

Completion Coaching:

Strategies to build endurance in FYE and DevEd students



Presenters:

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Susan Long, Director of Student Success Center – Southern State Community College

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AmeriCorps College Completion Coaches Program



SERVE OHIO
Ohio Commission on Service and Volunteerism



Ohio Association of Community Colleges



12 Participating
Community
Colleges

AmeriCorps Coaches Performance Measures

- Number of Students Served
- Completion of Remedial Coursework
- Enrollment in Subsequent College Level Courses
- Earn Expected First-Year Credits
- Volunteer Engagement
- Life-After-the-Corps

AmeriCorps Coaches Framework

Students

DevEd Retention
Engagement Attainment
Data Results
Supervisors FYE
Completion
Milestones

Workshops
Connections Coaches

Faculty

Embedded

AmeriCorps Coaches Role & Responsibilities



Southern State Community College AmeriCorps Coaches



Erin Kirker



Jade Hunt

IPAC

Individual Plan for Academic Completion

A Student's TRAC Record through the SSCC Student Success Center

What is the purpose of IPAC?

- To set personal, career and major goals
- To assist students in selection of degree program that will help them meet their goals
- To establish a clear pathway to degree completion by charting all program requirements, core courses and general electives needed to earn a certificate or associate degree in a timely manner
- To enhance student understanding of degree requirements
- To establish a clear pathway for transfer to another institution of higher education
- To identify support services available to students

ABOUT THE DARS



Business Management – 429 (Degree Audit)

Associate of Applied Business Degree

Total Credits: 65

Admission / Application Date: _____

Selective Admission: Yes No

Campus: _____

Term: _____

COURSES

| | | <u>Credits</u> | <u>Prerequisites</u> | <u>Sequence</u> | | | |
|-------------------------------------|--------------|------------------------------------|----------------------|--|----|----|----|
| First Semester | | | | | | | |
| <input checked="" type="checkbox"/> | ACCT 1104 | Principles of Accounting I | 4 | None | 10 | 20 | 30 |
| <input type="checkbox"/> | BADM 2251 | Business Law I | 3 | None | 10 | 20 | |
| <input type="checkbox"/> | COMM 1110 | Interpersonal Communications | 3 | None | 10 | 20 | 30 |
| <input checked="" type="checkbox"/> | ENGL 1101 | English Composition | 3 | ACCUPLACER | 10 | 20 | 30 |
| <input checked="" type="checkbox"/> | MATH 1124 | Finite Math OR | 3 | ACCUPLACER OR | 10 | 20 | 30 |
| <input type="checkbox"/> | MATH 1141 | College Algebra | | MATH 1118 | 10 | 20 | 30 |
| Second Semester | | | | | | | |
| <input type="checkbox"/> | ACCT 1105 | Principles of Accounting II | 4 | ACCT 1104 | 10 | 20 | 30 |
| <input type="checkbox"/> | ACCT 2206 | Managerial Cost Accounting | 3 | ACCT 1104 | 10 | 20 | 30 |
| <input type="checkbox"/> | BADM 2252 | Business Law II | 3 | None | 10 | 20 | |
| <input type="checkbox"/> | ENGL 1102 | English Composition II | 3 | ENGL 1101 | 10 | 20 | 30 |
| <input type="checkbox"/> | MATH 1160 OR | Statistical Concepts OR | 3 | MATH 1118 OR | 10 | 20 | 30 |
| <input type="checkbox"/> | MATH 2281 | Introductory Statistics | | MATH 1141 | 10 | 20 | 30 |
| Third Semester | | | | | | | |
| <input type="checkbox"/> | BADM 2204 OR | Principles of Marketing OR | | ACCT 1104 OR | 10 | 20 | |
| <input type="checkbox"/> | BADM 2225 | Social Media/Marketing | 3 | ENGL 1101 & CSCI 1140 | | 20 | |
| <input type="checkbox"/> | BADM 2206 | History & Principles of Management | 3 | None | 10 | 20 | 30 |
| <input type="checkbox"/> | BADM 2208 | Supervision & Leadership | 4 | None | 10 | 20 | 30 |
| <input type="checkbox"/> | CSCI 2218 | Excel (MOS 77-882) | 3 | None | 10 | 20 | 30 |
| <input type="checkbox"/> | ECON 2205 | Principles of Microeconomics | 3 | None | 10 | 20 | 30 |
| Fourth Semester | | | | | | | |
| <input type="checkbox"/> | BADM 2216 | Business Ethics | 3 | None | | 20 | 30 |
| <input type="checkbox"/> | BADM 2220 | Human Resources Management | 4 | None | | 20 | 30 |
| <input type="checkbox"/> | BADM 2222 | Business Finance | 3 | ACCT 1105 & ECON 2205 | 10 | 20 | 30 |
| <input type="checkbox"/> | BADM 2290 | Problems in Business Applications | 4 | 75% of req. Tech. CR in BADM/ACCT program | 10 | 20 | |
| <input type="checkbox"/> | ECON 2206 | Principles of Macroeconomics | 3 | None | 10 | 20 | 30 |
| Program Total | | | 65 | | | | |

