Achieving Student Success and Equity for All

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Overview

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GCC Vision as a Premier College

- The Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx) is the new accountability framework developed by the Chancellor's Office.

- For 2013, 13 of the 14 accountability indicators, GCC rated higher than the statewide average, its peer group average, and the average for community colleges in its local region.

- For one indicator, completing 30 or more units for students prepared for college, GCC had the highest percentage rate in California.

- Also several Basic Skills, Career Technical Education, and Title V programs and services contribute to GCC's academic performance standing statewide.

- There are also special programs that enhance student success rates…

GCC's Successful Student Groups

Retention, Success, and Persistence of Student Groups

Group	Students in Fall 2013	Course Retention Rate	Course Success Rate	Fall-to-Spring Persistence
Student Athletes	125	89.1%	74.3%	92.8%
ASGCC	20	91.4%	80.5%	100.0%
EOPS	1,150	93.4%	85.5%	99.9%
DSPS	836	84.3%	67.8%	73.6%
Veterans	91	89.3%	72.4%	78.0%
International Students	399	95.9%	77.6%	87.5%
All Credit Students	16,063	85.2%	69.6%	72.2%

Course Retention Rate is the percentage of enrollments resulting in a grade other than W (withdraw).

Courses Success Rate is the percentage of enrollments resulting in a grade of A, B, C, or Pass.
Fall-to-Spring Persistence is the percentage of students enrolled during Fall who also enrolled during the next Spring.

Support to Instruction

▶ GCC provides many support services outside the classroom (tutoring, counseling, mental health), and we are planning to do more for your students.

▶ There are new statewide mandates holding the colleges more accountable for student equity and success.

▶ State legislators have responded by allocating funds to improve students' performance measures and to achieve benchmarks for certificate, degree and transfer rates.

▶ These mandates are the Student Success and Support Program (3SP) and the Student Equity Report.

Student Success and Support Program (3SP) Mandates

- The Student Success and Support Program (3SP) is established to fully implement orientation; assessment; counseling, advising and to assist students in making an informed decision about their educational goal and course of study and to develop an education plan.

2012 Student Success Task Force Initiatives

▶ 2.2 Require all incoming students to participate in assessment, orientation, and develop an educational plan

▶ 2.3 Develop and use integrated technology…to guide students in their educational process

▶ 2.4 Require students who show a lack of readiness…to participate in support resources

▶ 2.5 Encourage students to declare a course of study (major) upon admissions, intervene if a declaration is not made by the end of the their second term, and require declaration by the end of their third term to maintain enrollment priority

▶ 3.1   Adopt system-wide enrollment priorities effective Fall 2014.

https://www.youtube.com/watch?v=bQDb_2Z47cE

Student Equity Mandates

- To ensure GCC identifies the achievement gaps for the subgroups

- To mitigate any disproportionate impact on student access and achievement

- To include specific goals/outcomes and action activities to address disparities that are discovered.

- Regulations require that the plan must address increasing:

- Access

- Course completion

- English as a Second Language (ESL) and basic skills completion

- Degrees & certificate completion

- Transfer

Student Equity Mandates – Continue

GCC must have:

- A Student Equity Coordinator
- A Student Equity Planning Committee (being proposed to the Governance Review Committee)
- A Student Equity Plan
- Coordination with the 3SP Plan

Current Services

- Online Admissions (CCCApply)

- Online orientation OR two hour orientation workshops

- Online assessment

- PeopleSoft Password Reset

- Electronic Student Educational Plan

- eTranscripts – Sending electronic transcripts

- SD 100 online/hybrid classes

- SOS: Early College Acceptance Program (ECAP)

- The Math Collaborative Project, serving students at the high schools with application workshops and math assessments: Spring 2014 results—24 Workshops and 627 Students.

MIS Student Success Funding Data Elements

Funds will be a 40/60 split based on credit student unduplicated headcount vs. services provided to students as follows:

- ▶ SS06 Orientation10%: Once during time the student is served by the college

- ▶ SS07 Assessment10%: Once during time the student is served by the college

- ▶ SS08 Counseling/Advising 15%: Once per year during time student is served

- ▶ SS09 Abbreviated SEP10%: Once during time the student is served by the college

- ▶ SS09 Comprehensive SEP 35%: Once during time student is served by the college

- · Comprehensive SEP: an education plan that is at least two terms in length and reflects the number of terms required to achieve the student's declared course of study

- · Revisions or a new SEP in subsequent terms are counted under "other follow-up service")

- ▶ SS10 At-Risk Follow-up Services 15%: After the first term, once per term during time student attends the college

- ▶ SS11 Other Follow-up Services 5%: After the first term, up to four times during the year during time student attends the college

Academic Senate Task Force

Student Success

Date Formed: **March 15, 2012**

Members, Kathy Flynn (Chair), Richard Cortes, Megan Ernst, Denise Ezell, Ed Karpp, Beth Kronbeck, Paul Mayer, Ellen Oppenberg, Greg Perkins, John Queen, Peggy Renner, Rosemarie Shamieh, Ramona Barrio-Sotillo, Andra Verstraete, Andy Young,

Mission: The Senate creates a task force to respond to the Student Success task force.
Status: Task force will continue to meet during the Fall semester of 2014.

3SP Proposed Strategies

▶ 4 Counseling Task Force Teams were formed:

1. Student Success Services—orientation, counseling and SEP—
   Chair, Sarkis Ghazarian

2. Academic/Progress Probation—Chair, Greg Perkins

3. Early Alert—Chair, Dr. Ramona Barrio-Sotillo

4. Addressing Career Mandates/Undecided Majors- Denise Leong-Brittain

Student Success Services

► Examine orientation, assessment, counseling/SEP

► Revising a new online student orientation program

► Automate email message to students when they complete orientation

► Look at improving GCC's eSEP (Los Rios SEP Model)

► Document Imaging

Academic/Progress Probation

- Review and revise board policies and administrative regulations
- Utilize a Fall 2014 student survey for P1, P2, and Dismissed students
- Provide access for counselors and students to the Academic and Progress Probation screen view
- Develop intervention strategies
- Implement Vaq-on-Trak Video

BLOCKING REGISTRATION

- Two consecutive semesters on probation

- 100 degree applicable units or more

- No declared goal or course-of-study

- 15 units or by the end of the second semester

- Automate count higher grade and run prior to probation/dismissal reports

Early Alert

▶ PeopleSoft's Module

▶ Was prioritized on the Peoplesoft committee Spring 14

▶ A "voluntary" program for instructors to alert students of possible failure in classes and to recommend services for students

Addressing Career Mandates/Undecided Majors

- Develop and implement a career training program for all counselors to address undecided students (sponsored by Title V).

- Piloted "Undecided" workshops Spring and Summer 2014, with more planned for the academic year.

- Add more Student Development career planning classes.

- Add a feature to the registration program for students to update/verify educational goal (PeopleSoft)

Student Equity: Impacted Subgroups

Theresa Lorch, Adjunct Faculty: Student Equity Coordinator (Fall 2014)

▶ Collaborate with the following divisions: Student Services, English, ESL, and Math

Impacted Subgroups:

▶ Access—Veterans

▶ Course Completion—African-Americans/Latino/Foster Youth

▶ ESL Completion—White Armenians/Latinos

▶ English Completion—African-American/Latinos

▶ Math Completion—African-Americans, Latinos, Males, and Students w/ Disabilities

▶ Degree and Certificate Completion—African-Americans/Latinos/Asians/White-Europeans/Males

▶ Transfer—African-Americans, Filipinos, Latinos, older students, and Students with Disabilities