Helping Probationary Students Get Back “On Course”

Region IX Matriculation Administrators Meeting
November 18, 2011

Chaffey College Opening Doors

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Chaffey College (HSI)
Rancho Cucamonga, CA

First Census Credit Headcount

<table>
<thead>
<tr>
<th>Semester</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17,738</td>
<td>18,648</td>
<td>19,953</td>
<td>19,463</td>
<td>19,414</td>
</tr>
</tbody>
</table>

Number of Credit Enrollments

<table>
<thead>
<tr>
<th>Semester</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49,697</td>
<td>53,223</td>
<td>57,740</td>
<td>56,589</td>
<td>56,707</td>
</tr>
</tbody>
</table>
Chaffey College Student Ethnicity and Gender

Student Ethnicity (Spring 2011)

- Hispanic: 10.8%
- Other: 5.9%
- Caucasian: 22.7%
- Asian/P.I.: 4.4%
- African American: 9.8%
- Decline to State: 47.5%

Student Gender (Spring 2011)

- Male: 40.8%
- Female: 57.7%
- Unknown: 1.5%
Opening Doors to Excellence

- Program launched in fall 2005 as part of study on probationary students in collaboration with MDRC educational and social policy research group
- Intervention includes outreach, counseling, instruction, tutorial services and directed learning activities
- Objective is to help move students off probation and regain good standing within one year of participating in the program while making progress on goals
- Awarded the prestigious MetLife Community College Award for Excellence in Service to Students at the 2010 American Association of Community Colleges conference and most recently the 2011 California Community Colleges Board of Governors’ Award for Excellence in Program Services
Opening Doors Process for Probationary Students

- Students on 2nd level probation identified and letters sent
- Targeted students are blocked from registering for subsequent term
- Counselor Apprentices conduct information sessions about program
- Students given three options- Opening Doors, Petition to Waiver, and Refusal
Opening Doors Option for Probationary Students

- Sign contract of participation and complete 1 year educational plan with counselor
- Submit draft schedule then registration block removed
- Enroll in 3 unit grade earning “Opening Doors to Student Effectiveness” course
- Complete 5 directed learning activities in the Success Centers
Students’ Perspective on Reasons for Probationary Status

Findings stemming from 5,414 responses gathered from probationary students (fall 2006 – spring 2010)

“My academic performance is substandard because…”

- I lack good study skills (16.5%)
- I have poor time management skills (14.7%)
- I have previous or current family problems (13.9%)
- My work conflicts with college (13.2%)
Students’ Perspective on Reasons for Probationary Status

Continued….

- I do not attend class on regular basis (11.0%)
- I lack motivation to do my best (10.3%)
- I am unsure of my major or career goal (9.8%)
- I think I have a learning disability (3.3%)
- I have a previous or current medical condition (2.5%)
- Courses are too difficult for me (2.1%)
Guidance Course Intervention

Teaching Objectives

- Promote self reflection and awareness of academic and personal challenges to success
- Promote to the utilization of campus resources to overcome challenges
- Employ assessment tools to evaluate student preparation, goals and attitude for a successful college experience
- Foster positive growth and self-motivation strategies
Guidance Course Intervention

Learner Centered Teaching Approach

- Thinking Learner – enjoy facts & theories, lectures
- Doing Learner – enjoy taking action, hands-on
- Feeling Learner – enjoy personal connections, group work
- Innovative Learner – enjoy imagining new possibilities, visual aids & independent projects
Guidance Course Activity
Best Practice
Building Blocks
Benefits to Students in the Chaffey College Opening Doors to Excellence Program
Communications On Probation/Dismissal Standing

