



Getting to the Next Phase in Student Success, pt. II

Increasing Individual Faculty Participation in Mitigating Student Risk

Community College Executive Forum

Turning to Us in Times of Change and Need

Community Colleges on the Presidential Agenda since Their Founding

President Obama Puts CCs at the Top of His Agenda



C&G NEWS

"For millions of Americans, community colleges are **essential** pathways to the middle class...We want young people to graduate with **real-world training**... and we want older workers to get retrained so they can compete..."

- Barack Obama, President

Addressing Familiar Themes

- **Access and success:** Announcing America's College Promise
- **Economic opportunity:** Promoting new workforce investment funds
- **Job training:** Debuting national apprenticeship programming

President Johnson's CC Addresses Continue to Resonate



VIRTUAL AMERICA

"You are becoming a part of the **revolution in American education**, a revolution of quality as well as quantity. More Americans are receiving more education today than ever before in our history... Columbia [State Community College]... will be **a school for all people**..."

- Lyndon B Johnson, President

Just as Relevant Today

- **Economic opportunity:** Emphasizing the value of expanding college-going rates
- **Access and success:** Balancing access and success, just like 2016

Source: Obama, B. "Remarks by the President on America's College Promise," The White House Office of the Press Secretary; Lyndon B. Johnson: "Remarks in Columbia, Tenn., at the Dedication of Columbia State Community College," March 15, 1967. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=28136>; EAB interviews and analysis/

At the Center of Key Moments in History

Community Colleges Meet National Demands Since Inception



TRUMAN LIBRARY

1947: Educating a Post-War Society

Truman Commission recommends creation of network of public community colleges after passage of the G.I. Bill



BRONX CHRONICLE

1972: Expanding Access and Opportunity

Higher Education Act changes make cost of college widely affordable for all students through the Pell Grant and other aid programs



DELGADO COMMUNITY COLLEGE

2007: Supporting Students through the Downturn

The Great Recession generates massive enrollment from displaced workers seeking new skills and opportunities



"The name used does not matter, though community college seems to describe these schools best: the important thing is that the services they perform be recognized and vastly extended...Community colleges probably will have to carry a large part of the responsibility for expanding opportunities in higher education."

Truman Commission Report

Source: Trainer, S., "How Community Colleges Changed the Whole Idea of Education in America," Time, October 20, 2015; "Significant Events," American Association of Community Colleges, <http://www.aacc.nche.edu/AboutCC/history/Pages/significantevents.aspx>; The President's Commission: Higher Education for Democracy 1947, <http://coursedes.education.illinois.edu/eol474/sp98/truman.html>; "The History of Open Admissions and Remedial Education at the City University of New York," <http://www.nyc.gov/html/records/rwg/cuny/pdf/history.pdf>; EAB Interviews and analysis.



Under Growing Pressure and in the Spotlight

Leaders Embrace the Challenge, but It's Harder than Ever

Increasingly Risky Demographics

▶ *First-Generation*

36%

First in their families to attend college

▶ *Low-Income*

72%

Apply for financial aid to cover college expenses

▶ *Employed*

74%

Work at least part-time while taking college classes

Employers Demanding Job-Ready Graduates

"Unfortunately, American companies don't seem to do training anymore... we know that apprenticeship programs have largely disappeared, along with management-training programs. The amount of training that the average new hire gets in the first year or so could be measured in hours and counted on the fingers of one hand."

Peter Cappelli

The Wall Street Journal

Mounting External Pressure

↓ **9.2%**

Decrease in state funding per student, 2007-2012

The New York Times

The Promise and Failure of Community Colleges

Community colleges are both engines of opportunity but also struggling institutions with questionable outcomes

THE WALL STREET JOURNAL.

Obama's Dead-End Community College Plan

Free community college plans don't recognize that many companies want students to have more than an AA

Source: "Matter of Degrees: Promising Practices for Community College Student Success," CCSSE, 2012; "Community College Fast Facts," AACCC, 2015; Trends in College Pricing 2014; Snyder, M., "Driving Better Outcomes: Typology and Principles to Inform Outcomes-Based Funding Models," HCM Strategists, 2015; Cappelli, P., "Why Companies Aren't Getting the Employees They Need," *The Wall Street Journal*, October 24, 2011; EAB interviews and analysis.

