
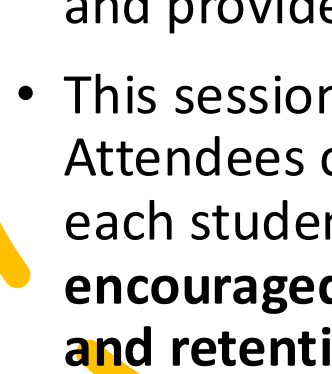


Data-Informed Targeted Interventions That Facilitate Collaboration in Support of Transfer-Seeking Students

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

Cañada College
Breakout Session 5 (80-minute)

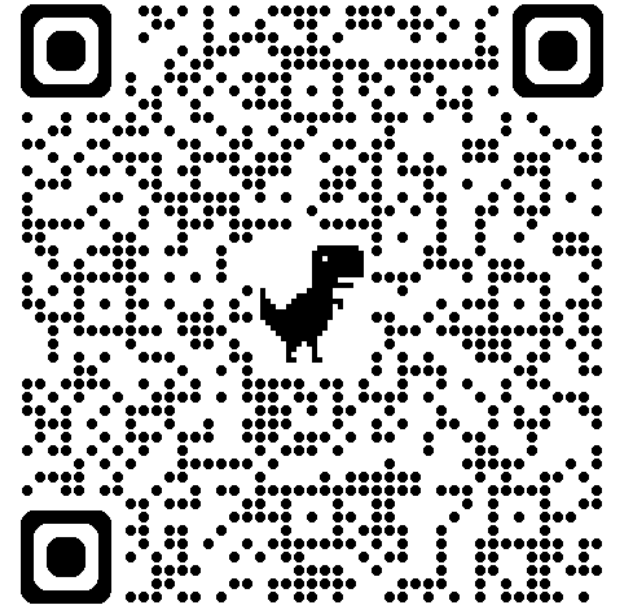
10/10/24 1:10 pm - 2:30 pm

- 
- 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

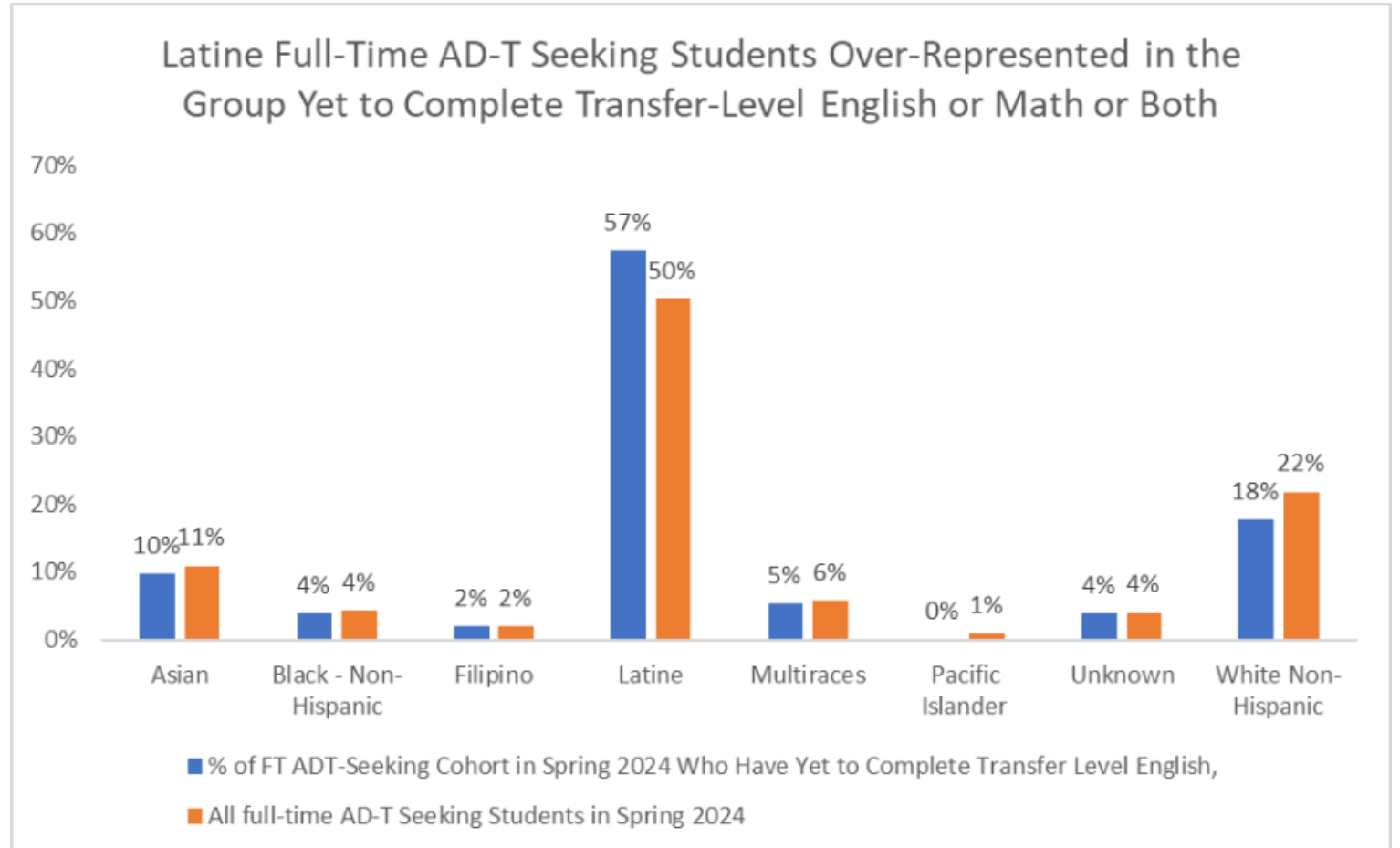
Our Students

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



File Query Analyze Display

{ } 2 |
 Program of Study All Values |
 Type of Degree/Cert All Values |
