula (headcount)
 - **2013-14 allocations:** carry-over of funds extended to **December 31, 2014**
 - **Noncredit funding:** funds may be transferred from credit allocation to serve students in noncredit programs. No specific funding or formula for noncredit as of yet.

- **2014-15 College-level Implementation Year 1**
 - Implement core services of Assessment, Orientation, Counseling, Education Plans
 - Implement Enrollment Priorities
 - Submit program plans [due date of October 17, 2014]
 - Submit budget plans
 - New funding formula not applied
 - Collect new MIS data elements
- **2015-16 College-level Implementation Year 2**
 - Begin application of funding formula -- allocations based on 2014-15 MIS year-end data
 - Begin BOGW eligibility notifications after Spring 2015
- **2016-17 College-level Implementation Year 3**
 - Funding based on prior year-end data
 - Implement BOGW eligibility Fall 2016

STUDENT SUCCESS & SUPPORT PROGRAM PLANNING & IMPLEMENTATION TIMELINE

**Fiscal Year
2012-2013**

**Fiscal Year
2013-2014**

**Fiscal Year
2014-2015**

**Fiscal Year
2015-2016**

**Fiscal Year
2016-2017**

System-level Planning Year:

- Implementation workgroups convened October 2012 to develop proposals for Title 5 Matriculation revisions, new allocation formula, & revised MIS data elements & definitions
- New program planning & budget process developed
- SB 1456 effective January 1, 2013
- **Student notification re: enrollment priority loss by Spring 2013**

District/College-Level Planning Year:

- Begin development of program plans
- Plan to implement MIS changes & ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Funding targeted to core services: orientation, assessment, counseling & advising, & other education planning services
- **Preparation to implement enrollment priorities**

District/College-Level Implementation Year 1:

- **Program plans & budgets DUE October 17, 2014**
- **Loss of enrollment priorities implemented; appeals process available**
- Implementation of new MIS data elements
- Allocations remain consistent as prior year, new formula not applied
- Legislative implementation report due 7/1/14
- **Loss of BOGW notifications begin following Spring 2015**

Implementation Year 2:

- Application of funding formula beginning this year :
- FY 15-16 allocations based on 14-15 year-end MIS data reported**
- **Loss of BOGW notifications continue; development of appeals process**

Implementation Year 3:

- FY 16-17 allocations based on 15-16 year-end data reported
- **Implement BOGW eligibility**
- Legislative report due July 1, 2016

SSSP PLAN (CREDIT STUDENTS)

DUE: 10/17/14

- Draft version currently available; has been finalized – but colleges are expected to proceed as if this is the final copy
- 3 main sections (5 total)
 - **SSSP Services:**
 - Orientation, Assessment, Counseling/Advising/Education Planning Services
 - Follow-up for At-Risk Students – part of the plan, not described as a required service
 - **Policies and Professional Development:**
 - Exemption and Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - **Budget:** Required 3:1 match to categorical allocation [this is currently being challenged because some colleges are unable to meet this match due to prior years' budget cuts]
 - **NO SUPPLANTING:** SSSP funding may not be used to supplant district funds currently expended on SSSP activities (reference Funding Guidelines document)

SSSP PLAN SPECIFICS

■ Orientation:

- Describe target audience and estimate of annual number of first-time students to be served.
- Describe orientation services that address the target audience including delivery methods.
- Also describe when it is provided, who is providing, how technology is used.
- Required policies and procedures to be contained in orientations:
 - 1. academic expectations; probation standards
 - 2. maintaining registration priority (58108)
 - 3. prerequisite or co-requisite challenge process
 - 4. maintaining BOGW eligibility
 - 5. available support services, financial aid, facilities
 - 6. academic calendar and important timelines
 - 7. registration and college fees
 - 8. available education planning services

■ **Assessment**

- **Describe target audience to be assessed, estimate of number of students to be assessed and description of who is required to be assessed.**
- **Describe how assessment and placement is to be delivered and at what point it is provided, including at high schools.**
- **Identify staff who provide assessment services**
- **Identify assessment tests used for placement into English, math, ESL and what other measures are used to meet multiple measures requirements.**
- **Describe college policies for accepting test results from other colleges**
- **Describe any third-party test results accepted for placement, including EAP**
- **Describe policies and practices on:**
 - **Pre-test practice**
 - **Re-take**
 - **Recency**

