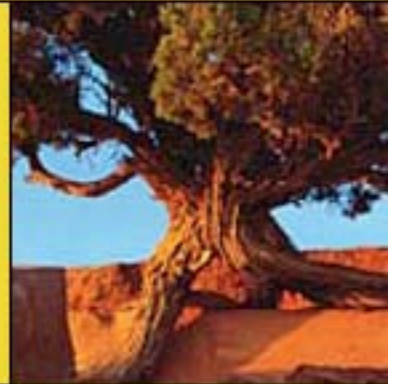


Smart Start: A Collaborative Model for Reducing the Likelihood of Academic Probation



Presented by:
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Presentation Outline

- Opening Doors to Excellence as the Model for Smart Start
- Smart Start Program Overview
- Chaffey College Students
- Identification of Smart Start Students
- Evaluating Smart Start Impact
- Outreach and Counseling
- Guidance 503 and 592B
- Directed Learning Activities in the Success Centers
- Closing Remarks and Questions

Opening Doors to Excellence



Opening Doors to Excellence as the Model for Smart Start

- Opening Doors to Excellence (ODE) was created in fall 2004 to establish an intervention program for probationary students
- MDRC a social and policy research organization funded creation of Opening Doors to conduct research on how collaboration between instruction and student services can benefit students in academic distress
- Counselors, Administrators, and Math and English professors worked together to create Opening Doors model during academic year 2004 and 2005
- Model implemented in fall 2005 and fall 2006 with MDRC collecting and analyzing data on students participating in program. ODE institutionalized in spring 2007.



Opening Doors to Excellence as the Model for Smart Start

- Model developed formalizes a counseling and instructional process that probationary students must complete to secure immunity from dismissal for a one year period
 - Students required to attend workshop on probation and program overview to self select for participation and sign a contract that includes reporting reasons for being on probation.
 - Students must meet with counselor to establish education plan for one year period.
 - Students participate in Guidance 506 and 511, College Success and College Success Seminar, for 3 units along with other prescribed classes for the subsequent term.
 - Students complete 5 directed learning activities in Success Centers that parallel topics covered in guidance classes



Opening Doors to Excellence as the Model for Smart Start

- With program policies in place to address needs of probationary students new committee formulated to address Early Alert
- MDRC approached college about Hewlett Foundation's interest in supporting programs in California Community Colleges to improve retention of at risk students
- Hewlett provided \$50,000 in seed money to modify the ODE model created for intervention with probationary students to serve new students at risk of ending up on probation. Smart Start was created as that program.



Smart Start Program Overview

- Student assessment scores are used to identify potential program participants
- Counselor Apprentice contacts students to recruit for program participation
- Interested students complete Smart Grades online inventory to identify additional risk factors
- Students meet with counselor to review assessment and Smart Grades inventory results and to establish educational plan including first term classes
- Students meet with counselor apprentice if necessary for assistance with scheduling classes prior to registration.
- Students enroll in Guidance 503 and 592B, Orientation to College and Orientation to College seminar.
- Students complete directed learning activities in the Success Centers on topics covered in the guidance classes



Students Upon Entrance to Chaffey

Assessed Skill Levels:

- By skill area:
 - **Reading** – 6% of students test as reading proficient; 69% are assessed at a pre-collegiate reading level (500 level)
 - **Writing** – 27% of students place into Freshman Composition; 36% place into pre-collegiate English courses (500 level)
 - **Mathematics** – 5% of students place into collegiate level math courses; 74% place into pre-collegiate level math courses (500 level)
- Only 1% of students assessed at a collegiate skill level in all three areas (English, Math, Reading)
- 29% of students assessed at a pre-collegiate skill level in all three areas (English, Math, Reading)



Successful Student Behaviors

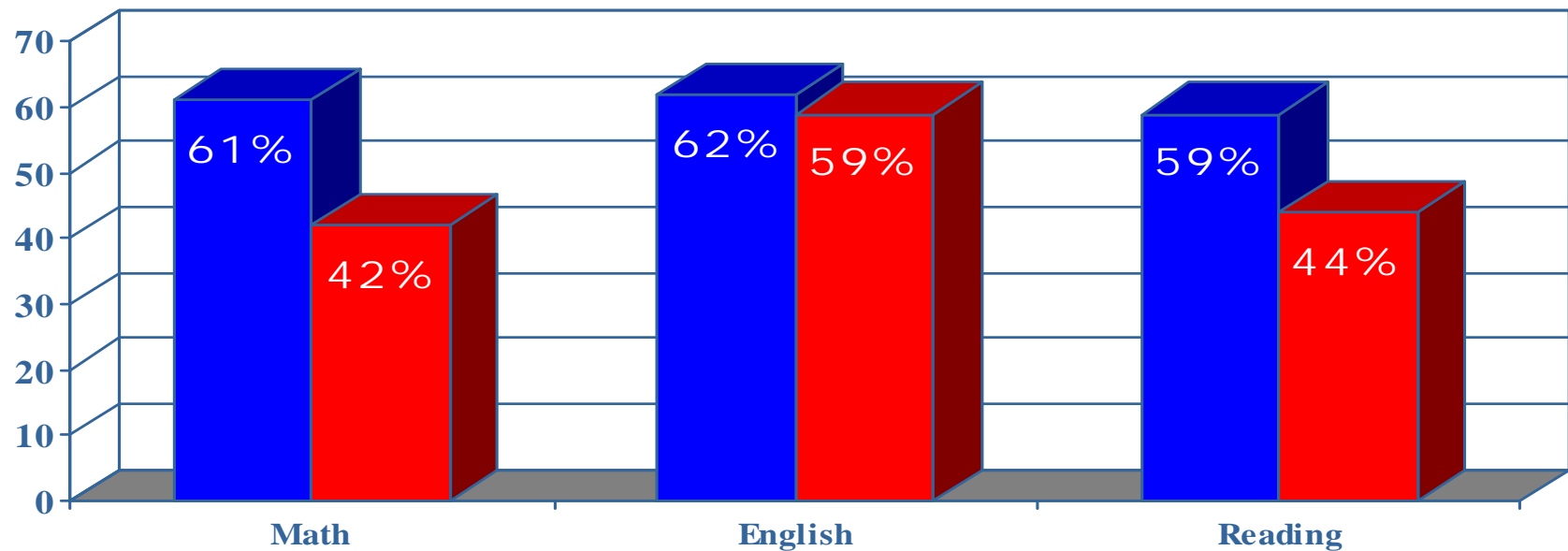
Students are more likely to be successful if they:

- Follow their placement recommendations
- Meet course prerequisites
- See a counselor early and on a regular basis
- Access the Success Centers on a regular basis
- Participate in highly engaging programs (e.g., EOPS, Puente, Supplemental Instruction)
- Successfully complete transfer-level English and Math courses within their first three years at Chaffey
- Place into elementary algebra or higher

Chaffey Students

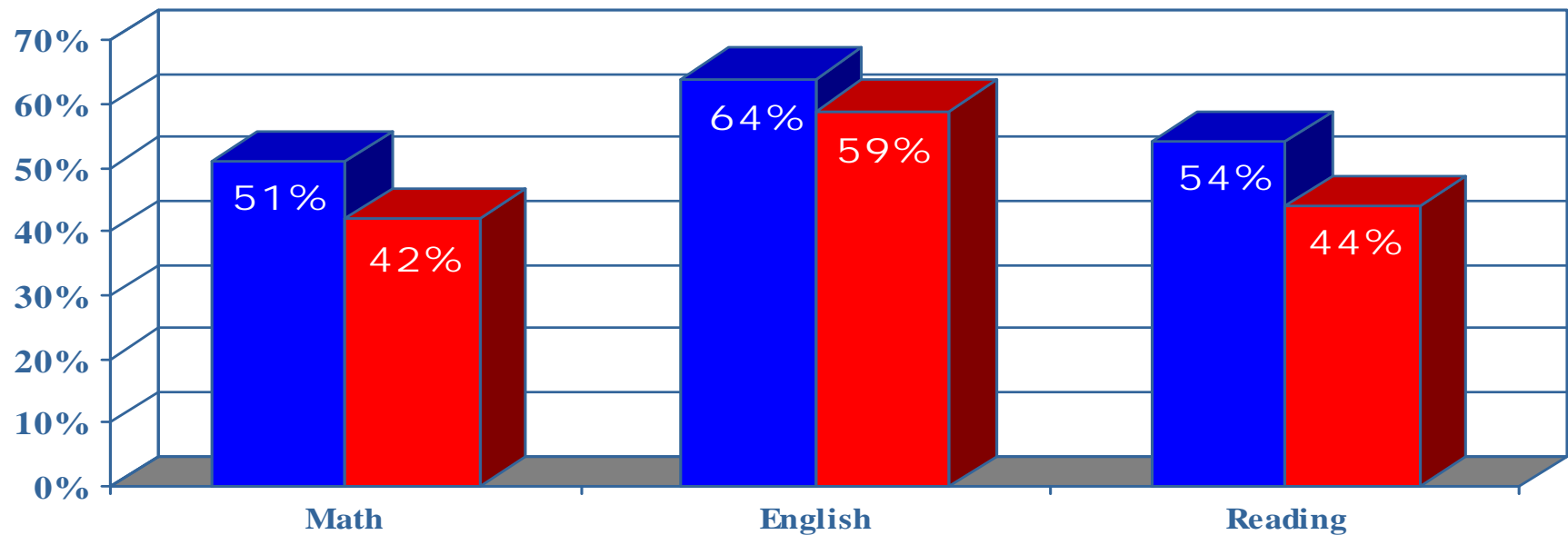


Follow Placement Recommendations!



	Success Rate if Followed Placement	Success Rate if Did Not Follow Placement
Math	61%	42%
English	62%	59%
Reading	59%	44%

