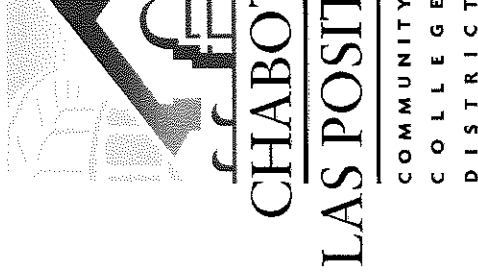


Student Success Act of 2012 (SB 1456): Allocation Formula

Presentation for:
CLPCCD Board of Trustees

Diana Z. Rodriguez
Vice President, Student Services
Las Positas College

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Vice President, Student Services
Chabot College



July 16, 2013

Matriculation Then & Now...

- Known as the Matriculation Program → • Now called the Student Success & Support Program
- 8 funded components → • 3 funded core services:
 - orientation, assessment, counselling/advising/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 to include services provided as one element**
- Incomplete data reporting on matriculation services → • **Linked to ARCC 2.0 Scorecard**

SB 1456 Student Success & Support Program Credit Funding Formula

College's Potential
Population of Students
to Receive Services

Students
Served at
the College

Unduplicated Credit
Student Headcount*
*(academic year =
summer, fall, winter, spring)*

Base Funding
Floor \$35K or 10%
(whichever is greater)

40%

Initial Orientation** 10%
Initial Assessment** 10%
Abbreviated SEP** 10%
Counseling/Advising 15%
Comprehensive SEP 35%
At Risk Follow-Up Svc 15%
Other Follow-Up Svc 5%

60%

SEP

Proposed Implementation Timeline

- The new funding formula would be phased in. The new funding formula would be run to generate allocations for 2015-16 (based on 2014-15 data).
- Colleges' allocations will increase \$50 million 2013-14 to allow colleges to make any programming changes and ensure accurate and consistent reporting of student data.

Subject: Priority Registration Changes effective Summer/Fall 2014

Dear Chabot College Student:

The California Community College Board of Governors approved a policy change to establish system-wide registration priorities. The new regulations are designed to ensure that classes are available for students seeking job training, an associate degree or transfer, and to reward students who are making academic progress towards their academic goals.

Beginning Summer/Fall 2014, new and continuing students who have completed college orientation, assessment and developed education plans through Counseling Center, as well as continuing students in good academic standing who have not exceeded 100 degree-applicable units, will have priority over students who do not meet these criteria.

Foster Youth & Veterans followed by students in EOPS (Extended Opportunity Programs and Services) and DSPS (Disabled Students Programs and Services) who have completed orientation, assessment and have a developed student education plan, will continue to have the highest level of priority.

You may lose priority registration:

1. If you are on academic/progress probation for 2 consecutive terms and/or
2. If you have accrued/completed 100+ units of degree-applicable courses.

Students should see a Counselor for assistance: www.chabotcollege.edu/Counseling.

Special Program students should see their Counselor in their program:
www.chabotcollege.edu/specialprograms/.

We wish you the best in your academic and career goals, and are here to support you as these new registration policies are implemented.

Chabot College
25555 Hesperian Blvd.,
Hayward, CA 94545

History:

In 1986, the California Legislature passed Assembly Bill 3 (AB 3), the Seymour-Campbell Matriculation Act, establishing the matriculation process in California Community Colleges. In 1990, the Board of Governors adopted formal regulations to delineate procedures, activities, and prohibited practices related to the implementation of the process. These regulations were contained in Title 5 of the California Code of Regulations.

In 2012, the California Legislature passed Senate Bill 1456 (SB 1456), the Student Success Act of 2012, transforming the previously established Matriculation Program noted above into the revised Student Success & Support Program. The Student Success & Support Program is the new matriculation process in California Community Colleges effective January 26, 2013. Beginning January, 2013, Community Colleges are charged with communicating expected changes for students under the new Student Success Act. The provisions of the Student Success Act of 2012 will be implemented in Spring, 2014, as students register for their Fall 2014 classes.

It is important current and incoming students are made aware of the impact of the impact of the Student Success Act of 2012.

Effective at registration for Su/F14 →

What Does It Mean To Students?

