The Student Success Initiative Update, & Other Title 5 Odds and Ends

Presentation for the California Association of Community College Registrars and Admissions Officers Spring Conference May 1, 2013
Presentation Overview

• Overview and Update on the Student Success Act of 2012 (SB 1456)
• Rethinking Student Services
• Overview of Enrollment Priorities
• Update on Repeatability, Repetition, & Withdrawal Regulations
• Question and Answer
Student Success Initiative:
Student Success Act of 2012
(SB 1456)
Fitting the Pieces Together: 

**Student Success Initiative**

- Registration Priorities
- Mandated Services
- Declaring a Course of Study Early
- Scorecard
- Technology Solutions
- Assessment
- Registration Priorities
- BOGFW
- K-12 Alignment
- Student Equity
The SSTF Recommendations & SB 1456

– First step to begin implementation of SSTF recommendations:

• 2.2 *(mandated services)*,
• 2.5 *(declaration of course of study)*
• 3.2 *(BOGFW conditions)*, and
• 8.2 *(Student Support Initiative)*

– Links funding to support:

• 7.3 Student Success Scorecard
• 2.1 Centralized Assessment
Most Important News...
Admissions and Records Costs Can be Counted Towards the 3-1 Match...

**CCCApply is FREE 4 U**

*And, now back to our regularly scheduled programming...*
Matriculation Then & Now…

- Known as the Matriculation Program
- 8 funded components
- Colleges required to provide core matriculation services, *but students not required to complete them*
- Stand-alone program planning
- Funding allocated based on enrollment data for new and continuing students
- Incomplete data reporting on matriculation services

- Now called the **Student Success & Support Program**
- 3 funded core services:
  - orientation, assessment, counseling/advising/other student education planning
- Institutional AND student requirements
- Incentivizes student completion of core services
- Clear link to student equity planning
- SSTF and BOG priority to fund Student Success Initiative
- Funding formula to include services provided as one element
- Linked to ARCC 2.0 Scorecard
Key Requirements

**Mandated Services, EC 78215:** Defines role of BOG in developing policies and processes for mandated student participation in core services, exemption categories, and appeals process.

**New Funding Formula, EC 78216:** Requires BOG to develop funding formula for Student Success and Support Program, including criteria such as services provided.

**BOGFW Changes, EC 76300:** Requires BOG to adopt academic standards for continuing eligibility for the BOG Fee Waiver.
Student Success Act of 2012 (SB 1456)
Student Success & Support Program
Implementation Communication Plan

Board of Governors

Consultation Council

Stakeholder Input

Final draft proposals submitted for broader review & input

Implementation Workgroups develop draft proposals for input

CSSO Workgroup
Matriculation Advisory Committee
Counseling Advisory Group
Financial Aid Regional Reps Advisory Committee

Implementation Workgroups develop draft proposals for input

Title 5 Revision Adhoc Wkgrp
MIS & Allocation Formula Adhoc Wkgrp
BOGFW Wkgrp
Student Equity Wkgrp
Program Reporting Adhoc Wkgrp

Student Services Categorical Input Workgroup

THANK U LINDA, JASMINE, & HENRYx2!
Student Success Act of 2012 (SB 1456)
Student Success & Support Program
Planning & Implementation Timeline

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

District/College-Level Planning Year:
- Develop program plans
- Implement MIS changes & ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Funding targeted to core services of orientation, assessment, counseling & advising, & other education planning services

Implementation Year 1:
- Program plans & budgets submitted
- Continue to ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Legislative implementation report due July 1, 2014 (biannually thereafter)
- Proposed student notification requirement Spring 2015

Implementation Year 2:
- FY 15-16 allocations based on 14-15 year-end data reported
- Application of funding formula beginning this year
- Fall 2015: Proposed requirement of mandated services for first time students

Implementation Year 3:
- FY 16-17 allocations based on 15-16 year-end data reported
- Legislative report due July 1, 2016
Student Success & Support Program Workgroup

Timelines

• Title 5 Revision: November 2012 – March/April 2013
  – Draft for review March/April 2013
  – Consultation Council update April 18, 2013
  – BOG May 6, 2013 1st reading, July 2nd reading & vote

• MIS Revision: November 2012- March 2013
  – Draft for review March 2013
  – Final revision by April/May 2013 (18 month implementation window)

• Allocation Formula: February 2013-April 2013
  – Draft formula for comment April/May 2013
  – Finalized July 2013
What Changes Can We Expect?
Proposed Revisions to
Title 5, Subchapter 6 Matriculation Student Success
and Support Program

• Update the over 20+ year old regulations with the goal of reducing duplication, updating terminology, and improving the clarity and organization of the regulations.