Pressure to Improve on Multiple Fronts

Acknowledging Your Many Missions, but Focusing Today's Discussion



Completion

Student completes a credential
(e.g., diploma, certificate, or
degree) at the community colleges



Workforce Development

Student finds gainful employment and
positively contributes to local economy



Transfer

Student successfully transfers to a
four-year institution

Remembering to Celebrate Our Successes

Three Cases of Extraordinary Results



CUNY ASAP

40%

3-year graduation rate for developmental students, almost doubles control group outcomes

\$14,000

High extra cost per student

- Requires substantial up-front financial commitment
- Initiative originally funded by \$35M city grant



Guttman Community College

24%

Percent higher 3-year graduation rate than CUNY average in 2012

Est. 2011

Clean slate

- Established 5 years ago
- No institutionalized barriers or inertia
- Opportunity to design ideal community college



Lake Area Technical Institute

76%

3-year graduation rate, highest community college success rate in nation

1:11

Low faculty to student ratio

"When a student fails to show up for class, she can be sure she'll get a phone call from her instructor."

- Joshua Wyner

A Tale of Two Research Conversations

Existence of Best Practices Does Not Equal Effectiveness

Institution A

- ✓ Mandatory orientation
- ✓ Student success course
- ✓ Shared-split advising model
- ✓ Learning communities
- ✓ Intensive coaching for underperforming students
- ✓ Accelerated remediation

”

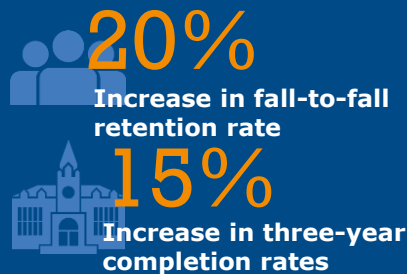
Lots of Effort, Minimal Gains

“Each pilot has worked fairly well, but we haven’t seen our retention and completion rates rise. Did some of the research misstate the benefits of these programs?”

*President,
Large Community College
West Coast*

Institution B

- ✓ Mandatory orientation
- ✓ Student success course
- ✓ Shared-split advising model
- ✓ Learning communities
- ✓ Intensive coaching for underperforming students
- ✓ Accelerated remediation



Despite Effort and Reform, Scale Remains Elusive

Initial Programs Focus on Student Services and Rely Heavily on Innovators

Most Interventions in Student Services



No Shortage of Reforms

- New orientation programs
- Innovative advising models
- Cohort programs for special student populations
- Intensive coaching for underperforming students

~75%

Of first-cohort Achieving the Dream reforms focused on student services or instructional support

10%

Percent of target student population reached by half of Achieving the Dream first-cohort reforms

Faculty Reforms Fail to Reach Scale



Proven Innovations in the Classroom and Curriculum

- Collaborative Learning Pedagogy
- Guided Pathways
- "Fifteen-to-Finish" Campaigns
- Predictive Academic Analytics
- Multi-Term Registration



Administrator-driven reforms



Majority of faculty don't know their role



New technologies and services implemented



Initiative design not faculty friendly



Pilots launch from project-based teams



Task force structure and process inhibits scaling

Source: Bailey, T., Jaggars, S. S., Jenkins, D., *Redesigning America's Community Colleges*, Cambridge, MA: Harvard University Press, 2015; EAB interviews and analysis.



Desired Changes Unclear at the Front Line

Even Well-Meaning Faculty Unsure of Their Role in the Completion Agenda

Underestimating the Challenge

“I completely underestimated where we were as an organization. I figured that long-term professionals in higher education would understand basic things about student success. We had to go back to the fundamentals to get faculty and staff on board with some of the reforms we wanted to make.”

*Vice President for Student Success,
Large Community College
Mid-Atlantic United States*

Showing Impact at Every Level

“It was a long process to change the culture from ‘Right to Fail.’ And I wanted to change the culture to ‘Did I do everything I possibly could for the student?’ This is my role as President to individually show to each employee what our culture is and how they fit into it.”

