Embedded Support Program: Promoting Student Success and a Positive College Experience

Doua Thao, Retention Specialist
Angel Ventura Palencia, Student Success Specialist
Amanda Montgomery, Grant Manager
Basic Skills Student Outcome Transformation Grant
Workshop Outcomes

- Learn how embedded support delivers an individualized coaching plan that links students to the right service at the right time.
- Understand collaboration between student support services and faculty that create high supports for accelerated and co-requisite basic skills Math and English courses.
- Explore how technology is used to “nudge” students on important deadlines, course performance, and attendance.
- Review data collection methods that are being used to share student voice, reflect on the integration of the Student Success Framework, and ensure consistency in implementation while scaling up.
Partner Exercise

What is a key barrier for students who are progressing towards transfer level courses?

What emotional support is needed to remove the barrier and support students.

Think about the diversity of Community College Students. Consider older and working students, student equity gaps, students in rural areas, undocumented students, or student in high need regions of the state.
Embedded Support Assessment Results
Snapshot of Students Served N=308

- **Self Report Course Obstacles:** Test Anxiety, Difficulty Managing Time, Easily Distracted, and Afraid To Speak Up in Class

- **Self Report Academic Goal Obstacles:** Poor Study Habits, Lack of Finances, First Generation College Student, Undecided Career or Pathway

- Majority of students report that they are working.
  - 19% of those report working 40 or more hours a week.
  - 50% of those working report working between 30-40 hours.

- 21% report that English is not their primary language. 36% report speaking more than one language.
Activity - Timing is Everything
Debrief

For those of you that didn’t make it, how did you feel? What held you back?

Can you relate to any of the barriers or obstacles?

As your were observing, what came to mind?
Model Overview

- Embedded Support is provided in below transfer level English and math courses, delivered by a Retention Specialist (RS) or a Student Success Specialist (SSS).
- The program includes a series of interventions that are appropriately timed in the semester to support success.
- The focus is success and progression through the Math or English sequence and/or completion of their academic goal.
Factors That Support Student Success
Student Support (Re)defined

- 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 and helps them to succeed
- Engaged: students actively participate in class and extracurricular activities
- Connected: students feel like they are part of the college community
- Valued: students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.
Interventions of Embedded Support

1. Individualized Coaching Plan
2. Technology used to "nudge" or message.
3. In Class Embedded Support
4. Assertive Wrap Around Service
1. Individualized Coaching Plan

- **Initial Assessment**
  - Identify student’s academic goals
  - Identify student barriers and needs
  - Identity student services students that will support student goals

- **Individualized Coaching Plan**
  - Created using the student assessment and one-on-one meetings.
  - Provides step by step process to build resiliency and address student barriers.
  - Used as a guide to mark progress and structure success.
2. Technology used to “nudge” or message.

- Information Nudge: Financial Aid and Registration deadlines, information on tutoring Services, campus events, or course assignments.

- Emotional Nudge: Motivational quote to stay focused, check in with individual students who need support, reminders about self care during high stress time in the semester.

- Two-Way Communication System

- Existing tools
  - Student email
  - Canvas messaging

- The use of apps
  - Remind (two way communication and announcements)
  - Setmore (allow students to set up appointments outside of class)
Remind App
3. In Class Embedded Support Intervention

- Participate in class discussing and activities to develop rapport
- In class announcements
- Counseling/EOPS/CAS
- Course assignments or extra credit
  - Email the RS/SSS
  - See during office hours.
- One-on-one In Class Meetings
  - Academic progress report
  - Follow up on coaching plan
- Answer questions regarding services on campus
  - May walk student to services if needed, during or after class
- Provide in class workshops
  - Time Management
  - Finishing the Semester Strong
Week By Week Schedule
4. Assertive Wrap Around Service

- Assist students with needs immediately in class and provide necessary follow up.
- Faculty flag students who are struggling, those students are prioritized during classroom meetings.
- Issue early alert and/or walk students to services needed.
- Ongoing academic progress report.
- Answer or assist students with questions regarding services, required documents, and/or support navigation.
Extended Student Contact - Fall 2017
Data below represents contacts that are 15 minutes in duration or longer.

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<th>Academic Progress</th>
<th>Counseling/Advising</th>
<th>Transfer Counseling</th>
<th>FASFA</th>
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<td>Tutoring</td>
<td>Child Care</td>
<td>Early Alert</td>
<td>Registration</td>
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Extended Student Contact - Spring 2018
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Activity

- With a partner choose one of the interventions described.
- How can you apply the intervention on your campus?
- Who would you need to partner with to make the intervention a success?
Interventions of Embedded Support

1. Individualized Coaching Plan
2. Technology used to "nudge" or message.
3. In Class Embedded Support
4. Assertive Wrap Around Service
Data Collection Methods

- **Student Contact Data Collection** - Collects type, length, and referral for each student.

