

Student Success and Support Program Advisory Committee Meeting 4/24/2014

AGENDA

Admissions:

1. Priority Registration Dates
 - *Foster Care Policy
 - *Reports: Orientation / Assessment / Abbreviated Educational Plans
 - * DSPS /EOPS /Cal Works /Foster /Veterans/ Active Duty Military
2. CCAPPLY Letter / exemption language / email
3. Exemptions and Expressway/ SARS / DEC

Financial Aid:

1. Updates

Assessment:

1. CCCO Assessment Standards Revision
2. Common Assessment update and Pilot Invitation
3. Assessment sub-committee

Orientation:

1. Report and Update

Student Educational Planning:

1. Career Workshops and Educational Goal Planning

District updates:

1. Dec screen updates
2. AFT MOU

Other Items

Next Meeting

Student Success & Support Services

Meeting Sign In Sheet

DATE: 04/24/2014

TIME: 12:00 Noon

1. Mayra A. Perez

2. Liam Leonard

3. Diana Carter

4. Co-Juan

5. Nancy Ruano

6. Scott Keeken

7. Alu Aluz

8. Angel Viamonte

9. Michael Goffmann

10. Michael

11. Asya Bortez

12. [Signature]

13. _____

14. _____

15. _____

Banday, Patricia G.

From: Webber, Kalynda D <WebberKD@lacitycollege.edu>
Sent: Tuesday, April 15, 2014 3:04 PM
To: Banday, Patricia G.; Bonilla, Diana I.; Carruthers, Linda M.; Carter, Shauna L.; Cobian, Oscar M.; Duxler, William M.; Peters, Eric B.; Hussain, Syed K.; Tarrant, Kaneesha K; Kimble, Bobbi; Kwan, Dominic S.; Manzano, Florentino; Marmolejo, William A; Morales, Suzette A.; Ramirez, Joe S.; Sanchez, Raquel; Smith, Curtis L.; Smith, Dorothy S.; Yanez, Mercedes; Zimring-Towne, Joanna B.
Subject: grandfathering update

FYI from Dominic Kwan...the grandfathering process for all continuing students has been programmed according to the decision(s) made in A&R. A student record will indicate a "G" for Assessment, Orientation and Ed Plan which means it is a grandfathered student. The student portal will soon display the Assessment, Orientation and Ed Plan information, as requested by the SSSP Advisory Council.

I have posed (to Dominic) the question: What does a "G" mean for MIS reporting. Does this mean the district is counting the student as served or is the student exempt?

Kalynda Webber McLean, Ed.D.

Los Angeles City College

Student Success and Support Program Coordinator/Counselor

Vice President, Academic Senate/Curriculum Committee Chair

(323) 953-4000 extension 2463 or 2136

webberkd@lacitycollege.edu

Confidentiality Notice: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of its contents is prohibited.

Banday, Patricia G.

From: Kimble, Bobbi <kimbleb@email.laccd.edu>
Sent: Wednesday, April 23, 2014 8:03 PM
To: #-VPs of Student Services; #-District Admissions and Records; #-Matric Coordinators
Cc: #-VPs of Academic Affairs; Barrera, Adriana D. (Interim Chancellor)
Subject: RE: Fall 2014 - Priority Registration for Foster Youth

A Los Angeles-based foster youth advocacy group, acting on behalf of three LACCD students, sought a court order against the CCCCO to stop their loss of priority registration based on academic record or number of units.

The request was denied, in part because LACCD could provide documentation that we were already in compliance with the proposed regulations. Programming in DEC has been initiated to exempt foster youth/former foster youth from the limitations when running Fall 2014 priority registration, and BR 8600, which also contains the new language, will be noticed on the May 14 agenda.

Although the programming is complete, I need your assistance in ensuring everyone on your staff who has the potential to advise foster youth or former foster youth regarding their priority registration has this information.

