



WACTC PROMISING PRACTICES WEBINAR: COLLEGE SUCCESS COURSES

Highline College, Pierce College, Shoreline Community College, & South Puget Sound Community College
April 15, 2021

LAND ACKNOWLEDGEMENT

We would like to begin with a land acknowledgement. Since we are all in different areas, we encourage you to take a moment to acknowledge the land you occupy. Since the State Board located in Olympia is hosting our webinar, we would like to acknowledge the traditional territories of the Coast Salish people, specifically the Nisqually and Squaxin Island peoples, past and present.

Olympia and the South Puget Sound region are covered by the Treaty of Medicine Creek, signed under duress in 1854. Acknowledging the land we occupy, along with building authentic relationships, can help bring about meaningful action toward our efforts in reconciliation and decolonization for the people indigenous to our lands.

LABOR ACKNOWLEDGEMENT

We would also like to take this moment to acknowledge that our nation (and our institutions) have benefited and profited from the free enslaved labor of Black people. We recognize the entangled and interconnected histories of the Indigenous peoples who were forcibly removed from their land and the plight of the Black people were forcibly brought to it. We acknowledge the enduring impacts of the African diaspora and lift-up the contributions, talents, and dreams of our Black communities.

We would also like to acknowledge the immigrant labor that has contributed to the building of this country within our labor force, including voluntary, involuntary, trafficked, forced, and undocumented peoples. We recognize and honor their important contributions.

AGENDA

- Ground Rules
- Welcome: President Roberts, Shoreline Community College
- Panel Overview and Purpose (Stephanie Schlitz)
- Pierce College (Lizz Zitron, Erik Gimness)
- Highline College (Justin Dampeer)
- South Puget Sound Community College (Amy Kelly, Anne Molenda)
- Moderated Q/A with Panelists

*This meeting is being recorded

GROUND RULES

- We recognize Webex is new for many of you; thanks for your patience
- Please turn off video to reduce bandwidth for a more stable session
- Please remain muted, unless speaking
- **Questions:** Please type your questions in the question box
 - If your question is for a specific panelist or school, include the name with your question
 - Please send questions to ALL panelists
- If you don't understand the technology, please tell us now!
- We're here for constructive dialogue and exchange. Please be open-minded and courteous.

*This meeting is being recorded



Team: Rachel David, Asha Dore, Laurel Ecke, Elena Esquibel, Joyce Fagel, Diana Knauf, Jonathan Molinaro, Sundi Musnicki, Brigid Nulty, Romina Plozza, Amy Rovner, Maya Smorodinsky, Stephanie Schlitz, Krystal Zaragoza

GUIDED PATHWAYS

Choose and Enter a Path

- *Explore career/college options*
- *Engage with academic/career communities*
- *Individualized education plans*

Stay on Plan

- *'Light the fire' learning opportunities*
- *Active, experiential learning in degree beginning Q1*
- *Advising by metamajor*

Ensure Learning with Intentional Outcomes

- *Outcomes assessment*
- *Curricular innovation*
- *Real-world applications & experiences*

Scale. Equity. Student Engagement. Student Achievement <=> Retention.

**COMMUNITY COLLEGES NEED TO CREATE A
“LIGHT THE FIRE LEARNING EXPERIENCE”
IN THE FIRST QUARTER.**

Davis Jenkins

Community College Research Center

April 14, 2021

TWO-YEAR :: FOUR-YEAR COMPARISON

SCHOOL TYPE:	Public Two-Year Institutions:	Public Four-Year Institutions:
Persistence Overall (PT & FT Students: 2018)	62.1%	84.7% (+ 22.6%)
Retention Overall (PT & FT Students: 2018)	53.7%	75.6% (+ 21.9%)

Source: National Student Clearinghouse Research Center. First-Year Persistence and Retention 2018 Beginning Cohort 2018. (2020).

WE KNOW WE NEED TO DO BETTER

SHORELINE STUDENTS	Persistence Q1 to Q2: 2019	Retention Y1 to Y2: 2018
White	78%	45%
Black/African American	72% (- 6%)	39% (- 6%)
First-Generation	73% (-10%)	45% (- 9%)
Not First-Generation	83%	56%

Source: SBCTC Tableau Data, Shoreline.

STUDENTS **NEED** US TO DO BETTER.

