



# Short-Term Action Plan

## 2017 Student Success Institute

### *Intersecting Pathways With Engagement*

#### **Institution Name:**

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**Objective:** The purpose of the *Short-Term Action Plan* is to provide colleges, which have administered the Community College Survey of Student (CCSSE) and/or the Survey of Entering Student Engagement (SENSE), a structured review of their pathways redesign work. The *Short-Term Action Plan* has four parts that the college team will address for this Institute. Part I, to be completed **prior to the Institute**, will focus on college data from the *Cohort Data Review* and student engagement data. Parts II–IV will build on Part I and identify strategies to redesign the student experiences. The four parts of the *Short-Term Action Plan* are:

- Part I: Key Findings and Implications
- Part II: Inventory of Pathways Progress
- Part III: Priorities in Focus
- Part IV: Pathways and Action Planning

**Required Documents:** To complete Part I of the *Short-Term Action Plan*, the college team will need the following required documents:

- *Cohort Data Review:* Colleges will review and reflect on their completed *Cohort Data Review*.
- *Pathways Toolkit(s):* Colleges will use the *Pathways Toolkit(s)* to examine specific survey items that focus on the following pathways key areas: (1) Help students get on a path; (2) Help students stay on a path; and (3) Ensure students are learning. Refer to the *Instructions for Pre-Institute Homework* document for information on how to utilize the *Pathways Toolkit(s)* and to retrieve data from the Center’s Online Reporting System.

**Due Date:** Submit **Part I** of the *Short-Term Action Plan* to Zach Garcia at [garcia@cccse.org](mailto:garcia@cccse.org) by **Friday, October 6, 2017**.



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#### **Part I: Key Findings and Implications**

To be **completed as homework prior to** the Institute and then reviewed and augmented during College Team Strategy Session #1

*Gather the applicable Pathways Toolkit(s) and the completed Cohort Data Review and respond to the guiding questions.*

**Guiding Questions**

**Team Response**



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**Pathways Toolkit(s) — Standard Report: ALL Students**

*Examine the survey items within each Pathways key area: (1) Help students get on a path; (2) Help students stay on a path; and (3) Ensure students are learning. Review the data results and answer the questions below.*

Which findings capture the team's attention/concern? What specific findings at the item level have particular pertinence to the college's pathways redesign work and strategic plan? What specific findings point to potential new priorities for college action?

**Note:**

If your college administered **CCSSE and SENSE**, review your data in both *Pathways Toolkits* to compare specific institutional practices and student behaviors between these two student populations.

Key findings were that certain services are offered are deemed highly important but aren't being used, i.e. academic advising, tutoring, career counseling, job placement, transfer credit assistance. 13a-c, j So we need to ask ourselves what is going on.



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| Gather the applicable Pathways Toolkit(s) and the completed Cohort Data Review and respond to the guiding questions.   |   |
|--|---|
| Guiding Questions  | Team Response   |
| <p><b>Pathways Toolkit(s) — Custom Report: Disaggregated Data</b><br/> <i>Examine each pathways key area at the survey-item level using disaggregated reports (less than full-time vs. full-time; traditional vs. nontraditional age; first-generation vs. not first-generation, and so on). Review the data results and answer the questions below.</i></p> <ul style="list-style-type: none"> <li>● Refer to the tutorial videos on custom reports for <a href="#">CCSSE</a> and/or <a href="#">SENSE</a> on how to create custom, disaggregated reports.</li> <li>● Be sure to check the number of students in each breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</li> </ul> <p>For each breakout analysis, which findings from these comparisons capture the team’s attention/concern? Where do the data demonstrate that different groups of students are having very different experiences?</p> <p>What specific findings have particular pertinence to the college’s pathways redesign work and strategic plan? What specific findings point to potential new priorities for college action?</p> <p><u>Note:</u></p> | <p>Native Hawaiian students were excelling in doing more of asking questions in class, multiple drafts, more working with students, more papers, fewer skipped class, etc.</p> <p>Saw PT students that were less engaged, less likely to do multiple drafts and less likely to read, less likely to work on projects and talk to people vs. FT.</p> <p>We should also focus on non-traditional students who are a smaller percentage of our population but are becoming more of a focus campus and system-wide, part of our strategic direction. Working age adults will be priority for the campus. We noticed that they were more likely to read more, more likely to talk to their instructors, ask questions, study more, etc.</p> <p>What we don’t know about our working age adults is whether they are degree seekers or not.</p> <p>The College’s Strategic Plan addresses enrollment and achievement gaps of Native Hawaiians, Pell recipients, and Filipino students, but does not focus on traditional, non-traditional, and part-time students.</p> |



