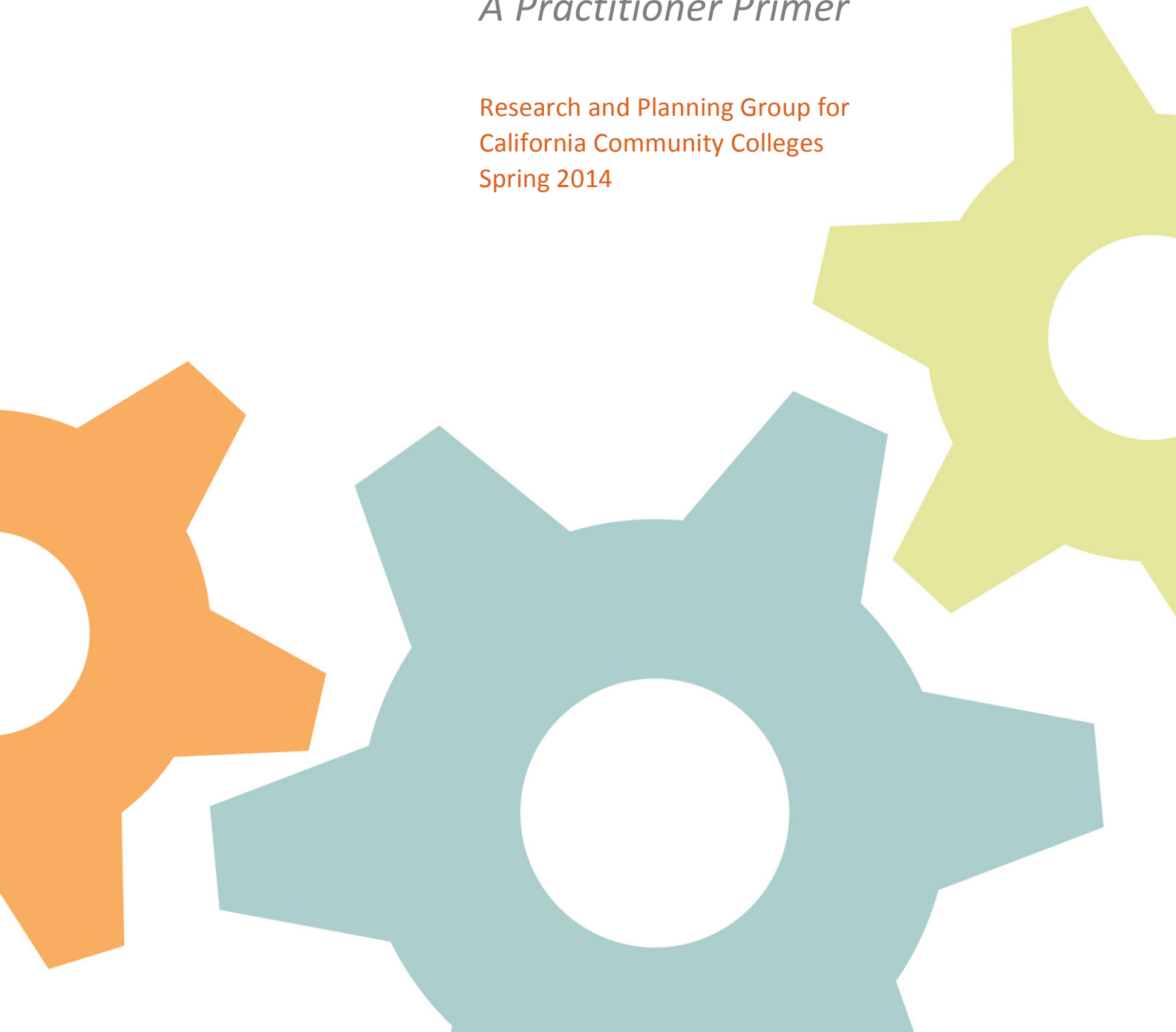# Student Support (Re)defined

**Equitable
Integrated
Cost Effective**

Practically Speaking

Community College Practices that Help (Re)define Student Support

A Practitioner Primer

Acknowledgements

Finally, we are extraordinarily grateful to The Kresge Foundation for its leadership in advancing community college student success and for its generous support to this study.

Please use the following citation when citing this resource:

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Quick Guides to Practices

This primer features a broad range of practices that demonstrate the five key themes from the RP Group's Student Support (Re)defined study. We recognize that some of these practices may be of greater interest and relevance to your work than others. **Use the following "Quick Guides" to identify "featured practices" that can best inform your work to strengthen student support and success.** These guides sort practices according to (1) **key theme from the study**; (2) **level** (institution, program or individual); and (3) **student success factor** (directed, focused, nurtured, engaged, connected and valued).

Find more information on the key themes and success factors from Student Support (Re)defined starting on page 17. Turn to page 19 for more information on how the RP Group selected practices for this primer and what type of information each practice includes. Given the depth of information the RP Group was able to access for the purposes of this project, please note that some practices are designated as "promising practices," meaning these practices have shorter, high-level descriptions.

By Theme . . .

Theme	Practice	Description	Page
THEME 4: Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing. **Practices to help you provide underrepresented students with comprehensive support**	**Metro Academies Initiative** City College of San Francisco	Redesign of the first two years of college, integrating a general education course pathway, wrap-around student support services aimed to increase retention and persistence of low-income, first-generation and underrepresented students	93
	Passage Program* LA Southwest College	Academic and support services to equip male students of color with the tools to progress, graduate and transfer	99
	Navigator Program* North Seattle Community College	Peer support designed to help developmental math students navigate existing academic and support services	101
	BC DREAMers* Bakersfield College	Effort designed to inform and support undocumented students and provide professional development to campus educators who want to aid these students	103
	Statewide Special Populations Programs	Summary of statewide programs designed to support the success of special populations; includes A^{2}MEND, ANAPISI, HSI, DSPS, EOPS, MESA, PACE, Puente and UMOJA	105

Theme	Practice	Description	Page
THEME 5: Everyone has a role to play in supporting student achievement, but faculty must take the lead. **Practices that engage stakeholders across the institution—particularly faculty—in supporting student success both inside and outside the classroom**	**Chaffey Success Centers** Chaffey College	Student and Faculty Success Centers that provide comprehensive learning and support services in a risk-free environment	116
	Hope and Mindset Program Chaffey College	Effort promoting "Hope and Mindset" values and strategies across the student experience, with faculty, staff and administrator training as the primary focus	123
	Faculty Learning Circles West Kentucky Community and Technical College	Professional development opportunity to equip instructors with resources and strategies designed to advance students' reading comprehension and enhance their learning	129
	Flipped Classroom in STEM Cañada College	Learning environment where students are actively engaged in the lecture and in solving problems that help them apply new material	135
	Academic Wellness Educators* Columbia College	Initiative bringing together student services staff, part-time and full-time faculty, students and administrators to design holistic approaches for student success	141
Cross-Theme Practices **Practices that demonstrate how to take a comprehensive, integrated approach to addressing all five themes**	**Express to Success Program** Santa Barbara City College	Learning community model serving basic skills learners in both accelerated and linked courses	145
	Academy for College Excellence Nationwide (launched at Cabrillo College)	Model designed to help colleges achieve their completion agenda by providing support through curriculum and instruction that holistically meets the needs of today's students	151

Promising practice; see page 5 for more information

By Level . . .

Practice	Institution	Program	Individual	Page
411 for Success Sacramento City College	X			26
College Facebook Page San Joaquin Delta College	X			30
Creating a C4 Culture of Success Sacramento City College			X	34
Integrated Student Education Plan (iSEP) Los Rios Community College District	X			41
Get Focused…Stay Focused ™ Santa Barbara City College		X		46
College Success Strategies for the Affective Domain College of the Canyons			X	52
College and Career for a Day* Austin Community College	X			57
Major Meetings* College of Marin		X		59
iFALCON Cerritos College	X			64
California Early Childhood Mentor Project Statewide		X		71
Career Advancement Academies Statewide		X		77
Student Oral Histories Project Santa Barbara City College			X	84
Metro Academies Initiative City College of San Francisco		X		93
Passage Program* LA Southwest College	X			99
Navigator Program* North Seattle Community College		X		101
BC DREAMers* Bakersfield College			X	103

By Success Factor

Practice	Directed	Focused	Nurtured	Engaged	Connected	Valued	Page
411 for Success Sacramento City College	X	X		X	X		26
College Facebook Page San Joaquin Delta College	X	X		X	X		30
Creating a C4 Culture of Success Sacramento City College		X	X		X		34
Integrated Student Education Plan (iSEP) Los Rios Community College District	X	X					41
Get Focused… Stay Focused ™ Santa Barbara City College	X	X		X	X		46
College Success Strategies for the Affective Domain College of the Canyons	X	X	X	X			52
College and Career for a Day* Austin Community College	X				X	X	57
Major Meetings* College of Marin	X			X	X		59
iFALCON Cerritos College	X	X	X	X	X	X	64

Practice	Directed	Focused	Nurtured	Engaged	Connected	Valued	Page
California Early Childhood Mentor Project Statewide	X	X	X	X	X	X	71
Career Advancement Academies Statewide	X	X	X	X	X	X	77
Student Oral Histories Project Santa Barbara City College		X	X	X	X	X	84
Metro Academies Initiative City College of San Francisco	X	X	X	X	X	X	93
Passage Program* LA Southwest College	X	X	X	X	X	X	99
Navigator Program* North Seattle Community College	X		X	X	X	X	101
BC DREAMers* Bakersfield College	X		X	X	X	X	103
Chaffey Success Centers Chaffey College		X		X	X		116
Hope and Mindset Program Chaffey College		X		X			123
Faculty Learning Circles West Kentucky Community and Technical College	X			X			129

Practice	Directed	Focused	Nurtured	Engaged	Connected	Valued	Page
Flipped Classroom in STEM Cañada College		X	X	X			135
Academic Wellness Educators* Columbia College	X	X	X	X	X	X	141
Express to Success Program Santa Barbara City College	X	X	X	X	X	X	145
Academy for College Excellence Nationwide (launched at Cabrillo College)	X	X	X	X	X	X	151

Introduction

Several efforts are afoot in California to advance community college achievement. The 2012 Student Success Act and subsequent revisions to Title 5 are prompting colleges to consider significant changes in how they effectively transition students into their institutions, deliver strategic support and move learners along clear pathways to completion. In turn, many practitioners are seeking practical solutions that can help more of their students reach their educational goals.

Not surprisingly, many strategies for strengthening support and improving student success already exist on our campuses. The RP Group developed this primer to offer community college practitioners insight into how their peers are tackling these challenges across various levels and divisions of their institutions and with different groups of students, in alignment with the findings of Student Support (Re)defined.

What is Student Support (Re)defined?

Student Support (Re)defined is a multi-year study (2011-2014) designed to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for *all* students. The RP Group purposefully **designed this study to bring student perspectives to the growing body of research on how to increase completion through strategic support**. In Year 1 (2011-2012), we asked students what factors *they* think support their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement. We engaged 13 colleges that represent the broad geographic and demographic diversity of the California community college system, reaching nearly 900 students through phone surveys and focus groups on these campuses.

Another key goal of Student Support (Re)defined is engaging practitioners with our research and providing structures for exploring and acting on these results. In Year 2 (2012-2013), we widely disseminated a full report of the study's findings and a brief highlighting key themes emerging from the research. We also convened 12 of the project's colleges to help practitioner leaders examine study findings, explore their own campuses' approach to support and identify ideas for related institutional change. Additionally, we launched a broad public campaign to share our research through multiple venues throughout the state, from individual college meetings to association conferences to system-level discussions. The final and third year (2013-2014) of this work focuses on developing and disseminating tools and resources designed to help colleges use the results of Student Support (Re)defined for planning and action on individual campuses.

What is the purpose of this primer?

The RP Group has engaged multiple stakeholders—administrators, faculty and instructional deans, counselors and other student services professionals, trustees and students—with the study's findings and themes over the life of this project. Throughout this process, community college educators repeatedly asked for more concrete examples of how to realize what the students in Student Support (Re)defined said they need to succeed. **This resource responds to these practitioner requests, offering specific institutional and statewide efforts, programmatic approaches and individual practices that demonstrate the five key themes emerging from the Student Support (Re)defined research.**

By definition, a "primer" can help "[get] you ready for what comes next."[1] In turn, we also designed this resource to promote individual reflection on and inspire community dialog about these examples with the intention of promoting innovation and change. To that end, this resource provides real-world insights about how individuals and programs have launched and sustained—and in some cases expanded and replicated—initiatives designed to strengthen support at their institutions and across the state.

Reader's guide

This primer starts with a brief overview of the Student Support (Re)defined research. We then turn to a discussion of what this research can look like in action, beginning with an outline of how we selected the featured practices shared in this resource. Next, we highlight a series of examples, organized by the five key themes from the Student Support (Re)defined study; we also share two practices that address all of the themes. Although the practices primarily hail from California's community colleges, we include a few examples from other states. We offer discussion questions at key points throughout the primer to encourage reflection and conversation about strengthening student support on your campus, based on this primer's featured practices.

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[1] https://www.vocabulary.com/dictionary/primer

What have we learned from Student Support (Re)defined?

The Student Support (Re)defined research centered on understanding how students perceive **six success factors** in their effort to achieve their educational goals. The RP Group identified these success factors based on a review of existing research on effective support practices and interviews with practitioners and researchers. The six success factors served as the framework for the study and are listed below in order of importance according to students participating in this research.[2]

- **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
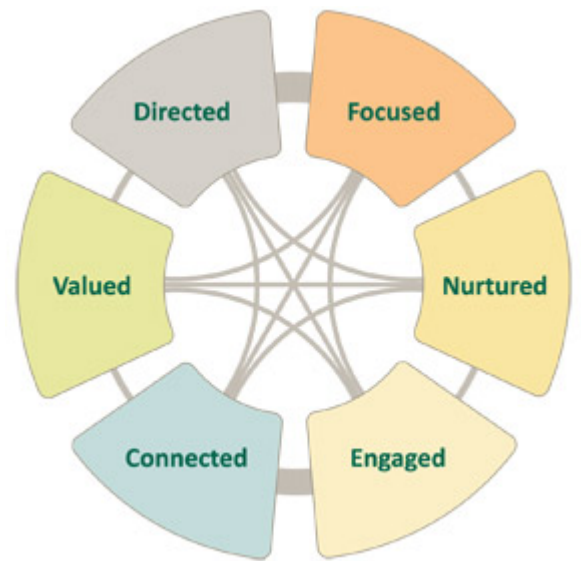
When looking at the key findings from the student perspectives research on these success factors, five distinct themes emerged.[3] These themes have implications for how colleges might increase completion through targeted support that helps students achieve these factors. **These five key themes are:**

1. Colleges need to foster students' motivation.

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[2] Find a full definition of these factors in the study's literature review brief at http://www.rpgroup.org/content/research-framework. Moreover, a full report of student perspectives on these success factors can be found at http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf.

[3] Find an in-depth discussion of each theme at http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf.

2. Colleges must teach students how to succeed in the postsecondary environment.

3. Colleges need to structure support to ensure all six success factors are addressed.

4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.

For colleges interested in addressing these five themes, one additional and critical realization surfaced from the Student Support (Re)defined research—that students fundamentally view support differently from how we often deliver it on our campuses. As illustrated in Figure 1 below, where faculty, staff and administrators see divisions, departments, functions and job descriptions, students see *people*. Our research uncovered that, for students, support providers include faculty members who are interested in what they think and ask them a lot of questions, as well as staff who help them find their way to the financial aid office. They include administrators who advocate on their behalf, counselors who share information about which courses to prioritize and fellow students who help them stay on track with their course assignments. In short, **students have a very broad definition of support and, in their minds, everyone on campus is—or can potentially become—part of a system that helps them reach their goals.**

Figure 1. Different Perspectives on Student Support
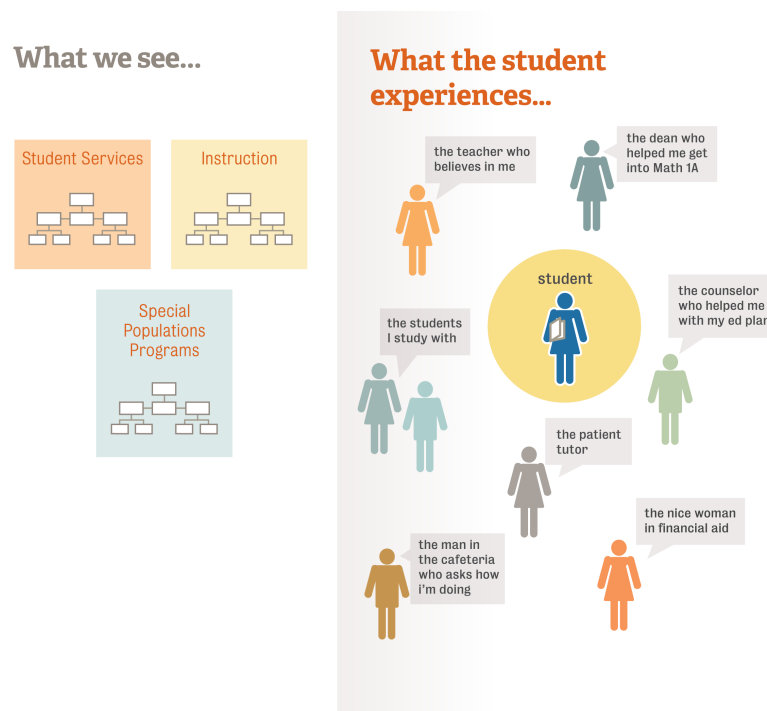
What does the Student Support (Re)defined research look like in action?

The following section presents 23 **practices as told from the perspective of the practitioners involved in their development and/or implementation**. We **organize these practices according to the five key themes** that emerged from the Student Support (Re)defined research (see themes on page 17). Although some practices might reflect more than one theme, we group them according to the theme with which they most align.

Notably, we share two featured practices that embody all five themes and demonstrate how colleges can take an integrated and comprehensive approach to student support. We conclude the section with these examples.

How did we select the featured practices?

Within each of the five themes, we sought to offer a range of practices including those that show each theme in action at the institutional, program and/or individual levels. As you will find, **the practices vary significantly in their design and implementation.** Some practices offer simple ideas that can be readily pursued. Others are more complex, call for careful coordination and planning, and require a significant investment of time and resources. At the same time, these practices are bound by a common drive to keep the student experience at the heart of their approach. Moreover, they either show potential for scaling and/or replication or are already successfully expanding their efforts to reach significant numbers of learners.

We learned about potential practices to share through two primary means. First, practitioners contributed several examples to the RP Group during the many presentations and convenings conducted throughout this project. Additionally, the Student Support (Re)defined research team engaged in a series of brainstorming sessions to identify practices we had encountered through our own work in California's community colleges and through state and national initiatives such as the Aspen Prize for Community College Excellence, Completion by Design, the Hewlett Leaders in Student Success Award and Excelencia in Education.

The research team then applied a series of questions to narrow the pool of practices to highlight, including: How student-centered is the approach? How clearly does the practice demonstrate one or more of the key themes? What evidence is available about the practice's impact on student success? Is the practice currently in progress? How scalable and/or replicable is the approach? What information is available on the practice's cost effectiveness? Subsequently,

the research team conducted interviews with practitioners involved in the design and/or implementation of each practice in order to develop the profiles presented in this resource.

Certainly, we recognize the existence of many additional practices and models that are not included in this primer that also demonstrate the results of Student Support (Re)defined. Some may be in progress in your own classroom, department or college. Moreover, **this primer is not a research report**; we did not conduct rigorous research on the practices highlighted to collect data or verify their impact. As you will find, some practices have concrete data demonstrating their outcomes, while others offer more anecdotal evidence about how they strengthen student support and success.

In turn, **we simply offer these examples as practices worth sharing because they show the themes of Student Support (Re)defined in action.** We intend for them to provoke personal reflection, encourage dialog within your institution and/or promote outreach to the individuals implementing these practices at colleges across the state and nation. Although you might be inclined to only review practices that relate to your particular role or function at your institution, you might discover elements in all the practices presented that can serve as inspiration for or be adapted to your work.

What will you find in each featured practice?

The approaches included in this primer are summarized as either "featured practices" or "promising practices," depending on the level and type of information the research team was able to gather about a given practice. As you will find, **these descriptions are based largely on conversations held with practitioners representing each practice and include their own personal insights about the development and delivery of their approaches.**

For each featured practice, you find the following information:

- **Background and purpose:** description of how the practice began, what issue it intends to address, who it aims to serve and how it aligns with the theme under which it is organized

- **Design:** basic overview of how the practice is structured

- **Staffing:** information regarding who is responsible for designing, directing and delivering the practice and what partners are engaged for implementation

- **Participant experience:** explanation of how students experience the practice

- **Participant impact:** summary of any data available on practice's impact on student outcomes

- **Implementation supports and challenges:** insight into the factors that facilitate and impede the implementation of the practice

- **Scalability and replicability:** advice and lessons learned for those interested in expanding and/or adopting the practice at their own institution

- **For more information:** additional resources and/or a contact person to learn more about the practice

For each promising practice, you will find a shorter write up with a high-level summary of the approach and guidance on where to go for more information.

What else should I keep in mind when reviewing these practices?

The goal of this primer is to draw attention to practices that align specifically with the findings and themes of Student Support (Re)defined and show how they demonstrate this research. We offer a broad range of examples to help readers think about the myriad of approaches you and your college, division and/or program might take in order to strengthen support, depending on your completion goals and the specific target populations you seek to serve. In turn, we aim to support colleges in taking related action. We incorporate a series of discussion questions throughout this resource designed to facilitate initial reflection and planning. We also offer below a description of additional resources to explore and considerations to keep in mind when reviewing the practices.

ADDITIONAL RESOURCES

In addition, readers interested in learning more about the research that informed the thinking behind Student Support (Re)defined and digging deeper into evidence on different types of approaches discussed in this primer (e.g., student success courses, learning communities, special populations programs) can take a look at our *Literature Review Brief: What We Know about Student Support*. This literature review focuses on two types of existing research: (1) studies on supports that lead to increases in students' success, particularly for underrepresented student populations; and (2) research on how to determine the cost-effectiveness of various strategies.

If you and your colleagues also want to extend the dialog about our study findings on your campus and initiate change based on the learning generated from reading this primer, consider using our *Action Guide: Exploring Ways to Strengthen Student Support at Your College*. This guide suggests ways to integrate our research findings into student-focused conversations about how to increase achievement at your college, including how to address changes in Title 5 triggered by the Student Support Act or how to utilize Basic Skills funding. It

offers one way to examine the supports your college currently provides and how they may be strengthened to reflect students' own suggestions about what they need to succeed.

CONSIDERATIONS FOR IMPLEMENTATION

Whether you implement these tools or use other resources and processes, we encourage you to keep in mind a number of considerations when discussing and pursuing innovations designed to strengthen student support and success. These considerations focus on resource allocation, research and evaluation, scalability and replicability, and sustainability.

Resource allocation: In some cases, a small infusion of funds can lead to the effective development or adoption of certain strategies, while other approaches might require more significant and long-term investments. Realistic conversations about what resources are available now and in the future, creative thinking about how to access new funds and/or the repurposing of existing dollars can help narrow the selection of strategies. This dialog can also help initiate a broader discussion at your institution about how funding is allocated and how well those formulas align with what factors are known to support student achievement.

Research and evaluation: It is critical that we continue adding to the body of evidence available on the impact of various support strategies on different populations. While this base of research is growing, many initiatives still rely on anecdotal evidence to demonstrate their impact. We strongly encourage practitioners to partner with your institutional research colleagues when designing new student support approaches to clearly define what issues you are attempting to address, determine what evidence would help illustrate your intended impact and collect data on implementation and outcomes in an ongoing manner. Having evidence will not only help in the advocating for resources to support your work, but also aid in program improvement and expansion.

Scalability and replicability: Increasingly, colleges are expressing a desire to implement approaches that impact large numbers of students, rather than pursuing "boutique" programs that reach only a narrow slice of learners. Moreover, given the requirements of the Student Success Act and the recent changes in Title 5, it seems critical at this juncture to consider scalability and replicability when selecting which student support solutions to pursue. Many of the practices featured in this primer have either scaled their model or have the potential for expansion. Reviewing others' research, documenting how a practice is implemented, and again, collecting your own information on the impact of different elements of an approach on your students' success will help as you consider both how to scale an effort within your college and what can be replicated in other institutions.

Sustainability: Clearly, funding is a key issue when determining how to sustain a new and innovative practice over time. Conducting a cost-benefit analysis of an approach is one way to help justify its institutionalization. At the same time, funding alone cannot maintain innovations in student support. As Asera (2008) notes, a change effort is more likely to be sustained when it becomes part of an institution's narrative, is integrated into institutional evaluation and review, and when campus leaders repurpose structures and work across campus boundaries. It is in this cultural context and through this commitment that colleges transform a new and innovative approach into business as usual.

Reflection Questions

Keeping these resources and considerations in mind, we encourage you to reflect on the following questions as you move into reviewing the practices presented in this primer:

? What student support and success issues are of the highest priority in your course, program and/or college?

? Which student populations need the most support to achieve their educational goals?

? What are you thinking about doing (or are already doing) related to these priorities and populations that can be informed by these practices? Where in the college are you most likely to get traction around innovations designed to strengthen support?

? Which of these practices may be appropriate to replicate in your own college, program and/or individual work?

? What questions do you have about these practices and/or what more do you want to learn?

Colleges need to foster students' motivation.

Theme Overview

Student Support (Re)defined recognized students as key agents in their own educational success. Yet, it also highlighted that although many students arrive to college motivated, their drive needs to be continuously stoked and augmented. Findings suggested that undecided and first-generation students in particular may need additional support to find, hone and maintain their motivation. Students suggested several ways that colleges could take a role in this process. Ideas included helping learners develop an educational plan, monitor progress and track their success. Participants also suggested that colleges help students make direct links between their educational experience and their goals for career mobility and a better life, as well as engaging them with content in meaningful ways. They also recommended that colleges cultivate students' motivation by providing them opportunities to connect with peers and instructors and fostering students' sense of belonging on campus.

Featured Practices

The following featured practices demonstrate how colleges can use innovative tools including technology solutions and interactive workshops to support students in discovering their drive and maintaining their motivation as they work to achieve their educational goals. Theme 1 featured practices include the following:

FEATURED PRACTICES	Institution	Program	Individual
411 for Success Sacramento City College	X		
College Facebook Page San Joaquin Delta College	X		
Creating a C4 Culture of Success Sacramento City College			X

Theme 1
Featured Practices

411 For Success
Sacramento City College | Institution

Background and Purpose

In 2011, Michael Poindexter, vice president of student services at Sacramento City College (SCC), saw the need for a resource guide for students. Poindexter aimed for the guide to inform students about both what is expected of them and what they should expect when starting at SCC. He asked counselor Maristella Bacod to work on the project. Initially, she was hesitant due to (1) the cost of putting a physical, tangible book together, (2) the constant need to update and revise the book with new information and (3) fear that students would not read it. However, she decided to pursue the initiative and created a resource guide in the form of a website. Thus, 411 for Success was launched in fall 2011.

411 for Success actively demonstrates many of the suggestions Student Support (Re)defined participants offered for fostering their motivation, including providing ongoing information and continuous direction throughout their educational journeys and offering opportunities for ongoing engagement with campus life and peers. As Poindexter and Bacod explained, they were particularly interested in creating an effective resource for students to use while engaged in the matriculation process *and* throughout their first semester. Since its implementation, 411 for Success has grown in both its content and scope. Although designed and targeted for new students, the 411 for Success website is being used by more than just first-semester students. The guide provides

Featured Practice At a Glance

Name: 411 for Success

Location: Sacramento City College

Theme 1: Colleges need to foster students' motivation

Level: Institution

Description: Website that focuses on what is expected from students and what students should expect in college

Target population: New students, but all can benefit from the practice

Start date: Fall 2011

Interview Participants: Maristella Bacod

useful information beyond matriculation, presenting student success strategies, positive study habits, classroom expectations and student service information.