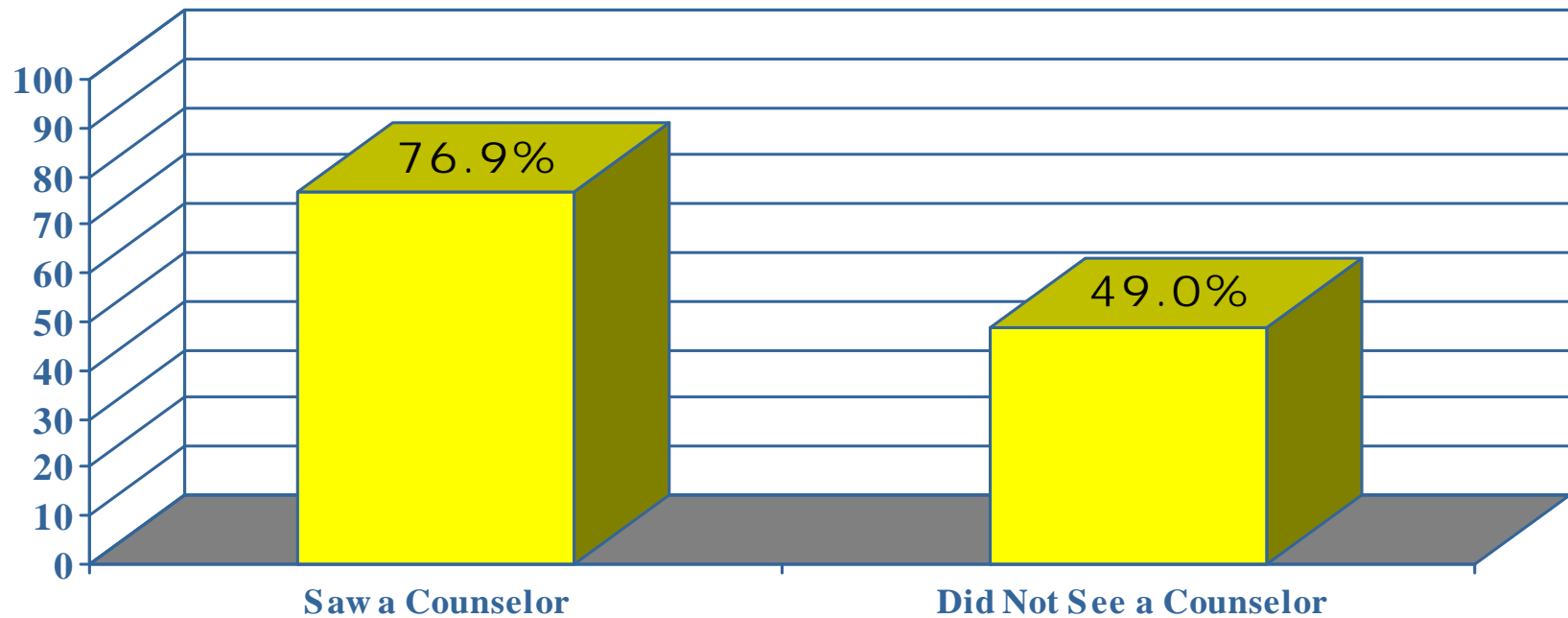
Meet Course Prerequisites!



	Success Rate if Met Course Prerequisite	Success Rate if Did Not Meet Course Prerequisite
Math	51%	42%
English	64%	59%
Reading	54%	44%

Chaffey Students

See a Counselor Early!

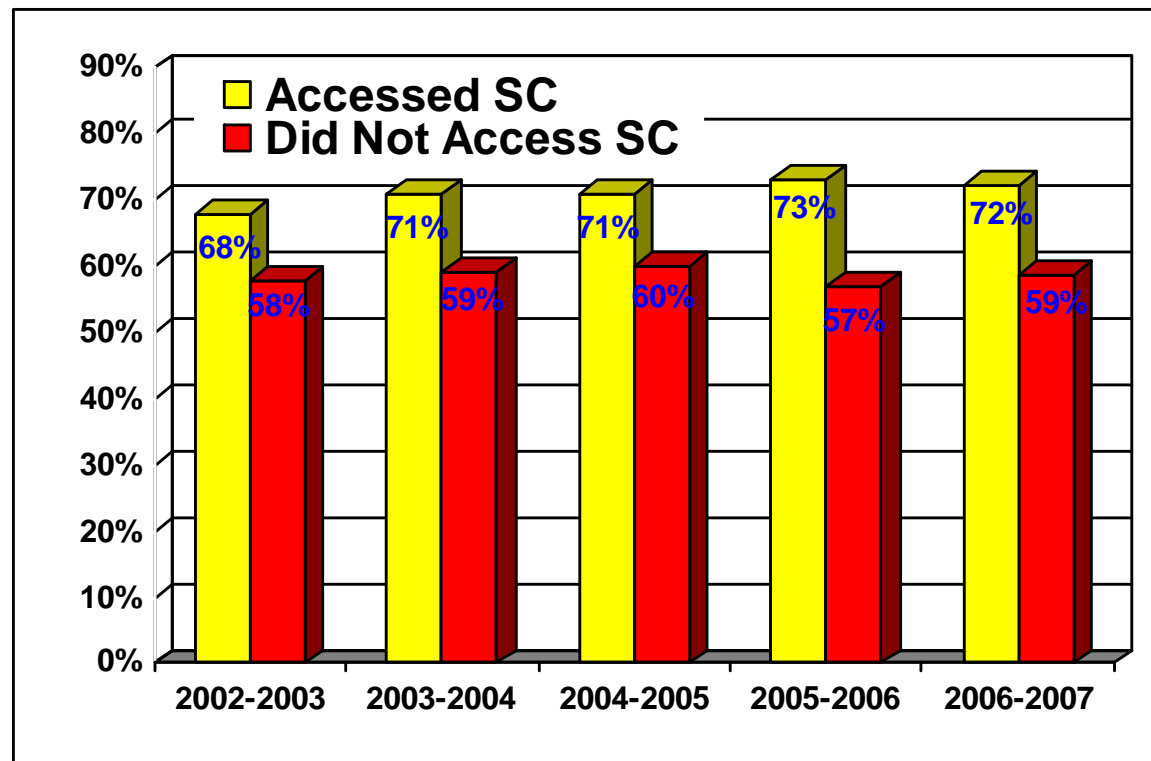


	Saw a Counselor First Semester	Did Not See a Counselor First Semester
New Student Persistence Rate	76.9%	49.0%

Access the Success Centers!

