|  |  |
| --- | --- |
| SLCC Logo | Orientation and Student Success |
| 2022-2023 ANNUAL ASSESSMENTSUMMARY OF RESULTS |

# Project (Assessment) Title

# Can a Coordinated Care Network increase the retention of first-gen, underrepresented students?

# College-wide Strategic Goal

* Increase Student Completion
* Achieve Equity in Student Completion

# Assessment Overview

* This project seeks to determine if coordinating retention interventions across various functional departments makes a difference in retaining historically minoritized students at SLCC. This assessment project will be completed in two parts. In the first half, the emphasis of the project will focus on developing a formative tool that will assist us in designing SLCC’s Care Network. The second half of the project will focus on evaluating our efforts.
* To construct a robust Care Network, one that might move the needle on student retention and completion, several questions need to be answered. This assessment will seek to answer as many of these questions as possible:
	+ What are key elements of a student success plan that cross program, departmental, and divisional lines? What do departments need to effectively create and communicate success plans with students in their cohorts?
	+ What are some of the barriers that might impede students from succeeding at SLCC, and how do we prepare our case managers and program leads to proactively address these barriers?
	+ How can we establish an identity as a collaborative, cross departmental team, dedicated to designing, problem-solving, and supporting students’ success efforts?
	+ What improvements can we make to the way we record student meeting notes and share those with members of the Care Network?
	+ What’s the best method to increase complete and timely communication among members of the Care Network?
	+ How can we improve the way we communicate with students to ensure the needs of our students are being met and proactively identify changes in our students’ circumstance that may negatively impact their ability to persist at SLCC?
* Answering the questions above will not only help us create a more robust Care Network, but it will also help us design quantitative and qualitative tools to assess the effectiveness of our work and benchmark our services.

# Methodology (Plan/Method)

* The primary method used to collect data will be qualitative. Monthly Care Network meetings will serve as the primary venue in which information will be collected. In addition, to these meetings, we will have one-on-ones with the various Care Network partners to understand nuances unique to their areas. All the data collected will be recorded and analyzed for themes and larger trends.
* Once themes are identified, subsequent goals and benchmarks will be developed in alignment with the larger strategic goals of the College. Our aim here is to develop key performance indicators that are relevant and used by every single department that is focused on student success.
* Finally, and although we may not get to it this year, the last piece of the project focuses on creating summative markers narrating the impact of this strategy in advancing students success — as defined by the SLCC Strategic Plan — and determining if our efforts had a significant impact in closing the opportunity gap for minoritized populations.

# Timeline

* August – Establish parameters for Care Network cohorts and orient Care Network Partners.
* September – Partner with Data Science to roll out project.
* October – Begin data collection process.
* November – Continue data collection process.
* December – Analyze preliminary data and develop themes. Use results to refine Care Network dashboards.
* January – Refine Care Network cohorts.
* February – Test and making improvements to tools
* March – Lead conversations with Care Network about goals and baselines
* April – Finalize benchmarks for the team.
* May – Complete summative assessment.

# Results/Finding (Disaggregated by race/ethnicity)

Data was gathered from the following departments: Veterans Services, Contact Center (i.e., Online Success Coaches), Office of Diversity and Multicultural Affairs (ODMA), PACE, TRIO (both Student Support Services and STEM), Career Services, and Orientation and Student Success (OSS). Meetings with Athletics, and International Student Services had to be rescheduled and will now take place July 2023. Despite this, the data below captures nearly every leading department in the Care Network that has an active cohort in MySuccess.

As a starting exercise all departments were asked to rate their level of agreement with the following three statements:

* I use MySuccess as part of my case management workflow.
* I use the Behavioral Alerts Database to prioritize student outreach.
* The Care Network is useful to me.

Departments used a Likert scale to rank themselves with “one” being strongly disagree, and “five” being strongly agree. Scores were aggregated to create a starting baseline for the Student Affairs Division.

* I use MySuccess as part of my case management workflow.
	+ Group score: **3.6**
* I use the Behavioral Alerts Database to prioritize student outreach.
	+ Group score: **2.4**
* The Care Network is useful to me.
	+ Group score: **3.3**

Regarding success planning, these three themes emerged as nearly universal tasks that professionals who case manage students across our division felt their students needed to complete to be successful at SLCC:

1. Meeting with an advisor, typically an academic advisor or someone who serves in a similar role (e.g., TRIO advisor).
2. Teaching students to use their resources which varies from helping them understand what resources are available to highlighting a specific curated resource.
3. Assist students in developing “habits of mind” or techniques that can help students solve academic and/or life problems they may encounter. These include strategies that may facilitate learning and knowledge acquisition including study skills, attendance, work habits, time management, help seeking behaviors, goal setting, etc.