Design

411 for Success is designed to inform students about how to navigate college. The site is not intended to replace resources that are already available, but rather it is a repository of information related to the college experience. In July 2011, Bacod simultaneously began building the website and developing its content. Initially, 55 learners from two different student success classes shared a list of content ideas with Bacod. Bacod then transformed their suggestions into weekly topics, which become the early content of the 411 website.

Current content ranges from information regarding application and assessment tests to ways to be a successful college student. The website focuses on helping learners step into and make their way through the college, from applying to SCC, to taking assessment tests, to seeing a counselor, to attending orientation. Instead of calling these processes "matriculation," the steps are presented in language students can easily understand.

Students may not necessarily know what "civility" is, but they can understand when the headline of a post reads, "Do this...not that!"

Bacod explains, "411 for Success is support for the entire semester [and] before the semester starts." Weekly posts are designed to keep learners on track and create a positive experience for SCC students. The website has grown from roughly 25 articles at the onset to over 100 informational articles today.

Bacod uses new media trends such as animation and Vine, a popular short video application, to capture student interest and get simple messages across. She has also started using current students in the videos, motivating SCC learners to view the footage, broadening the website's appeal and making it more approachable. The content includes topics such as how to be civil, why it is important to go to office hours, how to engage in classroom discussions and how to access student services. Bacod tries to add one or two new posts to the website per week to keep it fresh and relevant. This constant activity and renewal encourages students to come back frequently to see the new content.

Many times, students come to me to ask if they can be a part of the website by participating in a Vine, meme, or video. They are excited to represent SCC through the website!

Staffing

Although the initial idea was brought forward by Poindexter, Bacod is the one responsible for creating the content and

maintaining the website. She has full autonomy over the resource; although content is similar from semester to semester, Bacod updates it based on new ideas or issues that arise and feedback she receives.

When it comes to driving student traffic to the website, 411 for Success is a collaborative effort. At the start of every semester, Bacod works with a staff member from the Planning, Research and Institutional Effectiveness (PRIE) office for a list of new students enrolled at SCC. She then sends an email to all new students informing them about the website. In addition, she works with the public information officer to publicize the website to students and to include updates and content on the campus Facebook page. Furthermore, she has created physical bookmarks with 411 information and distributes them to students in basic skills math, writing and reading classes.

Participant Experience

Students generally visit the website on their own and search for topics that may interest them. Themes range from practical guidance like expectations of collegiate classroom behavior or how to schedule a meeting with a counselor to policy-related news, like the deadline for paying tuition without being dropped from class. Although the target population is new students, the website is available to all SCC learners. Because the website changes two to three times a week, Bacod finds the content engages students who are interested in seeing new subject matter. Bacod has also increased student interaction with the resource by featuring current SCC students in the short videos that appear on the website. Initially, she had to recruit students to create these videos; however, with their increase in popularity, students now seek out Bacod to volunteer for video production.

Bacod also encourages instructional faculty to use the 411 for Success website in their classrooms by including the quick response or QR code on their syllabi; hanging a 411 poster in their classrooms or offices; linking the website address to their own course website; and/or showing the latest video, animation or weekly post.

Participant Impact

Website traffic has increased rapidly since the implementation of 411 for Success. In late August 2011, Bacod added a "hit" counter to the website and, in just six weeks, the site received over 13,500 hits. Since the tracker was added to the website, it has received 272,014 clicks. In addition, students regularly "like" posts on the college's Facebook page related to the 411 for Success website, demonstrating that the page has been well received by students.

Implementation Supports and Challenges

In recounting how 411 for Success launched and developed over time, Bacod noted both institutional champions and barriers. For example, Bacod had the support of the college administration, counseling department and other constituencies on campus heading into the project. She states that without this broad, multi-disciplinary advocacy, it would not have been possible to launch an effective and student-centered website like 411 for Success.

The biggest challenge for Bacod was the website design, as she did not specialize in developing and coordinating professional websites. Rather, she learned on the job, which at times has been challenging. The other issue Bacod faces is time. She receives 0.10 release time to maintain the website, create animation or videos and add two to three new content items per week. Operating around students' work and class schedules to conduct videos or interviews can be a struggle. Though this work has taken her away from her regular counseling duties, the department release time helps. Thus, Bacod asserts that a designated website monitor is crucial for success.

Scalability and Replicability

Bacod indicates that other colleges can replicate 411 for Success. She asserts that the main resource required for replication is a designated person who can establish and update the website design and content. Bacod states that her everyday counseling practice has helped her identify information for and create the site. Additionally, the experiences her students share with her provide ideas for the upcoming posts and articles. She recommends others look at the website as a possible model for developing their own websites. Bacod notes that defining the target audience is an important step when replicating this project. When launching the site, Bacod targeted 17-21 year olds and designed the site accordingly. She suggests that if a college aims to engage returning students, a separate website may be needed that looks different from the current design and content of 411 for Success.

For more information…

Contact Maristella Bacod at BacodM@scc.losrios.edu or visit http://www.saccity-online.org/sccfirstyear/

College Facebook Page
San Joaquin Delta College | Institution

Background and Purpose

San Joaquin Delta College (SJDC) Online Instruction Coordinator Jennifer Azzaro began Facebook and Twitter initiatives in summer 2013 to engage students with the college using social media. Since 2002, Azzaro has worked at SJDC in Information Technology (IT), distance education and professional development training. Thus, she was well suited to take on the challenge of implementing campus-wide social media strategies to foster student engagement with the campus.

Featured Practice At a Glance

Name: College Facebook Page

Location: San Joaquin Delta College

Theme 1: Colleges need to foster students' motivation

Level: Institution

Description: Use of social media to engage students with the campus and to disseminate college information in a learner-centered format

Target population: Any student

Start date: Fall 2013

Interview Participants: Jennifer Azzaro

The purpose of the social media initiative is to spotlight important information for students that includes but is not limited to programs and services, registration dates, tutoring opportunities, available scholarships, campus events and fundraisers and safety alerts. Ultimately, the goal is to provide an additional avenue for disseminating information to students beyond email and the campus website.

SJDC's use of Facebook shows one way colleges can use social media to enhance students' drive by providing them opportunities to connect with peers, practitioners and the institution overall. The development of the Facebook page occurred organically, as Azzaro and her SJDC administrative colleagues discovered that some students did not routinely check their campus email or visit the SJDC website to locate important information. Azzaro and others discussed how social media could be employed to deliver information and better engage and motivate students using a medium they prefer. In turn, the Facebook page was designed specifically to raise student awareness of campus programs and services.

Design

The Facebook page was launched in October 2013. Although it is a relatively new effort, SJDC has received positive feedback from students and the campus

community. Given this success, SJDC plans to launch a Twitter feed in early 2014. However, embarking on the Facebook journey took some preparation and professional training. Prior to launch, Azzaro attended conferences and trainings on social media and added substantial content for roughly six weeks. This work enabled the site to have an established feed of traffic, encouraging students to "like" the page right after it was launched. In a similar effort, the Twitter feed is connected to the Facebook page and tweets are being posted prior to launch to create a history that students can browse.

The Facebook page was designed to be the repository for official campus information on a social media platform. Azzaro describes it as a "one-stop shop for information…frequently asked questions, timely information, tutoring, end-of-term writing assistance, important dates and upcoming campus events."

However, there were already other campus-related Facebook pages. To optimize efforts, Azzaro has "liked" the other pages and has worked with SJDC's Public Information Media Coordinator, Jim Vergara, to put out a press release about the college's Facebook page, drawing the community at-large into campus life. Azzaro has stated that they limit the posts to two per day so as not to bombard students with information, which could lead to Facebook disengagement.

> *It is a one-stop shop for information… frequently asked questions, timely information, tutoring, end-of-term writing assistance, important dates and upcoming campus events.*

Staffing

Azzaro and Vergara work as a team to manage the social media. This work includes sharing responsibility for answering questions, posting content and monitoring student replies. Vergara also assists in the project by keeping local newspaper contacts abreast of important and emerging campus information.

Participant Experience

To garner a sense of inclusivity, all stakeholders—including students, instructors, alumni and the local community—have been encouraged to follow the SJDC Facebook newsfeed. The social networking service is becoming a one-stop shop for campus information, from interesting campus events such as health fairs, graduate school information sessions and empowering student forums to elevator outages. Students, faculty and the community are able to stream real-time data feeds right to their own Facebook accounts or even receive alerts on their smart phones.

Participant Impact

After six weeks of live activity, the SJDC Facebook site received 800 likes. In reviews of the page, students have reported that they feel more informed about and connected to the college through Facebook. She states, "At this point, we have nothing but positive feedback. Students are sharing the posts and seeing this as a medium for them to ask questions and connect."

Azzaro notes that Facebook is an easy way to distribute information to students. Users do not have to do anything extra or unusual, such as going to a campus website or checking their campus email accounts. In addition, the two staff members who monitor the page answer questions students ask right away.

At this point, we have nothing but positive feedback. Students are sharing the posts and seeing this as a medium for them to ask questions and connect.

Reinforcing the theme of inclusivity, Azzaro reports that SJDC has purposefully employed welcoming language, graphics and images on their Facebook page. Azzaro notes that a Facebook page designed for inclusivity can help certain groups such as lesbian, gay, bisexual, transgender and queer (LGBTQ) students or those who identify with a particular ethnic and/or cultural background to feel supported on campus. Azzaro notes that the resource can help these students learn about targeted supports. For example, many students did not know about the Puente program, so SJDC used the Facebook page to build awareness of the opportunity.

Implementation Supports and Challenges

Azzaro asserts that the cost to implement a Facebook page is very low, especially if a college has an existing employee who can set up and maintain the page or any other social media site. That said, training may be required if no current staff members are familiar with social media. Azzaro notes that support from the public information office and college administration is helpful and can make the practice implementation more successful. In addition, Azzaro indicates it is beneficial to have student support services and other constituencies on campus help supply content. Student organizations and faculty have both shown an interest in posting items on the Facebook page. She suggests that collaboration across departments and college organizations, following other campus Facebook pages and being selective with posts are all crucial elements to a successful social media initiative. For instance, the Facebook team asked students what they were doing over the weekend. Students responded with enthusiasm and included everything from their social plans to questions about campus events, campus information and other school-related issues. Azzaro said she spent a lot of time that day responding to posts and learned to be careful with general open-ended questions.

Scalability and Replicability

Azzaro states that replicating the college's Facebook page is simple. The main issue is having the requisite staff members to initiate posts and monitor the page. The platform is free, and it is free to post content. In order to stay current with best practices in social media, Azzaro indicates that it may be useful to send staff supporting the effort to social media training or conferences. Azzaro also recommended that the Facebook page have content prior to going live. This approach creates a history and is much more appealing and valuable to users than having just one post when the Facebook page is launched. In addition, Azzaro explains that it is helpful to have as much information and background about an issue or event prior to posting. In her experience, students use the medium to ask questions; in order to get users answers quickly, one should try to anticipate questions that might arise and post the answers in advance.

For more information…

Contact Jennifer Azzaro at jennazzaro@deltacollege.edu or visit https://www.facebook.com/sjdccd

Creating a C4 Culture
Sacramento City College | Individual

Background and Purpose

With a 15-year track record in team building and leadership development, Jeffery Christian brought his passion for Creating a C4 Culture to students at Sacramento City College (SCC). A nurse for 22 years, Christian designed a training program rooted in the concepts of: (1) communication, (2) chemistry, (3) consistency and (4) creativity. He began offering a formalized version of his training to various SCC campus groups in 2008 including the Summer Success Academy; the Licensed Vocational Nursing (LVN), cosmetology and registered nursing programs; college sports teams; associated student council; human career development classes and countless other student groups. C4 specifically demonstrates the role practitioners and colleges can take in helping students discover the motivation needed to achieve their educational goals, as emphasized in the Student Support (Re)defined research. Christian explains that the training aims to "create a culture where people can become powerful…with each individual learning their *why* behind what they want to do or are doing." C4 training focuses on providing students with "tools" to help inspire and guide their decisions.

Christian underscores this by conveying that he aims "to empower each individual [with knowledge] that the choices they make affect themselves and others and affect the overall culture we live in, and that each individual has the power to create change."

> *[C4] create[s] a culture where people can become powerful . . . with each individual learning their why behind what they want to do or are doing.*

Featured Practice At a Glance

Name: Creating a C4 Culture

Location: Sacramento City College

Theme 1: Colleges need to foster students' motivation

Level: Individual

Description: Trainings combining communication, chemistry, consistency and creativity to empower individuals and the choices they make

Target population: Any student

Start date: Formalized trainings began in 2008

Interview Participants: Jeff Christian

Design

Creating a C4 Culture has evolved from roughly a 30-minute talk to a four-hour training session that allows students to work and engage with the key concepts of

communication, chemistry, consistency and creativity, discovering the relevancy of these concepts to their lives. The training embeds discussions that help participants discern their personal motivations in life and then moves to team building exercises that generate collective wisdom. Christian employs videos, YouTube clips, inspiring and motivating music and what he describes as an "awakened participant human spirit" to stir deep and thought provoking conversation. Through informal research processes (e.g., requesting feedback and evaluations after C4 sessions), Christian continually enhances the C4 content to make it interactive, meaningful and engaging to students.

C4 training is designed to allow participants to warm up to the idea of change and, more importantly, take the first step in implementing a specific change in their lives. The training includes four different activities that highlight each C. All activities incorporate some concept of teamwork, teambuilding or leadership development. At the conclusion of each activity, participants journal their thoughts and insights in their own "Creating a C4 Culture" workbook. The workbook serves several purposes but most importantly, Christian says, "to help participants capture a C4 moment in time." Christian often asks participants what life is like for them, stating that the one word that comes up again and again is "hectic." Christian feels that taking time to help participants reflect on what is truly important in their lives is vital for their continued and future success.

Staffing

Christian facilitates the training alone. Though the college supports Christian in his efforts to develop Creating a C4 Culture, his primary role is as college nurse. He individually developed and continues to refine the concepts of Creating a C4 Culture. At the same time, Christian benefits from the assistance of his health services teammates Ashley Gibbs and Wendy Gomez, RN, MSN, who provide feedback on the presentations' flow, help process participant evaluations, assist with editing the C4 workbook and offer overall moral support.

Participant Experience

In Creating a C4 Culture, student participants develop a perspective of the four primary domains as defined below:

1. **Communication:** listening with an empathetic ear with the intent of serving others

2. **Chemistry:** developing trust in yourself to bring and receive value from the connections in your life

3. **Consistency:** consistently challenging your thoughts and perspectives, opening yourself up to vulnerability

4. **Creativity:** overcoming fear to be willing to share your thoughts and ideas with the hope of making the world better

Student attendees participate in an interactive team-building exercise that utilizes a variety of tools including video clips, music clips and paired or group activities. Christian's goal is to engage students through challenging activities designed to facilitate a deeper understanding of the C4 "tools." He states:

> I said I'm not a facilitator, I'm a difficultator and my job is…to help [people] realize that there's no guarantee you and I are going to be here tomorrow. Great things happen when participants realize they are exchanging a day of their life for what they are presently doing. That is where the difficulty comes in; helping participants learn how to see and value their time and to get the most out of each moment or interaction.

Participant Impact

Creating a C4 Culture currently reaches approximately 1,000 participants per semester at SCC. That said, only recently has a survey been administered to glean student feedback on the training, their experience and the applicability of the session to their future. Thus, quantitative data highlighting the influence of C4 on SCC students are not available. Christian has anecdotal information about the impact of the training but hopes to develop a more formal assessment process in the future. He describes a specific story of a college football player who attended one of his trainings:

> I was doing a workshop for a college football team and in part of the workshop [I taught] the students how to pause, breathe and smile…But there was one particular incident where this student athlete had a fall out with his coach and his dad, and he ended up quitting the team and it was very heated. And the coach and the dad almost got in a fight and the student ended up running out, getting in his car and just speeding down the road. [Then] he remembered the training that we had gone through…pulled his car over and he stopped and turned his car off. And he paused, breathed and he smiled. He came and talked to me several days later and he didn't remember my name, but he said, "Hey C4 guy, I wanted to let you know this pause, breathe and smile stopped me from speeding my car and might have saved my life."

Implementation Supports and Challenges

Christian's passion for motivating college students drives the continued delivery of Creating a C4 Culture. At the same time, developing and delivering such training does not come without challenges. Although the college has granted him some time to work on C4 implementation, he states that time is the greatest

barrier to success given his work as a full-time campus nurse. Advancing the practice requires research, training, assessment and redesign, and finding the time for these activities can be difficult.

Scalability and Replicability

Christian would like to see Creating a C4 Culture implemented across various campuses, eventually leading to the development of student-run clubs that diffuse the philosophy and training behind communication, chemistry, consistency and creativity across the student body. Christian has also developed and piloted an incentive program to help participants develop a deeper understanding of the C4 tools. With the C4 training, workbook and incentive program, Christian indicates that he has developed a sustainable product that can change the culture of higher education "one person at a time!" Christian encourages campuses to personalize the practice, stating, "Mine just happens to be four Cs. Somebody else could have three As or five Bs or six Ds…everybody has their own story to tell and a message to share."

For more information…

Contact Jeffrey Christian at christj@scc.losrios.edu

Theme 1 Discussion Questions

? When thinking about the need to continuously foster students' motivation, when and where does your students' focus begin to fade? Based on what evidence?

? How do you currently intervene to stoke their motivation?

? Are there policies, processes or practices at the college and/or interactions the college has with students that may be inadvertently eroding students' motivation?

? What more can you do either individually or as an institution? What ideas do these practices offer for strengthening your college's approach to fostering students' motivation?

? What next steps can you take to begin exploring one or more of these ideas?

Colleges need to teach students to succeed in the postsecondary environment.

Theme Overview

Student Support (Re)defined findings implied that colleges may need to do more to show students how to translate their motivation into success. Students need help building the specific skills and knowledge necessary to navigate and thrive in their community college experience. Again, those who are new to higher education or who arrive without a specific goal in mind may need particular assistance developing this understanding. Students suggested that colleges should require first-time learners to enroll in a high-quality student success course and raise students' awareness of the assistance, supports and services available on campus to facilitate their success. The state's Student Success Act echoes many suggestions from Student Support (Re)defined participants, recommending changes to Title 5 that require colleges to engage new, first-time students with a variety of supports such as mandatory orientation, advising and education planning.

Featured Practices

The following featured practices offer a broad range of solutions for teaching students to succeed in the community college setting. They show the opportunity for building these skills before students even set foot on campus as well as for supporting students once they arrive and enroll. Theme 2 featured practices include the following:

	Institution	Program	Individual
FEATURED PRACTICES			
Individual Student Education Plan (iSEP) Los Rios Community College District	X		
Get Focused…Stay Focused ™ Santa Barbara City College		X	
College Success Strategies for the Affective Domain College of the Canyons			X
PROMISING PRACTICES			
College and Career for a Day Austin Community College	X		
Major Meetings College of Marin		X	

Theme 2
Featured Practices

Individual Student Educational Planner (iSEP)
Los Rios Community College District | Institution

Background and Purpose

Student Support (Re)defined participants indicated that developing an education plan and receiving ongoing assistance with updating and tracking progress against that plan helped them learn how to succeed in the college environment. The Individual Student Education Plan (iSEP) developed by Los Rios Community College District (LRCCD) provides a concrete example for how one district is meeting the new Student Success Act requirements and helping students build this important skill.

In 2008, LRCCD prioritized the development of an electronic student educational tool to help students and counselors better identify and track progress towards a learner's educational goal. In a district composed of four colleges, 85,000 students and 4,000 employees, LRCCD aimed to create efficiencies through a web-based educational plan. Previously, the district relied on PDF documentation to file a student educational plan (SEP), with both the student and the counselor receiving a copy. However, when a student attended an LRCCD sister campus, students were forced to repeat the planning process if they did

Featured Practice At a Glance

Name: Individual Student Educational Planner

Location: Los Rios Community College District

Theme 2: Colleges must teach students how to succeed in the postsecondary environment

Level: Institution

Description: Homegrown online education planning tool implemented across the district

Target population: Any student in any discipline

Start date: 2012

Interview Participants: Kimberly McDaniel

not have a copy of their SEP, resulting in duplication of work for counselors as well as frustration for students.

LRCCD was also motivated by research on community college student success showing that students who articulate educational goals early are more likely to reach those goals. Shortly after the district identified this priority, California's Student Success Task Force also generated a recommendation that districts provide all first-time students with an education plan. LRCCD was one step ahead of the system when this recommendation was signed into law through the 2012 Student Success Act.

The district began work on this new tool in 2011 with the creation of an education planning system that would link all four campuses. Sacramento City College (SCC) was chosen as the district's pilot and lead college, serving 23,000 students. LRCCD named this online educational plan tool the Individual Student Educational Planner (iSEP). The pilot launched in the spring 2012 after five months of development. As of fall 2013, all four campuses have become fully operational using the iSEP tool.

Design

Although several products already exist for student educational planning, LRCCD chose to develop their system in-house. When working with an outside vendor, a college must enter into a contract agreement with terms of services and commit major funding sources. SCC Dean of Counseling Kimberly McDaniel notes that having the ability to customize iSEP to meet the needs of all four LRCCD campuses has resulted in a much more robust product than they could have achieved by developing it with outside sources.

In turn, LRCCD now has an educational planning tool that students and counselors can access at any time. Furthermore, LRCCD integrated iSEP into its eServices system. According to McDaniel, "eServices is the web-based system for students to register, access unofficial transcripts, add-drop classes, view grades, email, complete an application to the college, pay fees, etc." Students interact with iSEP via the "My Planner" application in eServices. McDaniel explains that iSEP promotes two-way interaction between students and counselors, allowing learners to initiate a course plan by term using My Planner, obtain counselor feedback and comments and receive referrals to support services. Ultimately, counselors approve and upload the official iSEP for each student user. The system also allows students to work with counselors to request revisions and updates to their official iSEP.

Staffing

According to McDaniel, iSEP's creation represents the collaborative spirit of the LRCCD, and collaboration and communication at SCC and across the entire district has been key to its roll out and success. The entire district lent its support to this initiative, from counselors to administrators and vice presidents to researchers and institutional technology. The district information technology (IT) division, led by LRCCD IT Applications Manager Kevin Flash, solely created iSEP in-house. Various constituents from the four district campuses were involved in its development and continue provide feedback to improve the tool.

Today, the LRCCD IT division oversees the ongoing maintenance and upgrading of the iSEP system. As a whole, the LRCCD Vice Chancellor of Student Services, Victoria Rosario, directs the tool. With Sacramento City College as the pilot college, the Dean of Counseling played a pivotal role in the implementation and ongoing evaluation of the tool. Currently all four campuses utilize iSEP and collaborate on improvement and evaluation of iSEP. Counselors are also naturally critical to iSEP's implementation and take an active role in integrating it into the day-to-day counseling experience.

Participant Experience

LRCCD requires that all incoming students have an active iSEP as part of the first-year student process. Orientation is an important part of that process and numerous strategies are available to students, including one-on-one counselor meetings and group counseling sessions where counselors meet with 20-25 students to review eServices and iSEP's features. Additionally, the district employs creative marketing methods for getting students on board with iSEP, including video outreach (see http://vimeo.com/48123343).

Counselors help students identify their goals and access the iSEP plan via the My Planner application in eServices. Both a student and counselor can access iSEP 24 hours a day; only counselors have the ability to add comments. The college can also deliver additional services to students through the web tool by referring the learners to support services such as assessment.

McDaniel underscores the value of the system to LRCCD learners, stating, "One of the great things I like is that it empowers our students to have more control over their education and planning." In the My Planner feature, students can map out their semester. McDaniel explains how students are able to explore and plan by major or area of interest; "Let's say you're a psychology major and you click psychology courses, SCC courses come up and you can select the

> *One of the great things I like is that it empowers our students to have more control over their education and planning.*

courses that you want to take and then you can populate which semesters you want to take it." My Planner also notifies users of three primary matriculation requirements: completion of assessment, orientation and education plan. Students subsequently receive priority registration upon completion of these requirements. Based upon assessment results, the system also lists courses students are eligible to take in math, writing and reading.

Participant Impact

McDaniel shares that both the district and students are benefiting from the efficiency and independence iSEP offers. For students, the ability to access eServices at any time with interaction on My Planner to map their own classes is empowering. For LRCCD, the success story is the collaborative effort among the four campuses, in addition to the commitment of internal resources to build an interface that meets the needs of the entire district.

Since the program is in its first year of full implementation, the district is just now gathering evidence of the impact the initial SCC pilot on students. McDaniel spelled out the ultimate goal for student impact; "Eventually all of our students will be impacted by this tool. Early emphasis is first-time students." She also reflected further on the impact of iSEP:

> All of our students are the success story…before you'd have a student who maybe was in a program at our sister campus and then who would come here to Sacramento City College and you would just have to start all over…So even with the student not engaging in their My Planner, the counselors are able to put in the student ID and quickly see all of their information on the screen.

McDaniel notes that, in the long term, LRCCD aims to utilize the iSEP system to track student progress toward completion and, in turn, target interventions based on this analysis. In addition, having the ability to assess the need for particular courses, degrees, and/or programs through iSEP may help the college align course offerings to meet student needs.

Implementation Supports and Challenges

When asked about what factors support and challenge the implementation of iSEP, McDaniel emphasized the importance of collaboration. She urges institutions to ensure that those impacted by such an evolution, especially counseling and advising staff, engage in many conversations about the change, and that concerns are heard and addressed. Shifting how counseling services are offered is a change that takes time for everyone to understand and embrace. Historically, counseling has been a one-on-one service, so moving to a web-based format, along with larger group counseling sessions, is a major change. In the end,

McDaniel notes it is the service to students that must be stressed and shared among those who will be affected the most.

LRCCD took this challenge head on, involving all four campuses in the creation process, as well as the process to make modifications to iSEP in the pilot and implementation phases. Because of this approach, there is full acceptance and utilization, and the tool is becoming institutionalized and viewed as one part of helping students succeed.

LRCCD recognizes that continued communication and collaboration is key in the ongoing maintenance and improvement of the system. McDaniel states, "I think that's the important lesson, across the four campuses with the district. We have to keep in contact, checking on the tool to make sure it's meeting our needs, so everybody's got to be involved."

Scalability and Replicability

LRCCD has provided an example of how a district can pilot a program intended for long-term scaling across multiple campuses in one district. Once the technology is in place, the human resources effort requires investment, such as receiving input and feedback from each campus, including counselors and deans. LRCCD intends to continue scaling the use of this tool by making iSEP more useful for target populations, such as veterans. As a result of the process LRCCD went through in creating iSEP, they believe it is replicable at other institutions and are even willing to share the technology to do so.

For more information...

Learn more about Los Rios Community College District iSEP tools by contacting:

- Victoria Rosario, LRCCD Associate Vice Chancellor of Student Services, rosariv@losrios.edu

- Kevin Flash, LRCCD, Applications Manager District Office IT, flashk@losrios.edu

- Kimberly McDaniel, SCC, Dean of Counseling and Student Success, mcdanik@scc.losrios.edu

Watch the video created to help students learn about iSEP at http://vimeo.com/48123343

Get Focused…Stay Focused!™
Santa Barbara City College | Program

Background and Purpose

Santa Barbara City College's (SBCC) Get Focused…Stay Focused!™ initiative is highly proactive in teaching students to succeed in the postsecondary environment, beginning with their freshman year in high school. Designed for all ninth graders, Get Focused…Stay Focused!™ is particularly valuable for underrepresented students who may have had limited exposure to academic and career opportunities. Self-reflection, goal-setting, and continual engagement are the hallmarks of this innovative program aimed at guiding high school students towards making informed and meaningful career choices. Emerging from the James Irvine Foundation's Concurrent Courses Initiative and the desire to expand SBCC's Dual Enrollment Programs, Get Focused…Stay Focused!™ aims for high school graduates to achieve the following goals:

- College- and career-ready
- Informed declared major
- College or post-secondary path
- Ten-year career and education plan

Through these goals for students, the initiative aims to:

- Increase engagement, academic achievement and attendance of all students
- Reduce suspension, expulsion, and dropout rates
- Increase the percentage of students that graduate from high school, continue their education at a college or university, and enter their post-secondary education institution with college- and career-ready skills
- Help high school students and their families save on college tuition by earning up to one year of college credits through dual enrollment

Get Focused…Stay Focused!™ achieves these goals through a student-centric approach, asking students, teachers and staff to collectively engage in meaningful dialogue aimed at the nexus between personal interests and potential careers. High school freshmen reflect upon life and career choices through a semester-long Dual Enrollment Freshman Transition (DEFT) course, produce an online 10-year Career and Education Plan, and assess and update this plan continuously throughout high school. As director of Dual Enrollment Programs, Dr. Lauren Wintermeyer notes, "The goal is to increase students' intrinsic motivation. We want to provide students with the experiences and information necessary to articulate goals for their life, education and career based on their personal values and understanding of financial literacy." Piloted in 2009 with resources derived, in part, from an Irvine Grant, Get Focused…Stay Focused!™ is now an integral part of the Carpinteria and Santa Barbara school districts.

