

Proactive And Integrated Resources & Supports (PAIRS)

Wednesday, April 7, 2021

4:00-5:00 PM | [ZOOM](#)

Agenda & Minutes

Attendees: Gina Abbiate, Sade Burrell, Trina Larson, Ailene Crakes, Brian Mackus, Chris Sullivan, Katie Palacios, Leticia Dias, Linda Hensley, Lindy Mosqueda, Marisa Alioto, Markus Berrien, Symone McDaniels

- Welcome! (Start Closed Captioning)
- Let's Talk Action!:
 - Debrief from 3/25/21 Planning Meeting with Linda, Brian, Gina, Sade, & Trina & Discussion
 - **Cohorts:** derived through two frameworks - one cohort instructionally framed ("x" classes); the other student services framed (students who have experienced foster youth)
 - **Teams should include a diversity of roles** like other models we've seen instructional/student supports/data coaching/students)
 - **X Classes** - Wide net; is this within our capacity? Should we look at a smaller subset? A major or demographic group that we want to focus on?
 - **Narrow to students enrolled in Math & English X**
 - Think about **funding / funding limits**; also think about what the data says and how we then pursue institutional funding.
 - Think about **data**.
 - What data do we have on how many additional units (in addition to the X class) students are taking?
 - **Room One:** Type of support: wrap-around; PERG, X, learning communities for cohort; establishing partnerships. **Who involved?** Everyone: SS, Supports, Instruction, Instructors. **Data:** student lists - excited to share that FA has requested a list and a process for students be forwarded to office from CCC Apply once they mark FY. Query provides a list of all students who have applied. **Outreach:** Including Fellows as part of the group.
 - **Room Two: Type of support:** backward design start with outcomes; look at quantitative and qualitative data. How does confidence grow

by engaging with services. **Who involved?** Everyone's involved. Supplemental instruction, tutoring. **Data:** demographic data on who is who is not part of X classes. Long-terms of current students taking X classes. **Outreach:** Not an outreach issue; should be turned automatically; you are in this group intrusively. High-touch/strong intervention.

- Planning Document
 - See [Jamboard](#)
- **See model of 5-week classes designed** for students who EWd last semester. EEach class has a team: faculty member, counselor, peer navigator, embedded tutor, includes free textbooks.
- **Trina & Gina to get some direction to see what's realistic from LT.** What's a reasonable amount of funding we may be able to go for. We will also talk about the following:
 - It's that Time Again: Let's Talk 2021-2022 PAIRS Leadership
 - We need an instructional and student services rep
 - We can keep as-is or adjust
 - Also, do we want support teams for the meta-majors? Ask LT
- (To Trina/Gina): Leadership team meets every Tuesday from 11:30-1pm.

See below for topic and resources wikis. Please add to it anytime. ([Link](#))

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TOPICS TO CONSIDER

Models

- Overview of Existing Models
- Debrief from OPP Meeting with Ailene & Ryan (**hold** for rescheduling)

Project Components (The W's)

- Who will make up the team?
- What will their objectives be?
- What infrastructure is needed to get started?
- When can we reasonably start?
- How will we measure success?

Core Outcomes

- Some sources to draw from
 - [The Pillars](#)
 - Key Performance Indicators
 - Student Success Metrics (same as our KPIs?) (soul crushing - larger societal issues; the quantitative is a frame of reference but not the be-all. But population needs to achieve these! Markus. Need to do both. If we're not, our system is failing! Elements - need to start in many ways in the classrooms; can't just throw a bunch of services. Have to start with faculty who are invested. Get away from banking model. Only so much we can do without buy-in from faculty. Professional learning for Pathways! Create a sense of belonging, etc., make sure PL is geared in this way.
 - PL needs to be part of union contracts. Must make it mandatory. Say a prayer that we get a strong dean who will come into Math and take leadership.

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Student Success Metrics

1. Associate Degrees (ADTs and AA/AS)
2. Baccalaureate Degrees
3. Credit Certificates
4. Completion of Transfer Math & English in 1 year
5. Transfer to 4-year
6. Attained Regional living wage

The 2019-20 budget bill made several changes to the calculations of outcomes in the student success allocation.

