

STUDENT SUCCESS!

The Grossmont-Cuyamaca Community College District Plan of Action



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Presentation Purpose

Grossmont-Cuyamaca Community College District's (GCCCD) strategically planned response to the nationwide focus on student success and completion.

1. The Challenges
2. The Nationwide Response
3. California Student Success Initiatives
4. GCCCD Strategic Response
5. Next Steps



Today's Challenge

- **Once first in the world, America now ranks 16th in the percentage of young adults with a college degree.**
- **The World Economic Forum ranks the U.S.'s educational system 26th in the world.**



Today's Challenge

- **For the first time in our history, the current generation of college-age Americans will be less educated than their parents' generation.**
- **“If your daddy was rich, you're gonna stay rich, and if your daddy was poor you're gonna stay poor.”**
Esquire, January 2012



Today's Challenge

Nationally

- **14% of CC students do not complete a single credit in first term**
- **Almost 50% drop out by second yr.**
- **60% need remediation**
- **33% recommended for dvlp. studies never enroll in those courses**



California Challenges

- **Less than 30% of students are college-ready.**
- **Only 53.6% of degree-seeking students ever achieve that goal.**
- **Of students who plan to transfer only 41% are successful.**



Obama's Challenge

“The United States will be the nation with the highest proportion of people with college credentials by 2020.”

Called for 5 million more community college graduates by 2020. (1 million from California)



American Association of Community Colleges

- Calls for a “Reimagining of the Community College”
 - *From a focus on access to **access and success***
 - *From tolerance of achievement gaps to **commitment to eradicating achievement gaps.***
 - *From a culture of anecdote to **a culture of evidence.***
 - *From a culture of isolation to **a culture of collaboration.***
 - *From a focus on teaching to **a focus on learning.***
- Lumina: 60% increase by 2025
- Gates: double number of grads



National Level – Focus on Completion



State Level – Focus on Success

Student Success Task Force Recommendations



Student Success Act of 2012



Student Success and Support Program (SSSP)



California's Student Success Task Force Recommendations

*Aimed at improving the **educational outcomes** of our students and the workforce preparedness of our state. Focus on both **student achievement and momentum points** that indicate an improved probability of **success**.*



Student Success Act of 2012

(SB1456)

Key Elements:

- Restructures the way student support services are delivered. (Orientation, Assessment, Educational Planning)
- Calls for a statewide common assessment tool.
- ✓ Calls for the development of an institutional scorecard.
- Requires students who receive a BOG to meet minimum satisfactory academic progress.



Student Success & Support Program

(SSSP)