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If your college administered *CCSSE* and *SENSE*, review your data in both *Pathways Toolkits* to compare specific institutional practices and student behaviors between these two student populations.



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*Gather the applicable Pathways Toolkit(s) and the completed Cohort Data Review and respond to the guiding questions.*

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**Cohort Data Review:** *Examine your college data for each table from the Cohort Data Review:*

- **Table 1**—New, First-Time-In-College Student Cohort
- **Table 2**—College Credits Earned in the First Term (Zero Credits Through 18 Credits Earned)
- **Table 3**—College Credits Earned in the First Academic Year (0 to 36 Credits Earned)
- **Table 4:** Persistence to Second Term
- **Table 5:** Persistence to Subsequent Fall Term
- **Table 6:** College Math COURSE Enrollment & Successful Completion in the First Academic Year
- **Table 7:** College English COURSE Enrollment & Successful Completion in the First Academic Year
- **Table 8:** Developmental Education COURSE Enrollment & Successful Completion in the First Academic Year *(if applicable)*

*Review the data results and answer the questions below.*

Which findings from the *Cohort Data Review* captured the attention/concern of the college team? What patterns, if any, are there? What might such patterns indicate about the needs of students at the college and the pathways redesign work?

Saw PT students that were less likely to persist vs. FT. Specifically NH were more likely to do all these engagement pieces. We should also focus on non-traditional students who are a smaller percentage of our population but are becoming more of a focus campus and system-wide, part of our strategic direction. Working age adults will be priority for the campus.

What we don't know about our working age adults is whether they are degree seekers or not.

What we don't have correlation of how many NH are PT. What we do have is that there is parity with credits earned with NH and non-NH. PT and NH students persist at a lower rate compared to the next biggest group, AAPI. Older students persist at a higher rate. Fall to fall persistence PT outrank their counterparts by 10%, NH persist at a significantly lower rate.

Older students finish math courses at a higher rate than younger students, NH students. PT and FT are pretty similar.

English, seems that PT are avoiding it. Same pattern for subject areas. NH aren't completing their English course in the first year.



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**Synthesis:** *Examine the findings from the Pathways Toolkit(s) and Cohort Data Review.*

How do the data from the *Pathways Toolkit(s)* and *Cohort Data Review* work together to provide an understanding of the student experience and the pathways redesign work? What opportunities does the team see? What strengths/weaknesses have been revealed?

What are the implications for the pathways redesign work? What evaluation or progress-monitoring systems does the college have in place to evaluate these practices geared toward pathways? How will the college collect and analyze these data on the progress of pathways?

If applicable, explain how this fits into the college's redesign/reform efforts on pathways.

Stay on the path, is the one we worry about. Native Hawaiian students were excelling in doing more of the good stuff, but their persistence rates are low. We haven't identified "it" yet. It being what would assist NH in persisting. We need to be asking where they are going - are they transferring to another CC, UH Manoa, etc.? What programs do we develop for 2nd year students? We are heavy on 1st year support.

We see that the non traditional students do all the right things, and they are successful. Persist fall to fall than traditional students, etc.

NH appear to be similar kinds of things like engaging with projects, etc. are lower than other students. If we removed international students from our data, how would NH students compare then?

