ALAMO COLLEGES DISTRICT

San Antonio College

IEBC

INSTITUTE *for* EVIDENCE-BASED CHANGE

Informing Decisions · Improving Practice · Increasing Student Success

NISOD

Creating Caring Campuses: A National View

Texas Pathways Institute #5

April 7, 2022

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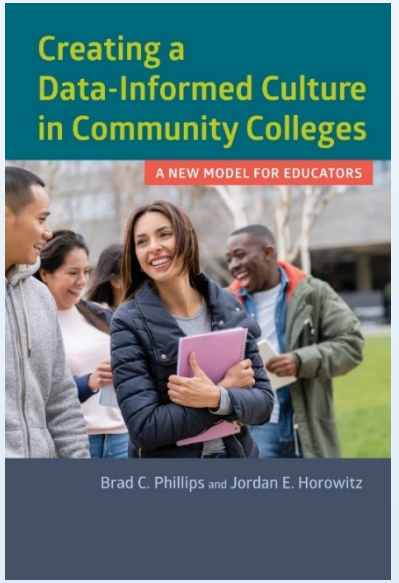
Welcome and an Exercise

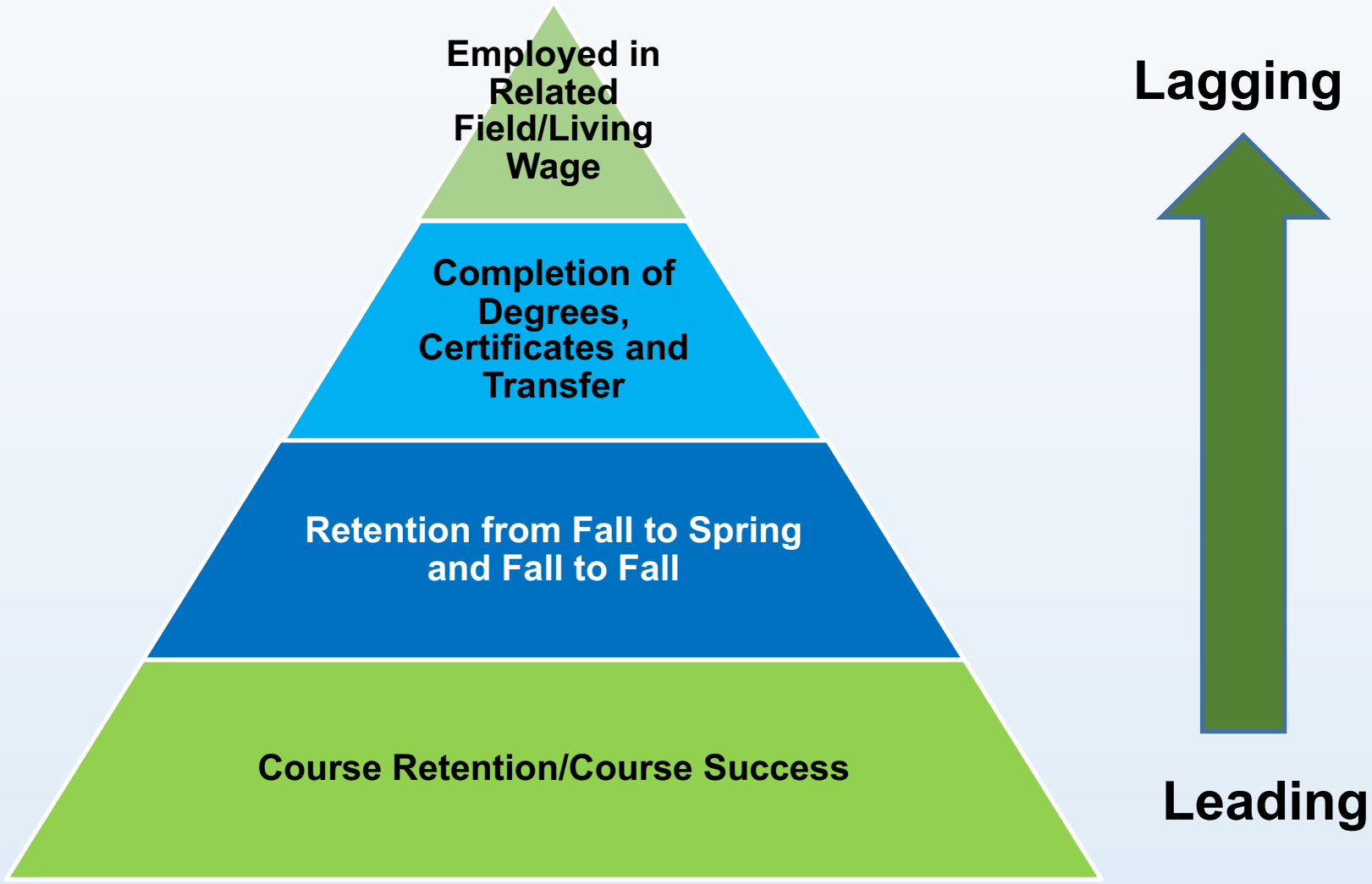
- Think about a time when you needed help and the person helping you demonstrated caring and compassion that exceeded your expectations
- **Who was that and what was the circumstance?**
- **How did this help make you feel?**

About the Institute for Evidence-Based Change

- Over 10 years as a 501(c)3
- Started the Cal-PASS Program in California
- Two core initiatives: **Caring Campus** and **Data Informed Education**
- Authors of *Creating a Data-informed Culture in Community Colleges* (Harvard Education Press, 2017)
- Work in 32 states



