

# Data-Informed Targeted Interventions That Facilitate Collaboration in Support of Transfer-Seeking Students

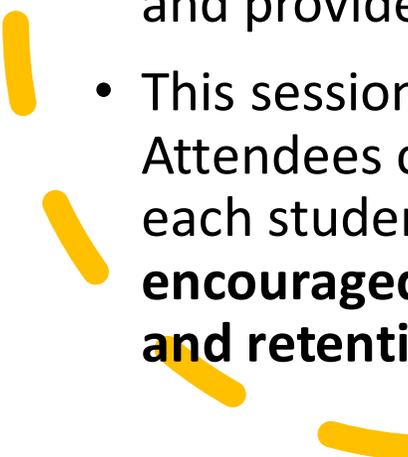
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Ray Lapuz, Salumeh Eslamieh, Sumathi Shankar, Mayra Arellano, Karen Engel, Chialin Hsieh, Anniqua Rana, and Ron Andrade

Cañada College  
Breakout Session 5 (80-minute)

10/10/24 1:10 pm - 2:30 pm

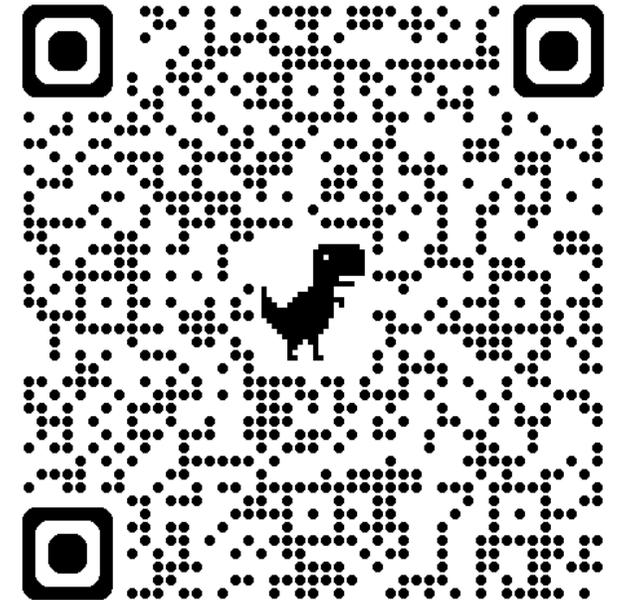


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- This session will illustrate how colleges can leverage existing initiatives, structures, and data to remove barriers and implement targeted interventions to support students, particularly historically marginalized students, to complete gateway transfer-level courses within one year. We will showcase practical examples drawn from Cañada College's implementation of our Local Transfer Milestone Dashboard as part of our AB 1705 agenda and how we leveraged our existing Guided Pathways, Professional Development, Promise Scholars, and enrollment management structures to overcome institutional silos and provide more equitable support for students to realize their educational goals.
  - This session will focus on practical tips and scenarios for how to implement AB 1705. Attendees can expect to learn how to create and use a more nuanced data set based on each student's educational goal and primary program of study. **Participants will be encouraged to share their own experiences with integrating enrollment management and retention strategies with student support efforts.**
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# Our Team

- English: Salumeh Eslamieh
- Math: Sumathi Shankar with Ray Lapuz
- Academic Support and Retention: Ron Andrade
- Coordination: Anniqua Rana
- Promise Scholars: Mayra Arellano
- Institutional Research: Karen Engel

Please Share  
your comments



# What is AB 1705

- Assembly Bill 1705, California Community Colleges
- Focuses on improving transfer rates and equity
- Ensures clear pathways to transfer and degree completion

## **Goals:**

- Increase transfer rates
- Enhance support structures
- Address equity gaps

# Our Project: Transfer Milestone Dashboard

- Focus on full-time, AD-T seeking students
- Based on their program of study requirements, monitor their transfer-level English and math taking patterns
- Leverage Promise and Guided Pathways Success Teams to reach out to students "not yet" completing English and math

