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First-Generation Symposium

Feb 13th, 1:00 PM - 2:00 PM

Las Vias: Creating Pathways to Graduation

Dr. Maud Fried-Goodnight

Rowan College of South Jersey-Cumberland Campus, mgoodnight@cccnj.edu

Iris Torres

Rowan College of South Jersey-Cumberland Campus, itorres4@cc.rcsj.edu

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Las VIVAS

Hacia la Graduación



Dr. Maud Fried Goodnight

Ms. Iris Torres



Introduction

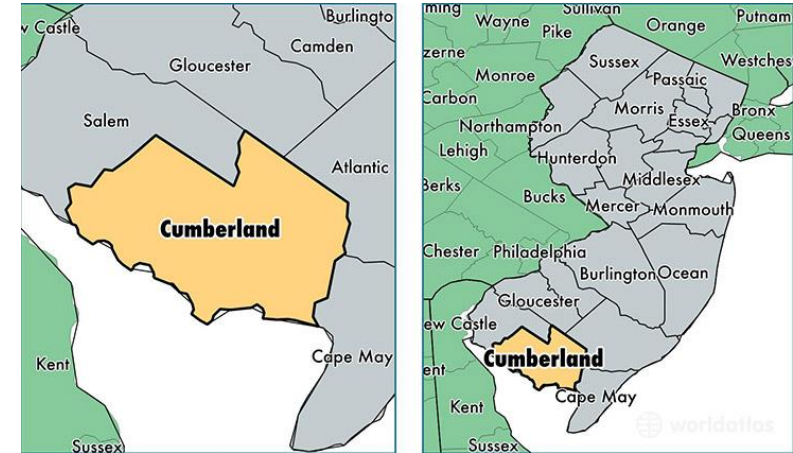
In this presentation we will highlight:

- Rowan College of South Jersey - Cumberland Campus
- How we recruit and sustain program participants through to Graduation
- High Impact Initiatives
- Retention and Graduation outcomes



Demographic Information - Cumberland County, NJ

- Population - 150,972 (-3.6%)
- Income per capita - \$23,012
- Unemployment Rate:
 - New Jersey State - 3.4%
 - Cumberland County - 4.8%
- Persons in Poverty - 18.8%
 - Households with children under 18 living in poverty - 21%
 - Households without broadband internet access - 29%
- High School Graduate - 77.9%
- Some college or graduate study - 45.2%
 - Earned a Bachelor's Degree or Higher - 14.4%



Title V - Hispanic Serving Institution

Challenges:

- Higher percentage of First Generation College Students
- Poor access to Financial Aid
- Lower Social Capital
- Lack of organizational and communication skills
- Lower Self Esteem
- Higher Attrition
- Lagging graduation rates

Return on Investment: Hard-working, entrepreneurial, family-oriented, willingness to invest in the community.



Title V Project



Vías hacia la Graduación

The Las Vías program increases communication, outreach, and advisement support services for first-generation and Hispanic students in order to promote steady connection with advisors, strengthen academic performance, and increase potential to graduate.

Nuestro programa es parte de una iniciativa de RCSJ - Cumberland Campus, para aumentar el éxito hacia la graduación entre los estudiantes hispanos del colegio. Los estudiantes que son parte del programa Las Vías, recibirán servicios de apoyo académico individualizados y asesoramiento en las áreas de servicios académicos y de su carrera, ayuda financiera, servicios de transferencia, y programas especiales.

Las Vias

Students served: 240-300 per year

New students: 100 per year / 85 Full-Time

Staffing consists of:

- 2 FT advisors
- 3 PT advisors
- 4 Peer Mentors
- 1 Research Specialist
- All are fluent in Spanish

Offices are located in the Student Center near the cafeteria



Student Connection & Engagement

- All events offered in both English and Spanish
- Community information events
- High school information fairs
- Public information sessions
- New student orientations
- Collaboration with other support programs
- Cultural connection with students
- Word of mouth - family and community recommendations
- Bilingual assistance along the Admissions pathway
- Leveraging institutional funds to support events (if not Title V Funded)



Family Engagement

- Family members welcomed at Informations Sessions
- Parent & College Nights
- Families are encouraged to attend Financial Aid workshops with students
- On campus activities
- Leverage community events offered by sister programs
- Las Vias Orientation - students welcome to bring family
- Potluck dinners for students and families
- Leverage external partners such as Families to College, Pascale Sykes, Daniel's Den Community Center, Perfil Latino, Radio Zeta



High Impact Initiatives of Title V:

- Guided Academic Pathways
- Take the Lead Summer Bridge Program
- Las Vias Peer Mentor Program
- Starfish Early Alert and Connect
- Academic Engagement
- Commitment to graduate within 3 years (150%)



Guided Academic Pathways

- Elimination of *Undeclared* major
- Reduced all Associate degree programs to 60-62 credits
- Education Success Plans provide a clear guide to graduation
- Fewer elective courses
- Aligned math requirements with programs of study intensive support for underprepared students - Math and Writing Labs, Tutoring, Intensive Advising, Touch Points
- Academic Review Interview for students on Academic Probation

Academic Engagement

Phi Theta Kappa

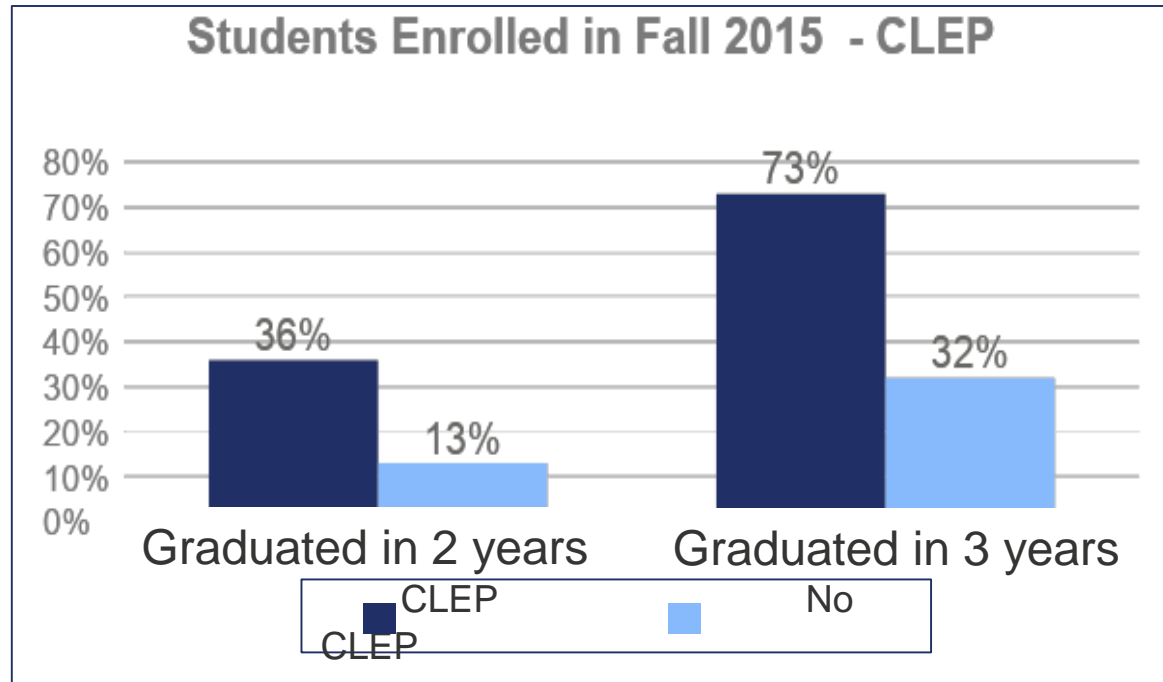
Cohort Year	Hispanic Students Inducted into PTK
2015 – 2016	36 / 127
2016 – 2017	49 / 155
2017 – 2018	72 / 245

Workshop participation

FA17 to SP18 – 250 students attended
23 workshops on:

- Financial Aid
- Time Management
- Mindset
- Financial Literacy

Students Enrolled in Fall 2015 - CLEP








- Focused Cohort advisement
- Increased academic engagement – workshops, testing
- Promoting campus involvement – clubs, sports, events



Take-the-Lead
Summer Bridge
Program

Summer Bridge Programs

We are excited to offer 5 FREE Summer Bridge Programs at RCSJ-Cumberland:

	<u>2019</u>	<u>Participants</u>
	Las Vias	22
	HSI STEM	27
	EOF	24
	TRIO	25
	CB2R	<u>6</u>
	Total	104

Take-the-Lead Summer Program

Participants:

- Complete a 1-credit hybrid Freshman Seminar course
- Engage in activities to promote self-awareness & communication skills
- DISC career assessment to discover and develop their leadership styles.
- Learn about the various resources available on campus
- Can participate in mentorship opportunities and apply for positions as peer mentors or tutors.
- Are better prepared for the Fall semester



What's covered in the Freshman Seminar Course?

Online coursework. 5 weeks long.