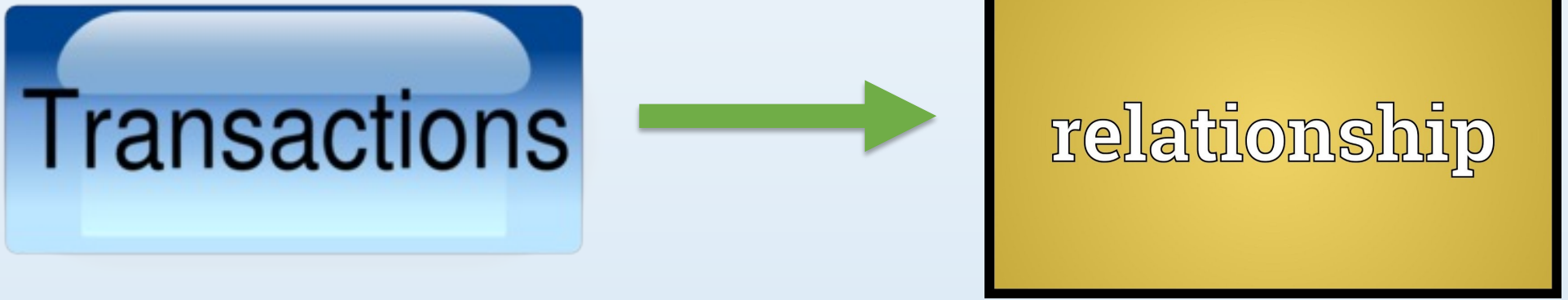
Increasing Completion Cannot Happen if College Cannot Keep the Students They Have



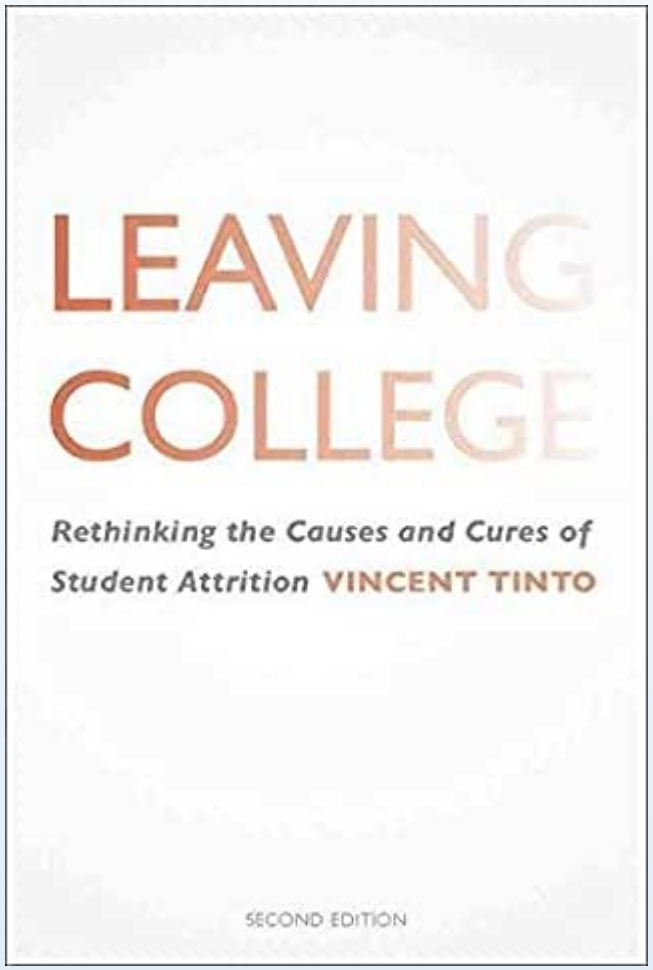
Transaction-Based Process vs. Relationship-Based Engagement

- We are a transaction based education system – improving success and equity is not considered
- Dollars exchanged for goods and services
- Antiseptic

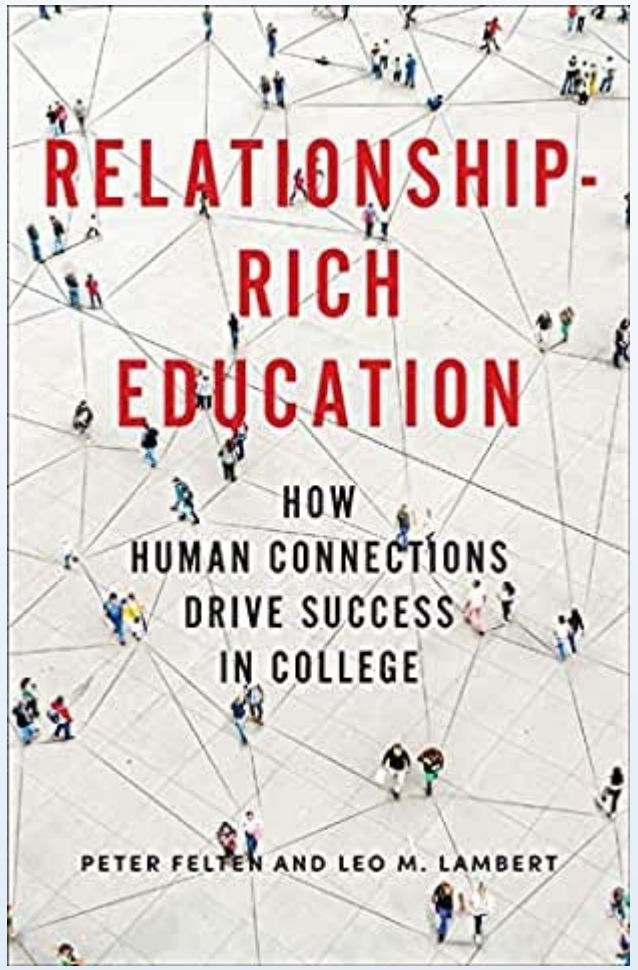
- Must move to a relationship based education system – focusing on success and equity
- Making connections matter
- Human based and leverages programs and services



