Six Success Factors Students Identify for Connecting and Staying in College

(from RP Group's; Six Factors for Success; Student Success (Re) Defined), Dr. Darla Cooper

**Directed:** Student has a goal and knows how to achieve it

**Focused:** Student stays on track; has an eye on the goal/prize

**Nurtured:** Feels that someone at the campus wants and helps him/her to succeed

**Engaged:** Student actively participates in class and is involved in extra-curricular experiences

**Connected:** Student feels like part of the college community

**Valued:** Student’s skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

---

**Directed**  **Focused**  **Nurtured**  **Engaged**  **Connected**  **Valued**

"Why am I at Cabrillo (college)?"

**Need to Know—Have a Goal to Complete**

- **If "undecided"**
  - Career/interests
  - Select a Major or Focus
  - Follow Pathways*
  - College Pays Attention Completion/Success

- **"I know" = focused**
  - Select a Major/ Focus
  - Follow Pathways*
  - College Pays Attention 2 U Completion/Success

PROGRAMES not COURSES*
Student Success and Support Program- SSSP or “3SP”

Year 2 Plan: Activities that address the 4 required services

Note: If a student completes the following, s/he receives priority registration:

1. Identified a major and an education goal (degree, transfer, etc.) in WedAdvisor
2. Completed online orientation
3. Completed assessment for course placement (math, English, reading, ESL and soon chemistry)
4. Has, at least, an Abbreviated Education Plan in Student Planning (electronic education plan software on WebAdvisor)

*SSSP coordinates its plan and efforts with Basic Skills, SRSN, EOPS, ASC, learning communities, ACE, MESA/STEM, and others

1. ORIENTATION

- Is: Online; 45-60 minutes. Covers Title 5 topics and added Cabrillo topics (SLOs, AB 540, time management, differences between high school and college, etc.) 28% of first-time students completed
- ESL in-class orientations
- One-on-one orientations with first-gen Oaxacan students coming to Cabrillo
- Orientations at some high schools; spring senior year—pre-enrollment services
- Spanish-speaking parents as part of community events
- ’15-16: Build upon online orientation with additional “in-time” orientations—different topics throughout the year; “get focused” for undecided; First Gen issues; career and transfer info—steps to get there; post-assessment by high school; re-entry; etc.

2. ASSESSMENT

- Is: math, English, reading, ESL and chemistry (sp ’16); on the computer in Aptos and Watsonville; first come-first served; 35/session. (37% first time students complete)
- Can have AP, IB and college coursework used in lieu of test;
- Can re-take 2x in 6 mo. period; one week apart
• Challenges: Students do not take seriously and are shocked at their placement
• Many place lower than skills—research: students placed into basic skills classes leave school at a higher rate
• basic skills is not a major
• message is “You are not college-ready; when you become college-ready, we will let you take what you want!” (Why do they leave?!!)
• State is designing common assessment- can chose to use or MM
• ‘15-16: Pilot with PVUSD (Aptos, WHS, and PVHS)- math dep’t, assessment, PRO and HS math teachers—design rubric to use multiple measures (HS GPA) for placement vs. test. Promising results at other colleges for success. Planning now, roll out spring ’17.

3. EDUCATION PLANNING

• Students directed to an Ed Plan Workshop after assessment (63% first-time students have a plan)
• Provided by SSAs; covers general overview (GE, majors, community college ed goals- transfer, degrees and certificates);
• Students leave with an Abbreviated Ed Plan (1-2 semesters) on Student Planning (DIRECTED; FOCUSED)
• Counseling app’ts for more complicated next steps
• Students return for Comprehensive Ed Plan and many other follow-ups
• ’15-16: Student focus groups results (sp ’15) led to redesigned services—hour appt’s, continuing with same counselor for continuity (CONNECTED; NURTURED)
• Earlier focus on selecting a career and major (DIRECTED, FOCUSED)
• Rollout of retention model on WebAdvisor; classroom faculty and student services collaborate on efforts (VALUED, CONNECTED)

4. FOLLOW-UP SERVICES

• Student on probation and disqualification status required to attend workshop and develop a “change contract”
• Jointly sponsored success workshops (general students, basic skills, EOPS, foster youth, ASC)
• ’15-126 follow up with these students afterwards (CONNECTED; DIRECTED)

SSSP budget has funded:
• Assessment staff and service
• Online orientation development and updating
• Student Services Assistants (%) 3+1(?)- (transfer center, Watsonville)
• IT- 50% programmer that works on SSSP services
• PRO-50% analyst that works on SSSP data and research
• 100% new position--data alignment/ degree audit person
• % of evaluator when doing transcript evaluation
• 25% of all counselors; 3+ replacements , ’15-16
• Professional development (i.e., Leading from the Middle, Student Success Conference )
• Technology related to orientation, assessment, ed planning and retention

Themes for the College

1. College needs to focus on student’s motivations; especially “undecided” and first generation, as they may need additional support to maintain motivation
2. Have to teach students how to move from motivation to success; need help building special skills and knowledge in order to navigate the college culture
3. College needs to structure support so that all six success factors can be addressed
4. College needs to program more comprehensive support to historically underserved populations to prevent increasing the equity gap. Insufficient financial resources and someone that cares are issues
5. All college personnel play a role; classroom faculty must take the lead

“Every system is perfectly designed to achieve the results it gets.”

Dr. Paul Batalden