

# WELCOME to GP Year 3!

**B2- Get Strong | Start Strong | Stay Strong | Finish Strong: A case management approach to student learning and achievement.**

Fresno, CA

September 27, 2019



This Guided Pathways workshop is produced by the Career Ladders Project with funding from the California Community Colleges Chancellor's Office.

# GET STRONG | START STRONG STAY STRONG | FINISH STRONG

A CASE MANAGEMENT APPROACH TO  
STUDENT LEARNING AND ACHIEVEMENT

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you can go anywhere™*

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# Objectives...

Participants will learn:

- How case management has played a crucial role in student success
- Campus wide engagement
- Scaling up student success
- The importance of a holistic approach
- The importance of nudging



# About our institution



- Located in the heart of California
- 2018-2019 Unduplicated Headcount of 7019
- 62.4% Hispanic ethnicity
- 3,464 square mile service area (district wide) – a size comparable to the states of Delaware and Rhode Island combined
- Nearly 50% of our sections are OER
- ATD Leader College since 2019



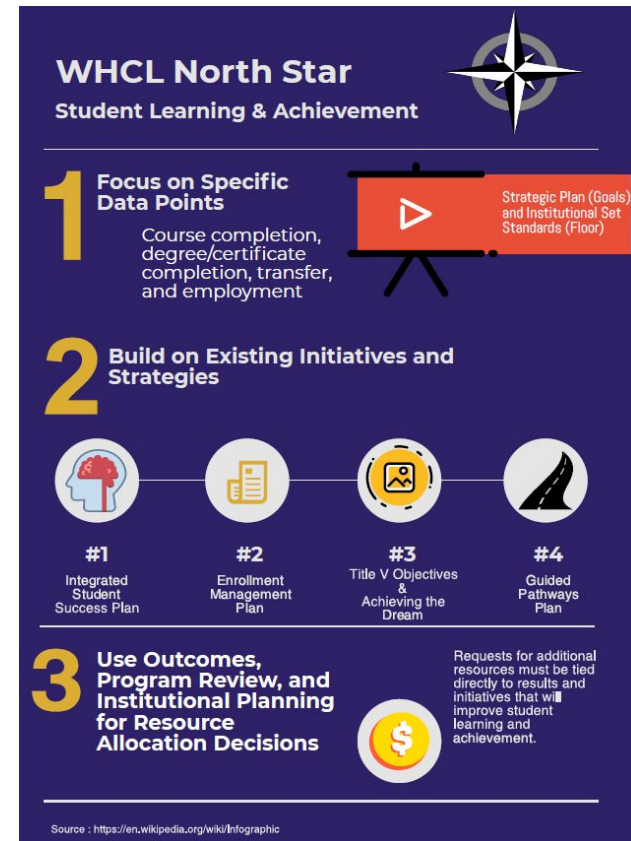
# Our North Star

**Focus on specific data points**

**Build on existing initiatives/plans**

- *Integrated Student Success Plan*
- *Enrollment Management Plan*
- *Educational Master Plan*
- *Facilities Master Plan*
- *Strategic Plan*
- *Title V Objectives/Achieving the Dream*
- *Guided Pathways (Strong Framework)*

