Effects of Academic Support in Students' Success, Persistence, and Levels of Engagement toward Program Completion

ACTLA Conference 2018

Antonio M. Alarcón
Dean of Student Affairs- Student Success

Natalia Córdoba- Velasquez
Director of Institutional Research

Melvin Jimenez
Academic Follow-up Services Coordinator

HARTNELL COLLEGE

April 2018

Agenda

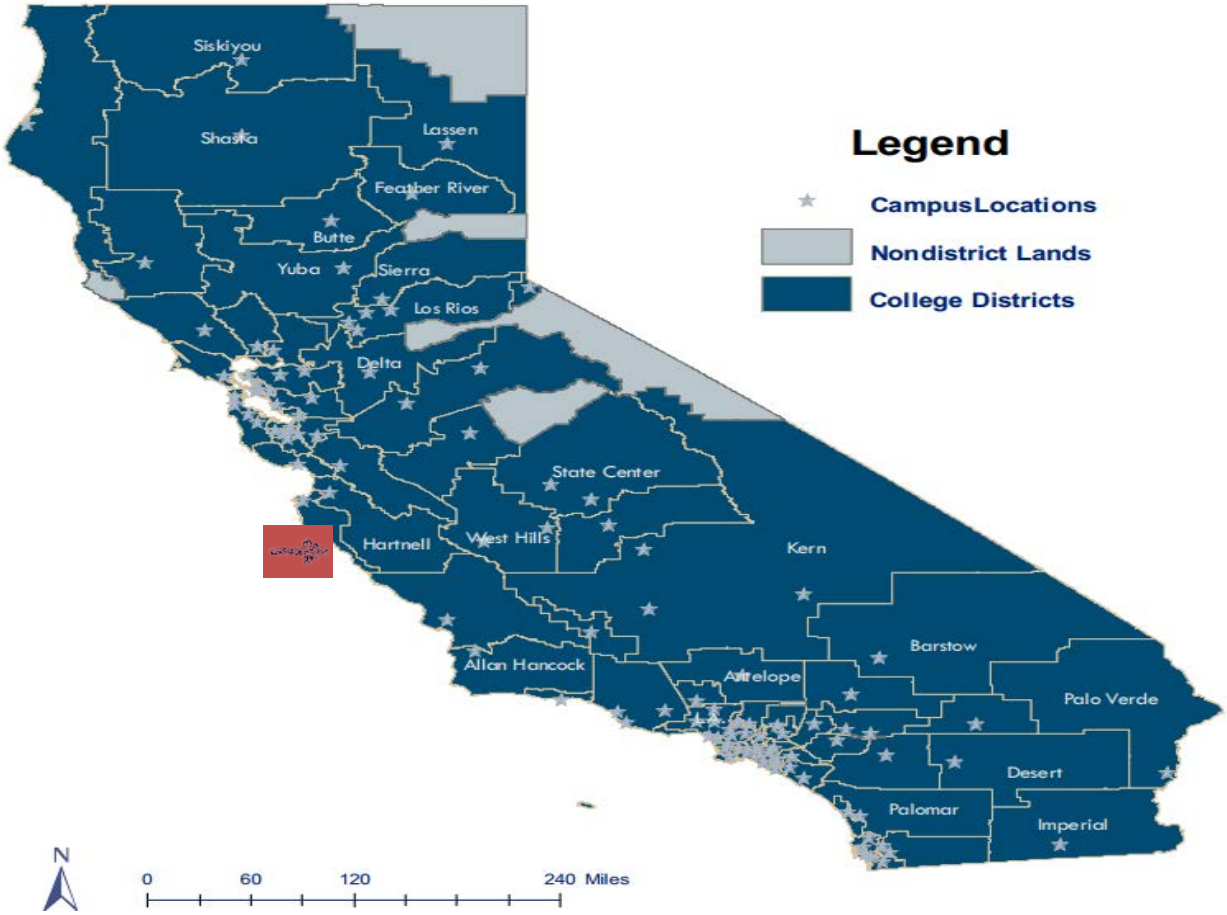
HARTNELLCOLLEGE

- Hartnell College
- Integrated Academic Support
- Leveraged Funding
- Institutional Planning
- Early Support Program
- Evidence based Research
- Lessons Learned
- Future Directions

Pull out your smart phone or laptop (or borrow mine)

Go to: kahoot.it

California Community College District Boundaries



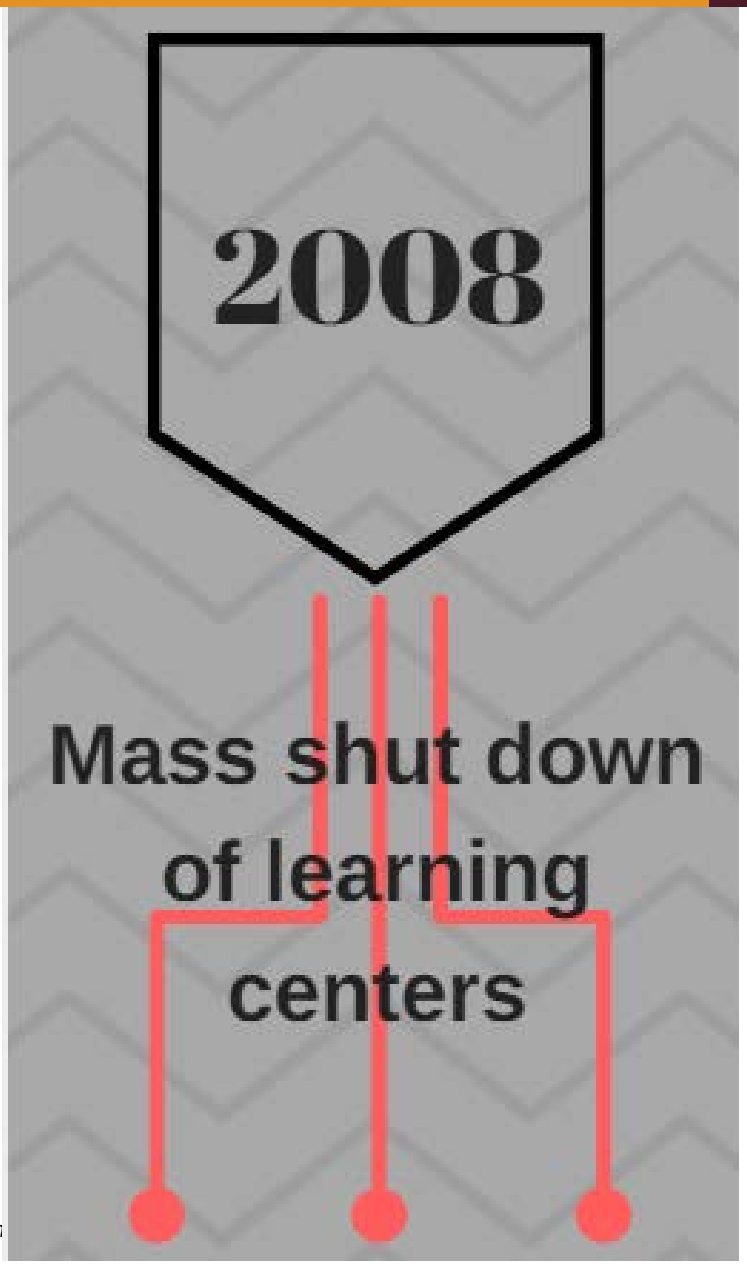
Hartnell College Overview:

- Over 17,000 total students annually
- 85% receive financial aid
- 73% of students are Latino/Hispanic
- 90% unprepared for college level math
- 85% unprepared for college level English
- Less than 10% of adults in District have a bachelor's degree or higher.
- 39% of adults over 25 years old do not have a high school diploma.
- Poverty rate is 22.3% in Salinas compared to 14.4% in California.

HC-Strategic Plan / Six Priorities

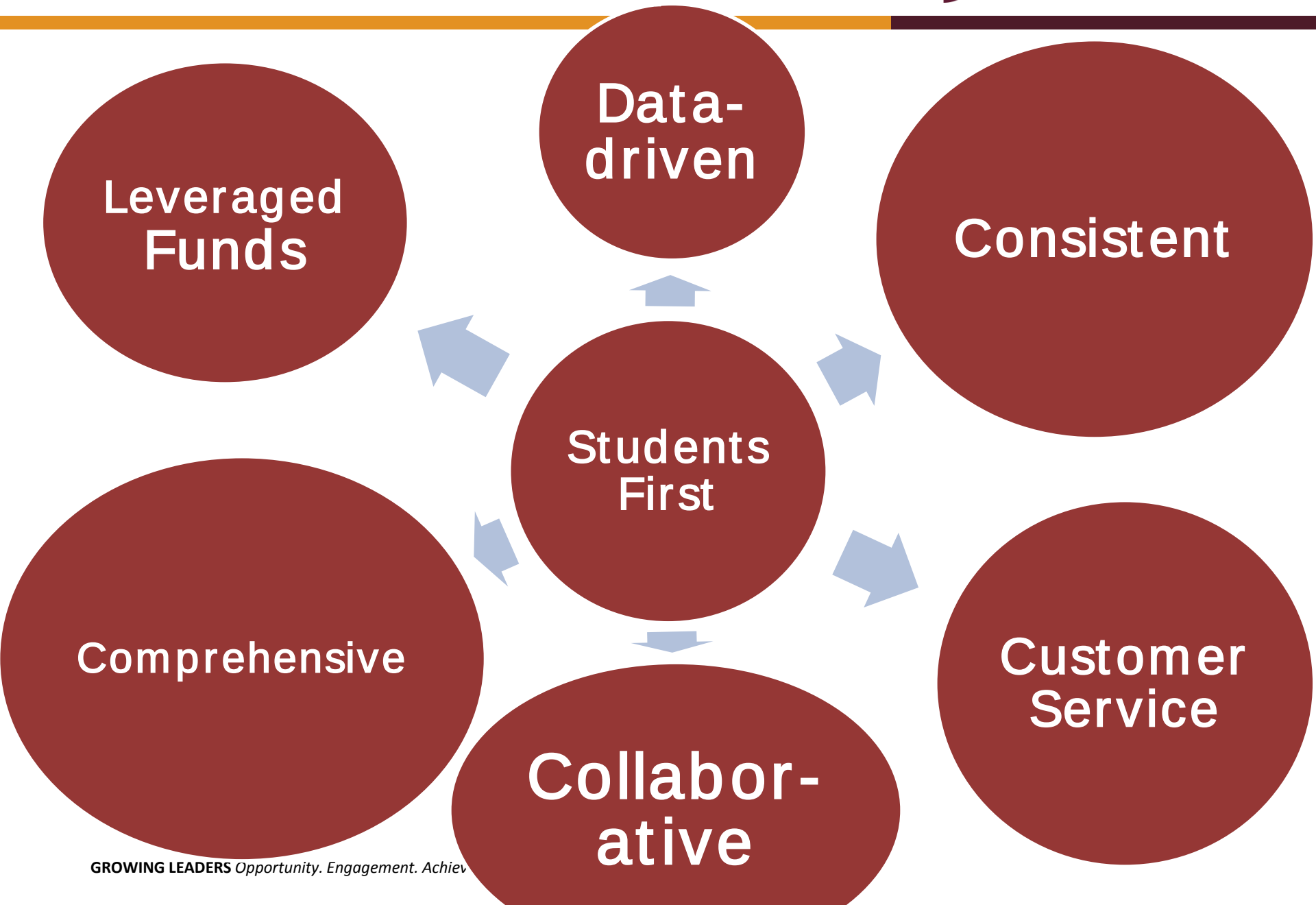
1. Student Access
2. Student Success
3. Employee Diversity and Development
4. Effective Utilization of Resources
5. Innovation and Relevance for Programs and Resources
6. Partnerships with industry, business, agencies, and education

