



ACADEMIC AFFAIRS

Joint Deans Meeting Thursday, October 7, 2021 – 10:00-11:30am, via Zoom AGENDA

1. Guided Pathways – Deans Guide *(Alice)*
2. Charging Faculty for Leave *(Alice/Adam)*
3. Student Attendance Accounting and Load
 - Accreditation/Regular and Effective Contact
 - Synchronous Definition on Load Sheet
4. Painting
5. MOU Discussion
 - Registration Date Concerns
6. Vaccine Mandates and Late Start

Important Dates / Deadlines

- **August 21 – December 11** – Fall 2021
- **October 7, October 21** – Dia de los Muertos
Community Altar Workshop Series, Lower Quad @ Noon
- **October 14** – Works in Progress Dance Concert, Wray Theatre
@ 1pm and 7pm
- **October 14 – November 18** – Across the Floors of Silent Seas,
RHC Art Gallery (Reception – October 21 @ 7pm)
- **October 28** – Dia de los Muertos Papel Picado Workshop
With Self Help Graphics and Art, Lower Quad @ Noon

Birthdays

January 8 – Catherine Page
February 6 – Shaina Phillips
February 7 – Rachel Garcia
February 9 – Teresa Dreyfuss
February 21 – Earic Dixon-Peters
February 26 – Gary Van Voorhis
March 22 – Henry Wangidjaja
March 23 – Michaela Brehm
March 29 – Don Miller
April 15 – Vann Priest
May 7 – Ruthie Flores-Retana
May 25 – Donald Gordon
June 29 – Grant Linsell
June 29 – Leigh Ann Unger
July 19 – Mike Slavich
July 25 – Angie Tomasich
July 26 – Melba Castro
August 23 – Stephen Kibui
August 24 – Mike Garabedian
August 25 – Alice Mecom
August 31 – Renéé Gallegos
September 5 – Markelle Stansell
September 7 – Cynthia Nuñez
September 14 – Connie Gutierrez
September 26 – Adam Wetsman
October 1 – Lisa Chavez
October 3 – Francisco Suarez
October 8 – Yolanda Emerson
October 19 – Caroline Durdella
October 25 – Russell Castañeda-Calleros
November 24 – Felix (Jojo) Sarao
December 7 – Gita Runkle
December 12 – Regina Mendoza

Textbook Adoption Deadlines

Summer – March 15
Fall – April 15
Spring – October 15

Board Agenda Deadlines

Deadline for Agenda Items	Board Meeting Date
Tues, 10/12/21	Weds, 11/10/21
Tues, 11/9/21	Weds, 12/8/21
Tues, 12/7/21	Weds, 1/12/22
Tues, 1/11/22	Thurs, 2/17/22
Tues, 2/8/22	Weds, 3/9/22
Tues, 3/8/22	Weds, 4/13/22
Tues, 4/12/22	Weds, 5/11/22
Tues, 5/10/22	Weds, 6/8/22

Dean Guide for Student Success Teams

21-22 Academic Year

CONTENTS:

1. Student Success Team Purpose and Goals
2. Team Composition and Roles
3. Hiring and Onboarding the Student Success Coach II and Instructional Faculty Lead
4. Accessing and Reviewing your Area of Interest Data using the Dashboards
5. Holding Meetings with your Student Success Team
6. Deliverables

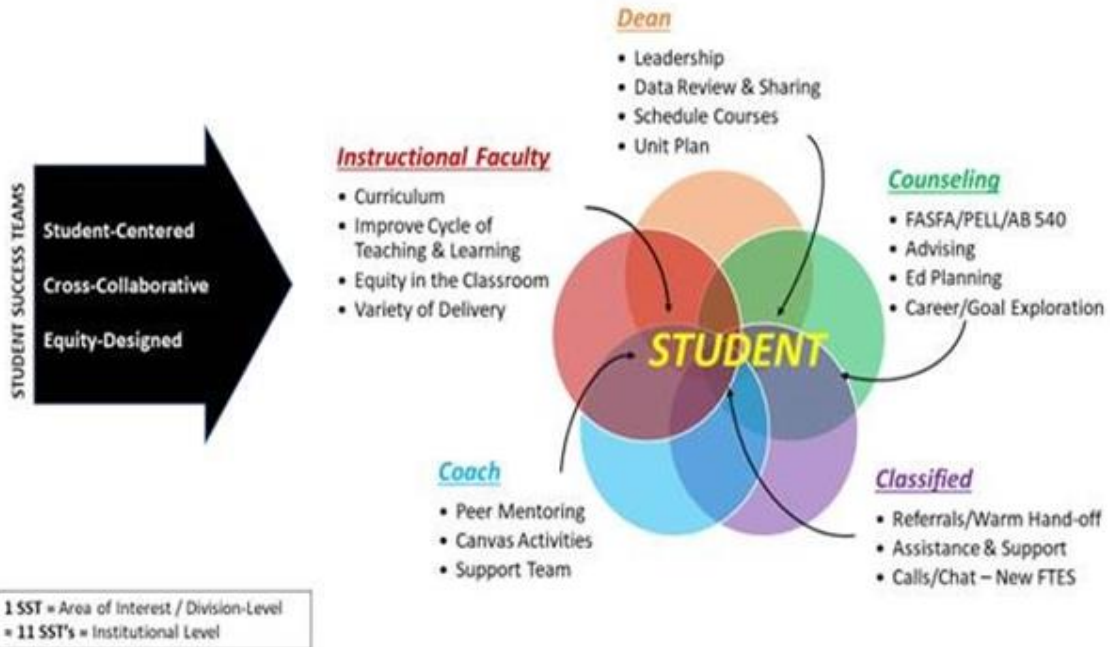
APPENDICES:

7. Overall institutional timeline for SSTs
8. Measurables for overall institutional timeline for SSTs
9. SST Evaluation Proposal
10. Communication Flow
11. [AOI Success Coach List](#)
12. [Instructional Faculty Leads](#)
13. [AOI Pathway Emails and Contacts](#)

TERMS:

SST = Student Success Team
SSC = Student Success Coach
AOI = Area of Interest

SSTs: An Equity-Approach to Guiding Students Along Their Pathways



1. PURPOSE and GOALS

Purpose: To support students in selecting, engaging in, and completing their academic or career-readiness goals efficiently, and to do so from an institutional approach as well as from an Area of Interest approach.

Student Success Teams (SSTs) provide students with a “home base” community of support that they can go to for help with career and program exploration, education plans, course questions, and overall holistic assistance within their Area of Interest. This home base creates a sense of belonging for students by providing them with continuity via a single set of people and places to go to for questions. Each Area of Interest has been assigned a Student Success Team to support students in their journey at Rio Hondo College. The Teams:

- Engage and connect students to people, programs, services, and resources that enable pathway completion
- Foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students
- Facilitate and encourage each student’s progress along recognizable pathways through and beyond RHC

Institutional Goals:

- Ensure new students (0-15 units) create an educational plan
- Ensure students with 45+ units complete their transfer-level Math and English
- Assist students in registering for subsequent semesters and sessions
- Assist students in selecting an appropriate quantitative reasoning course for the Math transfer requirement, as recommended per Area of Interest (AOI)
- Assist student in the transfer process
- Increase student completions of awards

Area of Interest Activities:

- Meet bi-monthly as a Student Success Team (SST)
- Using the AOI data dashboard, support students in successfully engaging in and completing coursework and programs related to the awards in your AOI.
- Create milestones for students who are on your AOI pathways [using live Excel document](#).

