I. Call to Order – Dr. Wetsman called the meeting to order at 2:34 p.m.

II. Approval of Minutes – September 24, 2013 one correction moved by VP Luebben in regards to AP 3500. The Risk Manager position named in the AP is a District consultant.

AP 3500  Campus Safety – This AP is being returned to PFC after clarification was given by Jim Poper regarding who the best choice would be for a designee. Jim has given designated Jim Alcala as the Campus Safety Coordinator who currently fills this position as the designee in this AP. Correction to designee in this AP shall not be the District Consultant, instead should be the Vice President of Finance and Business.

No other edits were made. Consensus to accept the minutes of September 24, 2013 with correction as noted above.

III. Superintendent/President’s Report – President Dreyfuss reported on the Student Success Scorecard. President Dreyfuss announced that the SSI recommendations need to be implemented in eight categories. President Dreyfuss, VP Gee, and Dr. Munoz attended the meeting in Sacramento two weeks ago. Proposed realignments in Academic Affairs and Student Services areas based on the needs of the SSI recommendations were discussed.

VP Piersson presented his recommendation for an administrative reorganization in Academic Affairs to align with SSI recommendations, specifically with regard to a change in the administrative oversight of Curriculum, which is intended to lead to increased rates of transfer, completion of AA-T/AS-T degrees, and certificates. The proposal includes changing duties for the following Academic Deans:

1. Dr. Kats Gustafson, Dean of Library and Instructional Support (whose duties include supervision of the Library, Virtual College, Student Success and Retention, Title V Grant and Instructional Operations, which includes the production of the class schedule, catalog, MIS Report, and faculty load sheets) will assume the role of Interim Dean of Business.

2. Mike Slavich, Dean of CTE and Interim Dean of Business, will assume administrative oversight of Instructional Operations. Dean Slavich has experience and insight in Curriculum and improving completion rates in both CTE and Business degrees and certificates.

These changes will support goals of the SSI recommendations and lead to improved performance on the Chancellor’s Office Scorecard for Rio Hondo. Each individual will bring background experience, new insight, and passion to their new areas.
It was clarified that supervision of the Classified staff in Instructional Operations, specifically, the Articulation Specialist and Schedule Technician, will report directly to Mike Slavich. The Senior Secretary in the Library will continue reporting to Dr. Gustafson. It was also clarified that Dean Slavich will be the permanent Curriculum Co-Chair in place of Dr. Gustafson, who will be overseeing the Division of Business on an interim basis. It is a switching of duties that is cost neutral.

Concerns were voiced in regard to the long-term future of the Business Division. If there are changes having to do with the Dean of Business, President Dreyfuss stated that the District will reevaluate it in the future.

VP Gee made a statement that he will present the administrative reorganization of Student Services at the next PFC meeting. The idea is also based on aligning administrative organization with SSI recommendations, goals of improving rates of completion, and improvement in alignment of services to better serve our students.

After a lengthy discussion the follow questions were asked.

1.) Is the Student Services reorganization cost neutral?
2.) Concern about the Counseling 105 class - is this a fast approach that may not be the best for students?
3.) Students need to be prepared for Math before they take the assessment test.
4.) Are we looking at other schools to model?
5.) How can we assist our students better? The peer-to-peer approach seems to have the most success.
6.) 97% of our students are considered at risk, according to SSI guidelines. We need to have some follow-up services and strategies in place. Is it possible to resurrect models that have worked in areas such as EOPS, CARE, etc.?
7.) Are there any bargaining issues relevant to SSI implementation?

IV. Co-Chair’s Report - No report.

V. New Business

- Student Success Initiative – Dr. Muñoz presented on the Student Success Initiative. The power PowerPoint presentation is attached. Highlights of the discussion included the following:

1.) High schools are switching curriculum to Common Core for Reading and Writing.
2.) Language Arts pieces are changing from fiction to non-fiction.
3.) The State is emphasizing Math alignment.
4.) Common Core was explained.
5.) Information Technology will have a big part in tracking the progress of students for reporting purposes.
6.) Those in front of the plan will be prepared and receive funding with data to back up their requests.
7.) SSI will work within the current governance structure. A new committee will be the Student Equity Committee. Once the program plan is released, we will convene that work group.
8.) The Chancellor’s Office unveiled the funding formula (soft funds what used to be Matriculation funding). This is a sharp change in how we do business. Funding will be outcomes based.
9.) Student initiated contact model is the new approach.
10.) Adoption of continuous service through completion. What is happening at matriculation, throughout the process for our at-risk population, which comprises the majority of our students? What’s happening from the first point of contact through degree completion?
11.) This impacts the Academic side of the house too, not just Student Services. Success happens in the classroom.

12.) We have to put in writing how we use multiple measures.

13.) Counseling is the most controversial piece. Comprehensive Ed Plans are mandated. A program of study must be declared and completed prior to completion of 15 units.

14.) There are certain groups that are exempt, such as Disabled Students. We will have to discuss this at the local level.

15.) The plan will be vetted to the constituent groups on campus and will be finalized in April 2014. Adoption by the Board of Trustees is slated for May 2014.

16.) We need evidence for Accreditation that program planning should be tied to SLOs and SAOs, which also has ties to SSI.

17.) EOPS has a program in place involving required assessment, counselor contact, and accountability for funding. We already do some great things here at RHC; we need to scale up and possibly resurrect models that are already in place to hit our targets.

