Committee Reporting Form
CCCCIO Representatives on Statewide Committees

Committee:	CCCCIO Rep:
California Community College Chancellor's Office **Student Success and Support Act of 2012 Title 5 Workgroup**	Irene Malmgren, Ed.D. Citrus College – 626-914-8881 imalmgren@citruscollege.edu Meridith Randall, JD Shasta College – 530-242-7524 mrandall@shastacollege.edu
Meeting Date: November 5, 2012	**Meeting Location:** Holiday Inn, Sacramento

Committee Charge:

- The goal of the Chancellor's Office Student Success and Support Act of 2012 Title 5 Workgroup Is to review existing title 5 matriculation related regulations and provide input into the development of a title 5 regulatory proposal that will align with, and implement, the provisions of SB 1456.

- Workgroup is composed of 18 members representing various constituent groups. This is a short-term workgroup that may meet 5-6 times. Conference calls may facilitate the work of the group. A regulatory proposal to implement provisions of SB 1456 may be presented to the Board of Governors in March or May 2013.

- This group is advisory to the Chancellor's Office. The decision-making process is generally done by consensus. The Chancellor considers input and recommendations from the group in the final decision-making. The Chancellor makes the final decisions.

- Workgroup member responsibilities include:
  1. Advance meeting preparation to fully engage in discussions and deliberations
  2. Reporting back to constituent executive body for input
  3. Participation in all meetings if you are unable to attend, please plan for an alternate to attend.
  4. Broad communication to constituent group when proposals are ready for public input

- There is a SB1456 webpage for the public (http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx). Not all meeting documents will be available on this site. Conversations during meetings and draft proposals are just that, "draft" and

are meant for the workgroup. We will let you know when things are ready for public review.

Meeting Agenda Topics:

SB 1456 Overview

- Student Success Task Force (SSTF) focused on eight areas and 22 recommendations
- SSTF links funding to the Student Success Scorecard (recommendation 7.3) and Centralized Assessment (recommendation 2.1)
- In sum, SB 1456Provides a "policy framework", re-purposes and re-focuses Matriculation on core services of orientation, assessment, and counseling/advising to assist students in developing education plans, leverages technology to reach a greater number of students, and requires the Board of Governors to adopt policies to mandate orientation, assessment, and student ed. plans, along with an exemption and appeals process.
- SB 1456 begins implementation of several of the SSTF recommendations:
    1. 2.2 (mandated services)
    2. 3.2 (BOGFW conditions)
    3. 8.2 (Student Support Initiative)
- The current Matriculation appropriation line item will serve as the funding for the Student Success and Support Program.
- Bill becomes effective January 1, 2013.
- Matriculation has eight funded components and SB 1456 focuses on three core services on orientation, assessment, and counseling/advising/other student education planning.
- Matriculation is now known as the Student Success and Support Act.

RP Group Student Support Services Research Outcomes – presented by *Dr. Darla Cooper, Director of Research and Evaluation - RP Group*

Dr. Cooper's presentation focused on four different projects:

I. *Student Support (Re)defined* – research study sought to look at student support services that improve student success for all students, paying special attention to African-American and Latino learners at 15 community colleges in California. The study provided direction from students on strategies that could help them succeed. 784 interviews and 12 focus group.
- Six success factors in the research provided the framework for this research:
    1. Directed – has a goal and knows what to do to accomplish it. One of the top drivers of achievement identified by students. Student highlighted counselors and faculty as those who helped them find direction. Students want to be able to see their progress live as not

only is this helpful they also get motivated to see their progress.

2. Focused – idea of students staying on track. What keeps them motivated and going to class? Ability to see their own progress helps students stay focused.

3. Nurtured – somebody cares. This factor linked to all of the other factors.

4. Connected – links with the engaged factor; emotional kind of thing; the people (teachers, counselors, peers) make students feel connected.

5. Engaged – being an active participant in your learning. Learning happens inside and outside of the class.

6. Valued – do you add value to the campus, to the local community? In most cases it was leadership opportunities (formal and informal). The main one that came up was helping others. The opportunity for feedback makes student feel valued (i.e., ask me my opinion).

Key Themes from the *Student* Support (Re)defined research:
- Colleges need to help foster students' motivation
- Colleges must help students learn how to succeed in the postsecondary environment
- Multiple coordinated and integrated elements must come together to help students reach their goals
- Strategic investments in comprehensive support are critical to the success of historically underserved students.
- Everyone has a role in supporting student achievement, but faculty must take the lead.