2. TEAM COMPOSITION and ROLES

Area Dean:

- Oversee the Success Team in their Area(s) and communicate Intentional Outreach Timeline
- Facilitate SST meetings and set agendas with input from Lead Counselors and Faculty Liaisons
- Utilize Student Success Dashboard and communicate findings to their Area
- Supervise Success Coach(es) and Academic Faculty Liaison in their Area

Success Coach:

The primary role of the Success Coach is to work in collaboration with counseling faculty. Whenever possible, the Success Coach will be a grad student or recent graduate from their assigned Area of Interest.

Success Coaches will:

- Be initial contact for new students (Contact Us form, Aol referrals)
- Facilitate Student Success Workshops
- Direct students to academic support programs (LAC, MSC)
- Provide students with strategies for academic success
- Create newsletters, videos and flyers for Pathways Canvas shell
- Manage announcements for students in their Pathways Canvas shell
- Follow-up with students flagged for various indicators

Division Clerk/Secretary/Instructional Assistant:

- On the frontline with students
 - Initial point of contact on the Contact Us form online
 - Answering calls from students to the Divisions
 - Referring students to student services
 - Warm hand-offs whenever possible
- Helping with messaging about important dates and deadlines (registration, add/drop/withdrawal, transfer applications, graduation petitions)

Lead Counselor:

- Follow Intentional Outreach Timeline for school year
- Case management interventions for Area of Interest (Aol) students close to completion:
 - Meet with students before registration to ensure registration
 - Meet with students for career and/or transfer preparation
 - Verify registration in capstone courses or their prerequisites
 - Verify students' program of study (Associates Degree, ADT, or certificate)
 - Verify completion of transfer-level Math and English completion (AB705)
 - Audit transcripts specific to each major
 - Support students in petitioning to graduate

Lead Counselor Release Time = 5 hours per week

- Attend 2 hours Lead Counselor meetings per month
- Plan and attend 3 hours SST meetings per month
- Attend 1 hour Aol division meeting per month
- 4 hours Student Success Dashboard/report managing per month
- 10 hours success coach guidance/faculty collaboration/workshop development per month

Area Counselor:

- Attend bi-monthly Student Success Team meetings
- Follow Intentional Outreach Timeline for school year
- Interventions for Area of Interest (Aol) students:
 - Meet with students before registration to ensure registration
 - Meet with students for career and/or transfer preparation
 - Verify registration in capstone courses or their prerequisites
 - Verify students' program of study (Associates Degree, ADT, or certificate)
 - Verify completion of transfer-level Math and English completion (AB705)
 - Audit transcripts specific to each major
 - Support students in petitioning to graduate

Librarian:

- Attend bi-monthly Student Success Team meetings
- Serve as a liaison between SST members, Aol students, and library services
- Provide library resources and research assistance to Aol students

Academic Faculty Liaison:

Release Time = 5 hours per week

Each Success Team will determine the priorities of their SST Academic Faculty Liaison for each term based on student needs in each Area of Interest. Duties will be prioritized from the list below:

- Attend bi-monthly Student Success Team meetings and communicate regularly with the Team;
- Facilitate student participation/involvement on Success Teams and Guided Pathways efforts;
- Identify areas for improvement that directly impact instruction and student learning and facilitate discipline specific professional development as a liaison with Staff Development;
- Act as a liaison for students by becoming experts in the coursework and broader pathway requirements for certificates, degrees, and employment in their pathway;
- Network with other faculty members in different departments within their respective Area of Interest to answer questions outside of their discipline or expertise;
- Explore and stay current on student transfer and career options and collaborate with high school outreach efforts (i.e. Freshman Welcome Days);
- Develop and conduct co-curricular activities such as workshops and forums in collaboration with counseling faculty, career and re-entry center, transfer center, etc.;

- Refer students to relevant support services with a warm hand off (email on behalf of the student with student cc'd, or guide them via zoom to online services); and
- Review and promote thoughtful scheduling of courses in the class schedule based on student progression and student scheduling needs.

3. STUDENT SUCCESS COACH II HIRING and ONBOARDING (21-22)

1. **Seek faculty referrals** of former students who may be appropriate as a Student Success Coach (SSC) in your area and have them apply via the HR job announcement.
2. **Select and interview the candidate.** Submit the Student Success Coach II transmittal for your chosen candidate.
3. As soon as the candidate accepts the position, email Daniela Anorga or Lizette Perez to **request a Rio email and a Banner ID for the SSC** (necessary for their access to AccessRio, SARs, and Canvas)
4. **Hold an initial meeting** with the SSC:
 - a. Inform SSC that they will be added to "Success Coach Teams" once HR assigns their email address. Teams is where they can find trainings.
 - b. Review Guided Pathways Pillars
 - c. Explain their role on the team
 - d. Provide timesheet and Time and Effort form (19 hrs. max per week)
5. **Provide Access:**
 - a. AccessRio: The coach should have access once Step #3 above is done. If not, please email Lizette or Daniela for troubleshooting.
 - b. Canvas: Send the SSC email address and Banner ID to DEsupport@riohondo.edu, requesting that the SSC be added to the AOI Canvas shell as a Teacher.
 - c. SARS: Contact Angelica Martinez to ensure that SSC has access to SARS grids for their specific area
 - d. Teams: Once SSC has a RHC email, please send an email to Alice Mecom or Angelica Martinez to have the coach added
6. **Provide the SSC with the Student Success Coach Guide** (assist in answering questions and/or refer the Coach to your embedded counselor, if necessary)
 - a. Phase I trainings: have the SCC complete the following:
 - i. FERPA p. 8
 - ii. TITLE IX p. 9 & 10
 - iii. COVID 19 p. 11
 - iv. Have the SCC read *Success Coach II Handbook* and watch informational student success videos linked throughout the handbook.
 - v. Have SSC read "What is Guided Pathways?" materials located in SSC Teams
 - b. Phase 2 training:
 - i. Review training links found in Teams under "Training" - SSC Trainings part 1 and 2, SARS, Grad Petition, Basic Needs.
 - ii. Shadow a seasoned coach (have coach contact Angelica to schedule)
 - iii. DE Accessibility Training for Canvas (details TBD)

INSTRUCTIONAL FACULTY LEAD and ONBOARDING

The instructional faculty lead should be a full-time faculty member in the Area of Interest. The lead will receive 5 hours of non-instructional pay per week.

If the assignment is part of the faculty member's base load (96-104%), the assignment should go on the load sheet.

If the assignment is overload, it is to be submitted via timecard. The assignment should also be documented on the faculty member's load sheet with hours and load zeroed out.

Once your Lead starts, suggest the following next steps:

- Establish a weekly Faculty Advising hour on zoom for students in your Area of Interest. This office hour could be held on ConferZoom within your Canvas Shell. Advertise your drop in "event" or individual "appointment" advising times within your Canvas shell!
- Review your Canvas shell and become familiar with all the resources found there.
- Work with your Lead Counselor and/or Success Coach for editing/improving your Canvas Shell.
- Check your Canvas Shell for accessibility issues.
- Familiarize yourself with many of our [Student Support Programs](#) on campus to help refer students and answer questions.

