



# Proactive Outreach Promoting Student Success





## Presentation Overview

- Introductions
- Proactive Outreach Guiding Principles & Timeline
- 6 Pathways Advising Model Implemented at CSU
- Early Performance Feedback & Credit Recovery in Chemistry
- Assessment & Implementation Strategies
- Questions/Discussion





## Guiding Principles:

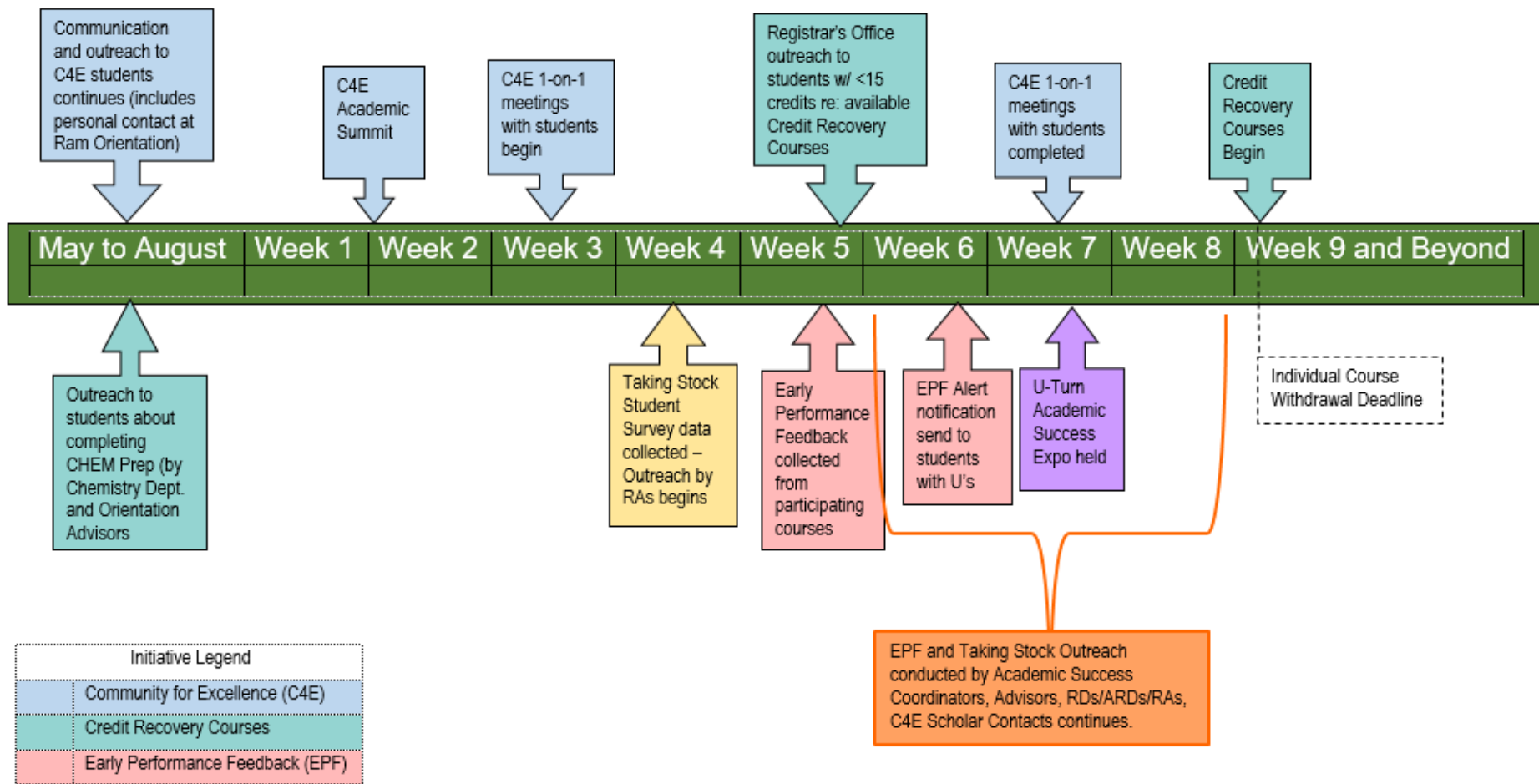
- ❖ Feedback is central to learning and adjustment,
- ❖ Early feedback and outreach is more effective than later,
- ❖ Early warning systems and interventions are most effective with collaborative efforts,
- ❖ Should consist of student reflection, and
- ❖ Build connection with faculty, staff, peers and include referrals to available resources