<table>
<thead>
<tr>
<th>Letters Sent Notifying Students of</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Probation</td>
<td>1,480</td>
<td>1,444</td>
<td>1,460</td>
<td>1,510</td>
<td>1,495</td>
<td>1,582</td>
<td>1,610</td>
</tr>
<tr>
<td>Level 2 Probation</td>
<td>722</td>
<td>881</td>
<td>828</td>
<td>905</td>
<td>756</td>
<td>861</td>
<td>766</td>
</tr>
<tr>
<td>Dismissal Standing</td>
<td>567</td>
<td>554</td>
<td>750</td>
<td>380</td>
<td>356</td>
<td>540</td>
<td>383</td>
</tr>
</tbody>
</table>
Spring 2010 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course
Spring 2009 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Good Standing</th>
<th>Probation/Dismissed</th>
<th>Did Not Enroll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Grade</td>
<td>68 (41%)</td>
<td>31 (19%)</td>
<td>67 (40%)</td>
<td>166 (100%)</td>
</tr>
<tr>
<td>Non-Successful Grade</td>
<td>4 (4%)</td>
<td>16 (16%)</td>
<td>79 (80%)</td>
<td>99 (100%)</td>
</tr>
</tbody>
</table>

\[ d = 0.98 \]

\[ d = 0.08 \]

\[ d = 0.84 \]
### Fall 2010 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course

#### Fall 2009 Cohort

<table>
<thead>
<tr>
<th></th>
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<th>Did Not Enroll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Grade</td>
<td>63 (32%)</td>
<td>45 (23%)</td>
<td>87 (45%)</td>
<td>195 (100%)</td>
</tr>
<tr>
<td>Non-Successful Grade</td>
<td>1 (1%)</td>
<td>9 (12%)</td>
<td>63 (86%)</td>
<td>73 (100%)</td>
</tr>
</tbody>
</table>
### Spring 2011 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course

#### Spring 2010 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Good Standing</th>
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<th>Did Not Enroll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Successful Grade</strong></td>
<td>46 (34%)</td>
<td>43 (32%)</td>
<td>47 (35%)</td>
<td>136 (100%)</td>
</tr>
<tr>
<td><strong>Non-Successful Grade</strong></td>
<td>3 (9%)</td>
<td>10 (29%)</td>
<td>21 (62%)</td>
<td>34 (100%)</td>
</tr>
</tbody>
</table>

\[ \text{Spring 2010 Cohort} \]

\[ d = .64 \]  
\[ d = .07 \]  
\[ d = .55 \]
Fall 2011 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course

Fall 2010 Cohort

<table>
<thead>
<tr>
<th>Status</th>
<th>Successful Grade</th>
<th>Non-Successful Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>56 (38%)</td>
<td>2 (3%)</td>
<td>58 (38%)</td>
</tr>
<tr>
<td>Probation/Dismissed</td>
<td>38 (26%)</td>
<td>6 (10%)</td>
<td>44 (26%)</td>
</tr>
<tr>
<td>Did Not Enroll</td>
<td>55 (37%)</td>
<td>53 (87%)</td>
<td>108 (66%)</td>
</tr>
<tr>
<td>Total</td>
<td>149 (100%)</td>
<td>61 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

$d = 0.96$

$d = 0.42$

$d = 1.09$
### Spring 2012 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course

#### Spring 2011 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Good Standing</th>
<th>Probation/Dismissed</th>
<th>Did Not Enroll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Grade</td>
<td>62 (34%)</td>
<td>46 (25%)</td>
<td>74 (41%)</td>
<td>182 (100%)</td>
</tr>
<tr>
<td>Non-Successful Grade</td>
<td>2 (2%)</td>
<td>10 (12%)</td>
<td>72 (86%)</td>
<td>84 (100%)</td>
</tr>
</tbody>
</table>

\[ d = 0.96 \]  
\[ d = 0.34 \]  
\[ d = 0.98 \]
Fall 2012 Academic Standing of ODE Students Earning a Successful and Non-Successful Grade in the ODE Guidance Course
Fall 2011 Cohort

<table>
<thead>
<tr>
<th>Percentage of ODE Students</th>
<th>Successful</th>
<th>Non-Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>31 (34%)</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>Probation/Dismissed</td>
<td>24 (27%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Did Not Enroll</td>
<td>35 (39%)</td>
<td>34 (97%)</td>
</tr>
</tbody>
</table>

