



Student Services Council Meeting
 October 17, 2018 • 9:00 AM
 Room 2314

MINUTES

Committee Members Present							
	Stacey Bartlett	X	Nadia Elwood	X	Tim Johnston	X	David Rothrock- Guest
	Nancy Berkey		Andy Fields	X	Becky McCall	X	Phil Churchill - Guest
X	Sharon Brisolará	X	Sandra Hamilton Slane		Kevin O'Rorke		
X	Tina Duenas		Sue Huizinga		John Yu		

CALL TO ORDER

1. Meeting called to order by Tim Johnston at 9:00 am

- It was moved by Nadia Elwood and seconded by Tina Duenas to approve the Student Services Council October 19, 2018 minutes. All in favor to approve the minutes. Sharon Brisolará abstained.

2. Information Items

a) Instructional Council

1) Working on AB705

2) Each Dean has an opportunity to present hiring priorities. Scheduled to go to Senate on Monday.

b) Technology priority list - Handout

c) AB 705 Implementation

1) Had a meeting with English Faculty Coordinators. Math faculty meeting this Friday. Hope to have agreements prepared on whether or not they are meeting the default criteria. If they plan to stay with the current model, than the college would have two years to prepare documentation showing we meet the requirements. Going to pitch that the college adopts the default. There will be presentations of placement rules at the High School Counselor meeting scheduled in November. Staff from English and Math department representative will present.

d) Automated student education planning – Phil Churchill and David Rothrock

1) Landed on Ellucian Student Planning and a great deal of work is underway to get it up and running. Presented at the last Counseling meeting last Wednesday.

2) Working through the implementation process. Addressing counseling concerns and questions. Plan is relieve them of the tedium of the details with automated features, which will allow them the time to counsel students.

3) Plan to launch first with certificates.

4) Take a look at the presentation

5) Counseling – Nickie McGarry and Shaunna Rossman involved, Daniel leading charge on ADT map, and Laura Ecklin will build out other program maps. IT Dept. - David, Phil and Matt working on launch.

6) Presentation by Phil

a. Another piece of Self Service. All data comes from Colleague. Initial access for student will be made available via MyShasta.

b. Going with the CSU general ed mapping. Program is currently limited in being able to offer multiple general ed plans. Language is being included to advise students to communicate with a counselor to confirm courses meet their future plans and goals.

c. Goal is to give students access to begin process if creating ed plans.

- d. Can load a sample plan course for those that are pre-built and provided.
- e. Comment section available for counselors and students.
- f. Features for student to be able to submit a plan for review. Counselor can review and there are options to approve course by course, deny courses, protect courses so that in the future a student can move them and so forth. Counselor can then click Review complete and there is an option to Archive if the plan is fully complete and meets with approval. Suggestion only archive agreed upon ed plans.
- g. What about when courses double count. Degree audit will come into play
- h. Placeholders are using a naming conventions in which the code begins with the letter "x" and represents this is a created internal code. Helps with reporting and recognition purposes for faculty, staff and students.
- i. Students currently can only change their major through Admissions & Records. Reviewing process for counselors to be able to update major/program in Colleague for students. Updated on the SACP screen in Colleague. FASI screen also shows active major, but when you dig in deeper to where they run SAP, that will show what major was listed when SAP was run.
- j. Reports exist so that Instruction could begin to use the plans to predict courses needed in coming semesters.
- k. Next phase is to include allowing registration direct from student planning.
- l. Things that Phil plans to tackle - Placeholder warnings
- m. Certificate question re: stackable certificates en route to completing an associate degree.
- n. Questions – Feedback to share with Phil and David
- e) New Student Orientation – vendor selection Tues., Oct. 23, 9-10 am, room 720
 - 1) Conversation to finalize selection of vendor for development of new online Orientation.
- f) Division-specific Counselor support – Handout
 - 1) Exploration of counselors having expertise in certain areas. Mindy Marlatt has served as a model with her work with the HSU programs. Nickie McGarry has done the same in regards to the CTE programs. Faculty have been interested in having counselors who specialize or are embedded in particular areas.
- g) Enrollment Management Plan – Handout
 - 1) Nadia Elwood shared how she based an interactive game on the design included in the Enrollment Management Plan - Focused, Nurtured, Engaged, Connected, Valued, Directed
 - 2) Committee continuing to be chaired by Mike Mari and John Yu is stepping in on behalf of Tim.
- h) Annual Area Plan rubrics / process
 - 1) Process
 - a. Review of line #2 – Change Category column to read "Aligns with Strategic plan, Guided Pathways, and *Vision for Success*"
 - b. Row 3 is a duplicate of row 2 for purpose of providing double weight.
 - c. Review of line #5 – Change Category column to read "Improves student success / completion"
 - d. Review of line #6 – Change in column A from "effected" to "affected", and in column A & B change student to students.
 - e. Review of line #4 – Revise column A to read Identified Related to SAO / SSLO
 - f. Review of line #10 – Change in column A to replace "student success" as "student access."
 - g. Review of line #11 -
 - 2) Additional Representation at meeting
 - a. Daniel Valdivia will join to present for Transfer program
 - b. Shaunna Rossman will join to present any counselor initiatives
 - 3) Can either have all initiatives entered in Nuventive a week in advance or will have to be entered afterwards. Plan is to have it entered by Wednesday, October 31st