4. YOUR AREA of INTEREST DATA DASHBOARD

The data dashboard allows you to lead your team in identifying goals specific to the students in your Area of Interest, while also tracking progress in improving student pathways in your area. The data also serves as a prompt for faculty and SST discussions.

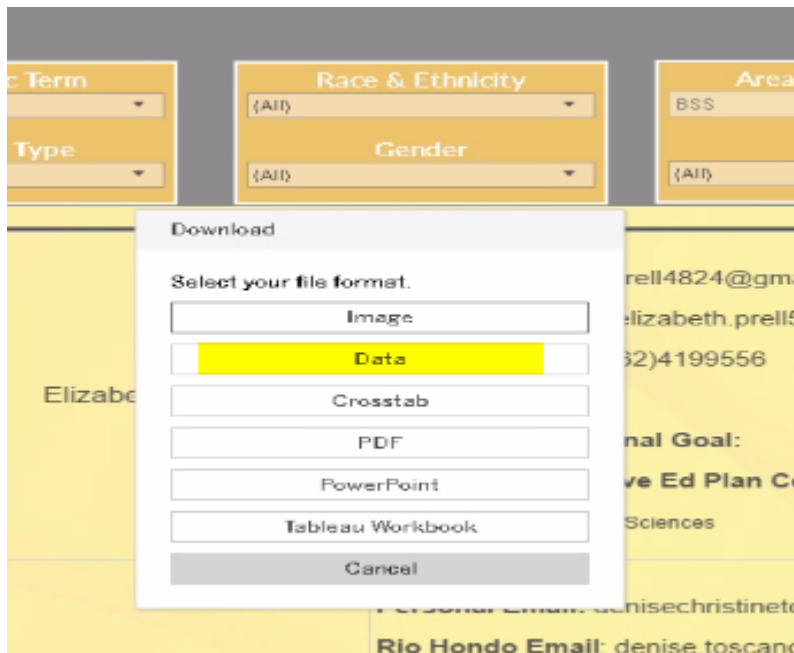
<http://tableau880prd.riohondo.edu/#/signin?redirect=%2Fhome>

How to download data from the Guided Pathways Dashboard

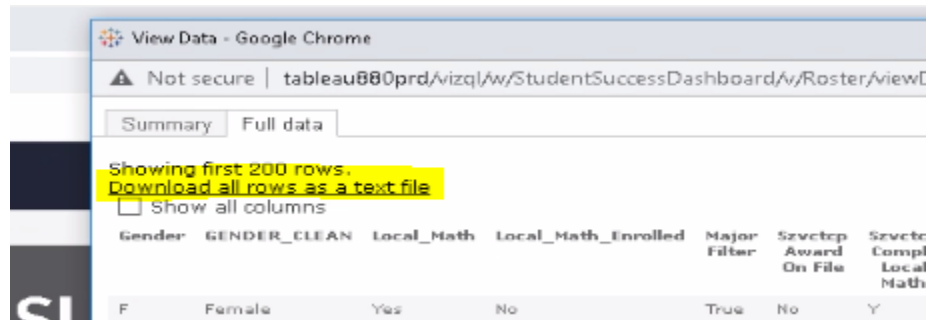
- Step 1:
 - o Once you've filtered the list down to your criteria (here we have **Fall 2020**, **BSS** area of interest, and students with **45 units** or more) click the "**download**" button at the top right corner of the screen.



- Step 2:
 - o A window will pop up with several options. To download the list into a spreadsheet, click "**Data**"



- Step 3:
 - o Next, a window will pop up. Click “download all rows as a text file” and a CSV file will automatically download.



5. HOLDING MEETINGS with YOUR STUDENT SUCCESS TEAM

Set meetings with your SST twice a month. At each meeting, consider using the following agenda template:

Template Agenda

First Meeting of the Year:

1. Review Institutional SST Goals (see p. 1 of this guide)
2. Establish your local AOI Goals based on your data dashboard

Regular Meetings throughout the Year:

1. Team Progress and Updates:
 - a. Counselor report
 - b. Success Coach report
 - c. Classified Staff report (if applicable)
 - d. Instructional Faculty report
 - e. Dean report
2. Next Steps for Area of Interest Goal:
 - a. Recommendations
 - b. Communication for next AOI newsletter
3. Challenges:
 - a. What we can do about them
 - b. What help we need
4. Other:

5. DELIVERABLES

As a result of your SST meetings, you should be able to produce the following deliverables as a Division/AOI:

By the end of Fall 2021,

- your AOI/Division will have identified and vetted local milestones to coincide with the [institutional milestones](#).
- your AOI/Division will have identified and vetted at least one data-driven goal (specific to the AOI) to focus on along with strategies to meet this goal.

By the end of Spring 2022,

- your AOI will have produced monthly newsletters for the 21-22 academic year.
- your AOI/Division will have evaluated the effectiveness of strategies implemented.
- your AOI/Division will have discussed how outcome assessments may inform improved ways to ensure learning (Pillar 4)

7. OVERALL INSTITUTIONAL TIMELINE for SSTs

2021 - 2022 SUCCESS TEAM TIMELINE - FINAL Summer/Fall 2021				
MONTH	WEEK	ACTIVITIES	Data Needed	Action
JUNE		Probation notices, Outreach (on-boarding), Reminder: Summer 21 Grad Petition [Jul. 16, 2021]	> students on probation > all students	>email students June newsletter
JULY		Promote: <u>Promise Program</u> to students who have 9 - 11.5 units Reminder: Spring 2022 CSU Application Reminder [Aug. 1- Aug. 31]	> 1st yr students who are taking 9-11.5 units >students w/45+ units	> email students July newsletter
AUGUST		Fall semester begins Reminders: Add/Drop deadlines, parking pass, student ID card, how to use Canvas, GoRio Pass, CSU/UC application, inform students of resources and services (LAC, SSSDC, WRC, MSC, Stats Lab)		
	WK1 (Aug. 21-Aug.27)	Fall 2021 semester begins August 23rd 2021 Reminder: Add/Drop deadlines, Reminders: Parking, Student ID card, How to use Canvas,	> all students > 1st yr students >45+ unit students	> email students August/ welcome to new year newsletter

		<p>GoRio Pass Reminder: Spring 2022 CSU App deadline [Aug. 31]</p>	
	<p>WK2 (Aug.28--Sep.3)</p>	<p>Last day to add/drop for Fall2021 full-term refund [Sept. 6th 2021] Reminders: Inform students of services & resources (LAC, SSDC, WRC, MSC, Stats Lab, SI)</p>	<p>> all students</p>
	<p>WK2 (Aug.28--Sep.3)</p>	<p>Success Team Outreach - Educational Plans for new students through Sept 30</p>	<p>> students with 0-15 units</p> <p>> email students > call students > schedule appts with counselors for ed plans (two semester or comprehensive) > ensure math and english are in ed plan</p>
<p>SEPTEMBER</p>	<p>Reminders: Drop deadlines, UC Tag Application, Career Fair, Winter/Spring Registration, Pay fees, Transfer application workshops, TAG application deadline, Drop and P/NP Deadlines</p>		
	<p>WK3 (Sep. 4-Sept.10)</p>	<p>Reminders: UC planner, UC Tag, Transfer application workshops Upcoming deadline dates</p>	<p>> Students with 45 - 60 units</p> <p>> email students September newsletter</p>

		in September UC Tag deadline Internship and Resource Fair [tbd]
WK4 (Sep.11-Sep.17)		Reminder: Last day to drop w/o "W" [Sept. 17th, 2021] Virtual Transfer Fair [Sept. 21st 2021] E-verify (internal timeline)begins [Sep. 15- Oct.15]
WK5 (Sep.18-Sep.24)		Reminders: Last day to petition for P/NP [Sept. 20th, 2021] Reminders: Winter/Spring Registration = Set up counseling appts Reminders: Pay fees and take care of holds Internship & Resource Fair [will be scheduled future date]
WK 6 (Sept. 25- Oct. 1)		Success Team Outreach to students with 45+ units w/o Xfer Eng and math

