

# California Community Colleges Student Success and Support Program Handbook



October 2015



**Chancellor's Office  
California Community Colleges  
Student Services and Special Programs Division**

# CHAPTER 1

## OVERVIEW

### Introduction

The purpose of the California Community College's (CCC) *Student Success and Support Program Handbook* is two-fold. First, it offers the reader an overview of the history and goals of the Student Success and Support Program (SSSP), formerly known as the Matriculation Program. Second, it provides practical guidance to colleges about core services, program implementation and reporting requirements, including program and budget plans and funding guidelines. The handbook also includes references to important resources, including the relevant sections of the Education Code and title 5 regulations (Appendices A and B).

### Background and Legislative History

[The Seymour-Campbell Student Success Act of 2012](#) (California Education Code, Sections 78210-78219) established the SSSP “to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions” or follow-up services for at-risk students. The Act emphasized support for “entering students’ transition into college in order to provide a foundation for student achievement and successful completion of students’ educational goals, with priority placed on serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.” These services must be well-coordinated and evidence based to foster academic success (title 5, section 55500). The act replaced the Matriculation Program, with the Student Success and Support Program, and refocused funding and resources on services to entering students while underscoring the responsibility of the institution as a whole for student success. Prior legislation, the Seymour-Campbell Matriculation Act of 1986, established the matriculation process for new and continuing students in credit courses in the community colleges to ensure equal education opportunity for all Californians, to ensure that students receive the educational services necessary to optimize their success, and to provide them with the information to establish realistic educational goals. In 1990, the Board of Governors (BOG) adopted formal regulations that delineated specific procedures, and prohibited practices for implementing the matriculation process. In 1997-98, Assembly Bill (AB) 1542 and AB 107 were passed to extend services to students taking noncredit courses.

### Purpose of the Student Success and Support Program

The purpose of the SSSP is to ensure that all credit and noncredit students promptly define their educational and career goals, complete their courses, persist to the next academic term, and

### **SSSP Mission**

The mission of SSSP is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP supports student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

achieve their educational objectives in a timely manner. The goal is that students benefit from comprehensive and integrated delivery of services to increase retention and to provide students with a foundation to support success.

To accomplish this goal, the SSSP offers a variety of services that enhance student access to the California Community Colleges and foster student success. The SSSP guides students with information and assistance to define realistic educational goals consistent with district and college academic programs and student services. It also provides colleges with information to

tailor services and programs that meet students' needs. The program is designed so that colleges can provide and coordinate the services described above for all students except those exempted under criteria established by the BOG (title 5, section 55532).

As stated above, student success is a joint responsibility of the student and the institution as a whole and works best when student services, instruction, and institutional research work in partnership. Student success requires that colleges assist students with course placement and other educational choices, emphasizing the use of multiple assessment measures and targeted support services. Colleges must commit to interaction with students to strengthen student motivation, provide regular feedback concerning academic progress, and guide students in refining and persisting in meeting their educational goals.

### **SSSP Vision Statement**

SSSP is an exemplary student services model with an emphasis on at-risk students using evidence-based, innovative approaches that promote student access and success. SSSP integrates student and instructional services to promote institutional responsibility and accountability for student success.

To support the provision of these services, college researchers must conduct studies to ensure that there is no disproportionate impact on any student groups. The assessment section in Chapter 2 provides more detail on disproportionate impact.

Although the 2012 legislation changed the name from "Matriculation" to "Student Success and Support Program, and made significant program updates, key services from the matriculation process remain. These include the four core services listed above. Colleges are further expected to engage in relevant institutional research, develop SSSP Plans in coordination with Student Equity Plans, and offer processes for student exemptions and appeals. The legislation also incorporates students' responsibilities, such as the requirement to participate in services, promptly identify academic and career goals, maintain academic progress, and complete coursework.

## Noncredit SSSP

SSSP core services are offered to students enrolled in designated noncredit courses. Colleges with noncredit programs are required to complete an annual certification in order to receive noncredit SSSP funding. Beginning with the 2015-16 fiscal year, they must also provide program and budget plans as described in Chapter 3, Reporting Requirements, to receive funding. The following are the designated noncredit categories for which SSSP services should be provided:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the Chancellor's Office Management Information System (COMIS) *Data Element Dictionary*, [Course Data Elements \(CB 22\)](#) for descriptions of these noncredit categories, available at

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb22.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf).

More information on these categories can also be found in the [Program and Course Approval Handbook](#) and the Chancellor's Office website for curriculum and instruction available at <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit.aspx>.

## Research on the Effectiveness of Well Integrated Services in Supporting Student Success

Various national and statewide research studies support the role of a well-orchestrated and institutionally supported student services program that is integrated with instruction in increasing student success. Two recent studies completed by organizations within the California Community Colleges are particularly noteworthy. A study conducted in 2010-11 (Martinez, D.) at Riverside Community College (RCC), using statewide management information system (MIS) data, investigated the effect of student success and support services on several outcomes among first-time college students in their first semester. Students who participated in orientation, assessment and counseling, and developed a student education plan (SEP), showed an increase in the number of degree-applicable units attempted, units earned, and their grade-point average (GPA). The data also showed that the interaction of orientation, assessment, and counseling have a significant effect on student persistence. The study is available at <http://counselors.cccco.edu/CounselorResources/Research.aspx>. In addition, the CCC Research and Planning (RP) Group completed a multi-year study (2011-14) titled *Student Support (Re)defined* (Cooper, D. et al). The study was designed to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for all students. The study identifies these six factors students should experience to successfully achieve their educational goals:

- Directed: students have a goal and know how to achieve it

- Focused: students stay on track—keeping their eyes on the prize
- Nurtured: students feel somebody wants and helps them to succeed
- Engaged: students actively participate in class and extracurricular activities
- Connected: students feel like they are part of the college community
- Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

The study is available at:

[http://www.rpgroup.org/sites/default/files/PractitionerPrimer\\_Spring2014.pdf](http://www.rpgroup.org/sites/default/files/PractitionerPrimer_Spring2014.pdf). An excellent resource for additional studies is the comprehensive literature review conducted by the RP Group, available at <http://www.rpgroup.org/sites/default/files/Literature-Review-Brief-2nd-Edition-Fall-2012.pdf>.

Student Success and Support Program (SSSP) services are vital to student success and are designed to provide the environment to direct, focus and nurture students, as well as to connect them to the college community.

## **Organizational Structure**

The SSSP is implemented with the assistance and commitment of people representing many statewide and local organizations, colleges, and advisory committees.

### **The Chancellor's Office**

The California Community Colleges Chancellor's Office (CCCCO) provides leadership, coordination, and administrative and fiscal oversight of the system's SSSP and is responsible for convening advisory groups, allocating funds to the colleges, defining standards for and validating placement assessments, and managing special grant projects and contracts. The Chancellor's Office also provides technical assistance to local colleges and promulgates policies and guidelines that are consistent with the Education Code and Budget Act language that govern the program. Staff provides additional technical assistance through regional meetings, special workshops and presentations, and through conference participation. One specific form of technical assistance is the new coordinators' training each fall. New SSSP Coordinators are provided a review of title 5 regulations, discussions on program-specific issues and concerns, information about innovative and effective practices, and opportunities to meet with peers. The Chancellor's Office is also responsible for ensuring that colleges submit program and fiscal reports and for compiling this information and reporting it to the Legislature, the Department of Finance (DOF), the Governor's Office, and the Legislative Analyst's Office (LAO).

### **College SSSP Coordinators**

The college SSSP Coordinator, whether serving credit or noncredit students, is responsible for ensuring that all of the SSSP components are effectively implemented. The title of this position may vary at each college, and the position may be on a full-time or part-time basis. However, at

a minimum, administrators, staff or faculty in this role are responsible for program oversight, ensuring implementation and compliance with state reporting requirements, and serving as the college's primary contact with the Chancellor's Office. SSSP Coordinators also facilitate local and regional collaboration, participate in regional meetings, and represent SSSP interests on their college and district advisory bodies. The majority of these positions are funded through the districts' SSSP allocation from the State.

### **The Student Success and Support Program Advisory Committee**

The Student Success and Support Programs Advisory Committee (SSSPAC) has 28 members as follows:

- Regional Student Success and Support Program Representatives (College SSSP Coordinators) (10 members)
- Noncredit SSSP Staff (2 members)
- Academic Senate counseling faculty (2 members)
- Classified Senate (1 member)
- Chief Executive Officers (1 member)
- Chief Student Services Officers (2 members)
- Chief Instructional Officers (1 member)
- Chief Business Services Officers (1 member)
- Chief Information Systems Officers Association (1 member)
- CCC Student Success and Matriculation Professionals Association (1 member)
- California Association of Community College Registrars and Admissions Officers (1 member)
- Research and Planning Group (1 member)
- California Community Colleges Assessment Association (2 members)
- California Community Colleges Basic Skills Advisory Committee (1 member)
- Student Senate (1 member and 1 alternate)

The committee provides policy and programmatic advice to the Chancellor's Office. It is co-chaired by a committee member and a representative from the Chancellor's Office and meets at least quarterly. Members serve two-year terms.

The CCCCO has also convened a Noncredit Student Success and Support Program Advisory Committee (NSSSPAC). This committee has 19 members, as follows:

- Student Success and Support Program Advisory Committee (2 members)
- Association of Continuing and Community Education (1 member)
- Academic Senate instructional faculty—basic skills/ESL (1 member)
- Academic Senate instructional faculty—career technical education (1 member)
- Academic Senate counseling faculty (2 members)
- Classified Senate (1 member)
- Chief Executive Officer (1 member)
- Chief Student Services Officers (1 member)

- Chief Instruction Officers (1 member)
- Chief Business Services Officers (1 member)
- Chief Information Systems Officers Association (1 member)
- CCC Student Success and Matriculation Professionals Association (1 member)
- California Association of Community College Registrars and Admissions Officers (1 member)
- Research & Planning Group (1 member)
- California Community Colleges Assessment Association (1 member)
- Student Senate (1 member and 1 alternate)
- One representative from the Academic Affairs Division of the Chancellor's Office

Similar in structure and function to the SSSPAC, the NSSSPAC committee also provides policy and programmatic advice to the Chancellor's Office. It is co-chaired by a committee member and a representative from the Chancellor's Office and meets at least quarterly. Members serve one-year terms, with a preference for serving two terms.