• Changes the “Matriculation” program name to the “Student Success and Support Program.”

• Align the requirements and language in SB 1456
  – such as targeting funding to the core services of orientation, assessment, counseling, advising, and other education planning,
  – add new terminology, such as “course of study” and “career goals,”
  – establish policies for mandated services.
Article 3: *Matriculation Student Success and Support Program Services*

**55520 Required Services**

- Targets funds to required core services in SB 1456: orientation, assessment, counseling, advising, or other student education planning, and follow-up services.
- Adds term “other student education planning services.”
- “Follow-up” services targeted to students at risk of academic and progress probation and dismissal, basic skills students, and undeclared students.
- Processing of applications for admissions deleted consistent with intent of SB 1456.
Article 3: *Matriculation Student Success and Support Program Services*

55523 Counseling, Advising, and Other Education Planning Services

- Provision added to mirror language in SB 1456 (EC 78212 (a)(2)(C)).
- Advisement changed to “advising” and “other student education planning service” added.
- Revisions to this section intended to focus on delivery of the service, not the method, providing institutions with the flexibility locally to meet student needs.
- To address requirements in SB 1456 on the BOGFW provisions, language added to require districts to notify and provide at risk students with an opportunity to receive appropriate support services in order to maintain their BOGFW and/or enrollment priority.
Article 3: *Matriculation Student Success and Support Program Services*

**Student Education Plans**

- The new language better defines the SEP and proposes two definitions: the abbreviated SEP and the comprehensive SEP.
- Requires SEP to be accessible, timely and in electronic form *(which could mean online, PDF scanned copy, available via email, etc.)*.
- Other principles included in this section: that districts minimize duplication *(of students receiving multiple SEPs from various programs that may or may not correspond)*.
Article 4: **Rights and Responsibilities, Exemptions, and Appeals Waivers**

55530. Student Rights and Responsibilities

- The proposed language distinguishes between the requirements of all students versus the requirements of “nonexempt first time students.”
- Mandated service requirements would be targeted to nonexempt first time students. First time students are required to:
  - Identify a course of study, be assessed for course placement, and develop, at a minimum, an abbreviated SEP.
  - Identify a course of study after completing 15 degree applicable units or prior to the end of the third term of enrollment.
Article 4: Rights and Responsibilities, Exemptions, and Appeals Waivers

55530. Student Rights and Responsibilities, con’t.

• First time student is defined as new to the college and excludes students who transfer from another college or university and concurrent enrollment students.

• A college may require the matriculation services for continuing students if the district has the capacity to do so.

• If a student does not complete the matriculation requirements, this may affect a student’s registration priority or course registration in a subsequent term.
Article 4: Rights and Responsibilities, Exemptions, and Appeals Waivers

55531 Institutional Requirements

• The proposed language would require districts to adopt and disseminate clear policies to communicate students’ rights and responsibilities identified in 55530 and to publish these requirements in course catalogues, class schedules, etc.

• Requires districts to provide students with an opportunity to develop a comprehensive SEP within a reasonable timeframe once the student has identified their course of study & earned 15 units.

• Requires districts to provide the services required of nonexempt first time students.
Article 4: Rights and Responsibilities, Exemptions, and Appeals Waivers

55531 Institutional Requirements

- The workgroup drafted language to provide districts with time to implement these requirements:
  - Implementation by Fall 2015 and student notification by Spring 2015.
- The proposed language also encourages districts to avoid duplication of services. For example, instead of having multiple programs provide students with multiple SEPs that may conflict, districts are encouraged to develop one SEP for a student that is updated as the student’s needs and interests change.
- The language also highlights the importance of aligning course scheduling with student needs.
Article 4: Rights and Responsibilities, Exemptions, and Appeals Waivers

55532. Exemptions

• The existing section on “exemptions” has been simplified to make it more clear and concise.
• Districts may exempt students from completing orientation, assessment, and having an SEP if the student:
  1. already has an degree,
  2. is enrolling at the college for avocational purposes completed the services at another college,
  3. is enrolling to complete an academy or certification program (police or fire, etc.), or
  4. Is a Special Admit (concurrent enrollment HS student).
55532. Exemptions

• Exempted students may be given the opportunity to participate in matriculation services.

