SB1456 History: “Our goal - our primary goal - has to be one offering students a better path to graduation,” Lowenthal said. “It is unacceptable that more than 50 percent of community college students are not graduating or transferring within six years. This bill is the first step toward a refocused community college system that is rededicated to student success and achievement.”

In an effort to improve the educational progress of students in California the Senate Bill 1143 Chapter 401 of the Statues of 2010 directed the California Community Colleges Board of Governors to establish a 20 member “Student Success Task Force”. The State Legislature appointed a Student Success Task Force to outline recommendations and guidelines for the improvement of Student Outcomes for the 2.4 million students now attending the 112 California Community Colleges. The Task Force was charged with designing a plan for the improvement of community college student success and completion rates. The task force worked one year in the development of a comprehensive report detailing 22 recommendations that were submitted and subsequently adopted by the Board Governors January 2012.

This Seymour Campbell Student Success Act of 2012 also known as SB 1456 (the revision of the Seymour-Campbell Matriculation Act of 1986) authored by State Senator Alan Lowenthal (D-Long Beach) was approved in the Senate by a vote of 36 to 1 after having passed the Assembly on 8/27/12 by a unanimous vote. Signed into Law by Governor Brown on September 27, SB 1456 is serving as the catalyst to meaningful Educational Code and policy changes for the Community Colleges and provides a foundation to implement several recommendations from the Student Success Task Force (SSTF).

THE TASK FORCE RECOMMENDATIONS ADDRESSED IN SB 1456 ARE RECOMMENDATIONS:
2.2 on mandating core matriculation services,
2.5 on requiring students to declare a course of study early,
3.2 on establishing academic conditions for the Board of Governors Fee Waiver program (to be addressed in a separate title 5 regulatory amendment) and
8.2 the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services.

SB 1456 also renames the former Matriculation program as the Student Success and Support Program.

The bill states as its purpose the increase of California community college access and success and calls for the support of core Matriculation services to include Orientation, Assessment, Counseling, and other educational planning services and academic interventions. The bill also specifies the responsibilities of colleges and students in entering into the matriculation process. The focus of the Student Success Act of 2012 is on the entering student’s transition into college in order to provide a foundation for student achievement and successful completion of student’s educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificate, transfer preparation, or career advancement.

The Seymour-Campbell Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their academic and career goals. By focusing funding in these cores areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students. A phased-in implementation period, student notification, and appeals process is ensured to prevent students from being unfairly impacted.
Implementation:
Three components that are essential for the implementation of the new Student Success and Support Program and the SSTF recommendations addressed in the bill. These include: 55520 Required Services

1. Targets funds to required core services in SB 1456: Orientation, Assessment, Counseling, Advising, or other Student Education Planning, and Follow-Up services.

2. Adds key terms “other student education planning services, career goal, and course of study.

3. “Follow-up” services targeted to students at risk of academic and progress probation and dismissal, basic skills students, and undeclared students. Processing of applications for admissions deleted consistent with intent of SB 1456.

Planning and Implementation:
• Fiscal Year 2012-2013: System-Level Planning Year
• Fiscal Year 2013-2014: District/College-Level Planning Year
• Fiscal Year 2014-2015: District/College-Level Implementation Year 1
• Fiscal Year 2015-2016: Implementation Year 2: Mandated Requirements for first time students
• Fiscal Year 2016-2017: Implementation Year 3: Allocations

Proposed SB 1456 Student Success & Support Program Credit Funding Formula:
The new funding formula would be phased in. The new funding formula would be run to generate allocations for 2015-16 (based on 2014-15 data). The work group recommends a phased-in approach when the allocation is applied: For the first year, 2015-16, 80% of prior funding; and, for second year, 2016-17, 50% of prior year funding corresponding to changes to the existing data elements colleges report for matriculation services.

LACCD Response:
Los Angeles Community College District began the effort of responding to gaps in student achievement 2007 with the Student Success Initiative 2007. The Strategic Framework specific to Matriculation is as follows:
Student Success Initiative 2007

This draft document outlines a strategic framework for improving preparatory instruction and student achievement in the Los Angeles Community College District. The recommendations contained here have emerged over the past two years during committee meetings and workshops related to the Los Angeles Community College District’s on-going Student Success Initiative and during discussions related to District participation in the spring 2007 Basic Skills Self-Assessment pilot project. The key principles underlying the “Framework for Student Success” are these:

1. “Basic Skills” are Essential Academic Skills: Teaching the fundamental academic skills is not a process that ends when students enter college or after completion of a preparatory course sequence. The continued development of essential literacy, numeracy, and information technology skills lies at the heart of the collegiate mission.

2. Institutional Integration: Essential academic, career, and life skills must be taught and reinforced across the campus in every class by every faculty member and through every student support service.

3. Structured Pathways: Most first-time college students need a menu of structured options that will help them see the pathway to their goals.

4. Contextualization: Students learn essential skills best in practical, experiential contexts that link the development of essential skills to real-world problems and themes associated with students’ present communities and future careers.

5. Self-Direction: To become effective learners, students must take responsibility for setting, monitoring, and achieving their own educational goals.

6. Urgency: Students need to move through basic skills preparatory course sequences as rapidly as possible if they are to persist and succeed.

7. Inter-Segmental K-16 Collaboration: We need to begin preparing students long before they apply for admission by working collaboratively with K-16 partners to align standards and expectations and to chart clear career pathways.

The proposed actions included here are offered solely as a conceptual framework. They are meant to guide and not to direct District-wide action, and are certainly not intended to impose a single, locked-step approach to educational reform on LACCD colleges. They are presented with full understanding that the nine LACCD colleges must develop their own plans of action that are consistent with their individual missions and appropriate to their institutional cultures and the communities they serve.

During their first contact with the college, students must get the information they will need to succeed—information about their readiness for college, about career and academic options, and about the services that are available to help them. They must also establish clear personal and academic goals and develop a detailed, step-by-step plan for achievement them.

1. Assess all Entering Students: Every entering first-time student should be assessed in Math and English and should be actively encouraged to take classes in response to these assessments. Students should also be allowed to re-assess periodically to permit accelerated movement through English and Math sequences.
2. **Provide Orientation:** All entering first-time degree-seeking or certificate students should be required or strongly encouraged to participate in a comprehensive orientation process that gives them a complete introduction to college resources, financial aid, and educational goal setting, etc.

3. **Strengthen the Individual Ed Plan Process:** The colleges should require all first-time students to meet with a counselor individually or in small groups to identify a realistic educational goal, to "map" the specific courses needed to attain it, and to sketch a timeline—with specific milestones—for its completion. This personal educational map should be revisited at least once a year with an academic advisor.

4. **Design and Institute an Introduction to College Course "Requirement".** All first-time degree, transfer, and certificate seeking students should be required (or strongly encouraged) to complete an "Introduction to College" course during their first semester of study. This course, ideally taught by specially-prepared faculty across the college, should be designed to:
   A. Acquaint students with the byways and expectations of college culture;
   B. Help them assess and hone essential personal, study, and time management skills;
   C. Provide them with critical financial aid information and address issues of financial management and financial literacy;
   D. Encourage them to become active "self-regulating" learners who set goals and monitor their own academic progress;
   E. Familiarize them with campus resources (including the library, bookstore, tutorial centers, computer labs, etc.); and
   F. Provide them with basic information about career pathways and degree requirements

5. **Deploy a Web Portal to Engage & Inform Students.** The District should develop a student portal system that will integrate student email, chat, academic calendars and planners, college information and resources, student support services, degree audit, extracurricular club sites, the ASO, and other important sources of information. The purpose of this portal will be to provide students with important college information, to engage them more directly with college life, and to connect them interactively with college faculty, their classmates, and their peers outside of class.