### **Community College Regions and Regional Representatives**

California's community colleges are divided into ten SSSP regions. The colleges in each region select a representative from among their SSSP Coordinators to serve on the SSSPAC, which facilitates the sharing of information between the Chancellor's Office and the colleges. In addition, when the Chancellor's Office drafts policies and processes, or requires feedback on other programmatic issues, the regional representatives act as a conduit to collect input from the colleges within their region. The regional representatives also share information and effective practices with the colleges within their region. The Chancellor's Office recommends that the colleges meet within their region at least once each quarter, or more frequently if they are able to do so.

The noncredit programs, which are fewer in number than credit programs, are widespread throughout the state and so do not have currently an organized regional structure specific to noncredit. However, the Association of Continuing and Community Education (ACCE), which addresses many noncredit issues, is represented on the NSSSPAC. ACCE does hold regional and statewide meetings annually. All noncredit SSSP staff are encouraged to attend these forums to discuss relevant issues as well as to reach out to the noncredit SSSP contact in the Chancellor's Office or the NSSSPAC members with issues or concerns. In addition, regions are encouraged to hold joint credit/noncredit SSSP meetings.

### **Assessment Committee**

The Assessment Committee is composed of college assessment and research professionals. Members advise the Chancellor's Office on statewide assessment issues, update the standards, and conduct the biannual review of assessment instruments submitted by the colleges for Chancellor's Office approval. Membership is by appointment, and representation is reflective of

constituent groups within the community college governance structure. Due to the technical nature and expertise required of the committee, members may serve terms of up to six years.

### **Chancellor's Office Advisory Group on Counseling**

The Chancellor's Office also sponsors the Advisory Group on Counseling (COAGC). Comprised of counselors and administrators, the charge of the group is to keep the Chancellor's Office informed of issues that affect the counseling, advising and education planning services. Further, this group provides a forum for counseling faculty and administrators to share their views on counseling, advisement, guidance, academic and vocational planning, course and career placement, and prerequisite recommendations.

### **California Association of Community College Registrars and Admissions Officers (CACRAO)**

The Chancellor's Office has solicited the help of [CACRAO](#) to act as a conduit between the college admission offices and the Chancellor's Office, and to discuss various admission topics and issues. Input from the CACRAO Executive Board has helped to inform statewide policy on a myriad of issues, including credit course repeats and withdrawals, and priority registration. Other topics include document imaging and records retention, catalog rights, concurrent enrollment, residency, Dream Act (Assembly Bill 540) students, veterans, transfer, fees, visas, academic renewal, transcripts, education planning software, data collection and reporting, refunds, and subpoenas.

### **Program Communications**

Updates and information relating to SSSP are published on the [SSSP website](#)<sup>1</sup> and posted to listservs for SSSP Coordinators (CCC-MATRIC listserv), Noncredit SSSP Coordinators (NONCREDITSSSP listserv), Chief Student Services Officers (CSSO), Student Services Deans (DEANS-STDT-SRVCS), Assessment Directors (CCCAA Listserv), Early Assessment Coordinators (EAP Listserv), Counselors and Counseling Deans (CCC-Counseling Listserv), and Admissions and Records Professionals (CCC-admissions listserv). For instructions on how to subscribe to these listservs, please go to <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Listserv.aspx>.

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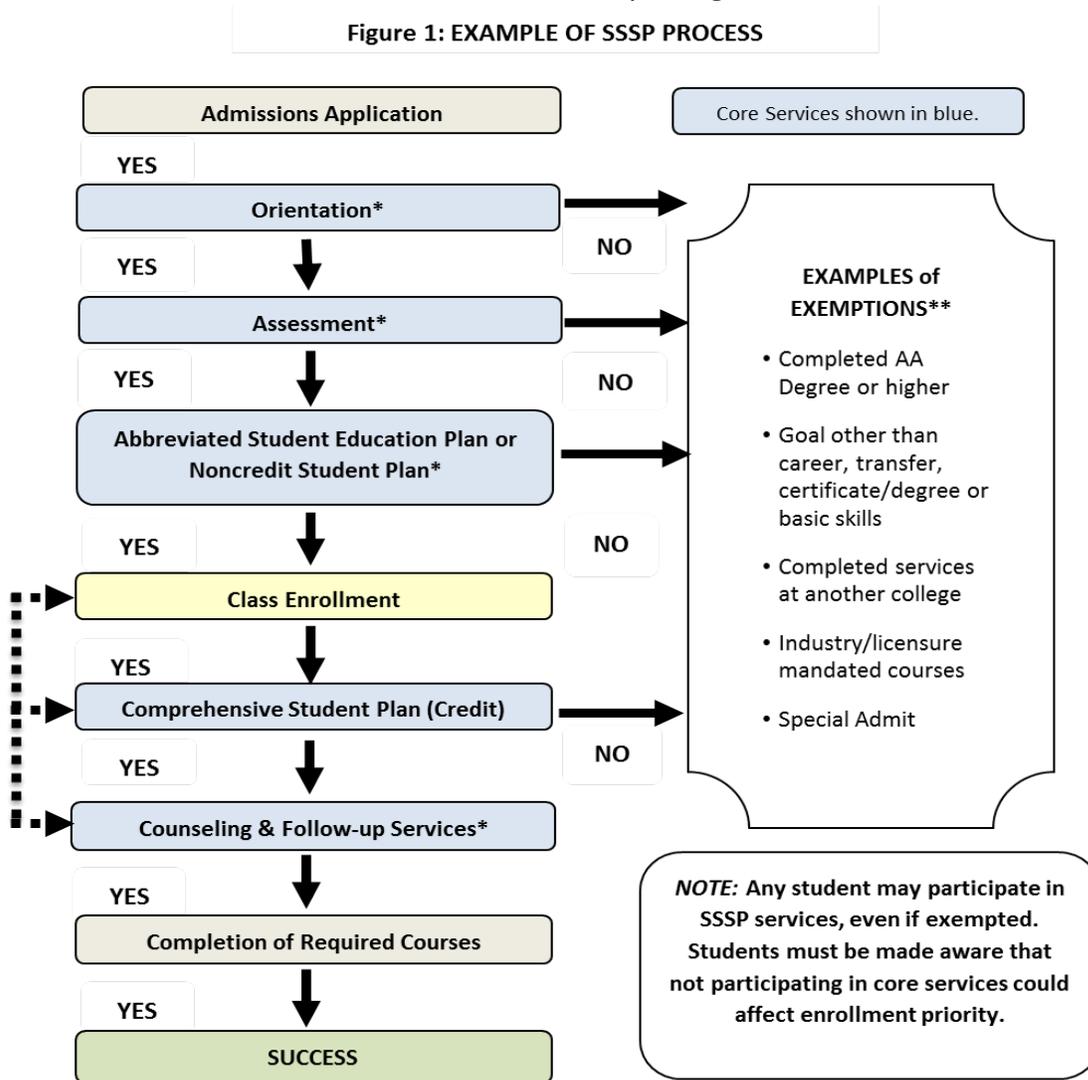
<sup>1</sup> <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx>

## CHAPTER 2

### CORE SERVICES

This chapter describes the core SSSP services required by the Seymour-Campbell Student Success Act of 2012. These services include orientation; assessment and placement; educational planning; and counseling, advising and follow-up services. It also includes information on prerequisites as related to assessment. These services are part of the larger matriculation process which encompasses all of the support that helps students navigate and feel at home in the college environment and reach their educational goals. Unless specifically stated otherwise, the information on services provided applies to both Credit and Noncredit students.

Figure 1 below provides an example of a progression of these services as a typical student might experience them. The flow of these services varies by college.



\* Core program services for credit and noncredit programs.

\*\* See title 5, § 55532 for complete description of locally determined exemption criteria.

## **Admissions**

Making the admissions process a welcoming, understandable and seamless one is the first essential steps in ensuring that someone becomes a student and continues on to identify and reach his or her goals successfully. Completing an admissions application is generally the first official step in the process for an individual to become a student. However, college staff may also have students complete an application, orientation, assessment and other steps in the process all at the same time. Admissions and records functions were originally included as part of the former Matriculation Program, the precursor to the SSSP. While no longer considered a core service under SSSP, some Admissions and Records functions directly support the delivery of core SSSP services and are allowable expenditures of SSSP funds. These functions may include: education planning technology tools/software/support; priority enrollment; MIS data reporting related to core services; tracking of Academic and/or Progress probation; updating educational goal and course of study; transcript evaluation for education planning; and degree audit functions and tools. College expenditures for admissions functions that do not directly support core services are allowed to be included in the required matching funds. Funding is discussed in greater detail in Chapter 4.

## **Orientation**

New students may not recognize that participating in orientation activities can improve their college experience and build their foundation for success. While many colleges have long provided orientation for incoming students, legislation and regulation now provide a consistent definition of orientation and the topics that must be covered to assure that all California Community College students are provided with a similar introduction to college life.

The purpose of orientation, as defined in title 5, section 55502, is to acquaint “students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to title 5, section 55521.” Section 55521 specifies that colleges must provide all students with an orientation on a timely basis that addresses the following topics:

- (1) Academic expectations, and progress and probation standards pursuant to section 55031.
- (2) Maintaining registration priority pursuant to section 58108.
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003.
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services.

- (9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

Although colleges are obligated to provide orientation, students in the past were not required to participate. Title 5, section 55530, however, now requires non-exempt, first time students to participate. A first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education and concurrent enrollment students in high school. Title 5, section 55532, governs exemptions. It also states that any students exempt from orientation must be notified of that fact and informed that they may participate if they choose. They must also be informed that they are not eligible for priority enrollment if they do not participate in core services (section 58108). More information on exemptions is also provided in Chapter 3.

Colleges may elect to disseminate any other information deemed appropriate during orientation, including additional information mandated by title 5. For example, colleges may use this opportunity to provide students with information regarding their rights and responsibilities (section 55530), inform all students of relevant policies (section 55531), and ensure that policies are accessible and available to all students during or prior to enrollment. Other mandated information that may be appropriate for orientation includes informing students in writing of district procedures for challenging alleged violations of title 5 regulations governing SSSP (section 55534).

Orientation allows students to make initial contact with college staff, who “put a face” on the institution. Orientations may look different for students enrolling in credit or noncredit courses. They may be delivered in a variety of ways: in person, individually or in groups, through electronic means, all at once or broken up into various modules, and/or provided over a period of time. The most important goal in providing orientation, is that all required subjects are addressed through a well-planned and thorough orientation process so students can become familiar with what the college offers and build a foundation for success.

