

Student Success and Support Program (SSSP)

Special Board Workshop - June 24, 2014



Chabot College
Hayward, California



Las Positas College
Livermore, California



Dr. Jannett N. Jackson, Chancellor

GISS Action Agenda

- IMMEDIATE (1-2 Months):
Review our Mission
- INCREASE OUR KNOWLEDGE (within the next 4 months)
- ESTABLISH A STUDENT SUCCESS COUNCIL
- STRATEGIC PLANNING (within the next 8 months - Fall Semester)
- DEFINE STUDENT SUCCESS - LOOK AT OUTCOMES (KPIs, CERTIFICATES, COMPLETION, TRANSFER, ETC.)
- CONVOCATION - Showcasing our students, share their stories, who led them to their success
- AGENDIZE so that it remains a priority - Updates, Status reports, on a quarterly basis
- ACCREDITATION FALL 2015 - BoT should guide a holistic approach
- OPPORTUNITY TO INVEST IN "YOU" - Leadership Development

Outline of Workshop Topics

- Introduction/Overview
- Research Data on CLPCCD
- President's Overview Chabot College
- President's Overview Las Positas College
- Vice President's Student Services Chabot College and Las Positas College – SB1456 and Implementation of SSSP(Triple S/P)
- Vice President's Academic Services
 - Chabot College's First Year Experience, and
 - Las Positas College's Middle College
- Wrap up and Questions

Student Success: Who Completes?

Presented by

Carolyn Arnold, Chabot College

Rajinder Samra, Las Positas College

Student Success: Overview

Student Success includes

Successfully enrolling in courses

Successfully passing courses

Persisting to next semester, to next courses

Earning a certificate

Earning a degree

Becoming ready to transfer

Transferring to a four-year college

Success can be measured in

success rates, persistence rates,

& number of certificates, degrees, and transfers.

Student Success: Overview

What success rates & graduation numbers don't show

How many students started in our colleges?

How many wanted degrees, certificates, or transfer?

Of these, how many completed them?

This presentation will show

Number of students who start & want to complete

Factors that affect their ability to complete

The percentage of these students who do complete

Focus on completion of degrees, certificates, transfers

Who completes? Who does not complete?

Which students need the most support to complete?

Data Sources

Student Success Scorecard

Data: New first-time college students

Provided by the State Chancellor's Office

Institutional Research Data

Data: All students

Provided by Chabot and LPC research offices

Scorecard Definitions

Cohort: New first-time college students in 2007 who showed intent to complete.

Chabot cohort: 1,609 students

Las Positas cohort: 1,271 students

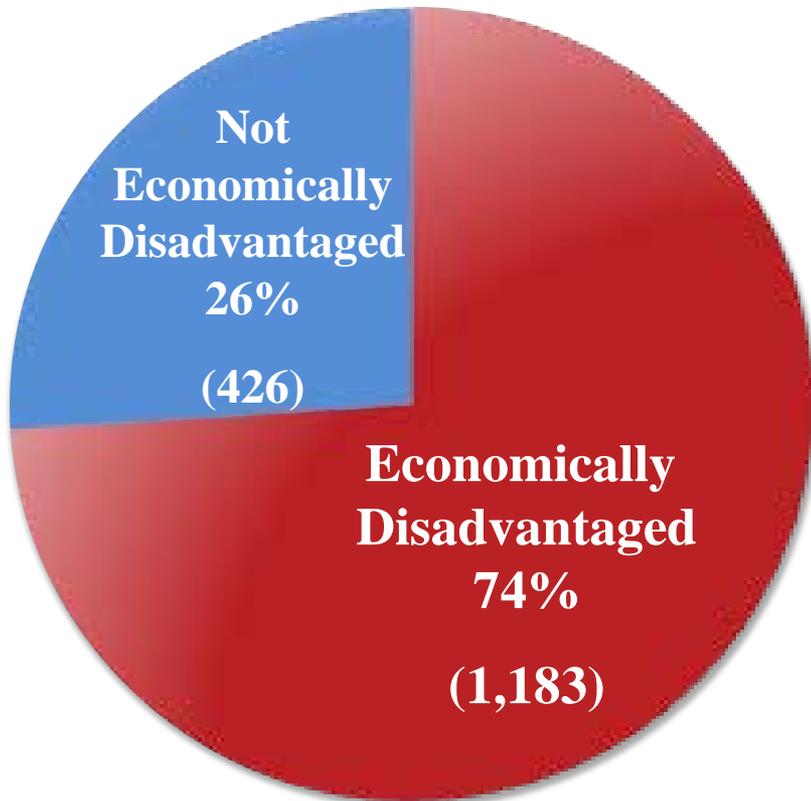
Completion: Within six years (through 2013) earned a degree or certificate, transferred to a four-year college, or became transfer-ready

Factors that affect completion

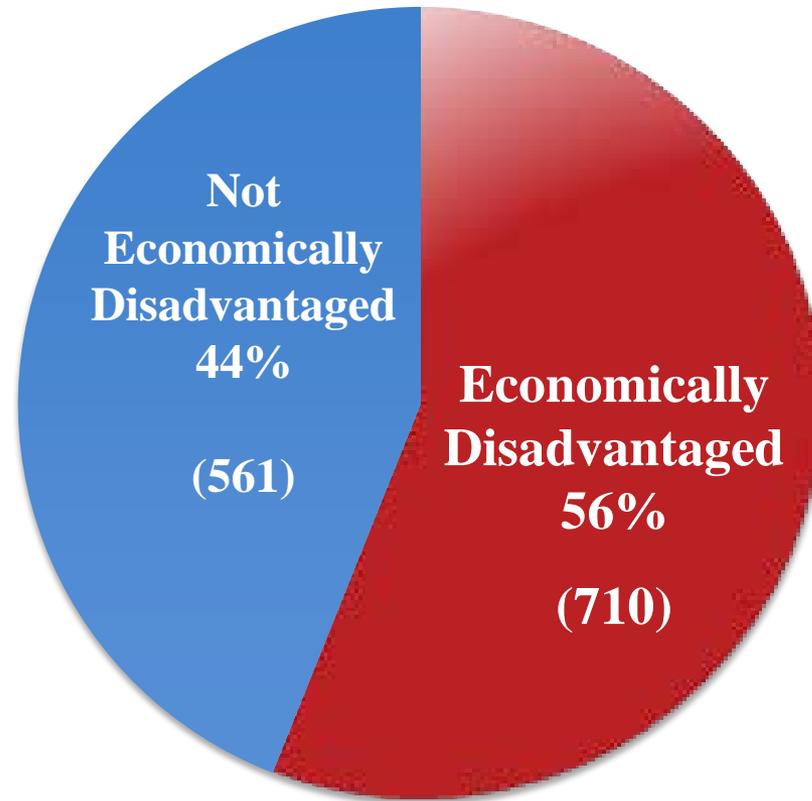
Economic Status

New First Time Students 2007-08

Chabot College



Las Positas College

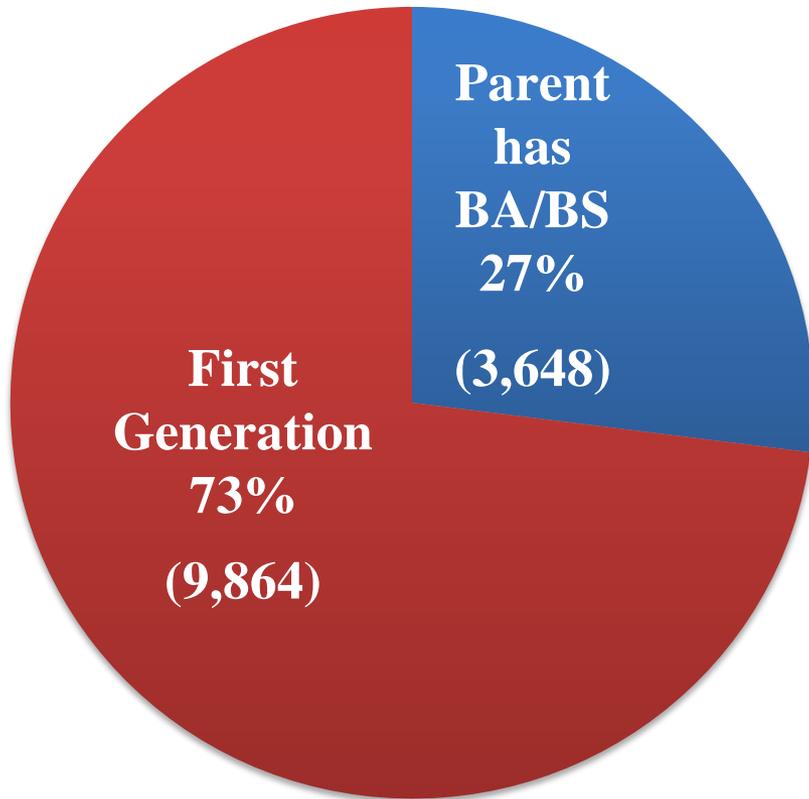


Economically Disadvantaged:

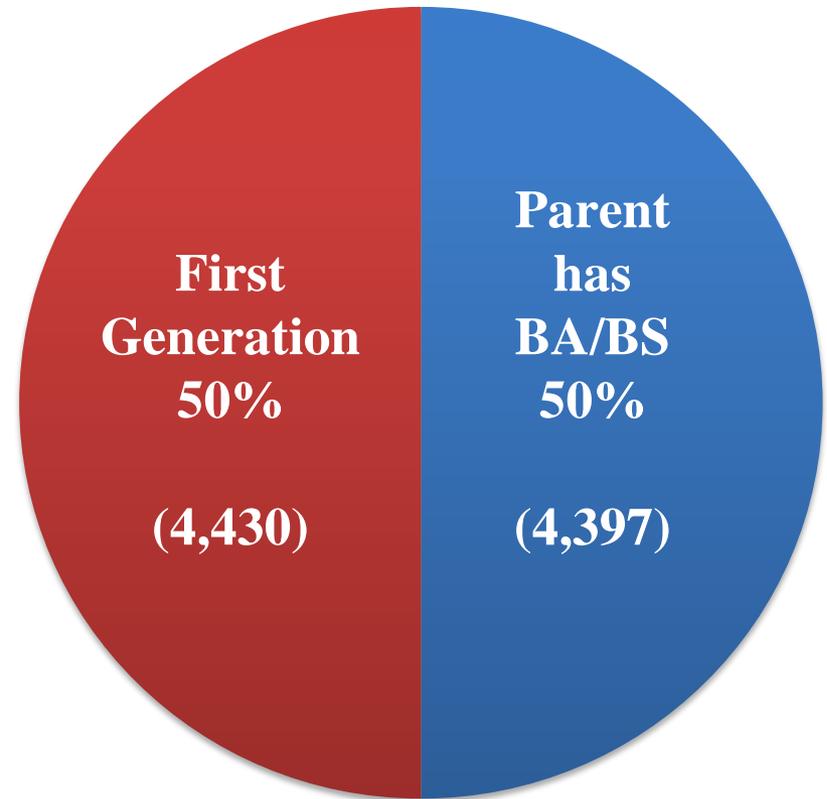
Student receives BOG fee waiver, Pell Grant, or other income-based aid.

First Generation College Student Status All Students 2012-13

Chabot College



Las Positas College

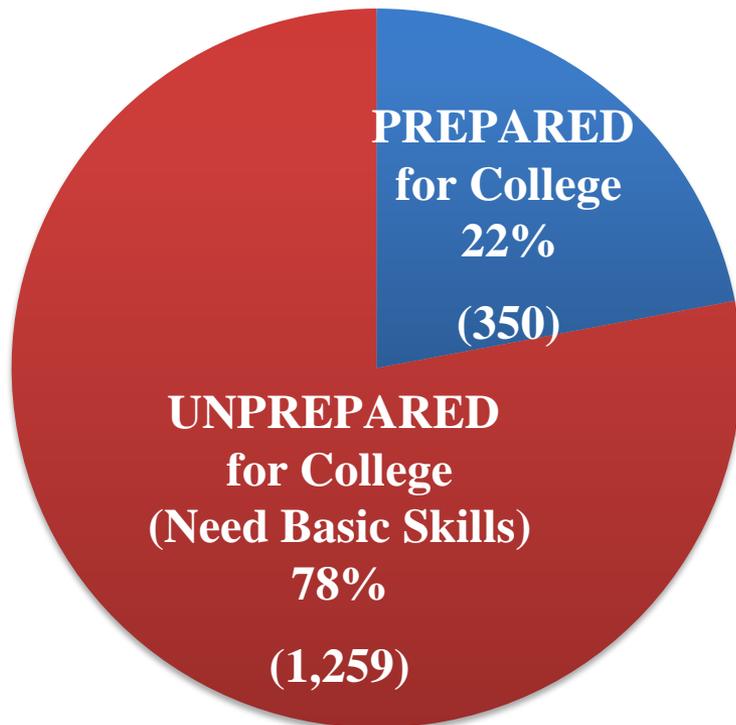


First Generation College Student:

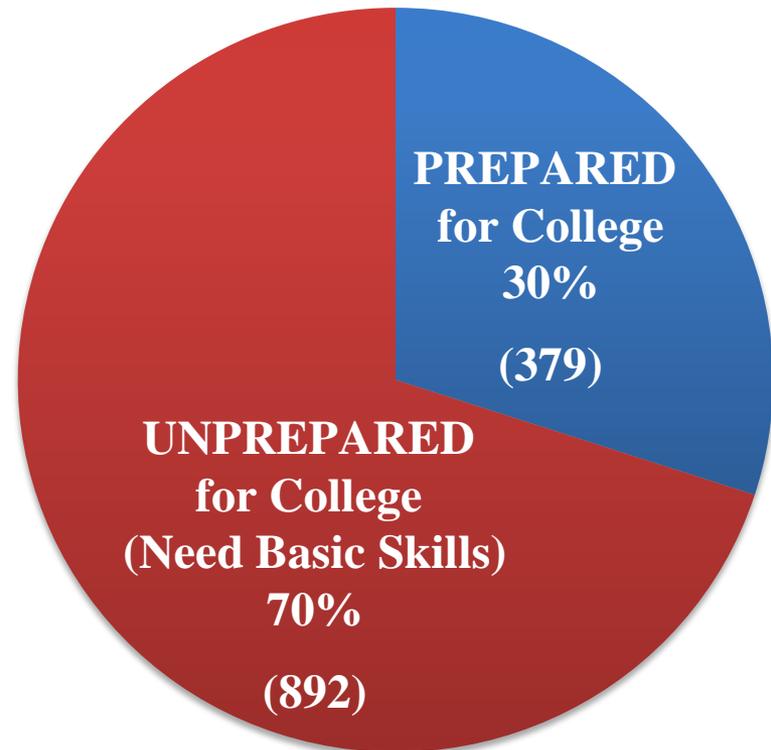
A student who **DOES NOT** have at least one parent with a baccalaureate degree.

Academic Preparedness Level New First Time Students 2007-08

Chabot College



Las Positas College

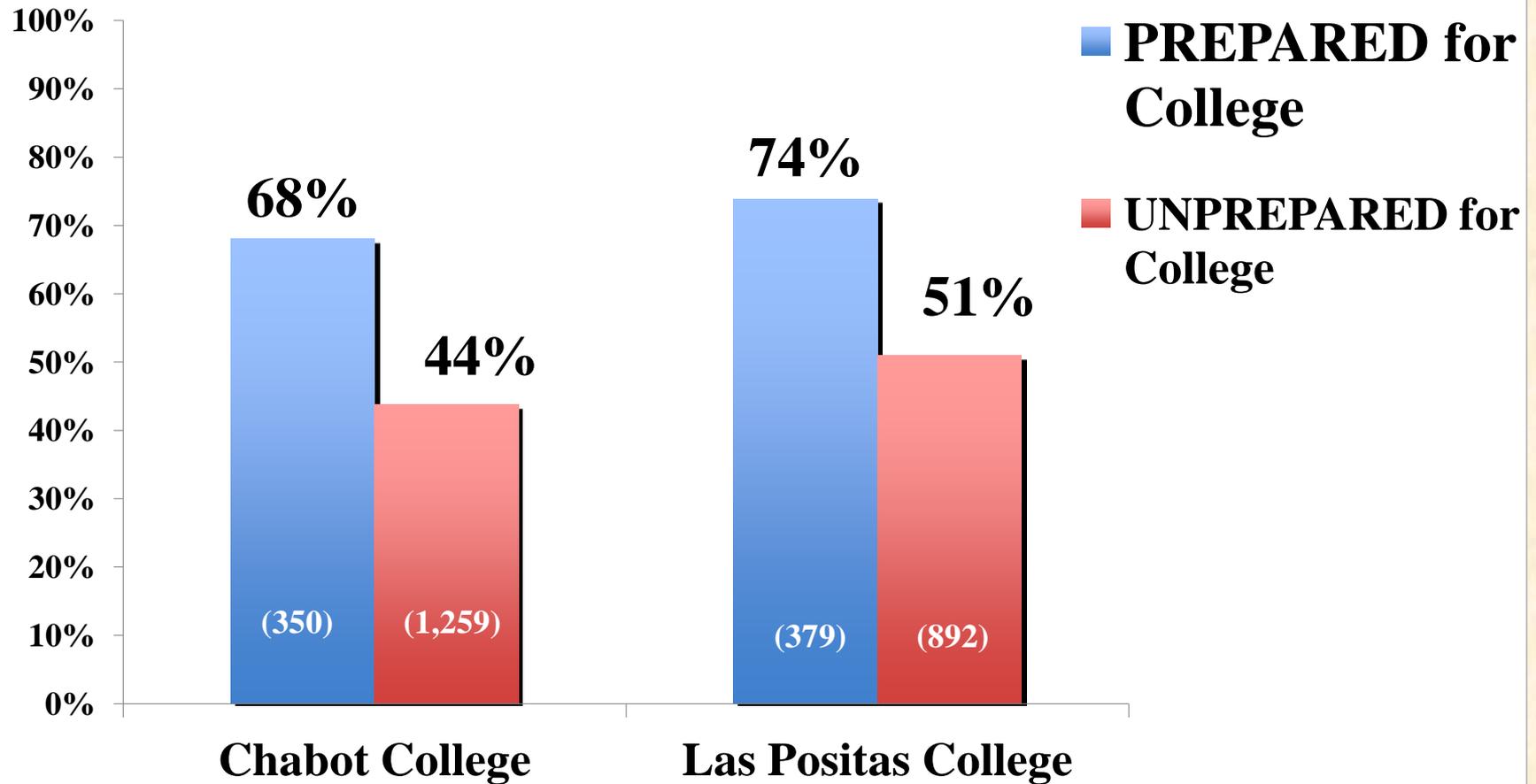


Prepared for College: A student who starts community college at College-level English and Math.
Unprepared for College: A student who starts community college in Basic Skills English or Math.