**“I MEAN, THIS QUARTER IS ALMOST COMING TO AN END,
AND REGISTRATION IS ABOUT TO START
AND I STILL DON'T KNOW WHAT MY NEXT MOVE IS.”**

Shoreline Student - Winter 2021



HIGHLIGHT

COLLEGE

SPSCC

South Puget Sound COMMUNITY COLLEGE



UNIVERSITY OF GEORGIA

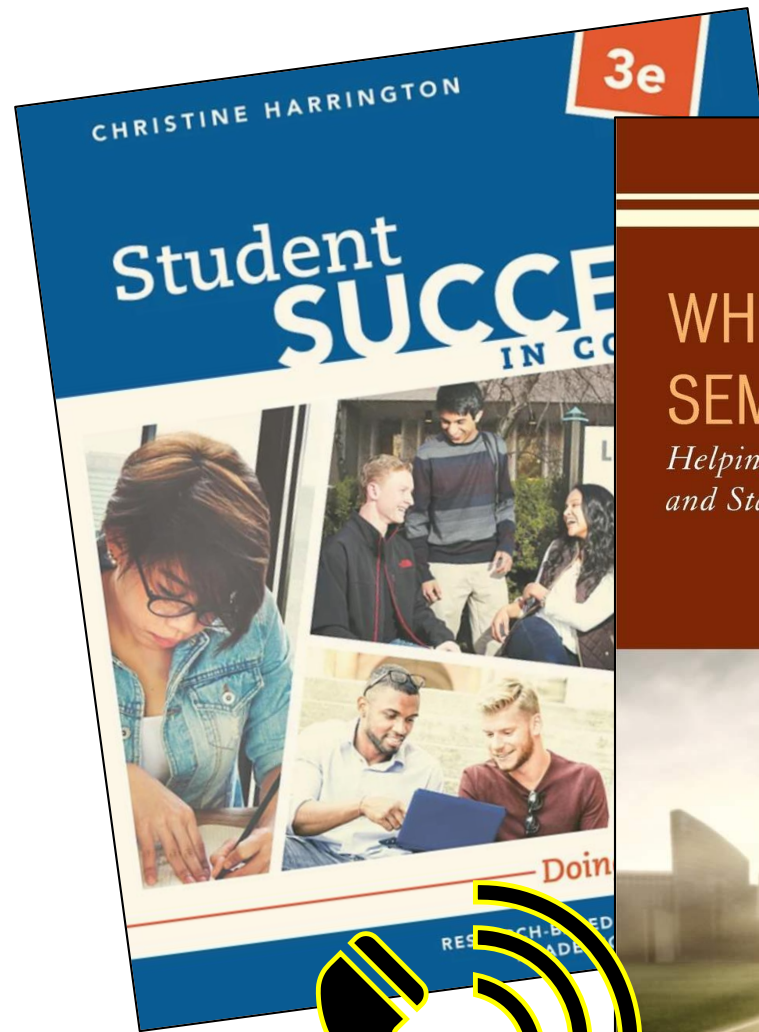
PIERCE COLLEGE

possibilities. realized.



BELLEUVUE COLLEGE

25 YEARS CCRC COMMUNITY COLLEGE RESEARCH CENTER



WHY THE FIRST-YEAR SEMINAR MATTERS
Helping Students Choose and Stay on a Career Path
Christine Harrington
and Theresa Orosz



WHY IS THIS WORK SO IMPORTANT?

**NUMEROUS NATIONAL STUDIES
DEMONSTRATE THAT COLLEGE SUCCESS COURSES
ARE CONNECTED TO INCREASES
IN PERSISTENCE AND RETENTION.**

Source: Harrington, Christine and Theresa Orosz. Why the First-Year Seminar Matters: Helping Students Choose and Stay on a Path. Rowman and Littlefield. 2018.

STUDENTS WHO COMPLETE A COLLEGE SUCCESS COURSE...

**“ARE MORE LIKELY TO
COMPLETE OTHER COURSES,
EARN BETTER GRADES,
HAVE HIGHER OVERALL GPAS,
AND OBTAIN DEGREES.”**

*Source: Center for Community College Student Engagement. (2012).
A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX:
The University of Texas at Austin, Community College Leadership Program.*

WE ARE FAILING STUDENTS.

**“IF I WOULD HAVE KNOWN [ABOUT] THAT
WHEN I FIRST STARTED SCHOOL,
IT WOULD HAVE SIGNIFICANTLY HELPED ME
PASS A FEW CLASSES THAT I ENDED UP FAILING.”**

Shoreline Student talking about tutoring and counseling - Winter 2021





South Puget Sound
COMMUNITY COLLEGE

The logo for Highline College features the word "HIGHLINE" in a bold, blue, sans-serif font. A green, wavy line arches over the letters "H", "I", and "G". Below "HIGHLINE" is a thin green horizontal line, and underneath that is the word "COLLEGE" in a blue, spaced-out, sans-serif font.

