



Student Support Services & CPM II Partnership

Why?

- What value do we add to the student's experience at OCCC?
- What classes do we lose the most students?
- Where can we make the most impact?

First Steps.....

- SSS what we wanted to do.....
- Met with faculty – what do they want us to do?
 - Focus group with faculty
- We decided together that this pilot will allow us to measure if support services increases student success in CPM II.
 - Focus group with CPM II faculty
 - Presented at Prep & Planning to CPM II faculty
 - Pre & Post Test for students-what do they know about services available outside of classroom?

Objectives

1. Increase student success in CPM II (A, B, C)
2. Decrease the number of students with F or W
3. Increase the number of students advancing to CPM III

In the classroom.....

1. Pre & Post Test – What did they know & what did they learn?
2. My Math My Success – What you know can help you
3. My Math My Success – Taking Tests and Reducing Anxiety

Objective 1: Increase student success in CPMII (A, B, C) Objective Met!

CPM II Enrollments (A, B, and C Grades = Successful)	Headcount	Percent
No Intervention	561	
Successful	306	54.5%
Unsuccessful	255	45.5%
Received Intervention	320	
Successful	254	79.4%
Unsuccessful	66	20.6%
Grand Total	881	100.0%

Objective met!

Objective 2: Decrease the number of students with F & W

CPM II Enrollments – Grade Distribution	Headcount	Percent
No Intervention	561	
A	119	21.2%
B	115	20.5%
C	72	12.8%
F	166	29.6%
W	89	15.9%
Received Intervention	320	
A	125	39.1%
B	88	27.5%
C	41	12.8%
F	63	19.7%
W	3	0.9%
Grand Total	881	100.0%

Objective met!

3. Increase the number of students moving to CPM III

CPM II Enrolled in CPM III by Spring 2015 (as of 2-2-15)	Headcount	Percent
No Intervention in CPM II	561	
Enrolled in CPM III	276	49.2%
No Enrollment	285	50.8%
Received Intervention in CPM II	320	
Enrolled in CPM III	233	72.8%
No Enrollment	87	27.2%
Grand Total	881	100.0%

Objective met!

Challenges & Successes

Challenges:

- First session heavier in amount of information given to students
 - Lots of information, but we want them to at least “hear” the topic
 - Challenge to go through all the information in the short amount of time
- Technology did not work in a couple of the classrooms
- Felt somewhat preachy but modified and adjusted how information was presented
- Pre-test some of faculty did not have students put their name and ID# on the scantron

Successes:

- Focus group
- Faculty buy-in and support is high
- Students appeared to be open to information

Faculty Survey

- 85.1 % of faculty thought presentations were thorough and understandable for students
- 57% believed the presentations increased engagement for students
- 71% of the faculty believed students were able to connect the presentation to their academic success.
- 71% of faculty agreed the presentations complemented the non-cognitive/support component of the CPM II class objectives.

- Relevance of presentations influenced student success
 - 14% = Extremely Relevant
 - 29% = Highly Relevant
 - 43% = Relevant
 - 14% = Somewhat Relevant

- Comments
 - I enjoyed the collaboration and feel that it was beneficial to the students.
 - Student planner was the greatest help to students.
 - Students felt this would have been better served through the class they are required to take on college readiness (SCL).

Going Forward

- Presentations more interactive
 - Use of clickers for engagement
 - Brief videos in presentation
- Flexibility with presentation delivery medium
 - Aware that time is a commodity
 - Considering use of videos vs. live presenters
- Better tracking of student learning outcomes
 - Removal of pre/post paper test
 - Immediate feedback through use of clickers

Best Practices for Student Support

- Connect
 - Get their contact information
 - Know their goals
 - Encourage students to think about plan B and C
- Know your class hurdles
 - Find a resource that explains the subject differently than you
 - Bring in a class “survivor”
 - Remind students of campus resources
- Normalize support
 - Everyone needs help on their journey
 - Some students need additional encouragement to seek help

Questions?