

# Student Success & Support Program Year End Report July 2014 - June 2015

## STUDENT SUCCESS & SUPPORT PROGRAM

The recently established Student Success and Support Program at WLAC formerly the Matriculation program renamed and repurposed by Senate Bill 1456 ended its first year having implemented the new SS&SP program mandates under the auspices of the California Community Colleges Chancellors Office. The WLAC SS&SP Plan written and submitted to the CCCCO in Fall 2014 was approved by the CCCCO in Spring 2015. The SSS&SP plan details the strategies, personnel and funding necessary for delivery of "SS&SP core services" which includes providing each student new to the college with a orientation to the college programs and services, an assessment in English / English as a Second Language and Math, an Educational Plan, and follow-up services for at- risk students on academic and or progress probation, enrolled in basic skills courses, and undecided on their course of study and or educational goal. The SS&SP marks the 2014-2015 year with the following accomplishments.

## WEST EXPRESSWAY

Priority Registration is offered as an incentive to new students who complete the College Orientation, Assessment and Abbreviated Student Educational Plan, and to continuing students with a 2.0 grade point average. The SS&SP program reaches out to students through the West ExpressWay to complete these core services and thereby achieve Registration Priority. Students new to the college are directed to the West Expressway to access the core services:

### The WestExpressway provides each student with:

- Our online or on-ground in person college orientation
- An introduction to Financial Aid and opportunity to apply.
- Career assessment and exploration, assisting students in defining their educational goal and major.
- Pre-Assessment preparation and planning
- Appointment for Assessment and Assessment testing
- Educational Planning
- Abbreviated Student Educational Planning with a Counselor
- Student Portfolio

### As a result of the West ExpressWay:

The SS&SP program has supported: 4,634 students through the West Expressway

Total Number of Students completing the College Orientation: 4,888 students

Total Number of Students completing the Career Assessment and Exploration: 4,634

Total Number of Assessment Tests given: 4,512

Total Number of students completing an Abbreviated Student Educational Plan: 4,634





# SS&SP SUPPORTS POTENTIAL HIGH SCHOOL STUDENTS MATRICULATE TO WLAC AND THE SUMMER BRIDGE PROGRAM

The Student Success & Support Program works closely with the Outreach and School Relations Department designating February and March as High School Assessment months. This year the office of Outreach and School Relations invited the following high schools to visit WLAC for a campus tour and completion of the West Express-Way SS&SP core services: Orientation, Assessment and Educational Planning. All student participants were granted access to priority registration based upon their completion of the required core services. The intention this year was to increase the number of potential WLAC high school seniors completing the core services early in the spring term so that they would be able eligible for Priority Resgistration for the Summer and Fall terms. The students were also given enrollment information concerning the Summer Bridge Program.

## High School Students Assessed this year:

- Venice High School: 28
- Los Angeles High School: 16
- Hamilton High School: 25
- Westchester High School: 26
- Culver City high School: 28
- NOW program: 25
- POPP program: 56

**Total High School students assessed: 204**

## AT RISK STUDENTS

### At-Risk Follow-up

In the Fall 2014 there were a total of 2,914 students on Academic and Progress Probation and in excess of 100 units.

In the Spring 2015 there were a total of 2,720 students on Academic and Progress Probation and in excess of 100 units.

### The SS&SP At-Risk Follow-up Actions

In an effort to reach out to these students, SS&SP provided a series of follow-up measures:

- Expressway Counselor Evaluation of transcripts and recommendation for action for all Students on Academic and Progress Probation. Counselors recommend course line-out/academic renewal/repeating a course and more academic counseling. Spring 2015 - Total: 2,039
- Counselors provide probation mini-counseling sessions.
- Counselor led At-Risk Follow-up Academic Solutions Workshops provided online and in person: Total 161
- Personal Calls–Students on Academic/Progress Probation/Over 100 Units Fall / Spring Total = 4,928 calls
- Personal Phone calls to students: Total 8,488

## EDUCATIONAL GOAL / MAJOR CLARIFICATION

The SS&SP program assists students in defining their educational goal and major / Course of Study thereby assisting students in their process of completion.

In the Fall 2014/Spring 2015 year: 2,171 students had not defined an educational goal.

In the Fall 2014/2015 year: 2,768 students had not defined a Course of Study or Major.

The SS&SP program also supports new students and continuing students with 15 units or more in defining and making an informed decision concerning their Educational Goal by providing workshops and survey information. Many continuing students have defined their educational goal and course of study but have forgotten to share that information with the college.