**Use Outcomes, Program Review, and Institutional Planning for Resource Allocation Decisions**

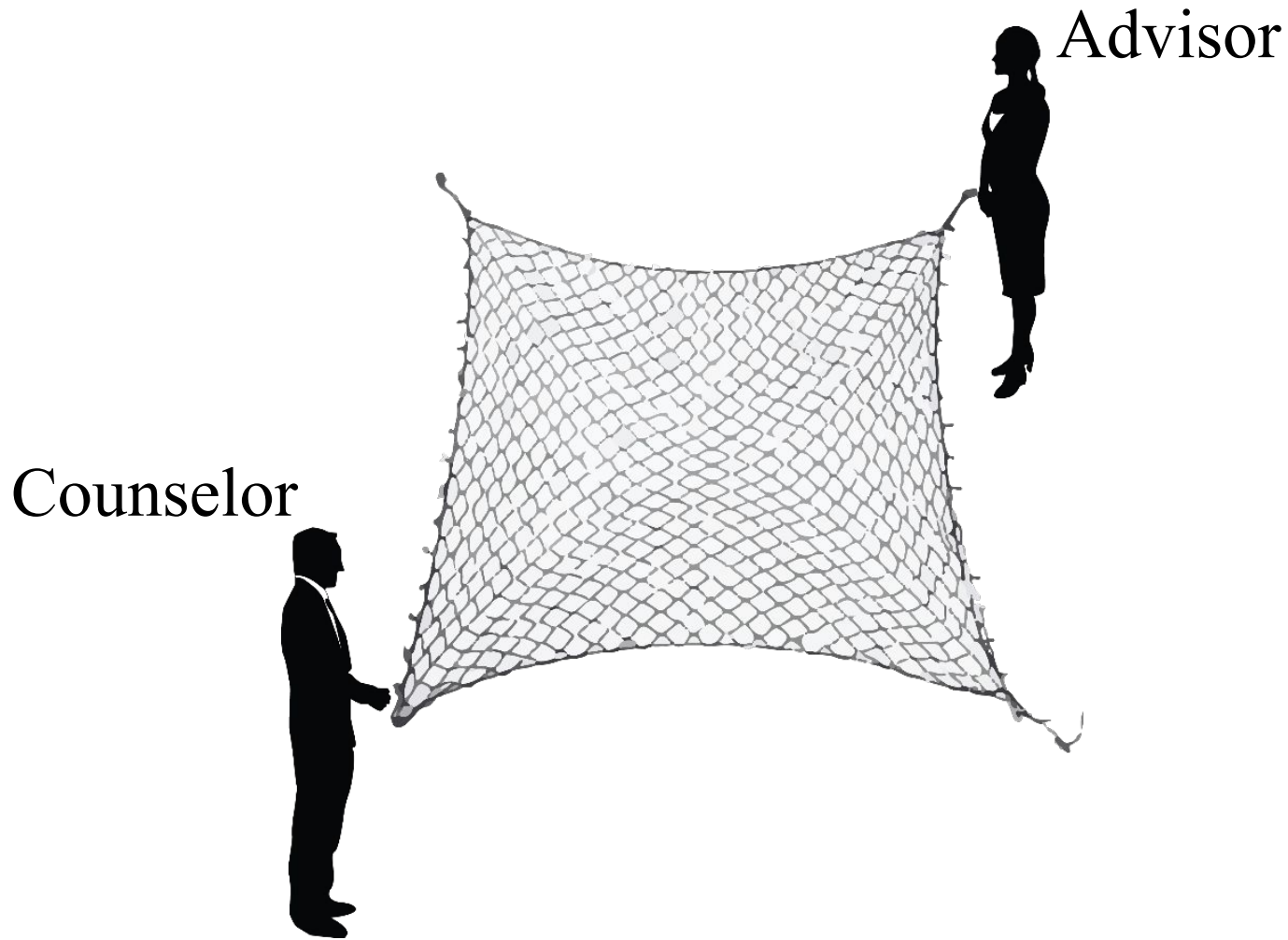


# How did we get here?

## Paradigm shift

- Institutional alignment to our north star
- Identify a universal role
- Establish a framework to operate under
- Democratizing data