A. Changes in Priority Registration Status:
1st level priority-active duty military & veterans (Ed. Code section 66025.8 requires community colleges to grant priority enrollment to any member or former member of the Armed Forces of the U.S. within 4 years of leaving active duty) AND current or former foster youth (Ed. Code 66025.9 requires priority enrollment for current and former foster youth up to, and including, age 24) **WHO ARE NEW/CONTINUING & FULLY MATRICULATED IN GOOD STANDING.**

2nd level priority-EOPS & DSPS students **WHO ARE NEW/CONTINUING & FULLY MATRICULATED IN GOOD STANDING.**

3rd level priority-Continuing and new students **WHO ARE NEW/CONTINUING & FULLY MATRICULATED IN GOOD STANDING.**

B. Excess unit condition:
Continuing students would LOSE enrollment priority if they:

1. earn more than 100 units (not including non-degree, basic skills and ESL, and special classes for students with disabilities)
2. are on academic OR progress probation for 2 consecutive terms

C. Loss of Board of Governors Fee Waiver:

1. earn more than 100 units (not including non-degree, basic skills and ESL, and special classes for students with disabilities)
2. are on academic OR progress probation for 2 consecutive terms

What Does It Mean To Be "Fully Matriculated"?

Being fully matriculated means the student has completed 3 funded core services:

1. Assessment
2. Orientation
3. Counseling/Advising/Other Student Educational Planning

What Does It Mean To Be in "Good Standing"?

1. NOT on Academic Probation-you are NOT on academic probation if your cumulative (ongoing total) GPA is 2.00 or higher.
2. NOT on Progress Probation-you are NOT on progress probation if you have earned grades of A, B, C, D, F, Cr, or NC in 50% or more of the total units you have attempted.

What Can I Do If I Lose My Priority Status?

Chabot College will have an appeals policy and process in place for students who:

1. Lose enrollment priority due to extenuating circumstances
2. Are disabled and who applied for but did not receive timely reasonable accommodation
3. Demonstrate significant and satisfactory academic improvement in subsequent term(s).

When Are These New Policies Implemented?

These regulations will be implemented during Spring 2014 for Su/Fall 2014 registration cycle.

Rev. Su/F 2014 Priority Registration Criteria:

Status	Criteria
1 st	Active Duty Military, Veterans, & Former Foster Youth who are NEW/CONTINUING & FULLY MATRICULATED IN GOOD STANDING
2 nd	State Mandated Special Program Students in EOPS & DSPS who are NEW/CONTINUING & FULLY MATRICULATED IN GOOD STANDING
3 rd	NEW/CONTINUING STUDENTS WHO ARE FULLY MATRICULATED IN GOOD STANDING College District will be given the flexibility to set priorities and categories within this group based on criteria such as number of units completed, etc.
4 th	High School Concurrent Enrollment Students (based on availability and funding resources)

Students MUST be registered in at least one course past the "NGR" Deadline each semester to maintain priority registration status as a continuing student PLUS meet the matriculation and good standing criteria noted here.

DRAFT-CEH/SSAP/priority/RegCriteriaBrochure022713

Seeking Counseling Services – Impact Dates:
Use the following as an availability guide for Counseling Services at Chabot College, to manage your time efficiently.

Legend:

- ⊗ Most Available Dates – recommended for all services, including long range planning, transfer & general counseling.
- ⊙ Least Available Dates – expect high impact & limited services. Best option is to seek general information from Front Desk Counseling. SEE INFORMATION ON BACK OF THIS HANDOUT.

Note - Priority given to students needing probation services, Fin. Aid SAP, and Veterans services. Access to other services accommodated within available staffing and resources.

Months or Annual Cycle:

- ⊗ **January** - Winter Break-very limited services.
- ⊙ **Late January** - Very busy. Best option is to seek general information from Front Desk Counseling. SEE BACK FOR INFO.

⊙ **February**

⊙ **March**

⊙ **Late March**-Spring Break may impact availability

⊙ **Early April**-Spring Break may impact availability

⊙ **Mid April** - Priority Registration begins for next Summer and Fall terms-very busy. Seek general information from Front Desk Counseling. SEE BACK FOR INFO.

⊙ **May** - Priority Registration continues-very busy. Seek general information from Front Desk Counseling. SEE BACK FOR INFO.

⊙ **June** - Summer Break-very limited services

⊙ **July** - Summer Break-very limited services

⊙ **August** - Summer Break-very limited services

⊙ **Late August** - Fall term begins-very busy. Seek general information from Front Desk Counseling. SEE BACK FOR INFO.

⊙ **September**

⊙ **October**

⊙ **Early November**

⊙ **Mid November** - Priority Registration begins for next Spring term-very busy. Seek general information from Front Desk Counseling. SEE BACK FOR INFO.

⊙ **December** - Priority Registration continues-very busy time. Best option is to seek general information from Front Desk Counseling. SEE BACK FOR INFO.

