

SURVEY DATA SUMMARY

EPCC TITLE V YEAR 4 EVALUATION

Prepared by Pacific Research and Evaluation

February 2020

Site Visit



Today's Presentation



STUDENT SURVEY FINDINGS (NOV 2019) **FACULTY/STAFF SURVEY FINDINGS (NOV 2019)**

FTIC Pathway Blocks

Peer Academic Coaches

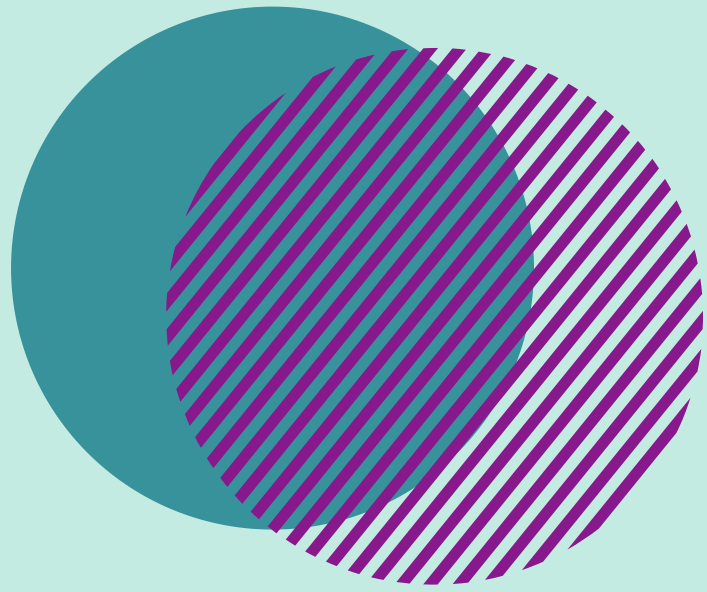
FTIC Welcome Week

EA Academic Advisors

Student Success Navigator Assessment

Academic Improvement Plans

Early Alert System



SURVEY RESPONSES

STUDENT SURVEY

- **89%** of participants enrolled at EPCC in Fall 2018 or Fall 2019.
- **95%** FTIC (First Time in College) students

