

SSEED Status Report Winter 2017

TARGET POPULATION

Mt. SAC students being targeted for this effort are those with little to no work experience and have demonstrate high economic need. Targeted students also include those that have been identified in the college's Student Equity Plan, including: Latino males, African American males, Asian Pacific Islander male and females, Native Americans, low-income, first-generation, English Language Learners, disabled, undocumented, foster youth, veterans, and other non-traditional students. During the Fall 2016 semester there were a total of 86 active students in the program who were placed in 40 different departments on campus.

OBJECTIVES

Four key program objectives have been designed to measure the effectiveness of the program. All objectives are ambitious as they significantly exceed the current rates of work preparedness, work performance, and academic performance of Mt. SAC underrepresented students. Objectives are also measurable and data will be captured through formative and summative assessments, including: pre- and post-surveys, participant journal reflections, participant academic performance, and employer monthly evaluation.

1. 90% of students will attend mandatory trainings and program activities.
 - a. 64% of students attended mandatory trainings and program activities during the Fall 2016 semester.
 - b. Average workshop attendance was 55 students.
2. 95% of students attending the mandatory training will note an improvement on pre-post training survey.
 - a. 95% of training attendees either strongly agreed or agreed that they felt confident with the level of understanding on the training topics.
 - b. 95% of training attendees either strongly agreed or agreed that the information learned in the training's will help them in their job.
 - c. 87% of training attendees either strongly agreed or agreed that they will be able to integrate the information they learned in the training topics to their current job.
 - d. 85% of training attendees either strongly agreed or agreed that they felt an increased level of confidence in their job skills knowledge after attending training's.

- e. 92% of training attendees either strongly agreed or agreed that they felt better prepared to make decisions that may come up at their job sites after attending training's.
3. 95% of employer monthly evaluations of students will note at least satisfactory progress.
- a. 92% of employers either strongly agreed or agreed that students displayed an improvement in their quality of work.
 - b. 81% of employers either strongly agreed or agreed that SSEED students remained focused on tasks/duties assigned.
 - c. 92% of employers either strongly agreed or agreed that SSEED students demonstrated motivation to learn new tasks.
 - d. 95% of employers either strongly agreed or agreed that SSEED students contribute towards a positive working environment in their department.
 - e. 94% of employers either strongly agree or agree that SSEED students demonstrate patience and cordialness with student customers.
4. 80% of students will maintain at least a 2.0 semester GPA.
- a. 71% of students maintained at least a 2.0 semester GPA.
 - b. 28% of students maintained at least a 3.0 semester GPA.
 - c. 29% of students had less than a 2.0 semester GPA.

INDIVIDUAL STUDENT CONTACTS

The SSEED move to the Career Services has been positive in that students know where to submit paperwork and meet with SSEED Coordinator. We have seen a considerable increase in student traffic through our office as a result of the SSEED program. SSEED students meet with the coordinator to either troubleshoot issues they confront at work or to work on their resumes. Our goal is to have every student in the SSEED program learn how to utilize and transfer the job skills they are learning through SSEED and document them in their resume. The coordinator also made student referrals to both tutoring services and counseling to students who struggled academically. The data below shows the number of students who are meeting with the program staff on a monthly basis.

- a. 347 SSEED students had individual appointments with program staff during the Fall 2016 semester.
- b. 98 SSEED students had individual appointments with program staff during the month of September 2016.
- c. 91 SSEED students had individual appointments with program staff during the month of October 2016.
- d. 83 SSEED students had individual appointments with program staff during the month of November 2016.

- e. 75 SSEED students had individual appointments with program staff during the month of December 2016.

CHALLENGES

One of the expectations you had from us was to document SSEED student success. In the SSEED Strategic Plan that I shared with you in March 2016, I outlined two of our major goals. The first goal of the program is to provide students with an opportunity to gain skills that make them more desirable for employment. Engaging students in training and employment environments where they are supported by campus supervisors accomplishes this first goal. The second overarching goal of the program is to help increase rates of persistence by holding students to a standard of maintain a 2.0 GPA to continue employment through SSEED.

We implemented an academic progress report system similar to EOP&S where students must get their instructors to sign off on their grades. This tracking allowed us to identify students who may not be doing well in classes and refer them to counselors and tutoring services, all while maintaining their employment. Students have shared that this has helped them stay on track and take their course work more serious.

During the Fall 2016 there were concerns that we were dismissing students because they were not maintaining a 2.0 GPA and concerns that we were not allowing students who had less than a 2.0 GPA participate in the program. We changed this requirement for the Fall 2016 but saw a drop in student academic performance and motivation to attend the mandatory workshops.

The data below shows the two major areas of concern as it relates to student overall participation in the program and academic performance. The table below draws a comparison between Spring 2016 when the 2.0 GPA standard of accountability was in place and Fall 2016 when the 2.0 GPA standard was dropped.

| | Spring 2016 | Fall 2016 |
|------------------------------|--------------------------------------|--------------------------------------|
| Overall Participation | 85% of student participation | 64% of student participation |
| Academic Performance | 94% of students maintained a 2.0 GPA | 71% of students maintained a 2.0 GPA |