### Follow Up Student Contacts:

Students Missing Educational Goal and Undecided Majors  
Fall / Spring Total = 7,262 contacts (emails/phone calls)

SS&SP provided Major / Educational Goal workshops and surveys that helped students declare their course of study and educational goals:

Total Number of workshops for Major clarification: 192 Workshops

Total Number of Students completing the Counselor Educational Goal Survey and defining their goal: 1,385

Total Number of students completing the Counselor Major Course of Study Survey and defining their major: 1,070

## PRIORITY REGISTRATION

Throughout the 2014/ 2015 year the SS&SP program has consistently provided written materials, emails, personal calls, flyers, banners, SARS calls and visits to the classrooms to reach students and give them the much needed information concerning important Admissions and Records, SS&SP Priority Registration and Financial Aid dates that are pertinent to student life retention and persistence.

### **Total Student Contacts:**

#### **Campaigns: 2014/2015**

Priority Registration: **10,136**

Last day to Add and Drop: **10,144**

“W” dates: **10,144**

Finals: **9,214**

**Total: 39,638 student contacts**

## SS&SP SUPPORT’S STUDENTS IN BASIC SKILL COURSEWORK:

The SS&SP program initiated an “In Reach” campaign to students in the basic skills courses by:

- ◆ Sending out tutorial information provided by the learning skills program.
- ◆ Sending out study skills information and links to student services departments / program that assist students at WLAC.
- ◆ Identifying a West Expressway Counselor that would serve as the SS&SP Achievement Coach that would provide “Habits of Mind” and other motivational information to students in these courses.

Basic Skills e-mails sent - Spring 2015 = 979

Basic Skills e-mails sent Fall 2014 = 1,031

Total emails = 2,010



## FACULTY SUPPORTS SS&SP

Faculty were asked to share information concerning the advisement services they provided to students. A special “Thank You” is sent out to those instructors that provided SS&SP with their student advisement contact information. The total for the 2014-2015 = 558 student contacts.

Instructors: Carmen Dones, Katy Kelley, Anna Chiang, Timothy Russell, Manish Patel, Ashok Patil, Larry Wang, Diane Watsund, Dolores Gallegos, Bailey Hoffman, Ted Pointer, Clare Norris, Fran Leonard, Angel Viramontes.

## ASSESSMENT / RESEARCH

SS&SP Assessment sub-committee was charged by the SS&SP Advisory committee to work in collaboration with the office of Institutional Research to conduct a cut-score survey to re-evaluate cut scores used in the Math and English / ESL Assessment Placement process.

The Survey proved to be successful with the participation from the following:

Student Participation: 1,319

English Faculty Participants: 11

Math Faculty Participation: 36

The Survey allowed for an open discussion concerning successful models in Assessment using new standards in Multiple Measures, acceleration in curriculum and high school grades and grade point average as formidable measures for assessment and placement into English /ESL and Math and more efficient predictors of student placement and outcomes. SS&SP invited **Dr. John Hetts**, Director of Educational Partnerships organization and **Dr. Deborah Harrington** Director of 3CSN to present to the Math and English Department on May 20th, 2015. The presentation was riveting with new data that demonstrates effective approaches to increasing our student outcomes and reducing disproportionate impact among student groups. With this new information SS&SP Advisory Committee, Institutional Research, Math and English departments will continue to work toward making improvements to the Assessment / Placement process and outcomes.

Please see the following preliminary findings prepared by the office of Intuitional Research Sarah Doerr Research Assistant. Special thank you to Sarah for all of her hard work on SS&SP Advisory Assessment Sub-Committee.

## FACULTY SURVEY

Overall, for the faculty survey, 11 English sections and 36 Math sections submitted responses, representing a total of 1,682 students (although these may not be unduplicated since it's possible the same student could be enrolled in more than one class).

