# Re-engaging Adult Students: Aligning with the Vision for Success

**Shasta College**

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# Shasta College Context

10,500+ sq. mi.
Pop. 255,689
13,691 students
6,900 FTE

31.2% - the "Aha" number

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Sacramento

San Francisco

Los Angeles

# Shasta College Context

It started with our first Innovation in Higher Education Award in 2015 – for our Dual Enrollment efforts. Allowed us to dream big.



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# Economy of the Region

- Past economy: resource extraction
  - Mines, logging
- Current economy:
  - Living wage jobs in Healthcare, Education, Government (city, county, state, federal)
  - Retail, tourism

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# Typical College Schedule

| Year | Academic Term | | | |
| --- | --- | --- | --- | --- |
| | Fall Semester (4 months) | Spring Semester (4 months) | Summer (3 months) | Units completed |
| Year 1 | Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units | Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units | n/a | 30 units/year |
| Year 2 | Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units | Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units<br>Course – 3 units | n/a | 30 units/year |
| | Total units completed in 21 months: 60 units | | | |



GET SCHOOLED

WEEKLY SCHEDULE

| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 7 AM | | | | | | | |
| 8 AM | | | | | | | |
| 9 AM | | CLASS | | CLASS | | CLASS | |
| 10 AM | | CLASS | | CLASS | | CLASS | |
| 11 AM | | | CLASS | | CLASS | | |
| 12 PM | | | CLASS | | CLASS | | |
| 1 PM | | | CLASS | | CLASS | | |
| 2 PM | | CLASS | | CLASS | | CLASS | |
| 3 PM | | CLASS | | CLASS | | CLASS | |
| 4 PM | | | CLASS | | CLASS | | |
| 5 PM | | | CLASS | | CLASS | | |
| 6 PM | | | | CLASS | | | |
| 7 PM | | | | CLASS | | | |
| 8 PM | | | | CLASS | | | |
| 9 PM | | | | | | | |

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# Three Efforts for Adults:

- Accelerated College Education (ACE)

- Bachelor's through Online and Local Degrees (BOLD)

- Degrees When Due (DWD)

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# Vision for Success (VFS)

- Commitment 1: Focus relentlessly on students' end goals
- Commitment 2: Always design and decide with the student in mind
- Commitment 3: Pair high expectations with high support
- Commitment 4: Foster the use of data, inquiry, and evidence
- Commitment 5: Take ownership of goals and performance
- Commitment 6: Enable action and thoughtful innovation
- Commitment 7: Lead the work of partnering across systems

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# Accelerated College Education (ACE)

- Associate degree completion

- The five "C's":
  - Compressed Classes
  - Consistent Schedules
  - Comprehensive Program Offerings
  - Community
  - Case Management

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# ACE Classes, Schedules, Pathways



8-week class (online or hybrid)

+

8-week online class

1-week break

8-week class (online or hybrid)

+

8-week online class

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VFS 1
VFS 2
VFS 6

# ACE Community and Case Management

- Students move through program together (open cohort) – peer support system

- ACE Staff:
  - Counselor (0.5 FTE)
  - Student Success Facilitator (1.0 FTE)
  - Director (portion of 1.0 FTE)
  - "One-Stop Shop"

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VFS 1
VFS 2
VFS 3
VFS 4

# ACE Lessons Learned

- Must have high level administrative support AND staff support
- Identify economic need for specific programs
- Offer COMPLETE pathways (major and GE coursework)
- Start with faculty who are "compression-friendly"
- Partner with your Academic Senate
- Use research studies, but collect local data as well
- Start and end compressed classes within regular term
- Consistent length of classes

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# ACE Results and Metrics

- **Course success rates:**
  - Overall campus (all classes): 73%
  - ACE students in ACE classes: 89%
  - Non-ACE students in ACE classes: 79%
- **ACE Students (June 2016 - August 2019): 383**
  - 100 graduates
  - 178 active students
  - 40 planned leave
  - 65 inactive/exited
- **New ACE Students for Spring 2020: 46**

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# ACE and Vision for Success

- Commitment 1: Focus relentlessly on students' end goals
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- Commitment 6: Enable action and thoughtful innovation

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# Bachelor's through Online and Local Degrees (BOLD)

- No public university in our three-county service area

- Need to identify quality online and local options (large low-income and first-generation populations)

- Opportunity to provide support to our former students to increase likelihood of completion

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# BOLD-Identified Universities

- Public and private universities (all <u>not-for-profit</u>)
- Local or online
- Accessible: multiple entry points during the year, generous transfer credit policies
- Affordable (<$20,000 in total tuition to complete bachelor's)
- Students are NOT limited to the identified institutions

VFS 1
VFS 2
VFS 3
VFS 7

# BOLD Support Classes

Help students navigate through university and career pathway

| Bachelor's degree courses | | Shasta College STU courses |
|---|---|---|
| BA/BS courses | Term 1 | STU 40: Getting Connected to Your University |
| BA/BS courses | Term 2 | STU 41: Career Focus |
| BA/BS courses | Term 3 | STU 44: Career Worksite Readiness |
| BA/BS courses | Term 4 | STU 45: Graduate/ Professional School Success |