Design

Get Focused…Stay Focused!™ is a multi-year model designed to help students create a "living action plan" for themselves by answering three primary questions: Who am I? What do I want? How do I get it? Some students have the opportunity to be involved in an eighth to ninth grade summer bridge program that prepares them for the DEFT course in the ninth grade. During the freshman year DEFT courses, all students create a Career and Education Plan using the *Career Choices* curriculum and accompanying online platform, My10yearPlan.com®. The ten-year plan becomes a roadmap for students during the rest of high school, college or technical training and beyond. While developed as their own personal plan, it can be made available to others such as counselors and teachers who have the ability to make comments. Additionally, it may also be used as an intervention device to assist students during their high school careers.

Get Focused…Stay Focused™ is the title, but it is about the classroom teacher and all the teachers, counselors, and administrators who interact with students helping to nurture them . . . to engage them based on their own self-articulated goals.

Though it is still evolving, Get Focused…Stay Focused!™ program leaders have started implementation of an approach that helps students reassess their educational plans through "touch-points" using follow-up curricular modules in the tenth, eleventh and twelfth grades. Get Focused…Stay Focused!™ at Carpinteria High School piloted the first module in the 2012-2013 academic year with modules two and three planned for eleventh and twelfth grades in subsequent years.

Ultimately, upon graduating from high school, students should possess an action plan, have built a strong knowledge base and be ready for college with up to 12 college units completed. Having done so, if students pursue college, they are more likely to know their desired major and have a deeper understanding of the institution and its processes.

Staffing

One of the primary components of Get Focused…Stay Focused!™ is engaged and active high school teachers. Since teachers are in daily contact with students whereas counselors may only see the students infrequently, the DEFT course and subsequent units allow for greater interaction between teacher and student on career and educational development. The relationship between student and teacher is critical, making training and continuity essential aspects of the program. Wintermeyer states:

> Get Focused…Stay Focused!™ is the title, but it is about the classroom teacher and all the teachers, counselors, and administrators who interact with students helping to nurture them…to engage them based on their own self-articulated goals.

Communication between the college and local high schools is also important for a successful program. Get Focused…Stay Focused!™ has a steering committee comprised of the high school district superintendents, the community college president and vice president, a researcher from University of California-Santa Barbara, a local community member, the author of the curriculum, a college dean and the director of Dual Enrollment Programs. Other leadership comes from administrators, educators and counselors at the local high school sites as the college partners with these schools to support program implementation.

Get Focused…Stay Focused!™ also promotes a community perspective and includes entities from for-profit businesses and non-profit organizations. These entities provide materials, workshops and other assistance in the promotion of the practice.

Participant Experience

Students work with teachers to create a ten-year plan that matches their values and interests. By starting in the ninth grade, students begin early engagement in their world by actively exploring opportunities. As Wintermeyer notes, "[It is important] that students' eyes are opened to those possibilities…they are able to have contextualized learning experiences to find out if an area of interest is something that truly resonates with them." Students are encouraged to research and fully understand the work necessary to embark on certain career paths. Furthermore, students are shown other industry pathways to similar (and

viable) careers. Participants also research the costs associated with life after school, gaining a deeper understanding of what it takes to make ends meet in today's world.

The experience in Get Focused…Stay Focused!™ helps students develop long-term planning skills by engaging in focused and informed decision-making. Throughout the program, students spend a considerable amount of time reflecting on their values, interests, desires and goals and matching them to potential opportunities. They not only proactively think about their lives, but also develop the skill sets necessary to understand and navigate the barriers to achieving their goals.

Participant Impact

Some early high school district level data hint at a decrease in suspensions, increase in Academic Performance Index (API) scores, increase in number of students taking the dual enrollment and advanced placement courses, and an increase in A-G completion, although further study will be necessary to establish causation or correlations in these categories. The University of California Evaluation Center has currently proposed a five-year study to examine specific metrics that may include matriculation numbers, persistence, full-time versus part-time enrollment, remedial coursework placement and grade point average.

When the first set of Get Focused…Stay Focused!™ students graduated in 2013, SBCC conducted interviews and gathered data in order to begin assessing the impact of the program. Anecdotal evidence from these student interviews illustrates the positive impact Get Focused…Stay Focused!™ is having upon their lives. These stories offer compelling evidence of a change of perception and motivation by students of their life choices and an understanding of what it takes to succeed in life beyond college.

Implementation Support and Challenges

Wintermeyer notes that consistency in staffing is important to not only the continuation of the program, but also its eventual success. Teacher and administrator turnover impede continuity and can potentially derail the effort. Teachers must take an active and ongoing role in assisting students with self-reflection, addressing each student from a holistic perspective. Furthermore, teacher training is essential in ensuring a comprehensive understanding of career development theory and evolving opportunities.

SBCC program leaders indicate that consumable material costs are nominal; the consumables that accompany the textbook and online ten-year plan cost approximately $35-50 total per student. Additional costs include initial textbook set purchase, teacher time, training, and promotional materials. In some

instances, the high schools have been able to integrate the freshman seminar course with a health course into a semester block providing a 90-minute period each day where the curricula from both courses are covered during the semester. In most schools, the course is a semester in length and paired with the high school health class.

There are logistical challenges in creating a broad-based program that spans a portion of the P-20 pipeline. One key to a successful implementation of Get Focused…Stay Focused!™ is the requirement of strong integration and communication between school districts and community colleges as well as leadership and community buy-in. Wintermeyer notes that "Ultimately, even though we're supporting implementation and the professional development piece of that, it does come down to the K-12 district owning it and making it happen." Additionally, replicating the dual enrollment piece requires considerable thought regarding with which college to align, whether the college has an appropriate department in which to "house" the course, and if the two institutions can obtain buy-in from their constituencies. Though not absolutely necessary, Wintermeyer states that the dual enrollment piece strengthens the program by creating an environment in which any and all students can envision themselves as college-bound, opening their eyes to greater possibilities in a world much larger than high school. Thus, planning in the early stages of initiative implementation is crucial.

Scalability and Replicability

One of the most promising aspects of the Get Focused…Stay Focused!™ program is its potential for scalability and replicability. Conceived in the spring of 2009, SBCC implemented the program that fall at a single high school. Within three years, Get Focused…Stay Focused!™ has morphed to include two entire school districts serving 7,000 students and continues to garner interest state- and nationwide. Community colleges in California have expressed interest in starting equivalent programs, including the Kern Community College District, which has begun piloting the freshman course. As Wintermeyer notes, "The program itself is very customizable because it is about each individual student…so whether you have ten in a class or 30 in a class, you can do it."

We know the barriers that get in the way to student success, so we want to engage students earlier to help them learn about their options and help them to be motivated by their own self-articulated goals.

Ultimately, Get Focused…Stay Focused!™ appears to be making dramatic changes in the perception of student choices, opening students' eyes to diverse career paths. Wintermeyer succinctly suggests, "We know the barriers that get in the way to student success, so we want to engage students earlier to help them

learn about their options and help them to be motivated by their own self-articulated goals." Get Focused…Stay Focused!™ has the potential to help other colleges achieve this mission.

For more information…

Contact Dr. Lauren Wintermeyer at lawintermeyer@sbcc.edu

Find additional information at
http://www.sbcc.edu/dualenrollment/GetFocusedStayFocused.php
and view excerpts from student interviews at
http://www.getfocusedstayfocused.org/9th_results.php

College Success Strategies that Address the Affective Domain
College of the Canyons | Individual

Background and Purpose

In 2007, College of the Canyons (COC) decided to take action on a key issue identified by so many Student Support (Re)defined participants—the need to teach students the skills and perspectives required for postsecondary success. A team of COC educators was interested in launching an initiative that could serve a broad range of learners through integration into any content area. English instructor Adam Kempler explains, "We were looking to do the most good. Most students won't be able to get into a counseling class…we wanted to develop something that a teacher in any discipline could take and share with students in ten minutes or so a week."

The team was particularly motivated by research showing that addressing success strategies could lead to improved retention and success. Working through their institution's Leadership in Action Program (LEAP), the team compiled 15 college success tips found on many college websites[4] and packaged them for instructors to deliver in brief, five-minute presentations over the course of a semester. Tips covered a range of topics such as goal setting, time management and note taking.

An initial pilot in 2008 with 741 students across 24 sections in five disciplines generated positive results, showing notable increases in course retention and success rates compared to sections not participating in the pilot. At the same time, when faculty reflected on the pilot, three realizations surfaced. First, the absence of specific instructional materials made it difficult to recruit new instructors who were willing to share the tips with their students. Moreover, not

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Featured Practice At a Glance

Name: College Success Strategies that Address the Affective Domain

Location: College of the Canyons

Theme 2: Colleges must teach students how to succeed in the postsecondary environment

Level: Individual

Description: Short lessons focused on teaching students the skills needed to succeed in college with an emphasis on affective development

Target population: Any student in any discipline

Start date: Pilot initiated in 2008; enhanced approach launched in fall 2013

Interview Participants: Adam Kempler

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[4] See Dartmouth College's Academic Skills Center for an example of an online resource offering success tips.

all faculty members were delivering the tips in a consistent manner, potentially impacting students' understanding of the concept. Third, and most importantly, instructors hypothesized that students would benefit from engaging with the tips through an activity that would allow them to practice the idea.

Design

Buoyed by students' enthusiastic response to the tips and the positive outcomes produced by the pilot, a multi-campus team of faculty created a new resource called *Success Strategies: Accelerating Academic Progress by Addressing the Affective Domain* (Gurnee, 2013)—a user-friendly booklet designed for faculty to implement with students across all disciplines. Produced in July 2013, the booklet continues to address the success strategies commonly shared on college websites using original material created by community college educators who have a passion for and expertise in each of the specific success strategies. It also emphasizes the affective domain with chapters about motivation and relationships. The resource offers a consistent, four-part format for guiding students through each concept. Sections of each chapter include (1) an introduction to the idea, (2) a related activity, (3) a set of metacognitive reflection questions and (4) additional resources for further exploration of the topic. Faculty can cover 14 strategies, one per week across the course of a semester. Alternatively, they can pick and choose those topics that complement their course content or that they observe students most need to develop.

Staffing

As with most course-level practices, this effort is driven by a group of committed faculty interested in improving their students' success. The instructors who have developed and adopted this text believe that assigning a small yet strategic allotment of class time to these strategies can have a significant impact on students. The educators who lent their expertise to this project came from several institutions including COC, Orange Coast College, Mount San Jacinto College, City College of San Francisco, Moreno Valley College and California State University-Northridge. COC English professor Kim Gurnee edited the resource and Kempler makes the text available through conferences and faculty trainings. The booklet is designed so that any teacher in any institution can readily incorporate it into his or her instruction.

Participant Experience

Students work with faculty, with each other and on their own to explore the success strategies presented in the booklet. For example, the chapter on time management acknowledges the shift that takes place between high school and college in terms of needing to take greater responsibility for one's own schedule.

Students are then encouraged to perform a time audit across one full week, identifying how they spend each hour of their day. Once the audit is complete, reflection questions prompt students to think about how they invested their time and to consider if how they allocated their hours aligns with their priorities for college and personal success. In the relationships chapter, students are encouraged to think about the importance of building a support network including three different kinds of people—family, friends and mentors. They are then asked to list the people in their lives that fall into these categories and rate the strength of their relationships with each person. Students are then prompted to consider in which categories their relationships are strongest, what kinds of support the people in each category provide and what steps they might take to bring greater balance across these groups. Kempler acknowledges the simplicity of these exercises but underscores their power:

> Most students either haven't considered or had the opportunity to practice the skills in the book. When you ask how many students have written an academic goal, most haven't. Either it's never occurred to them or they've never been invited. It doesn't matter. Just writing [a goal] down alone makes it more likely that they'll achieve it.

Participant Impact

In fall 2013, several COC English faculty adopted the *Success Strategies* booklet for the first time across 19 sections and five levels (e.g., one and two levels below transfer English, freshman composition, accelerated English). In turn, the instructors are just now gathering evidence on the impact of this revised approach. Anecdotally, Kempler indicates his students are incredibly receptive to the experience and have provided positive feedback on its utility. He explains, "Students are already providing example after example of how it's helping them, what they like, why it works and what it's done for them." Kempler shares feedback from one student, who stated:

> For a college student, such as myself, who is juggling school, work, and a social life, it's very easy for me to become totally stressed out. [The stress management chapter] helped me discover a few helpful hints to managing that stress. Sometimes I just need to sit down and relax, prioritize and accept the fact that sometimes I'm going to be super busy, and that's okay as long as I focus on a time later on when I know I'll be able to relax or have fun again.

Another student reported:

> I feel that the time management chapter was the best to help me because I juggle four jobs as it is now, and I'm a full-time student. This chapter has helped me understand that no matter what I need, to always make time for school and my priorities.

Implementation Supports and Challenges

When asked about what factors support and challenge the implementation of *Success Strategies*, Kempler suggests faculty take a modest amount of time to receive basic training on the booklet and to plan for its infusion into coursework. He suggests that partnering with the institutional research office to track student outcomes in courses incorporating *Success Strategies* can help instructors understand the impact of the practice and build a case for broader adoption. He also recommends asking students for their feedback on the utility and delivery of the lessons in the middle of term and/or at the end of the semester.

This work has changed me and my focus, from a focus primarily on the content to a focus on the content and my students. It's changed my career

Kempler additionally reflects on the duality of change. On one hand, he acknowledges that teachers sometimes fight reallocating time from covering their content to incorporating the success strategies and resist addressing the affective domain. He points to research showing that making this investment can actually lead to the improved cognitive development most faculty are striving to cultivate in their learners. He also notes that paying more attention to his students and who they are as people can be a challenge; he states, "When you ask students who they are and how they're doing, it opens the door for more challenges…you have to make time for conversations…It takes some energy. Students will line up at your door during office hours to talk." At the same time, Kempler notes the incredible benefit he has realized as a result of making this shift. He appreciates the deeper connection to students and the support and encouragement he finds in working with colleagues who have similar interests and values. He reveals, "This work has changed me and my focus, from a focus primarily on the content to a focus on the content *and* my students. It's changed my career."

Scalability and Replicability

COC engaged roughly 500 students with *Success Strategies* in fall 2013. Pasadena City College also replicated the practice during the same term with several instructors across a variety of disciplines, and faculty at 12 institutions adopted the booklet in spring 2014. Kempler emphasizes that this practice is easily replicable and "completely scalable" and notes that through this approach, colleges can realistically expose every entering

Sometimes faculty just think about teaching content. Our responsibility to students is more than that. So much is possible from the teacher's perspective.

student to the success strategies and the affective domain. He underscores the low-cost nature of purchasing and incorporating the booklet into coursework. As of fall 2013, the booklet is produced at $5.00 per copy; the COC bookstore sells it to students for $6.55. Faculty can take advantage of an hour-long training delivered by Kempler to support planning and implementation. Although Kempler notes there are some contexts more conducive to delivering *Success Strategies* (e.g., first-year experiences, summer bridge programs, basic skills courses, athletic team study groups), any faculty in any discipline can reasonably adopt the practice. "Sometimes faculty just think about teaching content. Our responsibility to students is more than that. So much is possible from the teacher's perspective."

For more information…

Learn more about success strategies and the affective domain by contacting Adam Kempler at adam.kempler@canyons.edu

Theme 2
Promising Practices

College and Career for a Day
Austin Community College | Institution

GED and ESL students in the Adult Basic Education (ABE) department at Austin Community College (ACC) are generally nontraditional students—first generation students, parents and/or working adults. Some have no one helping them understand the process of preparing for and attending college. Through a multi-pronged approach, the ABE department is working to increase the number of these students transitioning into credit programs at the college.

One element of ACC's plan is College and Career for a Day, an annual all-day event that enables GED and ESL students to visualize themselves as college students. ABE department Student Transition Success Supervisor Patricia Hernandez explains that the event introduces the reality and value of college life through an immersive experience. On one morning each November, College and Career for a Day kicks off with an inspiring guest speaker from the community, followed by a few encouraging words from key members at the institution. From there, based on their interests, attendees select from an array of academic and workforce tracks to explore, ranging from nursing to fire science. Armed with campus maps, they are guided to a series of three 45-minute sessions taught by discipline faculty members along their chosen track. Participants reconvene at lunch, where student panelists share their

> ### Promising Practice At a Glance
>
> **Name:** College and Career for a Day
>
> **Location:** Austin Community College
>
> **Theme 2:** Colleges must teach students how to succeed in the postsecondary environment
>
> **Level:** Institutional
>
> **Description:** Day-long event designed to help GED and ESL students visualize themselves as college students
>
> **Target population:** Adult Basic Education students
>
> **Start date:** ~2006
>
> **Interview Participants:** Patricia Hernandez

experiences of transitioning from ABE into college coursework. Hernandez indicates that ACC seeks to strengthen the workforce component of the event, integrating community employers and offering a mini-career fair. Through its efforts, College and Career for a Day intends to help students visualize their long-term career goals and learn how education can help them achieve those goals.

Of approximately 4,400 GED and ESL students enrolled at ACC, 90 GED and 30 ESL students attended the 2012 event. Through its many recent efforts, the department has been able to increase its GED-to-college transition rate from 10% to over 50%. Of those students who transition, 80% persist to the second year of college. Beyond these figures, many of the students return to the College and Career for a Day event to serve as student panelists. With commitment from faculty, staff and coordinators, this event can be easily replicated with minimal costs for food. For colleges that want to consider experimenting with a similar event of any size, Hernandez suggests developing a clear working philosophy first, taking advantage of existing resources, and expanding from there.

For more information…

Contact Patricia Hernandez at phernan@austincc.edu and/or read two articles covering a past College and Career for a Day event here and here

Major Meetings
College of Marin | Program

When W. Allen Taylor started teaching drama at the College of Marin in 2000, he observed that many students were directionless and unsure about their long-term goals. In an effort to bring some focus to his students' experiences, he invited those enrolled in drama classes to an informal meeting designed to share information and answer questions about the program and encourage participation.

Over the years, this information-session-meets-pep-talk has evolved into Major Meetings, an annual department event where all declared and interested students have a chance

> ### Promising Practice At a Glance
>
> **Name:** Major Meetings
>
> **Location:** Marin College
>
> **Theme 2:** Colleges must teach students how to succeed in the postsecondary environment
>
> **Level:** Program
>
> **Description:** Annual drama department event for students to explore the major and learn about services and supplemental activities
>
> **Target population:** Declared and interested students
>
> **Start date:** 2000
>
> **Interview Participants:** W. Allen Taylor

to explore the program—requirements, benefits, career opportunities, transfer options—and learn about services (e.g., educational planning, financial aid, mentoring) as well as supplemental activities (e.g., drama club). Major Meetings end with a question-and-answer forum that opens up a dialogue between students and people invested in their success. Taylor works in tandem with a counselor (generally one who is familiar with the performing arts) and rallies the support of fellow faculty members to attend the session.

Through informal assessments and anecdotes, Taylor reports that Major Meetings have been successful in accelerating the ability of students to identify their interests, register for relevant courses, declare majors and get on their preferred academic and career paths. Anecdotally, the department has seen a rise in students declaring a drama major, entering internships and engaging more fully in the program's activities. Taylor indicates that students have also found the sessions to be informative and helpful. In addition to supporting students, Major Meetings have helped the department modify its two-year educational plan for majors and schedule course offerings more efficiently to match anticipated student needs. Having a supportive dean has enabled the department to preserve courses that were on the cutting block, saving these offerings for the students who need them to stay on track.

Major Meetings require little to get started: a time, a place, some handouts and the commitment of interested faculty members and counselors. Taylor maintains that after a few attempts, the meetings become easier to organize, bringing the promise of exponential payoffs.

For more information…

Contact W. Allen Taylor at wallen.taylor@marin.edu

Theme 2 Discussion Questions

? What policies and practices currently exist on your campus to ensure students know how to succeed in the postsecondary setting?

? Which groups of students need the most help developing the skills to navigate your institution and reach their goals? Based on what evidence?

? What ideas do these practices inspire related to additional action you, your program or your institution might take to teach students the skills they need to succeed in college environment?

? What next steps can you take to begin exploring one or more of these ideas?

Colleges need to structure support to ensure all six success factors are addressed.

Theme Overview

In Student Support (Re)defined, participants confirmed that the six success factors—directed, focused, nurtured, engaged, connected and valued—were important to their progress and achievement. They further indicated that these factors interact with each other in various ways. Students noted how experiencing one factor often led to realizing another, or how two factors were inextricably linked to one another. Given that students do not experience these factors in isolation, this research suggests that colleges need to consider ways to help students experience all six success factors throughout their postsecondary experience. Possibly more desirable, institutions might pursue solutions that enable learners to attain multiple factors at once. The study also suggests that colleges might consider timing support interventions to coincide with specific stages of students' educational journey.

Featured Practices

The following featured practices demonstrate how practitioners can promote all six success factors with different groups of learners with a particular focus on basic skills, career technical education and/or first-generation college students. Theme 3 featured practices include the following:

	Institution	Program	Individual
FEATURED PRACTICES			
iFALCON Cerritos College	X		
California Early Childhood Mentor Project Statewide		X	
Career Advancement Academies Statewide		X	
Student Oral Histories Project Santa Barbara City College			X

Theme 3
Featured Practices

iFALCON
Cerritos College | Institution

Background and Purpose

Drawing on the students' familiarity with the district's mascot, the iFALCON campaign began in fall 2008 in the Cerritos College faculty senate, led by senate president Bryan Reece. Dr. Reece surveyed college faculty, staff and students regarding student success and campus priorities. Data from the surveys informed a college-wide campaign to promote academic achievement and an ethos of excellence. Students were invited to participate in focus groups and were intimately involved in the development of the campaign with the support of the student senate and Francie Quaas-Berryman, the college's newly appointed developmental education coordinator.

At that time, chemistry professor Cheryl Shimazu became the first iFALCON coordinator, and in spring 2009, Dr. Stephen Clifford joined the team to develop content and videos for the new iFALCON website. Cerritos subsequently secured a Federal Title V Hispanic Serving Institute (HSI) grant in fall 2009 to further develop the iFALCON initiative.

Featured Practice At a Glance

Name: iFALCON

Location: Cerritos College

Theme 3: Colleges need to structure support to ensure that all six success factors are addressed

Level: Institution

Description: Institution-wide campaign designed to raise awareness of and engagement with six core habits of mind to measurably increase student success

Target population: All students (23,000)

Start date: Fall 2008

Interview Participants: Stephen Clifford

Design

Today, the Title V HSI grant focuses on integrating iFALCON's academic success skills in four areas of campus life:

- Activity I: Web-based and traditional student engagement, including counseling and orientations

- Activity II: Faculty and staff professional development

- Activity III: Developmental education

- Activity IV: Campus outreach

The overarching goal of the iFALCON program is to create a culture of success at the college and instill this culture at every institutional level of discourse and praxis. Seventy percent of Cerritos's learners are first-generation college students who may not possess the cultural capital crucial to successfully navigate the demands of higher education. As a result, the college sought to develop a distinct campaign and program, including professional development for faculty and staff and interventions for students that would help them define and envision success and practice behaviors for achieving their goals.

Keeping the four chief activities in mind (i.e., student engagement, professional development, developmental education and campus outreach), iFALCON at its most fundamental level encourages faculty, staff and administrators to discuss with students what success looks like for them and to help them more fully understand what it takes to be successful. Clifford explains:

> Many of Cerritos's students have reported and still report that they assume success is for smart students. They set their sights really low…if they set their sights at all. Some of them get here and they don't even fully know why they're here. They don't choose majors, they don't really have any goals for completion, they are just here because they're done with high school or because they aren't making the kind of money they want in the workplace. But they're really not quite sure how to set those goals and what success looks like.

The program aims to instill in students the core habits of mind and practices that lead to the greatest success. When developing the iFALCON initiative, a group of faculty members devoted much of the 2006-2007 academic year to reviewing the literature on student success and identifying the most common behaviors practiced by successful students. In turn, the college decided to focus on six key habits of successful students. iFALCON leadership wanted students to make connections with their peers and college resources. Moreover, they wanted Cerritos learners to behave less like commuters and more like residential students by engaging in behaviors that can contribute to goal achievement such as joining academic clubs, visiting instructors during office hours, taking advantage of the tutoring opportunities in the Success Center and meeting with academic counselors. The six core habits that emerged from the review articulated to the acronym FALCON, the college's mascot. They include:

- **F**ocus: Successful students focus on the work to be done. They are academically self-disciplined, spending appropriate amounts of time studying. They come to class on time and prepared. They complete all assignments and turn them in on time. They finish their programs.

- **A**dvance: Successful students advance by always improving. They embrace life-long learning. They understand that subject expertise requires a long-term commitment and commit to their ongoing development of thinking skills and learning skills.

- **L**ink Up: Successful students link up with the academic community. They get involved. They get to know their professors, study in groups, surrounding themselves with focused students and mentors. They use college resources and programs to help with their learning.

- **C**omprehend: Successful students study for comprehension. They seek to understand course content rather than simply complete requirements. They ask questions to gain understanding, reflect on what they are learning as well as if they are learning.

- **O**rganize: Successful students are organized. They plan to succeed. They have an educational goal. They focus on their educational purposes, maintain a specific education plan and choose classes with an intentional learning purpose in mind.

- **N**ew Ideas: Successful students embrace new ideas. They are curious, seeking out new perspectives and skills. They transfer concepts to new contexts in order to solve problems. They integrate concepts and knowledge to form a greater personal understanding.

Cerritos's initiative offers one example of an institutional approach to integration of the six success factors outlined in Student Support (Re)defined across the student experience. With iFALCON in mind, most faculty, staff and administrators at Cerritos College have begun to re-envision all aspects of the college—from resource and budget allocations to student services, pedagogy and advising student clubs. Clifford notes, "iFALCON allows us to help students succeed through developing a concrete framework that gives students something to start the conversation with, something specific to hang on to." iFALCON clearly maps to all six success factors, beginning with "focused," which aligns directly with the first positive success behavior in the program. When

> *iFALCON allows us to help students succeed through developing a concrete framework that gives students something to start the conversation with, something specific to hang on to.*

students are "Linked Up," they are "connected" and "engaged" both inside and outside the classroom, and they become "directed" by making themselves aware of the resources available to help them succeed and more importantly, they actively seek out those resources. In doing so, students experience being "valued" and "nurtured" by the college staff, faculty and administration who are eager to support and guide them.

Staffing

Stephen Clifford now serves as the iFALCON project director and works with a number of key faculty and staff who meet monthly to administrate the Title V HSI grant, including the coordinator of the Center for Teaching Excellence, iFALCON counseling coordinators, Success Center study skills and math specialists and developmental education coordinator. The team develops and implements the iFALCON Success Series of faculty-led workshops on topics ranging from writing to critical thinking to accessing resources on campus. They maintain the iFALCON Academic Success Guide, iFALCON Blog, Counseling Success Blog and iFALCON Facebook page.

