

Fall Convocation Student Success Initiatives

Wednesday August 13, 2014



Cuyamaca College



- Student Success and Support Program Plan
- Student Equity Plan
- Tracking Student Success and Funding

Student Success



The Student Success and Support Program (SSSP)

Student Success Act of 2012 (SB 1456):

- In 2011, the Board of Governor's convened a Student Success Task Force with the aim of identifying strategies to address the low success rates of students in the California Community College system
- Goal of increasing student access and success

Student Success

(8) Student Success Task Force Recommendations:

- Increase college and career readiness
- Strengthen support for entering students
- Incentivize successful student behaviors
- Align course offerings to meet student needs
- Improve the education of basic skills students
- Revitalize and re-envision professional development
- Improved system leadership and coordination
- Align resources with student success recommendations

- *Re-naming the previously titled Matriculation program as the “Student Success and Support Program” (SSSP)*

Seymour-Campbell Student Success Act of 2012

The goal is to target “first-time” students

- Defined as *a student who enrolls in college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students (credit students)*

Student Success and Support Program (SSSP)

- All colleges are required to submit an annual SSSP Plan to the Chancellors Office with a detailed plan on implementing core mandated services and how colleges plan to document services provided

Due date: October 17, 2014

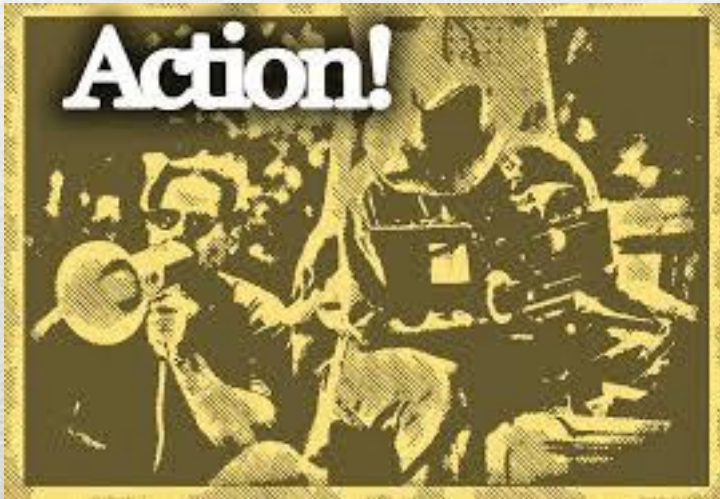
- Colleges operating SSSP services for noncredit students must prepare a separate plan

Student Success and Support Program (SSSP)

- Core Student Success and Support Program Services:
 - *(formerly known as Matriculation)*
 - Orientation
 - Assessment
 - Identification of a Defined Course of Study
 - Counseling and Advising
 - Student Education Planning
 - Follow-up for At-Risk Students
 - Other Follow-up Services

Core/Mandated SSSP Services

We are live...



SSSP Full Implementation 2014-2015

- Online New Student Orientation Development (Cynosure)
- Individual and Group Orientations
- Pre-Assessment Workshops (PAWS)
- English/Math Assessment Instrument (Accuplacer)
- Local Partnerships/Outreach-Inreach
- Counseling Classes (COUN 110, 120)
- Online Counseling: Ask a Counselor

SSSP Implementation Highlights

- Workshops on Educational Planning
- Educational Plan (AEP/CEP templates) on ImageNow
- Degree Audits (DARS/uAchieve)
- Progress Reports/Early Alert (SARS Alert)
- SARS Reason Codes for MIS Reporting
- Policy Reviews/Updates (ie: Enrollment Priority, Petitions)
- Business Process Analysis (BPA) for Student Success

SSSP Implementation Highlights

- The goal of the Student Success and Support Program is to **increase student access and success** by providing students with core SSSP services, including:
 - (1) orientation
 - (2) assessment and placement
 - (3) counseling, advising, and other education planning services, and
 - (4) the support services necessary to assist them in achieving their educational goal and declared course of study

SSSP Summary & Plan

- The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students
- Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan
- Funding is tied to SSSP and the plan

SSSP Summary & Plan

Student Equity

The student equity plan focuses on:

- Increasing access
 - Course completion
 - ESL and basic skills completion
 - Degrees and Certificates, and
 - Transfer for all students
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- It is measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges.

