



ACADEMIC SENATE

Adopted Minutes

May 4, 2015

3:00 pm – 5:00 pm

<p>1. Call to Order</p>	<p>Academic Senate President Michael Wyly called the meeting to order at 3:02 pm.</p>
<p>2. Roll Call</p>	<p>Mark Berrett, Sabine Bolz, Nick Cittadino, Lue Cobene, Joe Conrad, Dale Crandall-Bear <i>ex-officio</i>, Erin Duane, Les Hubbard, LaNae Jaimez, Amy Obegi, Narisa Orosco-Woolworth, Terri Pearson-Bloom, Ana Petero, Andrew Wesley, Ken Williams, Debbie Fischer, Interim Admin Assistant Absent/Excused: Curtiss Brown <i>ex-officio</i>, Thomas Bundenthal, Susanna Gunther <i>ex-officio</i>, Julia Kiss Guests: Leslie Minor, Jose Ballesteros, Jay Robinson, Gene Thomas, Pei-Lin Van'T Hul, Diane White</p>
<p>3. Approval of Agenda</p>	<p>President Wyly removed 10.2 and will add to May 11th agenda. Moved by Senator Pearson-Bloom and seconded by Senator Wesley to approve the May 4, 2015 agenda as amended. Motion carried unanimously.</p>
<p>4. Approval of Minutes</p>	<p>Moved by VP Jaimez and seconded by Senator Williams to approve the April 20, 2015 minutes as presented. Motion carried unanimously.</p>
<p>5. Comments from the Public</p>	<p>None</p>
<p>6. AS President's Report</p>	<ul style="list-style-type: none"> • Last Friday, President Wyly attended, along with Melissa Reeve, Trustees Young and Thurston, Shirley Lewis, Leslie Minor and Dr. Laguerre, the ACCJC Accreditation Standards Symposium which highlighted key changes to the new standards as well as points of emphases embedded throughout the standards (eg integrity, equity, closing the loop on assessment). Not only are there four traditional standards, but there are also themes that have been built in which connect the standards. Although those themes have not been advertised by ACCJC, pilot colleges have identified them (Napa Valley College); we will communicate with them regularly to understand the challenges they face. One of the key themes is closing the loop on assessment. Student Equity will be a large part of the conversation; we will need to find a way to engage the subject of student equity as a part of our assessment process. This will be challenging as there is no clear way to do this. Integrity, which is in every standard, will be more difficult to prove and/or measure. Looking ahead, it is the hope that the steering committee will be positioned to begin its work at the beginning of Fall 2015, with the possibility of some initial planning to begin this summer. President Wyly encourages faculty to become involved in this process in as meaningful a way as possible. For faculty, one of the key challenges will deal with disaggregation of equity data and its relationship to assessment as well as course success. • There have been some proposed changes in how we announce our distinguished faculty. Typically it is a surprise at graduation. Although there are merits to this, it also can create deficiencies (i.e. faculty member not in attendance, not dressed appropriately, etc.). President Wyly proposes that distinguished faculty be told prior to graduation; they would then be asked if they are willing to address the students on behalf of the faculty at graduation. The award would be given to them at the Awards Breakfast; it would still be announced at graduation. If the distinguished faculty member does not attend graduation, or feels uncomfortable addressing the graduates, President Wyly could speak on their behalf. • The sashes have been ordered for the Senators to wear at graduation. President Wyly thanked the following senators for volunteering as Faculty Marshals: VP Jaimez, Senators Bolz, Cittadino, and

	<p>Petero. There will also be three rotating senators on stage to shake hands with graduates (Senate President, one of the Faculty Marshals, and one other Senator).</p> <ul style="list-style-type: none"> • There had been at least one public email, along with a few private emails and comments, from last summer/fall regarding the hiring process. The Faculty Association President and President Wyly replied to those emails. One concern cited Education Code violations, but to President Wyly's knowledge there were no actual violations to Ed Code. • President Wyly could not attend the last Enrollment Management meeting, but he emailed Peter Cammish regarding the Senate's input on Card Readers (for attendance tracking). • A signed and framed Resolution will be sent to Connie Adams; the microwave for the Adjunct Support Center is here, and will be delivered soon. A couple of agenda items for May 11 will be assessing what we've done this past academic year which will inform our goals and processes for next year; we will also vet a proposed calendar for the determination of hiring priorities. President Wyly hopes to have some updates for the Senate as we work to renew the energy behind peer review. Please look to your email for an update for Senate goals for AY 14-15 as well as recommendation for AY 15-16. Please plan on staying later, if needed, so we can end this semester cleanly. • There are no new updates on the hiring of an Articulation Officer. President Wyly attended a recent Counseling school meeting to petition them to reconsider their position. He emphasized the need for the Articulation Officer to remain a faculty position, rather than a staff position. If a counselor is unable to become the Articulation Officer, we may need to expand the search outside the School of Counseling; there may be a faculty member with curriculum experience that may want the position, or training may have to occur. It would have to be a release assignment
<p>7. Superintendent / President Report</p>	<p>No report</p>
<p>8. Vice President for Academic Affairs Report</p>	<p>No report</p>
<p>9. Action Items</p> <p><i>9.1 ILO's/GELO's – Gene Thomas</i></p> <p><i>9.2 Institutional Effectiveness Target Goals – Michael Wyly</i></p>	<p>Draft 4 of the ILO's (including school comparisons) were emailed to the Senators prior to the meeting. Gene's goal was to keep Solano's ILO's simple and measurable. The Assessment Committee has reviewed the draft ILO's and are now presenting them to the Academic Senate for their feedback.</p> <p>Moved by Senator Duane and seconded by Senator Bolz to table this item until next meeting to allow time to bring proposed changes back to constituents.</p> <p>Discussion: Feedback is needed soon; need to take action by next week.</p> <p>Motion carried unanimously.</p> <p>President Wyly reported that an ad-hoc Shared Governance sub-committee was set up to review Institutional Effectiveness indicators and to set some target goals. The committee has met twice to review data and existing trends of the college. In attendance at the meetings were Patrick Killingsworth, Christy Speck, Peter Cammish, Michael Wyly, Kevin Anderson, Melissa Reeve, and Richard Crapuchettes. There were some productive, candid conversations, and a good set of recommendations were created based on goals already established (FTES goals) or existing trends. Target goals will then go to Shared Governance for review, comment, and action. Senate feedback is due soon, as the document need to be submitted in June. Dr. Minor went over the revised IE Indictors document (attached).</p> <p>Senator Conrad made the following motion:</p> <p>MOTION: The Academic Senate gives President Wyly their vote of confidence in continuing forward and generally approve of the current recommendations.</p> <p>Motion was seconded by Senator Duane.</p> <p>Motion carried unanimously.</p>

9.3 Integrated Planning Process, Proposed Changes

Moved by Senator Berrett and seconded by Senator Wesley to table this item until next meeting Motion carried unanimously.

9.4 Assessment of Correspondence Courses – Dale Crandall-Bear

Feedback from the faculty survey was emailed to the Senators. The survey went to six correspondence course instructors, four instructors replied so far. (A student survey was also sent out; results to follow at next meeting). Logistical problems have been the most over-whelming issue: getting materials back and forth, not knowing if students have received materials, etc. Issues seem to be at the prison end. There was a significant delay in the prison getting material and textbooks to the students at the start (mail sitting in the box for days, mail was sent to Lassen rather than Solano). Need to do more work with the prison staff to ensure this works properly. However, faculty have a positive view regarding the curriculum and submitted work by the students. Discussion ensued about the future of this program. Dr. Minor indicated It would have to be a broadly-based, transferable program (not certificate program), such as Business; University Studies, Arts & Humanities; University Studies, Social Science. She also indicated that the prison will be installing a big mailbox specifically for the college so the guards won't have to handle the mail. Distance Education will look at course packets next. They are constrained by the limited number of offerings for the students. Courses can also be offered in-person in the four classrooms dedicated for Solano's use.

Senator Pearson-Bloom made the following motion:

MOTION: The Academic Senate supports the continuation of the pilot program.

Motion was seconded by Senator Cittadino.

Motion carried unanimously.

10. Information / Discussion Items

10.1 Waitlisting / Prerequisites – Leslie Minor

Tabled by President Wyly until next meeting (May 11)

10.2 Process and Suggested Calendar for Determination of Faculty Hiring Priorities – Michael Wyly, Leslie Minor

Tabled by President Wyly until next meeting (May 11)

10.3 High School Task Force Outreach Update - Jose Ballesteros

Jose Ballesteros reported on the Access 2 College Task Force (formerly known as High School Task Force Outreach). Currently we have high school students taking classes at Solano (dual enrollment); an Early College High School program where students can take high school courses as well as college courses; and we are offering college courses at the high school sites (major emphasis for Task Force). Discussion ensued: Solano faculty will be the first to be hired. Applicants from other colleges/high school will be vetted through the normal hiring process and must meet minimum qualifications. Faculty will have control over their curriculum. Classes may need a recommended grade level; list of classes should be forwarded to Senate for feedback. Faculty will need to be educated with regard to Common Core.

Access 2 College Taskforce (Formerly High School Outreach Taskforce) Update

Presented to Academic Senate May 4, 2015

Presented by Saki Cabrera and Jose Ballesteros

Background: Taskforce was created as a workgroup of faculty and administration representatives to have input on the development of processes for high school partnerships. The taskforce will make recommendations for standardized processes when Solano Community College forms partnerships with local high schools. Taskforce members changed name to the Access 2 College Taskforce so as not to be confused with the High School Outreach Advisory Group.

Members of Taskforce: Janene Whitesell (School of Liberal Arts), Rebecca LaCount (Counseling), Ginger Cain (Health Science), Genele Rhoads (Math and Science), Paul Hidy (CTE), Francis Nelson (Library Resources) Saki Cabrera (Social and Behavioral Science, taskforce co-chair) and Jose Ballesteros (Administration, taskforce co-chair).

Meetings: Monthly meetings held on first Friday of the month.

Overall Objective of Taskforce: Assist the creation of a standardized process to work with local high schools to provide students access to college courses through dual enrollment. The taskforce will produce draft documents to present to the academic senate, shared governance and the president's cabinet.

Goals:

1. Develop a Memorandum of Understanding (MOU) template that can be used for high school partners that would like classes at their site
 - Status: Dixon Unified School District MOU is being used as a template. Template is in final revisions.
2. Develop a list of recommended classes for high school students
 - Status: Taskforce evaluated a list of classes provided by a counselor and each member solicited feedback on courses from faculty in their area. List of recommended classes is undergoing final revisions.
3. Develop a list of required items and timeline that new high school partners must have to offer classes at their site
 - Status: A draft timeline was presented at the March meeting; final revisions are currently being made.
4. Evaluate and recommend tools and support for high schools to demonstrate college readiness per common core.
 - Status: Mark Frazier, Chief Academic Officer from Vacaville Unified School District, and staff will present information on the common core at the April meeting. Committee recommends that faculty receive training on the common core.

10.4 MySolano Portal Upgrade – Jay Robinson

Jay Robinson, Information Analyst/Database Administrator at Solano, reported on the upcoming MySolano Portal upgrade this summer. IT has been investigating alternatives to MySolano. The current system is eight years old, and on an older version. They either need to replace the system or upgrade it. Jay introduced Kyle (via phone) from LookingGlass, a possible replacement to MySolano. Kyle demonstrated many of the options and features of this software. Jay indicated that if the Board of Trustees approves to purchase this product, there would be a June 1 start date. A test environment would be used initially for beta testing by students and faculty, and once ready, will be uploaded on a three-day weekend. MySolano would not be down very long. Jay recommends that faculty back everything up before transition.

10.5 3SP Presentation / Update – Pei-Lin Van'T Hul, Diane White

Diane White started by introducing some of the 3SP coordination team members in attendance. She then outlined 3SP: orientation, assessment, counseling/advising, referral for specialized support services, evaluation, follow up for at-risk students, and priority registration. Regarding budget, 3SP funds are different from the old matriculation funds in that they are much more narrowly focused on what you can use them for; you must be able to track and report all expenditures back to the specific core services. There is also a 2 to 1 match; for every dollar of 3SP money we spend, we spend \$2 out of the general fund. The total budget for this year is \$1.7 million. You cannot supplant for the general fund or categorical funds. 2014/15 was our Implementation Year 1, and we submitted our program and plan to the state on October 15 as required. First report was due on January 20 for fall data; significant errors and omissions were reported. The challenges that are now being addressed by the team are: lack of institutional planning and prioritization of 3SP implementation (staffing, administrative oversight, technology, and budget); collection of data (a lot of data was manually uploaded, data had been recorded in multiple forms, some data was never collected, or regulations weren't being adhered to). The 3SP Team is working to correct and resubmit the report. Next report is due on June 20.

PeiLin Van'T Hui shared a document outlining the Title 5 regulations and compliance that must be followed for 3SP, as well as the formulas involved in tracking the data. The biggest challenge is in tracking the required data, not only in the different categories but also by terms. Data also has to be converted from Matriculation to 3SP. 40% of the money is based on headcount, and 60% is related to Student Services. Half of the 60% is targeted to provide one-time service to new students. Additionally, there is college match. The large amount of data has to be broken down into different tasks: data conversion, data clean up, data collection, and special populations. Aside from the data collection and fixing, we have to put in

processes in order to switch from manual process of data collection to electronic collection, to automatic collection. They are on the right track now, and have a few more things to fix, before they resubmit their data. Making good progress. Getting the information into Banner from multiple sources (manual process, SARS, direct entry) in order to report MIS data is a big challenge.

Diane and Yulian Ligiosa certified to the State that we do plan to spend the 3SP money that we were allocated, otherwise it would be returned and we would be re-benched. Additionally if we don't report in those funding areas, we will lose money and re-benched. Moving forward: 3SP Team is gathering and recording data for the June 20 report (correcting the system, determining what forms data is in and how to upload it into Banner or get it manually entered, determining the best transition from manual to automated process). At the same time: we're trying to build the "front-end" process for counselors, setting up contracts with SIG and/or Ellucian for completion of Degreeworks, investigating/interviewing vendors for online orientation products. All activities charged to 3SP must be tracked directly to the delivery of the services. Every activity must have a process owner; IT and R/P are not process owners and will not be able to continue to collect, find, enter, upload, validate and report 3SP data. The 3SP Team has provided information and recommendations to Academic Affairs and the Student Success and Equity Council: all proposals for 3SP activities should be vetted first through deans, then presented to SSEC for review and recommendation to the 3SP Team, which will make final recommendations to the SPC. Initiators will need to identify responsible process owner and determine how they will gather, track and report data.

President Wyly encouraged senators to bring this information back to their constituencies.