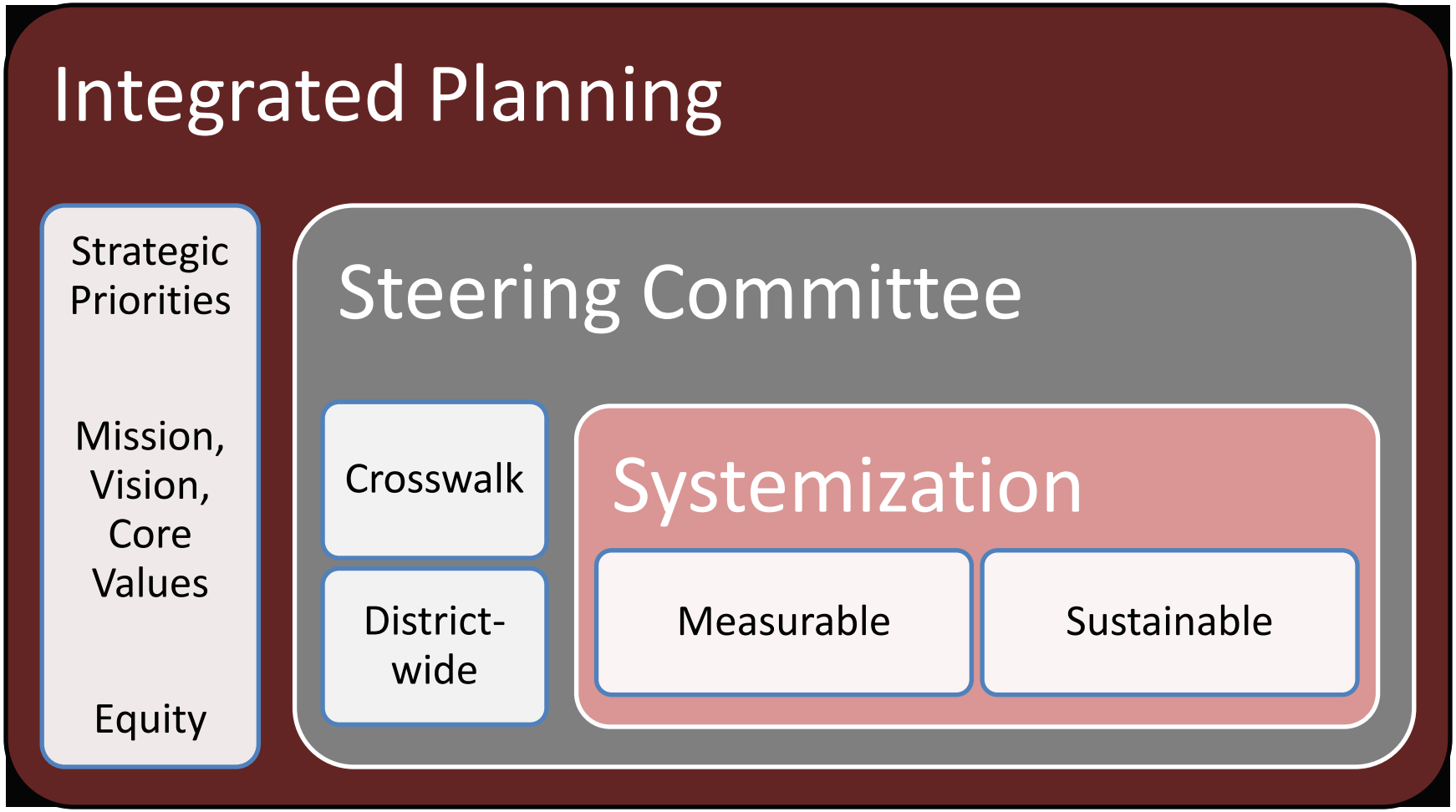
HARTNELLCOLLEGE

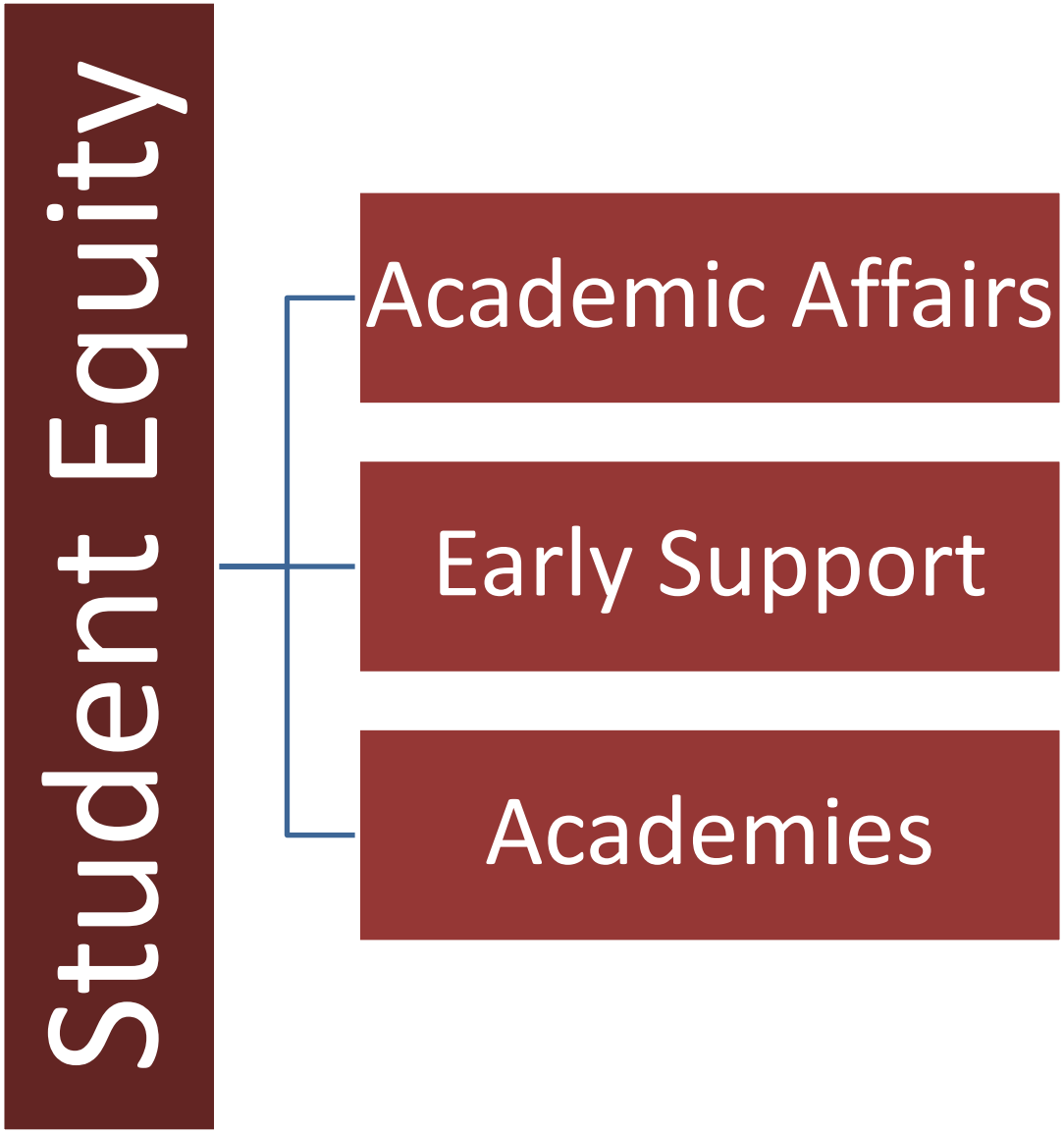


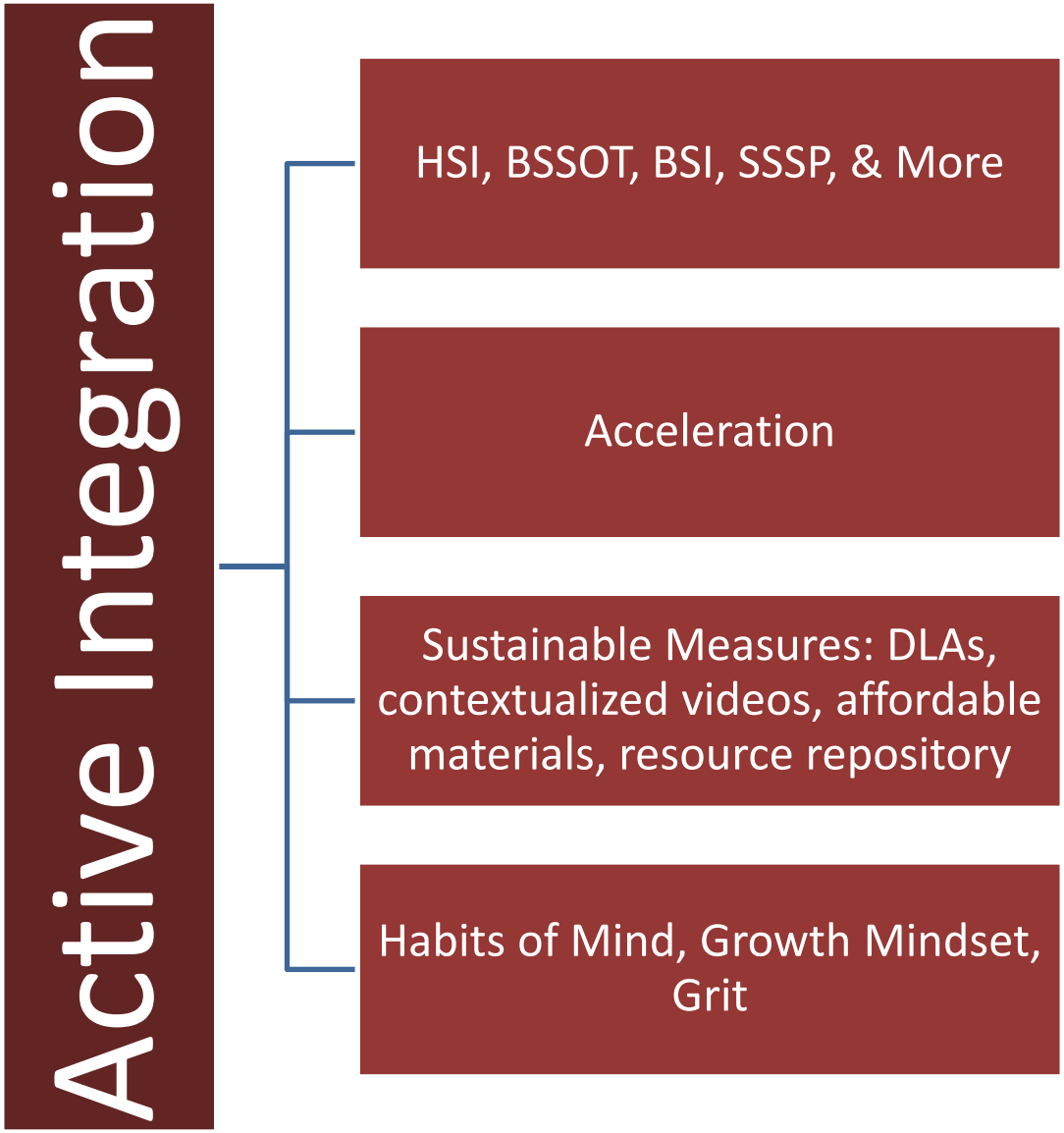
Minimal Offerings
FWS, BSI, General
Accreditation Issues