HIGHLINE
COLLEGE





**COLLEGE SUCCESS AT PIERCE
COLLEGE DISTRICT**

PIERCE COLLEGE SUCCESS

- College Success Department core team:
- Lizz Zitron, chair and assistant professor
- Irene Brewer, full time faculty
- Quill West, instructional designer and adjunct faculty
- Institutional Research team:
- Erik Gimness, Director of Institutional Research, Analytics, and Effectiveness
- Carly Haddon, Data Solutions Developer/Analyst
- Shelby Winters, Research Associate

COURSE OFFERINGS

- COLLG 110: original course, 3 credits, in-person and online versions
- COLLG 115: brand new course number, 5 credits, hybrid
- Average offerings: reach nearly 3500 students each academic year
 - 90-100 total courses in fall
 - 20-3 total courses in winter
 - 15-20 courses in spring
 - 10-15 courses in summer
- Mandatory for graduation with limited exceptions granted by dean of Transitional Education based on previous college credits, experience, and GPA

- COLLG 110: College Success is designed to prepare students to navigate the college system and enhance opportunities for success. The course emphasizes college success strategies, self-assessment, goal setting, career exploration, effective study habits, campus resources, and efficient use of online tools for learning, educational planning, and enrollment.
- COLLG 115: Students foster self-efficacy by reflecting on and modifying learning strategies, and applying holistic decision making toward personal, academic, and career goals. Students learn different models and methods to cultivate collaboration, holistic wellness, and financial awareness.
 - 1. Assess and develop self-efficacy in order to support success.
 - 2. Assess and intentionally reflect on their interests, values, skills, and strengths in order to continually explore and affirm an education and career pathway.
 - 3. Implement study strategies and self-monitoring habits in order to comprehend, retain, and apply learning.
 - 4. Navigate and use college resources and services in order to pursue their personal, academic, and career goals.
 - 5. Engage with peers, instructors, and college community in order to build intercultural relationships that foster personal, academic, and career success.
 - 6. Engage in formal and informal collaborative work.
 - 7. Assess personal wellness and make changes that positively impact their wellness.
 - 8. Analyze the fundamental elements of a budget and make decisions based upon the analysis.

FACULTY AND COMMON CURRICULUM

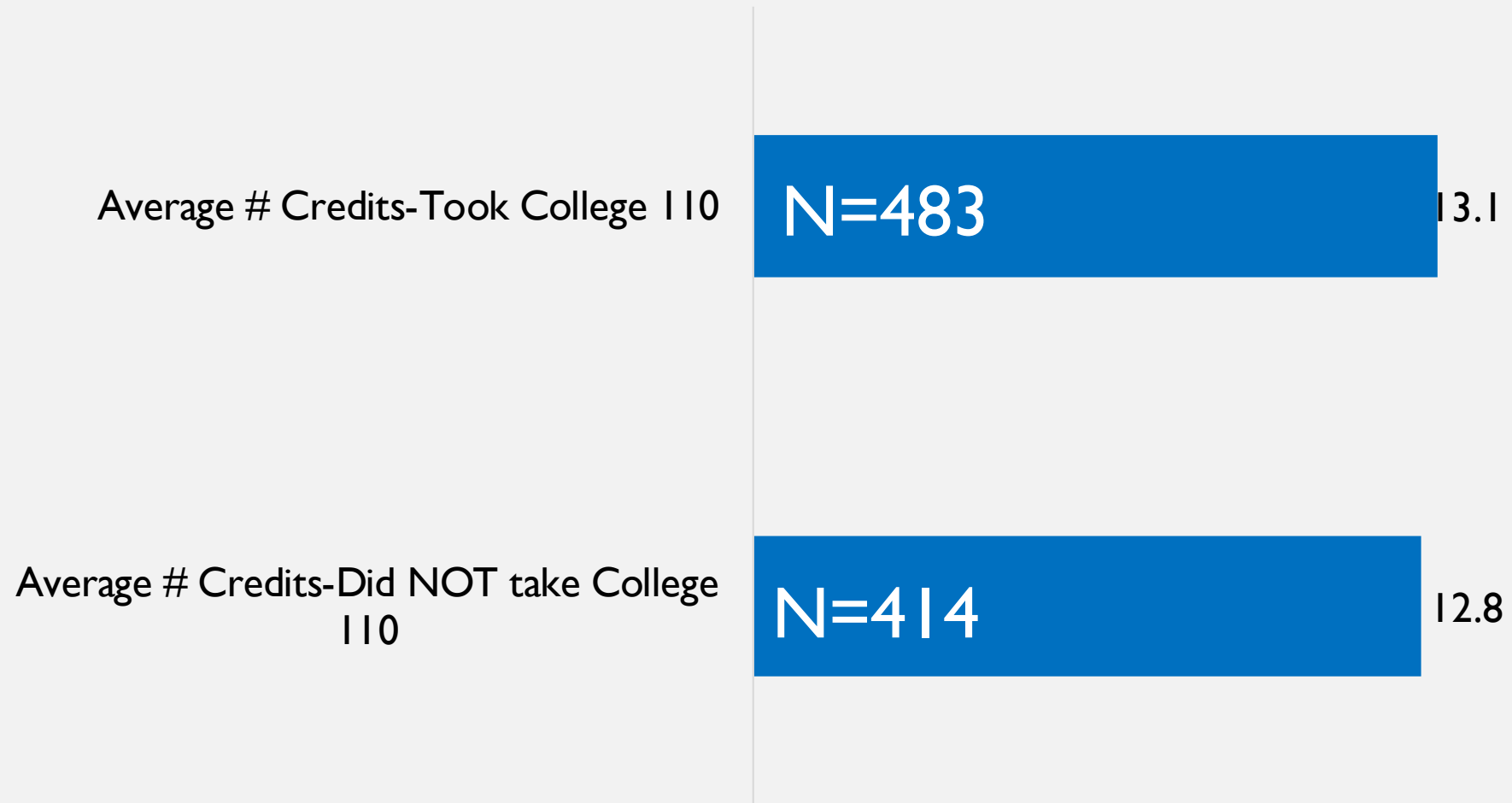
- Full time, adjunct, and admin exempt with an accredited masters degree qualify to teach
- Required training and instructor commitment
- 3 professional development meetings every quarter
- Common curriculum built by committee across campus since 2015 based on question what do successful college students do?
 - Creates common assessment: survey, assignments
 - Regular updates each quarter based on feedback with eye towards equity
 - Current revision centering black and brown men, single parents