### **Resources**

Chancellor’s Office Admissions and Records website

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

Chancellor’s Office Effective Practices website

<http://counselors.cccco.edu/CounselorResources/EffectivePractices.aspx>

### **Assessment and Placement**

Assessment is a holistic process through which each college collects information about students to facilitate their success by ensuring their appropriate placement into math, English, ESL and other courses, for example, chemistry. Student assessments should reflect a variety of informational sources that create a profile of a student’s academic strengths and weaknesses. To form a holistic "portrait" of each student, colleges may consider assessment test results as well as multiple measures, which can include educational background and performance, study

and learning skills, aptitudes, and goals. Multiple measures may also include students' prior employment or academic experiences, interviews and transcripts.

Assessment is governed by the following title 5 regulations: section 55502 (Definitions), section 55520 (Required Services), section 55522 (Assessment), section 55526 (Accommodations), section 55530 (Student Rights and Responsibilities), section 55531 (Institutional Responsibilities), and section 55532 (exemptions). Assessment is also instrumental in the development of the student's education plan (as outlined in section 55524). Section 55530 requires non-exempt, first-time students to participate.

Colleges must adhere to the following regulations and guidelines when implementing and managing any assessment instrument used for course placement:

- Assessment instruments used in the placement of students must be approved by the CCCC (section 55522(a)).
- Colleges must evaluate assessment instruments to meet content validity, cut score validity, minimization of bias, reliability, and disproportionate impact standards provided in the [\*Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges\*](#) (section 55522(a)). The standards are available at <http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/ApprovedGuidelinesMarch2001.pdf>.
- Course placement recommendations must be based on multiple measures (sections 55502(i) and 55522(a)). Additional indicators of student readiness for math, English, and ESL course content must be used with or without placement test results.
- Placement assessment instruments must be used only for the purpose for which they were developed (section 55522(c)).
- Assessment instruments may not exclude a student from admission to the college, except that an approved test (used with multiple measures) may be used to assist in the admission process for a nursing program (sections 55522(c) and (e)).
- Placement assessment instruments may not exclude a student from a particular course or educational program, except that districts may establish appropriate course or program prerequisites (section 55522(c)). In other words, validated course placement results, including multiple measures, may be used to meet certain prerequisites.
- Assessment procedures and policies, including test preparation (e.g., sample tests), how assessment results are used in the placement process, and student ability to retest, must be clearly communicated to students (section 55522(b)).
- In conducting placement assessment for students with disabilities, necessary accommodations must be provided (section 55526(a)).
- Assessment must be provided to all non-exempt students, and exemption policies may be adopted pursuant to section 55532. Exempted students shall be notified of this status and may be given the opportunity to participate in placement assessment. Students must be made aware that they will lose their enrollment priority status if they do not

participate in assessment, orientation, and education planning (section 58108). Therefore, all new students should be encouraged to participate in all of these core services.

Assessments may also be available to exempted students (see section 55532 for exemption criteria). Exempted students must be made aware that they will not be eligible for priority enrollment if they do not participate in an assessment process, whether it consists of a test or multiple measures. See section 58108 for priority enrollment.

### **The Common Assessment Initiative and Multiple Measures Assessment Project**

Pursuant to the Education Code section 78219, the California Community Colleges are currently in the process of developing the Common Assessment Initiative (CAI) or CCCAssess. This comprehensive, common assessment system is being developed in collaboration with local colleges and will be based on test content specifications and the identified range of CCC student math, English, and ESL competencies. These instruments will be available to both credit and noncredit students and will be designed to improve the accuracy of student placement in math, English and ESL courses and reduce unnecessary remediation. CCCAssess will address a broad range of CCC math, English, and ESL competencies; encompass test development, test preparation, test delivery, data collection, and multiple measures; and use centralized, integrated technology solutions to support assessment and placement.

The Multiple Measures Assessment Project (MMAP) is a related effort of the CAI. MMAP is a collaboration between the RP Group and Cal-PASS Plus to create a data warehouse and analytical model for effective multiple measures assessment. It will be developed and tested in pilot colleges to refine the analytic tools and user interface, and test the tools and models using local college data supplied through the data warehouse.

### **Assessment Test Validation Process**

Assessment instruments must be evaluated on a regular basis (at least every six years) to ensure that they meet established criteria for validity and reliability, cultural/linguistic insensitivity and bias, and disproportionate impact. The CCCCCO Assessment Committee (see Chapter 1) reviews materials submitted by colleges and second-party publishers in April and November of each year and determines the level and effective period of approval for the instrument in one of the following categories:

<b>Level of Approval</b>	<b>Effective Period</b>
Probationary	Two years
Provisional	One year
Full	Six years

The [\*Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges\*](#) available at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx> describes the studies that must be completed, documented, and submitted to the CCCCO to receive approval for use of assessment instruments. Among their responsibilities, colleges are required to validate a test's cut scores to ensure that students receive appropriate levels of course placement. The test evaluation process requires the participation of faculty and staff representing multiple offices and departments of the college: Student Services (e.g., SSSP staff and the assessment unit), research, and basic skills discipline faculty. For guidelines and examples on how to conduct required studies effectively, please see the resources located on the CCCCO website on the [Assessment and Placement](#) pages at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>.

Title 5, section 55522 requires the Chancellor's Office to maintain a list of instruments approved for use in community colleges. The list is published on the Chancellor's Office's SSSP website on the [Assessment and Placement](#) pages at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx> and is updated at the end of each test review period. Section 55522 also gives the Chancellor's Office latitude to identify other measures of readiness that the colleges may use to assess students.

Below is a list of terms and definitions frequently used in relation to the Assessment Standards:

- 1) **Bias** refers to any cultural or linguistic partiality, insensitivity, or offensiveness in test content that could negatively impact specific student groups.
- 2) **Disproportionate impact** is defined in section 55502(e) of the title 5 regulations as "a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting."
- 3) **Reliability** refers to the consistency of the measurement each time it is used under the same conditions with the same subjects.
- 4) **Validity** is the single most important concern when evaluating an assessment instrument. It is not actually the test itself that is validated but the use of the test information. Validity evidence must support the interpretation and intended use of the placement assessment results. Colleges must provide two primary types of validity evidence:
  - *Content-related validity evidence* which addresses the extent to which course prerequisite knowledge and skills are measured by the test for all courses into which the test places students.

- *Evidence addressing the adequacy of cut scores*, which may be demonstrated by either a judgmental approach (typically used for initial setting of cut scores) or one of the following two empirical approaches:
  - *Criterion-related validity evidence* (which is typically gathered when the test has *not* yet been used for course placement) addresses the extent to which scores on the placement assessment instrument are related to results of an appropriate criterion measure of student ability (e.g., final grade, midterm grade or test score, and instructor or student ratings of student’s abilities to meet course requirements).
  - *Consequential-related validity evidence* (which is gathered after students have been placed into courses; typically 4-5 weeks into the semester) must address *both* (1) an instructor evaluation of the readiness of individual students to undertake the material of his/her course, and (2) each student’s evaluation of the appropriateness of his/her placement into that course.

## Resources

The Common Assessment Initiative

<http://cccassess.org/>

The Multiple Measures Assessment Project

<http://rpgroup.org/projects/multiple-measures-assessment-project>The California

Community College Assessment Association

<http://www.cccaa.net>

CCCAA Listserv: contact Mark Samuels at [msamuels@swccd.edu](mailto:msamuels@swccd.edu)

*Use of Multiple Measures in Common Statewide Assessment Exams (2013)*

<http://www.asccc.org/resolutions/use-multiple-measures-common-statewide-assessment-exams>

*A Framework for Evaluating the Technical Quality of Multiple Measures Used in California Community College Placement (2012)*

<http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CCCCOMultipleMeasuresFramework2012.pdf>.

*Assessment Questions and Answers (2005)*

<http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Resources/AssessmentQAMarch2005.pdf>.

SSSP/Matriculation Resources and Matriculation Research Monographs on CCCCO website.

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

## Early Assessment Program

Implemented jointly in 2004 by the California State University (CSU), the California Department of Education (CDE), and the State Board of Education, the Early Assessment Program (EAP) determines high school students’ readiness to take college-level English and math courses and offers them opportunities to improve skills during their senior year. The Community College Early Assessment Pilot Program (Senate Bill 946, Scott, 2008) enables community colleges, local high schools and the local CSU campus to use the EAP to identify and address students

unprepared for college courses. Section 99301 of the Education Code authorizes participating community colleges to use student EAP test results for placement in English and math courses.

The EAP was initially based on the Standards Testing and Reporting (STAR) accountability program for public K-12 schools. AB 484, effective January 1, 2014, eliminated the existing STAR accountability program (which included the California Standards Test (CST) and was the basis of the EAP) and established the California Assessment of Student Performance and Progress (CAASPP). AB 484 further authorized that, beginning with the 2014–15 school year, the augmented CSTs in English language arts and mathematics are to be replaced by the grade 11 consortium computer-adaptive assessments in English and math for purposes of the EAP. High school juniors who score “Standard Exceeded” on the new California Assessment of Student Performance and Progress (CAASPP) are considered “college ready” for EAP purposes and are exempt from taking the CSU and participating California Community Colleges (CCC) placement tests for English and math. These students may directly enroll in transfer-level courses. Grade 11 students who score “Standard Met” are considered “conditionally ready” on the EAP and may take additional course work their senior year to be exempt from taking the CSU and participating California Community Colleges (CCC) placement tests for English and math.

Previously, only 11th grade students who were eligible to take the CST for Algebra II or Summative High School Mathematics were eligible to participate in the math portion of the EAP. The new assessment allows for the EAP to be embedded in the exam with no additional questions required. This change will allow all California 11th grade students to participate in both sections of the EAP and receive early signals about their readiness for college level English and math courses.

Colleges accepting EAP results should keep their EAP Participation Surveys updated with the Chancellor’s Office, Student Services and Special Programs Division. Participating colleges designate an EAP Data College Administrator to access or assign access to the CCC EAP Online Databases to access reports and individual student score information.

### **Resources**

Chancellor’s Office EAP website

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

Participation Survey and College Administrator forms

<http://extranet.cccco.edu/Divisions/StudentServices/EAP/Resources.aspx>

List of community colleges accepting EAP test results

<http://extranet.cccco.edu/Divisions/StudentServices/EAP/AcceptingEAP.aspx>

*A doctoral dissertation conducted at California State University Fresno in 2013 examines the validity of the Early Assessment Program English examination relevant to community college student success.*

<http://search.proquest.com/docview/1417087280>

*An evaluation of the Early Assessment Program was completed in 2012 by Policy Analysis for California Education (PACE)*

[http://www.edpolicyinca.org/sites/default/files/PACE\\_EAP\\_March\\_2012.pdf](http://www.edpolicyinca.org/sites/default/files/PACE_EAP_March_2012.pdf).

