

# 2018 Fall Data Summit: Theme: Student Success Starts Before Day One

Date & Time: August 22, 2018 9:00 a.m. – noon at Globe Hall, Germantown

Attendees: A total of 86 compared to 110 last year.

## Agenda:

1. Welcome by Dr. Stephen D. Cain, Acting President
2. Achieving the Dream by Prof. Shinta Hernandez
3. Introducing Keynote Speaker by Ms. Margaret Latimer
4. Keynote Message by Ann T. Kellogg, Director of Reporting Services, MLDS
5. Selective MC Data on New Students by Dr. Robert Lynch
6. Introducing Small Group Activity by Dean John Hamman
7. Small Group Breakout Discussion by Facilitators (8)
8. Reconvene and Reflection at Globe Hall



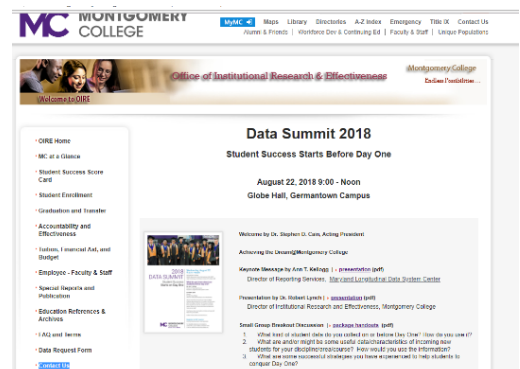
## Evaluation. What do you find helpful/useful of this Data Summit?

- ✚ Feel better informed about student progress
- ✚ Helps me to focus on College's big picture initiatives
- ✚ Summary of data, faculty interaction.
- ✚ Awareness.
- ✚ Discussing success strategies.
- ✚ Good process and information.
- ✚ How to use data for classroom teaching.
- ✚ The interest in student success. Conversations about students.
- ✚ Discussion of how data can be utilized to improve classroom experience/student success.
- ✚ Prompt me to revise my 1<sup>st</sup> day survey to ask for data I can act on, work in more content about college resources into my homework activities.
- ✚ Small groups talking; meeting other college personnel and learning about college services and programs.
- ✚ Small group. Small group discussions and report-out summaries.
- ✚ The information sharing in the group sessions.
- ✚ Small group discussion allows for great exchange of ideas.
- ✚ Small group discussion from colleagues across areas.

## Data Summit Home page:

from the OIRE home page, look for 'Data Summit 2018' on the right hand area, under 'What's New')

<http://cms.montgomerycollege.edu/EDU/Department4.aspx?id=108742>



## 2018 Data Summit Small Group Discussion

**Q1: What kind of student data do you collect on or before Day One?**

**How do you use it?**

**Q2: What are and/or might be some useful data/characteristics of incoming new students for your discipline/area/course? How would you use the information?**

- **Demographic Background**
  - immigration status, language, economic status, need to work, etc.; f2f vs. online student, gender, ESOL, age, ethnicity, returning students, 1st generation, international students, native language, origin country, interests
  - What are some of the physical/mental challenges? Any Accommodations?
  - Information related to student strengths/weaknesses to better assist mentoring
  - New students? Acclimate them to differences between hs and college.
  - A list of personal emails for contact.
- **Socio-economic Background**
  - Are they commuters?
  - Number of hours working per week
  - Financial aid status/FARMS background, social side (family support, etc).
- **Technology Background**
  - Using OER - need to know if students have the access to technology and what kind? Technology competency.
- **Course Motivation**
  - Reasons for taking the course, learning expectations, learning styles, how they learn info. about the College, College events, etc.
  - Course advising - self advising or sought help?
  - what type of experience they have
- **Course Preparation**
  - Appropriate placement in course?
  - Background in course. Have taken a similar course at another school, either high school or other college?
  - Is this their first course in subject area? Where are they in curriculum?
  - Repeating course?
  - Health Sciences collects data: have you completed BIOL 214, have they attempted the TEAS exam? If so, how many times and when?
  - Student academic backgrounds/performance
  - MAPEL - How much time do you have available to do the homework?
- **Student history with MC**
  - Current Credit load and work volume of courses
  - Number of credits earned by a student in a particular discipline.
  - Returning students vs new students.
  - Transfer-in? Prior learning experience? International credits?

