



COMMUNITIES OF
ACTION

Summer Bridge: Data Collection Training

Agenda

- Welcome
- Introduce Charles Ansell, CCA
- Data Collection training / Q&A
- BREAK
- Introduce Mysha Clincy, STLCC
- Summer Bridge presentation / Q&A
- QUICK BREAK
- Breakout rooms
- Report out
- Next steps

How we're feeling after May



Areas we can improve

- More breaks!
- More time to talk with colleagues
- A list of readings that relate to bridge programs



Launch poll

Question for the chat



Where is your Summer Bridge Program housed on campus?

Charles Ansell



Occupation

Vice President of Research, Policy and Advocacy at Complete College America



Areas of Expertise

Research, educational justice, equity



Contact Information

e: cansell@completecollege.org


BETTER DATA FOR BETTER DECISIONS

Summer Bridge Programs


**COMPLETE
COLLEGE
AMERICA**



**COMPLETE
COLLEGE
AMERICA**



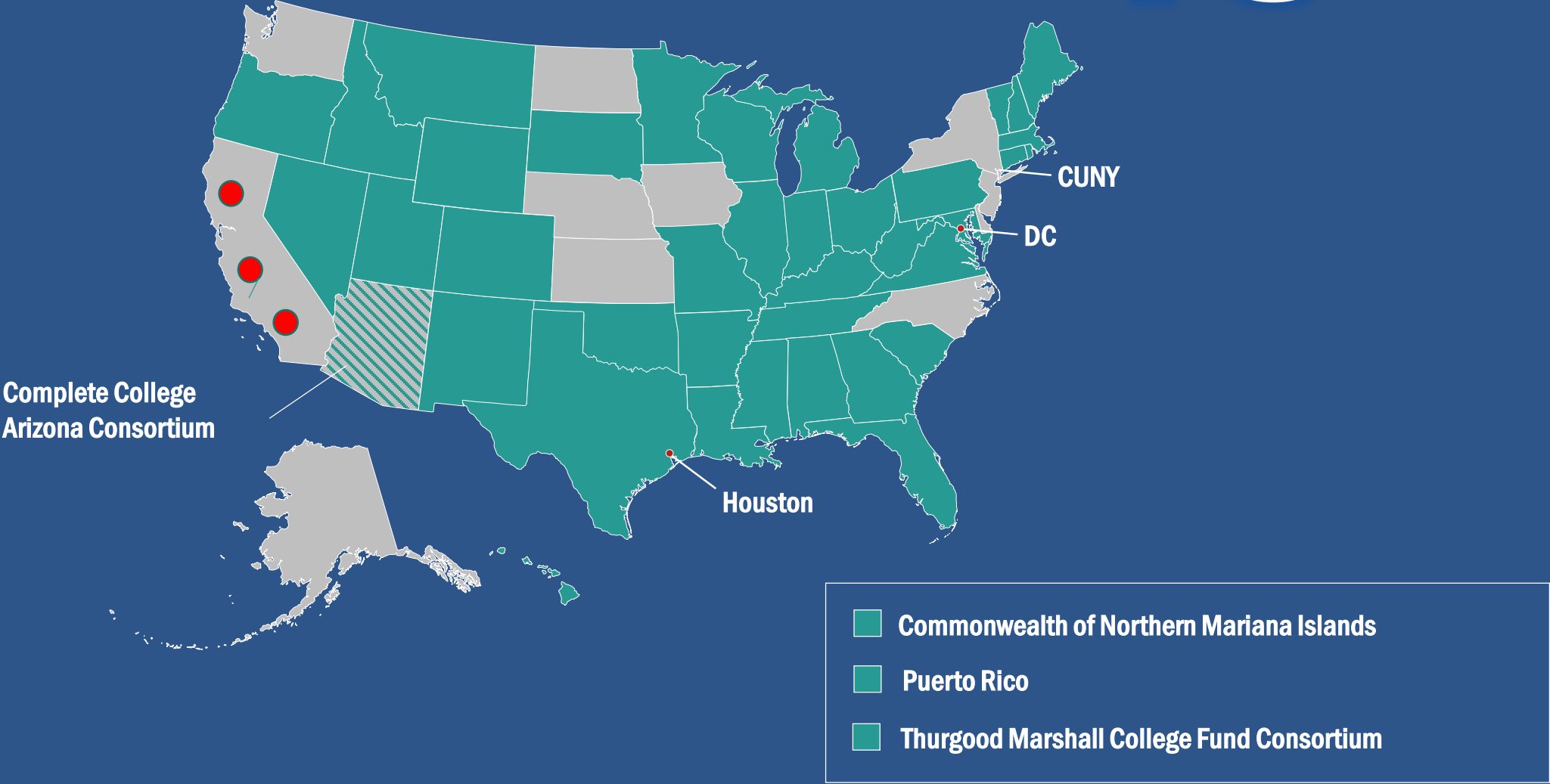
CCA is a bold national advocate for dramatically increasing college completion rates and closing institutional performance gaps by working with states, systems, institutions, and partners to scale highly effective structural reforms and promote policies that improve student success.