This course has no book. Material is taught using various methods such as YouTube videos, Career Websites, online resources, and powerpoint presentations.

- Introductions
- College & Community
- Acting Ethically
- Managing Your Time
- Setting Goals
- Exploring Career Choices



Weekly Class/Study/Life Calendar

1st fill in blocks of time with your class schedule.

2nd calculate the **minimum** recommended study time needed to **achieve average performance**.

Number of hours in class _____ X 2 = _____ Now block out this number of hours for study time.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am							
8 am							
9 am							
10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							

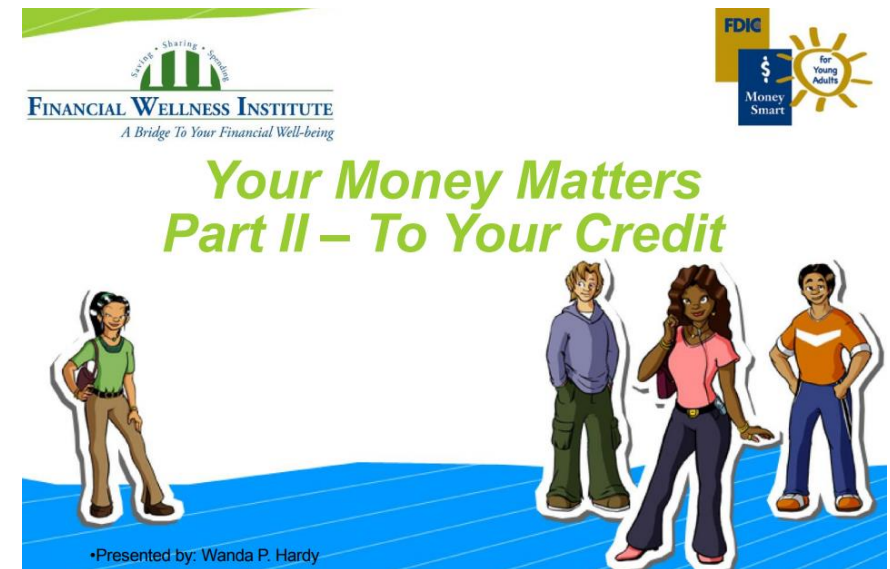
What's covered in the Freshman Seminar Course?

(continued)

Online coursework. 5 weeks long.

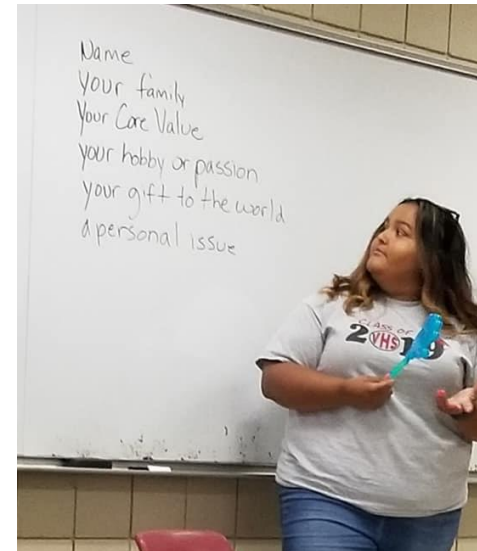
This course has no book. Material is taught using various methods such as YouTube videos, Career Websites, online resources, and powerpoint presentations.

- Financial Literacy
- Conducting Research
- Evaluating Information
- Refining Your Note and Test Taking Skills
- Planning for Your Future
- Reflection



What's covered in the Leadership component?

- Off Campus team building retreat
- DISC Assessment (Leadership Inventory)
- Me Box
- Speaker on Leading by Example
- College Success tips from LV Mentors
- Personal Branding
- Career Preparation
- Giving back and sharing