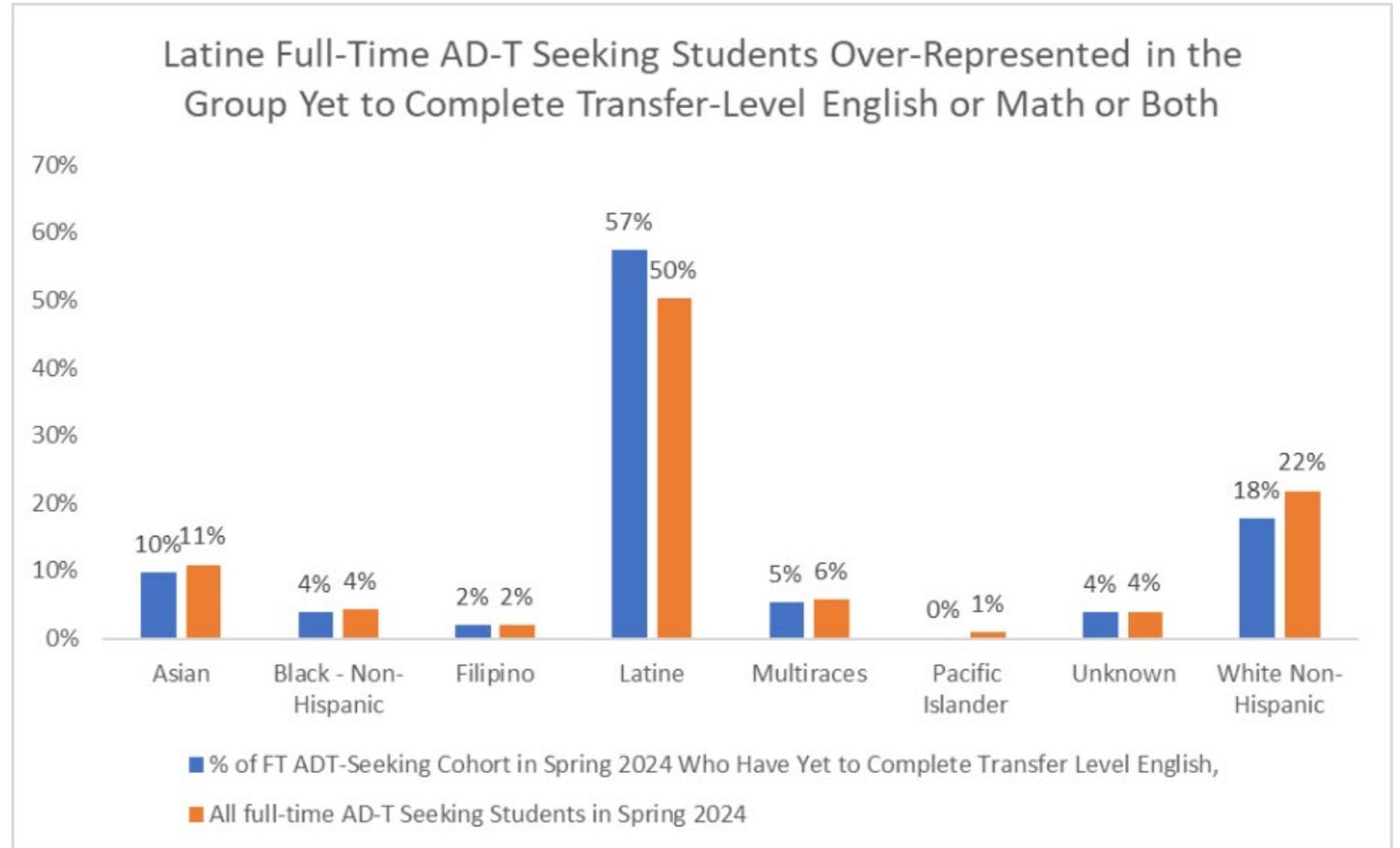
# Our Students

Latine Students  
Under-Represented  
in Transfer at  
Cañada College, an  
HSI



We identified a cohort of full-time, AD-T seeking students for our project

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## TRANSFER MILESTONE DASHBOARD

Student-Level Detail

Passed Course (C or Better)	Failed or Withdrew	Currently Enrolled
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### Communication Studies AA-T (Meta Major HBC)

