From Practices to Pathways: Redesigning the Student Experience for Student Success

Strengthening Student Success Conference

Wednesday, October 7, 2015
2:30pm - 3:30pm
Introductions

Katie Mitchell
Lead College Liaison,
Center for Community College Student Engagement

Michael Poindexter
Vice President of Student Services
Sacramento City College
Four Surveys, Four Perspectives & Qualitative Work

SENSE: The Entering Student Experience
Administered in weeks 4 and 5 of fall academic term in courses most likely to enroll first-time students. Provides focused snapshot of critical areas of early student engagement.

CCSSE: The Overall Student Experience
Administered in the spring academic term in most credit courses. Assesses engagement of overall student experience of typically more experienced students.

CDFSSE: The Faculty Perspective
Elicits information from faculty about their perceptions regarding students’ educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. Companion survey of CCSSE.

CCIS: The Institutional Perspective
Part of the Center’s initiative to identify and promote high-impact educational practices. An institutional self-assessment tool that helps member colleges collect information about whether and how they implement a variety of promising practices.
High-Impact Educational Practices

Three Part Series of Data Collection, Analysis, and Reporting

A Matter of Degrees

Promising Practices for Community College Student Success: A First Look

Engaging Practices

High-Impact Practices for Community College Student Engagement

Engaging Students

High-Impact Practices for Community College Student Success

A Matter of Degrees: Practices to Pathways

Center for Community College Student Engagement
I Have a Goal!

On the SENSE survey, entering students say…

80%
want to obtain an associate degree.

77%
want to transfer to a four-year institution.

58%
want to complete a certificate program.

Source: SENSE 2014
How Long Will It Take Me to Reach My Goal?

Based on my academic goals at this college, I believe it will take me about 1-2 years to reach them...

52%

Source: 2014 SENSE Promising Practices data
But something happens... meet James
Reality Check…

Only **54%**

earn a certificate, a degree, or are still enrolled six years later.

Nearly 1 in 2 community college students who enter in the fall do not return for a second fall semester.


High-Impact Educational Practices

Planning for Success
- Assessment and Placement
- Orientation
- Academic Goal Setting and Planning
- Registration before Classes Begin

Initiating Success
- Accelerated or Fast-Track Developmental Education
- First-Year Experience
- Student Success Course
- Learning Community

Sustaining Success
- Class Attendance
- Alert and Intervention
- Experiential Learning beyond the Classroom
- Tutoring
- Supplemental Instruction
Student Success Course
## CCIS, CCSSE, CCFSSE Promising Practices

<table>
<thead>
<tr>
<th>Promising Practice</th>
<th>Colleges That Report Having It</th>
<th>Students Who Report Doing It</th>
<th>Full-Time Faculty Who Teach or Facilitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>97%</td>
<td>60%</td>
<td>15%</td>
</tr>
<tr>
<td>Student Success Course</td>
<td>84%</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>61%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>54%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Accelerated Developmental Education</td>
<td>68%</td>
<td>21%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Sources: 2012 CCIS data 2012 CCSSE data, 2012 CCFSSE data
Orientation
2014 CCSSE Benchmark Scores by Orientation

Active and Collaborative Learning:
- Participated in Orientation: 51.7
- Did Not Participate in Orientation: 46.9

Student Effort:
- Participated in Orientation: 52.1
- Did Not Participate in Orientation: 46.1

Academic Challenge:
- Participated in Orientation: 52.0
- Did Not Participate in Orientation: 46.9

Student-Faculty Interaction:
- Participated in Orientation: 52.0
- Did Not Participate in Orientation: 46.5

Support for Learners:
- Participated in Orientation: 52.9
- Did Not Participate in Orientation: 44.6

Sources: 2014 CCSSE data
Completion of at Least One Developmental Education Course With a Grade of C or Better

<table>
<thead>
<tr>
<th>FIRST-YEAR EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOMES</td>
</tr>
</tbody>
</table>

**SENSE developmental students**

<table>
<thead>
<tr>
<th>who reported participating in</th>
<th>were</th>
<th>to successfully complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>a first-year experience</td>
<td><strong>3.65 times</strong></td>
<td>a developmental English course</td>
</tr>
</tbody>
</table>

37% (n=310) Yes

63% (n=537) No

than were students who did not report participating in a first-year experience.

Source: SENSE-linked student record data (entering students)
Completion of at Least One Gatekeeper Course With a Grade of C or Better

Outcomes

CCSSE developmental students

who reported                                    were to successfully complete
that an advisor helped them develop an academic plan before the end of their first academic term

1.45 times more likely a gatekeeper math course

that an advisor helped them develop an academic plan before the end of their first academic term

1.47 times more likely a gatekeeper English course

than were students who did not report receiving such assistance during their first academic term.

Source: CCSSE-linked student record data
Persistence (Fall-to-Spring and Fall-to-Fall)

**Outcomes**

*SENSE* non-developmental students who reported participating in any orientation were 1.44 times more likely to persist fall-to-spring than were students who did not report participating in any orientation.

