Who Owns Student Success? A Case for Institution-wide Engagement

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Moderator

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More than 3.4 million students begin college each year. But many are unprepared

- 50 percent of community college students need remedial – or below college level – courses
- 20 percent of 4-year college students also start in remediation
- 40 percent of these students – frustrated by their low placement – don’t even bother to enroll in classes
And the path to college-level work has detours.

First-year college students are often confused and overwhelmed by the complexity of navigating their college experience.

- There is convincing evidence that many college students are not prepared for college and don’t have the behavioral skills needed for success.
- “Preparedness” encompasses a holistic look at both cognitive and noncognitive skills.
The Challenges

• Students are not able to complete credit bearing general education courses in a timely fashion
• Even incremental success in improving student retention a success; 1% improvement means more students succeed
• The swirl (students coming and leaving) reflects the increasing complexity of student goals and barriers to success
• Institutions must reach across natural silos and structures to effectively drive student success
The Solution

How do we . . .

• Strategically accelerate students into their credit bearing courses?
• Consider individual differences in background, skills, abilities, and experiences to promote success?
• Develop and target sound and practical interventions?
• Best disseminate that information to students, faculty, staff, and administrators?
The Solution: From the “so what” to the “now what”…

- **Data Integration & Use Across Silos**
  - **Holistic Assessment**
  - **Student Commitment & Classroom Success**
Adding a Noncognitive Assessment Allows for a Holistic View

• Respects the whole student (examines cognitive, noncognitive, behavioral factors)
• Acknowledges the unique individuality of students
• Focuses on factors educators can control and empower students to modify: motivation, social connectedness, as opposed to socio-economic, situational factors
• A common language, equitable model, for early warning, advising, and acceleration decisions
<table>
<thead>
<tr>
<th>Domain</th>
<th>Facet</th>
<th>Definition</th>
<th>Example Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills</strong></td>
<td><strong>Organization</strong></td>
<td>Strategies for organizing work and time.</td>
<td>I make a schedule for getting my school work done.</td>
</tr>
<tr>
<td>Tools and strategies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Meeting Class Expectations</strong></td>
<td>Doing what’s expected to meet the requirements of your course including assignments and in-class behaviors.</td>
<td>I attend almost all of my classes.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Commitment</strong></td>
<td><strong>Commitment to College Goals</strong></td>
<td>Perceived value and determination to succeed in and complete college.</td>
<td>One of my life goals is to graduate college.</td>
</tr>
<tr>
<td>Active pursuit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toward an academic</td>
<td><strong>Institutional Commitment</strong></td>
<td>Attachment to and positive evaluations of the school.</td>
<td>This is the right school for me.</td>
</tr>
<tr>
<td>goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sensitivity to Stress</strong></td>
<td>Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands.</td>
<td>I get stressed out easily when things don't go my way.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td><strong>Academic Self-Efficacy</strong></td>
<td>Belief in one’s ability to perform and achieve in an academic setting.</td>
<td>I'm confident that I will succeed in my courses this semester.</td>
</tr>
<tr>
<td>Reactions to</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>academic and daily</td>
<td><strong>Test Anxiety</strong></td>
<td>General reactions to test-taking experiences, including negative thoughts and feelings (e.g., worry, dread).</td>
<td>When taking a test, I think about what happens if I don't do well.</td>
</tr>
<tr>
<td>stress</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Connectedness</strong></td>
<td>A general sense of belonging and engagement.</td>
<td>I feel connected to my peers.</td>
</tr>
<tr>
<td><strong>Social Support</strong></td>
<td><strong>Institutional Support</strong></td>
<td>Attitudes about and tendency to seek help from established resources.</td>
<td>If I don't understand something in class, I ask the instructor for help.</td>
</tr>
<tr>
<td>Connecting with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>people and students</td>
<td><strong>Barriers to Success</strong></td>
<td>Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge.</td>
<td>Family pressures make it hard for me to commit to school.</td>
</tr>
<tr>
<td>resources for</td>
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<td></td>
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<tr>
<td>success</td>
<td></td>
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</tbody>
</table>
**Risk Indices**: Separate indices for both classroom and enrollment success. Based on background, cognitive, and psychosocial information and supported by statistical relationships with success.

**Background Information**: Communicate key student information from both SuccessNavigator and SIS to faculty/advisor.

**Domain Scores**: Four general areas of student strengths and weaknesses. Scores are presented normatively.

**Feedback**: Determine by more specific “facet” scores (see next page).

**Action Plans**: Suggested interaction with programs and services on campus.
## Academic Success
Classroom success broken into ability to meet expectations and organizational skills.

## Commitment
Measures both commitment to college and commitment to the specific institution.

## Self-management
Ability to handle stress, testing anxiety and academic self-efficacy.

## Social Support
Tendency to seek help, attitude toward barriers to success and ability to relate to peers in school.
# Biographical Background Information

Student-reported background information for use in context of advising.

## Education Background Information

Communicates key student information about high school performance.

## Education Plans

Helps advisor understand student’s commitment to college, goals.