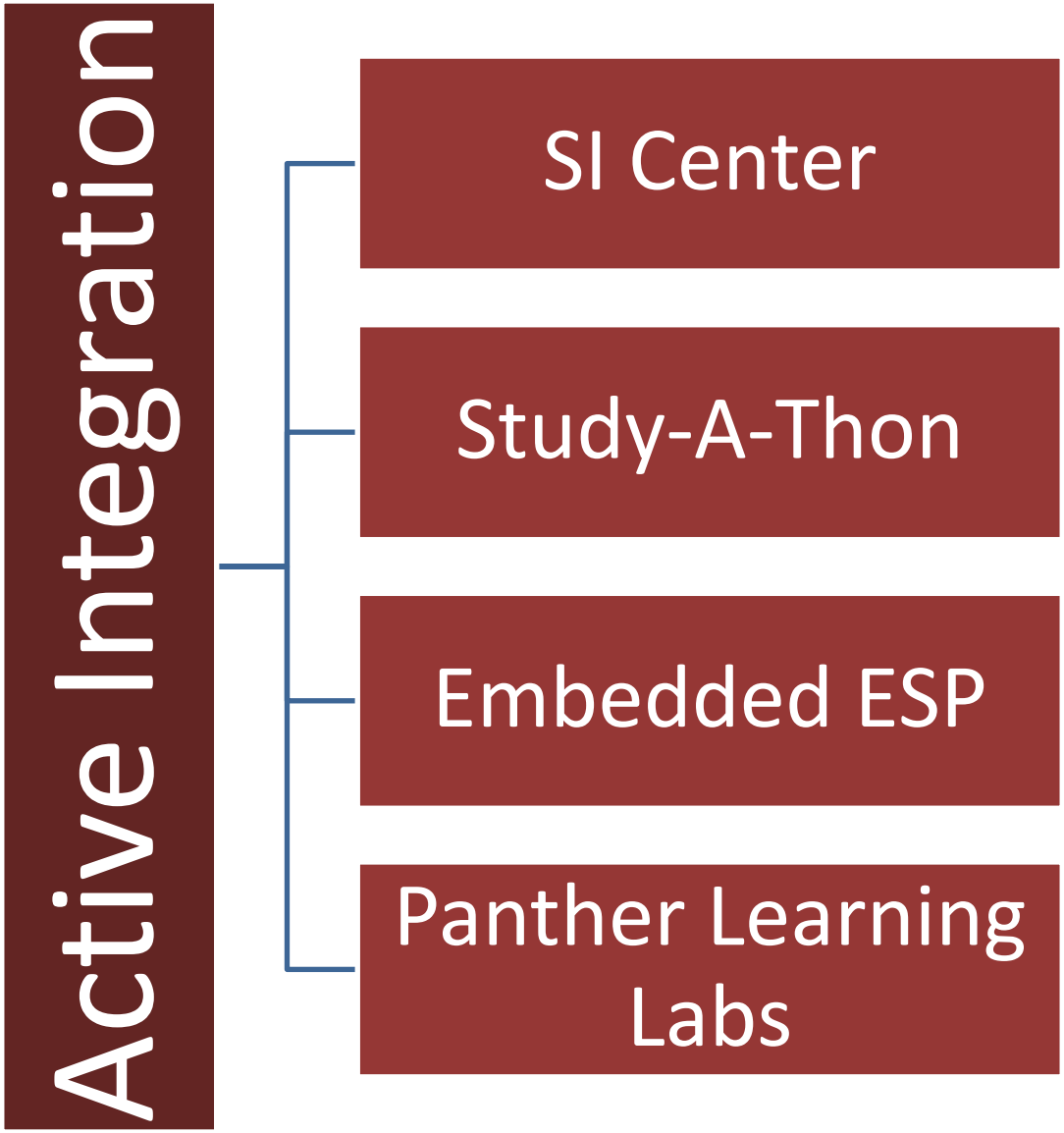
Panther Learning Labs

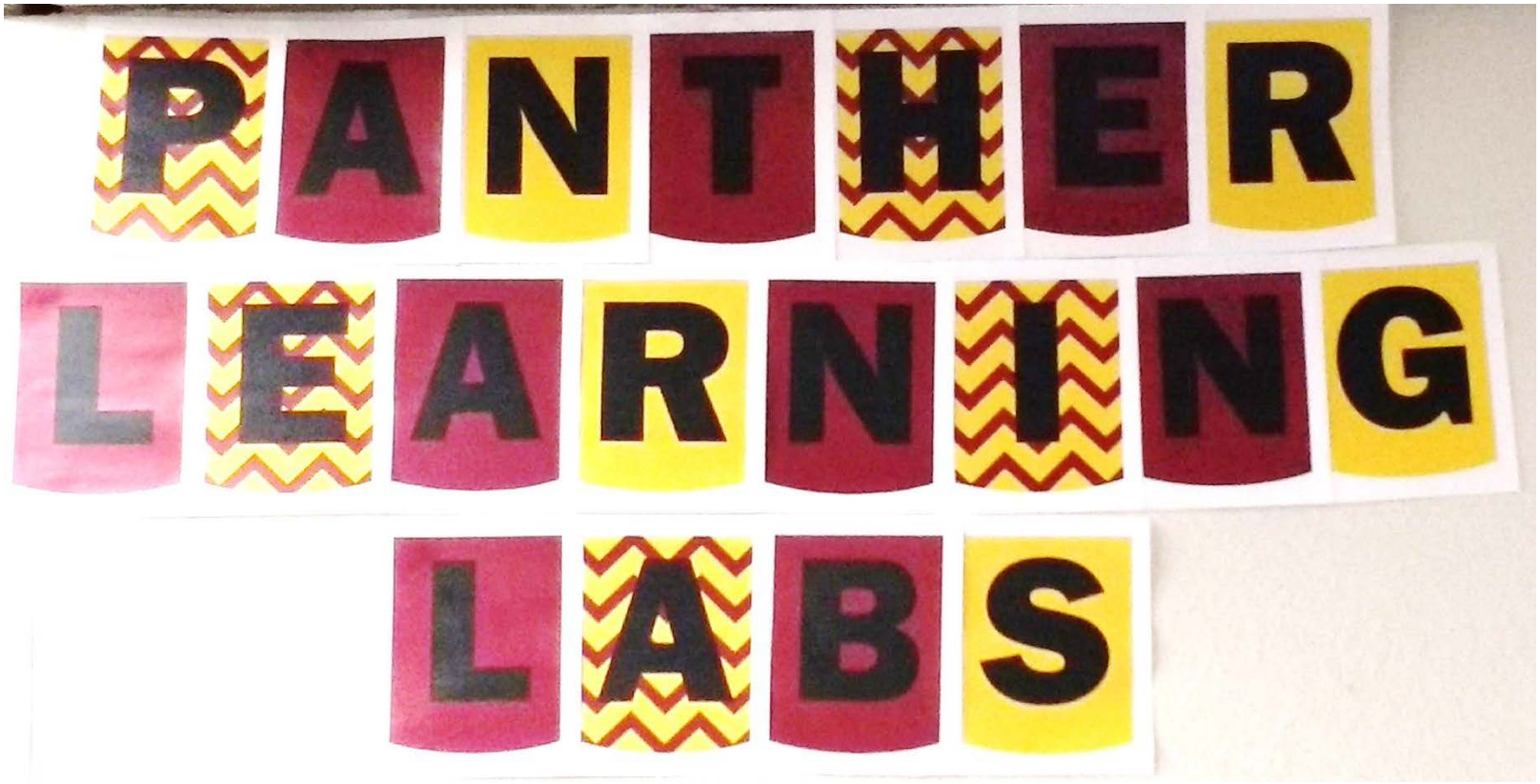

Data-driven
Consistent
Customer Service
Collabor-ative
Comprehensive
Leveraged Funds
Students First


Integrated Planning
Strategic Priorities
Mission, Vision, Core Values
Equity
Steering Committee
Crosswalk
District-wide
Systemization
Measurable
Sustainable

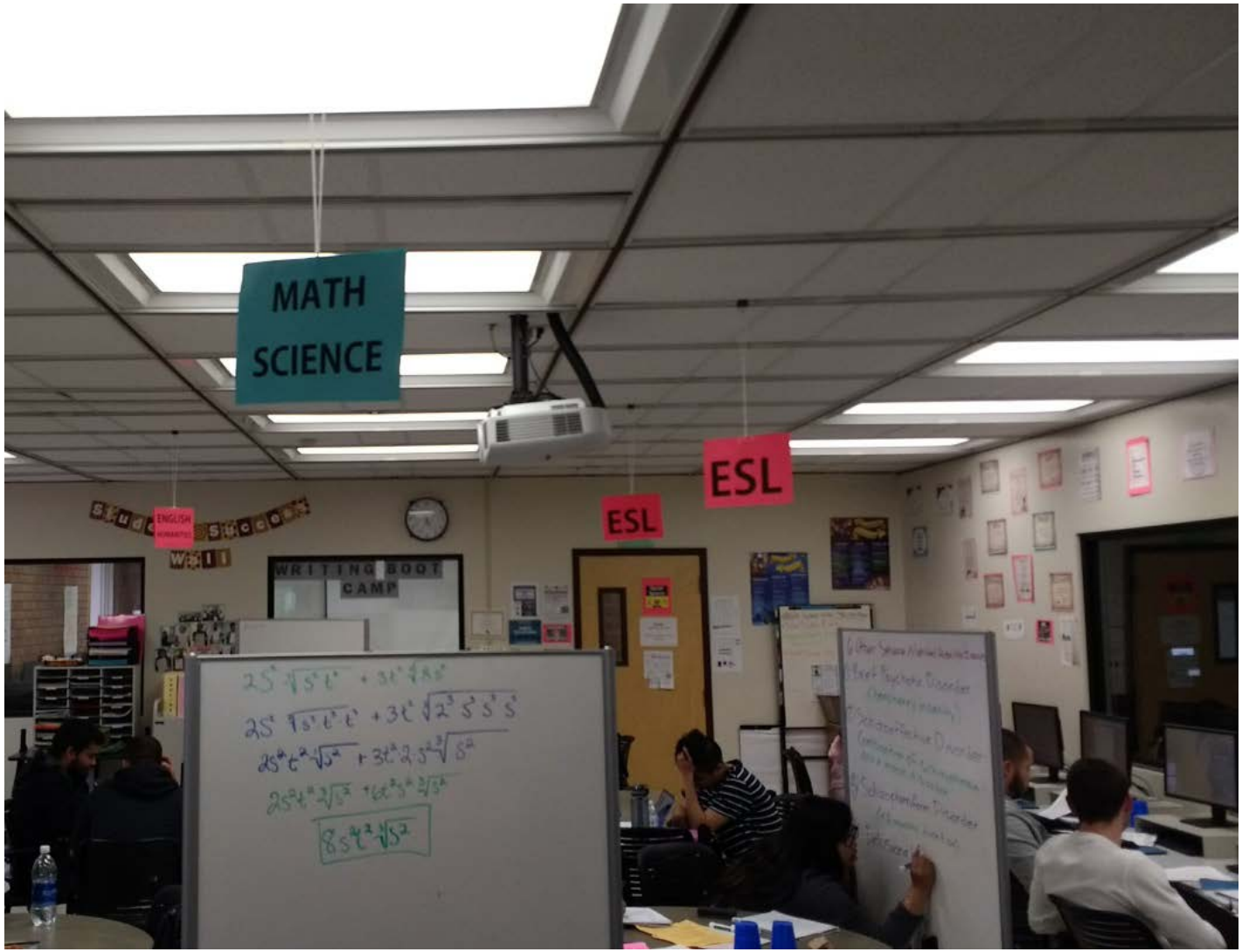

Student Equity
Academic Affairs
Early Support
Academies


Active Integration
HSI, BSSOT, BSI, SSSP, & More
Acceleration
Sustainable Measures: DLAs, contextualized videos, affordable materials, resource repository
Habits of Mind, Growth Mindset, Grit


Active Integration
SI Center
Study-A-Thon
Embedded ESP
Panther Learning Labs

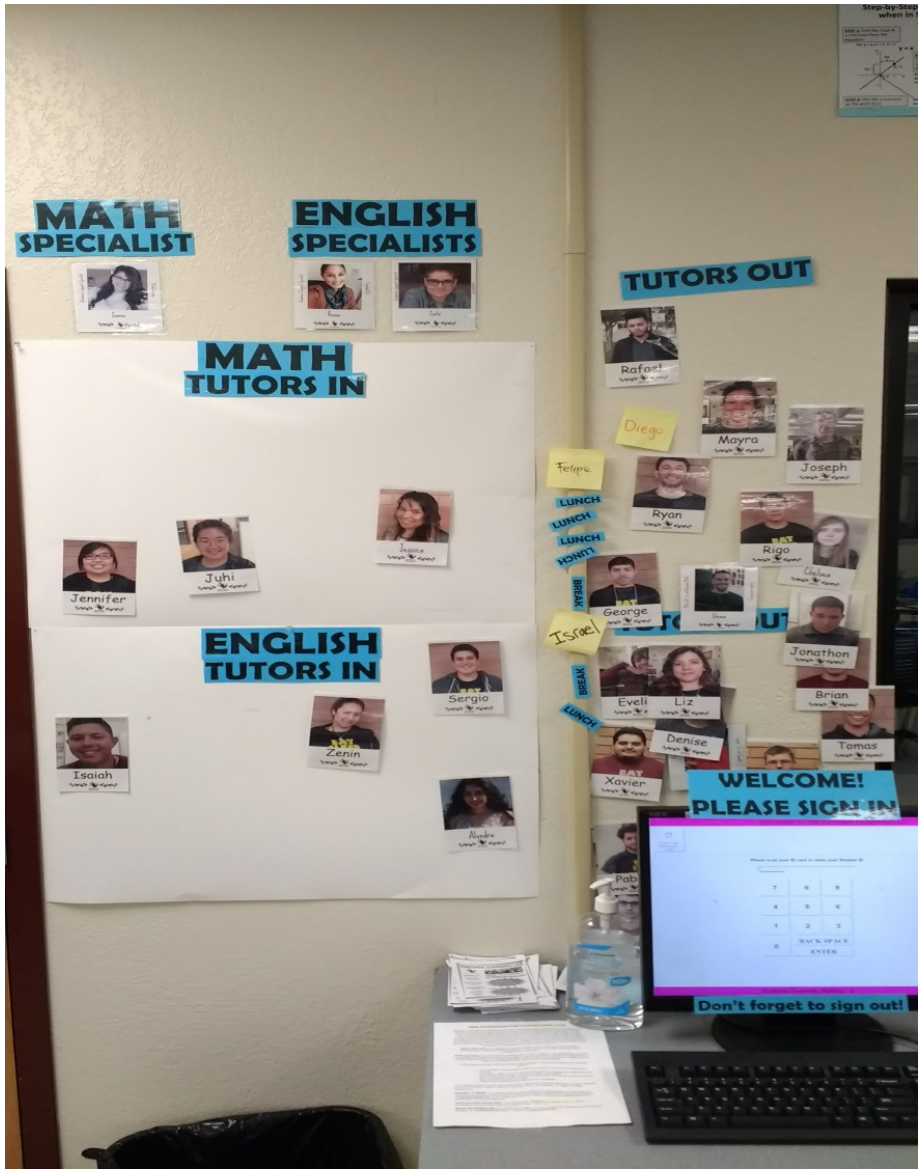

PANTHER
LEARNING
LABS

Panther Learning Labs


MATH
SCIENCE
ESL
ESL
WRITING BOOT CAMP

Services - PLL

Drop-in	ESL Conversation Groups	NetTutor
Appointments	Directed Learning Activities (DLAs)	Faculty office hours
Workshops	Worksheets	Canvas, Gmail, online support
Study-A-Thon		Video lessons


