WELCOME to GP Year 3!


Fresno, CA
September 27, 2019

This Guided Pathways workshop is produced by the Career Ladders Project with funding from the California Community Colleges Chancellor's Office.
GET STRONG | START STRONG
STAY STRONG | FINISH STRONG

A CASE MANAGEMENT APPROACH TO
STUDENT LEARNING AND ACHIEVEMENT

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Val Garcia, Vice President of Student Services
Nestor Lomeli, Director of A&R
Giselle Simon, Counselor
Objectives...

Participants will learn:

• How case management has played a crucial role in student success
• Campus wide engagement
• Scaling up student success
• The importance of a holistic approach
• The importance of nudging
About our institution

- Located in the heart of California
- 2018-2019 Unduplicated Headcount of 7019
- 62.4% Hispanic ethnicity
- 3,464 square mile service area (district wide) – a size comparable to the states of Delaware and Rhode Island combined
- Nearly 50% of our sections are OER
- ATD Leader College since 2019
Our North Star

**Focus on specific data points**

**Build on existing initiatives/plans**
- Integrated Student Success Plan
- Enrollment Management Plan
- Educational Master Plan
- Facilities Master Plan
- Strategic Plan
- Title V Objectives/Achieving the Dream
- Guided Pathways (Strong Framework)

**Use Outcomes, Program Review, and Institutional Planning for Resource Allocation Decisions**
How did we get here?

Paradigm shift

• Institutional alignment to our north star
• Identify a universal role
• Establish a framework to operate under
• Democratizing data
Traditional Case Management Model
The West Hills College Lemoore Model

Administrator

Frontline Staff

Advisor

Coach

Counselor

SI Leader

Faculty
Our Strong Framework

- **Get Strong**: Prepare students to enroll in educational or career pathway.
- **Start Strong**: Guide the start of student educational or career pathway.
- **Stay Strong**: Support student persistence of educational or career pathway.
- **Finish Strong**: Foster student completion of educational or career pathway.
The importance of case management
Democratizing Data

• Everyone at the institution is a retention coach
• In order to better serve the student, everyone has the need to know
Campus wide engagement

• The role of a retention coach

- Send communications to students on status updates
- Refer students to programs/services

- Early Alerts
- Communicate with students on class performance

- Reference prior student interactions
- Document and communicate important information

- Send nudges to students
- Data analytics for resources allocation
- Data analytics to develop interventions/initiatives
# Holistic Approach

## Case Management Tools

### URGENT & CONFIDENTIAL

- Conduct/discipline issues
- Plagiarism/cheating
- Sexual misconduct (Title IX)
- Unusual or concerning behavior
- DRAW Referral

### FYI

- Important conversations with students
- Referrals to services: counseling, academic support, financial aid, etc.
- Recommendations for registration, major selection, career advising, etc.
- Replaces Early Alert

### TYPICAL INTERACTIONS

- Excused absences
- Interactions, such as scheduling an appointment, inquiries, etc.
- Conversations that do not relate to a student’s academic performance

No Report Needed
Driving Student Success

Outreach logs – Individual contacts

• For Spring 2019 semester
  – Nearly 6500 outreach events were logged
    • Top referrals: Financial Aid, Academic Counseling, Tutoring, Course Recommendations
  – Connection to: Stay Strong and Finish Strong – Persistence and Completion

• Data on nudge campaigns
  – Open rates for nudges
Nudging - Large group contacts

Nudges are small pushes in the right direction that do not require prescribed actions, but encourage certain behaviors. When students are presented with a nudge sent from a trusted person at your institution, they have the freedom to make their own choices with information about behaviors we know are more strongly associated with positive persistence and graduation outcomes.
## Communications Plan

<table>
<thead>
<tr>
<th>When</th>
<th>Get Strong</th>
<th>Start Strong</th>
<th>Stay Strong</th>
<th>Finish Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 weeks prior to start of semester</td>
<td>Week 1-3</td>
<td>Week 4-14</td>
<td>One More Course (2nd 9 week courses)</td>
<td>Finish Strong - High Persistence</td>
</tr>
<tr>
<td></td>
<td>Registrar’s Office</td>
<td>Registrar’s Office</td>
<td>Academic Probation/dismissal</td>
<td>Finish Strong - Low Persistence</td>
</tr>
<tr>
<td></td>
<td><strong>What (illume campaign to use)</strong></td>
<td></td>
<td>Withdrawal Deadline</td>
<td></td>
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<tr>
<td></td>
<td>- New Full-time/First-time in College</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- New Part-time/First-time in College</td>
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<td></td>
<td>- Disaggregate using CCSSE Data (Male/Female, adult students, etc.)</td>
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<td></td>
<td>- Continuing Students (30 Units)</td>
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<tr>
<td></td>
<td>- Important Deadlines</td>
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<td>- Phone banking with Ambassadors</td>
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<td>- Communicate information sent to students to campus departments</td>
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<td></td>
<td>- Collect updated materials/information of services on campus</td>
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<td></td>
<td>- Verify counseling appointment set-up</td>
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<tr>
<td></td>
<td>- Verify that the data needed for these campaigns is attainable.</td>
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</tbody>
</table>

### Enrollment

- Activities/Communication components targeting students and their enrollment

### Retention

- Activities/Communication components targeting students and their persistence/retention
“Thanks and I'm on it!” – WHCL Student

“Nestor Lomeli,
I know you probably send these emails automatically, but thank you for sending this. I have been battling depression, and one to many times it got the best of me when it came to my education. I was starting to slip on my school work. I really needed to read this to remind me of what I am working towards. Thanks a bunch!”
How does this translate to student success?

