Mesa Success Coaches

FALL 2024 PRESENTATION TO PCAB RETREAT

Agenda

1. Welcome and Introductions
2. Our Why
3. The Program
4. Our Students
5. Coaches and Data
6. Takeaways

Mesa Success Coaches: Our Why

We want to involve the entire campus community to support students on their educational journey and make a difference for them.

We want to provide an opportunity to connect with students in a more direct and personal fashion.

We want to institutionalize supports for students.

We want to provide support to students who aren't already being supported by other programs at Mesa.

We want to close equity gaps.

The History of Mesa Success Coaches 22-23 Pilot

- 2022-2023 Student Success Teams Pilot:

  - First year, Mesa Student, No advanced degree (AA or higher), Historically minoritized group (basically not White), Educational Goal of AA or Transfer, Not a member of a group that is already receiving support (e.g. Puente, Umoja, Veterans, Athletes, Former Foster Youth, EOPS/STAR Trio)

  - We identified 57 students who were served by a team of five that included administrators, classified professionals, and faculty.
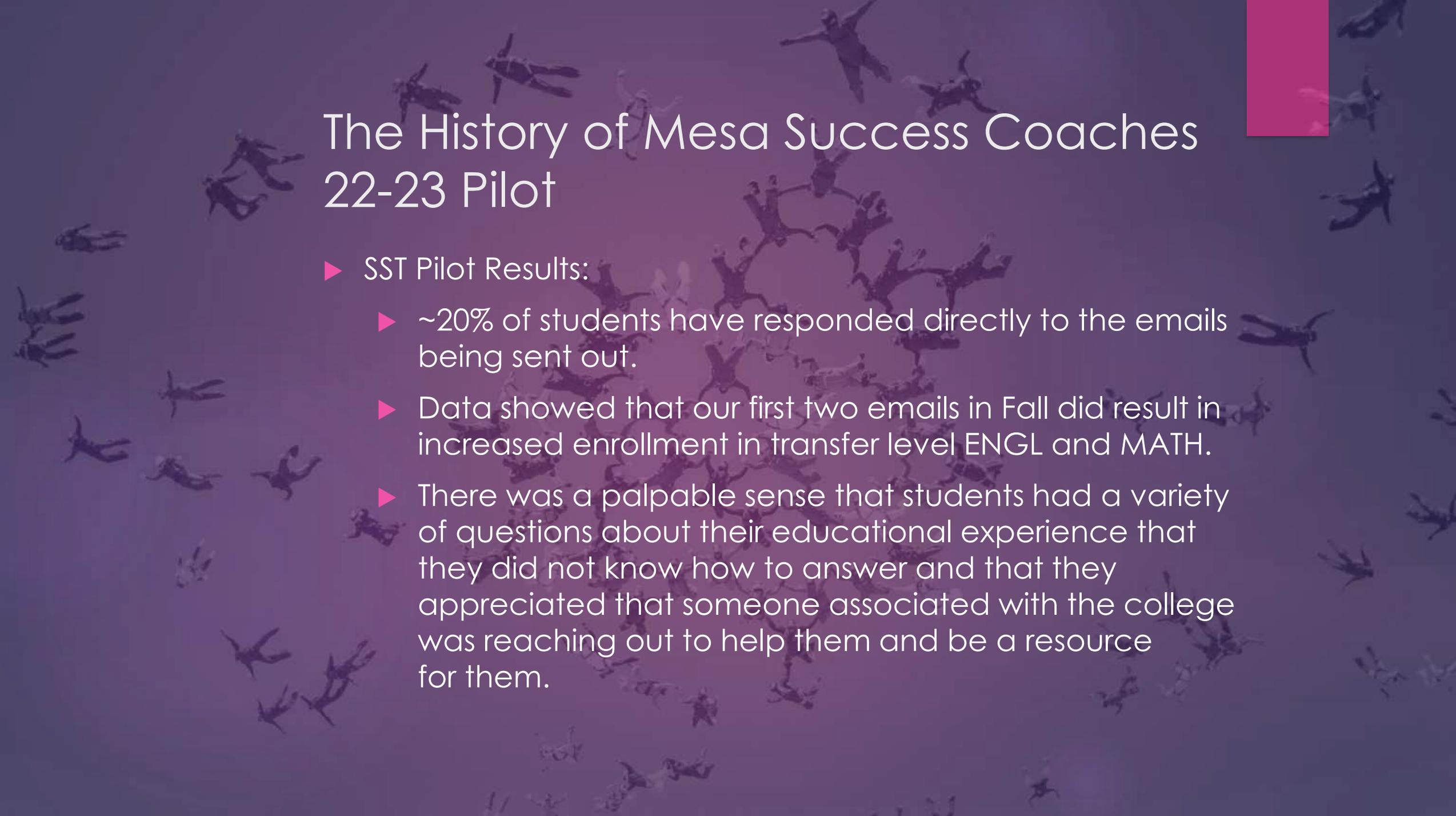
The History of Mesa Success Coaches 22-23 Pilot