HISTORY OF SCALING THE COURSE

- **2012** – Required for students testing into three developmental courses (English, math, and reading)
- **2013** – Required for students testing into two or more
- **2014** – Required for students testing into one or more
- **2015 onward** – Mandatory for all students (with some exemptions)

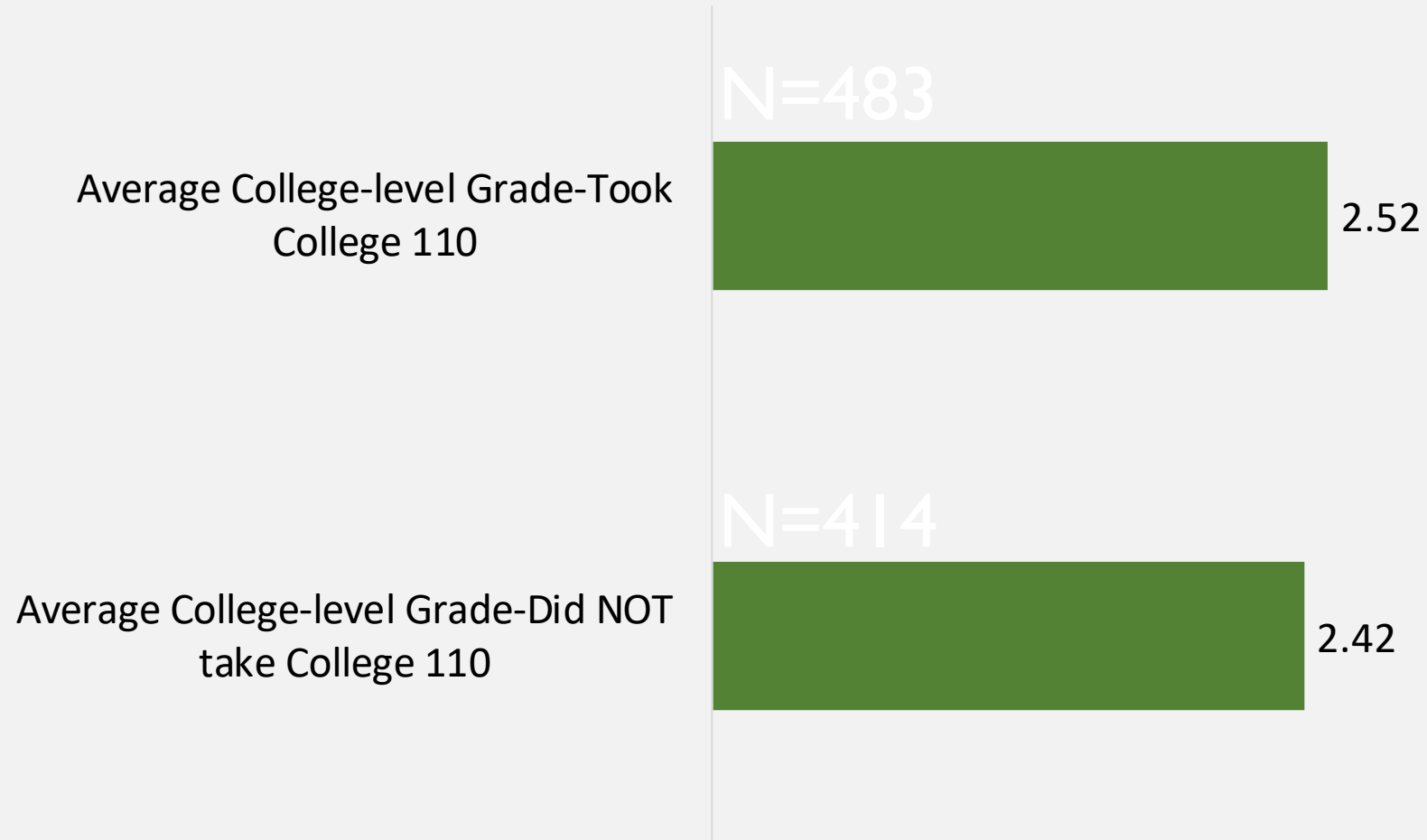
AVERAGE CREDITS

College 110 Eligible Students
Fall 2014



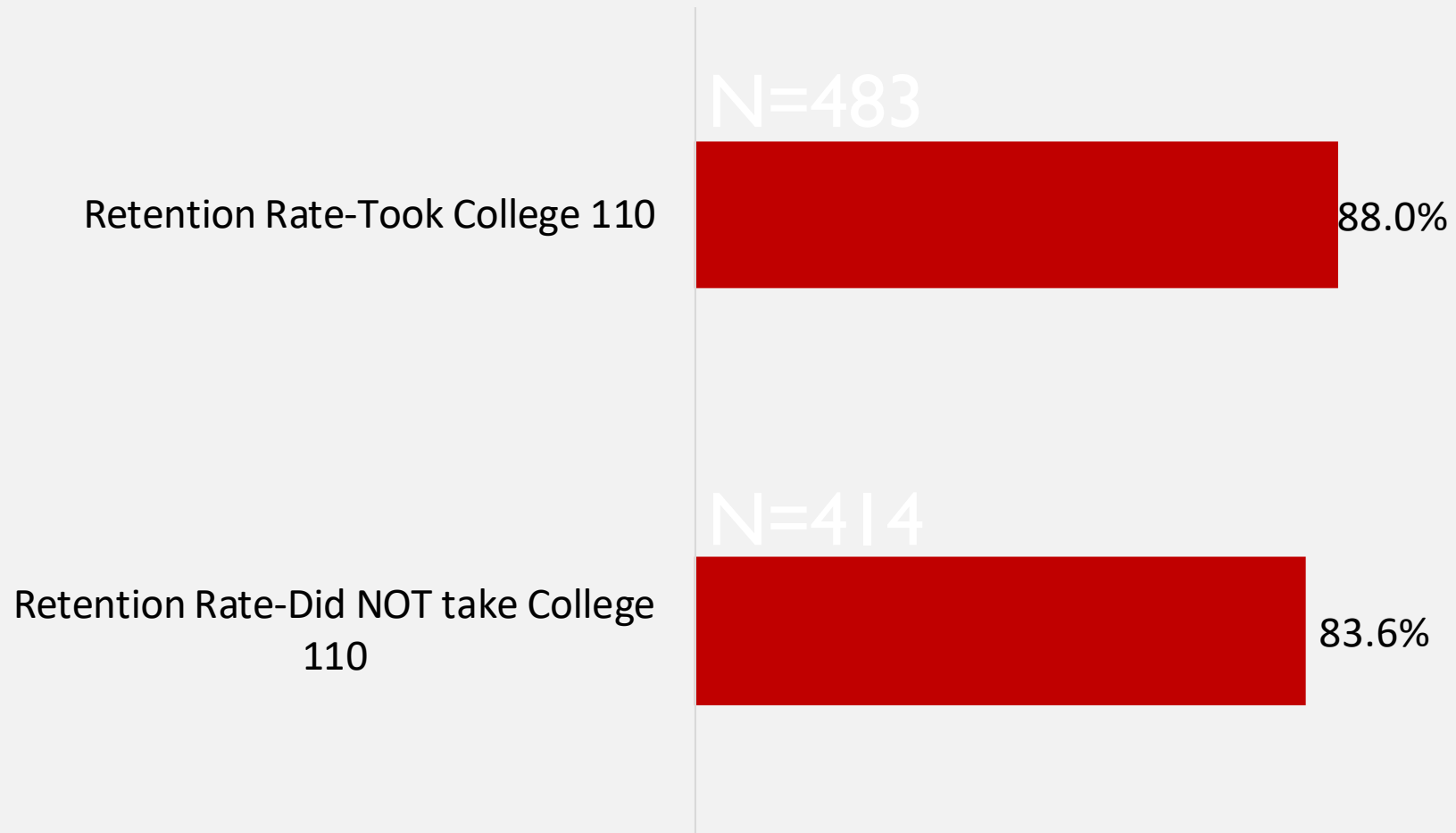
AVERAGE COLLEGE-LEVEL DECIMAL GRADE

College 110 Eligible Students
Fall 2014



FALL-TO-WINTER RETENTION

College 110 Eligible Students
Fall 2014 to Winter 2015



PASCARELLA & TARENZINI
HOW COLLEGE EFFECTS STUDENTS, VOL. 2

“Thus, it appears that the effects of first year seminars (FYS) participation are at *least* indirect through the enhancement of grades and various dimensions of academic and social integration, all of which, in turn, are related to retention and educational attainment. In short, the weight of evidence indicates that FYS participation has statistically significant and substantial, positive effects on a student’s successful transition to college and the likelihood of persistence into the second year as well as on academic performance while in college and on a considerable array of other college experiences known to be related directly and indirectly to completion. Causal linkages between and among these variables, however, are yet to be mapped.”

WORKING WITH YOUR IR OFFICE


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HIGHLINE
COLLEGE

Guided Pathways- Exploratory Sequence and College Success