# Traditional Case Management Model



# The West Hills College Lemoore Model

Administrator

Advisor

Frontline  
Staff

Coach



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Counselor

SI Leader

Faculty

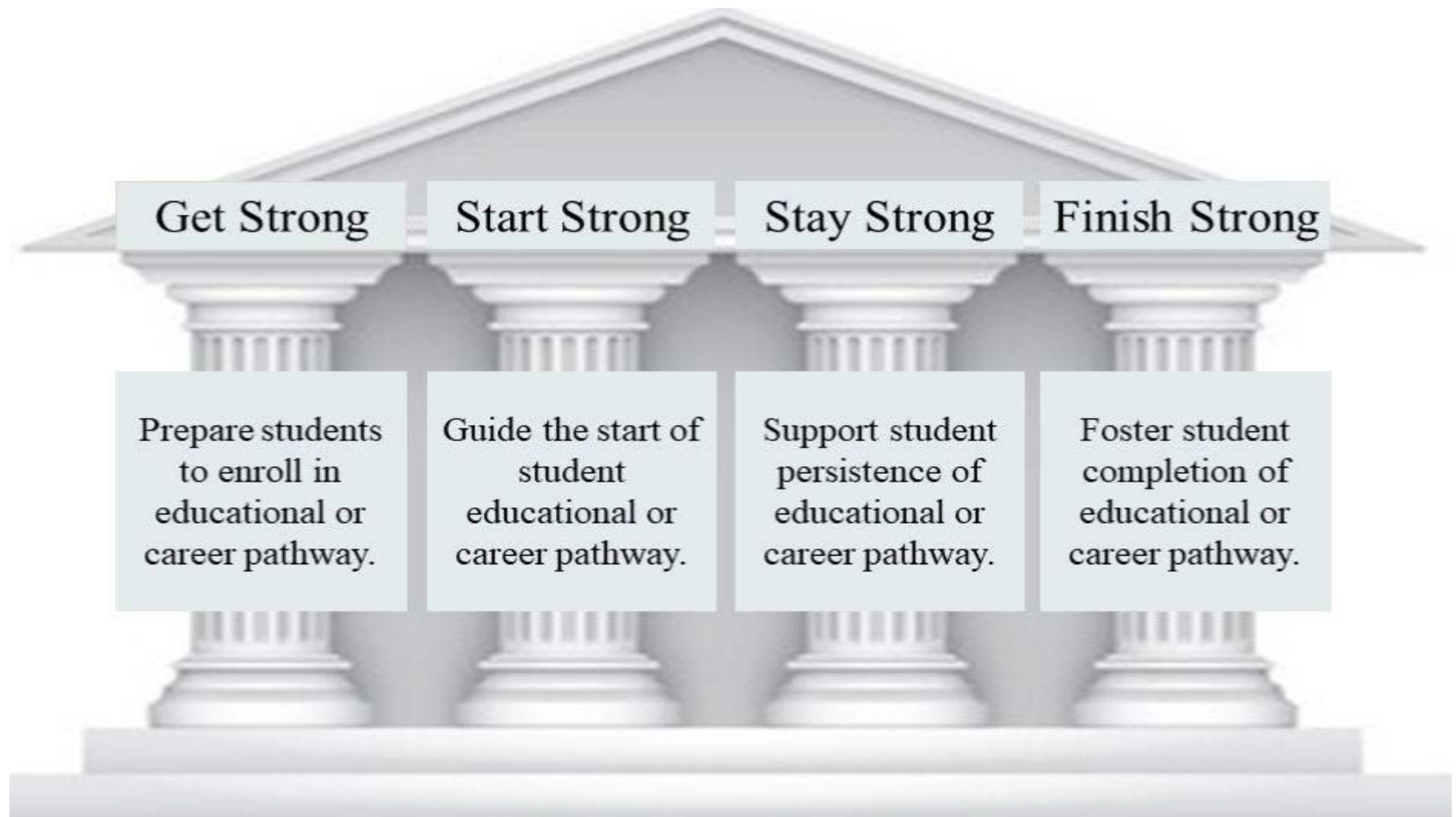


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# Our Strong Framework



# The importance of case management

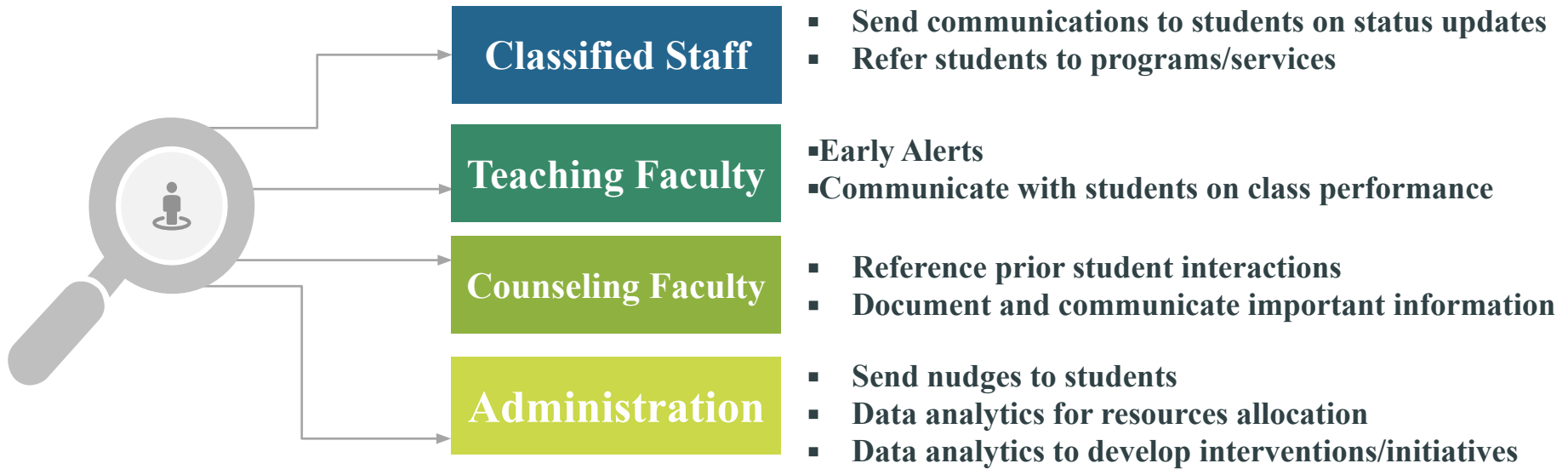
# Democratizing Data

- Everyone at the institution is a retention coach
- In order to better serve the student, everyone has the need to know