Participant Experience

As with all districts across the California Community College system, every new student must go through mandatory assessment, orientation and academic planning with a counselor. Although Cerritos students have various options for orientation, including a weeklong "Summer Connections" experience, a two-hour face-to-face session or an online orientation, all participants are exposed to iFALCON materials and guidelines throughout their first contacts with the college. Moreover, iFALCON principles are integrated into developmental education courses in significant ways, particularly in the English courses where students can write about the different elements of student success. In addition, there are ongoing activities such as the iFALCON Club.

Clifford predicts that on average 80-90% of students can identify what iFALCON means and how the six habits of mind equate to student success. However, while some students do follow through with strategies to advance their success, others admit that they do not always do what they know they should be doing. This is true of some faculty too. However, in annual faculty surveys, over 80% surveyed report that they are using iFALCON directly in the classroom, talking about the acronym and/or weaving the six habits into their syllabi and assignments. At the same time, Clifford states that some faculty might contend that:

> I still don't know how to integrate it into my classes or I don't have time, I have too much content to develop." Even though they'll talk about time management, [they] won't necessarily connect it with iFALCON by using the language or some of the materials we've developed.

As such, the college makes every effort to reach those students and faculty who admit that they are not always practicing the guiding principles of the college-wide program.

Participant Impact

iFALCON is a unique program because it involves every student at Cerritos College. As Clifford states, "They're *all* in, we're trying to address this both in, you know small individually-focused programs and in our curriculum at large for every single student at Cerritos College."

In 2012, the college distributed a preliminary version of its Student Engagement Survey (SES), developed to measure "student reporting of proactive behaviors and attitudes towards achieving academic progress" (Nguyen, 2013, p. 1). The college distributed the SES to random course sections throughout campus and collected a sampling of data. Faculty members were asked to administer a paper version of the SES in their face-to-face classes, and an online version of the SES was created for wholly online class sections.

In spring 2013, Cerritos administered a fully online version of the SES to all students, and 2,712 students completed the survey for a response rate of 13%. Students were asked to report "the frequency with which they performed or felt an SES attitude or behavior had influenced/affected them, using the following scale: Always = 4, Usually = 3, Seldom = 2 and Never = 1 (Nguyen, 2013, p. 2). Each question on the SES mapped to a specific iFALCON dimension (i.e., Focus, Advance, Link Up, Comprehend, Organize, and New Ideas). The SES included several negatively worded questions in order to ensure that students were carefully reading each question and not randomly marking answers. For example, students were asked to report how often they "turned in incomplete assignments" (p. 2). The questions within the Focus dimension of the SES related to proactive academic or classroom behaviors such as note taking, studying, in-class attentiveness, etc. The Active dimension measured student effort expended towards learning with questions such as, "I attend a club or campus event connected to my academic or career goals," and, "I study more than six hours on a weekend" (p. 4).

A consistent pattern across the iFALCON dimensions was found in both the 2012 and 2013 SES results. Focus was the highest-rated dimension, meaning that students exhibited behaviors and attitudes related to being focused more often than other the other iFALCON dimensions. Organize was the second most frequent behavior/attitude, followed by Comprehend and New Ideas. The two lowest ratings were received for Advance and Link Up, meaning that students are not exhibiting behaviors related to these areas very frequently. In fact, Link Up had the lowest rating in both 2012 and 2013 (Nguyen, 2013).

Implementation Supports and Challenges

Over time, some of the initial resistance to the program has dispersed, though Clifford reports a persistent concern that faculty feel obligated to integrate iFALCON, taking time and resources away from academic content. The most significant challenge is helping faculty understand how to incorporate iFALCON into their classes, syllabi, assignments and conversations with students. When the program first began, a variety of materials related to each success habit such as student videos, a Facebook page and other social media communications were developed. Clifford reports that the first adopters appreciated these resources, whereas other faculty members were somewhat reticent to engage with these supports, as is often the case when implementing change. Clifford prefers to think of iFALCON as a framework by which to talk about what students need to do in order to promote their own academic success. Thus, as Clifford states, the argument is, "We're helping [students] be successful and they indicate these are the things they need. They need this kind of direction, they need this kind of focus and as a result they will be more successful with it."

Scalability and Replicability

iFALCON leadership presented at the RP Group's Strengthening Student Success Conference in September 2013. Representatives from another community college whose mascot is also the falcon grew enthusiastic about implementing the program at their institution. As Clifford states, "I think that any campus can take a variety of ways to create their own success framework around a mascot, or around a certain set of important words or language."

iFALCON began as Cerritos's current president, Dr. Linda L. Lacy, was newly appointed to her position just prior to Cerritos receiving the Title V HSI grant. Shortly thereafter, the new vice president of academic affairs, Dr. JoAnna Schilling, was hired. Despite these leadership changes, top administrative leaders were fully supportive, as were several board members who continue to serve on scholarship committees awarding iFALCON scholarships each fall. Additional support from senior administrators, as well as middle-management deans, has also been crucial. Moreover, iFALCON has contributed to a vital institutional conversation about student success and has helped Cerritos implement a common set of values. Clifford explains further:

> One of the most important things related to the grant and the direction we took with the broad institutionalization of iFALCON

I think that any campus can take a variety of ways to create their own success framework around a mascot, or around a certain set of important words, language.

grew out of President Lacy's initiative to significantly reorganize key functions and create the Student Success and Institutional Effectiveness Division, along with creating a new Success Center, and intentionally measuring institutional effectiveness through the lens of student success. Each successive action has contributed immeasurably to Cerritos' increased student success.

For more information…

Contact iFALCON Project Director, Dr. Stephen Clifford at sclifford@cerritos.edu and visit the iFALCON website at http://cms.cerritos.edu/ifalcon/default.htm

Additionally, view the iFALCON Academic Success Guide at http://cms.cerritos.edu/uploads/ifalcon/iFALCON_Academic_Success_Guide_Fall_2012.pdf

California Early Childhood Mentor Program

Statewide | Program

Background and Purpose

In 1988, a full-time early childhood education (ECE) faculty member at Chabot College was concerned about the model for educating future ECE practitioners. The faculty member witnessed the frustrations of students who worked full time while trying to complete an ECE certificate or degree. Chabot's ECE program required that students complete practicum units in campus-based labs with inflexible hours of operation. Those students working full time struggled to meet the practicum hour requirements necessary for degree or certificate completion. The instructor decided to pilot an initiative designed to establish first-rate mentors who could oversee the rigorous practicum experience of college students within the broader community, rather than limit ECE learners to the restrictions of on-campus labs. Students participating in this pilot found great success with these community-based "mentor teachers." Placing ECE majors in field experiences with more accommodating schedules and professional educators allowed these degree and certificate-seekers the opportunity to balance school and full-time work in a high-quality, real-world environment.

Today, this pilot program has evolved into the California Early Childhood Mentor Program (CECMP), a system-wide effort designed to increase "degree and certificate completion within institutions of higher learning by offering flexible practicum options" and facilitate the "development of higher quality Early Childhood Education programs serving children and families in California communities" (California Early Childhood Mentor Program, n.d.b, para. 2). Funded through the Quality Improvement component of the Federal Childcare and Development Block Grant, the program has grown extensively beyond Chabot College. CECMP is now present on every community college campus that

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Featured Practice At a Glance

Name: California Early Childhood Mentor Program

Location: Statewide on 103 California community college campuses with an Early Childhood Education/ Child Development Program

Theme 3: Colleges need to structure support to ensure that all six success factors are addressed

Level: Program

Description: Supported field experience with community-based "mentor teachers"

Target population: Any student studying Early Childhood Education or Childhood Development coursework

Start date: 1988

Interview Participants: Linda Olivenbaum

offers ECE or childhood development coursework within the California Community College system.

The program provides what many Student Support (Re)defined participants indicated helps them achieve their educational goals—an approach that incorporates many of the success factors into the ECE training experience. For example, the authentic field placement allows students to make a live connection between their academic goals and the reality of working in ECE. The flexible, accommodating nature of the CECMP helps students maintain forward motion toward achievement of their ECE major. A dedicated mentor helps students feel nurtured and engaged along the way. The presence of these factors is especially important in an academic major that primarily attracts women and underrepresented ethnic and racial minority groups (Whitebook et al., 2008). With this diverse population in mind, the CECMP mobilizes a diverse pool of mentor teachers—43% of whom are professionals of color—working in community-based facilities serving infants and young children up to age five as well as in before- and after-school programs.

Design

A committee of ECE leaders and professionals select mentor teachers based on a review of their applications. Three of the minimum qualifications for selection include: (a) two years or more of professional teaching experience, (b) earned degree or certificate in ECE, and (c) completion of a mentor teaching training course. Once selected, the college assigns each mentor teacher an ECE community college student, or student teacher, who is enrolled in a practicum course and is seeking field experience in a community- or school-based classroom. The mentor teacher provides an essential individualized experience for each student teacher, focusing on the practical application of working with children as well as demonstrating leadership in advocacy for ECE. According to CECMP, mentor teachers serve in the following capacity:

> A Mentor accepts student teachers into her or his classroom for practicum experience. The mentor provides a unique one-on-one learning relationship with the student teacher in the practical aspects of both working with young children and acting as a leader and advocate for the child care profession. The Mentor is responsible for guiding a student teacher during all of the laboratory hours required by the practicum course. That means being in the classroom whenever the student teacher is present and meeting with the student teacher weekly to answer the student teacher's questions and discuss Early Childhood Education concepts. Although a Mentor may work with several student teachers during a semester, only one student teacher may be present in the Mentor' classroom at a time. (California Early Childhood Mentor Program, n.d.b, para. 2)

To support mentor teachers, CECMP provides financial incentives and professional development. Mentor teachers receive a stipend for each ECE community college student with whom they work. The amount of the stipend is contingent upon the number of hours a student teacher spends in the classroom as part of his/her practicum course. Mentor teachers may also receive stipends for continuing to mentor student teachers after they complete the practicum and as they work through their full course of study. In terms of professional development, activities focus on helping mentor teachers promote success with their assigned student teachers by engaging their mentees with hands-on experiences that integrate theory and practice.

Staffing

The CECMP started as a pilot with a single faculty member initiating the efforts in conjunction with funding from the United Way of the Bay Area and The David and Lucille Packard Foundation. In 1991, eight private foundations offered financial assistance to the initiative, which allowed the program to expand to nine additional community college campuses. In 1992, Chabot College began receiving federal funding for Quality Improvement and added another eight campuses to the roster of participating colleges. Now that the program is a statewide effort, Linda Olivenbaum serves as the CECMP director and is responsible for spearheading the program, communicating with key stakeholders and representing the initiative at all statewide meetings. Additionally, the program has an assistant director/senior program manager, Ellen Morrison, who provides technical support and training to all participating colleges and mentor teachers. CECMP headquarters are in Hayward at Chabot College, while 103 campus coordinators are situated at participating community colleges throughout California.

Participant Experience

Community college ECE students, or student teachers, are paired with a mentor teacher to support them specifically through the practicum course, a degree requirement for all ECE programs across the state. Each student teacher is placed under the supervision of a mentor teacher, who then observes him/her in the classroom. The student teacher works with the mentor teacher to develop a practicum schedule and plan. Generally, ECE majors work one-on-one with a particular child in the mentor teacher's classroom. Moreover, the student teacher must create and deliver

We have far more students enrolled than the six-classroom campus lab program can accommodate. The mentor program has been our lifesaver for a very long time and we know that the students experience great role modeling and terrific support from the mentors.

curriculum while the mentor teacher observes and offers constructive advice and support throughout a semester. The mentor teacher serves as a role model in two meaningful ways. S/he is a successful professional in the field of ECE, has negotiated the college experience and has completed a degree or certificate. Since many of the participants are the first in their families to attend college, the one-on-one mentoring aspect of the CECMP is highly beneficial in connecting with, valuing and nurturing the student teacher along his/her higher education journey. Second, the mentor teacher helps the student teacher find direction, maintain focus and engage meaningfully by crafting and completing assignments that are tailored to the student teacher's career interests and bring to life their ECE coursework.

Participant Impact

In the 2012-2013 academic year, 1,794 student teachers worked with a total of 606 mentor teachers across the state. Having the mentor teacher option offers a great value to ECE students negotiating the many academic, economic and personal hurdles that might get in the way of program completion. For example, one campus's CECMP coordinator noted that "having mentors in surrounding communities or cities helps our students with the cost of fuel by allowing them to complete lab work in their own neighborhoods."

Moreover, these students are training to teach and develop California's next generation. State director Olivenbaum explains that:

> Understanding how complex the role is and being able to support new practitioners coming into the field as well as those who have been in the field for a while and are at the stage where they want to give back is really a privilege.

Many of the mentor teachers elect to continue mentoring their student teachers well after the student completes the practicum course requirements.

Additionally, CECMP offers colleges participating in the program the opportunity to expand their capacity to serve more ECE students seeking to complete field work requirements. As one practitioner stated:

> We have far more [ECE] students enrolled than [our] six-classroom campus lab program can accommodate. The mentor program has been our lifesaver for a very long time. And we know that the students experience great role modeling and terrific support from the mentors.

Having mentors in surrounding communities or cities helps our students with the cost of fuel by allowing them to complete lab work in their own neighborhoods.

Implementation Supports and Challenges

When asked about what factors support and challenge the implementation of the CECMP, Olivenbaum suggests that funding is most critical. The mentor teachers and the people who serve on the local selection committee all receive stipends. The purpose of these stipends is to reward successful mentor teachers and keep them engaged in the field of ECE as well as to locate the highest quality sites for student teachers' placement within the community. Additionally, each college that offers an ECE program has to understand and agree to participate in the CECMP.

Olivenbaum also notes that developing college comfort with and buy-in for this approach can take work and time and that it is important to seek support of the faculty and deans at the individual campus level. She elaborates,

> [Faculty and college administrators] want a high quality placement. And so being able to demonstrate to them the process the mentor teachers went through, what the selection committee was looking for, the quality review tools they used, etc. is a process of letting them know that they can feel comfortable that this is a comparable experience for their students to placing them in the lab school.

Helping college faculty and administrators understand that the CECMP is an excellent complement and alternative to the traditional campus labs is key. Olivenbaum additionally cites the value of having state-level support. For example, she expressly attributes the success of CECMP to the California State Department of Education.

Olivenbaum notes that continually searching for new sources of funding to reward and support mentor teachers can be challenging. Other challenges include maintaining quality and consistency of implementation across a statewide initiative involving hundreds of mentor teachers while at the same time allowing local colleges to deliver their programs based on their individual strengths, priorities and resources. She notes that not being able to bring everyone together for collective training or a conference to share best practices can have its limitations. She concludes, "And so, it's figuring out ways to run a program that has a strong local component, but yet maintaining an overarching statewide oversight and quality control on it."

Scalability and Replicability

The CECMP has been in operation for more than 25 years, and as a result of dedicated ECE professionals, has expanded its size and scope. Funding has been paramount to the program's scalability. As of fall 2013, the program dedicated approximately $395 to each student teacher (1,794 total) in the program. This money funds the stipends for each individual mentor teacher, of which there are over 600 across the entire state.

In terms of replicability, Olivenbaum shared that to specifically add a new college to the CECMP, institutions must consider a few factors. First, a champion needs to identify the key players on campus and explain how CECMP supports the education of ECE degree and certificate seekers. Second, it is critical to acknowledge where these key players are coming from in the decision-making process. Olivenbaum states:

> Their goal is student success as well and you need to clearly articulate how the program contributes to this goal. It's not just something new and different to participate in. It's how is this going to help us succeed as a state.

Third, one needs to find an appropriate balance between state policy and procedures and what is truly needed at the local level to ensure the success of community college students. Finally, Olivenbaum suggests that knowledge and awareness of the national and state education landscape and current trends will help inform funding goals and program best practices.

Admittedly, Olivenbaum acknowledges that it would be challenging to implement this practice outside of the ECE discipline. Certain academic units may be well suited to adopt particular features of the program, such as the identification and selection of mentors/field supervisors for work experiences in the communities where students live. What is essential to CECMP is that the mentors are both credentialed and trained professionals, which is also an achievable goal for certain academic disciplines. Further, with adequate funding, other disciplines may offer the supports delivered to students and mentor teachers, like participation stipends and mentor training. Although CECMP as a whole is a significant undertaking, when compartmentalized, the program can be applied to other academic disciplines that seek to connect college students to professional leaders in the field.

For more information…

Contact Linda Olivenbaum at lolivenbaum@chabotcollege.edu to learn more about Chabot College's approach to implementing the CECMP

Visit the CECMP website at http://www.ecementor.org

Career Advancement Academies (CAA)

Statewide | Program

Background and Purpose

In 2007, the California Community Colleges Chancellor's Office (CCCCO) funded a large-scale demonstration of Career Advancement Academies (CAAs) as part of its Career Technical Education (CTE) Pathways Initiative (SB70). CAAs were designed to offer a fundamentally different approach for students who often find themselves struggling to get a foothold in the community college system—basic skills learners who are often first-generation college goers and/or disconnected young adults.

The vision was ambitious and strategic— establish a statewide model that challenges the way institutions typically serve this population *and* respond to their regions' unique economic and workforce development needs. Reframe the service to basic skills students, emphasizing opportunity and mastery rather than deficits and deficiencies. Marshal resources across college disciplines and functions. Create a comprehensive approach that fuses instruction with support and career technical preparation with developmental education. Focus programming on meeting specific local industry needs in partnership with key employers and community organizations. Accelerate student progression along a clear and coherent pathway leading to advanced educational and career possibilities. No small feat.

Today, the CAAs are realizing this vision. After a first phase of implementation (2007-2010), the CCCCO refunded the CAA effort in 2011 for a total investment of $20M and is slated to dedicate another round of resources to the initiative in 2014. Presently, 19 colleges in four regions across the state—Central Valley, Los Angeles, San Francisco East Bay and San Francisco Peninsula/South Bay—are currently implementing this approach. The Career Ladders Project (CLP) acts as the lead technical

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Featured Practice At a Glance

Name: Career Advancement Academies

Location: Statewide

Theme 3: Colleges need to structure support to ensure all six success factors are addressed

Level: Program

Description: Model designed to accelerate students' movement along specific educational and career pathways and entry into employment

Target population: Basic skills learners, particular first-generation college students and disconnected young adults

Start date: 2007

Interview Participants: Luis Chavez, Katherine Medina-Gross, Naomi Tokuda

assistance provider to institutions delivering CAAs, the liaison between the initiative's evaluation team and participating colleges and the primary advocate for the model's adoption across California's community colleges.

Design

Together, the CAA colleges and CLP have crafted a framework and set of strategies that fully realizes the six success factors students in Student Support (Re)defined indicate are so critical to their achievement. While each CAA uniquely implements the approach given its institutional context, the industry it addresses and the specific target population it engages, programs typically enroll students for one to two semesters. CAAs target career pathways in 15 sectors (e.g., allied health, construction trades, advanced manufacturing, child development). The framework includes four core elements for implementation:

- Cohort design where students take a common core of coursework together for the duration of the program and build a strong peer network

- Contextualized instruction that combines basic skills math and/or English with the technical preparation required for an occupational pathway and emphasizes the utility and relevancy of the skills and knowledge being developed

- Industry-focused training that responds to a specific local or regional workforce need

- Integrated and deliberate student supports that connect participants with the range of academic, financial and social services they need to focus on their learning and achieve program completion

To different degrees, I think we hit [all success factors] . . . As a statewide model, we hit all of those because we all have an emphasis on cohorts, contextualization and wrap-around student services.

Naomi Tokuda—El Camino College's Director of CTE Pathways and lead on the institution's CAA work—states, "To different degrees, I think we hit [all success factors]….As a statewide model, we hit all of those because we all have an emphasis on cohorts, contextualization and wrap-around student services." For example, students gain direction and focus by participating in a program with a clear and structured path to workplace entry and additional education. Contextualized instruction promotes students' engagement by making learning practical, hands-on and meaningful to their life goals. Peer relationships built by cohorts and the linking of participants to necessary services help students feel connected, nurtured and valued.

Staffing

Another critical and central component of the CAA model is the cross-discipline and cross-function collaboration its design and implementation requires. CTE, math and English instructors; counselors and other student services professionals; and administrators work together in a deep and sustained way to determine the population best served by their CAA and develop and deliver all aspects of the program. CLP's Senior Director of Policy and Practice Luis Chavez notes the powerful and positive impact this kind of cooperation can have on the practitioners involved:

> Working with students this way, in a learning community, the staff gets energized. They become a team. There's something that happens when faculty start working together across departments and disciplines to focus on student success in these cohorts and programs. It's not because there's something magical about CAA. It's the practice of working across departments, across disciplines…In some cases, for the first time, an English faculty is working alongside a CTE [instructor] or counselor in a team environment where they're focused on student success and whatever it takes.

In addition to breaking down silos across the college to implement the program, CAA delivery requires that colleges reach out into their communities. CAAs take different staffing approaches to developing robust partnerships with employers beyond the typical advisory group relationship. These arrangements allow colleges to align programming directly with workforce demand and opportunity in the region and garner regular feedback to strengthen coursework. Making these connections with industry partners helps the program both meet employers' needs and ensure students are ready to meet their expectations. Tokuda provides an example, explaining:

> Our industry [advanced manufacturing] has a definite need for skilled workers. They're always coming to us saying "We need more, we need more." And then, they also say, "We need more well-rounded workers. We know you're really good at training them to be in a particular trade in welding or machining…[but] we [also] need them to be able to pass the math test if it's for the welding union. We need them to have a decent resume."

Working with students this way, in a learning community, the staff gets energized. They become a team. There's something that happens when faculty start working together across departments and disciplines to focus on student success in these cohorts and programs.

Participant Experience

In CAAs, students who frequently feel shut out of or left behind by education find a new kind of experience. Katherine Medina-Gross, Madera Community College Center CAA Site Coordinator/Counselor, explains that program participation provides students a structure for setting and realizing their goals. She states:

> They *do* want direction. They *do* want a goal set out in front of them. They want to know how to achieve that [goal] and they like the idea that CAA programs can help them see that dream realized and they…become focused. I think that's the draw to the program…Students here in Madera, they're seeing their cousins, their friends, their boyfriends getting somewhere and seeing success.

It's so easy for me to feel what their shoes feel like and their clothes feel like on them because I was there at one time . . . . I share my own struggles and I listen to them because they don't know the language that educators speak. But I understand the emotions that they are trying to convey.

Implementation of the CAA model, and in turn students' day-to-day experience, can vary from college to college. Usually, students move collectively through coursework that weaves together didactic and experiential instruction, basic skills and technical learning. For example, students enrolled in the maintenance mechanic CAA at the Madera Community College Center take a contextualized trade calculations course with embedded tutoring and instructional aides; participants also take a technical report writing class that incorporates practice with the type of communications graduates will encounter once in the workplace. CAA students also usually enroll in a student success course that serves as a vehicle for building college and job readiness skills as well as the venue for addressing academic, social and personal barriers they might be experiencing. Programs are applying different course delivery modes such as block scheduling, compressed classroom and asynchronous instruction, depending on the needs of their participants. Additionally, counseling and program staff meet one-on-one with participants or conduct in-class activities designed to support students with educational and career planning and connect them to needed resources.

Alongside this structured, focused and tangible approach to learning, students also benefit from a group of passionate practitioners dedicated to their achievement. While not an explicitly-stated design element, speaking to those involved with program delivery shows that nurturing is a key part of CAA experience. For example, Medina-Gross readily turns to her own philosophy when asked to reflect on how CAAs demonstrate care for students' success. She states:

It's so easy for me to feel what their shoes feel like and their clothes feel like on them because I was there at one time…I share my own struggles and I listen to them because they don't know the language that educators speak. But I understand the emotions that they are trying to convey. [Because I am] able to hear them, really hear them, [it] helps them feel like, "Okay, I am part of something now and this is going to help me move in a positive direction."

[Because I am] able to hear them, really hear them, [it] helps them feel like, okay, I am part of something now and this is going to help me move in a positive direction.

Participant Impact

Emerging evidence indicates that this approach to strengthening the success of at-risk, basic skills students works. Given that the CCCCO launched the CAA initiative as a demonstration project, evaluation of impact has been taking place since the first programs were offered and has occurred through two phases of implementation. The CAA evaluator—OMG Center for Collaborative Learning—indicates that CAAs across the state are engaging their intended audience. Their research shows that CAAs are enrolling a remarkably diverse group of students when compared to California's community colleges overall. For example, in 2011-2012, 52% of CAA participants were Hispanic and 12% were African American (compared to 36% and 7% respectively for the entire system that year). Males made up 62% of the CAA population (compared to 46% for the entire system). Roughly half (49%) received a Board of Governors waiver, indicating eligibility for financial aid or other types of income assistance. Evidence also shows that CAAs are positively impacting participants' academic outcomes. A majority of participants are completing courses and continuing their studies. OMG will release a full report outlining more complete data about the CAA impact in spring 2014.

Implementation Supports and Challenges

When reflecting on what factors support implementation of the CAA model at the college level, Medina-Gross points to a few key ingredients. She emphasizes the need for a clear vision of where the college aims to head given implementation of this kind of program; campus-wide buy-in, including that of faculty and counselors; and ongoing coordination among these stakeholders. She also notes that industry investment is critical, because ultimately, the goal is to have those employers hire graduates.

Chavez agrees, noting that a change of this scope and magnitude does not come without obstacles. He describes how many CAAs struggle at their inception when bringing together people from different parts of the college, in part because no regular practice existed for doing so. He also notes that, while the tide appears to be turning, faculty might challenge the notion of integrating basic skills and CTE, echoing Medina-Gross's emphasis on the need for coalition building around the concept.

Chavez additionally underscores the importance of having committed champions of the model like Medina-Gross and Tokuda who can lead the charge toward innovation. He suggests starting by convening a small, multi-disciplinary, cross-functional group of individuals for a focused dialog, stating:

> Have an engaged conversation with a small number of key faculty across the disciplines, CTE and basic skills. And definitely make sure to have counseling at the table, not as an afterthought, but right at the beginning so all aspects of a student's life can be addressed…Identify the challenge, look at some data, evaluate what's happening right now and how we can make it different…Start small but have big dreams and don't give up!

Medina-Gross offers her own inspiration for those interested in starting a CAA, acknowledging that "trials and tribulations" do exist when launching an initiative of this kind. She shares, "There's so much joy and happiness when you see the ultimate outcome of it all. You know things that are good…they don't come easy. It takes a lot of hard work and diligence."

Scalability and Replicability

Chavez highlights that from its inception, the CAA initiative has aimed to systematically ensure basic skills students have a path to academic success and economic prosperity across California's community colleges. Since the CAA approach offers a flexible framework for implementation, colleges can apply the model based on their local context, priorities, resources, target population and industry needs. CAAs have served upwards of 8,000 students in 49 programs across 31 colleges between 2007 and 2012. The initiative included three regions in phase one (Central Valley, San Francisco East Bay and Los Angeles) and has expanded into a fourth in phase two (San Francisco Peninsula/South Bay). An anticipated phase three will focus on scaling up and institutionalizing the model and, as Chavez says, "integrating the framework of effective practices from the margins to the center of campus life." Chavez also notes that colleges and regional consortia of institutions are now leveraging the success of their CAA programs to generate additional investments in the model, including foundation funding and large federal Department of Labor grants. He concludes, "We have a goldmine with the Career Advancement Academies embedded in the California Community College system. It's an approach that should be highlighted…because it's helping students, it's helping college and it's helping communities."

