A Student Success Model for Adult Education

Dr. Arlene Santos-George  
_Dean, Adult Basic Education, GED & ESL_

Karen Parrillo  
_Manager, Assessment & Student Success_

Illinois Forum for Excellence  
September, 2016
Objectives

1. Background on CLC and its Adult Education Program
2. WIOA Objectives and Metrics
3. Overview of Transition Program at CLC
4. Student Success Theoretical Framework
5. Transition Pathways Operational Plan
6. Goal Setting Form, Process, Data, Case Management, and Tracking Outcomes
• Large, suburban community college located north of Chicago.
• Established in 1969 and accredited by the Higher Learning Commission.
• 3 campuses: Grayslake, Waukegan, and Vernon Hills.
• 230 full time faculty; 813 part time faculty
• 457 full time staff; 102 part time staff
• Each fall, about 12,500 credit college students; 1,900 adult education students; and 1,000 non-credit students.
CLC’s Adult Education Program

- 3 campuses and 12 community sites
- 3,000 students annually
- 5 full time faculty; 90 part time faculty
- 16 full time positions; 3 part time positions
- Academic offerings: ABE, ASE, ESL, Spanish for GED, and VST
- 1/3 Grayslake Campus; 1/3 Waukegan Campus; and 1/3 Vernon Hills and community sites
- 61% ESL; 39% ABE/ASE/SAE
- 59% Female
- 68% Hispanic; 12% White; 8% Black; 5% Asian
- 21% 18-24 yrs.; 59% 25-44 yrs.
- 97% Part-time
- 82% are from North Lake County
Workforce Innovation Opportunity Act of 2014

Seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities.

Strengthens alignment between adult education, post-secondary education, and employers.

Recognizes that the core purpose of the adult education program is to prepare individuals with the skills and knowledge needed to succeed in post-secondary education and the workforce.
WIOA Metrics

- Percentage of program participants in unsubsidized employment during the 2nd and 4th quarter after exit
- Median earnings
- Percentage of participants who obtain a post-secondary credential or diploma during participation or within one year after exit
- Measurable skills gains
- Effectiveness in serving employers
Transition Programs, Plans, and Baseline Data

Transition Programs
- Bridge to Career Programs
  - Healthcare
  - Manufacturing (pending approval)
  - Early Childhood Education (pending approval)
- Developmental Bridge
  - English
  - Math
- ICAPS Model
  - Manufacturing
- ESL Support
  - Administrative Office Systems
  - Automotive Technology
- Student Success Team

Transition Plans
- FY17-FY19 Adult Education Transition Strategic Plan
- FY17-FY19 Adult Education Transition Pathways Operational Plan

Baseline Transition Outcomes
- Between 100-150 Adult Ed students move to college level within the first year after exiting the program
- Over 200 Adult Ed students move to college level within 3 years of exiting the program
FY17-FY19 Adult Education Transition Strategic Goals

- Collaborate for instructional design for successful transitions.
- Improve communication and collaboration among stakeholders.
- Integrate workforce and job preparation for students.
- Promote retention and student success in adult education and college programs.
- Expand outreach and access to adult education, college programs and external organizations.
Transition Pathways for Adult Ed Students

1. Adult Ed → Career Program → Workforce
2. Adult Ed → College 2 Year Transfer Program → College 4 Year Program → Workforce
3. Adult Ed → Vocational Training → Workforce
4. Adult Ed → Workforce
What is the most important factor in determining student success?

Text ARLENESANTOS955 to 22333 once to join, then A, B, C, D, E...

Answers to this poll are anonymous

<table>
<thead>
<tr>
<th>Factor</th>
<th>Letter</th>
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<tbody>
<tr>
<td>Demographic (e.g., race, gender)</td>
<td>A</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>B</td>
</tr>
<tr>
<td>Student interaction with faculty</td>
<td>C</td>
</tr>
<tr>
<td>Having an academic goal and plan</td>
<td>D</td>
</tr>
<tr>
<td>High school preparation</td>
<td>E</td>
</tr>
<tr>
<td>Employment status</td>
<td>F</td>
</tr>
<tr>
<td>Family Obligations</td>
<td>G</td>
</tr>
<tr>
<td>Student engagement with the college</td>
<td>H</td>
</tr>
<tr>
<td>Other</td>
<td>I</td>
</tr>
</tbody>
</table>

0%
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help or
Open poll in your web browser
A Student Success Model to Achieve Outcomes

Figure 1. Tinto’s Student Integration Model of Student Departure. Source: Leaving College, Tinto, 1993, p. 114. Copyright 1993 by The University of Chicago. Reprinted with permission.
Findings of Validation of Model

What matters most to outcomes is having an academic goal (and knowing how to get there) after students have interacted with their college environments.
Can We Use Validation Findings of Tinto’s Model for Adult Education Students? We have goal setting in.....