■ **Counseling, Advising, and Other Education Planning Services**

- **Describe target student audience and estimate of numbers of students to be provided a) counseling; b) advising; c) other education planning services.**
- **Describe services, delivery methods, models and when services are provided and which services are offered online, in person, individually and by groups.**
- **Describe adequacy of student access to counseling and advising services, scheduling method, and time needed to receive appointment as well as average wait time for drop-in counseling.**
- **Describe use of academic or paraprofessional advising.**
- **Describe type of assistance provided to assist students in developing abbreviated and comprehensive education plans.**
- **Identify staff providing counseling, advising, education planning services.**
- **Identify technology tools used for education planning including degree audit.**

■ Follow-Up for At-Risk Students

■ *Definition of At-Risk Students*

- Enrolled in basic skills courses
- Have not identified an educational goal or course of study
- On academic or progress probation facing loss of enrollment priority or loss of BOGW or dismissal

- **Estimate the number of at-risk students to be provided with follow-up services and how the college will identify them.**
- **Describe strategies for addressing needs of at-risk students.**
- **Describe services available to these students, how they are notified and when.**
- **Describe the strategy for providing counseling, advising, education planning services to assist them in selection education goal and course of study and the method for providing the services.**
- **Describe *how teaching faculty are involved* in monitoring student progress or participating in *early alert systems*.**
- **Identify staff providing these services and technology tools used.**

■ Policies and Professional Development

■ Exemption Policy

- Criteria for exempting students from required services

■ Appeals Policies and Procedures

■ Prerequisite Procedures

- College's procedures for establishing and periodically reviewing prerequisites and procedures for student challenges

■ Professional Development

- **Plans for faculty and staff professional development** in implementing the SSSP.

■ Coordination with Student Equity Plan and Other Planning Efforts

- Describe how the SSSP Plan and services are coordinated with the college's Student Equity Plan and other district/campus plans and efforts, including **Accreditation Self-Study, educational master plans, strategic plans, Basic Skills Initiative** and developmental **program review**.

MIS DATA ELEMENTS

- **SS01: Student EDUCATIONAL Goal** – confirms educational goal each term
- **SS02: Student COURSE OF STUDY** – the student's major or program area of emphasis while enrolled
- **SS03: Student Initial Orientation – Exempt Status** – if student was exempted from the initial orientation requirement
- **SS04: Student Initial Assessment – Exempt Status** – if student was exempted from initial assessment services
- **SS05: Student Initial Education Plan – Exempt Status** – if student was exempted from completion of an education plan

- **SS-06:** Student – INITIAL Orientation Services – whether the student received *initial* orientation services as a part of the matriculation process to the college
- **SS-07:** Student – INITIAL Assessment Services – Placement – whether student received assessment services for initial course placement as part of the student success process at the college

- **SM-08:** Student – Counseling and Advising – direct counseling or advising services provided (excludes apportionment-generating courses); can include services provided by Counseling, DSPS, EOPS. Reported by term – one mark per term. Does not include peer advising, or counseling or mentoring
- **SM-09:** Education Plan – abbreviated (a plan that is required to achieve the course of study for initial enrollment); comprehensive (a plan that is based on the student's course of study and delineates the plan to achieve the goal)

[NOTE: Chancellor's Office considering to allow both an abbreviated and a comprehensive in the same term]

- **SM10:** Student – Academic Progress/Probation Service – whether a student on academic or progress probation or facing dismissal received support services during the reporting term. Does not include tutoring, student success course, email. Can include workshops, counseling sessions.
- **SM11:** Student – Success Other – whether the student received other types of student success support services during the reporting term, including career interest assessment and exploration, other orientations beyond the initial orientation, academic progress services, other education planning services

CLARIFICATION OF COUNSELING/ADVISEMENT (SS08)

- Counseling and advisement refers to substantive interaction between a counselor or advisor and a student. The contact can take place during individual appointments or group sessions – but can not be counted for enrollment in a course in which apportionment is generated.
- Report ed planning under SS09.

CLARIFICATION OF ED PLANS [SS09]

- **Abbreviated** education plan: one or two terms in length and is typically used for entering first time students, students on academic or progress probation, or students who have short term educational goals at the college that can be completed by taking 1-4 courses (short term CTE certificates, ESL, or basic skills). For DSPS, the Student Education Contract (SEC) may be used to meet the abbreviated education plan.
- **Comprehensive** education plan: is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study.