Introduce an annual cyclical report on the various breakouts discussed in this document. Similar type of work is already being conducted, could be updated to include these groups.

Because we are poised to invest in 2nd year experience and what we are seeing is that we need to be really thoughtful of what that looks like and how different it might seem for our different populations. It would look different for PT students, might look different for NH. What we know from our internal program review, they all need it. Persistence fall to fall is a problem, except for some of the cohort based health programs.



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#### Part II: Inventory of Pathways Progress

To be completed during College Team Strategy Session #2

| <i>Review aggregate results from the Inventory of Pathways Progress and respond to the guiding questions.</i>  |   |
|--|---|
| Guiding Questions  | Team Response   |
| <p><b>College’s current work with planning and implementation of pathways redesign work:</b><br/>Where does the college team have converging or diverging perceptions on the <i>Inventory of Pathways Progress</i>? What existing knowledge has been reinforced? What new insights have been gained?</p> | <p>Chancellor has more positive views than the rest of the team. Some clarity has come forth as we have shared the perceptions from different POV.</p> <p>The need to better integrate the student voice and the need to better engage faculty and staff at a deeper level.</p> |
| <p><b>Additional data collection/analysis:</b><br/>What additional information should the college seek regarding the pathways redesign work? How will the college obtain the additional data/information? How will this information be analyzed?</p>   | <p>Information about at-risk students to better inform analysis. A need to do cultural assessment to inform organizational change. First step is to get the SPSS software for predictive modeling. Team will work on developing a model.</p>                                    |
| <p><b>Building on and refining current work:</b><br/>How might the team’s review of its responses in the <i>Inventory of Pathways Progress</i> suggest that the college might redesign the pathways work?</p>  | <p>Will look more keenly at advising and support systems in place, as well as raise awareness with students of current and future . Need to be clear about timelining all and overlay all of the different initiative in the SSP.</p>   |



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**Campus involvement:**

Who else—faculty, staff, students, administrators—at the college needs to be involved in this discussion? How will the team involve them? How will the inventory results be further communicated to key individuals and groups on campus?

We will start with the Chancellor's advisory council. Work through the different phase leads, complete SSP 2.0, restructuring the Student Success Council to have it more connected to the direction, communicate the vision and voice, add AGOs to the communication.



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**Part III: Priorities in Focus**  
To be completed during College Team Strategy Session #3

*Based on conversations during College Team Strategy Sessions, information learned from concurrent presentation sessions, and data collected through the homework process, respond to the guiding questions.*

| Guiding Questions   | Team Response   |
|---|---|
| <p><b>Learning from colleagues:</b><br/>Which strategies discussed in the Institute concurrent sessions are potentially of greatest interest to the college? How are each of these “strategies of interest” related to the pathways redesign work currently underway at the college?</p>  | <p>Mandatory advising, every student. Don’t have the capacity to be everything to everyone. Need to be able to tailor the advising to those of greatest need. More sophisticated strategies to support students.</p> <p>Faculty should be hired with Advising as part of their job description. Change 1970’s student development philosophy - cultural shift of the campus. Integration of advising - picture an onion. Equity at the center, then curriculum and faculty, access, achievement, strategies and goals, and visible manifestations (purpose first and also what students need for success)</p> |
| <p><b>Pausing and reflecting:</b><br/>Discuss the team’s most prominent insights regarding where the college stands in terms of effectively serving the needs of students and the pathways redesign work. What existing knowledge has been reinforced? What does the team know about disparate groups of students, and what does the college need to do to address these gaps in their practices with students, especially with the pathways redesign work?</p> | <p>Examination of students and a cultural assessment. We aren’t talking in ways that make us productive. Integration and communication between departments - no more silos.</p>   |
| <p><b>Top three priorities to consider:</b></p>   | <p>1) Cultural assessment</p>   |



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Describe three action items (whether they are policies, practices, strategies, or a combination) that the college will consider in order to improve or redesign the pathways work. Are these existing or new areas of focus for the college? Point to specific data points and other data sources that support the team's ideas.