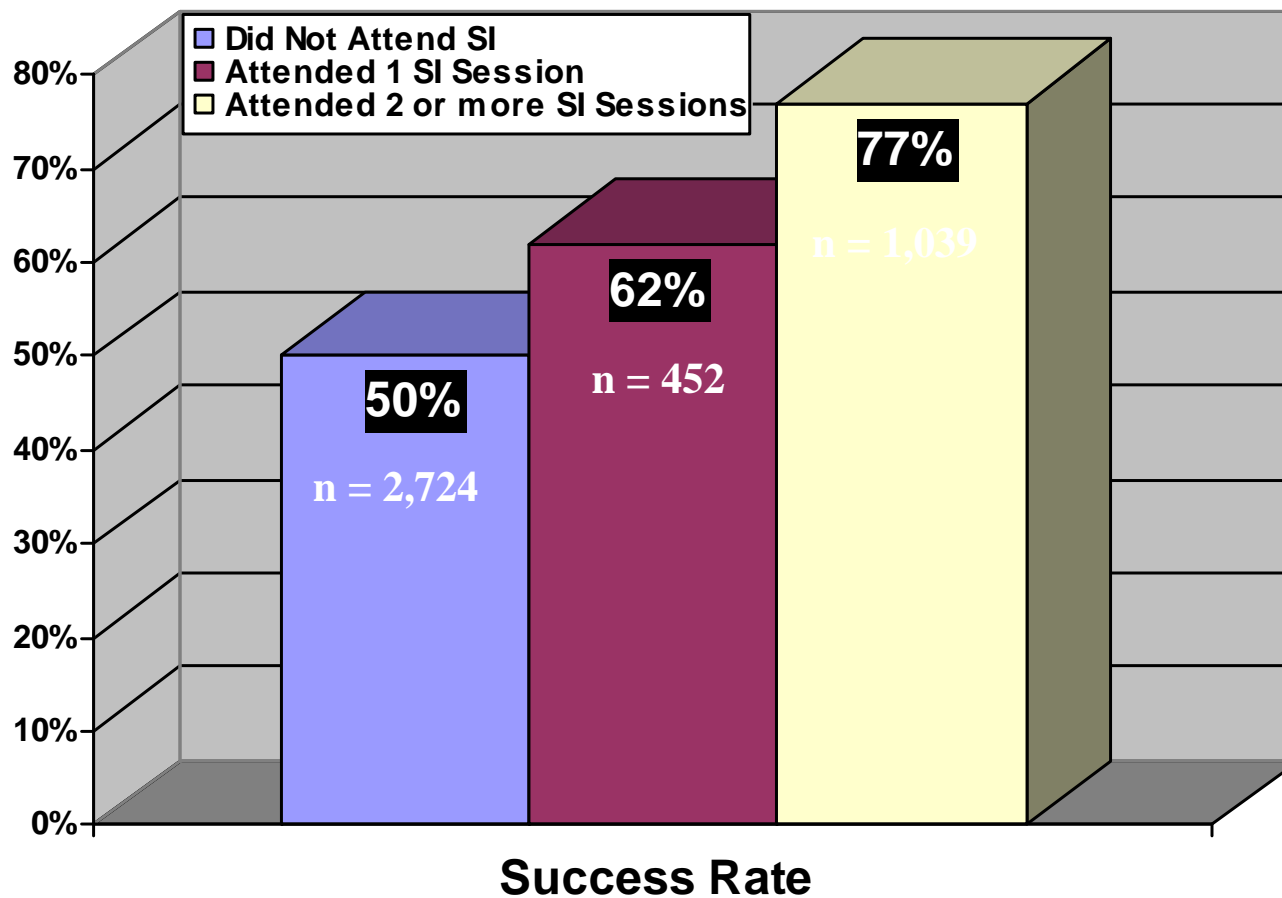
Success Center Access significantly increases success for the following groups of students:

- All students
- First-Time College Students
- Males
- Females
- African American
- Asian
- Caucasian
- Filipino
- Hispanic