MATH SPECIALIST
ENGLISH SPECIALISTS
MATH TUTORS IN
ENGLISH TUTORS IN
TUTORS OUT
Jennifer
Juhi
Jessica
Isaiah
Sergio
Zenin
Alondra
Rafael
Diego
Mayra
Joseph
Felipe
Ryan
Rigo
George
Israel
Jonathan
Brian
Eveli
Liz
Denise
Tomas
Xavier
LUNCH
BREAK
WELCOME!
PLEASE SIGN IN
Don't forget to sign out!

HARTNELL COLLEGE

Services – SI Center

SI Sessions	Test Proctoring	Faculty office hours
Study Groups	Peer Led Team Learning	Canvas, Gmail, NetTutor, online support
Workshops	Worksheets	

Early Support Program (ESP)

Proactive/Intrusive Strategies for Increasing Student Engagement

HARTNELL COLLEGE

ESP Proactive Services

HARTNELL COLLEGE

The goal of the Early Support Program is to provide additional proactive/intrusive support services to our most at risk groups of students on campus.

ESP Services Include:

1) In class presentations.
2) Work with **faculty referrals**.
3) Work directly with **student drop-ins.**
4) Work with students on Academic **Probation & Dismissal**.
5) Embed ourselves **in basic skills level** Math and English courses.

Faculty lead workshop for students put on in collaboration with the ESP program.

Faculty Referrals

HARTNELLCOLLEGE

ESP works closely with faculty to identify students that are struggling in their courses.

ESP team members come up with an Educational Service plan based off the individual needs of each students, and can include:

- 1:1 counseling
- Appointments with a tutor or specialist in the Panther Learning Lab
- Content specific small group workshops

Probation/Dismissal

HARTNELL COLLEGE

The Early Support team also works directly with students placed on Academic and Progress Probation level's 1, 2 and Dismissal (level 3). Services for students in these levels included:

- Direct outreach to EACH student placed on academic dismissal, i.e. multiple phone calls and emails.
- 1:1 academic coaching
- Academic reinstatement & registration workshops
- Follow up appointments in weeks 1, 6 and 12.
- Reinstated students are closely monitored as a cohort by one of our ESP team members.

Classroom Embedded Model

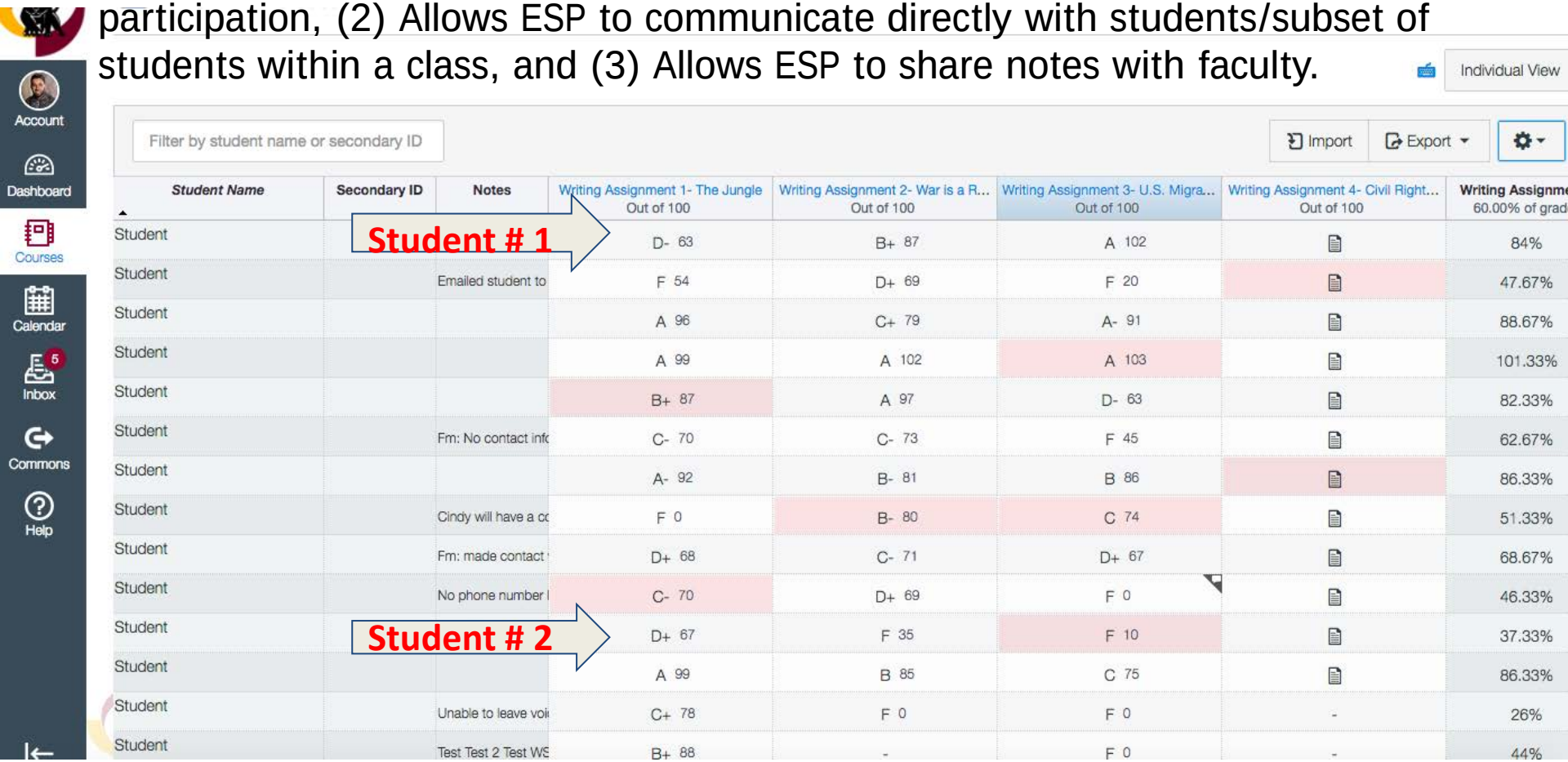
HARTNELL COLLEGE

Classroom Embedded Model - The ESP program now embeds counselors and staff inside basic skills level courses to be proactive in reaching out to struggling students.

- Team member are assigned a designated number of courses to track and provide support services throughout the semester.
- The courses being targeted are basic skills level English and Math.
- Being granted access within course management systems allows for greater level of efficiency and intervention.

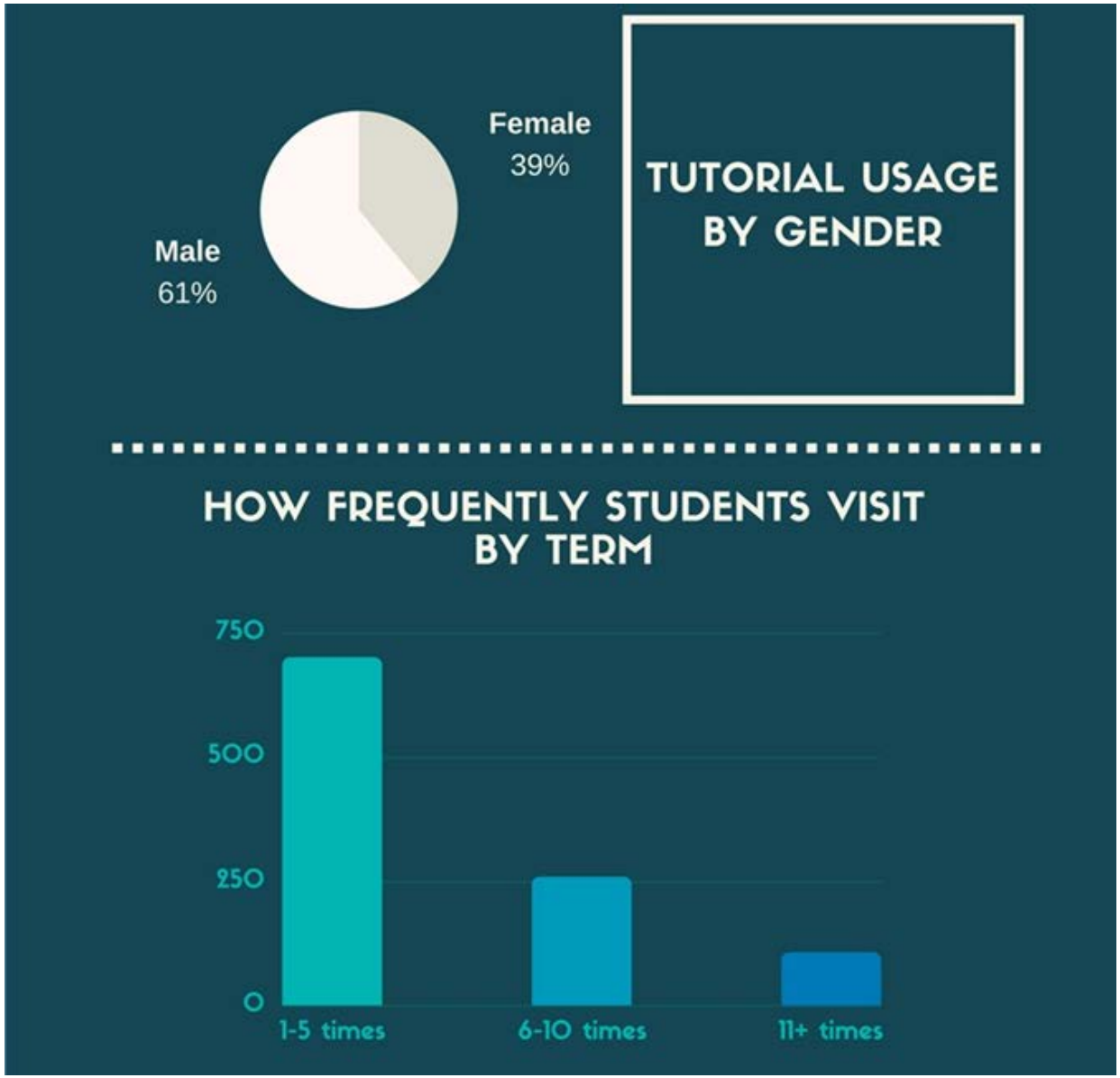
The Benefits of Canvas (or Etudes, Blackboard, Edmodo, ALEKS etc.):

(1) Provides ESP team with access to students progress, attendance and participation, (2) Allows ESP to communicate directly with students/subset of students within a class, and (3) Allows ESP to share notes with faculty.