**New Student Orientation**
- Goal and Success Planner (see handout)

**Classroom Career Exploration**
- Self-assessment
- Lessons

**Intermediate and Advanced Classes**
- Goal Form
- PeopleSoft
Meet the Adult Education Division **Student Success** Team

**We are here to help!**

**Initial Goal**

- Setting:

Karen Parrillo  
*Assessment and Student Success Manager*  
Building 4, Room 417b  
847-543-2275  
kparrillo@clcillinois.edu

Irma Fleischer  
*Enrichment Center Coordinator*  
Building 4, Room 418b  
847-543-2751  
ace399@clcillinois.edu

Levia Loftus  
*Student Services and Instructional Support Coordinator*  
Building 4, Room 420  
847-543-2953  
ace980@clcillinois.edu

Leticia Swift  
*College and Work Transitions Coordinator*  
Building 4, Room 419  
847-543-2672  
aceagy@clcillinois.edu

Warren Thomas  
*Student Support and Repatriation Coordinator*  
Building 4, Room 401  
847-543-2865  
wthomas@clcillinois.edu

**Academic and Personal goals:**

- Karen Parrillo  
- Irma Fleischer

**Two-year Transfer goals:**

- Levia Loftus

**Career Certificate Program goals:**

- Leticia Swift

**Employment goals:**

- Warren Thomas

All information given to us by students will be kept secure and confidential, and will not be shared without students’ permission.
Adult Education Transition Pathways Operational Process

**Step 1: First month of semester**
- Students in all levels of ABE, GED and ESL engage in career exploration
- Cohort students engage in career preparation. Cohort is defined as students in Advanced ESL, Int. ABE, GED and Bridge
- Success Manager gives instructors Goal Planners for all students
- Instructors return completed planners. Operations staff enter goals into PeopleSoft.

**Step 2: Second and third months of semester**
- Students attend Success Fairs at GLC or LSC
- Success Team provides extra support through the Enrichment Center for students needing to improve learning gains through the semester
- Success Manager runs query and assigns students to Success Team Members, who begin contacting students and keeping case notes
- Student Success Team follows up with students on their goals
- Refer to Job Referral Process Map

**Step 3: Fourth and fifth months of semester**
- Students currently in bridge and developmental classes are assigned to Success Team for coaching
- Student Success Team members assist college-ready students in declaring program of study.
- Success Team members assist college-ready students in enrolling in developmental, career, or general education college courses
- Students in cohort receive class visits encouraging them to take advantage of transition programs
- Students in advanced and Bridge classes take the APT or ELI Accuplacer tests to determine college readiness
- Student Success Team members check in with all students who have enrolled in college classes during their first semester

**Step 4: Beginning of next semester**
- Students in cohort receive class visits encouraging them to take advantage of transition programs
- Success Team members assist college-ready students in declaring program of study.
- Success Team members assist college-ready students in enrolling in developmental, career, or general education college courses
- Success Team members check in with all students who have enrolled in college classes during their first semester
- Success Manager provides reports on outcomes achieved

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Semester Plan

Student set goal as personal?
- NO
- YES

Student set goal as career?
- NO
- YES

Student set goal as transfer?
- NO
- YES

Student set goal as job?
- NO
- YES

Student in cohort?
- NO
- YES

Student ready for college?
- NO
- YES

Student will continue in class until they reach the cohort level.

Refer to Job Referral Process Map

Success Team provides extra support through the Enrichment Center for students needing to improve learning gains through the semester

Success Manager gives instructors Goal Planners for all students

Student Success Team follows up with students on their goals

Success Manager runs query and assigns students to Success Team Members, who begin contacting students and keeping case notes

Success Team provides extra support through the Enrichment Center for students needing to improve learning gains through the semester

Students currently in bridge and developmental classes are assigned to Success Team for coaching

Students in cohort receive class visits encouraging them to take advantage of transition programs

Students in advanced and Bridge classes take the APT or ELI Accuplacer tests to determine college readiness

Students in cohort receive class visits encouraging them to take advantage of transition programs

Success Team members check in with all students who have enrolled in college classes during their first semester

Success Manager provides reports on outcomes achieved
Goal Form
ADULT EDUCATION STUDENT SUCCESS GOAL PLANNER

Student Information
Last Name_______________________ First Name _______________________ M.I.______
Student ID _____________ Cell Phone _______________ Home Phone ______________
Home or work email _______________________________
Name and phone number of alternate contact: _________________________________
Instructor Name: ______________________________ Date: ________________

Educational Goal
Check ONLY ONE that is most important to you and fill in the blank ---
The goal that is most important to me now is:

☐ 1. I need to get a job now.

☐ 2. I want to enroll in a 2-year transfer program and later transfer to a 4-year program to earn a Bachelor’s degree.
   At CLC, the 2-year transfer degree will be: _________________________________

☐ 3. I want to enroll in a career or vocational training program at CLC.
   At CLC, the career certificate or degree will be: __________________________

☐ 4. a. I have no career or educational plan beyond my ABE/GED/ESL program.

☐ 4. b. I have a degree from another country that I would like to have evaluated.

☐ 4. c. I plan to get a job after I complete my Adult Education program.

