

Monthly Report AHC Pathway Completion Community October 2019

What we have done

- Financial Aid: Jennifer Achan, Director of Financial Aid, discussed the relationship between student attendance and financial aid, including financial aid distribution, the correlation between financial aid and census dates, as well as the impact of late start classes on financial aid. We have disseminated that information to our areas, and will be working with Jennifer and financial aid to share this message campus wide at possibly announcing this information at FCDC and sending an email from Financial Aid, which we think will be more impactful.
- AHC Completion Coaching Community: Members were asked to look at their specific departments to see what's working and what needs improvement, set goals based on that information, then develop a solution to achieve that goal. I have attached English's report as a sample.
- Student Services: Miguel Cuate urged interested instructors to invite student services into classrooms to give presentations and workshops. Not only can this give instructors a break from teaching for a session, but it familiarizes our students with the services we offer on campus in the Writing Center and Math Lab.
- GPIT Charge: The Guided Pathways Implementation Team's charge has been added to our completion committee's agenda

AHC's Current Focus

- Increase our math success
 - AHC Pathway students tend to be more successful in psych B5 rather than Math B22. Therefore, we encourage our community to inform students about the increased sections of Psych B5 to meet the math requirement
- Need to recruit member for full representation on AHC Completion Team
 - Missing representation from art, language, music, theatre
- Last year's lead—the brochures are nearly done
- Helen Acosta will disseminate a PowerPoint to our area's faculty to correspond with the Pathway Communication Timeline. We are asking for feedback on those slides and will have that feedback by next meeting.
- We are drafting a Welcome Letter to our AHC Pathway students, letting them know what pathway they are in and connecting them to important people in that pathway, including the chair, advisor, counselor, and coaches. We will try to add a QR code that links to our pathway page.
- We are working on intervention measures to increase our area's Math and English completion rates. We will have our plan by next meeting.

What I need to do

- Due to low participation and a few key members missing, we have delayed our completion coaching community photo. We have arranged for Manny De Los Santos to take our photo during our next meeting, Oct. 25.
- We need a designated counselor to attend our AHC pathway meetings. Our pathway counselor, Jonathan Schultz, is scheduled to be in Delano during our meeting times. (This has since been resolved. Victor Diaz said he or Marissa will be the designated substitute for Jonathan this semester).

- We found History to be mistakenly in our Pathway. In the past, History has been in multiple pathways; however, History was asked to choose one. They now belong to the Social and Behavior Sciences Pathway, but needs to be removed for ours.
- Helen Acosta discussed that our Pathways data might be skewed given the fact that many incoming students do not declare majors in our pathway (e.g. Communication and Philosophy) their first semester. She had a preliminary conversation with Craig Hayward to ask for a second data set at the beginning of the second year/after 30 completed units, as that might better capture who is truly in our pathway. They are scheduled for two additional meetings to discuss this.
- Helen Acosta, our Pathways communication lead, will distribute a PowerPoint that syncs up to the Pathway Communication Timeline to our AHC pathway faculty.
- Our area is crafting a Welcome Letter, notifying students that they are in our pathway. The letter will include a QR code that links to our Pathway page.
- We are looking at ways to educate our faculty about Starfish beyond what they see when filling out progress reports. If we could see Starfish from the students' point of view, it may help us promote and engage with it better.
- We have noticed some errors in our Pathway data and asked all areas to double check things like our Pathways mapper to ensure English and Math are listed in the first year.
- We are looking at ways to increase our Math and English completion within the first year. We will be investing whether we may access data from Student Services to help look at better intervention methods.

Problem, goals, solutions for ACH completion

Tracie Grimes and Alicia Skipper

11 Oct 2019

Problem

In looking at the ACH Completion Coaching Team Work Plan (VFS Goal 1), we have identified two problems:

1. Only 38% completed transfer-level English in the first year for English AA-T-CSU in 2018-19
2. Only 64% completed transfer-level English in the first year for English AA-T-IGETC in 2018-19

Students completing English in the first year (ACH Pathway and English)

	2018-19			2019-20		
	Complete Transfer-Level English in First Year	Total # of First-Time Students	% Completing Transfer-Level English in First Year	Projected First-Time Students (2.2% increase)	ISS # of students needed to reach 17%	Goal # of students needed to reach 40%
Arts, Humanities, & Communication	129	554	23%	566	96	226
English AA-T-CSU	20	52	38%	53	9	21
English AA-T-IGETC	9	14	64%	14	2	6

Goal

1. Increase number of students completing transfer-level English in the first year for English AA-T-CSU in 2019-20 by 21
2. Increase number of students completing transfer-level English in the first year for English AA-T-IGETC in 2019-20 by 6

Solutions

Ways to improve student success at a departmental level:

- Incorporate a lab into all 1A courses. We could all use the extra time given AB705.
- Schedule B1as in a computer lab once a week for the lab section.
- We need laptop carts. One lab is not enough and many of our students have technological challenges that hinder success.
- Lower class sizes.

- Have the students go through a mandatory orientation in navigating through Canvas, turning in online assignments, and uploading to Turnitin. There is an online orientation but not everyone uses it. (Add completion badges for students who have already uses the online orientation)
- Collect data that gives us a sense of the students we are serving and how their needs change over time, reviews the interventions we have, how at-risk students are accessing them, and whether or not the interventions are helping them succeed (we might do this already)
- Offer more late starts
- For English majors, offer more lit classes at different times and schedule them regularly, so majors have options
- Offer extra credit for using Writing Center or Net Tutor

Ways to improve student success at the campus-side level:

- Do not allow students to add English after 1st week (definitely not after 3 sessions have been missed) It sets them up for failure.
- Mandatory online training for any students enrolling in an online class.
- Can we require student to register for Math and English their 1st semester?
- Most students don't make it through because of life issues; more discussion of actually mental health and life management counseling would be great.
- Most colleges have a student Success class. We need one. Summer Bridge is not enough. (Savanna Andrasian is working on this trend for her dissertation and will have data if we want to explore)
- If not a course, offer more workshops that tell students where to go for help throughout the semester. I see some of this happening but more would help (Matt Jones has wanted to pursue this)
- Is there a mandatory financial aid workshop?