COMPLETE COLLEGE AMERICA

THE ALLIANCE

48



STRATEGIES

Designing the college experience around students

PURPOSE

Aligning the college experience to each students' goals for the future

- First-Year Experience
- **Career Exploration**
- Academic & Career Alignment
- Adult Learner Engagement

STRUCTURE

Building course road maps that make the path to a degree or valuable workplace credential clear

- **Math Pathways**
- **Meta Majors**
- **Academic Maps & Milestones**
- Smart Schedules
- Stackable Certificates & Credentials

MOMENTUM

Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate

- Credit for Competency
- Multiple Measures
- **Corequisite Support**
- Dual Enrollment
- **15 to Finish/Stay on Track**

SUPPORT

Addressing student needs and removing barriers to academic success

- Active Academic Support
- **Proactive Advising**
- 360° Coaching
- Student Basic Needs Support

THE PROBLEM



No one wants to hear, “We’re going to give you data a decade from now.”

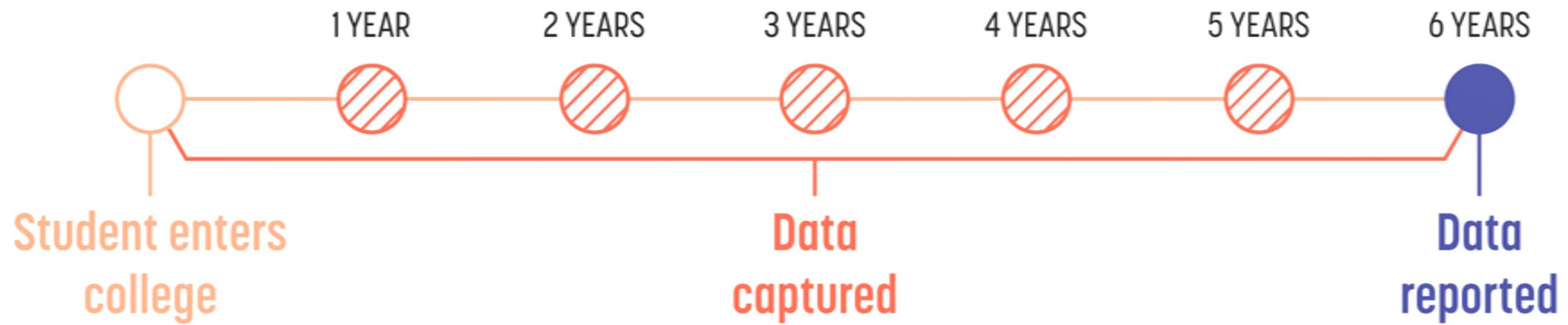
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Gregory DeSantis

*Associate Vice President of Student Success and Academic Initiatives
Connecticut State Colleges and Universities*

