

Student Success Teams

LEAP Solution Team 2018-2019

Dr. Tara Williams

Erika Torgeson

Dr. Vida Manzo

Carly Perl

Maya Succar

Adam Wyland

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Overview of Student Success Teams

Researching student success teams provided limited context into how colleges view a “team” model. Information was limited to the members who made up the team while other colleges provided more information on actual workflow. With the lack of information online, it will be important to reach out to local schools on specific job duties, tasks, and connect points for a student.

Out of state colleges either took it upon themselves to build success teams, learning clusters, student compacts, and communities or it was through state-mandated changes and funding. Teams may be comprised of deans, graduation specialists, instructors, retention specialists, counselors, advisors, fieldwork specialists, peer advisors or can be comprised of student peers only. Other ways colleges have used a success team format as been for probation intervention, onboarding process of new students, graduation/completion, and as a retention strategy.

For our LEAP team, we wanted to start from the beginning and research what has been working or not working at other colleges, along with specific steps College of the Canyons can use to build on the foundation process of Starfish (Early Alert) and data coaches. Our team viewed the implementation of success teams as a scaffolding or phases process. We understood that launching a full team at once would not be the best use of time and resources, when different aspects of a team would be ready before others. Through our interviews, a theme developed on small and achievable tasks that can be rolled out sooner and can positively impact bigger projects that are still in the works.

Our analysis will spotlight Valencia College, Bakersfield College, Rio Hondo, Pasadena City College, and Los Angeles Trade Technical College and the various stages they have implemented student success teams. This is not a comprehensive report on success teams, but a firm foundation to guide some of the projects in the future.

Success Team Case Studies

Valencia Community College Synopsis

Two members of our team, Tara Williams and Erika Torgeson, visited Valencia Community College in Orlando, Florida in January of 2019. Valencia was a “model” college for Guided Pathways as they were already in the implementation process. Tara and Erika interviewed the Dean of Students for the Osceola Campus, which has a student population of approximately 13,000 students. This campus is actually one of the smaller campuses, with the three larger campuses comprising 20,000 students each. Valencia has an approximate total of 78,000 students over 7 campuses. Valencia has a transfer rate of 85% to the University of Central Florida and their most popular major in terms of number of students is their Associate of Science degree in Business. Valencia College has opened a joint campus with University of Central

Florida and maintained partnerships with UCF while their admissions requirements have gotten stricter. UCF offers transfer courses at some of the local Valencia College campuses with UCF faculty, and UCF students can take courses at the Valencia campus. (This sounds similar to the University Center partnerships COC currently has in place). All universities are have large student populations due to smaller selection of state colleges around and several community colleges are offering boutique BA/BS programs that the 4-yr schools don't want or are not as popular, which are directed toward industry-related programs.

As Guided Pathways was mandated by the state of Florida, the following eight meta-majors were chosen by the state: a) Arts, Humanities, Communication, and Design, b) business, c) education, d) health science, e) Industry/Manufacturing and Construction, f) public safety, g) science, technology, engineering, and mathematics, and h) social and behavioral sciences and human services. Students at Valencia must choose their major when they apply for the college. There is clear language on the application about what a meta-major is and students are able to make an informed decision about what major area they are picking.

Meta-majors were developed to identify a clear pathway for students, guided by the math students needed. For undecided students, this is still a process and requires further conversation. Students do resonate with what a 'major' is – a student may pick a Psychology major, but after taking the career-inventory in the online orientation, the information may change. This is still a process and requires further exploration to see how a student connects with the information. Valencia College recommends not choosing fancy or creative meta-major names. It can come off as juvenile and students may continue to call a meta-major by the traditional name.

Along with meta-major implementations, state level mandated changes happened around general education courses and changes to college-level math and English happening at the same time. General education was changed to reduce the 'front-door' options students had to choose from and increase transferability of courses. Some of the advantages of this process is Florida has great articulation agreements with common course numbering systems, all the public 2-year and 4-year schools use. Math and English sequences changed to reduce the number of developmental courses students were required to complete before reaching college-level. This sounds similar to California's AB705 implementation. Several majors were heavily reliant on the Algebra sequence which caused issues for students, similar to what COC has been experiencing. The changes in math and English allowed a Florida high school graduate who meet additional requirements, would be able to skip/waive the assessment matriculation step and be classified as a "college-level" ready student. Currently, half of Valencia College students still assess in math and English for developmental courses which could be from students not completing enough math in high school or from students transferring to a Florida high school from another state who are approved to waive the matriculation step (only Florida students who complete all four years at a Florida high school are eligible for waiving the matriculation step).

Some data has showed students were successful in college-level math and English with the new state changes, but when digging into the data, underrepresented students were still not as successful in classes. Huge assumptions were made about how the math and English changes would be viewed and Valencia College needed to go back and adjust how they viewed data as “successful.” One of the assumptions was *“under the right conditions, any student can be successful.”* After digging into the data, they were still not closing the gaps of disproportionate impact. Valencia College was an Achieving the Dream school for many years and were able to close some of the gaps, but the gaps had started to spread again after accomplishing initial goals. They are needing to focus more attention on re-closing the gaps.

Valencia did not have an early alert system in place. They had piloted a couple of programs through the years with varying success. Either an instructor referred their entire class to services by the end of the semester (everyone was in crisis and everyone was having an emergency) or, instructors didn’t use the system at all (teach their classes and then leave). They have a referral service to students on their East Campus, labeled as “CARE,” but this system is not college-wide. For Spring 2019, VC is trying to encourage instructors to collect mid-term grades to help identify students who may be in danger of failing and the student would be contacted by counseling for follow-up.

Valencia College does not have faculty liaisons school-wide. They did however have faculty advisors, that are paid with flat salaries. Most of these positions are now based on orientations- six of them on the larger campus, five on the smaller Osceola campus. The part-time faculty who do work in these positions do receive a stipend for the advising role. There are also career advisors for transfer degrees - there were 50+ advisors were hired over a three year period - there could be 400-2000 students assigned to each of these advisors. There was also one advisor in each of the following areas - two for Business, four for Health Science, and three for STEM. These advisors had a mandatory degree or background in the meta-major area and also have a passion for discipline. These advisors also went to department meetings to learn about the departments and the schools. These advisor positions were twelve month salary positions, but they are considered entry-level, without a lot of opportunity to increase.

Faculty did have involvement in the “Start-Right Guides” (2yr/4yr academic maps), which are mapping guides for students. Pre-majors and transfer plans are charted out by departments and the perspective 4-yr state school. The Start Right Guides are a safe year of courses for a student’s meta-major. These guides did give a lot of choices for course selection but slimmed down the catalog options for students. These guides were given to students during orientation, and faculty work to revise these guides every year. There are some variability in the guides on each campus. The core GE’s chosen are transferable to all schools in the state, and there are also Institutional GE’s which are transferable with an AST. Issues still arose from courses not chosen for the Start Right Guides. If a class could only be taught by one instructor on campus, that course did not

belong in GE, and the course needed to be identified as a boutique course. Campus student leaders were consulted on the Start-Right Guides, focus groups were conducted during orientation, and NSE courses.

The matriculation/onboarding process has been an evolving process with several steps which have been modified/added/deleted over the last few years. When students complete the application step, they are directed to complete a career-inventory section in the online orientation. The career-inventory is only a handful of questions to ask students their likes and dislikes. Valencia College is looking at removing the career-inventory piece and adding it into their New Student Experience course (Freshman Seminar course). The Career Center uses MyPlan (deeper dive into MBTI) which is completed later in a student's academic journey. There is not a lot of emphasis placed on the MyPlan tool due to mixed data and how the assessment is presented. VC reports MyPlan is not the best in assessing really what a student's potential career could be and are exploring other options.

The goal of orientation is to register students for the next semester. VC found they needed to build in the registration component at orientation to not lose students between registration periods. Orientation releases registration holds and there are still some workarounds to not have this step be a barrier. Students only go through orientation once even if the student has to wait another full semester and they will still need to return for registration. Orientations are completed year-round and they do not hold orientations first week of courses. There are two orientations per day, four days a week during non-peak times. This number will increase closer to registration. The sooner a student completes orientation, the sooner they can register and there are separate orientations for incoming high school students. Orientations are held two weeks before open-general registration starts to give current students priority and VC has control of delaying orientation, if needed.

New VC students are required to complete their New Student Experience, which is incorporated into a student's first semester curriculum. This class is built similar to COC's Counseling 150 blended with Counseling 110. Grant money was used to redesign the course to be included with general education courses. VC was able to build this course as mandatory through various conversations, but it was not a unanimous decision and had to get enough backing to make a case. The New Student Experience (NSE) is taught by faculty advisors designated under each meta-major.

Faculty advisors are classified as 12 month faculty, non-tenured and this classification came with lots of issues that still continue. This position was a tremendous heartache and was a frustration to get through the process for job development. People who start in Student Affairs will get to teach and advise, really enjoy this process (a small group on campus who believe this is their perfect job). There has been a bigger issue with instructional faculty who start as instructors and

then move into a faculty advisor role. They feel this is a downgrade and really want to be the tenured faculty, to have more freedom with the NSE curriculum. These instructors have struggled the most in this position. Faculty advisors teach Fall and Spring and report to the Dean of Learning Support (oversee Library and Learning Center). During the summer, faculty advisors work in the Student Affairs Office, under the Dean of Students and conduct new student workshops. Faculty advisors do not get to decide how the NSE course is taught and tenured-faculty instructors create the content. Adjunct advisors are provided a stipend because there is an expectation that they will be available for advising over the summer. If VC could redo this process, would not call them “faculty” as it was the wrong decision to go in this direction and VC didn’t get the outcome they wanted from this position. It should have been advisors who teach, not teachers who advise and VC believes the experience would have been different.

VC has had conversations around creating students success teams, but decided this was not the best route for their students. The consideration of a “team of people” sounded very messy and created a more ‘*cooks in the kitchen*’ scenario which would make the process more difficult. With have ‘front door people’ for orientation and NSE courses, then naming of people in teams was going overboard and was not going to make sense for students. VC has a NSE advising team that goes into the NSE courses to review the handoff to counselors after their first semester. VC also concluded that Admissions and Records and Financial Aid representatives were not needed for students all the time and were more a resource for the counseling team.

For professional development - there was a very comprehensive training under leadership of the directors of advisors. There was a 2-3 week training period on campus and then the groups came together as a group to discuss is different and new. There were much stronger connections between departments and advisors, including advisors attendance in meetings such as department meetings, along with forming connections to faculty and their Deans, and working with counseling and departments on important questions in their areas.