Research on Retention



"…the secret of effective retention lies not in the types of programs institutions construct for their students, but in the underlying commitment to students that inspires these programs"



"Decades of research demonstrate that peer-to-peer, student-faculty, and student-staff relationships are the foundation of learning. Belonging and achieving in college…effects are particularly strong for students of color and first-generation

Recruitment vs. Keeping the Students You Have

- Recruitment is important
- But keeping the students you already have is important
- Faculty and Staff can be relationship builders
- Students want someone who “get’s them, even if they do not look like them – equity is about relationships
- We often think about community colleges as commuter campuses but students want to feel a connection

What is Caring Campus?

- Focuses on specific behaviors – not attitudes and opinions
- Based on research
- Behaviors are little to no cost
- Empower faculty and staff – work together as part of the student success and equity agenda
- Takes 6 months to 1 year to implement
- Outcomes are dramatic
- Little to no ongoing costs – behavior change is FREE
- Works in both a face-to-face and virtual environment
- Working with 84 colleges across the US

IEBC and Guided Pathways

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Caring Campus

Caring Campus Faculty and Guided Pathways

The Institute for Evidence-Based Change's *Caring Campus Faculty* initiative provides support for Guided Pathways implementation by addressing student connectedness issues in the classroom, which support student success efforts.

Pillar One: Clarify the Path

A clear path to student academic goals helps all students, but especially first time in college students, feel welcome. Removing jargon, ensuring there are no surprises, making expectations clear.

FOUR PILLARS OF GUIDED PATHWAYS

Pillar Two: Enter the Path

Feeling connected from the first day of class is essential if students are to persist. Learning student's names and meeting with them are simple classroom behaviors that facilitate feelings of connectedness among students. Feeling connected in the classroom increases course retention and success rates.

Pillar Three: Stay on the Path

Students leave or stop out for myriad reasons. But research shows that non-academic reasons are front-and-center for many of them. It is essential for college faculty to understand the full and complicated lives students lead off-campus. Faculty become *Compassionate Coaches* by not penalizing students when an assignment or assessment is incomplete due to a life event, and maintain student learning as the target. Early and frequent assessments, another Caring Campus classroom behavior, help students gauge their progress and seek assistance when needed.

Pillar Four: Ensure Learning

Many of the Caring Campus classroom behaviors noted above work to ensure learning. Students need to be engaged if they are to learn. By making a connection to a faculty member, students work hard to please that faculty member by coming to class, turning in assignments, and being present for assessments. This engagement increases course retention and success rates for all students.

For more information contact the Institute for Evidence-Based Change at info@iebcnow.org or 619-933-7489

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Caring Campus

Caring Campus and Guided Pathways

The Institute for Evidence-Based Change's *Caring Campus* initiative provides support for Guided Pathways implementation by including support staff in student success efforts. In fact, staff can support each of the Guided Pathways pillars.

Pillar One: Clarify the Path

Staff can help to reduce barriers, ensuring the process for applying, enrolling, and persisting is clear, free of jargon, and easily understood by all students. This is especially true for first time in college students and students receiving financial aid.

FOUR PILLARS OF GUIDED PATHWAYS

Pillar Two: Enter the Path

The first contact with the college is often with a staff member in a department such as student supports or registrar, or even as a grounds staff who sees a hesitant potential student walking across the campus. Staff are early problem-solvers helping new students navigate registration, financial aid options, buying books and supplies, and figuring out where their class is being held.

Pillar Three: Stay on the Path

Students leave or stop out for myriad reasons. But research shows that non-academic reasons are front-and-center for many of them. Staff can make the difference, ensuring students return by creating a sense of connectedness and awareness and knowledge of options.

Pillar Four: Ensure Learning

Completing a student's education plans goes beyond the classroom. It requires a team approach with support from all departments and divisions. Staff can help ensure learning by removing non-academic obstacles to student success.

For more information contact the Institute for Evidence-Based Change at info@iebcnow.org or 619-933-7489

The Greater Texas Foundation Grant

- Funding two years of Caring Campus expansion in Texas – Thank you GTF!
- Five colleges have been selected to begin work in Fall 2022
- Planning to expand to five additional colleges in Fall 2023
- No fee for participation – coaching services
- Colleges can select either Staff or Faculty Caring Campus
- NISOD will be providing (no charge) resources to support engagement

thank you
danke
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teşekkür ederim
gracias
merci
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bedankt
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Caring Campus at SAC