11. Reports

No reports

12. Action Reminders

- **Program Review needs a student representative and could use another representative from CTE, Health Sciences, Math/Science, and Counseling**
- **Senate Contribution Forms**
- **Faculty Development Fund Deadlines**

13. Announcements

The last Senate meeting of the academic year will be held on May 11, 3:00 – 5:00 pm in the Board Room.

14. Adjournment

Moved by Senator Williams and seconded by Senator Bolz to adjourn. The meeting adjourned at 5:18 pm.

SCC Institutional Learning Outcomes (ILOs)

DRAFT 4 DRAFT 4 DRAFT 4!

Given the diversity of educational goals of our students and the length of their study, they will be proficient in the following areas to the extent required of their courses and/or program of study. These outcomes are neither course nor program specific but are meant to be applicable to all students.

1. Communication
Students will develop their reading, writing, listening, and speaking skills.
2. Critical Thinking and Problem Solving
Students will apply knowledge and skills in novel ways to discipline-specific situations.
3. Personal Responsibility and Workplace Skills
Students will obtain professional skills applicable to the classroom, workplace, and/or community at large.
4. Global Awareness
Students will increase knowledge of social, economic, and environmental trends from local to global perspectives.

Making Connections Between Our Mission and Our Students

Santa Rosa Junior College's mission is to increase the knowledge, to improve the skills, and to enhance the lives of those who participate in our programs and enroll in our courses throughout the District.

In keeping with the mission, the college's Institutional Learning Outcomes represent our educational values. These outcomes arise from the most general and universal educational goals of the institution; they are neither program nor course specific. These outcomes demonstrate how all students, regardless of their course of study, have the opportunity to share in a collective academic culture.

Students as a whole will develop proficiency in the seven areas identified in the following list as part of a dynamic educational environment. The breadth and depth of experience and proficiency that any individual student may reach in each of these outcomes is, of course, dependent upon the student, the program or course of study, and the length of college attendance.

SRJC Institutional Learning Outcomes (ILOs)

Through their experiences at Santa Rosa Junior College, students will bring into the college community the following set of skills and values:

1. Foundational Skills

- Perform mathematical operations
- Utilize technology
- Read and write at the college level

2. Personal Development and Management

- Develop self-awareness and confidence
- Manage resources, such as time and money, in order to advance personal and career goals
- Maintain or improve health
- Appreciate the value of lifelong learning

3. Communication

- Listen actively and respectfully
- Speak coherently and effectively

4. Critical Analysis

- Locate, analyze, evaluate, and synthesize relevant information
- Draw reasonable conclusions in order to make decisions and solve problems

5. Creativity

- Creatively respond to ideas and information

6. Intercultural Literacy and Interaction

- Recognize and acknowledge individual and cultural diversity
- Practice respectful interpersonal and intercultural communication
- Recognize and understand the ideas and values expressed in the world's cultural traditions

7. Responsibility

- Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen

Assessment of Institutional Learning Outcomes

The Institutional Learning Outcomes are assessed in three ways:

1. Student Survey, conducted by SRJC's Office of Institutional Resources every three years
2. Direct assessment of individual ILOs
3. Cumulatively through the Program and Resource Planning Process (PRPP), where departments and programs indicate how specific courses, certificates, majors, and Student Services programs relate to the ILOs

1. Student Survey Assessments and Results

The Student Survey is administered via classrooms every three years. It includes a section asking students to self-assess their gains on Institutional Learning Outcomes as a result of being a student at SRJC. Approximately 10% of all credit students enrolled are surveyed.

The results show that on the whole, students feel that they have made gains in all areas of the Institutional Learning Outcomes. View a summary of the results in this [excerpt from the SRJC Student Survey 2010](#).

2. Direct Assessments of Foundational Skills and Health Awareness

To date, four specific areas listed in the Institutional Learning Outcomes have been assessed.

In spring 2007, a **Technology Survey** was administered to more than 200 students, asking them detailed questions about their technology usage, skill levels (both current and prior to attending SRJC), and motivations for learning more technological skills. Overall, students demonstrated that as a result of their academic work, they gained technological skills.

[Summary of Results for Technological Skills](#) (PDF) from PowerPoint of ['08 PDA RESULT](#) (PDF)

In spring 2008, two separate direct assessments were administered to two separate groups of randomly selected course sections. As a result, over 1000 students took a **reading and writing assessment**, and more than 1000 different students took a **computational skills assessment**. Again, results were generally positive, with most students indicating progress toward the ILOs regarding mathematical operations and college-level reading and writing. Results varied according to students' initial placement upon enrollment and length of time at SRJC.

[Summary of Results for Mathematical Operations](#) (PDF) from PowerPoint of ['08 PDA RESULT](#) (PDF)
[Summary of Results for Reading and Writing](#) (PDF) from PowerPoint of ['08 PDA RESULT](#) (PDF)

In 2010-2011, **Student Health Services** launched a comprehensive survey regarding students' knowledge, concerns, and practices about aspects of their personal health. Results will be available on this site soon.

3. ILO Assessment Through the PRPP

In spring 2009, an institutional learning outcomes chart was included in the Program and Resource Planning Process (PRPP) form for every academic department and non-academic administrative unit in the District. Results from this inventory allow the College to examine where and how frequently institutional learning outcomes are being assessed throughout SRJC's courses, programs, and services.

[Institutional Learning Outcomes Inventory Chart](#)

DVC Institutional Learning Outcomes

Diablo Valley college students will gain knowledge, skills, and an appreciation of ethical issues in the following areas:

Language and Rationality: Students will develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.*

Natural Sciences: Students will examine the physical universe, its life forms, and its natural phenomena; develop an appreciation and understanding of the scientific method, and the relationships between science and other human activities.*

Arts and Humanities: Students will examine the cultural activities and artistic expressions of human beings, develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and develop an aesthetic understanding and an ability to make value judgements.*

Social and Behavioral Sciences: Students will examine social and behavioral sciences that focus on people as members of society, develop critical thinking skills related to the ways people act and have acted in response to their societies, develop an awareness of social and behavioral science methods of inquiry, and develop an appreciation of how societies and social subgroups operate and stimulate.*

Workplace Skills: Students will develop skills that will allow them to be viable participants in a competitive workplace, e.g., competence in relevant 21st century literacies and effective communication of new knowledge in an ethical and legal manner.*

*Title 5 (55063 Minimum Requirements for the Associate Degree)

Marin College

Instructional College wide (Institutional) / General Education Learning Outcomes

In January of 2009, the Academic Senate approved a set of 5 broad Instructional SLOs for the college as a whole. These are as follows:

- **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

Institutional Learning Outcomes

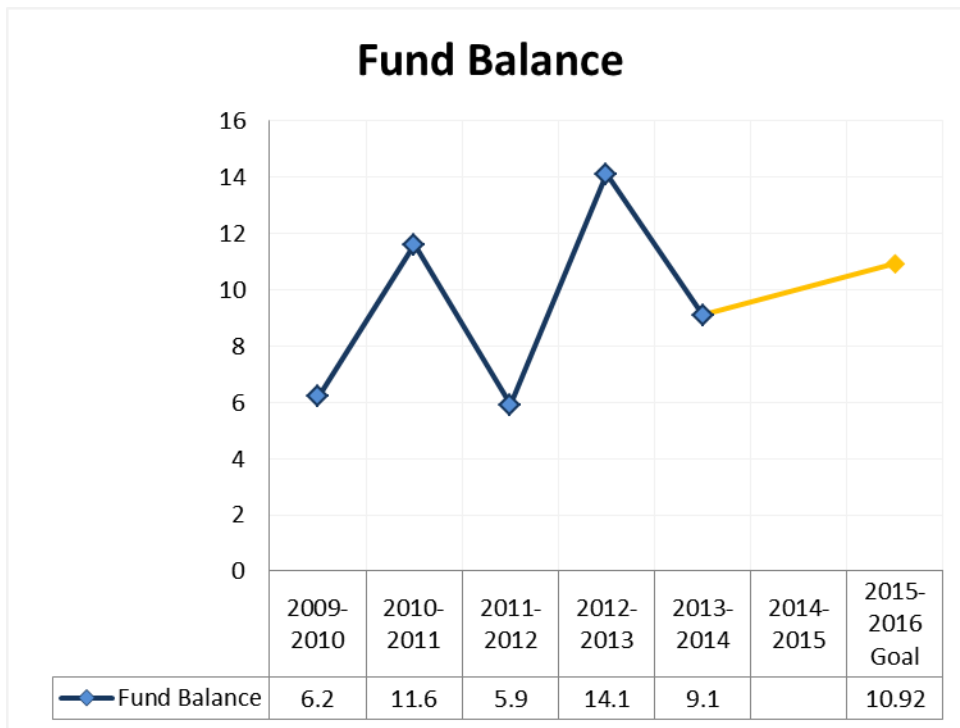
Santa Monica College students will:

1. **Personal Attributes:**
Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
2. **Analytic and Communication Skills:**
Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
3. **Applied Social Knowledge and Values:**
Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
4. **Applied Knowledge and Valuation of the Physical World:**
Take responsibility for their own impact on the earth by living a sustainable and ethical life style.
5. **Authentic Engagement:**
Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

FUND BALANCE

Group	Status	Name	Description
Fiscal Viability	Required	Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
6.2	11.6	5.9	14.1	9.1		10.92



RATIONALE

20% increase to reach a target that represents the balance between stability, reserves and maintaining service

AUDIT FINDINGS

Group	Status	Name	Description
Fiscal Viability	Required	Audit Findings	Unmodified auditor's report without internal control issues

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
				N		Y

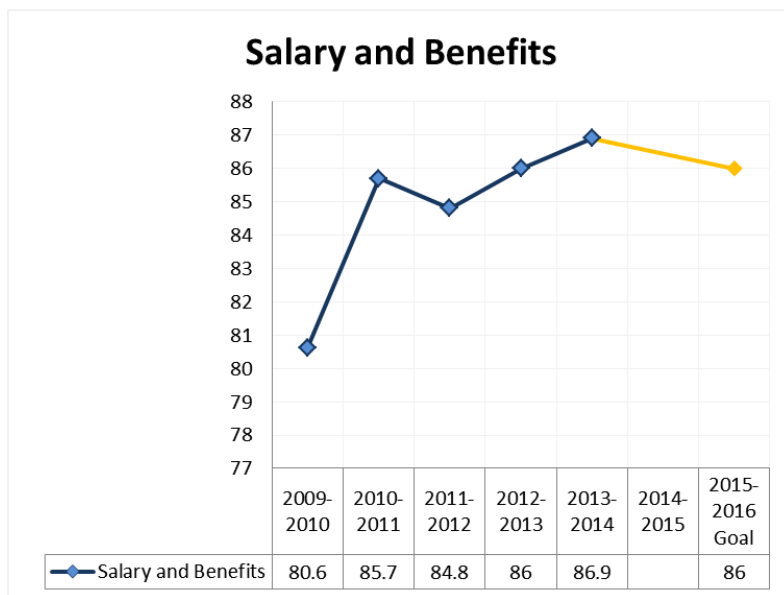
RATIONALE

District needs to be in a position where there are no internal control issues.

SALARY AND BENEFITS

Group	Status	Name	Description
Fiscal Viability	Optional	Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
80.6	85.7	84.8	86	86.9		86



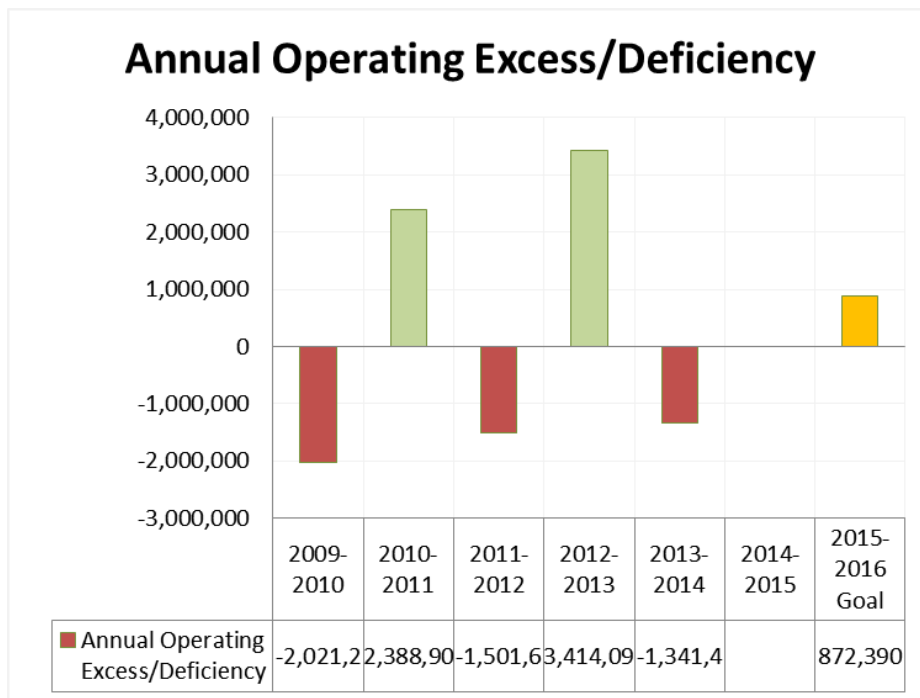
RATIONALE

Represents a best case scenario that reverses the trend while absorbing the PERS/STRS increases and desire to increase Fund Balance and make more money available for supplies and maintenance.