266

survey responses

FACULTY/ STAFF SURVEY

97% EPCC instructors
3% Peer Academic Coaches
and EA Academic Advisors

314

survey responses

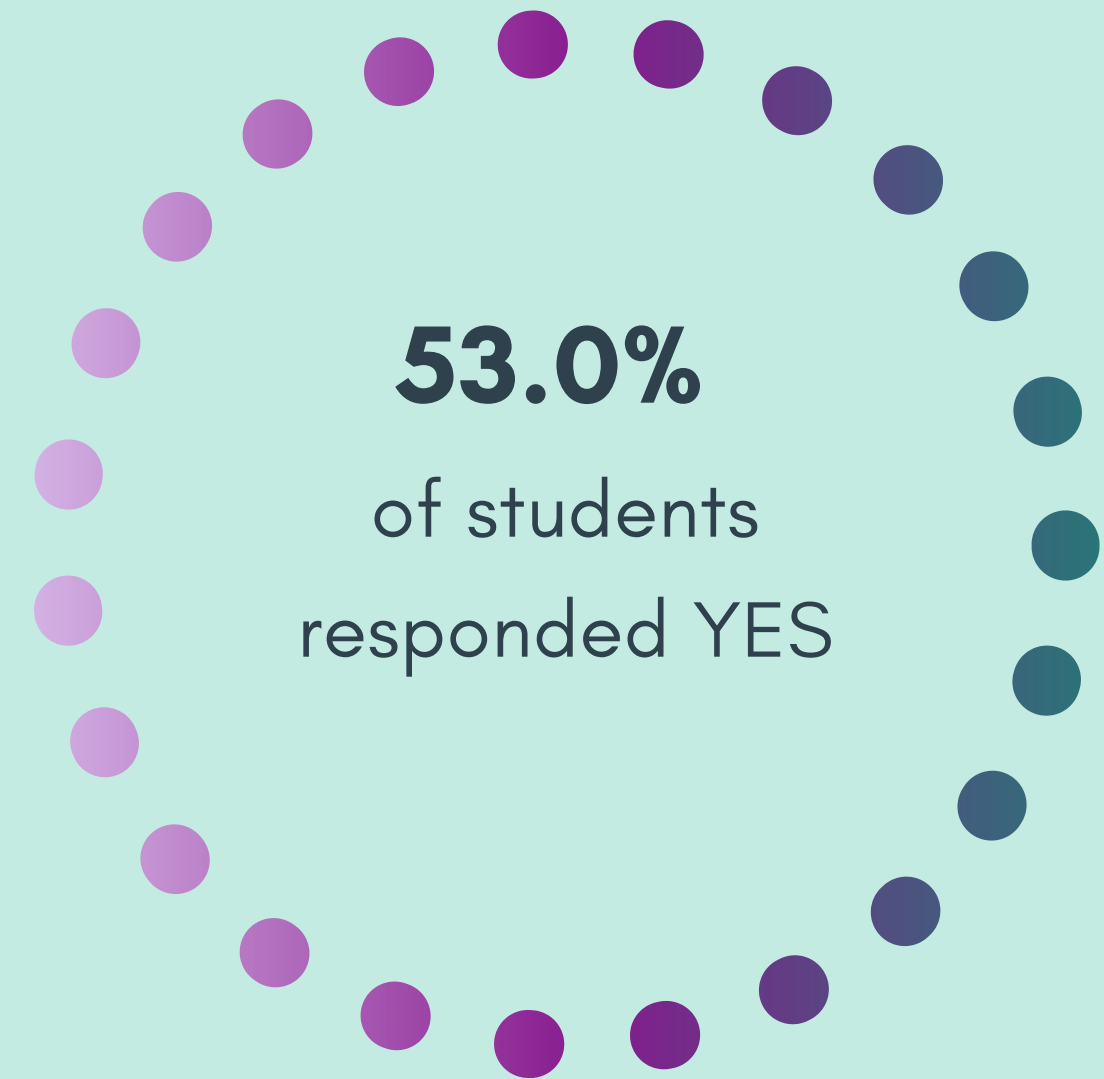
FACULTY/STAFF

Prior to this survey, I was aware of the components of the First Year Experience.



STUDENTS

Prior to this survey, I had heard about the First-Year Experience Program at EPCC.



*29% of instructors neither agree nor disagree.

FTIC Pathway Blocks

The FTIC Pathway Blocks provide a cohort model for first-year students in connected courses. The FTIC Pathway Blocks are supported by Peer Academic Coaches.

57
instructors currently or previously taught in an FTIC Pathway Block

77.2% of Instructors would recommend FTIC Pathway Blocks to other teachers.

Pathway Strengths

- ★ Student peer support, collaboration, and accountability
- ★ Coach as a liaison between faculty and students
- ★ Student retention

Pathway Areas of Improvement

- Need for more instructor collaboration, common assignments, and shared PD
- Need for more involvement from EA Academic Advisors
- Non-cohort students feel isolated



Peer Academic Coaches (PACs)

54.3%* of instructors agree or strongly agree that PACs are a beneficial component of the FTIC Pathway Block (*32% neither agree nor disagree).

“*The students are in a cohort, so they bond and help each other stay on track. The PACs also help faculty reach out to students who are having issues.*”
– FTIC Pathway Block Instructor

PAC Areas of Improvement:

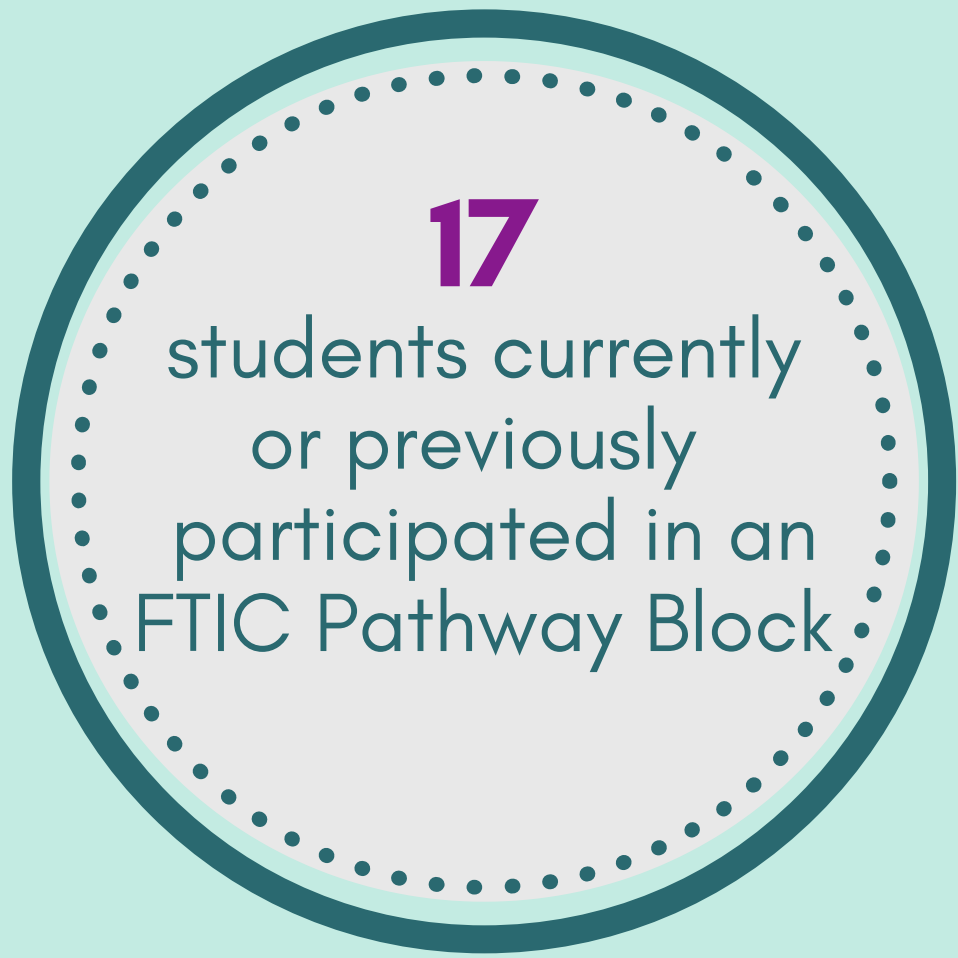
- More active involvement throughout the school year
- Training
- Clarify PAC role for students