Using the DISC

Dominance

- Direct
- Results Orientated
- Decisive
- Competitive
- Problem Solver

Steadiness

- Understanding
- Team Player
- Patient
- Stable
- Sincere



Influence

- Charming
- Enthusiastic
- Optimistic
- Persuasive
- Inspiring

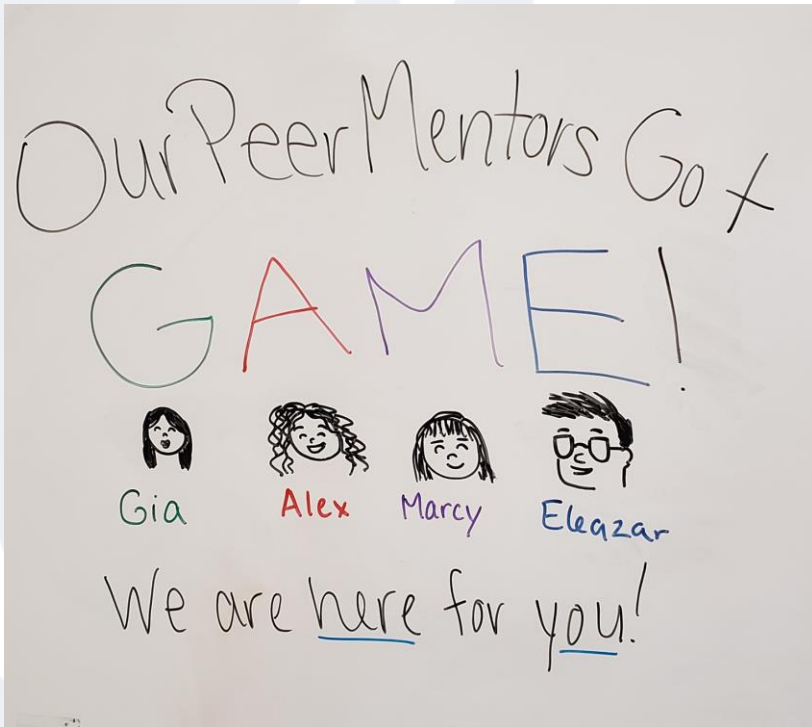
Conscientious

- Analytical
- Diplomatic
- Precise
- Compliant
- Objective



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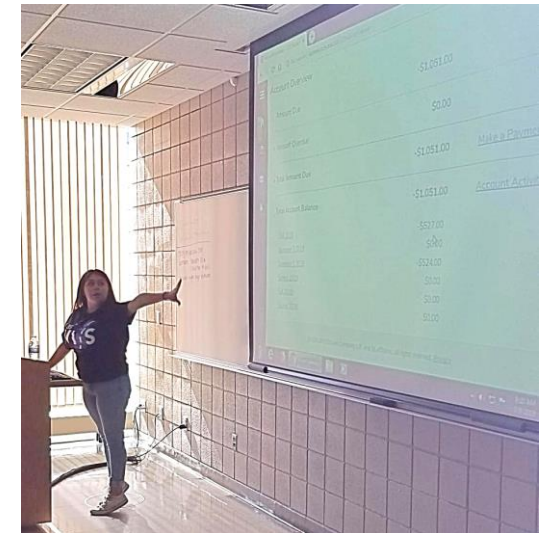
Peer Mentor Program

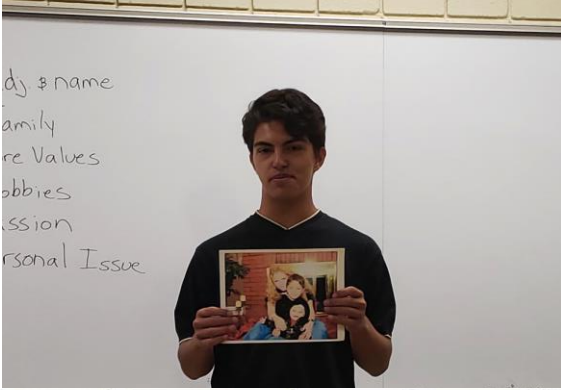


- NASPA Certified
- Ongoing training
- Campus Involvement
- Outreach
- Peer Support

Peer Mentor Responsibilities

- Run Ice Breaker Groups.
- Observe, document and give feedback to class after they finish a team builder activity at off campus retreat.
- Teach students on using their Webadvisor, Gmail, Starfish and Blackboard.
- Run breakout groups during Summer Program.
- Reach out and contact students about making their advisement appointments.
- Assist with pre-advisement.
- Provide moral support for students during the semester.





Take-the-Lead Summer Program - Outcomes

Summer	# Participants	At College Level English	At College Level Math	Enrolled Fall Semester	Successful Completion of Fall Semester with ≥ 2.0 GPA
2016	23	100%	78%	100%	87%
2017	22	100%	73%	100%	91%
2018	21	100%	71%	100%	86%
2019	22	100%	77%	95%	82%