Valencia has not done an in-depth dive on their data of completion rates since the inception of meta-majors and revised general education offerings. From the data that they have observed from Fall 2015, 63.5% of students were part-time, and 36.5% of students were full-time. From this data, they have also found that students were progressing through courses faster, and that the grade point average of student has risen slightly. Meta-major data has helped them understand tracking for advising/counseling and able to track how successful students are through progress based on their advisor/counselor team versus students who don’t meet with an advisor upon entrance into the college. Preliminary data states that there are advantages, but to remember it is important to challenge data. VC has started to get preliminary data from when they started changes about 5yrs ago. Their Guided Pathways has made the biggest impact on their advising/counseling services. VC was intentional about funding counseling services, providing additional resources, facilitating extra trainings to help strengthen the onboarding process, and

extra trainings for embedded counseling for meta-majors (were able to test out what works/what doesn't). This allowed advisors and counseling to really dig in and get to know their students and helped move students in the right direction. VC is unable speak to whether time-to-completion has been improved or not (still about 6 yrs to completion now). And, to question data and literature that argues how important it is for students to be full-time to be successful; where is this data coming from, many students are not the 'unicorn' student that is a true full-time, non-working, direct from high school.

Recommendations

VC had several recommendations for conversations that COC's Guided Pathways group has been wrestling with, to help provide some insight:

- Start GE conversations with showing the data on the top 50 courses and identify GE courses that are not on this list
- Encourage instructors to open up teaching modality options (face-to-face, online, and hybrid), offer more sections, etc
- Modified courses for specific courses once an instructor retires and help update courses that had been taught by only one instructor who wouldn't update the course.
- Need to have a mandatory orientation! How many students are not completing the orientation?
- No carrot for priority registration – need to complete orientation or you don't register (compare how we used to have orientation as mandatory versus having orientation as optional)
- Mandatory orientation may cause a dip in registration/enrollment for a couple of semesters, but students will learn that orientation = registration; enrollment will recover
- Need to create the conditions to help students be successful
- Look through information for Miami and St. Petersburg College (life maps)
 - Indian River – has some good stuff (have a “guided pathways” resource guide)
 - Have a guide for each of the meta-majors
 - Worked with a grant and had to freely share out their information
- Timeline for moving through Guided Pathways tasks more efficiently and in a timely manner:
 - Phase 1 – Information collection
 - Phase 2 – Review of proposals
 - Phase 3 – Decision Making
 - Phase 4 – Implementation (chart in timeline) – see how it goes and revise as needed

Bakersfield Community College Synopsis

Our entire leap team was present during a video conference with the Guided Pathways leader from Bakersfield College (BC) in January 2019, Leslie Bonds. We spoke with Leslie for

approximately forty-five minutes regarding various aspects of Guided Pathways, focusing on the implementation of success teams at Bakersfield, and the role of the faculty advisor on the success teams.

BC believes the single most important step taken was engaging faculty from the start and was the best support to get faculty and students into book panels. Different book panels were based on the Redesigning American CC, with student panels and faculty panels. Each chapter was analyzed by a small group of people. This helped create their “in-house” GP Institute (FLEX or base compensation provided), over 4 days worth of discuss and working sessions. The GP Institutes are still being offered the week after graduation and week before Winter classes. Compensate over 100 people to talk through BC’s Guided Pathway issues/concerns. The institutes created meta-majors which took one institute to complete.

Problems arose when trying to follow the book to a “T” or what AACC said. BC tried to follow the “correct” order by AACC or the book whether it was starting to look at general education courses surrounding a particular meta-major or whether programs under each meta-major would pick that ONE class for each of their students to take – conversation went terrible!!! BC was not prepared to let go of their GP work to ‘win’ a general education conversation. Tried to understand what makes sense for students, how students would self-identify into a meta-major or multiple majors (tried for a year but got complicated with data when students were getting inundated with emails from multiple majors and data was inaccurate with student being counted multiple times). These conversations were counterproductive but the process was important to go through to show constituents that this process would not work. BC is still going through a lot of trial and error and found that even though the structure is in place, they are still working through what is working for each team. Level of involvement of the teams varies and focusing on what will make sense for them. Each team is at different stages of implementation, similar to LA Trade Tech’s teams.

Started in 2016, BC started looking into best practices and producing good outcomes that were currently happening on campus (EOPs, Athletics – great structures already in place). They had small cohorts producing outcomes they wanted from data collected and from this, launched 30 cohorts based that data. For about a year, they were manually pulling Excel files, coordinating with cohort leads (what’s working, not working) and cohort leads would report out on best practices. BC found that 30 cohorts were too many with several overlapping teams (Athlete in EOPs and DSPS). Ten of their Meta-majors (labeled Completion Coaching Communities) really looked at disproportionate impact including their Infinity Completion Teams (i.e., special populations with 8 in total), how to get undecided students on the path, and then referring student onto the meta-majors. The Infinite Completion Teams front line and onboarding process was organized around each program and educational advisors for each Infinite team acted as a compliance technician ensuring students were meeting requirements to stay connected to their

special population. BC is still working through the flow system of their completion teams/infinity teams.

Once the structure was in-place, they just launched all teams (spent a lot of time fine tuning the teams from the start, to ensure the support was there – what was working and what was not working) starting Spring 2017 to allow the teams to roll out for Fall 2017.

Meta-majors were created out of a series of their Guided Pathways Institutes. Faculty sat together at tables that they thought had similar majors to theirs and the group would identify what their meta-major name would be. Some conversations became very philosophical and needed to be monitored for what name could the group start with for now. The meta-majors were put on website and catalog for the first phase. The general education conversations waited until 18 months later when BC could get their Program Mapper online. The Program Mapper was built in 16 months after meta-majors created so it would not hold up other workgroups and BC separated out meta-major from mapping conversation, to help them find success quicker without holding up the conversation.

BC reported they are constantly evolving and once starting to build their programs, they needed to start adjusting quite frequently. Ideally, they would just pay people to do this work all the time, but that is not realistic for their college. Also, they asked, “what can you honestly ask of people who are not on contract, building this into their day; how much time does a supervisor give for an employee to complete these tasks?”

Completion Coaching Committees members include Dean of Instruction for each team (pull together meetings and keep updated on what is happening); data coach (compensate through Institutional. Research) and pull data around how are students doing, who’s enrolled or not enrolled, have students submitted FAFSA, etc., discipline faculty (don’t compensate just to participate in team – volunteer only; have interest in helping students with their advising hours – may be compensated if there are additional projects that the faculty will be compensated); Financial Aid liaison for each team; Student services liaison; and Counselor for each team (8 to 20 members per team). Still discussing how career services/job developer will be connected to each team. This is already happening with their Career Education programs, but is more difficult to implement for other meta-majors.

Faculty lead positions for each of the teams was launched for only a semester to get the website going, brochures/fliers set up, just getting the team situated. Faculty worked only 8-10 hours per week max, but actually closer to 5 hrs/wk and compensated \$5000 for the semester. The faculty leads helped with making future work not so heavy and were recruited through Academic Senate and would report out on how the work was going.

Adjuncts were offered to be paid which helped adjuncts become more involved. Participation helped them establish their role on campus beyond the the faculty. BC has in the contract that adjuncts can get compensated for their time; \$30/hr flat rate. All student support areas are still being worked out on how to be connected to each team.

Designated counselors and advisors are on each team. Advisors are responsible for getting students on the path from the onboarding process, creating initial first semester education plan focusing on getting students situated with math and English, and their first 15 units. Once advisors get students registered for their first semester, then there is a handoff to counselors based on meta-major. Counselors help students stay on the path and the more complicated conversations around major, transfer, making refers, career and other issues that may come up.

With the evolution on meta-majors, this does not mean the elimination of special population programs. This process has made special population programs more important and help funnel more students to build up their programs to have them work with more students. Already have 1000 students in EOPs and trying to get another 1000 students to attach to the program by Fall 2019. BC are also looking at what can they keep or let go of for each program, to keep the programs manageable.

Bakersfield has been working on a rough outline of the data coaching position and this work came out of the Achieving the Dream program they were part of several years ago. The original premise was to help raise data literacy across campus along with help with special projects and larger institutional programs with data collection/interpretation. Completion Communities (they work slightly differently from the original data coaches) have curriculum to use for data coaches. Currently, data coaches are connected to each of the team and collect slightly different data depending on the needs of a particular team. It has been a lot of trial and error for each team in regards to what data is most relevant. Some of the data has been to either answer bigger picture questions such as enrollment numbers per program (admin asking this question; use Tableau for this). Data coaches focus on unitary level with information at the student level such as name of student, how many units they are enrolled in, if they filled out a FAFSA, etc. Very specific “actionable” data is collected to help inform educational advisors, counselors, and faculty leads on who to reach out to.

Bakersfield has implemented Starfish Early Alert and prior to this, eSARS was in place. eSARS had regular faculty use system, but referrals would go into the black hole and couldn’t determine if student followed up with referral. BC recommends that with Starfish, to not implement until the structure is in place (i.e., what you want to be the exact outcome, the exact messaging and flags that you want to track, and what everyone’s roles and priorities are). If this is not done, BC stated we will consistently keep building and rebuilding to figure it out what works and what doesn’t. This can be very time consuming. At BC, Starfish still not quite fully implemented and

it has been over a year and a half. They have been slowly integrating the product with smaller Success Teams and Infinity teams to work out some of the issues and help keep people comfortable, throughout the Fall 2018 semester. BC recommends small group trainings based on who the team (success team/infinity team) is working with since each teams' needs are different. The trainings need to be very focused and intentional. Starfish is still not widely used, but faculty and staff who went through the trainings, use Starfish more regularly. BC hopes to increase faculty and staff usage numbers by Fall 2019.

Similar as COC, Bakersfield has a space issue that has yet to be solved in a sustainable way, to house each meta-major and teams within a particular building. They have been creative with utilizing Zoom meetings to ensure teams can meet even if short on time and repurposing smaller spaces.