		Core			Selective						
		COMM 110	COMM 150	COMM 180	ANTH 110	COMM 127	COMM 130	COMM 140	ENGL 110	PSYC 100	SOCI 100
Student ID	Student Name	A (202303)	B (202205)	A (202303)			A (202205)	A (202203)	B+ (202108)	A (202008)	
Student ID	Student Name		202408				A (202403)		A- (202403)		
Student ID	Student Name	202408	A (202403)			A (202108)	A (202405)	A (202403)	202408		B (202308)
Student ID	Student Name	B (202303)	A (202308)	A (202403)			A (202403)	202408	C (201108)		C (200808)
Student ID	Student Name						A (202308)	A (202403)	202408	A (202403)	
Student ID	Student Name	A (202208)							D- (202103)	202408	D (201908)
Student ID	Student Name	202408	B+ (202403)	A (202403)			C+ (202303)	A (202308)	B (202303)	A- (202303)	

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## Spring 2024 Guided Pathways Peer Mentors Reached Out

- 13% reported having already taken the class and several were awaiting transfer transcript evaluation.
- 32% reported they were currently enrolled in one or both.
- 55% had plans to take the classes in a future semester. **Reasons:**
  - Following the plan they set up with counselor.
  - Haven't been able to work into schedule.
  - Anxiety e.g. attempted once already and didn't pass.



ALL STUDENTS  
IN COHORT

		Spring 2024				Fall 2024		
505	Had not completed a Transfer Level English as of March 2024	Were enrolled in a Transfer Level English Class in Spring 2024	119	68	39	passed	5	Graduated
					15	did not pass	29	Taking a second-level transfer English course
					8	withdrew	18	Taking their First Transfer Level English course
				51			37	Registered but still no English course
							26	stopped out in Fall 2024 (no reg activity)
		NOT enrolled in a Transfer Level English class						
		Were enrolled in a Transfer Level Math Class in Spring 2024						
				83	48	passed	5	Graduated
					19	did not pass	35	Taking a transfer-level math class
					15	withdrew		
			165	82			94	Registered but still no math course
							31	Stopped out in Fall 2024 (no reg activity)
	Had not completed a Transfer level Math as of March 2024	NOT enrolled in a Transfer Level Math class in Spring 2024						
		Spring 2024						

# Fall 2024 Promise Team and Guided Pathways Peer Mentors Reached Out again



- **Stopped Out Students:**
  - Hard to reach via phone
  - Some went to a neighboring District
- **Enrolled Cohort:**
  - Not all were aware of the advice to complete both English and math within one year
  - Math anxiety is real
  - Some scheduling conflicts, including in-person proctored requirements for a fully online student

# Pillars of Promise Scholars Program

## Counseling

### First Year Experience

- CRER 401: College Success
- Welcome Day
- First Year Workshops by Promise Counselors and Cañada Departments
- Time Management/ Study schedule check-ins with RS

### Graduation/ Transfer Support

- CRER 110:
- Transfer center workshops
- Scholarship Support
- Alumni panels
- Field Trips
- Job search resources

### Career/ Major Exploration

- CRER 137
- Career Center Job Fair/ Internship Fair
- Promise hosted Interest Area workshops
- Speaker series

### Probation Students/ Early Alert

- Retention Specialist Support
- Probation workshops
- Tutoring referrals
- Other student services