## All students should feel:

- ❖ Connected to campus in some way
- ❖ As early as possible
- ❖ To increase their potential for academic success and graduation



# First Semester Proactive Outreach & Early Warning





# 6 Pathways Advising Model Implemented at CSU





## 6 Pathways to Student Success

- Academics
- Connection
- Finances
- Housing
- Support
- Well-Being



# SIX PATHWAYS TO STUDENT SUCCESS

**FINANCES**

**ACADEMICS**

**SUPPORT**

SIX PATHWAYS TO STUDENT SUCCESS FOCUSES ON AREAS CRITICAL TO A STUDENT'S SUCCESSFUL JOURNEY IN HIGHER EDUCATION. SUPPORTING STUDENTS IN EACH OF THESE CATEGORIES CREATES A HOLISTIC APPROACH AND ENHANCES THEIR CHANCES OF A SUCCESSFUL HIGHER EDUCATION EXPERIENCE AND TIMELY DEGREE COMPLETION. THESE SIX PATHWAYS ARE NOT THE SOLE INDICATORS OF STUDENT SUCCESS, HOWEVER THEY HAVE CONSISTENTLY PROVEN TO BE IMPORTANT FACTORS.

**RESIDENTIAL**

**CONNECTION**

**WELL-BEING**

# SIX PATHWAYS TO STUDENT SUCCESS

## FINANCES

Finances are often a main concern for students. Often times it is the unknown that creates the most stress. To eliminate some of the financial pressure, it is important to get the student to talk about any concerns they may have.

- Students often have concerns when their scholarship money has not been sent, so it is important that they connect with their C4E contact for an estimated time of distribution.
- Discuss any concerns a student may have about their student bill and to specifically address the use of university health insurance.
- This is a great opportunity to discuss the correlation between the cost savings of graduating in four years, taking the correct classes, and passing classes.

## ACADEMICS

Similar to finances, the unknown level of academic rigor can put a lot of stress on many of our students.

- Discussing healthy habits is a great way to get the conversation going in this area. (examples- attendance, study habits, healthy eating, rest, etc.)
- Getting the student to feel comfortable and confident meeting with their professor early in the semester can be extremely beneficial to the student. Encouraging them to utilize office hours, ask questions, and become familiar with resources can alleviate pressure and improve their chances of academic success.

*(Some students may feel the "Imposter Syndrome" after receiving their first grades so it is important to assure them that they do belong and that they are in the right place.)*

## SUPPORT

Having or not having the right support can be a make or break deal. I love starting with the question, "What support systems do you have coming in?" Many students reach CSU because of great support they have received. Understanding the importance that places is critical to encouraging them to identify and seek the support that can make the greatest difference.

- Connecting students to their academic advisor is a great starting point.
- Guiding them to understand that they have additional advisor support and helping to set up meetings with key people on campus. *(ex. Key, C4E Support contact, Scholarship, etc.)*
- Introduce TILT and its services.

## RESIDENTIAL

A "Home Away from Home" is substantial for every student. Students need to have a safe place that they can call their own. Where they live is typically where they will spend most of their time while in college so it is very important that time and careful thought are invested in their living situation.

- For students living on campus, it is important for them to advocate for themselves and know that they have options when addressing roommate issues or an environment that is not conducive to succeeding in college.
- For off-campus living it would be good to go over the additional responsibilities that come with renting and importance of choosing the right roommates.

*(I like to mention the statistical factors of student success when living on-campus.)*

## CONNECTION

Students who are engaged on campus with other peers statistically perform higher than students who do not.

