

California Community Colleges, Who Are We?



California CC a Historical Perspective



CALIFORNIA MASTER PLAN FOR HIGHER EDUCATION

- Approved in principle by the regents and the State Board of Education on December 18, 1959.
- Created a system that combined exceptional quality with broad access for students.
- Transformed a collection of uncoordinated and competing colleges and universities into a coherent system.
- Established a broad framework for higher education that encourages each of the **three public higher education segments** to concentrate on creating its own kind of excellence within its own particular set of responsibilities.
- Acknowledged the vital role of the independent colleges and universities, envisioning higher education in California as a single continuum of educational opportunity, from small private colleges to large public universities.

California CC a Historical Perspective



3 Public Segments of Higher Education

University of California (UC): Designated the state's primary academic research institution and is to provide undergraduate, graduate and professional education.

- UC was to select from among the top one-eighth (12.5%) of the high school graduating class.

California State University (CSU): Primary mission is undergraduate education and graduate education through the master's degree including professional and teacher education.

- CSU was to select from among the top one-third (33.3%) of the high school graduating class.



California CC a Historical Perspective



California Community Colleges (CCC): Primary mission is to provide academic and vocational instruction for students through the first two years of undergraduate education (lower division).

In addition, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.

- California Community Colleges were to admit any student capable of benefiting from instruction.

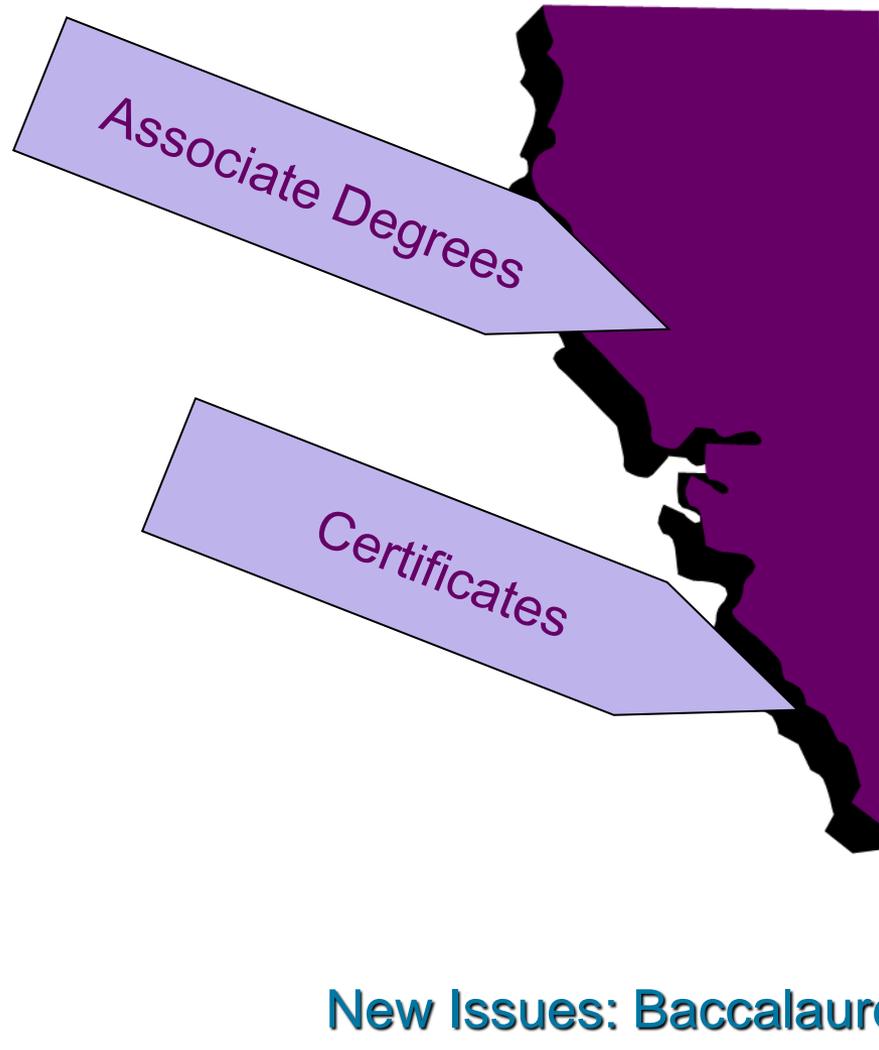
California CC a Historical Perspective



TRANSFER: An essential component of the commitment to access.

- UC and CSU to establish a lower division to upper division ratio of 40:60 in order to provide transfer opportunities into the upper division for community college students.
- UC and CSU to enroll at least one community college transfer student for each two freshmen enrolled.
- All eligible California Community College transfer students are to be provided a place in the upper division and are to be given priority over freshmen in the admissions process.

California Community College At A Glance



72 Districts

112 Colleges

Open Access to Higher Education

Transfer Education

Vocational Training

Adult/Continuing Education

Basic Skills/Remedial Education

Support Services

Economic Development

New Issues: Baccalaureate Degree; AAS Degree



WHAT CALIFORNIA COMMUNITY COLLEGES OFFER



- **Certificates of Achievement**
- **Two-Year Associate Degree**
- **Transfer Courses**

Certificate Programs

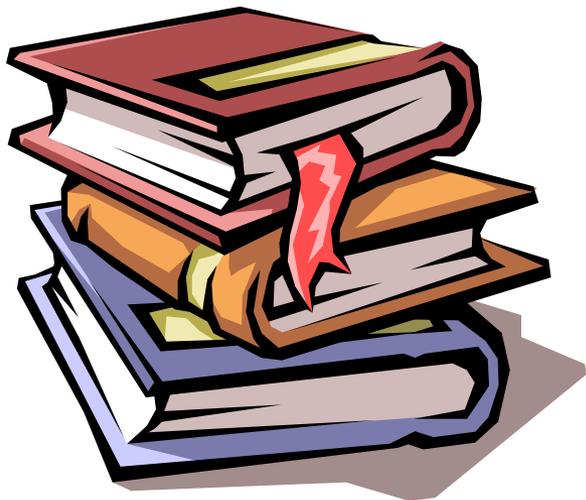


- Designed for students with specific personal or occupational goals
- Job market trends
- Designed to prepare students for employment, job enhancement and/or job advancement
 - Examples (Offered in SDCCD):
 - American Sign Language Interpreting
 - Allied Health
 - Microcomputer Applications
 - Nursing (CNA)
 - Website designs

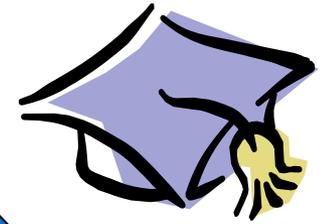
Associate Degree Programs



- Awarded upon the completion of the requisite units (60 units) for a degree to be conferred by a Community College. Commonly referred to as a two-year degree.
- With the exception of the **Associate Degree for Transfer**, completion of an associate degree does not guarantee that a student has met the requirements for admission into a four-year institution.