**The Root of our Work: Anti-Racism and Equity Practices**

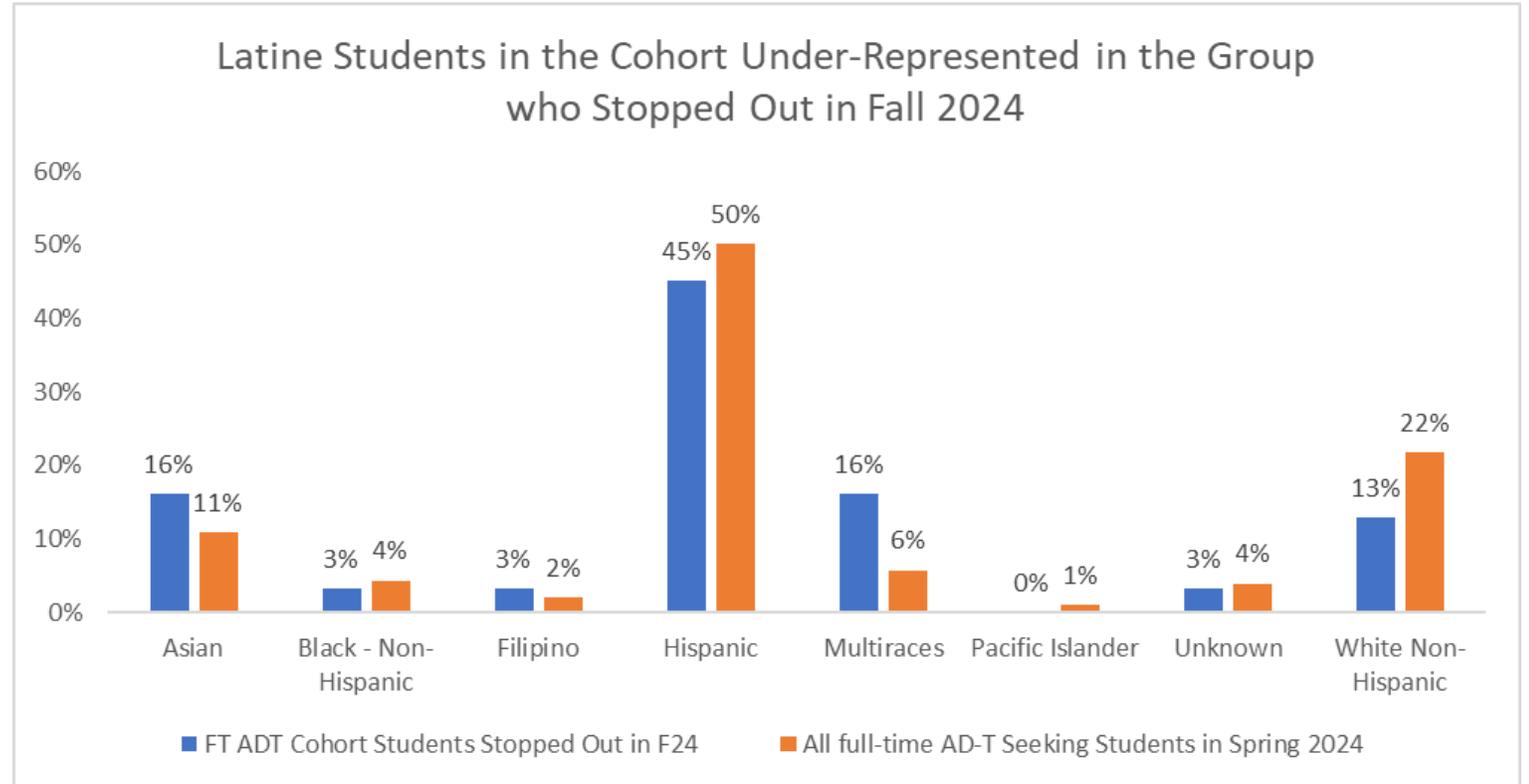
# Caseload Management for Counselors

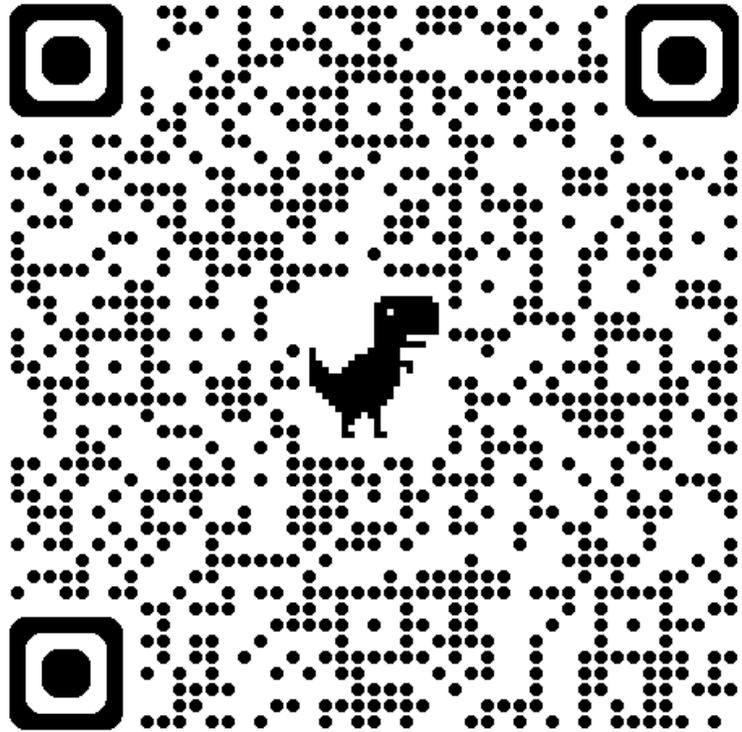
- Need based, student-centered approach
- Data driven
- Emphasis on retention and engagement
- Specific benchmarks (i.e career, transfer, financial, etc.)
- Culturally responsive programming



# Latine Students Less Likely to Stop Out

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# Audience

What data sets have guided your  
AB1705 processes?