• The draft language also clarifies that a district cannot exempt a student who is undeclared and removes the sole criterion requirement
Article 4: Rights and Responsibilities, Exemptions, and Appeals Waivers

55534. Violations, Waivers and Appeals

• The language in this section remains primarily the same.
Proposed Funding Formula...
### Proposed SB 1456 Student Success & Support Program

#### Credit Funding Formula

<table>
<thead>
<tr>
<th>College’s Potential Population of Students to Receive Services</th>
<th>Students Served at the College</th>
<th>College Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unduplicated Credit Student Headcount</strong>&lt;br&gt; (academic year = summer, fall, winter, spring)</td>
<td><strong>Base Funding Floor $35K or 10% (whichever is greater)</strong></td>
<td><strong>3:1</strong></td>
</tr>
<tr>
<td><strong>40%</strong></td>
<td><strong>Initial Orientation</strong>&lt;br&gt; <strong>10%</strong></td>
<td><strong>60%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Initial Assessment</strong>&lt;br&gt; <strong>10%</strong></td>
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<td></td>
<td><strong>Abbreviated SEP</strong>&lt;br&gt; <strong>10%</strong></td>
<td></td>
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<td></td>
<td><strong>Counseling/Advising</strong>&lt;br&gt; <strong>15%</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Comprehensive SEP</strong>&lt;br&gt; <strong>35%</strong></td>
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<tr>
<td></td>
<td><strong>At Risk Follow-Up Svc</strong>&lt;br&gt; <strong>15%</strong></td>
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<td></td>
<td><strong>Other Follow-Up Svc</strong>&lt;br&gt; <strong>5%</strong></td>
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</tbody>
</table>

*Includes CA resident students enrolled as of census in at least 0.5 credit units, (STD7) headcount status “A,” “B,” “C,” excludes special admits*

**Include pre-enrollment services provided to students with SB record, but no enrollment**
Re-Thinking How We Serve Students to Improve Success for All

• Keeping mindful of equity & achievement gap issues:
  • Scorecard & Student Equity Planning
• Triage of services based on student needs
• Broader approach to service delivery:
  • Pre and post enrollment services & supports, “just in time,” and intrusive services
  • Supports for at-risk students
• Re-thinking student assessment– moving towards a more holistic approach based on a more thoughtful application of multiple measures & assessment of college readiness
Re-Thinking How We Serve Students to Improve Success for All

• Improving *communication and messaging to students on college expectations and strategies for student success in college*

• Helping students with career and education goal planning early—exploration of career interests (pre-application, pre-enrollment, and post-enrollment)

• Declaring program of study and having student education plan (*initial & comprehensive*)

• Links with community groups and other partners: K-12, local workforce agencies, etc.
Board of Governors Agenda Item & Title 5 Proposal

May 6, 2013

http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings/May2013Agenda.aspx
For Additional Information & Updates

http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx
Incentivizing Successful Student Behaviors: *Enrollment Priorities*

**Focus Area 3:** Ensure access and the opportunity for success for new students

**Recommendation 3.1:** The Community Colleges will adopt system-wide enrollment priorities through adoption of title 5 regulations
New Priority Enrollment in the Title 5, Section 58108 Regulation

Enrollment Priority Requirements for ALL Students:

- **New students** required to complete orientation, assessment, and have education plans
- **Continuing students** cannot exceed the 100 unit threshold and must be in good standing

Order of Priority:

1. Active duty military & veteran students and current and former foster youth
2. EOPS & DSPS students
3. Continuing students in good standing and new, fully matriculated students.

District flexibility to set priorities and categories for other students
Loss of Enrollment Priority, Exemptions, & Appeals

Continuing students lose enrollment priority if they...