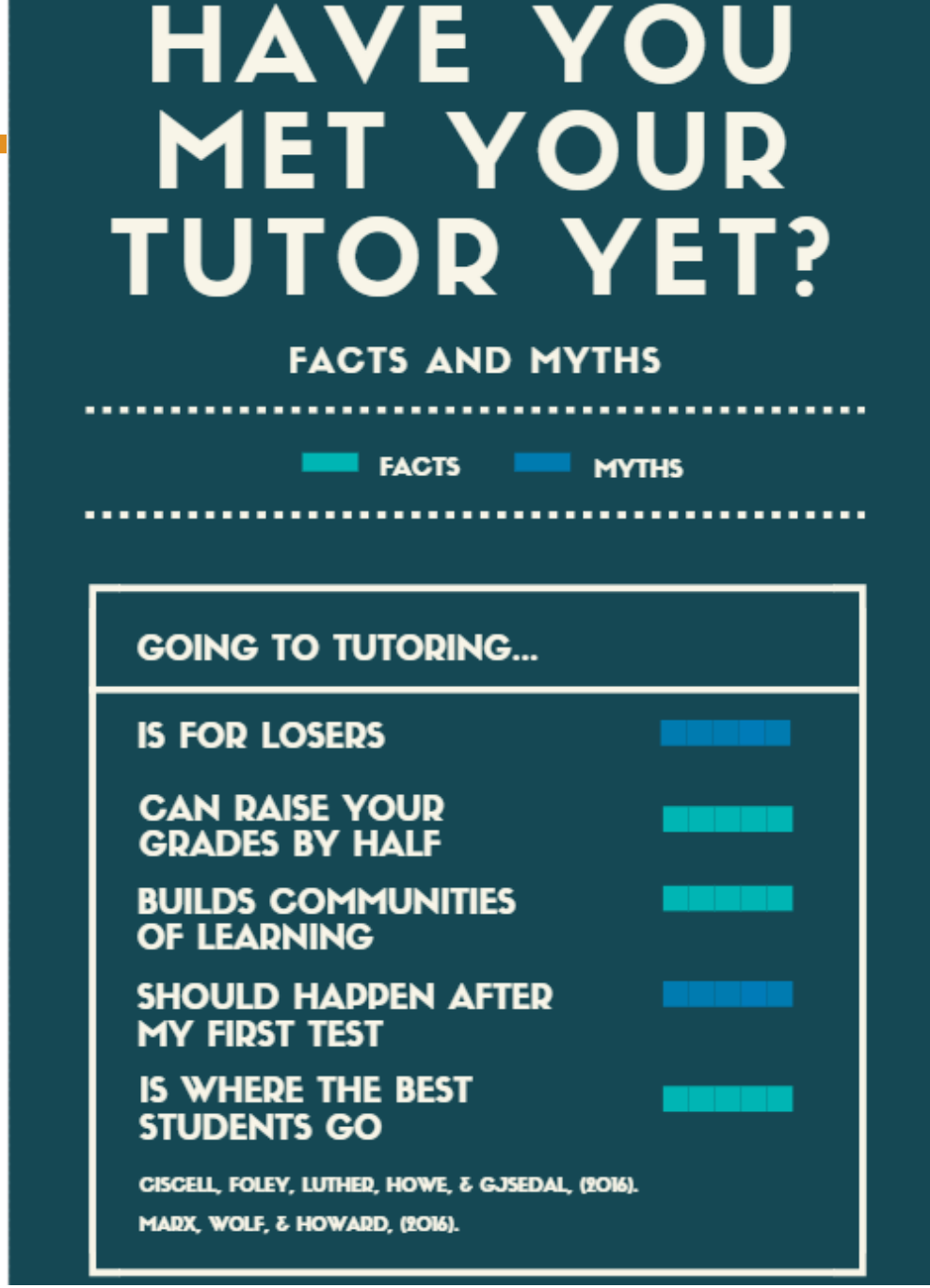
Who Goes to Tutoring

HARTNELLCOLLEGE



Create your own free infographic at: canva.com

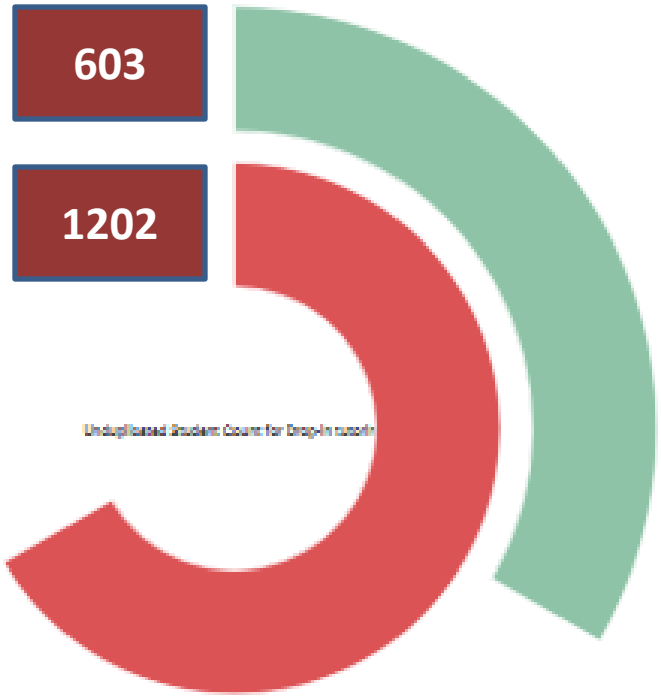
Who Goes to Tutoring



Create your own free infographic at: canva.com

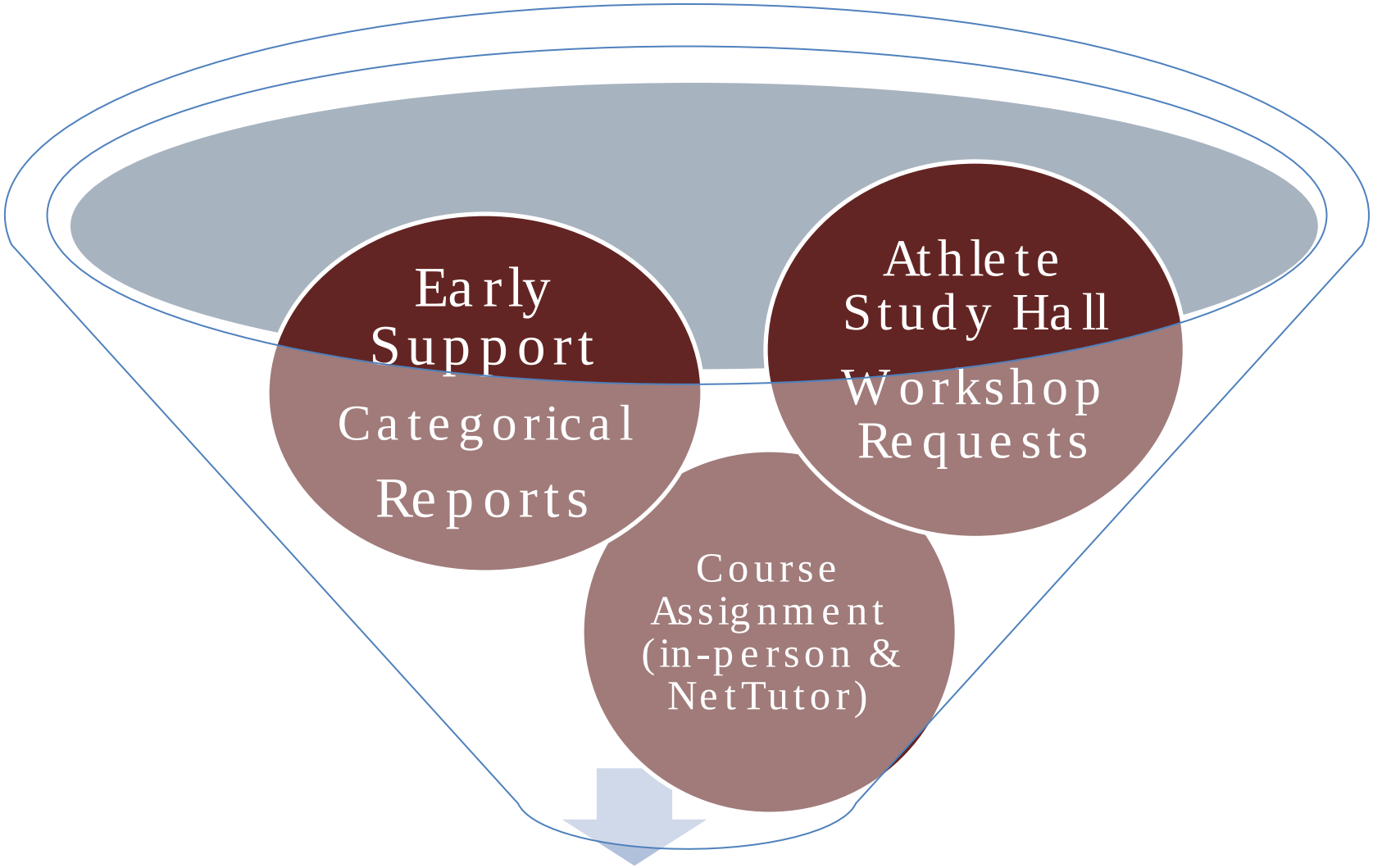
HARTNELLCOLLEGE

Unduplicated Student Count for Drop-in tutoring



Create your own free dashboards at: infogram.com

HARTNELLCOLLEGE

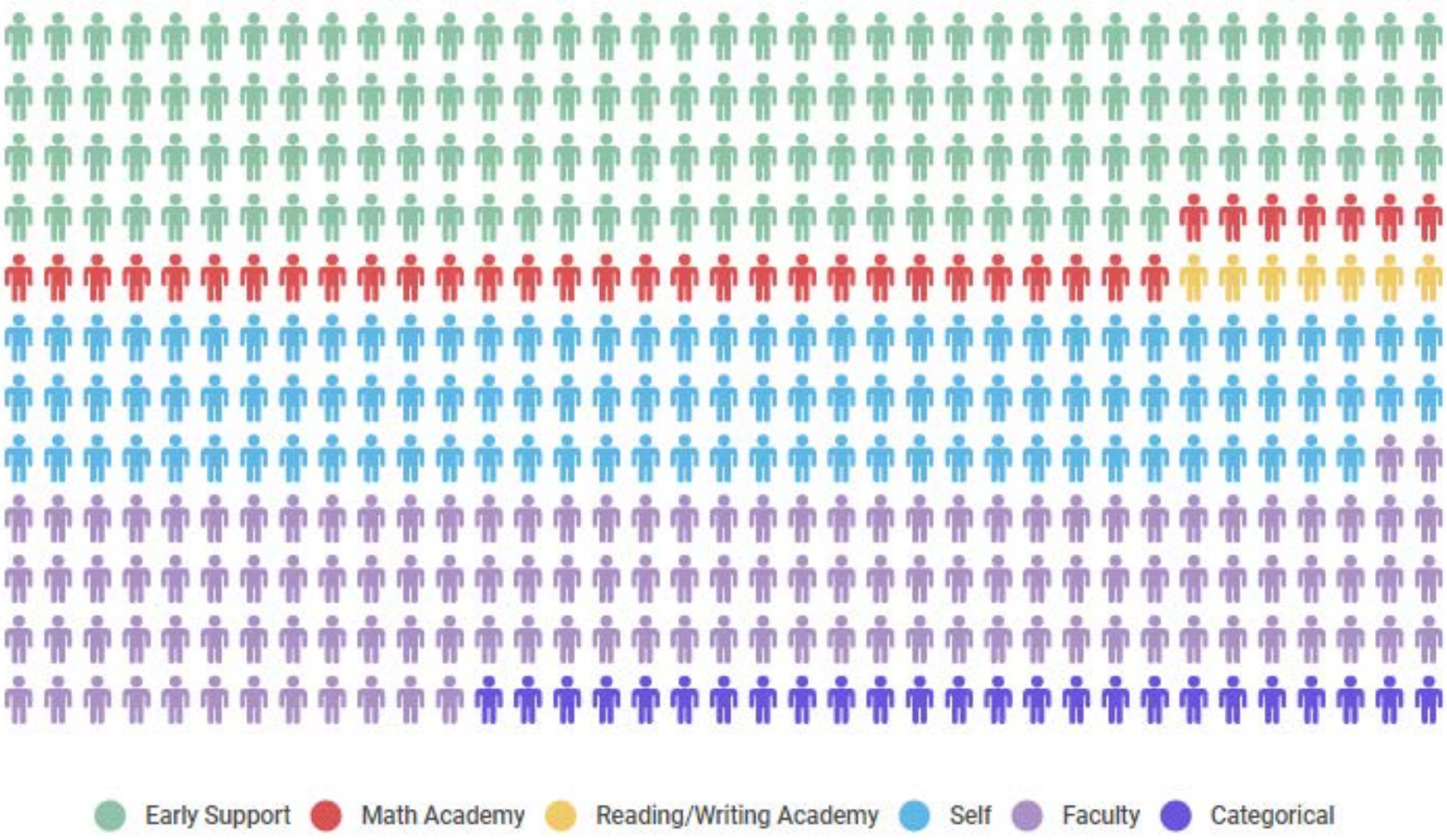


Access

Pillars of Academic Support

HARTNELLCOLLEGE

Referral count by type | Referral count by percentage



Infogram.com

HARTNELLCOLLEGE

- SARS Track → Time
- Terms → FA16, SP17, FA17
- Focused on → ENG, MAT
- Drilled down → Demographic
- Focused on → Tutoring (1-1)
- Metrics → Success

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	11134	14	70	21.73	5.6
OVERALL ATTEMPT	11134	1.0	285	36.3	27.5
OVERALL COMP	11134	0	214	27.0	22.6
ATTEMPT THAT TERM	11134	0	33	11.3	3.9
COMP THAT TERM	11134	-6.00	25	8.0	5.2
Valid N (listwise)	11134				

a. Received Tutoring = No

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	2537	15	75	24.10	8.0
OVERALL ATTEMPT	2498	3.0	288.4	57.6	37.3
OVERALL COMP	2498	0.0	196.5	45.4	30.2
ATTEMPT THAT TERM	2537	1	25	12	4
COMP THAT TERM	2537	-5	25	10	5
Valid N (listwise)	2498				

a. Received Tutoring = Yes

Descriptive Statistics

	Maximum	Mean	Std. Deviation
HOURS	240.43	6.75	13.42
SESSIONS	92.00	5.94	8.25
TIME PER SESSION	6.79	0.93	0.77

Are students who received tutoring getting higher grades in the that subject than their peers that do not receive tutoring in the same term?