II. *Completion by Design (CBD)* – a signature 5-year initiative of the Bill & Melinda Gates Foundation's Postsecondary Success Strategy. In the second year of the initiative. The goal is to raise community college completion rates for students (focus on low-income students under age 26). Three cadres in Florida, North Carolina, and Ohio. Question - How can a community college raise completion rates for large numbers of students while containing costs, maintaining open access and ensuring quality? Answer – Develop strong completion pathways, defined as integrated policies, practices, programs and processes designed to maximize students' progress from start to finish. (www.completionbydesign.org)

- CDE Pathway Principles
    1. Accelerated entry into coherent programs of study
    2. Minimize time required to get college ready

3. *Ensure every student know requirements to succeed*
4. *Customize and contextualize instruction*
5. *Integrate student support with I instruction*
6. *Continually monitor student progress and proactively provide feedback*
7. *Reward behaviors that contribute to completion*
8. *Leverage technology to improve learning and service delivery*

III. *Basic Skills Research Project* – joint project of UC Berkeley and RP Group to understand what happens in basic skills instruction. Involves 20 community colleges; 169 classroom visits and 323 practitioner interviews. (www.rpgroup.org/projects/basic-skills-research-project)

Relevant Key Findings of the Basic Skills Research Project
- Misalignment between assessment tests and course content
- Lack of integration between instruction and student services
- Laissez-faire vs. proactive and intrusive

IV. *Aspen Prize for Community College Excellence* – identifies colleges that have outstanding outcomes for completion, labor market alignment, and equity. (www.aspeninstitute.org/policy-work/aspen-prize)

Overall Key Messages/Implications of the Aspen Prize:
- Need to look at reform and change from the *view of the students*
- Matriculation is currently frontloaded with very little contact afterwards with exception of academic probation and graduation
- If changes to student services are not integrated with instruction, successful and lasting reform is less likely
- Most efforts to date have only nibbled at the edges of reform affecting pockets of student s; in order to impact large groups of students, we must act systematically
- Need more than changes to law, colleges need to help with implementation, how to change not just what to change

State of Matriculation: Enrollment and Matriculation Services Data
This brief presentation provided an overview of California's community college enrollment trends. Highlights are below:
- Increased demand on the system - In the last 15 years, enrollment has grown 44%
- Substantially reduced resources - 47% of CCC students report they cannot enroll in needed classes, compared to 28% nationwide

- Unacceptable completion rates - Of the 18% of students who begin one level below transfer-level, only 42% ever achieve a certificate, degree, or transfer preparation
- Over the last decade, the system has continued to serve a greater number of Latino students
- There was only a slight variance over the decade in student gender
- A far greater percentage of students today are continuing; this is offset by smaller first-time and K-12 special admit student populations
- The two major budget downturns in the 2000's caused losses in first-time/special admit students
- There are now a greater percentage of students self-identifying themselves as "degree, certificate or transfer-seeking" and fewer non-degree-seeking students
- The colleges now offer 15,000 fewer classes annually than 10 years ago and 60,000 fewer classes than two years ago
- Class sizes are now 4.5 students higher than they were 10 years ago
- In 2009-10 alone, 133,000 first-time students were unable to register for a single course due to lack of space
- 2008-09, the height of Matriculation funding was over $101 million to fund, on a 3-1 local match basis, college admissions, assessment, orientation, counseling & advising, and follow-up services for students
- Since the budget cuts of 2009-10, Matriculation funding was reduced by 52% and is currently funded at a level of $49 million
- First-Time Students - first-time status is defined as a student who took a credit or noncredit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- Current regulations allow colleges to determine exemption policies– policies include, but are not limited to, exempting students who have completed an associate's degree or higher, for a growing number of colleges, student's who've demonstrated proficiency on the EAP, students who've earned a C or higher at an accredited college, etc.
- Percentage of credit students exempt from assessment in 2009 was 7.9%
- Percentage of noncredit students exempt from assessment in 2009 was 2.2%
- Over the past decade, degree and certificate production has increased 26.3%
- Discussion
- Some colleges have already eliminated courses at the lowest level. Once students are assessed and assess at a level below the college's "floor" offerings, what happens to these students? Chancellor Scott was very opposed to setting a "floor" during the SSTF meetings. Even so, we need to find a way to still have basic skills, and to college level within a year. We have a big problem with students coming out of k-12 not ready for college ready courses.
- The Matriculation data elements were never required or linked to funding and as

a result there is variation in reporting, including definitions of terms. On Wednesday (November 7, 2012), another Title 5 Workgroup focusing on MIS data elements and funding will convene.

Overview of Existing Title 5 Matriculation Regulations

Existing Title Matriculation regulations were reviewed. These regulations were reviewed alongside of the SB1456 language.