> all students

> all students

> Students with 45 + units (no Eng & math)

- > Email student
- > Call student
- > Make an appt with counselor
- > Counselor discuss QR options with student

**CSU application opens;
Registraion begins;
Reminders: FAFSA dealines,
CSU deadline, transcripts,
drop deadline, grad petition,
Edplan**

WK7
(Oct.2-Oct.8)

**TAG Application
Due [Sept. 30,
2021]
CSU application
opens [Oct. 1st,
2021]
FAFSA
application
opens [Oct. 1st,
2021]**

Reminders:
FAFSA
application
opens and
deadline date,
CSU application
open and
deadline date,
how to send
transcripts,
transfer
application
workshops,
encourage
students to
schedule appt
with a university
transfer rep

WK8
[Oct. 9-Oct. 15]

> Students with
45 - 60 units

> email students
October
newsletter

OCTOBER	WK9 (Oct.16-Oct.22)	Reminder: Win/Sp2022 registration [Begins 11/1] RHC Foundation Scholarship [date tbd]
	WK10 (Oct.23- Oct.29)	Grad petition outreach/works hops/support
	WK11 [Oct.30 -Nov.5]	Winter/Spring 2022 Registration begins (Nov. 1) Reminders: Last day to drop full- term course with "W" [Nov 11] FA2022 Grad Petition deadline date [Nov 5] How to access Ed Plan Registration has begun
	UC application opens; Grad Petition due; CSU/UC deadline; Reminders: CSU/UC deadline, check transfer portals	
	WK12 [Nov.6 - Nov.12]	UC application opens [Nov. 1, 2021] Last day to drop Fall2021 full-term course w/ 'W' [Nov. 11, 2021]

> all students

> Students with
45 - 60 units

> all students

> Students with
45 - 60 units

>Email student
>Petition Zoom
Rooms
>Make an appt
with a counselor

> All student
email with
November
newsletter

		<p>Reminder: UC application open and deadline date PIQs Workshops?</p>
NOVEMBER	<p>WK13 [Nov. 13 - Nov. 19]</p>	
	<p>WK14 [Nov. 20 - Nov.26]</p>	
	<p>WK15 [Nov 27 - Dec. 3]</p>	<p>CSU/UC application deadline [Nov. 30, 2021] Reminder: Transfer applicants to check & monitor portal(s)</p>
	<p>WK16 [Dec.4 - Dec. 10]</p>	<p>CSU/UC application deadline [Nov. 30, 2021] Reminder: Transfer applicants to check & monitor portal(s) Reminder: Winter Session Counseling Hours Reminder: When grades will be posted, when diplomas will be sent out Reminder: Winter Session</p>

> Students with 45 - 60 units

> Email student with December/end of semester newsletter

> Students with 45 - 60 units
> All students

	add/drop deadline dates, Parking Info
	Reminders: Counseling appointmet schedule, Grades posted, Diploma info, Winter session add/drop deadline, Parking
DECEMBER	Winter Session begins; Reminder: Counseling schedule, Grad petition for ADT, update transfer apps

2021 - 2022 SUCCESS TEAM TIMELINE - DRAFT Winter/Spring 2022

MONTH	WEEK	ACTIVITIES	Data Needed	Action
	WK1 (Jan. 3)	Winter Session 2022 begins [Jan. 3, 2022] Reminder: Winter Session Counseling Hours Reminder: Grad Petition for ADT [TBD] Reminder: Update supplemental and/or transfer appilcation	> Students with 45 - 60 units > All students	> Email student > Call student

<p>JANUARY</p>	<p>WK4 [Jan.24]</p>	<p>Reminder: Promote Smart Start, SSTI, & CCCP Reminder: Transfer Fair [TBD]</p>	<p>> all students</p>	<p>> All student email</p>
<p>Spring 2021 semester begins Reminder: promote SS-SSI-CCCP, Transfer Fair, add/drop deadlines, parking, student id card, canvas, GoRio pass</p>				
<p>JANUARY</p>	<p>Early Alert begins; Set up counseling appts; Reminder: Grade petition & ADT verification, add/drop deadline, infor sessions & deadline for SS-SSTI-CCCP, services & resources, "I need help" alert, campus tours</p>			
<p>WK1 [Jan.29 - Feb. 4]</p>		<p>Spring 2021 semester begins [Jan. 29, 2022] Reminders: Add/Drop deadlines [TBD] Reminders: Parking, Student ID card, How to use Canvas, GoRio Pass" Reminder: Grad Petition deadline date & ADT Verification Info Reminder: Last day to drop a SP2022 full-term course with refund [TBD]</p>	<p>> Students with 45 - 60 units > All students</p>	<p>> All Student Email >Email student > Call student</p>

		Reminder: Info sessions & apply for Smart Start, SSTI, CCCP		
FEBRUARY	WK2 [Feb. 5 - Feb. 11]	Reminders: Inform students of services & resources (LAC, SSDC, WRC, MSC, Stats Lab, SI) Reminder: Deadline dates for Smart Start, SSTI, CCCP Reminder: Last Day to Add [TBD] Reminder: Last day to drop with a refund [TBD]	> all students	> All student email
	WK3 [Feb. 12 - Feb. 18]	Reminder: Northern CA campus Tours	> all students	> All student email
	WK4 [Feb. 19 - Feb. 25]	Reminder: Last day to drop without a "W" [TBD]	> all students	> All student email
	Reminder: drop deadline, decision day, career fair, ed plan access, grad petition deadline			

	<p>WK5 [Feb. 26 - Mar. 4]</p>	<p>Reminder: Last day to petition for P/NP [TBD] Reminder: Decision Day [NEED DATE] Reminder: Internship & Career Fair [NEED DATE]</p>	<p>> Students with 45 - 60 units > All students</p>	<p>> Email student > Call student</p>
MARCH	<p>WK6 [Mar. 5 - Mar. 11]</p>	<p>Transfer Fair [NEED DATE]</p>	<p>> all students</p>	<p>> All student email</p>
	<p>WK7 [Mar. 12 - Mar. 18]</p>	<p>Reminder: How to access Ed Plan Reminder: Grad Petition Deadline date</p>	<p>> Students with 45 - 60 units > All students</p>	<p>> Email student > Call student</p>
	<p>WK8 [Mar. 19 - Mar. 25]</p>	<p>Reminder: Graduation Petition Deadline Date [TBD] Reminder: Commencement, Grad Fest, Commencement rehearsal</p>	<p>> Students with 45 - 60 units</p>	<p>> Email student > Call student</p>
	<p>Grad Petition Deadline; Reminder: commencement, Grad Fest, Commencement Rehearsal</p>			
	<p>WK9 [Mar.26-April 1]</p>	<p>Spring Break</p>		
	<p>WK10 [Apr. 2 - Apr. 8]</p>	<p>Graduation Petition Deadline Date [TBD]</p>	<p>> Students with 45 - 60 units</p>	<p>> Email student > Call student</p>