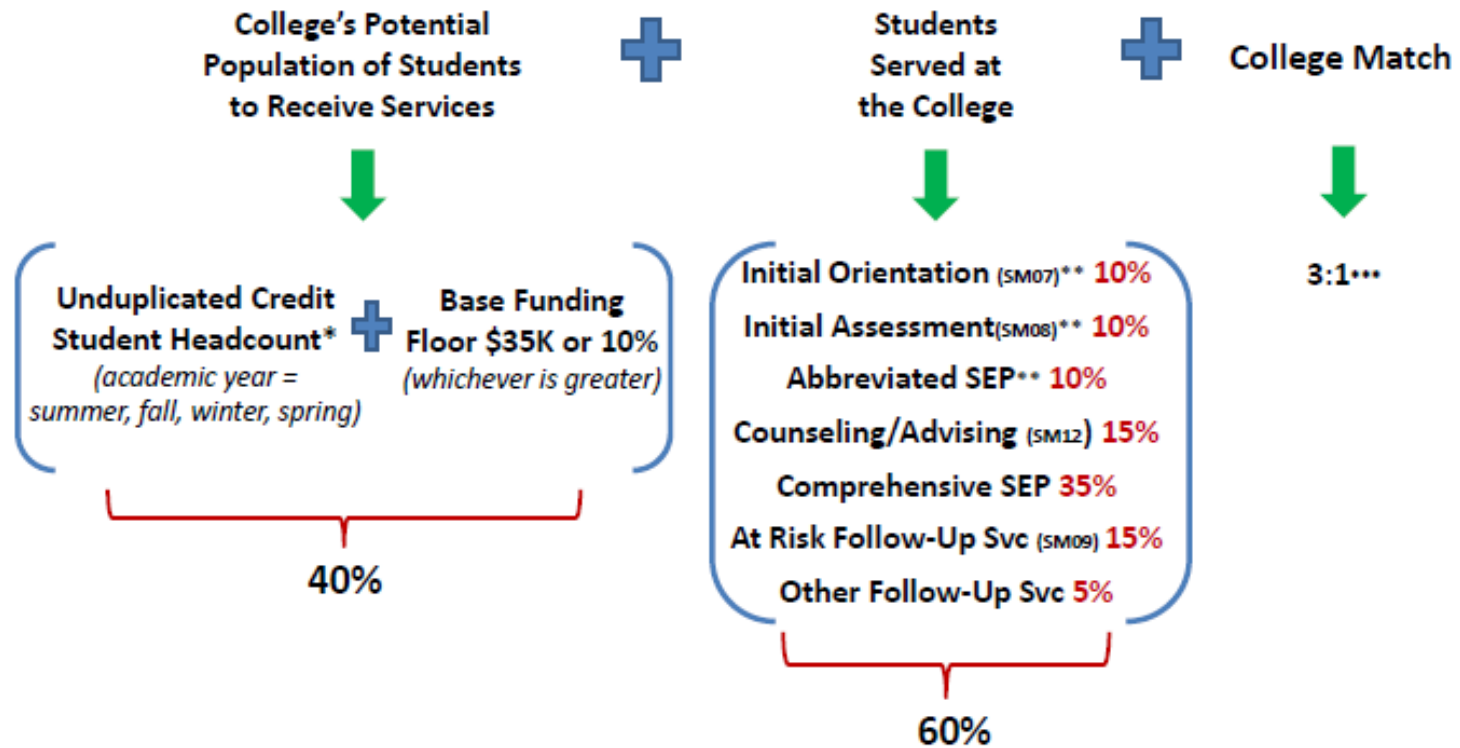
Key Elements:

- Evolved from the Completion Agenda and SB 1456 Student Success Act of 2012
- Replaces matriculation as a category of funding
- Now mandates district/colleges to target funds to core services of orientation, assessment, counseling, advising, and other educational planning services
- Requires more effective support services and targeted interventions for at risk students (i.e. students on academic or progress probation, facing dismissal, enrolled in basic skills courses, or undeclared)



SSSP Credit Funding Formula

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

GCCCD Strategic Response

- GCCCD Student Success Committee
- Implemented Title V Enrollment Priorities
- Analyzed Data & Researched Best Practices
- Developed a Student Success Framework
- Implemented New Technologies to Support the Student Success and Support Program



GCCCD Student Success Committee

Committee Charge:

The primary purpose of the GCCCD Student Success Committee is to serve as a means for district-wide collaboration regarding student success initiatives. The committee will provide leadership with the planning, implementation and evaluation of a comprehensive student success plan that includes, but is not limited to components of the Student Success Task Force Recommendations, American Association of Community Colleges reports, ARCC 2.0 and College and District strategic areas of focus. In addition, the committee will monitor and make policy and procedural recommendations to DCEC regarding legislative changes, such as the Student Success Initiative, Title V and Education Code.