Presenter: Dr. Robert Vela

ALAMO COLLEGES DISTRICT
San Antonio College

ASPEN PRIZE WINNER 2021

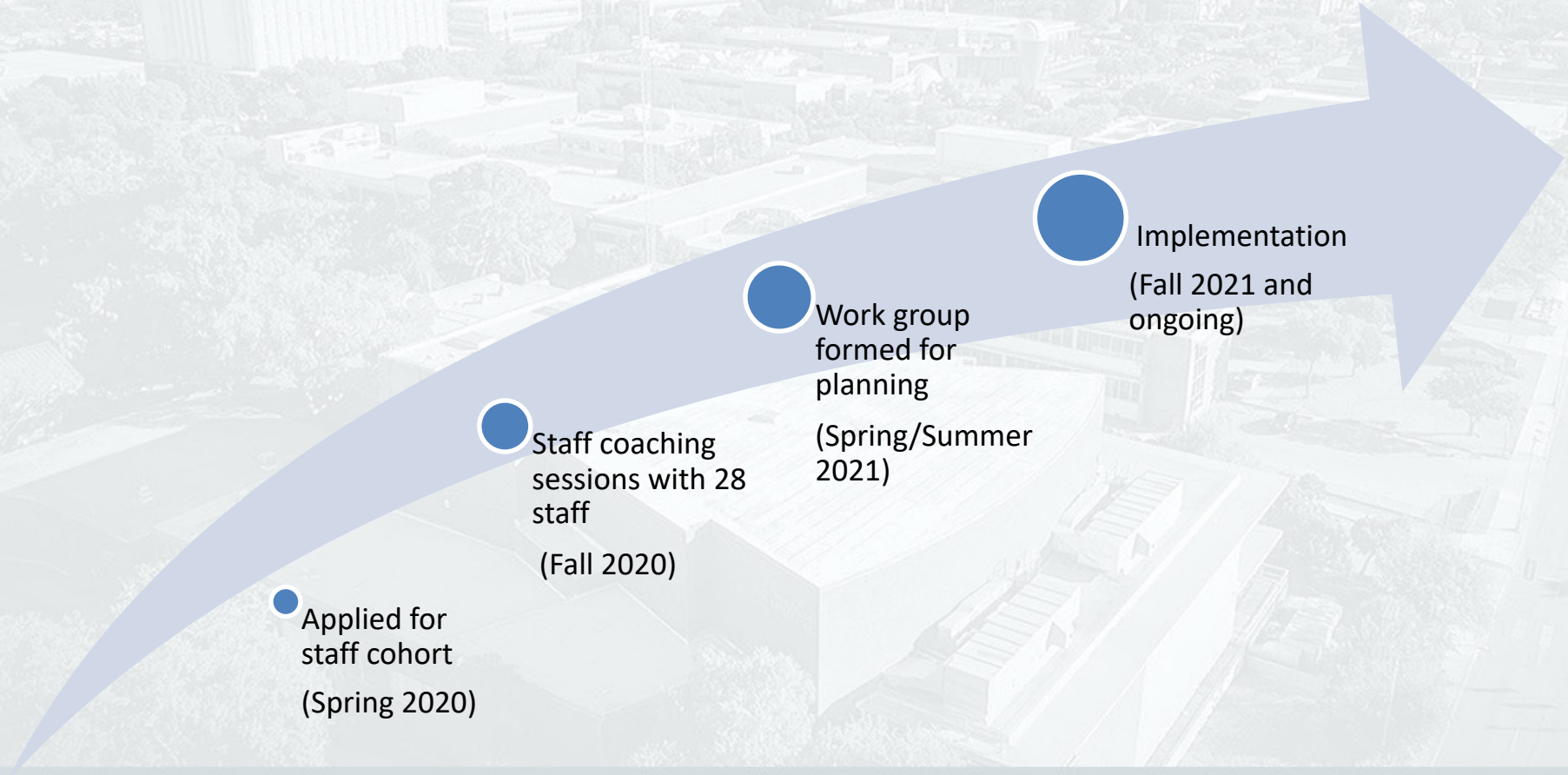
Malcolm Baldrige National Quality Award 2018 Award Recipient