- Affective, Holistic Principles & Measures
 - Umoja
 - Basic Needs

Guiding Principles

- _____

Sustainability/Scaling Strategies

- Work with a Sustainability Mindset
 - Reframing what we already do in terms of team

Resource Needs

- Funding

Core Activities

- _____

Communication Plan

- Messaging
 - Canvas space or other digital meeting place
 - Branding

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- Social Media
- Canvas

Intersections/Interweaving

- Roadshow (department meetings? needed?)
- Direct outreach to faculty?
- Direct outreach to service areas (for support, info sharing)
 - Outreach (as part of our model)
 - Connecting with Foster Youth
 - And later other populations
 - Could we focus on certain populations in our Outreach
 - (If you don't have a target/focus, you can't hit it.)

2019-2020 Student Services Data Dashboard-

https://public.tableau.com/profile/sdmesaresearch#!/vizhome/SS_ProgramReviewDataDashboard2019-2020_Published/Intro

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Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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College-Based Student Success Teams

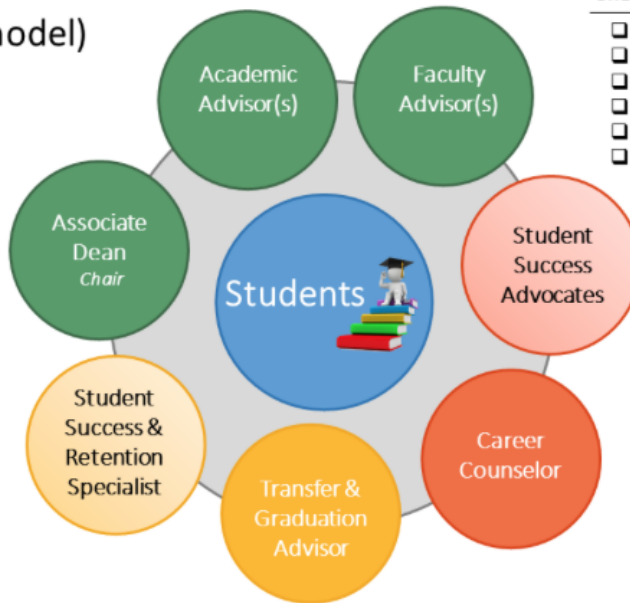
College-Based Student Success Teams (A conceptual model)

College

- Strategic leadership
- College-specific interventions
- Metrics, tracking and accountability

Academic Affairs

- Strategic direction
- Data-driven plans
- Training and resources
- Metrics, tracking and accountability



Shared Toolbox of Technologies

- Degree Progress Report (DPR)
- Student Success Dashboards
- MyPlanner (IAP)
- Schedule Builder
- GradesFirst
- Early Alert System

Student Affairs

- Student development
- Co-curricular engagement
- Holistic support and resources

Cal Poly Pomona's College-Based Student Success Teams leverage data to develop interventions that keep students on track to graduation.

The College-Based Student Success Team

College	Academic Affairs	Student Affairs
Associate Dean • Academic Advisor(s) • Faculty Advisor(s)	Student Success & Retention Specialist • Transfer & Graduation Advisor	Student Success Advocates • Career Counselor
<ul style="list-style-type: none"> • Strategic leadership • College-specific interventions • Metrics, tracking and accountability 	<ul style="list-style-type: none"> • Strategic direction • Data-driven plans • Training and resources • Metrics, tracking and accountability 	<ul style="list-style-type: none"> • Student development • Co-curricular engagement • Holistic support and resources

<https://www.cpp.edu/studentsuccess/oss/college-based-ssts.shtml>

Minutes: March 17, 2021 [HERE](#)

Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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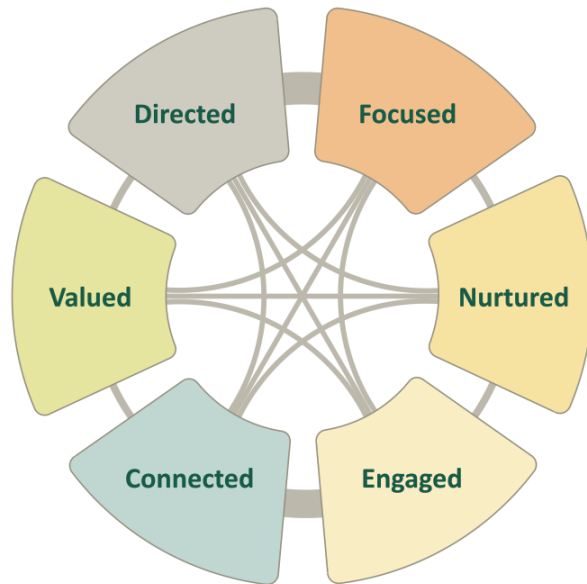
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Six Success Factors that Support Student Achievement

Research on community college support indicates that students are more likely to achieve their goals when “six success factors” are present.

- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



What do 900 California community college students think 

<https://laney.edu/english/supporting-student-success/>

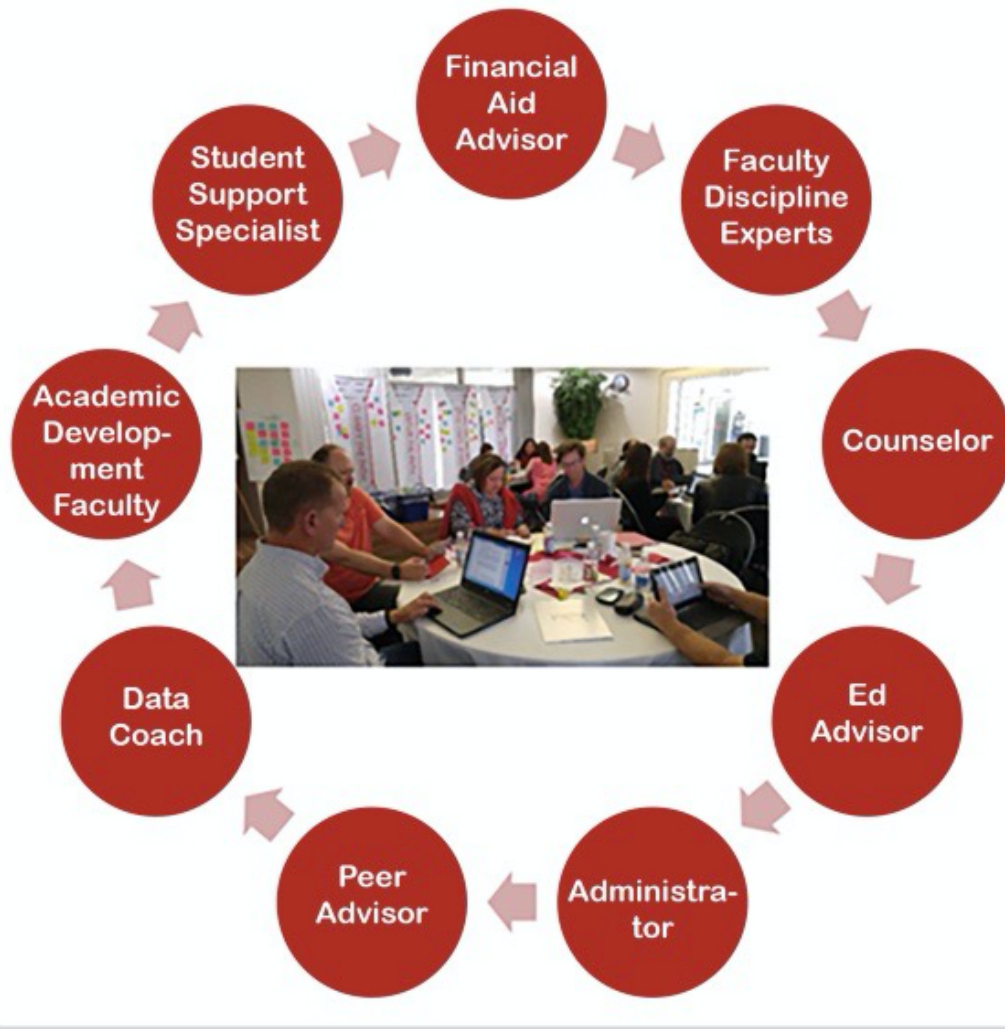
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Completion Coaching Communities



Bakersfield

<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

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Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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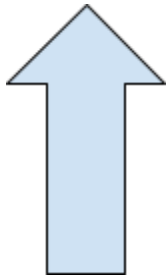
Student Success Team | Teaching & Learning Team Relationship

Coach Dr. Al Solano



*For this example, the Student Success Team number of members is arbitrary.