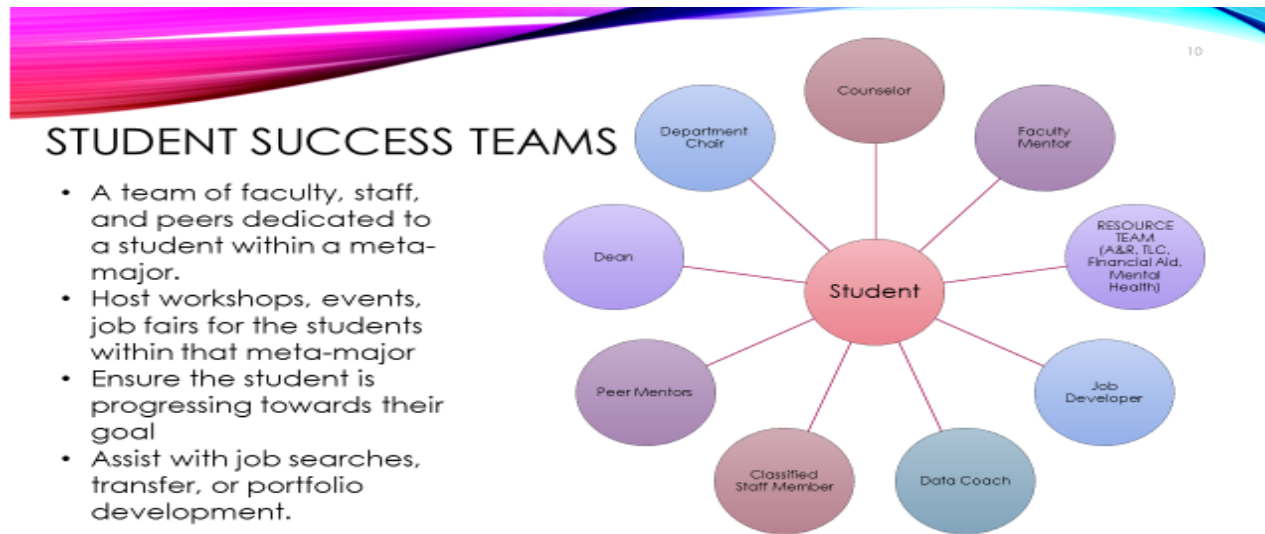
Even with the tremendous progress BC has made with implementing Guided Pathways, if they could change anything about the process, the following changes would have been done sooner:

- Cut the ties with following the book (Redesigning America's Community Colleges) and just focusing on getting a broad understanding of what the vision would be of GP.
- Not be tied to how the institutes reported on what would "work"; BC could've moved faster and eliminate the frustration if they focused on their vision versus what others' vision was.
- Move around topics that were causing a lot of friction and revisit it later on, to keep the momentum going forward
- Would not have implemented the planning mapper so soon (by Institute #2 - Fall 2017) since it caused a lot of friction, faculty were unhappy, and BC lost substantial momentum with other projects they were working on.

An important and critical communication aspect was from their college President, who had a clear message of her goals and stated that no person would lose their job, faculty wouldn't lose their classes, and really addressing fears head on. She modeled positive behaviors for her staff to follow and was and is still accessible during this process. She is heavily involved in BC's Guided Pathways implementation process and states this matters to help move through this work. This message was repeated and followed to emphasize the importance of all campus employees.

Potential Student Success Team Members

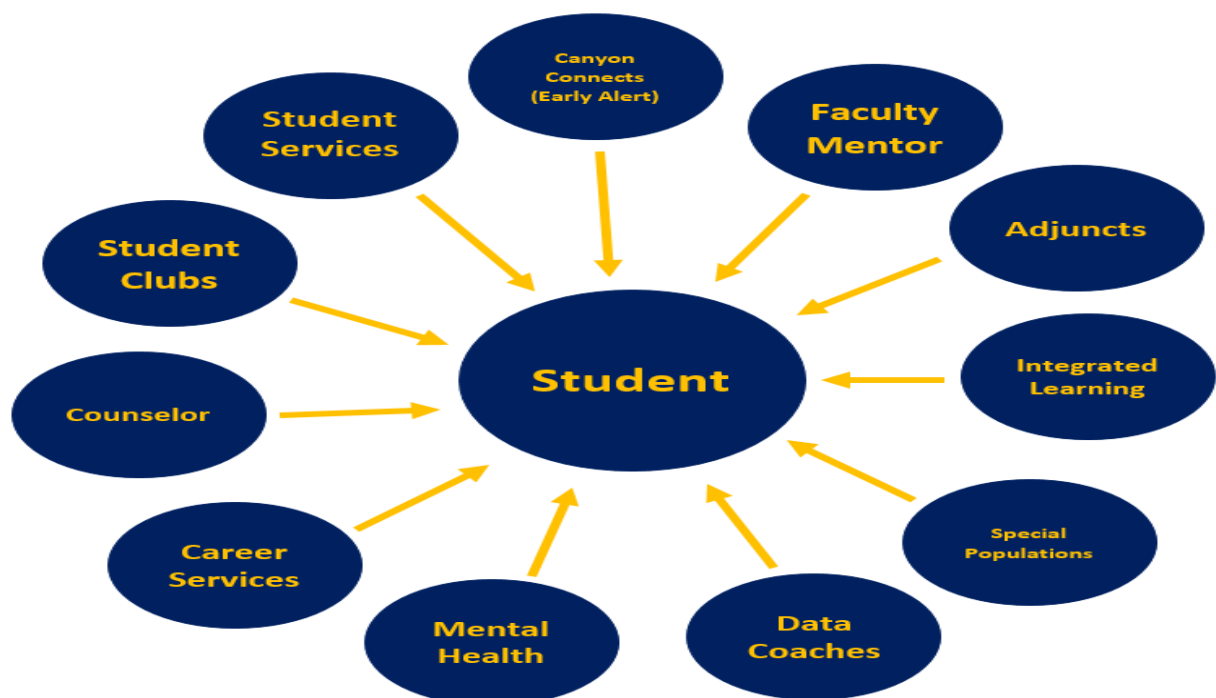
College of the Canyons developed a working idea of potential involvement within Student Success Teams after attending the California Guided Pathways Institute #4. This information was based on information gathered from various CAGP colleges and the current structure of departments, faculty, staff, and Schools. This provided the reference point of our LEAP research.



*Image created by Dr. Daylene Meuschke and Dr. Jasmine Ruys - Fall 2018

When our group started interviewing departments and student support services, we were intentional about gathering information that supported our current work areas: faculty, counseling, special populations, adjuncts, and data. Upon further review, we expanded on the team originally constructed, to include the student support team model used by COC's Athletics department.

Our group is proposing a new working idea of potential members:



*Modeled after COC's Athletics' success team

At this time, this is not an exhaustive list of all team members

- Faculty Mentor
- Counselor (full-time and adjunct)
- Adjunct faculty
- Data Coaches
- Canyon Connects (Early Alert)
- Student Support Services
- The Learning Center (TLC)
- Integrated Learning
- Student Clubs
- Student Health and Wellness Center

Faculty Lead - Synopsis for Research on Faculty Leads

As of Spring 2019, there has been funds allotted for twelve faculty leads, but there has not been further discussion of how many leads will be assigned per success team. The responsibilities of these faculty members have not been discussed in detail. A few full-time faculty members were approached regarding their expectations and levels of interest. The summary is as follows: the faculty would like to have 100% release time or the creation of a new full-time position to be a faculty lead, and would like to allow for the position to be rotated year to year if necessary.

During the interview with Bakersfield College, they provided us with information regarding their faculty leads and a job description for each interested member of faculty. In order to be a faculty lead, Bakersfield required that each be a member of full-time faculty. When they rolled out the faculty lead position, they gave each interested member a stipend for one semester in order to set up their success team and come up with a job description. Faculty were only using 3-5 hours of their time per work to address success teams and were only compensated for the first semester. Each consecutive semester has been voluntary to full-time faculty, and they have had plenty of people to fill the positions.

The job description for a faculty lead at Bakersfield, referred to there as Discipline Faculty Experts, has the following role: the primary role of the Discipline Faculty Expert is to share their discipline area and student pathway expertise with students. Their responsibilities are as follows:

- Act as a resource for students by becoming experts in the coursework and broader pathway expertise with certificates, degrees, and employment with their pathway
- Explore and stay current on the transfer and career options for their pathway
- Collaborate with high school outreach efforts
- Support programs to ensure student progression and connect students to relevant support services
- Review and promote thoughtful scheduling of courses based on student progression
- Report systemic issues to the completion time (and its administrator)

The faculty lead position at Bakersfield had extensive responsibilities including attending an orientation with the Pathways team, serve as a communication liaison for their success team, co-lead any meetings that include other success teams across campus, ensure communication with other members of the success team, and attend all Guided Pathways implementation meetings in their documented job guidelines. It was also imperative that these faculty leads meet with the other success team members in order to monitor progress and provide ongoing support. In order to apply to be a faculty lead at Bakersfield, faculty could self-nominate and provide a “brief vision statement” regarding their role on a success team. Those applications will then be decided by the Guided Pathways implementation team, and then presented through Academic Senate as an informational item.

Future Considerations

Schools such as MSHP and SBS are very large and varied in their subject matter. It would be difficult for one person to be the “faculty expert” on such varied material such as Physics, Biology, Chemistry, Math, and Administration of Justice. From speaking with our own faculty members, the job requirements would need to be specifically targeted from each school and compensation or release time is highly suggested.

It is also suggested that Data Coaches work closely with a faculty lead in order to best filter and explain the implications of the data collected for each school. It is also anticipated that the faculty lead will have a role working with other faculty members from their school on the implementation and oversight of Starfish (Retention Solutions). At this point in the semester, the Retention Solutions committee has suggested three flags and one kudo for “beta testing” during the summer for a handful of instructors. The fall 2019 semester is slated for soft-roll out including certain special population programs, courses specifically influenced by AB705, and faculty who have volunteered to work with the program and/or introduce it in their classes. There will be open faculty labs in the fall to allow interested faculty to learn more and experiment with the Starfish program.

Counselor (full-time and adjuncts)

The Counseling role within success teams is similar upon various college, compared to current roles and responsibilities. The main differences have been how counselors interact within success teams, which seems to be determined based on the college’s culture and students needs. Valencia College has their counselors function in the same role as before state-mandated requirements were issued, with a clear distinction between handoff points between faculty advisor and counseling. Valencia College counselors complete more outreach activities to high schools, which COC utilizes our strong Outreach Department. Bakersfield College counselors focused on rescheduled their job priorities, to best meet the needs of their success team students.

This may be in the form of more drop-in hours, classroom visits, targeted workshops, communication through Starfish, and counseling courses.

From the presentation during LEAP #2 from Los Angeles Trade Tech College (LATTC), their student success counselors' roles fluctuate based on the meta-major they were connected to. Their Construction, Maintenance, and Utilities pathways counselor focuses on classroom visits during the first and third semester of courses, because most of his students enter the program only wanting to earn a certificate, it is easier to keep track of students' progress. The counselor will advertise drop-in counseling and will only build in one-on-one appointments only if a student needs it.

This is very different from the Health and Related Sciences counselors, who have structured one-on-one appointments and classroom visits. Students within the Health and Related Sciences field are pursuing an associates degree and more likely to transfer, counselors provide more comprehensive counseling and transfer services.

COC's Counseling Department is currently talking with School deans and department chairs to further identify the needs of students within programs and how to tailor services. There are several ideas in discussion with tentative roll out of Summer and Fall 2019.

Adjunct Faculty Roles within Success Teams

To gauge the interest of adjunct faculty in a success team, the adjunct members on our team disseminated a survey to other AFT members. The number of response returned was small, a total of eleven. A list of the survey questions, and subsequent responses can be found in the Appendix. The main takeaways are evident in the answers to two specific questions, which are represented by Figures 1 and 2 respectively. These two figures can be seen below. Though the amount of responses to the survey was small, 73.9% of adjuncts are definitely interested in pursuing a role on success teams, and 8.7% indicated that they were somewhat interested. Most adjunct faculty surveyed, 73.9% indicated that they would be interested in contributing time each week to work on a success team.