GPA First Semester: _____ Second Semester: _____ Third Semester: _____ Fourth Semester: _____

ABOUT THE DARS (CONTINUED)

Foundation Courses

Based on educational status and ACCUPLACER scores, students may be required to add the following foundational courses to their schedules to prepare for their selected programs of study. Advisors will assist in building these courses into the student's academic completion plan.

| <u>COURSES</u> | | <u>Credits</u> | <u>Prerequisites</u> | <u>Sequence</u> |
|----------------|--|----------------|----------------------|-----------------|
| ___ PSYC 1108 | College Success | 2 | New Student | 10 20 30 |
| ___ CRDM 0081 | College Readiness Math | 0 | ACCUPLACER | 10 20 30 |
| ___ MATH 1106 | Pre-Algebra | 3 | ACCUPLACER | 10 20 30 |
| ___ MATH 1117 | Elementary Algebra | 3 | ACCUPLACER or 1106 | 10 20 30 |
| ___ MATH 1118 | Intermediate Algebra | 3 | ACCUPLACER or 1117 | 10 20 30 |
| ___ CRDE 0081 | College Readiness English | 0 | ACCUPLACER | 10 20 30 |
| ___ ENGL 0097 | Preparation I for College Composition | 6 | ACCUPLACER | 10 20 30 |
| ___ ENGL 0099 | Preparation II for College Composition | 3 | ACCUPLACER or 0097 | 10 20 30 |

Faculty Advisors:

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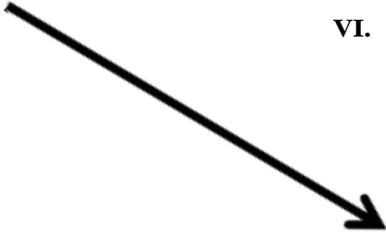
Jeff Tumbleson (jtumbleson@sscc.edu / x3678)

Check with Faculty Advisor about any other prerequisites for required program courses.

Talking Points about Accounting 429D:

See Catalogue for Nature of Work, Related Job Titles, and Program Design.

IPAC and Coaching are incorporated into the PSYC 1108 (College Success) syllabus.



I. COURSE TITLE: College Success

COURSE NUMBER: 1108

CATALOG PREFIX: PSYC

II. PREREQUISITE(S): None

III. CREDIT HOURS: 2

LECTURE HOURS: 2

LABORATORY HOURS:

OBSERVATION HOURS:

IV. COURSE DESCRIPTION:

This is a performance based course comprised of two components designed: (1) to introduce students to basic computer skills, Microsoft Word, Excel, and Power Point, Internet, and LRC resources; (2) to increase student success in college by developing self-esteem, personal responsibility, self-motivation, resource management, study skills, and academic and career planning.

V. GRADING:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

VI. ADOPTED TEXT(S):

On Course with MBTI, Study Skills *Plus* Edition 2010

By: Skip Downing

Wadsworth Cengage Publishing

ISBN #0538782900

Supplemental Text: Individual Plan for Academic Completion (IPAC)

This text is provided freely to each student.

