

Who Will Our Students Be? CCC Enrollment Priorities and Implications for CTE

Sonia Ortiz-Mercado, CCCCCO
Student Services Dean

Laura Ramirez, East Los Angeles College,
Interim Vice President of Workforce Education and Economic
Development

John Freitas, Los Angeles City College
ASCCC Leadership Development Committee

What brings you to this breakout?

What do you hope to learn?

Faculty Leadership Role in Student Success

From Title 5 §53200 (B) and (C)

(B) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

(C) “Academic and professional matters” means the following policy development and implementation matters:

5. Standards or policies regarding student preparation and success

CTE Faculty Must Engage in Student Success Policy Discussions

- *Assessment and Placement Policies*
- *Orientation Processes*
- *Registration Priorities*
- *Counseling and Advising Services*
- *Career exploration/program goals*
- *Certificate and Degree Recording*
- *ARCC 2.0 Scorecard*



**California Community Colleges
Overview of New Enrollment
Priority Regulations &
Related Student Success Act of
2012 Provisions**

Priority Enrollment Concept in the Proposed Title 5, Section 58108 Regulation

Order of Priority:

Academic Conditions for :

- 100 unit threshold
- Good standing: not on academic or progress probation for 2 consecutive terms (title 5, 55031)

1

Ed Code: Active duty military & veteran students* and current and former foster youth* who are new & fully matriculated or continuing in good standing

District flexibility provided to collapse level 1 & 2 if sufficient capacity exists to do so without displacing level 1 students

2 **Existing Title 5:** New and continuing fully matriculated EOPS & DSPS students in good standing

3

Continuing students in good standing and new, fully matriculated students.

District flexibility to set priorities and categories within these groups

District flexibility to set priorities and categories for other students

**Education Code section 66025.8 requires community college to grant priority enrollment to any member or former member of the Armed Forces of the United States within four years of leaving active duty. EC 66025.9 requires priority enrollment for current and former foster youth up to, and including, age 24.*

Loss of Enrollment Priority

Continuing students would lose enrollment priority if they...

- **Earned more than 100 units** (*not including non-degree applicable basic skills and ESL, and special classes*)
- **Are on academic or progress probation for two consecutive terms** (*as defined by existing title 5 regulations*)

Exemptions & Appeals

- ***Exemptions:*** Districts may exempt categories of students from the 100 unit limit, i.e. high unit majors or programs
 - Districts may also exempt from the limit units earned through credit by examination, advanced placement, IB, etc...
- ***Appeal Policies:*** Districts required to adopt an appeals policy and process 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. Districts *may* also allow appeals for students who demonstrate significant satisfactory academic improvement in a subsequent term

Student Success Task Force Recommendation 3.1 Proposed Title 5, Section 58108 Enrollment Priority Regulation

Timeline



**Districts may implement the new priority enrollment requirements earlier than Fall 2014*



Student Success Task Force

Recommendation 8.2:

Student Success Initiative

A.K.A.

**Student Success Act of 2012 (SB
1456)**

The SSTF Recommendations & SB 1456

- First step to begin implementation of SSTF recommendations:
 - 2.2 (*mandated services*),
 - 2.5 (*declaration of course of study*)
 - 3.2 (*BOGFW conditions*), and
 - 8.2 (*Student Support Initiative*)
- Links funding to support:
 - **7.3 *Student Success Scorecard***: 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*)

Matriculation Then & Now...

- Was known as “Matriculation Program” →
- 8 funded components →
- Colleges required to provide core matriculation services, but students not required to complete them →
- Stand-alone program planning →
- Funding allocated based on enrollment data for new and continuing students →
- Incomplete data reporting on matriculation services →
- Now known as the “Student Success & Support Program”
- 3 funded core services:
 - orientation, assessment, counseling/advising/other student education planning
- Institutional AND student requirements
- Incentivizes student completion of core services
- Clear link to student equity planning
- SSTF and BOG priority in restoration of matriculation funds
- Funding formula to include services provided as one element
- Linked to ARCC 2.0 Scorecard & centralized assessment

Student Success Act of 2012 (SB 1456)

Student Success & Support Program Planning & Implementation Timeline

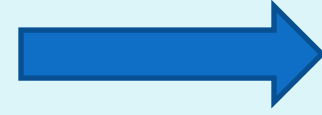
**Fiscal Year
2012-2013**

**Fiscal Year
2013-2014**

**Fiscal Year
2014-2015**

**Fiscal Year
2015-2016**

**Fiscal Year
2016-2017**



System-level Planning Year:

