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EMP Goal #3 Update

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Strategic goal #3 – Ensure that all students have the support and resources needed to achieve their educational goals

Where we started

- Organize ourselves across strategic plans
- Take inventory
- Identify opportunities
- Prioritize

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Strategy A – Raise student awareness & connection to support services and resources

- Strategic emphasis to connect students at point of entry to their support community. FT students – signature programs, “Undecided students” – explorer students, “Special student populations” – connect to ESOL, International, etc, PT students – connection to Counseling teams

- Leverage matriculation process to connect to resources including emphasis during orientation, standardized during first counseling appointments, and standardized in multiple programming efforts such as Counselor Liaison Program, PEP, “Fall in Friday”, etc

- Partnered with MCPR to increase visibility of student resources on home page and a landing page this more student friendly to navigate

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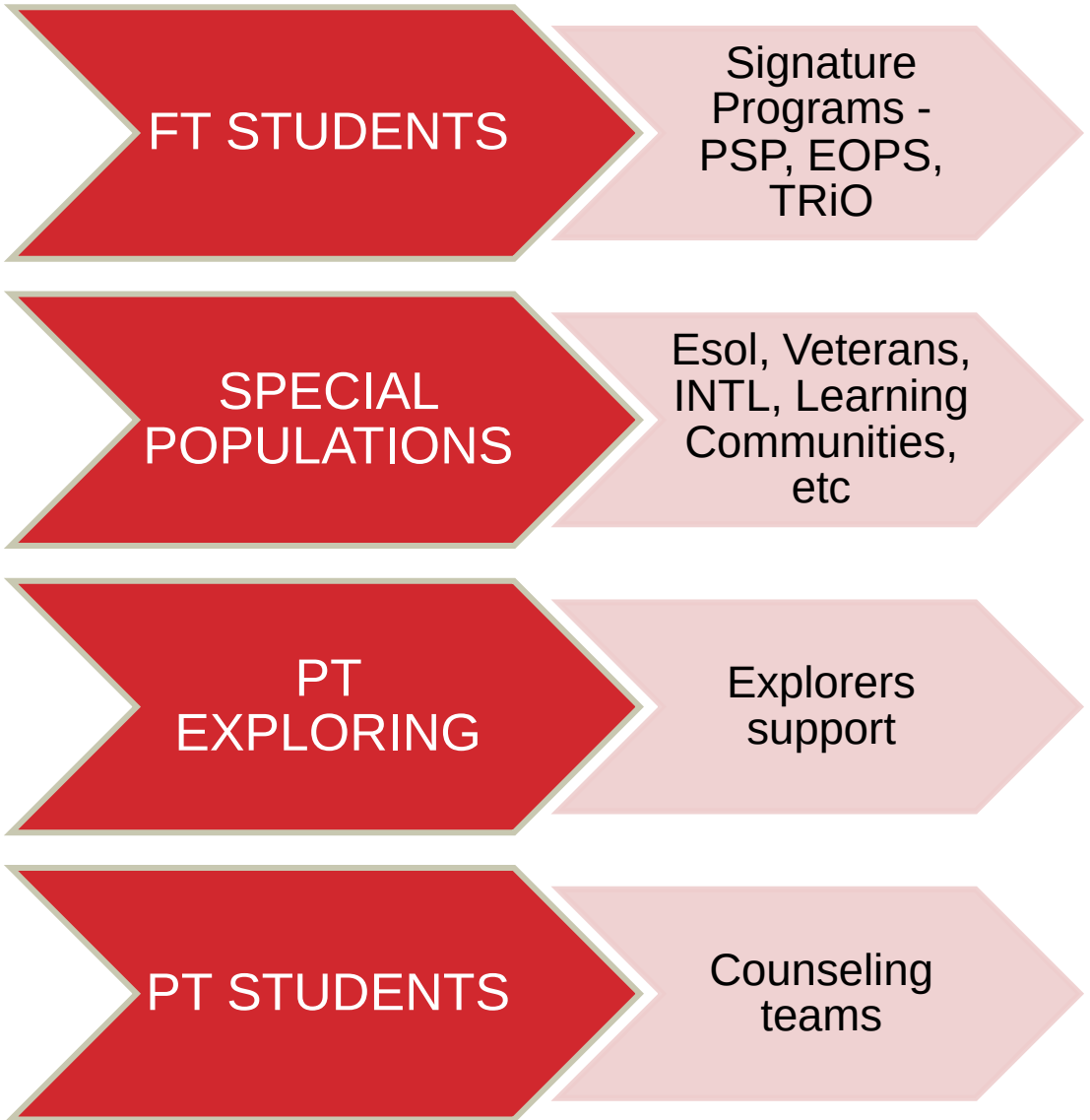
RESOURCE CONNECTIONS