APRIL	WK11 [Apr. 9- Apr. 15]	Reminder: Last day to drop with a "W" [TBD]
	Decision Day, Commencement, Start setting up counseling appts for FA22 registration	
	WK12 [Apr. 16-April 22]	
	WK13 [Apr.23 - Apr. 29]	
	WK14 [Apr.30-May 6]	Decision Day [NEED DATE]
	WK15 [May 7-May 13]	
	WK16 [May 14-May 20]	
MAY	Finals Week	Commencement [May 26, 2022]
Reminder: Spring 2023 transfer application workshops		

> Students with 45 - 60 units

> Email student
> Call student

> Students with 45 - 60 units

> Email student
> Call student

8. MEASURABLES for OVERALL INSTITUTIONAL TIMELINE for SSTs

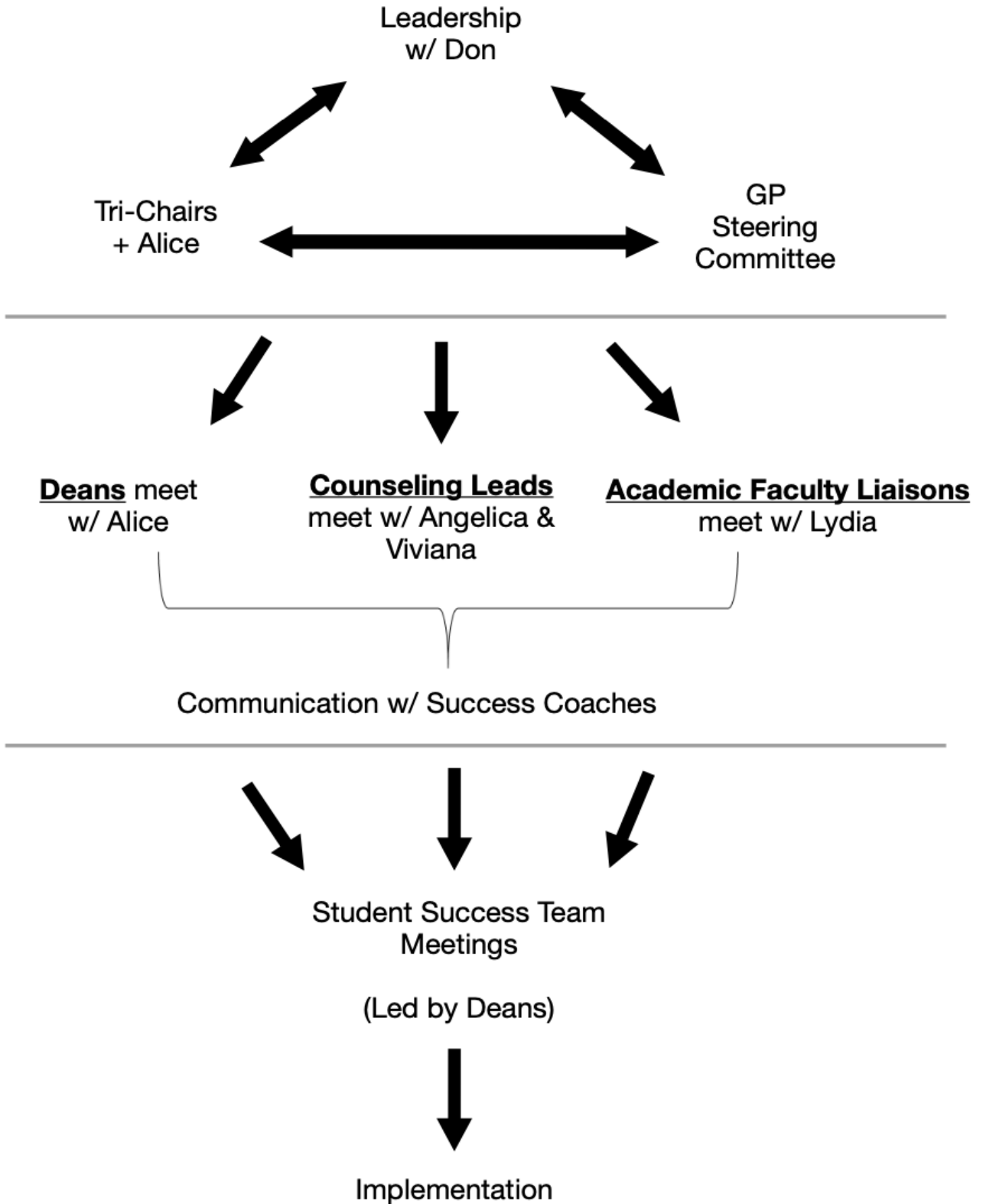
Intended Outcome	Intervention	How to Measure	Where to Collect Data	Applies to:
clear path of program requirements	first year (ASEP2) ed plan OR Comp Ed plan (SEPCOMP)	was there a ASEP2 or CSEP completed?	SARS	0-15 (ASEP2 or CSEP) 45+ students (CSEP)
complete math [in 1st year]	meet w/ counselor to discuss QR requirements	did they meet w/ counselor & did they enroll in math subsequently	enrollment data	0-15 students (or 0-30) but also 45+ who have not yet completed Math
complete engl [in 1st year]	meet w/ counselor to discuss ENGL requirements	did they meet w/ counselor & did they enroll in engl subsequently	enrollment data	0-15 students (or 0-30) but also 45+ who have not yet completed ENGL
persistence	reminder phone calls or emails about upcoming/current registration	did student enroll in subsequently	enrollment data	0-15 & 45+
complete program	assist with grad petition submission	did they meet with staff or counselor to submit grad petition (or would it be "submitted grad petition")	SARS	45+

9. EVALUATION PROPOSAL

Jim Sass from IRP is leading the Guided Pathways Implementation Evaluation. There are many appropriate options for collecting data about SSTs and Success Coaches (SCs). Final decisions on data collection methods will be based on the information needs of the Guided Pathways Steering Committee (GPSC). Proposed methods for 2021-2022 include:

- **SST Member Survey:** Each SST member would receive a link to an online questionnaire in April 2022. Topics would include questions about the SST in general and role-specific questions (e.g., for counselors, SCs, classified, etc.). Each SST would receive a summary of its results, which could be used for the planning the 2022-23 academic year. The GPSC would receive an overall report addressing how the SSTs work, including differences across SSTs.
- **SST Group Survey:** During April or May 2022, each SST would complete a questionnaire together. It would be similar to the CCCC's Scale of Adoption in that it would have a rubric for the team to identify its progress on key components of SST functions. The source of these functions would be the *RHC Student Success Team Roles (Spring 2021)* document and the GPSC. The purpose would be to promote reflective practice for each SST, and to provide the GPSC with information on how and how well the SSTs are functioning.
- **Success Coach (SC) Interviews:** During April or May 2022, each SC would participate in a semi-structured individual interview to explore their perceptions and performance of the SC role. The analysis would compare and contrast responses to identify commonality and divergence in the SC role. Based on the reporting, the GPSC could explore the extent to which role understanding meets the design for the initiative. To add context and depth, similar interviews could also be conducted with each SC's supervisor or the counselor who works most closely with the SC.
- **Success Coach (SC) Focus Group:** In April or May of 2022, IRP would invite each SC to participate in a focus group on the SC role. Potential questions would address what SCs do in the position, the most satisfying and difficult parts of the role, what they want students to know about SCs, what they want counselors and supervisors to know about SCs, and changes they would like to see in the future. The purpose would be for the GPSC to gain insight into the SC role.