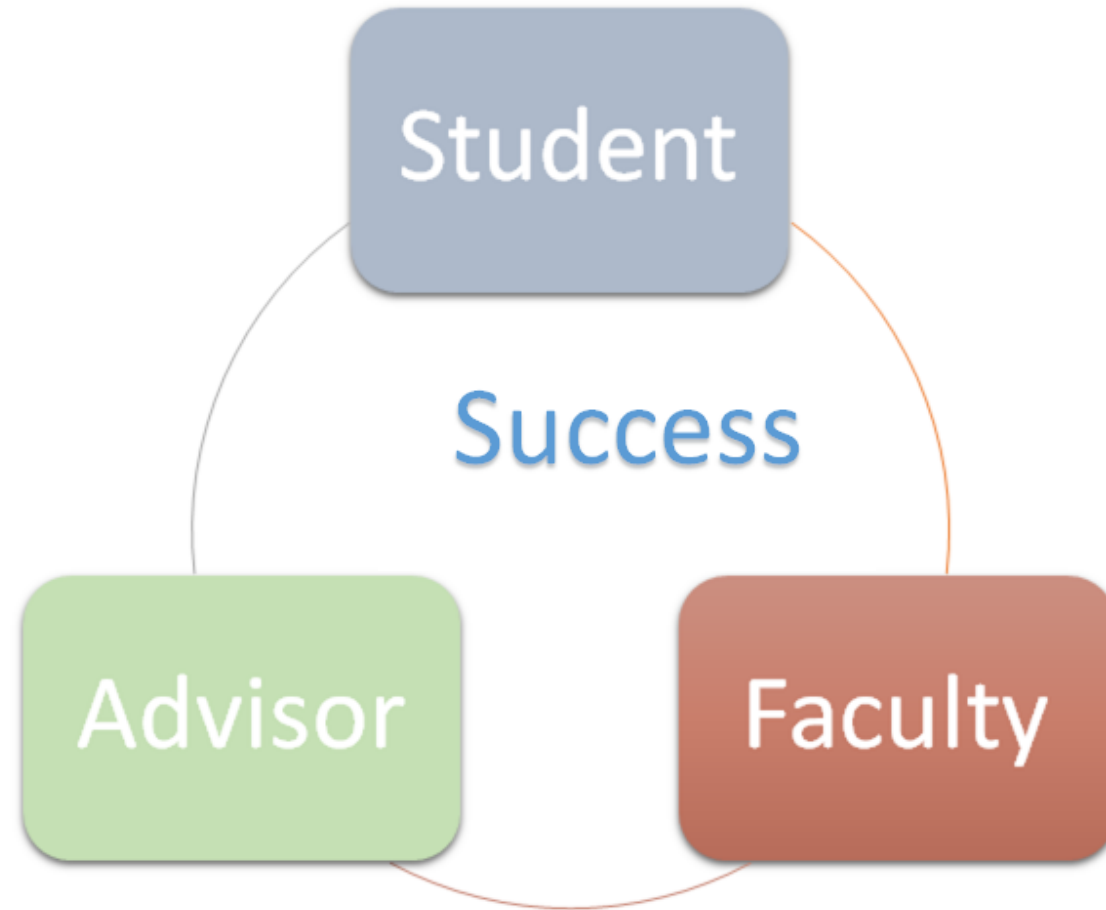


Take-the-Lead Summer Retention & Persistence

Year	# Retained Fall to Fall	%	Graduated in 2 years	%	Graduated in 3 years	%
2016 - 23 Students	22	96%	11/23	48%	13/22	57%
2017 - 22 Students	14	64%	11/22	50%	-	-
2018 - 21 Students	17	81%			-	-



The Starfish Student Success Model at RCSJ-C



Starfish@Cumberland ~ Case Management

- Success Network
- Alerts/Flags
- Kudos
- Emails
- Tutoring
- Campus Services
- Appointments

Flag
Referral
To-Do
Kudos
Message
Note
Appointment
File
Intake

- Overview
- Info
- Success Plans
- Courses
- Tracking
- Meetings
- Notes
- Network

Created In Term
Written By
Note Type

Ongoing
Anyone
Any

Type	Subject	Written By	Date
Appointment Comment	Appointment with Arisdelci Bermudez on 4/5/2019 for Las Vias Reasons	Diana Appel Role: General Advisor ALL, COHORT	04-05-2019
Note	Event Comment: Bermudez, Arisdelci on 03/26/2019	Diana Appel Role: General Advisor ALL, COHORT	03-26-2019
General Shared Note	TP7	Elba Lopez Role: Peer Mentor	03-26-2019
Note	Event Comment: Bermudez, Arisdelci on 03/22/2019	Iris Torres Role: General Advisor ALL	03-22-2019
Message	Schedule your appointment today!	Diana Appel Role: General Advisor ALL, COHORT	03-22-2019
General Shared Note	TP7	Lizmary Arriaga Role: Peer Tutor, Peer Mentor	03-01-2019
Appointment Comment	Appointment with Arisdelci Bermudez on 2/27/2019 for Las Vias Reasons	Diana Appel Role: General Advisor ALL, COHORT	02-28-2019
General Shared Note	TP7	Elba Lopez Role: Peer Mentor	02-13-2019
Left VM for ESP and make sure she's on target for graduation.			
General Shared Note	TP7	Giovanni Barragan Role: Peer Mentor	01-31-2019
GB: Left VM regarding how the spring semester is going, LV Workshops, and LV Mingle.			