- Transitioning from their previous environment can take time but helping students get involved and connected make a good experience great.
- For many of us what we remember from our college experience are those connections that we made that can often times last a lifetime.
- Making connections can look different for every student. A healthy gauge is finding out the students typical level of engagement and basing it off of that. *(ex. A student that prefers to have a few good friends as opposed to many good friends may still be exhibiting signs of a healthy level of connection.)*

## WELL-BEING

A great major, great school, and great environment will all become null and void if a student is not taking care of themselves. Transitioning into a new environment can create different lifestyle patterns that can make reaching a student's full potential difficult.

- A great starting point here is making sure they are aware of their sleeping and eating habits and ensuring those are at a healthy balance.
- Time-management skills are a huge factor for all students. Students who manage their time well, have shown to be more successful in higher education experiences.
- The goal for this section is to inform the student about all of the resources available on this campus in order to make their CSU experience great!



# SIX PATHWAYS TO STUDENT SUCCESS

## Question Guide

### FINANCES

- Do you have any questions about your financial aid packet this year?
- Have you completed your FAFSA by the March 1 priority date?
- Have you met the requirements for your scholarship program(s)?
- Have you met with a Financial Aid Advisor?
- Will you be using CSU health insurance or do you plan to have it waived?
- Do you understand your university bill and expenses for this semester?
- Do you have the financial resources for books, supplies, and other expenses for your classes this semester?
- Are you planning to work this semester and if so, how many hours per week?

### ACADEMICS

- Do you have any concerns about the academic rigor of your classes this semester?
- What would you say your academic strengths are?
- Are you comfortable meeting with your professors and academic advisor?
- Are you aware of the tutoring services and academic workshops available on campus?
- What are your current study habits?
- How confident are you with your major?
- Are you familiar with the Common Core requirements?
- What are your career goals when it comes to your major?
- Are you in the University Honors Program or other academic programs?
- Have you missed any classes?

### SUPPORT

- What support systems do you currently have in place?
- Are you familiar with the support systems on campus?
- Have you met with your academic advisor?
- Have you met with your professors during office hours?
- Are you familiar with the services offered in TILT?
- Have you met with your Key Advisor?
- Do you know who your C4E contact is?
- Are you familiar with the SDPS support services?
- Are you involved with any academic programs on campus?

# SIX PATHWAYS TO STUDENT SUCCESS

## RESIDENTIAL

- Do you have any concerns about where you are living or will be living?

### On-Campus

- Do you know who your Hall Director is?
- Have you met your Resident Assistant?
- Are you involved with programs offered through housing?
- How is the relationship with your roommate(s)?

### Off-Campus

- Have you selected a place to live off campus?
- Are you comfortable with the leasing agreement?
- Will you have roommates?
- How will you be commuting to campus?
- Have you considered using CSU's transit system?

## CONNECTION

- Is college what you expected it to be?
- Have you crossed paths with friends from high school?
- Have you met new friends since you have been on campus?
- Do you have any hobbies/interests?
- Are you involved in student clubs or organizations?
- Do you go to the dining hall alone or do you go with a group of friends?
- What do you do on the weekends?
- How is the relationship with your roommate(s)?
- Are you involved with study groups for any of your classes?
- What campus events have you attended or plan to attend?

## WELL-BEING

- How many hours of sleep do you get each night?
- What have your eating habits been like since you arrived on campus?
- How much down time do you set aside each week?
- Are you familiar with the CSU Health Network on campus?
- Do you utilize the recreation center?
- How would one know that you are stressed?
- In what ways do you manage stress?
- If you were to rate your average stress level since arriving to campus, on a scale of 1-10, what would it be? (1 being little to no stress and 10 being constantly stressed to where it has a negative impact on your daily life.)