CLARIFICATION OF PROBATION (SS10)

- Report activity to support a student's academic progress. Activities may include but are not limited to: academic probation intervention/services, student success workshops
- Exclusions: tutoring and student success courses for which apportionment is generated; early alert notification through the college's SIS that do not result in the delivery of a service

CLARIFICATION OF OTHER SERVICES (SS11)

- Report activities that support a student's academic progress. Can include, but are not limited to: career or interest assessments, student success workshops.
 - Other orientation services
 - Career, interest or subsequent placement assessment services
 - Other follow-up education planning services
 - Other academic progress services
- Exclusions: tutoring and student success courses for which apportionment is generated; early alert notification through college's SIS that do not result in the delivery of a service

MIS AND OTHER STUDENT SERVICES DEPARTMENTS

- **SS09 Ed Plans:** ed plans completed through other programs (DSPS, EOPS/CARE, CalWORKs, etc.) may be included for reporting purposes.
- **SS08 Counseling/Advisement:** services provided thru another categorical program should be included for purposes of reporting
- **SS06 Initial Orientation:** need clarification on counting orientations from other programs
- **SS10 Academic Progress/Probation:** need clarification on counting services/interventions from other programs
- **SSS11 Other Services:** need clarification on counting services/interventions from other programs

MIS AND FUNDING FORMULA

- Unlike some other categorical programs, Matriculation was never funded based on specific matriculation services provided to students.
- That changes now. The NEW MIS DATA ELEMENTS are based on direct services provided and will determine at least 60% of the funding each college will receive for SSSP. (The other 40% will remain a function of head count—the “old” formula).
- This is a major change as many colleges have not paid significant attention to MIS data elements relating to orientation and assessment.
- One of the major changes is the delineation of Education Plans
 - Abbreviated (worth 10%)
 - Comprehensive (worth 35%)
- Change in reporting of SS data elements: reporting is term based
- Exemption ends June 30 2014 (old rules end). Rules begin July 1 2014.

FUNDING FORMULA

(EFFECTIVE 2015-16)

- 60% -- Students Served at the College [changes to data elements “SS”] Of that 60 percent, 30 percent is specifically targeted to provide one-time services to new students (initial orientation, initial assessment, and abbreviated SEPs).
 - Initial Orientation **10%** [SS06]
 - Initial Assessment **10%** [SS07]
 - Counseling/Advising Services **15%** [SS08]
 - Abbreviated Ed Plan **10%** [SS09]
 - Comprehensive Ed Plan **35%** [SS09]
 - Academic Progress/Probation **15%** [SS10]
 - Other Services **5%** [SS11]
- 40% -- College’s Potential Population of Students to Receive Services
 - Unduplicated credit headcount + base funding amount
 - Base funding of \$35,000 or 10 percent of the total credit SSSP appropriation, whichever is greater
 - Current application of headcount: [(New students x 2.4) + (continuing students x 1.0)]
- 3:1 – College Match

CLARIFICATION OF FUNDING

[UPDATED OCTOBER 25, 2013 AND MARCH 2014]

- Courses (e.g., Counseling): Can not spend SSSP funds on courses in which apportionment is collected *[NOTE: This was amended and reported on 11/23/13]*
- Allowable: abbreviated and comprehensive education plans may be done in the same term *[updated March 2014]*
- Tutoring: Does not count as a service if apportionment is collected
- Library Services: Do not count as a service under counseling/advising
- Other Services: Electronic notices and emails do not count as a service
- Orientation: If Orientation is provided through a class that generates FTES and is reported on the 320, you can not report and receive funding under MIS SS06. *[NOTE: This was amended and reported on 11/23/13]*
- New Student Definition: if student leaves and returns 3 years later, student can be considered NEW for MIS reporting purposes *[updated March 2014]*

CHANCELLOR'S OFFICE SSSP FUNDING GUIDELINES DOCUMENT

- Released March 2014 [SSSP Funding Guidelines 3-12-14](#)
- Clarifies that funds must be used to provide CORE SERVICES to students: assessment, orientation, education planning and follow up services
- Clarifies what funds may not be used for
- Clarifies “no supplant” provisions
- Specifies that colleges MUST participate in Common Assessment, when enacted and accountability Score Card in order to receive funding
- Pre-enrollment services: orientation, assessment, and abbreviated SEPs: provided to high school students who were served by the college and applied, even if they subsequently did not enroll

MIS FUNDING GUIDELINES DOCUMENT

(MARCH 2014)

COMMUNICATION FROM CHANCELLOR'S OFFICE

- MIS SS Data Elements: 10/10/13 – Notes removed – “If the service provided generated FTES and is reported to the Chancellor's Office Fiscal Services Unit in the 320 report, do not report the orientation provided in SS06 for funding consideration.”