Transfer: 2 Paths to a Four-Year Degree



**4-YEAR
DEGREE**



**4-YEAR
DEGREE**

**2 years at a
Community
College**

- ✓ General Education
- ✓ Major Preparation
- ✓ Requirements for University Admission

**2 years at a
University**

- ✓ Major Requirements
- ✓ Graduation Requirements

4 years at a University

- ✓ General Education
- ✓ Major Requirements
- ✓ Major Preparation
- ✓ Graduation Requirements

Successful Performance of Transfer Students



Nearly 90% of all transfer students at UC and CSU started out at a California Community College

HOW CALIFORNIA COMMUNITY COLLEGE STUDENTS DO AFTER TRANSFER



Data from University of California, San Diego

- Graduation rates about the same as UCSD natives (78%)
- First year retention rates are 90%
- Earn about the same first year GPA's as UCSD natives (2.92 vs 2.95)
- Transfers and natives have similar GPA's at graduation (3.08 vs 3.16)

Excerpts from Region X Community College Transfer Partnerships Conference Presentation presented by Brad Phillips, March 2002 (**UPDATE**)





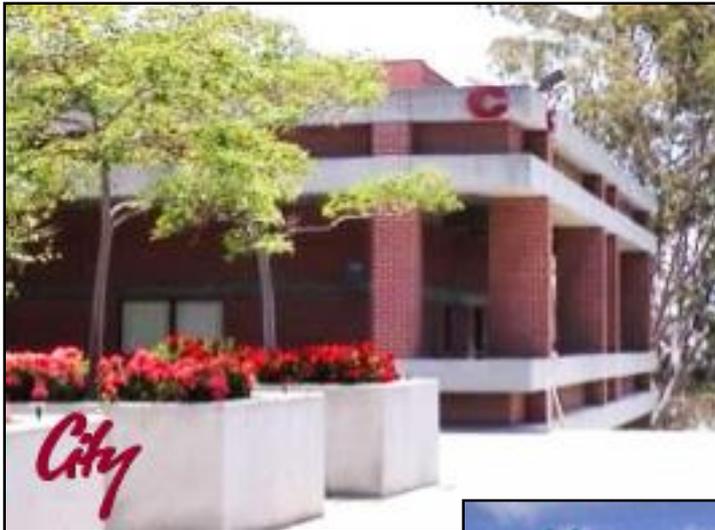
THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

- ➔ California's second-largest community college district
- ➔ Serves the City of San Diego and surrounding region
- ➔ 5 Member Elected Board of Trustees
- ➔ Student Trustee (Rotating)





50,000 Students Enroll in Credit Programs





85,000 Students Enroll in Continuing / Adult Education



- Educational Cultural Complex
- North City Campus
- West City Campus
- Cesar Chavez Campus
- Mid-City Campus
- Centre City Campus
- Continuing Ed. at Mesa





Total Enrollment/FTES Targets 2013-2014

2013-2014 FTES Targets*

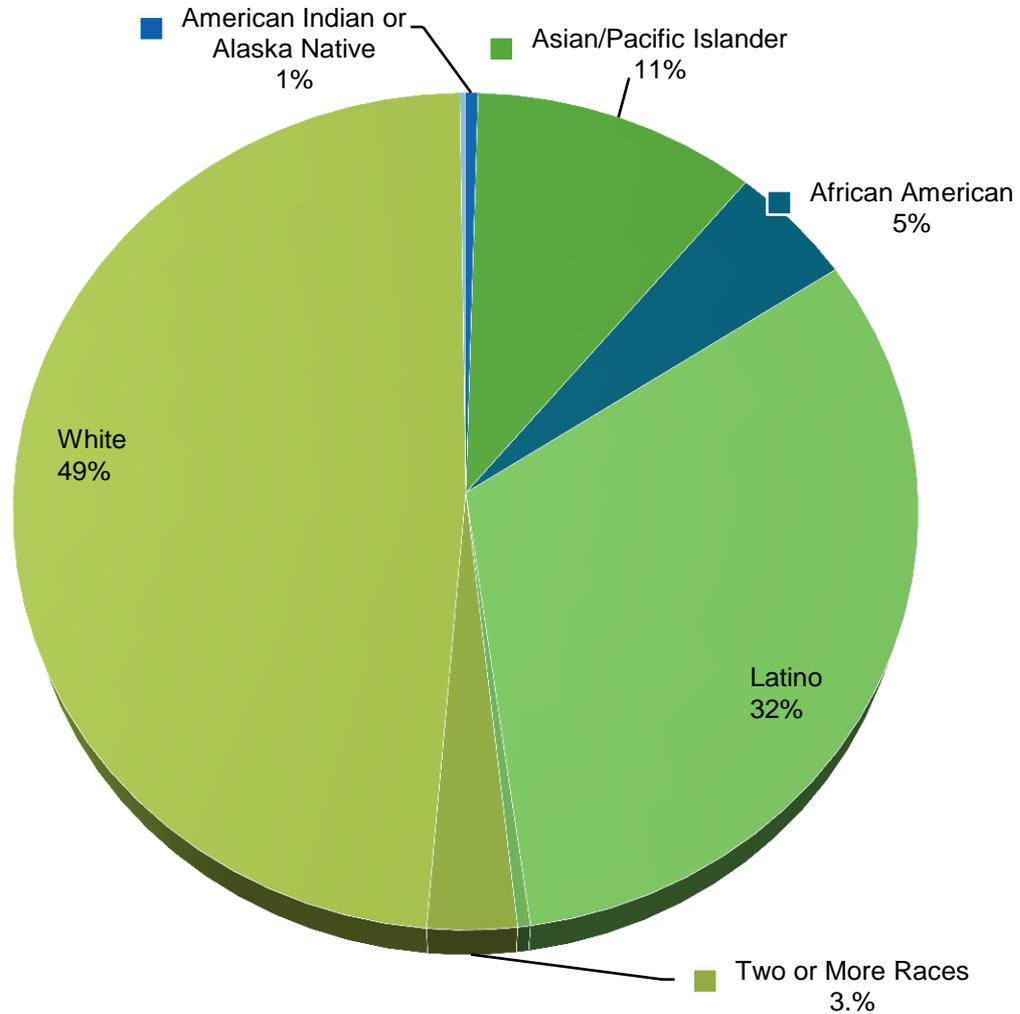
City College	10,054
Mesa College	14,654
Miramar College	6,772
Continuing Education	8,170
District Total	39,650



