# ARC IPaSS Final Report

Spring 2018

# IPaSS Charter

*"The IPaSS team is responsible for designing and recommending a case-management team model for students that includes counseling and instructional faculty and classified staff and will provide all students with personal, individualized and integrated guidance and support and an individual communication and engagement platform to monitor their individual educational goal progress and connect them to academic and student support services consistent with the ARC Strategic Plan. The model should be scalable, address disproportionate impact, and make efficient use of college resources."*

# IPaSS and the ARC Strategic Plan

The work of IPaSS has been informed by and supports [ARC's Strategic Plan](#). In our discussions and recommendations, we have strived to put students first and to design systems and processes that will guide students on their pathway through ARC. We affirm the College's Commitment to Social Justice and Equity and agree that "this commitment is essential to achieving our mission and enhancing our community."

# I. Preface

The recommendations in this document are ambitious. Although they use college resources efficiently, they also represent a significant institutional investment. The IPaSS team was charged with developing a realistic and scalable model. The team reviewed ARC's retention and success data and developed recommendations that are proportionate to challenges we face as an institution. The following data offer some insight into the scope of our task:[1]

- 23% of ARC students seeking a degree, certificate, or transfer left the college before earning 15 units
- 44% of African American ARC students seeking a degree, certificate or transfer left the college before earning 15 units
- Course success rates for first-time college students are as follows:
  - 45-50% African American students
  - 60-65% Latinx students
  - 70-75% White students
- Only 43% of ARC students seeking a degree, certificate or transfer achieve any goal within six years
- Only 20% of African American ARC students seeking a degree, certificate or transfer achieve any goal within six years

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[1] This data comes from a Fall 2010 cohort of 3,768 students tracked over 6 years.

The IPaSS team asserts that the recommendations outlined in this report are reasonable and sound  investments in transforming the student experience and are commensurate with the challenge we face as community. The team also shares the belief that ARC needs to radically shift resources to create a student-centered climate. ARC must ask itself: "what practices and services can we let go of or streamline? How can we find the resources to implement the high-impact practices that the administrators, faculty, and staff of the IPaSS team have identified?"

# II. Executive Summary

The IPaSS team has designed a holistic student support model that is centered around case management, made possible by technology, and sustained through ongoing collaboration and professional development. Our model is based on "SSIPP" principles, which call for student support to be Sustained, Strategic, Integrated, Proactive, and Personalized.[2] It is also informed by the Community College Research Center's concept of "Technology-Mediated Advising."[3] In our model, strategic use of technology facilitates integrated support and makes college processes easier for students and staff to navigate, which paves the way for a case management model that provides personalized, proactive support to the students who need it most.

## The Student Experience

After enrolling in the college and receiving a comprehensive orientation, students who are not otherwise supported by a categorical program such as EOPS or an affinity group such as Puente will be assigned to a dedicated counselor and what we're calling an "Achieve Team." Each student will be expected to meet with their Achieve Team counselor at least once a semester individually or in group. Students will also connect with their Achieve Teams throughout the academic year to check in, follow up on "early alerts" that the student may be struggling, offer encouragement, and remind them of important deadlines like registration and financial aid.

Additionally, all students will part of a "Pathway Community" that connects them to their academic and career interest areas. Pathway Communities will have an online presence through social media, and they'll provide a place where students with shared academic interests can connect with each other and learn about events, activities, and other opportunities related to the majors in their pathway. We envision that each pathway community will be stewarded by a faculty member and a peer.

Our model calls for intensive case management during students' first 24 units.[4] After achieving this milestone, students who are making successful academic progress will transition into a less intensive support structure provided by their Pathway Community, while those who need more services will receive support through an academic probation process.

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[2] See the following papers from the Community College Research Center:
https://ccrc.tc.columbia.edu/publications/redesigning-advising-student-support-tools-practitioners.html
and
http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf
[3] See
https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-technology-mediated-advising-reform.pdf
[4] Clarification: this applies to new-to-college students who are seeking a degree, transfer, or certificate. The 24 unit milestone is a tentative suggestion and may need to be modified.

# Behind-the-Scenes

Behind the scenes, this holistic support model is made possible by significantly restructuring the counseling and other student services departments, developing targeted professional development opportunities, acquiring several key pieces of technology, and creating new structures for collaboration between instructional and student services faculty and staff.

1. First, in order to make a holistic model work, a significant shift in business practices and resources must take place. Counselors need to be freed up to do the work that they are uniquely qualified to do: creating interpersonal relationships, establishing trust and respect, and creating safe spaces for students to be themselves, to be validated, to heal, and to begin to realize their potential.
2. Second, this model depends upon the right technologies being in place. Primarily, this means a robust "Student Experience Lifecycle" (SEL) tool that facilitates Early Alert, degree planning, referrals, and sharing of case notes.
3. Third, it is critical that instructional faculty & staff are active participants in the case management process. We recommend the creation of a "First Year Instruction and Support Community of Practice" to facilitate professional development and dialogue between the case management teams and the instructors & IAs who teach first-year students.
4. Finally, a commitment to continual assessment and improvement coupled with ongoing professional development must form the basis of this re-design.

# Goals and Outcomes

We expect that as a result of implementing IPaSS's recommendations, and in conjunction with the work of Start Right and Clarify Program Paths, students will:

- find and commit to an academic pathway early in their college career, and understand how that pathway connects to their career and life goals;
- build community with each other;
- make connections with College staff;
- know who to ask for help and feel comfortable seeking help;
- receive personalized help based on their individual needs, from individuals who know them well and who have been trained in techniques such as trauma-informed care
- view help-seeking behavior as the norm; and
- be empowered, through user-centered website design, a robust repository of FAQs, and a thoughtful communication strategy, to navigate college processes and find information on their own.

# Disproportionate Impact

The IPaSS team has developed evidence-based recommendations that we expect will address disproportionate impact at ARC. The team has been thoughtful in pursuing this goal. Many team

discussions have centered on ideas like the anti-deficit model, "normalizing" help-seeking behavior, and the fact that students of color often face obstacles such as stereotype threat which may discourage them from seeking needed services. We have discussed the need for campus-wide equity training.

In *Supporting Men of Color in the Community College: A Guidebook*, Wood and Harris identify several strategies that have been shown to be particularly effective in boosting success rates for men of color, such as employing "early warning" and "early alert" systems, making successful interventions mandatory, promoting and supporting student help-seeking behavior, and providing ongoing professional development for faculty and staff.[5] Further, they note that "the practices that work in supporting men of color work for students of all racial/ethnic and gender backgrounds."[6] Our recommendations include all of the above strategies.

Additionally, we have adopted high-impact practices from Achieving the Dream schools that have made progress in closing the equity gap. One college that closed their gap entirely, Georgia State, offered insight in a 2017 report.[7] Several of their strategies are reflected in our recommendations:
- Making relevant information easy to access any time and providing clear and personalized messages to students in effective formats
- Connecting major and career to college from the beginning and ensuring students are exposed to the range of options in their area of interest

IPaSS also considered ARC programs that are successful in improving outcomes for disproportionately-impacted students. EOPS still has an equity gap but African American and Latinx students enrolled in EOPS have significantly higher persistence rates than non-EOPS students:

| EOPS | Overall | AfrAmr | Asn | Hsp/Lat | Wht |
|---|---|---|---|---|---|
| Participated | 89% | 81% | 94% | 86% | 91% |
| Not Participated | 65% | 60% | 64% | 65% | 66% |

F15-S16 Persistence

EOPS data informed the following IPaSS recommendations:
- Deploying resources so that teams can offer intensive support similar to EOPS to students who need it such as required counseling appointments and regular personal communication.

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[5] Wood, J. Luke and Frank Harris III, Ed.D. *Supporting Men of Color in the Community College: A Guidebook.* Montezuma Publishing, 2017. See especially pages 50-51, 56, 58-59, 63-83, 93-94.
[6] Wood and Harris, page 9
[7] 2017 Report: Georgia State University:
https://success.gsu.edu/download/2017-status-report-georgia-state-university-complete-college-georgia/?wpdmdl=6471592&refresh=5acf9e24a86a71523555876

- Proactively reaching out to students who show signs they may be struggling, such as lack of attendance, poor grades, or missed appointments.
- Removing barriers to support services by normalizing their use, making "warm referrals"[8] and building in structural connections between instructional support programs and Student Services programs.
- Conducting grade checks and other real-time monitoring efforts.

The IPaSS Team's professional development recommendations for all Achieve and Pathway Community members include Equity and/or Trauma-Informed Approach[9] training. The Trauma-Informed Approach is a way to support the whole student and results in more equitable interactions with students. It does not replace the need for equity training. The team recognizes that institutional cultural bias and a lack of equity inside and outside of the classroom has created the equity gap and that ARC needs ongoing professional development to successfully identify the bias and counteract it.