On the first question, please indicate whether or not you think each student who is, or has been, in your class is satisfactorily prepared for your class using the following choices:

1. Extremely over-prepared
2. Over-prepared (Prepared for the next higher level)
3. Adequately prepared
4. Under-prepared (Should be in lower level)
5. Extremely under-prepared

Math vs. English	1 - Extremely overprepared		2 - Over prepared		3 - Adequately prepared		4 - Under prepared		5 - Extremely underprepared		NO ANSWER		Total	
	Student Count	Student Percent	Student Count	Student Percent	Student Count	Student Percent	Student Count	Student Percent	Student Count	Student Percent	Student Count	Student Percent	Student Count	Student Percent
ENGLISH	16	4%	85	19%	234	53%	76	17%	9	2%	25	6%	445	100%
MATH	60	5%	81	7%	607	49%	286	23%	168	14%	35	3%	1,237	100%
<b>Total</b>	<b>76</b>	<b>5%</b>	<b>166</b>	<b>10%</b>	<b>841</b>	<b>50%</b>	<b>362</b>	<b>22%</b>	<b>177</b>	<b>11%</b>	<b>60</b>	<b>4%</b>	<b>1,682</b>	<b>100%</b>

For the second question, please indicate the likelihood the student will earn a grade of "C" or better in this class based on entering skills alone.

1. For "C" or better grade please indicate a (#1)
2. For below a "C" graded please indicate a (#2)

Math vs. English	1 - Likely to Earn a C or Better		2 - Likely to Earn Below a C	
	Student Count	Student Percent	Student Count	Student Percent
ENGLISH	323	73%	122	27%
MATH	676	55%	561	45%
<b>Total</b>	<b>999</b>	<b>59%</b>	<b>683</b>	<b>41%</b>

# STUDENT SURVEY

Overall, for the student survey, 12 English sections, 1 ESL section and 38 Math sections submitted responses, representing a total of 1,319 students (although these may not be unduplicated since it's possible the same student could be enrolled in more than one class). I have not disaggregated these yet by discipline so these tables are for the results overall.

1. Which of the following statements best describes how you came to be enrolled in this course?
  - a. I am repeating this course
  - b. This is my first college course in this subject area and I was placed here using the school's assessment / placement system
  - c. This is my first college course in this subject and I did not use the school's assessment / placement system
  - d. I have previously taken a lower level college course in this subject area, either at this school, or at another post-secondary institution

a		b		c		d		NO ANSWER		Total	
Student Count	Student Percent										
298	23%	429	33%	73	6%	510	39%	9	1%	1,319	100%

2. Which sentence best describes you?
  - a. I should have enrolled in a lower course – this course is too difficult for me
  - b. I belong in this course – this course is about the right level of difficulty for me
  - c. I should have been place in a higher course – this course is too easy for me

a		b		c		NO ANSWER		Total	
Student Count	Student Percent								
77	6%	1,112	84%	122	9%	8	1%	1,319	100%

3. How prepared were you for this course?
  - a. Over prepared for this course
  - b. Appropriately prepared for this course
  - c. Not prepared for this course

a		b		c		NO ANSWER		Total	
Student Count	Student Percent								
95	7%	1,029	78%	187	14%	8	1%	1,319	100%

4. How satisfied are you with the college's assessment / placement process?
  - a. Satisfied
  - b. Somewhat satisfied
  - c. Not satisfied

a		b		c		NO ANSWER		Total	
Student Count	Student Percent								
710	54%	473	36%	112	8%	24	2%	1,319	100%

## **WEST EXPRESSWAY STUDENT SATISFACTION SURVEY FALL 2104 /2015**

West Expressway:

More than 1,021 students completed a survey evaluating the West Expressway.

Students were asked four (4) questions:

### **How helpful was the West Expressway?**

1=Not at all helpful; 2= Not so helpful; 3=Neither; 4= Somewhat helpful; 5= Very Helpful

Average 4.4

### **After completing the Expressway how, prepared are you for achieving your goals at West?**

1=Not prepared; 2=A little prepared; 3=Same as before Expressway; 4=Somewhat prepared; 5=Very prepared

Average 4.4

### **How satisfied are you with the information presented in the West Expressway?**

1=Very dissatisfied; 2=Dissatisfied; 3=Neither Satisfied nor Dissatisfied; 4=Satisfied

Average 4.4

### **How would you rate the quality of the presentation in the West Expressway?**

1=poor; 2=Below Average; 3=Average; 4= Above Average; 5=Excellent

Average 4.3

## **ASSESSMENT SERVICES SURVEY**

Students were surveyed concerning their Assessment experience by giving them the following statements to respond to indicating Strongly agree; Agree; Disagree; Strongly disagree; N/A;

Statements:

Strongly agree; Agree; Disagree; Strongly disagree; N/A;

1. I received the help I needed
2. The staff was knowledgeable
3. The office hours were convenient
4. The information provided was helpful
5. Written information was clear and easy to read
6. The staff was courteous and helpful
7. The office was comfortable and clean
8. It was easy to find the office
9. I will use this service again

Other important information gathered from the survey revealed that:

Nearly 79% of students surveyed completed 0 units at WLAC. The remaining students are enrolled in more than 1 unit.(3,235 responses)

We found that:

47.02% of the students are male and 52.98% of the students are female. (3,237) responses

## ASSESSMENT SURVEY

Question concerning age reveals that (3,230) responses

13% of the students are under the age of 18yrs.