Achieving the Dream LEADER COLLEGE OF DISTINCTION

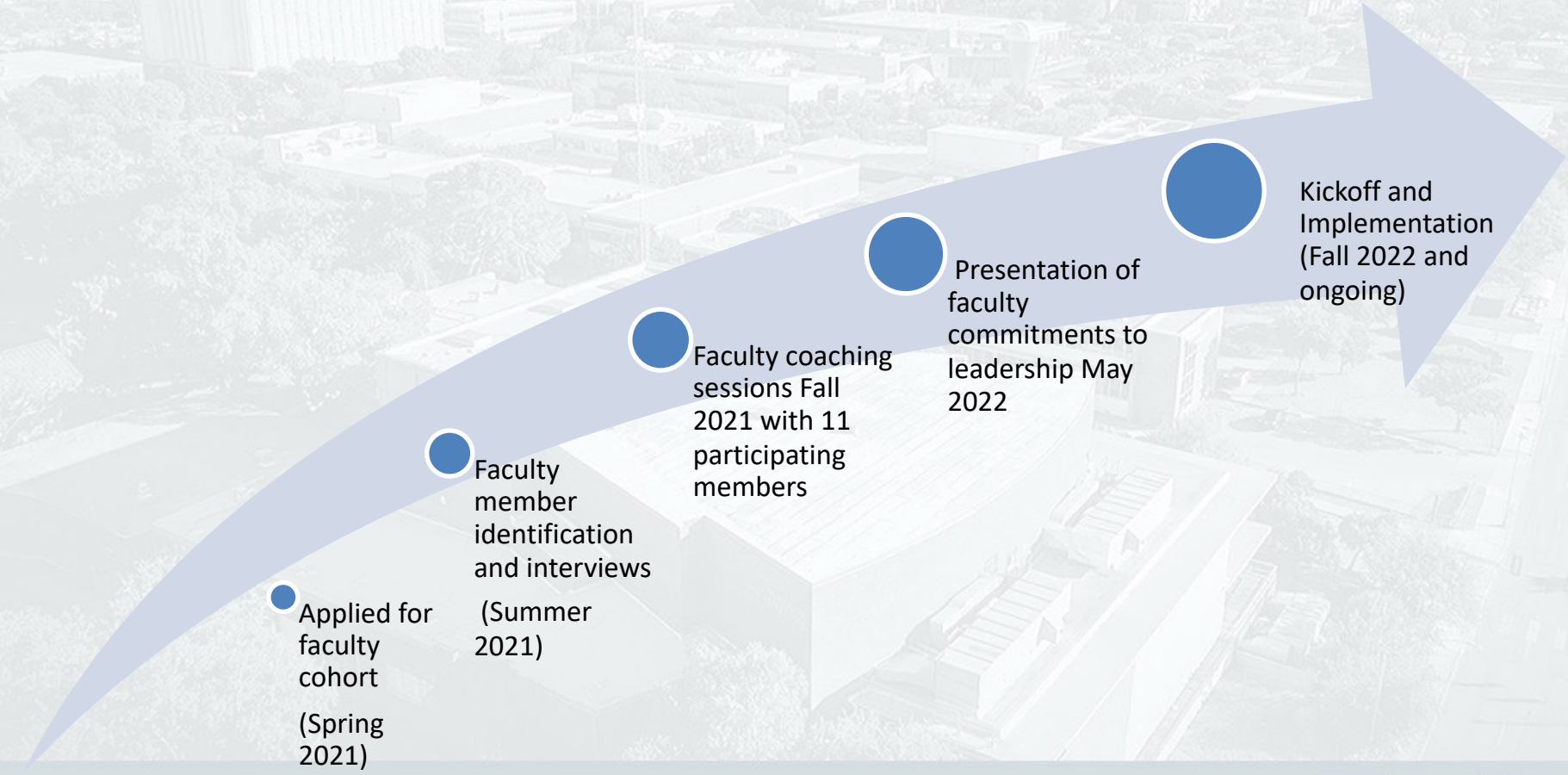
Faculty & Staff Behavioral Commitments

Faculty Behavioral Commitments	Staff Behavioral Commitments
Learn and regularly use student names	Maintain up to date information on department webpages, directories, email signatures
Clearly communicate about the course	Commit to taking time to fully understand the student's need/concern and ensure it has been addressed
Create moments that matter	Commit to a standard and reasonable response time for voice mails, emails, and texts
Provide frequent assignments and assessments	Commit to practicing the 10-foot rule, when you see a student who needs help offer assistance and take them where they need to go
Practice situational fairness	Commit to understanding what campus and community resources are available, so that you make accurate referrals

Staff Journey: SAC and Caring Campus Partnership



Faculty Journey: SAC and Caring Campus Partnership



Faculty and Staff Experience

“Caring campus has given me the opportunity to have an intentional deep-dive into formulating and evaluating the behavioral commitments at San Antonio College. This process has allowed faculty and staff at San Antonio College to create a plan that is building on the current successes at SAC and addressing the areas that need improvement to continue SAC’s commitment to student success.”

Dehlia Wallis, Associate Professor, Psychology

“Caring campus is an initiative that I strongly believe will positively impact students each and every day they interact with the staff here at San Antonio College.”

Victoria Guerrero, Administrative Services Specialist, Dean of Academic Support

Spreading the Good News

- Caring Campus Department Presentations
- 5 Behavioral Commitments Flyer
- Department Rodeo
- Lunch & Learn Summer Series 2021 and coming Summer 2022
- Caring Campus Email and Webpage

Thank you!

FIVE COMMITMENTS

5

1. Ensuring a department's webpage, directories, email signatures, etc. are accurate and up-to-date by reviewing each month.

2. Taking the time to throughly understanding a student's concerns. Ask, "Have I helped you resolved your concern?' and or, "Is there anything else I can do for you?'

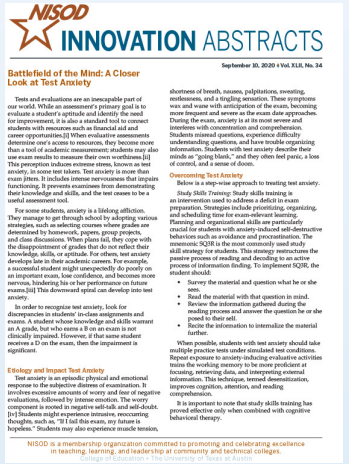
3. Reasonable response time and follow through, via voice mails, emails, texts, etc.

4. Practice 10-foot rule: If a student needs help, stop and introduce yourself; offer to assist them in where they need to go.