YOU HAVE NO WAY OF KNOWING WHAT'S WORKING – AND WHAT ISN'T

TOO LITTLE, TOO LATE

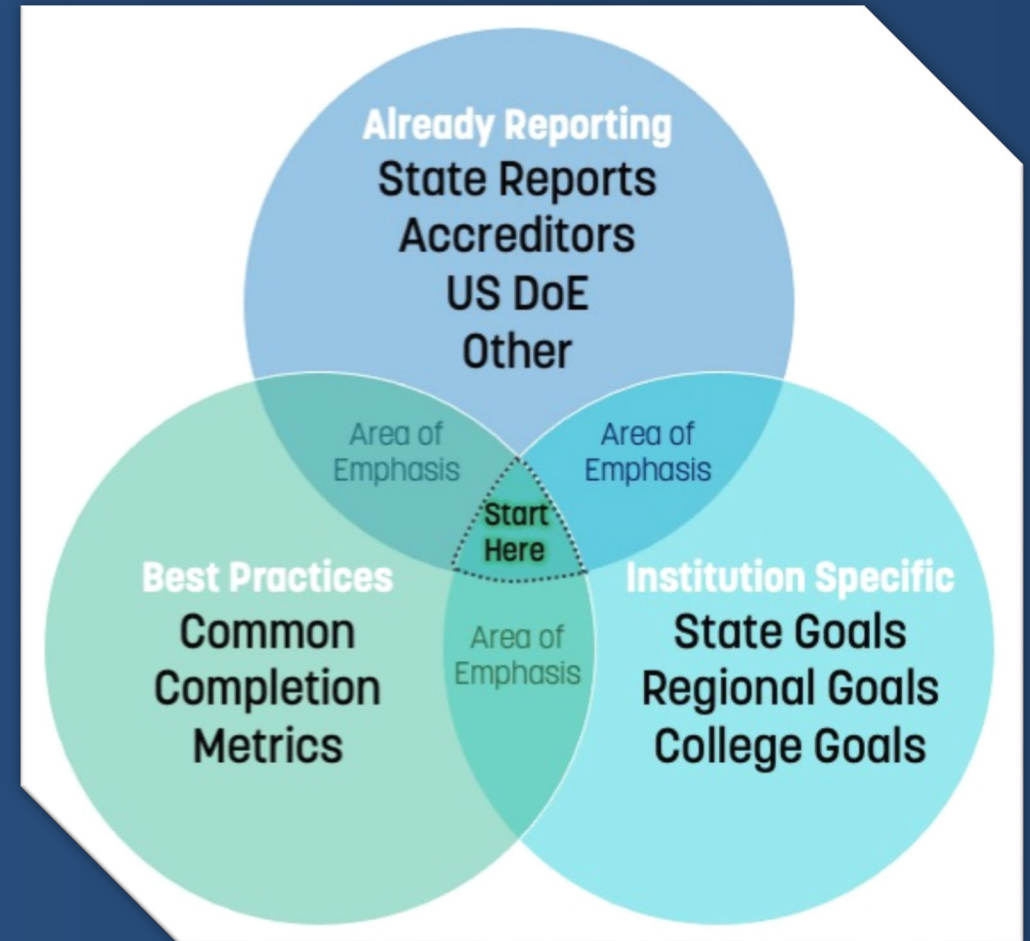


GETTING TO GREAT METRICS

It may be difficult to quantify what you value, and these values are set forth in your college's mission statement.




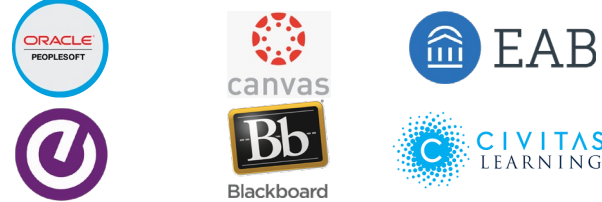
You can imagine the *types of measures* you care about as a result of mission – postsecondary educational attainment metrics that you can disaggregate by race and household income background. These are your *key performance indicators (KPIs)*.

This would likely not be limited to degrees and graduate counts, and graduation rates over different timeframes for different cohorts, but would include *leading indicators* that predict college completion.