10. Communication Flowchart



Credit DE courses calculate FTES in one of four ways:

1. WEEKLY STUDENT CONTACT HOUR PROCEDURE (WEEKLY CENSUS):

Credit DE courses regularly scheduled to meet on specified days and times of the week, and scheduled coterminously with the primary term, can compute FTES under Section 58003.1(b). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via communication technology. An example of a regularly scheduled credit DE course might be a course that meets synchronously at the same time(s) every week of the primary term.

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Meetings</u>	<u>Students</u>
Thursday	6:00 – 9:10 (3.4)	Full term		44

WSCH =

$$[(\text{TLM} \times \text{scheduled hours per week}) \times \# \text{ of students}] \div 525$$

$$[(16.7 \times 3.4) \times 44] = 2498.32$$

$$2498.32 \div 525 = \mathbf{4.76}$$

2. DAILY STUDENT CONTACT HOURS PROCEDURE (DAILY CENSUS):

Credit DE courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the primary term, can compute FTES under section 58003.1(c). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology.

[Note: The Student Attendance Accounting Manual (Chapter 3) provides specific guidance for the “To Be Arranged” (TBA) scheduling option as applicable to Weekly or Daily Census procedure courses. Under this scheduling option, students adhere to individual schedules for meeting with the instructor as opposed to a single scheduled time for all students. However, each individual schedule continues to be based on regular weekly or daily contact hours depending on the applicable census based attendance procedure. In the case of DE courses, the regular contact could be met through online chat rooms, email discussions, or other communication technology that allows for actual interaction between the student and the instructor. Please review the Student Attendance Accounting Manual (Chapter 3) for additional guidance on the TBA scheduling option. While the TBA scheduling option is permissible for credit DE courses, it is not anticipated that this would commonly be used.]

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Students</u>	<u>Meetings</u>
Saturday	8:00 – 1:50 (6.0)	10/16 – 12/11	44	8

DSCH =

$$[(\text{scheduled hours} \times \# \text{ of meetings}) \times \# \text{ of students}] \div 525$$

$$[(6.0 \times 8) \times 44] = 2112$$

$$2112 \div 525 = \mathbf{4.02}$$

3. ACTUAL HOURS OF ATTENDANCE PROCEDURE (POSITIVE ATTENDANCE):

Credit DE courses scheduled for fewer than five days or that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days can use the Positive Attendance procedure under section 58003.1(d). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology. If a college/district wishes to use this attendance procedure for the computation of FTES, the college/district must keep track of the actual student contact hours for the course. It is possible for some DE courses to apply to the Positive Attendance procedure. As with the weekly and daily census accounting procedures, this is an option not likely to be commonly employed for credit DE courses.

4. ALTERNATIVE ATTENDANCE ACCOUNTING PROCEDURE:

If a DE course is not structured so that it will qualify to use either the weekly or daily census procedure, and the college/district does not wish to keep track of actual student contact hours of attendance for the purposes of computing FTES, the college/district may choose to conduct the course using the alternative attendance accounting procedure under section 58003.1(f).

The majority of asynchronous online DE courses will likely use this alternative attendance accounting procedure as they are not regularly scheduled nor adhere to the guidelines for “to-be-arranged” (TBA) scheduling. It should be noted that there will typically be no loss of FTES when the alternative method as described in section 5803.1 (f) is employed, unless students are being granted fewer units of credit than would be typical (e.g. if students earned 3 units for a course that meets for 4 hours each week of the term).

Alternative attendance accounting can be used to calculate FTES for apportionment purposes for independent study, cooperative work experience, and most importantly in this context, also for distance education courses not computed using the other attendance accounting procedures described in this section. For credit distance education courses, this alternative method generally consists of counting one weekly student contact hour (WSCH) for each unit of credit for which a student is enrolled (an exception to this general rule is discussed below). For noncredit distance education courses, this alternative method consists of determining a WSCH factor from the quotient of the total hours of instruction or programming, plus other allowable instructor contact, plus authorized outside-of-class work expected as noted in the course outline of record, divided by 54. The resultant figure becomes the WSCH to be used when calculating census FTES for noncredit distance education courses.

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Units</u>	<u>Students</u>
Thursday	6:00 – 9:10 (3.4)	Full term	3	44

FTES IW =

$$\begin{aligned} &[(\text{units} \times \# \text{ of students}) \times \text{TLM}] \div 525 \\ &[(3 \times 44) \times 16.7] = 2204.4 \end{aligned}$$

$$2204.4 \div 525 = 4.2$$

The appropriate attendance procedure for the computation of FTES must be determined by considering the applicable criteria for Weekly Census, Daily Census, Positive Attendance, or Alternative Method such as one offered in a lab on campus, sections 58003.1 (b), (c), (d) or (f).

Below are examples which shows how one course offered in different attendance methods can have a significant impact on the FTES collected.

WEEKLY

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Students</u>
Thursday	6:00 – 9:10 (3.4)	Full term	44

WSCH =

$$[(\text{TLM} \times \text{scheduled hours per week}) \times \# \text{ of students}] \div 525$$

$$[(16.7 \times 3.4) \times 44] = 2498.32$$

$$2498.32 \div 525 = \mathbf{4.76}$$

DAILY

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Students</u>	<u>Meetings</u>
Saturday	8:00 – 1:50 (6.0)	10/16 – 12/11	44	8

DSCH =

$$[(\text{scheduled hours} \times \# \text{ of meetings}) \times \# \text{ of students}] \div 525$$

$$[(6.0 \times 8) \times 44] = 2112$$

$$2112 \div 525 = \mathbf{4.02}$$

ALTERNATIVE ATTENDANCE ACCOUNTING PROCEDURE:

<u>Days</u>	<u>Times</u>	<u>Dates</u>	<u>Units</u>	<u>Students</u>
Thursday	6:00 – 9:10 (3.4)	Full term	3	44

FTES IW =

$$[(\text{units} \times \# \text{ of students}) \times \text{TLM}] \div 525$$

$$[(3 \times 44) \times 16.7] = 2204.4$$

$$2204.4 \div 525 = \mathbf{4.20}$$

California Community Colleges Chancellor's Office

Quality Distance Education Webinar

Attendance Accounting And Reporting for Distance Education Courses

December 10, 2012



Presentation Topics

- **FTES and the Apportionment Attendance Report (CCFS-320)**
- **Requirements for Reporting Course FTES on the CCFS-320**
- **Intent and Accountability Standards**
- **Attendance Accounting and Reporting for Distance Education (DE) Courses**
- **Common Questions Concerning DE Courses and Attendance Accounting**
- **Audit implications for DE Courses**

* Unless otherwise indicated, all legal citations refer to California Code of Regulations, Title 5



Apportionment Attendance Report (CCFS-320)

- **Overview:**
 - **Required by Title 5 §58003.4**
 - **Prepared in accordance with deadlines and instructions prescribed by the Chancellor's Office**
 - **The Chancellor's Office calculates the amount of State General Apportionment funds, based primarily on the number of FTES workload that districts report on the CCFS-320**
 - **Also provides workload measure for Lottery allocation, Basic Skills funding, & DOF WSCH**



Basic Definitions

A Contact Hour is...