Thanks for your assistance. BK

Bobbi Kimble, Interim Vice Chancellor
Educational Programs and Institutional Effectiveness
Los Angeles Community College District
13/891-2279
KimbleB@email.laccd.edu

Greetings:

Today I am sharing with you an update on the progress towards the Common Assessment, and an invitation for your institution to become a Pilot College for this Initiative. Attached are two documents: the application for Pilot Colleges, and an overview of the roles and responsibilities for those colleges selected.

As you will see, the expectation and responsibility of being a Pilot College requires several important commitments. Each college who responds will be evaluated by a rubric that emphasizes a range of factors to end up with a representative pilot group (student demographics, rural vs. urban, north vs. south, size, etc.). Consideration will also be given to colleges that are grantees under the Initiative and those that already participate as pilot colleges through the Multiple Measures Assessment Program (MMAP). Once the analysis of responding colleges is completed, staff will propose the suggested pilot colleges to the CAI Steering Committee so that a final decision can be affirmed.

While the actual piloting of content and platform will not happen until 2015, representatives from Pilot Colleges will participate as members of content area work groups, review the RFI and RFP, and undertake other important activities beginning this summer. Additional information regarding the CAI grant timeline and pilot activities may be found at www.cccassess.org.

We look forward to receiving your college's application via Shana@EdResults.org, and will be happy to answer any questions that may arise as you review and complete the forms.

Sincerely,

~ Jennifer Coleman, EdD
Statewide Program Manager
Common Assessment Initiative (CAI)
CCC Technology Center

Common Assessment Initiative

Benefits, Roles and Responsibilities of Pilot College Participation

CALL TO ACTION: The California Community Colleges Chancellor's Office seeks Pilot Colleges to participate in the Common Assessment Initiative, and to provide critical support and feedback in the development of a Common Assessment System that will benefit all California Community Colleges and students.

What is the Common Assessment Initiative?

The Common Assessment Initiative (CAI) contract was awarded to the Butte-Glenn Community College District in November 2013 to develop a Common Assessment System for the benefit of all California Community Colleges and students. The initiative partners include Cal-PASS Plus (a partnership among San Joaquin Delta College, San Joaquin COE and Educational Results Partnership 501c3), Saddleback College, The Academic Senate of California Community Colleges, and is guided by a steering committee representing a broad cross section of California Community College leaders. The Common Assessment Initiative will comprise assessment information, test creation, test delivery, test administration, a robust data warehouse and course placement information and tools focused on multiple measures. The goals of the proposed system are:

- Develop and use centralized and integrated technology solutions to support the assessment and placement activities of the California Community Colleges.
- Help colleges serve more students with robust and effective assessment and placement tools with an emphasis on multiple measures.
- Expand the underlying systems of data and research and improve access to the data in support of students, faculty and staff.

The development of a common assessment instrument for each of the curricular areas of math, English and ESL is one element of this grant. The initiative's ultimate goals are improved student placement, expanded use of multiple measures of placement and enhanced research and data exchange.

What is the purpose of the Pilot Phase?

The coalition partners, with leadership from the California Community Colleges Chancellor's Office, will design and test the CAI platform, assessments, user interface, professional development for key staff, and multiple measures analysis tools at eight pilot colleges. Feedback from faculty, staff, and students will be coupled with comprehensive research validation and evaluation measures to ensure the common assessment system and support tools are effective and appropriate prior to a system-wide implementation.

What are the benefits of being a Pilot College?

As a pilot college, you will have the opportunity to be on the ground floor of designing the first Common Assessment system for the California Community College system. The pilot colleges will provide direct input during the creation and design of the assessment. Participation affords your college and faculty a prominent role in the development and testing of the assessment and testing platform, and of the user interfaces for faculty, staff, and students. Your college will also benefit from the early adoption of the new Common Assessment Platform and placement tools, as well as direct technical assistance, professional development and customized support.