Translating data to action – at all levels

Frequency of change

Low	Common measures	Common sources
<i>Post-completion and social mobility</i>	<ul style="list-style-type: none"> • Median wage • % employed in area of study • Transfer to 4-year beyond 	
<i>Graduation – counts and rates</i>	<ul style="list-style-type: none"> • Awards • Graduates • Credits to degree • Time to degree • % of exp. time • Multi-year rate 	
<i>Student success measures that lead to graduation</i>	<ul style="list-style-type: none"> • Enrollment • Credit accumulation • Gateway course completion • Credit completion ratio • Transfer activity • Retention 	
<p><i>Day-to-day indicators and interventions tracking</i></p> <p>High</p>	<ul style="list-style-type: none"> • Enrollment Credits activity, by key courses and sections • % at-risk - DFW • % w/ academic plans <i>Much more</i> <p><i>Slice all the above by demographic and enrollment</i></p>	<p>SIS LMS Advising</p> 

First step is to tie Summer Bridge metrics to your KPI's through predictors of college completion

	Common measures	Common sources
LOW Post-completion and social mobility	<ul style="list-style-type: none"> Median wage % employed in area of study Transfer to 4-year beyond 	
Graduation – counts and rates	<ul style="list-style-type: none"> Awards Graduates Credits to degree Time to degree % of exp. time Multi-year rate 	
Student success measures that lead to graduation	<ul style="list-style-type: none"> Enrollment Credit accumulation Gateway course completion Credit completion ratio Transfer activity Retention 	
Day-to-day indicators and interventions tracking	<ul style="list-style-type: none"> Enrollment by key courses and sections % at-risk - DFW % w/ academic plans Credits activity, by key courses and sections 	<p>SIS LMS Advising</p>

Much more

Slice all the above by demographic and enrollment

demographic and enrollment

Influenced Metrics Derived from MO Highlights

- Retention
- Full-time to 30 in first-year
- Part-time to 15 in first-year

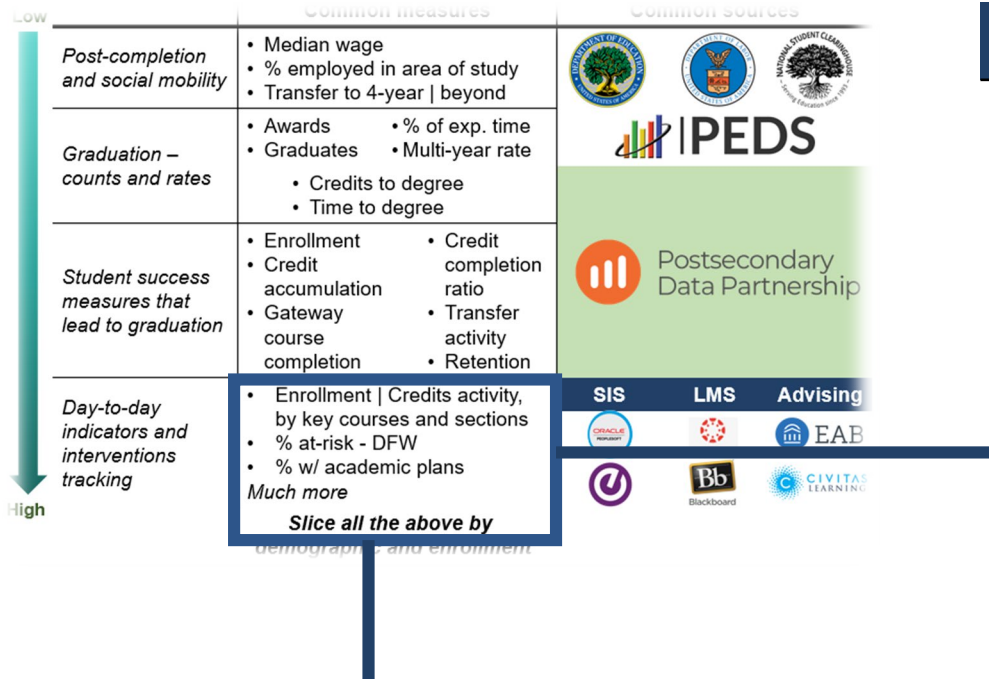
Black students are 13% less likely than their White peers to continue their studies past their first year, and, on average, complete 10 fewer credits.