5. Understanding the resources on campus in order to make accurate referrals

National Institute for Staff and Organizational Development

- Part of the College of Education at The University of Texas at Austin.
  - 350 member colleges; 49 in Texas
  - Budget-friendly, high-quality programs and resources.
- NISOD will provide resources at no charge.
  - Webinar Series
  - *Innovation Abstracts*


NISOD INNOVATION ABSTRACTS

September 30, 2020 • Vol. XLII, No. 34

Battlefield of the Mind: A Closer Look at Test Anxiety

Tests and evaluations are an inescapable part of our world. While an assessment's primary goal is to evaluate a student's aptitude and identify the need for improvement, it is also a standard tool to connect students with resources such as financial aid and career opportunities.[i] When evaluative assessments determine one's access to resources, they become more than a tool of academic measurement; students may also use exam results to measure their own worthiness.[ii] This perception induces extreme stress, known as test anxiety, in some test takers. Test anxiety is more than exam jitters. It includes intense nervousness that impairs functioning. It prevents examinees from demonstrating their knowledge and skills, and the test ceases to be a useful assessment tool.

For some students, anxiety is a lifelong affliction. They manage to get through school by adopting various strategies, such as selecting courses where grades are determined by homework, papers, group projects, and class discussions. When plans fail, they cope with the disappointment of grades that do not reflect their knowledge, skills, or aptitude. For others, test anxiety develops late in their academic careers. For example, a successful student might unexpectedly do poorly on an important exam, lose confidence, and becomes more nervous, hindering his or her performance on future exams.[iii] This downward spiral can develop into test anxiety.

In order to recognize test anxiety, look for discrepancies in students' in-class assignments and exams. A student whose knowledge and skills warrant an A grade, but who earns a B on an exam is not clinically impaired. However, if that same student receives a D on the exam, then the impairment is significant.

Etiology and Impact Test Anxiety

Test anxiety is an episodic physical and emotional response to the subjective distress of examination. It involves excessive amounts of worry and fear of negative evaluations, followed by intense emotion. The worry component is rooted in negative self-talk and self-doubt. [iv] Students might experience intrusive, reoccurring thoughts, such as, "If I fail this exam, my future is hopeless." Students may also experience muscle tension, shortness of breath, nausea, palpitations, sweating, restlessness, and a tingling sensation. These symptoms wax and wane with anticipation of the exam, becoming more frequent and severe as the exam date approaches. During the exam, anxiety is at its most severe and interferes with concentration and comprehension. Students misread questions, experience difficulty understanding questions, and have trouble organizing information. Students with test anxiety describe their minds as "going blank," and they often feel panic, a loss of control, and a sense of doom.

Overcoming Test Anxiety

Below is a step-wise approach to treating test anxiety.

Study Skills Training: Study skills training is an intervention used to address a deficit in exam preparation. Strategies include prioritizing, organizing, and scheduling time for exam-relevant learning. Planning and organizational skills are particularly crucial for students with anxiety-induced self-destructive behaviors such as avoidance and procrastination. The mnemonic SQ3R is the most commonly used study skill strategy for students. This strategy restructures the passive process of reading and decoding to an active process of information finding. To implement SQ3R, the student should:

- Survey the material and question what he or she sees.
- Read the material with that question in mind.
- Review the information gathered during the reading process and answer the question he or she posed to their self.
- Recite the information to internalize the material further.

When possible, students with test anxiety should take multiple practice tests under simulated test conditions. Repeat exposure to anxiety-inducing evaluative activities trains the working memory to be more proficient at focusing, retrieving data, and interpreting external information. This technique, termed desensitization, improves cognition, attention, and reading comprehension.

It is important to note that study skills training has proved effective only when combined with cognitive behavioral therapy.

NISOD is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.
College of Education • The University of Texas at Austin

National Institute for Staff and Organizational Development

- Webinar Series Examples
  - Guided Pathways: A First Look at Student Experiences and the Role of Faculty
  - Reboot Your Class by Teaching With Presence and Compassion
  - What Everyone Ought to Know About Professor Flexibility, Philosophy, and Student Completion
  - At the Heart of Retention Programs and Practices: Creating an Environment of Mattering and Validation for Community College Students
  - Learn to Build Community and Spark Engagement for Community College Students

National Institute for Staff and Organizational Development

- *Innovation Abstracts* Examples
  - *Acknowledging Student Identities and Addressing Biases to Implement Culturally Responsive Teaching*
  - *Intrusive Advising as a Retention Strategy*
  - *Virtual Mentoring: Leveraging Technology to Grow Potential*
  - *Emotionally Intelligent Teaching to Empower and Engage: Insights From Neuroscience*
  - *Acknowledging Student Identities and Addressing Biases to Implement Culturally Responsive Teaching*
  - *Changing the Tide: Increasing Student Retention by Acknowledging Race and Bias*

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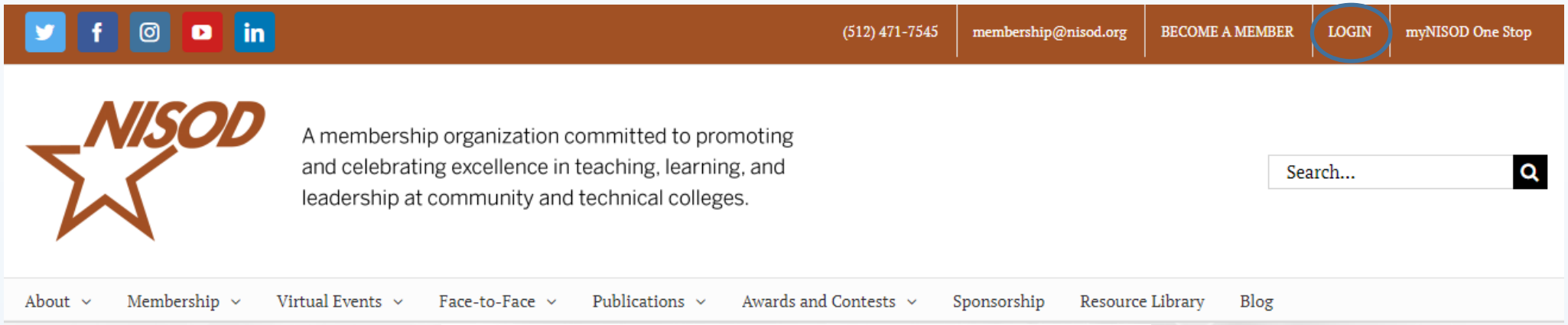