For more information…

Contact http://www.careerladdersproject.org/about-us/contact-us/ and/or visit the Career Ladders Project website at http://www.careerladdersproject.org/initiatives-programs/career-advancement-academies/

Student Oral Histories Project
Santa Barbara City College | Individual

Background and Purpose

Before joining the faculty at Santa Barbara City College (SBCC), English skills professor Dr. Denise Bacchus worked with fifth and sixth grade students who sparked her interest in telling marginalized stories, honoring students' personal journeys and languages. Thus, oral histories grew out of her desire to make history come alive for her learners and give voice to individuals the history books often ignore. Through this work, Bacchus discovered that oral histories were a great strategy for engaging students in strengthening their reading and writing skills. She was also inspired to use this method by theoretical perspectives that endorse student-centered teaching—not only meeting learners' needs and interests, but also bringing marginalized students and their voices "to the center."

Today, Bacchus uses the Student Oral History Project (SOHP) with SBCC students in English 103: Improvement of College Reading and Study Skills, a course that is one level below college level reading. By engaging students in conducting and sharing compelling oral histories and connecting the class community through a blog, she demonstrates how an individual instructor can bring to life nearly all success factors in a single course.

Beyond supporting the acquisition of essential college literacy skills, the primary purpose of this practice is to support the sustained engagement of students and foster their appreciation of reading and writing. Inspired by the work of Paulo Freire, Bacchus shares that she aims for students to leave her course able to say, "I understand that reading is about using the word to read the world." In turn, Bacchus helps her learners understand how the skills developed in her course relate to their college and life aspirations—a key ingredient for finding direction cited by so many Student Support (Re)defined participants.

Featured Practice At a Glance

Name: Student Oral Histories Project

Location: Santa Barbara City College

Theme 3: Colleges need to structure support to ensure all six success factors are addressed

Level: Individual

Description: Student development of multi-media oral histories focused on the lives of significant family members and individuals whose voices are missing from published works

Target population: Students enrolled in English 103: Improvement of College Reading and Study Skills

Start date: 2006

Interview Participants: Denise Bacchus

The teaching strategies she employs encourage SOHP participants to break out of the "you tell me what to do, and I do it" mindset and discover their own motivation for accomplishing personal learning goals. Bacchus intentionally forms a nurturing learning community to achieve these course objectives with students. She notes that many students come to her with painful memories of what it means to learn, therefore, she is careful to value their experiences and perspectives in order to prove to them that "they can have community" in the classroom.

Design

Students from diverse linguistic, cultural and socioeconomic backgrounds enroll in English 103 to develop greater facility in the language arts, which supports overall success in the college environment. The SOHP is intended to reinvigorate this curriculum through the collection and expression of personal stories and the use of current technology, encouraging students to engage meaningfully with literacy and develop critical consciousness. Bacchus strives to use the SOHP to present material that is relevant to these students' lives and utilize information highways such as the Internet and social media that she describes as "easier to access than books and libraries." The foundation of SOHP is a collaborative and nurturing student community. Within this community, students examine their social realities and produce both individual and team literacy projects that involve reading, writing and technology in interactive ways.

Specifically, students complete a series of activities where they reflect on their own history and experiences through journal entries, collect the oral histories of their classmates and then branch out to interview other important individuals in their lives. A blog serves as a critical facilitator for the SOHP experience, providing a virtual meeting place for the class. Through the blog, Bacchus posts assignments and encourages students' progress. The blog also allows students to share their own work, respond to one another's experiences and ideas, and exchange resources.

Staffing

As an individual practice, Bacchus primarily coordinates this effort. She identifies her role as a facilitator and collaborator with students. She indicates that students are active partners in the formation and implementation of SOHP, steering the project activities by suggesting topics for examination and sharing their technological expertise. SBCC's Technology Lab staff were also instrumental in developing this practice by helping her to set up the course blog and transform her ideas into reality.

Participant Experience

In discussing this practice with Bacchus and perusing her course blog, the recurring theme of "crossing borders" emerges. Utilizing 21st century technologies such as blogs and social media allows students to learn "a new language," develop literacy skills, and visit remote places in the world via Internet websites, which serves to expand their growing critical consciousness. Of equal importance, however, is the opportunity students are given to cross personal borders and feel connected to a supportive and nurturing learning community. She stresses that most of her students have felt like academic outsiders, and that she intentionally works to reframe students' perspectives on what it means to learn.

Before students ever step into the classroom, Bacchus begins to build connections. As she puts it, "Good relationships get good work." She sends an introductory letter to them describing her own personal history, goals and teaching style. In return, she asks students to write an introductory letter about themselves. Additionally, Bacchus invites them to complete a survey of prior knowledge, and she uses the survey results to plan her course. The survey asks about students' experience with technology (e.g., iPhones, personal computers and blogs), their personal associations with reading and their familiarity with concepts addressed in the course readings such as poverty and marginalization.

Once enrolled in the class, students read novels that explore social justice themes (e.g., *Breath, Eyes, Memory* by Edwidge Danticat) and utilize these readings as a springboard for analyzing the real world. They create journal entries each week, connecting the course reading to their lives and the larger society. Bacchus refers to the journals as "a continuous written dialogue." She responds personally by hand to each student's journal in order to convey her value of his/her work and individual perspectives. These responses help learners to stay on track in the course and feel that Bacchus is in their corner, wanting them to succeed. Explicit directions about her expectations for these journal entries and other written assignments are provided on the blog, and she encourages students to engage in metacognition by thinking about and assessing their own progress.

As the course progresses, the oral history project incorporates a series of assignments that serve to strengthen community connections and collaboration. Initially, students interview one another. Next, they are asked to interview an elder of their choice. The opportunity to choose the subject of this second interview conveys value for the students' life experiences and deepens engagement. In the third interview, also conducted with a person they select, students are instructed to raise their voices about someone who is marginalized in society. These interviews address a wide range of issues chosen by student teams, such as homelessness among women,

I can still remember when we started the class and we shared names. Now it is the end of the semester and we are a small family.

cyber bullying and the impact of divorce on children. Students transcribe and share these interviews and use them to create essays, multimedia projects and YouTube presentations for the blog site. Project participants have also recently begun to use iMovie to express their work. Through this experience, students have the opportunity to write about people they love and topics that are meaningful to them, which, as a SBCC colleague of Bacchus's commented, "[It takes] away…the major resistance apprentice readers/writers may have, as they are truly the experts in this situation."

The integral role students take in this project creates further opportunities for them to feel connected to the college community and valued for their talents. Bacchus states, "students always take it beyond me." For example, she incorporated Facebook and iPhone technology into assignments based on student interest and input. According to Bacchus, students also act as "bridge builders," and make their various course texts "talk to each other." The blog acts as a critical tool in this bridge building and facilitates students' focus and direction. Bacchus reports that they are motivated to have their histories published on the blog and enjoy sharing them with their families.

Participant Impact

Anecdotal evidence indicates the successful realization of Bacchus's goal of student engagement. For example, students come to class early and stay late. Another student recently reported to Bacchus that she had begun to read for pleasure, and had purchased the *Twilight* series of novels for herself. Student journals allow Bacchus to measure progress as well. She reports that through these journals, "I can see change in thinking, writing, and comfort levels."

Bacchus has also collected a variety of qualitative data documenting the impact of the SOHP; these include student letters, surveys administered at points throughout the course and student work samples. Additionally, she keeps an experimental blog titled "Weaving Theory," where she records her reflections on her teaching process and student outcomes. This blog and numerous project artifacts are linked on the Chasing Dreams–English 103 blog. Traces of growing peer connections are evident in the student comments posted on the blog. For instance, one student shared the following response to another's personal history: "I can still remember when we started the class and we shared names. Now it is the end of the semester and we are a small family."

When it comes to 21st century literacy, I think educators are still feeling their way . . . and need to let go of their egos in order to change their practice.

Implementation Supports and Challenges

When asked about the factors that support and challenge the implementation of this practice, Bacchus identifies the critical role of faculty attitudes. "When it comes to 21st century literacy, I think educators are still feeling their way…and need to let go of their egos in order to change their practice." In reflecting upon this practice, Bacchus shares that meeting students at "the center" means that students have to be heard and she has to be flexible, even when this makes her uncomfortable. She notes that her greatest support has come from the staff of SBCC's Technology Lab, who helped her to create her website, explaining that "they understand that the world has changed, and make it easy for me to implement my ideas."

It is important to do work that boosts your self-esteem . . . I feel that I have done something when I see students collaborate.

Bacchus believes that faculty should be invited to see what their colleagues are doing. At the same time, she reports that it has been a challenge to share her work with others, stating, "Ideas need to be heard, and that takes money." She observes that time and funding are still given to support more traditional ideas, but grants could provide "windows of opportunity" for sharing her practice on campus and at conferences. "It is important to do work that boosts your self-esteem…I feel that I have done something when I see students collaborate." Finally, Bacchus points out that the lack of positive and inviting names for developmental skills courses is a challenge, since the majority of her students already feel unwelcome in the academic world.

Scalability and Replicability

Bacchus uses this practice in two English 103 courses each semester, serving approximately 80 students each year. She observes that the blog has a lot of potential, and is always evolving. She believes that others could replicate this practice in their courses, if they are willing to put themselves in the vulnerable "position of relationship" by building community in their classrooms, personalizing the content and taking risks. She indicates that she does not depend on particular materials to implement this practice, "only people and willingness." Students are not required to have their own computers; they use what they have available at SBCC, and she partners students together to tell stories. "I am expecting that the person will use what is at hand to explore the world." This flexibility helps to create access for students who do not have technology readily available, and the partnerships provide another opportunity for students to feel valued, connected and nurtured.

For more information…

Visit the Chasing Dreams—English 103 blog at
http://dreamchange103.blogspot.com/
or contact Dr. Denise Bacchus at bacchus@sbcc.edu

Theme 3 Discussion Questions

? In what ways do offices, programs and departments work together to ensure students have the opportunity to establish a goal; create a plan of action; track their progress; actively engage in their learning; continuously connect not only to needed resources, but also other students; and know someone at the college cares about their success and values their contributions to the campus community?

? How might your college scale these efforts to reach more students?

? What ideas do these practices offer for helping your students experience all six success factors while enrolled at your institution?

? What next steps can you take to begin exploring one or more of these ideas?

Colleges need to provide comprehensive support to underserved students to prevent the equity gap from growing.

Theme Overview

Student Support (Re)defined found that a comprehensive approach to support is more likely to address the multiple needs—academic, financial, social and personal—identified by African-American, Latino and first-generation participants in the study. These students were more likely to cite a lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons not to continue their education. In turn, the research suggests that colleges need to find a way to provide comprehensive support to these student groups—at scale. Otherwise, it is highly possible the equity gap will continue to expand.

Featured Practices

The following featured practices offer a range of strategies specifically focused on equitably improving success and completion for underrepresented minority learners and/or first generation college students, including approaches that help these learners select and stay on track toward a specific educational goal. Theme 4 featured practices include the following:

	Institutional	Program	Individual
FEATURED PRACTICES			
Metro Academies Initiative City College of San Francisco		X	
PROMISING PRACTICES			
Passage Program LA Southwest College	X		
Navigator Program North Seattle Community College		X	
BC DREAMers Bakersfield College			X

Additionally, we highlight the myriad of statewide, special populations programs that have a history of addressing the equity gap through comprehensive support delivery. They include the following:

Statewide Special Populations Programs
A^{2}MEND
Asian American Native American Pacific Islander Serving Institutions (AANAPISI)
Developing Hispanic-Serving Institutions Program – Title V (HSI)
Disabled Students Programs and Services (DSPS)
Educational Opportunities Programs and Services (EOPS)
Math, Engineering, Science Achievement (MESA)
Program for Accelerated College Education (PACE)
Puente
UMOJA

Theme 4
Featured Practices

Metro Academies Initiative
City College of San Francisco | Program

Background and Purpose

In 2007, City College of San Francisco (CCSF) and San Francisco State University (SFSU) launched the Metro Academies Initiative (Metro) in the Colleges of Health and Human Services in their respective institutions. Their goal was to boost rates of graduation and university transfer among groups with historically low completion rates.

Metro Academies are schools within schools for up to 140 students who spend two years studying together in a cohort-style learning community of two linked general education classes each semester. Co-executive director of the program, Vicki Legion, described a joint faculty meeting of CCSF and SFSU in 2006 during which faculty reviewed 20 years of collaborative work focused primarily on building career and technical education certificates. The faculty grappled with the fact that these programs had not significantly impacted transfer rates from the community college to university. Furthermore, students' writing skills were still weak. The faculty wanted a way to address the fact that many CCSF and SFSU learners came from "disinvested and segregated high schools" that struggle to provide the foundational academic skills necessary for college success.

Metro aims to not only provide these skills, but also accelerate their mastery. Further, Metro

Featured Practice At a Glance

Name: Metro Academies

Location: City College of San Francisco and San Francisco State University

Theme 4: Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing

Level: Program

Description: Redesign of the first two years of college, integrating a general education course pathway, wrap-around student support services aimed to increase retention and persistence and faculty development

Target population: Low-income, first-generation, and/or historically underrepresented students new to City College San Francisco

Start date: 2007

Interview Participants: Vicki Legion, Rama Ali Kased

implements a culturally- responsive approach to teaching and learning; the faculty and staff believe that all students have traditions of resilience and cultural wealth that should have a strong voice in college classrooms.

Metro Academies offer a well-established model for addressing the Student Support (Re)defined finding that colleges need to comprehensively support historically underserved students to prevent the equity gap from growing. As the following summary shows, the approach integrates academic assistance and actively connects students to a range of support and financial services—help underrepresented groups and first-generation learners participating in the study uniquely cited as critical to their persistence. Additionally, a cohort experience allows participants to make meaningful connections to their peers, and Metro's socially-conscious curriculum and student-centered instruction aims to value and build on the authentic experience of participants both inside and outside the educational setting—both factors Student Support (Re)defined participants from underrepresented groups noted as important to their success.

Design

According to Metro's Director of Student Outreach Rama Kased, "completion with equity and excellence" is the initiative's chief priority. Specifically, "the Metro Academies' mission is to increase equity in college completion through engaging, supportive, rigorous, and socially relevant education" (Metro Academies Initiative, n.d., para 1).

With this in mind, Metro has six distinct features that help make it a noteworthy practice: (1) a long-duration learning community model, in which students take two linked classes together each semester over four semesters, (2) a prescribed sequence of general education courses, (3) a first-year experience class, (4) linked learning or thematically connected courses with career or topical themes (e.g., Health, STEM, Ethnic Studies) which all share relevant content with a social justice flavor, (5) wrap-around student support services based in core classes and (6) 45 hours of faculty professional development.

Although the initiative began as a health education pathway, the model quickly expanded to become a general education pathway that satisfies graduation requirements for all 289 majors in the California State University (CSU) system, regardless of whether classes are taken at a community college or a CSU. CCSF currently maintains two Metro Academies and SFSU has three. The community college Metros are conduits for transfer in social science and humanities majors such as sociology, child development, psychology and political science.

The Metro program is designed for new high school graduates who first apply for admission to CCSF, and then to the Metro program. The Metro application consists of a short demographic questionnaire, followed by an open-ended question inviting students to explain why they are interested in Metro. To join

Metro, students must place at two to three semesters below college-ready in English and math. Students who place below this level may take "on-ramp" courses and join the pathway as they become ready.

Once admitted to Metro, students are strategically placed into a cohort designed to underpin students' academic and social-emotional growth. Metro learners are immediately assigned a designated academic counselor and professionally trained faculty members, who work collaboratively over two years to prepare students for associate's degree completion and transfer to the CSU.

Staffing

Metro includes dedicated staff and faculty who are committed to culturally responsive and socially just educational practices that ensure Latino and African-American students feel welcomed, valued and encouraged at CCSF. An academic counselor, several core faculty members and a leadership team that consists of the two co-executive directors along with directors for outreach, communications, learning, curriculum, recruitment and student services assume the day-to-day operations.

The leadership team meets every other week to update each other on their respective program areas. For example, the director of diffusion is specifically responsible for "rolling out" additional Metro pathways, which includes working with faculty to develop an academic pathway, identifying a Metro coordinator, and also working with campus administrative units to accomplish tasks like block registration of students in the linked classes. Likewise, a director of curriculum and faculty development facilitates the 45-hour professional development requirement for instructors. In this capacity, the curriculum director hosts workshops and opportunities for instructional faculty to discuss high-impact practices, pedagogy, academic content, student support and curriculum alignment.

Participant Experience

To attract participants, specifically those who are low-income, first-generation and historically underrepresented, Metro admission and outreach counselors recruit heavily from public high schools in the southeast quadrant of San Francisco and also in the South San Francisco and Oakland Unified School Districts. Metro develops on-going relationships with high school counselors who learn how to share accurate information with prospective Metro students. The program also reaches out to local community-based organizations that reinforce college-bound skills, habits and practices.

Once placed into a Metro cohort, students move collectively through a structured pathway. The course sequence includes mainly transferable classes that contribute

toward the graduation requirements for the associate's degree and the CSU baccalaureate degree. The first course in the sequence is a first-year experience course that develops study skills, provides an orientation to college, facilitates community building among the cohort members and fosters an in-depth reflection on education equity. Each semester, students take one core class (similar to a "homeroom" class) and another general education class in what Kased cites as the CSU "Golden Four" requirements (e.g., critical thinking, oral communication, writing and quantitative reasoning). Ultimately, students engage with a series of courses including English, math, speech, Metro academic discipline courses and general education electives. As mentioned earlier, many of these courses are linked, creating a learning environment characterized by thematic units and course assignments that intersect and overlap.

Our curriculum is what we call socially relevant. [It] looks at issues…with the goal of helping students discuss ways to resolve some of those issues that we see in most marginalized communities.

Although the initiative's instructional faculty and coursework serve to prepare students for broader career pathways and degree attainment, the wrap-around services are equally important to student success and retention in higher education. These support mechanisms include, "academic counseling, tutoring, financial aid advising, early intervention, and personalized connections with other campus services" (Metro Academies Initiative, n.d., para. 2). According to Legion, having a Metro-designated academic counselor working out of the classroom is essential to student success, contrasting with the experience of other students who must get to a remote location and wait to speak with a counselor whom they may never see again.

Together the academic instruction and student support services create a learning environment that fosters students' personal and academic success. Kased underscores the emphasis on social justice that runs through the entire experience and the focus on empowering students to make change. She states, "Our curriculum is what we call socially relevant. [It] looks at issues…with the goal of helping students discuss ways to resolve some of those issues that we see in most marginalized communities."

Participant Impact

Metro outcomes are well documented and demonstrate significant potential for the initiative's future growth and community impact. Most recently, the Metro Academies' *Cost Efficiency Study* showed "Metro requires an additional investment of $740 per student per year–an 8% increase–yet reduces overall costs by $22,714 per completer, leveraging every dollar of investment 15 times"

(Johnstone, 2013, p. 1). Cost reductions come from Metro's sharp drop in student attrition and increased number of students staying on track.

Further, a 2012-2013 study of the CCSF Metro Child Development Academy highlighted Metro's capacity to target historically underrepresented participants and prepare them adequately for transfer. At the time of this research, Metro child development students were largely Black or African-American (28%), Asian (26%) and Latino (23%). Ninety-five percent of these students entered CCSF at the basic skills level. Even still, compared to their non-Metro peers, Metro students "were more than twice as likely to be transfer-prepared after two years as the comparison group" (Metro Academies Initiative, 2013, p. 1).

Implementation Supports and Challenges

Several factors continue to both challenge and support the implementation of Metro. For example, Metro faces two ongoing intersecting barriers to success including (1) the Accrediting Commission for Community and Junior College's (ACCJC) decision to revoke City College's accreditation as of July 2014; and (2) Metro's transition from a small, new program to a fully institutionalized program. In summer 2013, ACCJC decided to terminate CCSF's accreditation, a decision that required college leadership to act swiftly, prioritizing ACCJC's top concerns. As a result, Metro staff have walked a fine line in supporting the college's efforts to address accreditation dilemmas, while pushing the Metro agenda to support low-income, first-generation, and historically underrepresented student success. As Kased further clarified, "We [aim] to talk about…institutionalizing our small program, while our conversation is about saving the college as a whole." So, though impressive efforts have been made to institutionalize Metro, the CCSF leadership has been focused on the accreditation situation. Moreover, many of these leaders are new to the college, and in turn, the Metro initiative.

Yet despite these challenges, executive leadership, a supportive long-term dean and quantitative data have enabled Metro to transition steadily from a small grant-funded start-up to an institution-wide practice. Main funders have included the James Irvine Foundation, the Fund for the Improvement of Postsecondary Education – U.S. Department of Education, the Marcled Foundation, the Mimi and Peter Haas Fund and in-kind support from CCSF and SFSU. CCSF executive and mid-level leaders support the advancement of Metro and realize its impact on students and the community. This impact was explicitly reported in the aforementioned *Cost Efficiency Study*, which has contributed to the initiative's local and national recognition as a promising practice in higher education.

Scalability and Replicability

As Metro continues to introduce new academic pathways, its leadership team has gained insight and knowledge related to scalability and replication. In fact, interviewees shared four tips for practitioners who would like to replicate the Metro model. First, for a multi-component system change like Metro, external funding is necessary during the start-up phase. Second, support from administration is essential to the necessary re-deployment of resources required to move from start-up to full institutionalization. Third, evidence is paramount to scaling up, so colleges need to ensure they have rigorous, available and accessible data to demonstrate student outcomes and program achievements. Fourth, the selection of faculty and staff is strategic to the success of the initiative in that there is a special formula to achieving equal parts enthusiasm, commitment, expertise and authenticity.

For more information...

Visit the Metro Academies website at http://metroacademies.org
or contact Vicki Legion at vlegion@sfsu.edu

Theme 4
Promising Practices

Passage Program
Los Angeles Southwest College | Institution

Four years ago, historically dismal success rates for students of color at Los Angeles Southwest College (LASC), a primarily minority-serving institution, prompted then dean of student services, Patrick Jefferson, to act. Securing funds through a Title III Predominantly Black Institution (PBI) Grant from the Department of Education and with unwavering support from LASC's president, he and his team launched the Passage Program in spring 2011 with a cohort of 70 students.

Passage is a comprehensive academic and student support service that equips male students of color with the tools to progress, graduate and transfer. Passage students take part in a learning community that focuses on the immediate completion of basic skills English and math. Basic skills courses are linked with college-level courses and supplemental instruction leaders are assigned to each course. Ninety minutes of supplemental instructions and 90 minutes of study hall are required each week. Additionally, Passage students receive intrusive counseling in the classroom, during study hall and by appointment.

Though initially intended for African-American male students, Passage has expanded to also include Hispanic male students in hopes of alleviating tensions

> **Promising Practice At a Glance**
>
> **Name:** Passage Program
>
> **Location:** Los Angeles Southwest College
>
> **Theme 4:** Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing
>
> **Level:** Institution
>
> **Description:** Academic and support services to equip male students of color with the tools to progress, graduate and transfer
>
> **Target population:** African-American and Latino male students
>
> **Start date:** 2011
>
> **Interview Participants:** Patrick Jefferson

found between these two groups outside of school in their communities. Students are either referred to the program through their counselors and peers or learn about Passage through on-campus outreach efforts. Supported by a coordinator, all services—counseling, field trips, workshops and mentors—are wrapped around the core: the classroom and learning community. The aim is to make the experience so seamless that students cannot differentiate between the academic and support portions. Furthermore, the program provides as much uplift as possible, creating opportunities for students to showcase their talents, be creative and take on leadership positions.

Additionally, faculty members working with Passage students also receive relevant professional development to support their teaching styles and strategies. Before each semester begins, Passage faculty participate in an intensive Learning Community Instructional Development Training that sets the tone for the semester. During the training, faculty coordinate with all members of their learning communities, identify a theme for their links and synchronize topics in the linked courses to maximize opportunities for students to make connections. They discuss real-world problems or issues of direct relevance to Passage students' lives that also connect to the courses in the learning community. They brainstorm about specific readings, films, websites and local resources that can be shared among courses to help connect students with a public issue. Collectively, they agree upon shared student learning outcomes for the learning community and each course, confirm shared resources, develop an integrative writing assignment, design scaffolding activities, schedule weekly communication and design a shared syllabus. Through the dedication and commitment of faculty, department chairs and student service professionals, 150-200 students enroll in Passage annually.

With the grant ending in spring 2015, the critical challenge lies in institutionalizing the program amidst competing priorities. In the meantime, an underlying focus of Passage is to expand an honest dialogue around institutional barriers, including racism, that prevent certain students, particularly students of color, from being successful. According to Jefferson, this program seeks to help the entire institution see Passage students as not "those" but "our" students.

For more information…

Visit the Passage Program website at
http://www.lasc.edu/students/passage/aboutus.html
or contact Sabrena Turner-Odom at odomst@lasc.edu

Navigator Program
North Seattle Community College | Program

In an effort to reduce the disparity of progress rates between developmental education students of color and their peers, Wade Parrott and his Diversity and Retention team at North Seattle Community College began investigating possible designs for a new support network. They held interviews in fall 2012 with second-year students of color who had successfully completed the developmental English and math sequences. The students revealed several catalysts to success: using student support services early, working together in groups (especially for developmental math students) and checking on their progress with instructors mid-quarter. Based on these findings, the Navigator Program was launched in January 2013 to increase retention and graduation rates of underrepresented students of color.

> **Promising Practice At a Glance**
>
> **Name:** Navigator Program
>
> **Location:** North Seattle Community College
>
> **Theme 4:** Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing
>
> **Level:** Program
>
> **Description:** Peer support designed to help developmental math students navigate existing academic and support services
>
> **Target population:** Underrepresented students of color
>
> **Start date:** 2013
>
> **Interview Participants:** Wade Parrott

While the team was not new to the reality that developmental math courses are often critical drop-off points, the student interviews revealed that struggling in these classes can lead to graver consequences, such as doubting one's broader academic capabilities. Thus, the program narrowed its focus to new developmental math students of color. Students who participated in interviews were invited to serve as mentors or "navigators" to these newer learners. There are now 11 navigators in the program, each supporting two to three students. Navigators are proficient in the math and have an ability to communicate with their peers. Offering academic and social support using existing college services, navigators help their assigned students negotiate the complex educational experience. The program is open to all developmental math students on a first-come, first-served basis. Classroom faculty members identify their lower performing students and refer them to the program. Additionally, the program

connects with student government and leadership groups, co-conducts classroom presentations with navigators and performs campus outreach to attract students.

The program also supports its navigators, who are current students, in their journey towards becoming successful learners and leaders. Navigators receive weekly training while they mentor their group of students. Training includes the College's standard student tutor training as well as more program-relevant sessions ranging from various campus services to conversations around social inequity.

In spring 2013, the program served 27 students, of which 25 successfully progressed from the lowest level of developmental math to the next level. In addition to boosting confidence and building camaraderie, mentored students reported how much they valued the new skills they learned, including how to manage their time, communicate with their instructors and advocate for themselves. The program is funded through a six-month $50,000 grant from the University of Pennsylvania. These funds support the efforts of two program managers, a part-time college data analyst and navigators. Above all, Parrott explains, "The program seeks to challenge students, raise expectations and then provide support to help them meet those expectations."

For more information…

Contact Wade Parrott at wade.parrott@seattlecolleges.edu

BC Dreamers
Bakersfield College | Individual

Across California, undocumented students navigate the higher education system amidst a sea of complex social, financial and legal challenges. In 2010, the student government president—an undocumented student herself—appeared before the college's academic senate to advocate for and support these students at Bakersfield College and seek faculty assistance. Anna Poetker and Jeannie Parent, two faculty members teaching philosophy and ESL, respectively, answered the call. Backed by the dean of students, they launched the BC DREAMers effort.

BC DREAMers serves two primary purposes across the college: (1) to inform and support undocumented students and (2) to provide professional development to educators on campus who want to aid these students. In its preliminary phase in 2010, the effort offered a series of informative monthly meetings in which undocumented students could connect with one another, have a point person for future questions and learn about relevant topics. These topics included their rights as undocumented students inside and beyond the college, updates on key policies and legislation and available financial support opportunities (e.g., Board of Governors fee waiver, scholarships). In 2012, initiative organizers held a professional development workshop in which interested faculty members, including counselors, could learn how to support these learners. Faculty members and staff were also invited to display a BC DREAMers placard outside their office doors as an invitation to students who need assistance.