Touch-Point Tracking

Edit Appointment

Scheduling

Outcomes

SpeedNotes

Check off the topics discussed and activities completed in this meeting.

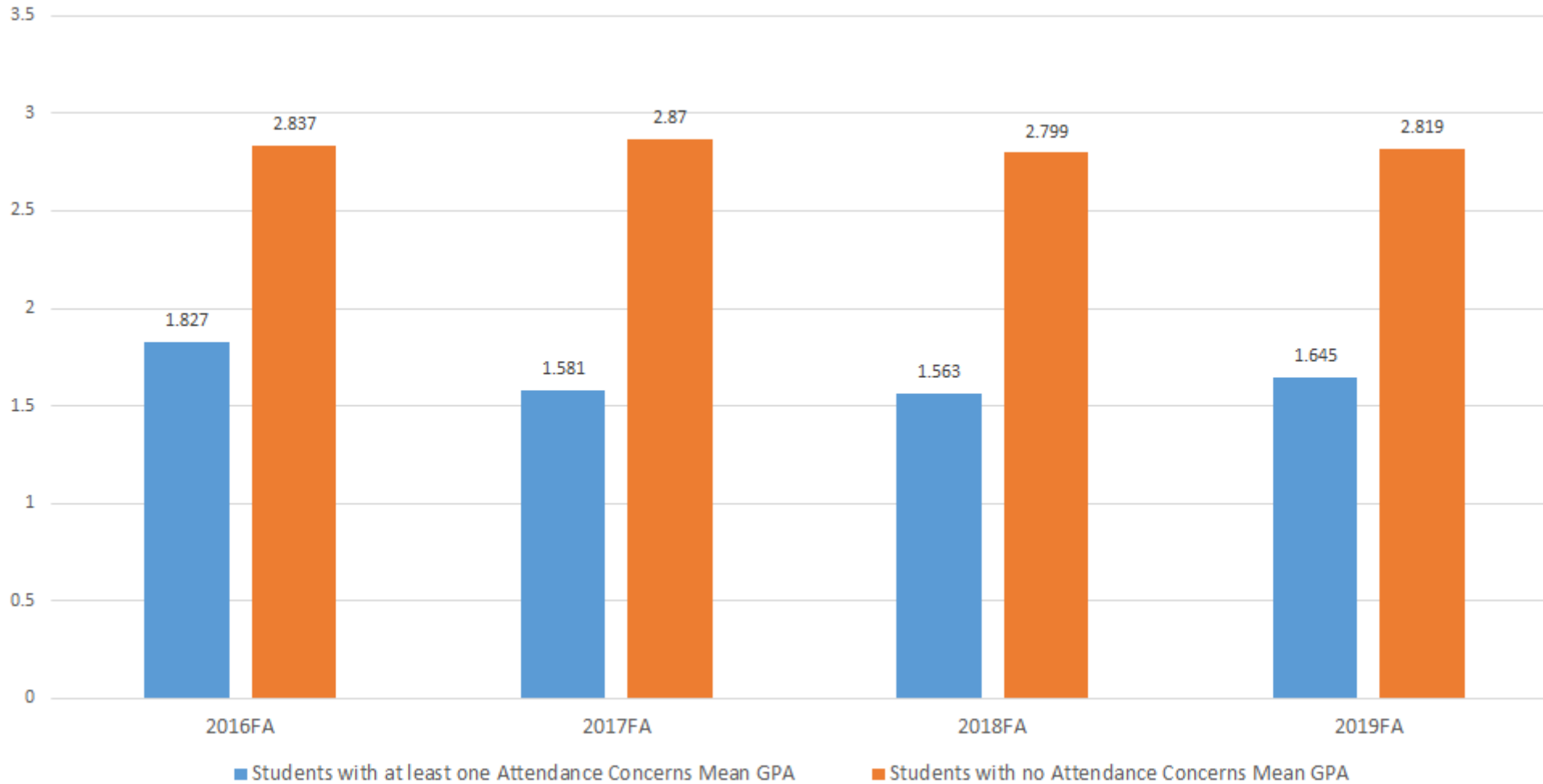
COHORT Touchpoints

- | | |
|---|--|
| <input type="checkbox"/> Academic Counseling | <input type="checkbox"/> Intake |
| <input type="checkbox"/> Academic Review | <input checked="" type="checkbox"/> Midterm |
| <input type="checkbox"/> Activities/Clubs/NSO | <input type="checkbox"/> Other |
| <input type="checkbox"/> Career/Mentoring/Resume | <input type="checkbox"/> Personal, Home/Work/Life Balance |
| <input checked="" type="checkbox"/> Course Selection/Registration | <input type="checkbox"/> Placement/Testing |
| <input type="checkbox"/> Digital Outreach | <input type="checkbox"/> Progress Report |
| <input checked="" type="checkbox"/> Education Success Plan | <input type="checkbox"/> Tutoring, Study Skills/Notetaking |
| <input checked="" type="checkbox"/> Financial/Scholarships | <input type="checkbox"/> Workshops |
| <input checked="" type="checkbox"/> Graduation/Transfer | |

RETENTION Codes

- | | |
|--|--|
| <input type="checkbox"/> STOPOUT Childcare | <input type="checkbox"/> STOPOUT Personal/Confidential |
| <input type="checkbox"/> STOPOUT Course Issues | <input type="checkbox"/> STOPOUT Personal/Time Conflicts |
| <input type="checkbox"/> STOPOUT Financial | <input type="checkbox"/> STOPOUT Transferred |
| <input type="checkbox"/> STOPOUT Medical | <input type="checkbox"/> STOPOUT Transportation |
| <input type="checkbox"/> STOPOUT Military | |