Recommendations

Faculty engagement strategies are fundamental for student success. We recommend having adjunct faculty participate in the student success teams. Adjunct faculty is recommended to help solve issues that are critical to the success of the student team such as critical obstacles to student success. Adjunct faculty should support the student success team in the following ways:

- Offer creative resolutions to close achievement gaps.
- Share expertise in what works for the students to support, inform and strengthen change
- Increase student's accountability and shared ownership

- Foster new practices and minimize resistance to change

Adjunct faculty should not assume this role to be an addition to the existing heavy workload; instead, being part of student success team is an opportunity to improve professional work practices. We recommend adjunct faculty to become active leaders in the success of the students. Other challenges that adjunct faculty face include compensation and leadership instability. The institution should provide appreciation, recognition and incentives to retain the adjunct faculty as valuable partners in the implementation of the student success team. In addition, the institution should also provide continuous pedagogical support to adjunct faculty to strengthen their commitment to the success of the students.

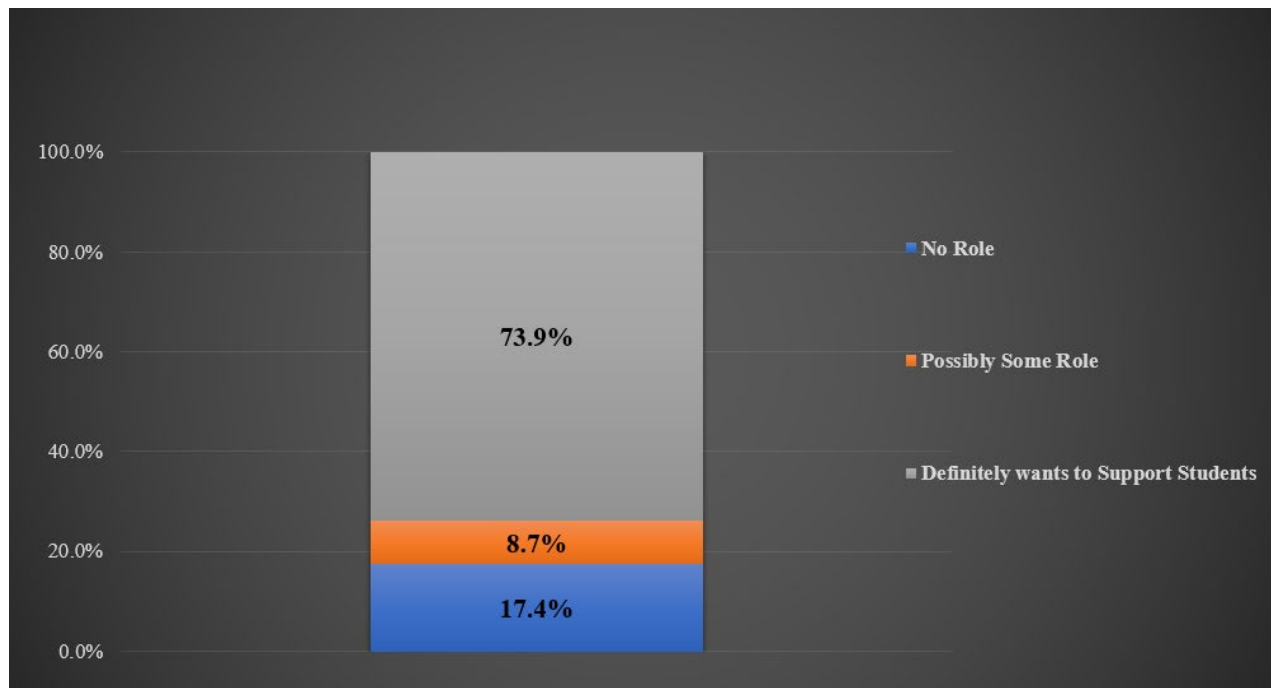


Figure 1. What role would you like to have in a Student Success Team?

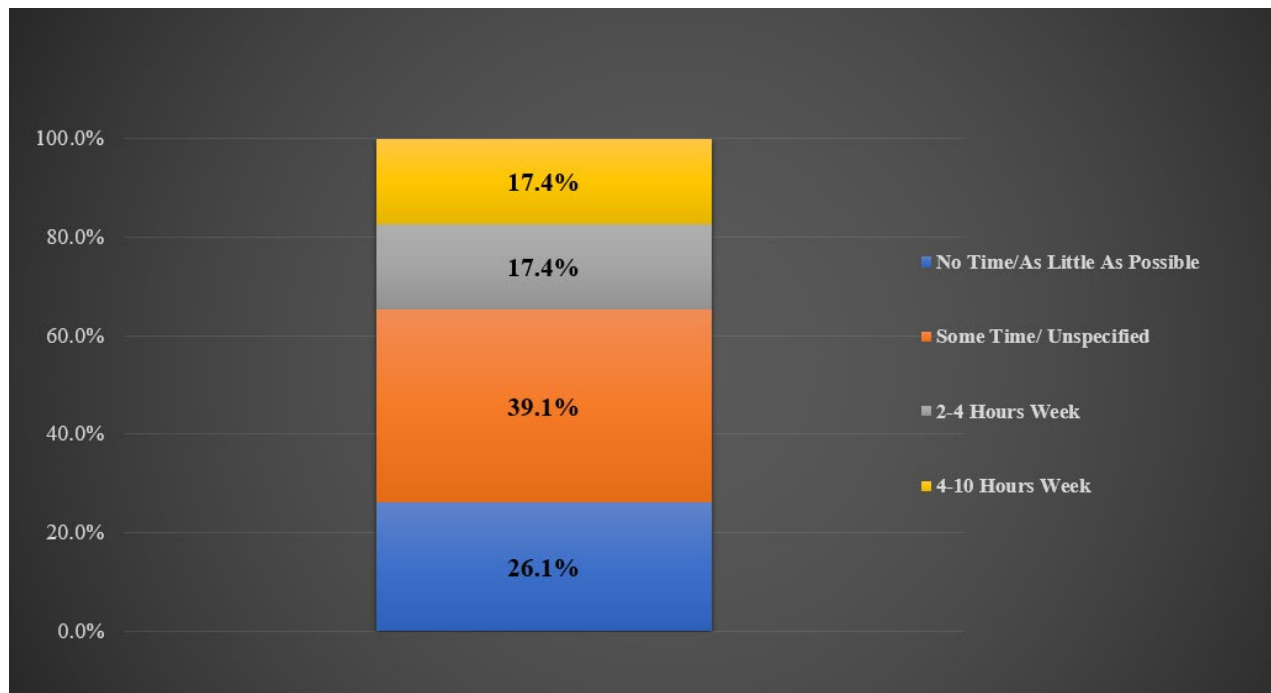


Figure 2. Amount of Time Adjunct Faculty are Willing to Contribute to Student Success Teams

Data Coaches

Santa Monica College Data Coach Model

Vida Manzo conducted interviews with the Dean of Institutional Research at Santa Monica College (Hannah Lawler) as well as several of Santa Monica College's current data coaches. Anyone can be certified as a data coach, the current data coaches include faculty, classified, managers and administrators. The data coaches helped to track institution-set standards, and IEPI goals. They serve as key members on specific committees, completion coaching teams, and program review. Examples of some of the work data coaches have done include:

- Exploring equity data for disproportionate impact
- Examining success in accelerated and compressed courses
- Analyzing CCSSE (Community College Survey for Student Engagement) results
- Analyzing student support interventions
- Aligning Pathways with programs and courses

Beginning Stages & Larger Picture

Santa Monica began by asking department chairs to make recommendations of interested tech people who knew Microsoft Excel even moderately and who were interested in data. Within their first year they had enough in their budget for 7 data coaches. Importantly, they focused on training all the data coaches on tools that were already readily available to them such as launchboard, data mart, CSU/UC transfer websites, internal tableau visualizations, and salary surfer. The primary focus was not on new data but on already available data. Another primary focus as reported by Hannah Lawler was "We wanted people to feel agency and ownership of data,

however, this was not teaching people statistics. I am helping you learn to look at the data and interpret the data so you can tell your respective departments' story. This is really about increasing the data literacy of 10-20 more employees a year. If 20 more people on campus know and are familiar with data, we have done our job." These data coaches aren't directly incorporated into a Student Success Team as Santa Monica has completion teams that very from what we envision for a Student Success Team.

Training & Funding

Santa Monica heavily emphasized partnering with their Center for Teaching & Excellence to provide formal training for their data coaches. They felt there was more support and 'buy-in' as a professional development program. There were specific sessions of training where some members from IR who had perhaps worked a significant amount on equity and disproportionate impact analyses, would then be a part of a training session. The first year of the program was less on technical and more about where to find the data for your research question and what makes a strong research question. Understanding the constraints of the data the institution has readily available etc.

Their Director for the Center of Teaching & Excellence assisted with budgeting how much time, resources, and marketing was needed for the data coaching program. Within the first year they paid data coaches \$1000 for a 2-day training and the coach was required 1 obligation of small group demo or workshop. They had the opportunity of getting paid up to \$100/hour with a cap of 10 maximum hours for that year. Managers can be data coaches there is an open door policy however, the only individuals on their campus who can be paid to be a data coach are faculty and counselors.

Future Considerations From Santa Monica College

- Perhaps select individuals who are somewhat familiar with excel and technology
- Try to build an evaluation of the program with focus-groups or pre-and post outcome measures.
- It would be a good idea to assign data coaches to a specific Student Success Team.

Feedback From Current Santa Monica College Data Coaches

These data coaches reported that they completed a summer faculty institute. The application and onboarding process was similar as other trainings at Center for Teaching and Excellence. These two data coaches interviewed had never worked with any of the data. All the websites were new to them. These 2 data coaches reported that the 2 day training intensives were a bit overwhelming.

"It was overwhelming learning multiple websites, we did have workbooks to refer back to but sometimes for the same outcome we would have to reference two websites. I also had a difficult time understanding when

it was okay to report duplicated as opposed to unduplicated numbers. Honestly, there was such variety in the data that I understand why analysts are required to have the expertise they do. I think I would have felt more comfortable if we were assigned to learn or specialize in only one thing, like specialists for Perkins, or workforce, or program review, or disproportionate impact.”

They reported that trainings consisted of scenarios with research questions where they would need to find the numbers and the exercises consisted of them finding the numbers within various websites or data sets. At the time of the interview this was December 2019, the data coaches reported that they anticipated several requests for program review in the Spring 2019 term.

Bakersfield City College Data Coach Model

The full LEAP team conducted interviews centering on Student Success Teams with Lesley Bonds from Bakersfield College. Within that larger interview Vida asked how data coaches were incorporated into Bakersfield's' Student Success Teams. Bakersfield reported that their Institutional Research office has a curriculum but that thus far, data coaches have worked with larger institutional analyses such as with CCSSE results (as Santa Monica's Coaches did). However, in contrast to Santa Monica, Bakersfield said their data coaches have begun to focus on more unitary data such as the names of students who did not fill out the FAFSA.