## **Prerequisites and Corequisites**

Title 5, section 55510, which addresses assessment, requires colleges to develop policies for establishing and periodically reviewing prerequisites, and to consider student challenges to prerequisites. Course prerequisites identify existing knowledge essential to succeed in that course. A single test score, or any other single assessment measure, cannot be used as a prerequisite.

Title 5, section 55003 allows colleges to base prerequisites in English, reading, or mathematics on content review or on content review with statistical validation. If a college intends to establish prerequisites by content review only, it must adopt a district board-approved plan that addresses specific criteria outlined in § 55003. Title 5, section 55003 ties the establishment of prerequisites with the Student Equity Plan to ensure that prerequisite requirements do not have a disproportionate impact on students in terms of race, ethnicity, gender, age, or disability.

The *Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation* contains detailed information on prerequisites and corequisites (see Resources).

### **Resources**

*Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation (2012)*

[http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites\\_Guidelines\\_55003%20Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf)

*Student Success: The Case for Establishing Prerequisites Through Content Review (2010)*

[http://www.asccc.org/sites/default/files/AppendixD-Resolution%209.11\\_Content\\_Review\\_Paper\\_0.pdf](http://www.asccc.org/sites/default/files/AppendixD-Resolution%209.11_Content_Review_Paper_0.pdf)

## **Counseling, Advising, and Other Education Planning Services**

Student counseling, advising and education planning services are central to SSSP services. Title 5, section 55523, as well as Education Code section 78212, require colleges to provide counseling, advising, and other education planning services to provide 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. Counseling under SSSP includes general, transfer and career counseling. The ultimate goal of counseling, advising, and other education planning services is to support all students in successfully meeting their educational and career goals.

Career counseling as it relates to identifying an education goal and course of study (that would include career exploration, career assessment, undecided workshops, etc.) is allowable and can be funded under counseling for SSSP. It could also be counted as follow-up for at-risk students

(title 5, sec 55525) as students without an educational goal or course of study are considered at-risk. While career counseling is allowable, career services such as job search activities, assistance with resumes, interviewing, etc., are not fundable under SSSP but are allowable as match.

Similarly, counseling related to transfer is also allowable under SSSP. Counseling and student education plans created in the Transfer Center would count for SSSP and should be reported in the data elements. Transfer Center activities unrelated to counseling are unallowable expenses. Examples may include Articulation Officers, general college fairs, etc. Those expenses are allowable as match.

## Resources

*Advancing Student Success in the California Community Colleges (2012)*

[http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentsuccesstaskforce/sstf\\_final\\_report\\_1-17-12\\_print.pdf](http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentsuccesstaskforce/sstf_final_report_1-17-12_print.pdf)

*The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (2012)*

[http://www.asccc.org/sites/default/files/CounselingS12\\_0.pdf](http://www.asccc.org/sites/default/files/CounselingS12_0.pdf)

*Scaling Community College Interventions (2011)*

<http://files.eric.ed.gov/fulltext/ED521867.pdf>

*Consultation Council Task Force on Counseling (2003)*

<http://asccc.org/node/174955>

## Student Education Plan

Title 5, section 55520 includes preparation of a Student Education Plan (SEP) as a required service of the colleges' SSSP. In addition, section 55524 provides detail on expectations for the SEP and also requires colleges to assist students with SEP development. Section 55530 requires non-exempt, first-time students to participate in the development of an SEP. Nonexempt students are also required by section 55530 to "express at least a broad educational intent upon admission" and to identify a course of study "after completing 15 semester units or 22 quarter units of degree-applicable credit course work, or prior to the end of the third semester or fourth quarter of enrollment." These criteria were based on recommendations from the Student Success Task Force, which indicate that declaring a course of study earlier increases student success. Colleges, however, have the option to identify shorter timeframes in their policies.

The SEP is valuable for both planning and student progress as it may accomplish the following:

- Consolidates student information, including assessment results, in an electronic form accessible to students, staff and faculty.
- Promotes accountability of students and staff by recording specific objectives and responsibilities.
- Documents the criteria and rationale for establishing course and major recommendations.
- Facilitates referrals to other support services.

- Assists in the tracking of student performance in classes and referrals and in determining which services are beneficial.

Title 5, section 55524 also defines two types of SEPs:

- **Abbreviated**, which are one to two terms in length and designed to meet immediate scheduling needs or for students for whom a comprehensive plan is not appropriate. For example, abbreviated plans may be completed prior to course enrollment for students who are completing a short-term certificate program or new students who have not declared an educational goal or course of study.
- **Comprehensive**, which must cover all of the terms needed for students to achieve their course of study. The comprehensive plan addresses 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, veterans’ education benefits, athletics, and others.”

Noncredit students should have a separate, designated noncredit SEP to address their specific goals. Some colleges may elect to use the same format as the abbreviated credit SEP, or may choose to develop an individual plan format that better suits noncredit student needs. The noncredit plan should help students identify academic and career training pathways, in addition to fostering course completion and progress. The plan should also identify instructional and student support resources that facilitate students’ goal attainment.

SEPs can either be program-specific or campus-wide, as described below. Colleges will need to consider campus and student needs, staff expertise and workload capabilities in choosing which is best for their students. Whether the SEP is developed through a specific program or through the institution as a whole, the SEP must be in electronic format and accessible to all necessary college staff, to avoid confusion for students from having multiple or duplicate SEPs.

***Program-specific.*** The SEP can be developed by individual programs (e.g., Extended Opportunity Programs and Services, Disabled Students Programs and Services, Financial Aid, Veterans’ Services, etc.) if it contains all of the required title 5 elements. Advantages include the ability to more closely tailor SEPs to address individual needs of students these programs serve and the ability to gather only the information directly needed by the programs’ statutory charge. In addition, program staff are more likely to use the SEP in a comprehensive way since its application is immediately and practically evident. The disadvantage is that the SEP must be modified if a student transitions out of the program.

***Campus-wide.*** With this approach, an all-inclusive SEP is developed for each student. The campus-wide approach requires programs and divisions to collaborate to identify common concerns and create a comprehensive SEP or NSEP.

Colleges can also implement a hybrid approach and develop a common SEP or NSEP for the general student population while allowing special programs to develop unique SEPs. The education plan should be a dynamic document reflecting changes in students' status, academic goals, major, and academic performance.

When formulating an education plan, some important questions should be considered:

- Does the plan clearly express what the student needs to be successful?
- Can the information be readily entered into the college's and the Chancellor's Office Management Information System (MIS)?
- Does the plan allow for modifications of a student's objectives?
- How long does it take to meet the student's goals?
- Does the plan allow for double majors, degrees and certificates or transfer?
- Is the plan available in different languages or are multi-lingual personnel available to assist with development?
- Can the plan be formatted to reflect regulations applicable to specific populations; for example, veterans?
- Does the plan document referrals?
- Can each relevant campus office access and provide input to the plan (e.g., Financial Aid, Extended Opportunity Programs and Services, Disabled Students Programs and Counseling)?

**The Education Planning Initiative (EPI)** is a five-year statewide initiative funded by the Chancellor's Office for the development of a comprehensive education planning system to increase student completion rates and improve operational efficiencies across the state. The EPI is managed by the CCC Technology Center. The EPI will develop a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their goals, and an Education Planning and Degree Audit System to provide transcript, articulation, and curriculum inventory elements to colleges and help college counselors reach more students. More information is available at the EPI website, [cccedplan.org](http://cccedplan.org).

### **Follow-Up for At-Risk Students**

Title 5, section 55525, requires colleges to evaluate the academic progress of, and provide support services to, at-risk students. At-risk students are defined as those who are enrolled in basic skills courses, have not identified an education goal and/or course of study, are on academic and/or progress probation, or are facing dismissal. For noncredit courses, follow-up should be directed to students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Colleges must track academic and progress probation and refer students experiencing academic difficulty to specialized services or curriculum offerings pursuant to title 5, section 55523. These services may include counseling, student success or probation workshops, and referral to other support services such as tutoring,

child care, or financial aid. While the counseling and referral process are core services and allowable expenses under SSSP, the specialized services are not.

Many California community colleges have adopted computerized “early alert” systems that allow instructional faculty to report student difficulties in a consistent and timely manner, so follow-up services can be provided. The EPI has also included an early alert tool that will be incorporated into its final product.

Follow-up for noncredit students may also include review and update of existing NSEPs, informational sessions on specific career options and skills inventory tests, advice and resources for foreign degree or transcript evaluation, or addressing behavioral issues that interfere with student learning or classroom instruction, course progress (e.g., receipt of “no pass”) and repeatability limits.

### Resources

- Education Planning Initiative  
<http://cccedplan.org/>
- The Success Center for California Community Colleges  
<https://foundationccc.org/What-We-Do/Student-Success/Success-Center-for-California-Community-Colleges>
- *Can Improved Student Services Boost Community College Student Success? (2010)*  
<http://www.mdrc.org/publication/can-improved-student-services-boost-community-college-student-success>
- *Promoting Partnerships for Student Success (2009)*  
<http://www.mdrc.org/publication/promoting-partnerships-student-success>
- *Getting Back on Track: Effects of a Community College Program for Probationary Students (2009)*  
[http://www.mdrc.org/sites/default/files/full\\_379.pdf](http://www.mdrc.org/sites/default/files/full_379.pdf)

## CHAPTER 3

### REPORTING REQUIREMENTS

The Chancellor's Office, on behalf of the Board of Governors, is responsible to the California Legislature for ensuring that funds provided to districts are used for their intended purposes and that colleges operate their programs in accordance with state law and regulations. A summary of the Education Code and title 5 regulations that relate to funding and reporting requirements for Student Success and Support Program (SSSP) is provided in Appendix A and B.

The colleges must submit several key reports each year to the Chancellor's Office regarding their credit and noncredit SSSP activities and expenditures. The reports and their due dates are shown in Tables 1 and 2. Reporting requirements are discussed in the sections below. Unless specifically stated otherwise, all reporting requirements and dates apply to both credit and noncredit SSSP.

**Table 1 (2014-15)**

<b>Required Documents and Reports</b>	<b>Remaining Due Dates</b> (based on carryover authority)
Mid-Year Report -- Declaration of Unused SSSP Funds	March 31, 2015
SSSP Year-End Expenditures Report	February 12, 2016

**Table 2 (2015-16)**

<b>Required Documents and Reports</b>	<b>Due Dates</b>
Certification of Eligibility to Receive Noncredit SSSP Funds	August 17, 2015
Student Success and Support Program Plans and Budget Plans	October 30, 2015
Mid-Year Report -- Declaration of Unused SSSP Funds	March 25, 2016
Management Information System (MIS) data reporting	30 days after the end of each term; August 1, 2016 for the final submission
SSSP Year-End Expenditures Report	February 10, 2017

Reports due for SSSP are posted on the Chancellor's Office website (<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Forms.aspx>) and distributed to the SSSP listserv. To sign up for the credit SSSP listserv, visit <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Listsrv.aspx>. To sign up for the noncredit SSSP listserv, please submit a request to <http://listserv.ccnnext.net/scripts/wa.exe?SUBED1=NONCREDITSSSP>. Please see Chapter 4 for further guidance in preparing these reports.

