Participate | Collaborate | Innovate

High Impact Retention, Persistence and Success Practices for SEM

June 1-2, 2018 - SEM Academy
Presenters

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Student Success Continuum

Bontranger (2018)
Today’s Goals

1. Become familiar with high impact practices
2. Work together to identify ways to integrate GP and SEM
3. Identify 1-2 action steps to take when you return to campus
Content by topic

Looking for an in-depth look at the concepts and techniques underlying institutional effectiveness? Follow the links below.

- Integrated Planning
- Data Disaggregation
- Strategic Enrollment Management
- Guided Pathways
- Change Leadership

More topics of interest

Coming soon

https://prolearningnetwork.cccco.edu/ask

Participate | Collaborate | Innovate
Retention, Persistence and Success

STRATEGIES & PRACTICES
Dual Enrollment
Most Common Types of Dual Enrollment

• HS students taking courses on college campus

• College courses offered on HS campus

• College and Career Pathways (CCP)

• Structured programs on college campus
<table>
<thead>
<tr>
<th>TYPES</th>
<th>CORE COMPONENTS</th>
<th>OPERATIONAL CONSIDERATIONS</th>
</tr>
</thead>
</table>
| Students coming to college individually, not as part of a program | No established core component  
Colloquially often called "concurrent enrollment" | Structural support and commitment  
– none to low  
Students may be perceived to be regular adult college students to instructors and staff |
| Single courses | No established core components  
Courses usually meet a need of the local high school such as enrichment, college success, graduation requirements, etc.  
Cannot include developmental courses | Structural support and commitment  
– low to medium  
Often requested by a high school to meet a specific need  
Course offerings are not necessarily part of a planned certificate or degree  
Student supports are not necessarily a part of this model, but students would benefit from them |
| Pathway | Pathways are carefully designed sequences of courses, of which dual enrollment is a part; pathways may:  
1. Include multiple onramps and bridges  
2. Span the entire range of programs  
3. Be stackable in design  
4. Contextualize foundational skills within a group of occupations or programs of study  
5. Be aligned with industry needs  
6. Engage with employers in development, training, internships, or placement  
7. Focus on in-demand careers with family-sustaining wages  
8. Incorporate work-based learning  
9. Use data for continuous improvement | Structural support and commitment  
– medium to high  
May be cohort-based  
Embedded student supports such as a college success course, tutoring, peer mentors, supplemental instruction  
If a dual enrollment partnership is a California Career Access Pathway (CCAP or AB 268), offerings must have a pathway design |

<table>
<thead>
<tr>
<th>HIGHLY STRUCTURED DUAL ENROLLMENT PROGRAM</th>
<th></th>
</tr>
</thead>
</table>
| Highly Structured Dual Enrollment Program on a College Campus | Student support services  
Rigorous academics  
Completion of high school diploma and some college credits  
College courses count for dual credit (both high school and college credit) |
| Middle College | |
| Early College | |
| Gateway to College | |
| **Structural support and commitment** | **very high**  
**Small enrollments (100 or fewer students per grade level)**  
**Usually located on a college campus** |

*A similar table can be found in the FAQ of the Dual Enrollment Toolkit.*
Do you have Dual Enrollment now?

<table>
<thead>
<tr>
<th>If Yes. . .</th>
<th>If No. . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What type(s) do you have?</td>
<td>2. Who should be the team to get it going?</td>
</tr>
<tr>
<td>3. Could anything be improved?</td>
<td>3. What assistance might you need?</td>
</tr>
<tr>
<td>4. What assistance might help you?</td>
<td>4. Which types do you think might be best for your college?</td>
</tr>
</tbody>
</table>
Promising Practices

PRACTICAL APPLICATIONS
Promising Practices

College/District

- Cuyamaca College
- East LA College
- Foothill College
- Mesa College
- Pasadena City College
- West Hills CCD

Practice

- Math Pathways: Developmental Ed
- Dual Enrollment Program
- Go2Foothill Online Orientation
- The Stand: Food Pantry and Clothing
- PCC Guided Pathways
- Prior Learning Assessment Program

https://prolearningnetwork.cccco.edu/ask/topic/sem/sem-promising-practices
Go 2 Foothill Online
Foothill College