1) Launch an awareness campaign of other things that have connected to SSP, milestones and career pathway. Celebrate what we have done.

1) Find a way to "talk story" and show how we intersect in the silo - it's all about Student Success, transferring, and finding a job. Many opportunities for intersection to make the connections between Academics and Student Affairs.



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**Part IV:** Pathways and Action Planning  
To be completed during College Team Strategy Session #4

*Continue discussions from the previous College Team Strategy Session and respond to the guiding questions.*

**Guiding Questions**

**Team Response**



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**Single top priority:**

Based on the work leading up to and during the Institute, what does the college team identify as the most important priority among the three identified in Part III for strengthening the college's work with the pathways redesign work? If it is different from any of the three previously identified, please explain.

Top of the mountain vision: By 2021, we have Integrated services and planning from academic and student affairs, JIT (Just in time) support with milestones, students will be able to successfully complete their programs of study with clear maps of purpose and Career Planning.

- Tools: MySuccess, STAR, Predictive Analytics software
- Persons responsible: ISS team, Student Success Council 2.0, and identify subgroups that are cross functional.
- Student voice must be heard throughout

Timeline:

2017-18: Contact Indian River college regarding their cultural assessment and identify and get a sense of the prep work that is involved with a goal of fall 2018. Assess culture of campus, prepare for conversations about developing the model for 2021. Cultural assessment has to show who we are and how we treat each other. How are we as individuals, contributing to student success? Identify the pockets of areas that we are doing well with Student Success. Survey, focus groups.

ISS Implementation: Dec 4-5, 2017, develop plan for roll out. Core team consists of 10: VCSA, Dean A&S, SS Coordinator, representative DC, two counselors (A&S), English faculty, FYE coordinator, registrar and graduation manager. MySuccess and STAR will be technology support. Proposed areas of focus: SYE? concentrations in Liberal Arts? Given the CCSSE data include disaggregated data on non-traditional, PT and Native Hawaiian students.

2018-19: Pull themes that emerge from the climate survey, follow up with more focus groups. Identifying the milestones, build into the model framework,



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|  | <p>develop measures that will show our success. Increase awareness of our framework and stitch the pockets together. Contingency plans as a backup.</p> <p>2019-20: Launch model and weave all services together.</p> <p>2020-21: Fine tune, continuous improvement, reassess.</p> <p>Detailed notes:</p> <ul style="list-style-type: none"><li>-climate and cultural assessment (campus climate survey will be a starting point from fall 2017). But, we need a cultural assessment, different from the climate survey (which only skims the surface) of who we are, and how we treat each other.</li><li>-signing a pledge (like civility) is not enough. It has to be FOR the student, not for self.</li><li>--identify the pockets</li><li>-increase awareness of our framework and stitch the pockets together.</li><li>-How do we redesign advising? Mandatory advising will look like ? By 2019-20 or when?</li></ul> |
|--|--|





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#### Part IV: Pathways and Action Planning—continued

To be initiated during College Team Strategy Session #4 and finalized when the team returns to campus

**Due Date:** Once the team has collaborated with key personnel at the college, submit the **completed action plan** in its entirety to Zach Garcia at [garcia@cccse.org](mailto:garcia@cccse.org) by **Friday, December 8, 2017**.

*In the chart below, outline the first three steps that the college will need to take in order to successfully redesign the pathways work. Add cells as necessary.*