31.30% are between 18-19 yrs.

28.58% are between 25-34 yrs.

17.28% are between 25-34 yrs.

10.28% are over 35 yrs.

Personal Description: (3,225) Responses

Asian: 5.24%

African American: 32.06%

Hispanic Latino: 39.13%

Pacific Islander: 0.87%

White: 11.04%

Multi- Racial: 6.14%

Decline to state: 2.11%

Other Non- white: 3.41%

Question 8:

What did you like about the office and the services you received?: (2,625 responses)

1,285 positive responses

16 negative

22 no comment

## STUDENT SUCCESS & SUPPORT PROGRAM SERVICE AREA OUTCOMES

SAO 1:

All non-exempt first-year students will take the placement test before the end of their first year of college.

SAO 1: Benchmark:

70% of first-year non-exempt students will take the placement test before the end of their first year of college.

According to the "District Strategic Plan Metrics Goal 1/Access & Preparation for Success" under the Objective/Measure 1.2.1 New Students Completing English in first term or before 70% West three year change is up 8% /Math Assessment in 1st term or before 72% West is up by 8%.

SAO 2:

All new –non-exempt students will have access to complete the college Orientation in their first year.

Benchmark:

70% of new to the college - nonexempt students will complete the West Expressway where the College Orientation is hosted.

Summary: According to LACCD 2014-2015 data, the SS&SP benchmarks for placement and college orientation have been met.



## STATEWIDE INITIATIVES

### **Common Assessment Initiative**

The Common Assessment System, known as CCCAssess, is expected to be available to colleges for full use beginning in Fall 2016 for Spring 2017 placement. WLAC is among the 12 colleges that will be piloting the CCCASSESS instrument, along with Multiple Measures through the MMAP initiative. Cal-PASS Plus will play a critical role in supporting the data warehouse, research, and validation—including Multiple Measures efforts—necessary to develop and support the Common Assessment System. Cal-PASS Plus is a partnership between San Joaquin Delta College (SJDC) and Educational Results Partnership (ERP). WLAC has developed a relationship with MMAP and CCGI to support student data sharing and multiple measure implementation between WLAC and LAUSD as well as Culver City School District. The Common Assessment Initiative has several workgroups committed to the development of the test items for the CCCAssess. Several WLAC faculty participate on the workgroups: Fran Leonard Chair of the Language Arts Department participates on the English workgroup, Dr. Mohammed Alwash Math faculty has participated in reviewing item discussions for the higher Math work group, and Nancy Sander English as a Second Language Faculty serves on the statewide ESL work group. Dr. Banday Coordinator of the SS&SP at West serves on CAI Steering Committee, Math workgroup Standards committee, and other several statewide and local committees concerned with the development and implementation of the CCCAssess.

With ACT planning to discontinue its Compass assessment test in fall of 2016, the California Community Colleges (CCC) Common Assessment Initiative (CAI) is trying to identify how colleges are using the test in order to mitigate the impact. Under the current timeline for implementation, CCCAssess will be approved and available for use in Fall 2016 for Spring 2017 placements. This aligns with the discontinuation of Compass.

### **Online Education Initiative : Colleges Begin Canvas Adoption Process**

The signing of a contract with Instructure for the use of Canvas as a common course management system (CCMS) marks a key milestone for the California Community Colleges (CCC) in its journey to create statewide excellence in online learning.

Colleges will have to agree to work collectively to allow for students to register across districts. That collaboration will eventually reduce the current student practice of applying to many different colleges to get online courses that they want. The act of “swirling,” or taking courses from separate colleges as it exists now, causes students on their own to create multiple applications, lose potential financial aid, complete assessments and matriculation activities over and over again, and then make sure that units get combined appropriately into degree completions. For students, that is no small task.

A major accomplishment is the selection of Canvas as a systemwide CMS. What is going on now is the implementation of the CMS within the pilot colleges and across the system at large. We thought there would be some interest in this change to a new CMS, however, we were surprised at just how much interest there is.

