BRIDGE TO SUCCESS

A SAN FRANCISCO PARTNERSHIP
BRIDGE AS METAPHOR

CONNECTION & SUPPORT

DESIGN & EFFICIENCY
In 2006-07, 1,749 students enrolled at CCSF from SFUSD. By 2011, 706 stalled on the BRIDGE.
Four Loss Points

1. 5,500 SFUSD 9th Graders
2. 4,000 Graduate High School
3. 3,000 Continue to College
4. 2,000 Enroll in Other 2 or 4 Year Colleges
   - Up to 910 students are placed into remedial Math or English at City College
5. 1,000 Enroll in City College
6. 350 Complete City College within 5 years
A PARTNERSHIP EXISTED, JUST NOT THE RIGHT KIND

• Data was siloed
• Data was distributed via a High School Report but no standing structure to ask questions or discuss solutions
• Not grounded in shared data
• Blame game
SAN FRANCISCO PARTNERSHIP STRUCTURE

OUR GOAL: DOUBLE THE # OF AFRICAN AMERICAN & LATINO STUDENTS WHO COMPLETE A CERTIFICATE OR DEGREE
WE HIT IMMEDIATE BARRIERS

- How can we systemically assist every student with the five step enrollment process?
- How do we convince students, parents and sometimes teachers and principals to promote the community college as a viable option?
- How do we change the way high school and community college counselors do their work?
- How do we get admissions and the matriculation offices to change the way they do their work?
OUR SOLUTIONS

• Data was the centerpiece of our discussions - Linking data created neutral space
• Analyses should be complemented with input from practitioners and students
• Each institution to assign a practitioner to champion the work
• Careful communication - keep it neutral and about "our kids"
• Partnership structure created a space to let voices be heard
• Researchers need to present findings in a clear concise manner
• Loss point data - created pressure for institutions to act
• Presentations on the loss points – created sense of urgency
• Conduct a pilot - show data - policy reform
• We started with small wins
  • Piloted bringing the enrollment process into the schools
  • Gave priority registration to 390 students
EARLY WINS FROM PILOT

Retention Rates
  • 98% in first semester, 89% at second semester
  • Compared to 65% at second semester

Majority going full time
  • Increased average units from 8 to 12

Enrollment among of students of color increased
  % of African-American students increased by 18%
  % of Latino students increased by 24.5%

Presented these wins to institute policy/practice change
GROUP DISCUSSION

Building Partnership Across Segments…

What do you anticipate as barriers that you would face? What’s the biggest one?

What solutions would you recommend to overcome those barriers?
LOSS POINT ONE

Students lost between 9th & 12th grade (1,500)

• Activities/initiatives that addressed loss point one during B2S 1.0
  • Developed EWIs (Early Warning Indicators)
  • Student Success Services & Programs at the High Schools (application, placement testing, orientation & education planning)
  • Joint professional development days for counselors
  • FRISCO Day!

• Activities/initiatives recommended going forward with B2S 2.0
  • Dual/Concurrent Enrollment
  • Focus on schools with largest target population
  • SFUSD Junior Year Workshops
LOSS POINT TWO

Students not enrolling in post-secondary programs (1,000)

• Activities/initiatives that addressed loss point two during B2S 1.0
  • All-In-One Days
  • FRISCO Day – Enrollment in Classes

• Activities/initiatives recommended going forward with B2S 2.0
  • Summer Bridge Program
  • Social Media solutions to information sharing
  • Survey incoming students needs
LOSS POINT THREE

Students placed in remedial courses at CCSF (920)

• Activities/initiatives that addressed loss point three during B2S 1.0
  • Lower cut scores in English to increase course placement
  • “Placement Bump” offered to students meeting performance indicators
  • Ability to re-take placement tests after 2 weeks

• Activities/initiatives recommended going forward with B2S 2.0
  • Summer Bridge – Allow students to re-take the placement test after an intensive review
  • Articulation agreements
  • Tie students who place into basic skills courses into support programs – e.g., Metro Academies
LOSS POINT FOUR

Students not graduating/transferring from CCSF (650)

- Activities/initiatives that addressed loss point four during B2S 1.0
  - Enrolled students in “Find Your Community”
  - Accelerated math and English sequences

- Activities/initiatives recommended going forward with B2S 2.0
  - Linking pathways between CCSF & SFSU
GROUP DISCUSSION

Choosing and Crafting Activities to Address Loss Points…
1. Students lost between 9th & 12th grade (1,500)
2. Students not enrolling in post-secondary programs (1,000)
3. Students placed in remedial courses at CCSF (920)
4. Students not graduating/transferring from CCSF (650)

What loss point(s) would you tackle first? How and why?
## CURRENT DATA

### SFUSD TO CCSF ENROLLMENT

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<tr>
<th></th>
<th>Applications</th>
<th>Enrollment</th>
<th>Increase/Decrease</th>
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<tr>
<td>Fall 2010</td>
<td>1507</td>
<td>918</td>
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<tr>
<td>Fall 2011</td>
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<td>992</td>
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<td>1661</td>
<td>962</td>
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<td>Fall 2015</td>
<td>1147</td>
<td>861</td>
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