Roles and Expectations for Pilot College

- **Complete the Pilot College Application for the Common Assessment by May 15, 2014.**
- Commit to working with coalition partners to implement the Common Assessment Pilot Test.
- Identify key leadership who will work with coalition partners on implementation and feedback.
- Commit to pilot the use of an assessment system that utilizes multiples measures of placement for incoming students.
- Assist in the selection or development of processes, tools and applications required to support the CAI.
- Attend professional development activities for faculty related to the CAI.
- Identify roadblocks and solutions to issues that could prevent a seamless user experience for faculty, staff, and students as they navigate the CAI.
- Commit to providing faculty and staff to participate on Work Groups. (Anticipated content Work Groups include: Math Test, English Test, ESL Test, Multiple Measures, Professional Development, Testing Platform).
- Submit an agreement to participate acknowledged by your college president.
- Members participating in the pilot college work will be expected to attend one in-person or virtual meeting once every two months. Members involved in Work Groups should expect more involvement based upon deliverables and deadlines, but Work Groups will be dissolved once the deliverable is achieved.

Criteria for the selection of the Pilot Colleges:

- Willingness to commit to the roles and responsibilities of being a Pilot College stated above.
- All applications will be vetted to determine a cross section of colleges, with criteria including: rural vs. urban, geographic diversity across California, diversity of student populations and diversity of current assessment tests used and student information systems deployed. Use of and interest in multiple measures that inform student placement will also be considered. Consideration will also be given to the grantee colleges under the project.

Tentative Work Plan Timeline

May 2014	Secure Pilot College Commitments to Participate
May 2014 – Dec. 2015	Pilot College Participation in the Design/Testing of the Common Assessment

First Tentatively Scheduled Series of Work Group Meetings

06/03/2014	Multiple Measures Workgroup—this is a Sunday
07/08/2014	English Test Workgroup Meeting (prep RFP)
07/09/2014	Math Test Workgroup Meeting (prep RFP)
07/10/2014	ESL Test Workgroup Meeting (prep RFP)
08/26/2014	English Test Workgroup Meeting
08/27/2014	Math Test Workgroup Meeting
08/28/2014	ESL Test Workgroup Meeting

July & August	Develop and publish a Request For Proposal (RFP) for a test vendor(s)
September	Select test vendor(s) and begin assessment development

Other Relevant Information

Travel will be reimbursed for any off-site meetings.
A minimum of 1-2 year commitment is requested.



LOS ANGELES COMMUNITY COLLEGE DISTRICT
EDUCATIONAL PROGRAMS & INSTITUTIONAL EFFECTIVENESS

April 1, 2014

TO: Michael Griggs, Student Trustee
Don Gauthier, President, District Academic Senate
Kalynda Webber, Chair, Student Success & Support (SSSP) Committee
Joe Ramirez, Chair, Vice Presidents of Student Services
Karen Daar, Chair, Vice Presidents of Academic Affairs
Will Marmolejo, Chair, District Admissions and Records Committee

FROM: Bobbi Kimble, Interim Vice Chancellor

RE: Changes to B.R. 8600 – Student Success and Support (formerly Matriculation)

BACKGROUND: Attached are proposed revisions to Board Rule 8600. The revisions bring us into Title 5 compliance with regard to:

1. Priority registration categories, including Tier 1 priority for DSPS and EOPS students.
2. Codifying unit limits for semester and session enrollments (18 and 9, respectively). Those limits are currently programmed into DEC but not explicitly stated in the Board Rule.
3. Clarifying student responsibilities under the new SSSP requirements.
4. Clarifying that foster youth and former foster youth are exempt from unit/standing limitations.
5. Clarifying pre-requisite and co-requisite requirements under the new regulations.
6. Defining the appeals process for students who have lost priority registration, per recommendation of the Priority Enrollment Task Force.

Changes were also made to the document sequencing for purposes of clarity and to standardize the numbering.

April 1, 2014

Page two

ACTION REQUESTED: Please review the proposed changes and forward any questions or concerns to me at KimbleB@email.laccd.edu.

RESPONSE DATE: Please forward your responses by **April 15, 2014**.