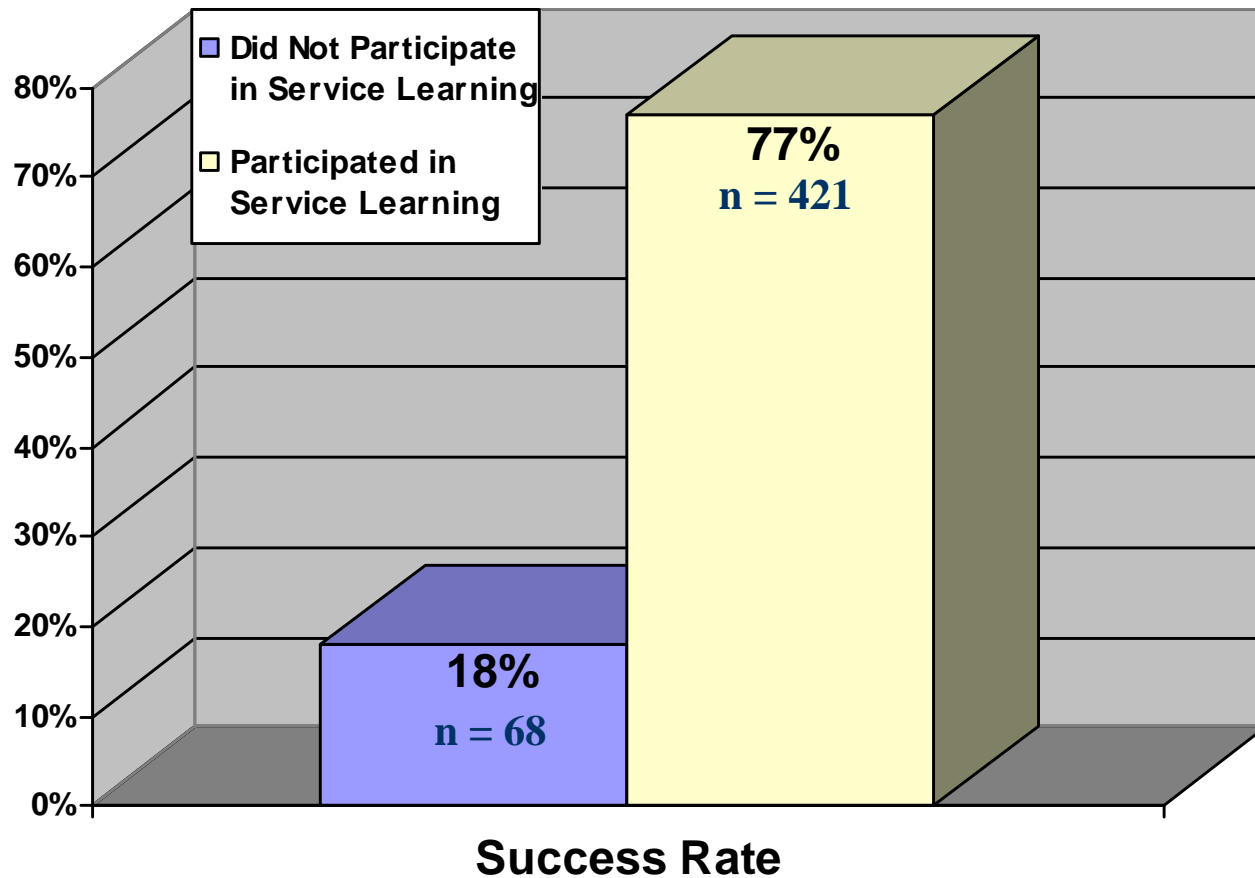
Chaffey Students

Supplemental Instruction is Effective in Biology, Chemistry, Earth Science, Geology, Math, and Physics



Chaffey Students

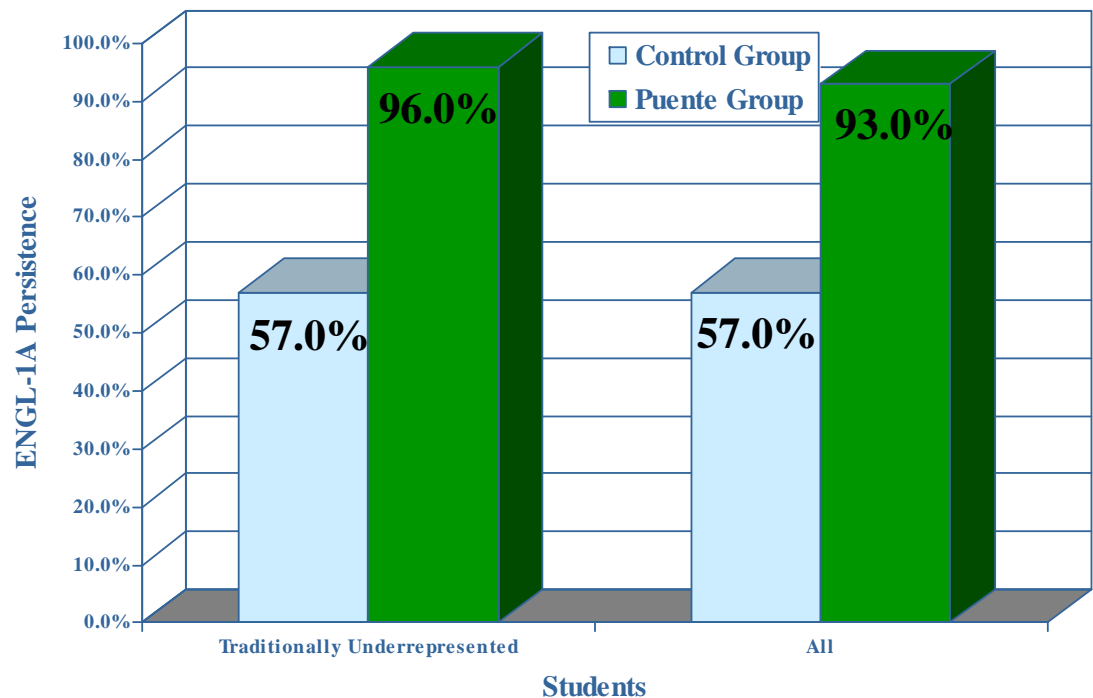
Service Learning Is Effective in Child Development, Chemistry, English, Physical Science, Reading, and Sociology





The Puente Learning Community

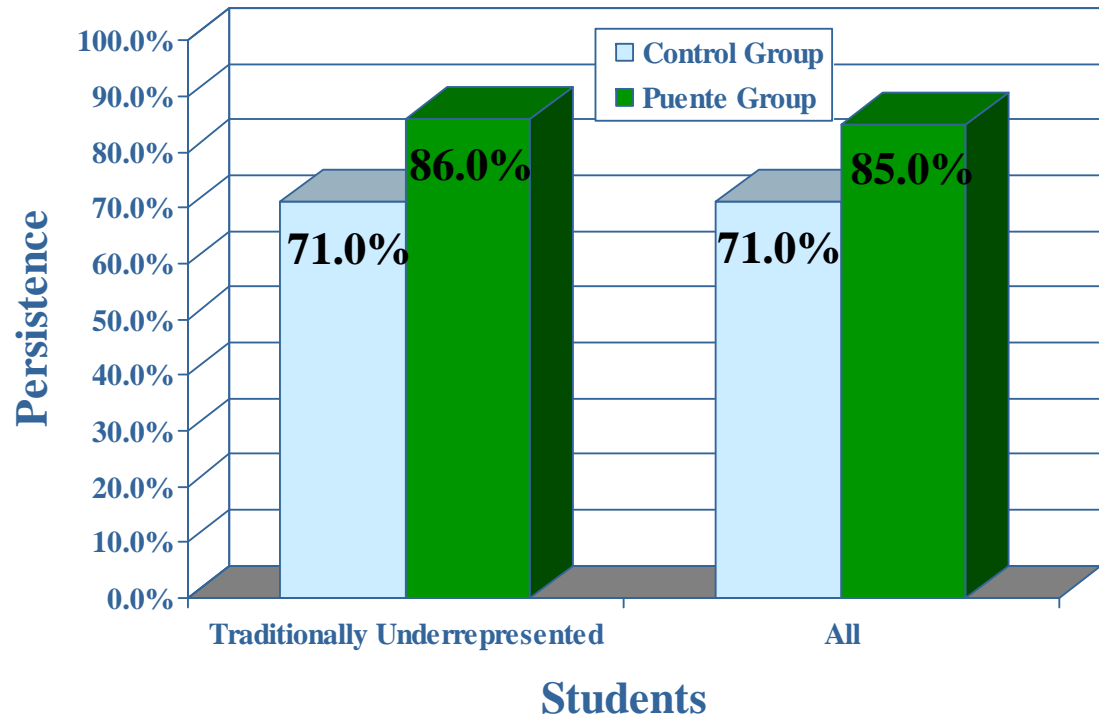
96% of the Traditionally Underrepresented (TU) students in the Puente learning community persisted to ENGL-1A; whereas, only 57% of the TU students in the control group persisted to ENGL-1A. Additionally, TU students had a 96% persistence rate compared to a 93% persistence rate when Caucasians are included.





