



## **GCCCD STUDENT SUCCESS COMMITTEE MEETING**

Thursday, September 19, 2013, 2:00 to 3:30pm  
Grossmont College  
College Conference Room

### **Present:**

Jeff Baker, VP Student Services-GC (Co-Chair)  
Scott Thayer, VP Student Services-CC (Co-Chair)  
Courtney Williams (for Marsha Gable), Dean of Counseling Services-CC  
Howard Irvin, Interim Dean of Counseling-GC  
Nicole Jones, Chair, Counseling-CC  
Kristi Kluka, Chair, Counseling-GC  
Alicia Munoz, Faculty Co-chair of Student Success & Basic Skills-CC  
Chris Tarman-District  
Sheri Willis-District  
Sue Gonda-GC  
Steve Baker-GC  
Lauren Halsted-CC  
Mike Reese-GC  
Nancy Asbury, Recorder-GC

### **Guests:**

Victor DeVore, Admissions & Records Supervisor-CC  
Chris Hill-CC

Jeff Baker began the meeting by having the attendees introduce themselves.

## **TOPIC**

### **D) Student Success Framework Update/Develop Final Framework**

The Student Success Committee has been tasked with many different tasks such as, keeping abreast of and staying compliant with the latest legislative changes, developing a student success framework and building it into our planning processes to help guide the colleges to ensure all our efforts support student success, and to develop some common measures with measurable outcomes. The framework includes two phases:

**Phase #1** includes measurable outcomes from the ARCC 2.0 Scorecard, ACCJC Annual Report, GCCCD key areas of focus and the Grossmont /Cuyamaca key performance indicators. At the Summer Planning Meeting, the group developed the following four key components/momentum points that support student success: access, basic skills, college level and post completion.

**Phase #2** includes Institutional data (i.e. success outcomes, CCSSEE), research, articles and faculty and staff expertise and input.

Jeff Baker distributed the following two documents for today's discussion to compare for overlap and inclusion:

- 1) GCCCD Student Success Framework (Phase 1/Phase II)-This list includes the specific reporting requirements through the scorecard, ACCJC Annual Report and KPIs each college put in place,

which we ultimately need to report on. Most of this list is encompassed within the momentum points list.

- 2) The Momentum Points document was developed at the Planning Meeting as a list of key components (access, basic skills, college-level & post completions) the group felt would help a student be successful in which to direct our resources and energies.

The goal for today's meeting is to fill in gaps with some data points so we can keep building the framework. The group discussed items on the list that are doable, type of data collection needed and areas that would be the most meaningful to measure and came up with the following:

## **Momentum Points:**

### **ACCESS**

- ❖ ***Financial (Resources) Assistance (measure)***-not all students seek financial assistance so this may not be a momentum point for all.
  - Use student ID#s for all programs and track percentage of students that receive some type of support resource/aid to show trending from year to year. This information can then be used as a guide for the colleges to increase numbers, make improvements and/or develop new services if desired.
  - Length of time it takes students to be funded through Financial Aid. Example: Track time it takes for disbursement of Financial Aid and then we can make changes to our Financial Aid process to expedite processing time such as adding more staff or pursuit of grants if the data is readily available. Data helps support resource allocation.
- ❖ ***Pre-assessment prep (measure)***-the group discussed the importance of this measure but we need to collect data on assessment results to see how successful it is for students.
  - Number of workshops/event/occurrences
  - Assessment results-do we see any trends
  - Percentage of students participating
- ❖ ***Assessment/orientation/advisement services (measure)***
  - Percentage of students that go through these services
  - Percentage of 1<sup>st</sup> time students that end up in the priority registration group versus those that do not
  - Some students will be exempt from portions of these pieces due to: AP courses and college level courses completed while in high school and thus do not fall into the 1<sup>st</sup> time to college student group although they need to be included as part of these numbers.
- ❖ ***Long-Term Ed Plan (measure)***
  - Come back to this measure later
- ❖ ***Registration Before Term Begins (measure)***
  - We track this now

### **BASIC SKILLS**

- ❖ ***Start English/Math Sequence in 1<sup>st</sup> Year (measure)***
  - Cohort tracking