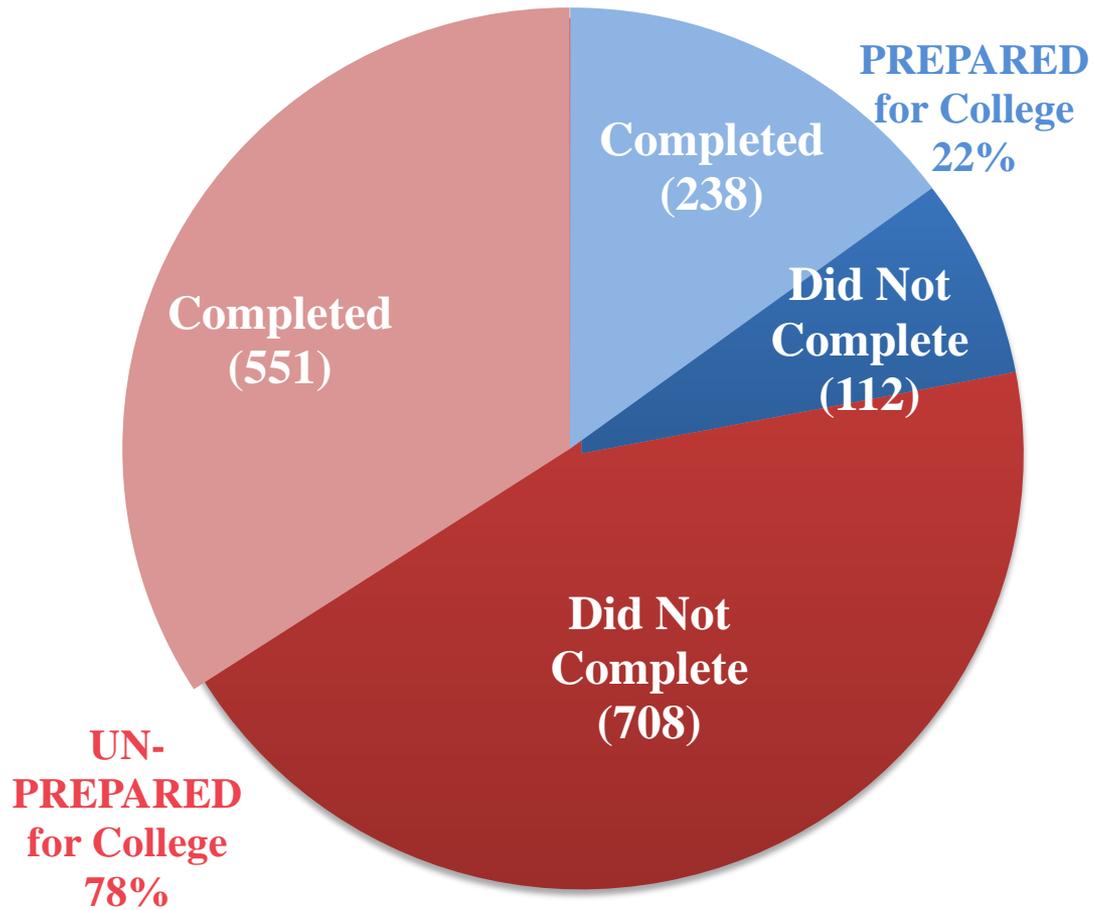
Completion Rates Within Six Years from Student Success Scorecard

Completion: Degree, certificate,
transfer to 4-yr, transfer ready

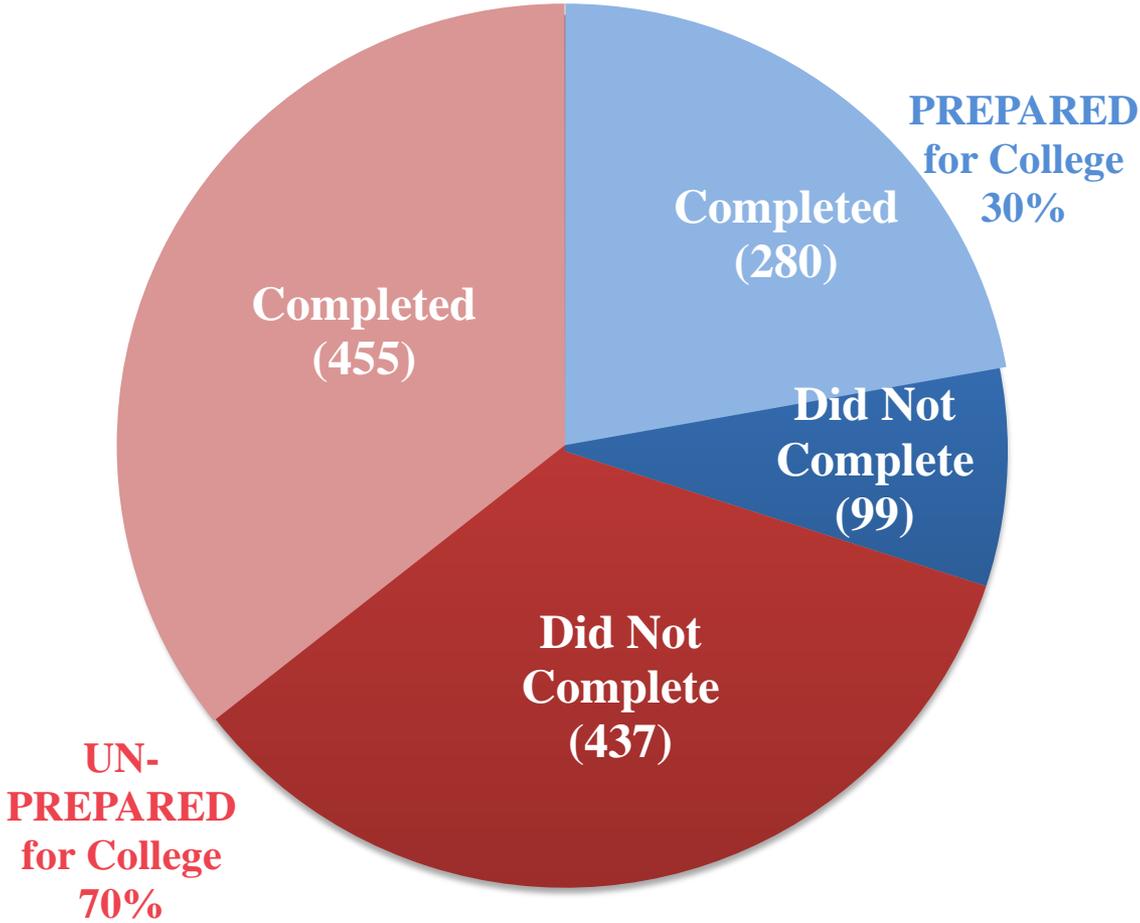
New students 2007-08
Completion Rates within 6 years
by prepared or unprepared within each college