The Puente Learning Community

86% of the TU students in the Puente learning community persisted from Fall to Spring; whereas, only 71% of the TU students in the control group persisted from Fall to Spring.



Identification



Smart Start Research to Predict Students Most Likely to Experience Academic Probation

- Research was conducted to identify students who are most likely to experience academic probation
- Approximately 30 predictor variables were identified to help predict academic probation for students who took the assessment:
 - Placement recommendations in reading, math, and English
 - Test scores in reading, math, and English
 - Educational Background Measures (e.g.: self-reported high school GPA,

Identification



Percent of Students Experiencing Academic Probation

Fall Terms	Academic Probation			Spring Terms	Academic Probation		
	#	N	%		#	N	%
2003/FA	3,264	17,750	18.4	2004/SP	3,525	17,968	19.6
2004/FA	3,253	18,379	17.7	2005/SP	3,289	17,469	18.8
2005/FA	3,164	17,708	17.9	2006/SP	3,239	17,480	18.5
2006/FA	3,147	18,381	17.1	2007/SP	3,386	17,690	19.1
Total	12,828	72,218	17.8	Total	13,439	70,607	19.0

Identification



Predicting Academic Probation for Students who Assess Prior to Experiencing Probation

- Conducted two different types of statistical analyses, and both found the same thing.
- Of the 18,891 students who assessed from Fall 2003 to Spring 2007, 39% of the students experienced academic probation at least once.
- If the student had a self-reported high school GPA of 1.0 to 2.4 their probability of experiencing academic probation increased to 50% (n = 7,075)
 - If the student has a self-reported HS GPA from 1-2.4 and has taken a math course in the last two years their probability of experiencing academic probation increases to 61% (n = 4,077)
 - If the student has a self-reported HS GPA from 1-2., has taken a math course in the last two years, and earned a “D” in their last English course their probability of experiencing academic probation increases to 72%

Identification



Smart Start Placement Recommendation

- If students meet the following criteria...

Self-reported HS GPA is from 1 – 2.4

And

Last math course was taken in the last 2 years

- ...they receive the following placement recommendation...

Important Notice: Smart Start Program

Your test results indicate that you could benefit from participating in the Smart Start program for new first time college students. Please see the testing attendant immediately for additional information on how to complete your COUNSELING and ORIENTATION through the Smart Start program.



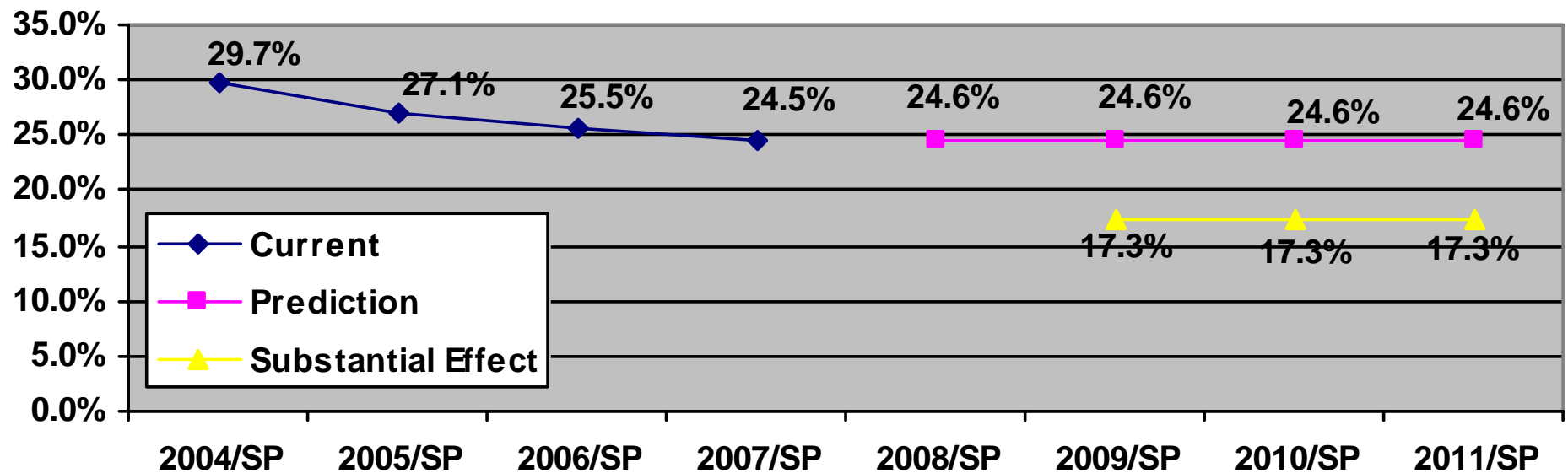
Smart Start Impact

- The goal is to substantially reduce the percent of students on probation among the student population who tested prior to being on probation.