www.nisod.org

Step 1 – Visit the Register Page to Begin

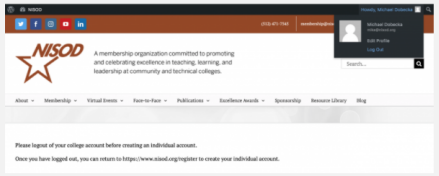
Visit https://www.nisod.org/register/

If you're already logged in:

- If you are currently logged into your Institutional Account, you will be prompted to log out of your Institutional Account before creating an Individual Account.
- To log out, simply hover over your account email (or account name) in the upper right of the browser window, and then click on "Log Out." This will log you out of any account and redirect you to a page to begin the process of creating an Individual Account.
- For example, to log out of my account, I would hover over my name and then click "Log Out."

If you're not logged in:

- If you are not currently logged into our website, then you will be directed immediately to the "Creating an Individual Account" screen in step two.



Step 2 – Enter Your Work Contact Information

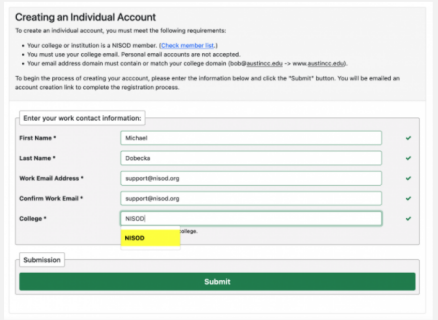
On the "Creating an Individual Account" page, enter the following:

- **First Name**
- **Last Name**
- **Work Email Address**
- **Confirm Work Email Address**
- **College**

Then click the "Submit" button.

Note that your email address domain must be associated with your college; otherwise, you will not be able to create an Individual Account.

Once you submit, your information will be verified. If your information passes the verification check, you will be sent an email containing a link to a web page that will allow you to complete your Individual Account.



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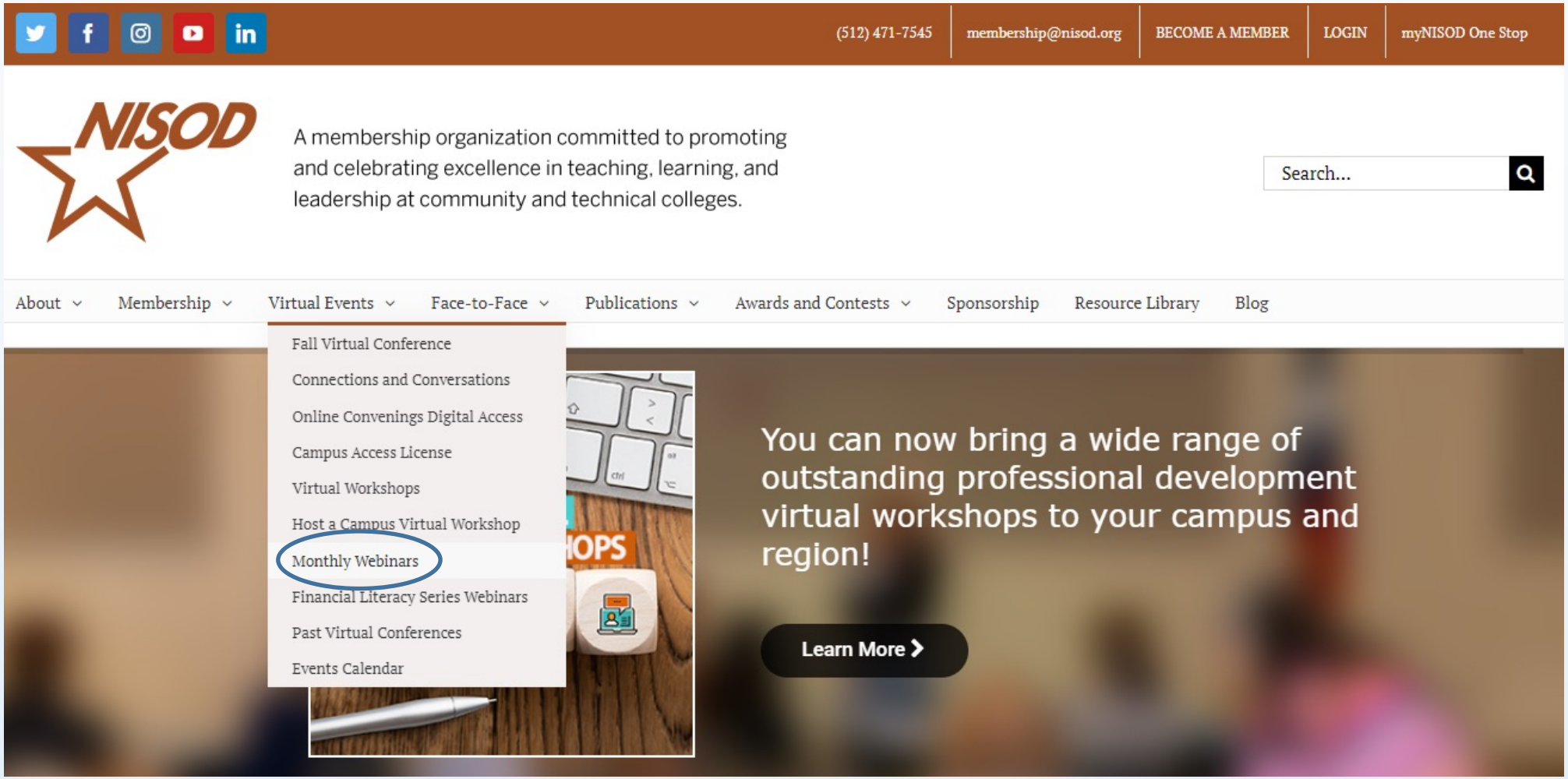