Cc: Elizabeth Atondo, Chair, District Curriculum Committee
Celena Alcala, Interim Dean, Educational Support Services
Alma Johnson-Hawkins, President Liaison, CIO Council
Eric Kim, Office of General Counsel
Monte Perez, President Liaison, CSSO Council

Banday, Patricia G.

From: Foster, Adrienne A.
Sent: Tuesday, April 22, 2014 10:56 AM
To: West_Faculty
Cc: West_Administrator
Subject: FW: MOU on SB 1456
Attachments: SB 1456 Signed MOU.pdf; ATT00001.txt

Adrienne Foster, Ph.D.
Academic Senate President
Project LEARN Director
Adjunct Instructor, Education
310-287-4589/4562

-----Original Message-----

From: Gauthier, Donald J. [mailto:GauthiDJ@email.laccd.edu]
Sent: Tuesday, April 22, 2014 10:54 AM
To: Atondo, Elizabeth; Beaulieu, David E.; Crippens, Eloise; Echeverri, Angela C.; Foster, Adrienne A.; Freitas, John E; Gauthier, Donald J.; Immerblum, Alex W.; McFall, Thomas J.; McMurray, Susan; Milke, Leslie; Miller, Joshua E.; Moore, Allison P.; Oborn, Kathy M.; Adajian, Blanca B; Ahn, Inhae; Atondo, Elizabeth M.; Barragan, Norma E.; Brent, Lourdes M.; Calderon, Rose H.; Callender, Alistaire B.; Cohen, Dana B; Flood, Patricia T.; Fusilero, Victorino M.; Gaines, Lurelean B.; Hernandez, Jeffrey; Hernandez, William; Le, Kenadi; Park, Mi Chong; Pavlik, April L; Perret, Joseph D.; Pogoler, Lawrence D.; Riesberg, Curt D.; Rosow, La Vergne D.; Saxton, Joyce; Stapleton, Jean; Tsuha, Shiguero J; Turner-Odom, Sabrena; Webber, Kalynda D; Young, Helen P.; Zimring-Towne, Joanna B.
Subject: FW: MOU on SB 1456

Please see attached MOU document.

Don

-----Original Message-----

From: Armida Ornelas [mailto:armidaornelas@charter.net]
Sent: Tuesday, April 22, 2014 10:34 AM
To: Gauthier, Donald J.; Don Gauthier
Subject: MOU on SB 1456

We finally got this done -thank for your support!

The Los Angeles Community College District and the American Federation of Teachers College Guild Local 1521 agree to the following regarding:

Development and Implementation of LACCD College SB 1456 Plans.

1. Input from faculty, staff, administrators and students shall be included in the development of each college Student Success and Support Program (SB 1456) plan as per Title 5, section 55510 (b) and the California Community College Chancellor's Office.
2. Counseling departments, in consultation with the administration and the shared governance process, shall assume primary responsibility for coordinating counseling and advising services, including development of Student Education Plans (SEP), as defined in Title 5 section 55524, as either "abbreviated or comprehensive." This may include utilization of discipline advising sheets or plans, as well as other electronic tools, such as computerized degree audit reports and computer-generated plans.
3. In order to foster student success, meet demand for services, and comply with SB 1456 mandates, counseling departments will incorporate best practices in counseling using innovative approaches and strategies, including, but not limited to increased use of technology, online services, group counseling, collaboration with classroom faculty, and "embedded/intrusive" counseling methods.
4. Whenever non-counseling faculty and/or paraprofessional staff are included in the counseling and advising component of the SSSP plan, their roles and responsibilities shall be delineated per the guidelines established in the ASCCC document, "The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges," adopted Spring 2012 (pages 8 - 11.)
5. Each college shall conduct an annual review of its SSSP Plan. Upon review of the SSSP plan, if the college is unable to meet the mandates of SB 1456, management and the AFT shall agree to make appropriate adjustments to the method and delivery of required services to ensure mandated services to students and to maximize appropriation of available SSSP funds.
6. In the event that state funding for implementation of SB 1456 is no longer provided, Ed Code 78218 shall be in effect: "In the 2012-13 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purpose of this article."