▶ SST Pilot Results:

  ▶ ~20% of students have responded directly to the emails being sent out.

  ▶ Data showed that our first two emails in Fall did result in increased enrollment in transfer level ENGL and MATH.

  ▶ There was a palpable sense that students had a variety of questions about their educational experience that they did not know how to answer and that they appreciated that someone associated with the college was reaching out to help them and be a resource for them.

The History of Mesa Success Coaches 23-24 First Year

- Mesa Success Coaches 2023-2024:
  - 47 Coaches
  - Serving 228 Students, self-identified as Black/African-American or Latinx, enrolled in at least one unit at Mesa.
  - Recruitment of students was rocky (Student email fiasco)
  - Students opted in and told us how they wanted to be contacted.
  - Coaches contacted students a minimum of once per month via their preferred communication method.

The History of Mesa Success Coaches 23-24 The First Year

- MSC '23-'24 results:
  - IE conducted research on the program with the following result:
    - Students in the Success Coach Group had higher retention rates overall, ranging from 6.6 to 22.3 percentage points higher than the comparison group. The largest difference was observed in the Fall-to-Fall retention rate at Mesa, where 76% of students in the Success Coach Group returned to Mesa from Fall 2023 to Fall 2024, compared to 54% of students in the comparison group.

Mesa Success Coaches Year Two 24-25

- Students were recruited from a list meeting the following criteria:
  - Mesa Students
  - First Term was SU23, FA23, or SP23
  - Last enrolled at Mesa in SP24, Su24 or FA24
  - Educational Goal of Associate/Transfer/Undecided
  - Self Identified as Black/African American, Latinx, or AAPI
  - Have not completed transfer level Math and English
  - Excluded members of Kapwa, Puente, or Umoja
  - Excluded Athletes, Veterans, Former Foster Youth, EOPS
  - Excluded students who already have AA or higher degree

Coaches and Data

In designing the program, we were very intentional in selecting the groups we invited to have a Mesa Success Coach.

Wanted this to be an equity plan, so we targeted the student populations identified in the Mesa Equity Plan.

Did not want to duplicate efforts already being undertaken, so we excluded from our target population students already being served (e.g. Athletes, Veterans, Former Foster Youth, etc.)

Able to leverage existing data on our student population to generate a list of students meeting our inclusion and exclusion criteria.

Coaches and Data

Because IE generates these lists for us, we can track these students over the course of their participation in the program.

IE can also develop control groups that match the populations in our cohort, which allows us to compare students who received our intervention compared to students who did not.

In addition, there were a variety of metrics that we could track, but in consultation with IE we realized that we should focus on "Retention" as this is the area where our program was most likely to have an impact.

Based in these decisions, we generate reports on our program for each semester with the Fall report (looking at the prior academic year) being the most significant.

Challenges

Disruptions in staff/Retirements and turnover — Made it difficult to effectively track our pilot data

Reaching out to students (email fiasco) — Challenge in recruiting students in 23-24

Reaching students where they are (email vs. texting)

Questions?

5 MINUTE BEFORE ACTIVITY

Interactive Activity

What takeaways from this presentation can apply to your program/area?

Begin with a few minutes of self-reflection (3 minutes)

Then share out with your table (7 minutes)

Then a group share out (10 Minutes)

Takeaways for Other Programs

- Anticipating student needs
- Intentionality in selecting cohorts.
  - Why this group?
  - Who is included? Why?
  - Who is excluded? Why?
  - Can use existing data and reports to simplify this (Mesa Equity Plan)
- Intentionality on deciding on data metrics to track (number of data points can be overwhelming)
  - What is the goal this program/intervention is trying to achieve?
  - What metrics is this program intended or likely to impact? Track those metrics so data is not overwhelming