Early Intervention at a Community College

IT AIN’T EASY, BUT IT CAN WORK

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Associate Dean of Enrollment Management

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Chief Information Officer
Some Background

- Hostos Community College of the City University of New York (CUNY)
  - Established 1968 to serve community
  - 7K matriculated students

<table>
<thead>
<tr>
<th>Hostos Fall 2016 Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Average Age</td>
</tr>
<tr>
<td>Full Time / Part Time</td>
</tr>
<tr>
<td>Race/ Ethnicity</td>
</tr>
<tr>
<td>Language Spoken</td>
</tr>
<tr>
<td>Economic Status</td>
</tr>
<tr>
<td>First Generation College students</td>
</tr>
</tbody>
</table>
The Need

- Challenges to retention, persistence, completion
  - Academic challenges: First Year Developmental coursework; Gateway course requirements
  - Timely and effective interventions essential to improve learning outcomes
  - Identifying appropriate academic and non-academic indicators through faculty and student development collaboration
  - Identifying appropriate academic and non-academic interventions and referrals early (closing the loop)
- Structural Challenges: Lack of common support network and consistent advisement process

- Previous Efforts
  - Paper form driven referrals
  - Home-grown technology platform for early warning
Student Success Initiative: Some Statistics

2011 -
- First Year Retention Rate - 40% of students were stopping out before the 2nd year
- More than 85% of entering freshmen took one or more remedial/developmental classes

2012 -
- College invests $2 million into a Student Success Coaching Unit
- Cohort model by entering class with a caseload of 100-150.
- Structure - 1 Director and 14 Coaches
The Student Success Coaching Unit (SSCU)

- **Purpose**
  - To provide a coach to students from admitted through completion
  - Provide a stable support system for students with access to resources

- **Operations**
  - Coaches meet one-on-one with students three times a semester
  - Success Coaches outline expectations and explain the importance of making satisfactory academic progress as it relates to financial aid
  - Connect students to resources
SSCU Today

- Largest unit in Student Development division
- Director, 2 Assistant Directors, 20 full time coaches, 5 part time staff, data specialist and 2 administrative support staff.
- The unit currently serves 3,483 which is more than 50% of the student body (excluding transfer students)
- Caseloads have increased to 150-200 students per coach
Systems Used by the SSCU

Advisement and tracking tools
- Titanium Scheduling software
- Degree Works – online degree audit system
- CUNYFirst (Peoplesoft), Google Docs, & Excel

Outreach strategy:
- Facebook, Twitter, emails, phone, Texting & word of mouth
Audience Poll

Please use your mobile devices to access Slido.com

Enter Event Code: 2738
Challenges Persisted

- Data collection and diverse systems
  - Spreadsheets!
- Collecting/Using faculty feedback effectively
- Inconsistent Student Referral processes
- Timely notification, communication and interventions
- Multiple “advisement” functions across campus
Finding a Solution

- Inter-Divisional Committee Established
- ADDRESS: student engagement, communication, previously identified challenges
- Integrate with a multitude of systems
  - Consolidated view for student data and profile
  - Single Sign On
- Timely identification and intervention with lifecycle tracking
- Reports, Follow Up/Escalation
- Shared access across different support areas
- Student access to their support “network” with appointment scheduling
Selected the Hobsons Starfish Early Alert/Connect platform

Implementation
  - Tech
    - Single Sign On
    - “Work arounds” to integrate with unmanaged systems
    - “Impersonation” feature indispensable
  - SDEM
    - New process, multiple student service areas
    - Student engagement and outreach
      - Hobsons Retain to send targeted e-mails to participating students
Pilot/phased approach – faculty buy-in, other academic advisement and service areas (Tutoring, Writing Center, ASAP); Focused on developmental and gateway courses

Deciding survey tracking items and timing

Sensitizing faculty, students and support staff to this new process

Review of existing processes to align with systemic operations

Handouts, training, instructions, posters in departments
Succeed@Hostos is an integrated program designed to help students achieve their academic goals. This program provides the college community unique opportunities to stay in touch with an array of services and resources to maximize students academic and personal success.

**Benefits to Students**
Succeed@Hostos allows students to stay more closely connected with their professors, academic advisors and other staff members within the college.

- Online priority appointments in student support service areas (e.g. HALC & The Writing Center, Success Coaching Unit, Advisers and more)
- More individual & specific feedback from professors
- Greater access to support staff that can help you Succeed!

**Benefits to Faculty/Staff**
- Provide timely intervention with students
- Effective communication between students and support service areas
- Track student progress
- Cross collaboration between departments

To see what courses are currently part of the Succeed@Hostos initiative, click on "Courses Using Succeed"
<table>
<thead>
<tr>
<th>Name</th>
<th>Privilege Set</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC</td>
<td>XfunctionProvider</td>
<td>Role for ARC Office</td>
</tr>
<tr>
<td>ARC Referral Role</td>
<td>XfunctionProvider</td>
<td>Role used for non-ARC identified students within ARC</td>
</tr>
<tr>
<td>ASAP Advisor</td>
<td>XfunctionProvider</td>
<td>Academic Advisors</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>AcademicProvider</td>
<td>Role for Academic Dean</td>
</tr>
<tr>
<td>Academic Leader</td>
<td>AcademicLeader</td>
<td>Role equivalent referral Role for students within ARC</td>
</tr>
<tr>
<td>Adjusment</td>
<td>XfunctionProvider</td>
<td>Role for College Discovery advisors</td>
</tr>
<tr>
<td>Basic User</td>
<td>BasicUser</td>
<td>Basic User</td>
</tr>
<tr>
<td>CD</td>
<td>XfunctionProvider</td>
<td>Role assigned to HALC subject tutors</td>
</tr>
<tr>
<td>Calendar Manager</td>
<td>CalendarManager</td>
<td>Calendar Manager</td>
</tr>
<tr>
<td>Counseling</td>
<td>XfunctionProvider</td>
<td>Role for Counselors</td>
</tr>
<tr>
<td>Dean</td>
<td>XfunctionProvider</td>
<td>Role for SCCU Managers</td>
</tr>
<tr>
<td>Director of Distance Learning</td>
<td>XfunctionLeader</td>
<td>Director of Distance Learning</td>
</tr>
<tr>
<td>Director of First-Year Experience</td>
<td>XfunctionLeader</td>
<td>Director of First-Year Experience</td>
</tr>
<tr>
<td>Director of Student Services</td>
<td>XfunctionLeader</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Financial Aid Counselor</td>
<td>XfunctionProvider</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>HALC Coordinator</td>
<td>XfunctionProvider</td>
<td>Role for HALC Coordinator</td>
</tr>
<tr>
<td>HALC Tutor</td>
<td>PeerServiceProvider</td>
<td>Role assigned to HALC subject tutors</td>
</tr>
<tr>
<td>Instructor</td>
<td>Instructor</td>
<td>Instructor</td>
</tr>
<tr>
<td>SCCU-Manager</td>
<td>XfunctionProvider</td>
<td>Role for SCCU Managers</td>
</tr>
<tr>
<td>Single Stop</td>
<td>XfunctionProvider</td>
<td>Role for Single Stop</td>
</tr>
<tr>
<td>Student</td>
<td>Student</td>
<td>Student</td>
</tr>
<tr>
<td>Student Calendar Manager</td>
<td>StudentCalendarManager</td>
<td>Student Calendar Manager</td>
</tr>
<tr>
<td>Student Dean</td>
<td>AcademicLeader</td>
<td>Role for SDEM Deans</td>
</tr>
<tr>
<td>Student Life</td>
<td>XfunctionProvider</td>
<td>Role for Office of Student Life staff</td>
</tr>
<tr>
<td>Success Coach</td>
<td>XfunctionProvider</td>
<td>Role for each of the SCCU coaches</td>
</tr>
<tr>
<td>Support Provider</td>
<td>ServiceProvider</td>
<td>Support Provider</td>
</tr>
<tr>
<td>TA</td>
<td>TA</td>
<td>TA</td>
</tr>
<tr>
<td>Tenant Admin</td>
<td>TenantAdmin</td>
<td>Tenant Admin</td>
</tr>
<tr>
<td>Testing Office Staff</td>
<td>ServiceProvider</td>
<td>Role to provide Testing Office staff the ability to</td>
</tr>
<tr>
<td>Tutor</td>
<td>XfunctionProvider</td>
<td>Tutor</td>
</tr>
<tr>
<td>Veterans Advisor</td>
<td>XfunctionProvider</td>
<td>Role for Veterans Center staff</td>