## Student Success and Support Program Plan Components

Each college is required to complete an annual credit SSSP plan. Those colleges with noncredit programs are also required to submit a separate noncredit SSSP plan each year. Colleges shall develop plans through consultation with representatives of the academic senate, staff, administrators and students. The plans must describe the SSSP services the college provides. Education Code, section 78216(c) and title 5, section 55510 specify how the SSSP plans must be developed and the required elements, which include:

- Method of delivery of services required by section 55520.
- Identification of students at risk for academic or progress probation and planned interventions.
- Coordination with college student equity plan.
- External partnerships with high schools, workforce agencies or other partners.
- Budget Plan for program expenditures.
- Professional development.
- Technology support and institutional research.
- Exempted student criteria consistent with section 55532.
- Assessment policies and procedures including validation of assessment tests and cut scores, as described in the [validation standards](#)<sup>1</sup>.
- Prerequisite policies.
- Student appeal policies and procedures.

In addition, the following sections of the Education Code provide greater detail on legislative reporting requirements:

- Ed Code section 78213(a) requires colleges to use only the assessment instruments authorized by the Board of Governors and provides information on assessment. (Note: Approved instruments are listed on the assessment web page: <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>).
- Ed Code section 78214(a) addresses research requirements.
- Ed Code section 78215(a) governs orientation, assessment and education plans.

The plans should describe all SSSP services, policies, activities and procedures, regardless of funding source, to present a complete picture of the college's program. For colleges in districts with multiple institutions, the plans must address coordination among the colleges. District use of SSSP funds should be outlined in the individual college's SSSP Program and Budget Plan.

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<sup>1</sup> <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx#Validation%20Standards>

## Signatures

The credit SSSP plan must include the signatures from the college's Credit SSSP Director/Coordinator, Supervising Administrator or Chief Student Services Officer, Chief Instructional Officer, College Academic Senate President, and College President. The noncredit SSSP plan requires the signatures of the college Noncredit SSSP Director/Coordinator, Noncredit SSSP Supervising Administrator, Chief Business Officer, College Academic Senate President, and Chief Executive Officer.

While the Chancellor's Office does not require formal approval from the district governing board for the plans, if a district has such a requirement, the board must approve the plans in time to meet the October deadline for submission to the Chancellor's Office. Colleges should email the plans to the Chancellor's Office and must also mail the signature page with original signatures to the Chancellor's Office.

## Core Services

Colleges must describe how the required SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students are delivered on their campus. The plan must describe the services provided, target student populations and estimate the number served, service delivery strategies, partnerships with outside agencies, faculty and staff providing services, technology support, research conducted, and any additional policies and procedures relevant to SSSP services. In addition, detail on abbreviated and comprehensive education plans must be included, as well as related placement and assessment information, including instruments and policies. The plan templates are available on the Chancellor's Office SSSP webpage at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx>.

## Related Direct Program Services: Institutional Research and Technology

The plan requires colleges to describe the institutional research and technology that directly support the delivery of SSSP services. Title 5, section 55512 requires colleges to research and evaluate SSSP services to determine areas of needed improvement. In addition, this regulation requires the Chancellor to "establish a system for evaluation of the Student Success and Support Program on a statewide basis."

Institutional research on SSSP varies widely across colleges and districts, depending on local needs and the resources available. Suggested areas of research include:

- Analysis of patterns of course success in relation to core SSSP services, with data disaggregated by ethnicity, gender, disability, age, and socioeconomic status.
- The impact of assessment test cut scores and multiple measures on student progress toward educational goals.

- Evaluation of orientation programs and their ability to promote knowledge of the institution and its support services.
- The impact of prior educational experiences on assessment and placement systems, and course taking patterns.
- Tracking of particular cohorts of students to understand the impact of placement systems and key gatekeeper courses on the attainment of educational goals.
- Evaluation of the success of follow-up services and interventions designed to assist students on academic probation.
- Analysis of counseling visits and education planning systems and the value they add to a student's attainment of successful course and program outcomes.
- Analysis of staffing and service delivery patterns that documents, in a multivariate context, the important role that counselors and academic advisers play in key success metrics (i.e., the student-to counselor ratio or counseling visits per year as independent variables to explain course or program success).
- Assistance on developing a list of key performance indicators that can be used to track the success of support programs.
- Best practices that can be shared with faculty and staff involved in delivering SSSP programs.
- Tracking and evaluating students' progress towards achieving stated educational goals based on the information from students' education plans (abbreviated and comprehensive).
- Evaluation of different modalities or delivery methods (i.e., online vs. face-to-face counseling) and their impact on achievement.

Colleges are to describe the types of services provided through the use of technology that directly relate to the delivery of services, such as technology-mediated strategies for the delivery of orientation, assessment, advising and student educational planning.

### **Services Allowed for District Match**

The plans also require a description of the services allowed for the district's matching funds. Education Code section 78211.5(b) permits districts to expend SSSP categorical funds only on core services approved by the Board of Governors. However, districts may continue to count expenditures for services that were allowable as of 2008-09 (under the old Matriculation Program) as part of their matching funds requirement, even though they can no longer use SSSP funding to pay for these services. These services include Admissions and Records, Transfer and Articulation Services, Career Services and other unrelated Institutional Research. In addition, colleges may include institutionally-funded tutoring and supplemental instruction costs for at-risk students as match. The expenditures in each plan will be compared with the college's Year-End Expenditures Report to monitor for consistency. Please refer to Chapter 4, *Student Success and Support Program Funding Guidelines*, for more information on matching funds for credit and noncredit SSSP.

## **Policies: Exemption, Appeal and Prerequisite**

This section of the SSSP plans pertains to legislation and regulations that require districts to establish clear and equitable policies and procedures for plan implementation. Policies and procedures identified in the Credit and Noncredit SSSP Plans address exemptions, appeals, and prerequisites. Title 5, section 55532 lists the criteria that colleges must use in developing policies that exempt a student from orientation, assessment, counseling, advising, or student education plan development. Colleges are required to report which criteria they adopt in establishing exemption policies. Title 5, section 55534 establishes criteria for student appeal policies and procedures regarding alleged violations in student services programs. Colleges are also required by title 5, section 55510 to describe in their plans procedures for establishing and reviewing prerequisites as well as procedures for considering challenges to the prerequisites. Title 5, section 55003 establishes criteria which colleges must follow to establish prerequisites, corequisites, and advisories on recommended preparation.

Information colleges provide in the plans should contain appropriate citations to the relevant legislation and regulations. In addition, it is expected that all required policies and practices referenced in the plan are in force when it is submitted, and all district board policies included are formally enacted.

## **Resources**

*Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation (2011)*

[http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites\\_Guidelines\\_55003%20Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf)

## **Professional Development**

Title 5, section 55516 requires each community college district to implement a professional development program for staff and faculty providing SSSP services. Professional development is important to ensure that staff and faculty are up to date with credit and noncredit SSSP practices and policies. Examples of professional development services include:

- SSSP training during new faculty and staff orientations and FLEX activities.
- Attending SSSP-related activities, meetings and conferences.
- Dedicating a section of departmental newsletters and updates to SSSP.
- Widely disseminating SSSP-related research and reports.
- Including SSSP information in staff, student, and faculty handbooks.
- Including SSSP presentations at departmental and division meetings as well as Academic Senate meetings.
- Providing SSSP information to student groups and organizations.
- Incorporating SSSP into student learning outcomes and assessments.

## Resources

*Report on the California Community Colleges Student Success Initiative Professional Development Committee (2013)*

[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013\\_agendas/september/4\\_3\\_attach\\_report\\_prof\\_dev.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/september/4_3_attach_report_prof_dev.pdf)

California Community Colleges Chief Student Services Administrators Association  
<http://www.cssofficers.org/>

## Coordination of the SSSP Plans

Colleges document in this section of the plan how their SSSP Plan coordinates with their credit or noncredit SSSP plan, as appropriate, as well as with other planning efforts. This includes the Student Equity Plan and other district/campus plans (e.g., categorical programs), accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education, and departmental program review.

## Resources

Student Equity website and plan template

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

Student Success Scorecard

<http://scorecard.cccco.edu/scorecard.aspx>

Guidelines for Measuring Disproportionate Impact in Equity Plans (2013)

[http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/GUIDELINES%20FOR%20MEASURING%20DISPROPORTIONATE%20IMPACT%20IN%20EQUITY%20PLANS%2010\\_15\\_13.pdf](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/GUIDELINES%20FOR%20MEASURING%20DISPROPORTIONATE%20IMPACT%20IN%20EQUITY%20PLANS%2010_15_13.pdf)

Student Equity: From Dialog and Access to Action (2010)

[http://asccc.org/sites/default/files/studentequity\\_10\\_0.pdf](http://asccc.org/sites/default/files/studentequity_10_0.pdf)

The Academic Senate for California Community Colleges has published several papers on the student equity planning process that provide useful background information and guidance. They can be found at: <http://asccc.org/papers/student-equity-dialog-and-access-action>.

Basic Skills and English as a Second Language website

<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>

Adult Education website

<http://ab86.cccco.edu/>

Institutional Effectiveness website

<http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

## Attachments

The SSSP plans require that the following attachments be included:

- A. A list of all individuals involved in creating the plan and their related stakeholder group.
- B. An organizational chart that highlights the credit or noncredit SSSP Coordinator's position.
- C. A list of the credit or noncredit SSSP Advisory Committee members.

Colleges may attach optional documents, such as handbooks or manuals, to give a more complete picture of all SSSP services provided.

## Fiscal Reports

### Mid-Year Report (Declaration of Unused SSSP Funds)

[The Mid-Year Report](#)<sup>2</sup> is one of two required fiscal reports. Colleges must use this form to report and to request any unused SSSP funds. Unspent funds returned for reallocation to colleges will be distributed based on demonstrated need, consistent with the Student Success and Support Program Reallocation of Funds Policy described below.