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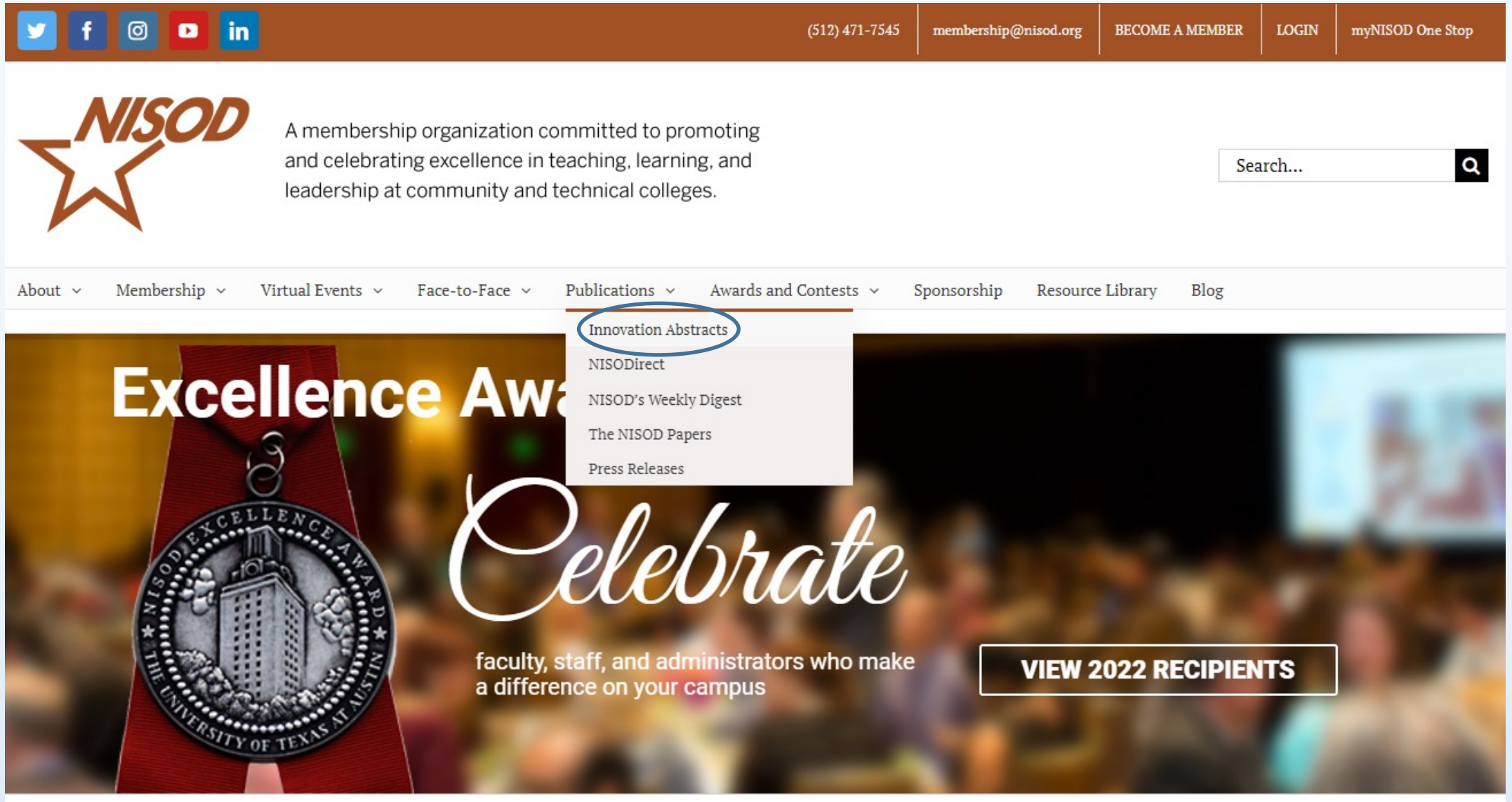

National Institute for Staff and Organizational Development

On-Demand Virtual Conferences

April 2021 Virtual Conference	2019 Virtual Conference	2018 Virtual Conference	2017 Virtual Conference

Topic
Faculty Conference
Classified Staff Symposium
Administrator Series
Professional Development Symposium
Student Support Symposium
Improving Equity, Diversity, and Inclusion, Part I
Improving Equity, Diversity, and Inclusion, Part II
Overcoming Food and Housing Insecurities
Effective Online Teaching Practices, Part I
Effective Online Teaching Practices, Part II
Successful Faculty Professional Development Models, Part I
Successful Faculty Professional Development Models, Part II

Questions