• Our efforts align with:
  – Institutional Set Standards
  – State’s Vision for Success
  – Closing Equity Gaps
What we have accomplished

Completion of Transfer-Level English in First Year
Rate for all students has increased since the first-time fall 2014 cohort.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Disaggregation</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer English Completed within 1 Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success Metrics Dashboard
Transfer English Completed within 1 Year by Gender

Data displayed are based on first-time students whose initial (non-dual-enrollment) enrollment was in the selected terms. Gray shading on cells and bars indicates that tracking period is not complete for the selected cohort (for example, a cohort that began a year ago will be shaded gray for an indicator with a two-year tracking period).

Data Table - Transfer English Completed within 1 Year

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>600</td>
<td>21.7%</td>
<td>625</td>
<td>29.6%</td>
<td>630</td>
<td>37.3%</td>
<td>612</td>
<td>41.0%</td>
<td>740</td>
<td>39.5%</td>
<td>752</td>
<td>2.9%</td>
</tr>
<tr>
<td>Male</td>
<td>449</td>
<td>26.3%</td>
<td>491</td>
<td>33.2%</td>
<td>485</td>
<td>30.7%</td>
<td>414</td>
<td>30.7%</td>
<td>487</td>
<td>39.4%</td>
<td>456</td>
<td>1.5%</td>
</tr>
<tr>
<td>All Others/Unknown</td>
<td>13</td>
<td>23.1%</td>
<td>36</td>
<td>33.3%</td>
<td>32</td>
<td>40.6%</td>
<td>19</td>
<td>31.6%</td>
<td>22</td>
<td>38.4%</td>
<td>24</td>
<td>0.0%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,062</td>
<td>29.3%</td>
<td>1,152</td>
<td>31.3%</td>
<td>1,147</td>
<td>34.6%</td>
<td>1,045</td>
<td>36.7%</td>
<td>1,249</td>
<td>39.4%</td>
<td>1,242</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

While there has been somewhat of a gender gap since the start of corequisite offerings, the gap was almost entirely closed for first-time fall 2018 students.
### Data Table - Transfer English Completed within 1 Year

<table>
<thead>
<tr>
<th>Disaggregate by</th>
<th>2014/FA n-size</th>
<th>Rate</th>
<th>2015/FA n-size</th>
<th>Rate</th>
<th>2016/FA n-size</th>
<th>Rate</th>
<th>2017/FA n-size</th>
<th>Rate</th>
<th>2018/FA n-size</th>
<th>Rate</th>
<th>2019/FA n-size</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>647</td>
<td>27.5%</td>
<td>665</td>
<td>30.2%</td>
<td>711</td>
<td>33.1%</td>
<td>647</td>
<td>35.4%</td>
<td>807</td>
<td>40.8%</td>
<td>793</td>
<td>2.4%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>251</td>
<td>37.1%</td>
<td>297</td>
<td>35.4%</td>
<td>268</td>
<td>38.1%</td>
<td>253</td>
<td>42.7%</td>
<td>251</td>
<td>40.2%</td>
<td>219</td>
<td>2.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>42</td>
<td>28.6%</td>
<td>38</td>
<td>28.9%</td>
<td>40</td>
<td>37.5%</td>
<td>40</td>
<td>32.5%</td>
<td>40</td>
<td>42.9%</td>
<td>38</td>
<td>0.0%</td>
</tr>
<tr>
<td>African-American</td>
<td>45</td>
<td>15.6%</td>
<td>67</td>
<td>20.9%</td>
<td>58</td>
<td>22.4%</td>
<td>38</td>
<td>21.1%</td>
<td>66</td>
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<tr>
<td>Asian</td>
<td>25</td>
<td>8.0%</td>
<td>35</td>
<td>25.7%</td>
<td>23</td>
<td>43.5%</td>
<td>28</td>
<td>28.6%</td>
<td>38</td>
<td>26.3%</td>
<td>37</td>
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</tr>
<tr>
<td>Filipino</td>
<td>26</td>
<td>42.3%</td>
<td>28</td>
<td>42.9%</td>
<td>24</td>
<td>62.5%</td>
<td>25</td>
<td>64.0%</td>
<td>27</td>
<td>48.1%</td>
<td>25</td>
<td>8.0%</td>
</tr>
<tr>
<td>Unknown/Declined to S.</td>
<td>16</td>
<td>25.0%</td>
<td>19</td>
<td>42.1%</td>
<td>12</td>
<td>25.0%</td>
<td>7</td>
<td>14.3%</td>
<td>9</td>
<td>11.1%</td>
<td>57</td>
<td>0.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>8</td>
<td>50.0%</td>
<td>3</td>
<td>0.0%</td>
<td>10</td>
<td>30.0%</td>
<td>5</td>
<td>20.0%</td>
<td>8</td>
<td>25.0%</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>0.0%</td>
<td>1</td>
<td>100.0%</td>
<td>2</td>
<td>0.0%</td>
<td>3</td>
<td>33.3%</td>
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Hispanic students’ transfer level English completion rate began to increase with the implementation of corequisite English offerings compared to White Non-Hispanic students with the gap closing for first-time fall 2018 students.
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<td></td>
<td>24</td>
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</tr>
</tbody>
</table>

**Student Journey**
- Multiple values

Very little evidence of a gender gap on this completion rate between female and male.
Overall, female students tend to have a higher persistence rate, but over-time, male students’ persistence has seen some increase but also some variability along the way.
Scaling student success

• Flipping the model

• IS 002 – career planning
  – 28 student pilot, 3 changed major, one dropped
  – Scaling

• Ongoing initiatives
  – Pre-enrollment – Timely, intentional, follow up.
  – CCGI
Questions?