* Note: As of May 2013 revision



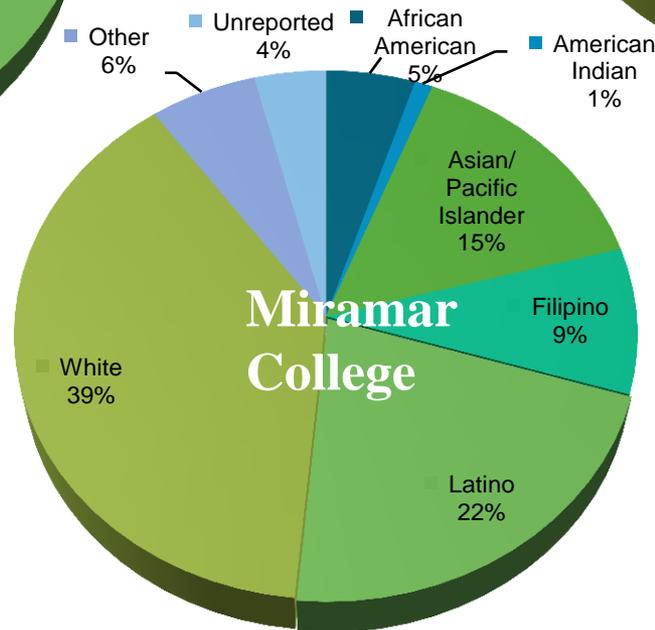
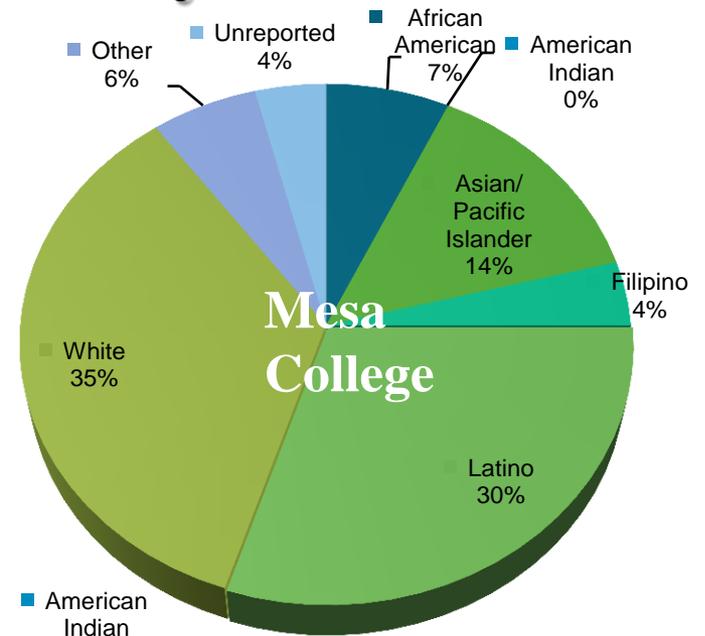
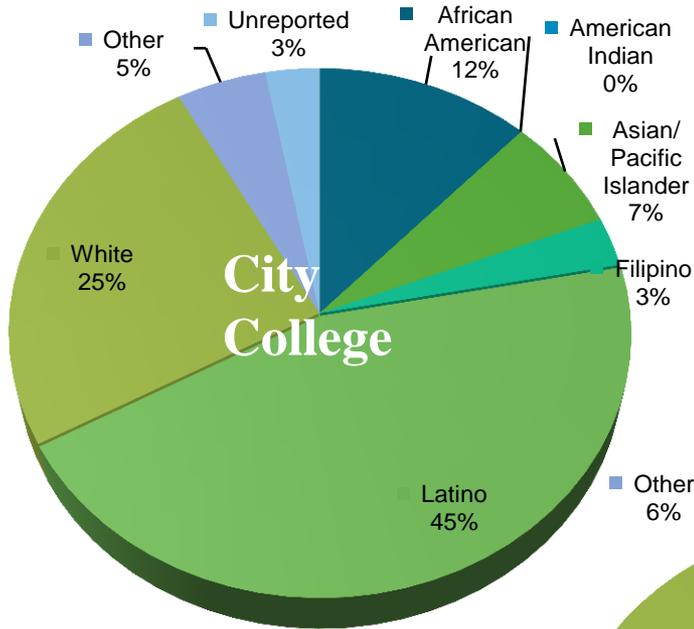
Ethnicity of Local Service Area