- Student- to-student online orientation
- Available 24/7
- 30 min module
- Used for many events
- Interfaces with Banner
Math Pathways
Cuyamaca College

• Developmental education reform
• Changed:
  • assessment/placement
  • pathways
  • classroom experience
• Transfer level course + 2 units support
• Finding: 67% completed math in 1 year Versus 10% previously
The Stand: Food Pantry & Professional Clothing Closet
Mesa College

• Emergency food:
  • Students with low income (but not all are)
  • Spring 2017: served over 2,000 meals to 439 students
  • Funding: food drives, donations, campus activities

• Clothing
  • For interviews, jobs
  • Spring 2017: 283 items to 74 students
  • Donations from staff, faculty
1. Shared Purpose
   – Focused on dramatic improvement in student access and success
2. Common Principles
   – Student centered, equity focused, and data driven/informed
3. Aligned Approach
   – Holistic, inclusive, and strategic
# Guided Pathways Structure

**CCC GP 14 Key Elements:**

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Design</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Shared metrics</td>
<td>5. Intersegmental alignment</td>
<td>10. Integrated technology infrastructure</td>
</tr>
<tr>
<td>3. Integrated planning</td>
<td>6. Guided career and major exploration</td>
<td>11. Strategic professional development</td>
</tr>
<tr>
<td></td>
<td>7. Improved basic skills</td>
<td>12. Aligned learning outcomes</td>
</tr>
<tr>
<td></td>
<td>8. Clear program requirements</td>
<td>13. Assessing and documenting learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Applied learning opportunities</td>
</tr>
</tbody>
</table>
## Crosswalk example:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Dimension</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td><strong>1. Cross-Functional Inquiry:</strong> College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</td>
<td>Leadership and Collaboration: Intentional and collaborative efforts to plan and manage the efficiency and quality of programs and services, and optimize enrollment, fiscal viability, and student success.</td>
<td><strong>Equity Focused:</strong> Strategies, interventions, and attitudes that seek to close gaps in access and achievement.</td>
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<tr>
<td></td>
<td><strong>2. Shared Metrics:</strong> College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</td>
<td>Data Informed: Widely available, current and reliable retrospective and prospective snapshot and trend data, e.g., enrollment, outcomes, demographics, community, and labor market demand.</td>
<td><strong>Approach</strong></td>
</tr>
</tbody>
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GP + SEM Integration

Peer learning:

• Discuss ways to intentionally integrate GP and SEM in small groups
• Share ideas with whole group
• Identify one action step related to each topic
Discussion Topic 1: Cross-functional Engagement and Collaborative Leadership

• Who on your GP planning team can represent your college’s SEM work?
• What decision-making structure(s) are available on your campus to integrate GP and SEM planning?

(GP Cross-Functional Inquiry, Inclusive Decision-making Structures/SEM Leadership and Collaboration)
Discussion Topic 1:
Cross-functional Engagement and Collaborative Leadership

What is one action step you can take when you return to your campus, based on your own reflection and what you heard from your peers?
Discussion Topic 2: Evidence-Based Decision Making

- Which metrics and data sources can be shared between GP and SEM efforts at your college?
- Where might there be gaps between the two?

(GP Shared Metrics/SEM Data-Informed)
Discussion Topic 2: Evidence-Based Decision-Making

What is one action step you can take when you return to your campus, based on your own reflection and what you heard from your peers?
Discussion Topic 3: Integrated Planning

What common goals might your college establish between GP and SEM?
• Ex: set target enrollment goals by meta-major

(GP integrated Planning, Inclusive Decision-Making Structures/SEM Mission-Driven, Marketing and Communications, Outreach and SSSP)
Discussion Topic 3: Integrated Planning

What is one action step you can take when you return to your campus, based on your own reflection and what you heard from your peers?
For more information about the SEM-ASK visit:

https://prolearningnetwork.cccco.edu/ask/topic/sem