# English



**Faculty collaborations in PODS**



**Writing Center and Learning  
Center Orientations**



Equitable Assessments

# AB 1705 grant implementation for English

## SP 2024, semester 1

- **Faculty POD:** Biweekly meetings, exchange and feedback of course material, discussion about student needs in the classroom centered around the success and retention of English 105 students
- **Writing Center:** Discussions with writing center staff about how to increase student use of writing center resources
- **Retention Specialists:** Establish direct connections between Retention Specialists and students in English 105 and 100.

## FA 2024, semester 2

- **Faculty Retreats:** 3 faculty retreats centered around the theme of student engagement, designed to discuss teaching values and methodology, exchange lessons and assignments, and mutually generate teaching tools.
- **Writing Center:** Writing workshops in coordination with specific classes and lessons. Embedded tutoring program bringing writing center tutors into the English 105 classrooms. Faculty office hours in the writing center.
- **Retention Specialists:** Multiple class visits from retention specialists intended to connect students to support staff.

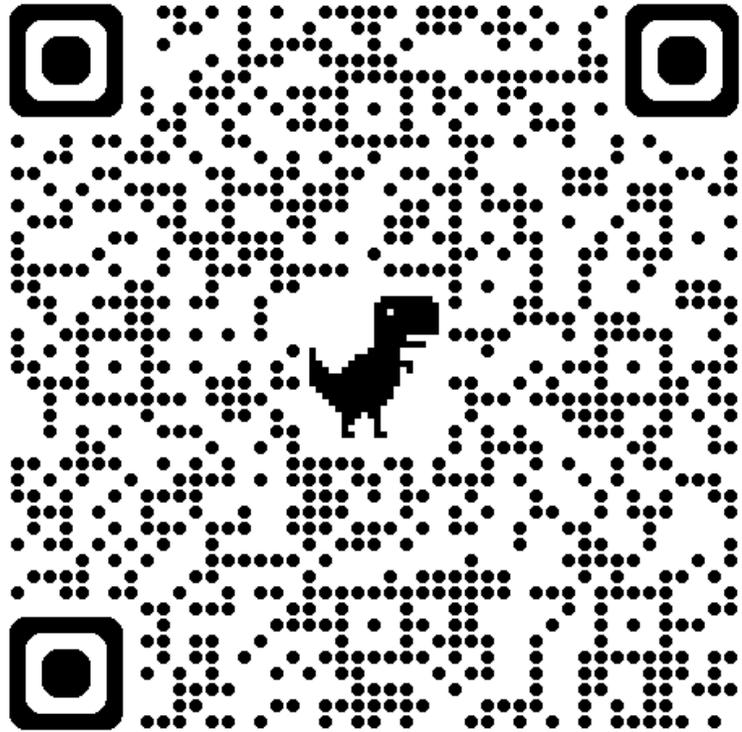
# English Faculty Retreat: *connecting faculty and engaging students*

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Focused on the theme of  
Engagement:

- Students
- Assignments
- Equitable Assessments
- Support Services
- Teaching Values and Practices





# Audience

How has the English Department  
on your campus responded to AB  
1705?

# Math



**Math 851**  
**Calculus I**  
**Corequisite**  
**Support**

Hard Link  
Soft Link



**Math Jam**

Periodic Workshops  
Weekly Power Hour



**Collaboration and**  
**Coordination**

Skyline and CSM  
Learning Center and  
Retention Specialists  
PRIE  
Math Faculty Pods

# Corequisite Math 851

- [Prof. Sumathi Shankar's Soft linked Math 251/Math 851](#)