### **Education Planning Initiatives: Structured Student Pathways Taking Shape**

The California Community Colleges (CCC) Education Planning Initiative (EPI) continues to move forward with the numerous development and pilot projects the team is currently working on through the hot summer months.

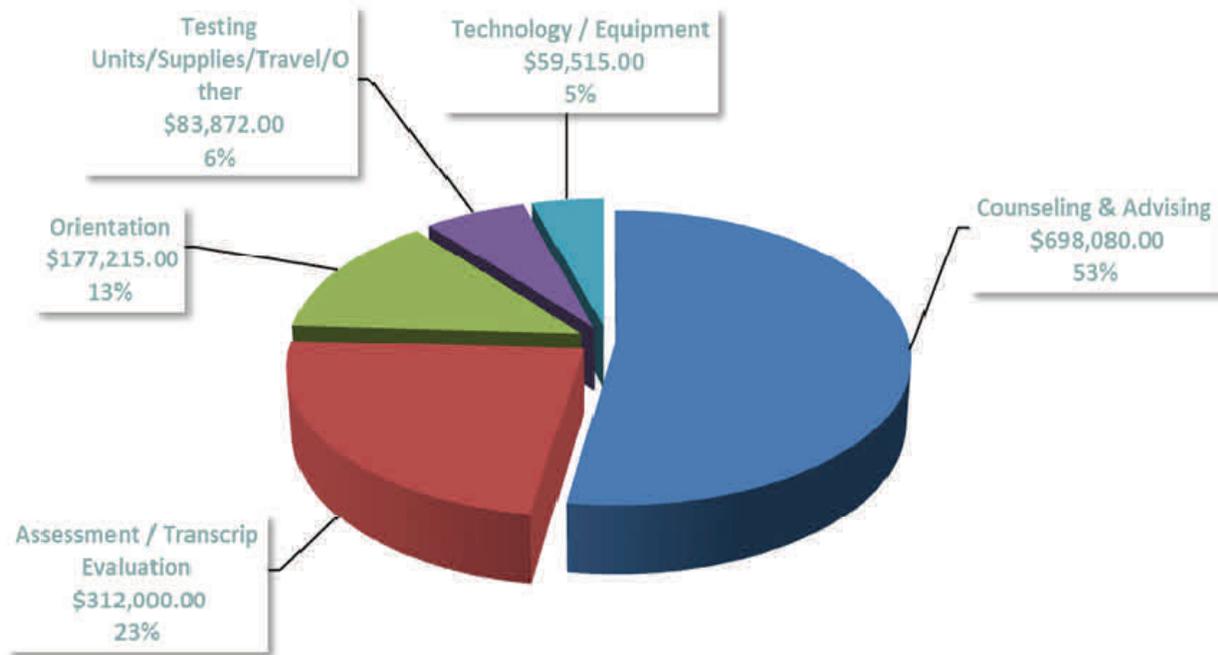
### **Professional Development Initiative:**

The implementation of the Common Assessment System will bring with it a dramatic expansion of the technology and resources available to faculty and staff at Community Colleges. These advancements require that faculty and staff develop new skills and master new tools to effectively guide student placement and achievement. The effort to develop a Professional Development program for the System will be led by Saddleback Community College, with strong support from Butte-Glenn Community College, the Academic Senate, and Cal-PASS Plus. The success of this effort relies in part upon effective collaboration across the various projects, initiatives, and technologies in the CCC system.

## SS&SP ADVISORY AND SS&SP ASSESSMENT SUB-COMMITTEE

The SS&SP Advisory has consistently met each month for the 2014-2015 as well as the Assessment Sub-Committee which monitors the Assessment Placement process. The SS&SP Advisory committee makes recommendations to the SEAC and Student Success committees. The SS&SP Assessment sub-committee has convened over the past several weeks in discussion and resolution for ACT Compass instrument termination. The instrument will expire in 2016 and will be replaced by another Assessment Instrument until the Common Assessment CCCAssess is validated and placed on the CCCCCO list for use.