- 4) Enrollment and Financial Aid are rolling over from last year since the 17/18 initiative results are unknown.
- 5) Sandra will pick up the Assessment Center and CAMP
- 6) Suggesting to set parameters to keep the presentations simple.
- 7) December meeting will cover the follow up of rankings.

3. Action Agenda

4. Discussion Agenda

November 1st is expected date to hear regarding Spring schedule.

5. Other/Announcements

a) Student Services Council Meetings

1) November 7th, December 5th, January meetings cancelled, reconvene in February

b) Documentation from SEAP provided in handouts.

NEXT MEETING

The next meeting is scheduled for Wed., November 7th, 2018 from 9:00 am – 11:00 am in the Board Room.
Recorded by: Michelle Fairchild, Student Success Coordinator, Enrollment Services.

Technology Project Priority Matrix
Draft - June 2018

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1	Federal Compliance Review – Privacy and Security				
		Ellucian Portal	Phil	Work with Michael S at Simpson to see what we can do		
	2	Campus Logic / FA Self-Service	Becky/Phil/Alan	Communication Management/Paperless Workflow/Electronic Docs for FA	SSO	
	2	Colleague Self-Serve ed planning	Michelle/David/Phil/Tim	test automated Student Ed Plan	Continue testing / develop workflow	Continue pilot - fall 2018
	5	Transcript Revision Project	Becky/Matt/ James/Tim	Update transcripts to reflect the laundry list of items including but not limited to: posting transfer credit/BACC Degree		December 2018
	5	Probation Programming	James/Becky/Tim	Programming to return students to good standing/sit-out 2+ semesters automatically		December 2018
	7	A&R Scanning Transcripts	Becky/Rochelle	Scanning Transcripts into Docuware- paperless workflow	Updated file cabinet configuration; enhanced process.	July 2019
	8	CCCApply data elements	James/Tim	Integrate into Colleague - incl. MMAP self-reported data guide	Investigate method(s) to automate data extract	November 2018
	8	High school electronic transcripts	James/Tim	Receive / Send High School transcripts electronically		November 2018
	10	Procedures / Data Manuals	Becky/James/Tim	Create Colleague user manuals for students	12.12.17- Making progress. A&R is	December 2018

Technology Project Priority Matrix
Draft - June 2018

				service areas (A&R/FA/etc..)	complete, now working on FA.	
		With packaged fin aid, student retains ability to add/drop classes with outstanding balance				
		Add Student Experience items here...				
		Auto-Award degrees				
		SARSZoom / Cranium Cafe		Develop / expand online Counseling capabilities to prepare for an online college.		
		Queuing system for one-stop Pre-Registration Checklist		Monitor core-matriculation to improve workflows.		
		Electronic Signature Workflow - DocuSign / VeriSign		Tool to streamline various campus processes including concurrent enrollment		
		MyPath – Career Services		Tool to assist students in initial ed planning		
		WebAdvisor to Self-Service		Course Registration function		
		Automated Parking Permits				
		Annual Registration	James/Tim	Students able to schedule fall/spring & verify student information annually		
		Regroup	James/Cindy	Communication Management (Text, Email, Call)	9.26.17- Pilots have completed testing, ready for expanding. Next steps- Student Services Council Meeting to discuss best	

Technology Project Priority Matrix
Draft - June 2018

					practices, who will have access, and standards. (Peter/James/Cindy should be invited to the next possible meeting) 12.12.17-Tina is working on standards for texting. Pending approval.	
		SSSP Data Element Integration / Reporting	James/Tim	SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review		
		EOPS Benefit Programming	James/Sandra/Becky	Release categorical awards directly to students regardless of debt owed.		Same as below
		Automate DND process	James/Tim	Automatically take of DND once debt has been paid.		
		DubLabs “App” (Financial Aid)	James/Peter/Becky	Add FA portion into App		
		AIM (Accessibility Information Management)	James/Sandra	?	Received code from Butte; need course import to go live by S18	DONE
		EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta	Has been loaded into MyShasta; in final steps	DONE
		Access Database	James/Sandra	Access database for student cohorts (equity, EOPS, CalWORKS)	Update on rest of data elements.	
		MM Source Codes	James/Toni/Tim	Add HS GPA MMAP and change HST HS Other pre-req source codes	Discuss with Toni D. re. research impact	