- Earn more than 100 units
- Are on academic or progress probation for two consecutive terms

Exemptions: Districts may exempt categories of students from the 100 unit limit

Appeal Policies: Districts required to adopt an appeals policy and process for extenuating circumstances, students who are disabled and applied for, but did not receive, timely reasonable accommodation
At the risk of repeating myself...

Credit Course Enrollment Limitations

By... Michelle Goldberg, CCCCO, Legal Counsel
The BIG Picture

The World Pre- July 2011:
- Repeats and withdrawal separated with result that students could seemingly enroll in the same course almost indefinitely
- Students could withdraw from a course four times and also repeat the course several times

Post-July 2011 and July 2012:
- BOG adopted a series of changes to the regulations governing credit course repetition. Those changes fall into two categories:
  - Reduce the number of times a student can enroll in the same course
  - Clarify
But wait, there’s more...

- Changes pending before the Board of Governor’s now to further clarify and conform the regulations to the changes that were adopted in 2012 and 2013.
  - Courses offered for variable unit on an open-entry/open-exit basis
  - Apportionment for courses related in content
  - Clarifying the relationship between repeatable courses and alleviation of substandard grades
  - Reference changes
Clarification of Terms

- Enrollment
- Repetition
- Repeatability
### In General

<table>
<thead>
<tr>
<th>Enrollment Limits</th>
<th>Apportionment Limits</th>
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<tbody>
<tr>
<td>55024, 55040-46</td>
<td>58161</td>
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<tr>
<td>• What districts can and can’t let students do</td>
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<td>• Establishes the ceiling-district discretion to set “floor”</td>
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<tr>
<td>• What enrollments districts can get paid for</td>
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**Elias says...**

“These regulations go hand in hand... always refer to both!”
One and Done

• A student who receives a satisfactory grade in a credit course cannot enroll again in that course except in very limited circumstances. These include:
  – Significant lapse of time
  – Variable unit courses offered on an open-entry/open-exit basis
  – Occupational work experience courses
  – Students with disabilities repeating a special class
  – Legally mandated courses
  – Courses necessary as a result of a significant change in industry of licensure standards
  – The course has properly been designated as repeatable
Three and Done

• District policy may permit a student who does not receive a satisfactory grade on the initial enrollment, i.e., does NOT receive an A, B, C or P to enroll again in the same course.

• Students permitted to enroll again in a course are typically limited to the original enrollment plus two more enrollments.

• Remember, an enrollment occurs whenever a student receives an evaluative or nonevalutive symbol.
Retroactive Application

• In determining the total number of enrollments, district must count all enrollments by a student in a course, even those enrollments that occurred before January 2013, the effective date of the revised regulations.
Grades/Credit - Generally

• The district’s grading policy must require that all work in all credit courses be graded consistent with section 55023.

• However, in some instances prior grades may be disregarded in calculating a student’s GPA (e.g., alleviation of substandard grade).

• The student’s permanent academic record must clearly indicate any course repeated using an appropriate grading symbol and be annotated in such a manner that all work remains legible insuring a true and complete academic history.
55041 Repeatable Courses

• Course repetition (55040) vs. repeatable course (55041)

• Only three types of courses are repeatable:
  – Where repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree
  – Intercollegiate athletic courses (includes related conditioning courses)
  – Intercollegiate academic or vocational competition
Courses Necessary to Meet Major Req.

• Districts may designate a course as repeatable if CSU or UC (not a private college) requires their students to repeat that course as part of the major requirements.
• A district will only be paid for four enrollments, but the regulations do not set a student limit. The student limit is whatever is “necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree.”
Courses Necessary to Meet Major Req. cont...

