Student Services Leads Meeting
Tuesday, October 1, 2013
2:15 p.m. – 4:15 p.m.
Room 10-468

Minutes

Attendees:

Jennifer Hughes	x	Patty Kwok	x	Aaron Schaefer	x
Sylvia Aguirre-Alberto	x	Claudia Menjivar	x	Laura Skaff	x
Sharon Bartels		Michael Mitchell		Niruba Srinivasan	x
Karen Chadwick	x	Eileen O'Brien	x	Dennis Tordesillas	
Gloria D'Ambra	x	Charles Phan	x	Ruth Turner	x
Catherine Firpo	x	Louise Piper	x	Makiko Ueda	x
Alex Guiriba		Marsha Ramezane	x	Carol Ullrich	x
Amanda Governale	x	Paula Reyes		Henry Villareal	x
Fauzi Hamadeh		Krystal Romero	x	Brian Tupper	

Guest attendees: Eric Utsumi, Roger Perez-Vaughan, Laura Demsetz,
Arnett Caviel

The meeting was called to order at 2:20 p.m.

Accreditation External Evaluation Site Visit Update and Preparation
Document: Accreditation Update and Preparation for the Site Visit

The site visit will be from Monday, October 21 to Thursday, October 24. There will be an all-college meeting on Wednesday, October 2 at 2:00 pm.

The Accreditation External Team had been sent four volumes of the Self-Evaluation Report to review one-month before their scheduled visit. Volumes 1 & 2 contain Standards 1 – 4 and volumes 3 & 4 contain supporting data. During the Team's visit they will interview and observe, and can be identified by their name tags on lan-yards.

The team may ask faculty and staff questions to supplement the information they have been provided in the Self-Evaluation Report. Val Anderson of the President's Office will be assigned as the liaison and interview scheduler. Val will contact any faculty or staff member who is chosen to be interviewed.

All college employees is to be aware of the self-evaluation process and report, and should review the college's planning cycle as well as be welcoming to the Team.

Tentatively, there will be two open forums in 10-468 during the visit. The Team will not lead the forums and it will be an opportunity for college employees to voice their opinions about the college.

Laura Demsetz and Jennifer Hughes went over institutional planning, program-level planning, and integrated planning cycle. In the integrated planning cycle, the IPC and Budget Committees have been merged and will now be called IPBC.

Jennifer discussed *Governance and Decision Making – an example* slide from the handout and highlighted:
- The term *Shared Governance* has been changed to *Participatory Governance.*
- It is the Board which makes the final decision.

Update on Student Success and Support Program (SSSP)
Document: Student Success and Support Program, Nuts and Bolts

Two slides were discussed:

a) Number 5, Student Success Act of 2012 (SB 1456) – which requires students to declare a major

b) Number 7, Matriculation - funding allocation will be based on a new formula in 2015-2016. Funding will be based on pure headcount rather than weighing more on new matriculating students.

Most of the new changes will occur in 2014-15 in advance of the new funding allocation formula change in 2015-16. 2013-14 is to be the planning year for colleges to implement the changes.

Other Items:

Basic Aid is now called *Community Support.*

Financial Aid will transition from STAARS to Academic Works as its new scholarship software beginning December 2, 2013. All scholarship applications are due on February 13, 2014.

Accreditation Update
Preparation for the Site Visit

Wednesday, October 2, 2013

Jennifer Hughes, Sandra Comerford, Laura Demsetz

- What to expect during the site visit
- Review of CSM's planning process
- Your questions

Extended Timeline

Site Visit, October 21-24

Team report to ACCJC

ACCJC January 2014 meeting

Commission decisions announced

Extended Timeline

Work of visiting team

Site Visit, October 21-24

Team report to ACCJC

ACCJC January 2014 meeting

Commission decisions announced

External Evaluation Visiting Team

Dr. Jose Ortiz (Chair)
Chancellor
Peralta Community College District

Ms. Nancy Meddings (Team Assistant)
Dean, Academic Affairs Library, Learning Resources, & English
Allan Hancock College

Mr. Morrie Barembaum
Professor of Astronomy
Santiago Canyon College

Dr. Irene Malmgren
Vice President of Academic Affairs
Mt. San Antonio College

Dr. Bonita Nahoum Jaros
Coordinator, Institutional Effectiveness & Assessment
Santa Ana College

Dr. Katherine McLain
Dean, College Planning and Research
Cosumnes River College

Mr. Michael Unebasami
Associate Vice President for Administrative & Community Colleges University of Hawaii Community Colleges

Dr. Ronald Taylor
Superintendent/President
Merced College

Dr. Christopher Villa
Vice President Student Services
Fresno City College
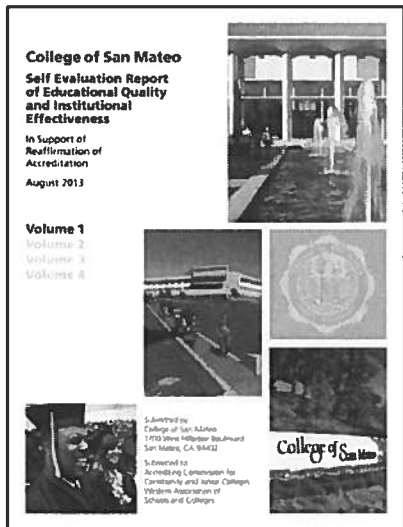
External Evaluation Site Visit

Monday 10/21	Tuesday 10/22	Wednesday 10/23	Thursday 10/24	Friday 10/25
Team arrives				
Campus tour		Management Council	Exit Interview	
Open Forum	IPBC	ASCSM - ICC		
Student Senate	Academic Senate GC	College Council		
	Open Forum			

Interviews and observation throughout

Team Room: 18-206

Self Evaluation Report

College of San Mateo

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

August 2013

Volume 1
Volume 2
Volume 3
Volume 4

Submitted by
College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, CA 94402