Sample

MAT

e=7062

e.nt=5867

e.t=1195

→ **17%**

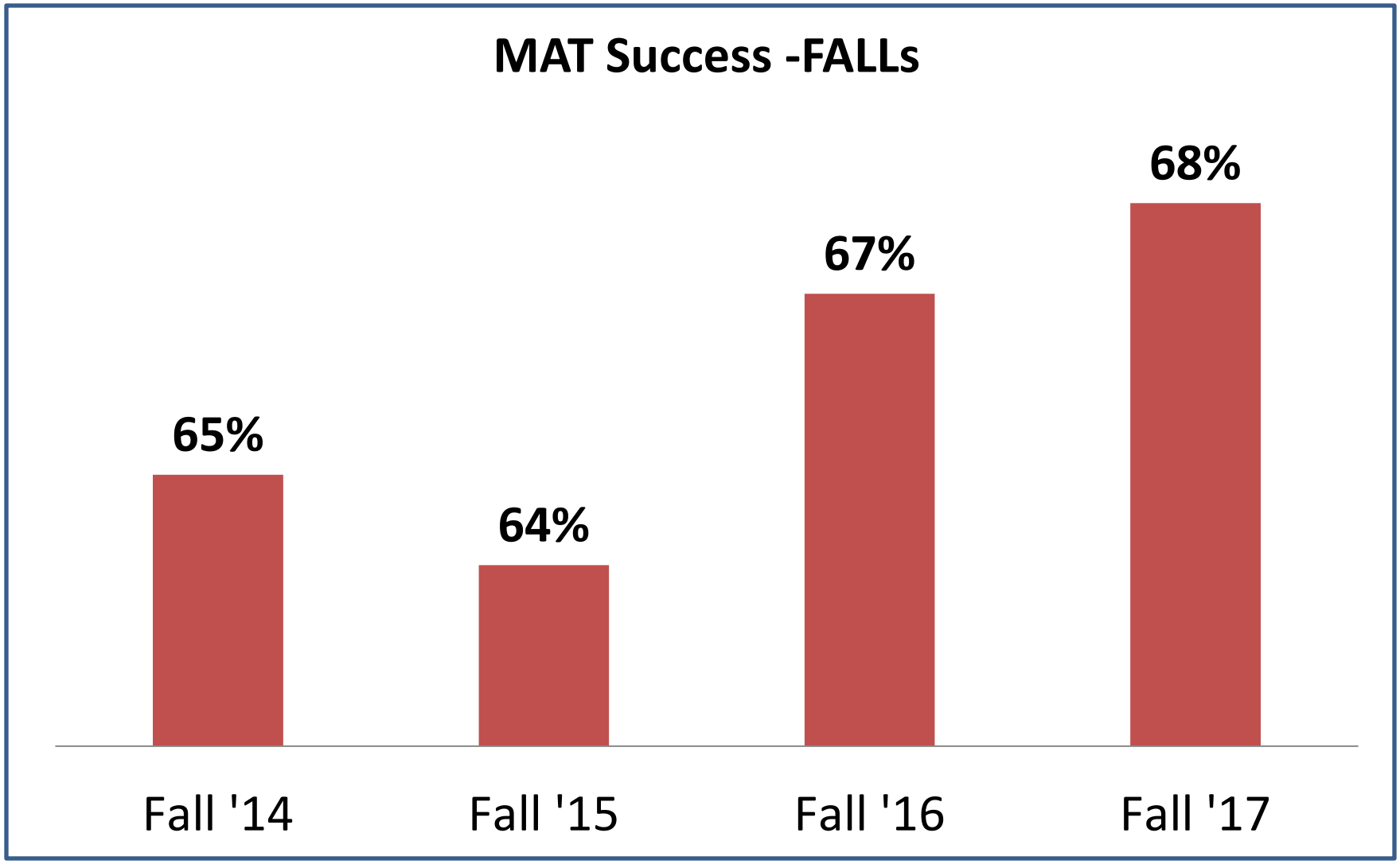
ENG

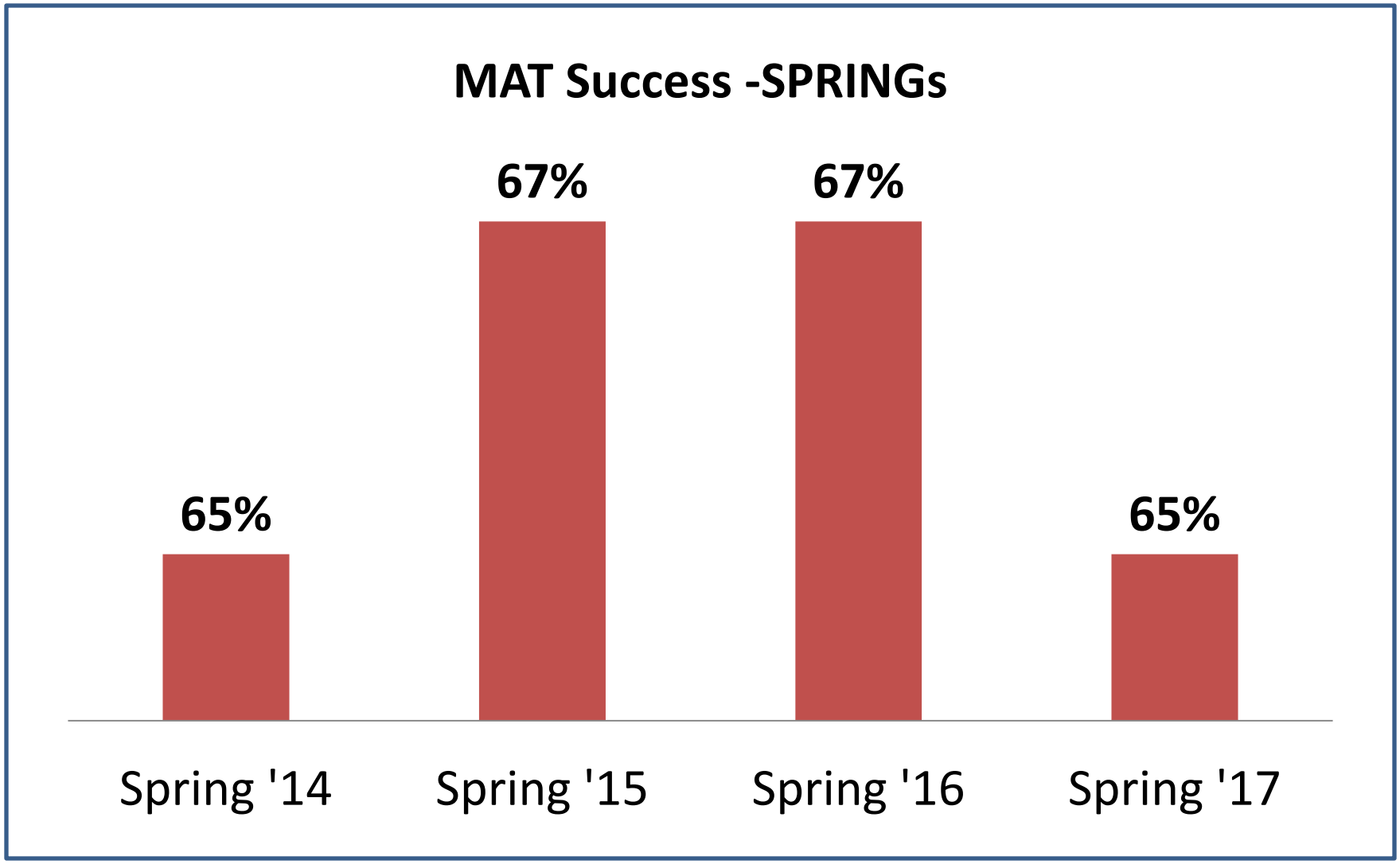
e=6609

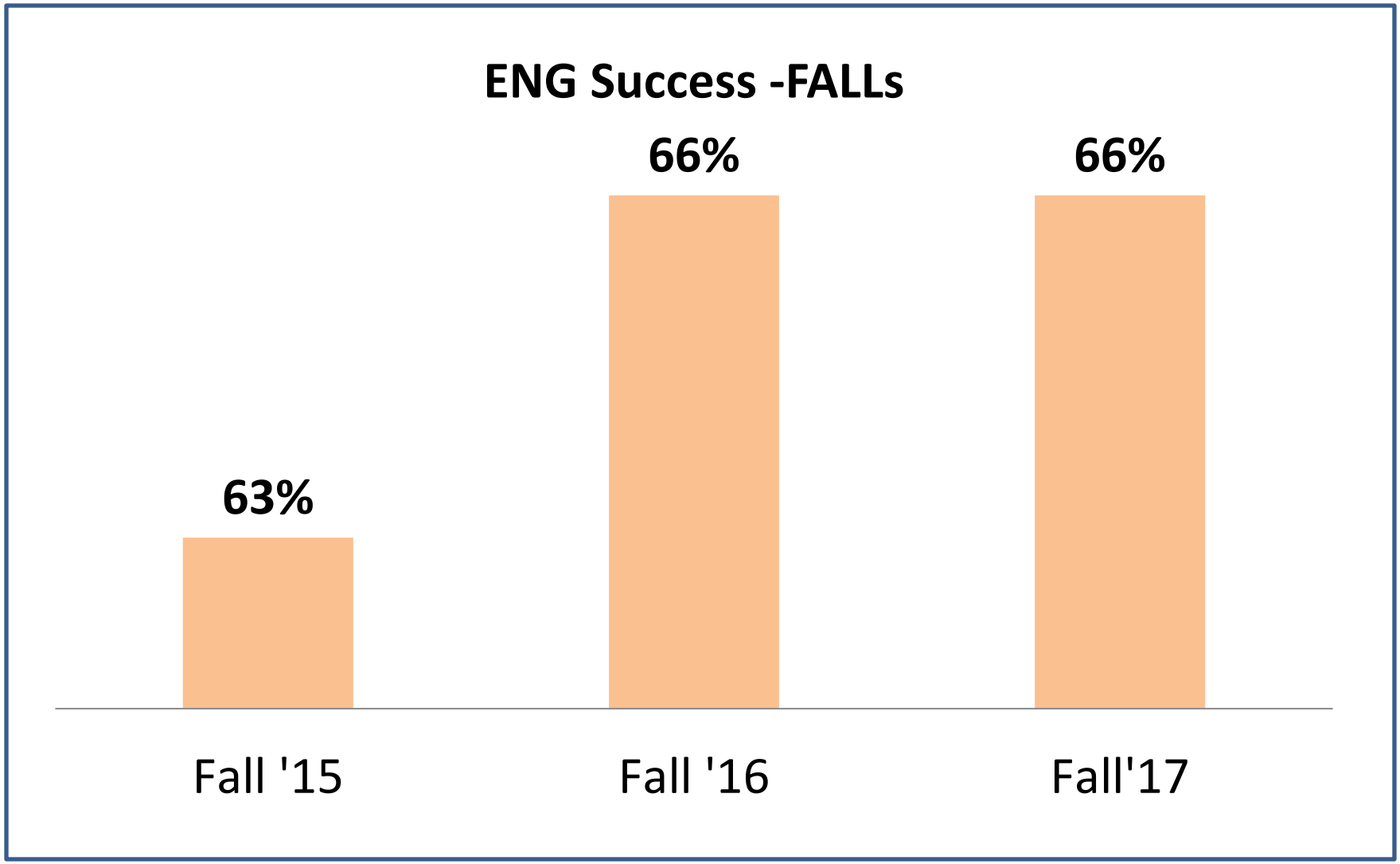
e.nt=5267

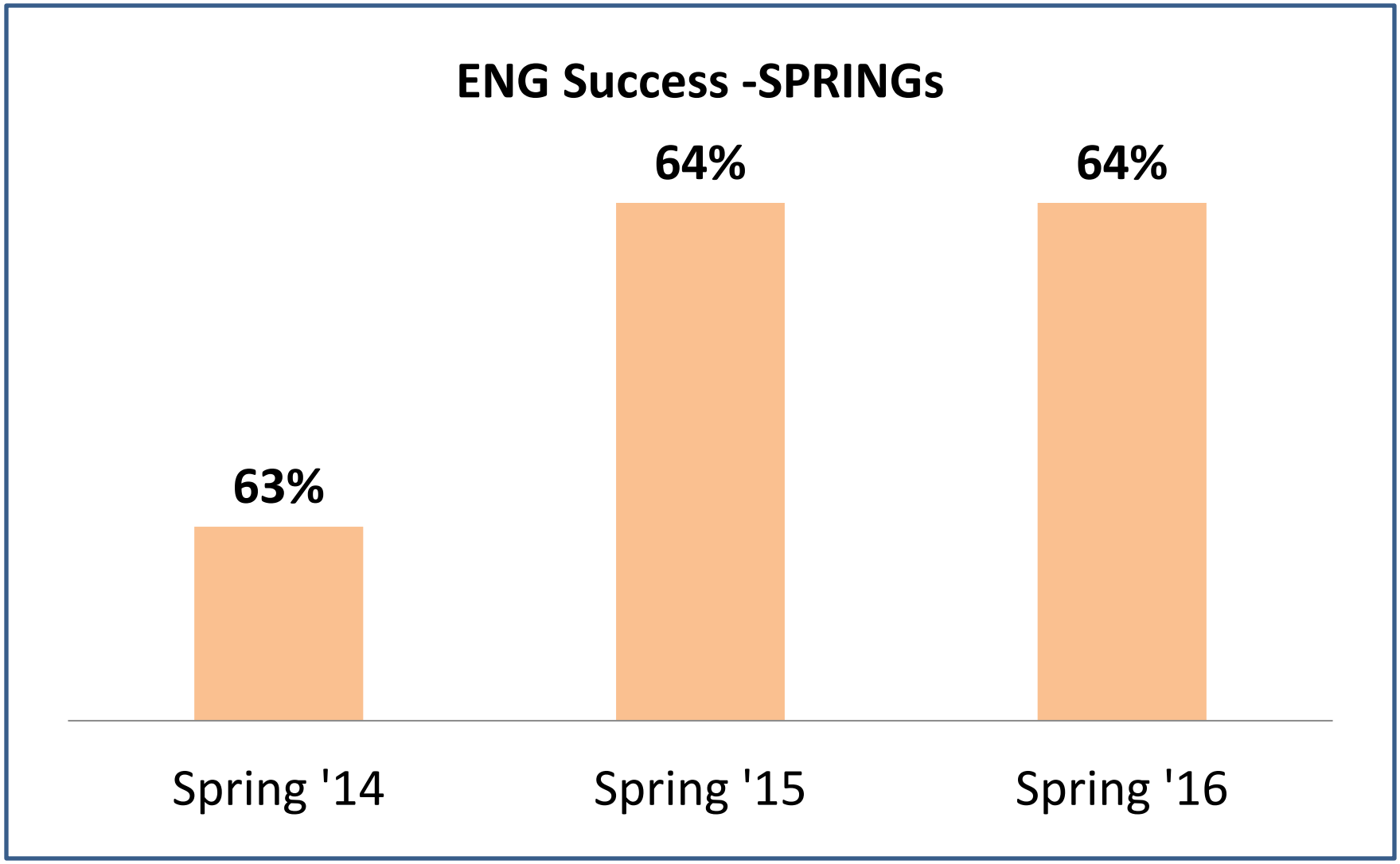
e.t=1342

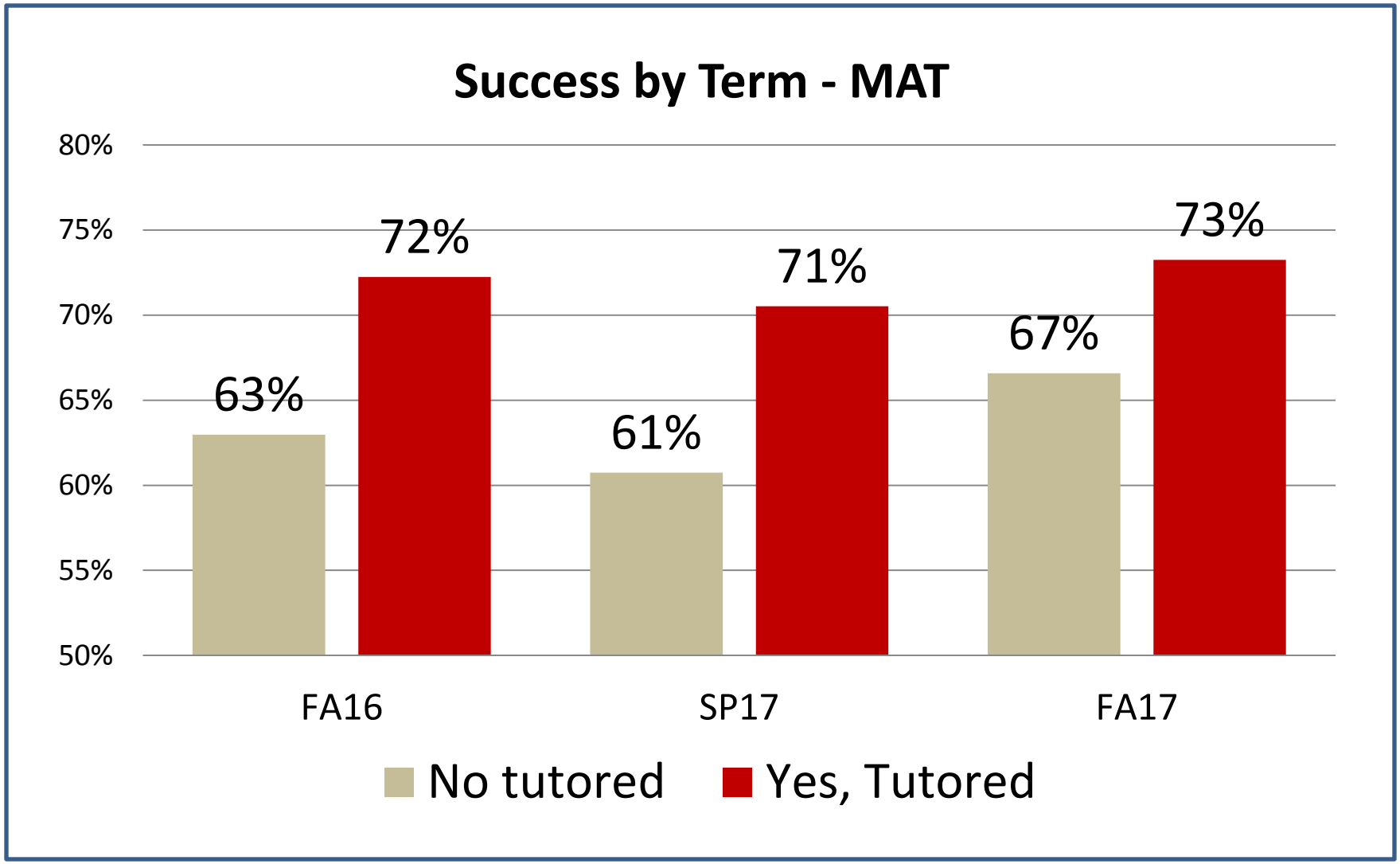
→ **20%**


MAT Success -FALLs
65%
64%
67%
68%
Fall '14
Fall '15
Fall '16
Fall '17

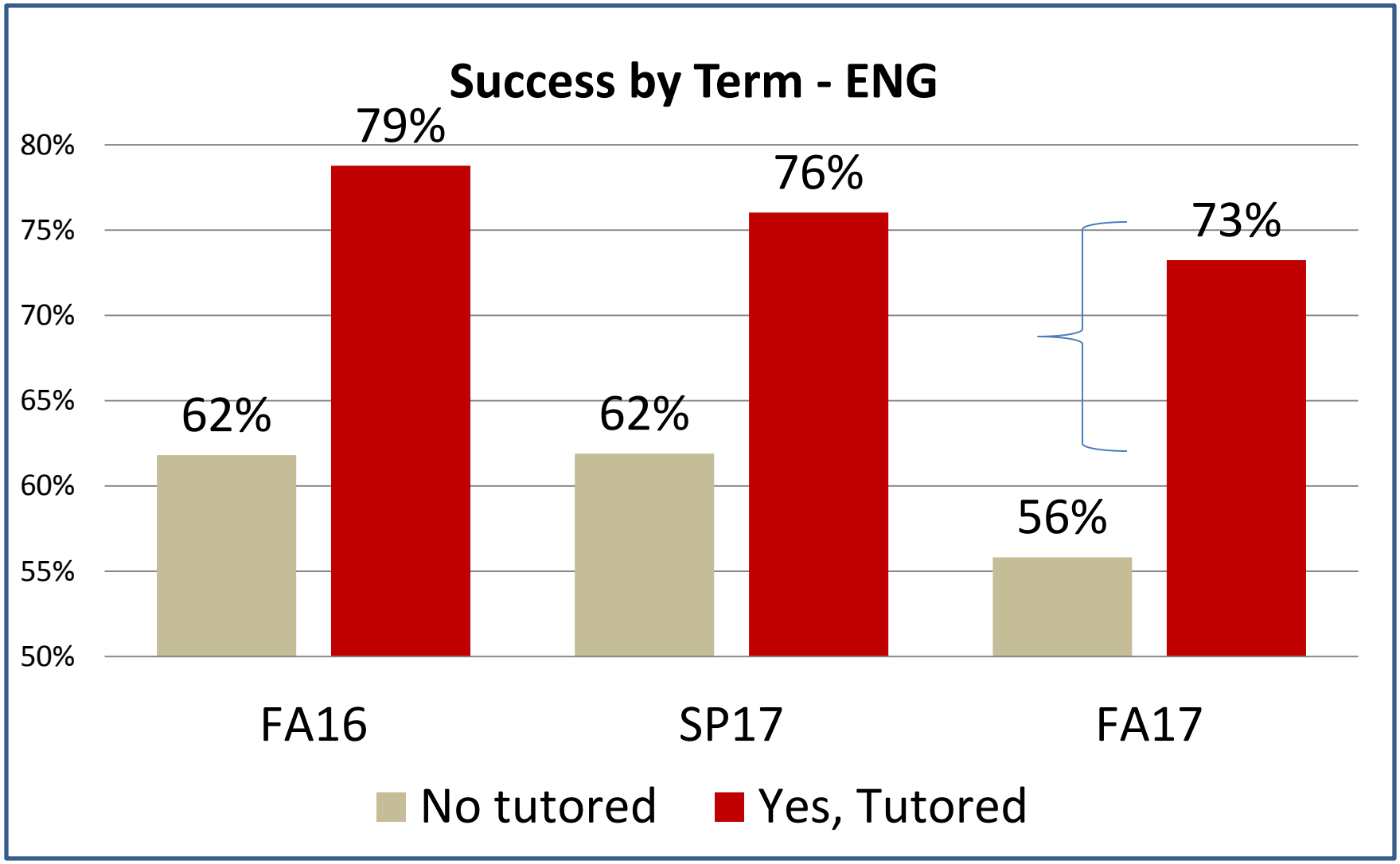

MAT Success -SPRINGs
65%
67%
67%
65%
Spring '14
Spring '15
Spring '16