Student Equity

- “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

Student Equity

- Each college develops specific goals/outcomes and actions to address disparities that are discovered
- Disaggregating data for indicators by student demographics, preferably in program review.

Student Equity

Description:

- Student equity plans are prepared with 3-5 year timeframes
- Align with the Student Success and Support Program Plan
- Annual updates will be due in the Chancellor's Office during the third week of November.

Student Equity

• Student Equity Work Group Update

- Student Equity Template Released by CCCCO (March 2014)
- Meetings: March 27, 2014, May 19, 2014
- Webinar/Follow-up: July 1, 2014, July 15, 2014
- Student Equity Conference: August 8, 2014

• Student Equity:

- Disproportionate Impact Areas:
- Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer

Student Equity Plan

Student Equity Requirements

- Coordinate development of SSS Program Plan (SB 1456) with the Student Equity Plan
 - Establish a Student Equity Planning Committee
 - Identify strategies to address/monitor equity
 - Mitigate disproportionate impact on students
 - Coordinate interventions and services for students at risk of academic progress or probation (Title 5, Section 55100)
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Student Equity Planning Resources

Guidelines for Measuring Disproportionate Impact (DI) in Equity Plans

- Simple Definition of DI:
 - “A condition in which some students’ access to key courses, resources, and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches.”

 - To assess equity, analyses should use one or more of the following disaggregated subgroups:
 - Gender
 - Ethnicity
 - Age
 - Disability Status
 - Economically Disadvantaged
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Guiding Questions

- Where is disproportionate impact an issue?
- What strategies and approaches have colleges successfully implemented to mitigate it?
- What data can be accessed to explore the issue?
- What relevant analyses can be conducted to monitor changes in disproportionate impact?
- How can colleges use this information for action planning and improvement?

- COURSE COMPLETION:
 - English and Math
 - (African American, Latino/Hispanic)
 - Degree and Certificate
 - (Hispanic/Latino, Disability Status, Economically Disadvantaged)

Course Completion

Table 4: Course Success Rates by Race/Ethnicity, Fall 2009-2013

Degree and Certificate Completion

Table 22: Completion Rate Five-Year Trends by Race/Ethnicity

COURSE COMPLETION

SOURCE: 2014 STUDENT SUCCESS SCORECARD

Disproportionate Impact: Who and Why?

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	80% Test	Proportionality
African American	52.2% (n = 1546)	53.5% (n = 1661)	54.4% (n = 1192)	57.0% (n = 1203)	56.3% (n = 1347)	YES	0.80
American Indian	55.3% (n = 150)	64.2% (n = 123)	67.9% (n = 78)	67.2% (n = 61)	66.0% (n = 94)	N/A	N/A
Asian	74.8% (n = 811)	71.3% (n = 929)	71.5% (n = 710)	78.4% (n = 633)	72.8% (n = 643)	NO	1.03
Filipino	66.0% (n = 556)	74.6% (n = 531)	72.6% (n = 423)	74.8% (n = 457)	72.3% (n = 469)	NO	1.02
Hispanic	60.4% (n = 5803)	62.9% (n = 6536)	66.4% (n = 5721)	67.0% (n = 6060)	66.1% (n = 6918)	NO	0.93
Pacific Islander	58.5% (n = 212)	64.4% (n = 194)	79.7% (n = 128)	70.2% (n = 104)	60.2% (n = 118)	N/A	N/A
Two or More	61.8% (n = 1459)	65.6% (n = 1662)	65.9% (n = 1473)	71.5% (n = 1488)	68.1% (n = 1529)	NO	0.96
White	69.8% (n = 11083)	71.4% (n = 11409)	73.7% (n = 9287)	75.7% (n = 8848)	76.7% (n = 9147)	NO	1.08
Unknown	74.1% (n = 1998)	71.6% (n = 1574)	71.5% (n = 917)	76.9% (n = 653)	75.9% (n = 461)	N/A	N/A
Total	66.1% (n = 23618)	67.5% (n = 24619)	69.7% (n = 19929)	71.6% (n = 19507)	70.8% (n = 20726)	61.3% (White)	