Technology Project Priority Matrix

Draft - June 2018

		Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		SAME as above
		College Promise	James/ Becky / Tim	Implement College Promise grant.	Waiting for patch from Colleague; funding from state	
		Last Date of Attendance	James/ Becky / Tim	Add functionality to Colleague grading	Schedule separate conversation re. viability	
		Degree Audit / Transcript Evaluation Training	James		Training to be scheduled	

Division Specific Counselor Support

Draft – Fall 2018

Health Sciences	BAITS	PEAT	SLAM	ACSS	Personal/Career Exploration
Mindy Marlatt	Nickie McGarry (AG/CTE)	Jason Kelly (Athletics / Kinesiology)	Sonia Randhawa (Umoja/Transfer)	Brian Spillane	Nelson Espinola (Outreach/Step- Up)
	Rob McCandless (Business/Safety) (Also Vets and Step-up)	Donna Pratt (ECE/CULA, Hospitality, Family Studies)	Haley Carter	Sue Loring	Corrinne Minnard
					Laura Barbeau

- **Articulation:** Carolyn Borg / Shaunna Rossman
- **Transfer:** Daniel Valdivia
- **ACE/BOLD:** Rebecka Renfer
- **Degree Evaluation:** Laura Ecklin (Classified Evaluators are in progress.)

**Shasta-Tehama-Trinity
Joint Community College District**

**ENROLLMENT MANAGEMENT
PLAN
2019 – 2021**

DRAFT

Mission Statement

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

Approved by the Board of Trustees on June 14, 2017

Institutional Goals 2012- 2030

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.
3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Enrollment Management Committee Mission

To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance equitable access, success, persistence and goal attainment.

Development of the 2019 -2021 Enrollment Management Plan

The Enrollment Management Committee initially recommended the adoption of a two-year planning cycle to anticipate periods of growth and stability. With the adoption of the new state funding formula, the committee is proposing another two year plan that would be aligned directly with the 2018-2021 Strategic Plan and support the 2017-2019 Integrated Plan.

This plan supports the college's efforts to infuse equity-mindedness throughout instruction and student support programs by closing achievement gaps and providing the best possible opportunities for all students. Informed by the *Guided Pathways, Completion By Design* and *Student Support (Re)Defined Frameworks*, this plan continues to focus on the following goals:

Goal #1: Seek

The goal is to encourage prospective students to apply and complete a structured onboarding process that helps them to choose a pathway and enroll in appropriate courses.

Goal #2: Keep

Aligned with Guided Pathways, the goal is to help students stay on their path by developing responsive strategies to support student persistence and retention that includes proactive academic and career advising and responsive student tracking systems.

Goal 3: Complete

The goal is to help students complete a program of study and earn a credential with value in the labor market.

Goal 4: Promote a Culture of Inquiry

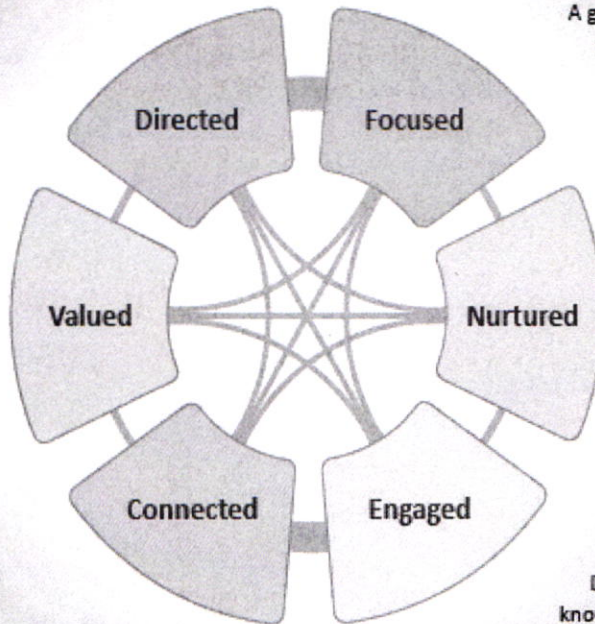
The goal is to continue to support a culture of inquiry which will inform improvement efforts.