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Strategy B – Facilitate student access to Basic Needs including food, shelter, and mental health

- Launch comprehensive basic needs support including SAM cards, hotel voucher support, Food Distribution market, on campus food pantry, SparkPoint Snacks and emergency financial aid grants

- Each of the last 3 years the food pantry has been record setting and this year is projecting to be record setting once again. In 23-24 959 students accessed the food pantry

- For 24-25 SAM card program projected direct aid of 350k to 393 students ($100 monthly disbursement)

- Rapid Rehousing Hotel Stay – 6 students utilized with average 14 nights per stay

- Additional efforts being launched – 1) Emergency Pac Dining food grants 2) Free SAMTrans pass 3) Clipper Card vouchers 4) Case management support

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- Significant increase in Personal Counseling capacity over recent years to support student mental health

- Well established CARES team that often responds to student basic needs that are referred from college community including connection to personal Counseling and basic needs services

- Pilot case manager/social work position for high support students

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Strategy C – Eliminate institutional barriers to equity ensuring that ALL students have support they need

- Exploring implementation of scaled up support needs model across Student Services to ensure that students that most need support get it

- Pilot implementation of Tableau that will empower student services to receive proactive data to caseload support students and ensure that students that most need the support receive it

- Equity grading practices – English department and individual faculty have adopted equitable grading policies including contract grading and eliminating 100 point scale

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NEEDS-BASED COUNSELING APPROACH

Counseling Needs-Based Approach

Needs Group Considerations and Criteria:

Sorting of students into needs groups is based on counselors' recommendations, student intake forms, and needs-assessment from their initial counseling appointment. This information will inform us on how to deliver specific and intentional services for an expanded caseload using agreed-upon criteria. Counselors conduct a formal review of students at least once each semester across all three criteria areas to determine minimum frequencies of contact. Counselors can request to see a student more frequently and students can check in with counselors as needed.

Three broad categories of criteria include: 1) academic progress, 2) career/transfer, and 3) personal resiliency.

	Low-Needs (min. 1 contact)	Medium-Needs (min. 2 contacts)	High-Needs (min. 3 contacts)
Academic Progress	➢ Good class attendance ➢ No course failures or withdrawals (0-1 per year) ➢ No outstanding basic skills need ➢ High credit accumulation and strong GPA (~2. 50 GPA and above) ➢ Engagement in college life/activities	➢ Needs a "push" to stay on track ➢ Some attendance concerns (by counselor or from faculty feedback) ➢ Some course failure or withdrawals (1-2 per year) ➢ Struggled to complete basic skills course(s) and/or major core courses ➢ Modest credit accumulation and GPA (~2.0-2.49 GPA) ➢ Approaching graduation (last-semester students)	➢ Academic and/or progress probationary/dismissal status ➢ Regular failure and/or course withdrawals (3+ per year) ➢ Irregular course attendance (and other faculty feedback) ➢ Struggled to complete basic skills course(s) and/or major core courses ➢ Low credit accumulation ➢ Rarely used support services such as tutoring