Presented by: Justin Dampeer



Team Members: Doug Av ella (Soc), Aleyda Cerv antes (Outreach), Justin Dampeer (ELCAP) Donna Enguerra-Simpson (YRSP), Rus Higley (MAST, Marine Bio), Eileen Jimenez (TRiO SSS), Jennifer Johnston (Healthcare Transitions), Laura Manning (CMST) Julie Pollard (Access Services), Wendy Swyt (English), Iesha Valencia (Student Programs) Krystal Welch (Umoja), Nicole Wilson (Counseling), Liz Word (CMST)

Guided Pathways @ Highline

**HIGHLINE COLLEGE PRIORITY
AREA 1: All programs (degrees
and certificates) prepare students
for better jobs, further education,
and increased opportunities.**

- Meta Majors & Programs of Study
- Exploratory Sequence
- Designing Program/Degree Maps
- Degree Math & College Level English within 1 year



1. Clarify
pathways to
end goals



2. Help
students
choose and
enter pathways



3. Help
students stay
on path



4. Ensure
students are
learning

College Success Course



Course Overview

Course Title: College 101: Strengthening Navigational Skills

Number of Credits: Three

Rollout: Soft Launch, 2021. Required of AA Transfer Students 2022*

“A place to find my people”



Course Overview

Designed to help students decide on their degree pathway at Highline toward transfer and/or career goals. Students will build connections with other students, faculty, and staff, and get to know resources and degree pathways at the college and then create plans for funding and degree and career goals. Includes exploration of identity development, mental wellness and personal and cultural capital.

Self and
Community

Campus
Resources

Financial
Literacy and
Funding

College Skills

Information
Literacy

Career and
Pathway
Exploration

Goal Setting

Social and
Emotional
Health

Identity
Development


Understanding
and Employing
Strengths

Course Outcomes and Equity

Equity Outcomes- By the end of the course students will be able to: *describe the process in which they are involved to decide what they want to study at Highline and beyond; describe specific connections they have built with other students, faculty, and staff; and articulate specific supportive resources that Highline has to offer.*

Faculty Characteristic (Competency)	Equity Commitment Reinforced
Required	
Demonstrated ability to implement culturally responsive practices in teaching and/or professional settings	Provides students with consistent and appropriate teaching Acknowledges the cultural capital that resides with each student
Demonstrated pedagogical practice of <u>"de-centering"</u> Whiteness, demonstrated awareness of theories that support such teaching	Honors the learning styles and cultural backgrounds of those enrolled in the course Demonstrates commitment to culturally responsive curriculum
Demonstrated awareness of systemic challenges that face students and the ability to communicate strategies for navigating those systems Understanding challenges and assets from lived experiences	Supports the commitment to create a more equitable and inclusive campus Reinforces that the campus must be transformed and that the deficit is not with the student

How are we getting buy in?