Additionally, this Enrollment Management Plan supports the metrics that were developed to measure the effectiveness of the 2018-2021 Shasta College Strategic Plan. These indicators are aligned with the Chancellor's Office Vision for Success and are common to the Shasta College Integrated Plan which guides the work of the SEAP Program (Student Equity and Achievement Program). All metrics will be disaggregated by ethnicity and gender and will be reported annually to ensure adequate progress toward reducing equity gaps and improving overall student success.

Student access, success, retention and completion remain the focus of this plan. Informed by the input and involvement from the entire campus, this plan aligns and focuses district procedures and resources on improving student outcomes.

The Committee wishes to thank our colleagues at Long Beach City College who served as a resource in the development of this plan.

Defining the “Six Success Factors”



A growing body of evidence indicates that strategic supports—delivered inside and outside the classroom—can increase students’ abilities to achieve completion and transfer. This research suggests that student support activities must be (1) integrated into students’ daily experience and (2) included in the overall curriculum. The RP Group’s review of leading studies on student support found that effective support—in addition to being integrated and intrusive—helps students become:

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 extra-curricular 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

These “six success factors” form the basis for the RP Group’s student-focused investigation of support. Readers can find complete definitions later in this report as well as a full discussion of these factors in the study’s literature review at <http://www.rpgroup.org/content/research-framework>.

Enrollment Management Goal 1: “Seek”

The goal is to encourage prospective students to apply and complete a structured onboarding process that helps them to choose a pathway and enroll in appropriate courses.

Activities:

- *Develop a marketing plan that is informed by Guided Pathway and Equity goals.*
- *Implement website resources to streamline and track the student intake process from application to registration.*
- *Develop targeted communications that prompt students to move efficiently through the matriculation process.*
- *Evaluate and update the online and in-person new student orientations.*
- *In consultation with local high schools, develop promotional materials to highlight the benefits of the California College Promise Grant.*
- *Require the completion of the Free Application for Federal Student Aid (FAFSA) for priority registration.*
- *Develop a newsletter to share information and program updates with regional high school counselors and administration.*
- *Implement electronic transcript data sharing between the college and regional high school districts.*
- *Expand virtual counseling capabilities to serve students independent of geographic location.*
- *Implement an electronic signature solution.*
- *Investigate the integration of high school career services with college academic placement that includes structured exploration for undecided students.*
- *In support of Guided Pathways, integrate degree program maps into the automated student education planning solution.*
- *Complete the planning of the new Student Services “One Stop” building.*

Enrollment Management Goal 2: “Keep”

Aligned with Guided Pathways, the goal is to help students stay on their path by developing responsive strategies to support student persistence and retention that includes proactive academic and career advising and responsive student tracking systems.

Activities:

- *Develop the workflow to support responsive student tracking systems that align interventions and resources to help students remain on their path.*
- *Disaggregate retention and success data from academic programs to determine if equity goals have been achieved and make revisions as needed for improved success.*
- *Provide all students with shastacollege.edu email addresses.*
- *Develop a marketing campaign to promote the benefits of taking at least fifteen units a semester.*
- *Investigate the feasibility of a Completion Grant program that provides free tuition for students who are near the end of their program.*
- *Develop a plan to promote faculty awareness of student support services.*
- *Implement a new student portal to replace MyShasta.*
- *Develop the workflow plan to evaluate transcripts for incoming students.*
- *Expand the promotion of Student Success courses to first-year students*
- *Investigate the adoption of schedule builder software.*

Enrollment Management Goal 3: Complete

The goal is to help students complete a program of study and earn a credential with value in the labor market.

Activities:

- *Implement Shasta Summit to provide feedback and appropriate support services to students.*
- *Develop a plan to increase student and faculty awareness of student supports available on campus.*
- *Continue to create and update program maps.*
- *Support faculty in their development of practices designed to achieve student equity goals.*
- *Continue timely outreach efforts to students to encourage the completion of comprehensive student education plans.*
- *Evaluate and develop a plan to implement a "Call Center".*
- *Develop and launch a "Declare Your Major" campaign.*
- *Review priority registration to ensure that the college is supporting completion.*
- *Continue to promote ADT (Associate Degree for Transfer) degrees.*

Enrollment Management Goal 4: Promote a Culture of Inquiry

The goal is to continue to support a culture of inquiry which will inform improvement efforts.