Were you aware you could participate in the FTIC Pathway Block as an Instructor? (n=247)

84.2% OF INSTRUCTORS RESPONDED **NO**

OF THOSE, MORE THAN HALF (**56.3%**) WOULD HAVE BEEN INTERESTED IN TEACHING IN THIS FORMAT.

FTIC Pathway Blocks



76.4% of students would recommend Pathway Blocks to another student starting college at EPCC.

Pathway Strengths

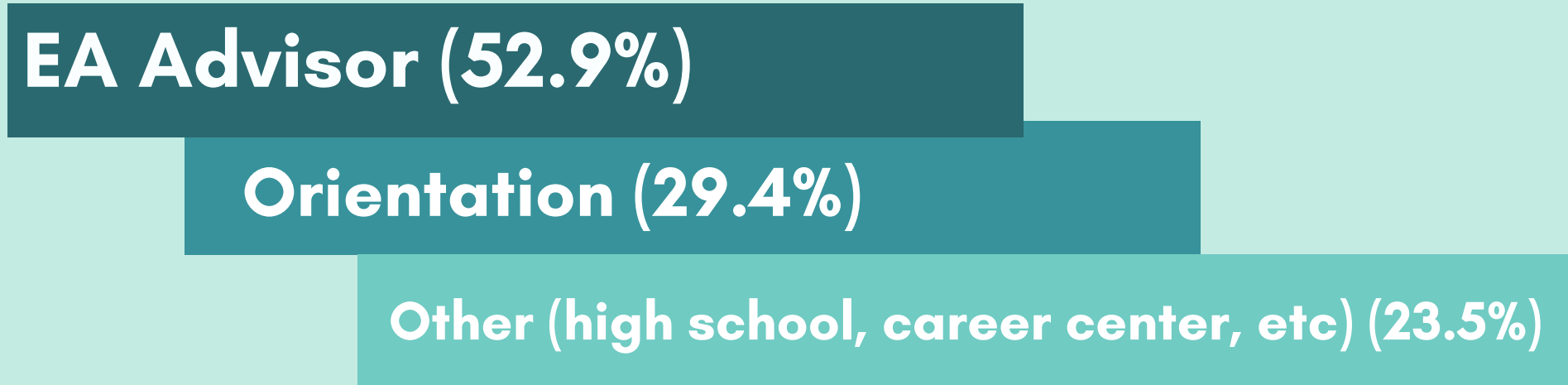
- ★ Extra support for first time in college students
- ★ Community with other block students

Pathway Areas of Improvement

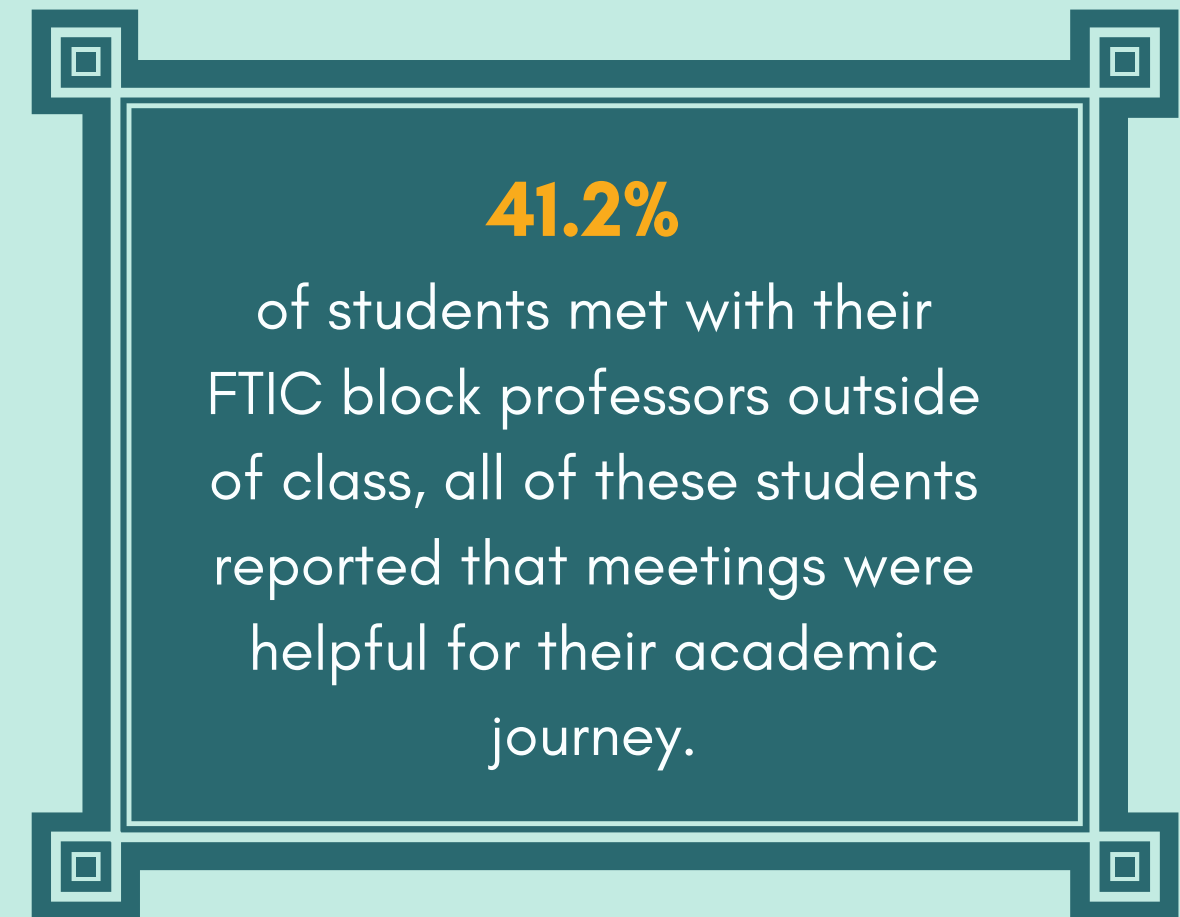
(Limited data)