Cross divisional team in designing the course

Training, onboarding, community of practice

Other schools are doing it, and they have success data

Different marketing materials for students, counselors, faculty, staff, etc....

Involve students

Find out who is already doing this work and bring them in

College 101: Strengthening Navigation Skills



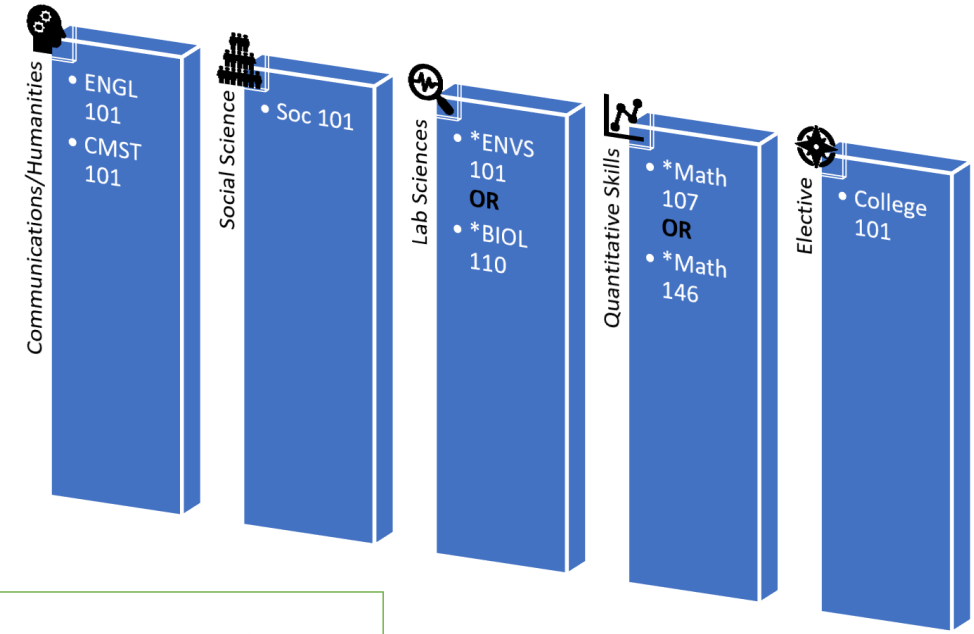
College 101 is a 3 credit course
Bring your strengths and your questions and
learn about...

- Building a community of friends & mentors
- Study hacks & time saving techniques
- Use campus resources
- Decide your major and your career
- Set yourself up to get through the quarter and the rest of your college experience - You've got this!

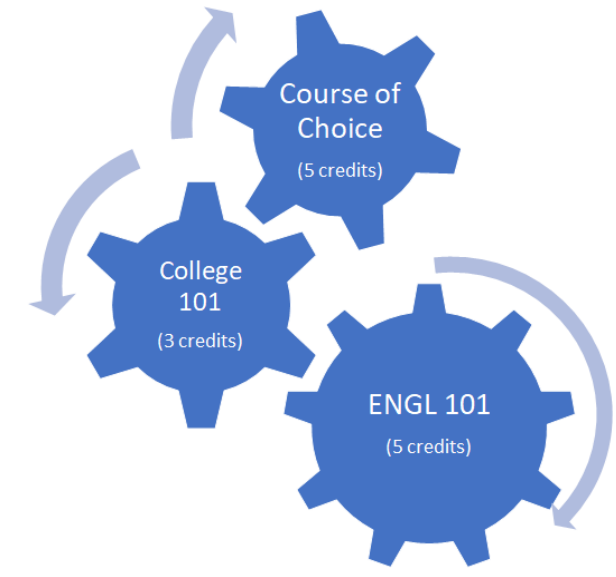


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Outreach/marketing, advising aides,
info sessions, matter!



Exploratory Sequence Distribution



Challenges



CTC Link is happening the same time as GP – functionality vs business processes

Continuous buy in means continuously “onboarding” people to GP

We’re in a global pandemic; budget and enrollment constraints

Institutional processes not friendly/conducive to soliciting feedback from students

Lots of moving parts to GP – Timelines don’t match up



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Pathways to Success

Designing, Integrating, and Assessing a Guided Pathways Success Course



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SUCCESS—
AMPLIFIED

Presenters

Anne Molenda, Director of K12 Partnerships & Recruitment, SPSCC

Amy Kelly, Dean of Academic Success Programs, SPSCC

What is College and Career Success 101?