First generation students are 10% more likely to stop out compared to students whose families have attained a postsecondary credential, while those students below the poverty line are 1.5 times less likely to persist than their more affluent counterparts.

Other predictors of completion that matter here

- Gateway course completion *Depends on form and intent of summer bridge program, as well as on related initiatives*
- Credit completion ratio

Second step is to determine the measures associated with your Summer Bridge programming – and how these will link to KPI's via predictors of college completion



Early College Implementation Metrics

- Retention
- Full-time to 30 in first-year
- Part-time to 15 in first-year
- Gateway course completion
- Credit completion ratio

FOR DISCUSSION – 15 Minutes:

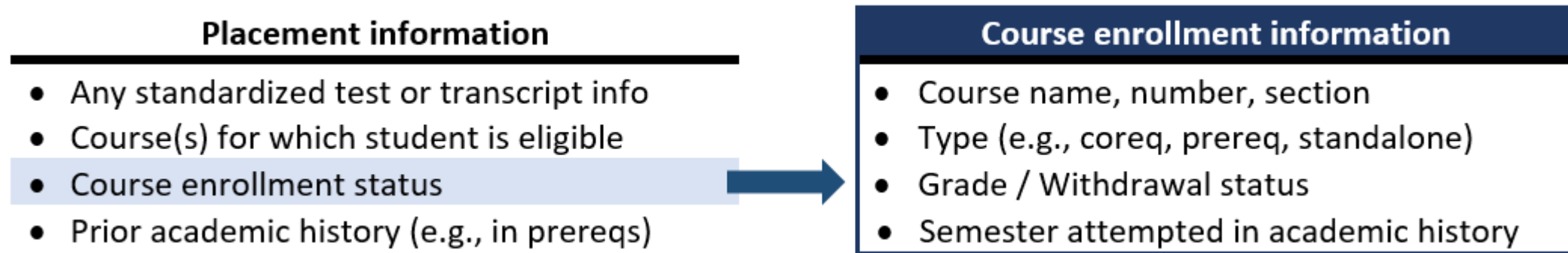
- *WHAT SHOULD BE PUT HERE?*
- *WHICH METRICS TO LEFT, AND OTHERS, DO THEY INFLUENCE*

Specific considerations around enrollment

- What proportion of your incoming class are in bridge programming?
- What are subsets of that proportion, by race/ethnicity and household income background?

Third: In addition to measures associated with your Summer Bridge programming, you must track the correct dimensions of the metric

Example of data required to support a specific measure tied to Summer Bridge programming



Basic dimensions for slicing most student success metrics

Demographic	Academic	Support
<i>Likely exists in SIS</i>	<i>Mostly in SIS, also in LMS</i>	<i>In SIS, and in advising tools</i>
<ul style="list-style-type: none"> Race / ethnicity First-generation status Gender Pell status Age band 	<ul style="list-style-type: none"> Full-time versus part-time Major, and meta-major Cert or degree pursued Academic standing / GPA Credits earned to-date 	<ul style="list-style-type: none"> Course instructor Assigned advisor Early alert status Use of tutoring service Use of advising services

Fourth – Exercise - Now that you have your metrics, and how you will slice them, from where will you pull the data?



Early College Implementation Metrics		
Metrics	Entry Sources	Reporting Sources
Metrics Impacted by Early College Implementation Metrics		
Metrics	Entry Sources	Reporting Sources

BREAK



Pause recording

Mysha Clincy



Occupation

Coordinator of Student Retention Programs
at St. Louis Community College



Areas of Expertise

Admissions, registration, enrollment,
programs and services



Contact Information

e: mclincy@stlcc.edu



Resume recording

Black Male Achievers (BMA) Academy

Mysha R. Clincy, MBA
Coordinator Student Retention Programs
Black Male Achievers Academy

June 23, 2022



St. Louis Community College
Expanding Minds. Changing Lives.