 Meta Major All Values



TRANSFER MILESTONE DASHBOARD

Student-Level Detail

Passed Course (C or Better)
Failed or Withdrew
Currently Enrolled

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)	

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	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	165	48	passed	5	Graduated
				19	did not pass	35	Taking a transfer-level math class
				15	withdrew	94	Registered but still no math course
			82		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

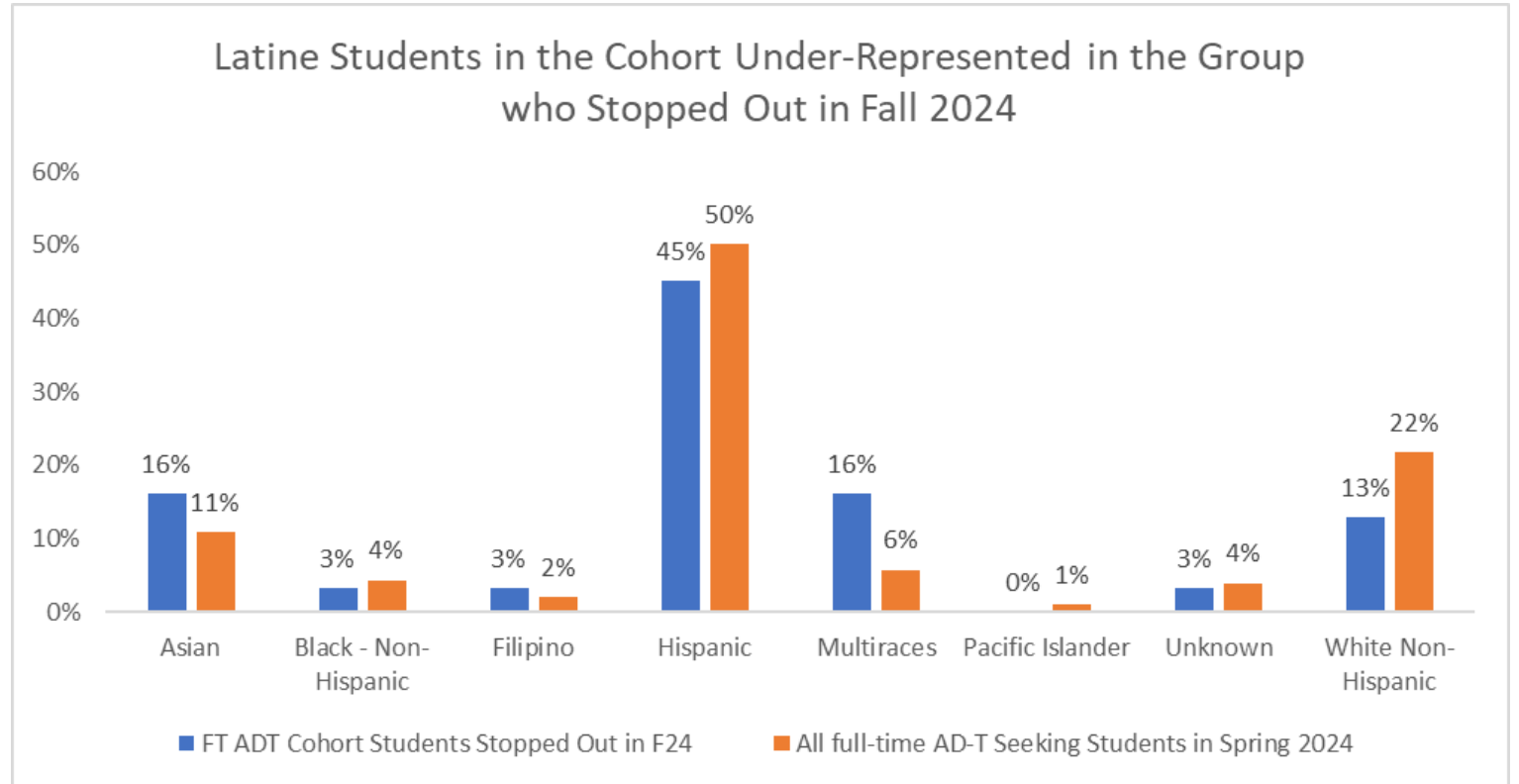
The Root of our Work: Anti-Racism and Equity Practices