Submitted to
Accrediting Commission for
Community and Junior Colleges
Western Association of
Schools and Colleges

College of San Mateo

Volume 1
Overview of College and self evaluation process
Standard I: Institutional Mission and Effectiveness
Standard II: Student Learning Programs and Services

Volume 2
Standard III: Resources
Standard IV: Leadership and Governance

Volume 3
Updates, Planning Agenda
Student Achievement Data

Volume 4
SLOs and Assessment, Program Review, Support
Services, Financial Performance, International
Activities, Compliance

Self Evaluation Report
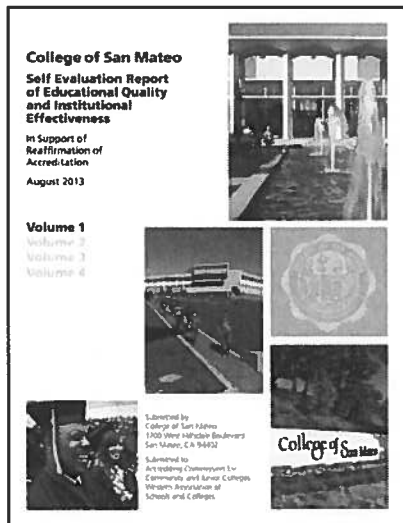
College of San Mateo

Self Evaluation Report of Educational Quality and Institutional Effectiveness

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How Can You Prepare?

College of San Mateo
Self Evaluation Report
of Educational Quality
and Institutional
Effectiveness
In Support of
Reaffirmation of
Accreditation
August 2013

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Western Association of
Schools and Colleges

College of San Mateo

College Community:
(everyone)
√ Be aware of self evaluation process and report
Review the College's planning cycle
Be welcoming

Leadership:
(student, staff, faculty, administrators,
committee chairs)
Read/skim the Standards sections (Vol 1, 2)
Review the Planning Agenda (Vol 3)
Read additional sections relevant to your role

Program-Level Planning Cycle
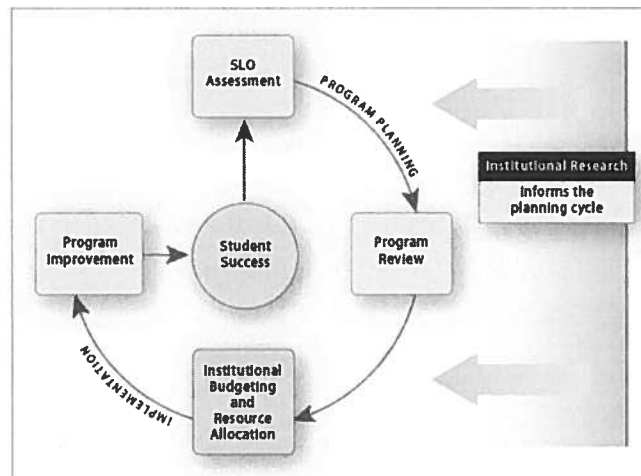
Figure 3: The Program-Level Planning Cycle

Institutional Planning Cycle
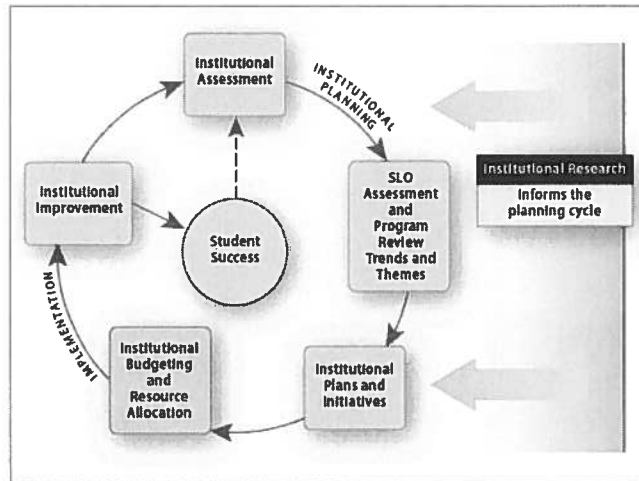
Figure 2: The Institutional-Level Planning Cycle

Integrated Planning Cycle
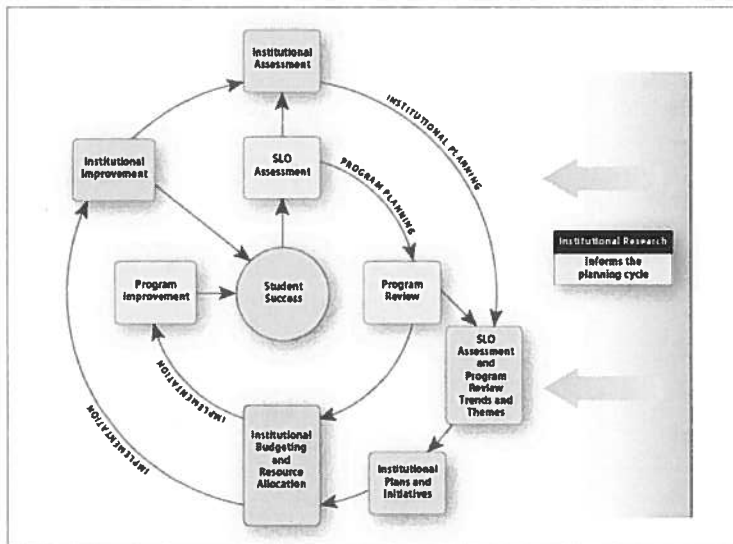
Figure 4: The Integrated Planning Cycle

Recent Changes

Figure 5: Institutional Planning Committees in relation to the institutional planning process

