

## Enhancing Advising/Success Coaching Systems to Monitor Student Program Plan Progress and Completion

Both Paris Junior College (PJC) and Temple College (TC) have increased efforts in recent years to assist students with their educational pathways from admittance to graduation. While there is some success, additional efforts to close gaps associated with course and program success/completion rates are still needed (Figure 1).

#### **Changes Proposed:**

We propose a more intrusive monitoring and advising model. Student athletes typically receive intrusive models of advising and their success metrics reflect it (Figure 2).



# Automated monitoring and notification of student course progress

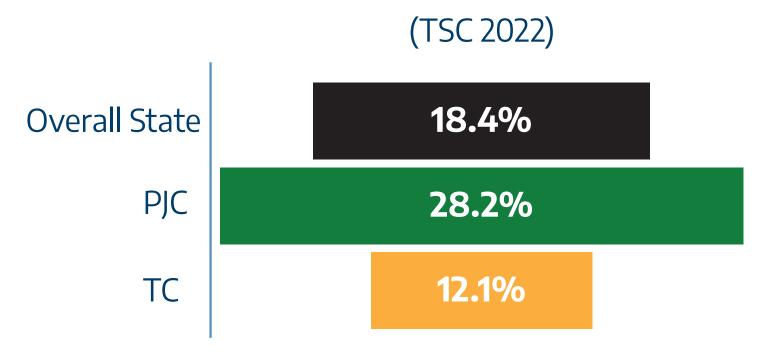
- Triggers may include A) attendance below some defined threshold, B) low assessment grade(s), especially early in the course, C) poor engagement effort or frequency (i.e. a course discussion board for an online course), etc.
- Daily report or alert sent to designated faculty/staff member to initiate intervention



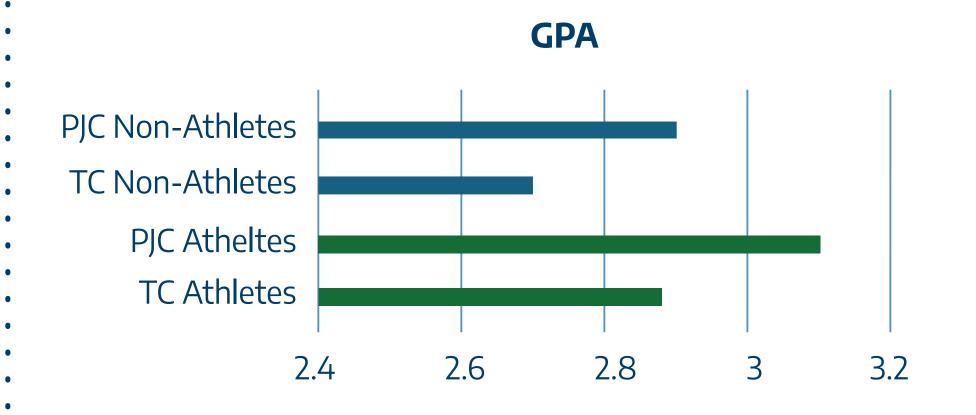
### Celebratory milestone achievements when students succeed

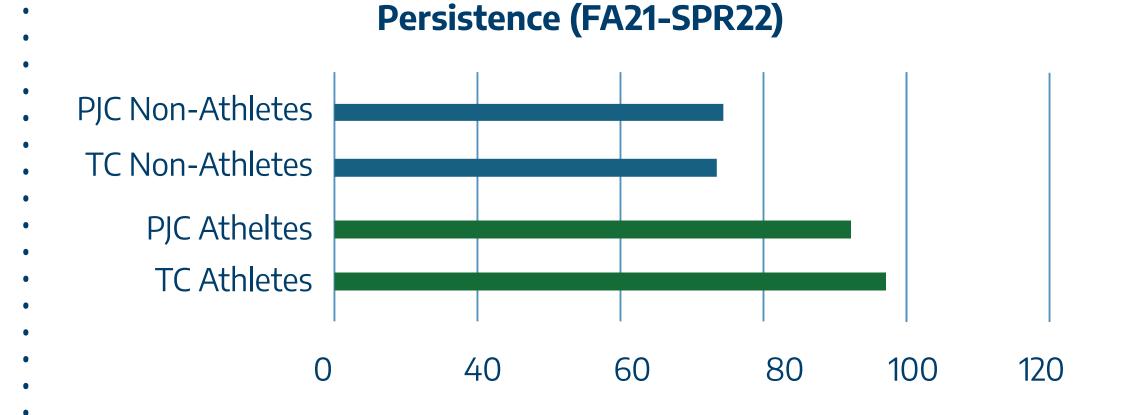
- Checkpoints with advising at 15 credit hours and 30 credit hours
- Celebratory letters/emails from advisors/department chair/dean; college swag to recognize and celebrate critical milestones

#### **Earned a Degree or Certificate within 3 Years**



**Figure 1.** Completion rates of a credential earned within 3 years at all community colleges across the state ("overall state"), Paris Junior College (PJS), and Temple College (TC).

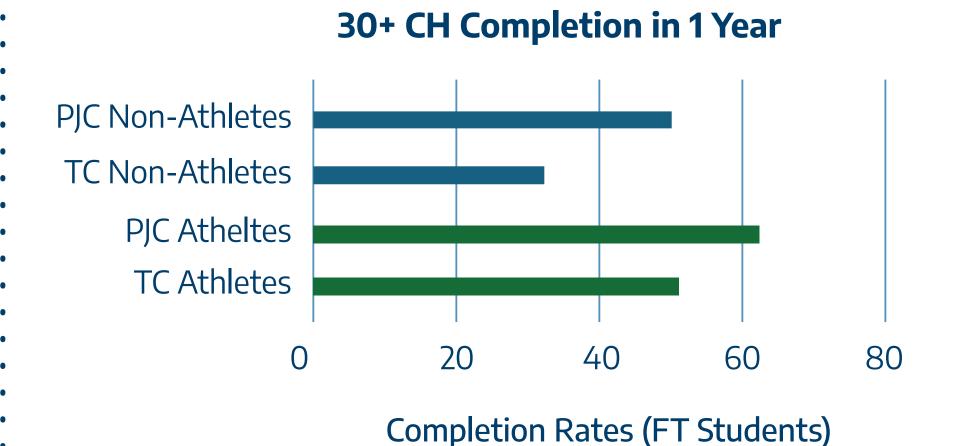






Through gaining early momentum and success as a result of these practices, students will be more likely to achieve better successful outcomes that **keep them in their course** and on their Pathways such as:

- Increase in percentage of students who complete 30 + credit hours in one year
- Increase in persistence from term to term and year to year
- Increase in overall student GPA



**Figure 2.** Paris Junior College (PJC) and Temple College (TC) athlete and non-athlete GPA, persistence, and >30 SCH completion rates. Athlete student advising models tend to be more intrusive than non-athlete advising models.