Fall Terms	Academic Probation			Spring Terms	Academic Probation		
	#	N	%		#	N	%
2003/FA	1,541	5,488	28.1	2004/SP	1,847	6,230	29.7
2004/FA	1,828	7,118	25.7	2005/SP	2,048	7,566	27.1
2005/FA	1,797	7,200	25.0	2006/SP	1,949	7,639	25.5
2006/FA	1,955	7,990	24.5	2007/SP	2,026	8,277	24.5
Total	7,121	27,796	25.6	Total	7,870	29,712	26.5

Evaluating Impact

Projected Goal to Substantially Reduce the Percent of Students on Academic Probation





Outreach

- Students identified through assessment process and provided a flyer on the Smart Start program with contact information.
- Assessment staff provide counselor apprentice with lists of students identified through assessment as Smart Start candidates.
- Counselor apprentice calls students and screens for student interest and availability and schedules personal orientation appointment
- Counselor apprentice meets with interested students, orients them to the Smart Start program, has them complete the Smart Grade inventory, schedules them for an appointment with the counselor and gives them a personal tour of the campus.



Counseling

- Counselor is provided with students' assessment and Smart Grade inventory results prior to appointment.
- Students meet with counselor to establish educational plan that includes further orientation to guidance classes and directed learning activities in the success center.
- Counselor apprentice assists students with setting up a class schedule and links them with appropriate student support programs.
- Counselor apprentice monitors students enrollment process to trouble shoot and problems encountered with registration
- Counselor apprentice monitors students progress in the guidance classes following up on students experiencing difficulties as identified by instructor and emailing students regarding important deadlines and college information.

Guidance



Guidance 503 & 592B

- Instructors: Karina Jabalera & Monica Molina
- Guidance 503: Lecture
 - 7 habits, study skills, in class activities &
 - Presentations
- Guidance 592B: Practicum
 - Application of the 7 habits in daily lives
 - Success Center assignments
 - College Experience assignments



Class Textbooks

- *The 7 Habits of Highly Effective Teens*, Sean Covey
- *Study Skills Strategies: Your Guide to Critical Thinking*, Uelaine Lengefeld



Success Centers



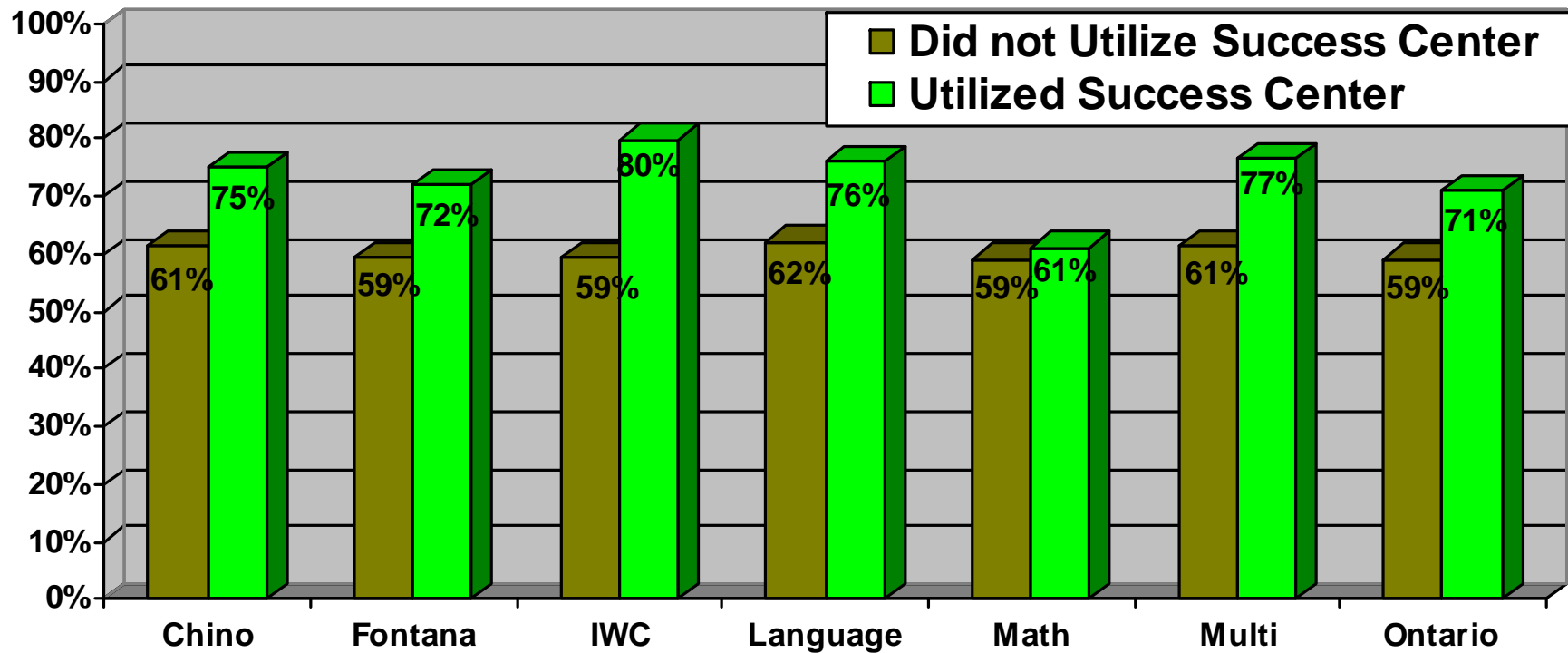
Providing Out of Class Instruction and Assistance to Chaffey's Students