Over the years, the initiative has developed a network of allies—faculty, staff, administrators and student services professionals—who provide one-on-one support and informal counseling to undocumented students. Whether students need help with a personal matter, a fee waiver or a transfer application requesting their undocumented status, they are able to approach these individuals for assistance. Furthermore, the BC DREAMers website centralizes relevant

> ## Promising Practice At a Glance
>
> **Name:** BCDreamers
>
> **Location:** Bakersfield College
>
> **Theme 4:** Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing
>
> **Level:** Individual
>
> **Description:** Effort designed to inform and support undocumented students and provide professional development to campus educators who want to aid these students
>
> **Target population:** Undocumented students
>
> **Start date:** 2010
>
> **Interview Participants:** Anna Poetker

resources including legislative updates, parent guides, upcoming events and conferences and safe places to seek employment and financial assistance for the students and their families. Through these various access points, students can receive the support they need while maintaining their preferred level of anonymity.

In preserving anonymity, it is more difficult to systematically collect information about the collective impact of this effort. However, anecdotal evidence suggests that BC DREAMers meets needs that otherwise might be ignored without these targeted efforts. Both Poetker and Parent believe that the initiative is scalable, citing the minimal resources needed to maintain the current services. According to them, the most critical need is expanding the network of interested educators who are committed to the success of these students.

For more information…

Contact Anna Poetker at apoetker@bakersfieldcollege.edu
or Jeannie Parent at jparent@bakersfieldcollege.edu

Visit the BC DREAMers website at http://bcdreamers.wordpress.com/

Statewide Programs Serving Special Populations

California community colleges have opened the doors of higher education to minority and low-income students as never before. However, despite increased access, these historically underserved student groups continue to have lower rates of success in achieving their academic and career goals as compared to their peers. Theme 4 of the Student Support (Re)defined research report underscores the importance of providing comprehensive support to these particular populations to prevent the equity gap from growing.

In recent years, colleges across the state have committed to increasing the participation and achievement of these historically underrepresented student groups. Many have heavily invested resources into expanding programs that comprehensively support these students, both inside and outside of the classroom. Through their services, such programs aim to enable these students to participate as fully and benefit as equitably from the college experience as their peers.

It is critical to note that many programs are being implemented around the state aimed particularly at serving underrepresented students. These programs take different shapes at different institutions, based on their culture and students' needs, but share a common goal of supporting the success of underserved students.

This section focuses on nine current statewide programs dedicated to strengthening access, equity, and success for underserved student populations. For each program, readers can find a brief description of its target population and services provided. In addition, where available, information is included on eligibility requirements, the number of programs across the 112 California community colleges and links to websites for sample college programs.

African American Male Educational Network and Development (A²MEND)

The A²MEND organization supports and promotes achievement and success for male African-American community college students, faculty, staff, and administrators. Through professional development, mentorship, and networking opportunities, it empowers its members to improve the educational conditions and experience of African-American males. Two primary services exist for male African American students enrolled throughout California community colleges. First, the A²MEND mentor program pairs students with experienced community college professionals who help them clarify and articulate their academic and career goals, maintain positive relationships, and increase their retention and persistence. Second, A²MEND awards scholarships to qualified mentees with financial support for tuition, books, and living expenses. Mentorship and stewardship of these students, especially first-generation students, is critical to their success. Through these activities, A²MEND builds an environment for community college administrators and students to create and accomplish their personal, academic, and professional goals.

For more information…

Visit the A²MEND website at http://www.a2mend.org/

Asian American Native American Pacific Islander Serving Institutions (AANAPISI)

Active at least five California community colleges, the AANAPISI program strengthens the capacity of Asian American, Native American, and Pacific Islander students to earn degrees and transfer to four-year institutions and ultimately become self-sufficient. Open to all students, AANAPISI targets its services towards low-income, high-need students, and serves communities with high poverty and high rates of limited English proficiency. Its programs provide one-on-one academic and career counseling, college transition and student success workshops, English language development, tutoring, student leadership

training, field trips, and cultural celebrations. AANAPISI programs are funded through the U.S. Department of Education's Title III program.

For more information...

Visit the AANAPISI website at
http://www2.ed.gov/about/inits/list/asian-americans-initiative/aanapisi.html

To explore sample college-based programs, visit the following websites:

- IMPACT AAPI at De Anza College at: http://www.deanza.edu/impact-aapi/
- AANAPISI (APASS and STEM Learning Center) at Mission College at: http://www.missioncollege.org/depts/aanapisi/index.html
- Arise at Mt. San Antonio College at: http://www.mtsac.edu/arise/

Developing Hispanic-Serving Institutions Program – Title V (HSI)

For the 2013-2014 academic year, the Title V Program through the U.S. Department of Education has awarded grants to 51 California community colleges identified as Hispanic-Serving Institutions (HSIs). Colleges use these monies to develop initiatives that support student success and development. With a special emphasis on Hispanic, low-income, and first-generation college students, these initiatives seek to increase enrollment, retention, and success rates. Efforts can include strengthening college readiness activities, academic support services, advising and counseling efforts, learning communities, upgrading equipment and streamlining the transfer process to four-year institutions.

For more information...

Visit the Developing HSI Program website at
http://www2.ed.gov/programs/idueshsi/index.html

To explore sample college-based programs, visit the following websites:

- STARS (http://www.cabrillo.edu/services/stars/) at Cabrillo College
- Title V (http://www.chaffey.edu/titlev/index.html) at Chaffey College

Disabled Students Programs and Services (DSPS)

Active at every community college across California, DSPS provides support services, specialized instruction, and educational accommodations to students with disabilities in order to foster independence and self-sufficiency. Students with mobility, visual, hearing, speech, psychological, and other health impairments as well as learning and developmental disabilities are served. For each student, a Student Education Contract (SEC) is developed that links the student's goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation. Examples of services regularly offered to DSPS students include: assessment for learning disabilities; test-taking facilitation; specialized counseling, tutoring and instruction; interpreter services for hearing-impaired or deaf students; mobility assistance; note taker, reader, speech and transcription services; access to adaptive equipment; job development/placement and registration assistance; and special parking and transportation. Students are encouraged to make use of these services in order to ease their educational experience and help them meet their educational goals. DSPS is wholly funded by the California Community Colleges Chancellor's Office.

For more information...

Visit the DSPS website at
http://extranet.cccco.edu/Divisions/StudentServices/DSPS.aspx

To explore sample college-based programs, visit the following websites:

- Cerro Coso College DSPS at
  http://www.cerrocoso.edu/studentservices/access-programs/dsps

- College of Marin DSPS at http://www.marin.edu/disabled/

- San Diego Community Colleges District DSPS at http://dsps.sdccd.edu/

Extended Opportunity Programs and Services (EOPS)

Active at every community college across California, EOPS provides financial, counseling, and academic support services to enable the enrollment, retention, and transfer of low-income and educationally disadvantaged students. Students in this

program receive assistance in planning, developing, and achieving their academic, career, and personal goals. Services regularly offered through EOPS span the whole of the campus and include academic counseling, tutoring, community resource referrals, financial aid, transfer application and fee waivers, orientations/workshops, priority registration, textbook purchase assistance, transportation assistance, and monetary grants. These services intend to support the educational experience both inside and outside of the classroom. To be eligible, a student must meet a set of criteria including full-time status and a demonstrated disadvantage. EOPS is wholly funded by the California Community Colleges Chancellor's Office.

For more information...

Visit the EOPS website at
http://extranet.cccco.edu/Divisions/StudentServices/EOPS.aspx

To explore sample college-based programs, visit the following websites:

- Cuyamaca College EOPS at http://www.cuyamaca.edu/eops/
- Glendale Community College EOPS at http://www.glendale.edu/index.aspx?page=157
- San Jose City College EOPS http://www.sjcc.edu/current-students/support-programs/eop-s

Mathematics Engineering Science Achievement (MESA)

Active at 36 colleges across the state, the MESA Community College Program supports educationally disadvantaged students, especially low-income, first-generation students, to excel in math, science, and engineering in order to transfer to four-year institutions as majors in these fields. Students take the same core math and science courses and use a collaborative approach to succeed in these courses. Additional services include orientation courses, university transfer assistance, academic and career advising, opportunities to connect with student and professional organizations, and professional development workshops. Through activities like hands-on competitions, mock job fairs, summer internships, guest speakers, and university field trips, students feel challenged, engaged, and supported in their academics. To be eligible, a student must meet the economic and educational criteria with intentions to transfer to and earn a bachelor's degree at a four-year institution. MESA is jointly administered by the California Community Colleges Chancellor's Office and the University of

California Office of the President and is funded through the state legislature, corporate contributions, and grants.

For more information...

Visit the MESA website at http://mesa.ucop.edu/

To explore sample college-based programs, visit the following websites:

- East Los Angeles College MESA at http://www.elac.edu/departments/mesa/
- Napa Valley College MESA at http://www.napavalley.edu/Academics/MESA/Pages/default.aspx
- Pasadena City College MESA at http://www.pasadena.edu/externalrelations/tlc/mesa.cfm

Program for Accelerated College Education (PACE)

PACE is a learning community designed for busy adults looking to graduate with an associate's degree or satisfy the lower-division general education requirements for transfer to a CSU/UC institution. Most of these students are working full-time or caring for children or elder relatives. Thus, PACE's fixed sequence of courses is offered during nontraditional times, such as evenings and Saturdays, and even online. Often, they are offered within a cohort-based community, enabling students to build relationships with their peers and receive support from faculty also committed to working with adult learners. Additional services include priority enrollment, registration assistance, assessment support, academic advisement, specialized tutoring, clear program pathways, as well as evening and weekend library and computer lab time. From academic support to student services, PACE aims to provide a comprehensive educational experience that moves its students efficiently towards their academic goals. Eligibility criteria vary but usually require the completion of assessment tests, a student education plan, and an application form. Since no central resource for PACE exists, it is not possible to obtain an accurate count, but a web search yielded PACE programs at 16 colleges.

For more information...

To explore sample college-based programs, visit the following websites:

- Berkeley City College PACE at
  http://www.berkeleycitycollege.edu/wp/pace/

- Chabot College PACE at http://www.chabotcollege.edu/PACE/

- Victor Valley College PACE at http://vvc.edu/pace/

Puente

The Puente Program is a two-semester cohort-based learning community that prepares low-income, first-generation students to graduate and transfer to four-year institutions through three key components: innovative writing instruction, sustained intensive academic counseling, and personal mentoring. Active at 61 California community colleges, Puente is open to all students, especially educationally underrepresented students. Its accelerated writing course sequence, taught by a Puente-trained instructor, incorporates multicultural/Latino authors with an emphasis on English writing skills. Other courses offered include academic planning, career exploration, student success, and leadership skills. Intensive counseling provides students with sustained career and academic guidance throughout their enrollment at the college. Additionally, students receive mentoring from community members who are recruited, trained and matched with students to share experiences and perspectives. Students are encouraged to return to the community as mentors and leaders to future generations. The program's three components weave together to create a thorough one-year educational experience, building the foundation for future academic success. The California Community Colleges and the University of California, Office of the President jointly sponsor Puente.

For more information…

Visit the Puente website at http://puente.ucop.edu/

To explore sample college-based programs, visit the following websites:

- MiraCosta College Puente at
  http://www.miracosta.edu/StudentServices/Puente/index.html

- Orange Coast College Puente at
  http://www.orangecoastcollege.edu/student_services/counseling/Pages/Puente-Project.aspx

- Solano College Puente at http://www.solano.edu/puente/

Umoja

Present at 27 community colleges in California, Umoja is a learning community designed to increase the retention and success rates as well as the graduation and transfer rates of at-risk and educationally and economically disadvantaged students, with an emphasis on students of African ancestry. Each program shares a culturally responsive curriculum including math, English and personal growth courses as well as broad student services, although each college takes a different approach to implementation to meet their unique local context. Umoja engages, educates, and supports students as they prepare to transfer to four-year institutions. Course materials, discussions, and activities focus on African-American culture, literature, and experiences. In addition to its academic approach, the program provides a strong support system of caring counselors and faculty, integrated instruction, peer tutoring, supplemental instruction/tutoring, motivational workshops, campus tours, a book loan program, and mentorship opportunities. With equal dedication to its partners as to its students, the program provides professional development opportunities and support for those interested in working with this community of learners.

For more information…

Visit the Umoja website at http://umojacommunity.org/

To explore sample college-based programs, visit the following websites:

- Los Angeles Trade-Technical College Umoja at
  http://college.lattc.edu/umoja/

- Fresno City College IDILE at
  http://fresnocitycollege.edu/index.aspx?page=2467

- Sierra College Umoja at http://www.sierracollege.edu/student-services/specialized-programs/umoja/index.php

Theme 4 Discussion Questions

? Which populations on your campus need the most comprehensive support to persist and complete?

? When and where is support needed? Given what evidence?

? How does your college strategically invest in supporting these student groups?

? What ideas do these practices inspire in terms of expanding comprehensive supports to these student groups at your institution?

? Given changing demographics, what approaches can your college pursue to serve a larger proportion of underrepresented students?

? What next steps can you take to begin exploring one or more of these ideas?

Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Theme Overview

In Student Support (Re)defined, participants most commonly recognized instructional faculty as having the greatest potential impact on their educational journeys and suggested multiple ways teachers can support their progress both inside and outside of class. A sampling of the most frequently cited ideas for faculty included: (1) ask if students understand their course material, (2) deliver relevant content through interactive and engaging instruction, (3) show care and concern for students' success, (4) incorporate one's own stories and expertise in the classroom, (5) integrate academic and career advising into the coursework, (6) provide opportunities for learners to work with and support one another, (7) give students input on their performance and progress, (8) offer them the chance to provide feedback and (9) connect students with resources outside the classroom.

Although faculty played a starring role in the Student Support (Re)defined findings, participants also noted how everyone on a campus can affect their achievement. Their responses underscored the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' achievement, regardless of their position at the college.

Featured Practices

The following featured practices include structured solutions for faculty to explore and implement innovations designed to improve student success, while at the same time collaborating with, learning from and supporting their peers. Theme 5 featured practices include the following:

	Institution	Program	Individual
FEATURED PRACTICES			
Chaffey Success Centers Chaffey College	X		
Hope & Mindset Program Chaffey College	X		
Faculty Learning Circles West Kentucky Community and Technical College		X	
Flipped Classroom in STEM Cañada College			X
PROMISING PRACTICES			
AWE Columbia College	X		

Theme 5
Featured Practices

Student and Faculty Success Centers
Chaffey College | Institution

Background and Purpose

Chaffey College's Student and Faculty Success Centers show how an institution can accomplish Theme 5 of Student Support (Re)defined—including shifting its culture, strategically investing its resources and implementing an infrastructure designed to help its practitioners advance student achievement. In 2000, as a response to a high number of students assessing as underprepared for college-level work, Chaffey College pooled its Partnership for Excellence program monies to launch its Student Success Centers (SSCs). To design these centers, the college engaged in an iterative and collaborative process to design a guiding philosophy. This philosophy served as a compass for the core infrastructure—developmental education, curriculum, academic support and student services—which was redesigned and reorganized. The success centers hinge on a singular moral imperative: to support long-term success for *all* students.

With 98% of the students testing below college level in reading, writing or math, Chaffey rounded that number up to 100% and fostered an institutional culture where all learning is considered developmental. In the college's eyes, students at every level could benefit from support. Furthermore, such an approach could remove the stigma of accessing services and

Featured Practice At a Glance

Name: Student and Faculty Success Centers

Location: Chaffey College

Theme 5: Everyone has a role to play in supporting student achievement, but faculty must take the lead

Level: Institution

Description: Student and Faculty Success Centers that provide comprehensive learning and support services in a risk-free environment

Target population: All students and faculty

Start date: Student Success Centers launched in 2000, Faculty Success Center launched in 2008

Interview Participants: Rob Rundquist, Cindy Walker

create a standard where seeking help was equated with success. Thus, SSC services are available to all students, not just to those who may be struggling. Chaffey further enacted this belief by organizing the four success centers—Writing, Math, Reading/Multidisciplinary and Language—by discipline instead of by academic need, thereby eliminating the segregation of basic skills students from their college-ready peers. As Rob Rundquist, coordinator of the SSCs, states, "We made an intentional effort to create the students we wanted, not to go out and recruit them."

About eight years later, supported by pooled Basic Skills Initiative funds, the college expanded its comprehensive support services beyond students to serve faculty members through its Faculty Success Center (FSC). Using the same guiding philosophy as a compass and revising on an ongoing basis, this center aims to provide opportunities to improve the scholarship of teaching and learning to promote student success. According to Laura Hope, the Centers' dean of instructional support, and Cindy Walker, Center coordinator, the FSC creates a safe "collaboratory" for all faculty, including non-classroom faculty (e.g., counselors, librarians, instructional specialists), to learn best and promising practices, experiment with innovative approaches, share struggles and insights, and collectively energize their passion for teaching.

The SSCs and FSC share many similar intentions. Both types of centers seek to motivate and empower all students and faculty members to dig deeper into their own learning. The centers create safe spaces for their users to learn skills, share ideas, ask questions, and take risks. Most importantly, both centers share a common goal to promote student achievement. In alignment with Theme 5, these two types of centers combine to show how a college can establish a strategic vision and marshal the resources required to create a culture focused on student success. It particularly demonstrates the power of faculty leadership in this process, as well as the recognition that for instructors to take the lead, appropriate supports need to be in place.

Design

The SSCs and FSC provide comprehensive support services in a risk-free environment. Here, students and faculty can learn, share, and ask questions with others who will not be evaluating them in their courses or their careers. The centers' design enables a high level of fluidity, allowing programs and services to remain responsive to the needs of the students and the faculty.

Rundquist asserts that SSCs serve as curricular extensions of the classroom, not ancillary support services. Through frequent collaboration between instructional faculty and success center staff, student support services are integrated with classroom instruction. Participation in the centers can be required of all students in a course. In fact, Rundquist continues, "we cement the faculty relationship to the SSCs by embedding participation in the SSCs as a requirement in the course

outline of record." Centralizing student support, the range of services offered through the centers include tutorials, workshops, learning groups, directed learning activities, and access to computers and resources.

Launching centers for supporting all students compelled the college to create a permanent parallel FSC for supporting all faculty members. Many faculty members enter the institution not having received training in teaching strategies and pedagogy. Thus, the center focuses much of its content on the cognitive and affective aspects of learning as well as assessment and feedback strategies. Through diverse professional learning opportunities focused on quality of instruction and teaching and learning issues, participants can strengthen the educational experiences of their students.

Staffing

Initially, Chaffey depended heavily on the work of its exploratory task forces that helped to establish the success centers. Since then, a team of committed personnel has supported the centers and their participants. Hope explains that each SSC has an instructional specialist with faculty status who plans, organizes, facilitates and evaluates the center's daily activities. All instructional specialists directly report to Hope, the Dean of Instructional Support, who also co-chairs the enrollment and success management committee. Comprising approximately 40 faculty, staff and administrators, this committee monitors the entire student success program and designs innovative revisions.

The SSCs have a combination of instructional specialists, faculty, learning apprentices and program and instructional assistants that work together to deliver a wide array of support services. Faculty members, including part-time faculty, work closely with the center staff to develop activities, teach workshops and be available to address student needs. Learning apprentices— students who either have earned degrees or are currently enrolled at Chaffey— serve varied roles from tutoring to implementing directed learning activities. Similar to the student counterpart, the FSC has a full-time faculty facilitator who coordinates all of the center's offerings. Faculty members collectively design and facilitate all activities.

Participant Experience

SSCs centralize the college's support services and help students navigate them. Hope asserts that the main focus is to help students see a continuum of learning that "what happens outside of the classroom is directly related to what's happening inside the classroom." When students walk into a SSC, an intake person directs them to their desired service. If they need support in their coursework, they can join learning groups, receive tutoring assistance from trained apprentices, or engage in more intensive one-on-one mentorship

sessions. To prepare for a placement exam or the next sequence in a course, they can diagnose their current skills and receive recommendations on materials to study. Numerous workshops help to develop students' cognitive and affective skills. For example, in the Math Success Center, students can choose between study skills workshops that emphasize test preparation to reduce math anxiety or topic-specific workshops addressing different math skills and content areas. At times, certain courses may require students to complete directed learning activities that supplement the classroom instruction, which can be done at the centers. For all other questions, problems, and concerns, the center staff is available for the students.

Similar to the SSCs, the FSC provides support services for faculty. FSC coordinator Cindy Walker explains that in this risk-free environment, faculty can engage in short- and long-term workshops, tutorials, seminars, orientations, and institutes to help develop effective student-centered teaching strategies. Compared to more traditional professional development activities that take place at discrete times of the academic year, Chaffey's activities are offered on an ongoing basis and feature a dedicated space with committed staff. Instruction-focused activities strive to engage participants, exchange ideas, and produce insights that can be applied back in the classroom and support student success. Additionally, faculty can receive feedback on ideas from faculty peer consultants, access on-demand training online, and join a faculty inquiry team. Walker notes that workshops that were initially discrete and isolated have evolved into connected, coherent programs intended for different participant groups. She continues, "Many of our faculty members who attend these workshops and seminars are invited to present activities in the future." Such actions strengthen the leadership skills of participants, allowing them to consider increasing their engagement and leadership roles in other college efforts around the campus.

Participant Impact

Students who access the centers uniformly perform better, reporting higher rates of retention, persistence and success. In fact, the college has reported the highest success rates ever, based on a combination of efforts across the institution, including the SSCs. On an affective level, SSCs have helped students become more confident, motivated, and engaged as learners. On an annual survey, 98% of students said that what they do in the center is directly related to what is happening in their academic lives. Of the students who access the centers, approximately half are required to participate per semester. Even when these students are no longer required to participate, they continue to do so, seeing the extra help as meaningful. Many students also reported feeling connected to the campus, especially having human contact with someone who cares about their success. Through evaluations, participating faculty members have shared the value of the centers' offerings, citing them as useful in understanding learning strategies and worth sharing with colleagues. Part-time faculty members in particular have expressed an appreciation for spaces—both SSCs and FSC—to

which they can feel connected. Aside from the students and faculty members using the services, several learning apprentices, many of whom are intending to build careers in education, have shared an appreciation for being exposed to a different philosophy of teaching and student support.

In order to strengthen its participants' leadership skills, the FSC frequently asks faculty attending an activity such as a workshop to present a future session. As Walker states, "When you teach something, not just learn it, it goes to a different level." Serving all faculty members across the institution has enabled the center to remove barriers between disciplines. Diverse faculty members with diverse interests have contributed to a more diverse set of learning opportunities. The center fosters interdisciplinary discussions and encourages faculty members from various disciplines to co-present sessions. Many strategies incubated during center discussions have informed the revision of larger institutional policies and procedures. Participating faculty members who expand their role at the center are likely to become more active in campus-wide initiatives. The more faculty members engage with the center, the more they engage with the college.

When you teach something, not just learn it, it goes to a different level.

Implementation Supports and Challenges

The sustained support of the success centers has heavily relied upon the broad and ongoing commitment by the institution, unwavering advocacy from college administrators and deep engagement of the faculty. The college makes incremental gains towards improving student progress and success as it continues its steady and deliberate transformation.

Hope and Rundquist understand that, at first glance, the implementation of such a large-scale effort may appear daunting. To colleges interested in experimenting with similar efforts, Rundquist suggests starting with bold philosophical conversations around what students and practitioners value and finding ways to operationalize those values at scale. Hope emphasizes that while critical conversations must take place, not all of the questions have to be answered in order to get started.

During the early brainstorming sessions, Hope recalls that Chaffey banked funding from the Partnership for Excellence and the Basic Skills Initiative and dedicated it to large initiatives, such as the SSCs and FSC, respectively. Devoting such large funds to core institutional activities would enable large groups of students to benefit. The college demonstrated its continued commitment by not using temporary funding (e.g., grants) to fund such critical elements of the college. Additionally, developing the centers required a commitment from the college's practitioners as well. Hiring six full-time faculty positions in 2000

required understanding from departments that their faculty positions would remain unfilled. Through such collective investments, the college has been able to sustain the resources required to operate these centers.

Scalability and Replicability

With a moral imperative to serve all students and all faculty members, Rundquist notes that scalability has been the intention from the beginning. Chaffey defines scale as an institutionalized program that serves all members when it is fully implemented. Hope adds, "We started innovation at scale and continued to make something that was already big into something bigger, more diverse, more responsive." During the 2012-2013 academic year, Chaffey's SSCs engaged roughly 60% (~12,000) of its students, amounting to about 210,000 contacts of 15 minutes or more. The cost is roughly $175 per student per academic year. During the same time, the FSC's array of activities attracted over 400 faculty participants. The cost is significantly less for faculty members as many activities are fueled by volunteer services.

Are the centers replicable? Chaffey's leaders assert they are, under certain conditions. Before making any dramatic changes to programs and services, the first step is to develop a clear guiding philosophy through a collaborative process. Other factors that contribute to replicating this effort include securing an institutional commitment, employing a research infrastructure to help guide improvements, developing tracking mechanisms, modifying hiring practices, and getting support from facilities. As a self-identified "learning center college," Rundquist, Hope and Walker believe that college efforts that remain nimble enough to adapt to changing needs will be most successful at supporting student and faculty success.

> *We started innovation at scale and continued to make something that was already big into something bigger, more diverse, more responsive.*

For more information…

Visit http://libguides.chaffey.edu/successcenters to learn more about Chaffey College's Student Success Centers or contact Laura Hope at laura.hope@chaffey.edu

Visit http://www.chaffey.edu/profdev/FSC/index.html to learn more about the college's Faculty Success Center or contact Cindy Walker at cindy.walker@chaffey.edu

For a deeper look at the centers' transformations through the years, visit Integrating Student Services with Instruction: Chaffey College's Long Journey to

Success, Working Paper 5 of *Basic Skills Education in Community Colleges: Inside and Outside of Classrooms,* as well as Chaffey's profile as a Hewlett Leaders in Student Success

Hope and Mindset Program
Chaffey College | Institution

Background and Purpose

In 2010, Chaffey College incorporated the Hope and Mindset (H&M) program into the college's Title V HSI grant through the leadership of a steering committee and the institution's dean of instructional support, Laura Hope. Research on H&M in the academic context has shown that students who have high levels of hope have higher GPAs, self-efficacy, creativity and academic, athletic and social success (Snyder, Lopez, Shorey, Rand & Feldman, 2003). H&M is based on the premise that students' fixed beliefs and behaviors prevent their success. These may include the belief that intelligence and other talents are inherited and cannot really change over time, that obstacles mean "give up" rather than pushing through to learn more deeply and effort isn't truly needed if one has "natural" gifts or talents. Challenging these fixed beliefs can generate hope and new growth towards success. Given Chaffey's long-standing commitment to student success, the H&M research sparked interest among and further exploration by a core group of the college's practitioners. At a retreat in summer 2010 attended by faculty, staff and administrators, discussion centered on core H&M research findings, including the work by Snyder et al. (2003). This dialog led to the decision to make hope and mindset a philosophical foundation for the entire institution.

Hope "reflects individuals' perceptions regarding their capacities to (1) clearly conceptualize goals, (2) develop the specific strategies to reach those goals (pathways thinking), and (3) initiate and sustain the motivation for using those strategies (agency thinking)" (Snyder et al., 2003, p. 122-123). In his fall 2013 letter to the campus community entitled *A Word on Hope*, Chaffey president Dr. Henry Shannon reiterated that the H&M program is "built upon the simple but essential concept…that the more students understand the role they play in their own success, the more they succeed."