Activities:

- *Conduct a second Community College Survey of Student Engagement, identify areas of need and implement a plan to address these areas.*
- *Make student success data more accessible and transparent in real-time.*

DRAFT

Category	No (0)	Low (1)	Medium (2)	High (3)
Aligns with strategic plan and college goals	Has no alignment with college goals or plans	Has minimum alignment to college goals & plans	Has moderate alignment to college goals & plans	Has strong alignment with college goals & plans
Aligns with strategic plan and college goals	Has no alignment with college goals or plans	Has minimum alignment to college goals & plans	Has moderate alignment to college goals & plans	Has strong alignment with college goals & plans
Identified in program review or annual plan	Was not identified in planning	Was mentioned in planning without supporting data	Was included in plan with medium support	Was included in plan with strong support
Improves student success	Has no direct or indirect link to student success	Has low direct or indirect link to student success	Has medium link to student success	Has a strong direct link to improving student success
Number of students effected	No student effected	Impacts a smaller focused group of students	Impacts many students in multiple area	Impacts students campus-wide
Improves Institutional effectiveness or efficiency	Has no cost/benefit value	Has a low cost/benefit value	Has a medium cost/benefit value	Has high cost/benefit value
Meets a safety or legislated mandate	Has no link to safety or mandate	Has a low or indirect link to safety or mandate	Has a medium link to safety or mandate	Has a strong link to safety or mandate
Criticality of the request	If unfunded there will be no disruption of service	If unfunded will have minor impact on service	If unfunded will have moderate impact on service	If unfunded will have major impact on service
Improves Student Access	Has no direct or indirect link to student success	Has low direct or indirect link to student success	Has medium link to student success	Has a strong direct link to improving student success
Improves Student Equity	Has no direct or indirect link to student success	Has low direct or indirect link to student success	Has medium link to student success	Has a strong direct link to improving student success

Student Equity and Achievement (SEA) Program Training

Rhonda Mohr, Vice Chancellor – Student Services and Special Programs
Mia Keeley, Dean – Student Services and Special Programs
Michael R. Quiaoit, Dean – Student Services and Special Programs



Housekeeping

- WiFi Access: AVMS Meeting/space2077
- Bathrooms
- Breaks
- Training ends at 3:00
- Parking
- PPT will be sent to all participants
- Parking Lot Post-its
- Engage today!



Today's Agenda

Welcome and Introductions	10:00 to 10:15
<i>Vision for Success</i> and Guided Pathways	10:15 to 10:45
Review Education Code 78222	10:45 to 12:00
Lunch	12:00 to 1:00
Program Updates	1:00 to 1:30
Expenditures	1:30 to 2:00
New Student Equity Plan template	2:00 to 2:30
What We Know...and Don't Know	2:30 to 3:00



Training Goals

- Become familiar with the *Vision for Success* and Guided Pathways
- Understand the SEA Program legislation
- Know new SEA Program requirements
- Clarify what we know and what we do not know



“Know Your Why”


Michael Jr. Ted Talk

The Chancellor’s Office’s “Why” is the *Vision for Success*




Vision for Success Goals


Goal 1:

 Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:

 Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:

 Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.



Goal 4:



Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%—the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:



Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:



Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

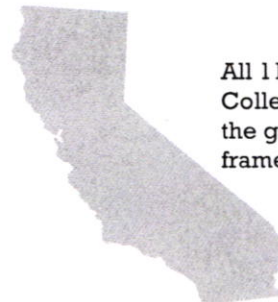


Vision for Success Commitments

- Commitment 1: Focus relentlessly on students' end goals.
- Commitment 2: Always design and decide with the student in mind.
- Commitment 3: Pair high expectations with high support.
- Commitment 4: Foster the use of data, inquiry, and evidence.
- Commitment 5: Take ownership of goals and performance.
- Commitment 6: Enable action and thoughtful innovation.
- Commitment 7: Lead the work of partnering across systems.



California's Response to Guided Pathways



All 114 California Community Colleges have committed to the guided pathways framework!

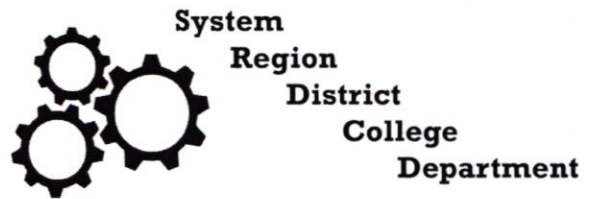


Guided Pathways...is not another initiative.

is a framework and mindset driving to optimize system and college coherence in order to advance the *Vision for Success* and visibly transform the student experience.