Counting of SSSP Services Provided in Classes

- A **college can and should report core services that are provided through apportionment generating courses**. However, the use of SSSP funds on services for which the college also receives apportionment is not allowed. So, if a counselor is teaching courses where services are provided, the portion of their salary that is dedicated to teaching those courses cannot be paid from SSSP funds.

CLARIFICATION – REFERENCES TO “NEW” OR “FIRST TIME” STUDENTS

- Title 5 55530(c): a first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education. First time enrollment does not include concurrent enrollment during high school.
- MIS: a student enrolled at the college after an absence of six or more semesters or the equivalent of 3 academic years may be considered a new student for the purposes of reporting assessment, orientation, developing education plan.

ACCOUNTABILITY

- Student Success Score Card – revamped ARCC (Accountability Report for Community Colleges)
- Included as part of Task Force Recommendations and
- MIS Data Elements – tracking of numbers, contacts, services but not outcomes. Will be used for funding purposes.
- Available for each college on the state Chancellor's Office website:

<http://scorecard.cccco.edu/scorecard.aspx>

SCORE CARD ELEMENTS

- Basis of comparison: Looked at six years of data ending in 2011-12 (starting from 2006-07).
- 6 data elements:
 - **Profile:** population and # of course sections in 2011-12
Compare student progress based on preparedness (courses attempted were either at or below “college level”):
 - **Persistence:** milestone/momentum point – enrolled in the first 3 consecutive terms, based on level of initial preparedness
 - **30 units:** degree/transfer students who achieved 30 units, based on level of initial preparedness
 - **Completion:** degree/transfer students who completed a degree, certificate or transfer related outcomes
 - **Remedial:** started below college level in English, math and/or ESL and completed a college level course in that discipline
 - **Career/Technical Education:** % of students who completed several CTE courses in a single discipline and the student completed a degree, certificate or transferred

BACKGROUND OF STUDENT EQUITY IN COMMUNITY COLLEGES

- Since 1996, colleges have been tasked with writing a Student Equity Plan and filing it with the state Chancellor's Office.
- In 2002, the Board of Governors adopted the Recommendations from the Task Force on Equity and Diversity with guidelines for completing the equity plans in June 2003.
 - The last time that colleges were asked to submit a Student Equity Plan was in 2005.
- Student Equity as a concept and the Student Equity Plan as a document have been referenced in policy discussions related to disproportionate impact.
- Disproportionate Impact (DI) has largely been tied to Matriculation but is also referenced in other Title 5 sections (course prerequisites—content review and impact of Board of Governors Fee Waiver).
- Student Equity has and continues to be a campus-wide effort, not limited to Student Services.

TITLE 5 54220 – STUDENT EQUITY PLANS

(a) In order to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan which includes for each college in the district:

- (1) **Campus-based research** as to the extent of student equity in the five areas described in paragraph (2) and the determination of what activities are most likely to be effective;
- (2) **Goals** for **student equity indicators** of:
 - **A. Access**
 - **B. Retention**
 - **C. Degree and certificate completion**
 - **D. ESL and basic skills completion**, and
 - **E. Transfer**
 - for the overall student population and for each population group of students, as appropriate.
 - Where significant underrepresentation is found to exist in accordance with standards adopted by the Board of Governors, the plan shall include race-neutral and/or gender-neutral measures for addressing disparities in those areas, and, when legally appropriate, goals for addressing a disparity in representation of students with disabilities, and where required by federal law, race-conscious and/or gender-conscious measures for addressing a race or gender disparity;
- (3) Implementation **activities** designed to attain the goals, including a means of coordinating existing student equity related programs;

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) For the purposes of this section, “each population group of students” means

**American Indians or Alaskan natives,
Asians or Pacific Islanders,
Blacks,
Hispanics,
Whites,
men, women, and
persons with disabilities.**

A person shall be included in the group with which he or she identifies as his or her group.

TITLE 5 55502 – “DEFINITIONS”

[DISPROPORTIONATE IMPACT]

- (e) “Disproportionate impact” in broad terms is a condition where **access to key resources and supports or academic success** may be hampered by **inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group**.
 - For the purpose of **assessment**, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.