# SIX PATHWAYS TO STUDENT SUCCESS

## RESOURCES

### FINANCES

- FINANCIAL AID OFFICE
- SCHOLARSHIP/PROGRAM ADVISOR
- FINANCIAL AID LIASION
- PARENT/FAMILY
- STUDENT EMPLOYMENT SERVICES
- OFF CAMPUS EMPLOYMENT
- CSUSA

### ACADEMICS

- COLLEGE ACADEMIC ADVISOR
- PROFESSOR/ INSTRUCTOR OFFICE HRS
- TILT GREAT HALL TUTORING
- TILT ACADEMIC WORKSHOPS
- STUDENT GROUP STUDIES
- ACADEMIC ADVANCEMENT CENTER
- PRIVATE TUTOR
- STUDENT DIVERSITY PROGRAMS & SERVICES
- WRITING CENTER
- CENTER FOR ADVISING AND STUDENT ACHIEVEMENT

### SUPPORT

- PARENT/FAMILY
- LEARNING COMMUNITIES (KEY)
- COLLEGE ADVISOR
- C4E CONTACT
- CLUBS & ORGANIZATIONS
- MENTORS

### RESIDENTIAL

- CSU HOUSING
- OFF CAMPUS LIFE
- HALL DIRECTOR/RESIDENT ASSISTANT
- LEARNING COMMUNITY ADVISORS
- RHA/NRHA
- FRATERNITY/SORORITY LIFE

### CONNECTION

- CLUBS & ORGANIZATIONS
- LEARNING COMMUNITY
- CAMPUS ACTIVITIES
- STUDENT DIVERSITY PROGRAMS AND SERVICES
- OFF CAMPUS LIFE
- STUDY ABROAD
- RHA/NRHA
- CAREER CENTER
- CAMPUS RECREATION CENTER

### WELL-BEING

- CSU HEALTH NETWORK
- CAMPUS RECREATION CENTER
- DAY PROGRAMS
- CONFLICT RESOLUTION & STUDENT CONDUCT SERVICES
- RESOURCES FOR DISABLED STUDENTS
- STUDENT DIVERSITY PROGRAMS AND SERVICES



## EPF & Credit Recovery in Chemistry

- Getting data on student performance
- Feedback on more than just a score
- Recovery at mid-term





## Data on Student Performance by Week 5(?)!

Faculty have ~~4.5~~<sup>3.5!</sup> weeks to

- Teach material
- Evaluate performance (e.g., exam)
- Score that performance
- Assemble and submit Feedback





What does a “U” student need to know?

***The behaviors  
they need to change  
to make improvements.***





## 5 performance flags in General Chemistry 1

- Current Course Score
- Exam 1 score
- Recitation attendance
- *Time in homework\**
- *Pre-exam review in homework\**





*Please withdraw from this class!*

“I can’t drop 4 credits and maintain full time status for **financial aid.**”

“Ok, I’ll withdraw. What should I do to **be ready to succeed** next time?”







## Chemistry Recovery Course

- Half a semester, 2 credits, 4 contact hr/wk
  - net decrease of 2 credits if withdraw from General Chemistry 1
- Focus on *learning to learn* (chemistry)





“When I started this course, I was ashamed. I was upset that I couldn’t handle Chem 111 and that I wasn’t understanding content that other people seemed to grasp after one lecture... I was afraid of what people would think of me if I had to ask them for help... admitting that *I need help* would only make my situation a reality.” -- Caty





“I have grown so much through Chem 105, in ways that I didn’t think would be possible. I learned that asking for help when hitting a roadblock is not looked down upon, in fact people often admire a person’s ability to admit they are having difficulties or failing... I grew in the fact that I know now how to take failure and turn it into something productive, something in which to grow by.”

-- Caty (*highest performer in Spring 2017*)





## Assessment

- Community for Excellence -Retention rates (2nd and 3rd fall) that far exceed what would be expected
- Early Performance Feedback- Overall, students in EPF sections show a significantly higher ABC's% than students in pre-EPF sections





## Assessment

- Credit Recovery-Recover an average of 2.8 credits per term and participation helps students improve their CSU GPA.





# Early Warning Implementation Strategies

- Faculty are Key
- Make it simple, timely and flexible
  - Make it all inclusive
  - Keep it positive
  - Illustrate the impact





# Questions/Discussion

## Contact Information

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