- ▶ A couple students reported it was challenging to work with the same group of students

How students learned about FTIC Pathway Blocks:



*students could select more than one option



70.6% of students agree or strongly agree that participating in an FTIC Pathway Block has allowed them to feel more connected to EPCC.

Were you aware you could participate in an FTIC Pathway Block as a student? (n=249)

92.4% OF STUDENTS RESPONDED **NO**



OF THOSE, MORE THAN HALF (**57.8%**) WOULD HAVE BEEN INTERESTED IN PARTICIPATING.

Peer Academic Coach

Peer Academic Coaches (PACs) support students in FTIC Pathway Block courses by developing relationships with students, providing academic guidance, and organizing study sessions.

3

peer academic coaches responded to the survey*

SUPPORTS/RESOURCES PROVIDED

- Individual and group coaching sessions
- Seminars
- Workshops at First Year Center
- Direct students to campus resources (writing centers, tutoring, etc.)
- Assist with setting up appointments with advisors

BARRIERS TO MEETING WITH STUDENTS

- 👉 Time Constraints
- 👉 Student Caseload

“The buy-in of the students and faculty can be challenging. It is difficult to get them to reply to our emails and phone calls.”

- Peer Academic Coach

- 1 coach reported they met with **less than 50%** of their caseload.
- 2 coaches reported they met with **more than 80%** of their caseload.

PAC Strengths

- 💎 Mediate between instructor and student
- 💎 Direct students to resources
- 💎 Develop students' study skills
- 💎 Student retention

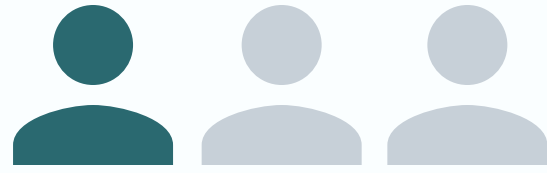
- 100% I have built relationships with the students I have met with.
- 100% I have sufficient time to meet with the students in my caseload.
- 100% Students are aware Peer Academic Coaches are available to meet with them.

PAC Areas of Improvement

- ▶ More faculty buy-in
- ▶ Mandatory weekly meetings with early alert students
- ▶ Need space to meet with students

*Due to the small number of PACs that responded to the survey, caution should be exercised when drawing conclusions from this data.

Peer Academic Coach



Approx. 1 in 3 FTIC Pathway Block students met with their peer academic coach (PAC) or participated in activities (i.e. study group) organized by their PAC. → Most of these students met with their coach 1-2 times.



Approx. 1 in 3 FTIC Pathway Block students were not aware that they had access to a PAC.

PAC Strengths



Help navigate resources



Support skills development

PAC Areas for Improvement



More coach availability for meeting with students

ALL (6)

students agree or strongly agree that they received the support needed when meeting with their PAC

66.7%

of students agree or strongly agree that they were able to make appointments with their PAC in a timely manner

How students learned about their PAC:

FTIC Welcome Week (50.0%) / Orientation (50.0%)