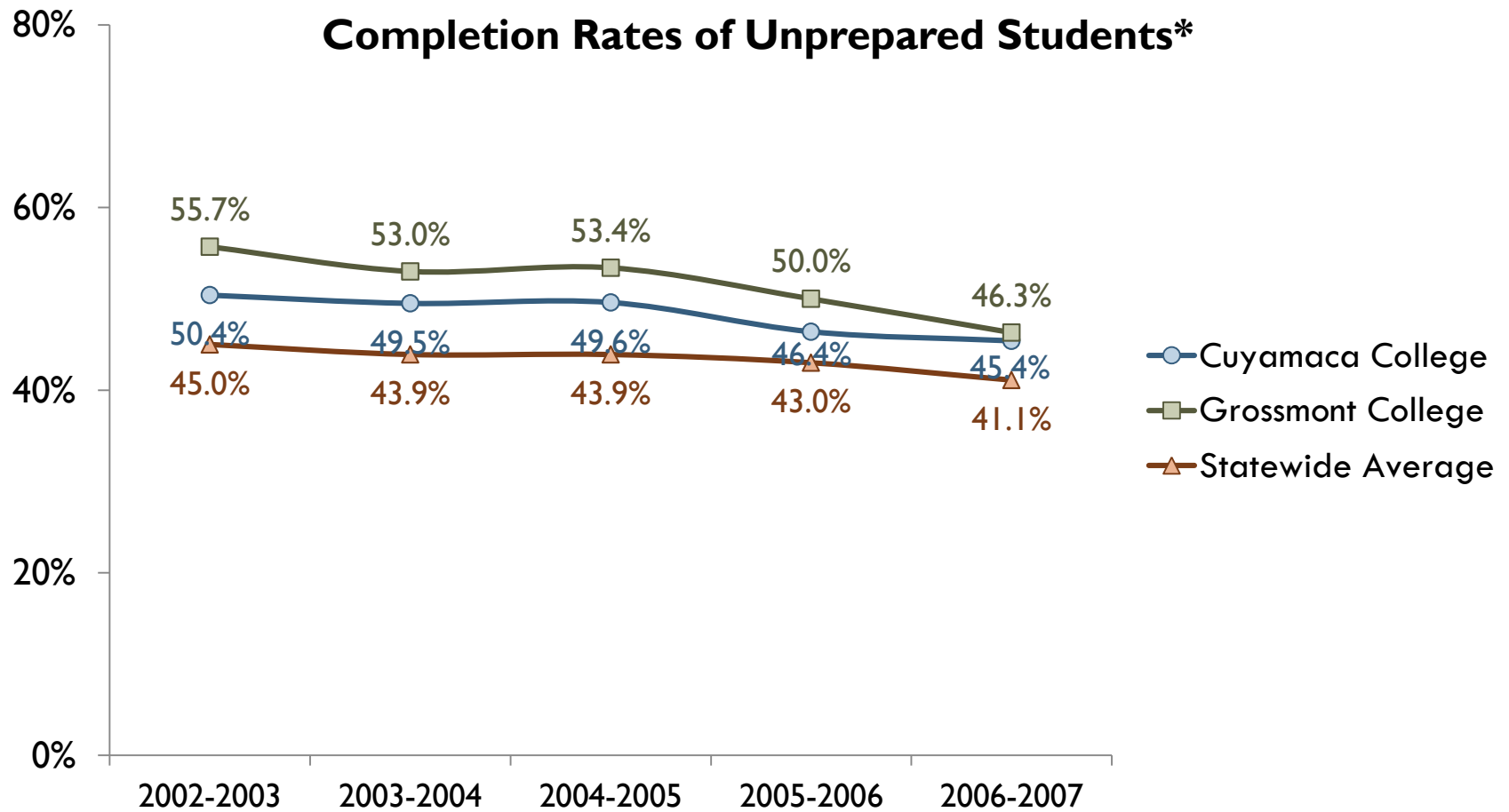


Committee Membership

- Co-Chair, VP Student Services, Cuyamaca College
- Co-Chair, VP Student Services, Grossmont College
- Vice President, Instruction, Cuyamaca College
- Vice President, Academic Affairs, Grossmont College
- Sr. Dean, Research, Planning & Institutional Effectiveness
- Sr. Director, Information Systems
- Dean, Counseling Services, Cuyamaca College
- Dean, Counseling Services, Grossmont College
- Academic Dean, Cuyamaca College