Disproportionate Impact: Who and Why? Course Completion

DEGREE AND CERTIFICATE COMPLETION

SOURCE: 2014 STUDENT SUCCESS SCORECARD

Disproportionate Impact: Who and Why?

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	80% Test	Proportionality
African American	45.5% (n = 66)	43.3% (n = 67)	44.7% (n = 47)	37.9% (n = 66)	42.4% (n = 85)	NO	0.89
American Indian	44.4% (n = 9)	41.7% (n = 12)	33.3% (n = 9)	70.0% (n = 10)	53.8% (n = 13)	N/A	N/A
Asian	35.3% (n = 17)	41.9% (n = 31)	54.8% (n = 31)	50.0% (n = 34)	48.5% (n = 33)	NO	1.02
Filipino	36.0% (n = 25)	65.4% (n = 26)	30.0% (n = 30)	45.5% (n = 33)	40.9% (n = 22)	N/A	N/A
Hispanic	36.7% (n = 226)	43.4% (n = 205)	41.6% (n = 209)	41.1% (n = 248)	38.8% (n = 289)	YES	0.82
Pacific Islander	53.3% (n = 15)	50.0% (n = 8)	30.8% (n = 13)	62.5% (n = 16)	26.3% (n = 19)	N/A	N/A
White	50.9% (n = 530)	51.4% (n = 484)	52.6% (n = 504)	50.3% (n = 553)	51.5% (n = 637)	NO	1.08
Unknown	44.0% (n = 125)	54.1% (n = 111)	52.9% (n = 155)	55.6% (n = 144)	52.7% (n = 167)	NO	1.11
Total	45.9% (n = 1013)	49.4% (n = 944)	48.9% (n = 998)	48.4% (n = 1104)	47.5% (n = 1265)	41.2% (White)	