ANNUAL OPERATING EXCESS/DEFICIENCY

Group	Status	Name	Description
Fiscal Viability	Optional	Annual Operating Excess/Deficiency	Net increase or decrease in general fund balance

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
-2,021,223	2,388,907	-1,501,627	3,414,099	-1,341,447		\$872,390



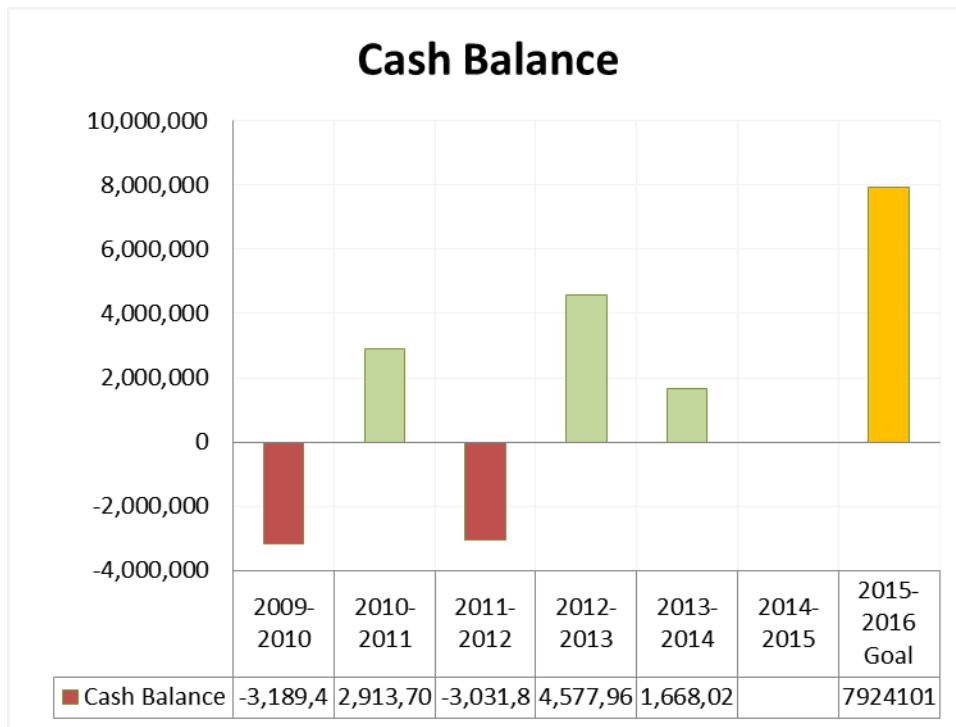
RATIONALE

This would be the operating excess required to meet the 10.92% fund balance target

CASH BALANCE

Group	Status	Name	Description
Fiscal Viability	Optional	Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
-3,189,461	2,913,700	-3,031,815	4,577,969	1,668,022		7,924,100



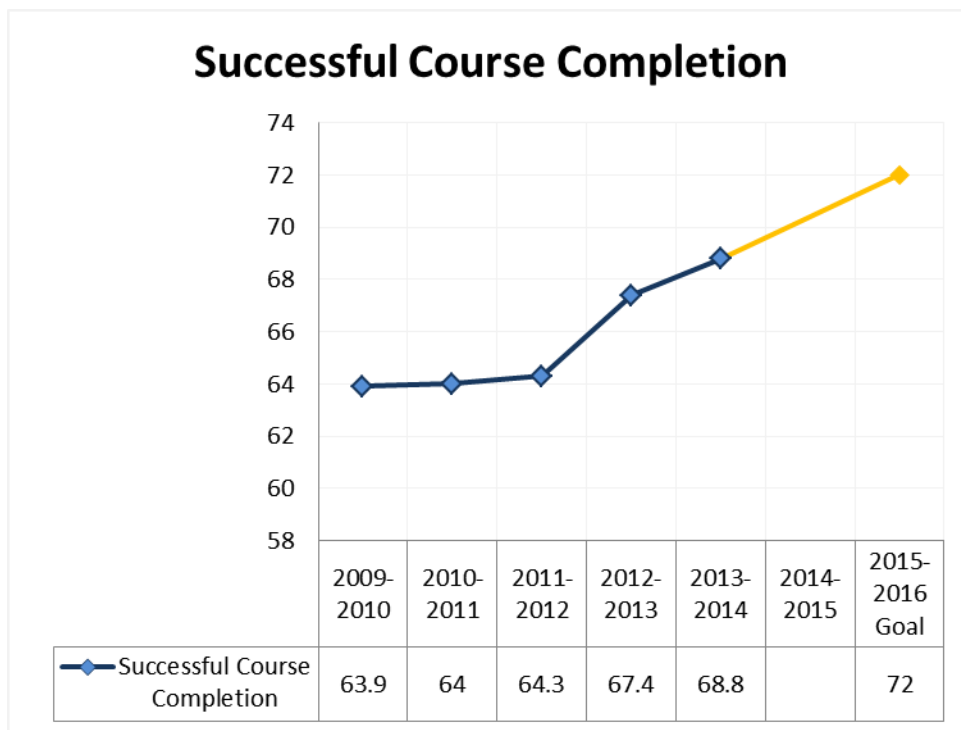
RATIONALE

Represents 2 months cash supply

SUCCESSFUL COURSE COMPLETION

Group	Status	Name	Description
Student Performance Outcomes	Required	Successful Course Completion	Percentage of credit course enrollments where student earned a grade of C or better

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
63.9	64	64.3	67.4	68.8		72



RATIONALE

Represents continuing efforts related to 3SP and SEP initiatives to increase student success

ACCREDITATION STATUS

Group	Status	Name	Description
Accreditation Status	Required	Accreditation Status	Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
Fully Accredited, Probation	Fully Accredited, Reaffirmed	Fully Accredited, Warning	Fully Accredited, Warning	Fully Accredited, Reaffirmed		Fully Accredited, Reaffirmed

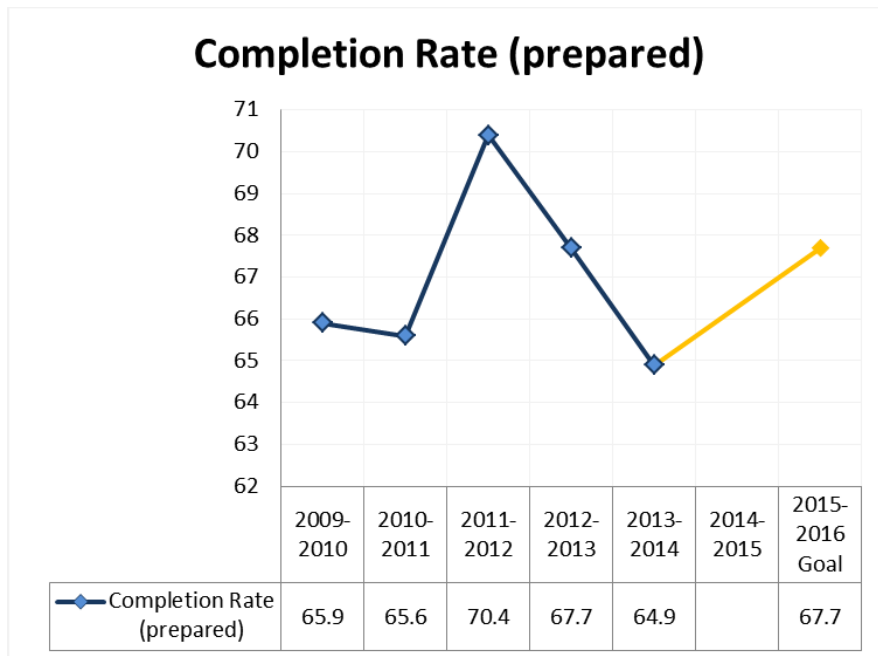
RATIONALE

Represents maintaining gains in addressing and pre-empting accreditation recommendations.

COMPLETION RATE (PREPARED)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (prepared)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Student's lowest course attempted in Math and/or English was college level)

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
65.9	65.6	70.4	67.7	64.9		67.7



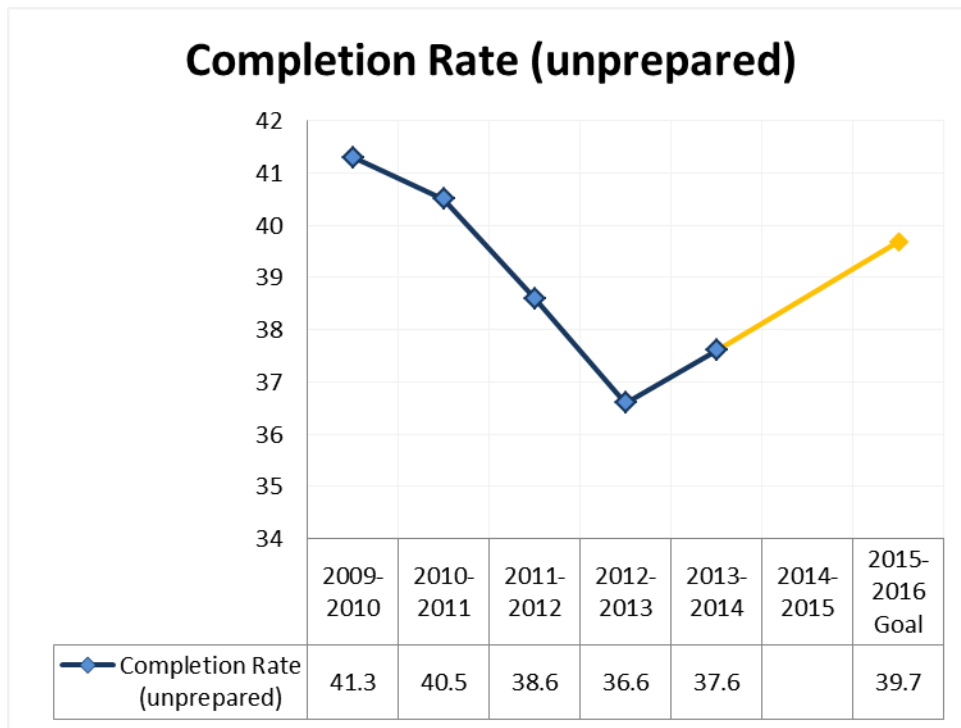
RATIONALE

Would like to see a halt in the decline and a return to 2012-2013 rates.

COMPLETION RATE (UNPREPARED)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (unprepared)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Student's lowest course attempted in Math and/or English was pre-collegiate level)

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
41.3	40.5	38.6	36.6	37.6		39.7



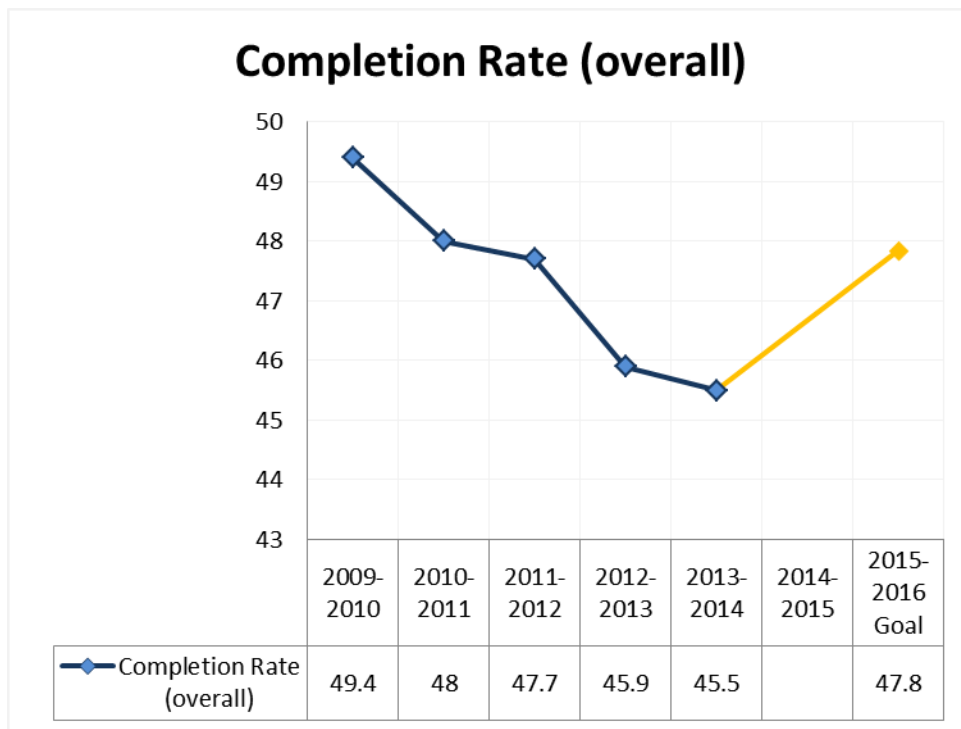
RATIONALE

Based on continuation of prior year % increase.

COMPLETION RATE (OVERALL)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (overall)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Student attempted any level of Math or English in the first three years)

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
49.4	48	47.7	45.9	45.5		47.8



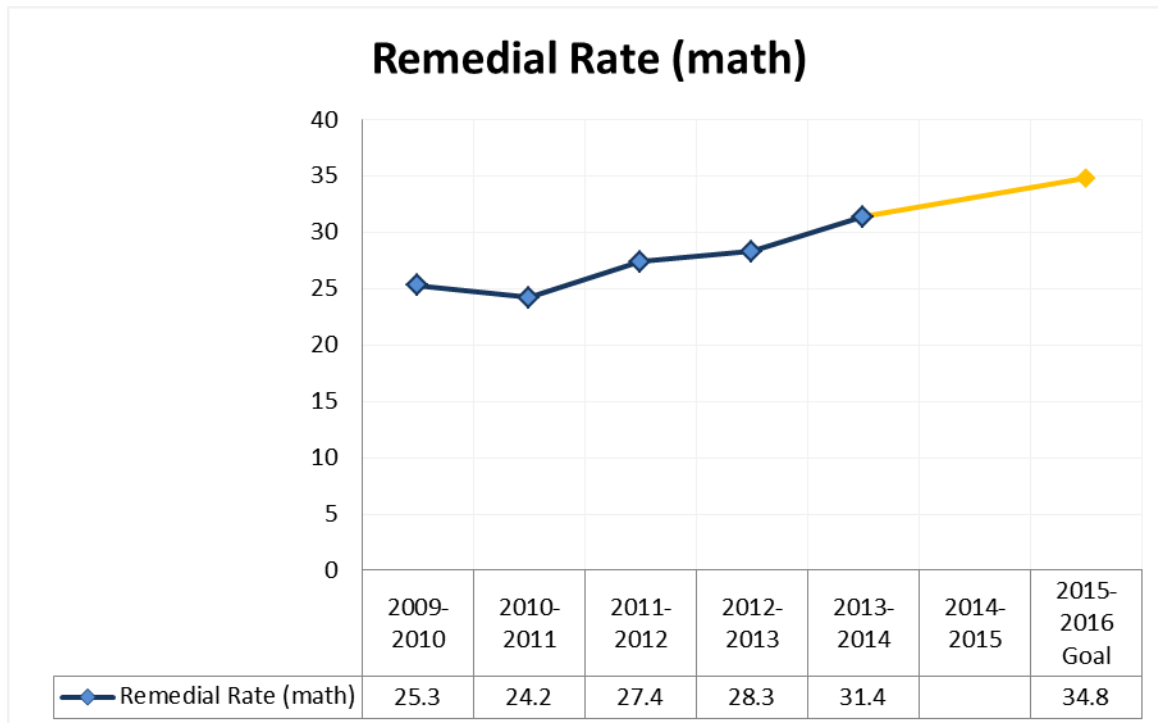
RATIONALE

Composite proportion based on prepared %increase *1/3 + unprepared % increase*2/3.

