

Agenda

- ▶ Provide updates in regards to the work of Entering the Path team
- ▶ Share Student Success data to inform the work you are doing

SSSP (What does SSSP stand for?)

- ▶ SSSP was established in 2012 by the Seymour-Campbell Student Success Act “to increase California community college student access and success by providing effective core matriculation services”
- ▶ The goals of SSSP are:
 - ▶ Ensure that students promptly define their educational and career goals
 - ▶ Ensure that all students complete their college courses
 - ▶ Persist to the next academic term
 - ▶ Achieve their educational objectives through the assistance of the SSSP Program process

SSSP Categories

- ▶ Orientation
- ▶ Assessment for Placement
- ▶ Counseling, Advising, and Other Education Planning Services
- ▶ Follow-up services to At-Risk students

SSSP

- ▶ How much funding do you think CRC received for the current fiscal year for SSSP?
 - A. \$1.2M
 - B. \$500,000
 - C. \$1.5M
 - D. \$2.4M
- ▶ Funding is performance based (based on the number of students who receive services)

Entering the Path

Entering the Path Focus:

- ▶ Update the website content related to new students
- ▶ Completely redesign the onboarding/matriculation process

Redesigning the Matriculation/Onboarding process

▶ Purpose:

- ▶ The purpose is to implement a redesigned equity-focused matriculation/onboarding process that would allow prospective students to complete the admission steps, including enrollment into courses, in a timely manner.

Why Redesign?

Current Onboarding Process for U.S. Citizens who are CA residents with SSN#

Complete Application - CCC Apply



Complete FAFSA/California Dream Act



Complete Online Orientation



Assessment Test



Attend Group Counseling



Register for classes

Redesigning the Matriculation/Onboarding process

- ▶ On average, what percentage of the students who complete the application to CRC enroll in the in the Fall semester?

Why Redesign?

Current Onboarding Process

	Fall, 2015			Fall, 2016			Fall, 2017		
Ethnicity	% Enrolled	Headcount	Gap	% Enrolled	Headcount	Gap	% Enrolled	Headcount	Gap
African American	36.3%	568	-10.9%	39.7%	575	-9.9%	38.3%	567	-6.6%
Asian	47.6%	727	0.4%	52.1%	787	2.5%	46.8%	926	1.9%
Filipino	59.8%	169	12.6%	67.8%	152	18.2%	57.8%	204	12.9%
Hispanic/Latino	49.8%	1105	2.6%	50.9%	1161	1.4%	45.6%	1282	0.7%
Native American	40.8%	49	-6.4%	42.1%	38	-7.4%	40.0%	55	-4.9%
Other Non-White	20.0%	5	-27.2%	50.0%	2	0.5%	0.0%	3	-44.9%
Pacific Islander	43.2%	74	-4.0%	44.4%	54	-5.1%	47.1%	51	2.2%
Unknown	40.6%	69	-6.6%	43.5%	62	-6.0%	26.0%	73	-18.9%
White	50.1%	757	2.9%	49.9%	721	0.4%	45.2%	770	0.3%
Total	47.2%	3523		49.5%	3552		44.9%	3931	

Short-term Phase 1 of the Redesign Process

Action Steps (short-term)

Review the email and other communication that new students currently receive; make adjustments to clarify the process

- Students currently receive multiple email communication from district. Some of these emails are confusing and redundant

Incorporate components of the online orientation into the Group Counseling process. Guide students directly to the Group Counseling after completing the application

- Students receive the same information during the Group Counseling session similar to the information they receive through the online orientation. Making the online orientation optional will streamline the process
- The online orientation system is currently experiencing technical issues. The system does not show every student who complete online orientation

Increase capacity to serve new students by adding more Group Counseling sessions.
Add computer labs that can accommodate more students.

- Ensure that students who have questions are directed to one office for consistency of messaging;
- Provide training to Student Services staff to ensure that everyone understands the steps for new students to ensure consistent messaging in regards to assessment, AB 19, etc.
- Review the current outreach efforts to students going through the admission steps; make adjustments as needed

At-Risk Students

At-Risk Students Categories

1. Students without a declared major (undecided students)
2. Students who have earned 15 units or more but do not have comprehensive education plan on file
3. Students who have earned 50 or more units who are not close to completing their program
4. Students whose Grade Point Average (GPA) is between 2.0 - 2.3
5. Students on Academic Probation

At-Risk Students

- ▶ Approximately, how many students do we have enrolled in the current semester who have completed 15 or more units but do not have comprehensive education plan on file?

A. 500

B. 1,500

C. 3,000

D. 4,000

Students who have earned 15 units or more but do not have comprehensive education plan on file

- ▶ Total number of students = 2,971
 - ▶ Of which 1,630 or 54% have 30 units or more
 - ▶ 939 are African American and Hispanic/Latino

At-Risk Students

- ▶ Approximately, how many students do we have enrolled in the current semester who have completed 70 or more degree applicable units?

A. 50

B. 200

C. 600

D. 1,000

Students who have earned 50 or more degree applicable units

- ▶ Total number of students = 1,314
 - ▶ 211 have attained either a degree or certificate
 - ▶ 562 of the students have 70 or more degree applicable units
 - ▶ 54 students have over 100 units and no degree or certificate

Students whose Grade Point Average (GPA) is between 2.0 - 2.3

- ▶ Total number of students = 1,220
 - ▶ Of these, 555 are African American and Hispanics

Students on Academic Probation 1 and 2

- ▶ Total number of students = 1,425
 - ▶ Of these, 225 are African American and Hispanic

Things to consider

- ▶ What can we do in a short-term to serve these students?
- ▶ What are the structural systemic barriers that need to be removed to serve these students?