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[8] A "warm referral" is one in which you take time to intentionally connect the student to someone who can help them at the referred service location, such as by calling a colleague to confirm the student can receive the expected service and let them know the student is coming, advising the student to ask for a specific individual (and then letting the individual know to watch out for the student), walking the student over to the referred service location, and/or writing detailed case notes about the student's situation so that the referred service will be well-informed and the student will not need to repeat their story. This practice supports Wood and Harris's recommendation to "[connect] students to people and not services" (Wood and Harris page 77) and Achieving the Dream's goal that students should only have to tell their story once (Integrated Student Support Redesign Toolkit page 8).
http://achievingthedream.org/resource/17257/integrated-student-support-redesign-toolkit
[9] CCC Trauma Informed Care Fact Sheet:
http://www.cccstudentmentalhealth.org/docs/TIC-Fact-Sheet.pdf

# III. SSIPP

Our model is based on the "SSIPP" principles from Achieving the Dream and the Community College Research Center. SSIPP stands for Sustained, Strategic, Integrated, Proactive, and Personalized. Evidence from colleges across the nation shows that this model is effective in "moving the needle" on student success.[10] [11]

Below are two graphics from Achieving the Dream that help explain the SSIPP strategy:



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[10] See page 8 and 9 of Achieving the Dream's "Integrated Student Support Redesign: A Toolkit for Redesigning Advising and Student Services to Effectively Support Every Student" for more information about SSIPP. http://achievingthedream.org/resource/17257/integrated-student-support-redesign-toolkit
[11] See also
http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf

# What does SSIPP look like, really?

**$\underline{S}$ustained**
- Students receive support throughout their educational life course
- Assigned advisors; long-term coaches

**$\underline{S}$trategic**
- Targeted engagement and intervention
- Use of analytics to curate outreach; use of group advising and technology for less-nuanced tasks; intake triage

**$\underline{I}$ntegrated**
- Supports feel seamless to students
- Shared case notes or student profiles; connections between offices

**$\underline{P}$roactive**
- Students are "caught" before they fail
- Early alert systems; advisors empowered to reach out to students

**$\underline{P}$ersonalized**
- Students receive the support they need when they need it, from an individual who knows them well.
- Assigned or embedded advisors; coaches; shared case notes

Achieving the Dream
Community Colleges Count

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# IV. Case Management: "Achieve Teams"

IPaSS recommends a case management model in which every new-to-college student who is pursuing a degree, certificate, or transfer will be assigned to a primary counselor and what we're tentatively calling an "Achieve Team." Each Achieve Team will comprise:

- 2-3 counselors,[12]
- a classified coach,[13]
- several peer mentors,
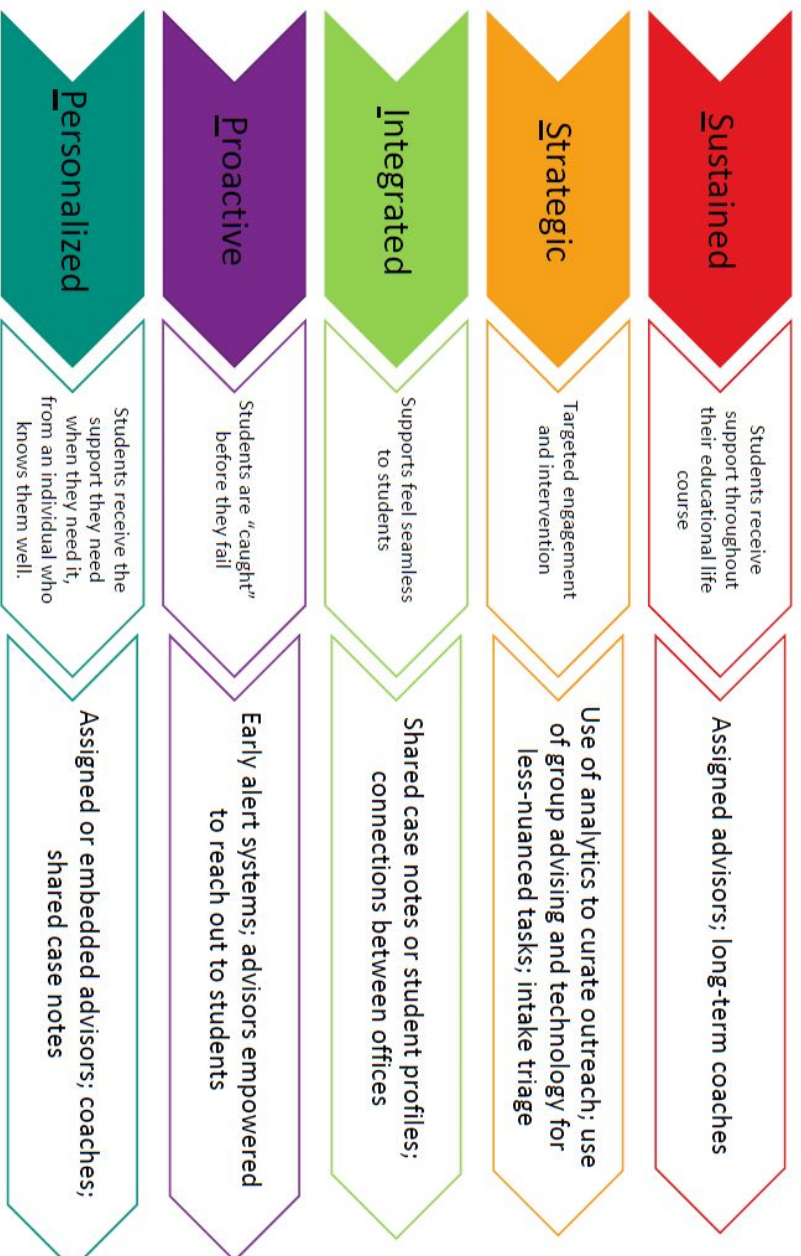- a clerk who supports the team, and
- resource team members[14], such as:
    - IAs from the academic support programs
    - Community and Diversity program leads
    - Coordinators from English, Math, and LRC
    - Librarians
    - Financial Aid staff

At full scale, we recommend that each Achieve Team service a caseload of 500-750 students, which means 250 students per counselor.[15] We also recommend that the ratio of student to faculty and staff start smaller and be scaled up gradually, especially until we implement needed technologies. As with all recommendations, the IPaSS team strongly encourages evaluation of case loads after each year to determine if initial predictions of sustainable ratios are accurate.

The IPaSS team recommends that students be assigned to Achieve Teams by Pathway. When possible all students in an area of interest should work with the same team. If an area is too large, it can be shared by two Achieve Teams. Smaller areas of interest may share one Achieve Team. This allows for deeper connections between the Achieve Teams and the Pathway Communities[16] and for the coach and the peers to develop familiarity with their students' faculty, majors, and careers.

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[12] Each student will be assigned a primary counselor, but having 2-3 counselors on each team allows for backup coverage and flexibility for students if their first assigned counselor isn't the right fit.

[13] We envision that this role would be filled by someone in a Specialist or SPA position; the folks in this role could have either an instructional or student services background. See page 13 for more details.

[14] These members may or may not be "assigned" to a specific Achieve Team, but in any case they would not attend every meeting. Instead, they would meet periodically with the teams and be available for referrals as needed. They serve as auxiliary resource and support team members who have established relationships with our Achieve Team members. This allows team members to refer students to colleagues in way that feels integrated, friendly, and supportive.

[15] ARC will learn more about appropriate case loads for different populations as the Achieve Teams become established. For instance, CTE are structured programs that offer many of the benefits of a cohort. Perhaps Achieve Teams serving CTE students could handle arger caseloads.

[16] See page 26 for more details about Pathway Communities.

We recommend that each Achieve Team meet regularly with instructional assistants from academic support programs and with Community of Practice Faculty Coordinators from English, Math, and the LRC. We also recommend that the teams meet periodically with other campus resource persons such as financial aid representatives, Community and Diversity program leads, and librarians. These regular meetings will help facilitate dialogue, collaboration, and greater integration of campus support services so that students can receive "warm referrals." This supports the SSIPP principle of integrated service.

Here is a visual aid showing the types of collaborations we envision the Achieve Teams will have with other folks across campus:

## ARC Achieve Teams

Twice a semester — Resource persons like librarians and financial aid staff

Monthly — Counseling Dean

Every other week — Instructional Assistant

weekly meeting
**Achieve Team Members**
**3** counselors | **1** clerk | **1** coach | **7-9** peers (for half the meeting)

weekly meeting
**1** Peer Coordinator | **all** coaches | **1-3** counselors from each Achieve team

Community of Practice Coordinators

Counseling Dean

English, Math, and Counseling Deans

Achieve Teams will support each student through their first 24 units by:
- working with the student to develop an individualized success plan that will take the form of an "activity passport,"
- proactively contacting the student to schedule appointments,
- checking in with the student to offer encouragement and reminders,
- proactively intervening if the student shows signs of struggling,
- referring students to support services as needed, and
- serving as an easy-to-contact resource if the student has questions.