- **Student Assessment** - Collects academic goals, student’s strengths, academic and personal barriers that a student has in achieving course success or academic goal.

- **Embedded Support Survey** - Designed to measure the Six Success Factor Framework integration, fidelity between sites and staff.

- **End of Semester Report** - Measures student success and retention.

- **Student Focus Group** - Taps into the student voice to collect information on program strengths and weakness. Ensures student first program design.

- **Faculty Survey** - Collects information from faculty on the embedded support model.
Student Success Survey Results

The embedded support survey was administered to 230 students in the Spring and Fall of ‘17.

The survey demonstrates that the Success Factors are being incorporated into the program. The Factors with the strongest integration are Directed, Focused, and Nurtured.

- The embedded support provider (RS) played an important role ensuring that I registered for the next semester.
- The embedded support program helped me succeed in class by communicating my progress and overall percentage.
- The program effectively shared and explained the services and support Butte College offers to its students.
- The program helped me set goals that increased my commitment to my academic goal; a certificate, AA, or to transfer.
Student Survey: What Students Liked

- I liked this program because it helped me get help everyday with questions or help with school. I needed help getting my FAFSA done right. The reason I wasn't getting the support was my application wasn't done right. Very helpful and convenient

- They were always available to help us with whatever we need

- Angel played an important role in this class, and also at Butte College campus. He helps students in different ways, and he always motivate us to keep doing better in life.
Focus Group

Themes and Observations
Seven Focus Groups, 52 Students

- A key reason student’s access embedded support is that it is delivered in their classroom, the convenience was expressed as an important factor. In addition, students share that the support was initiated because the RS approached the student.

- Student’s emphasized collaboration between Faculty and the RS is important. The partnership provides concise messages to students on the type of support the program can provide.

- Student’s report that technology used to message or nudge has helped them to meet deadlines, register for the next semester, and attend class.

- Students report accessing campus services differently or for the first time due to the Embedded Support program.
Student Voice: When and Why Students Access Embedded Support

- I met with him, inside of class, not outside of class. He has helped me get things together, like I said for transferring. He guided me to where I should go for counseling. I ended up making a counseling appointment, then I got my plan (SEP) together. Doua guided me to where to go because I didn't know, I didn't know anything about the counseling office or anything like that.

- He taught me how to ask the right questions to get the right answers.
Student Voice: Type of Support Provided

- I’ve gone to CAS (Center For Academic Success, Tutoring) before, don't get me wrong, and started going to CAS more this semester because of the RS. Why he inspired me to go more? Well, because sometimes it’s hard to ask for help, you know as a student you don't want to feel like you don't know what you are talking about, even though you should. You don't want to feel lower, it’s nice because the RS doesn't make you feel like that. He makes you feel welcome, he makes you feel comfortable asking questions that you are not comfortable asking anyone else.

- My first semester, I speak nothing English, I understand nothing. For me, it is very confusing, the classes. But, he all the time helped me, he helped me with questions. For 20-30 minutes he helped me with the portfolio.
Faculty Survey: What’s Working

- I appreciated having someone well versed in college policy and procedure there to answer the questions, I couldn't and assist with retention.

- Helps students with campus resources and programs. Helps create a sense that a team is working with students for their success. When the support person sat with groups during exercises to encourage their efforts, and/or spoke with them one on one after class to help answer questions. Bi-lingual a big plus!
Faculty Survey: What’s Working

I like that the student's had additional support. It was so helpful to have someone talk to students about time management and registering for classes so I could focus on content. The embedded support had a better knowledge of services to assist students with outside problems while I could focus on services to assist students with the content.
Faculty Survey: Challenges

- I would like to try to blend in workshops and presentations with my curriculum a little better to give students a better chance at strengthening the student skills.

- Many students are enrolled in both the English 217 and Math 217 and so they had to sit through presentations multiple times which they did not like. I don't know what the solution is but if it would be possible to create cohort groups for Math and English, I think it would be really great. They could bond more with each other and then also we could streamline presentations.
Refining The Model

Lessons Learned

- Students would like to access more of the support provided by the program if it was offered at convenient times.
- Time Management was one of the biggest challenges or barriers in student success.
- Instructors needed more information on the program and how it works during the class.
- Students reported they were more likely to go to CAS or get help if they knew the RS would be there.

Changed or Working On

- Decreased the course # of the RS/SSS from 10 to 8. Sandwiched office hours before and after classes.
- Offered a group workshop or office hour meetings on time management. Used time management tools to help students plan a weekly schedule.
- Provided a week by week schedule to faculty and recommended elements.
- Created math study sessions that included a Math Lab tutor, TA, and the RS/SSS.
Contact Info:

Amanda Montgomery  montgomeryam@butte.edu

Doua Thao  thaodo@butte.edu

Angel Ventura-Plascencia  ventura-plascenciaan@butte.edu