Featured Practice At a Glance

Name: Hope and Mindset Program

Location: Chaffey College

Theme: Everyone has a role to play in supporting student achievement, but faculty must take the lead

Level: Institution

Description: Effort promoting "Hope & Mindset" values and strategies across the student experience, with faculty, staff and administrator training as the primary departure point

Target population: Students, faculty and staff

Start date: Summer 2010

Interview Participants: Cindy Walker, Rob Rundquist, Laura Hope

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Mindset is based on one's beliefs and perceptions about oneself and one's capacity to learn and succeed. Mindsets are either "fixed" or "flexible" and are constructed from an individual's experiences and responses to praise, reward, failure, and the environment (Dweck, 2006). Chaffey's H&M program works against the assumption that success is related solely to intelligence and talent. Instead, it champions the values of hard work and practice and employs specific strategies for growth and success. In alignment with Theme 5 of the Student Support (Re)defined research, the program's primary focus is professional development for faculty, staff and administrators to ensure that everyone across the institution is empowered to promote H&M among Chaffey's learners, which in turn, has a direct impact on advancing students' success.

> *[The H&M program is] built on the simple but essential concept . . . that the more students understand the role they play in their own success, the more they succeed.*

Design

In order to enable the Chaffey community (faculty, staff, managers and students) to effectively address student-related academic and affective barriers to success, the college designed a comprehensive program to train all employee groups in H&M theories and strategies. Training in the concepts and applications of H&M has been conducted for many of the college's staff groups as well as all managers. Over 300 employees (faculty, staff and managers) have attended an H&M training. Through the Title V grant, Chaffey continues to offer a variety of professional development opportunities for these groups. In turn, students are exposed to the concepts of H&M through their instructors, tutors, supplemental instruction (SI) leaders, counselors, staff and managers, all of who have been trained in the program.

The program began by overtly engaging faculty in the H&M practice during Chaffey's 2011 Summer Institute and quickly progressed to include administration and staff training. At the time of this writing, over 130 faculty out of 200 full-time and 600 adjunct faculty have completed the Summer Institute and received H&M training; they now incorporate these approaches in the way they provide student feedback, organize their syllabus and interact with students. Chaffey's Faculty Success Center[5] also routinely holds seminars, workshops and best practice trainings in H&M.

Training focuses on providing participants hands-on, authentic experiences with the H&M concepts and strategies. For example, one faculty Summer Institute

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[5] See page 116 for more information on Chaffey's Faculty Success Center.

H&M orientation began with scanning syllabi for "low-hope" markers. Every participating faculty member was given a syllabus for the Summer Institute. The facilitators treated the faculty participants like students and communicated several "low-hope" messages that learners might encounter in the classroom such as, "Look around you! Only half of you are going to be here at the end of the semester," and "You're going to need to figure out this assignment on your own; it's due tomorrow and you don't have time to fool around." The goal was for faculty to experience directly the impact of receiving defeating messages and reflect on questions such as, "What is it like for students to start class without hope of success?" and "What effect might these kinds of messages have on their retention and persistence along their educational pathway?" As a result, the faculty attending the institute revised their syllabi with more hopeful language and brainstormed ways to create a hopeful and growth-mindset atmosphere during the first day of class.

A chief component of the initiative's design is marketing and promotion throughout the Chaffey community. Coordinator of Chaffey's Student Success Centers Rob Rundquist states, "One of our designs is that everyone will basically be bombarded by messaging around Hope and Mindset everywhere they go." The campaign started in the student services building where students register; when students, staff, and faculty enter, the very first thing they encounter is a huge mural about Hope. Additionally, the H&M program has been incorporated into the Student Handbook, the Faculty Handbook, and in the faculty's PRIDE (Participate, Respect, Inspire, Develop, Engage) website representing their core values (http://www.chaffey.edu/pride/). Students may also download a PRIDE bookmark from this site and review news and events associated with this values-in-action faculty initiative.

Staffing

Four key individuals make up the core team for the H&M initiative: the dean of Instructional Support, the coordinator for the Student Success Centers, the faculty coordinator of the Faculty Success Center and coordinator of Alternate Learning Strategies/H&M Training for the Title V Grant, and the dean of institutional research and resource development. The team meets monthly as part of the Title V grant, and each member plays a significant role in planning the ongoing institutionalization of H&M program across campus. The team develops and implements faculty and student workshops based on H&M strategies and interventions, maintains the Success Guides that provide advising support for students and collaborates with Gallup and Chaffey's Institutional Research office to regularly assess the program.

Participant Experience

Students at Chaffey are saturated in the H&M values and strategies from the moment they register, where they are greeted by a student stationed next to the aforementioned mural depicting the elements of hope and what it means to adopt a "high hope" mindset. H&M are built into the student handbook, and the message is now part of the faculty handbook as well. Faculty integrate the initiative values into their syllabi, curriculum and into some assignments in certain classes. H&M are also a standard in many of Chaffey's directed learning activities (DLAs) in the Student Success Centers. Over 150 faculty have now completed Chaffey's Summer Institute and received H&M training, which they incorporate into their teaching in everything from how they give student feedback and organize their syllabi to the way they approach all their interactions with students to create positive, supportive and engaged relationships.

Additionally, Chaffey has now launched the insertion of monthly Facebook and Twitter value words related to H&M, such as *engage*, *succeed*, *plan* and *grow*. Chaffey's Quad—what they call their "Free Speech" area—holds large chalkboards that make up the "Hope Wall." Here, the word of the month is posted and students add their own messages, drawings and other expressions related to that monthly theme. As a result, the word is visible, and students engage with it and make it meaningful to themselves. These efforts combine to help students understand that H&M matters at Chaffey and that it impacts everything faculty, staff and students do at the college.

Participant Impact

Chaffey began assessing the impact of its H&M initiative as of July 2011. Through the leadership of Dean of Institutional Research Jim Fillpot, the college integrated the Hope Scale into the college's placement exam by adding eight "Adult Trait Hope Scale" items. Of these eight items, four specifically address the agency and pathway components of hope. As a result of incorporating the Hope scale into the Chaffey placement exam, the college has collected Hope Scale data from nearly 13,000 individuals. Fillpot regularly generates a campus-wide publication called *Did You Know*? with data and assessment findings related to the H&M initiative.

To examine performance outcomes, persistence, and "momentum point" achievement (e.g., completion of 12 units, completion of 24 units, etc.), Chaffey studied 611 first-time students with no prior college experience enrolling in fall 2011. The Hope Scale scores for this first cohort of students demonstrated a mean Hope Scale score of 54.0 (on a range of 8-64) and a median Hope Scale score of 55.0. After determining whether students were low hope (85 students), average hope (426 students), or high hope (100 students) on the scale, Fillpot measured the following for these three different groups of students: (1) first-semester success and retention rates; (2) fall-to-spring and fall-to-fall persistence rates and (3) two key momentum points, including the percentage who completed 12 units

and the percentage who completed 24 units. Study results showed meaningful observed differences (i.e., effect size differences of 0.20 or higher) between high hope and low hope students on first-semester success rates, fall-to-spring persistence, completion of 12 or more units and completion of 24 or more units. Although differences also existed in fall-to-fall persistence, they did not appear to be meaningful. Additionally, meaningful differences existed between high hope and average hope students on first-semester success rate and completion of 24 or more units (Fillpot, 2012). The fall 2012 cohort of 3,527 students, also identified as first-time students with no prior college experience, demonstrated similar meaningful differences among all measures (Fillpot, 2013).

Chaffey also contracts with the Gallup Group to examine hope, engagement, well being and other cognitive and affective measures. Most recently, Gallup has conducted student focus groups in order to determine which aspects of the H&M program are having the greatest influence on Chaffey's learners, and then begin to identify ways to alter educational policy as it relates to pre-and post-assessment. Chaffey also plans to conduct a culture climate survey through its Equity Counsel in 2014. Initiative leaders anticipate the data will show a demonstrable expression of how H&M values, practices and goals have pervaded the college culture, particularly in the areas of avoiding fixed mindset and counteracting defeatism. As Hope indicates, "H&M is changing the dialogue we have about ourselves."

Implementation Supports and Challenges

Support for the initial phase of program implementation was provided by the college administration in the form of resource allocations for seed funding and release time, as well as through the internal training and development structures already in place at Chaffey: Student Success Centers, Faculty Success Center, Faculty Summer Institute and flex and assessment practices. Within a year, H&M became a part of Chaffey's integrated planning model for the entire college—a unique quality at Chaffey. Hope suggests that the college culture performs at a high level of commitment and efficacy in its innovation, particularly "when that innovation is girded by a philosophical and moral framework."

H&M is changing the dialogue we have about ourselves.

Hope notes an additional important challenge, namely that "there are certain faculty and staff who equate a lack of compassion with rigor." Given this fixed mindset among some faculty, they determine that students are looking for a way out of doing hard work, and the more compassionate the professor, the more flimsy the instruction. Instead, H&M training emphasizes that providing students with challenging work while believing and supporting students with the right strategies actually promotes hope. Hope's following observation about factors supporting and challenging implementation would likely apply to all colleges endeavoring to institutionalize a values-based program:

Implementation has been smooth in the sense that our community accepts H&M as embodying our core values at Chaffey; they gravitate to it; there's not been a single element of resistance. But the permeation of H&M—basically getting Hope and Mindset into the cellular level of the campus—that requires a massive effort that is basically ongoing and never-ending, and that's the core challenge. You can never take your eye off the ball.

Scalability and Replicability

Laura Hope and Rob Rundquist affirm that colleges interested in adopting and institutionalizing an H&M effort begin by exploring the theoretical framework and reading and discussing a few core texts in the field. Shane Lopez's (2013) book, *Making Hope Happen* and Carol Dweck's (2006) *Mindset: The New Psychology of Success* were foundational works that helped activate Chaffey's faculty and administration in their discussions about how to implement their H&M initiative. Hope explains that another critical component for colleges interested in replicating the initiative is garnering institutional commitment early on. She notes, "Hope and mindset became part of our integrated planning model for the entire college and that laid the foundation for our success." In her opinion, Chaffey College works most effectively with innovation when it is bound to a philosophical and moral framework, as mentioned previously; having this framework in place helps mitigate strident pushback and resistance to growth and change.

Chaffey College has efficiently scaled the initiative. Virtually all students are touched by the H&M program to one degree or another, through interactions with the H&M banners, murals, social media, learning groups, information on the website and tutors, as well as through exchanges with instructors, counselors and staff. Annual costs of the program are between $150,000-180,000. Some of the program costs are related to paying Gallup as a research partner, while other significant cost centers include paying for training and staff time. As Chaffey enters its fourth year advancing the H&M mission and values, it is now poised to begin asking students more targeted questions to better pinpoint aspects of the program that have the greatest impact. As such, more specific programmatic information will further enhance the potential for replication at other institutional sites and in monitoring the program at Chaffey.

For more information…

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Faculty Learning Circle
West Kentucky Community and Technical College | Program

Background and Purpose

The Faculty Learning Circle (FLC) at West Kentucky Community and Technical College (WKCTC) is an interdisciplinary faculty professional development program focused on reading comprehension. FLC facilitates faculty capacity to adopt new pedagogies in academic literacy and to form cross-disciplinary collegial bonds. While the FLC is now a mainstay at the college, it began as a result of WKCTC's pursuit of reaffirmation of accreditation with the Southern Association of Colleges and Schools (SACS). As part of the accreditation process, SACS requires its member institutions to develop a Quality Enhancement Plan (QEP), encouraging faculty and staff to collectively identify a vital campus-wide issue and design a blueprint for tackling it. The FLC approach offers one example of how a college can empower all faculty—regardless of their subject matter expertise—to address a critical student success issue such as reading comprehension, in alignment with Theme 5 of the Student Support (Re)defined research.

Featured Practice At a Glance

Name: Faculty Learning Circle

Location: West Kentucky Community and Technical College

Theme 5: Everyone has a role to play in supporting student achievement, but faculty must take the lead

Level: Program

Description: Professional development opportunity to equip instructors with resources and strategies designed to advance students' reading comprehension and enhance their learning

Target population: All faculty

Start date: 2007

Interview Participants: Kimberly Russell

Design

For roughly two years, WKCTC economics and statistics professor Dr. Kevin Gericke and a QEP Research and Development Team led the design of the FLC. In 2007, WKCTC launched the program with 20 full- and part-time faculty participants and an English faculty lead, Kimberly Russell. Today, FLC maintains its original design as a yearlong experience that draws instructors from departments across the college. The FLC begins in the summer with a one-day concentrated workshop delivered by a literacy specialist. In this portion of the professional development, faculty members learn the significance of reading comprehension in relation to student success and gain strategies that they can swiftly implement in the classroom. As the year progresses, faculty participants meet once per month for two-hour blocks to learn new reading techniques, share experiences and examine FLC's impact on

WKCTC students. FLC members are expected to assess their strategies, in part by gleaning student perspectives on the use of these approaches. To follow up, participants discuss and process the findings from these various points of data collection in monthly FLC meetings.

Central to the design of the FLC was the selection of the first cohort of faculty participants. WKCTC (2013) notes in a report to the SACS, "Members of the first FLC were intentionally recruited because they were recognized as having high levels of enthusiasm and a willingness to share ideas. Many members of the first FLC cohort were also identified as formal or informal leaders of the faculty," (p. 2). The sustainability of and eagerness for the FLC relied on the willingness of this first cohort to serve as ambassadors, recruiting their peers to future iterations of the program. As such, the very first FLC cohort included a cross-section of carefully chosen college faculty from disciplines such as dental hygiene, English, music, nursing and psychology. Over time, the FLC has grown and adopted a new model for recruitment and participation. In the past, deans, department chairs and other campus leaders nominated FLC members. Today, the FLC is embedded into the WKCTC New Faculty Orientation.

Staffing

Campus-wide teams (e.g., Leadership Team, Research and Development Team) were initially formed to lead the development of the QEP as a requirement for reaffirmation of accreditation. Today, two campus leaders spearhead the FLC—Kimberly Russell, coordinator of the English department and chair of faculty professional development and Megan Dotson, reading coordinator—whose specific duties have evolved with the program's development. For example, in the first year, Russell spent roughly 12 hours per month researching strategies and then designing activities to be done during the meetings. However, after the first year, preparing for meetings became less demanding. Today, some time is devoted to communication and basic "housekeeping" (e.g., scheduling meetings, answering questions, sending reminders of meetings and responsibilities, making copies). Hours are also spent meeting with individual faculty members. For example, if an instructor misses a meeting, s/he attends a one-on-one session with Russell or Dotson to go over what was missed.

If the FLC monthly agenda includes a discussion of data collection and assessment protocols or data analysis, then time is dedicated to preparing for these activities as well. Because the FLC distributes mixed-methods instruments in participating instructors' courses to gauge its impact, Russell is collecting data at four different points throughout the term. While she analyzes the quantitative sections of the assessment instruments, she empowers faculty members to analyze the open-ended, qualitative responses. Russell compiles all of this information into a monthly report that is submitted to all FLC members, the WKCTC administration, and QEP leadership. Data are also shared with the WKCTC Board of Directors and at academic conferences. In the first year, research design, data

collection and analysis were time consuming, but once Russell developed routine procedures, these tasks reduced to roughly four hours a month. Today, a combination of communication, housekeeping, and data analysis consumes about six to eight hours per month of Russell's time.

Participant Experience

FLC members experience the program in a number of ways. First, they are engaged in intensive reading comprehension training prior to the start of the fall term. In this summer workshop, faculty can begin to grapple with the impact of low student reading comprehension levels and gain clarity on how to resolve this issue as it relates to WKCTC. For example, in a 2007 workshop agenda prepared by reading expert Renee Murray from the Southern Regional Educational Board, Murray outlined her three goals for the summer experience: "(1) Practice reading strategies that will engage all students, (2) Correlate strategies to the reading process, and (3) Design lessons using literacy strategies" (West Kentucky Community and Technical College [WKCTC], n.d., p. 56).

Second, members meet monthly throughout the academic year to discuss and share reading pedagogy. In this venue, participants learn new strategies to increase reading comprehension such as jigsaw, Cornell notes, think-pair-share, graphic organizers and vocabulary block. Participants model these ideas in the two-hour meeting, test them in class, and then report their experiences to their FLC cohort.

Third, faculty participants conduct six FLC strategy assessments that include self-reflection and student insight. For example, faculty members respond to an assessment that might ask for the instructors' perspectives and ratings of the following: "students' enthusiasm about the assignment and activity" or "students' ability to remember the information" (WKCTC, n.d., p. 59). In terms of collecting learner feedback, students may be asked to comment on the following assessment questions: "Were you familiar with this particular reading strategy before the instructor described it to you?" "Describe the usefulness of this strategy to help you understand the material in this particular reading assignment" (WKCTC, n.d., p. 60). Evaluation findings are shared among the group, generating new knowledge and information for faculty members to consider as they design their lesson plans.

Notably, FLC members do much more than attend training and measure outcomes. Participants serve to champion the program and instill a passion and joy for reading across campus. In this regard, Russell (2012) asserts that FLC members "participate in college reading groups and encourage their students to participate as well [and] are visible advocates for the project and serve as mentors/consultants to other teachers" (p. 8).

Participant Impact

Both faculty and students are influenced significantly by the FLC. To ascertain the impact of the professional development on students' reading comprehension levels, the college conducts (1) FLC strategy surveys, (2) the Nelson-Denny Reading Test to measure vocabulary and comprehension, and (3) select items pertinent to reading and comprehension on the Community College Survey of Student Engagement (CCSSE).

Between 2007 and 2011, participating FLC faculty distributed annual surveys in class to roughly 800 students who demonstrated a 58% increase in their familiarity with targeted reading strategies. This increase is heartening for FLC advocates who assert that "students who learn to use reading strategies in one course will incorporate these strategies in other courses" (WKCTC, 2013, p. 3). Pre- and post-test results of the Nelson-Denny yielded an increase in reading comprehension over a five-year span, between 2007-2008 and 2012-2013, with the exception of 2008-2009. On the CCSSE, with the exception of one year, students have showed improvement in areas such as "the number of hours/weeks students spend preparing for class" and "the frequency with which students come to class without completing readings or assignments" (p. 4). The results of the exception year, 2008-2009, can be explained largely by the 2009 Central Plains and Midwest ice storm that had a catastrophic impact on campus facilities, technology and student transportation.

Because of the Faculty Learning Circle, I felt empowered to try new things in my classroom, and overall the students loved it. The students seem more engaged, and I often overheard them comparing the different strategies that work best for them.

To gain a sense of how the FLC is impacting overall collegiality and professional satisfaction, Russell (2012) shared the following two quotes from a practical nursing and writing instructor, respectively:

> Because of the Faculty Learning Circle, I felt empowered to try new things in my classroom, and overall the students loved it. The students seem more engaged, and I often overheard them comparing the different strategies that work best for them.

> Being part of the FLC allowed me access to a group where my ideas were shared and where I was comfortable testing out new strategies before implementing them in my classes. As an adjunct instructor, being invited to participate in the FLC also helped me feel a greater connection to the college and to my colleagues. (p. 3)

Implementation Supports and Challenges

In discerning both supports and challenges to developing WKCTC's FLC, Russell cites one particular advantage and two barriers. In the first case, a certain culture permeates the WKCTC campus in that faculty, staff, and leaders strive to make WKCTC a preeminent institution of higher learning. In other words, WKCTC was not and is not interested in reaffirmation of accreditation with recommendations. With this in mind, SACS guidelines are not up for discussion or debate; they are taken very seriously and addressed with proficiency. College leaders made and will continue to make accreditation an institutional priority, and made it abundantly clear from program inception that FLC was important to the success of the college and the community.

Two disadvantages surfaced but were quickly eliminated early in the program's implementation: (1) not all faculty members felt responsible for teaching reading to WKCTC students, and (2) it was difficult to align faculty schedules and arrange a common meeting time. To combat the first barrier, the FLC "focused on helping faculty better understand the process of reading and learning, as well as learning how to incorporate those skills and strategies in their courses," (WKCTC, 2013, pp. 1-2). Once the reading process was demystified, faculty across disciplines felt more confident in their ability to teach reading, and subsequently more accountable for enhancing reading comprehension among students. The second barrier related to a common meeting time was addressed by convening on Friday afternoons, when all participants are were available and willing to meet.

Scalability and Replicability

FLC began as a five-year accreditation initiative and morphed into an institutionalized practice that continues today. Extending the scope and impact of the FLC was not difficult, as the campus saw great value in the program as related to the process of reaffirmation of accreditation. Russell notes that two key considerations were crucial to scaling this practice: (1) choosing the right advocates and (2) keeping costs down. She explains that getting the "right people on the bus" was instrumental to the success of the initiative. Now, regardless of academic discipline, when a new faculty member is hired, s/he must participate in the FLC, aiming not only to strengthen the reading comprehension levels

Faculty had to understand that most of us liked school, read for pleasure, and did well in school, but these are not always the experiences of our community college student population. Facilitating this change in faculty perspective is key.

of the WKCTC student body, but also his/her teaching practices and bonds with other faculty members. Moreover, though faculty members can spotlight their participation when applying for promotion and tenure, WKCTC does not award stipends or financial compensation for participating in the FLC, keeping program expenses significantly low. The annual expenditures do not exceed $2,000, with the one-day trainer charging roughly $1,500 and books and materials for faculty costing between $200-400. With such low fees, the program is significantly replicable. As Russell acknowledges, adopting this practice does not necessarily require start-up funds, but rather an institutional shift in mindset: "Faculty had to understand that most of us liked school, read for pleasure, and did well in school, but these are not always the experiences of our community college student population. Facilitating this change in faculty perspective is key."

For more information…

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Flipped STEM Classroom
Cañada College | Individual

Background and Purpose

Cañada College science, technology, engineering and math (STEM) instructor Dr. Amelito Enriquez demonstrates one faculty's commitment to personally ensuring students' success in his courses and beyond. He is passionate about helping students become successful in the STEM disciplines. In turn, Enriquez has made significant modifications to his instructional approach to create a student-centered, engaging and supportive environment that have resulted in notable increases in his learners' achievement.

Over time, Enriquez realized that many students were unlikely to succeed in a traditional classroom environment where the teacher is active and students listen passively. In response, Enriquez began to flip his classrooms to create an interactive and collaborative learning environment where students actively engage in the lecture and spend most of the class working individually or in groups to solve problems and ask questions that help them master new content. The goal is to create a classroom where everybody is an active participant and where students build both skills and confidence over time. Enriquez uses tablet PCs to bolster and scale his flipped classroom approach, creating what he calls an "Interactive Learning Network" where students receive instant feedback on their work and learn by doing and asking questions. In this environment, the instructor observes and guides students, helps them when they get stuck, builds their confidence, and encourages them to imagine themselves transferring, completing baccalaureate programs and working as engineers or scientists. Although technology enables Enriquez's interactive classroom, he believes that all instructors—including those who do not want to use technology—can flip their classrooms and create a learning environment where students actively engage by doing, experimenting and asking questions.

Featured Practice At a Glance

Name: Flipped Classroom in STEM

Location: Cañada College

Theme 5: Everyone has a role to play in supporting student achievement, but faculty must take the lead

Level: Individual

Description: Learning environment where students are actively engaged in the lecture and in solving problems that help them apply new material

Target population: All students

Start date: 2000

Interview Participants: Amelito Enriquez

Design

Students in Enriquez's courses work individually or in groups on problem solving. When they get stuck, they raise their hand (virtually or literally), and Enriquez works with them to solve the problem or address their question. He never solves the problem *for* the student, but *with* the student. When Enriquez realizes that a group of students is having trouble in the same content area, he may draw all students' attention to the board. Again, rather than showing the students "how good he is at problem solving," Enriquez will coach the class to work its way through the problem. In this environment, lecture delivery is short and interactive, followed immediately by problem-solving activities where students apply the material covered during the lecture. The opportunity to apply new knowledge right away reveals what students understand and where they need help or additional information to fully master the new material. Enriquez believes that "No student should leave the classroom until they have successfully applied the new learning. This way they leave with both new skills and with added confidence." The instructor, in turn, should leave the classroom knowing which part of the new material students were able to master and where additional clarification and support is needed. As such, the next lecture can be adjusted to include the required reviews and clarifications. To further explore and diagnose student learning, Enriquez conducts instant polls to determine whether students understood a particular part of the new content, or he may ask students to jot down questions they have and quickly review their submissions to identify common areas in need of further discussion or clarification.

> *No student should leave the classroom until they have successfully applied the new learning. This way they leave with both new skills and with added confidence.*

Enriquez uses wireless tablet PCs and a software application called NetSupport School to build his capacity to get just-in-time feedback from students and engage them actively in all aspects of the class, including the lecture. The tablet PCs have a function that allows students to use a stylus to write, sketch, and manipulate mathematical formulas and edit directly on the computer screen. The computers are networked and the instructor can monitor and interact with individual students as they work on their tablet PC to problem solve. The wireless technology also enables students to raise their hands electronically by clicking a button that is indicated in NetSupport School with an image of a lifesaver. Enriquez can also "take over" students' tablet PCs and engage those who are reluctant to ask for help. He notes that over time, as they hear other students asking questions— including questions they were afraid to ask—apprehensive or timid learners begin to gain confidence in the process of inquiry. Additional applications enable Enriquez to have students vote or otherwise express an opinion about questions he

asks, such as: Which part of the problem was most difficult for you? Which section of the lecture did you understand or not understand?

Staffing

Enriquez explains that he manages interactive classes of 40 students comfortably. He also encourages student study groups and connects them with the campus Learning Center and Mathematics, Engineering, Science Achievement (MESA) program in which he plays a leadership role. In MESA, his students noted that they learn to "master the subject matter by helping other students who are new to the program." In summary, Enriquez draws on all the resources available at the campus to connect students with each other and with programs that offer additional support. He also helps students realize they can help others, thereby creating opportunities for them to feel confident and valued.

Participant Experience

During short lectures, students use their tablet PCs to annotate the material presented, writing on PowerPoint slides and other electronic handouts used by Enriquez to introduce new material. Throughout the lecture, Enriquez conducts quick surveys to get instant feedback on what students understand and where additional examples are needed. Throughout the class students can also submit questions anonymously about material they do not understand. In surveys Enriquez has conducted, students indicate that they greatly value the opportunity to ask what they fear might be a stupid question without taking the risk of doing so in front of the entire class. At the end of the lecture, students save the material with their own notes and questions. During the following and most substantive part of the class, students work individually or in groups to apply what they just learned to a series of problems that are grounded in the new content that was introduced in the lecture. If they have questions, they can click on the "lifesaving" button and Enriquez will provide them with individual guidance. When they leave class, students will have successfully applied new material to solve problems. If they still have questions, Enriquez will almost always stay after class. The students know he will encourage and push them at the same time. As one of Enriquez's former students said, "I told Dr. Enriquez I wanted to get an AS and he said why don't you set as a goal a bachelor's degree in engineering." The student transferred to UC Berkeley where she completed a bachelor's degree in civil engineering and is working as an environmental engineer for the City of San Francisco.

When asked in the Student Support (Re)defined survey what makes them feel engaged inside and outside of the classroom, participants cited the principles of effective teaching and learning incorporated in the interactive networked classroom. Enriquez provides feedback to students on their progress and performance, sets high expectations, rewards and encourages participation, asks

students what they think, and shows tremendous energy and passion for the subject. One former student noted that Enriquez was the person who made him excited about engineering when he told him that "Engineers build things, they create solutions to problems to improve our quality of lives, and they get paid very well."

It should be noted that Enriquez's instructional approach incorporates a host of other practices that students identified as important to their success. He stays after class, challenges students to dream about what they can achieve, encourages them to push themselves and always "meets the students where they are," encouraging them to "focus on what is in front of them rather than worrying about not being able to pass the next test." As noted earlier, Enriquez also connects students to MESA and provides them with opportunities to serve as mentors and role models for peers who are considering or have just stepped onto the STEM pathway.

Participant Impact

In a preliminary study, Enriquez compared pass rates from two classes he taught in the same subject. One of the courses was taught in the traditional classroom format, and the other was taught after he began to use the tablet PCs to create the Interactive Learning Network environment. Enriquez found that students in the interactive course outperformed their peers who were taught in the traditional classroom in terms of quiz, homework and test average scores, as well as on the final exam.