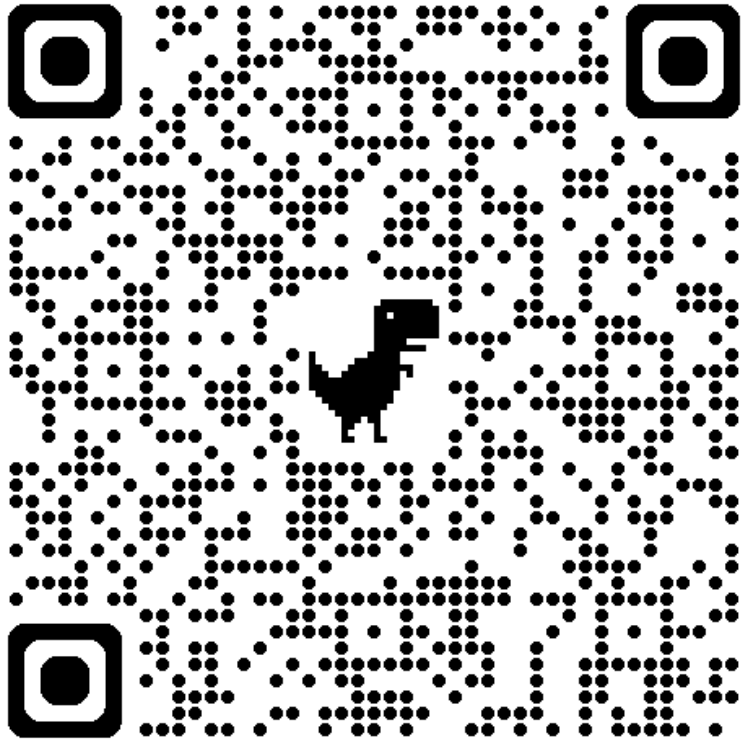
Caseload Management for Counselors

- 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





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

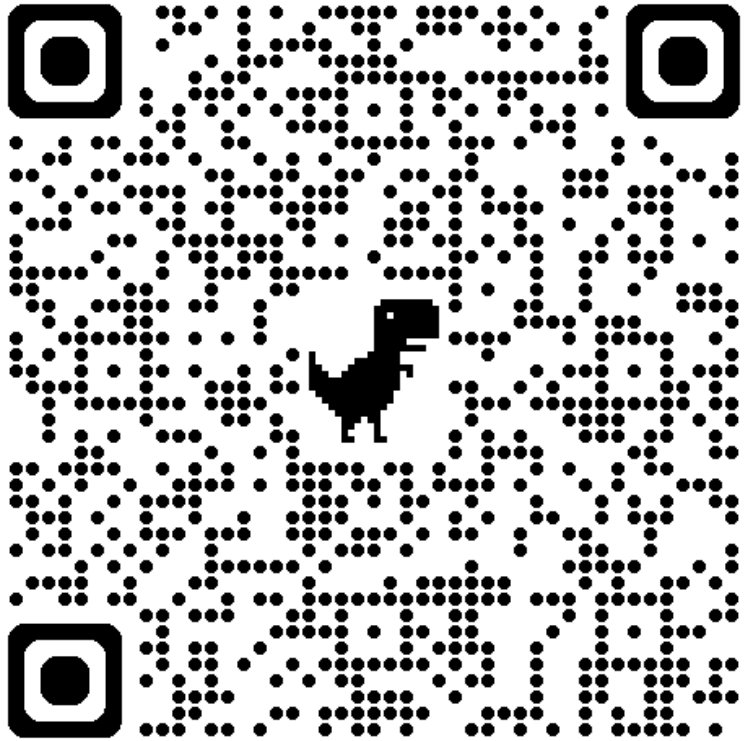
- **Faculty Retreats:** 3 faculty retreats centered around the theme of student engagement, designed to discuss teaching values and methodology, exchange lessons and assignments, and mutually generate teaching tools.
- **Writing Center:** Writing workshops in coordination with specific classes and lessons. 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*