Fall 2012

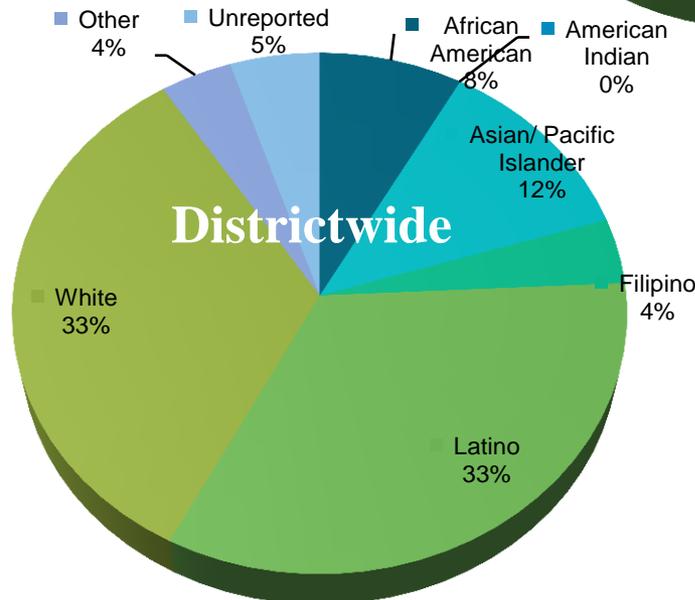
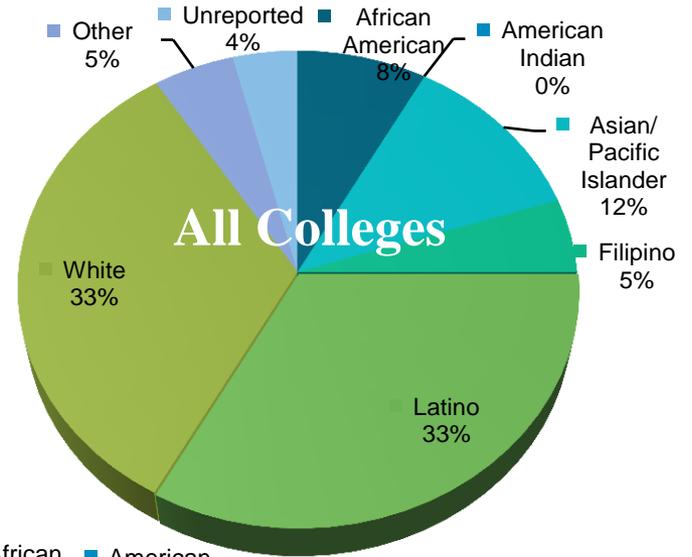
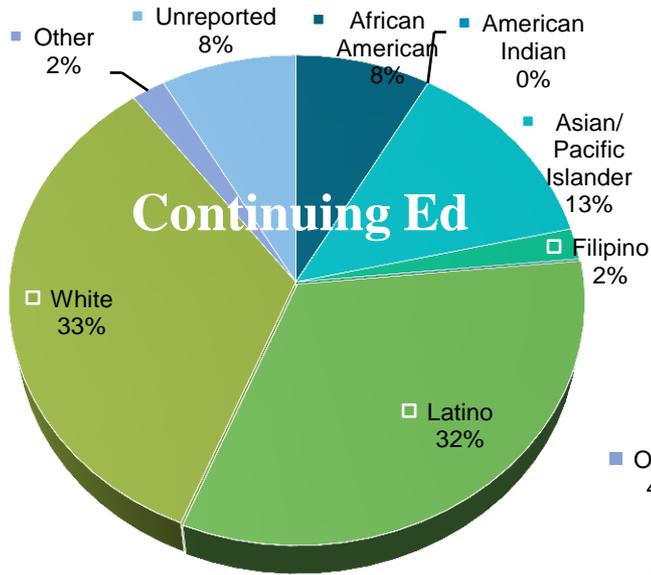
Students by Ethnicity

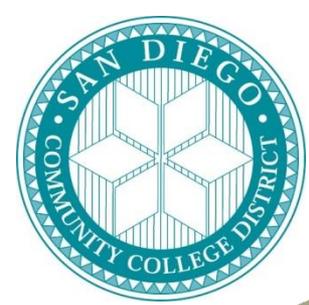




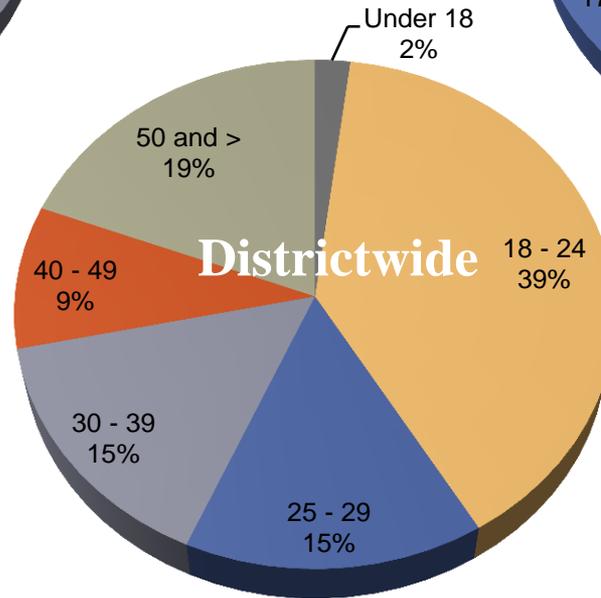
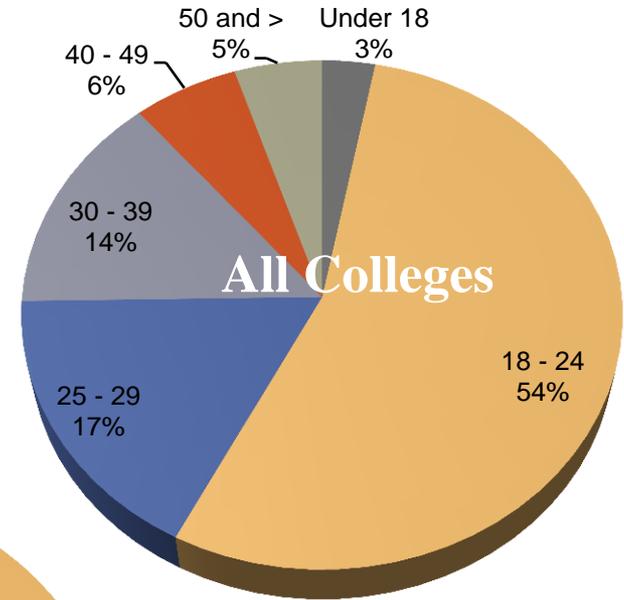
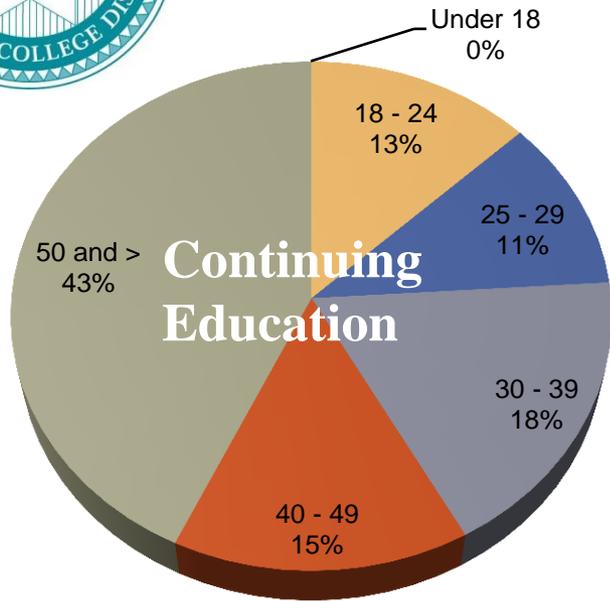
Fall 2012