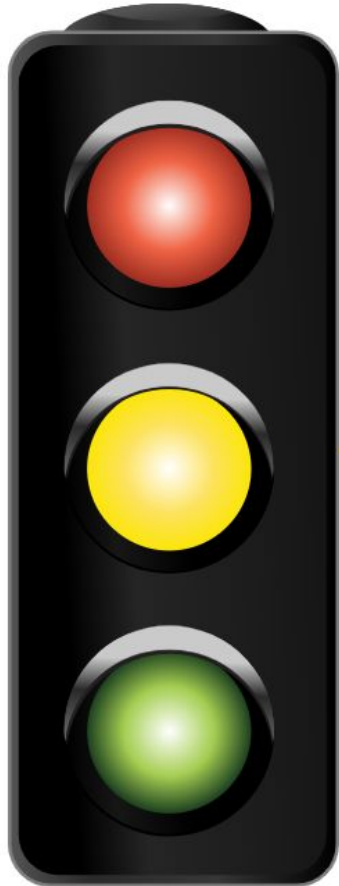


# Campus wide engagement

- The role of a retention coach



# Holistic Approach



## Case Management Tools

### URGENT & CONFIDENTIAL

- Conduct/discipline issues
- Plagiarism/cheating
- Sexual misconduct (Title IX)
- Unusual or concerning behavior
- DRAW Referral

Student Conduct/Concern Report

### FYI

- Important conversations with students
- Referrals to services: counseling, academic support, financial aid, etc
- Recommendations for registration, major selection, career advising, etc.
- Replaces Early Alert