</tr>
<tr>
<td>Writing Center Coordinator</td>
<td>ServiceProvider</td>
<td>Role for Writing Center Coordinator</td>
</tr>
<tr>
<td>Writing Center Tutor</td>
<td>PeerServiceProvider</td>
<td>Role designated for Writing Center Tutors</td>
</tr>
<tr>
<td>Name</td>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>Enabled</td>
<td>Student has violated Hostos' policy on academic integrity. Read policy here and complete Faculty report form at the bottom of the page. See the policy online.</td>
</tr>
<tr>
<td>Accessibility Services</td>
<td>Enabled</td>
<td>Student may need special accommodations or support services.</td>
</tr>
<tr>
<td>Attendance Concern</td>
<td>Enabled</td>
<td>Raise this when a student isn't attending class regularly.</td>
</tr>
<tr>
<td>Behavioral Concern</td>
<td>Enabled</td>
<td>Raise this if you have a concern with a student's behavior.</td>
</tr>
<tr>
<td>Finalize Your Financial Aid</td>
<td>Enabled</td>
<td>Use this flag to express any financial concerns you have about a student.</td>
</tr>
<tr>
<td>General Academic Concern</td>
<td>Enabled</td>
<td></td>
</tr>
<tr>
<td>HALC Referral</td>
<td>Enabled</td>
<td>HALC Referral</td>
</tr>
<tr>
<td>In Danger of Failing</td>
<td>Enabled</td>
<td>Raise this flag when a student is in danger of failing a course.</td>
</tr>
<tr>
<td>Keep Up the Good Work</td>
<td>Enabled</td>
<td>Raise this flag for students who are performing well.</td>
</tr>
<tr>
<td>Lateness Concern</td>
<td>Enabled</td>
<td>The instructor has identified a student as arriving to class late on multiple occasions. Raise this flag for three or more instances of lateness.</td>
</tr>
<tr>
<td>Low Average in a Course</td>
<td>Enabled</td>
<td>Raise this flag when a student has a low course average.</td>
</tr>
<tr>
<td>Low Participation</td>
<td>Enabled</td>
<td>Raise this flag when a student isn't participating in class.</td>
</tr>
<tr>
<td>Low Quiz/Test Scores</td>
<td>Enabled</td>
<td>Raise this flag when a student receives a poor grade on a quiz or test.</td>
</tr>
<tr>
<td>Meet with Your Advisor</td>
<td>Enabled</td>
<td>Send to student to have them meet with their advisor.</td>
</tr>
<tr>
<td>Missed Exam or Class Assignment</td>
<td>Enabled</td>
<td>Raise this flag when the student has missed an exam or an assignment.</td>
</tr>
<tr>
<td>Outstanding Academic Performance</td>
<td>Enabled</td>
<td>Raise this kudo when a student has outstanding academic performance.</td>
</tr>
<tr>
<td>Probation Alert</td>
<td>Enabled</td>
<td>This flag is raised when the student's academic record or performance indicates he is likely to be placed on academic probation.</td>
</tr>
<tr>
<td>Referral to ARC</td>
<td>Enabled</td>
<td>Used by coaches/advisors to refer students to ARC.</td>
</tr>
<tr>
<td>Referral to Single Stop</td>
<td>Enabled</td>
<td>From SSCU or Admissions.</td>
</tr>
<tr>
<td>Referral to Student Life</td>
<td>Enabled</td>
<td>Referral created by a Coach/Advisor to Student Life.</td>
</tr>
<tr>
<td>Set-up Your Starfish Profile</td>
<td>Enabled</td>
<td>Set-up Your Starfish Profile</td>
</tr>
<tr>
<td>Showing Improvement</td>
<td>Enabled</td>
<td>Raise this kudo when a student has shown improvement.</td>
</tr>
<tr>
<td>Writing Center Referral</td>
<td>Enabled</td>
<td>Writing Center Referral</td>
</tr>
</tbody>
</table>
### Services