Achieve Teams will strategically use technology to:
- Help students plan out and visualize their degree and certificate paths
- Use an Early Alert system to act quickly when students appear to need more support
- Facilitate "warm referrals" bolstered by shared case notes
- Communicate effectively with students
- Use predictive analytics to identify aspects of the onboarding, communication, and student support processes that may need to be adjusted in order to more effectively serve students.[17]

After a student earns 24 units, he or she will still be able to meet with and contact their assigned counselor, but will no longer be actively case-managed by an Achieve Team. After this 24 unit milestone, we envision that each student's Pathway Community will continue to provide critical information, campus connections, and interest-specific support through graduation, transfer, or certificate completion.

# Achieve Team Member Roles

## Clerks

Clerks will conduct the day-to-day business of the Achieve Team, freeing the coach and counselors' time to engage with students directly. The clerk tracks contact and communication data for the team, and executes most of the proactive, just-in-time contacts on behalf of the counselors and coach. The clerk offers affective support and timely and effective communication to students whenever they call or stop by. Other duties could include:
- Scheduling appointments, confirming appointments, managing cancellations
- Scheduling team meetings and booking rooms for meetings and workshops
- Sending pre-written texts and emails to students on behalf of the coach and counselor
- Sending pre-prepared emails as outlined in communication plan
- Enter data used to track contacts, communication and for assessment

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[17] See page 38 for our recommendation to form a "data inquiry group." Ideally, Achieve Teams will work with the data inquiry group to identify areas for improvement and discuss possible interventions.

## Coaches[18]

The IPaSS team recommends that the coach serve as the face of the Achieve Team for students. He or she will check in with students in various modalities and will oversee student support plans based on real-time data provided by the SEL and the other team members. We envision that other duties would include:
- Coordinating the team's efforts
- Connecting with instructional faculty about students through Early Alert and other methods
- Providing informational and skill-based support to students individually and in groups
- Overseeing the communication plan
- Conducting individual coaching and check-in sessions with students
- Creating connections and rapport with students
- Connecting with instructional faculty and IAs to gather insight and feedback on how students are doing

## Peers[19]

Peers will offer practical support to first year students with a level of credibility that staff and faculty cannot match. The IPaSS team recommends training a team of peers who can work with students on basic cultural adjustment, navigation challenges, and student "know how." Each peer would be assigned 70-100 students -- ideally students who are taking many of the same classes. The peer will get to know those syllabi and stay in touch with those professors. Other Peer duties could include:
- Attending portions of students' first year academic success class, if such a class is adopted.
- Meeting one-on-one with students to demonstrate skills such as how to use the Canvas dropbox or how to find a 2-hour Reserve textbook in the library.
- Meeting with students to review syllabi and build a study schedule
- Texting or emailing students who missed class and ask if everything is ok

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[18] The IPaSS team discussed whether the classified Coach should be a Specialist or Student Personnel Assistant. Ultimately, we decided not to make a recommendation, but instead to capture the main points from our discussion. They are as follows: currently, the role IPaSS envisions for the Coach seems to fit with the SPA classification. There are already many SPAs working on campus who may be able to transition into the Achieve Team Coach role, whereas we employ very few Specialists. However, it is difficult to predict what the coach position will entail in 3-5 years as it will likely evolve. Many team members wonder if Specialist classification will offer more flexibility and the ability for the Coach to take on broader advising duties. IPaSS recommends that the Coach classification ultimately be determined by the counseling faculty and the Dean of Counseling and Transfer Services. For additional information, please see pages 8-9 the Academic Senate for California Community Colleges document, "The Role of Counseling," which offers guidelines for paraprofessionals and counselors working together. https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges

[19] The Peer Mentor Program is described in more detail starting on page 18.

- Meeting for coffee to check in and chat with a student who got a early alert message
- Reviewing and understand the class assignments  his/her students are taking and send relevant messages of support
- Planning a trip with students to meet a librarian regarding an upcoming assignment

## Counselors

Counselors will be assigned a caseload of 250 students with whom they will work individually and in groups. If a student would like to switch to a different counselor or if their assigned counselor is unavailable for an urgent need, the student may see another counselor in the Achieve Team. Other counselor duties include:
- Conducting individual and group counseling/course planning sessions
- Working with students referred from coach or instructional faculty
- Work with probation students and students referred from Early Alert
- Develop student support plans - to be implemented by the full team
- Work with students on career or transfer  plans
- Facilitate self-awareness and belonging in students
- Working with instructional faculty to assist students in distress or who are struggling academically

# Achieve Team Support Through a Semester

The work of Start Right and IPaSS start to overlap when students meet their Achieve Team. Here's what we envision the first semester of support would look like for Achieve Team students.

## Following Registration

- Once students are in their Pathway and have selected their courses, they will hear from their Achieve Team via email. They will be welcomed to the College and the Pathway, and they will be introduced to their counselor and the members of their Achieve Team
- Students will receive informational follow-up communications

## Start Right Pre-Term Event

At Start-Right's "pre-term event" students will get a chance to meet their Achieve Team in person. Team members will:
- create community and connection
- introduce incentives and schedule initial appointments with students

## During the Semester

After the semester begins, communication and contacts will vary in intensity based on student's individual needs. These could include:
- Check-in emails and texts to see how a student is doing or offer encouragement

- Early alert contacts with students who are missing assignments, missing classes, or doing poorly in class
- Workshops on academic success and career topics
- Check-in appointments with the coach to troubleshoot or make referrals
- Counseling, coaching and peer mentoring sessions
  - These could take place in academic areas when possible
- Counseling appointments to address self-management challenges, personal growth concerns, or crises.

## Achieve Drop-in Center

A physical location with a friendly and supportive team is key to the success of ARC's existing case management-based programs such as EOPS. IPaSS recommends that we duplicate this physical presence for Achieve@ARC by integrating a center into the longer term plan for our new to college students. Onboarding will have a one-stop-shop in the Connect Center (or Welcome Center) and Achieve students will have the Achieve Center for ongoing support. This is a critical element in developing community for Achieve students and providing holistic support.

IPaSS recommends that The Achieve Center be located centrally where Achieve@ARC students can visit for quick questions, referrals and support. The center will offer on-the-spot support from classified staff and student help. It will provide some counseling coverage and, depending on the suitability of the space, could be used for workshops, information sessions, and informal student meetings.[20]

## Requirements

For this case management model to be successful, the College will need to:
1. Implement technology to streamline degree planning, facilitate Early Alert, facilitate referrals and shared case notes, and track student interactions and interventions. Our model requires the following technologies[21]:
   - A well-functioning Early Alert system
     - Our current SARS Early Alert tool is not effective
   - A student-friendly interface for enrolling in classes and visualizing course planning
   - A platform for recording and sharing case notes
   - A tool to facilitate referrals between campus services

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[20] Wood and Harris note that "there is a need for services to be physically easy to access. For instance, many colleges have one-stop shops and academic learning centers where students can go to receive a combination of services in one place" (page 88).
[21] The Los Rios district has coined the term "Student Experience Lifecycle" (SEL) to describe the suite of technologies upon which our model is based. See page 29 for a more in-depth recommendation regarding SEL technology.

- A "predictive analytics" tool[22]

2. Allocate space thoughtfully. IPaSS recommends that Achieve team members be located near each other and that they be accessible to students. It is critical that students be able to walk up to the coach and peer without going through a front desk.[23]

3. Restructure student services business practices.  Implement technology solutions where possible to  free classified staff to either work directly with students who need assistance or work on  tasks that cannot be automated. This is critical because:
   a. Existing classified staff will be required to fill the various positions the IPaSS team has identified.
   b. Counselors cannot take on the deeper work outlined in these recommendations without a reduction in transactional duties most of which can be performed without the student present.
   c. It is unwise to build new student-centered processes on top of existing processes without determining if they are effective, equitable, and an efficient use of funds

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[22] The district has a predictive analytics tool, Civitas. ARC team members need to learn to use it in equitable and effective ways to target student support.
[23] Wood and Harris pages 88-90.

# V. Peer Mentor Program

The IPaSS team recommends that a peer mentors be integrated into the Achieve Teams for several reasons:

- This is a great developmental opportunity for students. Second year Achieve@ARC students will be able to offer the insight and skills they have gained at ARC. It deepens the connections our students have to our college and it serves as a motivation to first year students who would like to be in a service or leadership role.
- It is a cost effective way to offer high-touch support to students who are successfully navigating their first year and a way to augment support for students who are benefitting from faculty and staff interventions.
- Peers can more believably deliver messages that faculty and staff in many cases.
- Our social media/web based community building efforts may greatly benefit from a peer-instructional faculty partnership model.

