

Title III – Pathways to Graduation Project Monthly Progress Report

Grant Year: 2016-2017

Month: May 2017

Year Two - Activity Objectives:

- Design cohort two Gateway Courses and toolkit
- Pilot enhanced assessment and analytics
- Pilot Completion Coaching
- Pilot Learning Commons
- Pilot cohort one Gateway Courses
- Evaluate progress in Year 2 and modify plan

In May, the PGP staff held a various activities to support students during the last few weeks of the spring semester. The main goal of these activities is to improve educational quality and enhance student support to ensure student success.

Digital Toolkits and Gateway Courses

A significant progress has been made towards the process of redesigning Gateway Courses. The Instructional Designer created a Blackboard template for the toolkits and provided the necessary guidance to design teams. Instructional designer meet with the teams that are in the design stage once a month and every-other-month for piloting teams to help teams refine their materials. Digital toolkits for the cohort one (EN101, MA110, and PY101) and cohort two (EN099, MA091, HI101, DS090 and BI141) Gateway Courses are finished and available to all faculty teaching these courses. During the spring semester, two new teams worked on toolkits for SO101 (Dina Radeljas and Diana Ayers-Darling) and AC115 (Robert Huyck, Christine VanNamee). These toolkits will be available to all faculty in Spring 2018. Meanwhile, we have five new Faculty Toolkit Teams that have already met to start the construction of the next set of virtual toolkits. The following is the list of courses and faculty members who will work on designing toolkits:

MA115 – Anna Radlowski

IS101- Rosemary Fuoco, Robert Huyck

HS101- Cheryl Plescia, Kelsey Freeman

CJ101- Troy Little, Richard Kelly

DS051- Rachel Golden, Gina St. Croix

Starfish and Coaching

The faculty teams teaching Gateway courses continued to use Starfish to monitor student academic progress and alert completion coaches with any concerns. In May, faculty raised 185 flags and 374

kudos. The three completion coaches contacted the flagged students and provided necessary support. Next semester, Starfish will be available to all users.

Learning Commons

The Learning Commons continued to provide a welcoming space for multiple types of learning and support. During the Spring 2017 semester, the Learning Commons provided free coaching, tutoring and supplemental instruction to help students achieve academic success. For the Spring 2017 semester, the academic support hours totaled 8521.5. A total of 2983 students used the Learning Commons for tutoring at least once. In addition, a total of 255 students actively participated in the coaching program. The number of individualized coaching appointments totaled 714. Throughout the Spring Semester, the coaches cleared 770 flags.

In May, the Learning Commons tutors provided several review sessions to help students prepare for final exams. The following table shows the number of students attending each session.

Class	Number of students
MA089	10
MA090	4
MA108	12
MA110	27
MA115	12
MA125	13
MA121	6
MA150	9
MA151	10
MA152	14
Total number of students	117

Completion Coaching

Despite the fact that coaches took a proactive measure and worked hard to help students, data collected during the spring semester shows no positive correlation between coaching and student success. The following table shows no improvement in student academic performance. In fact, it shows that students who did not participate in the coaching program have higher GPAs than students who did.

Students	Avr. Term GPA	Avr. Cum. GPA	Re-enrollment Rate
Did not see coach	2.3629	2.5091	0.5484
Saw coach	1.5168	1.7596	0.4111

There are several confounding reasons for this. In this analysis, we included only students enrolled in the first and second cohort of Gateway Courses. In general, students who did well in these courses, did not see a coach, and students who struggled received coaching support. This is one of

the main reasons for such low GPAs. At the end of Spring semester, students who participated in the coaching program completed a short survey about the program. The survey results indicate that the program was very beneficial, and the majority of students said they would like to meet with the coach at least 3 times a month.