- ❖ *Persist in Developmental Sequence (measure)*
  - Cohort tracking/group course sequences
- ❖ *Successful Completion of Developmental Sequence within 2 years of 1st Enrollment (measure)*
  - Cohort tracking
- ❖ *Declare/Update Long-term Ed Plan at End of 1<sup>st</sup> Year (measure)*
  - Cohort tracking
- ❖ *Enrollment in Gatekeeper Courses (measure)*
  - Hard to track but most beneficial to the cohort

### **COLLEGE-LEVEL**

- ❖ *Start English/Math within First Year (measure)*
  - Cohort tracking
- ❖ *Pass College Level English/Math Within One Year of Completion of Development Sequence and/or Assess at College Level (measure)*
  - Cohort tracking
- ❖ *Continuously Enroll in First Three Primary Terms (measure)*
  - Cohort tracking
- ❖ *Complete 30 Units of Degree Applicable Work (measure)*
  - Cohort tracking
- ❖ *\*Completion of GE Package within 6 years (measure)*
  - Cohort tracking, track through Evaluations Office to determine number of certifications that are done, graduation and/or transfer through Evaluations Office
- ❖ *\*Achieve Transfer Readiness within 6 years (60 transfer units including English & Math)(measure)*

\*There is a difference between these two items. The GE package is more applicable to transfer readiness whereas achieving transfer readiness also requires completing of the GE package + 60 transferable units. The group discussed a blend of these two items.

### **POST COMPLETION**

- ❖ Successful Transfer
- ❖ Job Placement
- ❖ Licensure Pass Rates

Jeff suggested that we designate 30 minutes of each meeting for each college group to develop a list of discussion items to take back to their college. We will take the information gathered at today's meeting and build a framework around it.

**Action Item:** The updated document will be emailed to the committee prior to the next meeting.

### **II) CalWORKs Enrollment Priority**

Sheri Willis discussed an assembly bill that passed recently requiring that CalWORKs students receive the same priority registration as Veterans and Foster Youth at the next registration opportunity per Ed Code. In order to be compliant, we need to have this in place for Spring registration with registration appointments calculated around November 1<sup>st</sup>. CalWORKs student information is reported through our MIS reporting at the end of each semester but the data is typically not entered until the end of the

semester. The data will not be entered until the end of December or beginning of January for Fall but we need the data for our Spring students by November 1<sup>st</sup> so the following questions were addressed:

- ❖ Who will help define CalWORKs students?
- ❖ Which students should be prioritized for Spring (the students currently enrolled in the program in the Fall or the new students projected for Spring and if so how do we get those records into the system)?
- ❖ Who will do the data entry?
- ❖ Who will help IS develop the specifications so we can ensure that the priority registration process works smoothly?

Victor DeVore and Cheryl Ashley will be the Cuyamaca leads and Gerardette Nutt and Bill Rapolla will be the Grossmont leads. There are about 700 students district-wide in CalWORKs with only about 31 identified for Fall. Sheri suggested using the current CalWORKs screen to project what we feel we need to do to get the Fall students in by a pre-determined date to expedite the process on this short timeline. The ones that are identified will get priority registration for Spring as our 1<sup>st</sup> step and then we can manually add students that weren't identified by the November 1<sup>st</sup> timeline. IS is still planning to get all five priority groups done on the 1st day, even with the addition of CalWORKs students to the top tier for registration (CalWORKs, Veterans and Foster Youth and then DSPS and EOPS). There was discussion about scheduling DSPS during the workday (8:00 am – 5:00 pm) since many of these students need assistance although, there are not enough slots to accommodate this by closing registration at 5:00 pm on the 1<sup>st</sup> day unless DSPS is moved to the 2<sup>nd</sup> day. The group decided to leave things as they are for the Spring especially with all the changes involving Cynosure and Accuplacer with further discussion to follow for Fall 2014.

**Next steps:** Victor will provide leadership to Cuyamaca and communicate with those that need to hear this information and Howard will do the same for Grossmont. Sheri will draft something that can be shared with these groups and then the important changes need to be posted to the website. There was discussion on Title 5 language. Victor made changes to the language for now to read “students that completed assessment, orientation and advising” (removed Ed Plan portion). Jeff discussed the need for a district-wide discussion on the definition of Ed Plans. The group concurred to leave the language as is with the removal of the words “Ed Plan”.

Meeting adjourned at 3:30 p.m.