- Academic Dean, Grossmont College
- Academic Senate President or designee, Cuyamaca College
- Academic Senate President or designee, Grossmont College
- Chair, Counseling, Cuyamaca College
- Chair, Counseling, Grossmont College
- Faculty Co-Chair, Basic Skills Committee, Cuyamaca College
- Faculty Co-Chair, Basic Skills Committee, Grossmont College
- Student representative, Cuyamaca College
- Student representative, Grossmont College

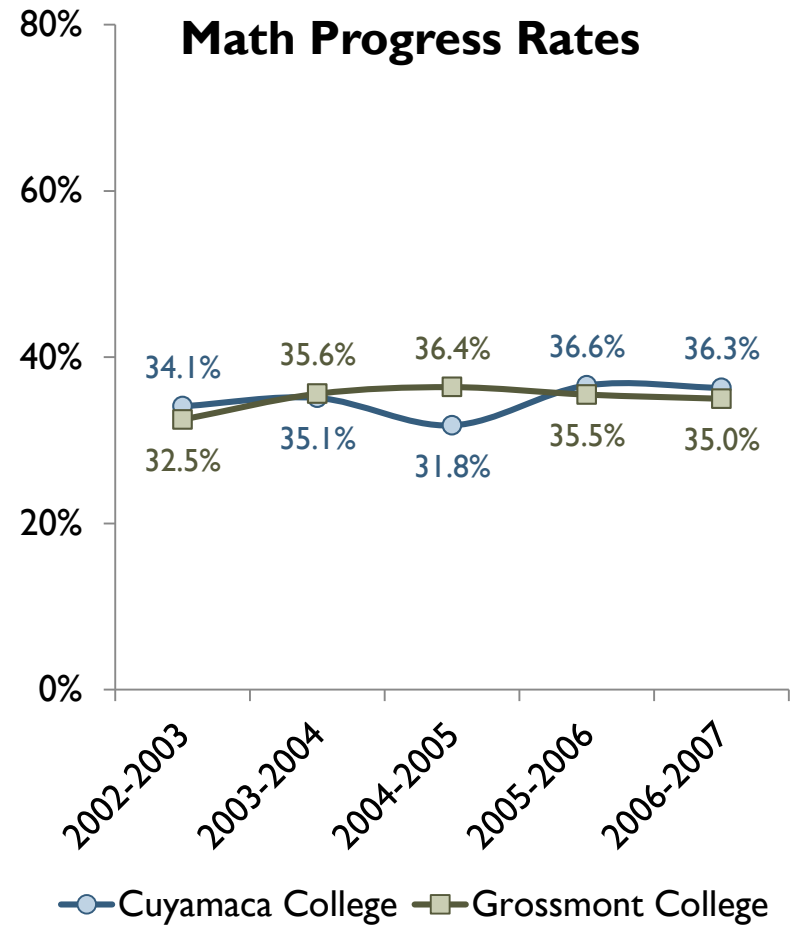
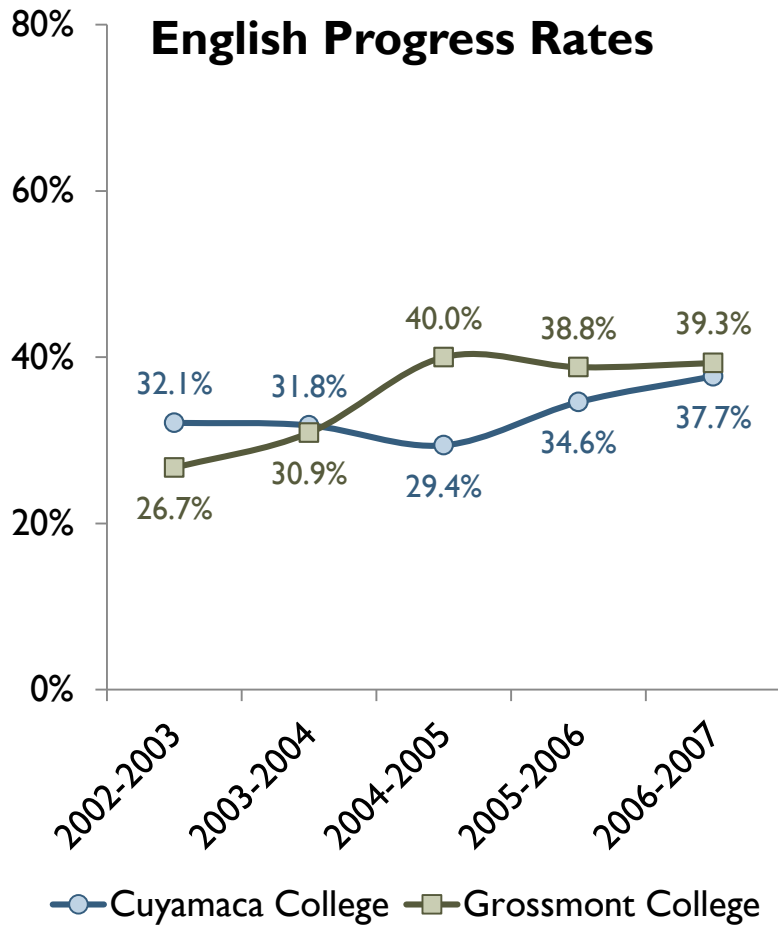