For a complete list of tasks reported by staff, please visit Appendix “A”.

In terms of challenges that impede students from being successful, staff interviewed reported these five themes as barriers that prevent students from persisting through SLCC:

1. Financial hurdles that require staff to prioritize work, not have enough funds to pay for tuition, or sustain their basic needs (e.g., shelter, food, etc.).
2. Students struggling to develop positive “habits of mind” and/or strategies designed to facilitate knowledge acquisition and effective problem solving. Some of these strategies may include effective time management, loss of motivation, help seeking behaviors, etc.
3. Family responsibilities that compete with the time students may devote to college.
4. Lack of access to an academic advisor either because they are not available to meet with students in a timely manner, or poor quality of advising.
5. The physical or mental health of students.

For a complete list of challenges reported by staff, please visit Appendix “B”.

# Action Plan (Use of Results/Improvements/Call to Action)

Preliminary results from this assessment reveal an upwards rising baseline for the integration of MySuccess and the Care Network in the workflow of most departments who currently case manage students. What follows are preliminary recommendations for next steps in our division’s goals to instill a culture of student success.

## Embedding a “MySuccess” Culture across our Division

* A score of 3.6 out of 5 indicates that most departments interviewed are using MySuccess as part of their case management strategies in a progressive manner.
* To continue to move the needle on MySuccess adoption, departments indicated a need to have more individualized training. We are recommending creating “in-house” trainers/mentors in each department that can assist departments in adopting MySuccess.
* Some departments have been identified for follow-up conversations to determine if MySuccess can replace their current database system.
* Departments are ready to implement “rereferrals” through MySuccess. Adopting and scaling this feature at the divisional level will assist our institution in continuing to create a “high touch” student success culture. In preparation for this shift in how we refer students to services, MySuccess administration will work to update the MySuccess service pages/catalog, which highlights for students all the departments using MySuccess.
* Departments leaders suggested a strong need to align/tune department-specific case management goals with the goals of the Care Network.
* Next steps: Leverage MySuccess mentors across departments to build capacity for continued adoption of MySuccess using the guidelines above.

## Improvements to Behavioral Alerts Dashboard

* A score of 2.4 out of 5 indicates that most departments interviewed are somewhat struggling with using the Behavioral Alerts Dashboard.
* In examining why most departments are struggling to use this tool, discussions revealed a need to better synergize this tool with other tools or reports they are using as part of their departmental workflows.
* There are certain bugs in the dashboard that need to be fixed to create an easier user experience.
* Discussions need to take place to think through how to better integrate MySuccess data into the Dashboard to create a more seamless experience for users.
* Next Steps: Work with Data Science and Analytics to continue to refine this tool for MySuccess users.

## Improvements to the Care Network

* A score of 3.3 out of 5 indicates that most departments interviewed are somewhat appreciative of being part of the Care Network.
* Departments felt the Care Network was too large and recommended creating subgroups to create a better, more individualized experience for members.
* A strong recommendation was discussed to identify the “top collaborators” for each department within the Care Network and create care communities where departments can better strategize with each other on how to support students that are “shared” amongst multiple departments.
* Care Network meetings will directly address the top barriers Care Network students face. Staff are helping students through these challenges across all departments and using Network meetings to support their efforts will make the meetings more relevant to departments.
* Use the Care Network meetings to share best practices of how departments are using MySuccess. This will help departments who are still thinking about how to use MySuccess in their workflows mirror best practices.
* Next steps: Adjust upcoming Care Network meetings to reflect the needs of our departments.

## What could a success plan look like for students in the Care Team?

* A MySuccess “Success Plan” is a series of to-do items that live in a student’s MySuccess profile. A to-do item in a Success Plan can be marked completed by a student or a staff member depending on how the item is programmed.
* This assessment determined three tasks that could serve as a basis for a Success Plan that is universal for nearly all students in the Care Network: 1) Meeting with an advisor; 2) Learning and using resources; and 3) Developing habits of mind/learning acquisition strategies and discipline.
* Next steps: Agree on how these tasks may be shared with students by continuing discussions with leads in the Care Network.