Institutional Planning and Budgeting Committee
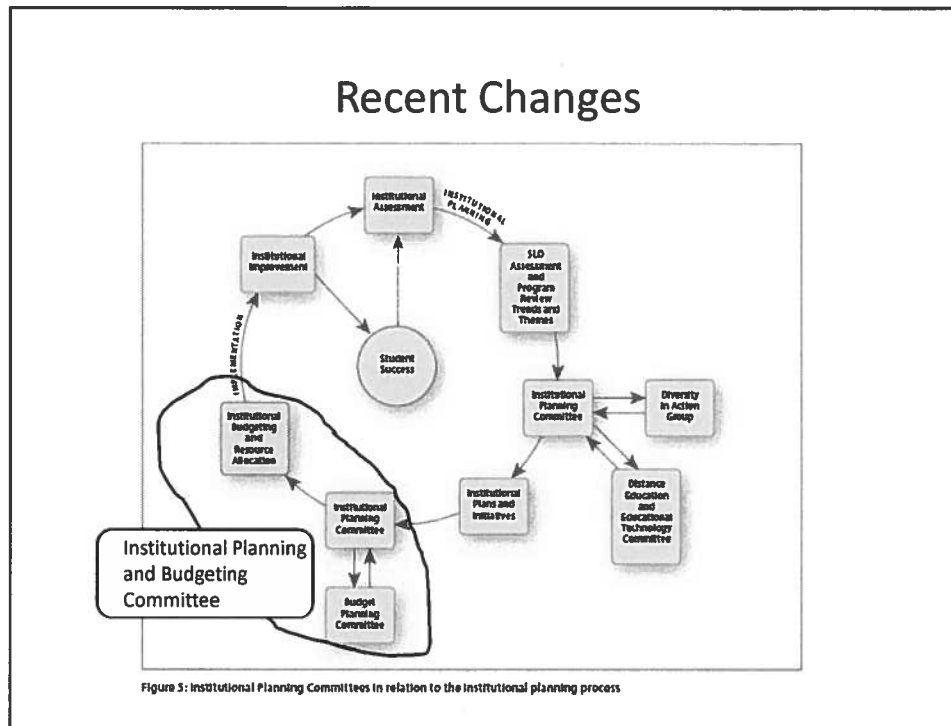
Integrated Planning Cycle

Key features:
- Connections among SLO assessment, program review, and resource allocation
- Continuous institutional assessment
- Institutional improvement
- All in support of student success

Participatory Governance and Decision Making

Number of faculty positions:
- Origination – IPBC
- Review – IPBC
- Final recommendation to Chancellor and Board – President

Specific faculty positions:
- Origination – program review, division prioritization
- Review – Instructional Administrators Council, Cabinet
- Verification of participatory governance – College Council
- Final recommendation to Chancellor and Board – President
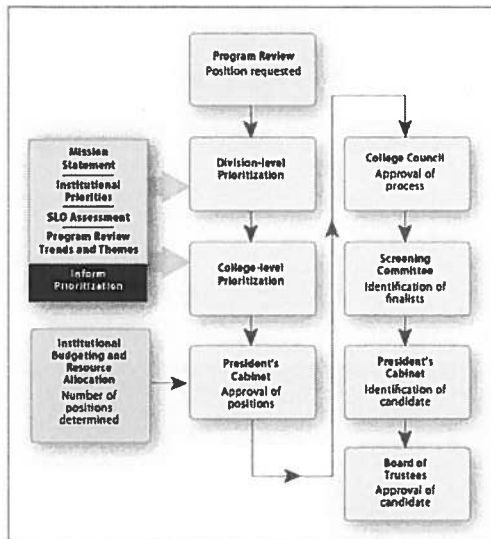
Figure 9: Process for Identification of Full-time Faculty Positions

How Can You Prepare?

College Community:
(everyone)
√ Be aware of self evaluation process and report
√ Review the College's planning cycle
Be welcoming

Leadership:
(student, staff, faculty, administrators, committee chairs)
Read/skim the Standards sections (Vol 1, 2)
Review the Planning Agenda (Vol 3)
Read additional sections relevant to your role

What to do if you are interviewed?

- Be honest
- Be prepared for the types of questions you might be asked:
  - SLOs – use of assessment results in integrated planning
  - Program review process
  - Participatory governance and decision making
  - Institutional planning and budgeting
  - Your role as a member of a standards writing committee; member of an institutional committee

Resources

- Research Questions: John Sewart and Milla McConnell-Tuite
- SLO Questions: David Locke
- General Organization and Information Regarding the Self Evaluation – Laura Demsetz
- Specific Information in Standards: Standard Co-Chairs

Your Questions?

CSM Accreditation

External Evaluation Site Visit Update

The 10-member accreditation team visit to CSM will be October 21–24, 2013
Team Headquarters: Building 18, Room 206

Accreditation Team Visit

To prepare for this month's accreditation external evaluation site visit, College of San Mateo completed a self evaluation, which outlines our perception of the college's strengths and the ways it can be improved. The accreditation team, composed of colleagues from other community colleges throughout California and Hawaii, is now reviewing the self evaluation and the supporting documentation. In addition to this preliminary work, the team once on campus will assure the quality of our institution by talking with faculty, staff, administrators, and students; reviewing additional supporting documentation; visiting classrooms; holding open forums for input; and attending meetings of college groups that are scheduled during the visit. Based on team members' findings, the team will make recommendations on possible areas for improvement or change. All members of the campus community are welcome to speak with team members and to attend the open forums and the exit interview. See details below.

General Information

Members of the accreditation team will be wearing name tags on blue CSM lanyards. If you see members of the team on campus, please make them feel welcome. If you wish to discuss the external evaluation site visit in greater depth, call Jennifer Hughes, Laura Demsetz or Valerie Anderson. Refer to the back page for a schedule of significant events for the accreditation site visit.

Classroom Visits

Members of the accreditation team may visit classes, so don't be surprised if someone drops in.