“Our data coaches have begun to focus on actionable data, we can give the list of names of these students who did not fill out the FAFSA and ensure they are contacted and reached out to. Our data coaches are being trained on learning to pull the correct report and correct data to get a list of students that we can then reach-out to for various reasons.”

Future Considerations From Bakersfield College

Bakersfield's data coaches are focusing less on the statistics and numbers rather than being able to obtain actionable data for outreach, or for an educational advisor or counselor to then act on.

COC Proposed Model for Data Coach

At College of the Canyons the vision for data coaches is they are intended as specialized liaisons to provide assistance to departments and student success teams in analyzing and using student outcomes data to inform their planning and improvement efforts. Importantly, they are intended to work in concert and as an extension of the Institutional Research, Planning and Institutional Effectiveness (IRPIE) office, Academic Affairs, and the Canyons Completes (Guided Pathways) leadership team, to help advance Canyons Completes, CASL, Accreditation compliance, and overall campus-wide efforts in ways that support students success and completion.

Data coaches will act as extensions between the IRPIE office and the members of the SSTs (See Figure. 3) When members from the student success team such as a faculty mentor have requests regarding any data pertaining to their assigned students the specialized data coach will have the training to find the necessary data or to at least work with the Institutional Research Staff to obtain this data for that faculty mentor. Importantly, the flow of communication regarding the data should be bi-directional. The Institutional Research office can assist with requests, however the data coach can also report back to (IR) with further questions or concerns as voiced from the broader SST surrounding the data. All in an effort that the most correct data are driving decisions for the success of the student.

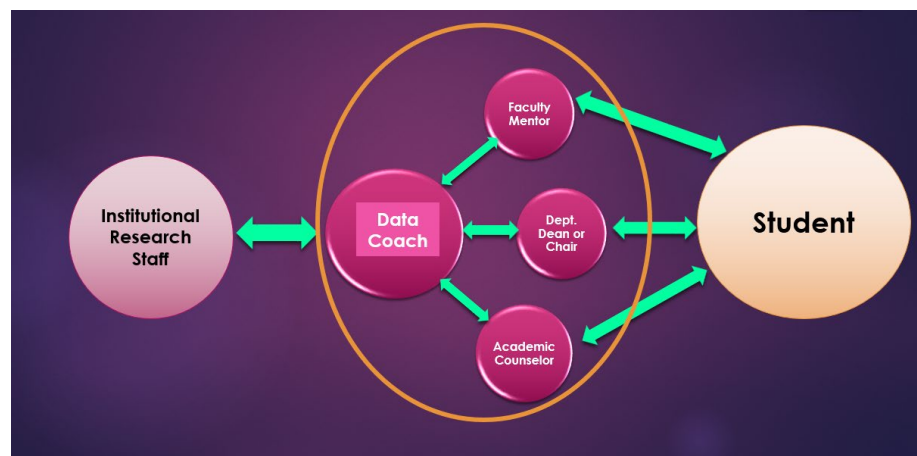


Figure 3. Data Coaches as Specialized Liaisons

Beginning Stages, Training, & Funding

Currently, data coaches are in Phase 1 of planning and implementation (See Figure 4). Thus far this Spring 2019 the Institutional Research Office has conducted three data labs. Following the recommendations from Santa Monica College the IR office has begun to emphasize and increase data literacy surrounding readily available and openly available data. The data labs were open to anyone including those individuals who applied for and were selected (6 employees/faculty) to be the first cohort of data coaches. Topics covered accessing local, state, and national data, working with State Chancellor's' Data Mart, and accessing internal/local data from Tableau visualizations and Informer reports.

Phase 2 in the Summer of 2019; the IR office will repeat these data labs so as to meet the needs of summer faculty and staff. During the summer and heading into the fall for Phase 3, IR will collaborate with Center for Excellence in Teaching & Learning to create further trainings that center around each department and specialization of a particular success team.

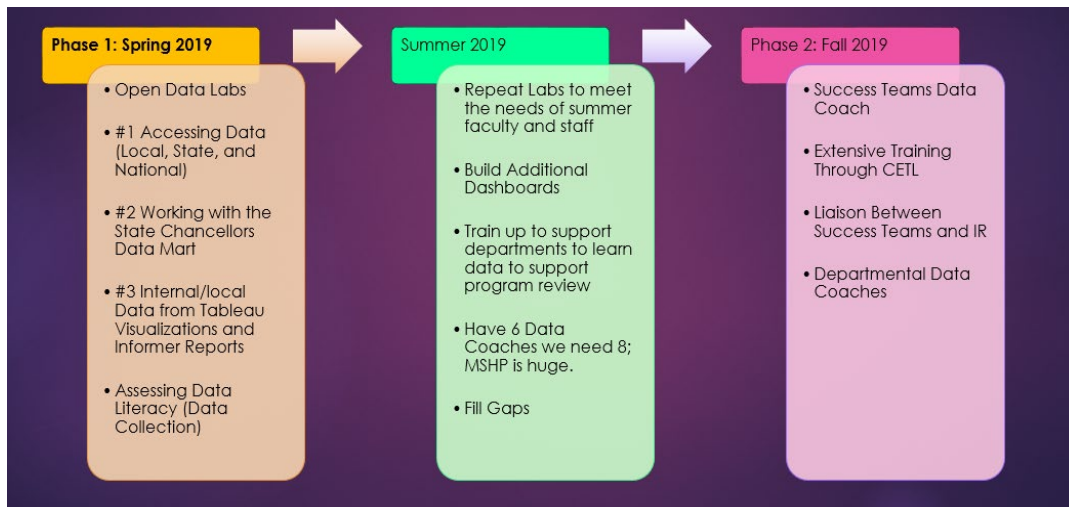


Figure 4. Implementation Phases for Data Coaches

Future Considerations

During student feedback students expressed concern about certain meta-majors/schools being larger than others and thus expressed concern that there would be a large enough success team tailored to the size of the meta-major/school and to meet the needs of the students. Internal analyses on the sizes of the Schools/Meta-Majors shows that for Fall of 2017 students active majors; Social & Behavioral Science is the largest with Humanities coming in second and Math, Sciences, & Health Professions (MSHP) third (See Figure 5).

School/Meta-Major	Count	Percentage
Social & Behavioral Sciences	4481	16.03%
Humanities	4350	15.56%
Mathematics, Sciences & Health Prof	3569	12.77%
Business	3194	11.43%
Applied Technologies	1826	6.53%
Nursing	1764	6.31%
Visual & Performing Arts	1619	5.79%
Non-STEM MSHP	1078	3.86%
Kinesiology & Athletics	768	2.75%

Figure 5. Unduplicated Student Counts by Active Major Fall 2017

MSHP would be first in terms of size (unduplicated counts of students pursuing that major) however, after further analyses we find that the demographics (ethnicity and age make-up) of STEM vs. Non-STEM students in MSHP are very different and as such it is recommended that MSHP be split into two schools/meta-majors with separate student success teams. Non-STEM

MSHP includes Fire Technician, Public Safety, Administration of Justice, Emergency Medical Technician, and Medical Lab Technician. Across the schools the within school proportion of Latinx/Hispanic are largest in Non-STEM MSHP, for African-American/Black it is largest within Kinesiology & Athletics, for Asian and White students it is largest within Applied Technologies, for Filipino it is largest within Nursing (See Figure 6). With respect to targeting any disproportionate impact a success team could chose to focus on a school with the highest proportion of Black/African-American students (like Kinesiology & Athletics) or focus where the raw numbers are highest for Black/African-American students (like Social & Behavioral Sciences).

School/ Meta-Major	Native American/ Alaskan	African American	Asian American	Latino/a	White	Unknown	Other-Non White	Filipino	Hawaiian/ Pacific Islander	Two or more races	
Applied Technologies	7	68	156	661	589	28	7	84	2	224	1826
	0.4%	3.7%	8.5%	36.2%	32.3%	1.5%	0.4%	4.6%	0.1%	12.3%	100.0%
Business	12	201	208	1139	980	70	4	110	11	459	3194
	0.4%	6.3%	6.5%	35.7%	30.7%	2.2%	0.1%	3.4%	0.3%	14.4%	100.0%
Continuing & Community Education	22	295	339	2177	1373	125	10	267	10	686	5304
	0.4%	5.6%	6.4%	41.0%	25.9%	2.4%	0.2%	5.0%	0.2%	12.9%	100.0%
Humanities	19	174	280	1594	1296	82	13	215	7	670	4350
	0.4%	4.0%	6.4%	36.6%	29.8%	1.9%	0.3%	4.9%	0.2%	15.4%	100.0%
Kinesiology & Athletics	5	53	31	320	185	13	0	62	4	95	768
	0.7%	6.9%	4.0%	41.7%	24.1%	1.7%	0.0%	8.1%	0.5%	12.4%	100.0%
Mathematics, Sciences & Health Prof	21	130	277	1424	959	42	11	203	4	498	3569
	0.6%	3.6%	7.8%	39.9%	26.9%	1.2%	0.3%	5.7%	0.1%	14.0%	100.0%
Non-STEM MSHP	5	55	39	521	267	11	2	28	3	147	1078
	0.5%	5.1%	3.6%	48.3%	24.8%	1.0%	0.2%	2.6%	0.3%	13.6%	100.0%
Nursing	3	71	60	785	376	9	3	192	4	261	1764
	0.2%	4.0%	3.4%	44.5%	21.3%	0.5%	0.2%	10.9%	0.2%	14.8%	100.0%
Social & Behavioral Sciences	14	247	239	1818	1270	42	9	191	9	642	4481
	0.3%	5.5%	5.3%	40.6%	28.3%	0.9%	0.2%	4.3%	0.2%	14.3%	100.0%
Visual & Performing Arts	9	96	98	557	562	15	5	72	2	203	1619
	0.6%	5.9%	6.1%	34.4%	34.7%	0.9%	0.3%	4.4%	0.1%	12.5%	100.0%
	117	1390	1727	10996	7857	437	64	1424	56	3885	27953
	0.4%	5.0%	6.2%	39.3%	28.1%	1.6%	0.2%	5.1%	0.2%	13.9%	100.0%

Figure 6. Ethnicity Composition Within School/Meta-Major

With respect to disproportionate impact and age, Business has the highest proportion of students aged 40+ (9.7% of Business students are aged 40 or over). Among students age 18 and 19 they make up the largest proportion within the Visual and Performing Arts school, and MSHP (Stem focus) See Figure 7.