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](#)



Math Jam

Periodic
Workshops
Weekly
Power Hour

Math





Collaboration and Coordination

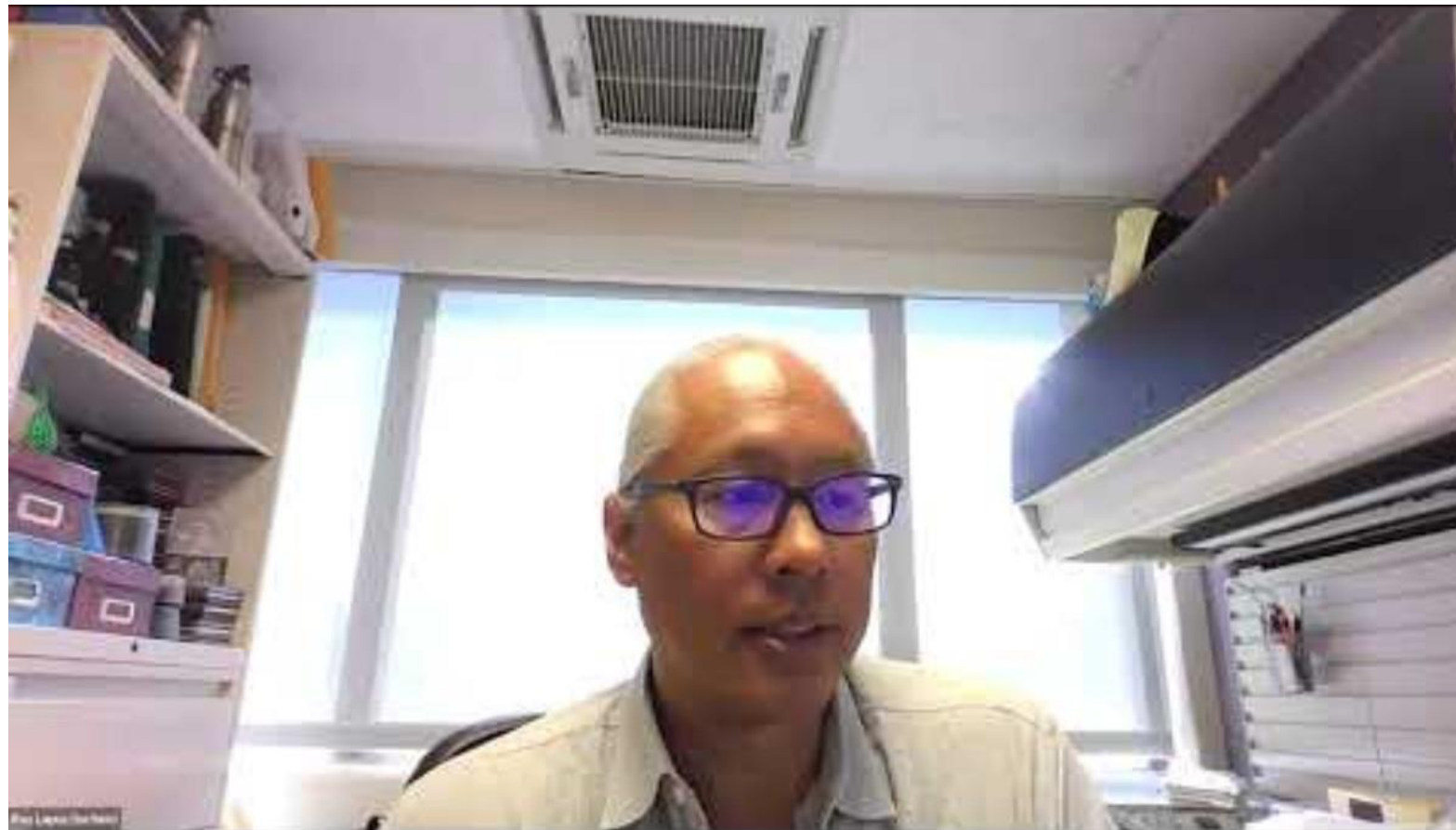
Skyline and CSM

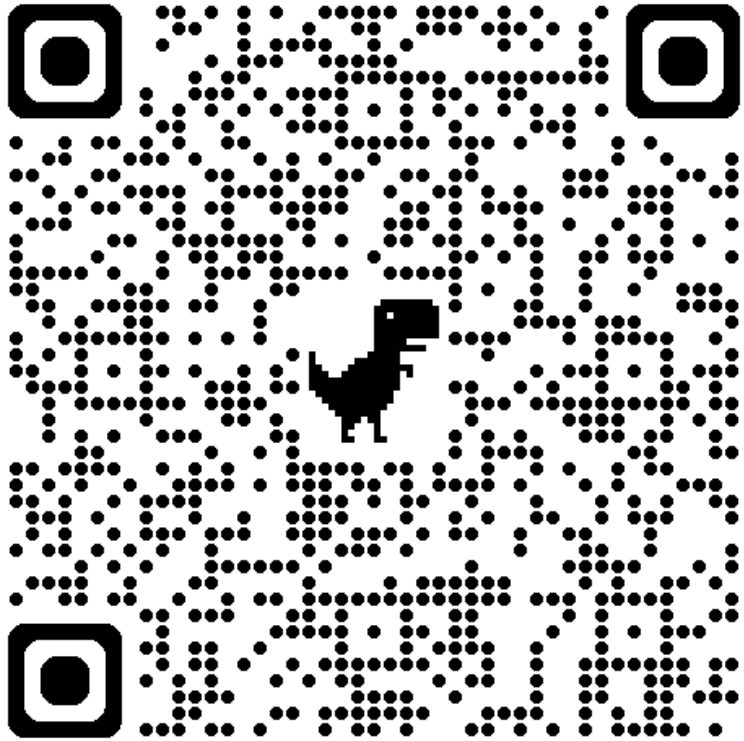
Learning Center
and Retention
Specialists

PRIE

Math Faculty Pods

Math