Open Forums

The campus community is invited to attend Open Forums: **Monday, October 21, 1:00–2:00 pm** and **Tuesday, October 22, 5:00–6:00 pm**; College Center Building 10, College Heights Conference Room 468

Exit Interview

The team chair will present an oral summary of the team's preliminary findings. The campus community is invited to attend: **Thursday, October 24, 1:00 pm**; College Center Building 10, Room 195

College of San Mateo

TEAM CHAIR

Dr. José M. Ortiz, Ed.D.
Chancellor; Peralta Community College District

Dr. José M. Ortiz is chancellor of the Peralta Community College District, which includes Berkeley City College, College of Alameda, Laney College and Merritt College.

Dr. Ortiz holds a doctorate in education policy, planning and administration from the University of Maryland, College Park; a master of arts in teaching English as a second language from West Chester State University (PA); and a bachelor of arts in English from Catholic University of Puerto Rico.

Dr. Ortiz served as superintendent/president of Allan Hancock College in Santa Maria from 2005-2012. Prior to that time, he was an educational administrator in institutions of higher learning including Laney College in Oakland; Solano Community College in Fairfield; Anne Arundel Community College, Maryland; University of Maryland, University College; and University of Puerto Rico, Bayamon.

TEAM ASSISTANT

Mrs. Nancy Meddings
Dean, Academic Affairs; Allan Hancock College

Nancy Meddings has been at Allan Hancock College for 14 years, five of them as a faculty librarian. She currently oversees English, basic skills, distance education, the library, and learning resources. Mrs. Meddings is the college accreditation liaison officer, co-chair of the Technology Advisory Committee, and chair of the Basic Skills Committee.

Prior to her time at the college, she managed media collections for San Luis Obispo County libraries and the Santa Maria Public Library, as well as working for Warner Brothers Research in Burbank for eight years. Mrs. Meddings holds a master of science degree in library and information science from UCLA, a bachelor of arts in English from California State University Northridge, and an associate of arts in theater from Phoenix Community College in Arizona.

TEAM MEMBERS

Mr. Morrie Barembaum
Professor of Astronomy; Santiago Canyon College

Morrie Barembaum has been an astronomy professor at Santiago Canyon College (SCC) for 13 years. While at SCC, Mr. Barenbaum has sat on several governance councils (College Council, District Finance Committee) at the college and district levels. He served as the SCC Academic Senate president from 2008-2012.

Prior to his arrival at SCC, Mr. Barembaum taught physics and AP physics for five years at Irvine High School. He has participated in conferences of the American Astronomical Society, Center for Astronomy Education, and Academic Senate for California Community Colleges. Recently, Mr. Barembaum was appointed to the Citizens' Bond Oversight Committee for Riverside Community College District. In his spare time, he enjoys spending time with his two kids.

Dr. Bonita Nahoum Jaros
Coordinator, Institutional Effectiveness and Assessment; Santa Ana College

Bonita Nahoum Jaros, Ph.D., has been an educator at Santa Ana College (SAC) since 1980. Professor of linguistics in the English Department and institutional effectiveness and assessment coordinator/accreditation liaison officer, Dr. Jaros is known not only for her work in the classroom, but also as a campus leader involved in accreditation, planning and program review. She has been integral to the development of the Vision Themes, the Strategic Plan and the Academic Portfolio Assessment/Program Review Model of the college as well as the Comprehensive Master Plan of the Rancho Santiago CCD.

Dr. Jaros has served as chair of the Curriculum and Instruction Council, Academic Senate president, co-chair of the Accreditation Oversight Committee, the Institutional Effectiveness and Assessment Committee and the district Planning and Organizational Effectiveness Committee. Dedicated to interdisciplinary issues, she also created the Teaching Learning Committee as a vehicle for regular and ongoing interdisciplinary dialogue related to SLOs and other aspects of student success and achievement.

Dr. Jaros is a regular presenter at home and at conferences, and she has published several scholarly articles. Her honors include the Distinguished Faculty Award, the Professional Achievement Award, the Publications Award and the Curriculum & Instruction Award at SAC; the Santa Ana Chamber of Commerce Teacher of the Year Award, NISOD Professional Development Award, the Community College League of California Vision Award and the Chancellor's Award of the Rancho Santiago Community College District.

Dr. Irene Malmgren
Vice President, Academic Affairs; Mt. San Antonio College

Irene M. Malmgren, Ed.D., serves as the vice president of instruction at Mt. San Antonio College. As chief instructional officer, Dr. Malmgren oversees the largest division of the college and all of its instructional programs and services, including seven academic divisions and a workforce of 2,100 full- and part-time faculty, deans, managers, and staff. She is also a member of the President's Cabinet, Mt. SAC's accreditation liaison officer, and oversees strategic academic planning, research, and evaluation.

Dr. Malmgren previously managed academic affairs at Citrus College for eight years, serving as the college's accreditation liaison officer, a member of its collective bargaining team, and as a member of the Citrus College Foundation Board.

Previously, she served Santa Ana College as dean of counseling and as a professor and department chair of psychology. In addition, she presided over the Academic Senate and counseled disadvantaged students from local high schools through Santa Ana's Higher Ground Program.

Outside of education, she was a marriage and family counselor, a training and career development consultant, and a land use analyst for the City of Garden Grove.

Dr. Malmgren holds a bachelor's degree in psychology and a master's in experimental psychology from Cal State Fullerton, a master's in counseling psychology from Chapman University, and a doctorate in organizational leadership from the University of La Verne.

Dr. Katherine McLain
Dean, College Planning and Research; Cosumnes River College

Katherine McLain holds bachelor's and master's degrees in mathematics and a Ph.D. in adult and post-secondary education. She currently serves as the dean of college planning and research and the equity officer at Cosumnes River College (CRC). In this capacity, Dr. McLain is responsible for supporting and providing leadership for the college's research office, planning processes, professional development programs, Center for the Advancement of Staff and Student Learning (CASSL), outcomes assessment, and cultural competence initiatives.