Next Gen Inspire Update

### TYPICAL INTERACTIONS

- Excused absences
- Interactions, such as scheduling an appointment, inquiries, etc.
- Conversations that do not relate to a student's academic performance

No Report Needed





# Dashboard



Account



Dashboard



Courses



Calendar



Inbox



Commons



Help

**Teaching and Learning**

*"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X*

CanvExcellence  
Faculty



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WHCL Faculty Resource Guide  
WHCL FRG



**\_Faculty & Staff Community**

Faculty & Staff Community



**Canvas Student Orientation (and L...**

Canvas Student Orientation

**\_Lemoore Counseling/Advising Re...**

Counseling/Advising Resources



**Faculty Orientation**

New Faculty



# Driving Student Success

## Outreach logs – Individual contacts

- For Spring 2019 semester
  - Nearly 6500 outreach events were logged
    - Top referrals: Financial Aid, Academic Counseling, Tutoring, Course Recommendations
  - Connection to: Stay Strong and Finish Strong – Persistence and Completion
- Data on nudge campaigns
  - Open rates for nudges



# Nudging - Large group contacts

Nudges are small pushes in the right direction that do not require prescribed actions, but encourage certain behaviors. When students are presented with a nudge sent from a trusted person at your institution, they have the freedom to make their own choices with information about behaviors we know are more strongly associated with positive persistence and graduation outcomes.





# Communications Plan

	<b>Get Strong</b>	<b>Start Strong</b>	<b>Stay Strong</b>	<b>Finish Strong</b>
<b>When</b>	1-2 weeks prior to start of semester	Week 1-3	Week 4-14	Week 15-18
<b>Who</b>	Registrar's Office	Registrar's Office	Registrar's Office	Registrar's Office
<b>What</b> (illuminate campaign to use)	<ul style="list-style-type: none"> <li>▪ <b>New Full-time/First-time in College</b></li> <li>▪ <b>New Part-time/First-time in College</b></li> <li>▪ <b>Disaggregate using CCSSE Data (Male/Female, adult students, etc.)</b></li> <li>▪ <b>Continuing Students (30 Units)</b></li> <li>▪ <b>Important Deadlines</b></li> <li>▪ Phone banking with Ambassadors</li> <li>▪ Communicate information sent to students to campus departments</li> <li>▪ Collect updated materials/information of services on campus</li> <li>▪ Verify counseling appointment set-up.</li> <li>▪ Verify that the data needed for these campaigns is attainable.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>High GPA Low Persistence</b></li> <li>▪ <b>Disaggregate - Target CCSSE/Equity Groups</b></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>One More Course (2nd 9 week courses)</b></li> <li>▪ <b>Academic Probation/dismissal</b></li> <li>▪ <b>Withdrawal Deadline</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Finish Strong - High Persistence</b></li> <li>▪ <b>Finish Strong - Low Persistence</b></li> </ul>
<b>To Do</b>	<p>Enrollment</p>	<ul style="list-style-type: none"> <li>▪ Collect and distribute materials to all frontline staff (speak the same language to students)</li> <li>▪ Communicate Deadlines to all campus departments</li> <li>▪ <b>Regroup?</b></li> </ul> <p>Activities/Communication components targeting students and their enrollment</p>	<ul style="list-style-type: none"> <li>▪ Work with IR to build in-portal notifications</li> <li>▪ Send communication to internal stakeholders (Timeline, messages, etc.)</li> <li>▪ Work with VPSS/DSS to coordinate counseling events for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Email faculty on grade collection</li> </ul>
	<b>Retention</b>	Activities/Communication components targeting students and their persistence/retention		



# Impactful

## FIRST WEEK OF SCHOOL

▶ FALL 2019 - Important Information (3812 students)

Nestor  
Lomeli

Aug 21,  
2019

57.50%

“Thanks and I'm on it!” –  
WHCL Student

## FINISH STRONG - SP19 (HIGH)

▶ Finish Strong - End of Semester (1309 students)

Nestor  
Lomeli

Apr 5, 2019

47.06%

“Nestor Lomeli,  
I know you probably send these emails automatically, but thank you for sending this. I have been battling depression, and one to many times it got the best of me when it came to my education. I was starting to slip on my school work. I really needed to read this to remind me of what I am working towards. Thanks a bunch!”