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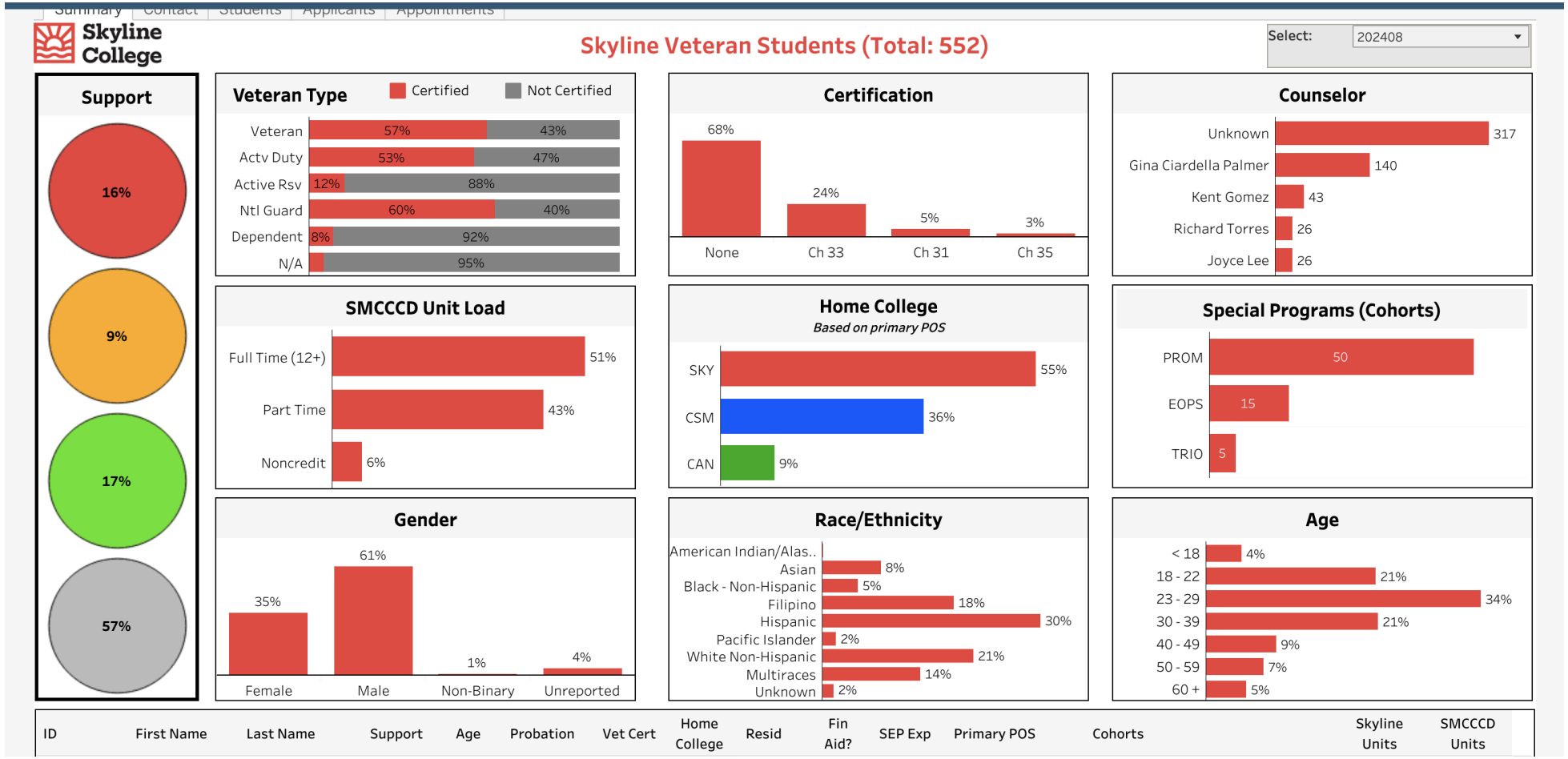

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ZTC Effort Highlights

92,411
students have enrolled in ZTC & LTC classes since Spring 2018

$11,868,140.69
Estimated cumulative student savings

400 ZTC & 97 LTC
class sections offered by 197 unique faculty in Spring

ZTC Impact Spring 2018 through Summer 2024

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Strategy D – Upgrade Educational Technology & Facilities

- Student services has launched a wide range of technology tools in recent years including the following:

    - Tableau dashboards
    - Mymajors and badgr to support major and career exploration
    - Automated matriculation messages and early alert through the CRM
    - TimelyMD to connect students to mental health support 24/7
    - A & R ticketing system
    - Texting solutions to improve communication with students
    - Offer most student services virtually through zoom

- Building 2 renovation is designed to provide employees and students access to state of the art facilities and seeks to be equipped with state of the art technology tools

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- Cell Reception
  - Operational by Summer/Fall 25
  - AT&T installing cell tower

- Moveable desks in classrooms
  - 200k in FY 24 and budgeted 400k for FY 25 for moveable furniture

- Increased campus lighting
  - Campus light retrofitting is ongoing. Currently working on B6 and then B8

- Athletic facilities upgrade
  - Project expected to span Summer 25 through Summer 26

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Strategy E – Complete & institutionalize the comprehensive redesign