### Student Success and Support Program Reallocation of Funds Policy

Funds returned to the Chancellor's Office prior to the end of the fiscal year will be reallocated to those colleges requesting reallocated funds, based on the established priorities for the year. The reallocated funds will be disbursed as evenly and equally as possible based on the amount of funds available and the college's request. This policy will be implemented as follows:

1. Colleges will be requested to report any anticipated unspent funds for the 2015-16 fiscal year to the Chancellor's Office by March 25, 2016. This information will be reported on the "Mid-Year Report" which also allows colleges to request that the base year allocation be reduced. Changes in budgets should be reported through the end of the fiscal year, which has been extended to December 31, 2016, due to six months of approved carry-over.
2. As part of the Mid-Year Report, colleges will also be asked to submit requests for reallocated funds no later than March 25, 2016. To be considered, the requests must include a breakdown of the activities to be funded with a description and corresponding dollar amount needed. There will be no limit set on the amount of funds a college may request.
3. Any college that returns in excess of five percent of its previous year's allocation on their Year-End Expenditures Report will not be eligible to receive reallocated funds in the following year.
4. The Chancellor's Office will review the requests for reallocated funds and recommend funding to implement SSSP core services. If the total requests for

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<sup>2</sup> <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Forms>

reallocated funds exceed the amount of unused funds available, then funding will be distributed equitably among the approved requests. Colleges may be contacted for verification of need prior to receiving an award letter. Late requests will not be accepted unless available funds exceed requests.

5. Colleges receiving reallocated funds will be expected to spend or encumber the 2015-16 funds by December 31, 2016. If the college determines they cannot expend the funds as requested, the funds are to be returned to the Chancellor's Office for further reallocation. If a college proceeds to spend the reallocated funds for non-core services, the college will be required to return those funds and will not be eligible during the next fiscal year for reallocated funds.

### **Year-End Expenditures Report**

Colleges are also required to submit the [SSSP Year-End Expenditures Report](#)<sup>3</sup>. Separate reports must be completed for credit and noncredit SSSP and are due after the conclusion of the fiscal year. Due to carry-over in recent fiscal years, the reports are due by February 12, 2016 for fiscal year 2014-15 and by February 10, 2017 for fiscal year 2015-16. They include the actual expenditures of state funds and other resources to support the SSSP at the college.

### **Certification of Eligibility to Receive Noncredit SSSP Funds**

All colleges that offer noncredit programs must certify their eligibility on an annual basis to receive noncredit SSSP funds by submitting the [Certification of Eligibility to Receive Noncredit SSSP Funds](#)<sup>4</sup>. This information will be used to determine which colleges will receive an allocation of the noncredit SSSP funding for the next fiscal year. Forms for the 15-16 year were due by August 17, 2015.

### **Management Information Systems (MIS) Data Reporting**

Student success data reported through the California Community Colleges Management Information System (MIS) must be accurate and complete to be used for institutional and statewide research efforts and inform vital policy and budget discussions. Please note that the elements will be revised for noncredit SSSP reporting in 2016. Colleges will be allowed one year to update their reporting systems to accommodate the changes. Reporting for the new noncredit SSSP elements will be required in 2017-18 as the noncredit SSSP formula will be applied in 2018-19. For 2015-16 and 2016-17, noncredit SSSP should be reported using current data elements.

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<sup>3</sup> <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Forms.aspx>

<sup>4</sup> <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Forms.aspx>

Below is a list of the credit and noncredit student success (SS) data elements currently required to be reported:

- SS01 STUDENT EDUCATIONAL GOAL**
- SS02 STUDENT COURSE OF STUDY**
- SS03 STUDENT INITIAL ORIENTATION EXEMPT STATUS**
- SS04 STUDENT INITIAL ASSESSMENT EXEMPT STATUS**
- SS05 STUDENT EDUCATION PLAN EXEMPT STATUS**
- SS06 STUDENT INITIAL ORIENTATION SERVICES**
- SS07 STUDENT INITIAL ASSESSMENT SERVICES PLACEMENT**
- SS08 STUDENT COUNSELING/ADVISEMENT SERVICES**
- SS09 STUDENT EDUCATION PLAN**
- SS10 STUDENT ACADEMIC-PROGRESS PROBATION SERVICE**
- SS11 STUDENT SUCCESS OTHER SERVICES**

Services for all students, whether new or continuing, should be reported in the term in which they are received. For example, services provided to students in the summer term in preparation for fall term should be reported in the summer term. Students who are taking credit and noncredit courses will be reported based on the number of credit hours they are enrolled in. Noncredit students enrolled in fewer than six credit hours during the year are included in the noncredit count for allocation purposes.

### **Detail on Reporting Elements**

For complete explanations of each element, and the appropriate coding into the MIS, please refer to [the Chancellor's Office Data Element Dictionary under "Student Success Data Elements"](#)<sup>5</sup>. Additional detail on reporting services can also be found in Chapter 4. However, in response to a number of questions the Chancellor's Office has received on SS06-SS11, more clarification is provided below:

- Student Initial Orientation Services (SS06). This service should only be reported once under SS06 during the time the student is served by the college if all elements listed under title 5, section 55521 are incorporated (see also p. 2.2). Any subsequent orientation would be reported in SS11.
- Student Initial Assessment Services (SS07). This element indicates if a student received assessment services for initial course placement. This service should only be reported once during the time the student is served by the college. Any subsequent assessment would be reported in SS11.

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<sup>5</sup> <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentSuccess.aspx>

- Please note, in addition to reporting on SS07, colleges must also report separate information in the MIS on student assessment tests administered during the prior year. The information below is essential in determining which services students need:

**SA01 STUDENT ASSESSMENT INSTRUMENT**

**SA03 STUDENT-ASSESSMENT-ACCOMMODATION**

**SA04 STUDENT ASSESSMENT PURPOSE**

**SA05 STUDENT ASSESSMENT DATE**

- Student Counseling/Advisement Services (SS08). This element is for reporting a substantive interaction between a counselor or advisor and a student. Only one visit per year per student is counted in the funding formula. The visit can either be an individual or group appointment. Subsequent visits can be reported in SS11. Specialized counseling on topics beyond the scope of SSSP, that occur outside of general counseling would be counted under the appropriate categorical program (e.g., disability related counseling provided by DSPS), not SS08.
- Student Education Plan (SS09). In addition to education plans developed in general counseling sessions, plans created in the provision of other services (e.g., DSPS, EOPS, CalWORKs, transfer, etc.) can be counted under SS09, as long as the plan meets all of the criteria under title 5, section 55524. As detailed in Chapter 2, comprehensive plans are required by section 55530 to “express at least a broad educational intent upon admission” and to identify a course of study “after completing 15 semester units or 22 quarter units of degree-applicable credit course work, or prior to the end of the third semester or fourth quarter of enrollment.” Abbreviated plans should be used for students who have not yet declared a course of study. The noncredit student education plan (NSEP) should be counted as a comprehensive plan.
- Student Academic Progress Probation (SS10). This element tracks services provided to at-risk students in accordance with title 5, section 55525. Because the data element is specific to students on academic or progress probation or facing dismissal and noncredit programs do not institute academic or progress probation, services provided to noncredit at-risk students should be counted under elements SS11.
- Student Success Other Services (SS11). In addition to services provided to noncredit at-risk students, examples of services that can be counted for all students under this data element include assessment retesting; career interest assessment and exploration; assessment for placement in disciplines other than English, Math and ESL; other orientations besides the initial orientation (provided they meet the requirements outlined in section 55521); modifications to an education plan, or other education planning or follow-up services (e.g., student success workshops). Specific orientations

for programs that are not state funded (e.g., contract education), or whose students are exempt from core services (e.g., Fire Academy) would not be reported.

## CHAPTER 4

### STUDENT SUCCESS AND SUPPORT PROGRAM FUNDING GUIDELINES

#### History of the Student Success and Support Program (SSSP) Funding

The Seymour-Campbell Matriculation Act of 1986, program funding has been at the discretion of the state legislature. Though the premise of matriculation was widely supported, the program was only partially funded from the beginning and was significantly cut twice in its 25 year history. Funding increased gradually until 2002 when the Matriculation appropriation was cut by 29 percent. It began growing again in 2004 until it peaked in 2008-09 at \$102.2million. But in 2009-10 the funding was dramatically reduced by 52 percent to \$49.18 million<sup>1</sup>, of which \$9.38 million was dedicated to serving noncredit students. The Matriculation appropriation remained stagnant from 2009-10 through 2012-13.

With the passage of the Seymour-Campbell Student Success Act of 2012, which replaced the Matriculation Program, the 2013-14 budget was \$85.2 million for establishing SSSP. The funding supports credit and noncredit SSSP services. SSSP then received an additional \$100 million in funding for 2014-15. In 2015-16, another \$100 million was allocated for SSSP, for a total of \$285.2 million. \$266.8 million is allocated to districts for credit SSSP and \$17 million for noncredit SSSP with the remainder held for administrative costs. 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 SSSP. However, since district general fund budgets had 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 in 2014 to amend title 5 and authorize the Chancellor to reduce the credit match requirement, which is addressed in the following section. The match requirement for noncredit SSSP remains at 1:1.

#### Student Success and Support Program Funding

Funding for SSSP is targeted to fully implement core services: orientation; assessment; counseling, advising, and other education planning services; 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.

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<sup>1</sup> Categorical flexibility was also introduced to help districts manage cuts which exempted them from many title 5 regulations and reporting requirements.

- The number of students who received orientation; assessment; counseling, advising, and other educational planning services; and follow up for at-risk students.<sup>2</sup>

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, education planning services and follow-up for at-risk students, 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 CCCAssess, produced by the Common Assessment Initiative, 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. The 2014-15 match requirement for state credit SSSP funds was changed to a 2:1 rate. Due to the increase in funding for 2015-16, that match has been adjusted to a rate of 1.3:1. Noncredit SSSP funds must be matched by one dollar of other district resources.

### Allocation Process and Timeline

Program funding is always contingent on the State's annual Budget Act appropriation. In recent years, the Budget has been enacted before June 30 for the following year. Based on the appropriation, the Chancellor's Office allocates the appropriated credit and noncredit program funds to colleges using the approved formulas described below.

The data necessary to administer the allocation formula are transmitted by districts through the Chancellor's Office MIS system by the first Monday in August and are not available for allocation purposes before August 30. Colleges can generally expect notification of their final allocation in early October.

Allocation notices are sent out via the Student Success and Support Program listservs and also are posted on the Chancellor's Office Student Success and Support Program webpage at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Allocations.aspx>.

#### Definitions

- "Appropriations" refer to funds that are provided to the Chancellor's Office by the State.
- "Allocations" are the annual total of funds for a categorical program that the Chancellor's Office transmits to colleges from the State appropriation.
- "Apportionments" are payments transmitted to districts over the course of the fiscal year that will eventually add up to the total college allocations.