	19 or Less	20-24	25-29	30-34	35-39	40-49	50+	
Applied Technologies	627	636	245	113	75	55	75	1826
	34.3%	34.8%	13.4%	6.2%	4.1%	3.0%	4.1%	100.0%
Business	1159	1034	384	179	126	158	154	3194
	36.3%	32.4%	12.0%	5.6%	3.9%	4.9%	4.8%	100.0%
Continuing & Community Education	2091	2119	479	211	149	143	112	5304
	39.4%	40.0%	9.0%	4.0%	2.8%	2.7%	2.1%	100.0%
Humanities	1428	1898	472	179	134	132	107	4350
	32.8%	43.6%	10.9%	4.1%	3.1%	3.0%	2.5%	100.0%
Kinesiology & Athletics	324	302	83	31	12	11	5	768
	42.2%	39.3%	10.8%	4.0%	1.6%	1.4%	0.7%	100.0%
Mathematics, Sciences & Health Prof	1644	1190	380	175	82	72	26	3569
	46.1%	33.3%	10.6%	4.9%	2.3%	2.0%	0.7%	100.0%
Non-STEM MSHP	479	399	103	36	28	23	10	1078
	44.4%	37.0%	9.6%	3.3%	2.6%	2.1%	0.9%	100.0%
Nursing	564	669	225	133	83	76	14	1764
	32.0%	37.9%	12.8%	7.5%	4.7%	4.3%	0.8%	100.0%
Social & Behavioral Sciences	1798	1613	514	183	130	146	97	4481
	40.1%	36.0%	11.5%	4.1%	2.9%	3.3%	2.2%	100.0%
Visual & Performing Arts	767	583	139	42	20	31	37	1619
	47.4%	36.0%	8.6%	2.6%	1.2%	1.9%	2.3%	100.0%
	10881	10443	3024	1282	839	847	637	27953
	38.9%	37.4%	10.8%	4.6%	3.0%	3.0%	2.3%	100.0%

Figure 7. Age Composition by School/Meta Major Fall 2017 Active Programs

A further consideration is how the role of data coaches will shift with the implementation of Starfish/Retention solutions. We can anticipate that while data coaches are currently being trained up to understand National, State and Local/Internal data sources for success or even disproportionate impact, eventually data coaches might be having access to any reports collected through Starfish for their respective success team. Building in the knowledge base and connection to this newer data will be crucial.

Data Coach Job Description

Timeline: Guided Pathways Data Coaches (10-12) – January 2, 2019 to June 30, 2020

Stipend: \$4,000 per primary semester (fall and spring) for each data coach. Data coaches will be paid an hourly rate of \$70.91 for roughly 56 hours per primary semester.

Background: Data coaches will provide assistance to departments and student success teams in analyzing and using student outcomes data to inform their planning and improvement efforts. They work in partnership with the Institutional Research, Planning and Institutional Effectiveness office, in concert with Academic Affairs and the Canyons Completes (Guided Pathways) leadership team, to help advance Canyons Completes, CASL, Accreditation compliance, and overall campus-wide efforts in ways that support student success and completion in a comprehensive and continuous cycle of improvement.

Responsibilities include:

- Assist departments and the Student Success Teams in framing and answering questions with accurate and relevant program review, student learning outcomes, Strong Workforce, and pathways data
- Explore equity and outcomes assessment data for disproportionate impact through disaggregation
- Find and interpret data or act as a liaison between the origin of the data and the coaching team
- Coordinate data reports for student success teams and aid other coaches in the creation of reports.

Student Support Services**Special Populations**

Colleges with success teams already in place, have integrated special population programs in various ways. Sierra College has their special population counselors split their job duties between both their specialized program and general counseling. LA Trade Tech and Bakersfield College special population groups continue to function as they did pre-Guided Pathways. For COC, special populations provide context in upscaling aspects of Guided Pathways and consult with the Counseling Department on outreach activities that may still provide service to their students. Our programs are in discussions with how to implement Starfish (Early Alert), how it can reduce paper progress reports, and assist instructors with connecting students to support services.

Recommendation

- The special population programs are an area that will need further exploration and time was not allotted to facilitate discussions.

Admissions & Records

Colleges interviewed have utilized Admissions and Records services differently per success team. Los Angeles Trade Tech College has divided its Admissions office into mini departments located in each of the buildings that houses a success team. Bakersfield College has a designated point person from Admissions to provide support to each team at critical times during the year and certain days during the week. Valencia College (Florida) decided through various conversations that Admissions was most valuable intact for students to access when needed and as a resource for counselors.

COC's Admissions office currently is running below staff levels providing only support that is necessary. Through strategic steps to move to a digital platform, our students are able to access most necessary paperwork online 24/7, which has reduced long lines during registration times.

Though this may seem to free up time for Admissions staff, this is not the case with more students' paperwork such as graduation petitions, transcript evaluations, degree customizations, processing external transcripts, etc., needing to be processed and each of these tasks takes time to complete. The Director of Admissions and Records reported that more students are accessing registration information online, reducing the number of students needing assistance during peak registration times. This suggested that having an Admissions representative assist during registration times for each school may not be productive since students register at different times throughout an 8-week period based on their registration date. Plus, time spent outside of the Admissions office resulted in a backlog of work for each Admissions representative supporting each school.

Recommendations

- Further explore the option of utilizing Admissions and Records at a later time, pending

Financial Aid

Similar to Admissions & Records, the Financial Aid office does not have extra people to be connected to each success team. The Financial Aid office currently conducts workshops related to the Free Application for Federal Student Aid (FAFSA), Student Loans, and Cash for College. Financial Aid has posters to promote their services, FAFSA, and general student loan information. Two financial aid technicians (one for each campus) are available to conduct classroom visits.

Recommendations

1. It is recommended to order Financial Aid posters to place in each building in high traffic areas.
2. It is recommended to coordinate with each financial aid technician to schedule workshops for each success team, at least once a semester. Pending workload, there may be the possibility to increase workshop offerings per semester.

Outreach Department

Many schools do not have an extensive Outreach department as COC does. Outreach provides comprehensive support for high school recruitment, highly trained peer advisors to connect with current students, and events offered throughout the year. Outreach is currently working with Mark Perna to increase the college advantage for students to attend COC. They also assist with promoting COC's First Year Promise program through fliers, emails, and events for high school students to attend. It was discussed to possibly collaborate with Counseling and Financial Aid to have peer advisors reach out to students who are needing appointments and/or missing documents.

The Outreach Department had piloted registration labs for students to attend if they had questions and/or issues arise during Fall 2018 registration (summer 2018). Peer advisors could address basic concerns and provide referrals to students, as needed. The registration labs were open during certain days/times in the Canyon's Hall computer lab area and allowed students to show up when it was most convenient.

Recommendations

1. It is recommended to keep Admissions and Records as it is, providing support to all students, as needed, and to continue being a resource for the Counseling office.
2. Explore the idea of connecting peer advisors to each of the success teams, ideally based on their career/major area
3. It is recommended to explore further a partnership with the Outreach Department on facilitating registration labs for specific success teams either through The Learning Center or in computer classrooms located in different buildings. Each success team could be designated to 1-2 specific computer classrooms during certain days and times.

Career Services

The career component to student success teams is still an area of further exploration. At this time, COC's Career Central is comprised of two areas: career exploration and career/job readiness (resume, cover letters, and job developer). There have been discussions as to whether the career exploration side will be integrated within the Counseling Department, but this has yet to be determined. There have been ideas of some form of career exploration/career readiness to assist students with understanding, connected to each success team.

Recommendations

- Pending funding and resources, having tailored School specific career workshops
- Linking the work already in the works around Mark Perna, career trees and copy points, to help promote the career-levels within majors
- Marketing careers linked to majors, similar to 4-yr universities

The Learning Center (TLC)

The Learning Center's role in student success teams is still under consideration of the extent of involvement. Athletics has partnered with TLC to establish a Student-Athlete Achievement Mentor (SAAM) coach to assist in connecting student-athletes with tutoring, use of computers and study rooms for homework/classes, and guided learning activities. The impact of implementing Starfish (an Early Alert platform) with faculty referrals for students has yet to be determined, with hopes of expanding awareness of student support services.

Our LEAP team partnered with a Graphic Media Design student to assist in concept designs for marketing material to better promote School specific tutoring services. The project highlighted the lack of tutoring services for several highly popular majors and limited tutoring services at the Canyon Country Campus.

Recommendations:

- Further explore the idea of expanding the SAAM role to determine sustainable upscaling options for each School
- Further expand Starfish capabilities for faculty/department referrals
- Further explore expanded tutoring services at the Canyon Country Campus and other highly popular majors
- Create marketing material to be displayed within each School building of general tutoring services

Integrated Learning

We met with the Director of Integrated Learning, to determine how to further explore integrated, career-based learning activities. Currently, the School of Applied Technologies and the School of Visual and Performing Arts have several programs that include internship opportunities blended into the major preparation courses, that coincide with the career. We wanted to focus on meta-major/academic areas that had limited or no career-based learning activities built into the curriculum. Several majors require students to have a certain level of education before starting in the career area, which can place our students at a disadvantage. With these majors, we looked at ways to increase the skills needed at the transfer level such as gaining experience as a student lab assistant and major related research. A small number of students take advantage of these opportunities, specifically if they are part of the Mathematics, Engineering, Science Achievement (MESA) program. And, how could this be adapted to the Social Sciences and Humanities areas.

Mark Perna/Career Trees (place under Integrated learning as a separate paragraph)

Integrated learning has partnered with Mark Perna's educational consulting firm, Tools for Schools (TFS), to help promote career-based information/learning for different academic programs and majors. This work has spanned the 2018-2019 academic year, with increasing the competitive advantage for students who attend COC and bridge into various career fields. The marketing material generated from TFS can be used for Outreach events, College to Career Day, college fairs, and other promotional events sponsored by the college.

Recommendations

- Create a workgroup to further explore increasing career-based learning opportunities for students in the Social Sciences and Humanities majors such as research, summer internship opportunities at local 4-year colleges/universities.

- Create a Faculty Inquiry Group (FIG) to explore increasing faculty participation in developing research for students to participate in.
- Explore the idea of incorporating a research course in majors that do not already have a research course for the major preparation courses.
- Explore the option of building in an advanced research course (200 level research course) as a major elective course for students who are pursuing competitive transfer schools.

Student Clubs

We review information with Student Development about how to increase awareness of student clubs connected to different meta-major/academic areas. Currently, student clubs are listed only on the Student Development/Associated Student Government website in alphabetical order. We reviewed student clubs into tentative meta-major areas based on the clubs' description. We thought it would be important to run the list by the student club advisor council to have them rework the club listings, to determine if there are clubs that could benefit other meta-major areas (i.e., listing the Improv club under the School of Visual & Performing Arts along with the School of Business, and the School of Social & Behavioral Sciences). Due to the reduced timeline for this project, we were unable to conduct further follow up on regrouping the student club list.

Recommendations

- Confirm with majors that have a student club, that they are listed corrected under each meta-major.
- Conduct follow-up discussions with the student clubs to outline other meta-major areas the clubs could be listed under.
- Develop marketing material to be listed in buildings that house different Schools, to promote associated student clubs.