Student Success Scorecard Data

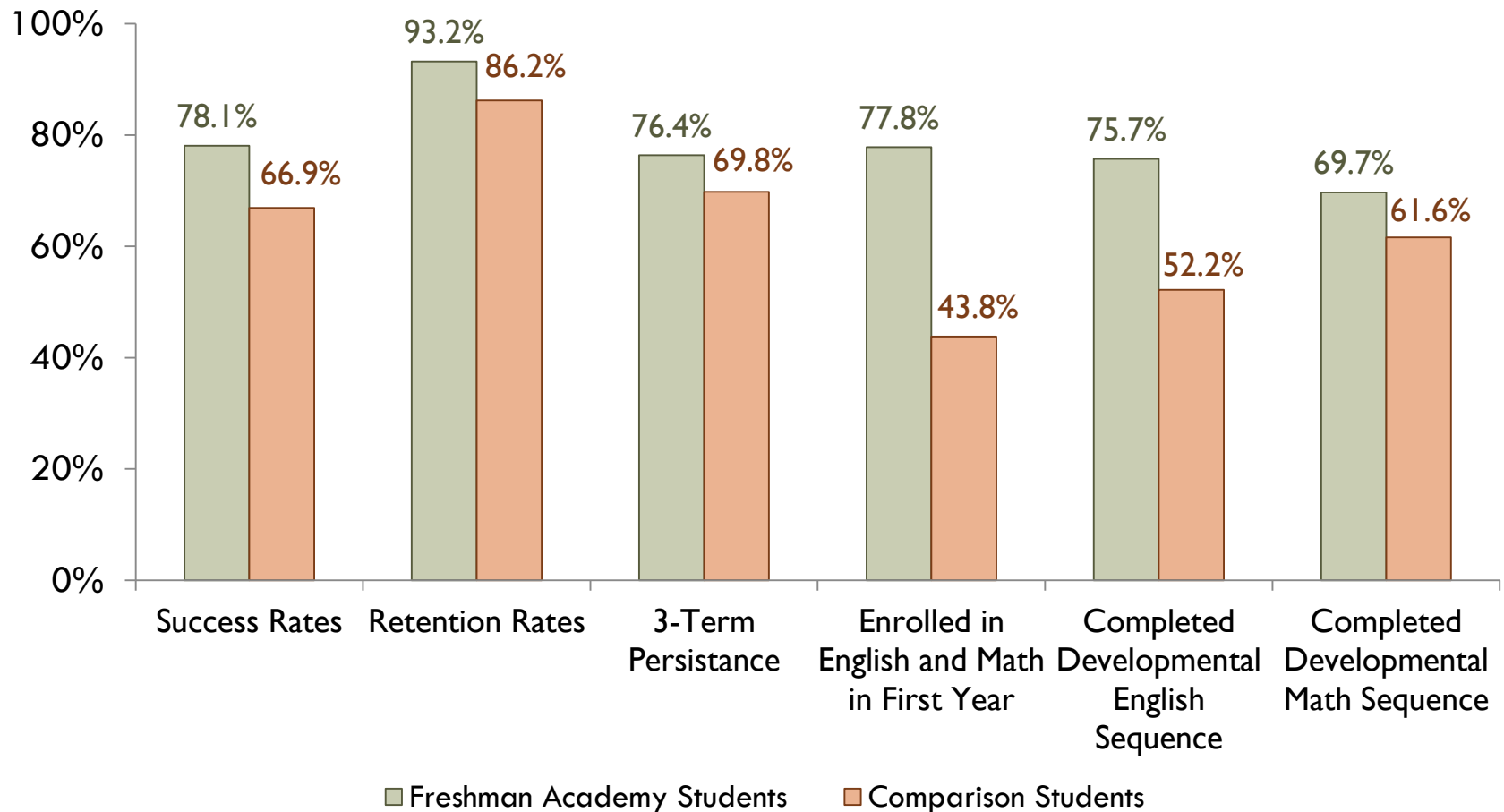


* Over 80% of our entering students begin in developmental math or English (i.e., unprepared)