Expand Minds, Change Lives and Empower Students

St. Louis Community College



Forest Park



Meramec



Florissant Valley



Wildwood



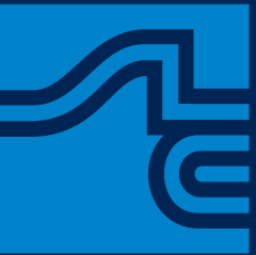
Two Education Centers
South County Education and University Center
William J. Harrison Education Center





About Us

- 12,000+ students districtwide.
- Urban, suburban, and rural areas within the district.
- 42% of the student body are students of color.
- Majority of the student body is female.
- Most of the schools are located within distressed areas (poverty, lower performing schools, unequitable resources, etc.)



How did we get here?



1. **The Pandemic**
2. The Loss of African American and Hispanic males
3. The Connection to Education



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What did we do

- Black Male Achievers Academy was created summer 2021
- 6-week bridge program
- Designed to give student college credits and learn student supports
- Peer mentoring and tutoring
- Create a bond with peers to assist with navigating the collegiate process



What happened

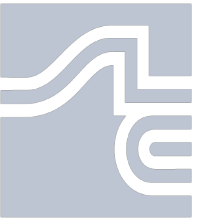
- They hired me in October 2021. 😊
- **Overwhelmed!!!**
- Too much too soon
- No knowledge of how and when to access support services
- Did not understand the difference between high school vs. college
- Did not know how, what and when to communicate with instructors
- Difficulty understanding the scheduling, syllabus and technology



Where are we now?

Black Male Achievers Academy Cohort 1 Retention

Period	BMAA Cohort 1	STLCC
Summer 21 to Fall 21	76%	
Summer 21 to Spring 22	71%	
Fall 21 to Spring 22	93%	68%
Fall 21 to Fall 22	TBD Dec 2022	Avg 59%





Circle of Care

- Proactive Advising**
- Financial Aid**
- Academic Support Services**
- Career Planning**
- Transfer Planning**
- TRIO Support Services**
- Student Assistance Program**





Results and Activities

4 Students were Phi Theta Kappa Members

MCSS (BMA) Labs

Partnered with Career Development on Professional Communication

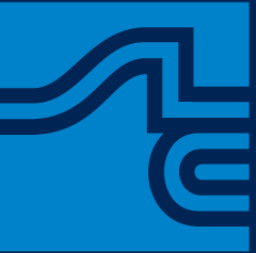
Partnered with Bank of America for Financial Wellness Wednesdays

College visit to Southeast Missouri State

Student success workshops

Cardinals Baseball game

Lion King at the Fox Theatre



Where are we going?



Black Male Achievers Academy Cohort 2

Goal: Increase retention and graduation of underprepared students while creating an environment that supports their academic and career goals.

- 2 week, FREE program
- Opened to **all**, admitted first time new to college students.
- 50 students (25 at FV and 25 at FP)
- Engage underprepared students
- Focused on connection to services and resources (when and how)
- First Friday Field Trip-Urban Rock Climbing and City Foundry



- Goal: Ensure participating students are being retained at 65% or higher and improving degree completion by 3%.
 - C-credit focused
 - S-service oriented
 - I-integrity based
- Affords student the opportunity who were not able to participate in the bridge program to be able to participate in these additional services



Take-A-Ways

- Be intentional in your design.
- Look holistically at the program and the student.
- Create open and inviting spaces and areas.
- Engage your foundation.
- Make “not knowing” okay.
- Be excited to serve.



Questions?

Black Male Achievers (BMA) Academy Information

Mysha R. Clincy, MBA

Coordinator Student Retention
Programs

Black Male Achievers Academy

mclincy@stlcc.edu | 314.644.9108

Webpage: www.stlcc.edu/bmaa

Email: bmaa@stlcc.edu



St. Louis Community College
Expanding Minds. Changing Lives.



BREAK



Pause recording

Megan Elsen



Occupation

Associate Director of Academic Support & Mentoring at the University of Missouri—Kansas City



Areas of Expertise

Online programming, peer mentoring, and Summer Bridge on an urban campus



Contact Information

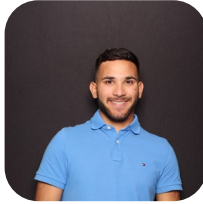
e: elsenm@umkc.edu



Resume recording



What Our Scholars Say About Welcome Week



Daniel R.