*President, Mid-Size Community College
Northeast United States*

Barriers to Faculty Change



Faculty unsure of what they should specifically do to improve success



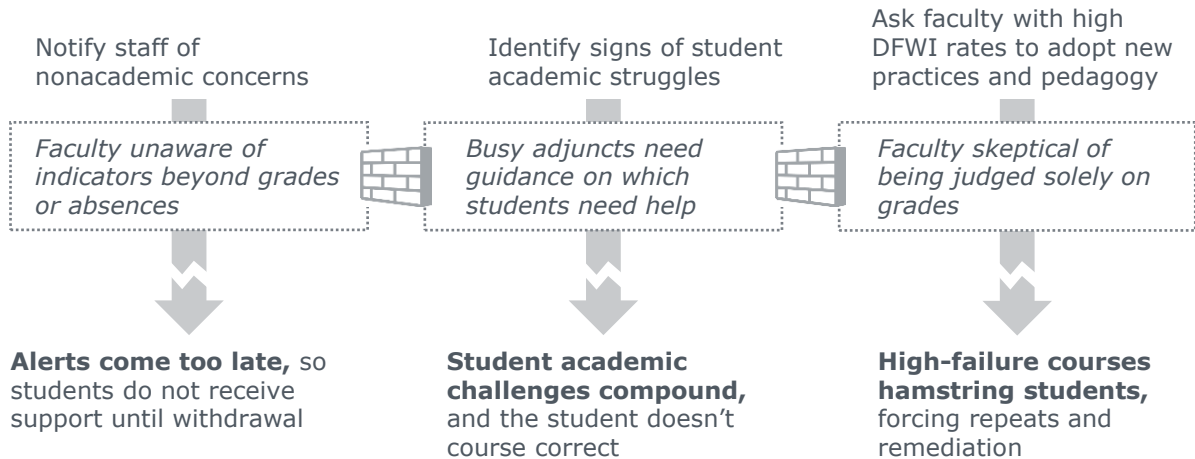
Uncertainty about how to measure progress



Lack of information about how to intervene

Barriers to Faculty-Driven Intervention

Lack of Awareness, Limited Bandwidth, and Evaluation Worries



Not My Job

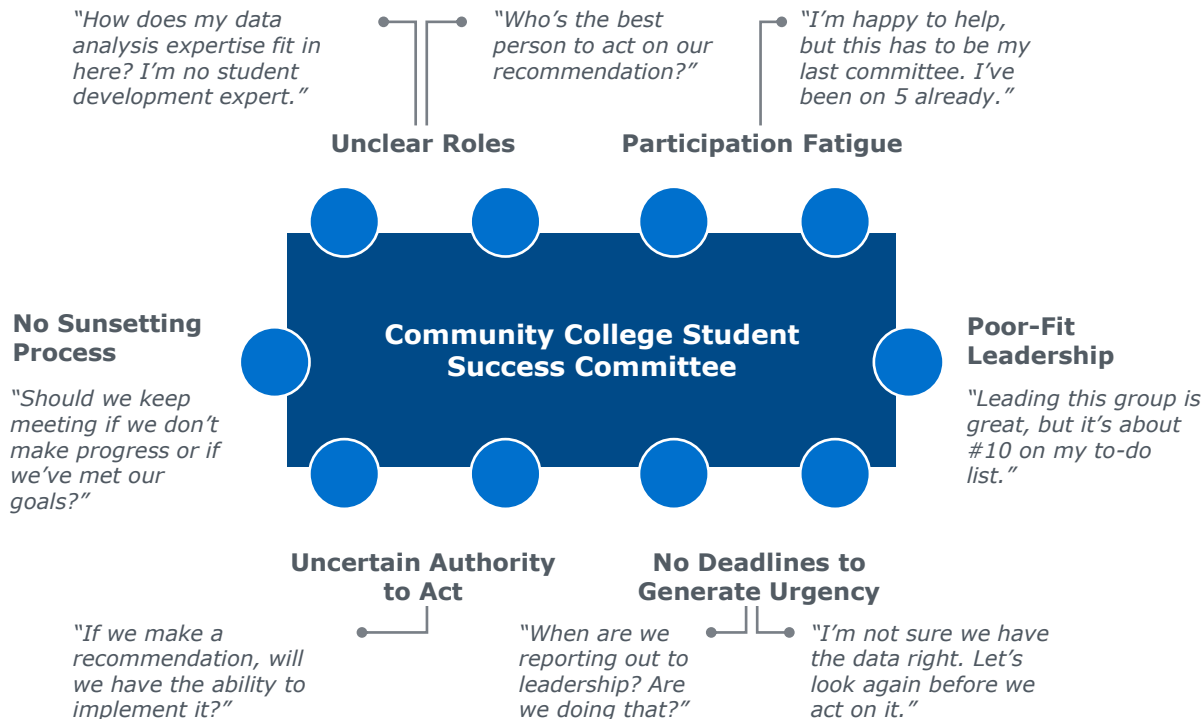
"Faculty would say, 'well, this isn't included in my job description...' and we would have to sit them down and explain that their real job is to do whatever it takes to assist the student throughout their academic life. Their job is to support students in the best way they can."