Student Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Manage Service Indicators

Juan Mendoza

1035628

**Display:** Effect **Institution:** College of Lake County

![Add Service Indicator]

### Service Indicator Summary

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<tr>
<th>Code</th>
<th>Code Description</th>
<th>Reason Description</th>
<th>Institution</th>
<th>Start Term</th>
<th>Start Term Description</th>
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<th>End Term Description</th>
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<th>End Date</th>
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<td>Work</td>
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<td>Spring 16</td>
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<td>01/25/2016</td>
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<td>AEG</td>
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![Add Service Indicator]
# PeopleSoft Queries on Adult Education Goals

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<th>Select</th>
<th>Query Name</th>
<th>Descr</th>
<th>Owner</th>
<th>Folder</th>
<th>Edit</th>
<th>Run to HTML</th>
<th>Run to Excel</th>
<th>Run to XML</th>
<th>Schedule</th>
<th>Definitional References</th>
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<tr>
<td></td>
<td>DV_ACEDV_AEG_BY_CLASS</td>
<td>Stdt w AEG by Class Nbr</td>
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<td>Public</td>
<td></td>
<td>Edit</td>
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Query Results

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<th>Grade</th>
<th>City</th>
<th>Srvc Reasn</th>
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<tbody>
<tr>
<td>Jose</td>
<td>ABE</td>
<td>38</td>
<td>Henne,Kori L</td>
<td>GLC</td>
<td>P</td>
<td>Park City</td>
<td>CAR</td>
<td>Hospitality Culinary Arts</td>
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<tr>
<td>Julie</td>
<td>ABE</td>
<td>33</td>
<td>Babcock, Mary Beth</td>
<td>GLC</td>
<td>P</td>
<td>ROUND LAKE PARK</td>
<td>CAR</td>
<td>Medical Assisting. Has experience as Chiropractor Assistant</td>
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<tr>
<td>Leticia</td>
<td>ESL</td>
<td>60</td>
<td>Henne, Kori L</td>
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<td>P</td>
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<tr>
<td>Liliana</td>
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<td>Arce, Kelly L</td>
<td>LSC</td>
<td>P</td>
<td>GREAT LAKES</td>
<td>CAR</td>
<td>Student change goal from WRK to Career in Phlebotomy after the Student Success Fair.</td>
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<tr>
<td>Marcos</td>
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<td>Carver, Mary Lynn</td>
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<td>P</td>
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<td>PER</td>
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<td>P</td>
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<tr>
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<td>SLc</td>
<td>P</td>
<td>Palatine</td>
<td>PER</td>
<td></td>
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<tr>
<td>Boutaina</td>
<td>ABE</td>
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<td>P</td>
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<td>Caceres, Hector C</td>
<td>BPMS</td>
<td>P</td>
<td>Waukegan</td>
<td>TRAN</td>
<td>Dental Assistant</td>
</tr>
<tr>
<td>Lucina</td>
<td>ESL</td>
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<td>Chandra, Indira</td>
<td>MANO</td>
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<td>Round Lake</td>
<td>WRK</td>
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<td>Angelos-Williams, Cynthia</td>
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<td>P</td>
<td>BEACH PARK</td>
<td>WRK</td>
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<tr>
<td>Jorge</td>
<td>ESL</td>
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<td>Roldan-Johnson, Daniel</td>
<td>GLC</td>
<td>P</td>
<td>ROUND LAKE BEACH</td>
<td>WRK</td>
<td>Chemical engineer in his country.</td>
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<tr>
<td>Meaza</td>
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<td>P</td>
<td>Waukegan</td>
<td>WRK</td>
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Case Management System: Student Success Plan (SSP)

04/06/2016
JOURNAL ENTRY
Date 04/06/2016 00:00:00 CDT
Entered By: Leticia Swift
Confidentiality: EVERYONE
Source: Email and phone call
Session Type: 
Session Details: 

Date 01/15/2016 00:00:00 CST
Confidentiality: EVERYONE
Entered By: Leticia Swift
Session Type: 
Session Details: 
Comment: Student is registered in ESL, GED and HET 110 380, supported section. Student came to see me about obtaining loaner book from the library.
Student Navigator:
Better Case Management and Tracking Outcomes System

Criteria
- The students displayed have been refined based on LEVEL3's group view (39,635)
- Do have a student record (39,635)

39,635 students match all criteria

1-25 of 39,635

Abad, Emilio
Abadesa, Mario
Abadia, Harold
Abalo, Manzama-Esso
Abanto, Giovanni
Abarca Hernandez, Jose
Abarca, Bernabe
Abarca, Bertha
Abarca, Vladimir
Abarca, Blanca
Abarca, Daniel
Abarca, Eusebio
Abarca, Jose
Abarca, Leidy
Abarca, Maria
Abarca, Maria
Abarca, Maria
Abarca, Mayra
Abarca, Miguel
Abarca, Nancy
Abarca-Hernandez, Roberto
Abared, Francisco
Abarran, Antelmo
Abaret, Guy
thank you!