Chabot College New Students 2007-08



Las Positas College New Students 2007-08

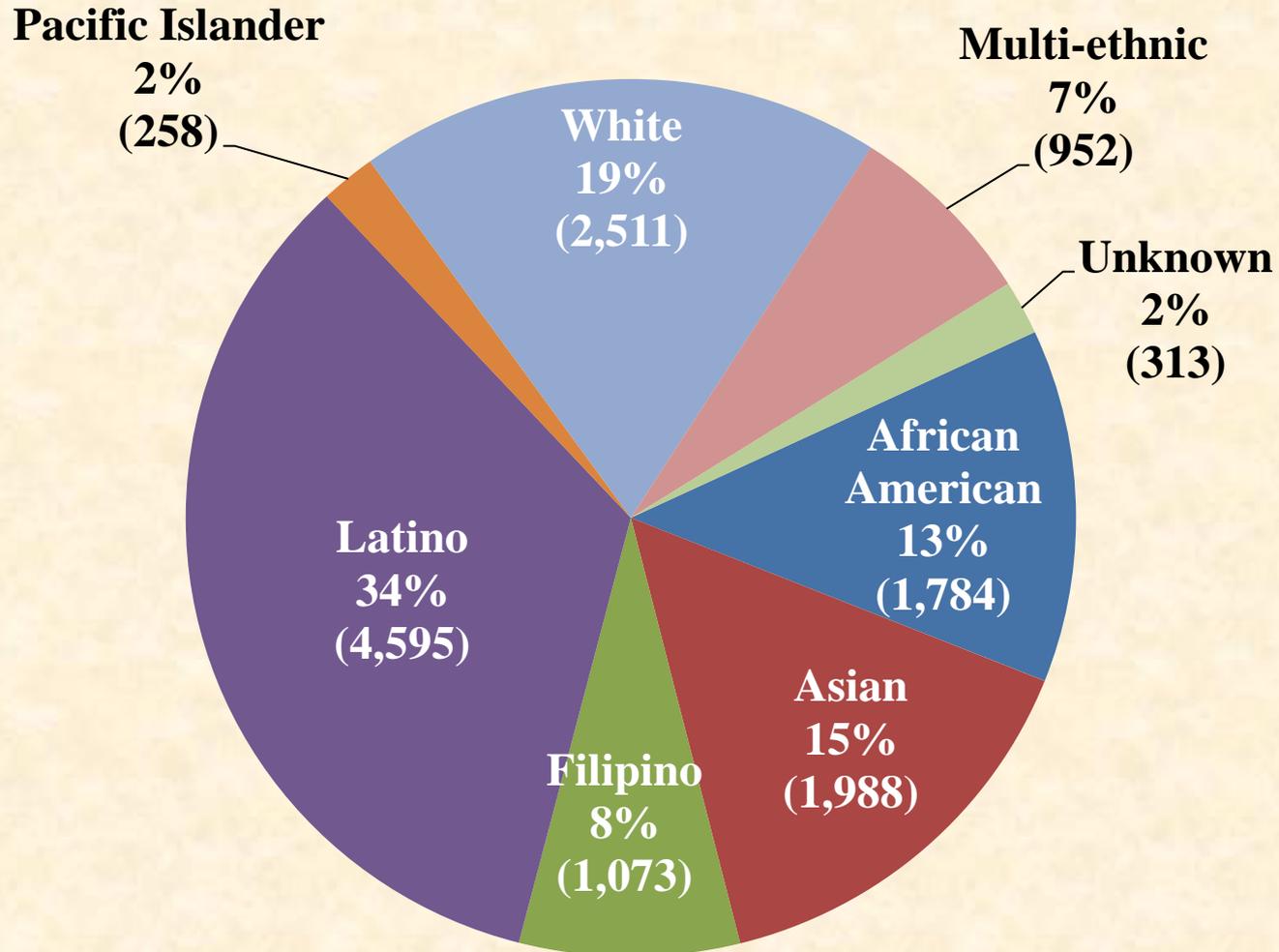


Equity by Race-Ethnicity

Preparedness and Completion Rates

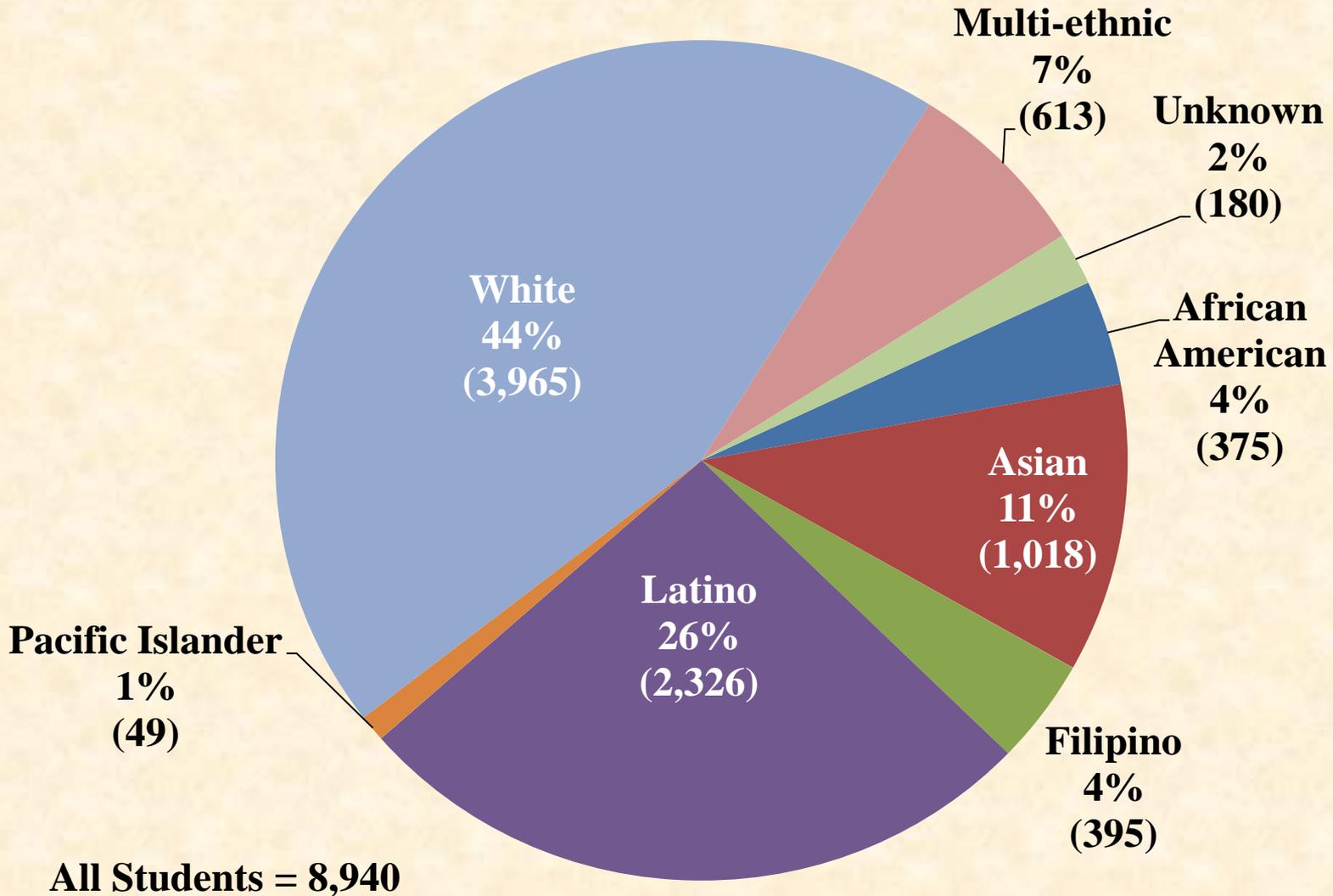
from Student Success Scorecard

Chabot College Race-ethnicity of Students Fall 2013



All Students = 13,512

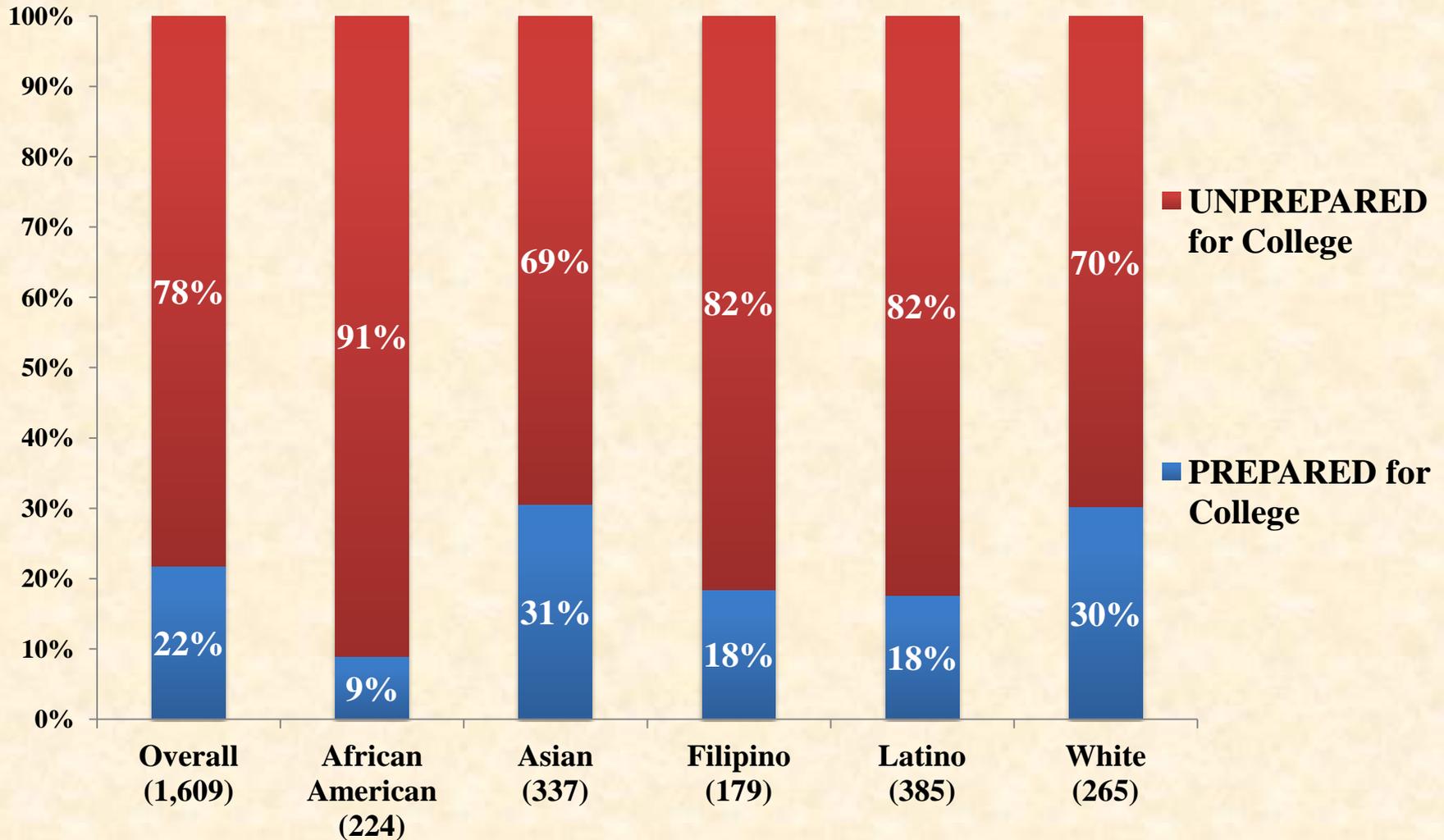
**Las Positas College
Race-ethnicity of Students
Fall 2013**