*Vice President, Student Services
Southeastern Community College*



Collective Action Mechanisms Fail to Meet Goals

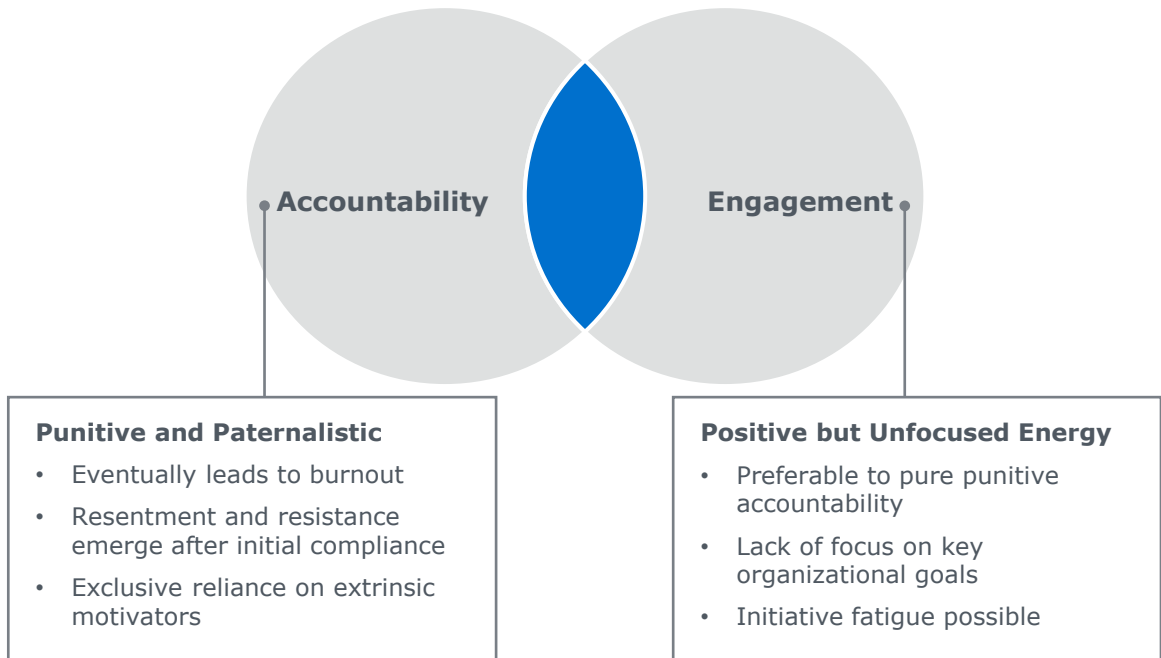
Current Approach Lacks Urgency and Results-Based Orientation



The President's Challenge

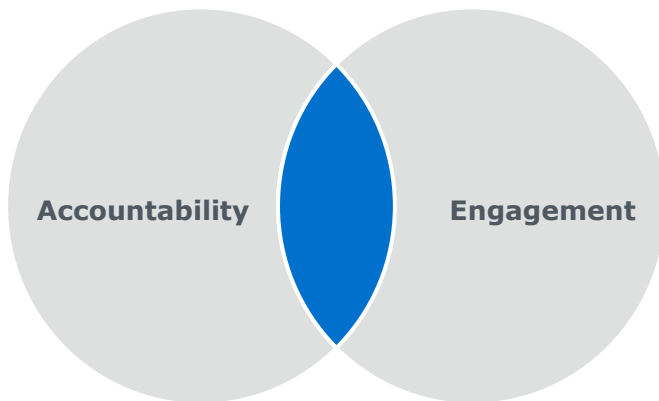
Moving the Organization to a Balance of Accountability and Engagement

Connecting Two Key Elements of Faculty Change Management



Charting a Path to Institutional Change

Striking a Balance Between Accountability and Engagement



Roadmap for Our Discussion:

- 1 Making Strategic Goals Meaningful for Departments and Faculty**
- 2 Increasing Individual Faculty Participation in Mitigating Student Risk**
- 3 Elevating Committee and Task Force Effectiveness**

1

Making Strategic Goals Meaningful for Departments and Faculty

2

**Increasing Individual Faculty Participation in
Mitigating Student Risk**

3

Elevating Committee and Task Force Effectiveness

Faculty on the Frontline of Student Success

Faculty-Student Interactions Aid Risk Identification and Engagement

Average first semester
student hours spent...