The Student Success Initiative aligns with SB 1456 and has laid the foundation for the LACCD to begin its work in answering the policy and educational code demands set forth by SB 1456. The effort to meet the SB1456 demands and mandates have involved several groups including the Vice Chancellor of Student Services the Matriculation now Student Success and Support Coordinators, the Admissions and Records District Committee, the Counseling District Committee and the Educational Policy District Office, Enrollment Management Committee and several others. State, regional and local groups are meeting to share information and practices to answer the demands.
WLAC Student Success and Support Program Response to SB1456

In response to the Student Success Act 2012 the previously known WLAC Matriculation Advisory Committee was broadened in membership and renamed the Student Success and Support Program Advisory Committee to begin to shape a discussion responding to the imminent mandates of the proposed SB 1456. The Committee now included representation from the Student Services Departments that would have direct contact with students impacted by the new law. The Current Student Success and Support Advisory Committee now includes representatives from:

- Admissions and Records
- Financial Aid
- EOPS
- DSPS
- General Counseling
- Assessment
- ATD/Student Success Committee
- Transfer
- Outreach / International Students

The Student Success and Support Task Force as part of the Student Success and Support Program Advisory Committee has been diligently working on several models that would assist the college in responding to the new SB 1456 policies and regulations that are rapidly coming forward to the LACCD and the individual colleges from the State Chancellors Office Student Success and Support Program (formerly Matriculation). One of the most recent policy changes has been around “Priority registration”.

The California Community Colleges Board of Governors approved system-wide enrollment priorities designed to ensure that students seeking Transfer, earn a degree or receive job training would have access to classes they need to complete their educational goals. Active duty military and veterans, current and former foster youth, Cal Works Students, followed by students in EOPS, DSPS will have first priority for registration if they are in good standing (not on academic or progress probation). Students will be allowed to appeal the loss of their registration priority but only for extenuating circumstances.

January 2013-Information Workshops:
The Student Success and Support Program established a presence on the WLAC website with information concerning the future regulations and contacted active students on academic and progress probation and students close to the 100 units limit to invite them to the “Information Workshops” that detailed the New Priority Registration Policy. The Student Success and Support Program workshops were offered from January through March 2013 through the Assessment Center. Students were given information and shown a video presentation on “Priority Registration Policies” made by Sonia Ortiz-Mercado Dean of Matriculation at the State Chancellor’s Office on the actions they needed to take given the new policy and the impact on their registration opportunity for Fall 2014.

![Student's Email](image)
Information Workshop Schedule

To assist with MIS reporting the WLAC SS&SP asked LACCD IT to change the S255 Matriculation screen to capture student completion of “Student Success Mandated Activity”
Sonia Ortiz-Mercado, former Dean of Matriculation at the State Chancellors Office, released a video-blog detailing the new policy. This video blog was posted on the WLAC website in January 2013 and is also available on the Student Success & Support Program Webpage for students to reference.

April 2013-West ExpressWay Pilot:
In response to the SB 1456 targeted mandates, the Student Success and Support Program launched a new program entitled the "West ExpressWay" to assist students more rapidly through the matriculation process and the acquisition of College Assessment, Orientation, and an abbreviated Student Educational Plan. The West ExpressWay is a portal established on the WLAC website where students enter to access pertinent information critical to student success. This information is disseminated by faculty and staff from critical student services contact point areas such as: Admissions, Financial Aid, Assessment and Counseling through a series of in-person and online workshops culminating to an individual appointment with a Counselor.
April 2012 - West ExpressWay Hybrid Pilot Group:
The pilot student population completed the West Expressway the week of April 8, and April 22 allowing for constructive feedback for revision and growth in the program.

Every student that submitted an application to the college was invited to the “West ExpressWay”.