**Training**

The IPaSS recommends that students go through a selection process each spring and take HCD 364 for 1-2 units in early in the summer so that they are ready to work with the incoming students later in the summer.

**Staffing**
This program will require a full-time SPA and a .3 counselor.

**The SPA will:**
- organize the screening, and selection process for 50+ peers each spring
- Produce all communications and publications for the Peer Mentor Program
- Participate in weekly peer training meetings throughout the academic year
- Schedule weekly meetings for the counselor with each case management team's seven peers), one representative counselor from the case management team, and the Peer Counselor Coordinator.
- Design a month-long training event for 50+ peers each summer in collaboration with Peer Counselor

**Counselor will:**
- Teach HCD 364 once per year in summer (1-2 units) covering subjects such as:
  - FERPA
  - Academic Success Strategies
  - Mentoring Techniques
  - Personal Development Theory
  - Equity or Informed Trauma Approaches
- Serve as peers' supervisor for student interactions and mentoring
- Meet weekly with Achieve Team coaches and counselors during the fall and spring

- Oversee peer group activities during pre-term events
- Conduct weekly 90 minute training/supervision sessions with all peers throughout the academic year with the participation of the Achieve Team Coach.

The following graphic illustrates how the various aspects of our plan work together to support the SSIPP model. Note: an updated graphic is coming on Tuesday 4/17.

# VI. Interventions & Support

The IPaSS team is focused on improving student outcomes especially for our disproportionately impacted students. Providing intensive support while making the best use of existing resources requires targeted intervention. This strategic and personalized model is in alignment with SSIPP principles and with Wood and Harris's recommendation to employ an "early warning system."

We recommend that ARC reorganize support program outreach and delivery models to proactively serve our most needy rather than to passively serve the students who have the resources and "know how" to navigate our processes and come to us for service. Our recommended model consists of three evidence-based practices:
- Assessment and Personalization: "Activity Passports"
- Real-Time Monitoring
- Targeted Interventions
    - Early Alert
    - Probation

## Assessment and Personalization: "Activity Passports"

Data supports the SSIPP principle of personalization. Individualized interventions and communications effectively retain students. The IPaSS team recommends that each first year student receive an individualized "Passport" with a standard number of items to complete in the first year. For example five items in the first semester and five items in the second semester. Initial recommendations for the five first semester passport items will be made based on three factors:
- Student behavior during onboarding- how responsive and timely was the student in the onboarding process? How early did he or she apply? How many reminders were required to complete the onboarding steps?
- Placement in Math and English
- Student responses on a needs assessment or intake tool

The IPaSS team recommends that ARC develop a computerized self assessment that students take before their initial counseling appointment. This assessment tool will use student responses, onboarding data, and English and Math assessments to produce an initial five item passport. The student and the counselor will work together to finalize the passport and any incentives for completing the passport in their session. This serves as a roadmap in the initial counseling appointment to discuss student strengths, possible challenges, and available support.

The IPaSS Team recommends the passport model as a way to address the individual needs of each new-to-college student. Although all students will have the same number of required or

recommended activities, students whose English or math placement or needs assessments indicate greater risk will have "high touch" interventions recommended such as individual coaching or several counseling sessions. Students who are likely to be at lower risk will have "lower touch" passport activities such as workshops or several peers sessions with one counseling session. Wood and Harris describe this triage model as an "early warning system," in which "students are identified as needing additional support services during the enrollment process and who are then recommended to key support areas...to ensure they have the resources they need to be successful."[24] Incentives for completing passport activities can be personalized based on self reported needs as well. Gas cards, book store vouchers, and other financial support can be offered as rewards to students in need while all students can be placed in a drawing for an IPad.

## Real-Time Monitoring

Monitoring student engagement and academic performance throughout the semester is a high-impact practice identified by Achieving the Dream. An SEL can facilitate Early Alert and give Achieve Community Teams a "dashboard" to monitor students in their caseload and quickly identify students who are not turning in assignments, who are absent, or who are earning poor grades.

The IPaSS team recommends that The Faculty Senate and administration work together to determine the levels and methods of monitoring that are appropriate for ARC. Concerns to be addressed include:
- Mid semester grades - this high impact practice has yielded promising results at other ATD schools.  Can we find a way to gather mid-semester grades for students in their first year of college?  For some courses?  In canvas? PeopleSoft?
- Attendance - monitoring attendance is another effective strategy used to identify students who need support or assistance.  Is there a way to have some courses attendance information available to Achieve Teams

## Targeted Interventions

### Early Alert

Early Alert programs are a key component in any holistic support model because they make it possible to intervene with a at the first sign of trouble. Early Alert is also an effective practice for addressing disproportionate impact. Wood and Harris note that "an early alert system is one of the most recurrent recommendations for practice in the scholarly literature on men of color. It is often recommended, as it addresses barriers that occur at the intersection of academic

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[24] Wood and Harris page 65.

performance and environmental pressures (e.g. changes at work, stressful life events)."[25] The Achieve teams will use early alert to connect with instructors about students, connect students to support services, email and text students messages of concern and support, and meet with them to work through any challenges they are facing.

An SEL product adopted by the district will almost certainly contain an early alert function. Until the College adopts an SEL, the IPaSS team recommends that we develop an early alert function in Canvas as a temporary solution. A second option is to use the SARS Anywhere early alert function (available Summer 2018). This option is only viable if SARS Anywhere Early Alert is a vast improvement over the current SARS program.

## Probation

At this time, ARC does not provide any support or intervention for students on academic probation. Students receive an email indicating they are on probation and suggesting they meet with a counselor. The IPaSS team recommends that probation interventions be introduced as soon as possible. Students with fewer than 24 units can provided probation interventions by their Achieve Teams, students with 25 units or more will recieve probation interventions from a team in General Counseling. The team recommends these service be developed as soon as possible.

## First Year Experience Class

The IPaSS team asserts that a First Year Experience course facilitates many of the key components of retention. These include community building, exposure to academic success strategies, and the explorations of attitudes and behaviors that can lead to successful outcomes academically and personally.

The team recognizes that initially, a class may not be possible for all first year students. However, we assert that it is critical to offer a First Year Experience course to our students who, through our "early warning system" described in "Assessment and Personalization" above, we recognize may need additional support. As Wood and Harris note, "when something is critical to success, it should be mandatory."[26] Initially, the IPaSS team recommends that as much as a third of ARC's new to college students take a First Year Experience course. The course will make it possible for students to:
- Experience a sense of belonging as part of a true cohort
- Have the Passport activities reviewed and reinforced as part of the curriculum
- Benefit from the support of a peer mentor who attends the course and holds support sessions before and/or after the course
- Connect with their Achieve Team members, who can make short appearances in class to maintain the connections they developed in the summer experience

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[25] Wood and Harris page 71.
[26] Wood and Harris page 64.

# VII. Instructional and Student Services Collaboration

According to Wood and Harris, "connecting students to people and not services is one of the most critical practices that staff and faculty can employ to support student success for men of color."[27] We can all do a better job of connecting students with the folks who can help them if we start breaking down the "silos"[28] that often separate us. Furthermore, case management will be most effective with active participation and support from instructional faculty and staff. Therefore, IPaSS strongly recommends that ARC create structures and systems that facilitate teamwork and regular communication between all the faculty and staff that directly work with new-to-college students. This regular collaboration in service of the whole student will remove previously existing barriers between student services and instructional faculty and staff and create ongoing connection points between these two groups.

Specifically, we recommend creating a "community of practice" among the faculty and staff who teach and support first-year that supports collaboration and provides opportunities for ongoing professional development.

## First Year Instruction and Support Community of Practice

Recent legislative changes mean that, starting Fall 2018, most new-to-college students will be placed into entry-level English, math, or both in their first semester. This means many first-year students will be concentrated into the same classes. Our idea is to take advantage of this concentration of first-year students and create a structure that:

1. facilitates dialogue, collaboration, professional development, and support for the instructors teaching accelerated classes for new-to-college students, and

2. provides an opportunity for instructors, counselors, academic support staff, and Achieve Teams to exchange ideas and provide feedback to each other. We envision that this group would become a "community of practice" centered on teaching & supporting first-year students.

We recommend forming a core leadership team made up of of coordinators (with re-assigned time) from math, English, counseling, academic support services like Beacon, tutoring, WAC, or RAD, and several IAs[29] from those programs. This team would meet regularly to discuss student support, facilitate referrals, and coordinate professional development for the rest of the faculty and staff who work with first-year students. They may also periodically meet with the counseling,

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[27] Wood and Harris, page 75.
[28] Or, if you prefer, "Cylinders of Excellence."
[29] Additional IA hours (for backfill in academic support areas) may be required to facilitate IAs' participation.

math, and English deans. We recommend the Community of Practice leadership team be structured as follows:

## Community of Practice Leadership Team

### Instructional Assistants

- Seven to nine IAs from various academic support programs.
  - One IA would be assigned to each Achieve Team, and would meet with the team regularly.