Students by Ethnicity





Fall 2012 Students by Age



Highlights

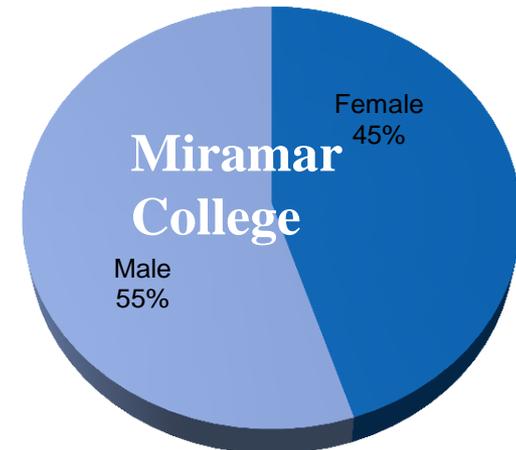
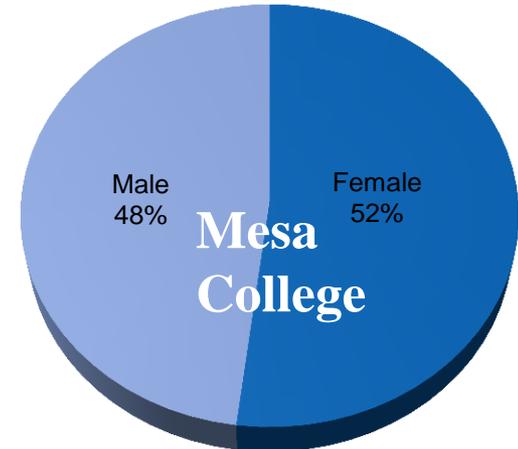
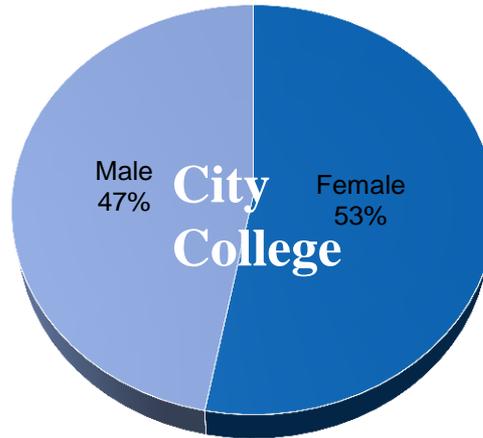
- As to be expected our district is not reflective of the local service area in age
- Over 50% of students in the colleges are in the 18-24 age group



Fall 2012 Students by Gender

Highlights

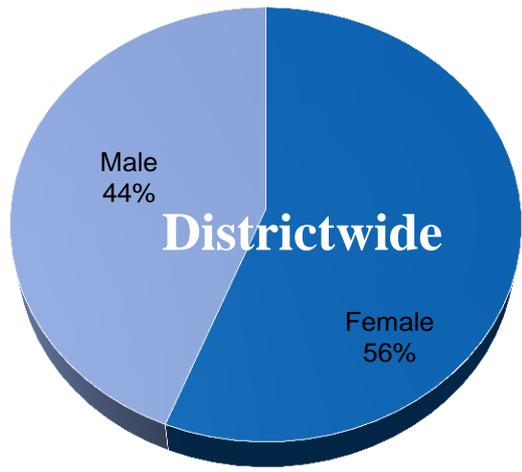
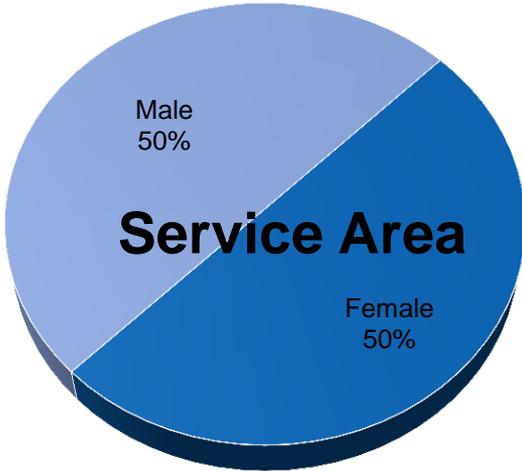
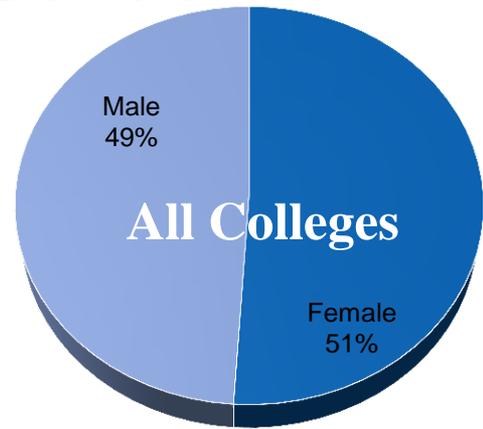
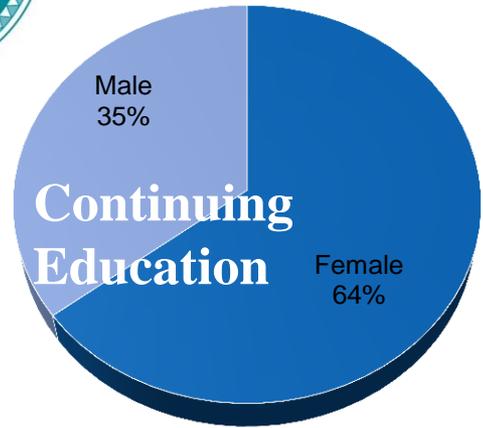
- Students continue to be predominately female, slightly higher than our local service area
- The exception is Miramar College due to the academies
- Continuing Education has the highest percentage of female students