“The First Gen Roo community has been very happy and welcoming. I love that they are trying to get everybody involved and getting to know their resources and everything UMKC offers. The mentors and staff are always there to help with a big smile.”



Kelsey B.

“This program was extremely beneficial as it allowed a great amount of first gen students to connect with each other and learn the community and campus.”



Olivia S.

“I had a lot of questions going into college, and through this program, I feel like I can confidently navigate my life here.”



What Our Mentors Say About the Fall Program



Jazmin B.

“There is more than meets the eye when mentoring! I came with the idea that I would help my mentees primarily academically, but I found myself giving personal advice (discussing friends, family...etc). Our relationship grew and I believe now I have formed a strong connection with them. Once the FGR scholar's program ends, my mentees know that they have someone they can count on whenever need be!”



Mariah D.

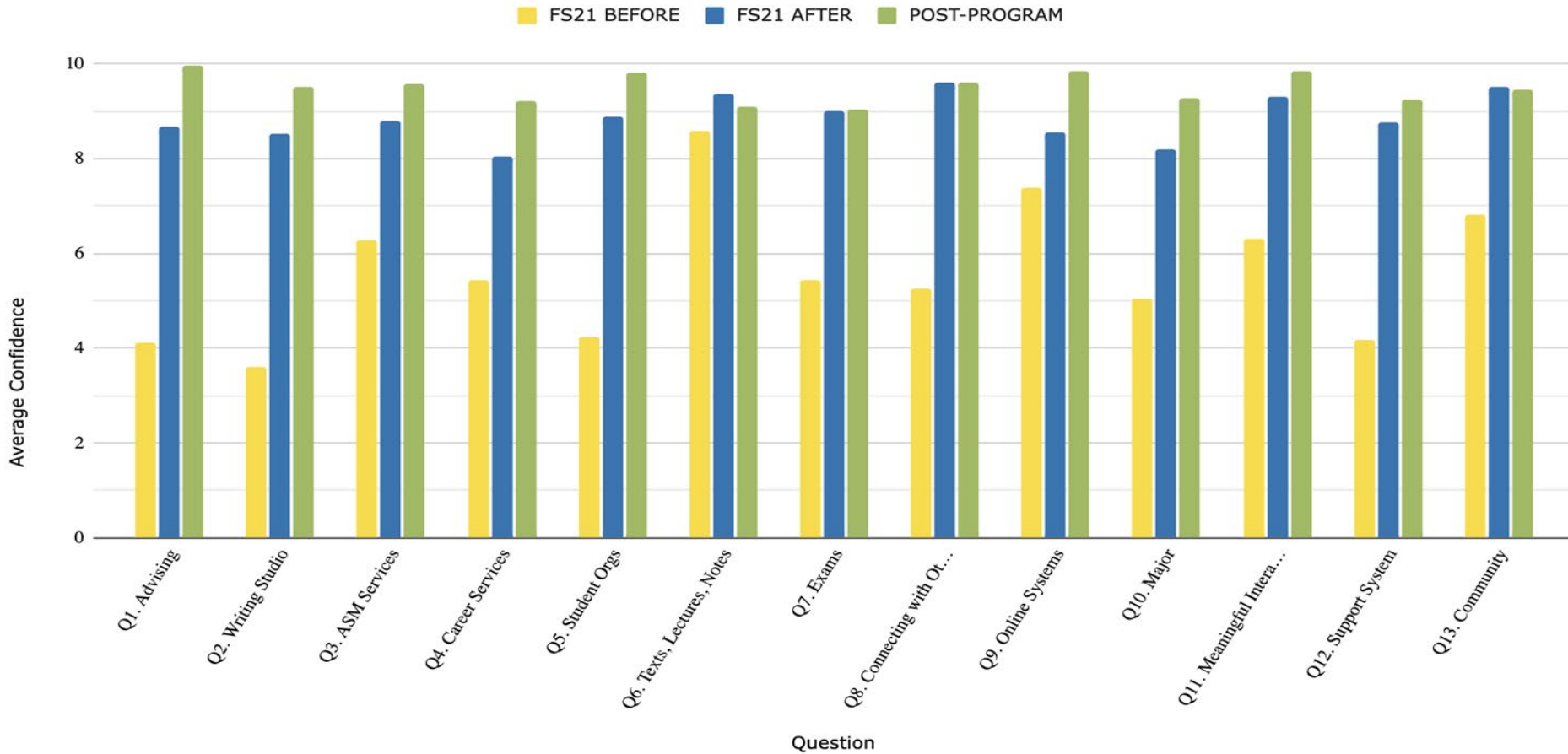
“I learned to be a better listener and gained a great community. Even though it is my second year at UMKC, it is also my first year at the UMKC campus so it was a struggle to make friends. However, it has been great getting to know these scholars and made new friends.”