## Student Success & Support Program 2014-2015 Budget



### THE SS&SP MARKS THE 2014-2015 YEAR WITH THE FOLLOWING ACCOMPLISHMENTS

- Student Success and Support Advisory committee previously the Matriculation Committee becomes a sub-committee to the SEAC committee.
- SS&SP collaborates with college committees in cross walking college plans ie: the Student Equity Plan, the Basic Skills Plan, the Educational Master Plan and coordinates with Student Services and Academic Affairs departments and programs.
- SS&SP participation in Statewide Common Assessment Initiative
- SS&SP coordinates monthly with Districtwide SS&SP programs
- SS&SP coordinates with Admissions and Records on implementation of Priority Registration.
- SS&SP plans with Financial Aid and Admissions concerning the future 2016 loss of BOG fee waiver.
- SS&SP collaborates with Institutional Research on Assessment cut score validity studies
- SS&SP develops and enhances the West Expressway model, software and process of delivery
- SS&SP increases student contact through the WLAC Welcome Desk , in-person College Orientations, in-reach student and faculty campaigns.
- SS&SP transitions from ACT/Compass to new assessment instrument until the CCASSESS is validated.
- SS&SP transitions back to offering the Ability to Benefit Test but with a new assessment instrument.
- SS&SP participates in MMAP initiative to provide students with a more holistic approach to assessment that includes the 4 cornerstones.
- SS&SP broadens relationship with Culver City Schools and LAUSD through an interest in student information sharing.
- SS&SP supports feeder high schools matriculating to WLAC students through the West Expressway delivery of core services and liason to Summer Bridge.
- SS&SP provides campaigns and workshops to support student exposure to important deadlines and dates and information critical to student academic progress. retention and success.
- SS&SP exceeds Service Area Benchmarks in the provision of Orientation and Assessment to students new to the college.



Two notable stories have been shared with SS&SP this year about the reasons WLAC is being recognized as the community college to attend in the Los Angeles area:

*“Carol D., a mother of a new student at WLAC, shared how her older daughter had had such a disappointing experience at SMC that they began looking at other options. When they dug deeper, they discovered that SMC did not have the higher transfer rate. FAFSA listed WLAC with the higher transfer rate. As a result, her daughter will be attending WLAC” - ExpressWay Call*

*“Miss Lejone Morris from the Student Success Support Program has gone above and beyond is guiding me to make better choices for my education. I would not have been able to do this all by myself if it wasn't for Ms. Lejone Morris. I shared with her my concerns about not being able to pay for college. She told me about different scholarships. I applied to several and won the Adiba Shaby Scholarship Award. Now that I am transferring to National University, I have completed half of my short-term goals in order to see my dreams become reality” - Maria Montenegro*

*“One of the most difficult aspects of my job is when I am helping students who are on probation and on the verge of becoming dismissed from WLAC. Unfortunately, many times students are experiencing difficulties outside the classroom that affect their schoolwork. In this particular instance, I came across a student who was struggling with family problems and came to my office thinking she was on probation. After further review it turns out she had been dismissed. She felt hopeless and discouraged and really wanted to continue her education at West. After speaking to her and learning about her goals I encouraged her to submit a late petition and speak with the dean of student services so she could have an opportunity to be readmitted to WLAC. After giving her instructions and sharing the college dismissal process she left the office with a little more hope. Few months later I got a surprise visit from the same student with a big smile to share with me that her petition was granted and was given a second chance. Seeing students succeed is why I became a counselor” - Liliana Luviano - ExpressWay Counselor*

*“I struggled all my childhood with people telling me that I was not good enough for school. These negative comments ultimately led to me dropping out of high school at the age of 15. What I initially planned to be a short stay at West ended up taking 8 years to complete. Life happened -- raising a child, working two jobs, caring for a sick parent -- but I never gave up, and I began to seek assistance from counselors at West. In 2012, I was admitted to all the universities I applied to. I remember crying when I was admitted into UCLA. This was a turning point in my life... I BELIEVED in myself! In March 2015, I completed my undergraduate education at UCLA, and I decided to further my education and applied to earn a Master's degree. I was accepted into the graduate schools at USC and UCLA, but decided to continue with UCLA” - Marlette Cortez*

## STUDENT SUCCESS AND SUPPORT LEADERS

**None of what is done in the SS&SP without the support of several wonderful people who demonstrate a commitment to students often unnoticed and unsolicited:**

We would like to extend a big thank you to:



### Naomi Lerner

Our SS&SP Volunteer, a grandmother, and retired Counselor who marks every Tuesday with her love and affection for WLAC students. She has called hundreds of students reaching into their hearts and minds and reaching out with her heart and mind. We love you Naomi!



### Bridgette Buycks

WLAC maintenance undercover Mom for WLAC students looking for love and an infectious smile followed by a stern: you'd better get to class” and a mentoring style that we know is keeping students in many of the seats that would otherwise be empty by the end of the semester. We love you Ms. Bridgette!

Dr. Patricia Banday