Fall 2012

Students by Gender

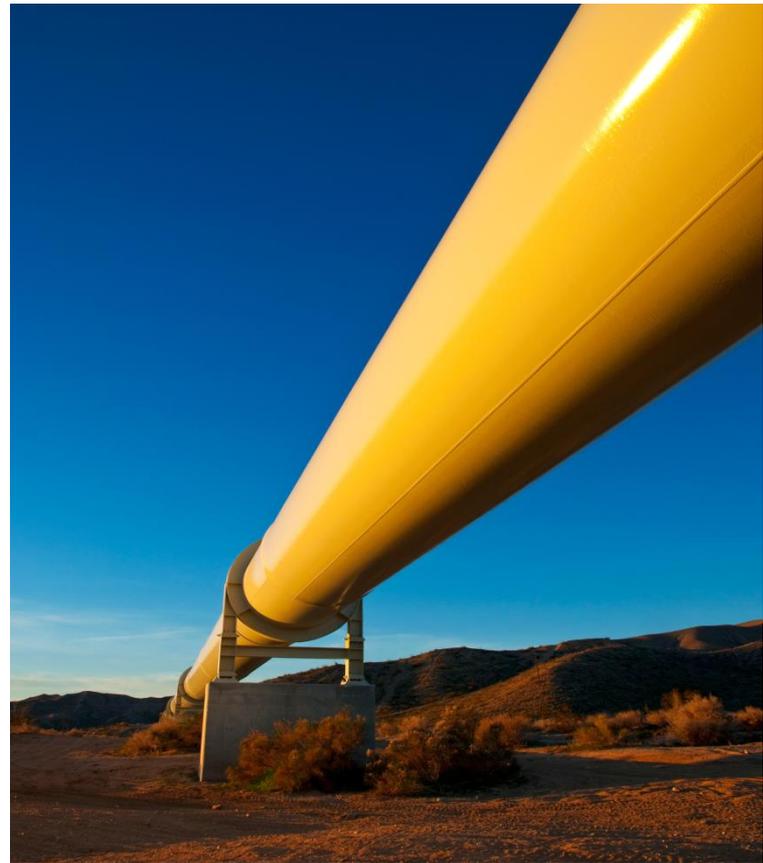




2012/13 Awards & Transfers

2012/13 Awards Conferred	City/Mesa/Miramar/CE
AA/AS Degree	2,219
Certificate 60 or More Units	4
Certificate 30 to 59 Units	612
Certificate 29 or Fewer Units	527
CE Certificate of Completion	3,606
GED Certificate	79
High School Diploma	119
Transfer	3,434
Total	<u>10,600</u>

SDUSD TO SDCCD PIPELINE



SDUSD STUDENTS ARE ENROLLING

- **Pipeline Data, Where Are We?**
 - Discussion Point
- **Addressing Concerns**
- **Improving Collaboration**
- **From the Student Perspective:**
 - Student Panel

PIPELINE DATA

In 2012/13, approximately **34%** of the 2011/12 feeder high school graduates entered San Diego City, Mesa or Miramar college in the year following high school completion.



PIPELINE DATA

31% percent of the 2012/13 first-time to college high school graduates reported that they were the first generation of college-going students in their family.



PIPELINE DATA

In 2012/13, just over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (52%; comparable to the five-year average of 50%).



PIPELINE DATA

Over half (**54%**) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (comparable to the five-year average of 52%).



PIPELINE DATA

77% of the first-time to college high school graduates completed an assessment test in reading, writing, and math in 2012/13.

*Assessment will be required starting Fall 2014**

2012/13 Placement Results

40% of the first-time to college high school graduates who tested in reading placed at basic skills.

64% of the first-time to college high school graduates who tested in writing placed at basic skills.

62% of the first-time to college high school graduates who tested in math placed at basic skills.

Among first-time to college high school graduates who tested in ESOL, **86%** of the students placed four to five levels below English transfer level.

DISCUSSION POINT

What stands out to you about this data?

ADDRESSING CONCERNS

What barriers to student success do you see from your perspective?

AS:

- Elementary School Counselor
- Middle School Counselor
- High School Counselor



IDEAS FOR IMPROVING COLLABORATION



From 30,000 Feet?

- Joint Board Meetings
- Curriculum Alignment
- MOU
 - Data Sharing

From the ground level?