# How does this translate to student success?

- Our efforts align with:
  - Institutional Set Standards
  - State's Vision for Success
  - Closing Equity Gaps

# What we have accomplished

## Completion of Transfer-Level English in First Year

Rate for all students has increased since the first-time fall 2014 cohort.

### Success Metrics Dashboard

#### Transfer English Completed within 1 Year by Gender

Data displayed are based on first-time students whose initial (non dual-enrollment) enrollment was in the selected terms. Gray shading on cells and bars indicate that tracking period is not complete for the selected cohort (for example, a cohort that began a year ago will be shaded gray for an indicator with a two-year tracking period)

Measure: Transfer English Completed within 1 Year  
Disaggregation: Gender

- College (Based on students' program in initial term)
- No Location Defined
  - Coalinga
  - Lemoore

Student Journey: All

Students' Initial Term: Multiple values

#### Data Table - Transfer English Completed within 1 Year

Disaggregate by	Students' Initial Term											
	2014/FA		2015/FA		2016/FA		2017/FA		2018/FA		2019/FA	
	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate
Female	600	31.7%	625	29.6%	630	37.3%	612	41.0%	740	39.5%	762	2.9%
Male	449	26.3%	491	33.2%	485	30.7%	414	30.7%	487	39.4%	456	1.5%
All Others/Unknown	13	23.1%	36	33.3%	32	40.6%	19	31.6%	22	36.4%	24	0.0%
Grand Total	1,062	29.3%	1,152	31.3%	1,147	34.6%	1,045	36.7%	1,249	39.4%	1,242	2.3%

#### Include Incarcerated Students?

- All Others
- Incarcerated Students

#### Include students enrolled in summer prior to initial fall term?

- No Prior Summer Enroll..
- Prior Summer Enrollme..

While there has been somewhat of a gender gap since the start of corequisite offerings, the gap was almost entirely closed for first-time fall 2018 students.

Measure  
Transfer English Completed within 1 Year

Disaggregation  
Race/Ethnicity

### Data Table - Transfer English Completed within 1 Year

Disaggregate by	Students' Initial Term											
	2014/FA		2015/FA		2016/FA		2017/FA		2018/FA		2019/FA	
	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate
Hispanic	647	27.5%	665	30.2%	711	33.1%	647	35.4%	807	40.8%	793	2.4%
White Non-Hispanic	251	37.1%	297	35.4%	268	38.1%	253	42.7%	251	40.2%	219	2.3%
Two or More Races	42	28.6%	38	28.9%	40	37.5%	40	32.5%	40	42.5%	38	0.0%
African-American	45	15.6%	67	20.9%	58	22.4%	38	21.1%	66	27.3%	58	0.0%
Asian	25	8.0%	35	25.7%	23	43.5%	28	28.6%	38	26.3%	37	8.1%
Filipino	26	42.3%	28	42.9%	24	62.5%	25	64.0%	27	48.1%	25	8.0%
Unknown/Declined to S..	16	25.0%	19	42.1%	12	25.0%	7	14.3%	9	11.1%	57	0.0%
American Indian/ Alask..	8	50.0%	3	0.0%	10	30.0%	5	20.0%	8	25.0%	8	0.0%
Pacific Islander	2	0.0%			1	100.0%	2	0.0%	3	33.3%	7	0.0%
<b>Grand Total</b>	<b>1,062</b>	<b>29.3%</b>	<b>1,152</b>	<b>31.3%</b>	<b>1,147</b>	<b>34.6%</b>	<b>1,045</b>	<b>36.7%</b>	<b>1,249</b>	<b>39.4%</b>	<b>1,242</b>	<b>2.3%</b>

Hispanic students' transfer level English completion rate began to increase with the implementation of corequisite English offerings compared to White Non-Hispanic students with the gap closing for first-time fall 2018 students.

