"Like a catalyst for the rest of your life."

"Remembering what you learned."

"Caring faculty and staff who want to help."

"The only thing that would hold me back is myself."

"Don't take it as a joke."

"Positive feedback from others."

"In order to continue, I have to finish this class."

"Motivation from others; having family members look up to you."

STUDENT SUCCESS QUOTES

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Student Success Survey:

Infinitely Integrating Student Input

Oakland Community College

Presenters:

Eileen Brennan, IR Research Analyst

Nancy Showers, IR Director

Suba Subbarao, Department Chair-English

INTRODUCTION
About Oakland Community College (OCC)

- **Multi-campus community college (five campuses).**

- **1,165 FTE Staff, 249 Full-Time Faculty, 7 unions.**

- **Unduplicated enrollment for 2010-11 of 51,601.**

- **Only community college in Oakland County – 1.2 million residents, 867 square miles.**

- **Achieving the Dream (AtD) baseline tracking cohorts (2007 through 2010) ranging from approximately 4,000 to 5,500 students.**

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INTRODUCTION
About OCC and AtD

- **Joined Achieving the Dream in 2010**

- **2010 AtD cohort design – One Planning Year, One Implementation Year**

- **AtD Interventions Aligned with College Strategic Planning, Priorities, and Evaluation Efforts**

  - Mandatory Orientation

  - Math and English BOOST

  - Learning Communities for Academic Readiness (LCAR)

  - **Student Success Survey**

Alignment of Achieving the Dream to College-wide Outcomes, Priorities and Key Performance Indicators

How Do We Achieve Student Success?

COLLEGE STRATEGIC PRIORITIES

College Readiness
- Literacy - Basic Skills

Transfer Readiness
- Continued Studies

Employment Readiness
- Applied Skills

Resources Focused on Student Learning
- Support Services

COLLEGE KEY PERFORMANCE INDICATORS (KPIs)

- INTERNAL KPIs (OCC Measures) - Performance
- EXTERNAL KPIs (Benchmarking) – National Comparisons

ACHIEVING THE DREAM OUTCOMES (Action Layer)

- Developmental Education Completion
- Gateway Course Completion / Overall Course Completion
- Fall-Spring Retention / Graduation Rates

COLLEGE-WIDE PRACTICES

Auburn Hills ↕ Highland Lakes ↕ Orchard Ridge ↕ Royal Oak ↕ Southfield ↕ District Office

CAMPUS AND DISTRICT OFFICE STRATEGIES

Academic Initiatives, Curriculum Design, Program Review, Student Service Initiatives, etc.

Human, Physical/Facilities, Financial, Social

College Strategic Outcomes Provide the Foundation

Staffing Plans, Facilities Plans, Financial/Budget Planning, etc.

COLLEGE STRATEGIC OUTCOMES

CURRICULUM | STUDENT SUCCESS SKILLS | STUDENT ENGAGEMENT | EXTERNAL COMMUNITIES | HUMAN, PHYSICAL, FINANCIAL AND SOCIAL CAPITAL

Achieving the Dream components connect with OCC efforts to improve student success.

WHERE WE WERE
Research Capacity

- **IR Capacity – 22 staff (full and part-time) includes Data Collection Center to conduct phone surveys.**

- **Many and varied research projects**

- **Research Analysts assigned specific roles to support AtD**

- **Additional studies support AtD work**

  - ENG 1510 Report (mandatory requirement to take 1st college-level English for entry into other college-level coursework)

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WHERE WE WERE

Developmental English Faculty Seek to Understand Students

- **Began by looking at COMPASS scores**

- **Considered other factors affecting student success**

  - Student Success Survey developed by AtD English Strategy Team and used in all Developmental English courses

  - Also used as a writing prompt to create a writing sample to assess skill level

WHERE WE WERE

Framework Helps Categorize Student Success Barriers

- **Dispositional Barriers** – intangible factors such as confidence, anxiety, and past experience over which an institution has **limited** influence.

- **Situational Barriers** - tangible circumstances such as transportation, finance, and child care/family issues for which an institution has **some** influence in providing solutions.

- **Institutional Barriers** – tangible barriers such as policies and procedures related to registration, enrollment, and access over which the institution has **primary** influence.

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GROUP ACTIVITY
Student Success at Your Institution

■ **How do you define student success?**

■ **Do you think your students define success differently?**

■ **How do you know how your students define success?**

REPORT OUT IN 5 MINUTES

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THE JOURNEY STARTS

How Do We Know How Our Students Perceive Success

- **One on one guided student interviews**

- **In-class focus groups**

  - Developmental English

  - Developmental Math

  - Student Success Skills

- **Faculty and Staff Perception Survey**

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Student Film Clip

THE JOURNEY STARTS

Key Themes Regarding Student Success

"How do you define success?"