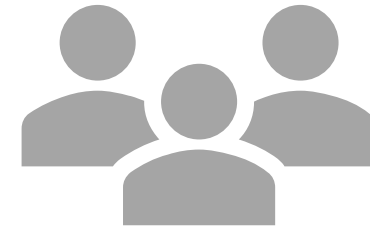
Audience

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

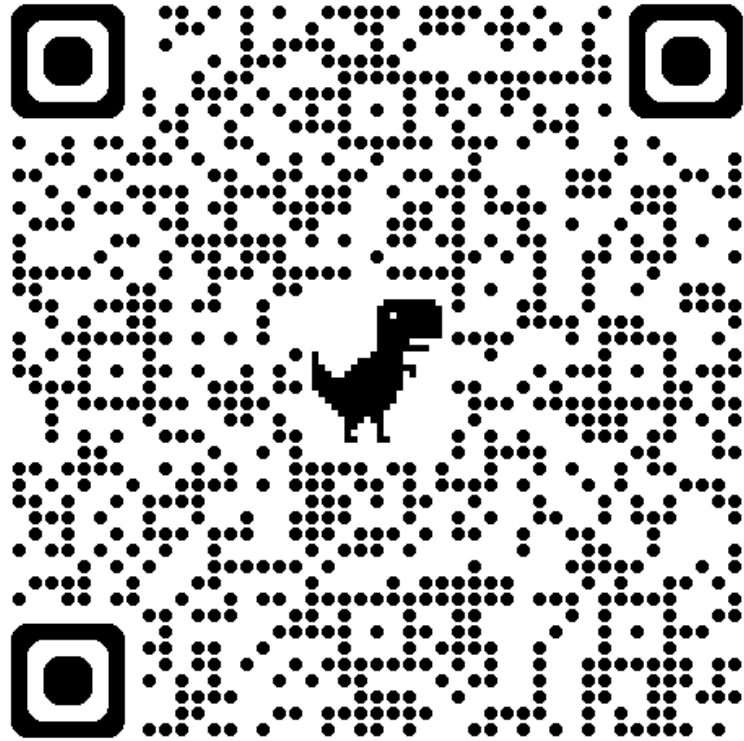
Academic Support and Retention



Student and Faculty Orientations to
Academic Support



Retention Support



Audience

What other programs have engaged with AB 1705?

Thank you