Disproportionate Impact: Who and Why? Degree and Certificate Completion



TRACKING STUDENT SUCCESS

**SSSP Credit Funding Formula:
Reporting Information**

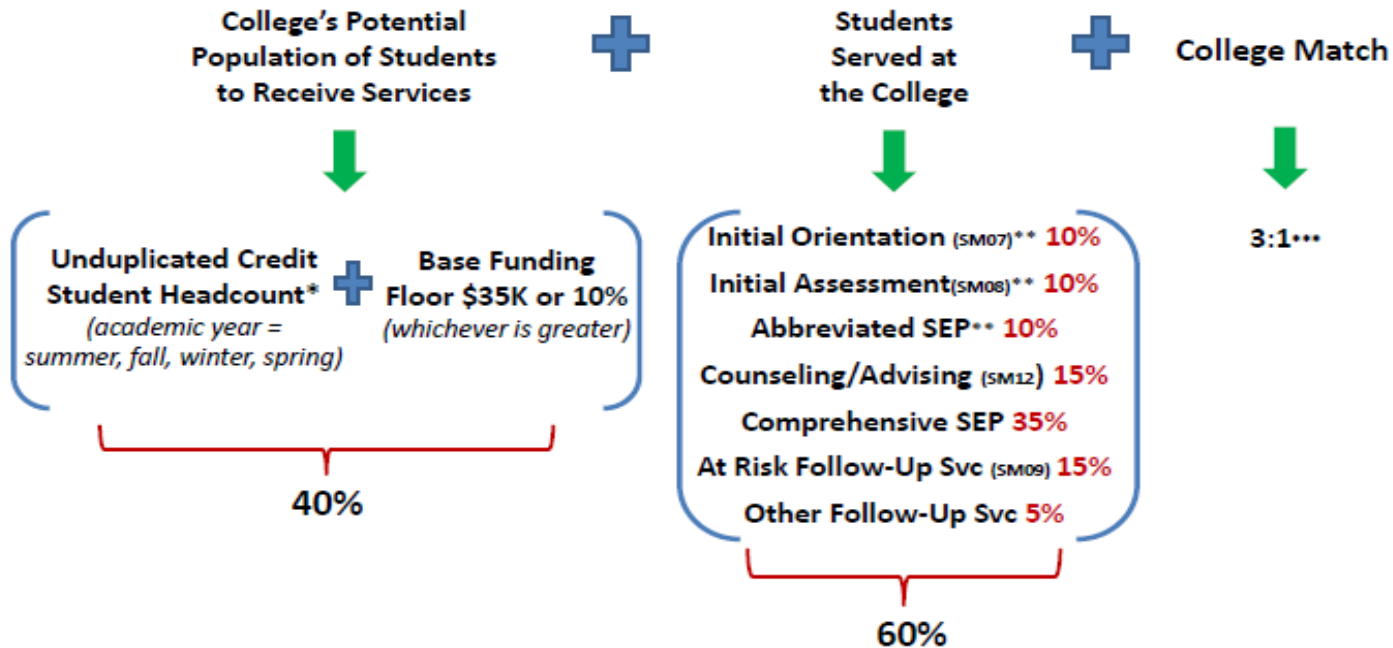
Student Success and Support Program

SARS Reason Codes for MIS Reporting:

- Orientation
- Advising
- Abbreviated Education Plan
- Comprehensive Education Plan
- At-Risk Follow-Up Service
- Other Follow-Up Service

SSSP Credit Funding Formula: Reporting Information

Proposed SB 1456 Student Success & Support Program Credit Funding Formula

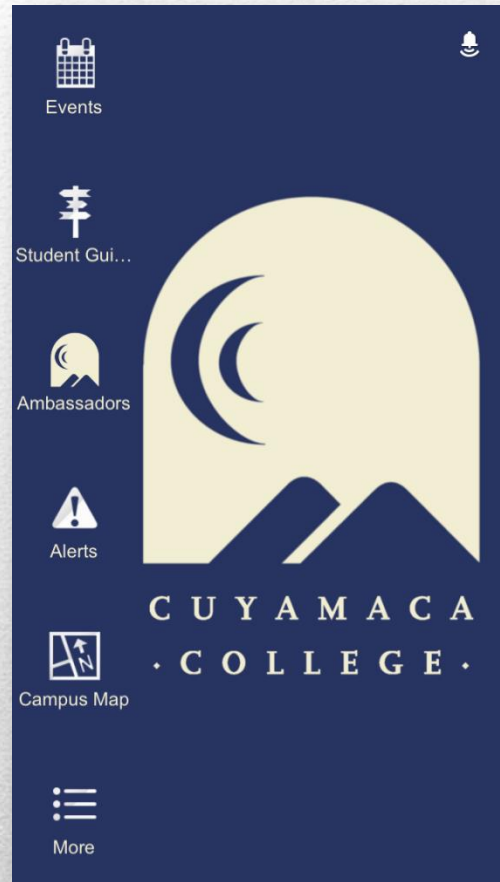


*includes CA resident students enrolled as of census in at least 0.5 credit units, (STD7) headcount status "A," "B," "C," excludes special admits


**include pre-enrollment services provided for students with SB record, but no enrollment)

***match may include A&R, & SSSP related technology & research

SSSP Credit Funding Formula



Cuyamaca College APP



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THANK YOU