- Passing the class, good grades

- Positive feedback from others (instructors, family, etc.)

- Learning

- Achieving your goals

- Getting a credential

- Completing work at OCC and moving on

- Better concentration in class

"Remembering what you learned"

THE JOURNEY STARTS

Key Themes Regarding Student Success

"What are the issues or challenges that prevent you from being successful?"

- Negative influences from other faculty, students and/or friends

- Finances (including cost of textbooks)

- Balancing work, family, 'life in general'

- Inability to get classes needed

- Administrative processes (e.g., registration, FAFSA)

"The only thing that would hold me back is myself."

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THE JOURNEY STARTS

Key Themes Regarding Student Success

"What do you do to overcome barriers or challenges to success?"

- Communicate with instructor

- Seek help somewhere – instructor, tutors, friends, deans, other students

- Some obstacles must be accepted (e.g., not getting desired class)

- Self-motivation, motivation from others

   "In order to continue, I have to finish this class."

HERE IS WHAT OCC DID
Coordinated Existing Elements

■ **Used the existing survey developed by Developmental English as the base instrument.**

■ **Incorporated elements learned from IR student interviews and focus groups.**

■ **Using team leader's research, grouped questions into:**

- Dispositional barriers (over which institution has limited influence)

- Situational barriers (over which the institution can exert some influence)

- Institutional barriers (which the institution can address)

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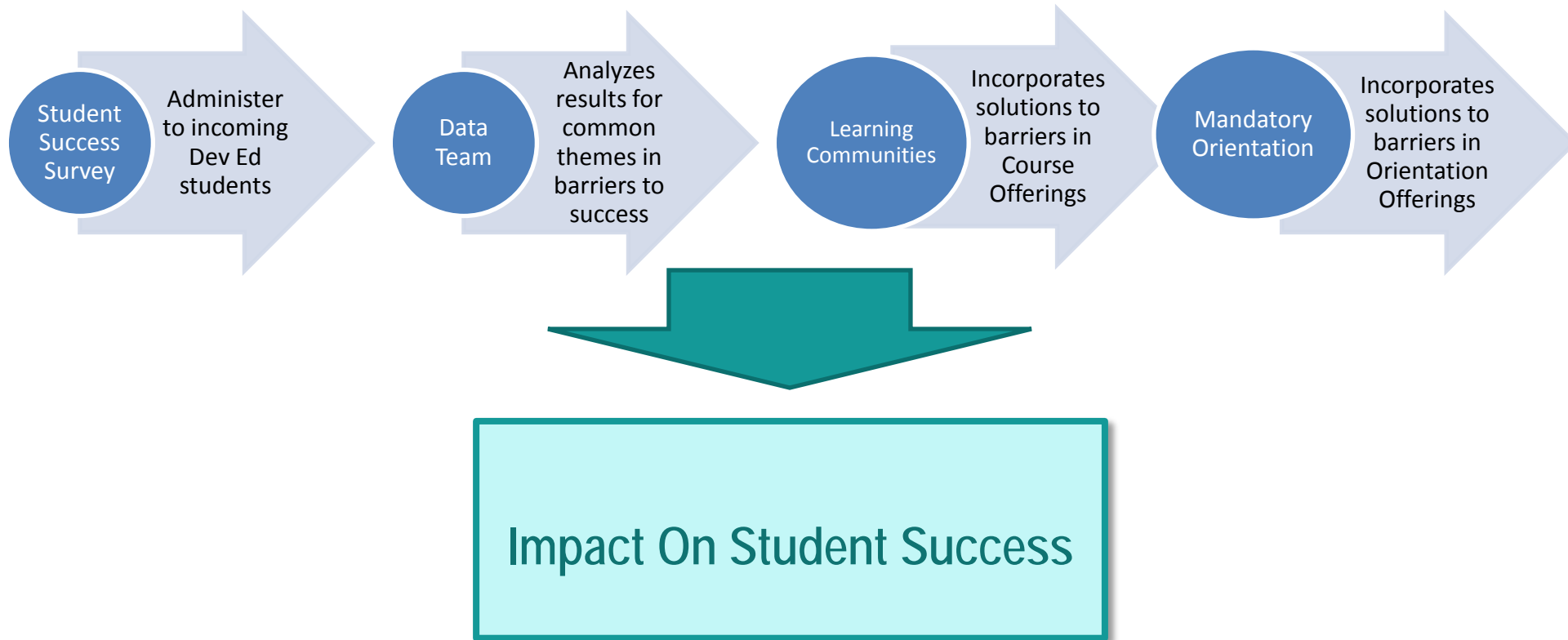the Dream™