- The basic unit of attendance for computing Full-Time Equivalent Student (FTES)

One FTES is equivalent to 525 contact hours
or

1 student x 15 weekly contact hours x 35 weeks = 525

- Not a headcount
- Formerly known as “ADA” or Average Daily Attendance



Requirements for Reporting Course FTES on the CCFS-320

- **The basic conditions or standards for claiming FTES are provided by Title 5 §§ 58050 and 58161, including**
- **Appropriate course/program approval**
- **Unless expressly exempted, course must be open to the general public**
- **Unless expressly exempted (DE courses are exempted), courses are under the immediate supervision and control of a qualified academic employee of the district**
- **For credit course enrollments, a student must receive an evaluative or nonevaluative symbol**
- **Many other conditions affecting apportionment eligibility may apply, including requirements specific to DE courses, such as “regular effective contact” and the same quality standards as regular classroom courses**



Intent of Basic Attendance Accounting Requirements

Consistent with Title 5 §58052, the basic attendance accounting requirements are intended to promote the following purposes:

- **To ensure effectiveness of instruction**
- **To ensure that state aid is apportioned according to the same standards to all districts**
- **To ensure the safety of students**
- **To ensure that the state, districts, and students receive a reasonable return for monies expended**



Accountability

- **Education Code §84001 provides that “the system of public support for the California Community Colleges should be designed to strengthen and encourage local control of community college education.”**
- **Consistent with this intent, Title 5 §59116 provides that districts shall be fully accountable for the accuracy of the accounting and reporting of student attendance and shall promptly resolve inaccuracies in attendance accounting and reporting**
- **Specifically, districts must establish procedures, policies, and internal controls that will assure that FTES for State Apportionment purposes meet all requirements of law**
- **Each district is required to provide for an annual audit, which includes attendance accounting in its scope**



Attendance Accounting for Distance Education Courses

Consistent with Title 5 §58003.1, DE courses can apply any attendance accounting procedure that they are qualified to use, including the following basic procedures:

- **Weekly Census**
- **Daily Census**
- **Actual Hours of Attendance (Positive Attendance)**

If the DE course does not meet the requirements to apply one of these basic procedures or if it prefers not to, it must apply the:

- **Alternative Attendance Accounting Procedure**
 - **Credit Indep. Study, WEE, and Certain DE Courses**
 - **Noncredit Indep. Study / Noncredit DE Courses**



Attributes of a Distance Education Credit Course Applying the Weekly Census Procedure

- Offered for Credit and in primary terms only
- Course is coterminous with the primary term
- Meets same number of days and hours each week of primary term, including TBA hours
- Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology
- Clears the rolls of inactive enrollment as of census date
- WSCH is from regularly scheduled contact hours



Attributes of a Distance Education Credit Course Applying the Daily Census Procedure

- Offered for Credit and meets five or more days
- Meets same number of hours on each scheduled day, including TBA hours
- Not coterminous with the primary term
- Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology.
- Clears the rolls of inactive enrollment as of census day
- DSCH is from regularly scheduled contact hours



Attributes of a Distance Education Course

Applying the Positive Attendance Procedure

- **Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology.**
- **Instructor must keep accurate records of every hour each student attends**
- **Contact hours based upon the count of students present at each course meeting. No census date.**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **Most DE courses do not have the attributes necessary to apply one of the basic attendance accounting procedures:**
 - Weekly Census, Daily Census, and Positive attendance
- **For these courses, the only option left is the Alternative Attendance Accounting Procedure**
- **Unless eligible for an exception provided by Title 5 §58009, this procedure uses the number of units of credit as the basis for determining the number of student contact hours for the course**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **The Title 5 §58009 exception applies only to Independent Study LABORATORY courses and DE LABORATORY courses which consist partly or exclusively of laboratory work**
- **For courses under this exception, §58009 allows a district to substitute the contact hours based on units of credit with the contact hours that would be generated by the same course under the Weekly or Daily census procedures (i.e., a regular classroom based course)**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **§58009 exception approved by Board of Governors in 2006 to address significant differences in the amount of FTES generated between an Independent Study or DE Laboratory course and a traditional delivery course.**
- **Non-laboratory credit DE courses on the alternative attendance accounting procedure must still determine WSCH based on the number of units of Credit**



Credit FTES Computation Examples

Example FTES calculations:

Example 1:

Computation of 3-unit Lecture Course

- **Weekly Census:**
 - 3 WSCH x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES

- **Alternative Attendance Accounting Procedure**
 - 3 Units of Credit x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES



Credit FTES Computation Examples

Example FTES calculations (continued):

Example 2:

Computation of 1-unit Laboratory Course

- **Weekly Census:**
 - 3 WSCH x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES

- **Alternative Attendance Accounting Procedure**
 - 3 WSCH based on §58009 exception x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **For detailed guidance on this procedure, please refer to the 2008 Distance Education Guidelines and the document titled “Attributes of a Distance Education Credit Course on Weekly, Daily, or Positive Attendance Procedures.” Both are available on our website.**



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **What is a “hybrid” credit course and what is the correct attendance accounting procedure for such a Course?**
 - “Hybrid” courses are those that combine face-to-face instruction with DE
 - The scheduling and instructional delivery attributes of the entire course (the non-DE part and the DE part) will have to be considered to determine which attendance accounting procedure can be applied (e.g., is the entire class regularly scheduled?)
 - If the entire course doesn’t qualify to be on a basic procedure, then the Alternative Attendance Accounting Procedure will have to be applied
 - Only one attendance accounting procedure can be applied per course



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **Since there are few or no meetings for some DE courses, what would be the basis for an instructor to determine if a student is actively enrolled as of the census date?**
 - **Should be based on documentation from “regular effective contact” requirement in Title 5 §55204**
 - **Local policies and instructor directives/guidance must be developed for appropriate clearing of course rosters, including for distance education courses**
 - **Census rosters must be cleared of inactive enrollment as of the census date, which includes:**
 - **No shows; students who have officially withdrawn; students have been dropped from the course**
 - **A student must be dropped if no longer participating, except if there are extenuating circumstances**



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **If a course includes less than “51 percent” instruction via DE, can it apply the Alternative Attendance Accounting Procedure?**
 - **Yes. The “51 percent” standard in Title 5 §55210 relates only to what must be reported as a distance education course via MIS to the Chancellor’s Office and has no bearing on what attendance accounting procedure can be applied for a particular course**
 - **As indicated for “hybrid credit courses,” the scheduling and instructional delivery attributes of the entire course will have to be considered (the non-DE part and the DE part), to determine which attendance accounting procedure can be applied (e.g., is the entire class regularly scheduled?)**



Audit Implications for Distance Education Courses

- **Hybrid courses often apply the wrong attendance accounting procedure (e.g., most hybrid courses should be on the Alternative Attendance Accounting Procedure, but incorrectly apply the Weekly Census procedure)**
- **It appears that some instruction is being converted from the TBA scheduling option for Weekly Census and Daily Census Courses to DE**
- **Chancellor's Office is considering the possibility an audit compliance item that will focus on DE courses**



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TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers

FROM: Lizette Navarette, Vice Chancellor, College Finance and Facilities Planning Division

RE: Attendance Accounting Guidance for Transitions to In-Person Instruction

As colleges create plans or explore choices for the transition back to in-person learning, a number of options are available to both ensure a safe transition and to provide students with the opportunity to select the mode of instruction that works best for them. This memo provides information on attendance accounting and scheduling for the various instructional modes available for use during the transition to face-to-face instruction.