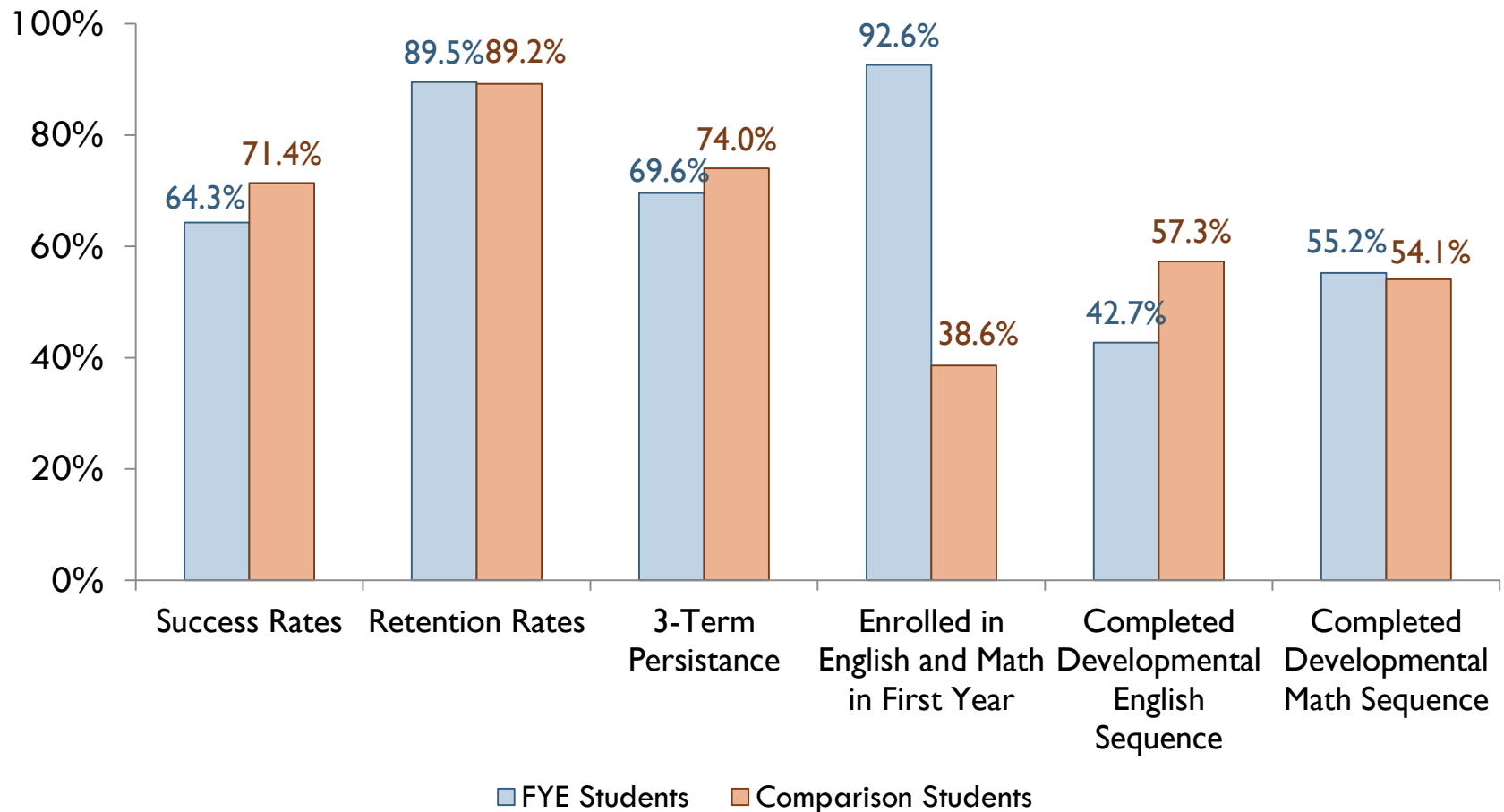
Student Success Scorecard Data



Grossmont: Freshman Academy Data Fall 2012 Cohort

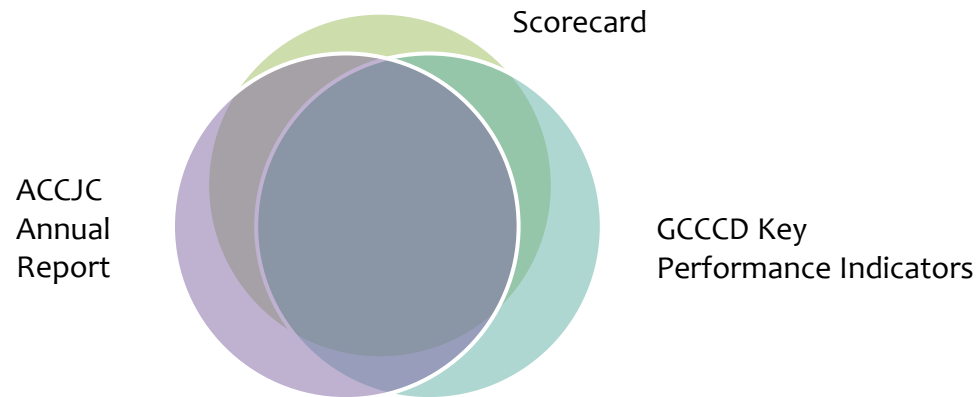


Cuyamaca: First Year Experience Data Fall 2012 Cohort



GCCCD Student Success Framework

- ACCJC Annual Report
- Scorecard
- Each College's Key Performance Indicators



ACCESS

- Financial Assistance
- Pre-assessment Prep
- Assessment/Orientation/Advisement (Short Term SEP)
- Long Term Ed Plan
- Registration Before Term Begins

BASIC SKILLS

- Start English/Math Sequence in First Year
- Persist in Developmental Sequence
- Successful Completion of Developmental Sequence within 2yrs. of First Enrollment
- Declare/Update Long Term Ed Plan at End of First Year
- Enrollment in Gatekeeper Courses