- If the course is active participatory in p.e., v.a., or p.a., then related course limitation applies (more in minute)
- Audit: districts need to maintain those records for the Chancellor’s Office to independently determine the adequacy of the course enrollment, attendance, and disenrollment claimed.
  - For these courses must maintain a copy of the documentation supporting the claim that the course was necessary to meet the major requirements, such as the applicable CSU/UC catalog.
  - A letter from a faculty member is not sufficient, nor is inclusion in Transfer Model Curriculum requirements solely.
Intercollegiate Athletics

• Districts may designate two types of courses as repeatable pursuant to this section:
  – Those courses in which the student athletes are enrolled to participate in an organized competitive sport sponsored by the district
  – A condition course which supports the organized sport

• Intercollegiate athletics courses are NOT considered p.e. courses for the related content limitations.
• Conditioning courses do not include sports theory courses.
Intercollegiate Athletics & Apportionment

- Technically, no limit on the student, but there are limits on apportionment.
- As with any other course designated as repeatable, apportionment is limited to up to four enrollments in that course. (58161)
- However, section 58162 limits a district to claiming no more than 175 contact hours per FISCAL year for each:
  - the intercollegiate athletic course dedicated to the sport AND
  - the courses that focus on conditioning or skill development for the sport.
Intercollegiate Academic/Vocational Competition

• One of the three types of courses that may be designated repeatable pursuant to district policy, if the following conditions are met:
  – The course must be specifically designed for participation in non-athletic competitive events,
  – The competition must be between students from different colleges,
  – The competition must be sanctioned by a formal collegiate or industry governing body, AND
  – The participation in the event must be directly related to the course content and objectives.
Active Participatory Courses in PE, Visual and Performing Arts

– Students can now only these active participatory courses one time (unless exception applies)
– Section 55040(c) – not dissimilar to previous rules regarding related courses, limited to four enrollments in courses that are “related in content” which is now defined (55000(l))
– Applies only to the following courses that are related in content:
  • Physical education courses
  • Visual arts courses, or
  • Performing arts courses.
– Limit of four applies even if substandard grade or “W” received, or petitions for extenuating circumstances
Courses Related in Content and Repeatability

• Even if the course is properly designated as repeatable, if the course is an active participatory course in physical education, visual arts or performing arts, the related content limitation applies.

• The difference is, if the course is repeatable, the student can take the same course more than once, OR a combination of courses that are related in content four times, including the repeatable course.
Grandfathering

- Much like the rule regarding retroactive application, a student who previously enrolled in a repeatable course (the old activity courses) four times (as was allowed), cannot enroll in the course that has now been “leveled”.

- E.g., the student took swimming 101 four times prior to 2012. Swimming now has been leveled into four courses, beginning (102), intermediate (103), advanced (104) and elite (105). The student cannot take the new swimming courses because they are PE courses related in content to the course previously repeated.
55040(b)(6) Occupational Work Experience

- Occupational work experience vs. general work experience
  - Only occupational work experience can be repeated pursuant to this exception. Meaning a student receiving a satisfactory grade in a general work experience course cannot repeat that course (but nothing prohibits the student from taking a different general work experience course)
District policy may permit students to enroll multiple times in an occupational work experience course if:

- The district only offers one course in occupational work experience in a given field,
- The one course offered is NOT offered as a variable unit open-entry /open-exit course,
- The student permitted to enroll in the course again does not exceed a total of 16 semester or 24 quarter credit course in Cooperative Work Experience Education, AND
- The student does not exceed the max of eight credit hours earned in one enrolment period in occupational work experience education.
55043 Significant Lapse of Time

- Significant Lapse of Time:
  - Recency as a prerequisite for another course
  - Other higher education institution’s requirement

- No less than 36 months
  - Exception
    - Other higher education institution requires sooner than 36 months

- Active participatory courses in p.e., visual or performing arts still limited to four times within the related courses
55044 Variable Unit Course Repetition

• For the exception to apply that allows repetition the variable unit course **must be offered on an open-entry/open-exit basis.**

• Student can enroll as many times as necessary to complete **one time** the entire curriculum of course.

• Repetition of variable unit course very limited!
• Pending amendments to regulations eliminate repetition if p.e., v.a. or p.a.
58161 Apportionment for Course Enrollment

– Limit of 3 enrollments, any which way the student gets there...

– +1 provision=
  • If a student petitions and the district approves, a district may collect apportionment for 1 additional enrollment for:
    » Extenuating circumstance
    » Significant lapse of time

– Exemptions:
  – MW
  – Legally mandated training
  – Disability related accommodation for special classes
  – Variable unit open entry/open exit courses *(note: evaluative/non-evaluative symbol must be recorded)*
  – Occupational work experience
  – Extraordinary condition
Comments or Questions?
Thank YOU