**Priority
Registration
Criteria
Changes
Effective for
Su/Fall 2014 Cycle**

**Based on
Student
Success Act
of 2012.....
(Implementation in Spring 2014)**

Chabot College
Counseling Division
Student Services
25555 Hesperian Blvd
Hayward, Ca 94545

CHABOT
COLLEGE
LOGO
HERE

CHABOT COLLEGE
STUDENT EDUCATIONAL PLAN-FOCUSED FORMAT

Official transcripts from all universities, colleges, or vocational schools must be on file at Chabot College for the student to receive this SEP Planning Service.

Student Name: _____ ID Number: W _____ Date: _____

A. Check ONE box for each item below and provide specific information requested:

Stated Degree/Certificate Goal: Certificate AA Degree AS Degree AS-T Degree BA Degree BS Degree
 Stated Desired Campus: Chabot/LPC CSU (enter campus): _____ UC (enter campus): _____
 Other (enter campus): _____

Stated Major/Area of Study: _____

B. Check ONE GE Pattern student will follow if needed to achieve above stated educational goal (copy attached to student copy):
 Chabot AA Chabot AS CSU Breadth UC (IGETC) Other: _____

C. If Chabot Associate Degree or Certificate, student will follow Chabot Catalog program on page _____.

D. If CSU or UC transfer, student will follow LD Prep shown at WWW.ASSIST.ORG. Copy attached to student copy.
 Based on a review of all official transcripts, the student's stated educational goal, student's current term of enrollment, student's English and Math Assessment scores, and all available information, it is recommended the student complete the following:

E. Student Educational Plan:

Term: Course	Units	Term: Course	Units	Term: Course	Units
_____	20	_____	20	_____	20
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
TOTAL UNITS	_____	TOTAL UNITS	_____	TOTAL UNITS	_____

Basic Skills/Support/Pre-requisite Courses needed by this student for the stated primary goal noted above:

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Notes:

The student's signature below verifies the student has declared all colleges, universities, and other educational institutions ever attended AND that all official transcripts are on file at Chabot College. The student further verifies s/he has stated their ONE PRIMARY EDUCATIONAL GOAL to the Counselor for this plan.

Print Student's Name: _____ Date: _____

Student's Signature: _____ Date: _____

The above Student Educational Plan is consistent with the stated educational goal expressed by this student and is based on all available information on file at the time of this appointment.

Print Counselor's Name: _____ Date: _____

Counselor's Signature: _____ Date: _____

Proposed SB 1456 Student Success and Support Program Credit Funding Formula **April 12, 2013**

Background:

On September 28, 2012, Governor Brown signed Senate Bill 1456, the Student Success Act of 2012, into law. The bill requires the Board of Governors to adopt a new funding formula for the Student Success and Support Program (formerly Matriculation) to allocate funds to colleges. The new law requires the funding formula to include (but not be limited to) the following 3 elements: (1) students to be served; (2) students who received orientation, assessment, counseling/advising, and student education planning services; and, (3) a match requirement.

Beginning November 2012, a 19 member workgroup was convened to review and revise the current MIS data elements reported for matriculation and to develop a new funding formula consistent with SB 1456. The workgroup included a broad representation of system stakeholders: Chief Student Services Officers (2); Matriculation Dean/Coordinators (5); Assessment (1); Chief Instructional Officers (1); Academic Senate for California Community Colleges (2 faculty); Student Senate for California Community Colleges (1); Chief Business Officer (2); Research (2); and MIS (3). The workgroup met over the course of five months and developed a funding formula proposal (described below) using a combination of a general consensus and majority vote decision-making process.

Total State appropriation for the credit Student Success & Support Service Program (formerly Matriculation):

- 40/60 split between headcount and services provided
- Allocations generated by college

Recommended implementation timeline:

- If adopted by the BOG, the new funding formula would be phased in. Colleges' allocations (unless the state's SSSP appropriation increases) would remain the same for 2013-14 and 2014-15 to allow colleges to make any MIS programming changes and ensure accurate and consistent reporting of student data.
- The new funding formula would be run to generate allocations for 2015-16 (based on 2014-15 data).
- The workgroup recommends a phase-in approach when the allocation formula is applied: For the first year, 2015-16, protect colleges at 80 percent of prior year funding; and, for the second year, 2016-17, protect colleges at 50 percent of prior year funding.