- Implementation workgroups convened October 2012 to develop proposals for title 5 Matriculation revisions, new allocation formula, & revised MIS data elements & definitions
- New program planning & budget process developed
- SB 1456 effective January 1, 2013

District/College-Level Planning Year:

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

District/College-Level Implementation Year 1:

- Program plans & budgets submitted
- Continue to ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Legislative implementation report due July 1, 2014
(biannually thereafter)

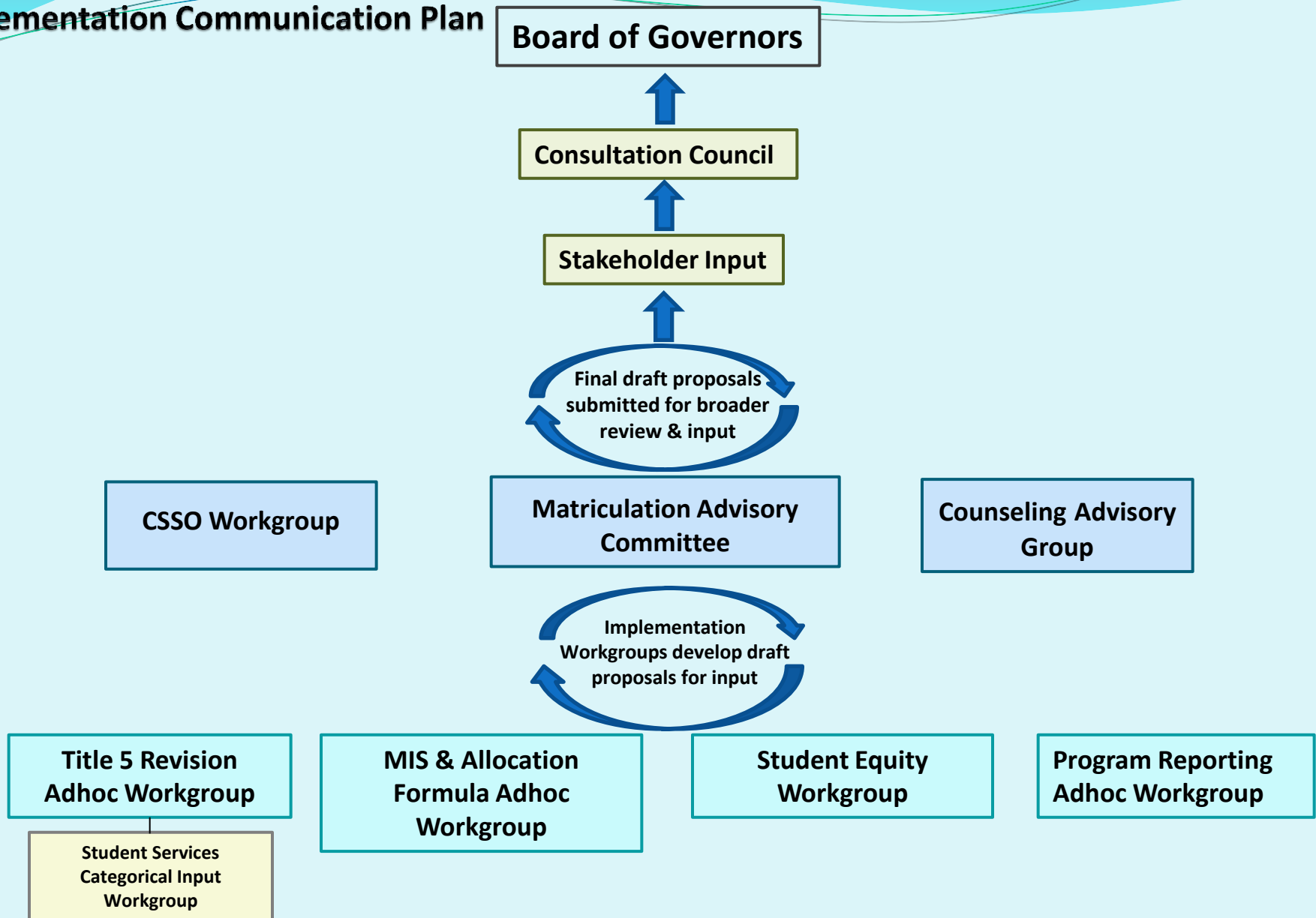
Implementation Year 2:

- FY 15-16 allocations based on 14-15 year-end data reported
- Application of funding formula beginning this year