COLLEGE LEVEL

- Start English/Math within First Year
- Pass College Level English/Math Within One Year of Completion of Developmental Sequence and/or Assess at College Level
- Continuously Enroll in First Three Primary Terms
- Complete 30 units of Degree Applicable Work
- Completion of GE Package within 6yrs.
- Achieve Transfer Readiness within 6yrs (60 Transfer Units including English & Math)

COMPLETION/ POST COMPLETION

- Degree Completion
- Certificate Completion
- Transfer Outcome
- Job Placement (Focus on CTE)
- Licensure/Certification Pass Rates



GCCCD's Investment in New Technologies

Cynosure (Online Orientation & Advising)

Accuplacer (Online Assessment)

<http://www.cynosurenewmedia.com/demos/gcccd/GRO/index.asp>

<http://www.cynosurenewmedia.com/demos/gcccd/CUY/index.asp>





<http://ooa.gcccd.edu/ooa/CUYoa/cuyoa.asp>

PAUSE

REPLAY

SCREEN 1 of 4

NEXT

So What's Next?



GROSSMONT-CUYAMACA
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College Student Success Plans

- Identify strategies already in place that help students achieve the momentum points;
- Identify gaps where strategies need to be developed; and
- Develop a Student Success and Support Plan to guide the college's work in creating pathways.



One Example: Pathway to Completion

Grossmont College Pathway to Completion Worksheet (In the boxes along the bottom, list any strategies or interventions currently being employed to impact the momentum points listed in the top boxes. Place the corresponding number(s) of the momentum point(s) in parentheses following each strategy (see examples below).

Momentum Points (points where obstacles can occur)

1. Financial Assistance
2. Pre-Assessment Preparation Assessment/Orientation/Advising (short-term SEP)
3. Long term Ed Plan
4. Registration Before Term Begins

1. Start English/Math Sequence in First Year
2. Persist in Developmental Sequence
3. Successful Completion of Developmental Sequence within 2 Years of First Enrollment
4. Declare/Update Long Term Ed Plan at the End of First Year
5. Enrollment in Gatekeeper Courses

1. Start English/Math within First Year
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1. Degree Completion
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5. Licensure/Certification Pass Rates

Student Progression Along Pathway

ACCESS

(from outreach through initial enrollment in classes)

BASIC SKILLS

(assessment into below college-level English and/or Math)

COLLEGE LEVEL

(eligibility for transfer level, GE courses)

COMPLETION

(Successful Transfer or Receipt of Certificate/Degree)

EXAMPLE:
Early Admission Opportunity (1, 2, 4)

EXAMPLE:
Math Academy (2, 3)

EXAMPLE:
Athletic Advisors (1, 3, 4, 5, 6)

EXAMPLE:
Career Center (1, 2, 4)

Momentum Strategies (interventions/strategies/programs)

Student Engagement for Success

- **RP Study**

- Directed: Have a Goal
- Focused: Keep Eye on Prize
- Nurtured: Feel Someone Cares
- Engaged: Actively Participate
- Connected: Part of a Community
- Valued: Skills, Talents and Abilities are Recognized

- **CCSSE**

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student Faculty Interaction
- Support for Learners



Additional Technologies

- Comprehensive Student Educational Plan
- Follow-Up Services



SSSP Credit Funding Formula

- Initial Orientation – 10%
- Initial Assessment – 10%
- Abbreviated SEP – 10%
- Counseling Advising – 15%
- Comprehensive SEP – 35%
- At-Risk Follow-Up Service – 15%
- Other Follow-Up Service – 5%



Everyone at the College
Plays a Significant Role in
Student Success!



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

In the final analysis, our work is about improving and expanding student learning through quality services and quality teaching.

Completion is a valuable by-product of that work.

(Terry O'Banion: SSSP Summit 2013)