REMEDIAL RATE (MATH)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (math)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
25.3	24.2	27.4	28.3	31.4		34.84



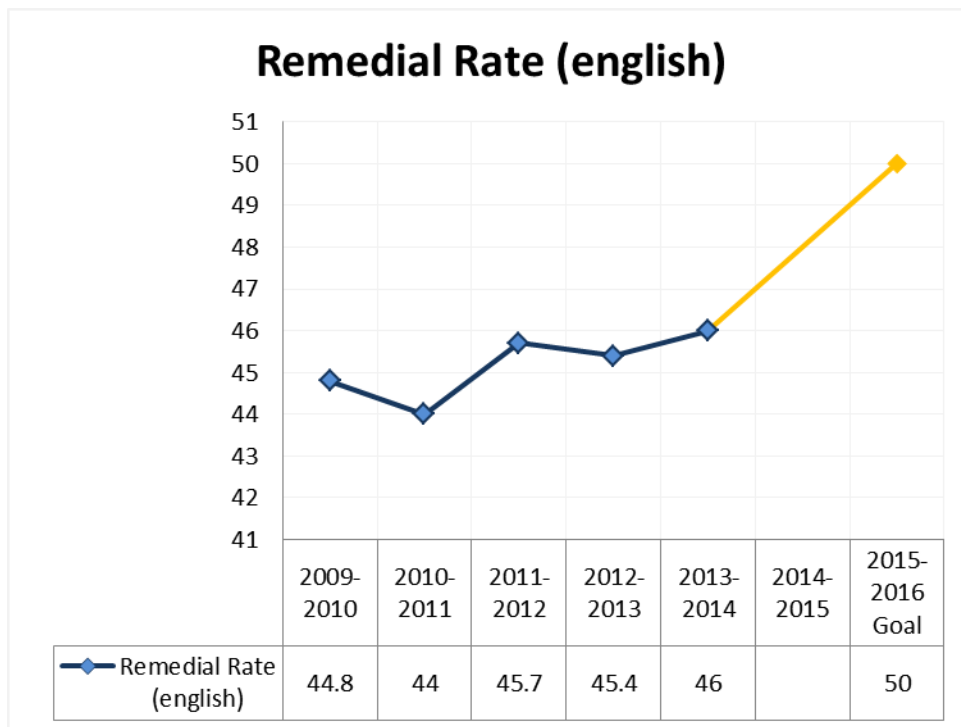
RATIONALE

Based on continuation of prior year % increase. Will solicit feedback from math faculty.

REMEDIAL RATE (ENGLISH)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (english)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
44.8	44	45.7	45.4	46		50



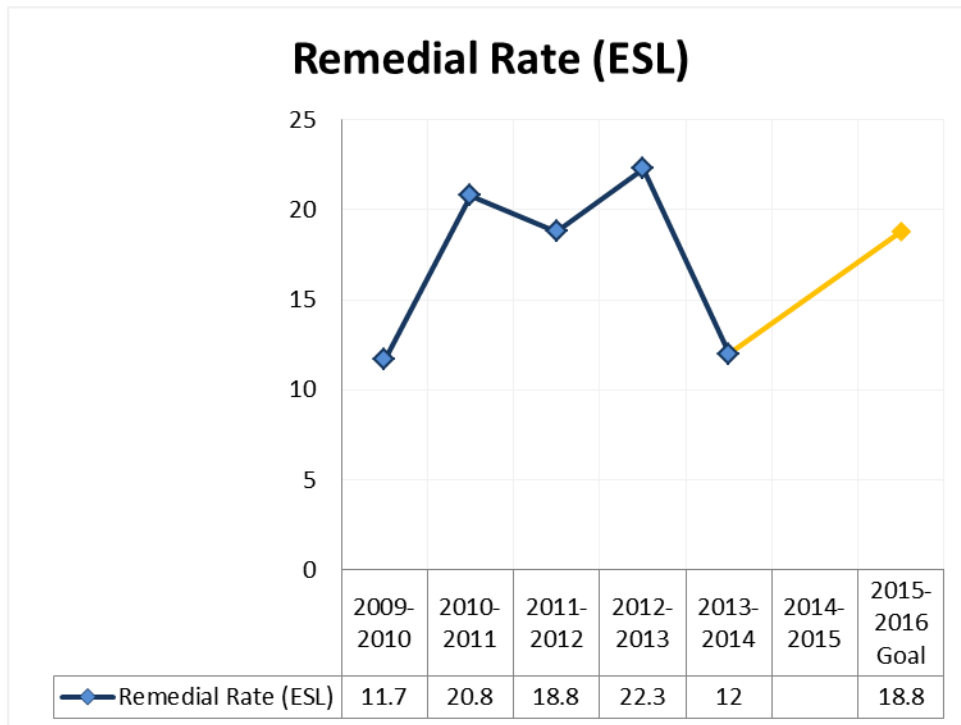
RATIONALE

Based on high achievement goal from faculty input. Seek further faculty input

REMEDIAL RATE (ESL)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (ESL)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
11.7	20.8	18.8	22.3	12		18.8



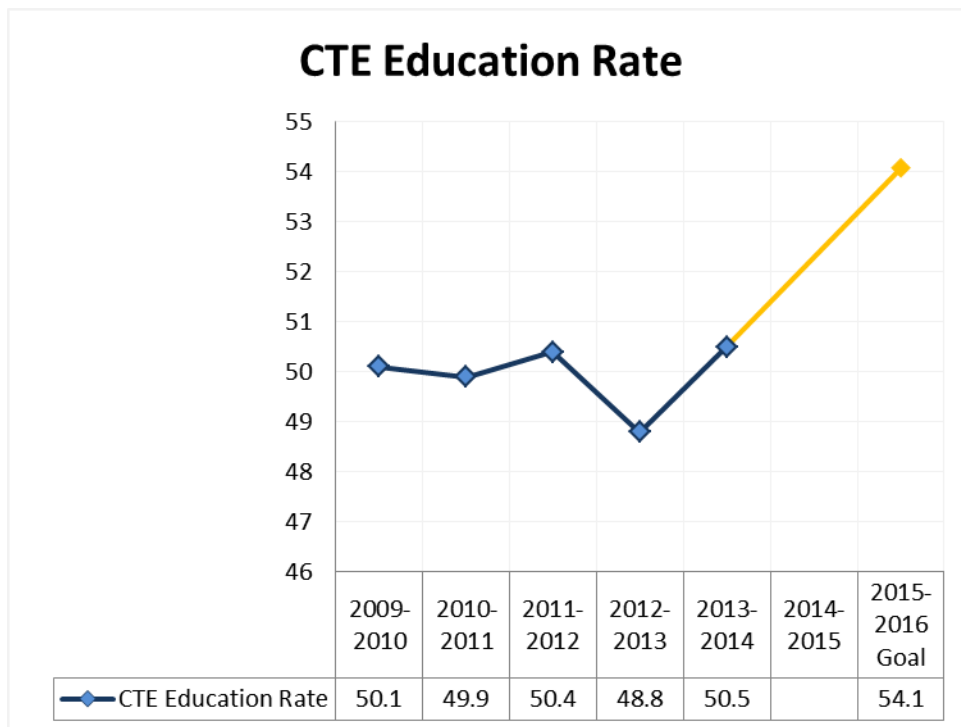
RATIONALE

Desire to move back to previous year levels (2011-2012). This number may have variability due to low population size.

CTE EDUCATION RATE

Group	Status	Name	Description
Student Performance and Outcomes	Optional	CTE Education Rate	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
50.1	49.9	50.4	48.8	50.5		54.1



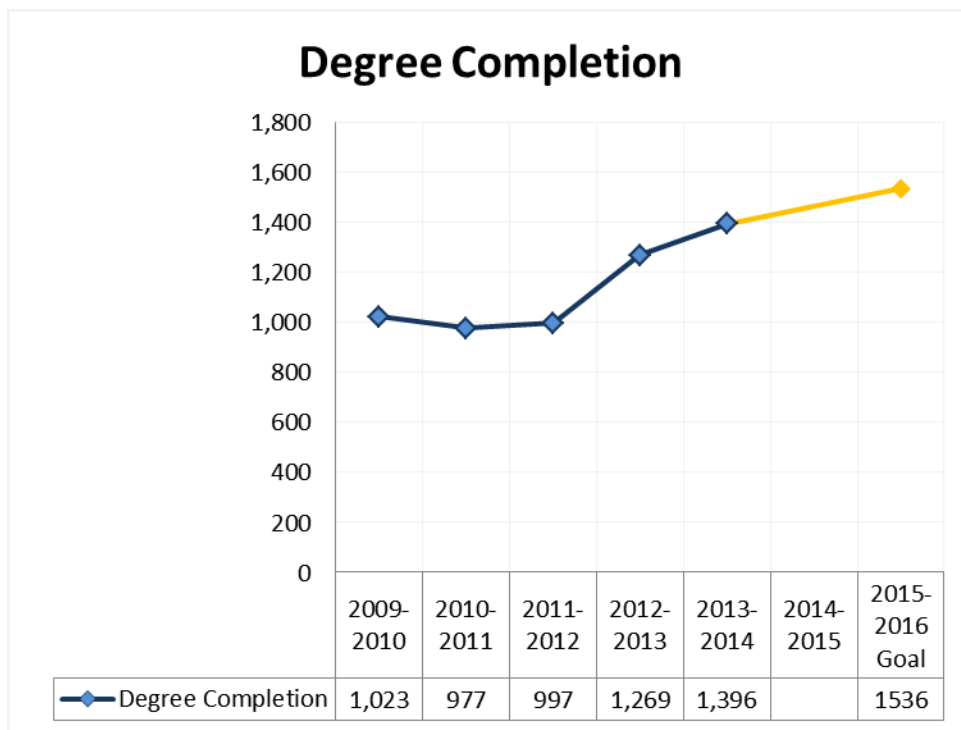
RATIONALE

Continue current improvement rate.

DEGREE COMPLETION

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Degree Completion	Number of associate degrees awarded

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
1,023	977	997	1,269	1,396		1536



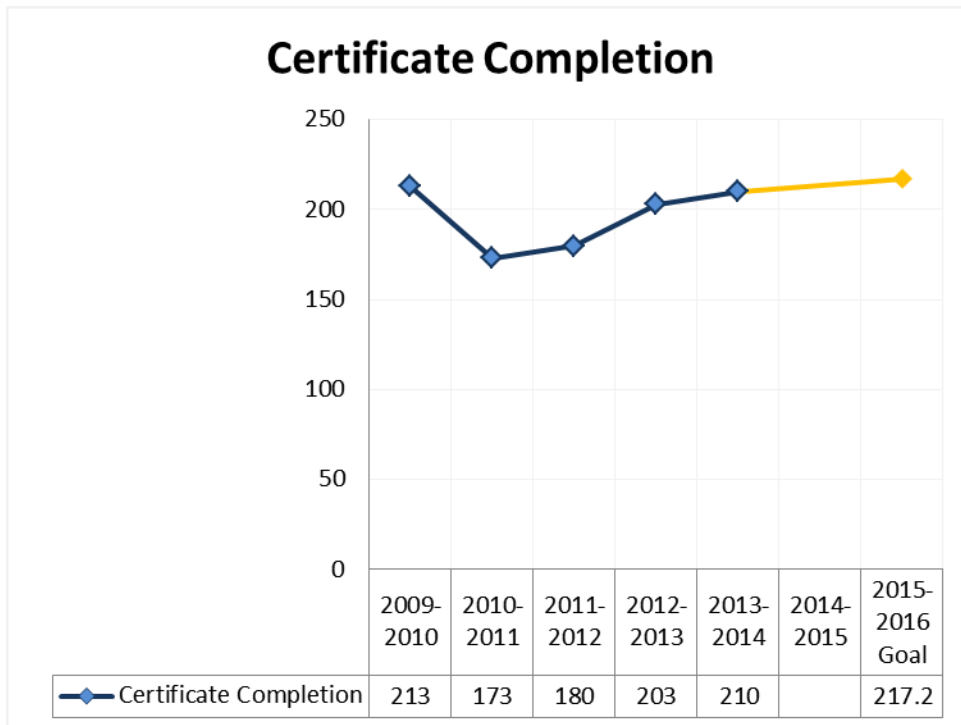
RATIONALE

Continue current improvement rate.

CERTIFICATE COMPLETION

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Certificate Completion	Number of Chancellor's office approved certificates awarded

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
213	173	180	203	210		217.2



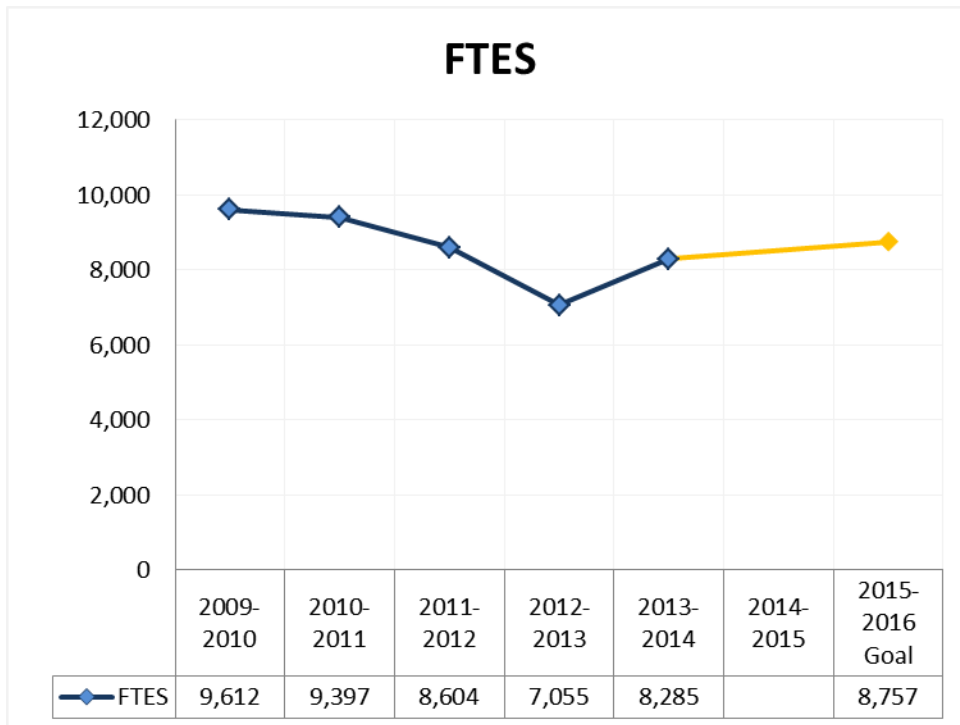
RATIONALE

Continue current improvement rate.