Here's a scenario of why instruction is key to Student Success Teams:



<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

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Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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What are some considerations to plan Student Success Teams?

<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

An effective coach and/or internal college leader(s) would help the campus come up with its own homegrown Student Success Team configuration. I can do another article on this alone, but here are some initial questions to ask:

- - Who needs to be on each team and why?
- - Are there any costs or will the team be entirely time resource allocated?
- - Where will the teams reside? Within a division? Within meta-major? Within an existing school?
- - What will be their purpose?
- - What kind of training will they receive?
- - What's the agenda for the kick-off?
- - How much time will they be given to norm?
- - How often will they meet and for how long?
- - Who will be the [doers vs inputters](#)?
- - Who would be the lead or co-leads?
- - How often would the leads or co-leads of all teams meet?
- - Will the teams serve as inquiry teams and/or student support teams? A related question, what data will they analyze and why?
- - Will there be a data coach?
- - Will a few teams get started first or will the campus scale all at once?
- - What's the relationship between Student Success Teams and shared governance?
- - How will equity be infused via these teams?

Minutes: March 17, 2021 [HERE](#)

Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

Membership | [HERE](#)

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SUCCESS TEAM MINI-LIBRARY

Success Team Models *(see links & images above, too)*

- Video, “[Student Success Teams to Models: Case Management; Inquiry & Action](#)”
- SSTs @Community Colleges
 - Long Beach: [Long Beach CC One Pager](#)
 - Cosumnes River College: [Team Member Responsibilities](#)
 - Pasadena City College: [Success Coaches](#)
 - Santa Ana: [Santa Ana College SSTs](#)
- Virtual SSTs
 - [HERE](#)
- SSTs @Four Year
 - Fullerton: [CSU Fullerton by NACE](#); [CSU Fullerton by CSUF](#)

Related Issues

- [SST Challenges by Al Solano](#)

Tech Supports

- [Program Mapper Bakersfield](#)

Success Factors

- [Student Success \(Re\)Defined \(RP Group\)](#)
- [Success Factors Framework \(RP Group\)](#)
- [Predictors of Success/Coreq Model](#)

Needs & Barriers to Transfer

- [Students Speak the Truth about Transfer Overview](#)
- [Students Speak the Truth about Transfer Slideshow](#)
- [Students Speak the Truth about Transfer Full Report](#)
- Student [Video](#) & Looking Back after Transfer

Minutes: March 17, 2021 [HERE](#)

Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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Experiences in Foster Care

- [“11 Phrases You Should Never Say to a Child in Foster Care,”](#) Derek Clark
- Stories of Our Students (tl couldn't find the student stories that Sade showed us)
- CCCO Office NextUP [“Real Stories”](#) (scroll down)
- [“Finding Your Purpose - Foster Care Story,”](#) Derek Clark (07:13)
- [“Magnificent Interview with a Foster Care Teen”](#) (29:55)
- [“Hailey’s Story | Aging Out of Foster Care | Legacy Housing”](#) (16:06)
- [“Zoe’s Story | Aging Out of Foster Care | Legacy Housing”](#) (12:28)
- [“8 Different Foster Homes - My Perspective on Foster Care”](#) (36:02)
- [“\(Un\)Wanted | Foster Care Documentary”](#) (25:56)
- [“The Day | Age Out: Part One”](#) (10:08)
- [“The Day | Age Out: Part Two”](#) (10:05)
- [“The Day | Age Out: Part Three”](#) (9:12)

Research Related to Students with Foster Experiences

- [California College Pathways: FY and Post-Secondary Ed](#)

Mesa Data Related to Students with Foster Experiences

- [19-20 Program Review SS Data Dashboard](#)
- Should we ask Kyung Ae to share data related to SFE with us? / Teach us how to query?

AB705 Start to Finish Initiative

- [Strong Start to Finish](#)
- [“Thousands of community college students still taking unnecessary remedial classes”](#)
Mikhail Zinshteyn, CalMatters

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Next Meeting: Wednesday, April 21 | 4:00-5:00 | [Zoom](#)

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Whole Student

- [“Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success,”](#) Melissa Blankstein & Chritine Wolff-Eisenberg

Minutes: March 17, 2021 [HERE](#)

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