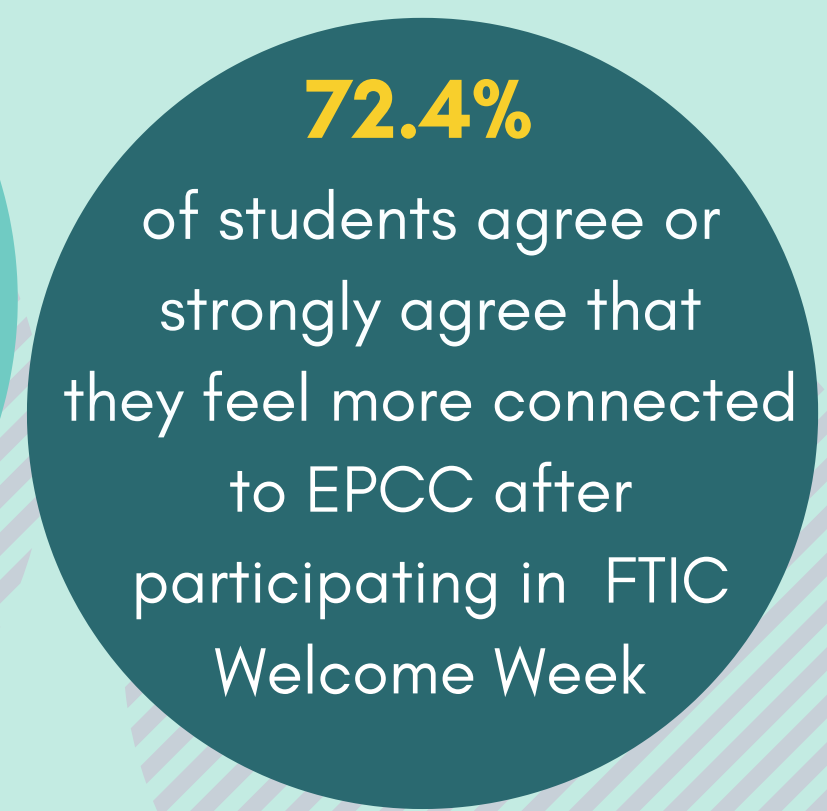
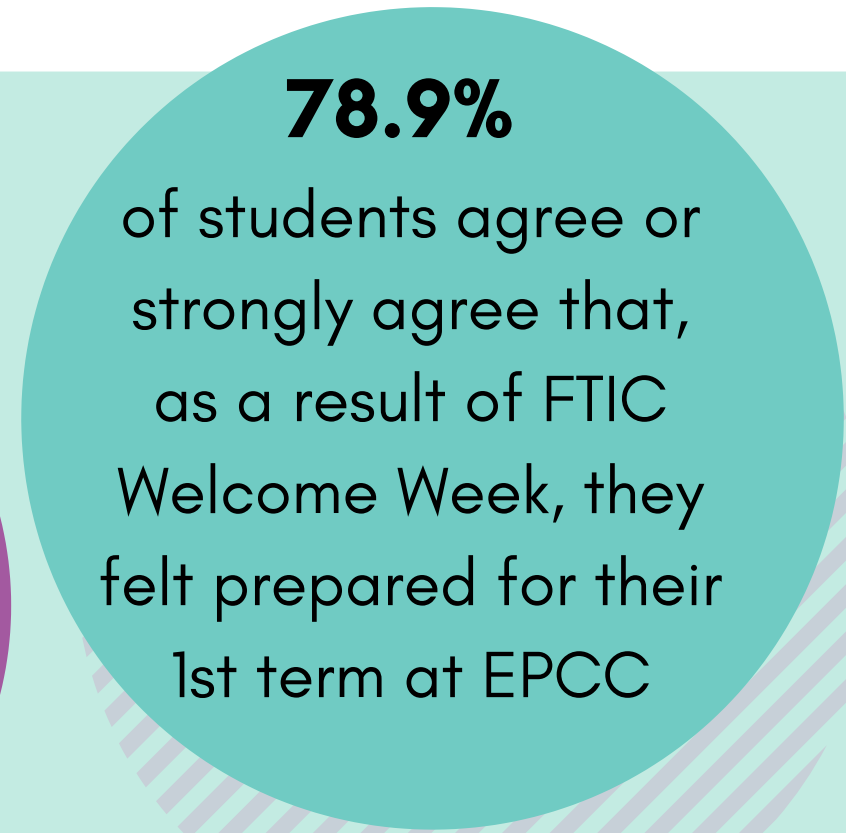
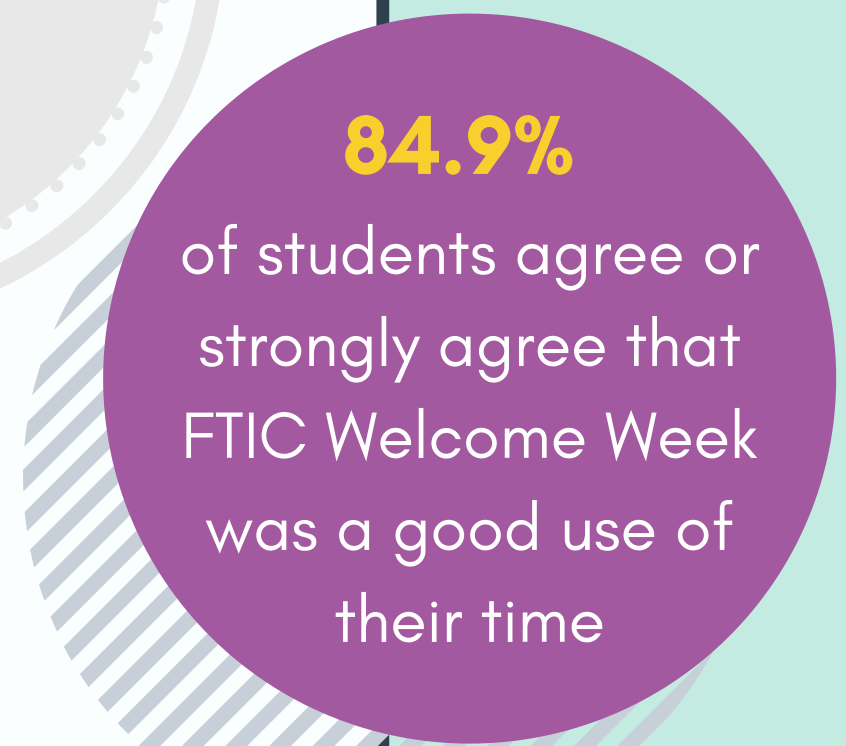
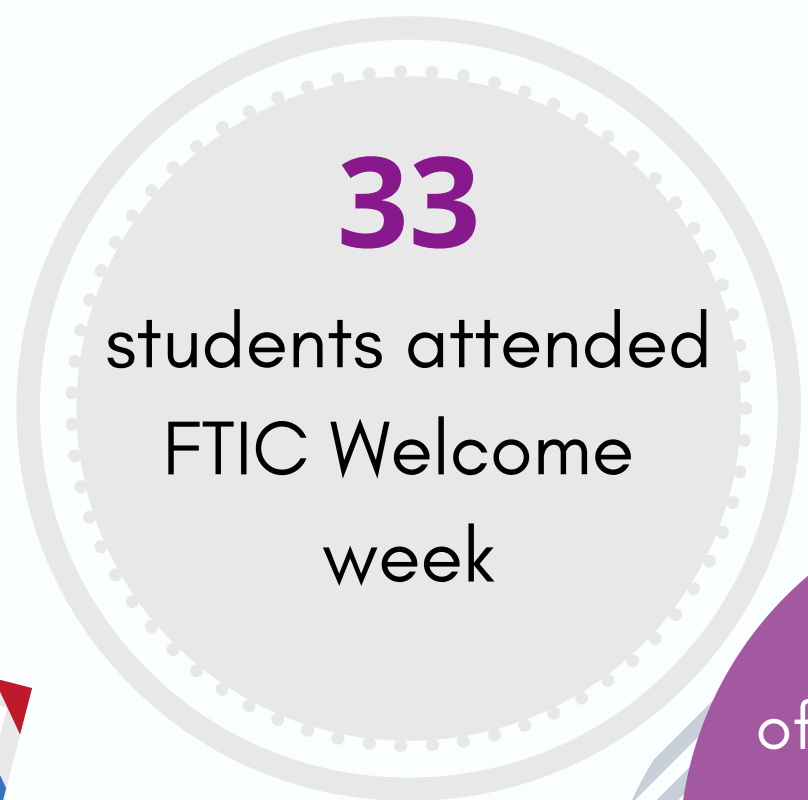
Email from PAC (33.3%) / Text from PAC (33.3%) / FTIC Pathway Block Professor (33.3%)