Chabot College

College Prepared vs. Unprepared

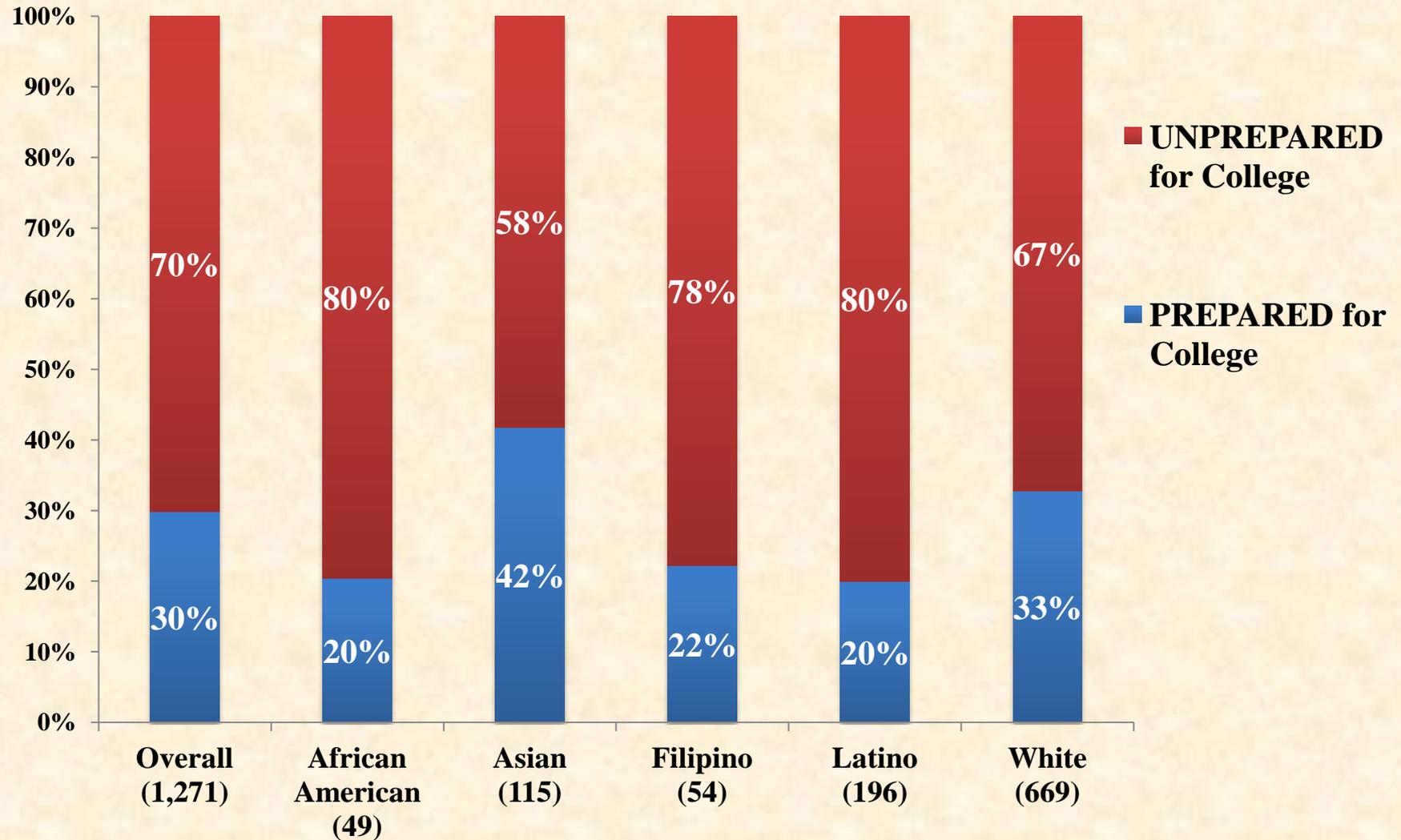
Overall and within major race-ethnicity groups



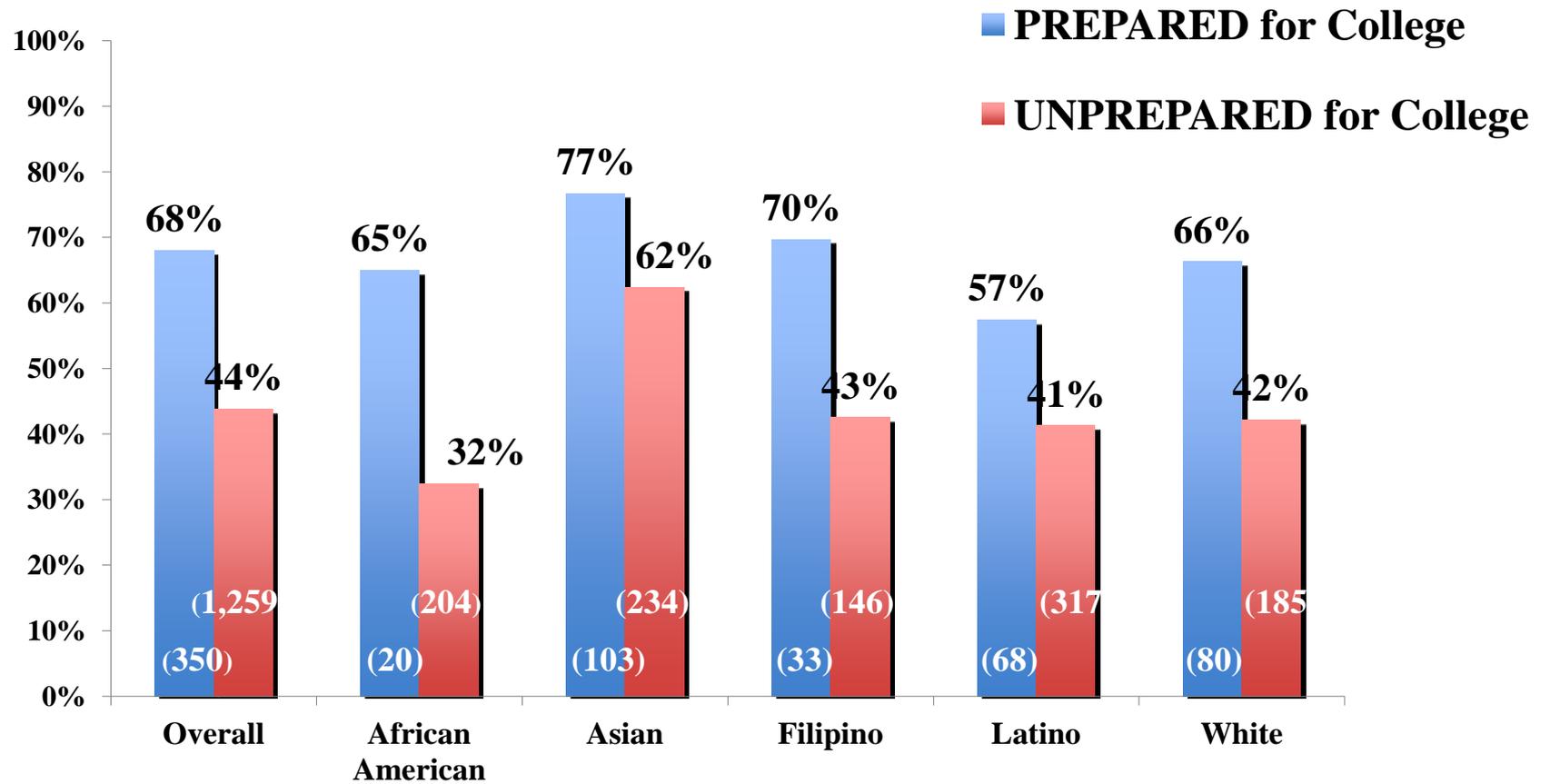
Las Positas College

College Prepared vs. Unprepared

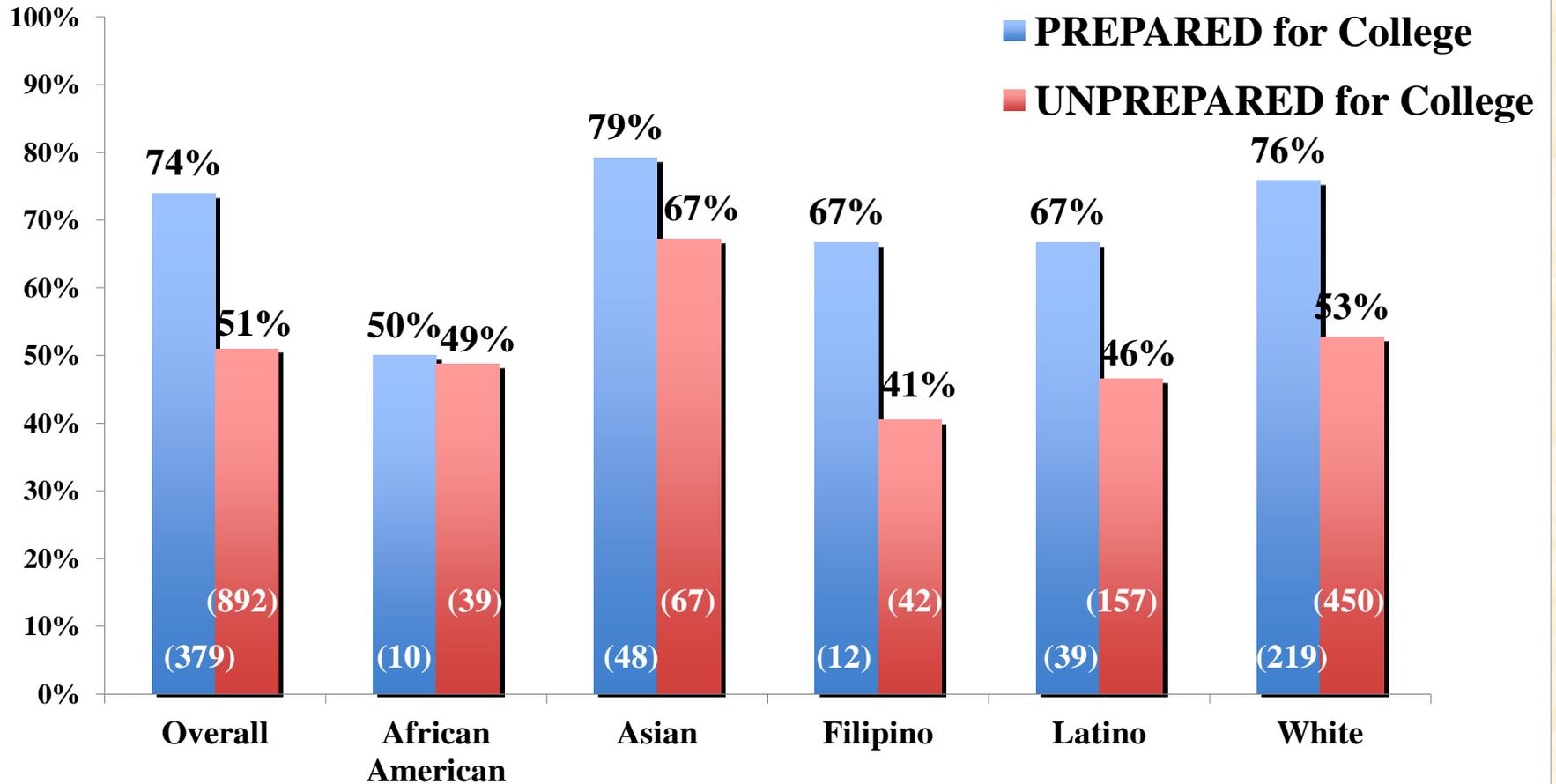
Overall and within major race-ethnicity groups