FTES

Group	Status	Name	Description
Fiscal Viability	Optional	FTES	Annual number of full-time equivalent students

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Goal
9,612	9,397	8,604	7,055	8,285		8,757



RATIONALE

Return to base funding allocation and restoration funding

1. What is your first name?	2. What is your last name?	3. What Correspondence Course did you teach in the Pilot Program?	4. In terms of student learning, what do you perceive as the principle strengths of the correspondence delivery method?	5. In terms of student learning, what do you perceive as the principle weakness of the correspondence delivery method?	6. How did the correspondence method affect communication between student and instructor?	7. How did limitations in technology (at CSP Solano) impact the course and/or student learning?	8. What were the principle obstacles encountered in offering correspondence courses at CSP Solano?	9. How did these obstacles potentially influence student success?	10. Did you spend more/less time on correspondence course students as opposed to face-to-face or online students?	11. If more, please explain why and where time was primarily spent.	12. Were there certain assignments or assessment methods that you found more or less successful with the correspondence modality?	13. What were the most common student comments, questions, or concerns?
Narisa	Orosco Woolworth	Coun 007	A strength of the correspondence delivery method is it provides availability of college courses for students that cannot be on campus or have access to online courses. It allows students to fit it in to their schedule more effectively.	The principle weakness of the correspondence delivery method is that it does not allow for immediate feedback to students questions and concerns.	Communication between instructor and student took longer due to delays in receiving materials.	I originally had assigned an assignment to watch a video but due to the challenge of students having the ability to view the video I had to give an alternative assignment.	The course was supposed to start on February 27th and students did not receive the textbook until March 28th which has significantly delayed the amount of course work I was supposed to receive. Students were frustrated and feeling overwhelmed in meeting the deadline of getting work in that many wanted to give up or drop the course. In trying to be flexible and allowing students more time to turn in assignments I am now	Students that may have looked forward or were excited about taking a college course may have lost interest. Also delays in receiving feedback made it more challenging as they could not continue on an assignment if they had a question that they had yet to get an answer to.	About the same	So far it seems all the assignments have been successful.	That they did not have a textbook yet and could not complete assignments. They had questions whether they were doing the assignments correctly. They were waiting to get feedback.	
Kamber	Sta. Maria	I team taught Coun 083 and Coun 055.	It provides adequate time to reflect on their answers before submitting them resulting in high quality work. I have also noticed that students tend to share very deeply through their writing.	The turn around time for providing assistance is challenging.	Once the courier portion is resolved I think the potential for regular contact is possible but this goes around it has not been as effective as I would have hoped.	Students who wanted additional information on a particular subject had to wait until I could provide it for them instead of being able to access it themselves which was unfortunate.	The overall process of implementing the classes has been the obstacle. Once that is resolved I am confident it is going to be a great method of instruction to add to our campus.	Students did not have their materials in a timely fashion and work was lost or very late in some instances causing frustration on both sides. Some students opted to not participate due to these issues.	About the same	Journaling /reflection exercises had amazing results through the correspondence method. Students were very willing to open up on a very personal level.	They enjoyed the ability to explore their beliefs, feelings, experiences, they wanted additional resources to reference, and they wanted their materials on time.	
Erma	Moreno	I co-taught Counseling 55 and 83 with Professor Kamber Sta. Maria	Because this course was taught to restricted students at the Solano County Facility, the correspondence delivery made it possible for these students to enroll and fully participate in the program.	We encountered several problems. Some of the correspondence assignments were inadvertently mailed back to Lassen Community College and other Solano Community College instructors (who were teaching different courses). Here is another example which I encountered. I returned several graded assignments to restricted student via interagency mail from the Vallejo Campus. However, those same graded assignments were rerouted back to me two weeks later. This meant that the students never received them and I had to mail them out again. Meanwhile, the restricted students became frustrated because their assignments were not being returned to them. They kept asking for them.	Because I made a cognizant effort to fully utilize the Student-Instructor Interaction Form, I maintained opened and weekly communication with my students. This form was very helpful in following up requests, concerns or feedback.	The limited use of technology did not impact the course and or student learning. I developed my course in a way that students would not need to use technology. Furthermore, their research paper dealt with subject matter that was in the book and I provided the students with an outline on how to prepare for their research paper.	I would say the greatest obstacle was the delivery of mail both ways. As a result students were not able to meet the stated deadlines. Professor Sta. Maria and I taught the late start classes which made the turnaround time that much more fast paced. As already mentioned above the mail was lost, sent to another college, other instructors and rerouted back to me. This caused mass confusion on the part of the student.	Since this was a pilot project, I remember being told in the beginning of this project to give the students some flexibility. We were told that sometimes they would have lock downs or the mail would not be picked up and delivered on a daily basis. I just learned that it is picked up three times a week.	More	Because of the loss and/or redirection of mail, sometimes I would receive two bins of mail at once and I would become inundated with work within a moments notice. The packets included written assignments, quizzes, midterm and research papers. After I completed grading their assignments, I would upload their points to spreadsheets for both Professor Sta. Maria and myself. As mentioned above we co-taught the class; therefore, whatever assignments/concerns or requests came in during our designated time we each were responsible.	Yes, the homework, written assignments, quizzes, midterm, final and research paper were great assessment tools. This allowed me to see if they were understanding the material.	Books were not made available to some restricted students on time. Mail was lost. Some assignments were missing. Major complaint -student assignments were not returned in a timely manner; however, they were not privy to the fact that the mail had been sent to another college, to other instructors at Solano College or had been rerouted back to me after assignments had been graded; thus, resulting in longer delays.
Rebecca	LaCount	Coun 101	Students get all the information laid out for them. They are easily able to follow along with lecture notes that direct them to the readings or other activities.	Limited instructor-student interaction. For non-inmate population, this has been resolved by email, phone, or in-person communication. For the inmate population, visiting the prison was extremely helpful. Although there are correspondence questions/communication sheets, due to delivery delays and issues, these are not always received by either party in a timely manner.	See above. I think we can strengthen the link between student and instructor via in-person visits (for CSP students) and/or other methods of communication. Also, more timely delivery of packets would help.	My class requires that I provide information regarding online resources used in college planning and registration. I am able to refer to these resources, but not able to demonstrate them or allow the students to use them.	Delays in delivery of packets. Delays in receipt of books and other materials by the inmates. Not enough materials available (SCC catalogs - I am hoping to order additional printed copies next year). My course involves creating a student educational plan. At this point, we do not have enough courses offered by SCC. Students are concerned about what they will be able to take and what kind of certificate/degree they will be able to earn. We are unable to answer these questions at this time.	The delay in books/packets frustrated some students and some dropped the course(s) because of it. Others completed the course, but without the necessary materials, impacting their ability to do well in the course.	About the same	n/a	The student educational plan proved difficult for many of the students without some in-person assistance from a counselor.	They did not receive the course packet or the materials on time.

14. Were students more/less successful than face-to-face or online offerings of the same course?	16. How did SLO assessment results compare to other modalities of the same course?	17. How did course size impact the class/outcomes?	18. Do you have any recommendations based on your first semester teaching this correspondence course?	15. Report results of previous question.
About the same	Thus far it appears the SLO assessments are comparing to be the same as the other modalities of the same course.	The course size did not impact the class outcomes since the course was like an independent study the students did their work on their own time. I had more students enrolled than I have had in my face to face courses so it just meant more time spent grading.	The communication between the prison and SCC needs improvement as well as looking into the timeliness of the delivery of course work. Also there has been no way to know if students that have not turned in work have dropped the course or never received the course packet.	The quality of the work I received was very good. Many really took the time to read the textbook, grasp the concepts and applied it to their journals.
About the same	SLO assessment has not been completed.	Once the process is smoothed out and work comes in on a consistent basis the class size will be fine.	It is a good program with lots of potential. We just need to get the process ironed out.	For those who are up to date they are achieving at a high level.
Less	The SLO assessment has not yet been conducted. That can better be addressed at the end of the semester. Professor Sta. Maria is currently teaching the second part of the course.	The size was very manageable; therefore, I see a positive outcome.	<p>Because this was a pilot program, the following issues should be highly considered:</p> <ul style="list-style-type: none"> *Books need to be made available to the restricted students at the beginning of the semester. *The mail run should be more organized. * If a restricted student is moved to different facility, what options will the student have? * We discovered that one restricted student submitted all of his work; interestingly, his name appeared on Dean Mouton's list. However, his name did not appear on our class roster. Therefore, how is this going to be addressed? *I wonder if it was a good decision to include both restricted and non-restricted students in the pilot program. This made is even more difficult because we were asked to make allowances for the restricted students (due to possible lockdowns) but not for the non-restricted students. <p>In summary, I totally enjoyed being a part of the pilot project and I would be very much interested in future teachings of restricted students. Their written assignments were powerful and they made an impressive effort to adhere to our guidelines and complete their work in a very clear, concise and</p>	The restricted students had to encounter many set backs which may impact their overall grade. Some students did not receive their books on time. Other students were unable to adhere to the weekly schedule which could be attributed to a myriad of reasons.
Less	They were similar, with fewer students reporting that understood how to access online resources.	I don't feel that it impacted it.	I would suggest that we need to increase the course offerings and determine what kind of degree will be available to inmate students. We will need to be sure that the materials and books are available and delivered timely. We should be sure that there is some face to face time with instructors/counselors available to inmates during the course of the semester.	At this point in time I have only received work from about 50-60% of the students for my first two sections, which have ended. I don't know if this was because they did not receive the materials or if they just didn't do the course. As of my visit to the prison last Thursday, none of the students reported receiving materials for my final section, which began April 14th and is scheduled to end today, May 4th.

APPENDIX B: LOOKINGGLASS SOFTWARE AND FEATURES OVERVIEW

LOOKINGGLASS SOFTWARE OVERVIEW

LookingGlass is the most widely deployed campus portal and web content management solution in higher education. The system provides single sign-on access to everything from academic information to social networking for prospective students, current students, faculty and staff, student organizations, university/college administration, and alumni, and is the "one-stop-shop" for everything related to your university/college experience.

LOOKINGGLASS FEATURES OVERVIEW

Here are some of the key features and functions of LookingGlass:



Identity Management Integration

LookingGlass includes integration to identity management systems such as:

- Microsoft[®] Active Directory[®]
- Oracle[®] Internet Directory[®]
- Oracle[®] Sun Directory Server[®]
- Novell[®] eDirectory[®]
- OpenLDAP[®]
- Central Authentication Service[®] (CAS)
- Shibboleth[®]



Standard Resource Planning Single Sign-On

LookingGlass comes with Single Sign-On to the following ERP systems:

- Ellucian[®] Banner[®]
- Ellucian[®] PowerCampus[®]
- Ellucian[®] Colleague[®]
- Oracle[®] PeopleSoft[®]
- Oracle Apps[®]
- Jenzabar[®] PX[®] - CX[®] - EX[®]
- EDCTechnology[®] CampusAnyware[®]



LMS Single Sign-On

LookingGlass comes with Single Sign-On to the following LMS systems:

- Blackboard[®]
- Blackboard[®] WebCT[®]
- Moodle[®]
- Blackboard[®] Angel[®]
- Sakai CLE[®]
- Desire2Learn[®]



Email & Calendaring System Single Sign-On

LookingGlass comes with Single Sign-On to the following Email & Calendaring systems:

- Microsoft[®] Exchange[®]
- Microsoft[®] Live@Edu[®]
- Google Apps[®]
- Novell[®] GroupWise[®]
- IBM[®] Lotus Notes[®]



Library Management System Single Sign-On

LookingGlass comes with Single Sign-On to the following Library Management systems:

- Innovative[®] Interfaces[®]
- Ex Libris[®]
- SirsiDynix[®]
- Talis[®]



Library Database Integration

- MCNet[®]
- LexisNexis[®] Academic[®]
- NetLibrary[®]
- Books in Point[®]
- Library Catalog[®]
- EB - Encyclopedia[®] Britannica[®]
- News Bank[®] - NewsBank[®]InfoWeb[®]
- EthnicNews[®]
- Facts on Files - Online Databases
- CW - Country Watch[®]
- EBSCO[®] - EBSCOhost Online Research Databases
- Library Server (SIRS[®] / Dynix[®])



Facebook Sync

Social media-addicted LookingGlass users have the option of syncing their Facebook[®] information into their portal system. The resulting product is an application that shows account information, such as friend requests, group and event invitations, and unread messages. If users see these stats and want to login to their actual Facebook page, there is a link provided to the social network's external site.



Job Hunt

The LookingGlass portal system includes a bridge to a popular job hunt aggregate in order to provide Members easy access to part-time and full time employment options, internships, and on-campus work experience opportunities.



Message Boards

Accompanying Wikis as LookingGlass provided tools for group collaboration, message boards allow for conversations within departments and teams that rely on shared ideas and real-time feedback.



Google[®] Gadgets[®]

LookingGlass leverages the 175,000+ available Google[®] Gadgets[®] to support the imbedding of authorized Gadgets such as:

- WeatherBug[®] Sidebar
- Wikipedia Search
- Games
- OnAir[®] Radio Tunes



Email Sync



Targeted Alerts

Broadcast messages to individual user groups or an entire institution using the LookingGlass Targeted Alert system. Individual courses can be notified of an instructor's upcoming absence, and an entire campus can be kept safe through emergency alerts during inclement weather or other hazardous conditions.



Wikis

Go beyond document sharing. The LookingGlass portal system provides full-scale Wikis to facilitate information capture and collaboration among designated project teams, such as classmates and department administrators. Expedite the editing process, bring continuity to communication, and take some of the work out of your work.



Apple® iPhone®

LookingGlass extends the reach of education by providing direct access from any iPhone® device. This power of mobility allows users such as students and faculty Members to provide and receive learning and presentation content anytime and anywhere.



Calendar Sync

The LookingGlass web calendar allows users to view important institutional dates, entered by educational administrators, such as holidays and the first and last days of classes, as well as personal dates, deadlines, and celebrations which can be added manually by individual users or imported from other calendars stored on a personal computer or an online dashboard.

The LookingGlass email sync function allows users to read and manage messages coming directly from their educational institution, such as course information and academic correspondence, as well as personal messages which can be imported from other email servers such as:

- Gmail®
- Microsoft® Exchange®
- Yahoo! Mail®
- Hotmail®



Federated Instant Messenger

Social media allows people to stay connected. While social networking with classmates, faculty, and the student body of a university/college are already provided within the portal, LookingGlass takes users' online social lives one step further by allowing them to integrate chats and contacts from their non-university/college communication devices. Uploading "buddy lists" from sources like AOL® Instant Messenger allow users to have one universal communication space, helmed in the portal where they spend most of their online time.



Blogs

A built-in blog feature allows LookingGlass users to write and publish their own blogs. With options to keep entries private or send them out publicly for other users to read and subscribe to, writers can compose articles based on their own interests, needs, and preferences.

Additionally, the blogging feature allows people to not only create their own posts and pages, but to subscribe to others as well. Keeping up with the shared interests of classmates, friends, and even Members of the student body that users haven't met yet, has never been easier!