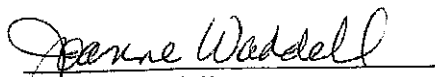
Dated: April 21, 2014

For the District:



Adriana Barrera
Interim Chancellor

For the AFT:



Joanne Waddell
President

- 16) Communicating to students – widely advertise April 16, 2014 cut-off to all who will be effected
- 17) Online orientation – need to have training on online orientation. Each campus should have someone designated to type in orientation contact on S255 to acknowledge contact for priority registration. Who is doing on each campus? Are all campuses aware of this process?
- 18) On cut-off day, District IT will load Orientation, Assessment, and SEP flags based on S255 and S251 and other data related data entry DEC screens.
- 19) On cut-off day, District IT will flag codes a minimum of once per day. S255 contact recorded by designated staff or faculty, S251 and S051 available to view by Admissions and Records staff.
- 20) Any changes to timeline below will require change to entire timeline. This timeline was established with consideration for all decisions made throughout planning process.

Group 1, 2, and 3 must meet all criteria as described above (exclude K-12 students). Coding cut-off is 4/16/14. Processing into DEC begins 4/23/14	Group 4, 5, 6, 7: Do not require or meet all of the above criteria.
<u>Group 1: 5/7/14 to 5/9/14</u> <ul style="list-style-type: none"> Active military Veterans Foster Youth EOPS DSPS CalWORKs 	² <u>Group 4: 5/26/14 to 6/3/14</u> <ul style="list-style-type: none"> Non-matriculated continuing students In Fall 2014, this group will not exist because all continuing students will be grandfathered.
<u>Group 2: 5/12/14 to 5/18/14</u> <ul style="list-style-type: none"> Middle College High School (Harbor and Southwest special programs) Continuing students* <p>*Continuing students are students who have any enrollment record (i.e. ever active) in the previous two major semesters (Fall 2013 and/or Spring 2014).</p>	³ ⁶ <u>Group 5: 6/3/14 to 6/8/14</u> <ul style="list-style-type: none"> Students with 101 or more degree applicable units Districtwide Continuing students* who are not in good standing (on academic or progress probation for two semesters)
<u>Group 3: 5/19/14 to 5/25/14</u> <ul style="list-style-type: none"> New and returning students 	⁷ ¹⁹ <u>Group 6: 6/8/14 to 6/19/14 (Phase 2 processing. In Phase 2 of Fall need to also check for new Summer and Fall apps to assign correct priority appointment)</u> <ul style="list-style-type: none"> New/returning students who apply after the cutoff New/returning students who did not meet all criteria
	²⁰ <u>Group 7: 6/20/14</u> <ul style="list-style-type: none"> Continuing K-12 students New/Returning K-12 students K-12 students who apply after the cut-off will be 2 weeks after the regular student apt being assigned by Phase 2
Manually assigned appointments for students in Groups 1, 2, 3 that are later than students' priority date will be reassigned by the program per priority.	Manually assigned appointments for Group 4 and 5 will be overridden by program per priority.

The College's Registration Priority Appeals Committee shall notify the student within ten (10) business days of its decision. The decision of the college Registration Priority Appeals Committee shall be final.

86032. EXEMPTIONS. Colleges shall ~~may~~ exempt any student from participation in orientation, assessment, counseling or advisement who ~~has completed an associate degree or higher.~~

- A. Has completed an associate degree or higher, or
- B. Has enrolled at the college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards, or
- C. Has enrolled at the college as a Special Admit student.

What happened to the other 2 exemption criteria:

"has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence"

"has completed these services at another community college within a time period identified by the district"

Any student exempted in accordance with this section shall be notified that he or she is exempted from participating in all or part of the matriculation process, and shall be given an opportunity to choose whether or not to participate.