Proposed Funding Formula:

**40% College's Potential
Population of Students to
Receive Services**



60% Students Served at the College



College Match

**Student Success and Support Program
Funding Proposal Description**

40% College's Potential Population of Students to Receive Services	+ 60% Students Served at the College +	College Match
<p>Unduplicated Credit Student Headcount <i>(academic year = summer, fall, winter, spring)</i></p> <p>Base Funding Floor \$35K or 10% <i>(of total state appropriation increases, whichever is greater)</i></p>	<p>Initial Orientation 10%</p> <p>Initial Assessment 10%</p> <p>Abbreviated SEP 10%</p> <p>Counseling/Advising 15%</p> <p>Comprehensive SEP 30%</p> <p>At Risk Follow-Up Svc 15%</p> <p>Other Follow-Up Svc 10%</p>	<p align="center">3:1</p>
<p>Detail:</p> <ul style="list-style-type: none"> Includes CA resident students enrolled as of census in at least 0.5 credit units, (STD7) headcount status "A," "B," "C," excludes special admits DSPS and EOPS students and matriculation services provided are included in the counts 	<p>Detail:</p> <ul style="list-style-type: none"> Academic year= summer, fall, winter, spring Includes pre-enrollment services provided for students with SB record, but no enrollment record for initial orientation, initial assessment, and abbreviated SEP "New" student at the college definition also allows for a student who stops out for three years, but then "returns" <p>Funded services based on weights list above for services provided to the student during the reported term:</p> <ul style="list-style-type: none"> Initial Orientation (10%): count once during time student attends the college Initial Assessment (10%): count once during time student attends the college Abbreviated SEP (10%): count once per student during time student attends the college Counseling/Advising (15%): count once per year per student during time student attends the college Comprehensive SEP (30%): count once per student during time student attends the college (a student who needs their SEP revised or a new SEP in subsequent terms would be reported under "other follow-up service.") At Risk Follow-Up Svc (15%): count once per term during time student attends the college (after first term) Other Follow-Up Svc (10%): count up to four times during the year during time student attends the college (after first term) 	<p>Detail:</p> <p>3:1 match that allows colleges to count A&R, research, and student service technology towards the match</p>

Funding Proposal Rationale:

1. Base funding of \$35,000 (or 10 percent, whichever is greater) plus unduplicated credit student headcount provides a level of funding protection for smaller colleges while at the same time providing a proportionate share of funding for colleges with larger student populations.
2. A 40/60 split in the total state credit Student Success and Support Program appropriation provides colleges with a base funding on credit student unduplicated headcount, while creating an incentive for colleges to serve greater numbers of students.
3. For the 60 percent total state credit SSSP appropriation, 30 percent would be specifically be targeted to provide services to new students (initial orientation, initial assessment, and abbreviated SEP- considered one time services).
4. Based on the latest research which highlights the importance of providing core services to students upon entry and ensuring students receive services along their pathway to completion, the funding also targets to the provision of services for continuing students. Given the importance of ensuring students identify a course of study and develop an SEP, a greater weight was placed on the comprehensive SEP (which based on the proposed title 5 regulations would be required by first time students who earn 15 degree-applicable units or before the end of the 3rd term).
5. Pre-enrollment services are also funded under the proposed model as part of the funding targeted for initial orientation, initial assessment, and abbreviated SEPs (for students who were served by the college and applied, but who subsequently did not enroll). This would incentivize colleges who have programs in place to transition high school seniors to college (early start) to continue to do so.
6. What the funded services include:
 - **Initial orientation:** for first time students, can be provided pre or post enrollment (counted one per student during the student's enrollment at the college);
 - **Initial assessment:** for first time students, can be provided pre or post enrollment (counted one per student during the student's enrollment at the college);
 - **Abbreviated SEP:** one to two term SEP, can be provided pre or post enrollment (counted one per student during the student's enrollment at the college);
 - **Counseling/advising:** in person counseling or advising provided to a student or group of students; may be pre-enrollment or post-enrollment;
 - **Comprehensive SEP:** a more detailed SEP (not simply a list of classes- a definition is provided in the proposed title 5 regs) that in general is longer than one term; if a student identifies a course of study as they enroll at the college, this SEP can be created prior to or after the student enrolls (based on student needs; may also be needed for participation in certain programs, such as federal financial aid);
 - **At risk follow-up services:** Given new state policies where a student may lose enrollment priority or their BOG Fee Waiver for poor academic performance, ensuring students who are on academic or progress probation or facing dismissal, have an opportunity to receive support services is critical—these services may include one on one or group counseling sessions, group workshops, non-apportionment generating tutoring services, student success workshops, etc.
 - **Other follow-up services:** This category includes a variety of services and provides a funding mechanism for colleges to continue to provide student supports along the student's educational pathway. This may include subsequent orientations (perhaps based on just-in-time orientations provided at key momentum points), subsequent assessments (career and interest assessments, or assessments tests for re-testing); revision or development of a new SEP (beyond the first abbreviated

and comprehensive SEP—if the student changes their course of study, or other changes that may necessitate a revised or new comprehensive SEP); student success workshops, etc.