FROM THE STUDENT PERSPECTIVE

Student Panel



THE STUDENT SUCCESS IMPERATIVE

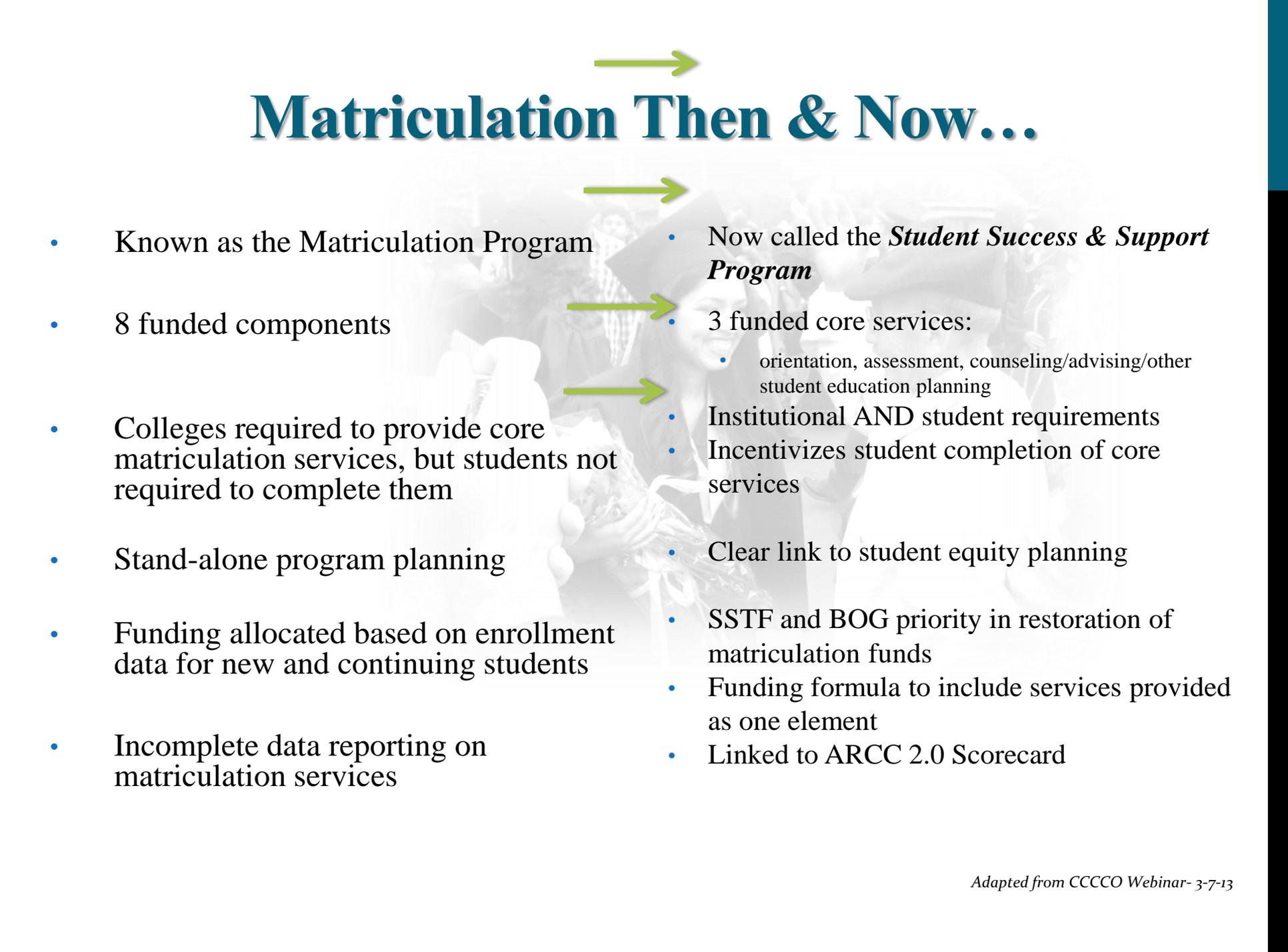
THE SSTF RECOMMENDATIONS & SB 1456

First step to begin implementation of SSTF recommendations:

- 2.2 (mandated services),
- 2.5 (declaration of course of study),
- 3.2 (BOGFW conditions, 2016),
- 8.2 (Student Support Initiative)

Links funding to support:

- *7.3 Student Success Scorecard*: Implement the accountability scorecard
- *2.1 Centralized Assessment*: As a condition of receipt of funds, requires colleges to adopt common assessment if the college uses standardized assessment tests (*when CCCAssess becomes available*)



Matriculation Then & Now...

- Known as the Matriculation Program
- 8 funded components
- Colleges required to provide core matriculation services, but students not required to complete them
- Stand-alone program planning
- Funding allocated based on enrollment data for new and continuing students
- Incomplete data reporting on matriculation services
- Now called the *Student Success & Support Program*
- 3 funded core services:
 - orientation, assessment, counseling/advising/other student education planning
- Institutional AND student requirements
- Incentivizes student completion of core services
- Clear link to student equity planning
- SSTF and BOG priority in restoration of matriculation funds
- Funding formula to include services provided as one element
- Linked to ARCC 2.0 Scorecard

Student Success Act Of 2012 (SB 1456)

Student Success & Support Program

Planning & Implementation Timeline



System-level Planning Year:

- Implementation workgroups convened October 2012 to develop proposals for title 5 Matriculation revisions, new allocation formula, & revised MIS data elements & definitions
- New program planning & budget process developed
- SB 1456 effective January 1, 2013

District/College-Level Planning Year:

- Develop program plans
- Implement MIS changes & ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Funding targeted to core services of orientation, assessment, counseling & advising, & other education planning services

District/College-Level Implementation Year 1:

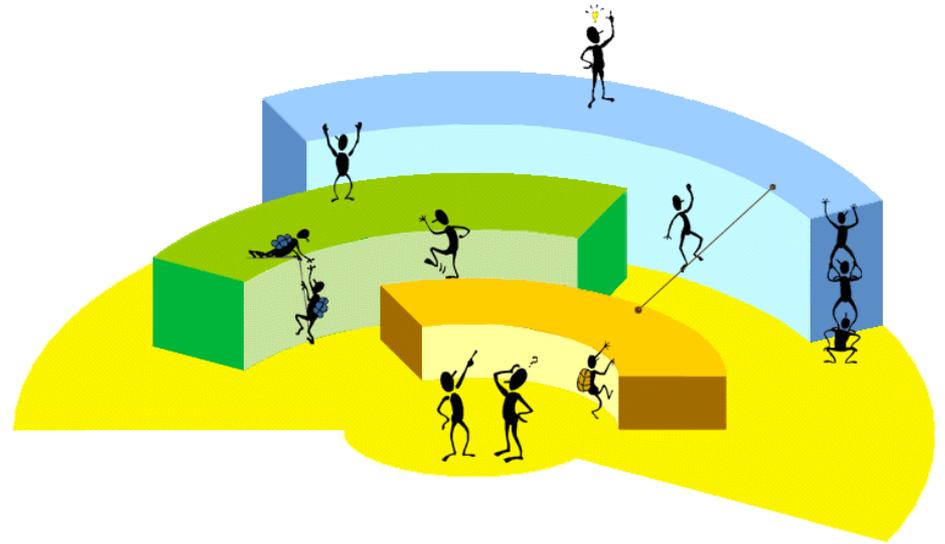
- Program plans & budgets submitted
- Continue to ensure accurate & complete data reporting
- Allocations remain consistent as prior year, new formula not applied
- Legislative implementation report due July 1, 2014
(biannually thereafter)

Implementation Year 2:

- FY 15-16 allocations based on 14-15 year-end data reported
- Application of funding formula beginning this year

Implementation Year 3:

- FY 16-17 allocations based on 15-16 year-end data reported
- Legislative report due July 1, 2016



SEVEN OBJECTIVES

What Policies and Practices Facilitate Student Learning and Success?