#### ASAP

**ASAP Program**
- **Phone:** 718-518-6696
- **Email:** cihsearch@hostos.cuny.edu
- **Hours:** 9:00-5:00 M-F
- **Location:** Room C-513

#### College Discovery

The College Discovery (CD) Program utilizes a personalized approach to providing support services to students who have high potential for success but have not had the necessary academic preparation to pursue college level work. Students develop and apply their talents.
- **Phone:** 718-518-4265 or 4266
- **Hours:** Monday - Friday 9:00-5:00 pm
- **Location:** 120 E. 149th St., Rm. D-101

#### HALC

The Hostos Academic Learning Center (HALC) provides guidance and course-specific academic support to all Hostos students. Tutors assist students in mastering course concepts and developing study skills necessary to succeed.
- **Phone:** 718-518-5524
- **Email:** HALCtutorinfo@hostos.cuny.edu
- **Hours:** Monday - Thursday 10am to 9pm and Friday 10am to 3pm
- **Location:** C-506

#### Single Stop

- **Schedule Appointment**

#### Success Coach

**Student Success Coach Unit**
- **Phone:** 1-800-345-6789
- **Email:** successcoach@hostos.cuny.edu
- **Hours:** 9:00am to 5:00pm M-F
- **Location:** Room D-101-F & G

#### Veterans Services

**Veterans Services**
- **Phone:** 718-518-7725
- **Email:** cihva@hostos.cuny.edu
- **Hours:** 9:00am to 5:00pm M-F
- **Location:** Room D-101-F & G
Please consider any students who have performed poorly or particularly well through midterms. Please consider providing a specific referral recommendation for support. You can click on the hyperlink on the student’s name to open his or her student folder. Just close the folder to return to the Survey page. Remember to “Save Draft” periodically if you are doing a little bit at a time so that you don’t lose your changes. Once you submit the survey you cannot change it!

<table>
<thead>
<tr>
<th>Name</th>
<th>No Feedback</th>
<th>In danger of failing</th>
<th>Poor Academic Performance</th>
<th>Visit Advising Center</th>
<th>Great Work!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albright, Randi</td>
<td></td>
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<tr>
<td>Carlos, Peter</td>
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<tr>
<td>Cowen, Pamela</td>
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<tr>
<td>Kellogg, Mackenzie</td>
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<tr>
<td>Nisehno, Emilie</td>
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<tr>
<td>Ranolt, Becca</td>
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<tr>
<td>Ricwoll, Bella</td>
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<tr>
<td>Robwoll, Phillip</td>
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</tbody>
</table>

Total items selected: 3
Displaying 3 Students

* Required fields
Post-Implementation Challenges

- Poor student engagement
- Progress Surveys
  - Poor faculty engagement
  - Needed to adjust survey tracking items
- Not enough student information ("attributes")
- Concerns expressed by faculty and staff: punitive?, FERPA, education necessary on how comments might be used now or in the future
- Feedback Loop wasn’t being closed often/effectively enough
- Only “Open” or “Closed” status for Flags
- Other Features not used

“It’s still something that is a bit cumbersome even though it is helpful” - Success Coach
Outcomes from addressing challenges

- Additional attributes for single pane view
- Closing the Loop and Student Improvement drove Faculty engagement
- Delegated Reporting
- Additional options for addressing Flags besides Open/Close
- “Ask for Help”
- Enhanced use of system for communications,
- Focus groups, mini-surveys to collect experience feedback
Organizational and Student Outcomes

- Systemized early intervention leading to in-class improvements with student learning
- Improved coach/advisor – faculty interaction and collaboration to address student issues
- Tutoring center (HALC) became more structured: Aligned Student Needs Referrals with Tutor Skill Sets
- Better interaction/engagement tracking
- Faculty are identifying indicators that most effectively facilitates timely intervention
- Improved faculty-student communication as a result of timely intervention
Future Steps

- Encourage faculty to complete their profiles, setup office hours and allow students to schedule appointments,
- Upload student photos for profiles
- Uniform Intake forms
- Expanding the Appointment Scheduling functionality for walk-in and pre-scheduled service functions; Using the Speed Notes more effectively
- Using Predictive Analytics to earlier identify patterns or at-risk students
Open Issues with the System

- Quality and variety of reports, access to raw data
- Limited Kiosk functionality
- Lack of seamless integration between Connect and Early Alert for closing out linked interactions
- No “auto-escalation” model using org hierarchy and time limits
“It has also allowed me to be able to get feedback from professors that I would have had to actively request in the past” – Success Coach

------ Original message ------
From: Wzzzz@HOSTOS.CUNY.EDU
Date: 03/30/2015 10:34 AM (GMT-05:00)
To: “ZZZZZZZZZZZZZZ (STU)"
<ZZZ@stu.hostos.cuny.edu>
Subject: Early Warning -First Reminder Kudos! Outstanding Academic Performance in Elementary Algebra - Repeaters 22 352A
FW: Early Warning -First Reminder Kudos! Outstanding Academic Performance in Elementary Algebra - Repeaters 22 352A- Enterprise
Dear C,
Congratulations!
I appreciate your dedication and hard work in the classroom. Keep up the good work!
you passed ceafe 80
Sincerely,
Professor W ZZ
Wzzzz@HOSTOS.CUNY.EDU
Powered by Starfish®.
Key Take Aways

- Be patient but persistent
- Ensure an institutional priority for student success; don’t let the tool drive the initiative
- Capitalize on the process to improve practices and communication across silos
- Use the data to guide adjustments, not punitively
- Don’t Be Afraid!
Thank You!

www.hostos.cuny.edu/succeed

succeed@hostos.cuny.edu