Directly following the students submission of the Application of Admission of the college, students were guided to the “West ExpressWay” webpage www.wlac.edu/expressway/. Here students entered the Express portal and gained access to the:

- College Online Orientation
- FAFSA
- Educational Preparation Presentation
- Satisfaction Survey

Students were then guided to the West ExpressWay SARS online-appointment system where they scheduled their West ExpressWay Workshop appointment. The Workshops were held on Monday and Tuesdays for two weeks. The workshops consisted of an Academic and Student Services Presentations. Each student was given an Assessment appointment for the next day (Wednesday) and completed Assessment that day. Following their Wednesday Assessment each student proceeded to an individual Counseling Appointment scheduled for Thursday to obtain an Abbreviated Student Educational Plan. Counselors met with students with the overall plan to encourage the students to step into enroll in the appropriate Math and English pre-requisite courses their first semester in addition to a Personal Development course for College success or Career Planning strategies and one additional general education/graduation required course or course from their major to plan for full time enrollment.

West ExpressWay Pilot Results:
The Student Success and Support Program task force launched the West ExpressWay in April 2013. With the Support of the Vice-President and the Dean of Student Services and the Assessment, Admissions, Financial Aid and Counseling Department one-hundred and eleven students (111) moved through the Express Way process allowing them to complete the College Orientation, Assessment, and an abbreviated Student Educational Plan (SB 1456 mandates). Students were asked to evaluate the Expressway online and In-person components. Students completed a survey online and another survey directly after completing the Express Way In-Person Session before meeting with a Counselor.
ExpressWay Summary Report
West ExpressWay In-Person Sessions Surveys rendered positive results summary: 111 Student Respondents

1. Was the West EXPRESS Way helpful to you?
   - YES = 99%
   - NO = 1%

2. Did you learn information from the West ExpressWay?
   - VERY MUCH = 84% 
   - SOMEWHAT = 15% 
   - NOT AT ALL = 01% 

Feedback from the Counseling Division revealed that Counselors who had participated in the West ExpressWay preferred meeting with “New” student only indicating that continuing students were not appropriate to the short time allotted for Individual appointments. Additionally, Counselors discussed meeting with students directly following Assessment or on Wednesdays verses Thursdays, but this proved to be problematic in that Counseling Division meetings are scheduled for Wednesdays. Feedback from the other participating Student Services Departments was favorable concerning the process.

West ExpressWay-Online
JUNE –AUGUST: Development and launching of the West ExpressWay-online version.

The West ExpressWay-online was developed in response to meeting both online and on-ground WLAC students by providing an online portal for access to completion of: (SB1456 Mandates)

- The College Orientation
- The Financial Aid Preparation and Information
- Career Planning and Identification of Educational Code/ Major/ Course of Study
- Academic Preparation for Assessment Testing
- Assessment in English, ESL and Math
- As Abbreviated Student Educational Plan
- Student Educational Portfolio
- West Concierge Follow-up
- West ExpressWay Academic and Student Services Referrals for Students in Basic Skills coursework.
The West ExpressWay model covers SB1456 critical areas to student success:

Everything starts in Admissions. West ExpressWay has designed a formal “Letter of Acceptance” for new applicants to the college. The act of providing this letter online or handing it to a student over the counter inherently sends a message to the student that he/she is accepted and embraced into a community of Higher Learning and implies acknowledgement of a relationship and a commitment between the student and the college for building the future of the student. This is similar to the admission process at the University level and is thought to positively impact retention, persistence and completion.

West ExpressWay:

1. **Orientation to College**: We begin with building the student knowledge base concerning the Academic and Student Services programs offered by the college through the Orientation to the College. (SB1456 mandate)
2. **Financial Aid**: Consistent with Maslow’s hierarchy of needs we realize that our student survival is contingent upon offering resources that will support the student’s success through Financial Support. The ExpressWay offers the student access to Financial Aid information and the FAFSA portal.
3. **Career Exploration**: SB1456 demands that students identify an uninformed and informed educational goal. We offer students an opportunity to explore career options and define an educational goal and career path. (SB1456 mandate)
4. **Student Educational Planning**: Building upon the Educational Goal and the Career Information from the previous sections, the Educational Support program or Course of Study information is offered to begin the academic planning process covering: Certificates, Associate Degrees, Transfer and Associate Degrees with Transfer. (SB1456 mandate)
5. **Pre-Assessment Preparation**: This section gives students time and information to have the adequately to prepare for the Assessment test and placement into Math, English or ESL courses.
6. **Assessment**: At this point students are allowed to schedule their Assessment test (SB1456 mandate)
7. **Abbreviated Student Educational Planning**: After the student receives their Assessment results he/she will complete a one semester Abbreviated Student Educational Plan with a Counselor online. (SB1456 mandate)
8. **Follow-up**: Students are grouped by Course of Study Cohort and are emailed to report to an ExpressWay Workshop concerning their major/course of Study. Students will receive Professional Development information in the Workshop by a Career Guidance Assistant who will be followed by a Counselor who will have the students complete a Comprehensive Student Educational Plan.
9. **Follow-Up Concierge**: Smartphone application to assist students in accessing college services and programs.
10. **Follow-up Basic Skills**: Students who test into beginning level English and Math courses will be emailed resource information when doing their Abbreviated Student Educational Plan concerning the HLRC academic tutorial services and Student Services such as Counseling and Health Center (SB1456).
11. **Follow-Up Services for Probation Students**: Counselor lead Workshops will be offered on Thursday evening and Fridays online though CCConfer and on ground for students on Probation (SB1456 mandate).
12. **All Workshop and Counseling** information will be recorded online for students to access when necessary.

Continuing Students: (SB1456 Mandate) “Access to current SEP and maintain 2.0 gpa”

West ExpressWay Track 2: Online
- This is a portal that will allow continuing students access to:
- Student Services and Academic Program Referral
- Career Planning
- Educational Preparation Information: Certificate, AA, transfer, AA and transfer information
- FAFSA site for submission and updating Financial Aid application and information
- Student Educational Planning with a Counselor
- Professional Development Workshops
### West ExpressWay Abbreviated Student Educational Plan (SEP)

#### West ExpressWay Workshops Schedule

<table>
<thead>
<tr>
<th>9/9/2013</th>
<th>Week One</th>
<th>9/16/2013</th>
<th>Week Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>8:00</td>
<td>English / ESL Assessment</td>
<td>Economics</td>
<td>Psych / Alcohol / Soc / Soc Work</td>
</tr>
<tr>
<td>9:00</td>
<td>Math Assessment</td>
<td>Communications / Journalism</td>
<td>Child Dev / Fam CS</td>
</tr>
<tr>
<td>10:00</td>
<td>Liberal Arts &amp; Sciences</td>
<td>Anthropology / Philosophy</td>
<td>Film Production</td>
</tr>
<tr>
<td>11:00</td>
<td>History / Poli / Af Am / Chicano</td>
<td>English / ESL Assessment</td>
<td>Math Assessment</td>
</tr>
<tr>
<td>12:00</td>
<td>Art &amp; Multimedia</td>
<td>Math Assessment</td>
<td>English / ESL Assessment</td>
</tr>
<tr>
<td>1:00</td>
<td>English &amp; Theater</td>
<td>Math Assessment</td>
<td>Travel / Hospitality</td>
</tr>
<tr>
<td>2:00</td>
<td>Physics / Geography / Geology</td>
<td>Math Assessment</td>
<td>Architectural Technology</td>
</tr>
<tr>
<td>3:00</td>
<td>Chemistry</td>
<td>Math Assessment</td>
<td>Pre-Med, Nurs, Dent, Phr, Diet</td>
</tr>
<tr>
<td>4:00</td>
<td>Biology / Chemistry</td>
<td>Math Assessment</td>
<td>Math Assessment</td>
</tr>
<tr>
<td>5:00</td>
<td>Kinesiology / Sport Medicine</td>
<td>Math Assessment</td>
<td>English / ESL Assessment</td>
</tr>
<tr>
<td>6:00</td>
<td>Math Assessment</td>
<td>Math Assessment</td>
<td>Math Assessment</td>
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</table>
Tracking / Research:
The West ExpressWay has a reporting and tracking feature that will allow for research and tracking of student progress. Student Learning Outcomes and Assessments are built into the model to provide for a continuous process of improvement and enhancement of the effort.
NEW STUDENTS