- The document titled, Principles and Considerations on Terms in SB 1456 is a summary of stakeholder feedback provided to the Chancellor's Office to date. Groups providing input include the Matriculation Advisory Committee (MAC), the COAGC, and CSSOs.
- In terms of naming the new program, the MAC provided input and the overall consensus of the group was they wanted to leave matriculation with a small 'm;' they wanted to keep that idea of matriculation as a process.
- Currently the Chancellor's Office compliance audits do not include the Matriculation Program. This was done as a result of the categorical flexibility provision triggered in 2009. Moving forward, the Chancellor's Office will put the new program back in for the auditing process.
- Stephanie Dumont, representing the Academic Senate mentioned the Senate's recent paper on counseling. Kimberly will send this document to the group.
- Rhonda Mohr from the Chancellor's Office, Financial Aid Office wanted to know if the group was interested in learning how various concepts under consideration by this group are either already defined by financial aid regulations, or are under development. The group wants to know when ideas and terms intersect with financial aid but are cautious about fully using the same definitions recognizing that some financial aid terms and concepts continuously change. It is important to keep in mind how things impact students.
- The group was concerned about understanding intersections with other programs such as requirements for Veterans. Sonia mentioned that a categorical group will be convened and meet before the end of the year. The group suggested including representatives Nursing, athletic programs, Financial Aid, Non-credit, Foster Youth, and other categorical programs.
- Section 78212(a)(3) references student responsibility "the completion of courses and maintenance of academic progress toward and educational goal and course of study as identified in the student's educational plan". Does this mean that any courses a student completes that are not part of their SEP as part of the course of study will not be counted in terms of defining and calculating progress (e.g., grade-point calculation, courses included)?
- Understanding the bullet-item above is critical to assist with enrollment management and course scheduling.
- Orientation – may want to consider a tiered or module system where various aspects of orientation happen at different times (at the beginning of a course, at various momentum points, etc.)
- In terms of declaring an education goal, Michelle Christensen, representing the Student Senate and also a member of the MAC indicated that the MAC had discussion about not allowing "undeclared" or "undecided" as an option. Sherrie

Guerrero, representing the CSSOs, commented that if a student does not know could be a valuable data point so that specific services could be directed to the student to assist them with identifying a goal.

- In terms of the 60-unit transfer requirement, there is little room for additional units and time to accommodate courses such as a student success course of a tiered orientation.
- In terms of the appeal process referenced in SB section 78215(a)(3), this group will need to consider what a student is appealing.
- Matriculation had a follow-up component; can follow-up now be where momentum points are addressed?

Several questions were posed to the group for consideration

1) *Rethinking the program name: Matriculation & Student Success and Support Program*

Notes:
- Keeping matriculation with a small 'm' would provide continuity
- Sierra College already changed their MAC to the Student Success Act Committee. This name change caused the college to rethink what it is.
- Matriculation has had a less favorable view outside our system – many people, including students didn't know what it meant. Matriculation has been a name that has been used internally.
- El Camino has already incorporated MAC into the SSTARS (Student Success, Transfer and Retention Services), a program in its 10th year.
- Changing the name can work to eliminate the big divide between instruction and student services
- Could the word "support" be removed?
- Stephanie Dumont, representing the Academic Senate indicated that her constituency would more than likely would want to keep the term "support" in the program name

Recap: most of the group is supportive of matriculation with small 'm' and most of the group is supportive to change the name to Student Success to help foster institution ownership. Some colleges have already changed the Program name; student success is how student see the experience.

For now we will use the title: Student Success and Support program

2) *What are the new requirements in SB 1456 that are <u>not</u> already addressed in existing title 5 regulations?*
- Identification of a career goal language
- Counseling and advising definition. Some think these should be considered the same and Stephanie Dumont, representing the Academic Senate pointed out their paper on counseling suggests these two are not the same.
- Need a provision on assessment and use of multiple measures
- Define student education plan
- Section 78215 is the provision on mandating services and will need to add this language. May consider a phase-in approach where we start with one component such as assessment)

- Add to institutional research section the effectiveness of the programs and not just counting outputs like title does now
- Need to define a counseling contact to capture on-line, group sessions, etc.

3) What requirements are already addressed in title 5 for Matriculation?

The remaining discussion resulted in the following revised title 5 tables of contents for the new Student Success and Support Program. The services were reordered to better reflect how the student may experience them.

Article I. Scope and Definitions
Definitions (look at the *Principles and Considerations* document to write this section)
Matriculation Plan (the requirements of the Plans will need to change)

Article Two: Student Success and Support Program Services
Institutional Requirements & Accommodations
Student Mandatory Requirements
Orientation
Assessment
Counseling/Advising and Other Educational Planning Services
Student Rights
Student Responsibilities (not certain we want to keep this section in title 5 as it is state law)
Exemptions
Violations, Waivers and Appeals

Article Three: Accountability
Evaluation
Data Collection (may want to collapse the evaluation section so this section would be data collection
and evaluation)
Training and Professional Development
Funding

Next Steps and Adjourn
- Workgroup members will share information with their constituent group(s)
- Kimberly will provide all meeting materials in electronic format, including the Academic Senate paper on counseling
- Chancellor's Office will begin writing selected sections of title 5 based on feedback received to date

Next meeting dates:
December Doodle Poll will be sent by Kimberly
January 31, 2013, at the Chancellor's Office, conference room 3A/B
February 25, 2013 at the Chancellor's Office, conference room 3A
March 18, 2013 at the Chancellor's Office, conference room 3B

Topics for CCCCIO consideration/discussion:

Please review the minutes and let me know if there are specific areas of concern to you as a CIO. In particular, look at impact of integration of Instruction and Student Services, the Completion by Design model, Basic Skills Research Project, and focus on pathways to completion