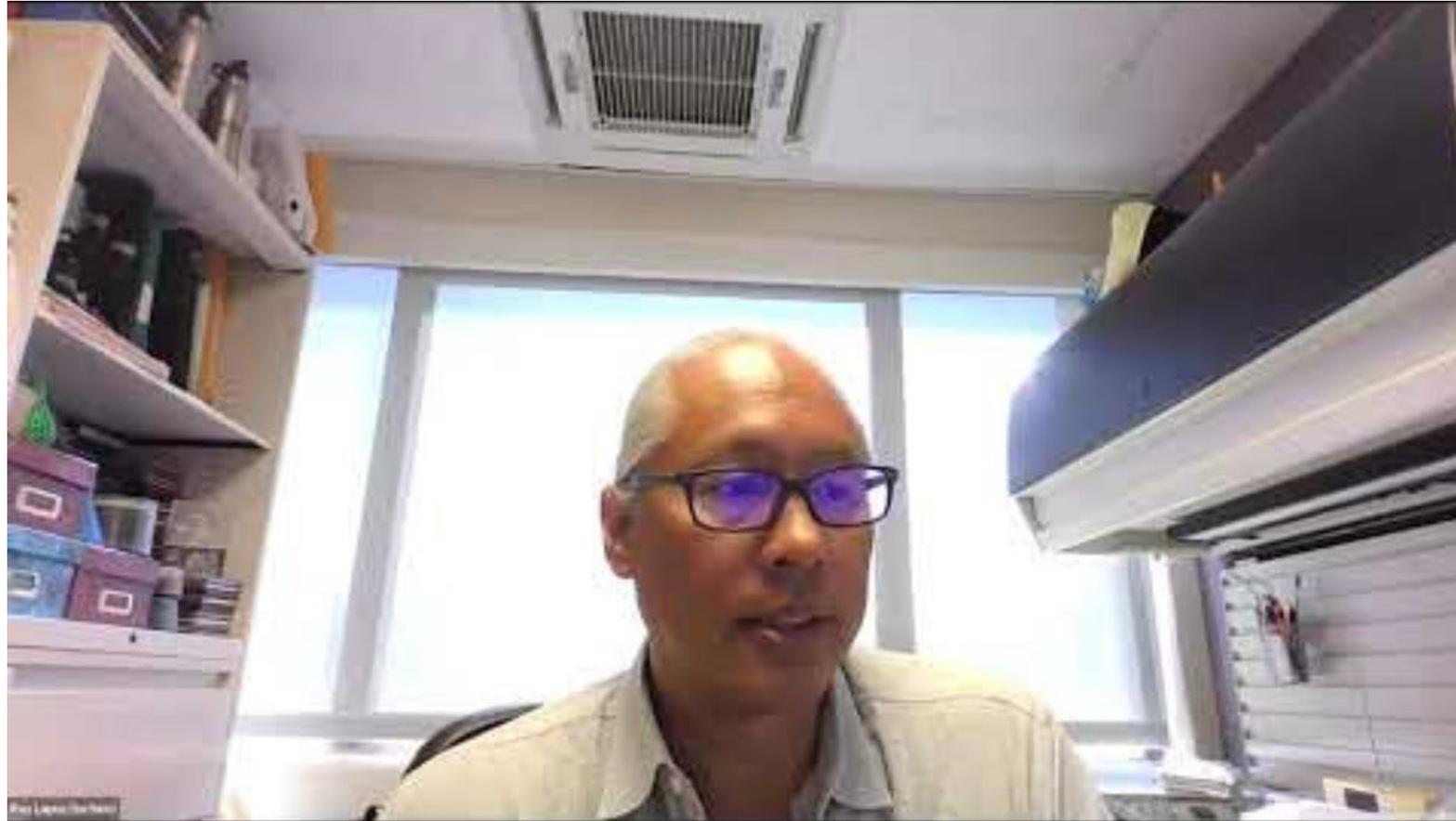


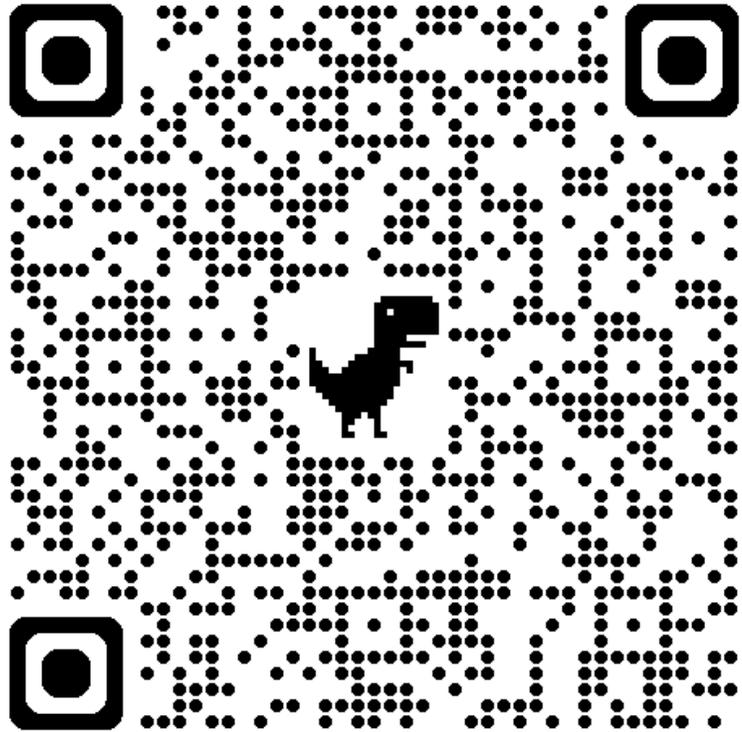


## Collaboration and Coordination

Skyline and CSM  
Learning Center  
and Retention  
Specialists  
PRIE  
Math Faculty Pods

# Math





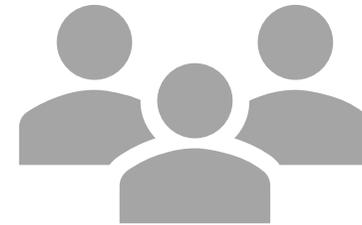
# Audience

How has the Math Department on  
your campus responded to AB  
1705?

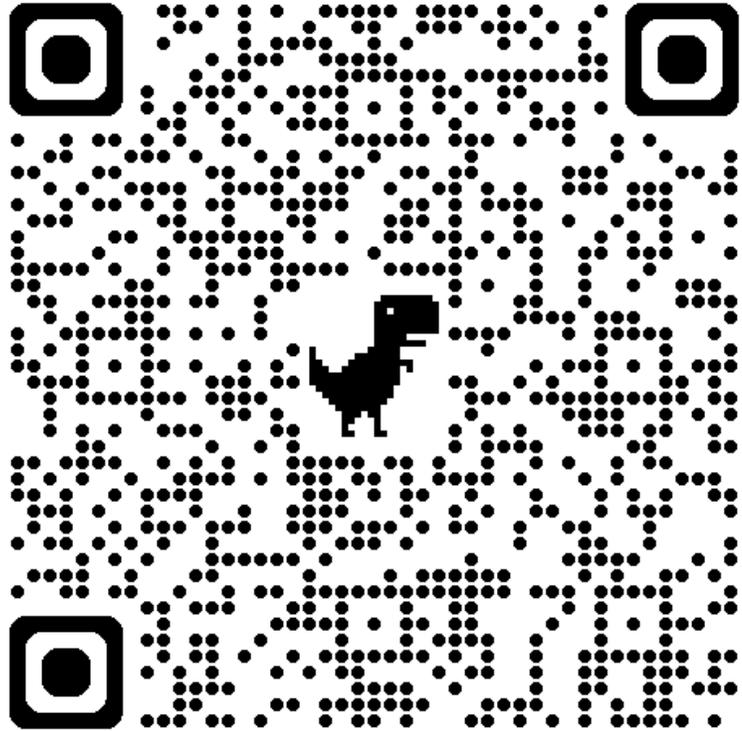
# Academic Support and Retention



Student and Faculty Orientations to  
Academic Support



Retention Support



# Audience

What other programs have engaged with AB 1705?

Thank you

## Predictors of transfer-level math course passing and withdrawal

- Taking a **mixed-ability** college-level math section was associated with a 3-percentage-point increase in the probability of passing compared with taking a section where all students did not meet college-readiness standards.
- Students in an online college-level course were 8 percentage points less likely to pass the course than students in a **face-to-face** course.
- Students in **hybrid** courses, however, appeared less likely to withdraw than those in face-to-face courses.
- Enrolling in a **lecture-based** dev-ed course, as opposed to a lab or independent study, predicted a decrease in withdrawal from the college-level course.
- Taking corequisite coursework where the **same instructor** taught the college-level math and the dev-ed math support courses was associated with a 3.7-percentage-point increase in the probability of passing college-level math and 1.9-percentage-point decrease in the probability of withdrawing, compared with a corequisite model in which the paired courses were taught by different instructors.