1

...In an advising office



225

...In a classroom¹



Contributing to Persistence

"In accordance with Chickering and Gamson, several researchers documented the strong association of both formal and informal faculty-student contact to enhanced student learning. **These interactions influenced the degree to which students became engaged with faculty and were frequently the best predictors of student persistence** (Braxton, Sullivan, & Johnson, 1997; Hurtado & Carter, 1997; Pascarella & Terenzini; Stage & Hossler, 2000)."

Paul Umbach and Matthew Wawrzynski

"Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement"

1) Based on assumed course load of 15 credit hours over a 15-week semester

Key Responsibilities Well-Known

Abundant Research on Faculty Best Practices

Pillars of In-Class Student Success Focused Responsibilities

Adopt Student-Centered Pedagogy

"Faculty members who take risks with their teaching... and making teaching and learning a collaborative activity are more likely to foster student success."

Jillian Kinzie
National Survey of
Student Engagement



Flag Signs of Student Risk

"E-advising systems that provide students with direct and automatic feedback on their progress may also help students stay on track through their program of study."

Thomas Bailey
Community College
Research Center



Report Early for Higher Risk Courses

"We need to focus our energy first on the students enrolled in our highest risk courses. If we don't closely support them as they progress through those developmental or gateway courses, they may not make it to the higher level ones."

Provost
Community College



Intervene Before Drop Out

"Faculty spend the most time with students... often times they're the last person to interact with a student before she decides to drop out. It's critical that we help faculty intervene in these moments."

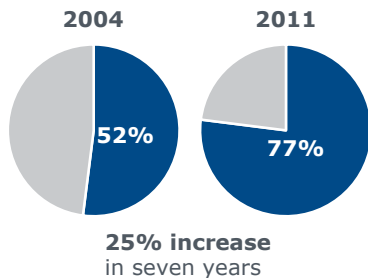
President
Community College



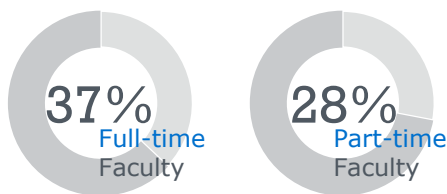
Why Don't Faculty Flag Student Risk?

Intervention Rare Despite Evidence of Impact

Community Colleges Increasing Investment in Early Alert Tools



Current Faculty Utilization Underwhelming¹



Why Aren't Faculty Flagging Student Risk and Intervening?

- A+** Perception that the system only flags grades
- ?** Unsure of what behavioral risk indicators to flag
- ⌚** Faculty, especially adjuncts, too busy to identify students with greatest need
- 👤** Concern that alert will harm faculty-student relationship

Source: Habley, W., et al., "What Works in Student Retention? Two-Year Public Colleges," ACT, 2004, 2010; "A Matter of Degrees: Promising Practices for Community College Student Success," Center for Community College Student Engagement: 2012 https://www.ccsse.org/docs/Matter_of_Degrees_2.pdf; "A Matter of Degrees: Promising Practices for Community College Student Success: A First Look" Center for Community College Student Engagement: 2011 https://www.ccsse.org/docs/Matter_of_Degrees.pdf; EAB interviews and analysis.

1) n= approx. 172,900 faculty

Alley Initial Concerns by Streamlining System

Early Alert Processes Should Be Simple, Strategic, and Sensitive

Making it Simple



Single Referral

- Faculty given option to suggest specific response, but able to send all alerts to single office

Target High-Risk Courses and Students

- Focus compliance efforts at highest-impact populations

All-Inclusive

- Single system for logging academic, attendance, and behavioral alerts

Includes All Faculty Classifications

- Train adjunct and part-time faculty to ensure coverage of all courses

Addressing Faculty Concerns



Student Privacy

- Faculty, advisors, and support staff able to submit alerts, but full access limited

Positive Messaging

- Students encouraged to take clear action steps, rather than simply alerted of risk