CURRENT STATUS OF STUDENT EQUITY

- Student Equity Workgroup: Formed in December of 2012, responsible for reviewing and updating the student equity planning process “in light of the new student success legislation and title 5 regulations.”
- Student Equity Plan and Guidelines [released March, 2014. Student Equity Webpage Chancellor's Office](#)
 - Two main components:
 - **Campus-Based Research:** much of the data is available through the DataMart, Student Success Scorecard, Data on Demand, etc.
 - **Goals/Outcomes and Activities:** based on evidence from research
- Indicators [**Access, Course Completion, ESL/Basic Skills Completion, Degree/Certificate Completion, Transfer**] remain the same with Student Success and Support Program to be added in the next cycle (3 years).

REVISED STUDENT EQUITY PLANS

DUE: ~~10/17/14~~ 11/21/14

- The original due date was the same as the SSSP Plan (10/17/14) has now been pushed back one month to 11/21/14.
- CSSOs worked with the Chancellor's Office to recommend a "crosswalk" to show how SSSP goals and activities relate to Student Equity goals and activities and how the college campus can undertake this work in a collective, integrated fashion.
- Each college should form a Student Equity Planning Committee to plan, implement and monitor the plan.
 - Involve a cross-section of the college representing academic affairs, student services, institutional research and planning, fiscal, academic senate, classified staff, students.
 - Involve those who are responsible for institution-wide planning efforts, accreditation, educational master plan, Basic Skills plan and the SSSP Plan.
- The plans should be prepared with a 3-year timeframe for planned activities and anticipated outcomes.
- The plans should "describe the college's student equity strategies to address the way students are affected by the various activities/programs implemented [via SSSP] to provide equal opportunity for each student population group."

THE GOVERNOR'S PROPOSAL ON STUDENT EQUITY

- In the Governor's Budget Recommendation for Community Colleges for 2014-15, he proposed funds for "Student Success":
 - \$200 million to support student success programs and strengthen support for the underrepresented students. Included is
 - \$100 million for the Student Success and Support Program and
 - **\$100 million to close the gaps in access and achievement for underrepresented student groups, as identified in Student Equity Plans.**
 - This issue is part of the legislative budget process and no further information is available at this time. There is no clarity about linking the second \$100 million funding for SSSP tied to Student Equity.

RECAP: IMPLEMENTATION STEPS FOR COLLEGES

- **Enrollment Priorities:** Rewrite local procedures and policies and work with IT to review implementation requirements. Is effective with Fall 2014, but recommendation is to test it for Summer 2014 (for colleges that register for fall in the summer). For colleges that register for fall in the prior spring semester, modifications must be in place much earlier. Clarify the enrollment priority for recent graduates from feeder high schools.
- **Student Notification**
 - Messages need to be developed and sent to students.
 - Specialized message to students informing them if they have or will soon have > 100 degree applicable units or are on probation for one semester or are already on two consecutive semesters of probation
 - Other notifications will relate to completing assessment, orientation and at least an abbreviated ed plan and declaring a course of study.
 - Financial Aid students should be notified regarding their Pell Lifetime Eligibility status and potential loss of BOGW, appeals process, and support services available
- **Facilitation Between Admissions, Counseling, Assessment, IT and Special Programs**
 - Identification of students; communication with students
 - MIS Data Element changes – need to identify and set up tracking
- **Workgroups**
 - Counseling: counselors to define things like the application of probation standards, defining abbreviated education plan and comprehensive education plan, define initial orientation, define other student success services (career exploration, additional orientations, additional ed planning services)
 - Plan: governance process should be used to develop and submit the college's SSSP Plan due October 17, 2014.
 - Coordination with **Student Equity**: The revised Student Equity Plan is **NOW due November 21, 2014**, and should be developed in concert with the SSSP Plan

HELPFUL CHECKLIST

- ✓ Notification/communication to students regarding their potential loss of enrollment priority due to > 100 degree applicable units or 2 consecutive semesters on probation and potential loss of BOGW
- ✓ Development of an Appeals Process and Appeals Timeline for students wanting to appeal their loss of enrollment priority and loss of BOGW
- ✓ Establish exemption criteria for Assessment, Orientation, Ed Plan and track for MIS reporting purposes
- ✓ Coordination of services to new students and new special programs students to ensure completion of assessment, orientation and abbreviated ed plan to qualify for higher priority enrollment

[CHECKLIST CONTINUED]