~~Colleges shall consider each of the following criteria in evaluating whether a student shall be exempted from participating in any part of the matriculation process, but may only exempt the student if two or more criteria are applicable:~~

- ~~A. The student has enrolled only in evening classes;~~
- ~~B. The student has enrolled in fewer than 6 units of coursework;~~
- ~~C. The student is undecided about his or her educational goals; or~~
- ~~D. The student does not intend to earn a degree or certificate.~~

~~Any student exempted in accordance with this section shall be notified that he or she is exempted from participating in all or part of the matriculation process under the applicable exemption and shall be given an opportunity to choose whether or not to participate.~~

**Student Success Support Program & Services
Welcome Students**



Welcome and Congratulations! You have been admitted to West Los Angeles College!

This is your Student ID Number: 88 _____ - _____

All official college correspondence will be delivered to your district email account. To obtain your email account and view your registration appointment time, please log into the Student Information System (SIS) at www.wlac.edu.

Fall reg appt: _____ Summer reg appt: _____ Winter reg appt: _____ Spring reg appt: _____

We are happy to invite you into our West Los Angeles College (West) community. At West you will have the opportunity to pursue your goals through a course of study specific to your career or academic plans. The faculty, staff and administrators at West are dedicated to creating an environment that supports your success as a student.

We offer outstanding academic and vocational programs that are uniquely designed to provide you with the educational coursework to complete any or all of the following: **An Associate's Degree, a Vocational Certificate and/or transfer to a University without an Associate's degree!**

Information for Students NEW to West (please read carefully)

Students new to West must complete the *West Expressway*.

Directions:

1. Go to the www.wlac.edu website and click on "Admissions/ Expressway" or click this link [West ExpressWay](#)
2. Complete Module 1 – Welcome to the Expressway- WLAC Orientation
 - Answer all 11 Student Encounter questions in the Orientation
 - Print "Orientation Completion" receipt at the end and bring the receipt with you to your Assessment appointment.
3. Complete Modules: 2 – Financial Aid, 3 – Purpose, 4 – Planning and 5 – Preparation
4. Complete Module 6: By Making your Assessment Appointment and showing up for Assessment testing
 - What do I bring to my Assessment Appointment?
 - *Bring your "Orientation Completion Receipt"
 - *Bring your Educational Planning Sheets (General Ed and Major Courses sheets see "Module 4").
 - *A picture ID
5. Completion of Modules 7 – Portfolio, 8 – Student Educational Planning, 9 – Completion of Expressway will take place during your Assessment appointment.

Students who are not new to West should report to the Counseling Department for educational planning at 310 287-4257.

The *West Expressway* will ensure that you will receive:

- High level priority Registration Opportunity
- College Orientation
- Assessment
- An Individual Counseling Appointment that will include an abbreviated Student Educational Plan
- A Student Educational Portfolio to include all the general education and major requirements for the Vocational Certificates, Associate Degree, or University Transfer with an Associate degree.

You do not need to attend the West Expressway if you have:

- An AA, AS, BA, BS or higher degree from a US institution OR
- Attend high school (11th grade and lower grades) OR
- You have on file at West:
 - A Current Student Educational Plan with a Counselor AND
 - Assessment testing or pre-requisite completion documentation AND
 - A Completed West Orientation



Note: You may not need to complete the assessment test portion of the West Expressway if you have one of the following:

- You have completed a English and math course at another college equivalent to the math and/or English classes offered at West OR
- You have completed an English and math assessment test within the last two years within the LACCD or at another college that has placed you into a specific math and English course OR
- You have an EAP test and have "college ready" results in English and math OR
- Advanced placement scores of "3", "4" or "5" in English and math.

If you have any of the above-listed items and do not wish to complete the assessment portion of the West Expressway, you must submit the following documentation to expresswayprereq@wlac.edu:

- A completed pre-requisite challenge petition found at www.wlac.edu/matriculation/forms.html AND one or more of the following:
 - Your assessment or placement results from other college(s)
 - Your college transcripts along with college catalogue class descriptions for the courses you are using to place into classes at West
 - Your EAP test results
 - Your AP test results

Rev. 9/23/13