Mental Health Services

A component of student success teams that has not been addressed was the role of mental health support services. Our Health Center promotes various workshops, activities, and events for students to participate in every semester. Discussions with the Dean of Students reiterated the need for increased mental health services, but a limited resources for increasing staff. This can pose an issue if mental health professions are designated to Schools on specific days, yet leave the main health office unstaffed when a student may be in need.

Recommendations

- Expand awareness of Health Center services and free mental health counseling sessions for students
- Increase professional development trainings

Student Involvement and Feedback

Student Survey Inquiry

Students were surveyed regarding their views on Student Success Teams. 190 students participated and provided responses to the survey. According to the student survey results a majority of students prefer to receive information from their Student Success Team via Email (45%) or Canvas (47%) as shown in Figure 8. A majority of students prefer their Student Success Team to use Instagram (40%) or webpage (27%) for social media, as shown in Figure 9.

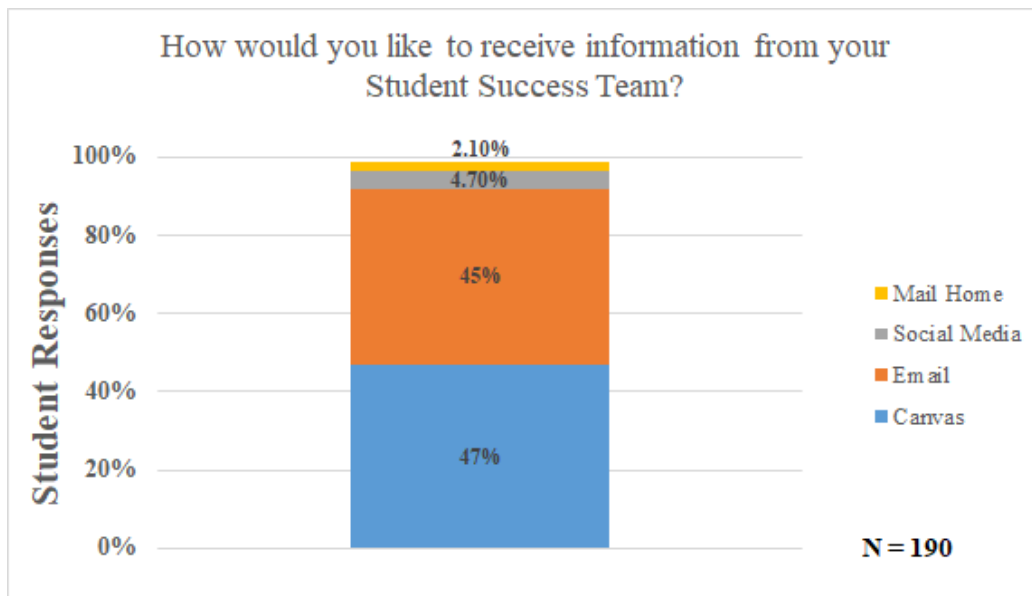


Figure 8. Preferred Method for Success Team Communication

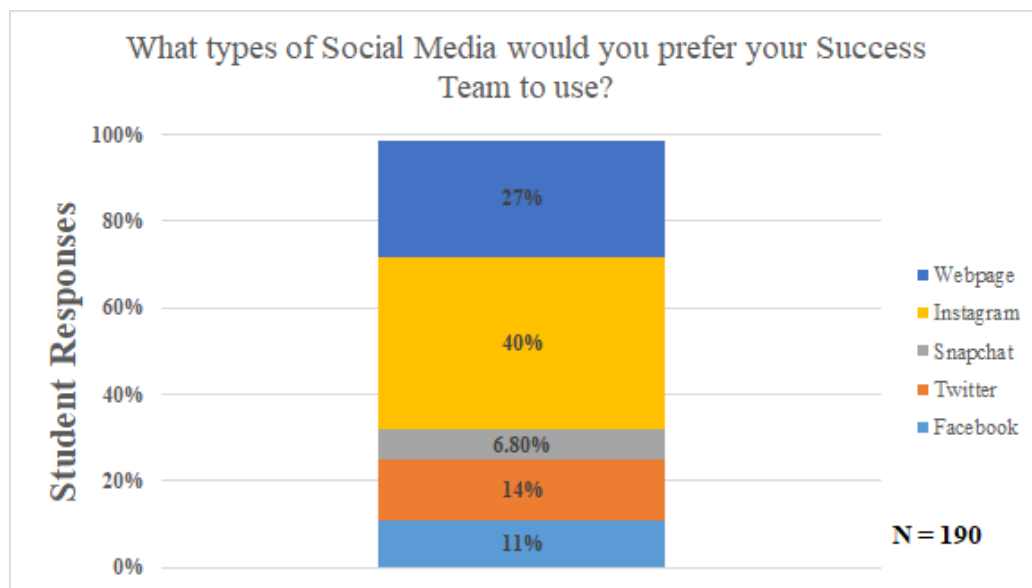


Figure 9. Social Media Preferences for Student Success Teams

Further open-ended questions were asked such as “Describe how a success team would make you feel more connected/engaged to the college? Describe how can/do faculty make you feel valued as a student? How do/could your professors show that they care about your success?” With regards to how a success team could make students feel more connected and engaged students reported that it would make them feel like part of a team, it would be encouraging, it would help them to not feel alone in their classes, it would make me feel more connected to my field of career, and it would be a way to connect with professionals.” (See Figure 10 and Appendix B for word clouds of responses).

Counseling Department Reflection

For the Spring 2019 semester, counseling wanted to explore the idea of connecting counselors to meta-major areas. College of the Canyons has been discussing upscaling smaller programs such as Educational Opportunities and Program Services (EOPS) and Athletics, which have high-interaction with each student in their programs every semester. Special population counselors and support staff for these programs can identify each students’ progress, major, how many units students are completing, and have a more connected relation with their students.

After receiving data from Institutional Research and analyzing the student to counselor ratio, it was clearly identified that the ratios would be overwhelming for the counselors to manage. Some Schools might be able to have two counselors embedded, yet the ratios would still be high (i.e., 1:2600 for MSHP). We started exploring this option with two programs, the Business Department and the Water Technologies and Surveying Department, to determine if assessing every students’ progress would work.

After going through most of their student rosters, identifying priority students for follow-up, phone calls and emails were sent out to students, to set up counseling appointments. This was a time-consuming task that created a severe workload issue to even keep up with sifting through the progress for each student, tracking students who we contacted, following up with students who had not responded, etc. Though it did yield some positive outcomes such as submitting graduation petitions for certificates and degrees, knowing the progress students were making toward completion, being able to identify a struggling student sooner, and identifying where a student was going off their path.

The downside of this process was knowing immediately that the department student rosters were outdated after one week because students can drop or add a major at any time. The rosters did not show accurately who was an “identified” current major under each program since students are able to work on major preparation courses for a major without identifying that major on their student record.

Counseling explored future ideas of incorporating embedded counseling services for each meta-major with specific pop-up graduation workshops, major-specific transfer workshops, and drop-in counseling days. We are also looking to bring back classroom visits in benchmark specific courses, to help communicate timelines to students more efficiently. Several of these tasks were already in place in the past and were put aside to incorporate digital/online approaches to help streamline services (technology trend was moving in this direction, but after reflection and student trends, students are wanting a more face-to-face approach).

Full-Time Faculty Reflection

The role of a faculty lead in the success team model is still fluid as of now. We have looked at the role of faculty leads at other schools further along in their success team development, such as Bakersfield College. In order to make this role our own at COC, we have agreed that these faculty leads will be a resource for students as experts in their subject area, have knowledge of transfer and career options, connection of students with other members of their success team such as members of student services, and working closely with data coaches and the Canyons Connects.

Any faculty member could be nominated as a faculty lead for a success team by other faculty or they could simply nominate themselves. These positions would likely need to have release time attached or a stipend for these faculty leads as the position require a lot of creativity and time, as the first faculty leads would introducing the role and setting the standards for future faculty leads. These leads would also need to work closely with other members of the college and their success team in order to have the knowledge necessary to answer student questions, including topics such as counseling, integrative learning, Early Alert, Admissions & Records, and many more.

Appendices

I. Adjunct Survey Responses

Color coordinated to group like responses among columns.

Q1 Key	Q2 Key	Q3 Key
No Role	No Time/As Little as Possible	Worried No Role for Adjuncts
Possibly Some Role/Unsure	Some Time/Unspecified	Worried May Impact Students
Wants to Support Students in Some Way	2-4hr/Week	Worried May Impact Course Offerings
	4-10hr/Week	Other/Lack of Information
		No Concerns

Anonymous Adjunct Responder	Q: From an adjunct's perspective, what role would you like to have in Student Success teams at COC? What type of work would you want to do for this effort?	Q: How much time would you be willing to dedicate toward student success teams, how would that impact your work load and how would you expect to be compensated for this work?	Q: What concerns or questions do you have regarding the role of an adjunct professor within the framework of Guided Pathways and Student Success Teams?
1			
2			

3	As adjuncts, we are already running around from one campus to another, and our time is often stretched thinly. If we would have to have a role, I suggest increasing reasonable compensation. If such were the case, I think it would be good for adjuncts to help share students' perspectives from their class either direct comments from students or what instructors have observed, including students' needs.	Reasonable compensation should be due. As adjuncts, we are already taking up the brunt of this profession by agreeing to work only part-time (despite being required to have MA degrees), being the first ones cut when enrollment goes down, paying for our own insurance, etc. As a result, many need to take more than one job, and humanly speaking, this is exhausting. We are paid by unit/credit, so if we are needed to work more on the side, it should be appropriately compensated.	I am actually very happy about the idea of Guided Pathways for students. This enables them to have a clear track, so it's much easier to keep students attending their classes. My only concern once again is how much work this would necessitate from adjuncts because any additional work must be compensated. We have given up much already to work in this profession as part-time workers only, so the college must take care of its human resources and not stretch people too thinly. If there are positions open to be more involved with this reasonable compensation, I think more adjuncts would be very happy to get involved. As of now, many adjuncts actually don't know what's going on in college initiatives because there is not much opportunity for us to get involved. Most of the time, the people who hear about these are full-time instructors. Honestly, it is quite hard to get adjuncts' input when not much opportunity has been given us, reasonably, to spend more time getting involved in the process and know the ins and outs of these initiatives. It is then a little strange to ask what role we would like to take when we are largely left in the dark about these programs anyways.
4	I expect full time colleagues to lead the way	as I don't expect to be compensated, I would participate minimally	adjunct professors at COC have been forced into an atmosphere of ill-will in which we are no longer valued. Because the Guided Pathways are resented by many and confuse almost all, we are embarking on a fool's errand
5	Teach dual enrollment at the high schools.	Same as any other class.	Dealing with underage kids, rather than adult students.
6	None	None	Why would an adjunct instructor (we have no option to achieve 'professor' status) want to be

			involved in this process? Isn't this what we have counselors for?
7	I would love it if every student was assigned a faculty mentor or success team. And, I'd enjoy a role that focused on maximizing student success. That said, as an adjunct, it is difficult to imagine what that might look like. I think that veteran adjunct are more reliably at COC and might be able to serve on a team. But, those that don't consistently work three classes every semester may not be around as much. In terms of role, I'd enjoy helping students figure out their path and be part of a team that intervened when students appeared to be struggling to maintain progress on their chosen path.	I'm at a loss. I think that being on a team and checking in with students or mentoring them is a wonderful thing. But, we had to fight so hard for office hours... To ask that we do success team misc during office hours would not be fair. To have us be on teams w/o any compensation would also be unfair. I think that those who serve on teams should perhaps receive a stipend per semester for the work they do.	I think adjuncts owe it to the students to educate themselves about what COC is trying to do and to do what they can to help students succeed (within the confines of their regular job and conversations with students). Adjuncts teach approx 1/2 the classes at COC. We are an integral part of student success. But, too many adjuncts do not take ownership of this role :-(My biggest concern is that adjuncts won't step up and learn more about Guided Pathways and know enough to answer student questions.
8	Working on more individualized student support to help them stay on their path. From enrollment to graduation, there are so many departments students need to interact with, and though well-intentioned, you ask five workers the same question and get five different answers. Too many silos.	I would expect to be compensated through supplemental services, and it isn't about my work load - it is about the students. I am happy to carve out time for that.	That there is no clear role or voice for adjuncts
9	We are expected to deliver the same level of Education in all forms as the non-adjunct, which provides the students of	A lot of Adjunct have other responsibilities away from campus so I would commit to portion of the non adjuncts responsibilities. I would say	I think there is enormous value to the school, student, and community on a whole teaming adjunct and non-adjunct up in teams within the framework. So I would ask why