- What courses they had taken in math and physics, both at MC and prior.
- College readiness?
- Previous accommodations (in case they do not come to college DSS) i.e., 504 plan or IEP. Allows for push into DSS.
- Who is their adviser? College counselor v program/major adviser? Name?
- who the high-risk students are (which field: physical therapy, nursing, etc)
- **Other Institutional data:**
  - Utilization of campus resource:
    - Heat mapping to find out where students are on campus. What areas are more popular?
    - College needs to track the "life cycle" of student - need to track how many times student went to tutoring center, advisor, number of times students attended class, number of times visited financial aid) – helpful to predict student success
  - Number of students coming in to specific programs/disciplines
  - Number of students that register for a particular course to track reshuffling of students in sections.
  - Facilities gets rough number of students in classes to make sure that there are enough seats, and making sure that labs are near recitation rooms - also setup for Disability Services
  - how they found out about MC, the program and what are their connections to people involved.
  - Who are we recruiting from high schools for specific programs and what is the broader context for those students
  - Comprehensive enrollment report - something that's actionable so that if there is a group that's not what you expected them to be, you can tailor to them or identify trends.
  - Campus-based data, for example, collegewide, many students are from Ethiopia, but they may be concentrated at TP/SS or we're using 2012 data
  - FARMS data for MCPS schools

### **Q3: What are some successful strategies you have experienced to help students to conquer Day One?**

#### **Classroom Strategies to help students on Day One:**

1. Collect data to use name cards in class.
2. Students interview each other and introduce their partners - include something interesting or unusual about themselves
3. Ask each student to introduce themselves to the whole class including their major. Helpful for forming groups, to spread out expertise, background, challenges, and areas of interest. Can pair students with those who are experienced and those who are not - can also give examples

4. Ask for plans for success? Extensive syllabus coverage was usually wasted time as compared to getting them talking.
5. View transcripts and to contact student before the first day to register for a different course if needed.
6. Before day 1 - look at numbers - Day 1 - Ask about ideal professors - and let the students know the description of an ideal student? will let them know that faculty do advise and they do not have to self advise. Tell them about a failure professor has experienced.
7. Establish expectations/standards for success. Time management (counseling video). Study skills. Motivation. Dispel some of the fear around college. Get them comfortable with the tasks that they will need to be completing. Discussion on work/school balance with either individuals or groups.
8. Discuss study strategies and have student pick 1-2 and commit especially for those repeating. Use information to refer student to a counselor, advisor, financial aid, resources, etc. Use information as basis for initiating advising.
9. Talk about clear technology requirements, use of blackboard
10. Treat every student as if it's the first time they've been at your institution and may not be familiar with resources or tech
11. Index card to ask for communication preferences.
12. Complete advising sheets (SAR) online the first day of class (Business) and upload as an assignment for faculty to review.
13. clear, realistic syllabus so that students can plan out what their scheduling and resource needs will be
14. Language programs: Start them with speaking in the language on day 1. Even badly.
15. Explain how does the course content fit into the greater scheme of their educ'l experience here
16. Delay start of class because of parking, lost students - can't find room
17. Will ask students on first day if there is any reason why they would be late so that the instructor can schedule/plan accordingly
18. 1 on 1 general conversation paper - what are your goals & how can I help you be successful in this class.
19. COMM108 - What are your interests/ Do an assessment activity re: who are your top 5 communicators of all time? Are you looking at non-verbals? Persuasiveness? How do I tie in rest of material in the semester and make it relatable.

#### **Other Ongoing Classroom Strategies:**

20. Educational Attainment - can focus class on level of understanding - meet students where they are
21. Personal conversations show professor cares leading to greater rapport with student. Help students balance school work schedule.
22. Focus on building self-esteem and confidence
23. Work to build camaraderie in the classroom
24. Bring up support services for students including welcome centers, libraries, technical assistance; especially with "new to them" technology such as Blackboard.