### Three .25 Faculty Coordinators

- Math
- English
- LRC (a representative from WAC, RAD, LRC, or Beacon)

These three coordinators would meet with Achieve Team leads regularly, and would be responsible for professional development, student support, facilitating referrals, and case management integration for their respective areas.

### One .5 First Year Coordinator from Counseling

This coordinator would facilitate the work of the Achieve Teams, ensuring technology and other resources are in place to intervene with students in need. Develop training, facilitate the Community of Practice Core Team meetings, work with the counseling dean to coordinate efforts with other campus areas such as the Connect Center, Enrollment Services, and the range of academic support programs on campus.

## Community of Practice Members

We envision that the Community of Practice would comprise:

- All instructors of entry-level math and English 300 and 300+ courses
- Instructional Assistants and other academic support staff
- Achieve Team members

## Community of Practice Professional Development

We hope that this community of practice will build on and bridge existing professional development to ensure that instructional faculty, counseling faculty, and support staff can work together toward our shared goal of student success. We envision that all faculty and staff who instruct or support first-year students would have the opportunity to participate in professional

development events such as trainings, speakers, workshops, and maybe even a summer institute.[30]

We recognize that faculty and staff in their respective areas are in the best position to determine what kind of professional development is most needed and when it should be held. No matter when or how it occurs, we would hope that that the ongoing training will enhance the affective support students receive in the classroom and create a more equitable environment.

## ARC Community of Practice

**Core Team Members**

**Faculty members from:**
Math | English | Learning Resource Center | Counseling

**Deans of:**
Counseling | Math | English

**Two Primary Goals**

| **Collaboration** | **Professional Development** |
|---|---|
| Break down silos | Build on and bridge existing PD |
| Promote communication and collaboration between instruction and student services | PD for all faculty and staff teaching and supporting new-to-college students |
| Regular meetings | Each area identifies PD needs |
| Identify unmet needs, discuss strategies to better serve students | Summer institute? Flex days? Fridays? |

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[30] It would be up to faculty and staff to determine what sorts of events or trainings would be most helpful to them. If professional development events were held outside the contract days (such as during summer), we envision that participating faculty would be paid through ESAs.

# VIII. Pathway Communities

The IPaSS team recommends creating "Pathway Communities" for each of the nine pathways or "areas of interest" proposed by Clarify Program Paths. Pathway Communities will encompass all students who have chosen a program of study within that Pathway.[31] We envision that these communities will offer students discipline and career-specific engagement opportunities.

Pathway Communities will exist online through Facebook or other platforms and in-person through social events, workshops, field trips, student clubs, and other community-building activities. These communities align with the SSIPP principles of sustained and personalized services for students. This graphic shows how all students will fit into Pathway Communities:



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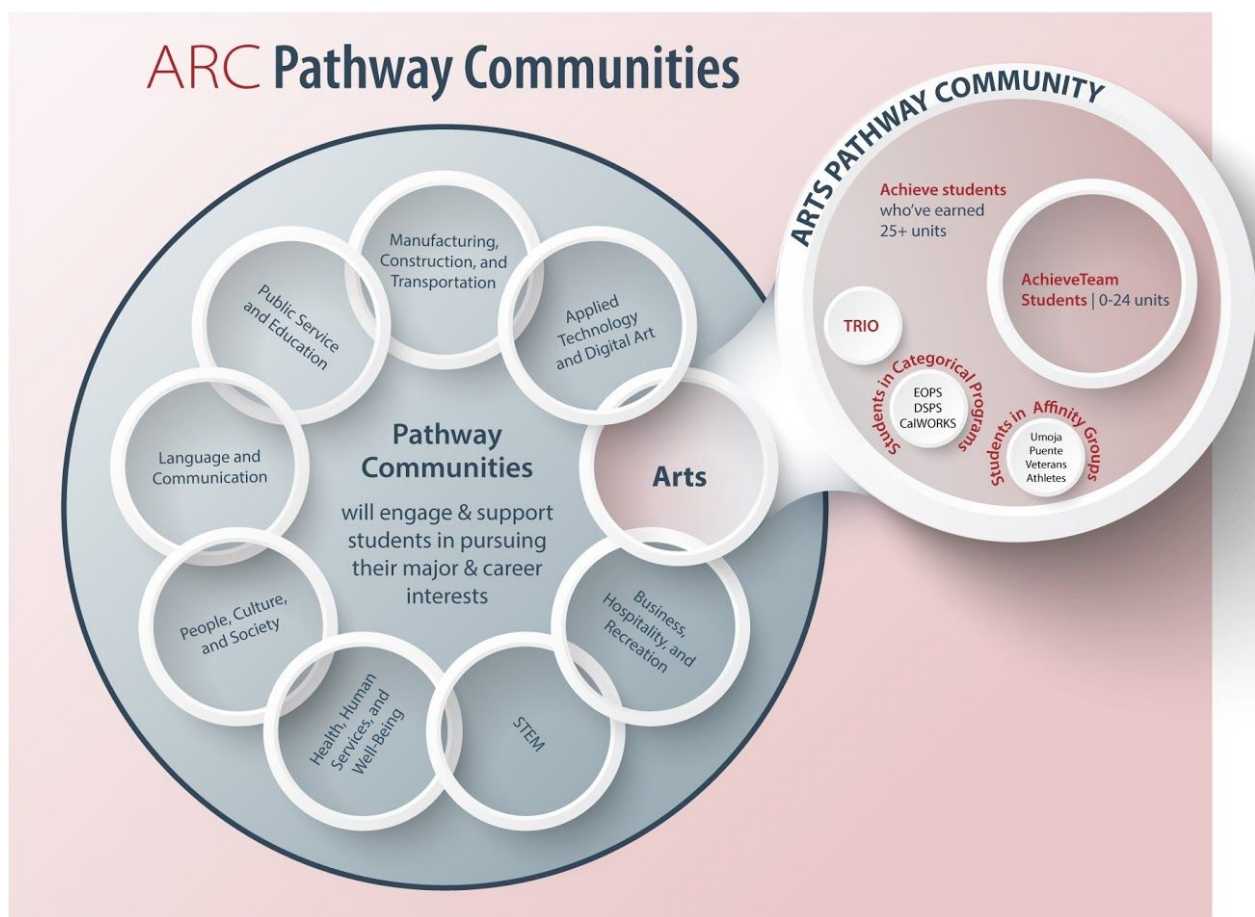
[31] Some students will be undecided, and IPaSS has not devised a plan for where these students would land. Options might include creating a Pathway Community for undecided students and/or strongly encouraging students to choose a pathway but not a major upon enrolling.

After Achieve Team students earn 24 units, the Pathway Community will provide ongoing support and engagement as the students work toward their goals. For all other students,[32] the Pathway Communities will provide an additional layer of engagement and support. Therefore, these communities are a cost-effective way to offer pathway-specific connections to students whether they are case managed by Achieve Teams, categorical programs, or other campus entities. The Pathway Communities also offer a way to provide sustained support to students once they have completed 24 units and are no longer case managed by Achieve Teams.

# Pathway Community Stewards

We recommend that each Pathway Community be stewarded by a faculty member with .25 reassigned time along with a peer mentor working approximately 20 hours a week.[33] Here are the roles we envision for the faculty and peer stewards:

## Faculty Role

- Create and maintain a robust online community for students and faculty in the pathway in collaboration with the Pathway Community Peer
- Work with faculty in pathway disciplines to develop events, activities and resources for students
- Work with the peer, pathway related clubs, and academic departments  to implement workshops, field trips, campus activities, and social events for pathway students
- Augment and/or modify  standard student services communication plan for students in a specific pathway to ensure it is relevant.

## Peer Role

- Maintain an online community answering questions, updating posts, calendars, linking to relevant events and articles
- Plan events
- Collaborate with students and faculty in the pathway on community-building efforts.

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[32] Such as student who receive counseling and case management through a categorical program like TRIO or EOPS, or students who are members of an affinity group such as athletes or Puente students.
[33] This recommendation aligns with Start Right's recommendation that each Pathway have an assigned .25 coordinator.