Enriquez proceeded to conduct a more formal study, comparing student engagement, confidence and outcomes in four courses in Dynamics. Instructors at Cañada College and at San Francisco State University taught two of the courses in the traditional lecture-based manner, and Enriquez taught the other two using Interactive Learning Networks. The study found that students in the Interactive Learning Networks courses outperformed their peers on the same measures as in the preliminary study (Enriquez, 2008). The differences in terms of quiz and homework scores were statistically significant.

In the study, students were also asked open-ended questions about what they liked the most about the NetSupport School software and the tablet PCs. Students responded that they liked the instant assessment and feedback, the one-on-one time they spend with Enriquez and the culture that encouraged them to ask questions, including the opportunity to submit questions anonymously. The polling and resulting instant exchange of information between students and the instructor were also highlighted as adding to the learning experience (Enriquez, 2008).

Implementation Supports and Challenges

Enriquez explains that there is always a tendency to revert to traditional teaching. It is safer and seems easier because the instructor is in control. It is the kind of environment in which almost all instructors learned and it obviously worked for them. However, for the students Enriquez is concerned about reaching and teaching, the traditional environment is much less effective than the interactive, flipped classroom. He recalls what a professor from Notre Dame said in a conference he attended, "Lecture is where teaching happens with or without learning." Enriquez adds:

> As a student I was successful just listening to the teacher and absorbing as much as I could. But for a lot of our students, this does not work as well. So anything that will involve students doing rather than the instructor doing is an improvement."

Scalability and Replicability

Although Enriquez comfortably manages 40 students in his interactive classrooms, he also noted that instructors at other institutions are using the same instructional methods teaching to very large classrooms where all students have tablet PCs. While instructors in these settings will not be able to respond personally to each individual student, they continuously ask students questions and provide them with opportunities to submit their responses using instant feedback. With help from teaching assistants they will review the responses to provide instant feedback on areas where the learning process is breaking down. As students problem solve on their tablet PCs, the instructor and his/her teaching assistants can divide up the classroom to monitor, guide and provide individualized support to students. Members of this instructional team can then confer with each other to identify areas that should be prioritized or revisited during subsequent class meetings.

Anything that will involve students doing rather than the instructor doing is an improvement.

Enriquez acquired his tablet PCs with grant support. He explains that the tablet PCs cost around $300 each. He notes that cheaper alternatives exist, including the Wacom Intuous Pen Tablets that cost roughly $50 and can be attached to regular computers, adding the capacity to write and draw using a stylus.

In addition, Enriquez asserts that those who do not want to use technology can integrate the principles of the flipped classroom into their own teaching practice by making lectures short and interactive and by testing students' knowledge on how well they understood the new material through in-class problem-solving. He also suggests that instructors can acquire a simple application called Poll

Everywhere that enables students to use their cell phones to respond to instant surveys. Twitter feeds may also be used as a means for students to submit questions during lecture.

Enriquez has secured additional grants to train other instructors to use the technology that facilitates the interactive classroom network. He was recently invited by the National Science Foundation to participate in an initiative that trains instructional leaders to take innovations to scale.

For more information…

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Theme 5
Promising Practices

Academic Wellness Educators
Columbia College | Institution

Launched in 2006, the Academic Wellness Educators (AWE) initiative at Columbia College engages student services staff, part-time and full-time faculty, students and administrators across the college to design holistic approaches for student success. Through collaborative inquiry and action planning, AWE provides space and support for new ideas to be tested as well as for effective programs and practices to be sustained. The initiative offers a unique example of an institutional strategy that brings *all* college stakeholders together to explore and implement solutions that promote student achievement, in alignment with Theme 5 of Student Support (Re)defined.

Promising Practice At a Glance

Name: Academic Wellness Educators

Location: Columbia College

Theme: Everyone has a role to play in supporting student achievement, but faculty must take the lead

Level: Institution

Description: Initiative bringing together classified staff, part-time and full-time faculty, students and administrators to design holistic approaches for student success

Target population: students at different points in their educational journey

Start date: 2006

Interview Participants: Anne Cavagnaro and Elissa Creighton

Each spring, campus community members can submit proposals that address issues related to the academic wellness of students and educators. Once a proposal is accepted, it advances through the "AWEsome lifecycle," containing three phases:

1. **Focused Inquiry Group (FIG):** A cross-functional team of faculty, staff, administrators and students further researches the issue and sketches possible solutions.

2. **Project**: Members from the FIG, along with others, design and implement a project that includes specific activities and processes for measuring and evaluating their impact.

3. **Plan**: After a project has proven to be effective, members develop an action plan to sustain the initiative at the college.

Two co-facilitators lead the strategic delivery of AWE: Anne Cavagnaro, math faculty member, and Elissa Creighton, instructional support assistant. The co-facilitators work closely with two subgroups: a large and dynamic AWE Steering Committee and a smaller AWE Core Committee. Both subgroups represent key campus constituencies including part-time and full-time faculty members, classified staff, students and administrators. The AWE Steering Committee meets monthly to oversee budget and action planning for both the FIGs and projects. Alternately, the AWE Core Committee meets three times a year to engage in long-range prioritizing and planning.

As of 2011, more than 20 FIGs have created programs and practices designed to support students at different points along their educational journey and improve their success. AWE efforts serve diverse student groups including new students, English as a second language learners, veterans and underprepared students. Two sample initiatives are described subsequently:

- **On Ramp**: A 12-day summer program that supports the transition of new and returning students into college by bolstering their academic confidence. Through four required components, students strengthen their computer, research/library and study skills, as well as receive an orientation to college.

- **Guidance Preparation Success (GPS)**: An online collection of tips and tools around topics that is timely and relevant to students. Sample topics include health and nutrition, time management, balancing stress and managing money. In addition, there is a section devoted to helping faculty members incorporate these resources into their classes and programs.

Columbia finances AWE through both internal and external sources including the Basic Skills Initiative, the Career and Technical Education Act (CTEA) and general college funds. Through its inclusivity and structured support, AWE now represents the largest planning group at Columbia and is valued by the campus community as a whole.

For more information...

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Visit the AWE website at http://awe.comm.gocolumbia.edu/default.aspx

Theme 5 Discussion Questions

? How does your college develop a culture where all people—faculty, staff, and administrators—feel responsible for students' success and are aware of how their individual work at the college links directly and/or indirectly to students' achievement?

? What ideas do these practices offer for further developing a culture focused on student success across your institution?

? What policies and practices does your college embrace to empower classroom faculty as primary supporters of student success, in their classroom and beyond?

? What do you take away from these practices in terms of ways to support classroom faculty in more fully inhabiting this role as the primary champion for students' success?

? What next steps can you take to begin exploring one or more of these ideas?

Cross-theme Practices

We found two featured practices that demonstrate models for addressing all five key themes from the Student Support (Re)defined research. They offer unique examples of ways to comprehensively support and strategically accelerate students toward achievement of their educational goals, particularly those with basic skills needs. Notably, these two practices employ approaches that incorporate support into the classroom experience and utilize a learning community model to empower students and promote their success. These two practices are as follows:

	Institution	Program	Individual
FEATURED PRACTICES			
Express to Success Program Santa Barbara City College		X	
Academy for College Excellence Nationwide		X	

Cross Theme
Featured Practices

Express to Success
Santa Barbara City College | Program

Background and Purpose

Featured Practice At a Glance

Name: Express to Success

Location: Santa Barbara City College

Theme: All five themes

Level: Program

Description: Learning community model serving basic skills learners in both accelerated and linked courses

Target population: Low-income and Latino students with a basic skills placement

Start date: 2011

Interview Participants: Kathy Molloy

The Express to Success Program (ESP) at Santa Barbara City College (SBCC) is a grant-funded, award-winning initiative that blends two distinct pedagogical practices: accelerated learning and learning communities. SBCC's associate professor of mathematics Pam Guenther designed and delivered the first set of combined courses in math in 2008 aimed to minimize "exit points" in basic skills courses, particularly for low-income and Latino learners, "where students can fall away by not passing or not enrolling in the next course" (3CSN California Acceleration Project, 2013, para. 2). By 2011, with the rate of basic skills students soaring in the state of California, Guenther, her colleague in the English department Kathy Molloy and a cadre of dedicated faculty and staff vastly extended the program model to what are now recognized as ESP learning communities (LCs). ESP's chief objective is twofold: reduce attrition in basic skills courses and prepare SBCC students efficiently and successfully for degree or transfer.

Design

ESP enacts a number of strategies reflective of Student Support (Re)defined's five themes. First, subsidized by a Title V HSI Program grant, faculty members designed ESP with equity in mind. Although ESP serves all students, it

particularly targets low-income and Latino students who test below college level. AB540 students—undocumented California high school graduates—are welcome to apply. ESP learning communities offer what many Student Support (Re)defined participants, particularly underrepresented and first-generation college students, cited as important to their persistence and success: integrated academic support, opportunities to connect peers and instructors inside and outside of class and the understanding that someone cares about their success.

ESP students are primarily recruited either during their senior year of high school or while enrolling at SBCC. During these recruitment and outreach opportunities, designated ESP counselors share the benefits of the initiative, including helping students identify a goal or direction as they enter the college and enroll in a structured sequence of classes that enables them stay focused and make significant progress toward that goal. Prospective students are encouraged to attend an advising workshop that further explains the requirements of ESP. These include (1) being eligible for a math and/or English ESP LC as evidenced by an assessment, (2) being able to register for classes during the advising workshop, (3) enrolling in and maintaining a 12-unit course load and (4) completing a "program student success agreement." From here, students are given the add codes to register for one of the ESP LCs, which range in unit total (see below for example unit range). Sample LC combinations include the following:

Sample ESP Math LC:

- Content courses: Math 107 – Intermediate Algebra (4 units), Math 120 – College Algebra (4 units), Math 107N – Study Skills in Intermediate Algebra (1 unit) [total 9 units]

- Elective course: Personal Development 110 – Career Planning and Decision-Making (3 units)

In this example, counselors may also recommend reading classes for students who have assessed below college level in reading.

Sample ESP English LC:

- Content course: English 117 – Fundamentals of Composition, Intensive (6 units) plus an appropriate non-accelerated math (3-4 units) [total 9-10 units]

- Electives courses: Personal development (3 units), physical education (1-3 units) and/or work experience course (1-3 units)

For all LCs, counselors recommend elective coursework based on students' needs and assessment levels. Regardless of the LC type, all ESP experiences help students acquire the skills necessary to succeed in the postsecondary environment, particularly through the personal development course. In fact, because of the popularity of this course, ESP now offers a personal development class

specifically for program participants that can be taken by students in any ESP LC. The instructor of this course is part of the ESP instructional faculty.

Ultimately, enrolled students must meet the 12-unit minimum/15-unit maximum eligibility criteria in order to maintain their status as an ESP student, though exceptions do apply. Students are expressly encouraged to speak with ESP faculty and counselors prior to making any decisions that will impact their enrollment at SBCC. Due to financial aid and grant-related restrictions, should a student wish to drop an ESP LC course, s/he will be withdrawn from all ESP LC courses. Counselors are located in the Center for Advising and Student Achievement (CASA), the ESP hub on the SBCC campus.

Instructors and counselors work closely all semester to support ESP students, modeling the value of practitioners taking responsibility for students' success and working together across functions to help students realize their goals. If a student is struggling either academically or personally, the instructor contacts his/her designated counselor. The counselor schedules an appointment with the student to help identify and resolve the problem or make appropriate referrals for services and then reports back to the instructor on the outcome. In this way, students learn that they are supported both inside and outside of the classroom.

Staffing

Molloy serves as the initiative's current director. In her capacity as faculty member and administrator, she takes the lead in securing resources for ESP students, characteristic of Student Support (Re)defined research findings signifying that faculty members play a chief role in advancing community college student success. Additionally, the program's day-to-day operations are performed by two designated ESP counselors, a half-time staff person to operate CASA, one to two student workers, and core ESP faculty. In spring 2014, 16 ESP instructors taught across 17 LCs, and 22 instructors slated are to teach in 22 LCs in fall 2014. Faculty members are paid $2,000 to develop an ESP accelerated course and provided a $500 stipend to attend five faculty meetings during the semester in which they teach. Molloy works collaboratively with all student support service offices, particularly Extended Opportunity Programs and Services (EOPS), to better ascertain student needs and then design LCs to meet these demands. Finally, and equally important to the success of the initiative, is the work of a research team that continually provides quantitative data that support the value of ESP and meet federal grant requirements.

Even if they sometimes stumble, they see that they have potentials that they didn't quite realize when they first entered SBCC.

Participant Experience

Drawing an explicit connection to Student Support (Re)defined study outcomes that contend community

colleges should provide students with six success factors (i.e., directed, focused, nurtured, engaged, connected, valued), ESP learners experience a range of socio-emotional and academic supports while enrolled in the campus program. To jumpstart students' course of study, ESP offers a purposefully designed 2.5-hour orientation each fall that strengthens and integrates academic literacy and personal development. To develop a sense of community, resilience and pride, this orientation allows students to meet their basic skills math and/or English instructors and other students in their cohort, hear inspiring testimonies from successful former ESP students, engage with course material and visit designated classrooms. Further, the college demonstrates that it values students' participation by holding a breakfast with a broad cross-section of the SBCC community, including their cohort peers, instructors, deans and ESP counselors. A presidential welcome explicitly connects students to one another, to the college and to the program.

Student placement in an LC is strategic and conducted by the director to create an ethos of care and encouragement. As Molloy explains, students are acquiring collegiate habits of mind and an increased sense of self-confidence "Even if they sometimes stumble, they see that they have potentials that they didn't quite realize when they first entered SBCC." Students view their LC as a home away from home, and contact each other when issues or dilemmas surface. Molloy notes that their improved self-confidence, compounded with a collective spirit in and out of the classroom, pushes students to succeed. She states, "They either form study groups or we form them for them…it's more of a family concept and they are responsible for getting in touch [with those who are absent]."

Participants are explicitly informed via the ESP website, the ESP student agreement, their faculty, and their ESP counselors how many hours (e.g., 15, 20, 20+) of homework various LCs require for student success. Learners are encouraged or required to meet with SBCC tutors located inside and outside of the classroom throughout their enrollment in the program and are also expected to attend two college activities (e.g., workshops, clubs or other activities that involve them in the college). In addition, ESP counselors visit academic classrooms to give short presentations three times during the semester. These presentations focus on (1) developing an education plan and career goals, (2) motivation and persistence and (3) stress management.

Participant Impact

According to its website, ESP enrollment has increased steadily by nearly 97% over the last two years, from 257 enrollees in fall 2011 to 506 enrollees in fall 2013. Further, the program's demographic characteristics match its target population—low-income and Latino learners. Spring 2013 enrollment data show the following program composition: 60% Latino, 73% low-income (i.e., received BOG waiver) and 27% EOPS. Molloy is taking active steps to increase EOPS student enrollment, as it has dropped since 2011. More effective communication

with EOPS counselors and staff has led to renewed efforts to recruit EOPS students for ESP learning communities.

Student success rates in ESP are evidence that blending accelerated and linked courses to create a sense of community and belonging is working for SBCC learners. Snapshot data gleaned from 2012-2013 reveal that ESP students were 10% more likely to succeed than their non-ESP peers enrolled in the same courses. Further, Latino ESP students in English had a nearly 90% success rate, compared to their Latino non-ESP peers who yielded a 64% passage rate. To provide another example, low-income ESP students were 22% more likely to pass their accelerated math courses than their low-income non-ESP peers.

However, the most striking results are seen when one looks at data over time. "In most terms, all ESP students were more likely to pass two levels than students enrolled in comparable courses in the same term, but the difference is more pronounced among Latino and BOG students" (Santa Barbara City College, 2013, p. 12). Latino ESP students were 50% more likely to pass math, and low-income ESP students were nearly 50% more likely to pass English, than are their non-ESP peers.

Implementation Supports and Challenges

In distinguishing both supports and challenges to developing ESP, Molloy cites two particular reinforcements and two barriers. According to Molloy, both institutional technology consultants and departmental faculty have been instrumental to ESP's success. SBCC employs SunGuard Higher Education's Banner software to register students in class. Banner consultants played a key role in user training, allowing SBCC staff to register students for accelerated and linked courses. Additionally, SBCC instructional faculty took a leap of faith to fully design ESP without the promise of grant funding, though Guenther's passage rates in math and current research by the California Acceleration Project helped faculty members realize that the Title V grant was within reach. Moreover, department chairs volunteered to teach in ESP, sending a clear message that ESP was an important and promising initiative to their colleagues.

At the same time, Molloy maintains that ESP has not risen to success without challenges. Specifically, it is very difficult to get an initiative of this size and scope fully vetted and endorsed by faculty and staff, which is why ESP remained in "pilot" phase until it received department and campus support. When Molloy and her colleagues shared the aforementioned student success data at a faculty in-service, ESP was able to garner necessary support and reach a new milestone in its programmatic development. The final challenge was synchronizing the counseling faculty and encouraging them to endorse ESP. Because counselors are the linchpins to student success, it was crucial that area counselors (EOPS, Transfer Center, etc.) worked collectively with those from ESP to facilitate student achievement and promote ESP.

Scalability and Replicability

Currently, ESP serves over 500 students in a given semester via 17 ESP LCs. Molloy expects to expand the program model and serve over 600 students in fall 2014. With this in mind, Molloy offers six lessons learned for expansion and replication. First, she reminds other practitioners that it is critical to discern who will be impacted by such an initiative and then get those individuals on board. Ascertaining endorsement from key players minimizes potential resistance in the long run. Second, one must be flexible and expect things to go wrong. Continuously evaluating one's program model allows faculty and staff opportunities to reflect on areas that may need improvement and take action. Third, dream big. Rather than launching ESP on a small scale, SBCC began with ten learning communities. The lesson here is to be ambitious, garner enthusiasm, and implement with gusto! Fourth, research other successful models and adapt them to your college. Fifth, the advising component is essential; students must be informed fully about the commitment and motivated to participate. Sixth, hold regular meetings so that instructors and counselors can share strategies, problem-solve and support each other.

For more information…

Contact Kathy Molloy, project director, Title V HIS molloy@sbcc.edu or visit https://www.sbcc.edu/esp/

Academy for College Excellence (ACE)

Nationwide | Program

The Academy for College Excellence (ACE) takes a fundamentally different approach to promoting achievement found so critical in Student Support (Re)defined, comprehensively addressing all five key themes and six success factors from the study. The RP Group has written extensively about how ACE realizes these themes and factors in *A Student Support (Re)defined Case Study – the Academy for College Excellence: Integrating Student Transformation, Support and Accelerated Learning in the Classroom*. For a deeper dive into the model, visit http://www.rpgroup.org/sites/default/files/Student_Support_Redefined-ACE_Case_Study-Fall2013.pdf.

Background and Purpose

The Academy for College Excellence, formerly known as Digital Bridge Academy, enrolled its first cohort at Cabrillo College in 2003 and subsequently began replicating its model to other institutions across the country in 2006. It offers colleges a proven model for meeting their completion agenda in a focused and cost-effective manner. ACE's primary goal is to ensure that underprepared students can complete their first transfer-level English and math courses via a practical, sustainable strategy. Specifically, it provides support through curriculum and instruction that holistically addresses the needs of today's students' rather than offering a discrete set of services, focusing heavily on participants' affective development.

Design

Many practitioners primarily know ACE for its accelerated academic learning program or the "ACE bridge semester." This bridge semester is designed for underprepared students and aims to fast track their entry into transferable

coursework in English and/or math. That said, a college can adapt the ACE model using one of several program variations depending on its needs and resources and the student population it hopes to serve. Other program variations include:

- Affective orientation for college-ready students, helping them to build the professional skills, behavior, mindsets and culture required for college success

- Affective summer bridge for students transitioning into college, offering a rich academic and community-building experience and drawing on participants' history with social injustice

- Affective support for both CTE and learning communities that incorporates orientation and ongoing peer support into a broad range of programs

Although the key components of each program variation can differ depending on the target population, all approaches have the same common interests: (1) helping students learn 21st century professional skills, (2) developing affective competencies, (3) drawing on learners' experiences and interests as a catalyst for learning and (4) building community among participants.

Staffing

The ACE Center, a nonprofit organization under the fiscal sponsorship of Rockefeller Philanthropy advisers, provides training, technical assistance, support and resources to institutions, administrators and faculty exploring or adopting the model on their own campuses. Practitioners interested in pursuing any of the program variations outlined above start by attending the Five-day Experiential Learning Institute (FELI), the Executive Leadership Institute or the Student Support Professional Development workshop. These are experiential professional development events that actively engage participants with the theory and practice of ACE. After participation, faculty can take what they learn into their regular classrooms or can pursue further training to adapt the ACE affective courses to the needs of their student populations; administrators and staff can apply the principles in their work teams. Faculty implementers regularly collaborate, engaging in meetings designed to align curriculum and discuss student progress and support needs. Those instructors who deliver certain ACE bridge semester courses also engage in a supported practicum before solo course instruction. ACE bridge semester implementers also receive mentorship during the first semester of program delivery and participate in an ongoing community of practice. See *Participant Experience* below for more information on the staffing required to implement the ACE bridge semester.

Participant Experience

Developers of the ACE model made intentional choices to focus on building students' intrinsic growth or internal capacity to take care of themselves and each other, rather than the provision of services *to* students. Instead of support experienced separate from the classroom, ACE's coursework is supportive in nature. Classroom experiences build strong community between students and faculty, as well as among the students themselves. Course activities are designed to help identify and address learners' needs. The ACE model is designed for early impact and immersion, working to strengthen students' affective behaviors in the first two weeks of the semester, including how they perceive themselves and how they relate to and interact with others in an effort to achieve their goals. Complementing the emphasis on students' affective development, this model also focuses on preparing participants with the academic, professional and personal competencies necessary for college completion *and* success in the 21st century workplace.

Moreover, the one-to-many nature of faculty working with a group of learners allows for broader impact than the traditional one-on-one support approach. In addition, peers are actively engaged in helping one another to overcome challenges and stay on track. Faculty refer participants to any service available to all students at the college as needed to complement their ACE experience and encourage their achievement.

To better understand how students experience the ACE approach, consider the ACE bridge semester, the most intensive and comprehensive of the program variations. This program enrolls students full-time as a cohort. They start in the *Foundations of Leadership Course* (FC), a two-week, 56-hour orientation promoting students' personal development, lighting or reigniting their passion for learning and introducing them to communication skills and work styles critical for team collaboration. FC is followed by 12 to 16 weeks of integrated coursework, including (1) *Team Self-Management* (TSM), designed to help students strengthen their peer support network and their college and career success skills; (2) *Social Justice Research Course* (SRJC), a project-based class where teams of students select, examine and publically present on a local social issue and experience the contextualization of descriptive statistics curriculum focused on primary research; and (3) coordinated academic courses such as accelerated English and/or math aligned with the SJRC curriculum in such a way that classes complement and build on one another. The program also implements a *behavior system* that makes expectations for participation explicit to students and helps them develop the cultural and behavioral skills needed to succeed not just in college, but also in their personal lives and for when they enter the professional job market

Effective delivery of the ACE bridge semester to students requires that practitioners take a team approach. Instructors teaching the accelerated English and/or math courses work together with faculty who teach the ACE signature courses (e.g., FC, SRJC and TSM) to coordinate and integrate curricula and

discuss student progress and needs. Team composition can vary by college depending on the program variation (e.g., CTE, summer bridge, accelerated basic skills, etc.). Instructors from any discipline can teach the ACE signature courses as long as they have participated in the required ACE professional development (e.g., FELI, FC practicum). Accelerated English and/or math courses and CTE courses are taught by faculty from those respective disciplines.

Participant Impact

ACE has a strong commitment to regularly assessing and improving its approach. It benefits from a growing body of research that shows the ACE bridge semester has a significant impact on participants. Recent research from RTI International (Farr, Rotermund, Radwin, Robles & Choy, 2014) comparing the academic outcomes of ACE bridge semester students (over 1,000 students) at multiple colleges to their non-ACE peers finds that ACE participants are:

- Nearly 2.5 times more likely to pass transferable English courses one semester after participating in an ACE bridge semester that includes accelerated English

- Nearly 4.5 times more likely to pass transferable math courses one semester after participating in an ACE bridge semester that includes accelerated math

- Nearly eight times more likely to pass transferable English and math courses one semester after participating in an ACE bridge semester that includes *both* English and math acceleration

Additionally, a quantitative study of non-cognitive factors (in over 750 students) at multiple colleges also finds a positive impact on students' affective behaviors, motivation and academic goals (Farr, Rotermund, Radwin, Robles & Choy, 2014). This research shows these changes happen within the first two weeks of the semester, and hold, if not improve, over the course of a four-month semester.

Implementation Supports and Challenges

The ACE Center supports institutions eager to adopt this approach to facilitating student success by offering many ways to customize its model based on different goals, contexts and student populations. At the same time, they have found that colleges must have more than a group of interested faculty in place. The ACE model requires a bottom-up and top-down commitment to instituting change, particularly if the desire is to impact student achievement at scale. Faculty drive the adoption because they find rejuvenation in its approach and success with students. Administrators can support the change because of the scalability and sustainability of the model.

The ACE model requires a bottom-up and top-down commitment to instituting change, particularly if the desire is to impact student achievement at scale.

The success or failure of the ACE model, if not any improvement effort, depends heavily on having an institutional culture that supports innovation and is comfortable with change. Successful implementation rests on colleges utilizing a structured process for dialog and action planning. It stipulates that colleges have a clear completion goal in mind and specific understanding of their target populations—based on evidence. It requires that colleges can match this analysis to one of the ACE program variations, whether it is engaging a core group of faculty in FELI participation, enrolling large numbers of students in an ACE bridge semester or somewhere in between. It requires that colleges have a long-term view on implementation, a commitment to professional development, the capacity to monitor progress and the willingness to improve delivery as needed over time.

Faculty drive the adoption because they find rejuvenation in its approach and success with students. Administrators can support the change because of the scalability and sustainability of the model.

Scalability and Replicability

As of summer 2013, ACE has served 154 cohorts totaling over 3,800 students at 15 partner colleges in California, Florida, Illinois, Pennsylvania and Virginia. To date, over 800 practitioners from more than 55 institutions have been trained on ACE's experiential learning pedagogy through their participation in the FELI. The ACE approach is both scalable and sustainable because it is designed to deliver support through curriculum and instruction in the classroom. Moreover, the research cited above shows that improved academic and behavioral outcomes for participants can be replicated across institutions both inside and outside California. Experiential professional development, ongoing mentoring for faculty and administrators, communities of practice and resource kits all support colleges in adopting the model with integrity on their own campuses.

For more information . . .

Contact info@my-ace.org

Find the full case study of ACE authored by the RP Group including (1) an in-depth discussion of the model, (2) a review of its impact on students, (3) an overview of how the model demonstrates the five themes and six success factors from Student Support (Re)defined and (4) a series of insights for colleges interested in replicating the model at http://www.rpgroup.org/sites/default/files/Student_Support_Redefined-ACE_Case_Study-Fall2013.pdf

Find a summary of this case study at http://www.rpgroup.org/sites/default/files/Student_Support_Redefined-ACE_Case_Study_Summary-Fall2013.pdf

Find additional information on the Academy for College Excellence at http://academyforcollegeexcellence.org/

Cross-Theme Discussion Questions

? What approaches does your college already employ to strategically and comprehensively advance the success of specific groups of learners?

? What ideas do these practices inspire in terms of taking a more comprehensive and integrated approach to student support and success at your institution?

? In what ways does your college currently exhibit a culture that embraces inquiry and the identification of clear goals and action plans, promotes innovation and pursues change designed to improve student success?

? What more could your college do to develop this culture among all stakeholders—community college leaders, faculty and instructional administrators, student services professionals, staff *and* students—across the institution?

? What next steps can you take to begin exploring one or more of these ideas?

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Student Support (Re)defined

Equitable
Integrated
Cost Effective

Research and Planning Group for California Community Colleges

The Research and Planning Group for California Community Colleges (RP Group) strengthens the ability of California community colleges to undertake high quality research, planning and assessments that improve evidence-based decision making, institutional effectiveness and success for all students.

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