| Steps  | Desired Outcomes   | Activities/ Tasks   | Responsible person(s)   | Timeline   | Resources   | Potential Issues or Concerns   |
|--|--|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>- Design and conduct a comprehensive campus culture assessment.</li> <li>- Analyze results.</li> <li>- Create and implement a plan for change.</li> </ul> | <ul style="list-style-type: none"> <li>- A more engaged campus.</li> <li>- A clear understanding of campus readiness for change.</li> <li>- Progress toward change.</li> </ul> | <ul style="list-style-type: none"> <li>- Design survey.</li> <li>- Develop focus group questions.</li> <li>- Identify focus group participants.</li> <li>- Conduct survey and focus group interviews.</li> <li>- Analyze data.</li> <li>- Create plan for change.</li> <li>- Share plan, campus feedback, revise plan as needed</li> <li>- Implement plan.</li> </ul> | <ul style="list-style-type: none"> <li>- CCSSE team, OFIE, VCAA, VCSA, SS Coordinator, and other key faculty, staff, and administrators.</li> </ul> | <ul style="list-style-type: none"> <li><b>Dec.-Jan.</b> - Initial and follow-up call to Indian River State College.</li> <li><b>Feb.</b>- Design tools.</li> <li><b>March</b> - Conduct survey and focus groups interviews.</li> <li><b>April-May</b> - Analyze data.</li> <li><b>Summer</b> - Create plan for change.</li> <li><b>Fall</b> - Implement plan.</li> </ul> | <ul style="list-style-type: none"> <li>- Contract for Services for campus cultural survey.</li> </ul> | <ul style="list-style-type: none"> <li>- CCSSE survey - same timeline</li> <li>- Cost</li> <li>- Survey fatigue</li> </ul> |



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|--|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>- Develop first steps to implementing an Integrated Student Support (ISS) approach to advising redesign.</li> </ul> | <ul style="list-style-type: none"> <li>- Successful redesigned advising structure with a selected group of faculty, counselors, and other key stakeholders.</li> <li>- Targeted students successfully “get on the path” and “stay on the path.”</li> </ul> | <ul style="list-style-type: none"> <li>- Identify interested faculty, counselors, and other key stakeholders.</li> <li>- Develop advising redesign structure.</li> <li>- Define clear roles and responsibilities.</li> <li>- Address questions, issues and challenges (i.e., workload, compensation, counselor/advisor ratio).</li> </ul> | <ul style="list-style-type: none"> <li>- CCSSE team, ISS team, VCAA, VCSA, SS Coordinator, and other key faculty, staff, and administrators.</li> </ul> | <ul style="list-style-type: none"> <li><b>Dec.</b> - Identify first steps.</li> <li><b>Dec.-Jan.</b> - Identify key people.</li> <li><b>Jan.-Feb.</b> - Map out and develop structure for advising redesign.</li> <li><b>March</b> - Hold talk-story sessions to address questions, issues, and challenges.</li> <li><b>March-April</b> - Finalize approach</li> <li><b>Fall</b> - Begin implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Time</li> </ul> | <ul style="list-style-type: none"> <li>- Time</li> <li>- Resistance - Determination of impact on workload and appropriate compensation</li> <li>- Challenge of faculty advisor-counselor relationship</li> <li>- Fear of change</li> </ul> |
| <ul style="list-style-type: none"> <li>- Scale up technology tools (i.e., STAR, MySuccess) to use in advising redesign.</li> </ul>                         | <ul style="list-style-type: none"> <li>- Cross-trained faculty and staff, able to use technology tools.</li> <li>- Increased communication between faculty across various programs about students’ academic, career plans and</li> </ul>                   | <ul style="list-style-type: none"> <li>- Plan and provide trainings on integration of technology tools (i.e., STAR, MySuccess).</li> </ul>  | <ul style="list-style-type: none"> <li>- ISS team, CCSSE team, VCAA, VCSA, SS Coordinator, staff to train on tech tools.</li> </ul>                     | <ul style="list-style-type: none"> <li><b>April-May</b> - Provide training on STAR and MySuccess.</li> </ul>  | <ul style="list-style-type: none"> <li>- Time</li> </ul> | <ul style="list-style-type: none"> <li>-Time</li> <li>- Resistance</li> <li>- Challenge/fear of using technology</li> <li>- Added workload</li> </ul>  |



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|  | needed supports.<br>- - Targeted students successfully “get on the path” and “stay on the path.” |  |  |  |  |  |
|--|--|--|--|--|--|--|