Follow-up

- Faculty informed of alert receipt, as well as progress and resolution of cases

Flexible Faculty Role

- Faculty able to decide whether and how to get involved with student issues

Facilitating Faculty Participation

Three Methods to Promote Individual Faculty Action



Critical Course Compliance Campaign

- 1 Overview:** Identify courses critical to student success and prompt these to submit early alerts one week earlier
- 2 Process:** Email from Provost reminds faculty of expectation to submit reports
- 3 Communication:** Include evidence of value from peers to maximize compliance

✓ **Critical detail:** With limited bandwidth, targeting reporting at critical gatekeeper courses yields highest return on effort



Discussion Post-Based Risk Tags

- 1 Overview:** Direct faculty to highest-need students by flagging signs of risk within LMS discussion board posts
- 2 Process:** Automate LMS to flag discussion posts with concerning words and phrases
- 3 Communication:** Prompt faculty to respond to all student questions but especially those with flagged phrases

✓ **Critical detail:** Busy faculty, especially adjuncts, benefit from direction to students presenting the greatest risk of failure



EMPIRE STATE
COLLEGE
STATE UNIVERSITY OF NEW YORK

Faculty Tutorial Referrals

- 1 Overview:** Refer students to pre-made tutorials on common areas of struggle to save faculty time and benefit student performance
- 2 Process:** Tutorial modules embedded within the LMS are quick-reference resources for students and faculty
- 3 Communication:** Students receiving multiple tutorial referrals contacted for additional support services

✓ **Critical detail:** Faculty-created tutorials serve as trusted, easy-access resources for busy faculty and students

Encourage Early Reporting in High-Risk Courses

Administrative Time Best Spent on Small but Critical Population



Santa Fe Prioritizes Early Alert Usage in Critical Courses

- 1 Designate** faculty teaching highest risk courses such as gateway or developmental courses
 - ~50 faculty designated per year
 - Department chairs select best-fit faculty
- 2 Campaign** to ensure all faculty understand signs of student risk to flag (e.g., frequent absences, late or missing assignments)
 - Present at campus-wide professional development sessions
 - Discuss questions or concerns at department meetings
 - Include resources and information in nudge emails
- 3 Nudge** designated faculty via early reporting campaign to report one week before rest of faculty

3.6% Increase in fall-to-fall retention rates for students in designated courses

5.8% Increase in fall-to-fall retention rate for students taking a designated class for the second time