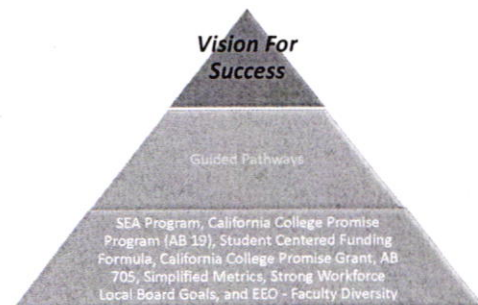


Pathways: Integration at all levels



Pathways: Program integration

- "General Education" → Meta Majors
- Consolidated Funding and Reporting – SEA Program
- Merging of "Career" and "Traditional" pathways
- Intersegmental cohesiveness (K-12, Non-credit, Adult Education, CSU, UC, AICCU, Industry)



Review Budget Trailer Bill Language



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Requirements - EDC 78222(b)

(b) As a condition of the receipt of funds for purposes of this section, a district shall comply with all of the following:

- (1) Maintain a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.
- (2) Provide student matriculation services pursuant to Section 78212, including implementation of orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in developing an education plan. The Office of the Chancellor of the California Community Colleges shall establish guidelines on student matriculation services, including, but not limited to, the development of an education plan leading to a course of study. Notwithstanding any other law, students who are exempted from matriculation services pursuant to Section 78215 are not subject to the requirements of this paragraph.
- (3) Adopt and implement placement policies consistent with the requirements of Section 78213.
- (4) Provide all students with an education plan, which identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other provision of law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.
- (5) Provide a report to the chancellor's office by January 1 of each year detailing how funding pursuant to this section was expended in the prior fiscal year and for what specific purposes. A district report shall also include an assessment of the progress in advancing the goals identified in paragraph (2) of subdivision (a).



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Intent - EDC 78222(a)

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing all of the following:

- (A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
- (B) Ensuring students complete their educational goals and a defined course of study.
- (C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.



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Funding - EDC 78222(c)

- (c)(1) If the total amount of funds appropriated for purposes of this section is equal to or greater than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in the 2017-18 fiscal year.
- (2) If the total amount of funds appropriated for purposes of this section is less than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in the 2017-18 fiscal year.
- (3) The Board of Governors of the California Community Colleges may require districts or colleges to provide a local fund match for funding appropriated for purposes of this section.
- (4) The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a). It is the intent of the Legislature that colleges prioritize funding for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.
- (5)(A) The chancellor may allocate up to 5 percent of the total funds appropriated for the purposes of this program for state administrative operations to carry out the intent of this section.
- (B) Of the amount allocated pursuant to subparagraph (A), the chancellor shall allocate to a community college district no less than the amount that was provided to a district in the 2017-18 fiscal year pursuant to paragraph (1) of subdivision (b) of Section 88815 to carry out faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a second language program.
- (6) By April 1 of each year, the chancellor's office shall submit a systemwide report to the Legislature and Department of Finance that provides a summary of the district reports referenced in paragraph (5) of subdivision (b). A report to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9725 of the Government Code.



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Update - EDC 78222(d)

(d)(1) All districts receiving an allocation of funds pursuant to subdivision (c) shall comply with the requirements of Section 78214. In meeting this requirement, the Student Success and Support Program referenced in Section 78214 shall instead mean the Student Equity and Achievement Program.

(2) For purposes of Section 87482.3, the Student Success and Support Program shall instead mean the Student Equity and Achievement Program.



Programmatic Updates

Updates

- An Integrated Plan is no longer required
- Funding will not be based on the previous allocation formulas (e.g. counts of Core Services: Orientation, Education Plans, etc.)
- Core matriculation services identified in EDC 78212 (Matriculation Services) are still required
- Assessment for Placement is still required, under AB 705
- It is important to sustain noncredit programs and centers that align with the SEA Program. Noncredit is not separately funded.

Updates (cont.)

- Student Equity is at the core of the SEA Program
- All requirements from EDC 78220 (Student Equity Plan) are still in effect – due every three years
- Integrated Plan information does not replace Student Equity plan
- Next Student Equity Plan due to the Chancellor's Office **June 30, 2019**



Program Reporting

	2016-17	2017-18	2018-19	2019-20
SSSP	Year-End Expenditure Report – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Student Equity	Year-End Expenditure Report – September 17, 2018	Not Applicable	Student Equity Plan – Due June 30, 2019 (3 year plan)	Not Applicable
BSI	Year-End Expenditure Report – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Integrated Plan (2017-19)	Not Applicable	Mid-Year Expenditure Report – August 31, 2018	Year-End Expenditure Report – September 2019	Not Applicable
SEA Program	Not Applicable	Not Applicable	Annual Report – Due January 2020	Annual Report – Due January 2021

Expenditures



Reasonable and Justifiable

All expenditures should be reasonable and justifiable. “Reasonable” means expenditures are prudent and every effort is made to utilize funds efficiently. “Justifiable” means expenditures are consistent with goals and activities related to the SEA program. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and SEA program goals and objectives.