# IX. Communication

Communication has been a major focus for the IPaSS team. It doesn't matter how well-crafted or targeted a message is if it never reaches the student. If our students aren't hearing or seeing our words of encouragement and support, are we really even offering them? Good communication is foundational, and it touches all aspects of College business practices. Our communication-related recommendations are as follows:

## Commit to User-Centered and Accessible Web Design

Our current website is, to put it bluntly, a barrier to student success. Many areas are difficult to navigate, overly wordy, and unintuitive. An onboarding report conducted by ARC's consultant, Cheri Jones, points out several ways in which our website uses inconsistent, institutional-focused language and is difficult to navigate.[34]

Many different folks with varying levels of usability training currently update the website, and webpage editors are given little guidance. In the past, many web editors have only received basic training on how to use the Content Management System (Ingeniux). This is not enough. Designing *and maintaining* a usable, accessible, mobile-friendly website requires a coordinated effort, a specialized skill set, and a sustained commitment to iterative design informed by continual user testing and user feedback. Our students rely on our website for information and to navigate college processes and **we must do better**. We know that the College is currently in the process of a major website overhaul, which is great. However, a redesign is not a guarantee of ongoing usability.

Therefore, we recommend the College take steps to ensure that our new website is and remains:
- designed according to usability and accessibility principles,
- designed in response to continual user testing and user feedback,
- easy to navigate, and
- mobile-friendly.

We think some options for how to achieve these objectives could include:
- Hiring a full-time web design and usability specialist
- Creating a standing web usability team that is guided by shared principles, conducts regular user testing, and incorporates user feedback into future designs

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[34] See, for example, pages 7-11, which describe how the online orientation information on the ARC website directs students to two parallel paths with different numbers of steps, uses unfamiliar terms like "unified password" which may create barriers especially for English language learners and students with low computer literacy skills, and uses terms such as "registration" and "enrollment" interchangeably, which may create confusion.

- Offering robust usability training and a suite of suggested resources to all web editors[35]
- Adopting, creating, and disseminating a brief guide to ARC web standards including topics such as:
    - Ensuring web pages are accessible
    - Writing effectively for the web[36]
    - Designing effective web forms
- Regularly reviewing College web pages to ensure they comply with adopted usability guidelines and accessibility requirements.

## Acquire a "Student Experience Lifecycle" Tool[37]

The District has coined the term "Student Experience Lifecycle" tool to describe the suite of technologies upon which our model (SSIPP-informed, technology-mediated advising) is based. These technologies that underpin the IPaSS model include:
- Early Alert
- A system to facilitate and track referrals
- Shared case notes
- Degree planning
- Predictive analytics

The IPaSS recommendations rely on these technologies to streamline communication, facilitate Early Alert, enable referrals and shared case notes, and make degree planning easier to visualize for students. Case management cannot function long term, at scale without these technologies. ***We cannot emphasize this strongly enough. We must have an SEL in place in order to scale our recommendations.*** We understand that the District is working to select and purchase an SEL for Los Rios. IPaSS recommends that ARC decide on a timeline after which, if the District has not chosen and implemented SEL software, we will seek out and purchase these technologies on our own so that we can implement case management at scale. We also recommend that ARC convey to the District the level of urgency with which we need these technologies in place.[38]

## Implement a Campus-Wide Website Portal

By "portal" we mean a central sign-in, often located in the top right corner of a website, that brings users to a page containing placards or links for key services such as College email, registration, degree planning, financial aid messages, etc. Website portals are the norm at high

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[35] Resources could include, for example, Steve Krug's excellent book, *Don't Make Me Think, Revisited: A Common-Sense Approach to Web Usability.*

[36] See, for example, *Letting Go of the Words* by Janice Reddish.

[37] Starfish and EAB are two well-known vendors in this industry, and packages of various modules can be put together to provide the above-listed functionalities.

[38] IPaSS's understanding is that Melanie Dixon, Associate Vice Chancellor of Educational Services and Student Success, has been charged with stewarding the SEL selection process for the District.

schools and colleges across the nation, and can be used for students as well as staff. Currently, ARC students must remember how to navigate to many different areas on our website in order to access their school email, financial aid documents, class schedule, and other needed services. Many students do not know how to set up or access their Los Rios Gmail; a portal would help make College communications "inescapable" by providing an easy, "all in one" place for students to access their most-needed information.

We understand that there may be technology-related barriers to adopting a portal, but we **strongly recommend** taking whatever steps are needed to overcome them. Many other colleges have overcome these barriers; we owe it to our students to do it too. A "Student Experience Lifecycle" product does not replace the need for a portal; these two tools can and should integrate and exist simultaneously.

Our campus computers could be set up so that logging into any machine on campus takes students directly to their portal page. Here is an example of a campus computer portal login page from the Contra Costa Community College District:
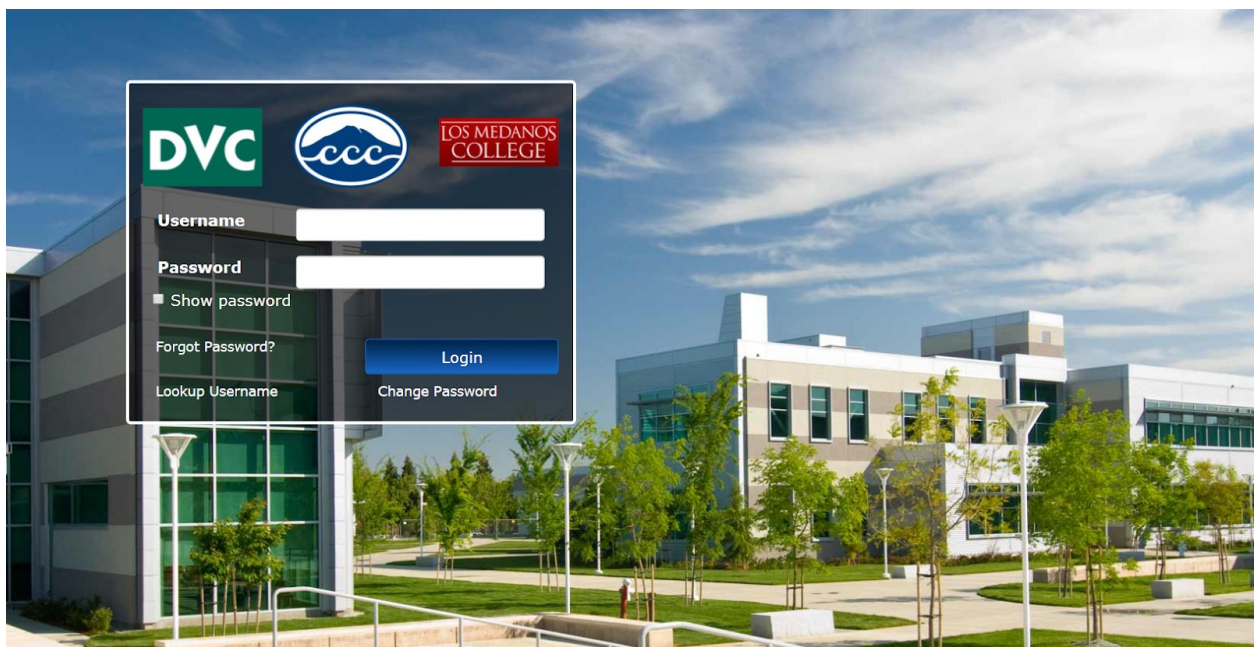
Here is an example of a portal sign-in and landing page from West Hills College (myWestHills):
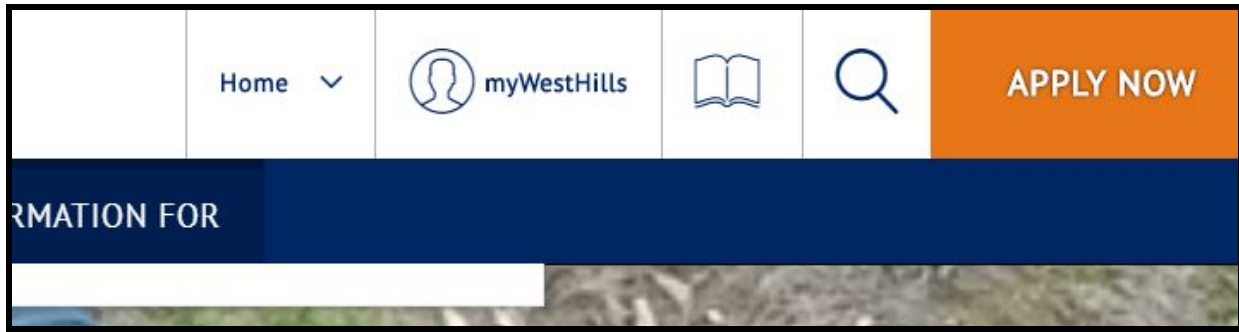