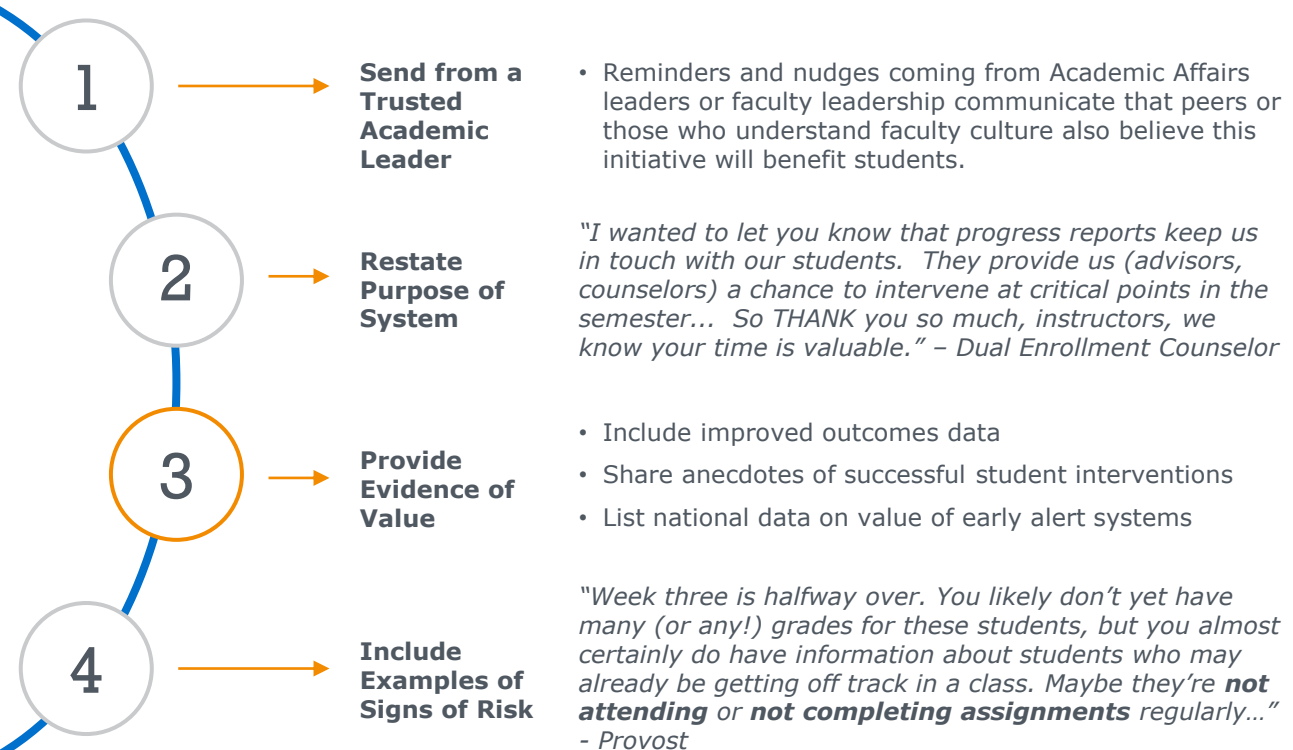


Designated Faculty Receive Reminders at Week Three while general courses receive a notification in week four

Designated Faculty Receive Reminders at Week Seven while general courses receive a notification in week eight

Crafting Faculty Early Alert Reporting Nudges

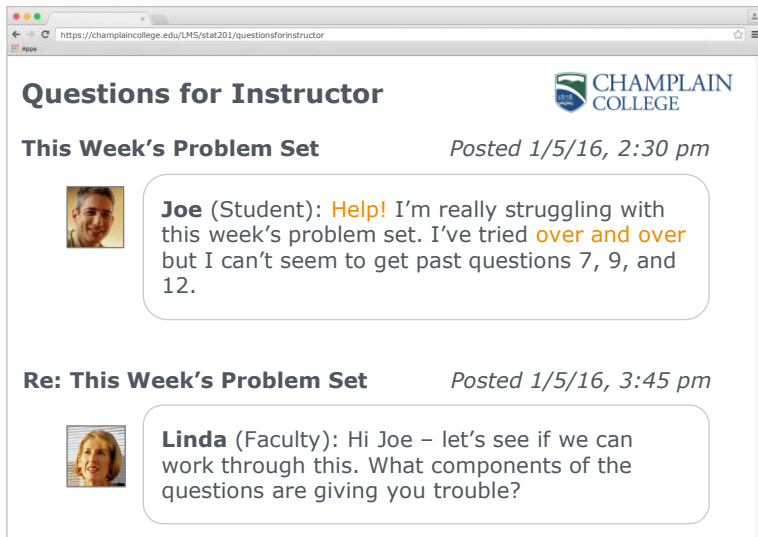
Evidence, Trust, and Repetition Build Buy-in and Compliance



Rapid Response Beyond Early Alert Systems

Tagging Expressions of Concern Guides Faculty to Students Most in Need

Students Post Questions on Course Discussion Board



The screenshot shows a web browser window with the URL <https://champlaincollege.edu/LMS/stat201/questionsforinstructor>. The page title is "Questions for Instructor" and the Champlain College logo is in the top right. The main heading is "This Week's Problem Set" with a timestamp "Posted 1/5/16, 2:30 pm". Below this is a student post by "Joe (Student)" with a profile picture. The text of the post is: "Help! I'm really struggling with this week's problem set. I've tried over and over but I can't seem to get past questions 7, 9, and 12." The words "Help!", "over", and "over" are highlighted in orange. Below the student post is a faculty response by "Linda (Faculty)" with a profile picture. The text of the response is: "Hi Joe – let's see if we can work through this. What components of the questions are giving you trouble?"