Chabot College Completion Rates within 6 years by preparedness and race-ethnicity



Las Positas College Completion Rates within 6 years by preparedness and race-ethnicity



Summary: Who Completes?

- Completion rates are much lower for students unprepared for college (our Basic Skills students)
- Most Chabot and LPC students start in Basic Skills
- Basic skills and completion rates vary by race-ethnicity
- Most Chabot students and many LPC students are also economically disadvantaged and first generation college students
- Basic skills, economically disadvantaged, and first generation students need more support to be successful in college

Strategic Planning for Student Success at Chabot College



Dr. Susan Sperling
President

Introduction

For the last two years, Chabot's Planning, Review and Budget Committee (PRBC) has been studying equity through the lens of success data and student interviews.

Over a year of collaboration, we developed a strategic goal plan to direct our efforts and expenditures.

Chabot's strategic goal is to:

“Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support.”

Chabot Presidential Task Force

To assist the PRBC in implementing its college wide strategic goal, President Sperling convened a Presidential Task Force to involve the entire campus by tying together our existing programs and grant work.

The Task Force's objective is:

"To oversee the coordination of initiatives designed to create an infrastructure and environment that directly supports students to move from entry to engagement to achievement, aligning services, learning support, academics, and community to function in an entirely integrated and intentional manner."

Chabot Integrated Planning

Our institutional efforts have been coordinated to support strategic goal plans, including facilities, grants, and community outreach efforts.

For instance, Building 100 is being renovated to relocate programs that have been scattered across campus and to address the digital divide.

Another example is our cooperation with the Hayward Promise Neighborhood (HPN) grant which we're integrating into our Equity Plan and First Year Experience.

These initiatives are integrated into the District's integrated planning processes.

It is our hope that in five years, almost all incoming students will have access to our scaled up and aligned pathways/support programs.

Strategic Planning for Student Success at Las Positas College

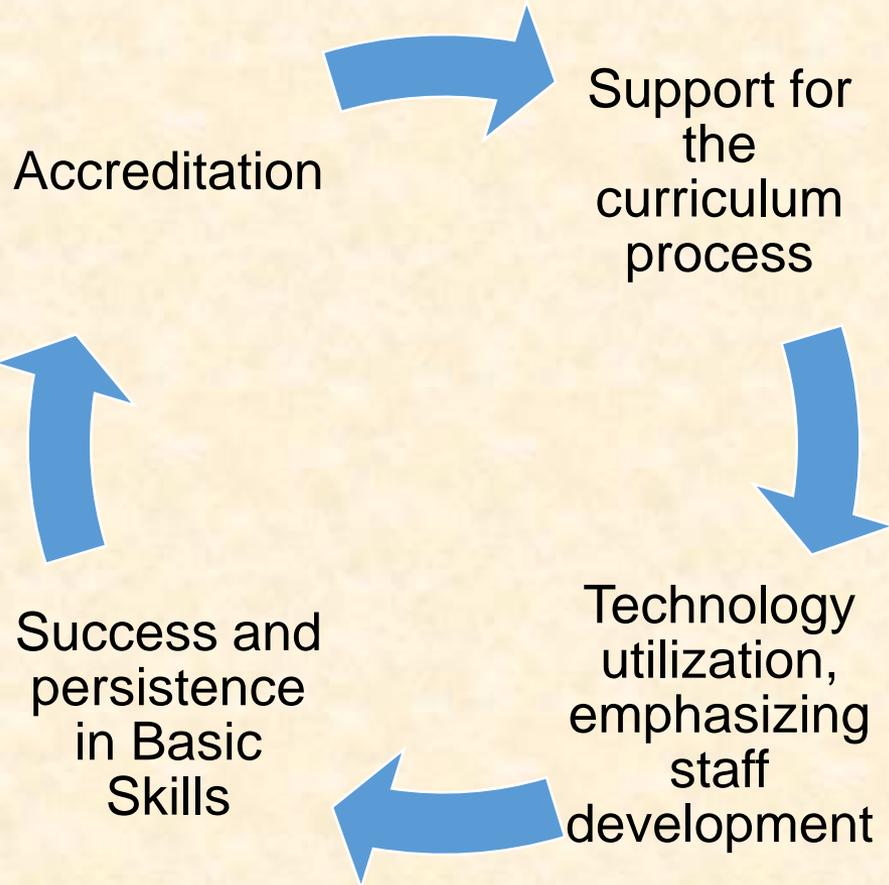


Dr. Barry Russell
President

**LPC
Major
Focus for
2014-2015**



LPC Planning Priorities for Student Success



Student Success at Las Positas College

- **Academic Success**
 - Tutoring Center
 - Reading and Writing (RAW) Center
 - Reconfigured Library
 - Math X
 - Honors Programs
 - Undergraduate Research Projects
 - Lecture Series – Business and Sciences
 - Shark Tank

Student Success at Las Positas College

- **Student Services**
 - Veterans First
 - College Day
 - EOPS
 - Puente
 - Career/Job Fair
 - Student Clubs
 - Student Government

Student Success at Las Positas College

- **Management**
 - Focus on Mission
 - Accreditation

Student Services Roll in Strategic Planning for Student Success



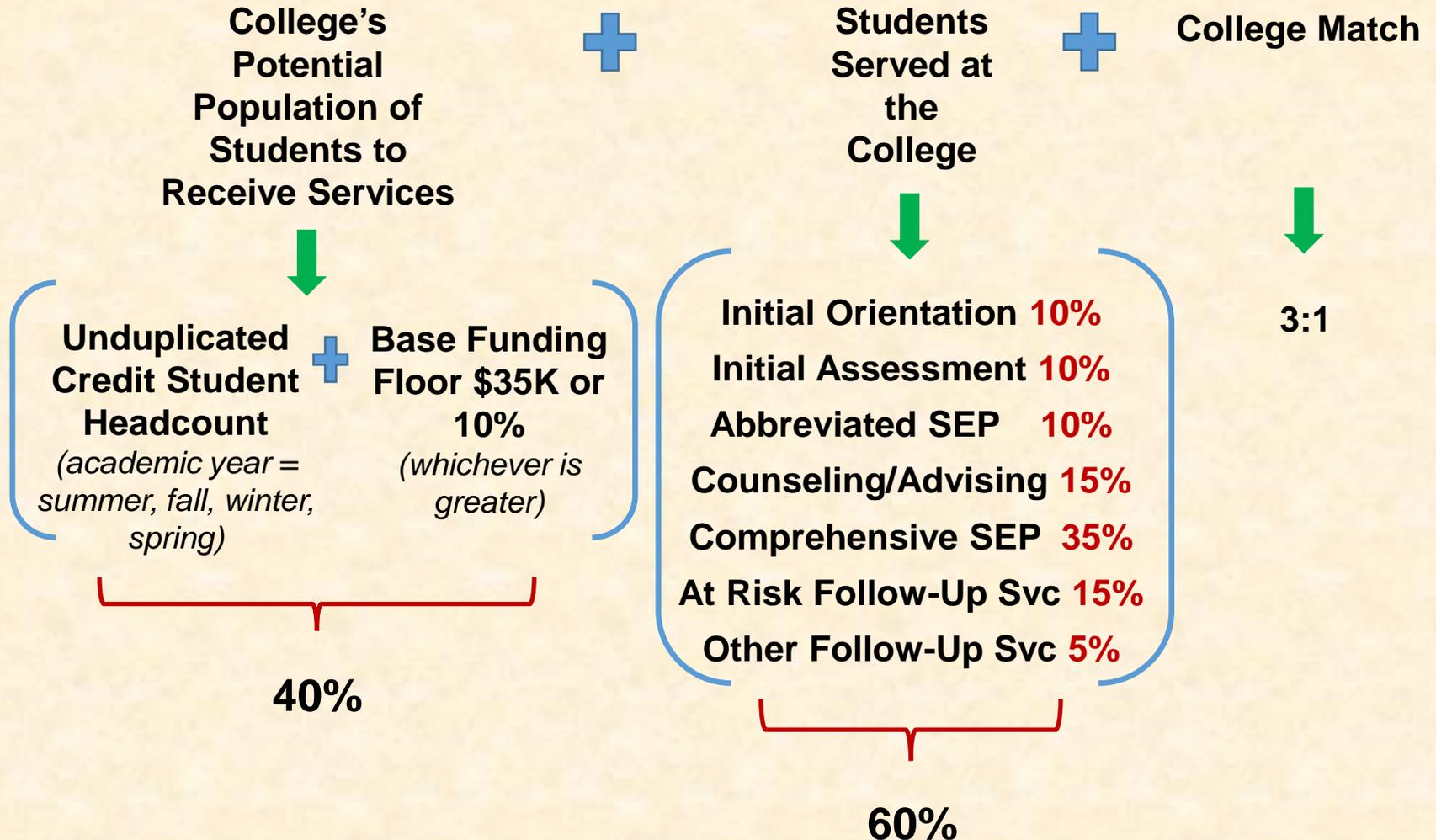
Dr. Matthew Kritscher, Vice President, Chabot College
and
Diana Rodriguez, Vice President, Las Positas College