## Influences

Understand outside influences that may affect student performance, yet go unmentioned.
Early Intervention is key

Three basic implications:

• Educators have a profound influence on students
  – Faculty can motivate and inspire students
  – Educators can also shape and foster their intentionality and academic determination

• Observable behaviors are indicative of internal states
  – E.g., Motivation, engagement

• Educators have the opportunity and capability to guide students towards desirable classroom/ academic behaviors
Data Integration and Effective Coordination

Rethinking institutional enterprise systems:

• A data warehouse that populates by student rather than transaction
• Ability to connect student information across critical decision points, whether course scheduling and placement, advising, classroom monitoring, or semester and yearly status
• A vehicle for communicating across groups: testing, faculty, student, advising
• Business Intelligence capability to support dashboards and reporting
Holistic Placement Decision Support Systems

- Success Navigator
- GradesFirst
- PeopleSoft
- Blackboard

SuccessNavigator Profile → Student Education Plan → Student Bio, Registration → Student Active Course Information

Advisor Feedback Report

Data Warehouse

Reports

Business Intelligence (Zogotech)

<table>
<thead>
<tr>
<th>Accelerated Students</th>
<th># of Students</th>
<th>% of Students</th>
<th>Non-Accelerated Students</th>
<th># of Students</th>
<th>% age of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-SuccessNavigator – College Advising Interventions</td>
<td>253</td>
<td>79%</td>
<td>Non-Accelerated College Advising Interventions</td>
<td>10,775</td>
<td>85%</td>
</tr>
</tbody>
</table>

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What we have learned at CCC

• Evidence-based solutions

• ETS/CCC Collaboration Objectives

• Lessons Learned and Next Steps
Noncognitive Assessment Experience at Wright College

Note. Results from Wright College (Spring 2009).

\( n = 453; \) All paths are statistically significant.
Research shows that behavioral monitoring and intervention are key to student success

Developmental Education Class Success Rates Based on Math Readiness and In-Course Behavior Levels

<table>
<thead>
<tr>
<th>Math Readiness</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>96%</td>
<td>91%</td>
<td>--</td>
</tr>
<tr>
<td>Medium</td>
<td>94%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>Low</td>
<td>86%</td>
<td>61%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Success rate not calculated due to insufficient sample size

Success rates for students with low readiness but high effort more than twice as high as for low effort, low readiness

Future area of focus

Effort level was measured as whether a student 1) actively participated in group work 2) actively participated in lecture 3) attended class 4) completed homework

n=411
ETS/CCC Collaboration Objectives

• Combine COMPASS and Psychosocial Measure to accelerate student progress and college completion
  – Students placed within the upper-band with high psychosocial scores can enroll in the next level course
• Allow more individualized, actionable plans for students, tied to curricular goals
• Noncognitive survey and in-class behavioral ratings will be used to trigger Early Alert and intervention strategies
• Create supplementary services tied to Early Alert and to behavioral monitoring
Also available to advisors, the Resource Library will include such topics as:

- Guidelines for working with students
- Sample advising scripts
- Helping a student choose a planner/calendar
- Goal setting worksheets
- Costs and benefits of a college degree
- Conflict resolution tips
- Financial/budget planner for students
- Communication skills quick reference
- Anxiety symptoms sheet
Comprehensive Early Interventions

- Serve to model and coach at-risk students toward a set of desirable behaviors.
- Findings from Li et al. (2013 or in press) indicate that low-level developmental education math students can increase the likelihood of passing the course by 30% if they exhibit desirable in-class behaviors:

| Active participation in group work | Actively engaged during group work  
|                                   | Helps other students with assignments  
|                                   | Does his/her fair share of the work  
| Active participation in lecture   | Displays alertness  
|                                   | Attentive during class  
|                                   | Asks and answers questions  
| Attendance                        | Attends class  
|                                   | Stays for whole period  
| Completion of homework assignments| Completes assignments thoroughly  
|                                   | Submits assignments on time  


Recommendations: The 3 Pillars of Success

- **Academic Readiness**: Place students more accurately using multiple measures, including noncognitive skills for possible acceleration.
- **Holistic Assessment**: Smarter, strategic interventions: coordinate efforts to support the whole student.
- **Instructional and Advising Supports**: Institutional commitment: Faculty, advisors, and staff collaborate in early alert program.
- **Instructional and Advising Supports**: Generate fine-grained reporting to empower frontline workers and drive further research and program development.
Next steps in Chicago

- CCC is balancing faculty, staff and administration perspectives to achieve buy-in and reach effective solutions to emerging problems.
- Coordination across instruction, advising and other support is critical. Classroom monitoring flags early alert for proactive advising.
- The need for integration of data that enhances process and resource planning.
Leadership and Change: Final Thoughts and Perspective

• Who “owns” this change agenda?
• Can this system be replicated at other institutions?
• Likely challenges and issues to address.
Questions?

For more information:

Web: www.ets.org/SuccessNavigator/chronicle

Phone: 1-800-745-0269

Email: highered@ets.org
Useful Background References


References (cont.)