Prior to this assignment, Dr. McLain served as a mathematics instructor for more than 15 years and as the dean of science, mathematics and engineering at CRC for eight years. As a faculty member, she served as department chair, Title III coordinator, and chair of the Professional Standards Committee. Dr. McLain has participated on the college's planning committee for more than 10 years, and for the past seven years has provided leadership and support for the ongoing development of the college's planning and program review processes and the deeper integration of these processes with the college's budget and decision-making processes. When she is not working she enjoys kayaking, biking, hiking, gardening and playing with her six grandchildren (soon to be seven), who are all under the age of 6!

Dr. Ronald Taylor
Superintendent/President; Merced College

Dr. Taylor is superintendent/president of Merced College. He has also served as superintendent/president of Feather River College and as chief instructional officer at Chabot College and Reedley College. He began his teaching career in Kyoto, Japan, and returned to the United States to teach at the University of Virginia. He was also an English instructor at Santa Rosa Junior College, where he subsequently served as department chair and instructional dean.

Dr. Taylor has extensive experience with institutional planning and improving institutional quality, with a focus on student learning. He has served on the Community College League of California's Commission on the Future, and he has been part of several accreditation teams, and recently chaired a site visit. He holds a Ph.D. in English with linguistic emphasis from UC Berkeley.

Mr. Michael Unebasami
Associate Vice President for Administrative and Community Colleges; University of Hawai'i Community Colleges

Michael Unebasami is the University of Hawai'i (UF) Community Colleges' associate vice president for administrative affairs. He is responsible for budget and financial management; human resource management; EEO/AA; facilities planning; marketing and communications; auxiliary and commercial enterprises; emergency, safety and security; and legal and legislative affairs.

Since joining the UH in 1968, Mr. Unebasami has held various fiscal and management positions. His association with the UH community colleges began in 1980 as the director of administrative services at the Leeward campus. In 1983 he was promoted to vice chancellor for administrative affairs in the Chancellor's Office for Community Colleges. He assumed his current title in a reorganization of the UH System.

Mr. Unebasami served five years on the National Association of College and University Business Officers Board of Directors and served as president of the Western Association of College and University Business Officers in 2007. He has actively represented UH in these two national organizations since 1983. In 2005, Mr. Unebasami retired from the Hawai'i Air National Guard after 37 years of service. He received his BBA in 1968 and MBA in 1970 from the University of Hawai'i at Manoa.

Dr. Christopher Villa
Vice President of Student Services; Fresno City College

Dr. Christopher Villa is the vice president of student services at Fresno City College. Prior to arriving at Fresno, Dr. Villa was vice president of student support services at Long Beach City College, assistant vice president for student access and support services at Cal State Northridge, and associate dean of student services at College of the Canyons.

He received his bachelor's degree in social ecology from the University of California, Irvine, a master's degree in public administration from the University of Southern California, and a doctorate in educational leadership and policy from the University of Utah. In his spare time, he enjoys being with his wife, Diane, family and friends, and the family dog, Maya.

Ms. Isabelle Saber
Professor of Mathematics; Glendale Community College

Isabelle Saber is in her 16th year of teaching mathematics at Glendale Community College (GCC). During her tenure at GCC, she has served as the adjunct mentor and coordinator in her division since 2000, member on the Academic Senate, and she held a variety of positions with the Glendale College Guild, including the roles of chief negotiator (2007-10) and president (2011-13). She currently is the faculty coordinator for program review, planning, and accreditation on her campus.

Ms. Saber is a product of the California Community College system: she began her undergraduate education at GCC prior to transferring to UCLA and obtaining bachelor's and master's degrees in mathematics. She is currently finishing her dissertation on the California Community College funding mechanism in the Ed.D. program at University of Southern California. She has lived and studied in three continents and is fluent in four languages.

SIGNIFICANT EVENTS

Monday, October 21

10:00 am. . . . . .Team Member Campus Tour

1:00–2:00 pm . . . . Open Forum
College Center Building 10, College Heights Conference Room 468

Tuesday, October 22

5:00–6:00 pm . . . . Open Forum
College Center Building 10, College Heights Conference Room 468

Thursday, October 24

1:00 pm . . . . Exit Interview
College Center Building 10, Room 195

Interviews and classroom visits throughout the week.

Student Success and Support Program
Nuts and Bolts
Student Success and Support Program
Implementation Summit
September 23, 2013

CALIFORNIA COMMUNITY COLLEGES
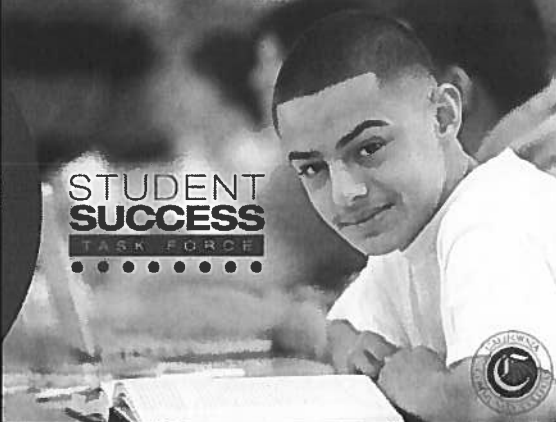
Presentation Overview

- Origins and Purpose of the Student Success and Support Program (SSSP)
- Overview of Title 5 regulations
- Reporting requirements
- MIS Data Elements
- Funding formula and allocations

CALIFORNIA COMMUNITY COLLEGES
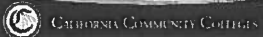
Presentation Overview (continued)

- Student Equity Planning
  - **Debra Sheldon**, Chancellor's Office, Student Services and Special Programs division
- Statewide Technology Projects
  - **Bonnie Edwards**, Chancellor's Office, Technology, Research and Information Systems division
- Priority Enrollment Awareness Campaign
  - **Melissa Conner**, Foundation for California Community Colleges

CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS TASK FORCE
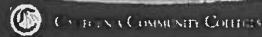
Student Success Act of 2012 (SB 1456)

- First steps to begin implementation of SSTF recommendations:
  - 2.2 – *Require Orientation, Assessment and Ed Plans*
  - 2.5 – *Require students to declare a course of study*
  - 3.2 – *Incentivize success with BOGFW conditions (and enrollment priorities)*
  - 8.2 – *Invest in a Student Support Initiative*
- Links funding to support:
  - 7.3 Student Success Scorecard: Implement the accountability scorecard
  - 2.1 Centralized Assessment: As a condition of receipt of funds, requires colleges to adopt common assessment if the college uses standardized assessment tests (when CCCAssess becomes available)

CALIFORNIA COMMUNITY COLLEGES

Student Success and Support Program
Planning and Implementation Timeline

Fiscal Year 2012-13	Fiscal Year 2013-14	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17

(timeline detail text illegible)

CALIFORNIA COMMUNITY COLLEGES

1

Slide 1

Matriculation	Student Success and Support Program
• Known as the Matriculation Program ➡	Now called the *Student Success and Support Program*
• 8 funded components ➡	3 funded core services: orientation, assessment, counseling, advising, and other student education planning services
• Colleges required to provide core matriculation services, but students not required to complete them ➡	Institutional AND student requirements Incentivizes student completion of core services
• Stand-alone program planning ➡	Clear link to student equity planning
• Funding allocated based on enrollment data for new and continuing students ➡	Funding formula includes services provided as well as enrollment
• Incomplete data reporting on matriculation services ➡	Data required for funding Linked to Student Success Scorecard

CALIFORNIA COMMUNITY COLLEGES

Slide 2

Student Success and Support Program Scope and Intent

...Student Success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success.

Title 5, Section 55500

CALIFORNIA COMMUNITY COLLEGES

Slide 3

Student Success and Support Program Core Services

Orientation:

A process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information...

Title 5, Section 55521

CALIFORNIA COMMUNITY COLLEGES

Slide 4
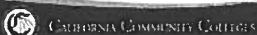
Student Success and Support Program Core Services

Assessment for Placement:

The process of gathering information about ... the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

Education Code section 78213

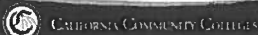CALIFORNIA COMMUNITY COLLEGES

Slide 5

Student Success and Support Program Core Services

Counseling, Advising, Other Education Planning Services:

All first-time students expected to have:

- **Abbreviated Ed Plan** is 1-2 semesters in length
  - or -
- **Comprehensive Ed Plan** ...*take(s) into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take...to complete their identified course of study.*

Title 5 Section 55524

CALIFORNIA COMMUNITY COLLEGES

Slide 6

Student Success and Support Program Core Services

Student Follow-up:

Required for <u>at-risk students</u>

- Enrolled in Basic Skills courses
- Have not identified an education goal and course of study
- Are on Academic or Progress Probation – at risk of losing enrollment priority and BOG Fee Waiver

CALIFORNIA COMMUNITY COLLEGES

Student Success and Support Program Reporting Requirements

- Student Success and Support Program Plan
- Mid-Year Report (Declaration of Unused Funds)
- Year-End Expenditure Report
- Management Information System (MIS) data reporting

Student Success and Support Program Program Plan and Budget Plan

Describes how the college will:
- Provide services
- Allocate program and institutional matching resources
- Fulfill title 5 requirements
- Integrate the program with Student Equity and other planning processes

Submitted every three to five years, updated annually.
Will be due October 17, 2014 for 2014-15 through 2016-17.

Student Success and Support Program Plan

Divided into **five** sections:
I.   Cover and Signature Page
II. Student Success and Support Program Services
   a. Orientation
   b. Assessment
   c. Counseling, Advising, and Other Education Planning Services
   d. Follow Up for At-Risk Students
III. Policies and Professional Development
IV. Program Budget
V.   Attachments
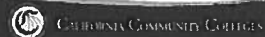
MIS Data Collection

- Reporting Matriculation services was always required but there were no benefits or consequences for colleges to incentivize accurate or complete data.
- SB 1456 requires services provided to students be a factor in allocating Student Success and Support Program funds.
- The data elements were revised in July 2013 by the MIS Data and Funding Formula Work Group.

Student Success Data File

- New Data File (SS)
- Optional for 2013-14, Mandatory for 2014-15
- Current Matriculation Data file (SM) will be collected thru academic year 2013-14.
- MIS will be offering a follow-up webinar in October 2013 with more detailed discussion on the individual SS data elements.
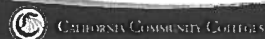
Student Success and Support Program Funding Guidelines
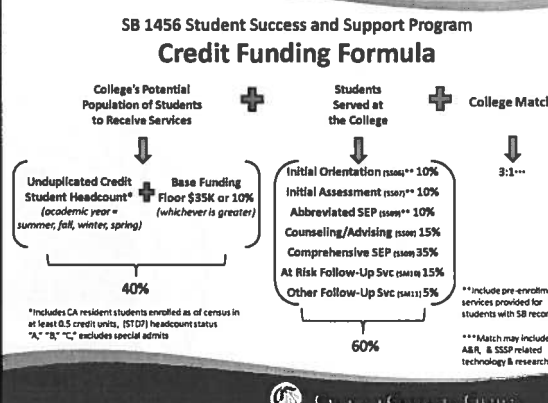
New Credit Funding Formula

Factors:
- Number of Credit Students at Each College
- Number of Students Who Received:
  - Orientation
  - Assessment
  - Counseling
  - Advising
  - Other Educational Planning Services

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SB 1456 Student Success and Support Program
Credit Funding Formula

College's Potential Population of Students to Receive Services + Students Served at the College + College Match

Unduplicated Credit Student Headcount* + Base Funding Floor $35K or 10% (whichever is greater) (academic year = summer, fall, winter, spring)

40%

*Includes CA resident students enrolled as of census in at least 0.5 credit units, (ST07) headcount status "A," "B," "C," excludes special admits

Initial Orientation (SS08)** 10%
Initial Assessment (SS07)** 10%
Abbreviated SEP (SS08)** 10%
Counseling/Advising (SS09) 15%
Comprehensive SEP (SS09) 35%
At Risk Follow-Up Svc (SM10) 15%
Other Follow-Up Svc (SM11) 5%

3:1***

60%

**Include pre-enrollment services provided for students with SB record

***Match may include A&R, & SSSP related technology & research

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Example if SSSP (Credit) funded at $100 M...