HERE IS WHAT OCC DID

The Student Success Survey Refined for Classroom Use

- **Scaled up use of writing prompt and post-survey on all campuses for Fall 2011**

  - Eliminated open-ended comments

  - Focused on two factors: attendance and success

  - Added question related to motivation

- **Working on identifying how to get feedback from those students who did not complete the course**

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HERE IS HOW OCC DESIGNED THE PROCESS
Flow from Student Success Survey to Analysis to Use of Results in ATD Strategies

Student Success Survey → Administer to incoming Dev Ed students

Data Team → Analyzes results for common themes in barriers to success

Learning Communities → Incorporates solutions to barriers in Course Offerings

Mandatory Orientation → Incorporates solutions to barriers in Orientation Offerings

Impact On Student Success

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HERE IS WHAT OCC FOUND

Examples of What We Found and How We Will Use It

1. My high school experience makes me nervous about taking a college class (D)			
SSS Findings	Open End Themes	Additional Research	Suggested Improvements for Strategies
22.6% Agree	Two main reasons: Didn't do well in HS and their perception that college is harder than HS; students felt that fear was being communicated by HS teachers and didn't prepare them well. Or, students have been out of school for several years.	Faculty perceptions that students are not prepared (Faculty & Staff Survey)	Mand Orientation, MAT & ENG: Brush up workshops for students to help them feel more prepared. Orientation promote ASC workshops.
28.6% Neutral	Responses were mixed; some felt prepared and some still admitted being nervous/anxious.	Student focus groups and interviews: "Don't take it as a joke"	NEW: Design a workshop specifically for this group of students who are 'nervous' or feel unprepared.
48.8% Disagree	Most common theme was that these students felt prepared; 'no reason to be nervous.'		NEW: Use survey results in orientation sessions to help show students that these are common themes.

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HERE IS WHAT OCC FOUND

Examples of What We Found and How We Will Use It

2. I know how to get help at the college (I)			
SSS Findings	**Open End Themes**	**Additional Research**	**Suggested Improvements for Strategies**
60.5% Agree	Students think they know how to get help, but are not sure where. NEW Students were able to cite a variety of services/resources; used a variety of differing names for services (e.g., front desk, information desk).	Students in interviews said they wish they would have known earlier where and how to get help.	Mand Orient: Revamping Orientation with Tour to show what/where services are on-campus. Considering including registration as part of orientation.
22.4% Neutral	Neutral/Disagree: Some knew there are services, unsure what and where they are. "Confusing" was a key term. New to college, no one has explained it.	In-class focus group students were better able to articulate correct student service names/departments.	LCAR: Make sure that this information is on the front-end of coursework and also take students on tour of facilities.
17.2% Disagree			Create an activity at Orientation (e.g. benchmark idea from hotel industry) or welcome centers. Something like a scavenger hunt without the activity.

Here is What OCC Found …

Examples of What We Found and How We Will Use It

8. I have a clear career path in mind as I begin my college studies (I)			
SSS Findings	**Open End Themes**	**Additional Research**	**Suggested Improvements for Strategies**
72.0% Agree	Allied Health programs mentioned frequently; some simply stated that they know what they want to so (does this conflict high % of students who agreed?)	Very limited add'l research on this topic.	Student Life and HT: Could develop seminar to match skill sets, strengths, careers.
17.9% Neutral	Unsure/uncertain about a career path.	*Is additional research warranted/needed regarding career paths -- what does this mean to students?*	HT: Career Cruising could be a part of Orientation.
10.2% Disagree	Overwhelming number of students that disagreed stated they don't know what their plans are at the time surveyed.	Conflicts with NEW students and what they typically declare as major.	

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HERE IS WHAT OCC LEARNED
Process Issues

■ **Communication among Strategy Teams**

■ **Consideration of survey target population in formulating questions**

■ **Integration and interpretation of qualitative and quantitative data important**

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HERE IS WHAT OCC FOUND
Overall

- Data leads us to continue focus on developmental students.

- We need to improve consistency of messages across all AtD strategies.

- Career path guidance needs to be better integrated into Mandatory Orientation and Learning Communities.

- Financial Aid policies and deadlines need to be better communicated

- We need to explore 'Family Support' issues

HERE IS WHERE OCC IS GOING
Infinite Integration

- **Continue reviewing findings and presenting to teams to assess significance and actions needed.**

- **Continue to refine survey instruments.**

- **Work to incorporate findings from additional surveys that strategy teams administered.**

- **Design research methodology to gather input from students who withdrew.**

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WHY STUDENT SUCCESS MATTERS
Faculty Share Their Insights

- **Faculty interview FILM (if time permits)**

- **Ask Participants to take the survey**

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