Admissions Letter - Directs Students to West ExpressWay

Screening for Pre-Requisite and Uniformed goal

College Orientation

Financial Aid Presentation & Information

Career Exploration & Identification of Course of Study / Major Codes

Academic Preparation / Assessment Preparation

Educational Planning
(Certificate, AA degree, Transfer with AA, AS-T and AA-T)

Abbreviated Student Educational Plan

Student Educational Portfolio for use while attending WLAC

**Staffing Required**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6</td>
<td>Student Success &amp; Support Program Staff</td>
</tr>
<tr>
<td>3</td>
<td>Counselors (2.6) FTE</td>
</tr>
<tr>
<td>10</td>
<td>CGCA’s</td>
</tr>
<tr>
<td>1</td>
<td>Media Production Manager</td>
</tr>
<tr>
<td>1</td>
<td>Evening Proctor</td>
</tr>
<tr>
<td>1</td>
<td>Information Technology (Hourly)</td>
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</table>
West ExpressWay Professional Development Workshops: To provide Career Information and Group Comprehensive Student Educational Planning.

Phase 2:

West ExpressWay will expand to include a portal for continuing students to participate in the Educational Planning and Cohort driven ExpressWay Group Career and Comprehensive Student Educational Planning Workshops.

The ExpressWay was developed to work in concert with the General Counseling Department counseling services.

<table>
<thead>
<tr>
<th>Staffing Required</th>
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<tbody>
<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>10</td>
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<tr>
<td>1</td>
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<tr>
<td>1</td>
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</tbody>
</table>
Budget and Staffing:
The Following Budget coincides with the MIS Sate reporting requirements and Mandates under SB1456. The intent of the West ExpressWay is to provide a mechanism for both on-campus and online students to have access and completion of mandated services for Course of Study Identification, Orientation, Assessment, Student Educational Planning and Follow-up Services.

The following staffing is required to meet the number of students expected to go through the ExpressWay:

<table>
<thead>
<tr>
<th>STUDENT SUCCESS TASK</th>
<th>DATA ELEMENT</th>
<th>STAFF</th>
<th>TASK</th>
<th>BUDGET</th>
</tr>
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<tbody>
<tr>
<td>8.2</td>
<td>SS01, SS02, SS06, SS07, SS08, SS09</td>
<td>3 - Counselors (2.6) FTE</td>
<td>Production of Abbreviated and Comprehensive Educational Plans</td>
<td>$175,000</td>
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<tr>
<td>8.2</td>
<td>SS22</td>
<td>10 – CGCA’s</td>
<td>Student Educational Planning Services</td>
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<td>8.2</td>
<td>SS07</td>
<td>1 – Proctor (B-Shift) Or Student Services Aide</td>
<td>Assessment Testing For Evening and ExpressWay</td>
<td>$40,000</td>
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<td>2.2, 2.5, 8.2</td>
<td>SS03, SS04, SS05, SS11</td>
<td>2 – Registration Assistant 1 - A Shift 1 - B Shift</td>
<td>Pre-Requisite Screening</td>
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<td>2.5, 8.2</td>
<td>SS01, SS02, SS06, SS08, SS10, SS11</td>
<td>Student Success &amp; Support Program Personnel (existing)</td>
<td>Management and Implementation of Student Success &amp; Support Program</td>
<td>$374,000</td>
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<tr>
<td>2.5, 8.2</td>
<td>SS01, SS02, SS06, SS08, SS10, SS11</td>
<td>1 – Media Program Manager</td>
<td>Management and Development of ExpressWay technology</td>
<td>$50,000</td>
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<tr>
<td>2.5, 8.2</td>
<td>SS01, SS02, SS06, SS08, SS10, SS11</td>
<td>1 – Information Technology</td>
<td>Management and Development of ExpressWay technology</td>
<td>$35,000</td>
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<td>2.5, 8.2</td>
<td>SS01, SS02, SS06, SS08, SS10, SS11</td>
<td>5 – Student Workers</td>
<td>Assessment Services</td>
<td>$35,000</td>
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