College's Potential Population of Students to Receive Services + Students Served at the College + College Match

Unduplicated Credit Student Headcount* + Base Funding Floor $35K or 10% = $88,495 (academic year = summer, fall, winter, spring) (whichever is greater, based on 10% of total state appropriation, divided by # of colleges)

40% = $40 M

Initial Orientation** 10%=$6M
Initial Assessment** 10%=$6M
Abbreviated SEP** 10%=$6M
Counseling/Advising 15%=$9M
Comprehensive SEP 35%=$21M
At Risk Follow-Up Svc 15%=$9M
Other Follow-Up Svc 5%=$3M

3:1

60% = $60 M

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Phase-in for New Funding Formula

- Goes into effect for 2015-16 allocations
- Based on MIS data for 2014-15 enrollments and services (reported in August 2015)
- 2015-16 funding guaranteed at 80% of prior year allocations to allow for transition
- 2016-17 allocations guaranteed at 50% of 2014-15
- 2017-18 and beyond, guarantee returns to 95% of prior year for stability (as long as budget allows)

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Funding Formula for 2013-14 and 2014-15

Allocations based on existing Matriculation formula:
- 2.4 X new credit students plus 1.0 X continuing credit students
- Each college receives at least 95% of prior year's credit allocation (if budget allows)
- Minimum guaranteed base allocation of $50,000 for small colleges
- Credit enrollment headcount based on prior year MIS data
- Match requirement of 3:1
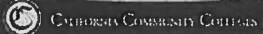
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Noncredit Funding

- Colleges administering non-credit programs certified eligibility in July 2013
- Funding for FY 2013-14 and 2014-15 will be based on formula used from 2001-02 through 2008-09
- Separate noncredit Program and Budget Plans will be required for 2014-15
- New funding formula will be developed during 2013-14 for implementation in 2015-16
- New formula will be based on a combination of eligible students and services
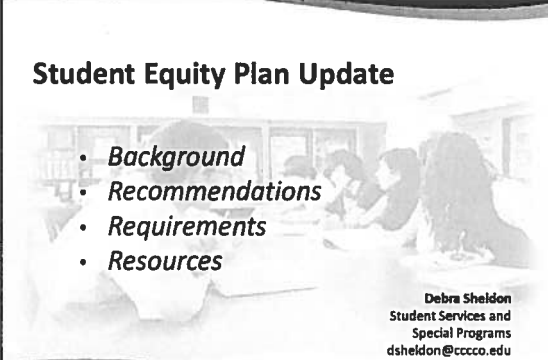
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Allowable Expenditures for College Match

- Credit program requires 3:1 match
  Noncredit program requires 1:1 match
- Matching funds must directly benefit SSSP, such as:
  - Orientation
  - Assessment for Placement
  - Student Education Planning
  - Counseling and Advising
  - Follow Up Services
  - Institutional Research and Technology directly related to provision of core services
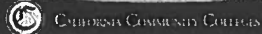 - Admissions and Records

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Student Equity Plan Update

- *Background*
- *Recommendations*
- *Requirements*
- *Resources*

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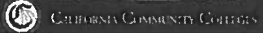
Student Equity Background

2002— BOG adopted recommendations of Task Force on Equity and Diversity for title 5 regulations requiring colleges to develop Student Equity Plan

2003— Chancellor's Office provided guidelines to colleges for development of the plan

2005—Chancellor's Office asked colleges to update/complete Student Equity plan

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Student Equity Background

2008-09 to **2012-13** economic downturn resulted in:
- State budget cuts
- Suspension of many regulatory requirements
- Categorical program flexibility

2011— Student Success Task Force established

2012— Student Success Act of 2012 (SB1456) and reaffirmation of student equity

2013—Student Equity Workgroup convened

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Workgroup Recommendations

- Integrate Student Equity planning into college and district wide planning efforts:
  - Accreditation
  - Educational master planning
  - Program review
  - Basic skills, etc.

- Adopt a holistic approach to planning, budgeting, and delivery of services to support equity in student access and success
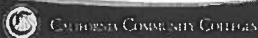
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Student Equity Requirements

- Student Equity Plan Timeline:

  - Plans due every 3-5 years with annual update
  - Initial Plan Due October 17, 2014

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Student Equity Requirements

- Coordinate development of SSS Program Plan (SB 1456) with the Student Equity Plan

- Establish a Student Equity Planning Committee

- Identify strategies to address/monitor equity

- Mitigate disproportionate impact on students

- Coordinate interventions and services for students at risk of academic progress or probation (Title 5, Section 5S100)

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Student Equity Requirements
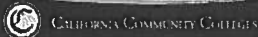
Success Indicators:
- **Access:**
  Percentage of each pop. group enrolled compared group's representation in adult pop. within community served – *Census data; locally available data*

- **Course Completion:**
  Ratio of number of credit courses that students by pop. group complete compared to number of courses in which students in that group are enrolled on the census day of term - *DataMart*

- **ESL and Basic Skills Completion:**
  Ratio of number of students by pop. group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course - *DataMart; Scorecard; Basic Skills Tracker*

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Student Equity Requirements

Success Indicators:
- **Degree and Certificate Completion:**
  Ratio of number of students by pop. group who receive a degree or certificate to number of students in that group with same informed education goal as documented in student ed. plan – *DataMart; Scorecard*

- **Transfer:**
  Ratio of number of students by pop. group who complete a min. of 12 units and have attempted a transfer level course in math or English, to number in that group who transfer after one or more (up to six) years – *DataMart; Scorecard*

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Student Equity Planning Resources

Guidelines for Measuring Disproportionate Impact (DI) in Equity Plans

- Simple Definition of DI:
  "A condition in which some students' access to key courses, resources, and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches."