# Success Metrics Dashboard

## Transfer Math Completed within 1 Year by Gender

Data displayed are based on first-time students whose initial (non dual-enrollment) enrollment was in the selected terms. Gray shading on cells and bars indicate that tracking period is not complete for the selected cohort (for example, a cohort that began a year ago will be shaded gray for an indicator with a two-year tracking period)

- College  
(Based on students' program in initial term)
- No Location Defined
  - Coalinga
  - Lemoore

Measure: Transfer Math Completed within 1 Year  
Disaggregation: Gender

Student Journey: All

Students' Initial Term: Multiple values

### Data Table - Transfer Math Completed within 1 Year

Disaggregate by	Students' Initial Term												Include Incarcerated Students?
	2014/FA		2015/FA		2016/FA		2017/FA		2018/FA		2019/FA		
	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	
Female	600	11.7%	625	12.5%	630	9.7%	612	11.1%	740	17.2%	762	2.4%	<input checked="" type="checkbox"/> All Others
Male	449	11.6%	491	13.6%	485	9.9%	414	12.1%	487	17.0%	456	3.1%	<input type="checkbox"/> Incarcerated Students
All Others/Unknown	13	15.4%	36	8.3%	32	9.4%	19	10.5%	22	9.1%	24	4.2%	Include students enrolled in summer prior to initial fall term? <input checked="" type="checkbox"/> No Prior Summer Enroll... <input checked="" type="checkbox"/> Prior Summer Enrollme...
Grand Total	1,062	11.7%	1,152	12.8%	1,147	9.8%	1,045	11.5%	1,249	17.0%	1,242	2.7%	

Very little evidence of a gender gap on this completion rate between female and male.

# Success Metrics Dashboard

## Persisted Fall to Fall by Gender

Data displayed are based on first-time students whose initial (non dual-enrollment) enrollment was in the selected terms. Gray shading on cells and bars indicate that tracking period is not complete for the selected cohort (for example, a cohort that began a year ago will be shaded gray for an indicator with a two-year tracking period)

Measure  
Persisted Fall to Fall

Disaggregation  
Gender

Student Journey  
All

Students' Initial Term  
Multiple values

- Include Incarcerated Students?
- All Others
  - Incarcerated Students
- Include students enrolled in summer prior to initial fall term?
- No Prior Summer Enroll..
  - Prior Summer Enrollme..

- College  
(Based on students' program in initial term)
- No Location Defined
  - Coalinga
  - Lemoore

### Data Table - Persisted Fall to Fall

Disaggregate by	2014/FA		2015/FA		2016/FA		2017/FA		2018/FA	
	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	Rate
Female	566	51.4%	574	54.9%	585	58.8%	565	56.6%	704	57.1%
Male	421	44.5%	465	53.3%	472	51.3%	399	53.9%	466	51.9%
All Others/Unknown	13	53.8%	36	61.1%	32	62.5%	17	52.9%	22	63.6%
Grand Total	1,010	48.5%	1,075	54.4%	1,089	55.6%	981	55.5%	1,192	55.2%

Overall, female students tend to have a higher persistence rate, but over-time, male students' persistence has seen some increase but also some variability along the way.

# Scaling student success

- Flipping the model
- IS 002 – career planning
  - 28 student pilot, 3 changed major, one dropped
  - Scaling
- Ongoing initiatives
  - Pre-enrollment – Timely, intentional, follow up.
  - CCGI



# Questions?