SYNCHRONOUS VS ASYNCHRONOUS DISTANCE EDUCATION

Distance education can occur synchronously or asynchronously.

Synchronous

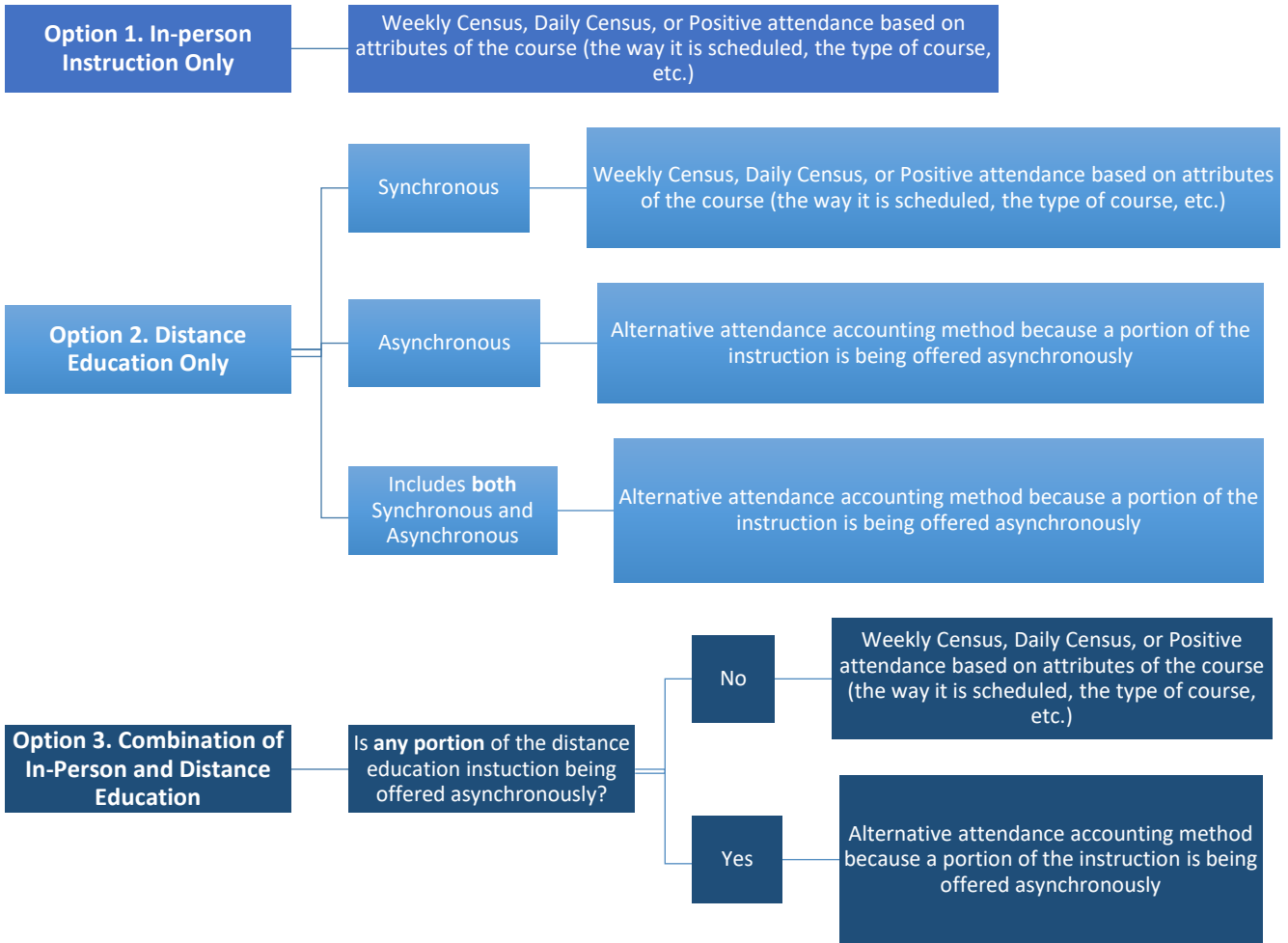
Synchronous distance education courses are structured similarly to face-to-face courses, however rather than being on campus, students interact with the instructor via some kind of interactive technology (such as Zoom). All students are expected to meet in real time at scheduled class times through a remote connection (via Zoom).

Asynchronous

Asynchronous distance education courses do not have designated scheduled meeting days and times. Students complete class activities and assignments as detailed in the course syllabus by logging into the online system, completing work and submitting electronically to the instructor.

INSTRUCTION MODES AND ATTENDANCE ACCOUNTING

Start with option 1, 2, or 3 below and follow the chart to determine the appropriate attendance accounting procedure.



ATTENDANCE ACCOUNTING METHOD

The mode of instruction is one of the primary factors considered when determining the correct attendance accounting method for a course section. There can only be one attendance accounting method for a course section. Districts determine the correct attendance accounting method, in accordance with title 5 section 58003.1, based on attributes of the course, including the type of course (whether it is credit or noncredit), scheduling pattern, length of course (semester length or short term), mode of instruction (online, face to face, or a combination), and other factors.

When determining the appropriate attendance accounting method for new or modified modes of instruction, the most important thing to consider is whether the course includes any portion of instruction that is asynchronous distance education, meaning the student is logging-in to an online system and completing assignments on their own time. If any of the instruction is offered asynchronously, the course section must use the alternative attendance accounting method described in title 5 section 58003.1(f).

If all instruction is occurring synchronously during scheduled class meetings, either in-person or via zoom, the course can use weekly census, daily census, or positive attendance depending on the attributes of the course (type of course, the way it is scheduled, whether it is short term or semester length, credit or noncredit, etc.). Offering students the option of attending scheduled class meetings via zoom does not impact the attendance accounting method to be used for the course unless the course also includes an asynchronous distance education component.

TEMPORARY CONVERSIONS TO DISTANCE EDUCATION

Some colleges may find that courses need to convert to distance education for a period of time due to various factors including the need to quarantine; or in the case of a major COVID outbreak, an entire department or campus may need to convert to distance education. The factor to consider when determining whether a conversion to distance education would impact the attendance accounting procedure used is whether the course is converted to synchronous or asynchronous distance education.

If the course is converted to synchronous distance education, and students and the instructor continue to meet at scheduled class times via zoom, no change would be required with regards to attendance accounting. If the course is converted to asynchronous distance education (even if it was only temporarily), it would need to use the alternative attendance accounting procedure in calculating FTES for the course. Pursuant to title 5 section 58003.1 (f), all courses that include any amount of instruction offered via asynchronous distance education, must use the alternative attendance accounting procedure.

Contact

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