*students could select more than one option



FTIC WELCOME WEEK

The annual FTIC Welcome Week is held for FTIC students to become familiar with the campus, and meet with their EA Academic Advisor, Peer Academic Coach, and FTIC Block Faculty.

How did students hear about Welcome Week?





Welcome Week Strengths

 Campus Tour  Career path info

Welcome Week Areas of Improvement

Multiple students were not able to connect with PACs or FTIC block faculty.

 Approx. 2 in 3 students met their EA advisor

 Approx. 1 in 3 students met their block professors
Approx. 1 in 3 students met their PAC

Were you aware of FTIC Welcome Week as an incoming student? (n=223)

90.1% OF STUDENTS RESPONDED **NO**



OF THOSE, MORE THAN HALF (**52.9%**) WOULD
HAVE BEEN INTERESTED IN ATTENDING.



% of instructors that agree or strongly agree (n = 26)

Welcome Week provided me the opportunity to meet with students I would be working with this year.



Welcome Week prepares students for their first year at EPCC.



Welcome Week was a good use of my time.



Welcome Week Strengths

- ◆ Students access campus resources
- ◆ Students collaborate with each other, coaches, advisors and faculty

Welcome Week Areas for Improvement

- ▶ Need for more faculty buy-in
 - ▶ Need for more marketing towards faculty
 - ▶ More engaging team building exercises
- 

88.8% of faculty (n = 278) who did not participate in FTIC Welcome Week reported that they were NOT aware of this opportunity.



Of those, **65.2%** of instructors indicated they would have been interested in attending.