Total: 90 (100%) Successful Grade
Total: 35 (100%) Non-Successful Grade

$d = .90$

$d > 1.00$

$d = 1.44$
Mean Goal Orientation Ratings of ODE Guidance Students at the Beginning and End of the Semester (Spring 2010 – Spring 2011)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Pre Rating</th>
<th>Post Rating</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP10</td>
<td>19.9</td>
<td>20.2</td>
<td>.08</td>
</tr>
<tr>
<td>FA10</td>
<td>20.1</td>
<td>20.2</td>
<td>.03</td>
</tr>
<tr>
<td>SP11</td>
<td>19.6</td>
<td>20.1</td>
<td>.19</td>
</tr>
</tbody>
</table>

N = Number of Students

The bar chart shows the mean goal orientation ratings for students at the beginning (Pre) and end (Post) of the semester in Spring 2010 (SP10), Fall 2010 (FA10), and Spring 2011 (SP11). The effect size (d) indicates the magnitude of the change from the beginning to the end of the semester.
| Semester | Pre Rating | Post Rating | d  
|----------|------------|-------------|-----
| FA11 2011 | 19.7       | 20.7        | .40 |
| SP12 2012 | 19.4       | 20.1        | .24 |
| FA12 2012 | 19.9       | 20.5        | .14 |
Mean Educational Value Ratings of ODE Guidance Students at the Beginning and End of the Semester (Spring 2010 – Spring 2011)

SP10: $d = .03$

- Pre: 20.8
- Post: 20.7

FA10: $d = .30$

- Pre: 20.6
- Post: 21.4

SP11: $d = .27$

- Pre: 20.1
- Post: 20.8

$N = 42$
$N = 60$
$N = 69$
Mean Educational Value Ratings of ODE Guidance Students at the Beginning and End of the Semester (Fall 2011 – Fall 2012)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Pre Rating</th>
<th>Post Rating</th>
<th>Effect Size (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA11</td>
<td>21.2</td>
<td>22.0</td>
<td>0.30</td>
</tr>
<tr>
<td>SP12</td>
<td>21.2</td>
<td>21.2</td>
<td>0.00</td>
</tr>
<tr>
<td>FA12</td>
<td>21.4</td>
<td>21.7</td>
<td>0.09</td>
</tr>
</tbody>
</table>

N = 107  
N = 118  
N = 95
Mean Educational Participation Ratings of ODE Guidance Students at the Beginning and End of the Semester (Spring 2010 – Spring 2011)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Pre Rating</th>
<th>Post Rating</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP10</td>
<td>18.3</td>
<td>19.6</td>
<td>0.28</td>
</tr>
<tr>
<td>FA10</td>
<td>19.3</td>
<td>23.7</td>
<td>0.79</td>
</tr>
<tr>
<td>SP11</td>
<td>19.4</td>
<td>21.6</td>
<td>0.43</td>
</tr>
</tbody>
</table>

$N = 44, N = 61, N = 69$
Mean Educational Participation Ratings of ODE Guidance Students at the Beginning and End of the Semester (Fall 2011 – Fall 2012)

$d = .71$

$d = .56$

$d = .53$
Mean Sense of Self Ratings of ODE Guidance Students at the Beginning and End of the Semester (Spring 2010 – Spring 2011)

SP10
N = 42
Mean Rating: 26.7 to 28.3
Effect Size: d = .49

FA10
N = 63
Mean Rating: 26.6 to 28.0
Effect Size: d = .38

SP11
N = 70
Mean Rating: 26.9 to 27.9
Effect Size: d = .33
Mean Sense of Self Ratings of ODE Guidance Students at the Beginning and End of the Semester (Fall 2011 – Fall 2012)

- FA11: Pre = 26.7, Post = 27.9, $d = .32$
- SP12: Pre = 26.6, Post = 27.2, $d = .16$
- FA12: Pre = 26.7, Post = 27.8, $d = .23$

$N = 109$, $N = 118$, $N = 94$
Students' Perspectives on How the Program Helped them Regain Good Standing - Video Vignette
Chaffey College
Opening Doors to Excellence Program
DISCUSSION