Here is what the Student Portal landing page looks like at West Hills College:[39]
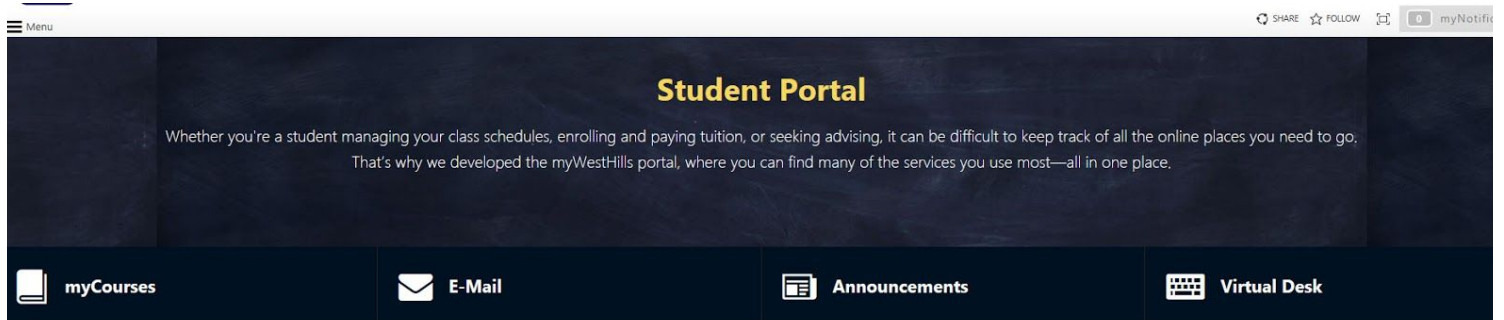


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[39] West Hills College uses Microsoft Sharepoint to power their portal. Their heading states: "Whether you're a student managing your class schedules, enrolling and paying tuition, or seeking advising, it can be difficult to keep track of all the online places you need to go. That's why we developed the myWestHills portal, where you can find many of the services you use most -- all in one place."

# Additional Communication Recommendations

- Form a standing communication team to oversee student communication. (This would not need to be a large team). We hope this group would seek out and use social science research, collect data on ARC student communication preferences, and use the district's predictive analytics tool (Civitas) to create a thoughtful, streamlined, strategic communication plan for students.

- Whenever possible, communications should be sent by someone the student knows and who can respond to their questions. Student should know how to initiate contact with that person via all communication platforms and in person. This is in accordance with the SSIPP principle of personalized support.

- Develop robust FAQs. In their 2017 report, Georgia State University identified that launching a new student portal with an embedded FAQ chatbot was one of the high-impact practices that helped significantly lower their rates of "summer melt."[40] We recommend that ARC consider implementing a similar chat-bot,[41] or at the very least, develop a robust set of FAQs that answer students' commonly asked questions. This will make it easier for students to navigate college processes and find information on their own.

- Consider sending personalized acceptance letters to students to make them feel engaged and included in the College.

- Develop communication best practices to guide College personnel in writing effective communications to students. Create and disseminate a brief guide to these standards with simple reminders such as:
  - Communications should be brief, readable, and friendly
  - Avoid using jargon, acronyms, or institutional language that a new student may not know
  - Target the communication modality to the messages
    - Example: send text message for reminders of upcoming deadlines

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[40] "Summer melt" refers to the phenomenon of students registering for classes in the Spring but failing to show up in the Fall. See page 10 of Georgia State University's 2017 Report. They estimate that this intervention lowered their rates of summer melt by 22% in one year, noting "*this translates into 324 more students, mostly low-income and first-generation, enrolling for freshman fall who, one year earlier, were sitting out the college experience.*"
"https://success.gsu.edu/download/2017-status-report-georgia-state-university-complete-college-georgia/?wpdmdl=6471592&refresh=5acf9e24a86a71523555876

[41] Georgia State uses AdmitHub to power their chatbot. A product called Libraryh3lp could potentially be a low-cost alternative; it costs approximately $500/year for unlimited use. The ARC Library already subscribes to this service and it can be used to build a searchable knowledge base.

- Develop a timeline and a calendar for disseminating critical reminders about issues such as drop deadlines and financial aid deadlines to all students.
  - Evidence suggests that financial aid reminders may increase persistence.[42]

- Consider giving students email addresses with their names, not W#######
  - Giving students personalized email addresses may encourage them to use those addresses outside of the college, making it more likely that they'll check their College email account more often.

- Format college systems to send transaction confirmations.
  - For example, when students register for classes, it would be nice if they got an email confirmation summarizing what classes they registered for. Data from a small-scale student communications survey conducted by the IPaSS Communication sub-Team indicated that students highly value these communications. More research is needed to validate this finding and to learn more about student communication preferences in general.

- Assess communication efforts on a regular basis
  - Seek student feedback on college communications via a yearly survey and/or focus groups
    - Based on student feedback, deploy communications in accordance with student preferences

- Keep the staff and faculty directory up-to-date. Currently, many College personnel, especially adjunct instructors, are not listed in this directory. This creates a barrier to students being able to contact their instructors.

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[42] Castleman, Benjamin L. and Linsday C. Page. "Freshman Year FInancial Aid Nudges: An Experiment to Increase FAFSA Renewal and College Persistence." *EdPolicyWorks,* 2014. http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf. Excerpt from the abstract: *"In this paper we investigate, through a randomized controlled trial design, the impact of a low-touch intervention in which we sent college freshman a series of personalized text message reminders related to FAFSA re-filing. The messages (1) provided information about where to obtain help with financial aid; (2) reminded students about important aid-related deadlines and requirements; and (3) offered assistance on financial-aid related processes. The intervention cost approximately $5 per student served. The intervention produced large and positive effects among freshmen at community colleges. Specifically, text recipients at community colleges were nearly 12 percentage points more likely to persist into the fall of their sophomore year of college compared to community college freshmen who did not receive this outreach, and were almost 14 percentage points more likely to remain continuously enrolled through the spring of sophomore year."*

# X. Professional Development

The IPaSS team acknowledges that professional development for faculty and staff is required to achieve an equitable and student-centered culture. We also recognize that ARC's professional development needs to start shifting *now* to support the kind of changes we want to see in 3-5 years. We want to provide excellent support for our students, but we can't forget that faculty and staff will need support too. This redesign is a huge shift and we are asking for very intensive support for students. We need to care for ourselves and each other as well as for our students. A big part of this care can be professional development and structured opportunities to "debrief" the work that we're doing.

## The Proposed 2018-19 Professional Development Team

We therefore offer the following recommendations to the Professional Development team proposed for 2018-2019. As the group develops "an institution-wide professional development program" as stated in the Project Initiation Request, consider the following:

- Establish a "culture of excellence." We hope to develop a campus culture in which each community member feels responsible for the student experience generally and for the individual student with whom who they interact personally.
- Invest college funds allocated for training in equity training and trauma-informed care for all campus community members
- Collaborate with the Professional Development decision-making bodies who allocate dedicated professional development funding to create common objectives with an emphasis on equity, student experience, and a culture of excellence.

## For Achieve Teams

The IPaSS Implementation Work Group recognizes the pivotal role of the classified staff in the case management model and recommends an intensive training program for these hires in June 2018 and and ongoing training sessions throughout the first year. This initial prototype team of case management classified staff will be the foundation of our new holistic student support model and the main face of our interventions.  We recommend that this team receive:
- technology training
- FERPA training
- trauma-informed approach or equity training
- content training from experts in:
    - academic support programs on campus
    - student services areas
    - pathways associated with their cohorts
- coaching and consultation training
- introductions to pathway faculty

## For Counselors

The Achieve@ARC cohort are the first students to be served in a reimagined counseling format. The IPaSS team recommends that we provide professional development in order for counselors to make the most of the shift from technical problem solving to deeper connections with students. Counselors are best equipped to select the appropriate professional development options. Ideas might include Equity training from Achieving the Dream or the Center for Urban Education, the Trauma Informed Approach, updated Suicide Prevention training, and GRIT/Mindset training.

# XI. Program Evaluation

The IPaSS team recommends that a comprehensive evaluation plan be developed for the ARC Redesign. This process will integrate the benchmarks established by the AANAPISI, California Guided Pathways, and Title III grants the college has received. The team recommends the plan include a climate survey focusing on equity concerns and barriers to services and success. It would also be wise to include some measure specific to the Student Success Initiatives.

IPaSS data must be analyzed by the whole cohort and disaggregated to look at demographic trends. IPaSS recommends that data collection and analysis be robust enough to be able to connect communication type and frequency, services use, outcomes and demographic information meaningfully. Multiple measures (including the use of surveys, focus groups and interviews, and queried data) will give us the best picture of our initial prototype.

As part of a prototyping process, we will be able to refine and improve our efforts only if we gather the required information. It is especially important to capture data from surveys, focus groups/interviews, and queries because we have a short time frame to measure the effects of our interventions and make adjustments. The more robust the analysis the more sound our quick decision making can be. This includes remaining cognizant of the potential selection bias that may be present in at least the initial Achieve cohort.