Among the calendar systems that LookingGlass integrates with are:

- iCal[®]
- Microsoft[®] Exchange[®]
- Google[®] Calendar[®]



Video News

The LookingGlass video news Portlet suite provides users with an On Demand streaming video player for news, work, and entertainment, including access to Associated Press[®] (AP[®]) world news.



SMS Text Messenger

Of the assorted communications tools that are included in the LookingGlass portal, one of the most useful has to be the SMS Text Messenger. This feature allows users to send text messages of up to 500 words to the telephones of their friends and contacts – without ever picking up their own cell.



Web Forms

Let us know what you think! By providing online, interactive web forms within the LookingGlass portal, users can enter information about their portal usage, from satisfaction, to any bugs and problems they may be experiencing.



Polls & Surveys

Multiple poll and survey formats can be created



Web Content Management

The LookingGlass portal system enables and supports authorizing, publishing, approving, and organizing content for the web. Users can utilize the portal's powerful template system to define and present their materials, including photos, documents and blogs. Through this template system, content can be individually marked for searches, categories, tags, and filters to organize information for users, search engines and website designers.



Document Library

Composing and storing documents can get confusing in today's world of multiple word processing systems, assorted programs for saving and backing up document files, and the occasional need to specify pages for personal computer or Mac[®] access. With the LookingGlass document library, users can upload and work on projects privately or post publically, eliminating the need for emailing and simplifying viewing, editing, and feedback processes. It also provides yet another option for safe storage and access to important paperwork, such as a graduate thesis or final essay exam.



Web 2.0 User Profiles

Profile personalization is a huge draw to sites like Facebook[®] and mySpace[®]. LookingGlass follows suit and gives the users what they want by providing options for customization of user spaces and profiles within the portal. Activation of popular features such as Google[®] Gadgets[®], public blogs and RSS feeds, and a "wall" for friends and classmates to write on, allow a Member space to also be an individual space.

and managed with this helpful tool that also keeps track of votes. Many separate polls can be configured and displayed, allowing users to gain instant and consistent access to the most pertinent information and opinions for their departments, organizations, and student groups.



Voting for Student Elections

In addition to the poll and survey creation and management tools already provided in the LookingGlass portal, users will also have access to tools necessary for voting in student elections. Now, instead of waiting in lines to complete physical voting, or having to navigate through multiple websites to cast votes online, users can enjoy the simplicity of single sign-on access, instant and understandable voting processes, and automatic voter registration through their LookingGlass user accounts.



Photo Gallery

Saving, storing and viewing photos using the LookingGlass-provided photo gallery allows students and other users the ability to upload images for private or public viewing, create slideshows, and save images through an external source in case of a computer virus or other software malfunction. This feature is especially appealing to student organizations and can upload images of recent events for prospective Members, current Members, and students who may have attended the events to view.



Other Single Sign-On Functions

In addition to the listed functions that are easily accessible through the LookingGlass single sign-on feature, here are a few others that are available to users:

- Loan Calculators
- Grades Portlet
- Schedule Portlet
- Dictionary
- Online shopping through Amazon.com
- Currency Converter



Directory

Communication is key within a university/college community, which is why there is a directory feature included on the LookingGlass site. Users can search within the directory for names, contact information, and instant messenger handles for classmates, faculty, administrators and others based on user groups such as shared courses or student organization affiliation.



Targeted Announcements

Send messages to individual users with the Targeted Announcements capabilities. This function allows institutions the ability to save thousands of dollars in the printing and shipping of information such as loan paperwork, library late fee notices, and parking ticket distribution, by sending it through the LookingGlass portal system. This function can also assist administrators and advisors when contacting student organizations with information such as member dues and fees.

STUDENT SUPPORT AND SUCCESS PROGRAM

DEBRIEF TO ACADEMIC SENATE

Monday, May 04, 2015

Overview

- 3SP Coordination Team
 - ADMINISTRATION
 - VP White
 - Dr. Shirley Lewis
 - CTO Roger Clague
 - Dean Jocelyn Mouton
 - Dir. Shemila Johnson
 - Dean Peter Cammish
 - Assoc. Dean Financial Aid Robin Darcangelo
 - STAFF
 - Pei-Lin Van't Hul
 - Nazia Mostafa
 - Amy Kennedy
 - Temp. Research Analysts – Kathy Cartwright and Carmela Logarto
 - Seweryn Makosa
 - Evette Nichols
 - Jay Robinson
 - Faculty
 - Steven Springer (counseling)

*Note: In addition to the above 3SP Team members are many staff in OAR, Counseling, Outreach, etc...who are also working on 3SP.

- The Student Success and Support Program (a.k.a. 3SP) is the result of the passage of ***the Student Success Act of 2012***. This legislation called for a revamping of how we deliver matriculation services and insure that all students are provided with core services: **orientation, assessment, and counseling/advising** to assist students with **education plans** as well as **follow up services** for “at risk” students. Here are the basic elements of SSSP (a.k.a., 3SP):
 - Orientation services – information on campus procedures, academic expectations, financial aid
 - Assessment – before course registration – math, English, reading
 - Counseling/advising – development of education plans leading to a course of study and guidance on course selections; students may have an **abbreviated** plan (one to two semesters in length), but **comprehensive** after two semesters to fully develop goals, courses, basic skills courses, pre-requisite courses, instructional services, etc...
 - Referral to specialized support services (e.g., financial aid, health services, basic skills, ESL, EOPS, veterans, foster youth, disability services)

- Evaluation of progress of students enrolled in basic skills courses
- Follow up for “at risk” students (i.e., students in basic skills courses, students without an identified educational goal or course of study, probation, academic disqualification) – early alert and intervention/referrals are required.
- **First time students must complete assessment, orientation and an education plan in order to have priority registration (i.e., prior to “open enrollment”).**
- **BUDGET:**
 - **SSSP funds are different from the old matriculation funds in that they are much more narrowly focused in terms of what can and cannot be paid for using these monies.**
 - **SCC’s allocation 14-15 is \$1.7 Million; Match requirement is 2:1 (SCC’s matches \$2 of our general fund dollars for every \$1 we spend of 3SP categorical money.)**
 - **3SP money cannot supplant the general fund or any categorical money (e.g., EOPS, Cal Works).**
 - **SEE SEPARATE HANDOUT FOR ALLOWABLE AND NON-ALLOWABLE EXPENSES.**
- **2014-2015 is Implementation Year 1. Colleges are expected to:**
 - * Implement Core Services: assessment, orientation, counseling, education plan;
 - * Implement enrollment priorities;
 - * Submit to the state the college’s program plan and budget by October 15, 2014; and,
 - * Collect and submit to the Chancellor’s Office required reporting data elements.
- **2015-2016 is Implementation Year 2 and the new state funding formula will be applied. This means that our allocation for next year will be based upon 2014-2015 year end data! So, the push is on to collect, record and report all of our various 3SP activities this year to insure continued funding levels that insure that our students receive the services they need to be successful. This is a major effort that requires significant integration and collaboration among multiple campus offices and is the focus of intensive work this spring.**

Challenges 3SP Coordination Team is Currently Addressing

- Lack of institutional planning and prioritization of 3SP implementation, including staffing, administrative oversight, technology and budgeting, meant that implementation became the responsibility and “special project” of handful of people – Erin Vines (then Barbara Pavao, then Jocelyn Mouton), Barbara Fountain, Shirley Lewis, Shemila Johnson. There was no “team” and these individuals did the best they could to put the bare bones pieces in place for the requirements.
- Our first 3SP MIS Report for Fall 2014 was submitted January 20, 2015. We had errors or incomplete sections for 11 of 15 required data elements and missing data for a number of fields, such as those for special populations (e.g., vets, foster youth, Umoja).
 - Why? 1) Significant amount of data is gathered, archived and uploaded manually. 2) Data is recorded in multiple forms (e.g., sheets of lined paper, Word docs, excel, SARS).
 - 3) Data never collected at all because there are not published protocols, manuals, deadlines or forms, and/or no one was ever instructed to collect data, and/or the

college was not adhering to regulations (e.g., following up with documented interventions for students on probation or disqualified).

- 3SP Team has been working to correct and resubmit our January 2015 report since February and we may be able to resubmit by the end of this week, but we will have to do so still missing some data (e.g., e-counseling and probation/DQ interventions) and we will likely not meet the threshold of no more than 25% of our students as “undecided.”
- 3SP Team was sequestered for two days last month to engage in full process analysis, order priorities and enter data (manually and automation).

Reporting and Data Issues – Brief presentation – Student Success and Support Program: 3SP Fundable Core services, Data Collection and Beyond – By Pei-Lin Van’t Hul (Please refer to handout.)

Moving Forward

- 3sp Team is gathering and recording data for June 20, 2015 Report (for Spring 2015), which means:
 - correcting the system to greatest degree possible to prepare this report (i.e., analyzing holes, problems with data recording, validating, uploading, writing new scripts when and where possible);
 - determining what forms data is in and how to upload it into Banner or manually enter it;
 - determining how to best transition from manual to automated processes.
- **At the same time:**
 - Planning the build of the “front end” process, such as Banner dashboard for counselors that has all student information and tabs needed for direct entry of information into Banner and standardized recording systems and protocols. GOAL – BE READY BY OCTOBER FOR SP16 ENROLLMENT CYCLE.
 - Setting up contracts with SIG and/or Ellucian for completion of Degreeworks, which will cost @ \$175,000.
 - Investigating and interviewing vendors for online orientation products – we have to shift to mostly online – and determining Banner requirements.
 - Determining personnel costs (salaries and benefits) to charge to 3SP or to the match requirement.
- All activities charged to 3SP must be tracked directly to delivery of core services to intended student population.
- Every activity, initiative, project must have a process owner responsible for valid data gathering and reporting. IT and R/P are NOT our process owners and cannot be prevailed upon to collect, find, enter, upload, validate and report 3SP data.
- 3SP Team has provided information and recommendation to Academic Affairs and the Student Success and Equity Council (SSEC): all proposals for 3SP activities should be vetted first through deans, then presented to SSEC for review and recommendation to the 3SP Team, which will

make final recommendations to the SPC. Initiators will need to identify responsible process owner and determine how they will gather, track and report data.

SSSP Budget Overview

Prior to 2012, colleges received funds from the state for services related to "matriculation." SSSP funds are different from the old matriculation funds in that they are **much more narrowly focused in terms of what can and cannot be paid for using these monies.** So, here is a brief synopsis of 3SP funding rules:

Items that previously could be used for matriculation, but which are **no longer allowable include:**

- General outreach and/or recruitment
- Transfer and articulation
- Admissions and records functions, which are unrelated to SSSP
- Institutional research, which is unrelated to SSSP
- Career Services

Program funds can **ONLY** be used to **support and meet the costs of core services.** Core Services include:

- Orientation (proscribed elements)
- Assessment (proscribed elements)
- Counseling (proscribed elements)
- Follow up for "at risk" students – enrolled in basic skills, no identified education goal or course of study, on academic progress/probation.

NOTE: FOR EVERY CORE SERVICE WE CLAIM AS 3SP BUDGET EXPENSE WE MUST BE ABLE TO TRACK TO SPECIFIC STUDENTS AND REPORT IT IN BANNER FOR MIS. For example, if we claim a "follow up" for a basic skill student, we need to be able to track a referral for each specific student to a specific follow up service and record the service (student name, SCCID, type of follow up and service provider). CONTINUED FUNDING FOR UPCOMING YEAR IS BASED UPON OUR MIS REPORT FOR THE CURRENT YEAR!

EXPENDITURES

Allowable expenditures include:

- SSSP Coordinator/Program Director and Staff
- Office supplies and postage (directly related to SSSP services)
- Publication and outreach materials specifically for SSSP core services
- In-state travel and training (directly related to 3SP core services)

- Computer hardware, software and equipment
- Food and beverages related to delivery of SSSP core services
- Core Services
- Research, Admissions and Transfer functions directly related to fundable SSSP services

Expenses that are not allowed include:

- Construction
- Gifts
- Stipends for students
- Office furniture
- Other staff salaries and benefits
- Political/Professional Dues/Memberships/Contributions
- Rental of off-campus space
- Vehicles
- Clothing
- Indirect costs
- Unrelated travel costs
- Courses that generate FTES
- OAR functions that are not directly related to core services
- Legal and audit expenses

The district is also required to match 3SP funds 2:1. **So, this means we must spend twice the amount received in funding from the general fund in match.** This is because the state expects us to fulfill these basic, fundamental functions and services to students whether we received 3SP funds or not (e.g., admissions, counseling, assessment). So, what can the college claim as "match?"

- Expenditures from non-program fund sources for core services and related direct program costs;
- Expenditures formerly allowed for "matriculation:" Admissions and Records, Institutional Research, Transfer and Articulation, Career Services;

- Institutionally funded tutoring or supplemental instruction for “at risk students”; and
- Anything other than state categorical funds or funds used for other required matches.

In sum, 3SP funding from the state covers a great deal of what we need to provide core services to students and meet the mandate; however, these funds are more narrowly focused than what we received in the past and will not cover all of the various services and functions for which the district may be needing additional funding.



Student Success and Support Program

3SP Fundable Core Services, Data Collections and Beyond

Presented by: Pei-Lin Yan't Hui, Lead Research Analyst

Prepared by Research and Planning

April 29, 2015

Student Success and Support Program Funding

Funding for the Student Success and Support Program (SSSP) is targeted to fully implement core services: orientation; assessment; counseling, advising, and other education planning services needed to assist a student in making an informed decision about his or her education goal and course of study and to develop an education plan; and follow up for at-risk students. In accordance with SB 1456, the formula to allocate funds for the program includes the following elements:

- The number of students to receive services at each college.
- The number of students who received orientation; assessment; counseling, advising, and other educational planning services; and follow up for at-risk students.

SSSP funds may only be used for core services. Insofar as a community college district is able to fully implement in-person or technology mediated strategies for delivery of orientation, assessment, and education planning services, the Board of Governors may identify other support services that can be funded.

In addition, any district or college receiving SSSP funding must agree to implement the Board of Governors' system of common assessment, once adopted, if an assessment test is being used for placement. The 2014-15 Budget Trailer Bill (SB 860) added a requirement that colleges develop and maintain a Student Equity Plan as a condition of receiving SSSP funds. Finally, implementation of the Board of Governors' accountability scorecard, pursuant to section 84754.5, is also mandatory. These requirements are all conditions for receiving SSSP funding.

Finally, SB 1456 requires districts to contribute matching funds for SSSP. In the past, title 5, section 55518 required that each dollar of state credit SSSP funds be matched by three dollars of other district resources devoted to the SSSP. However, since district general fund budgets have not yet been restored from the 2009-10 cuts, districts expressed concern that they would be unable to match the increased categorical funding for credit SSSP at the 3:1 rate. In response, the BOG took action on July 8, 2014 to amend title 5 and authorize the Chancellor to reduce the match requirement. Once regulatory amendments are approved by the Department of Finance and the State Department, the match requirement for state credit SSSP funds will be changed to a 2:1 rate. Noncredit SSSP funds must be matched by one dollar of other district resources.

Assessment for Placement (55522):

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

- (a) The Chancellor shall establish and update, at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.
 - (1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
 - (2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.
- (b) Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

Title 5 Regulations 5522: Orientation

Assessment for Placement (5522) :

- (c) Community college districts shall not, except as provided in subdivision (d), do any of the following:
- (1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 5522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
 - (2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
 - (3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; or
 - (4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003.
 - (5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.
- (d) Notwithstanding the provisions of subdivision (c)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine “ability to benefit” in the process of establishing a student’s eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d).
- (e) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (c) or the provisions of sections 55003 or 5522, a community college district may use an assessment test to select students for its nursing program, provided that:
- (1) the district complies with all other provisions of this subchapter;
 - (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and
 - (3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

Title 5 Regulations 55523: Counseling and Advising

Counseling, Advising (55523)

- (a) Counseling, advising, and other education planning services shall include, but are not necessarily limited to, the following:
- (1) Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.
 - (2) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices.
 - (3) Development of an education plan to accomplish a course of study related to a student's education and career goals.
- (b) Each college shall make reasonable efforts to do all of the following:
- (1) ensure that all nonexempt students who are **on academic or progress probation or facing dismissal** participate in counseling as provided in section 55023;
 - (2) ensure that all nonexempt students **who do not have a course of study** participate in counseling, advising, or other education planning services to assist them in the process of selecting an education goal and course of study pursuant to section 55530;
 - (3) ensure that all nonexempt students **who are enrolled in nondegree-applicable basic skills courses** participate in counseling, advising, or other education planning services; and
 - (4) ensure all nonexempt students described in (b)(1), (b)(2), and (b)(3) **receive counseling services**, pursuant to section 51018.
- (c) Colleges are required to notify students who are at risk of losing Board of Governors Fee Waiver eligibility due to being placed on academic or progress probation for two consecutive terms. Pursuant to section 58108, colleges are required to notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. Colleges shall ensure that, within a reasonable time of receiving such notice, students shall have the opportunity to receive appropriate counseling, advising, or other education planning services in order to provide students with an opportunity to maintain fee waiver eligibility and enrollment priority

Title 5 Regulations 5524: Student Education Planning

Education Planning Services (55524)

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

- (a) Each district or college shall establish a process that takes into consideration the student services and instructional resources available for assisting students to select an education goal and course of study within a reasonable time after admission as required by section 55530(d). This shall include, but not be limited to, the provision of counseling as required by section 55523.
- (b) Districts or colleges shall provide students with an opportunity to develop student education plans that are either:
- (1) **Abbreviated.** Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate; or
 - (2) **Comprehensive.** Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan helps the student achieve their course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as **EOPS, DSPS, CalWORKs, veteran's education benefits, athletics, and others.**
- (c) Once a continuing nonexempt student has selected an education goal and course of study, the district shall make a reasonable effort to afford the student the opportunity to develop a comprehensive student education plan describing the responsibilities of the student, the requirements he or she must meet, and the courses, programs, and services required and available to achieve the stated goal.
- (d) The student education plan developed pursuant to subdivision (b) **shall be accessible, timely, and recorded in electronic form.** The plan and its implementation shall be reviewed as necessary to ensure that it continues to accurately reflect the needs and goals of the student. Districts or colleges shall make a reasonable effort to **not duplicate education planning processes including for students participating in special programs.**
- (e) If a student believes the district or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, the student may file a complaint pursuant to section 55534(a).

Student Follow-up (5525):

Required for at-risk students

1. Enrolled in Basic Skills courses
2. Have not identified an education goal and course of study
3. Are on Academic or Progress Probation – at risk of losing enrollment priority and BOG Fee Waiver
4. Report activities that support a student’s academic progress. Can include, but are not limited to: career or interest assessments, student success workshops.
 - Other orientation services
 - Career, interest of subsequent placement assessment services
 - Other follow-up education planning services
 - Other academic progress services

Each college shall evaluate the academic progress of, and provide support services to, **at risk students**. The college shall **monitor the academic progress** of each student to detect early signs of academic difficulty and provide students with advice or **referral to specialized services** or curriculum offerings where necessary pursuant to section 5523. Follow-up services shall be targeted to **at risk students**, specifically **students enrolled in basic skills courses**, students who have **not identified an education goal and course of study, or students** who are on **academic or progress probation or facing dismissal**. These services include, but are not limited to, **academic or progress probation interventions, academic early alert systems, and referral to other support services.**

Credit Funding Formula Factors and Assumptions

The credit funding formula includes the following factors and assumptions:

- Base funding of \$35,000 or 10 percent of the total credit SSSP appropriation, whichever is greater, provides baseline funding protection for small colleges.
- A 40/60 split in the total state credit SSSP appropriation to be allocated based on credit student unduplicated headcount (i.e., the potential population of students to be served) vs. services provided to students gives a proportionate share of base funding to colleges with larger student populations while creating an incentive for colleges to serve greater numbers of students.
- Of the 60 percent total state credit SSSP appropriation dedicated to services, each college will be allocated funding based on its prorated share of the state's total count of services provided as reported in the MIS. **Of that 60 percent, 30 percent is specifically targeted to provide one-time services to new students (initial orientation, initial assessment, and abbreviated SEPs).**
- 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 supports 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 required for first time students who earn 15 degree-applicable semester units or before the end of their 3rd term, pursuant to title 5, section 55530. The weight also reflects the cost of counseling expertise needed to support the development of comprehensive SEPs.
- Pre-enrollment services are funded for orientation, assessment, and abbreviated SEPs provided to high school students who were served by the college and applied, even if they subsequently did not enroll. This incentivizes colleges to continue or establish programs to transition high school seniors to college.

Credit Funding Formula Factors and Assumptions

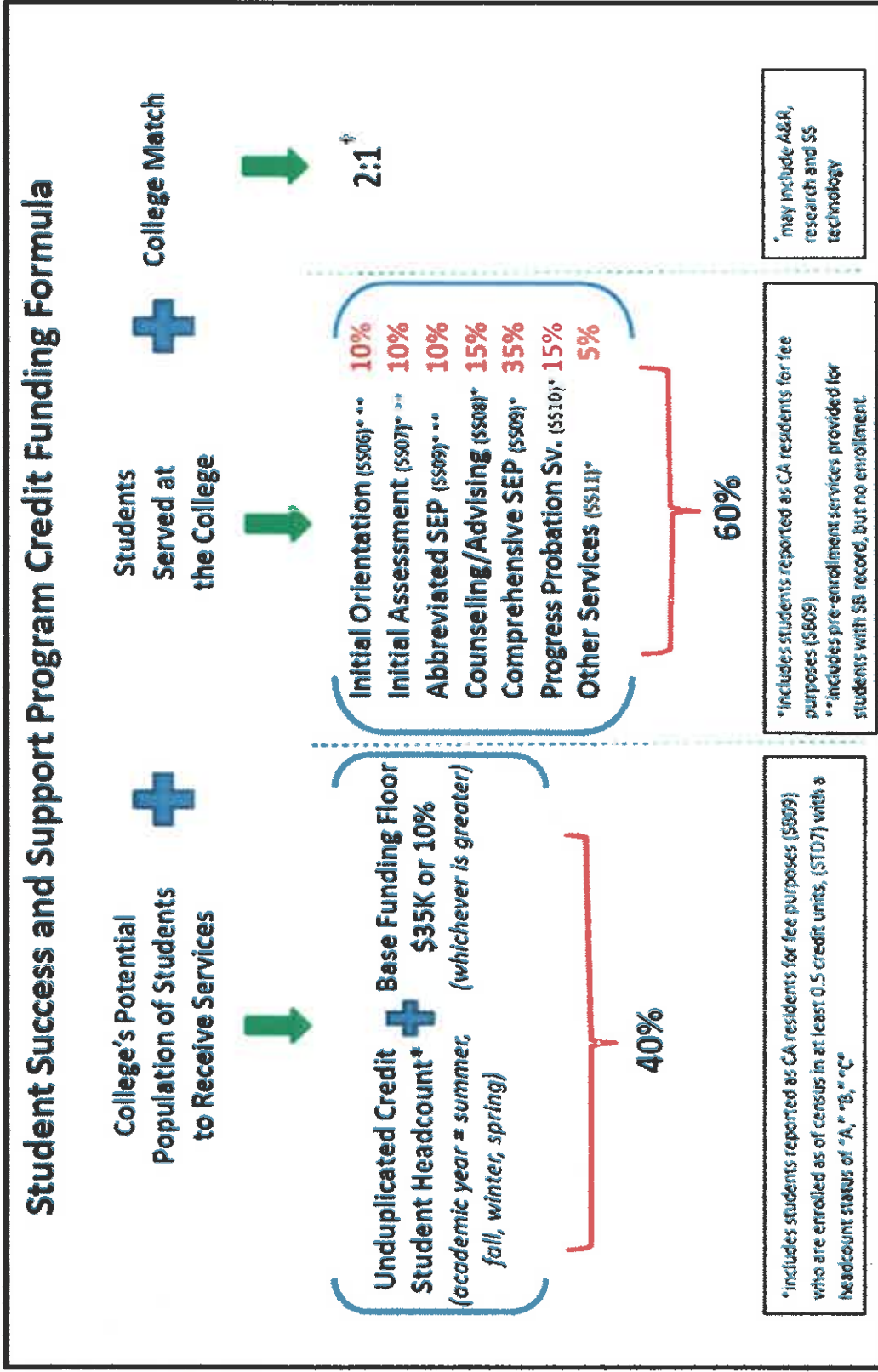
Sixty percent of the SSP (credit) total state appropriation dedicated to colleges will be allocated based on services provided to students. Each college will be allocated funding based on its prorated share of the state's total count of services provided as reported in the MIS in each of the service categories listed in Exhibit 3 below.

Exhibit 3

Service	%	MIS Data Element	Frequency in Formula
Initial Orientation	10%	SS06	once during time student is served by the college *†
Initial Assessment	10%	SS07	once during time student is served by the college *†
Abbreviated Student Education Plan	10%	SS09	once during time student is served by the college *†
Counseling/Advising	15%	SS08	once per year per student during time student is served by the college
Comprehensive Student Ed. Plan	35%	SS09	once during time student is served by the college † (revisions or a new SEP in subsequent terms are counted under "other follow-up service")
At Risk Follow Up Services	15%	SS10	once per term during time student attends the college (after first term)
Other Follow Up Services	5%	SS11	up to four times during the year during time student attends the college (after first term)

* Pre-enrollment services provided to potential students can be counted for funding if they complete a college application to create a basic student record (see MIS Basic student record data element

Credit Funding Formula Factors and Assumptions



SSSP Fundable Services

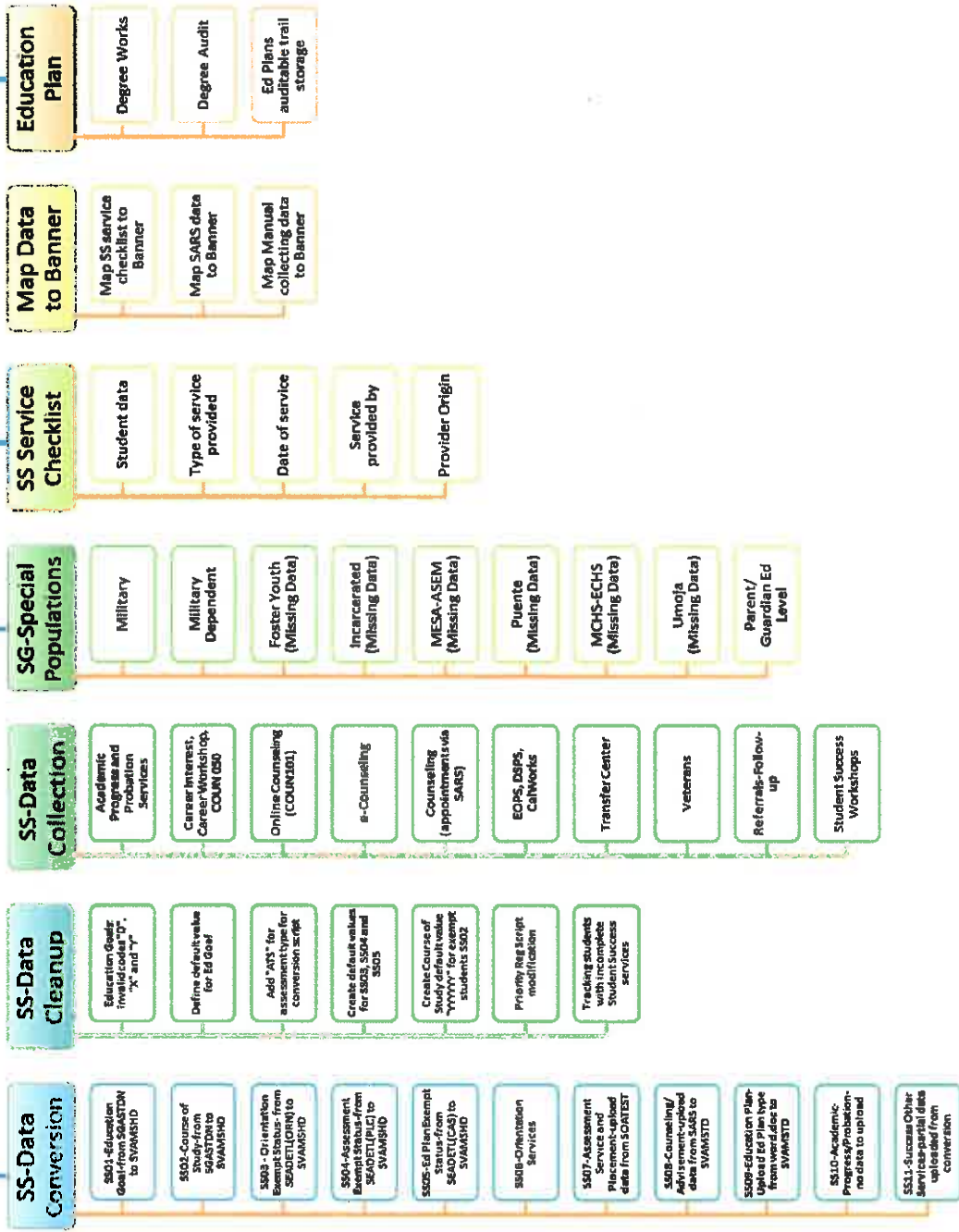
SSSP funds may only be used for core services. Insofar as a community college district is able to fully implement in-person or technology mediated strategies for delivery of orientation, assessment, and education planning services, the Board of Governors may identify other support services that can be funded.