Source: *SENSE*-linked student record data (entering students)
Small-scale success does not solve large-scale challenges…

- **Design** practices and programs for impact and **implement** them with a sense of purpose.
- Engineer for **scale**, and **require** participation for all students who can benefit.
- **Boost intensity** by weaving multiple high-impact practices together.
A College in Action: Sacramento City College
Characteristics of All Students (N=22,054) Fall Census 2014

Race/Ethnicity Percent

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13.2</td>
</tr>
<tr>
<td>Asian</td>
<td>16.6</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>28.6</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>6.5</td>
</tr>
<tr>
<td>Native American</td>
<td>0.6</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0.7</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.6</td>
</tr>
<tr>
<td>White</td>
<td>28.4</td>
</tr>
</tbody>
</table>

Age Percent

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>1.1</td>
</tr>
<tr>
<td>18-20</td>
<td>30.2</td>
</tr>
<tr>
<td>21-24</td>
<td>27.0</td>
</tr>
<tr>
<td>25-29</td>
<td>16.1</td>
</tr>
<tr>
<td>30-39</td>
<td>13.2</td>
</tr>
<tr>
<td>40+</td>
<td>12.3</td>
</tr>
</tbody>
</table>

Average Age: 27.0

First Generation College Students: 37.9%

Disabled Students: 5.2%

Note: Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.

Source: Census Profile

Sacramento City College
Office of Planning, Research & Institutional Effectiveness
### SCC Students’ Primary Languages (Fall 2010 to Fall 2014)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spanish</th>
<th>Cantonese</th>
<th>Russian</th>
<th>Vietnamese</th>
<th>Hmong</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>940</td>
<td>417</td>
<td>512</td>
<td>341</td>
<td>584</td>
</tr>
<tr>
<td>2011</td>
<td>990</td>
<td>375</td>
<td>470</td>
<td>326</td>
<td>629</td>
</tr>
<tr>
<td>2012</td>
<td>1,126</td>
<td>366</td>
<td>402</td>
<td>363</td>
<td>623</td>
</tr>
<tr>
<td>2013</td>
<td>1,132</td>
<td>345</td>
<td>339</td>
<td>295</td>
<td>542</td>
</tr>
<tr>
<td>2014</td>
<td>1,018</td>
<td>290</td>
<td>285</td>
<td>251</td>
<td>417</td>
</tr>
</tbody>
</table>

Source: EOS Profile Data

### 2014 Percentages

- English: 83%
- Spanish: 4%
- Cantonese: 1%
- Russian: 1%
- Vietnamese: 1%
- Hmong: 2%
- All Other: 7%

Sacramento City College
Office of Planning, Research & Institutional Effectiveness
SCC Students’ Primary Languages (Fall 2009 to Fall 2013)

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</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>992</td>
<td>459</td>
<td>546</td>
<td>347</td>
<td>554</td>
</tr>
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<td>940</td>
<td>417</td>
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<td>542</td>
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</tbody>
</table>

Source: EOS Profile Data

Sacramento City College
Office of Planning, Research & Institutional Effectiveness
SCC Students’ Weekly Work Status
Fall 2010 to Fall 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 hours</td>
<td>16.1%</td>
<td>16.3%</td>
<td>16.1%</td>
<td>16.0%</td>
<td>15.8%</td>
</tr>
<tr>
<td>20 to 39 hours</td>
<td>23.3%</td>
<td>21.9%</td>
<td>21.8%</td>
<td>21.8%</td>
<td>22.8%</td>
</tr>
<tr>
<td>40 or more hours</td>
<td>11.7%</td>
<td>10.3%</td>
<td>10.1%</td>
<td>9.7%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Unemployed, seeking</td>
<td>28.8%</td>
<td>31.2%</td>
<td>32.0%</td>
<td>32.0%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Unemployed, not seeking</td>
<td>20.0%</td>
<td>20.1%</td>
<td>20.0%</td>
<td>20.5%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Unknown/Unspecified</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
</tbody>
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Source: EOS Profile Data
Sacramento City College
Office of Planning, Research & Institutional Effectiveness
Everything Starts With:

- Data
- Strategic Plan
- Singing from the Same Hymnal
<table>
<thead>
<tr>
<th></th>
<th>High Impact Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Policy</td>
</tr>
<tr>
<td>2)</td>
<td>PreK-12/ College/ University Pathways</td>
</tr>
<tr>
<td>3)</td>
<td>Front Door</td>
</tr>
<tr>
<td>4)</td>
<td>Professional Development</td>
</tr>
<tr>
<td>5)</td>
<td>Mandated Assessment and Placement</td>
</tr>
<tr>
<td>6)</td>
<td>Required Orientation Programs</td>
</tr>
<tr>
<td>7)</td>
<td>Required Advising Meetings</td>
</tr>
<tr>
<td>8)</td>
<td>Early Alert Systems</td>
</tr>
<tr>
<td>9)</td>
<td>Mentors including peer mentors</td>
</tr>
<tr>
<td>10)</td>
<td>Midterm Grade Reports</td>
</tr>
<tr>
<td>11)</td>
<td>Supplemental Instruction</td>
</tr>
<tr>
<td>12)</td>
<td>Interventions for Specific Student Cohorts</td>
</tr>
</tbody>
</table>
High Impact Strategies

13) Advising Contracts
14) Basic Skills
15) Fast Track
16) Summer Bridge
17) Integrating Instruction with Student Services
18) Support Services
19) Learning Communities
20) Intensive Engagement
21) 411 Workshop
Pathways…Taking a Closer Look

1. What do pathways mean at your college?

2. At what stage in the pathway process is your college?
   (a) planning stage
   (b) early design / implementation
   (c) redesign
It’s Not Just About Having the Most Innovations

The effectiveness of educational practice depends on…

- Aligning what colleges “provide” with what students need
- Moving from providing to requiring
- Quality of implementation
- Weaving practices into pathways
For More Information…

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