SEVEN OBJECTIVES

- 1) **Conduct a comprehensive examination of the current assessment system for English, ESOL, and mathematics**
 - High School Assessment Process
 - Core Curriculum and interface with CC Curriculum
- 2) **Scale-up First-Year Experience Programs at all colleges capturing elements of assessment, orientation, education plan**



SEVEN OBJECTIVES - CONTINUED

- 3) **Conduct a comprehensive outreach to continuing students to encourage them to get an education plan in preparation for new priority enrollment framework beginning Fall 2014; so that we can serve the incoming 10,000 plus students per semester**
- 4) **Augment counseling resources to support educational planning requirements**

SEVEN OBJECTIVES - CONTINUED

- 5) **Build web presence to assist students with planning their academic programs; will eventually be available to prospective students**
- 6) **Begin to plan for strategic class scheduling based upon student needs; may take 2 -3 years**
- 7) **Discussion of course alignment in Basic Skills with Continuing Education and the colleges.**



PRIORITY REGISTRATION

Priority Registration Effective Fall 2014 – Abridged Version

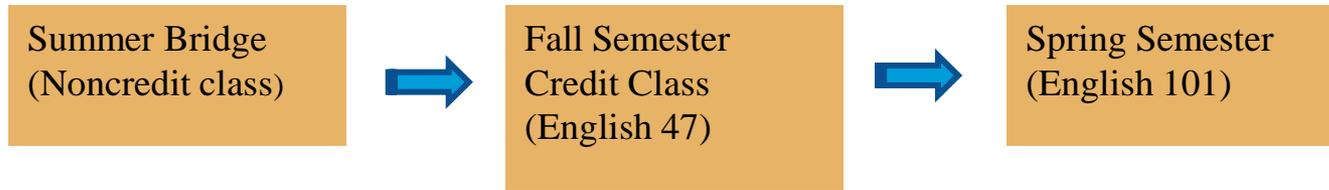
As of November 2013

Priority Groups

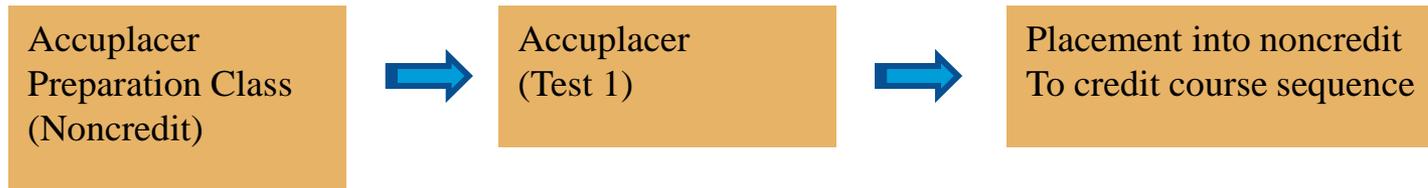
- Group (1)** Fully-Matriculated Active Duty Military/Veterans*, eligible Foster Youth*, CalWORKs, DSPS & EOPS Students
- Group (2)** Fully-Matriculated Continuing Students
- Includes FYE & CE Advantage students*
- Group (3a)** Fully-Matriculated New Students
- Group (3b)** Fully-Matriculated Returning Students (Includes both returning AND returning transfer students without a BA/BS degree who are fully- matriculated.)
- Group (4)** Non-Matriculated Continuing, New & Returning Students
- Group (5)** Students with 100+ Units (*Does NOT include Basic Skills units*)
- *Includes Military/Vets, Foster Youth, CalWorks, DSPS & EOPS*
- **These students will have first priority within this group*
- Group (6)** Students who are Concurrently Enrolled at a 4-year Institution or High School
- *Includes Military/Vets, Foster Youth, CalWorks, DSPS & EOPS*
 - *These students will have first priority within this group*
 - *High School students are manually enrolled in the Admissions Office on a first-come, first-served basis. No registration appointment assigned.*

Assessment Process – Future Plans

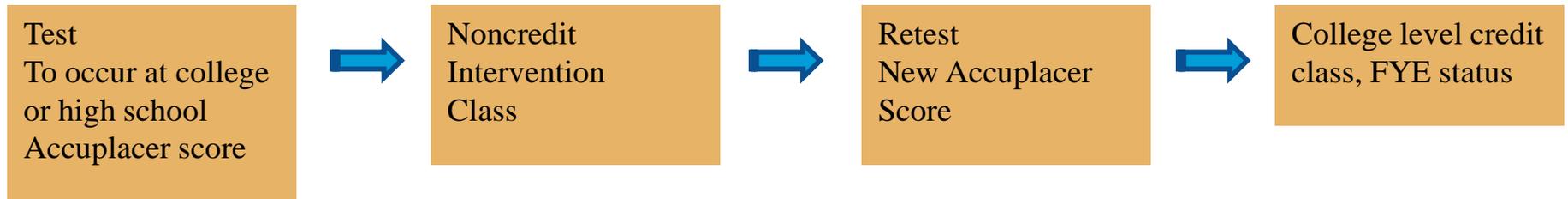
ACE₂



Test High – Place Higher



Test-Retest Model



SAN DIEGO MESA COLLEGE

Welcome to Mesa!

Online Orientations and Workshops



ONLINE ORIENTATION

<http://www.cynosurenemedia.com/demos/mesamenu>

SAN DIEGO MESA COLLEGE

CORE 3 (ORIENTATION, ASSESSMENT, ED PLAN) SERVICE DELIVERY FLOW



FIRST-YEAR EXPERIENCE (FYE) PROGRAMS

CITY'S MODEL



FYE SUCCESS 2011-2012

STARTED 626 = 30% OF ALL FIRST-TIME STUDENTS

FALL TO SPRING PERSISTENCE RATES:

FYE = 86%

CITY 2006 – 2010 = 62%

DISTRICT 2006 – 2010 = 70%



FYE HAS HELPED TO CHANGE THE “CULTURE” OF THE CAMPUS COMMUNITY

The program has given the College a “Front door” to the campus (approx. 4,000 served last year)

- Students are directed there first
- There is a FYE and Non-FYE pathway
 - FYE – priority registration as the “carrot”
 - Non-FYE – students are expected to attend orientation before meeting with a counselor

FYE AS PART OF THE SOLUTION FOR SB 1456

Aligns First Year Services(Enrollment Services) resources with student Success mandates

- Delineates mandates for SB 1456
 - Orientation, Assessment and Counseling(education plans)
- Promote efficiencies in counseling resources
 - Students are assigned to a counselor
 - Help to reduce the long lines in counseling

Increases College and Career readiness

All the elements of the mandates are embedded into the City College First-Year Services model

FYE AS PART OF THE SOLUTION FOR SB 1456

Strengthens support for entering students

Provides a triage of services based on student needs

- Intrusive support services
- Aligns course offerings to meet students needs
- Improve education of basic skills students



QUESTION AND ANSWER