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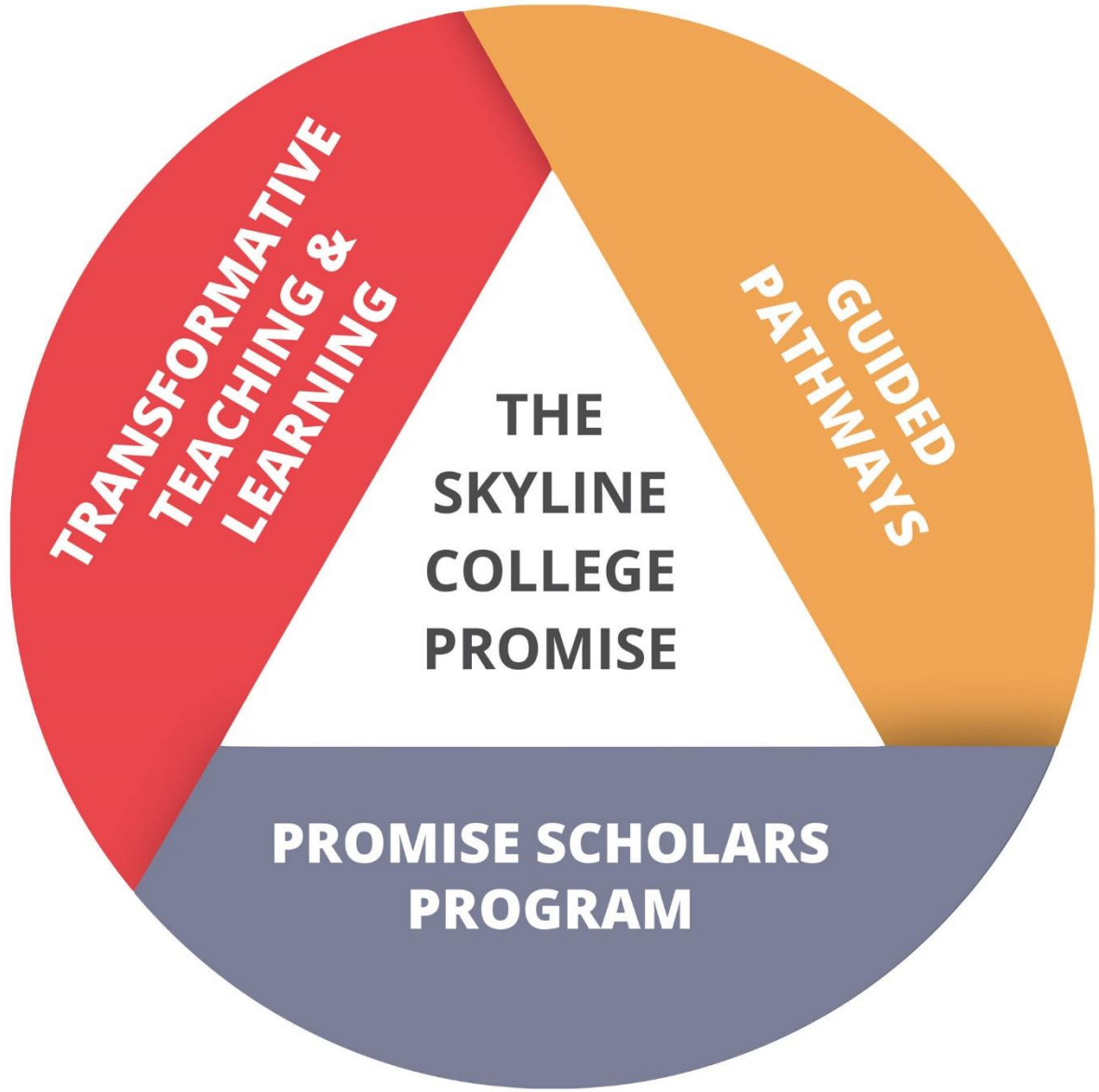

Promise Scholars Program

- Consistent student success completion outcomes in the range of 25% and 50% for 2 year and 3 year rates
- Continued growth of up to over 1,200 students in the program
- Exploration of piloting program for cohort of PT students

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Promise Scholars Program

Promise Scholars Program Graduation Rates

	AA Grad (2 Years)	AA Grad (3 years)
2018 SMCCD FTFT	6.5%	14.8%
2018 PSP Cohort	**20.1%**	**37.9%**
2019 SMCCD FTFT	10.6%	23.7%
2019 PSP Cohort	**27.2%**	**45.3%**
2020 SMCCD FTFT	13.9%	27.2%
2020 PSP Cohort	**26.7%**	**42.9%**

Data Source: PRIE SAP Promise Program Review Report (Accessed November 2023)

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GOALS/GUIDED PATHWAYS
COUNSELING DIVISION

- **Getting In**
  - Develop approach in working with students as they enter the college to facilitate the selection of a meta-major and get them connected to support that fosters student success

- **Support Getting Through**
  - Develop a comprehensive approach to counseling to serve students equitably within the meta-majors and guided pathways framework and Comprehensive College Redesign

- **Career Development to Scale**
  - Develop intentional career development approach to scale that ranges from increasing awareness of career options up to career and job readiness

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Where do we go next?!?!

In years to come…..

- Success level counseling support model
- Implementation of Tableau Dashboards to scale
- PSP PT model implementation
- Increased focus on anti-racist practices

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Pivots, Challenges, & Opportunities

Challenges & Opportunities

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- Pivot from meta major counseling teams
- Tableau implementation to scale/data culture
- Prioritization of efforts
- Pilot of PSP PT model
- Integration of efforts across campus
- Budget implications
- Communication across campus

Discussion Questions

- Are there any other additional challenges/opportunities that come to mind?
- How do we address or ongoing challenge of integration of efforts and communication across the college?
- Any budget implications for SPARC on how to support resources for this work in years to come?

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Thank you!!!