Implementation Year 3:

- FY 15-16 allocations based on 14-15 year-end data reported
- Legislative report due July 1, 2016

Student Success Act of 2012 (SB 1456) Student Success & Support Program Implementation Communication Plan



Overview of the Student Success

Act

EC 76300: BOG Fee Waiver conditions

- Requires BOG to establish academic conditions for continuing receipt of BOGFW
 - Loss of BOGFW linked to same standards used for priority registration
 - Students would lose BOGFW if they are on academic or progress probation for two consecutive terms (*as defined by existing title 5 regulations*)
- Notification requirements

For Additional Information & Updates

<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx>

The screenshot shows a web page with a dark blue header. On the left is the 'CA.GOV' logo. In the center is the 'CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE' logo. On the right is a 'Sitemap' link and a search bar. Below the header is a navigation bar with 'HOME', 'SYSTEM OPERATIONS', and 'DIVISIONS'. A breadcrumb trail reads 'You are here: Divisions > Student Services > Matriculation > SB1456StudentSuccessActOF2012'. The main content area is divided into three columns. The left column has a 'Division Menu' with links like 'Division Home', 'Staff Directory', and 'Meet the Vice Chancellor'. Below it is a 'Resources' section with links for 'SB 1465', 'Amendments Overview', 'SSACT2012 Overview', 'Draft', 'Principles & Considerations', 'Coming Soon', 'Timeline', and 'Communication Plan'. At the bottom of the left column are links for 'Matriculation Handbook', 'Title 5 -Matric Section', and 'Student Matriculation -Data Elements'. The middle column features a section titled 'SB1456 Student Success Act of 2012' with a paragraph explaining the bill's purpose and a paragraph stating that the Chancellor's Office plans to convene five primary adhoc workgroups. Below this is a 'News' section with a post dated September 27, 2012, titled 'Gov. Brown Signs Student Success Act of 2012 into Law'. The right column has a section titled 'To apply for a volunteer appointment for a workgroup, complete the application by October 5, 2012. Volunteer - Application Link'. Below that is a 'Workgroups' section listing 'Matric Title 5 Revision Workgroup', 'Matric MIS & Allocation Formula Workgroup', 'Student Equity Workgroup', 'Program Reporting Workgroup', and 'BOG Fee Waiver Workgroup'. At the bottom right is a dark blue box with the text 'SB1456 Student Success Act of 2012 Webinars' and two dates: 'October 3, 2012' and 'October 15, 2012'.

What is Student Success?

How to measure:

- % students completing their educational goals
- % students earning a certificate, degree, achieving transfer or transfer readiness.
- # students transferring to a four year institution.
- # degrees and certificates earned

Momentum Points

Successful completion of

- a course.
- basic skills competencies.
- First collegiate level mathematics course.
- First 15 semester units.
- First 30 semester units.

Implications for CTE

- Professional development related to instructional and support needs of basic skills students.
- Alignment of local district and college goals with the education and workforce needs.

Recommendation 1

Community Colleges will collaborate with the State Board of Education, California Department of Education, and other statewide efforts to define and address college and career readiness.

- Emphasis on working with K-12
- Career Exploration and Pathways

Recommendation 2.5

Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end of their third term in order to maintain enrollment priority.

- How do students identify/choose a program of study?

Recommendation 3.1

The Community College will adopt system-wide enrollment priorities that: 1. **reflect the core mission of transfer, career technical education and basic skills development**; 2. **encourage students to identify their educational objective and follow a prescribed path most likely to lead to success**; 3. ensure access and the opportunity for success for new students; and (4) incentivize students who make progress toward their educational goal.

Recommendation 3.2

(A) Require students receiving a BOG Fee Waiver to identify a degree, certificate, transfer or career advancement goal.

Students will develop goals before they explore CTE programs.

Recommendation 4.1

Highest priority for course offerings shall be given to credit and noncredit courses that advance student's academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.

Recommendation 7.3

Implement a student success scorecard.

- Based on the Accountability Reporting for Community Colleges (ARCC).
- Provide data for students completing less than 12 units.
- Completion outcomes: degree, certificates, transfer.

Recommendation 7.4

The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.

- How do you track employment outcomes?
- Gainful Employment
- Licensure/Credentials

CTE Student Challenges

- CTE value on your campus.
- Overall, colleges will focus resources and efforts to support students seeking credentials.
- How many certificates and degrees on your campus/region?
- SB 1440, Associate Degree focuses on transfer.



Questions?

Thank You!