Fundable Services

Services can be provided, reported and funded on the basis described below:

- Initial orientation: for first time students
- Initial assessment: for math, English and ESL for first time students
- Abbreviated SEP: a one- to two-term SEP that may precede a Comprehensive SEP or serve as the only SEP needed for a student whose program can be accomplished in one or two semesters.
- Counseling and advising: counseling or advising to a student or group of students.
- Comprehensive SEP: an education plan that is at least two terms in length and reflects the number of terms required to achieve the student's declared course of study (title 5, section 55524); a student who has a clearly defined educational goal and course of study at the time he or she applies and enrolls in courses at a college may not need an Abbreviated SEP and may immediately develop a Comprehensive SEP.
- Follow-up services for students on academic or progress probation: one-on-one or group counseling sessions, student success workshops, etc.
- Other follow-up services: subsequent orientations (for example, based on a just-in-time orientation model), other assessments (career and interest assessments, placement assessments for subjects other than entry-level math, English or ESL, or re-testing); revision or development of an additional SEP beyond the initial abbreviated and/or comprehensive SEP (if the student changes course of study, or there are other changes that necessitate a revised or new SEP); student success workshops, etc. In general SSSP service interactions that include a two-way interaction of an unspecified duration meet the intent of follow-up and can be reported for funding. Actions that do not qualify for funding as follow-up services are those that are a one-sided action on the part of the college and those that are primarily administrative or clerical.

Data Re-submission for Student Success (SS) and Special Populations (SG)



Student Success Data Re-Submission and Front End Data Collection Processes

May	June	July	August	September	October	November	December	January	February	March	April	May	June
	Summer 2014			Fall 2014			Spring 2015						Summer 15
			PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-07	
May-21	Jun-02	Aug-07	Aug-08	Aug-17	Dec-16	Jan-12	May-20	May-21	Jun-01				
1. Term data collection for Student		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be			
2. MIS data is due on SEP-07.		2. Term data collection for Student Success period: Aug-08 to		2. Term data collection for Student Success period: Aug-08 to		2. Term data collection for Student Success period: Dec-17 to		2. Term data collection for Student Success period: Dec-17 to		2. Term data collection for Student Success period: Dec-17 to			
		3. MIS data is due on Jan-16.		3. MIS data is due on Jan-16.		3. MIS data is due on Jan-20.		3. MIS data is due on Jan-20.		3. MIS data is due on Jan-20.			
	Summer 2015			Fall 2015			Spring 2016						Summer 16
			PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	PLANS FOR ORIENTATION ASSESSMENT AND ED PLANS DUE SEP-10	
May-21	Jun-01	Aug-10	Aug-11	Aug-17	Dec-20	Jan-11	May-18	May-19					
1. Term data collection for Student		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be		1. Term data for Orientation, Assessment and Ed Plans must be			
2. MIS data is due on SEP-10.		2. Term data collection for Student Success period: Aug-11 to		2. Term data collection for Student Success period: Aug-11 to		2. Term data collection for Student Success period: Dec-21 to		2. Term data collection for Student Success period: Dec-21 to		2. Term data collection for Student Success period: Dec-21 to			
		3. MIS data is due on Jan-20.		3. MIS data is due on Jan-20.		3. MIS data is due on Jan-18.		3. MIS data is due on Jan-18.		3. MIS data is due on Jan-18.			

MIS - SS Student Success Data Collections Tracking

Symbol	Description
✓	Manual Process
□	Upload to Banner
○	0% Completed
◐	25% Completed
◑	50% Completed
◒	75% Completed
◓	100% Completed

Student Success and Support Data Elements	Description	MIS SS Data Elements				Process Owner	Collection		Completion Status	Completion Status Date	Notes
		1504	1507	1508	1509		1510	1511			
Outreach	Outreach	✓	✓			Sherril Johnson	✓	✓	ok	Up to date as of 5/15/15 manual entry to new database on 5/15/15	
Assessment	Assessment-ENGL, MATH, ESL, NCAS/ACT	✓	✓			Sherril Johnson	✓	✓	ok	The first SCAN data for SVA VST Data for 2014-2015 is in progress. This is expected by May 31st. There are data that are not yet available for SVA VST Data for 2014-2015. There are data that are not yet available for SVA VST Data for 2014-2015.	
Assessment	Assessment (EAPE and EARL)	✓	✓			Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Counseling/Advisement - 15%	Counseling/Advisement - 15%	✓	✓			Sherril Johnson	✓	✓	ok	Students with Spring 15 Student and Semester data are in progress. EAPE and EARL data are in progress.	
Education Plan - Approved	Education Plan - Approved	✓	✓			Sherril Johnson	✓	✓	ok	EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Education Plan - Comprehensive - 35% (Once)	Education Plan - Comprehensive - 35% (Once)	✓	✓			Sherril Johnson	✓	✓	ok	EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Academic Prog/Prob At Risk - 15% (Once per term after first term)	Academic Prog/Prob At Risk - 15% (Once per term after first term)			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Success Center Services - 5% (Once per term after first term)	Success Center Services - 5% (Once per term after first term)			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Student Success Activities	Student Success Activities			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
Other (follow-up education planning services)	Other (follow-up education planning services)			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
EAPE and EARL	EAPE and EARL			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	
EAPE and EARL	EAPE and EARL			✓		Sherril Johnson	✓	✓	ok	Students with EAPE and EARL data are in progress. EAPE and EARL data are in progress.	

MIS Student Success-Data Collection

MIS Success and Support Services Historical Data: SVAMSHD 8.9.0.3 (CISC:8.9.0.3) (PROD_119)

ID: 201460 - Fall 2014

Office/College ID: 261 - Spring Community College

Education Goals Exempt Status

Education Goals

Form Term: 201160 Copy ID Term: 999999

Goal: M Undeclared Goal

Goal Type: 20-SEP-2014

User ID: S5CONV

Source: SVRSMGR

Goal Description	2014 Summer		2014 Fall		2015 Spring	
	1/25	4/21	1/25	4/21	1/25	4/21
ES01-STUDENT-EDUCATIONAL-GOAL (AAR)						
A-Obtain an associate degree and transfer to a baccalaureate granting institution	344	398	578	206	1608	1410
B-University / 4-year college student taking courses to meet university / 4-year college requirements	2	2	3	3	19	0.6%
C-Transfer to a baccalaureate granting institution without an associate degree	27	25	28	23	19	0.1%
D-Obtain a two-year associate degree without transfer	106	115	178	70	578	4.6%
E-Enroll in a career, technical certificate without transfer	217	241	275	109	611	4.9%
F-Discover / formulate career interests, plans, goals	6	4	7	6	4	0.0%
G-Prepare for a new career, (acquire job skills)	2	2	3	3	7	0.0%
H-Advance in current job / career, (update job skills)	2	2	3	3	7	0.0%
I-Pursue educational development (intellectual, cultural)	3	4	4	4	8	0.0%
J-Improve basic skills in English, reading or math	3	4	4	4	8	0.0%
K-Complete credits for high school diploma or SED	7187	211	11993	210	284	2.3%
M-Undeclared on goal Selection: 25% or more have a value of 'X' (Undeclared on goal)						
N-Move from noncredit coursework to credit coursework						
Total	9660	10222	15096	16226	11408	100.00%

Goal Description	2014 Summer		2014 Fall		2015 Spring	
	1/25	4/21	1/25	4/21	1/25	4/21
ES03-STUDENT-INITIAL-ORIENTATION-ENEMPT-STATUS (AAR, COLN)						
AY-Student was directed to initial orientation services	8794	9115	13368	14438	10578	92.71%
DY-Student has completed an Associate or higher degree	1066	1104	1738	1785	83	7.29%
Blank						
Total	9860	10222	15096	16226	11408	100.00%

Goal Description	2014 Summer		2014 Fall		2015 Spring	
	1/25	4/21	1/25	4/21	1/25	4/21
ES04-STUDENT-INITIAL-ASSESSMENT-ENEMPT-STATUS (AAR)						
AY-Student was directed to initial assessment testing services	9860	9115	15096	14438	10578	92.73%
DY-Student has completed an Associate or higher degree	1104	1104	1738	1785	83	7.29%
Blank						
Total	9860	10222	15096	16226	11408	100.00%

Goal Description	2014 Summer		2014 Fall		2015 Spring	
	1/25	4/21	1/25	4/21	1/25	4/21
ES05-STUDENT-EDUCATION-PLAN-ENEMPT-STATUS (COLN)						
AY-Student was directed to counseling/advisement services or Ed Plan	8794	9115	13368	14438	10578	92.72%
DY-Student has completed an Associate or higher degree	1066	1104	1738	1785	83	7.29%
Blank						
Total	9860	10222	15096	16226	11408	100.00%

MIS Student Success-Data Collection

MIS Success and Support Services Term Data SYAMSTD 8.9.1 (CJSC:8.9.1) (PROD_119)

ID: Term: 201480 • Fall 2014

District/College ID: 281 • Solano Community College

Counsel/Advise: Education Plan Orientation Assessment Academic Progress Career/Interest

Counseling and Advisement Services

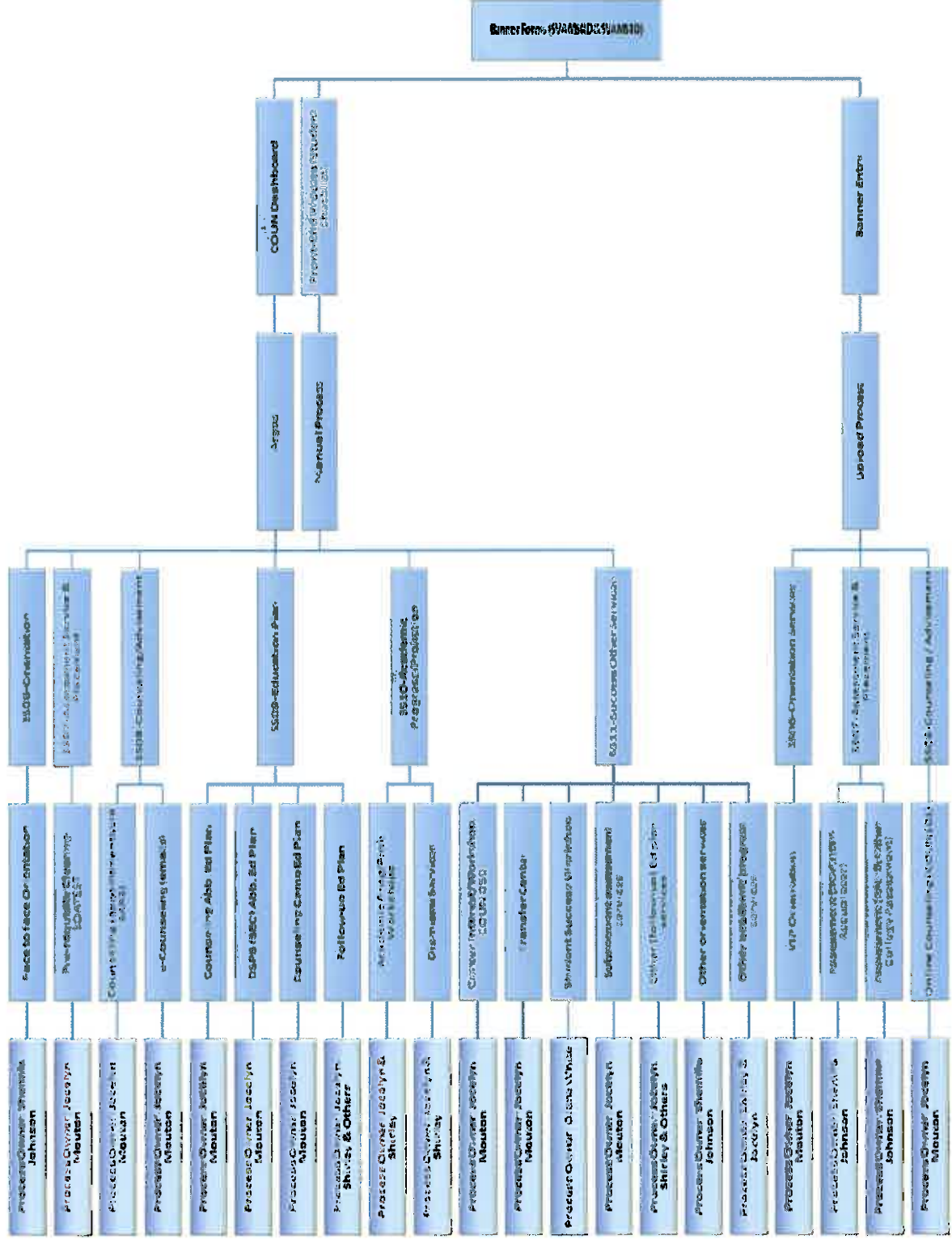
Counselor/Advise: Service Date: 05-SEP-2014 Provider: Origin: COURSE: Counseling Status:

Sequence: 2 Group: User ID: EXCEL Activity Date: 06-MAR-2015 Source: EXCEL

Sequence: 1 Group: User ID: EXCEL Activity Date: 06-MAR-2015 Source: EXCEL

Sequence	Group	User ID	Activity Date	Source
1	2	EXCEL	06-MAR-2015	EXCEL
2	1	EXCEL	06-MAR-2015	EXCEL

SSSP Data Collection Flow Chart



Questions for any new Student Success and Support Program Service/Activity

1. Is the service or activity in compliance with 3SP Core Services guidelines?
 - 55521-Orientation (SS06)
 - 55522-Assessment (SS07)
 - 55523-Counseling and Advising (SS08)
 - 55524-Education Planning (SS09)
 - 55525-Follow Up Services (At Risk Students) (SS10)
2. Is this service or activity qualified as a Fundable Service?
<http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SSSP%20Handbook%202014/Chapter%204%20-%20SSSP%20Funding%20Guidelines.pdf> (Chapter 4).
3. Is this service or activity satisfied District's matching requirement?
Each dollar of state credit Student Success and Support Program funding shall be matched by **two** dollars (revised from 3:1 to 2:1 on July 8, 2014) , or a lesser amount as determined by the Chancellor, of other district resources devoted to the Student Success and Support Program. (Title 5 – 55518).
4. Which MIS SS data element does it apply (see question 1)?
5. Who is the process owner?
6. What is the data collection method/process (manual or electronic collection – SARS or Banner)?
7. Who is going to validate the data collections and data rejections?
8. Who is going to input data into Banner (SVAMSTD)?