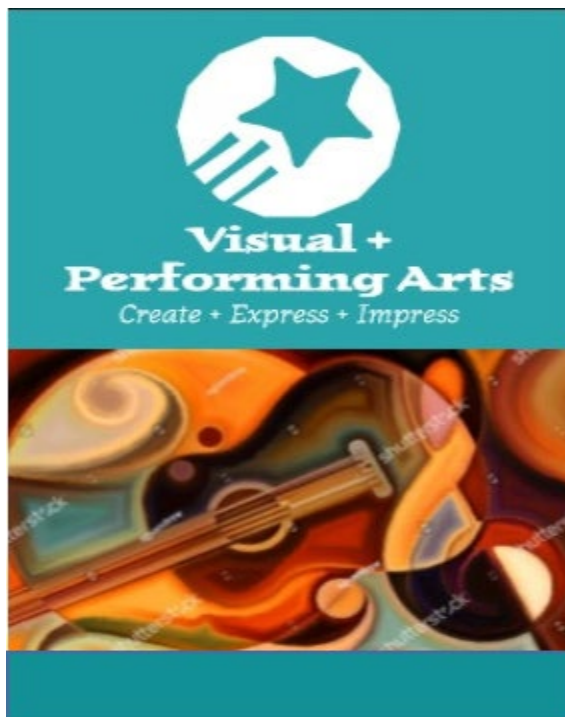
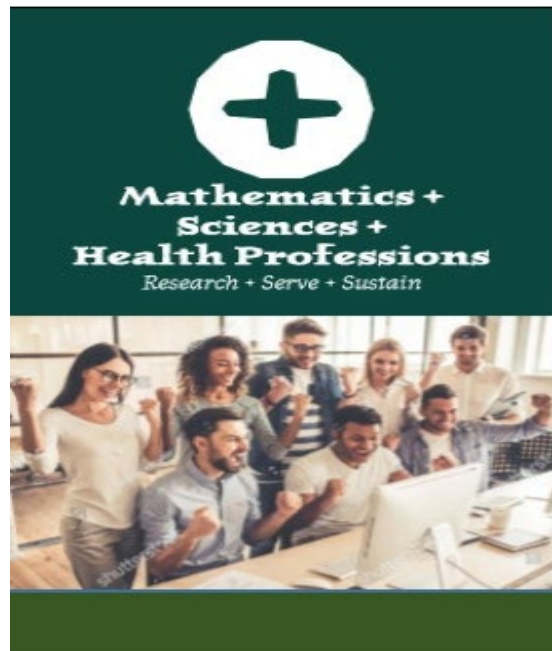
	COC a very rich educational community of higher learning so why stop at just content delivery? We should be involved with every aspect of the learning process. Its whats best for the students.	Adjunct be matched up with Non-Adjunct and allow them to manage the relationship.	have we not done this? Teams
10	Pedagogical and plan design	10 hours/week. It would obviously increase the work load- the district should put additional funds towards compensating adjuncts beyond office hours here	Adjuncts have had little input in formulating the pathways. There are concerns about maintaining room for academic inquiry among students. More specialized classes will not be offered as often
11	I don't know what roles are available.	My time availability varies by month from none to almost unlimited. This is why I'm teaching exclusively online at the moment.	It sounds like you're asking adjuncts to participate in some kind of mentoring or advising effort. Once I learn more about specific roles available, then I can ask more informed questions.
12	I would like to be on a student success team and help develop and maintain the commitment to the 4 pillars of Canyons Completes.	As an adjunct I would be willing to dedicate my time and energy for as much time as necessary to accomplish goals. Flex credit would be appropriate.	None, I would welcome it as a great opportunity to be involved in a meaningful program geared towards student success.
13	As a teacher in LAUSD I would love to be involved with an education pathway	I could reasonably expect to have 2-3 nights available at my adjunct rate.	My main concern is how adjuncts would be viewed in terms of seniority and class selection
14	A consultant role to lend advice within my specific field of knowledge and experience.	Pending on the nature of the student success team goal, I can find time and effort to accommodate accordingly. Compensation can be similar to how adjuncts are being paid - teaching load.	Finding internships and training skill opportunities for students to apply.
15	Make sure the arts are fairly represented - join a committee?	An hour or two 2x a month. A few hours shouldn't impact my teaching too much. There should be a stipend as flex hours run out quickly.	If adjuncts aren't included, how can we help in the process since we represent the majority of teachers.

16	A role that I would like to have in the student success teams at COC, would be more geared toward the clarify the path portion of the Guided Pathways. As a communication studies instructor, I prefer talking to students. As a COC alumna, I also know what it is like to be a student and not truly know your path just yet. I would like to help students see their options.	I would be willing to dedicate at least 5 hours per week toward student success teams. I believe 5 hours wouldn't significantly impact my teaching or office hours, and I would be happy to work with students. If compensation was offered, hourly pay or FLEX would be acceptable. Otherwise, the experience in serving on a student success committee would suffice.	I do have some concerns that is classes don't fall within a certain path, they may be in danger of cancellation. There are so many amazing classes offered at CoC and I don't want students to miss opportunities to take classes they think are interesting, or beneficial, just because it doesn't fall in line with the path.
17	A mentor providing advice and guidance to the team.	4-8 hours per week pending on the subject or cause. It may not have much of an impact of my T.A. & O.H. if it is out side of my normal working hours. Compensation may be as FTES or FLEX credit.	First concern is how does one calibrate the knowledge and skills required by four-year institutions & labor market with those coming out from the guided pathways. Second concern is every guided pathways cannot be made universal since each and every students have unique needs, skills, and academic profiles. Hence the final goal of achievement for every students may not all be equally met. Finally, the role of any adjunct professors who are involved in this program may cut short for whatever the reasons, so is there a backup or a substitute to ensure the completion of the pathway process?
18	I believe that having a professor in a counseling position would be very beneficial. Since we know the courses and careers most students are interested in, then we can help guide them to courses and internship opportunities. If students could be matched with specific professors that	I would expect it to be 3-4 face to face meetings per year, and several emails. I would expect to be compensated for the face to face meeting based upon office hours pay, and no compensation for the emails.	I do not know enough information about the program right now to have any questions.

	align with their careers goals, I believe that could be very useful.		
19	As an instructor in the classroom, I would like to make it clear that what is the connection between the learning students are doing today and the career opportunities the learning can lead to.	A few hours a week (2-3 h). would like to be compensated as paid hours	So far, I can't see the whole picture of this program yet. I do think it is a great idea that every student has a better understanding of realistic plan and goal while taking community college courses. But is it a bumped up counseling effort (more streamlined maybe) or something even bigger changes?
20	I would not be involved. Like many adjuncts, I teach at multiple schools. I do not wish to be involved in additional work without compensation.	I would not expect to be involved. I also expect compensation would be very minimal, if any was even available.	I do not have concerns. I think guided pathways can help students succeed.
21	Help with workshops. Recommend students for specific activities.	Compensation will depend on how much time I would put into the program. If it is more than a few hours per semester I would need to be compensated for the time. I would be willing to put in more time if compensated.	I wish we had more access to the counselors so we would know what the current pathway is for the students in various majors. Most of the workshops I have attended do not go into specifics and just talk about why the pathways are important.
22	Counseling for students	4-6 hours a week, or more if compensated appropriately. If the college believes in the value of us doing the work then should be paid like teaching salary. I could contribute even more hours.	I tried seating through a number of meeting early on, it is difficult for adjuncts to participate as there are no rewards for doing extra work, even though I am interested in helping students.
23	More computation assignments	I do not have an opinion on that issue	Adjunct Faculty is bringing a real life professional experience toward teaching

II. Student Success Team Visuals

A. Graphic Media Design (GMD) Student Proposal: Meta-major School Design Option #1 by Marin Pfeiffer (Posters and Info Cards)



Info Cards



**Business**
Finance + Manage

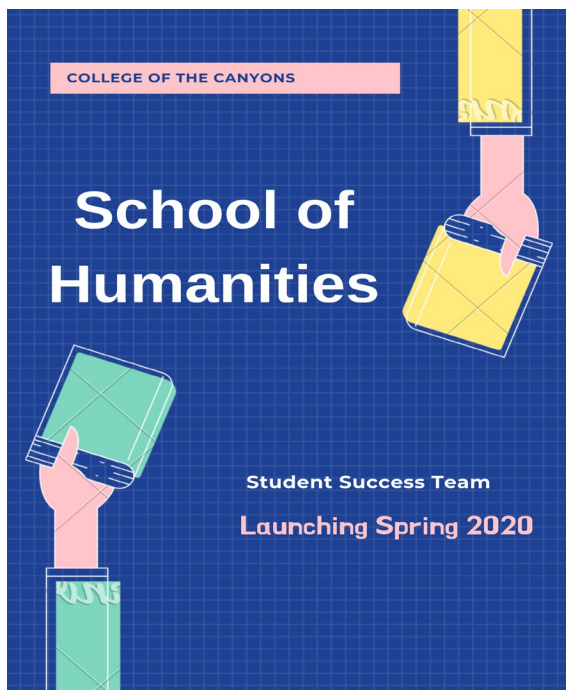
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B. Meta-major School Marketing Design Options #2 - Designs by Erika Torgeson



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STUDENT SUCCESS TEAMS



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Applied
Technologies***

College of the Canyons

***School of
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Behavioral
Sciences***

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