Required Services: SB 1456

At a minimum, each community college district shall provide students with all of the following Student Success and Support Program services:

- (a) orientation on a timely basis, pursuant to section 55521.
- (b) assessment for all nonexempt students pursuant to section 55522;
- (c) counseling, advising, or other education planning services for nonexempt students pursuant to section 55523;
- (d) assistance in developing a student education plan pursuant to section 55524, which identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them;
- (e) follow-up services, pursuant to section 55525, to evaluate the academic progress of, and provide support services to, at risk students

SB 1456 Student Success and Support Program Credit Funding Formula



Orientation: Education Code 78212

Orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

Title 5 sec 55521 Orientation Checklist - Required Policy or Procedure

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

Assessment : Education Code 78213

- Assessment is one of the major components of the community college process known as matriculation, which was created in 1987 by the California legislative mandate Assembly Bill (AB) 3.
- Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum.
- Examples of this information include the students' English and math skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services.

Title 5 sec 55524

- The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

Student Education Plans (SEP): Education Code 78212

- (a) Each district or college shall establish a process that takes into consideration the student services and instructional resources available for assisting students to select an education goal and course of study within a reasonable time after admission.
- (b) Districts or colleges shall provide students with an opportunity to develop student education plans that are either:

Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate; or

Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study.

Degree Works

A comprehensive academic advising, transfer articulation, and degree audit solution that helps students and their Counselors successfully negotiate curriculum requirements.

BENEFITS FOR STUDENTS

Real-time advice and counsel

Interactive “what if?” scenario planning

More transparent course and credit transfer

Faster time to graduation

Easy access to related services and advice

Priority Enrollment Concept in The Proposed Title 5, Section 58108 Regulation

Order of Priority:

Academic Conditions for :

- 100 unit threshold
- Good standing: not on academic or progress probation for 2 consecutive terms (title 5, 55031)

1 **Ed Code:** Active duty military & veteran students* and current and former foster youth* who are new & fully matriculated or continuing in good standing



2 Existing Title 5: New and continuing fully matriculated EOPS & DSPS students in good standing



3 Continuing students in good standing and new, fully matriculated students.



District flexibility to set priorities and categories for other students

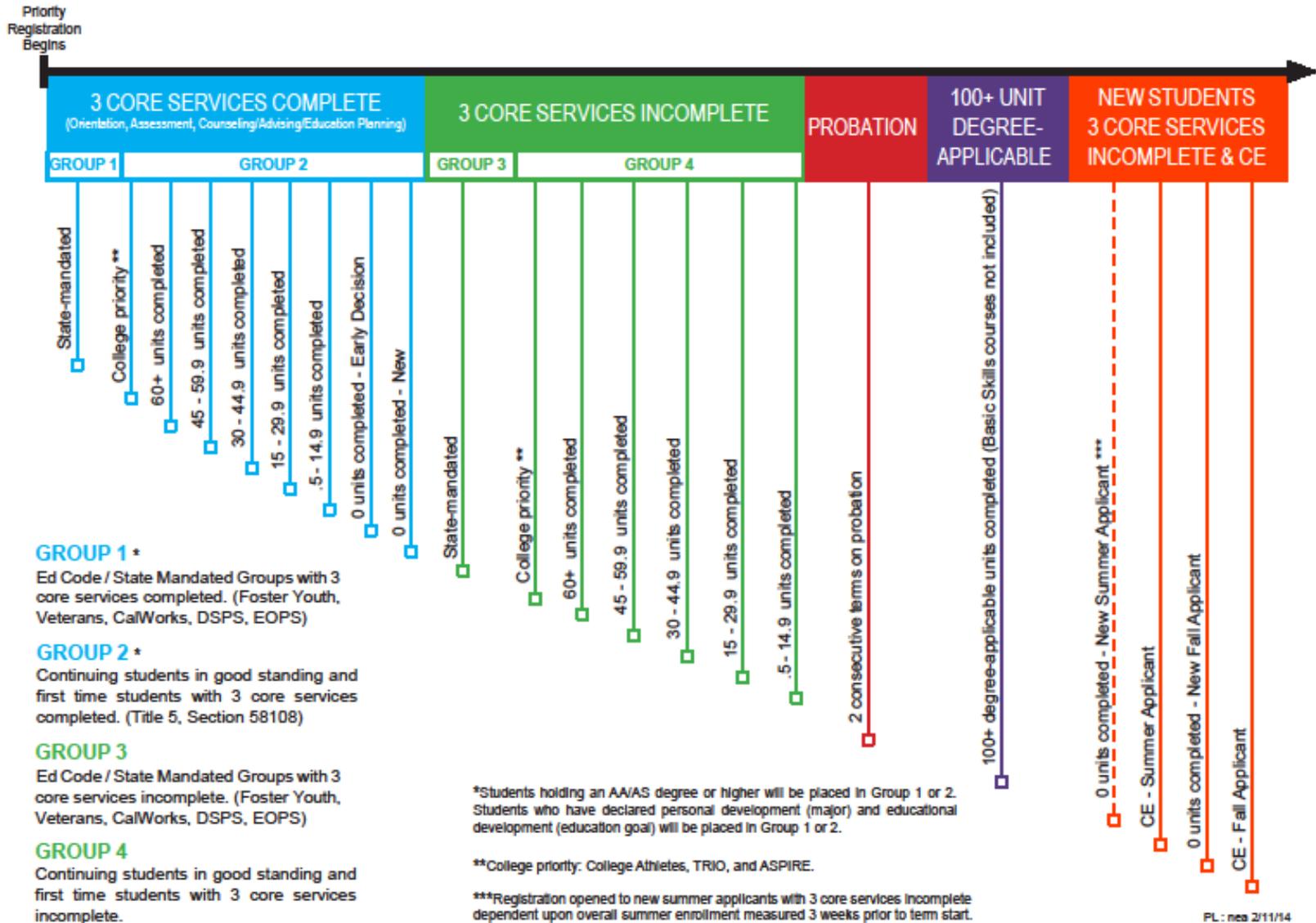
District flexibility provided to collapse level 1 & 2 if sufficient capacity exists to do so without displacing level 1 students

District flexibility to set priorities and categories within these groups

**Education Code section 66025.8 requires community college to grant priority enrollment to any member or former member of the Armed Forces of the United States within four years of leaving active duty. EC 66025.9 requires priority enrollment for current and former foster youth up to, and including, age 24.*

SB 1456 - STUDENT SUCCESS & SUPPORT PROGRAM (SSSP) REGISTRATION PRIORITY

EFFECTIVE SUMMER / FALL 2014



PL : nes 2/11/14

SaVE Act

March 7, 2013, President Obama signed into law the Campus Sexual Violence Elimination Act (Campus SaVE Act), a compliment to Title IX and an update to the Jeanne Clery Act, as part of the reauthorization of the Violence Against Women Act. The new law is designed to help institutions better protect their students and employees from sexual violence.

One crucial requirement of the law requires that we can "SHOW GOOD FAITH EFFORT" as a college moving towards full implementation of programs and training for all.

Campus Collaborations

- Chabot and LPC 3SP Workgroups met regularly throughout FY 13-14
- Chabot / LPC Joint Meetings Each Term as well as a Fall and Spring Retreat with representation from both colleges
- Chabot and LPC Sharing Resources (flyers, email templates, data collection consistency, process and practices alignment, etc.)
- Chabot and LPC cooperatively responding to new policy developments

How Students Navigate Through Our Complex System:

Scenario #1:

Matt Chavez, a graduating Mt. Eden High School Senior has decided he wants to attend Chabot in mid-April. Matt is a first generation college student from a low-income family whose parents mostly speak Spanish.

Scenario #2:

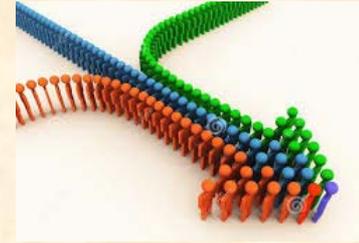
Diana Zamora, a returning student from southern California has decided to attend Las Positas College. Diana has completed a few classes at Chaffey College prior to joining the United States Airforce.