Suggestion for FTIC Welcome week

"The last 2 years were very different but both have their strengths and weaknesses. In the first year, it was a smaller more concise effort and was easier for students and faculty to meet each other and learn about the early alert program and objectives, but it didn't allow students to interact with each other or their instructors and advisors. In the second year, it was much more informal, allowed students to meet different departments and interact with other students, advisors, and peer coaches, but in this model students didn't meet their instructors, didn't really learn about early alerts, and completely missed any objectives we were trying to push. **My recommendation is to come up with a Welcome Week that has both the formal presentation of the first year and after, the informal meet and great space of the second year.**"



- FTIC Pathway Block Instructor

EA Academic Advisor

All FTIC students are assigned to an EA Academic Advisor who provides advising such as support determining appropriate courses to take and reviewing Student Success Navigator results.

7
EA Academic Advisors responded to the survey

WHAT IS PREVENTING YOU FROM MEETING WITH MORE STUDENTS?

Student caseload is too big (66.7%)

Students do not check email or make appointments (66.7%)

Time constraints (50.0%)

*advisors could select more than one option

% AGREE OR STRONGLY AGREE

- 100%** I have built relationships with students I have met with.
- 100%** I was sufficiently trained to support students in this role.
- 85%** Students are aware EA Academic Advisors are available to meet with them.

EA Advising Strengths

- +** Holistic case management model facilitates relationship building with students
- +** Collaborative relationship between faculty + advising team
- +** Guide students through transition into college
- +** More time spent with each student beyond advising on courses

EA Advising Areas for Improvement

- Improve Dropguard software (mass text messaging, ability for students to book appointments online, add attachment to emails sent via the system, etc.)
- Advisors cannot see early alerts for students outside of their caseload (issue with walk-ins)
- Hire more advisors to reduce caseloads
- Need for one central record keeping system (advising, documenting student outreach, etc.)
- Need for more faculty buy-in
- Designated advisors for new walk-in students

HOW DID YOU LEARN ABOUT THIS RESOURCE?

*students could select more than one option

Orientation (61.9%)

Email from EA Advisor (29.4%)

Other (family, admissions, professors) 15.4%

FTIC Welcome Week (6.0%)

Text from Advisor (3.4%)

Approx. half of students met with their advisor once or twice. Approx. 1 in 5 students met with their advisor five or more times.

149

students met with their EA Academic Advisor (in person, email, or phone)

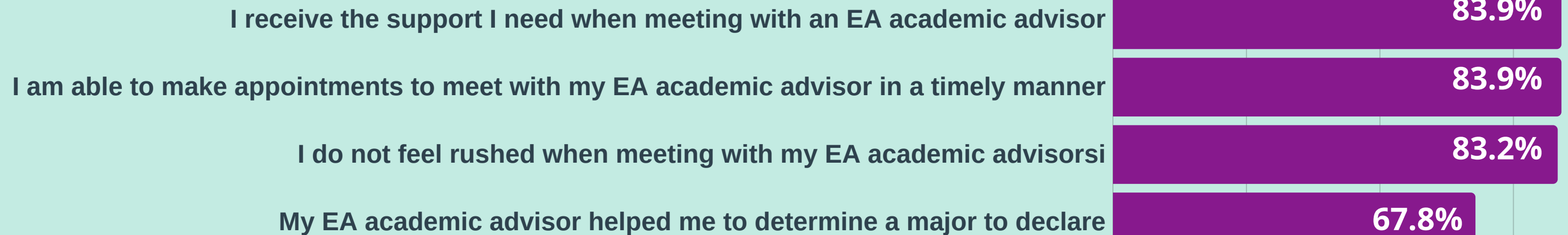
EA Advising Strengths

- + Help with selecting courses
- + Guidance with transferring process
- + General support/answering questions and concerns
- + Career planning
- + Extra support for FTIC students
- + Student retention

EA Advising Areas for Improvement

- Inconsistent feedback from advisors
- Suggestion for advising to be mandatory
- More assistance with transfer credits
- More help for students with low grades
- More career planning information

% students agree or strongly agree



Were you aware as a student that there is an EA Academic Advisor to support you? (n=117)

70.1% OF STUDENTS RESPONDED **NO**



OF THOSE, **72.0%** REPORTED THEY WOULD HAVE UTILIZED THIS RESOURCE.

Student Success Navigator

5 advisors met with students to discuss assessment results

Assessment Strengths

- + Provides advisors with detailed insight into what motivates students to stay in school.
- + Highlights students' strengths and challenges, enabling advisors to make appropriate support services referrals.

Assessment Areas for Improvement

- Many students were unaware of the assessment.
- Students not replying/showing up to meetings.
- Inconsistent feedback from non-Early Alert counselors and advisors regarding whether students needed to complete the assessment prior to enrollment.
- Concern that new college testing (TSI test scores) and college level/remedial co-requisite courses have made assessment "obsolete" from students' perspective.