<sup>2</sup> SB 1456 doesn't explicitly include follow-up in the funding elements but provides sufficient authority for the Board of Governors to include it as a required and fundable service, which the BOG did in title 5, section 55520.

Funds are transmitted to community college districts throughout the year via the apportionment process. The apportionment timeline is as follows:

- Advance Apportionment: July
- First Principal Apportionment (P1): February
- Second Principal Apportionment (P2): June
- Final Recalculation (R1): February

### **Data Elements and Credit Funding Formula**

In November 2012, a work group was convened to review and revise the existing Chancellor's Office Management Information System (MIS) data elements and propose a new credit SSSP funding formula. The new MIS data elements were finalized in 2013. Starting in the summer of 2014, the new Student Success (SS) data elements replaced the Student Matriculation (SM) data elements reported previously. The SS data elements will be used to generate allocations, using the new funding formula, for 2015-16 using 2014-15 data. The SS data element definitions and descriptions may be found in the MIS Data Element Dictionary:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentSuccess.aspx>.

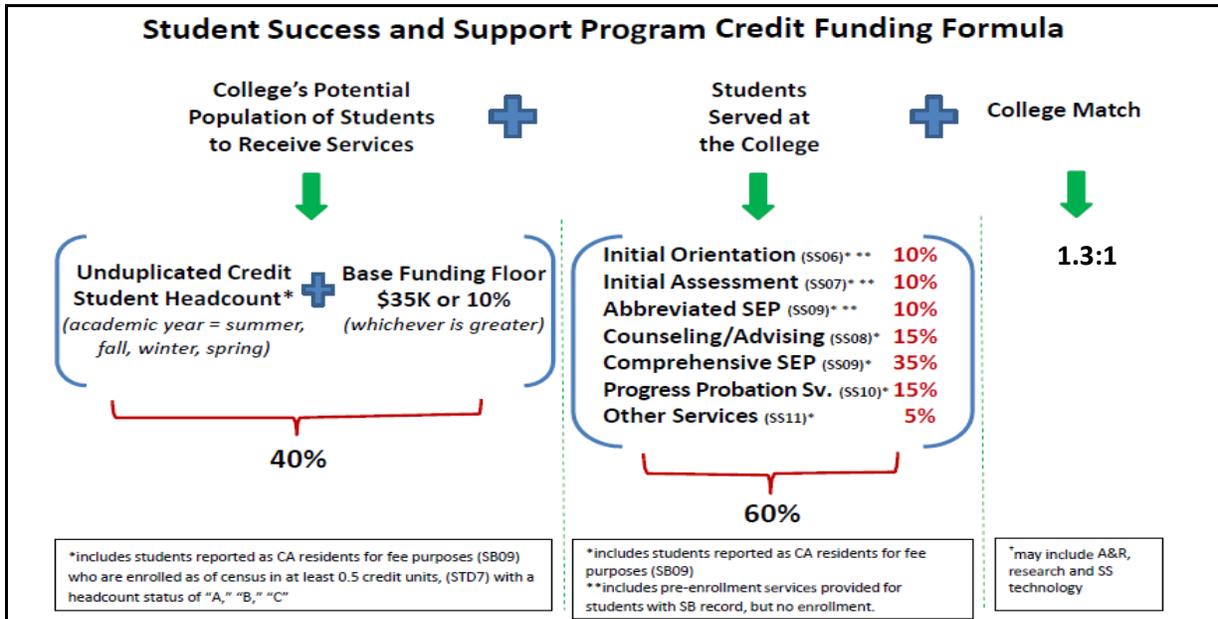
Data for services are to be reported for the term in which the services were provided.

The credit funding formula depicted in Exhibit 1 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.

Exhibit 1



### Credit SSSP Funding Formula

The new credit SSSP allocation formula is based on the following considerations:

- Allocations will be generated for each college in a district. Multi-college districts may choose to provide SSSP funding to colleges in amounts that differ from State generated allocations.
- Forty percent of the SSSP (credit) appropriation to be allocated to colleges will be dedicated to the college's potential population of students to receive services, including:
  - Base Funding Floor of \$35K or 10 percent of the SSSP credit appropriation divided by 113 (representing 112 colleges and the Compton Center), whichever is greater, per college.
  - Unduplicated Credit Student Headcount - students designated as CA residents for fee purposes (MIS Data Element SB09) who are enrolled as of census in at least 0.5 credit units (MIS Data Element STD7) with a headcount status of "A," "B," "C".
- Sixty percent of the SSSP (credit) total state appropriation dedicated to colleges will be allocated based on services provided to students.

**Example of Base Funding Floor Calculation**

- \$35K base per college multiplied by the number of colleges operating SSSPs equals \$3,955,000.
- Ten percent of the SSSP (credit) appropriation of \$89,802,000 equals \$8,980,200. When divided by 113, the per-college amount would be \$79,470.
- The greater per-college amount in this scenario would be \$79,470.

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 2 below.

**Exhibit 2**

<b>Service</b>	<b>%</b>	<b>MIS Data Element</b>	<b>Frequency in Formula</b>
Initial Orientation	10%	SS06	once during time student is served by the college * <sup>†</sup>
Initial Assessment	10%	SS07	once during time student is served by the college * <sup>†</sup>
Abbreviated Student Education Plan	10%	SS09	once during time student is served by the college * <sup>†</sup>
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 <sup>†</sup> (revisions or a new SEP in subsequent terms are counted under “other follow-up service”)
Academic/Progress Probation Services	15%	SS10	once per term during time student attends the college (after first term)
Student Success Other Services	5%	SS11	up to four times during the year during time student attends the college

\* 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 definitions at [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB\\_Master\\_All.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB_Master_All.pdf))

† A student re-enrolling at the reporting college after an absence of six or more primary semesters, or nine or more primary quarters, or the equivalent of 3 academic years may be considered a new student for funding purposes.

- Match Requirement: Title 5, section 55518 specifies that each dollar of state SSSP funding must be matched by three dollars, or a lesser amount to be determined by the Chancellor, of other district resources dedicated to the SSSP. As stated above, the match for 2015-16 is 1.3:1.

**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. The noncredit SEP is counted in MIS as 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 student success 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 a service 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.

### **Funding Formula Timeline by Fiscal Year (July 1-June 30)**

#### **FY 2014-15**

Allocations were calculated based on the former Matriculation program formula:

- 2.4 x new credit students plus 1.0 x continuing credit students.
- Due to the significant funding increase in 2014-15, colleges received 125 percent of their prior year’s credit allocation.
- A minimum allocation of \$50,000 was guaranteed for colleges with the smallest credit headcount.
- Student headcount and enrollment numbers are drawn from each district’s prior year Management Information System (MIS) data submittals.
- Match requirement of 2:1.

#### **FY 2015-16**

The new SSSP formula will be used to calculate allocations based on the 2014-15 MIS SS data submitted to the Chancellor’s Office in August 2015. Because data to generate the allocations is not available until after the start of the fiscal year, colleges received 100 percent of their previous year’s allocation in the Advance Apportionment in June 2015. Allocations will be issued in September. The funding formula provides for a guarantee at 80 percent of a college’s

prior year allocation in order to allow allocations to begin adjusting to the new funding formula without destabilizing programs.

### **FY 2016-17**

The new SSSP formula is used to calculate allocations based on prior year MIS SS data reported by the college in August 2016. The minimum funding guarantee drops to 50 percent of 2014-15 funding.

### **FY 2017-18 and following years**

The SSSP formula continues to be used to calculate allocations based on the prior year's MIS data reported by the college each year in August. Provided the budget appropriation allows it, funding will be guaranteed at 95 percent of the prior year's allocation to provide stability from year to year.

### **Noncredit SSSP Funding**

The California Community Colleges have received a separate allocation for noncredit matriculation services since 1997-98. Because not all colleges have noncredit programs, a separate certification form is required for colleges that wish to receive noncredit funding. Noncredit SSSP allocations continue to be based on the current formula until 2018-19:

- Based 100 percent on a weighted noncredit student headcount.
- The weight of .5 is assigned to students enrolled in fewer than 48 noncredit hours.
- Students enrolled in 48 or more noncredit hours are assigned a weight of 1.0.
- Noncredit students who enroll in fewer than six credit hours at any location in the district during the year are included in the noncredit count for allocation purposes. Conversely, noncredit students who enroll in six or more credit hours during the year are excluded from the noncredit count as these students are counted in the credit SSSP allocation.
- All students with at least one hour of attendance in a fundable noncredit course section (see bullet below for list of approved courses and programs) during the academic year are counted in the noncredit funding formula, unless they also attempted six or more units of credit coursework during the year.

Noncredit SSSP funds can be used to provide core services to students enrolled in only the following areas:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Starting with the required implementation of the new data elements in 2017-18, to better align with the goals of fostering student success and coordinating with the Program and Course

Approval Handbook, a program in the four areas listed above that are eligible for noncredit SSSP funding will be required to meet all the following qualifications:

- Meet the definition of program under title 5, section 55000(m);
- Have a sequence of at least two courses leading to a certificate or diploma;
- Submit an annual noncredit SSSP funding certification form; and
- Be approved by the Chancellor's Office in accordance with title 5, section 55150 or 55155, whichever is applicable.

The colleges have a match requirement of 1:1 for noncredit SSSP. The noncredit formula does not provide a funding guarantee related to a college's prior year noncredit allocation. However, colleges are permitted to use credit SSSP funds to support services for noncredit students.

### **Revised Noncredit SSSP Data Elements and Funding Formula**

In 2014, the Chancellor's Office convened the Noncredit SSSP Ad Hoc Workgroup to revise the noncredit SSSP plan and the corresponding funding formula. Represented on the workgroup were faculty, counselors, deans, chief student services officers, chief instructional officers and other key stakeholders in noncredit programs. The revised noncredit funding formula will be implemented in 2018-19 to allow the districts time to train relevant staff and implement budgetary changes and modifications to MIS due to the proposed new formula and required data collection. The corresponding MIS data elements will be introduced to the colleges in 2016-17. Colleges will be required to submit data for these elements beginning in 2017-18 as the data will be used to generate allocations, using the new funding formula, beginning in 2018-19. The new funding formula will be calculated as follows:

- Base of 5 percent of the total allocated for noncredit SSSP divided by the number of eligible noncredit programs
- Thirty-five percent using unduplicated noncredit student headcount
- Sixty percent of the SSSP (credit) total state appropriation dedicated to colleges will be allocated based on core services provided to students:
  - 15 percent for initial orientation
  - 15 percent for initial assessment
  - 30 percent for noncredit SEP
  - 20 percent for counseling/advising
  - 20 percent for follow-up and other services

### **Noncredit Funding Formula Timeline by Fiscal Year (July 1-June 30)**

#### **FY 2015-16**

In June, colleges received 95 percent of their prior year's allocation in the advance apportionment because data to generate the allocations is not available until after the start of the fiscal year. Allocations will be issued in October. The Noncredit SSSP funding for 2015-16 is calculated based on the current formula described on page 4.7. Colleges continue to report

data using current elements. Noncredit SSSP data elements for MIS are still in the development stage.