- Black Board Connect Update – Gary Van Voorhis will present at the October 22, 2013 PFC meeting due to lapse of time.

- Staffing Committee Score sheet – Howard Kummerman will present at the October 22, 2013 PFC meeting due to lapse of time.

VI. Unfinished Business

- BPs & APs Awaiting Further Revisions – Carryover items will be presented at the October 22, 2013 PFC meeting due to lapse of time.

VII. Ongoing Topics for Discussion – No reports.

- TEMP
- Planning Process
- Budgeting Process
- Institutional Set Standards

VIII. Committee Reports – No reports.

- Basic Skills
- Facilities
- IEC
- Program Review
- Safety
- SLO’s
- Accreditation
- Staff Development
- Staffing
- Institutional Technology
- Technology

IX. Announcements

X. Public Comment – No public comments.

XI. Adjournment – Adjourned at 4:01 p.m. Next meeting October 22, 2013.

KP/AW/rdg
Student Success Initiative Taskforce
Information Session
Rio Hondo College
AGENDA

• Welcome & Introductions
• Taskforce Charge
• SSI Study Session
• Review & Discuss Pathway to SSI Implementation
• Next Steps
SSI Taskforce Charge

To develop and implement a campus-wide student success plan which includes coordinated strategies, measures, and timeline.
The Student Success Act’s Eight Focus Areas

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations
Student Success and Support Program
Nuts and Bolts

Student Success and Support Program Implementation Summit
September 23, 2013
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
**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)
Student Success and Support Program

Planning and Implementation Timeline

**Fiscal Year 2012-13**
- 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

**Fiscal Year 2013-14**
- **District/College-level Planning Year**:
  - Allocations based on enrollment only, new formula not applied
  - Funding targeted to core services (1-year exemption permitted by request)
  - Develop program plans
  - Implement MIS changes to ensure accurate and complete data reporting
  - Regulations effective October 19, 2013
  - Convene noncredit work group

**Fiscal Year 2014-15**
- **District/College-level Implementation Year 1**:
  - Program plans and budgets submitted
  - Continue to ensure accurate and complete data reporting
  - Allocations based on enrollment only, new formula not applied
  - First legislative implementation report due July 1, 2014

**Fiscal Year 2015-16**
- **Implementation Year 2**:
  - FY 15-16 allocations based on 14-15 year-end data reported
  - Application of funding formula begins this year
  - 80% of prior year funding guaranteed

**Fiscal Year 2016-17**
- **Implementation Year 3**:
  - FY 16-17 allocations based on 15-16 year-end data reported
  - 50% of prior year funding guaranteed (returns to 95% thereafter)
  - Legislative report due July 1, 2016
Matriculation

- 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

Student Success and Support Program

- Now called the Student Success and Support Program
- 3 funded core services:
  - orientation, assessment, counseling, advising, and other student education planning services
- Institutional AND student requirements
- Incentivizes student completion of core services
- Clear link to student equity planning
- Funding formula includes services provided as well as enrollment
- Data required for funding
- Linked to Student Success Scorecard
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
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
Orientation Checklist

1. Academic Expectations and progress and probation standards pursuant to section 55031;
2. Maintaining registration priority pursuant to section 58108;
3. Prerequisite or co-requisite challenge process pursuant to section 55003;
4. Maintaining BOG Fee Waiver eligibility pursuant to section 58612;
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
6. Academic calendar and important timelines
7. Registration and college fees.
8. Available education planning services

Source: The Student Success & Support Program Plan Report
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
Assessment Plan

• “Describe which tests and services are being offered online, in-person, individually or in groups. If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.”

• Describe college or district policies and practices on:
  – Pre-test practice
  – Retake
  – Recency

Source: The Student Success & Support Program Plan Report
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
Student Success and Support Program
Core Services

Student Follow-up:
Required for at-risk students

• 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
Follow-Up for At-risk Students Plan

• “Include an estimate of the annual number of students to be provided at-risk follow up services, and the college’s process to identify them.”
• “Describe what types of services are available to these students; how are they notified, and when.”
• “Describe the strategy for providing counseling, advising, or other education planning services to assist them in selecting an educational goal and course of study”
• Describe how teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.”

Source: The Student Success & Support Program Plan Report
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 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
SB 1456 Student Success and Support Program
Credit Funding Formula

College’s Potential Population of Students to Receive Services

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

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

Students Served at the College

- Initial Orientation (SS06)** 10%
- Initial Assessment (SS07)** 10%
- Abbreviated SEP (SS09)** 10%
- Counseling/Advising (SS08) 15%
- Comprehensive SEP (SS09) 35%
- At Risk Follow-Up Svc (SM10) 15%
- Other Follow-Up Svc (SM11) 5%

College Match

3:1***

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

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

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

60%
Example if SSSP (Credit) funded at $100 M...

- **College’s Potential Population of Students to Receive Services**
  - Unduplicated Credit Student Headcount*
    - (academic year = summer, fall, winter, spring)
  - Base Funding Floor $35K or 10% = $88,495
    - (whichever is greater, based on 10% of total state appropriation, divided by # of colleges)

- **Students Served at the College**
  - 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

- **College Match** 3:1

40% = $40 M

60% = $60 M
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)
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
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
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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