- To assess equity, analyses should use one or more of the following disaggregated subgroups:
  - Gender
  - Ethnicity
  - Age
  - Disability Status
  - Economically Disadvantaged

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Student Equity Planning Resources

Guidelines for Measuring Disproportionate Impact in Equity Plans

Two methodologies:

- **Proportionality:**
  Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group

- **"80-Percent Rule":**
  Compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup
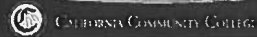
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Student Equity Planning Resources

A Guide to Assessing & Mitigating Disproportionate Impact in Student Success and Support Programs – Developed by the Research and Planning Group for CCC (RP Group)

The guide has been developed to:
- Help colleges better understand concept of DI as it relates to SSSP components and the need to examine relevant data related to these services

- Provide colleges with the tools that will help them conduct DI impact students

- Present strategies that have the potential to mitigate DI

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Student Equity Planning Resources

- Academic Senate for California Community Colleges:
  http://asccc.org (includes papers related to equity and basic skills)

- California Community Colleges Chancellor's Office:
  http://scorecard.cccco.edu

  http://datamart.cccco.edu Includes basic skills, retention/success rate, etc.

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STUDENT SUCCESS

Technology Status Update

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Three Separate Grants

- RFA 13-082: The Online Education Initiative
  - Governed through consortium agreements between colleges, this grant seeks to leverage technology to expand online education, streamline processes, improve success and retention, enhance student services and provide professional development support for online education.

- RFA 13-083: The Common Assessment Initiative
  - Provide a common assessment instrument for each of the curricular areas of English, math and English as a Second Language and a common delivery, administration and data collection and evaluation system to the benefit of all California Community Colleges.

- RFA 13-084: The Education Planning Initiative
  - Provide a comprehensive, technology-based education planning system. The system includes tools for education planning and degree audit as well as, an underlying system of data required for a statewide education planning. Underlying data includes, electronic transcripts, articulation between community colleges and to four year institutions, assessment and program inventories.

Request for Application (RFA) Timeline

September 3, 2013	RFA Released
October 14, 2013	Application Due Date
October 16-25, 2013	Reading and Rating of Applications
October 28, 2013	Intent to Award and Notification, Website post
December 1, 2013	Grant Commencement Date

Online Education Initiative

- Governed by Consortium Agreements
  - Between participating colleges
  - Address policy, procedure, etc.
  - Initial focus:
    - Advance Transfer Degree and other degree applicable courses

- Streamlined Experience
  - Course discovery
  - Registration/enrollment
  - Common course management system
  - Student Services integration
    - Assessment
    - Proctoring
    - Tutoring
    - Planning and Advising
    - Articulation

Online Education Initiative

- Professional Development
  - Quality Course Design
  - Online Teaching Certification

- Address Support for:
  - Basic Skills
  - Credit by Exam

- Next steps after award
  - Advisory Committee
  - Consortium agreement language
  - Request for Information - CMS
  - Request for Proposal –CMS

- Colleges will not be required to migrate to CMS
- Colleges must use the new CMS for courses offered through the Consortium

Common Assessment Initiative

- Common assessment instrument
  - English
  - Math
  - English as a second language (ESL)
- Common delivery and administration platform
- Date Warehouse (Cal-PASS Plus)
  - Testing Information
  - Multiple Measures
  - Research
  - Expand knowledge and understanding of multiple measures
  - Validation

Common Assessment Initiative

- Next steps after award
  - Reconvene Advisory Committee
  - Request for Proposal
  - Test selection/development

Education Planning Initiative

- Support for all colleges
  - Existing education planning and/or degree audit system
  - No existing education planning and/or degree audit system
- System of Data
  - CCC-CCC Articulation
  - Electronic transcripts
  - Program inventory
  - C-ID
- Education Planning and Degree Audit Tool
- Student Portal
  - Streamlined steps and messaging

Education Planning Initiative

- Next steps after award
  - Advisory Committee
  - Discovery Process
    - Request for Information / Request for Proposal
    - Partner with existing programs/tools

Overarching Themes

- Collaboration
- Integration
- Accessible data and tools
- Security
- Evaluation
- Customer engagement (you)

Priority Enrollment Awareness Campaign

September 23, 2013

Melissa Conner
Vice President of Advancement
Foundation for California Community Colleges

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The Priorities Project

- Collaboration between the Foundation for California Community Colleges and the California Community Colleges Chancellor's Office, supported by a $900,000 investment from the Kresge Foundation

- Student outreach campaign and system-wide integrated website designed to encourage students to get on track and stay on track to complete their educational goals

- Promotes "Priority Actions" to help students achieve and maintain priority enrollment:
  - Assessment
  - Orientation
  - Education Plan

Campaign

Step: Forward
Achieve your priority

Data-driven website

- Ongoing resource for students

- Integration with CCCApply to allow for a more personalized user experience

- Public version of the site also available

Give us your feedback

- Stop by our table to learn more about the project and provide your feedback

- Take a quick survey and sign up to win an iPad mini

- Full roll-out for Fall semester 2014

For Additional Information and Updates
http://extranet.cccco.edu/Divisions/StudentServices/
Matriculation/SB1456StudentSuccessActOF2012.aspx