Multiple Checks Ensure Timely Faculty Response

Faculty respond to students in the "Questions for Instructor" section of course discussion board



LMS automatically searches for key phrases posted by struggling students, such as "help" and "over and over"



Quality assurance staff member checks search results for questions unanswered after 24 hours and alerts faculty member as necessary

Rewarding Individual Faculty Performance

Performance Rubrics Tie Faculty Engagement to Merit Bonuses



Individual Course Bonus Determined By Instructor Success in Six Categories

45 Quantitative and Qualitative Metrics Within...

1. Student satisfaction	4. Consistent and meaningful engagement
2. Initiative	5. High responsiveness to students
3. Deep concern for student success	6. Administrative responsiveness

\$30,000

Annual Bonus Budget

\$500 for 45 Points

\$250 for 43-44 Points

- Quality assurance coordinator and dean assign points
- LMS data, student evaluation inform scores

Positive Effects Beyond Individual Financial Gain



Public Accountability: Emails sent to faculty identify number of instructors receiving each bonus



Professional Development: Common weaknesses and instructor audits inform both group and individual training

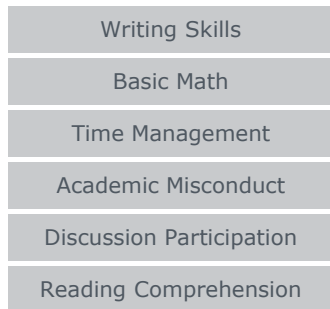


Student Success: Faculty with highest scores demonstrate lowest student attrition rates

Making Realistic Demands on Faculty

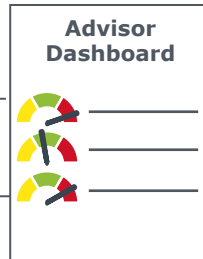
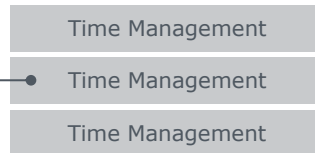
Monitoring Tutorial Referrals Among SUNY-ESC's Distance Students

Faculty Refer Students to Self-Paced Tutorials

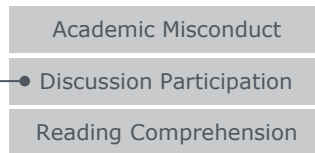


Multiple Referrals Trigger Advisor Intervention

Same Tutorial Identified by Multiple Faculty



Multiple Tutorials in Single Course



- 1** Instructor notices problem; discusses with student and enrolls in tutorial
- 2** Tutorial automatically appears in student's LMS
- 3** Instructor and advisor can track progress

Top Insights from This Section

Increasing Individual Faculty Participation in Mitigating Student Risk

Address Faculty Concerns in Early Alert Design

Create a single referral destination for all alerts, and help faculty understand the resolution process so that they feel the student is benefiting and not feeling discouraged

Maximize Early Warning in High Risk Courses

Select courses with high DFWI rates and significant negative impacts for student failure to send evidence-based early reminders about early alerts



Direct Faculty to the Highest Need Students

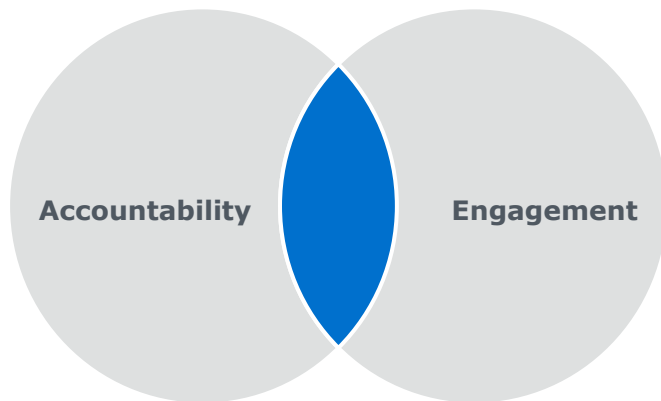
To save busy faculty members valuable time, monitor student signs of risk in academic work and give faculty mechanisms to assist those students first

Emphasize the Non-Academic Role of Early Warning

Remind faculty regularly that they should alert student services professionals if students present concerning behavior beyond low performance on academic assignments

Charting a Path to Institutional Change

Striking a Balance Between Accountability and Engagement



Roadmap for Our Discussion:

- 1** Defining Tangible Goals for Departments and Faculty
- 2** Increasing Individual Faculty Participation in Mitigating Student Risk
- 3** Elevating Committee and Task Force Effectiveness

Questions on Today's Material?



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Register for our Last Webconference on *Getting to the Next Phase in Student Success*

Elevating Committee and Task Force Effectiveness

Stuart Davis
Thursday, November 10th
1pm Eastern

Access Today's and Previous Student Success Webconferences on eab.com

- Making Strategic Goals Meaningful for Departments and Faculty