- ✓ Mandatory assessment and initial orientation defined and tracked/coded for MIS data reporting and for enrollment priority eligibility
- ✓ Implementation of education plans for new students with the ability to record them as abbreviated or comprehensive for MIS reporting and to meet enrollment priority eligibility
- ✓ Probation policy and intervention program to prevent enrollment or delay enrollment (loss of priority)
- ✓ Student Equity Committee: partner with research to work on the Plan
- ✓ Collaboration between Student Services and Instruction to develop and implement Follow-Up Services and Early Alert.
- ✓ Coordinating Council: an excellent cross-discipline team who is informed and primed to lead the college forward

CAMPUS COORDINATION

- **Admissions, Counseling and Financial Aid working with IT**
 - Establish language and communication protocols to notify/warn students about
 - 75% toward attaining 100 degree applicable units
 - 1st semester probation cautioning against 2nd consecutive semester
 - BOGW satisfactory progress warning
 - Development of an ed plan
 - Declaration of a course of study
- **Programming Functions with IT**
 - Calculation of criteria for student notifications
 - Establish programming of MIS data elements and ensure accuracy of reporting
 - Implement student follow-up, warnings, electronic ed plans
- **Other Specialized Programs (DSPS, EOPS, Veterans, TRiO) offering counseling, ed plans, orientations – the need for coordination/collaboration**
 - 55531(e) Districts shall make reasonable efforts to avoid duplication of the orientation, assessment, counseling, advising or other education planning services and development of student education plans funded through other programs
 - Consider requiring program students to receive services in their programs
 - How to count for MIS purposes; Training on reporting
- **Campus referral to Specialized Programs and Support Services (55525)**
- **Coordination with Research and Instruction**
 - Review and develop the Student Equity Plan
 - Coordination of all campus planning: accreditation, master plan, basic skills
 - Follow-Up component of SSSP involves at-risk students enrolled in basic skills
 - Professional development a part of SSSP

CRITICAL TIMELINE/PRIORITIES

- By April 2014 to have in place for students preparing for Fall 2014 enrollment/registration
 - MIS Data Elements – determine how to count required elements of assessment, orientation, ed plan (abbreviated and comprehensive)
- By June 2014 in preparation for 2014-15 academic year
 - Finalize MIS Data Elements—for full implementation in 2014-15 for funding in 2015-16
 - Establish process for exemptions and waivers for assessment, orientation, ed plan, priority registration
- Before July 1 2014 for time ticketing of registration appointments
 - Ensure tier one priority students (all special groups) have completed assessment, orientation and abbreviated ed plan to qualify for category 1 priority registration
 - Work to have all new matriculants complete assessment, orientation and abbreviated ed plan to qualify for a higher priority registration appointment

IMPLEMENTATION TIMELINE

[SPRING 2014 - OCTOBER 2014]

ACTION	Jan -March	April -June	July-August	Oct
Student Notifications Enrollment Priorities	Identify and notify students based on units and/or probation status. Clarify Tier 1 status for Vets, Foster Youth, EOPS, DSPS, CalWORKs.	Implement notifications and elimination of priority for certain groups for Summer or Fall 2014, depending on college decision when to enforce.	Effective for Fall 2014	
Appeals Process	Develop the appeals process to inform students as part of notification messaging. Who handles appeals; coordinate with DSPS	Implement appeals process for Fall registration – either manually or automated – approve/deny in advance of registration date		
Marketing and Communication Strategy	Clarify messaging to students; inform staff and campus community about the changes; prepare for concerns from certain groups	Ensure NEW students receive information to complete assessment/orientation/abbreviated ed plan requirements prior to establishing priority registration dates posted for Fall– especially for <i>new</i> Vets/Foster Youth, DSPS, EOPS, CalWORKS student groups.		
Policies/Procedures for Mandatory Assessment, Orientation, Ed Plan	Develop procedures Change college policies	Implement Mandatory Services*: New students who complete assess/orient/abbreviated ed plan can earn an earlier registration date. Must be completed prior to registration date posted to system – back out due date from start of registration. If services not provided, no MIS data elements tracked for funding. *(technically not required until Fall 2015, but MIS elements begin in 2014 for funding in 2015-16)		
SS MIS data elements	Review current draft with IT staff	Test new data elements Conduct staff training	Begin collection Summer 2014	
SSSP Plan Student Equity Plan	Review drafts Clarify governance process/who will write	Begin work to address each element; collect data Inform campus of requirements	Finalize and obtain sign offs SSSP Plan DUE 10/17/14 Student Equity DUE 11/21/14	

HANG ON TIGHT!

