

San Diego-Imperial Regional Strong Workforce Program (SWP) Institute:

Rethinking the Student
Experience for Retention
and Success



**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**

What is it?

A professional development institute aimed at inspiring faculty to:

1. Think critically about their programs and courses in terms of outcomes: retention, persistence, and successful completion
2. Use course and program data to better understand current outcomes and use that information to apply for resources that would improve outcomes
3. Share promising solutions that address student retention and success

**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**

2

How will it be accomplished?

The Regional SWP Institute is a three-part series that consists of:

1. A one-day professional development event in August 2019
2. An investigative project/assignment in collaboration with institutional researchers between August 2019 and early 2020
3. A follow-up convening in early 2020 to share promising practices and lessons learned

What are the objectives of the professional development day?

1. Get inspired by promising practices (i.e., interventions/support that contribute to increased student retention and success)
2. Observe an example of how to complete the assignments
3. Understand what needs to be done by the next convening (i.e., set expectations for the remainder of the series)

What are faculty expected to do before the next convening?

The faculty will receive two assignments to complete before the reconvening in early 2020:

1. **Answer primary questions with institutional researchers**
 - Faculty will use the research questions to gain insight on their students' retention and success outcomes
2. **Fill in a sample/mock “request for funds” application**
 - Faculty will use the information learned to ask for resources aimed at improving retention and success at the course level

Example agenda (4 hours):

- 15 min: Introductions and welcome
- 45 min: Keynote speakers
- 15 min: Break
- 30 min: Demo of assignment
- 120 min: Break out into groups by college to practice
- 15 min: Wrap up and set expectations for reconvening

Example keynote: TILT Transparent assignment design



The Unwritten Rules of College

Transparency and Its Impact on Learning

Achieving the Dream

Example keynote: TILT Transparent assignment design

- Assignments are designed with a framework of purpose, task, and criteria
- e.g., An English class received a biology assignment before TILT and after TILT. Students' feedback and impressions of the assignments indicated: 1) academic confidence, 2) sense of belonging, and 3) awareness of skill development/mastery of skills that employers value
- Comparative data shows significant benefits to success and retention, including for first-generation, multiracial, underrepresented, and low socioeconomic status students

Example keynote: Different teaching methods

Leading and Lagging Indicators in Action

Odessa College

Gregory Williams and Don Wood

Demo of assignment

Using mock data, the presenter will conduct a walkthrough of:

- Primary research questions to gain insight on a program's retention and success outcomes
- Secondary research questions that generate ideas for a project that directly addresses retention and success challenges at the classroom level
- A "request for funds" application using the information learned from the research

Example of primary questions

- How many units do my students have to take to obtain a certificate or degree?
 - How does this compare with similar programs at other colleges?
- Which courses in my program have the highest retention and successful completion numbers?
 - Is there a “gateway” course preventing students from completing the program?
- Within the demographic breakdown of my students, what type of student has the most difficulty with retention/success?

Example of secondary questions

- Why are students not completing assignments?
- How can I engage students to better complete assignments?
- What resources are needed in the classroom to improve outcomes? (Resources other than new technologies/equipment/software)

Example of using promising practices to apply for resources



What happens during the breakout sessions?

Using data at the TOP level, faculty will break into groups by college to practice how to:

- Review program data
- Use primary questions to learn about retention and success
- Develop a list of secondary questions that lead to a project
- Apply for resources using information obtained from primary and secondary questions

Will faculty get a stipend for participating in the institute?

Yes, but only if they complete all three parts of the institute:

1. Professional development event (August 2019)
2. Project/assignment (August 2019 - early 2020)
3. Reconvening (early 2020)

The Regional Consortium budgeted a stipend of \$2,000 per faculty member.

What other resources are offered to the colleges?

- \$50K per college per year for 2 years to support their institutional research for these efforts
- Colleges can use the funding for technology, researchers, etc. as long as the following conditions are met:
 - A research representative must attend the monthly SWP Data & Research Committee meeting
 - The college must support the faculty in analyzing data for equity, retention, and success for Career Education programs

The institute will be a \$1.5M investment

Description of cost	Estimated cost
\$2,000 per institute participant x 250 faculty members	\$500,000
\$50K per college per year for 2 years to support institutional research	\$1,000,000

Next steps

- Receive feedback from ROC (April 17)
- Present to SDICCCA and WDC for feedback (May 6 & May 10)
- Meet with institutional researchers for feedback and support
- Meet with CIOs and Guided Pathways coordinators to engage them in the investment
- Select a convenient date in August
- Provide promotional materials (i.e., flyer) to colleges