Spring '17


ENG Success -FALLs
63%
66%
66%
Fall '15
Fall '16
Fall'17

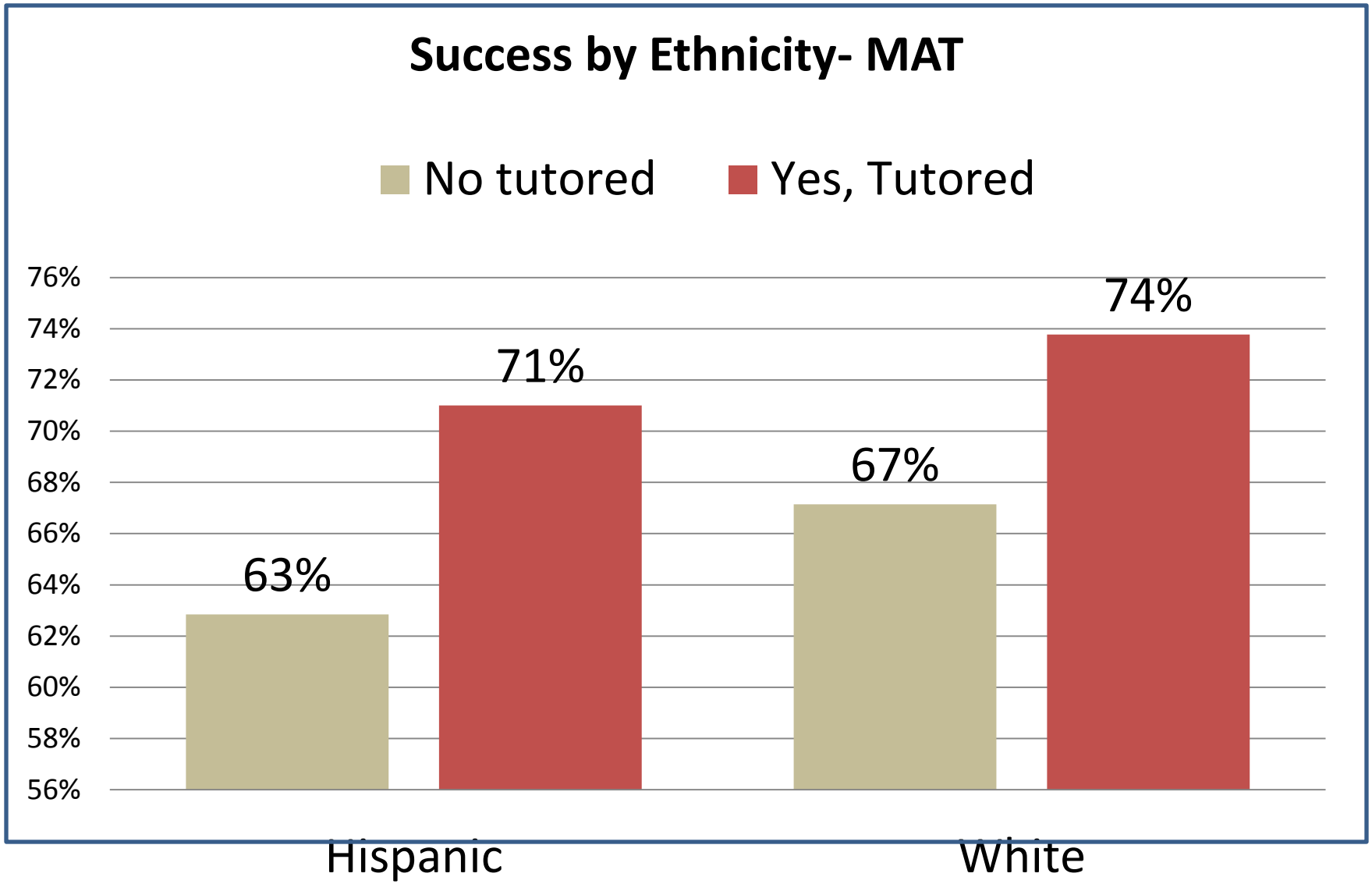

ENG Success -SPRINGs
63%
64%
64%
Spring '14
Spring '15
Spring '16

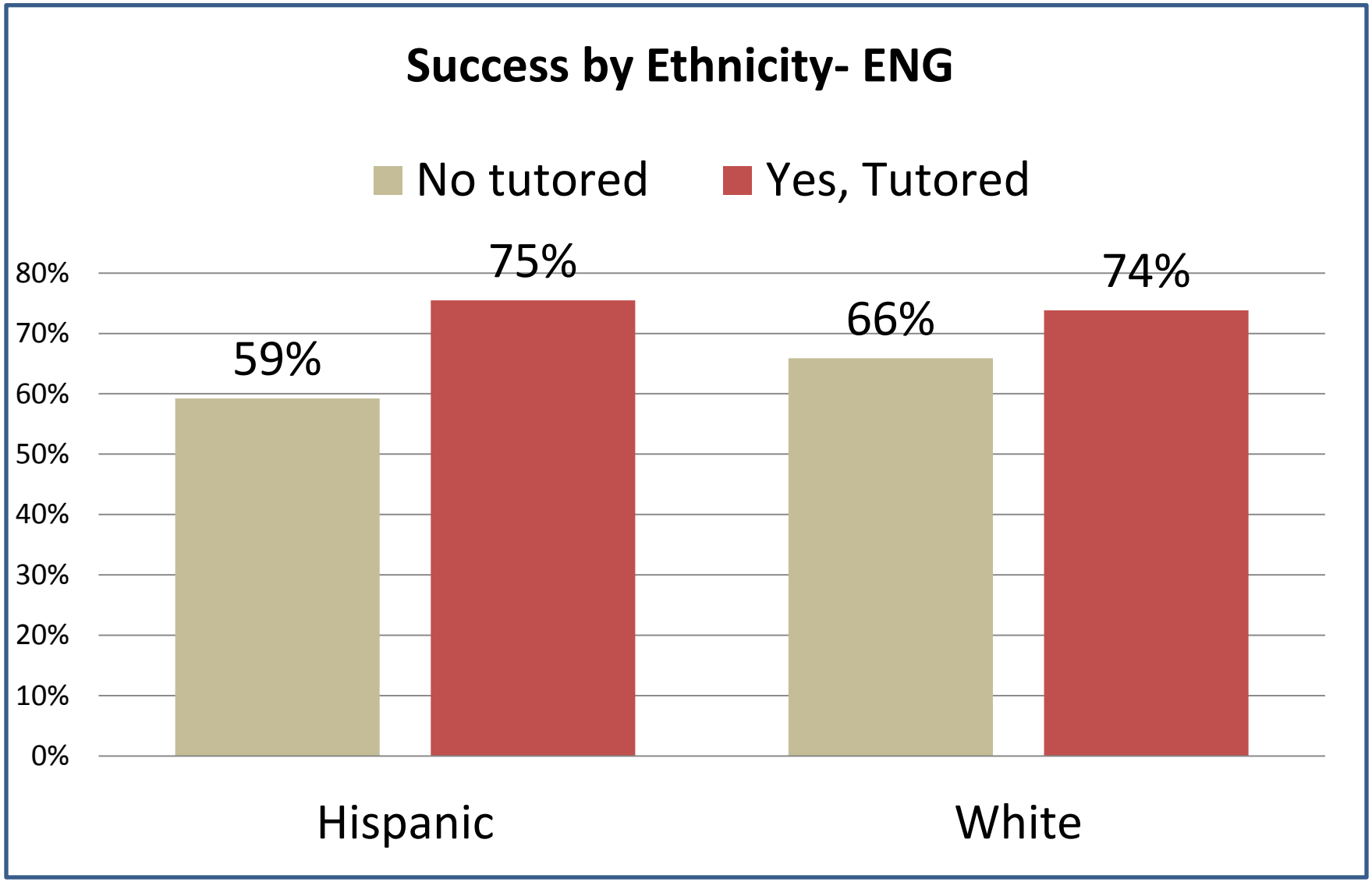


Test for proportions (significant differences)



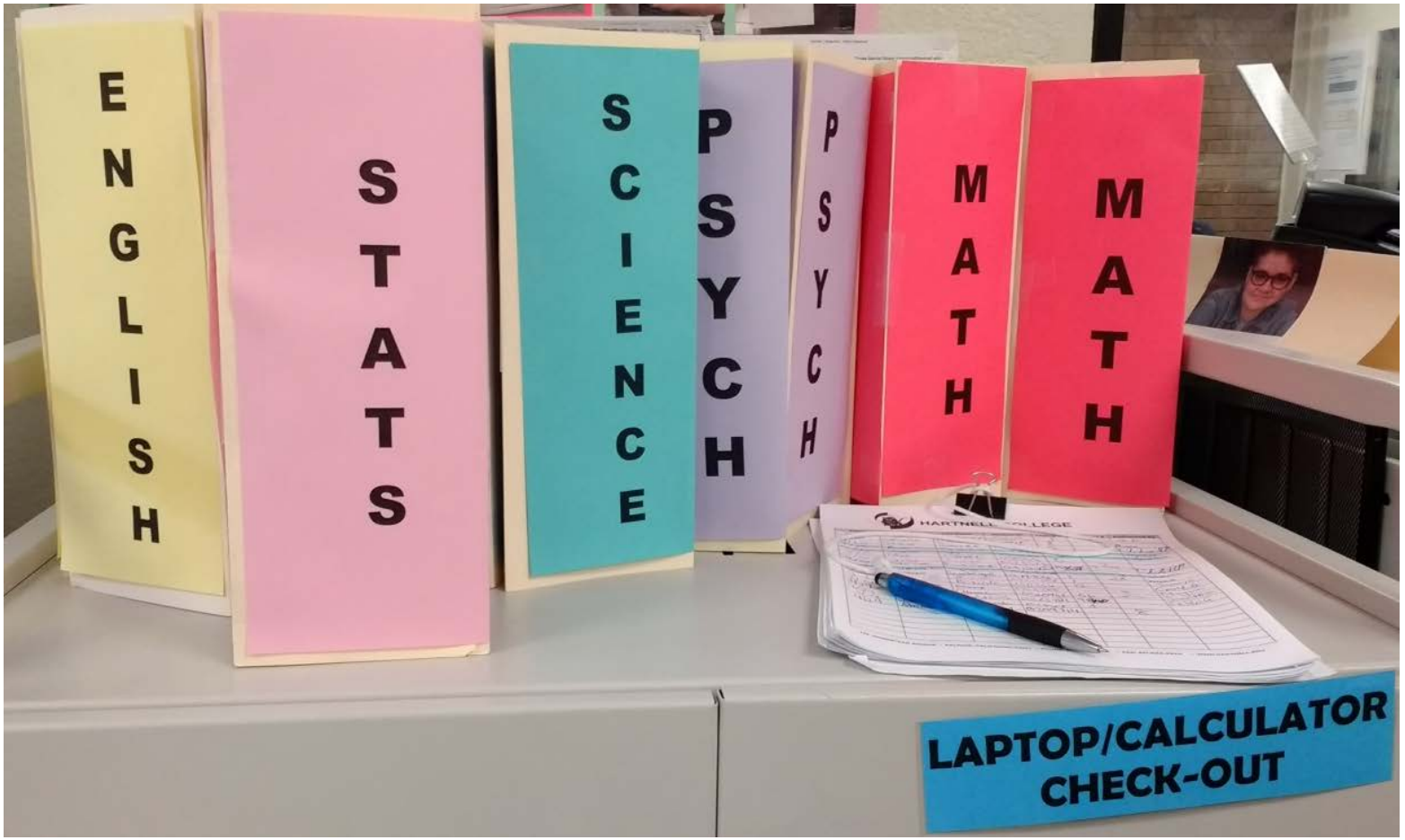
Test for proportions (significant different)


Success by Ethnicity- MAT
No tutored
Yes, Tutored
76%
74%
72%
70%
68%
66%
64%
62%
60%
58%
56%
63%
71%
67%
74%
Hispanic
White


Success by Ethnicity- ENG
No tutored
Yes, Tutored
80%
70%
60%
50%
40%
30%
20%
10%
0%
59%
75%
66%
74%
Hispanic
White

Phase 2 – In progress

- Logistic Regression (Hours- Tipping Point)
- Engagement Level (SENSE/CCSSE)
- Satisfaction with Center
- Card Swiping system -Basic
- Non basic skills tutoring effects


ENGLISH
STATS
SCIENCE
PSYCH
PSYCH
MATH
MATH
LAPTOP/CALCULATOR
CHECK-OUT

Pull out your smart phone or laptop (or borrow mine)

Go to: kahoot.it

Discussion and Questions