Lauren T.

“The most valuable experience that I gained was in planning special projects and events. Working on the murder mystery and my research workshop was exciting and fulfilling for me. I also gained more experience in working with others, especially within mentor-mentee relationships.”

2021 FGR Scholars Programming Results



FGR Scholar Academic Success Comparison Data

2021	N=	Average GPA in FS21 (Semester 1) ¹	% earning a GPA of 3.3 (B+) or higher in FS21	% Enrolled in SP22 (Semester 2)
All UMKC FT FTC	1,118	3.09	55.19%	90.79%
First Gen FT FTC (Not FGR Scholar)	458	2.67	37.55%	85.59%
First Gen Roo Scholar	53³	3.25	58.49%	100%

2020	N=	Average GPA in FS20 (Semester 1) ¹	% earning a GPA of 3.3 (B+) or higher in FS20	% Enrolled in SP21 (Semester 2)	% Fall 20 to Fall 21
All UMKC FT FTC	1027	3.01	53.30%	83.50%	72.2%
First Gen FT FTC (Not FGR Scholar)	347	2.70	36.31%	79.83%	66.86%
First Gen Roo Scholar	40	2.94	57.50%	87.50%	77.50%

¹ Those withdrawing completely from the University are excluded from N/average.

² Overall (cumulative) GPA retrieved from last active term.

³ One FGR scholar is enrolled part-time. This student is included in the 'First Gen Roo' metrics but would not be part of the 'FT FTC' cohort.



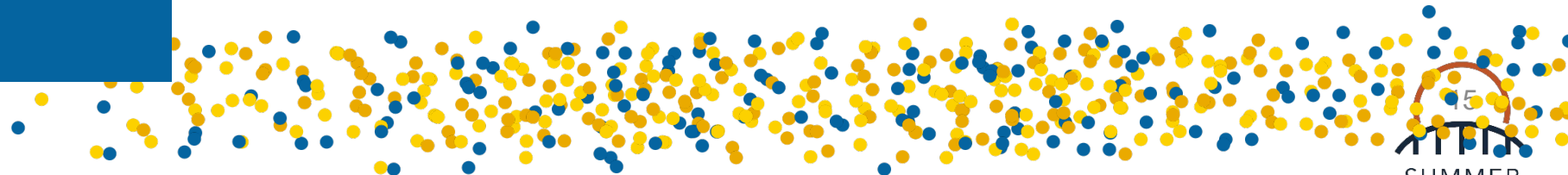
FGR Scholar Academic Success Comparison Data

FGR Scholar Program Involvement / GPA Comparison

	N=	Average GPA in FS21 (Semester 1)
All 2022 FGR Scholars	53	3.25
Successfully completed requirements	40	3.5
Missing one or more requirement	13	2.5

FGR Academic Support and Mentoring (ASM) Involvement / GPA Comparison

	N=	Engaged in >3 services with ASM
Engaged in 3 or more services with ASM	23	3.59
Engaged in less than 3 services with ASM	30	2.99



BREAKOUT ROOMS



Pause recording

Homework before next session

- Fill out the data collection worksheet provided by Charles Ansell and upload to Basecamp prior to our next meeting (7/21/2022).



Resume recording