Chabot College First Year Experience (FYE): From Entry to Engagement to Completion



Dr. Stacy Thompson, Vice President, Academic Services
and
Professor Deonne Kunkel

Collaborate and Align



Chabot College Strategic Plan Goal:

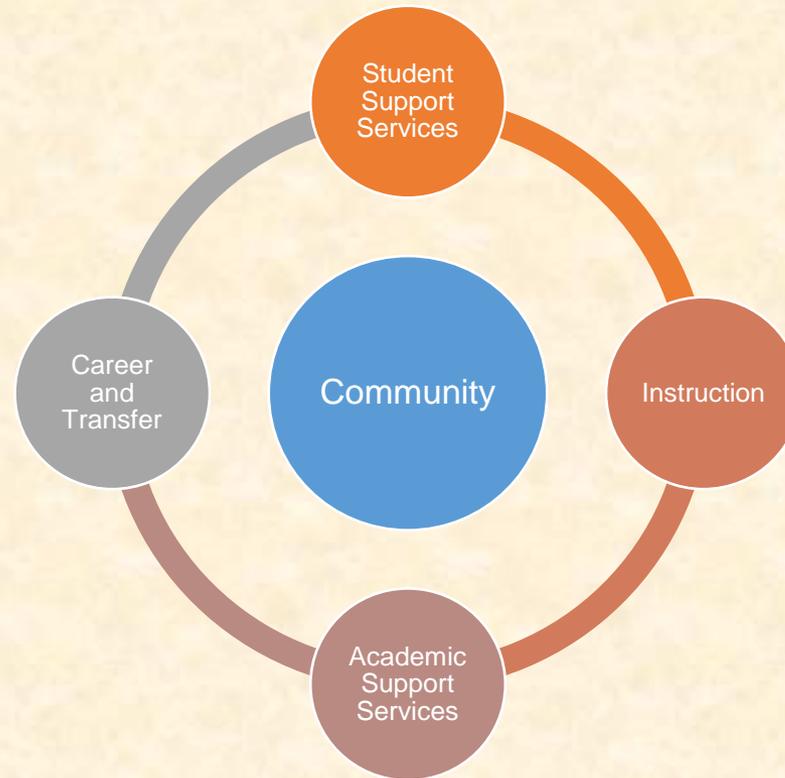
“Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support.”

Presidential Task Force Objective:

“To oversee the coordination of initiatives designed to create an infrastructure and environment that directly supports students to move from entry to engagement to achievement, aligning services, learning support, academics, and community to function in an entirely integrated and intentional manner.”



Student Services, Instruction, and Academic Support Services Working Together



What is First Year Experience (FYE)?

<http://vimeo.com/98237693>

- Math and English packaged together along with an introductory themed GE and support course
- Interdisciplinary cooperation between instructors
- Embedded Peer Mentors and Tutors
- Enhanced Orientations
- Culminating Experience
- Community Outreach



Who Are The Students FYE Will Serve?

- Students who assess into basic skills Math or English
- Students who choose one of the FYE Interest Areas



What Interest Areas Do We Offer?

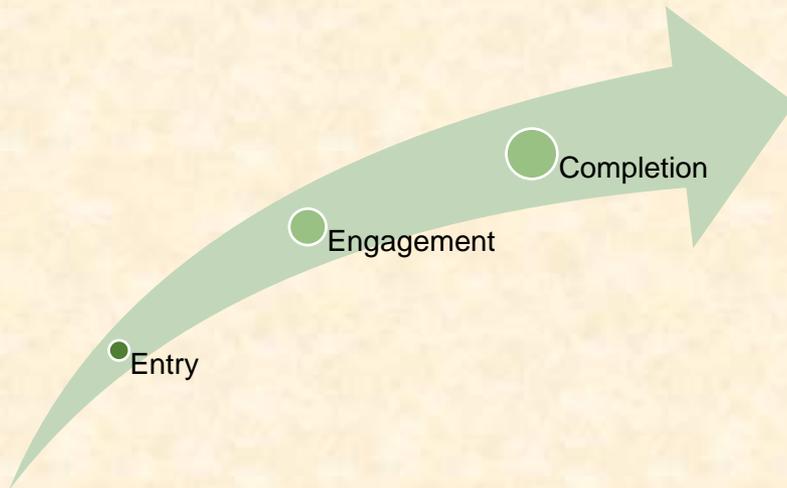
- Science, Technology, Engineering and Math (STEM)
- Business (Accounting, Management, Entrepreneurship, Marketing, and Retail)
- Change it Now! Social Justice
- Athletics
- Hayward Promise Neighborhood
- Daraja
- Puente



What Are The Anticipated Results?

By the end of their first year of college:

- Complete college level English and Math
- Better understand their area of interest
- Prepared to succeed



Las Positas Middle College

A Future Student Success Initiative



Dr. Janice Noble
Vice President, Academic Services

What is a Middle College?

- Opportunity for students to complete high school graduation requirements while dually enrolled in college level courses
- High school students in grades 11 and 12 attend classes on the college campus

Why Middle College?

- Prepares students for transfer and high skill careers
- Engages students in rigorous college preparatory curriculum
- Improves high school graduation rates
- Removes barriers to post-secondary degree attainment such as costs, curriculum alignment, and uncoordinated support services

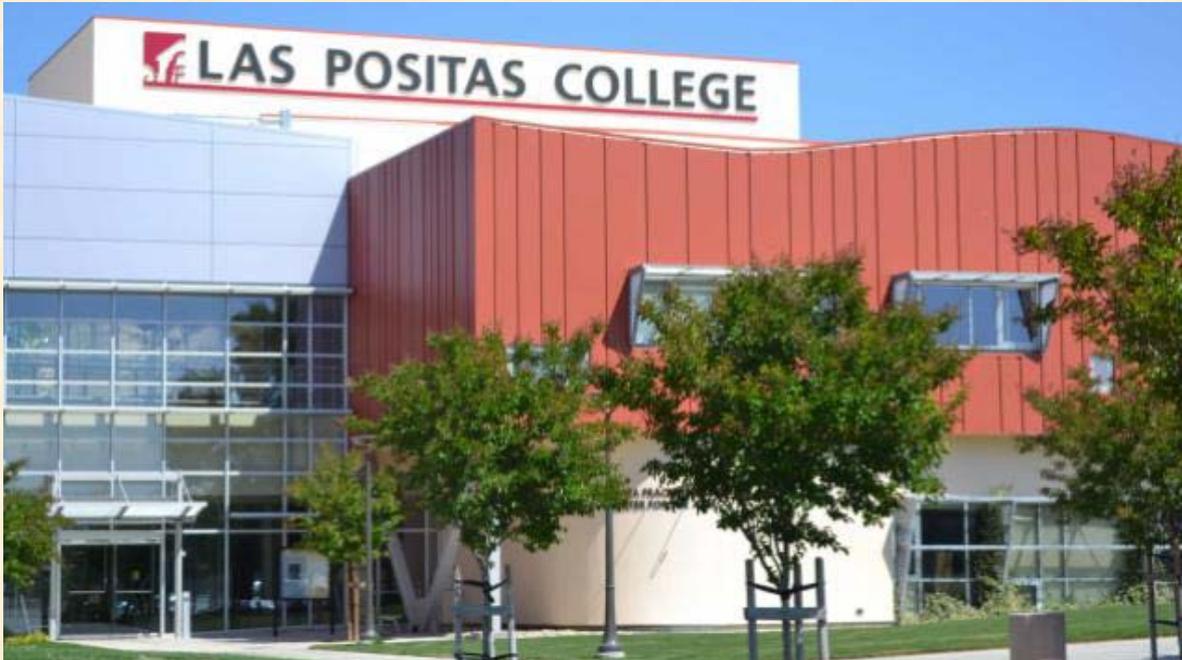
Who Are The Prospective Students?

- Disengaged youth
- First generation college bound students
- Underrepresented populations

How Does The Middle College Work?

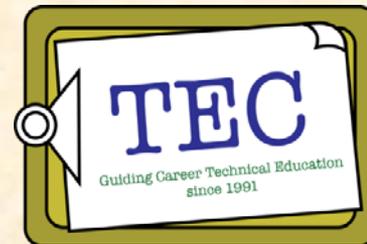
- College course work in the morning or late afternoon/early evening from menu of college courses
- Each student integrated into college courses and the campus community
- Cohort of students attend high school classes mid-day for English and Social Science

Where Will The Middle College Be?



Who is Involved in This Collaborative Project?

- Las Positas College
- Dublin Unified School District
- Livermore Joint Unified School District
- Pleasanton Unified School District
- Tri-Valley Regional Occupational Program
- Tri-Valley Educational Collaborative



**Tri-Valley Educational Collaborative (TEC)
Middle College Career Pathway Project**

Enhancing CTE pathways to include expanded work-based and linked learning opportunities and dual enrollment, creating a robust system of support to provide fluid transitions K-14 and beyond.

Upholding the TEC's Mission:
The Mission of the Tri-Valley Educational Collaborative is to ensure that all students learn and apply the academic, thinking, interpersonal skills, and personal qualities to be successful in their life's work.



Implementation of a **fully enabled teleconferencing system** with "capture, transform, and share" and "voice analytics" capabilities, fully connecting K-14 students and staff, and expanding and incorporating business and industry engagement.

CTE Middle College
Patient Care, Networking, and
System and Software Development

**Enhancing all K-14 Pathways
and Further Developing:**
Patient Care, Networking, and
System and Software Development



Learning Reconsidered

*Learning Reconsidered is an argument for the integrated use of all of higher education's resources in the education and preparation of the **whole** student... **supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education – a holistic process of learning that places the student at the center of the learning experience.***

<http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>

Questions?