Ultimate Responsibility

Colleges and districts are ultimately responsible for expenditure decisions. This responsibility cannot be delegated. The SEA program will be included in the District Audit Manual with the expectation that district-contracted auditors annually audit expenditures. Audits may also be conducted by the California Bureau of State Audits, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds.



Non-Allowable Expenditures

The Chancellor's Office has identified the following non-allowable expenditures:

- Gifts -- Public funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are not considered a gift of public funds.
- Stipends for students -- funds cannot be used to pay stipends to students for participation in program or classroom activities.
- Political Contributions.
- Courses -- funds may not be used to pay for the delivery of courses that generate FTES.
- Supplanting -- Any funds spent on these programs should supplement, not replace, general or state categorical (restricted) district funds expended on similar program activities prior to the availability of program funding. This restriction applies to categorical programs and any other federal, state, and county programs. Supplanting rules do not apply to expenditures previously paid for by BSI, SE or SSSP.



Expenditures Summary

In general, the Chancellor's Office will not provide an exhaustive list of allowable and non-allowable expenditures, as decisions for each expenditure must be made locally according to program objectives and activities, and the "reasonable and justifiable" criteria as outlined above.



New Student Equity Plan Template

Part I – Deadlines and Information

- Submission deadline: **June 30, 2019**
- The 2019-22 Student Equity Plan will cover three years. The budget plan will reflect the 2019-20 allocations
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align equity plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.
- An online tool will be developed to submit Equity plans.



Part I – Deadlines and Information. (cont.)

PROGRAM INTEGRATION

Both the *Vision for Success* and Guided Pathways promote integrated planning and program coordination at the district and college level. Plans are to be developed based on disproportionate impact studies and in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by **June 30, 2019**. A separate plan must be submitted for each college in the district.



Part I – Deadlines and Information. (cont.)

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your plan, you should refer to campus-based research as to the extent of student equity by gender and for the categories of students listed below using the Percentage Point Gap methodology. Colleges may use additional methodologies of their choosing in addition to the Percentage Point Gap method.



Part I – Deadlines and Information. (cont.)

Student Equity Populations:

- | | |
|--|--|
| (A) Current or former foster youth. | (iv) Hispanic or Latino. |
| (B) Students with disabilities. | (v) Native Hawaiian or other Pacific Islander. |
| (C) Low-income students. | (vi) White. |
| (D) Veterans. | (vii) Some other race. |
| (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: | (viii) More than one race. |
| (i) American Indian or Alaska Native. | (F) Homeless students. |
| (ii) Asian. | (G) Lesbian, gay, bisexual, or transgender students. |
| (iii) Black or African American. | (H) Additional categories of students determined by the governing board of the community college district. |



Part I – Deadlines and Information. (cont.)

Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

- Access – Community Alignment
- Retention – Fall to Spring
- Transfer to a four-year institution
- Completion of transfer-level math and English
- Earned credit certificate over 18 units, associate degree, CCC bachelor's degree



Part II – Program Goals and Planning

1. In the chart below list at least one three-year goal (colleges may choose to list additional goals) for each goal area based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
Access: Community Alignment			
Retention: Fall to Spring			
Transfer in a four-year institution			
Completion of transfer credit and English			
Student credit completion rate at graduation: CIP, non-transferable program, CIP, transferable program			



Part II – Program Goals and Planning

2. In the chart below the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Community Alignment			
Retention: Fall to Spring			
Transfer in a four-year institution			
Completion of transfer credit and English			
Student credit completion rate at graduation: CIP, non-transferable program, CIP, transferable program, CIP, non-transferable program			



Part II – Program Goals and Planning

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____
 Title _____
 Email Address _____
 Phone _____

Alternate Point of Contact:

Name _____
 Title _____
 Email Address _____
 Phone _____



Part II – Program Goals and Planning

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2016-17, 2017-18 and 2018-19 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:



Part III – Approval and Signatures

Part III – Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulations and expenditure guidelines published by the California Community College Chancellor's Office.

Chancellor/President: _____ Date: _____ Email Address: _____

Chief Business Officer: _____ Date: _____ Email Address: _____

Chief Instructional Officer: _____ Date: _____ Email Address: _____

Chief Student Services Officer: _____ Date: _____ Email Address: _____



Summary and Conclusions

What We Know

- 2018-19 SEA Program allocation = to District, not colleges
- No match for SEA Program funds
- New funding formula will be developed
- Annual District Report required – first one due in January 2020
- Annual Chancellor's Office Report due to legislature each April starting in 2020
- Student Equity Plan due – June 30, 2019



What We Do Not Know

- Will all MIS data still be required
- New Education Plan requirements in process
- Can SEA Program funds be used for embedded tutoring that generates FTES (conflict with new expenditure guidelines and old BSI approved activities)?
- Components of Annual SEA Program report
- When all existing code and regulations will be aligned
- When online Student Equity and SEA Program District Annual Report will be completed and made available
- What new funding formula will be



Next Steps

- Continue to work with SEA Program workgroup to clarify issues (e.g. MIS Data Element requirements, funding formula, District Annual Report, etc.)
- More webinars as the Chancellor's Office clarifies issues
- Continuous communication to colleges through regional stakeholder groups
- Provide technical support and assistance as needed

Thank You!