155 students completed the Student Success Navigator Assessment

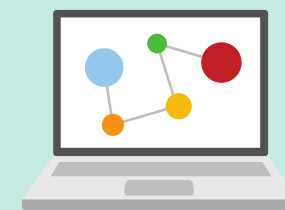
Of those, **59.4%** met with their EA advisor to review the results

This is an online assessment that students take prior to enrolling at EPCC for the first time. The tool gauges students' academic skills, self-management, and social supports.

79.0% of students who did NOT complete the assessment were unaware of this resource

The results of this assessment helped me to...

% of students who agree or strongly agree



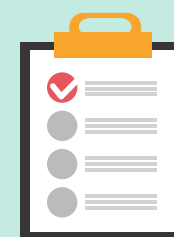
Determine a major to declare

60.0%



Prepare for what to expect at EPCC

72.3%



Make a plan for my time at EPCC

76.7%

Academic Improvement Plan (AIP)

62 students were referred to an advisor to complete an AIP

Approx. 2 out of 3 students completed the plan

“ I was on academic probation and the AIP helped me make sure I passed my classes. ”
- FTIC student

“ It helped me understand the importance of being in charge of your school work. ”
- FTIC student



Academic Improvement Plan Strengths

“ This is a very positive tool that I am a big fan of. The strength of the plan is that students learn more about college, its jargon, and processes to help them be more savvy as students. The Academic Improvement Plan makes students check in with us and makes them hold themselves accountable. When the student comes in and meets the deadlines set by their plan, the advisor is able to be more strategic about whether they need to drop or add more classes to avoid academic or financial suspension. ”
- EA Academic Advisor



Academic Improvement Plan Barriers

“ The bulk of Academic Improvement Plans are issued during the Spring semester which happens to be during Operation College Bound. Due to time constraints, not as many students' are being brought in to issue the Academic Improvement Plan. Both time constraints and student caseload size are barriers in issuing these plans. ”
- EA Academic Advisor

EARLY ALERTS

Students who are struggling academically or demonstrating at-risk behaviors are referred by faculty and/or staff to supports and resources on campus through early alerts in an effort to intervene with students prior to failing courses. The early alerts are facilitated by a software tool called DropGuard.

**How did you receive your alert?
(check all that apply)**

 **88.5%**

 **27.6%**

178
of students were referred to resources at EPCC following an Early Alert

56.8%
of students sought out support/resources following their alert

All (7)
EA advisors met with students referred to them following an early alert

Why did you NOT seek out support/resources?
(Limited data)

- "I didn't know where to go"
- "I didn't have the time"
- "I didn't need it"
- "I was not comfortable asking for help"

71.4%
of advisors agreed or strongly agreed that the early alert training was useful in helping them support early alert students.

ALL (7) EA Advisors agree or strongly agree that the Dropguard system is easy to use, that they **feel prepared to use the early alert system** and that they **have seen academic improvements in students** they met with who received an early alert.

- Early Alerts Strengths**
- ◆ Student support is customized depending on student needs.
 - ◆ Identifies students in most need of assistance.
 - ◆ Refer students to support services early in the semester so there is time for interventions and improvement.
 - ◆ Help students transition from high school to college.

- Early Alerts Areas for Improvement**
- Require incoming students to update their contact information before starting classes.
 - More faculty participation to issue early alerts.
 - Need to receive alerts before Week 10 to intervene before the deadline to drop classes.
 - Ensure early alert students meet with EA Academic advisor (rather than a regular advisor/counselor who may miss that students has an early alert).

EARLY ALERTS



Approx. two out of three instructors (n = 201) have issued early alerts for their students

Just over half (**55.3%**) of instructors have received early alert training

71.2% of the instructors who received training indicated it was useful

Early Alert Strengths

- Attendance and absence monitoring for instructors
- Helps students recognize an issue (e.g. students alerted if they miss class)
- Early intervention
- Connects students with resources

Early Alert Areas for Improvement

- Many students do not respond after an alert is issued
- Instructors want confirmation that alert was sent and that action is being taken by advisors

I have seen academic improvement in students I have issued an early alert for:

	%	n = 201
Strongly Disagree	11.9%	24
Disagree	19.4%	39
Neither agree nor disagree	39.3%	79
Agree	19.9%	40
Strongly Agree	4.5%	9
Not applicable	5.0%	10

48.3% of instructors disagree or strongly disagree that they received communication updating them that early alert students accessed supports/resources

Only **39.8%** of instructors agree or strongly agree that Dropguard is easy to use

Evaluation Insights

- Increase promotion of grant activities to students (need updated student contact info).
- Increase promotion of grant activities to faculty.
- Facilitate opportunities for FTIC Pathway Block instructor collaboration.
- Instructors appear to need more communication regarding whether students have received early alert supports/resources.
- Formulate a plan for improving advising efficiency (record keeping, improved communication with students, system for walk-ins, etc.) and/or reduce caseload.
- Ensure students receive consistent guidance from EA academic advisors (some of the EA advising strengths reported by students were also indicated to be areas of improvement, depending on the student).
- Overall, students and faculty/staff who have utilized grant components had positive feedback.



Thank you!

Questions?

Prepared by Pacific Research and Evaluation