- ***Directed Learning Activities***— Activities associated with a class to be performed in a Success Center
- ***Arranged-Hour Instruction***—Credit & Non-Credit Classes with face-face time arranged in a Success Center
- ***Workshops***—Sessions that emphasize study skills, discipline content, or review topics
- ***Study Groups***— Groups of students of the same class or course led by a Success Center assistant
- ***Tutoring***—One-one appointment and drop-in tutoring available.
- ***Use of Lab Resources***—Students have access to videos, handouts, practice exams, study sheets, computer tutorials, on-line resources.
- ***Make-up Testing***—Individual test proctoring

Success Centers

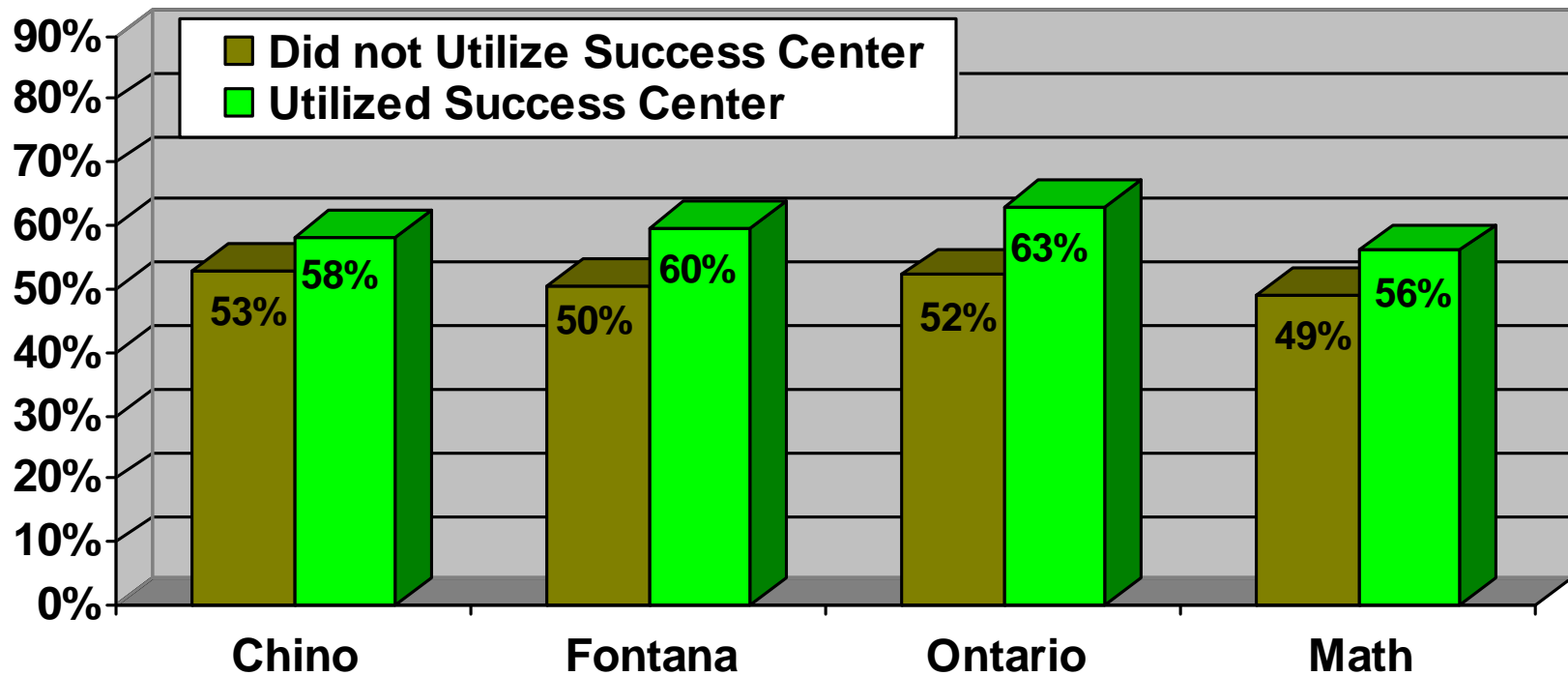


Success by Success Center Utilization and Location



Success Centers

Math Success by Success Center Utilization and Location



Success Centers



Smart Start and the Success Centers

- Providing students the opportunity to experience the value of Success Center use
- Success Center Instructional Specialists work with instructors of program students' Guidance instructors
- First Week Success Center introductions and directions to Success Center *Directed Learning Activities (DLAs)*
- *DLA* Assignment Sheet and time-frame for the completion of the *DLAs*
- *DLAs* are closely coordinated with topic coverage in Guidance class



Directed Learning Activities

- 1. *Diagnosis of skills***
- 2. *Learning Styles study skills strategies***
- 3. *Time Management instruction***
- 4. *Using Resources to promote class success***
- 5. *Testing Strategies for preparation & exam-taking***

Success Centers



Outcomes of Success Center Activities

- **Students convinced of the importance of out-of-class studying & activities to success in college**
- **Students who value access and use of Success Center instruction and services**
- **Students skilled in basic strategies of studying, completing assignments, preparing for & taking exams.**
- **Students feeling part of a community of successful people**
- **Students participating in their membership in the college's student body & community**

Closing



Closing Remarks and Questions