Zero-Textbook-Cost Degree



College of the
Canyons

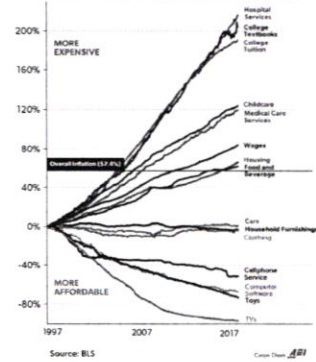
James Glapa-Grossklag
James.Glapa-Grossklag@canyons.edu



West Hills College
Lemoore

Ron Oxford
ronoxford@whccd.edu

Price Changes (January 1997 to June 2018)
Selected US Consumer Goods and Services, Wages



Ferry, Mark J. "The CD chart of the century makes the rounds at the Federal Reserve." *Atlanta*, 2018. <https://www.foxbusiness.com/story/the-cd-chart-of-the-century-makes-the-rounds-at-the-federal-reserve/>

What Can We Do?

Cost of Attendance

- Tuition and Fees
- Rent/Housing
- Books and Supplies
- Personal Expenses
- Transportation

What Can We Do?

Cost of Attendance

- Tuition and Fees
- Rent/Housing
- **Books and Supplies**
- Personal Expenses
- Transportation

Textbook Costs

- Disproportionately impact community college students:
 - 4-year students who use financial aid for textbooks = 28%
 - 2-year students who use financial aid for textbooks = **50%**



Source: *Covering the Costs, Student PIRGs, 2016*

Zero-Textbook-Cost Degree Defined

"...earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources"

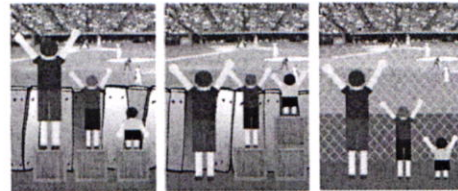
CA Education Code Section 78052(a)

- **31** grantee colleges (Phase I and Phase II)
- **33** total degrees and certificates to be created
- **23,373** students impacted
- **\$1,836** average saved per student
- **\$42,000,000** total student savings
- **858%** Return on Investment

Why are ZTCs Important?

- High cost of textbooks have a negative impact on access and success
- Costs are hindering low income students from attending college
- Students base course selection on textbook prices and avoid courses with high costs
- Zero-textbook-cost pathways can close equity gaps, improve student success, increase completion rates

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Image source: https://www.reddit.com/r/LateStageCapitalism/comments/5m9e1/equality_vs_equality/

OER Closes Equity Gaps

OER vs Commercial Content	Change in Grade	Change in DFW
All Students	+8.6%	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non-White	+13%	-5%
Part-Time	+28%	-10%

n = 21,822 students

AAC&U, University of Georgia
The Impact of Open Educational Resources on Various Student Success Metrics,
 in International Journal of Teaching and Learning in Higher Education, 2018

AB No. 1809 Higher Ed Trailer Bill

(2) \$160,000,000 shall be allocated to community college districts to implement student equity plans pursuant to Article 1...

(E) Increased services for high-needs students **may include the development of open educational resources and zero-textbook-cost degrees** that reduce costs for students...

See sub-section 10. B. 2. E.

URL to the entire budget act: https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201701809&B1809

https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201701809&B1809

Best Practices

- Ingrain OER or ZTC degree pathways into Student Equity Plans
 - Use dollars on faculty stipends or reassignment time, OER coordinators, OER librarian or library assistance
 - Align ZTC degree pathways with Guided Pathways initiative on campus
- Create policies that encourage use of zero-cost resources, defining both "OER" and "zero-cost"
 - Policies that encourage support, sustainability, and creation of OER on campus
 - Strategic Plans, Integrated Plans, Board Policies
 - WHCL AP 4042: <https://www.westhillscollege.com/district/administration/board-of-trustees/documents/ap4042openeducationalresources.pdf>
 - WHCL BP 4042: <https://www.westhillscollege.com/district/administration/board-of-trustees/documents/4042openeducationalresources.pdf>

Contact Page

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