Cultivates the mind-set and skills necessary for students to become confident, reflective, self-directing, and successful learners

Three credits; mandatory for most students

Outcomes:

- Identify the campus services that can help further educational goals
- Apply evidence-based study skills and strategies
- Explain the role of self-efficacy in academic and career success
- Create an educational plan based on career pathways decisions
- Analyze a variety of information sources relating to college and career success

Guiding Principles

- Valuable for *all* students
- Focus on Pathways and life-long learning
- Address the invisible curriculum
- Universal design for learning
- Evidence-based
- Removes barriers to retention



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SUCCESS—
AMPLIFIED

Coordination & Instruction

Coordinated by Dean of Academic Success Programs, but strong partners with Student Services

Taught by a mix of full-time and adjunct faculty from a variety of disciplines

There is a shared curriculum, designed by the Dean and the curriculum designer

Faculty complete formal training and can join optional bi-weekly meetings

Faculty would describe it as important and generally rewarding to teach

Institutional Research

Figure A: Students enrolled in CCS 101 returned the following quarter at a significantly higher rate than students who did not enroll in CCS 101.

% of CCS eligible students who enrolled or did not enroll in CCS 101 and subsequently returned the following quarter. The red reference line refers to the prior year 1st quarter retention rate of new students.

Overall (80%)



Student Feedback

Spring 2020

Code	# of codes	% of students who identified this info
Time Management	72	32.29%
Study Strategies	71	31.84%
Self Efficacy	49	21.97%
Stress Management	31	13.90%
Metacognition	27	12.11%
Information Literacy	24	10.76%
Note taking	23	10.31%
Campus Resources	17	7.62%
Pathways	17	7.62%
Goal Setting	15	6.73%
Online Learning Skills	9	4.04%
Managing academic anxiety	6	2.69%
Self identity	5	2.24%
Annotating Texts	2	0.90%
Communicating/Asking for Help	2	0.90%
Taking things more seriously	2	0.90%
Everything was valuable	2	0.90%
Perserverance	1	0.45%



South Puget Sound
COMMUNITY COLLEGE

**SUCCESS —
AMPLIFIED**

Feedback from Students

*“I was unsure if this class would actually be beneficial when I started, but as someone coming back to community college after so many years out of a classroom, and having had a short unsuccessful community college attempt many years ago, this class really is important. Having a class that provides strategies for study and things is great, but I think the **best part has been the demystifying of the college and its offerings.** I remember being intimidated and unsure about so many things in my first go around. This kind of information and support makes a huge difference.”*

*“There are so many valuable information that you will take from CCS and **apply it to the rest of your school career, and even in life.** Some skills and Ideas I will take with me after this class include managing stress, not procrastinating, learning time management, citing sources, and learning about all the awesome services here offered at SPSCC.”*

Anti-racist Curriculum Audit

Hired consultants from Washington Ethnic Studies Now

Findings included:

- Opportunities to move from the fallacy of “color blind” to naming and discussing the trauma that educational systems inflicts on students of color
- Ways to engage with community partners that support students of color
- A suggestion to include more cultural wealth activities



Next Promising Practices Exchange Event:



**EFFECTIVE COMMUNICATION STRATEGIES
WITH CURRENT & PROSPECTIVE STUDENTS**

**Thursday – May 20, 2021
1:00 – 2:30 PM (PST)**

WACTC/SBCTC PROMISING PRACTICES EXCHANGE

- Do you have a promising practice at your college that is —
 - Advancing racial equity, closing equity gaps?
 - Increasing enrollment, student success, graduation?
 - Re-engaging adult students?
- Please share it! Go to:
<https://www.sbctc.edu/about/task-forces-work-groups/strategic-enrollment/promising-practices.aspx>

GUIDED PATHWAYS – COLLEGE SUCCESS COURSE INTEGRATION

Intake

Every new credential seeking student is provided structured exploratory experiences (through orientation, entry advising, college success course, ethnographic experience, etc) informed by labor market information and designed to support their choice of a pathway upon enrollment, and confirm a program/degree map within no more than two quarters. Orientation and intake activities are mandatory and designed to build a sense of belonging, clarify student career and college goals, and to create a comprehensive individual education and financial plan based on program/degree maps.

Structured Exploratory Experiences

Default structured exploratory experiences have been included in the first two quarters of each program/degree map to enable each student to narrow, confirm, or change their program/degree choice. These experiences may be offered as a course, sequence of courses or be embedded in a First Year Experience course or identified program courses. These experiences should support students in exploring the world of work (through ethnographic study, building professional network access, etc.) in addition to exploring programs within their pathway.

PRESENTER CONTACT INFORMATION

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Join the FYE-CSS Listserv

http://lists.ctc.edu/mailman/listinfo/FYE-CSS_lists.ctc.edu