CHAPTER 1

OVERVIEW

Introduction

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

Background and Legislative History

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

Purpose of the Student Success and Support Program

The purpose of the SSSP is to ensure that all students promptly define their educational and career goals, complete their courses, persist to the next academic term, and achieve their
SSSP Mission
The mission of the SSSP is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP supports student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

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

To accomplish this goal, the SSSP offers a variety of services that enhance student access to the California Community Colleges and foster student success. The SSSP guides students with information and assistance to define realistic educational goals consistent with district and college academic programs and student services. It also provides colleges with information to tailor services and programs that meet students’ needs. The program is designed so that colleges can provide and coordinate the services described above for all students except those exempted under criteria established by the BOG (title 5, section 55532).

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

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

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

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

The same SSSP core services are also extended to students enrolled in designated noncredit programs. Colleges with noncredit programs are required to complete an application and annual certification in order to receive noncredit SSSP funding. They must also provide program and budget plans as described in Chapter 3, Reporting Requirements, to receive continued funding. The following are the designated noncredit programs for which SSSP services should be provided:

- English as a Second Language (ESL)
- Citizenship for Immigrants
- Elementary and Secondary Basic Skills
- Courses for Persons with Substantial Disabilities
- Parenting
- Short-Term Vocational

Please refer to the Chancellor’s Office Management Information System (COMIS) Data Element Dictionary, Course Data Elements (CB 22)\(^1\) for descriptions of these noncredit programs.

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

Various national and statewide research studies support the role of a well-orchestrated and institutionally supported student services program that is integrated with instruction in increasing student success. Two recent studies completed by organizations within the California Community Colleges are particularly noteworthy. A study conducted in 2010-11 (Martinez, D.) at Riverside Community College (RCC), using statewide management information system (MIS) data, investigated the effect of student success and support services on several outcomes among first-time college students in their first semester. Students who participated in orientation, assessment and counseling, and developed a student education plan (SEP), showed an increase in the number of degree-applicable units attempted, units earned, and their grade-point average (GPA). The data also showed that the interaction of orientation, assessment, and counseling have a significant effect on student persistence. In addition, the CCC Research and Planning (RP) Group recently completed a multi-year study (2011-14) titled Student Support (Re)defined\(^2\) (Cooper, D. et al). The study was designed to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for all students. The study identifies these six factors students should experience to successfully achieve their educational goals:

- Directed: students have a goal and know how to achieve it
- Focused: students stay on track—keeping their eyes on the prize

\(^1\) http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf
\(^2\) http://www.rpgroup.org/sites/default/files/PractitionerPrimer_Spring2014.pdf
• Nurtured: students feel somebody wants and helps them to succeed
• Engaged: students actively participate in class and extracurricular activities
• Connected: students feel like they are part of the college community
• Valued: students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

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

An excellent resource for these and other studies is the comprehensive literature review conducted by the RP Group. ³

Organizational Structure

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

The Chancellor’s Office

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

College SSSP Coordinators

The college SSSP Coordinator is responsible for ensuring that all of the SSSP components are effectively implemented. The title of this position may vary at each college, and the position may be on a full-time or part-time basis. However, at a minimum, administrators, staff or faculty in this role are responsible for program oversight, ensuring implementation and compliance with

state reporting requirements, and serving as the college’s primary contact with the Chancellor’s Office. SSSP Coordinators also facilitate local and regional collaboration, participate in regional meetings, and represent SSSP interests on their college and district advisory bodies. The majority of these positions are funded through the districts’ SSSP allocation from the State.

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

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

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

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

**Community College Regions and Regional Representatives**

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

The Statewide Assessment Workgroup is a sub-committee of the SSSPAC and is composed of college assessment and research professionals. Members advise the Chancellor’s Office on statewide assessment issues and conduct the biannual review of assessment instruments submitted by the colleges for Chancellor’s Office approval. Membership is by appointment, and representation is reflective of constituent groups within the community college governance structure. See Appendix D for the workgroup charter.

**Chancellor’s Office Advisory Group on Counseling**

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

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

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

**Program Communications**

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

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4 [http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx](http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx)