PILLAR 3: Keeping Students on the Path
Session 5 Keeping Students on the Path

The 4 Pillars

1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. **Help students stay on path**
4. Ensure that students are learning

Darla Cooper – Director for Research and Evaluation
Research and Planning Group
Virginia May, Mathematics Professor, Sacramento City College
Colleen Milko, Associate Dean CTE, Norco College

Participate | Collaborate | Innovate
How the six success factors from Student Support (Re)defined relate to the four pillars

Dr. Darla M. Cooper
Director, Research and Evaluation
The RP Group
Six Success Factors

Directed
Focused
Valued
Nurtured
Connected
Engaged
Six Success Factors

- **Directed:** Students have a goal and know how to achieve it
- **Focused:** Students stay on track—keeping their eyes on the prize
- **Nurtured:** Students feel somebody wants them to succeed as a student and helps them succeed
Six Success Factors (cont.)

- **Connected**: Students feel they are part of the college community
- **Engaged**: Students actively listen and participate in class and are involved in extracurricular activities
- **Valued**: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
Four Pathways Pillars

1. Clarify paths to students’ end goals
   •  *Directed, Focused*

2. Help students choose and enter a pathway
   •  *Directed, Focused, Connected, Nurtured*

3. Help students stay on path
   •  *Directed, Focused, Engaged, Connected, Valued, Nurtured*

4. Ensure that students are learning
   •  *Focused, Engaged, Connected, Valued, Nurtured*
What colleges outside California are doing to help students stay on the path
Monitoring Progress

- Walla Walla (WA) and Santa Fe (FL)
  - Homegrown systems that allow advisors/counselors and students to track progress (*directed, focused, nurtured*)

- Broward (FL)
  - 25%-50%-75% check-ins (*directed, focused, nurtured, connected*)

- Northeast (NE)
  - Using Sales Force to track interactions with students across departments (*focused, nurtured*)
Getting to Completion

• Broward (FL)
  • Target financial assistance to 75% completers (*focused, nurtured, valued*)
  • Notify students when they register for courses outside their path (*focused, nurtured*)
  • Communicate through multiple venues consistently and constantly with students about resources available (*connected, engaged, valued*)
  • Early alert that closes loop with student and faculty (*focused, nurtured, valued*)
  • Tutoring and SI working closely with faculty (*engaged, nurtured*)
  • Reach out to faculty if students aren’t coming to tutoring center (*engaged, valued, nurtured*)
Work- and Project-based Learning

• Northeast (NE)
  • Almost all CTE programs required internships
• Anoka-Ramsey (MN)
  • Undergraduate research
• Lake Area (SD)
  – GE courses are clearly and directly relevant to program of study through faculty collaboration and contextualization

Engaged, Valued, Focused, Nurtured
Culture

• Lake Area (SD)
  • “Culture of Caring”
  • Clear expectations of all employees
  • Intentional in hiring faculty and staff who fit with culture

• Northeast (NE)
  • Advising is teaching, everyone is an advisor
  • Basic training for all employees

Nurtured, Valued, Focused
Ginni May, Professor
Mathematics
Sacramento City College
Support Programs

- ESTEEM
- need2know (formerly known as 411 for Success)
- DWAP and LAMP
- Degree Audit
- EOPS (barriers to scaling up)
- SARS Early Alert
- There are more: UMOJA, RISE, CARE, …
ESTEEM
Essential Support Teams in English, ESL, and Math

• Basic Skills Initiative Supported Program

• Launched in Fall 2014 (in math department)

• Combines instruction, student support services, and supplemental instruction to increase course success and navigate college system.
ESTEEM

Goals:
• Provide student resources to help them **persist** and **succeed**
• Assist student to become proactive in accessing campus resources
• Encourage student to build **connection** with more people on campus,
• Build stronger **relationships** between instruction and classified staff
• Form a bond between instruction and student services
The Team:
(for each participating course section)

- Faculty (instructor of record) – leadership role in coordinating team interaction and support of students in ESTEEM program
- Classified Staff member – liaison between students and network of campus services outside of classroom
- Counselor/Student Support – provide information
- Student Tutor – liaisons between students and faculty in classroom, role model, student instructional assistant
ESTEEM

Data 2014-15:

• 52 course sections – all pre-transfer level math
• 11 course sections with only classified staff member
• 6 course sections had only a tutor
• 35 course sections had both classified staff member and a tutor
• Sections with classified staff member—completion and success 4% points higher than in sections w/o classified staff member
• Sections with tutor—completion and success 2% points higher than in sections w/o tutor
ESTEEM

Data 2015-16:
• Currently unavailable

Summary:
• Buy-in high, especially among faculty
• Completion and Success rates slightly higher
• Variance in completion and success rates quite high
• Many interventions taking place – so hard to truly attribute any change to ESTEEM
• Difficult for classified staff member or tutor to fully commit to program

Contact Information: Holly Piscopo, Angie Lambert, Maria Regalado, Deb Luff
need2know

• formerly known as 411 for Success—name change to keep up with the current slang college students
• Six years ago, the slang "411" was popular to getting "information."
• provides a weekly posts:
  • strategies for college success
  • animations,
  • campus updates, and
  • general information—changes with assessment testing, financial aid, enrollment, Steps to Success, and study skills
Weekly Update: what you need2know

WEEKLY UPDATE #14 (11/20)

SAC CITY IS 100!

I HAVE A POSITIVE
DWAP, LAMP, and (recently math)
Developmental Writing Assistance Program, Language Acquisition Mentoring Program, and (no cute acronym yet…)

- Funded through Student Equity and Basic Skills Transformation Grant
- Launched in Fall 2014 (in English and ESL departments)
- Secondary faculty member assigned to a course as mentor to students is Mentor Instructor
- The course instructor (instructor of record) is Host Instructor
Mission Statement: Equity-minded faculty mentoring engages in student-centered, critical, and culturally relevant pedagogy with a particular focus on at-risk, disproportionately impacted students. By introducing an additional faculty member to students in high-risk, gatekeeping courses, these mentoring programs foster a sense of engaged community that supports student success, retention, and persistence in students’ personal and academic lives.
DWAP, LAMP, and (recently math)

Data for DWAP:

• 780 students in DWAP sections, 2800 students in non-DWAP
  DWAP course success 56%, non-DWAP course success to 50%
• Disaggregated success rates—students with disabilities (+14% points), African-American students (+9% points), and Asian students (+7% points).
• Retention rates for DWAP and non-DWAP similar, both 80%
• Persistence rates (pass ENGWR 51 and enroll in ENGWR 101) lower for DWAP students than non-DWAP students (52% to 61%) although success rates for those students matriculating to ENGWR 101 were similar (56% for DWAP, 54% for non DWAP). The differential in persistence rate has given the Fall 16 DWAP mentors a new focus for helping students.
DWAP, LAMP, and (recently math)

Data for LAMP:
• 498 LAMP students.
• Course success rates in ESL are already high, but most LAMP sections are equal to or above the course success rates in non-LAMP sections. One LAMP course had a success rate below non-LAMP sections.
• Over 80% of LAMP survey respondents (students) met with their LAMP mentor at least once; over half reported meeting on a monthly or weekly basis. This percentage is lower than Fall 2015 (90%).
• 85% agree that mentors helped with understanding expectations and assignments and increased awareness of services and resources, down from 90% in Fall 2015.
DWAP, LAMP, and (recently math)

Mentor/host-instructor relationship is critical:

- Partnerships must be built on mutual respect, trust, and similar values
- Difficult to ascertain when initially assigning pairings—ideally mentors and host-instructors will request partnerships
- In “randomly” (i.e. based on availability) assigned pairings, some partners report that the first semester is less cohesive than future semesters, meaning that it takes a full semester to get to know each other and build a working relationship
- Recommendation—at minimum an orientation meeting, at best some type of retreat for partners to become acquainted with each other’s teaching styles and teaching philosophies
DWAP, LAMP, and (recently math)

Data for math:

- Program not implemented until Fall 2016
- One course section participating (ESTEEM program predominant in math)

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Degree Audit – used by students and counselors to show progress to SCC degrees (AA/AS/ADT) with courses taken in the Los Rios district

EOPS – excellent program for full time students yet there are barriers for bringing to scale due to intensity of services, cost for supports, and staffing requirements

SARS Early Alert – provides college faculty and staff with a collaborative opportunity to identify students’ specific needs and subsequent access to carefully identified support services.
Colleen Molko
Associate Dean, Career and Technical Education
Norco College
Completion Initiative

The Norco College Completion Initiative (CI) was first discussed in July of 2015 when data showed a trend of low success rates in completion and retention rates at Norco College. Support for the initiative was built during the 2015-16 academic year and college-wide planning began in earnest during the summer of 2016.

- Meta Majors
- Directed Pathways
- Faculty Advisement
- Models of Student Care
Initiative Based on Proven Practices

- The Game Changer: Complete College America
- Aspen Institute
- The RP Group: Completion by Design
- Community College Research Center
Proposed Meta Majors

- Arts & Humanities
- Business
- Engineering & Technology
- Science & Health
- Social & Behavioral Studies
- Exploratory
Faculty Advisement is a process of mentorship and communication between faculty advisors and students that enhances the quality of a student’s college experience and career readiness. Faculty advisors help students explore educational and career goals as well as identify program pathways and appropriate courses. Faculty advisors also refer students to an array of college resources.
Models of Student Care

To create a culture of paying it forward, instilling in our students the importance of giving back through peer-to-peer mentoring and interaction.

• Peer to Peer Mentoring
• Information Booths
• Alumni Association
• Grad Guru
Student Support

- Student Success Coaches
- Student Ambassadors
- Village Space
- CATS Classroom Assist Tutors

Special Programs
- UMOJA
- Men of Color
- EOPS/CARE
- Student Support Services
- Summer Advantage
- Disability Resource Center
- SARS Early Alert
- Veterans’ Programs
ACE (Accelerated Certificate, and Employment Program) is an innovative training program funded through TAACCCT that offers an accelerated pathway to a technical certificate program. All certificates are industry-driven and based on regional demand. Bi-annual Industry Panels and Annual Industry Advisory Meetings ensure our curriculum is current and meets industry standards.

Based on a recent six month follow-up survey given to our 2015 cohort, graduates are earning an average hourly rate of $19.50 per hour. Based on a recent 1 month follow-up survey of our 2016 cohort, graduates are earning an average hourly rate of $17.52 per hour.

We have a 96% program completion rate and a 100% job placement rate with our Industrial Automation ACE students!
Why Does ACE Work?

• Dedicated, full-time Case Manager
• Dedicated, half-time Employment Placement Coordinator
• Dedicated, half-time Student Success Coach
• Employability Workshops
• Industry Skills Panels
• Industry Tours

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Funding
Our college employs a braided funding approach to develop and sustain these student support programs. Funding sources include the general fund, the National Science Foundation, the U.S. Department of Education (Title V), the California Department of Education (California Careers Pathway Trust grant), the U.S. Department of Labor (TAACCCT grant), Perkins, Equity funds and Strong Workforce Program funding.

Challenges to Overcome
• Identifying and securing ongoing funding for proven initiatives
• Systemic confines, time it takes to implement ideas/projects
• Lack of student engagement
• Continuous need for professional development

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