VII. COURSE OBJECTIVES:

Upon completion students should be able to:

- Understand Basic Computer Skills
 - Log on
 - Access student email
 - Reply, forward, attachments, uploads, downloads

Course Objective

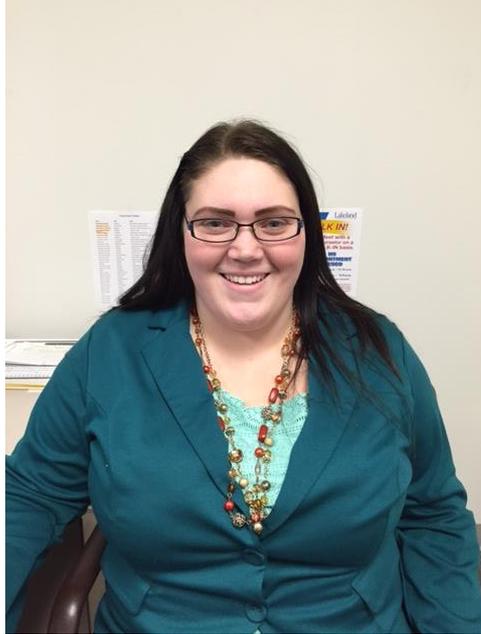
- Develop an Individual Plan for Academic Completion (IPAC)
 - IPAC will used as a free supplemental text
 - Each student will create an academic completion plan
 - Each student will have two 1-on-1 meetings with AmeriCorps coach
 - Participate in one student success workshop by AmeriCorps/Student Services in-class presentation or out of class Student Success Workshop
 - Instructor will incorporate the AmeriCorps Coaches' Design for the Creation of academic Completion plans



COURSE OUTLINE:

| WEEK | DESCRIPTION |
|---------|---|
| Week 1 | Distribution and explanation of IPAC binders Introduction to Basic Computer Skills <ul style="list-style-type: none">▪ How to log on▪ Accessing student email▪ Reply, forward, attach, send email |
| Week 3 | <ul style="list-style-type: none">▪ Bar codes▪ Utilizing LRC resources <p>Deliver advising worksheets and charts to students to begin creation of completion plans</p> |
| Week 15 | <p>Second coaching session must be completed by the end of week 15. (session can be f2f, email, phone, or webinar)</p> <p>Adopting Life Long Learning</p> <ul style="list-style-type: none">▪ Self-management at work discovering your preferred learning style▪ Learning to make course corrections▪ Developing wisdom▪ Lifelong learning▪ Effective studying |

Lakeland Community College AmeriCorps Coaches



Jessica Murphy



Brian Johnson

- *Year Three*
- *Partnership with Developmental Teaching Faculty*

Lakeland Community College



- Keys to Our Success:
 - Faculty advocates- built a reputation slowly
 - Mandatory participation was essential
 - Clearly articulated roles and responsibilities
 - Collaboration across divisions
 - Leveraging services, not duplicating them
 - Liaisons

Lakeland Community College



- Keys to Our Success:
 - Being thoughtful about developing capacity
 - Identifying partners and advocates
 - Thorough onboarding process
 - Allowing faculty to select from a menu of services that coaches can provide
 - Guaranteeing coaches have access to someone who can answer their questions
 - Being flexible in offerings
 - Multiple methods for connecting with students.

Lakeland Community College



- This year:
 - 12 faculty members and 23 sections
 - 9 mandatory, 1 extra credit, 2 no incentive
 - 384 unique students

AmeriCorps Coaches Essential Practices

- Weekly Meetings with Coaches
- Campus Mentor
- Campus Orientation
- Faculty & Staff Introductions
- Faculty Champions
- Participation Incentives



AmeriCorps Coaches

2013 – 2014 Accomplishments

The total number of students receiving coaching services has increased from 1,200 in year one, to over 3,500 in year two, with a goal of more than 5,000 in year three.

In a survey conducted during Spring semester 2014, 92 % of students indicated coaches helped them succeed in their courses and 95% of students indicated they were aware of additional services to help them be successful.

Approximately 40% of students working with coaches achieved the recommended credit hour milestones known to increase retention and completion (12 part-time and 24 full-time).

Thank You!



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