Once we analyze our 2018-2019 data, we may have additional questions about the relative efficacy of certain interventions. It may be wise to implement a control group and two treatment groups in Fall 2019 to establish whether increased retention and success can be attributed to Intervention A, Intervention B, or to both, the control group would consist of students not in the Achieve program. One treatment group would receive intervention A and the other group would receive intervention B. The resulting information could help us to focus our resources more wisely as we scale up.

# Recommended Data Collection

## Survey/Focus Group Data

### Climate Survey

The IPaSS team recommends that a climate survey focusing on equity with some questions about barriers be conducted as soon as possible in order to establish a baseline. Non-Achieve@ARC first year students can provide baseline data because they will not be receiving most of the services recommended by IPaSS.

### New Student Survey Following First Semester

Sample questions may include:
- Did you find an academic pathway that fits your interests and goals this semester
- Do you feel connected to the students on your courses?

- Did you make connections with College staff?
- Do you know who to ask for help?
- Do you feel comfortable asking?
- Do you feel you received the services or assistance you needed this term?
- Did you find it easy to get the information you needed on the ARC website?
- Do you feel that you received the information you needed via email, phone calls and texts?
- What element of case management has been most useful?
- What element of case management has been least useful?
- What services have you used on campus?
- How did you find that service/ who referred you?

## Intervention Focus Group/Interviews Following First Semester

Sample questions may include:
- What do you know now that would have been helpful when you first started at ARC?
- What has been most frustrating about your first semester at ARC ?
- What was most helpful/supportive about your first semester at ARC?
- How has your Achieve Team helped you?
- What can the peer mentor do to be most useful to you? The coach? Counselor?
- Do you feel your time at ARC has been successful?  Why or why not?

# Query-Based Data

- Contacts
  Tracking the contacts each student receives will be critical as ARC works to refine services for students. Achieve Teams, Student Services areas and Academic Support programs will need to track contacts in a universal contact log. SARS or a separate tool can be used to track texts, emails, and calls to students.
    - Types
    - Frequency
    - Source

- Service Use
  Recording each student's pattern of service use is critical as we review our interventions and services. Each academic and student support program will need to track student participation. The IPaSS team suggest that we expand the use of SARS until an SEL is  available.

- Success and Persistence Measures[43]
    - Average number of units completed per semester
    - Average number of units completed per year
    - Unit milestones (15+, 30+, 45+, 60+)
    - Fall-fall and fall-spring persistence

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[43] Success and Persistence Measures are taken from the California Guided Pathways Initiative

- ○ Percentage of students with completed educational plans
- ○ College-level math and English writing completed in first year (one or both)
- ○ Percentage of students who attempt/complete 12 units per term
- ○ Percentage of students who attempt/complete 15 units per term
- ○ Percentage of students who attempt/complete 30 units per year

## Data Inquiry Group

The IPaSS team recommends that the College create a group empowered to use predictive analytics to answer timely and pressing questions. Team members could include administrators, a researcher, instructional faculty, and Achieve team members. This team can identify possible trends, questions, and intervention ideas that can be further explored with Civitas. Work could result in:
- More specific and focused communication with students
- Identifying smaller groups of students who are at risk or likely to be at risk
- Yielding the most useful and actionable information possible from the real time student engagement data Achieve Teams collect
- Quickly shifting resources to address emerging challenges during prototyping

# XII. Next Steps

## Ongoing Concerns and Challenges

The IPaSS Team has several questions about the redesign process moving forward. Its members have invested considerable effort into developing the strategies outlined in this report. Questions regarding next steps include:

- What is the process now that the report is submitted to the Student Success Council?
- How do we assure that the three-five year plan we have submitted will be fully considered for implementation when many the processes in place for Fall 2018 do not align? Many of the Fall 2018 decisions were made to meet deadlines and may not be a good fit based on the research and consideration the IPaSS team conducted.
- Many of the recommendations in this report are ready to go to administrators and be implemented. However, some elements still require tough decisions before they can be implemented. Is it possible to get assurance that Academic and Classified Senates will be included in these elements of implementation? Some examples are:
  - Monitoring and grade checks for first year students
  - Program evaluation and iterative change
  - Creating a First Year Community of Practice
  - The respective roles of counselors and coaches on the Achieve Teams

**A note to the Student Success Council Members:**
The IPaSS team hopes that you will give this report a thorough reading and have a vigorous discussion despite the short timeline you have been given. The co-leads will attend a Student Success Council Meeting to review it with you but do not hesitate to contact any team member with questions about the recommendations.

## Summary of Recommendations

### Staffing Recommendations

| | |
|---|---|
| **Item:** | Achieve Team |
| **Positions needed:** | 7-9 clerks |
| | 7-9 coaches (SPA or Specialists) |
| **Recommended Timeline:** | |
| **Who should implement:** | Student Services Admin in consultation with Counseling Faculty |

| **Item:** | Pathway Communities |
|---|---|
| **Positions needed:** | 9 faculty coordinators at .25 |
| | 9 student workers or temp clerks (who are ARC students) at 20/wk |
| **Recommended Timeline:** | Fall 2019 |
| **Who should implement:** | Instruction Admin in consultation with the Academic Senate |

| **Item:** | Pathway Community of Practice |
|---|---|
| **Positions needed:** | .25 Re-assigned time for faculty in |

- English
- Math
- LRC

.50 reassigned time for a counseling Achieve Team Coordinator
Possibly ESAs for Summer institute for faculty working with new to college students

| **Recommended Timeline:** | Summer 2019 |
|---|---|
| **Who should implement:** | Faculty from English, Math, Counseling and area deans |

| **Item:** | Peer Mentor Program |
|---|---|
| **Positions needed:** | .30 re-assigned time for counselor coordinator |
| | 1 SPA |
| | 30-50 peers 20 hours/wk |
| **Recommended Timeline:** | Spring 2019 |
| **Who should implement:** | Counseling, Student Services Deans and faculty |

| **Item:** | User-Centered Web Design |
|---|---|
| **Positions needed:** | Web design and usability specialist |
| **Recommended Timeline:** | Spring 2019 |

## Space Recommendations

| **Item:** | Achieve Center |
|---|---|
| **Resources needed:** | Space, Technology |
| **Recommended Timeline:** | As soon as possible |

## Course Recommendations

| **Program:** | Peer Mentor Program |
|---|---|
| **Course needed:** | HCD 364 - Introduction to Peer Mentoring 1 unit/year |

**Recommended Timeline:**    Summer 2018


**Program:**    Start Right
**Resources needed:**    First Year Experience Course
**Recommended Timeline:**    Fall 2019


## Technology Recommendations

**Item:**    Tech Solutions Required Because We don't have an SEL
**Resources needed:**    Notes System
Interdepartmental Referral System
System for tracking service use campus-wide
Early Alert System

**Recommended Timeline:**    ASAP
**Who should implement:**    IT, Deans, VPSS in consultation with faculty and staff

**Item:**    SEL
**Resources needed:**    Student Experience Lifecycle Software
**Recommended Timeline**:    ASAP, IPaSS recommendations  can't be fully implemented
without it.
**Who should implement:**    DO, President Green, IT, Deans


**Item:**    Achieve Team Technology
**Resources needed:**    communications tools
scheduling tools
data tracking tools
**Recommended Timeline:**    ASAP
**Who should implement:**    Counseling Dean, Achieve team members


**Item:**    Portal
**Resources needed:**    A landing page for students containing all ARC information in an
accessible and prioritized format with one sign on
**Recommended Timeline**:    ASAP
**Who should implement:**    President, DO IT, ARC IT

## Research Recommendations

**Item:**                    Passport Needs Assessment

**Resources needed:**      Needs assessment with multiple measures from English and math placement and onboarding information

**Recommended Timeline:**  Fall 2019

**Who should implement**:   Research, Achieve Team Members, Assessment

## Team Recommendations

**Team:**                Holistic Support Evaluation Team

**Charge:**             Review data and make recommendations to Pathway Communities, Achieve Teams, and the Community of Practice Coordinators

**Recommended Timeline:**  January 2019

**Members:**           Research, members of each Holistic Support program, Students, administrators

**Team:**                Web Usability Team

**Charge:**             conducts website testing and offers feedback for future design

**Recommended Timeline:**  Fall 2018

**Members:**           PIO, Students, Classified Staff, Instructional and Student Services faculty

**Team:**                Student Communication Planning  Team

**Charge:**             Create a communication plan using social research, ARC student preferences, and Civitas

**Recommended Timeline:**  ASAP no later than Summer 2018

**Members:**           Research, Achieve team members, Deans of Counseling, Enrollment Services, and Student Services

**Team:**                Data Inquiry Team

**Charge:**             identify possible trends, questions, and  intervention ideas that can be further explored with Civitas

**Recommended Timeline:**  Summer 2018

**Members:**           Research, Achieve team members, instructional faculty