# Other Notes

**Appendix A: Success Planning Complete List Organized by Themes**

* Meet with an advisor
* Meet with your academic advisor
* Meet with academic advisor to ensure your graduation processes is set
* Request certification and see advising
* If a student hasn’t met with academic advising I encourage them to set up an appointment for course planning
* We schedule an appt with their academic adviser, the expert
* Meet with your PACE College success advisor one or more times per semester
* Meet with your TRIO STEM advisor
* Meet with TRIO advisor
* Meet with your specific TRIO Advisor at least once a semester
* Meet with your academic advisor
* Referral to their academic adviser
* For job search efforts start using Handshake. For Career Exploration often I refer students to academic advisors
* Use me as a resource
* I included the resources that we offer at SLCC. I make sure to provided them with my contact info in case the student needs help, and I make sure the student meets with their academic advisor
* Know how to use the resources-what, who, when, how
* Navigate MySLCC
* Resources explaining how various resources can help
* Resources
* Using resources
* A to do list and resource list from the appointment
* Check your student emails
* Make sure they understand if they have to take proctored exams for their online classes or come on campus.
* Check on financial aid
* Deadlines and resources
* Some type of time management tip
* SMART goals with action items
* Time management
* Set alarm to go to class
* Organize time in planner
* Set a goal based on their current trajectory (a first draft resume, take a career assessment, etc.)
* Mantras? [as in believes a student may have that can help them persist when things get tough]
* Know when their classes begin.
* Attend a TRIO Event
* Learn how to network and begin building your network as soon as possible
* Register for classes
* Have you done your placement test
* Request certification every semester
* Semester roadblocks
* Checking what policies students are or not eligible for based on their immigration status and time in Utah/Utah high schools
* A task I do but not necessarily write down is after I summarize my outcome with a student in a way that anyone can pick up where I left off

**Appendix B: Top Challenges Students Face as Reported by Staff**

* Financial Barriers
* Financial challenges
* Finances, basic need (housing, day care, etc.)
* $$$
* Finances
* Financial Aid
* Funding for part-time students
* FA
* Employment
* Funding/Scholarships
* Having to pay out-of-state tuition
* Finances
* Paying Tuition
* Needing employment especially our international students
* Financial Aid
* Work/jobs
* Financial barriers. Student ownership and accountability, lack of study habits
* Financial aid, navigating academic resources
* Loosing motivation
* Motivation
* Not doing school work
* Time management
* Struggling with transitions/life, high school to college
* Lack of taking advantage of tutoring
* Struggling with the rigor of the course.
* Feeling stuck, fear of the next steps, too much going on , time management
* Loss of motivation.
* Not feeling connected to campus
* Time management
* Lack of sense of autonomy
* Fear, not knowing how to navigate
* Priorities
* Life happened
* Personal issues/events
* Family situations/thing out of their control
* Lack of support at home, lack connection to the school.
* Family obligations
* Family obligations, either being they need to work or stay home with children/elderly parents
* Financial strain and family responsibilities
* Work and family priorities and obligations that takes their time away takes their focus away from school, competing priorities — TIME!
* Finances, family obligation, loss of motivation
* Access to their advisor
* Seeing an academic advisor
* Website barriers being turned away advising
* The miscommunications from advisors, the assumptions that a new student knows everything when they first apply.
* Slow advancement in ESL or being ill-advised, which disillusions them
* Academic Advising
* Under-treated or undiagnosed mental health issues
* Mental Health
* Resources and understanding for mental health issues
* Finances, medical, time management
* Personal barriers (finances, family, mental health)
* Unexpected personal circumstances (sickness, financial, etc) that impact students’ ability to stay on top of coursework
* Exams or required on campus time for online classes
* Communication, real time data, support from other offices, faculty doing their part, etc.
* Do not know about campus resources
* Tutoring not available when needed
* Struggling with course content.
* Admissions update
* Application processes (new students)
* Being redirected to different offices
* The disconnect between departments.
* Too many processes
* Class availability
* Improper ideas (myths) around certain job pathways based on their degree program
* I wonder how much outreach there is to students to ask them what would help them with their education. Also, does anyone ever talk to students