25. Visit "on location" to the library, learning center, etc.
26. invite a librarian or resource center to come to the class
27. Make students aware the learning centers exist - scavenger hunt or assignment that's only available at the learning center.
28. Syllabus quiz on Blackboard - BIOL150 syllabus quiz can be taken multiple times - and you can't go on to next assignments until you get a 90%.
29. Coupon for 5% extra credit on a homework if you come to my office hours.
30. Survey information from students in their 1st or 2nd semester at MC
31. Student Success Course Strategies: - Have students determine their own challenges that may impede their progress at MC.
32. 1:1 conversations with healthcare prof'ls to see if they are willing to share work experiences (biology)
33. Engineering - 1 paper anonymous quiz to assess Algebra/Geometry/N-S-E-W directions skills. Gives feedback on how much they know.
34. (Welcome Center)Try to teach self-efficacy skills (peer mentor, library skills, teach them questions they should ask so they can navigate the system)
35. teaching skills vs content
36. Have course alumni come into class and give tips on being successful
37. Peer to peer motivation
38. barriers to success: expecting and parenting students, victims of sexual violence/misconduct; ask students to read ahead (ideally: 1-2 mos. before class begins), so I can give them a draft of the syllabus; ice-breaker activities; group activities so they work with each other;
39. Ask basic questions to get a before and after snapshot of them - how do you feel about this topic right now, then ask again 30 minutes later to see if the session has helped.
40. Sometimes put trinkets on the table or include more movement if there are many kinesthetic learners. If there are visual learners, the PowerPoint can be helpful. Aware of the different learning style among our students.

#### **Institutional Resources to help students on Day One:**

41. Embedded coaches for classes, 1 on 1 coaching. Psychology, English have embedded support, but this needs to be available for Business students.
42. Peer learning assistants
43. As chair, email blast all the COMM majors to encourage them to come in for advising. Help them prepare to transfer.
44. All in one snapshot plan of resources for students - what about other clubs and things that we can refer students to help them feel more connected.
45. Be onsite to direct students to appropriate buildings, offices and campuses directions, information about programs
46. Offer services at times that are convenient for students (i.e. evening and weekend tutoring; could use more of this availability in other college service areas)
47. student life welcome tables
48. provide some school supplies, pens, highlighters, etc

49. provide food (bagels, fruit, cookies, etc)
50. create a welcoming environment
51. before and after day 1 run reports to see if students are enrolled and/or in the classes they need for their degree programs, contact them for support. Send them notification if they may be in classes not covered by financial aid. Encourage students to work with their advisors on their schedules.
52. Find out what students have reached a certain point in the onboarding process but haven't yet enrolled
53. Identify where students are in the enrollment process, - will email students to follow-up on enrollment - to prompt enrollment
54. New students - make sure they are completing paperwork, FAFSA
55. Library would like to have specific counts according to student ID) for all labs, etc. Gimlet tracks student interactions. Measures what are student questions. Data helps librarians make decisions. Online tutorials, number of instruction sessions and individual student assistance, how often a click is clicked (helps with user experience, etc.). Reply cards are used to survey users. Written reply card results are placed in Excel to analyze.

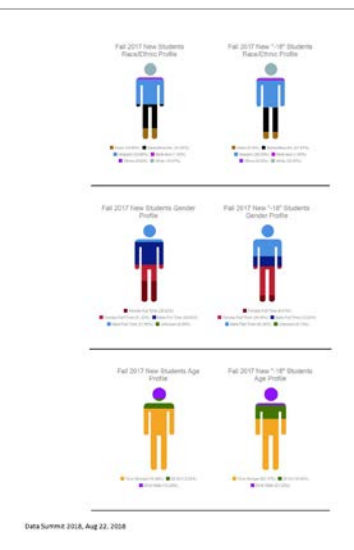
**Student Success Starts Before Day One**

**Fall 2017 "18" Students Snapshot**

Among 4,228 new-to-college students in Fall 2017, 1,536 student (or 36.3%) have attempted less than 18 credits after their first year at MC.

"18" Student Characteristics	Student Counts	% of Beginning Cohort 4,228
Total	1,536	36% out of 4,228
Completed a gateway English course	346	22.5%
Completed a gateway Math course	69	4%
		% of respective population group
Hispanic	509	39%
Black / African American	491	37%
White	311	39%
Asian	141	24%
Multi-Race / Unknown/Others	34	36%
Male	826	38%
Female	708	35%
Unknown	2	
Part-time enrollment at Fall 2017	1,216	66%
Full-time enrollment at Fall 2017	320	13%
AELP Students	146	30%
Developmental Students	582	33%
Average age	22.6	
Average attempted hours per student	10.3	

Data Summit 2018, Aug 22, 2018



All the handouts and Summit presentation materials are available at the Data Summit Home page: from the OIRE home page, look for 'Data Summit 2018' on the right hand area, under 'What's New')

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