VFS 1
VFS 2
VFS 3
VFS 7

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# BOLD Lessons Learned/Learning

- Help students prepare for transfer as early as possible
- Identifying universities – work with campus leadership (VP of Instruction and President) to clearly define parameters for universities
- BOLD Student Development classes:
  - For-credit or non-credit?
  - In-person or online?
  - More students say they are interested than actually register for the classes

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# BOLD Results and Metrics

- Started in Spring 2018; restarted in Spring 2019
  - 3 alumni
  - 8 active students
  - 21 prospective students

- Potential pipeline for ACE students

- Potential pipeline for students coming directly from high school who want to keep costs down or whose families are reluctant to have them leave the area

# BOLD and Vision for Success

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# Degrees When Due (DWD)

- Part of Institute for Higher Education Policy (IHEP) inaugural DWD 2018 cohort

- Adult re-engagement or reverse transfer
  - Because we had ACE and BOLD in place, we opted for both

- DWD aligns with our strategic plan (support adults with some college, no degree)

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# DWD Process

- Identifying students
  - Data mining, degree audits, data sharing

- Engaging students
  - Email, phone, letters, tracking via database

- Sustainability
  - Changing policies and culture

VFS 1
VFS 2
VFS 3
VFS 4
VFS 5

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# DWD Identifying Students

- Fall 2013 to Spring 2018

- 45 or more units with a 2.0 GPA
  - Adult Reengagement (no degree and not currently enrolled in any college): 2,870 students
    - Further filter: 60+ units and CSU "Golden 4" GE = 614 students
  - Reverse Transfer (no degree, transferred to a university without an associate from Shasta College): 143

- Degree evaluation on 757 students in fall 2019

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# DWD Engaging Students

- Developing the language for emails and script for phone calls took time
    - Communications faculty assisted
- Student contact started in September 2019
    - Follow up with phone calls
    - Hard copy letters for those with bad email and phone numbers
    - Positive response!

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VFS 1
VFS 2
VFS 3

# Sustainability: Policy/Procedure Changes

- Deleted board policy limiting use of upper division units for associate degree completion

- Draft new policy for graduation application (opt-out, instead of opt-in)

- Re-evaluate Fall 2019 graduation applicants who were denied using DWD model: 20 additional completers

- Pull data on 2018-19 near-completers who did not re-enroll for Fall 2019 to re-evaluate

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VFS 1
VFS 2
VFS 3
VFS 5

# Sustainability: Catalog Language

- <u>APPLYING FOR YOUR DEGREE:</u> Students are highly encouraged to apply for a degree and/or certificate one semester prior to completion. Please apply at: [www.shastacollege.edu/applyfordegree](www.shastacollege.edu/applyfordegree). ***Shasta College Admissions and Records reserves the right to evaluate and post any degree and/or certificate for which a student is eligible.*** A student may submit a written request to evaluate or withdraw the evaluation of a degree or certificate. Students must submit a "Degree and Certificate" Application in order to participate in the Commencement Ceremony.

VFS 1
VFS 2
VFS 3
VFS 5

# Sustainability: Automation

- IT working on automated degree audit system

- Manual degree audits are too labor intensive

- Goals:
    - Annual reviews of students who look like they are close to a degree (proactive outreach)
    - Annual review of students who leave without degree (reactive outreach)
    - Continue to reach back in time (super reactive outreach)

# DWD Lessons Learned

- Inclusive committee to set up data parameters and consider impact on variety of departments

- We frequently found we didn't think a process all the way through

- Spend time on the communication pieces – language and tone are CRITICAL

- Point person critical for student contact – once you have these students on the phone/email, you must help them through any and all processes. Don't lose them again!

- Not enough to help past students. Make changes to insure it doesn't happen to current students.

# DWD Results and Metrics

- **Adult reengagement: 614 students evaluated**
  - 237 qualified for a degree
  - 79 only needed computer literacy requirement
    - 14 have fulfilled this to date
  - 235 need only 1-3 requirements for degree
  - 63 remaining – varied status
  - All students contacted
- **Reverse Transfer: 143 student evaluated**
  - 35 qualified for a degree w/o transfer coursework
  - All students contacted

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# DWD and Vision for Success

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# Regional Efforts

- Working closely with Kate Mahar, Guided Pathways Regional Coordinator North/Far North

  - Bring ACE and BOLD models to other far north state community colleges

  - Degrees When Due began as a regional effort with College of the Siskiyous

# Next Effort: Credit for Prior Learning

- Formed preliminary CPL Committee
- Baseline assessment: what is already occurring and what policies do we have?
- Research: what are other institutions doing (especially other CCC)?
- Broaden the CPL Committee with faculty, administrators, and staff to work on policies and procedures

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# Questions?

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