### **FY 2016-17**

New noncredit SSSP elements for MIS will be introduced to collect data used to calculate noncredit allocations. Colleges must update their systems to accommodate the changes. The allocations will continue to be based on the current formula.

### **FY 2017-18**

Colleges will be required to submit data for the noncredit MIS elements. The allocations will continue to be based on the current formula; however, funding will only be available to programs meeting the new qualifications in the section above (see page 4.8).

### **FY 2018-19 and following years**

The new noncredit SSSP funding formula will be implemented for programs meeting the qualifications in the section above (see page 4.8). The allocations will be based on prior year's data submitted to MIS.

## **Allowable Use of Student Success and Support Program Funds**

### **General Rules**

Program funds can only be used to support and meet the costs of the service components described in title 5, section 55520-25 and in accordance with the objectives and activities identified in the college's approved SSSP Plan, per title 5, section 55510. Any expenditure not included in the SSSP Plan must be approved by the Chancellor's Office.

All expenses charged to SSSP must be justifiable and reasonable. "Justifiable" means that expenditures are consistent with program goals and activities delineated in the SSSP plan. "Reasonable" means that expenditures will be made prudently and with every effort to utilize funds efficiently.

Funds for the approved purchase of equipment, supplies, etc., can be encumbered if the purchase order is dated on or before the final day of the fiscal year in which the funds were allocated. In the event that a local policy governing encumbrances has been officially adopted by the district, the terms and restrictions of that policy prevail. In the event of carry-over, funds must be expended by the end of the carry-over period and cannot be encumbered beyond the carry-over date.

The noncredit program requires a minimum of ninety percent of the funds to be expended on direct services to students.

## **Allowable Expenditures**

### **1. SSSP Program Director/Coordinator and Staff**

SSSP director/coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports. Staff who work directly in the program -- classified, faculty or administrative -- must directly support program services, as reflected in job descriptions and included in the SSSP Plan. The college must be able to document staff time charged to the program. Costs may include salaries or wages and employee benefits. Costs must be prorated for employees who are assigned to SSSP on a part-time basis.

### **2. Office Supplies and Postage**

Direct cost of office supplies and postage for program related activities.

### **3. SSSP Publications and Outreach Materials**

Reasonable costs to develop and produce materials to promote SSSP services and activities. Examples include materials for orientation and assessment workshops at high schools, guides for creating an education plan, brochures about supportive services, etc.

### **4. In-State Travel and Training**

Expenses may include workshop/conference fees, and travel and lodging according to district travel guidelines to allow program staff to attend SSSP-related training conferences and workshops in California. Funds may not be used to pay for out-of-state travel.

### **5. Computer Hardware and Software and Equipment**

Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan. These could include education planning or degree audit software and licensing. Equipment purchased by the program that is no longer needed or is being replaced cannot be donated to another area of campus. District policies regarding the use and disposal of surplus equipment must be followed. No more than ten percent of the college's noncredit allocation may be used for costs related to equipment or research activities.

### **6. Food and Beverages**

Categorical funds can be used to provide food or non-alcoholic beverages for students or staff, provided that there is no local Board of Trustees' policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of SSSP. Funds cannot be used to pay for general campus activities, such as open houses or other events not directly related to SSSP.

### **7. Counseling, Advising, and Other Student Education Planning Services**

Colleges may use funds to pay for counseling, advising, and other education planning services provided to students. This may include salary and benefit costs of staff who provide these services, costs related to the provision of workshops, group counseling or advising sessions, online advising, etc., unless those workshops or group sessions are part of a course that generates FTES. SSSP funds cannot be used to pay for services that are provided through an apportionment generating activity.

## 8. Follow-Up Services

Colleges may use program funds to pay for communication or early alert systems designed to notify students of their academic standing or intervention services that may include related workshops targeting students on probation or facing dismissal.

## 9. Orientation Services

Development and delivery of orientation services: this may include staff and materials costs to deliver group orientations, workshops, development of online orientation resources, etc.

## 10. Assessment for Placement Services

Purchase of assessment tests and the implementation of multiple measures used for course placement, career assessments, assessment center staff, test proctors, communication to students, practice tests, etc. This may include admissions office evaluators or other staff who collect and review of multiple measures data, such as transcripts from other colleges and high schools, military service and work experience, and specialized certificates and licenses.

## 11. Research, Admissions and Transfer Functions Directly Related to Fundable SSSP Services

Colleges may use program funds to pay for research, admissions and records and transfer related staff time dedicated to evaluating the effectiveness of SSSP core services, or directly contributing to or providing SSSP core services.

## **Expenses Not Allowed**

### 1. Construction

Funds may not be used for construction work, remodeling, or renovation.

### 2. Gifts

Public funds, including SSSP funds, may not be used for gifts or monetary awards of any kind.

### 3. Stipends for Students

Funds cannot be used to pay stipends to students for attendance at SSSP classes or workshops.

### 4. Office Furniture

The cost of office furniture (desks, chairs, bookcases, etc.) is not allowed.

### 5. Other Staff Salaries and Benefits

Program funds cannot be used to pay for any staff that do not directly support SSSP services described in the college's approved plan, such as budget office staff, business office staff, etc.

### 6. Political or Professional Dues, Memberships, or Contributions

Funds cannot be used for these activities.

### 7. Rental of Off-Campus Space

Use of funds to pay for off-campus space is not allowed.

### 8. Legal and Audit Expenses

Program funds may not be used to pay for legal or audit expenses.

### 9. Indirect Costs

Program funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.

#### 10. Unrelated Travel Costs

Program funds may not be used for the cost of travel not directly related to program activities or functions.

#### 11. Vehicles

Program funds may not be used to purchase vehicles.

#### 12. Clothing

Program funds may not be used to purchase clothing such as jackets, sweatshirts, or tee shirts.

#### 13. Courses

Program funds may not be used to deliver courses that generate FTES.

#### 14. Admissions and Records Offices

In general, program funds cannot be used to fund operations of Admissions and Records (A&R) Offices. This does not preclude the use of funds for specific functions performed in A&R that are directly related to the delivery of Student Success and Support Program services. For example, SSSP funds could be spent for transcript analysis for the purpose of course placement. These functions and staff must be identified in the college's SSSP program and budget plans.

#### 15. Research Offices

Institutional research that is not directly related to the provision or evaluation of SSSP services.

### **Allowable Expenditures for College Match**

From the beginning, legislative funding related to matriculation services was intended to supplement institutional expenditures for student support services, not cover the full costs. Matching requirements reflect the expectation that colleges have primary responsibility for student success services and SSSP funds are supplemental to ongoing college expenditures. As described earlier, for the 2015-16 fiscal year colleges/districts must demonstrate the expenditure of 1.3 dollars of institutional funds to match every dollar funded by credit SSSP and one dollar of institutional funds to match every dollar of noncredit SSSP funding. Matching funds must directly benefit the program. Institutions can count:

- Expenditures from non-program fund sources (excluding State student services categorical funds) for core services and related direct program costs, such as:
  - Orientation
  - Assessment for placement
  - Student Education Planning
  - Counseling and Advising
  - Follow Up Services
  - Institutional research directly related to the provision or evaluation of SSSP services
  - SSSP Technology directly related to the delivery of services, such as online orientation, advising and student education planning

- Cost of a FTES-generating course: the counseling faculty member’s salary and benefits, where the outcome of the course is the completion of the students’ orientation and/or an education plan. (Example: A counseling faculty member who is assigned to teach a Student Success course cannot be paid from SSSP funds for that portion of his or her workload related to the FTES-generating course. However, if at the end of the course students have completed their orientation or produced education plans, the cost of the course, including the counseling faculty member’s compensation for teaching the course, can be included in the college’s SSSP match.)
- Due to the influx of SSSP funding in recent years, districts may also count expenditures for matching funds in these four specific areas:
  - Admissions and Records
  - Transfer and Articulation Services
  - Career Services
  - Institutional Research
- In addition, institutionally-funded tutoring and supplemental instruction costs for at-risk students may also be counted as match.

All matching funds must be described in the program plan and are considered to be part of the overall funds supporting the SSSP. They are subject to audit. If the matching funds are not found to be allowable, or if they are less than the required match, adjustments to the SSSP allocation will be made as appropriate.

The costs covered through the match must be identified and reported as part of the budget of the program plan and ultimately reported as expenditures on the SSSP Year-End Expenditure Reports.

Eligible sources of funding for the match include, but are not limited to the following:

- Federal, State and local funds—Funds under the control or jurisdiction of the district as long as these funds are not expressly restricted for use.
- Private or Non-Profit funds—Private contributions or grants used to support the SSSP.

Additionally, SSSP funds may not be used as match for any other categorical program.

### **Expenditures Not Allowed for College Match**

Ineligible sources of matching funds and expenditures include, but are not limited to:

- Except for the services specifically listed as allowable match costs, expenditures that are not allowed with SSSP funds are also not allowed to be counted towards the district match requirement of 1.3:1.
- Categorical Programs—State student services categorical program expenditures, such as those for EOPS, DSPS, CARE, Student Equity or Board Financial Assistance Program-Student Financial Aid Administrative Allowance (BFAP-SFAA) may not be reported as

part of the district match requirements. These program funds are earmarked exclusively for their expressed purposes as authorized in the Education Code.

While there is flexibility identifying various sources of matching funds, it is important to adhere to the governing provisions for the match funding source when determining if funds are appropriate to support one or more of the Student Success and Support Program components.

### **Supplanting Funds**

SSSP funding may not be used to supplant district funds currently expended on SSSP activities.

### **Fees**

Districts may not charge fees to students for the provision of specific SSSP related services, such as assessment testing for placement purposes. Fees may be charged only when required or authorized by law. For additional information regarding student fees, the reader may reference the Chancellor's Office Student Fee Handbook, which is housed under the Legal Department website: [http://extranet.cccco.edu/Portals/1/Legal/Ops/12-09\\_StudentFeeHandbook2012.pdf](http://extranet.cccco.edu/Portals/1/Legal/Ops/12-09_StudentFeeHandbook2012.pdf)