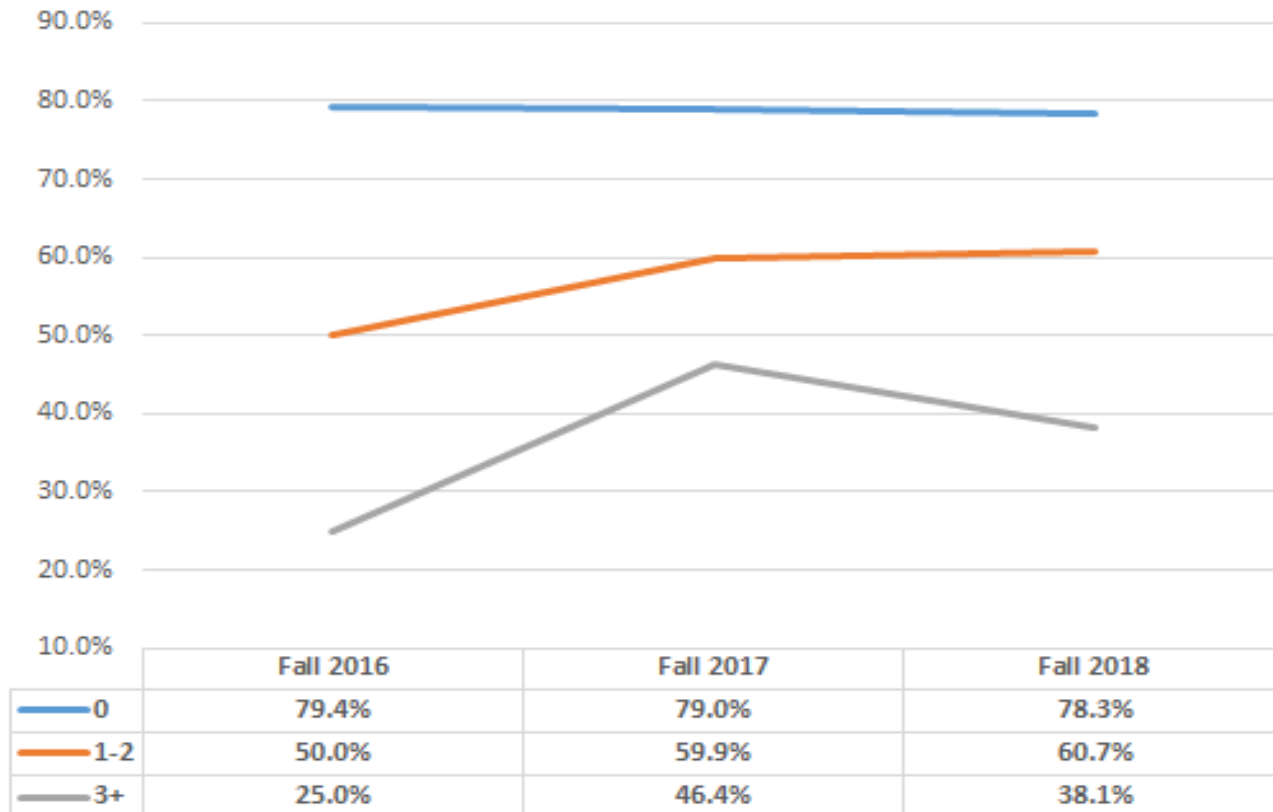
Starfish Impact



Starfish - Mean GPA with Attendance Concern Raised

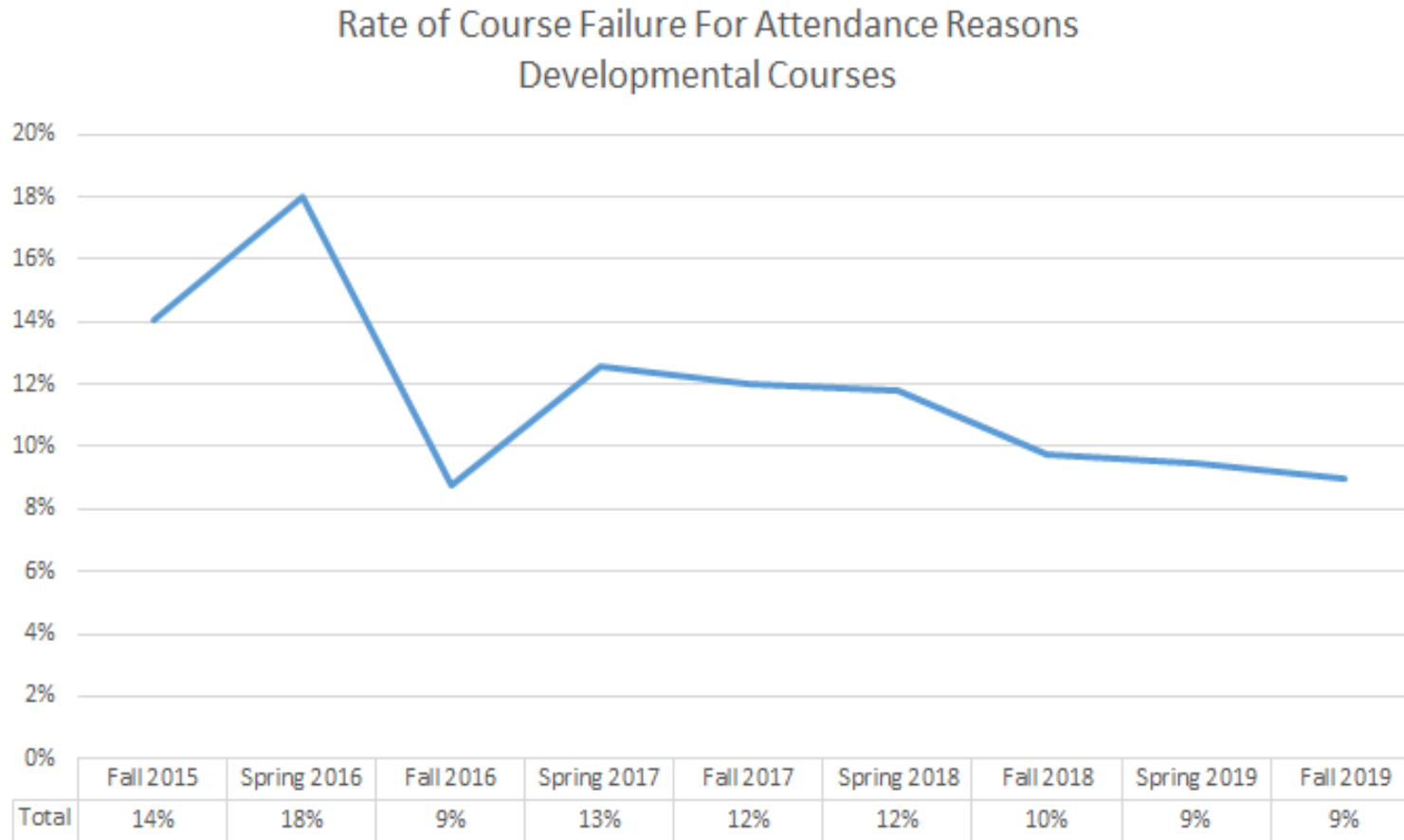
Attendance Concerns - Retention Rates

Fall-to-Spring Retention Rates
By Number of Attendance Concerns Raised



- Retention for students with 1 or 2 attendance alerts increased from 50% to 60.7%.
- For students who received 3+ attendance alerts, retention increased from 25% to 38%.

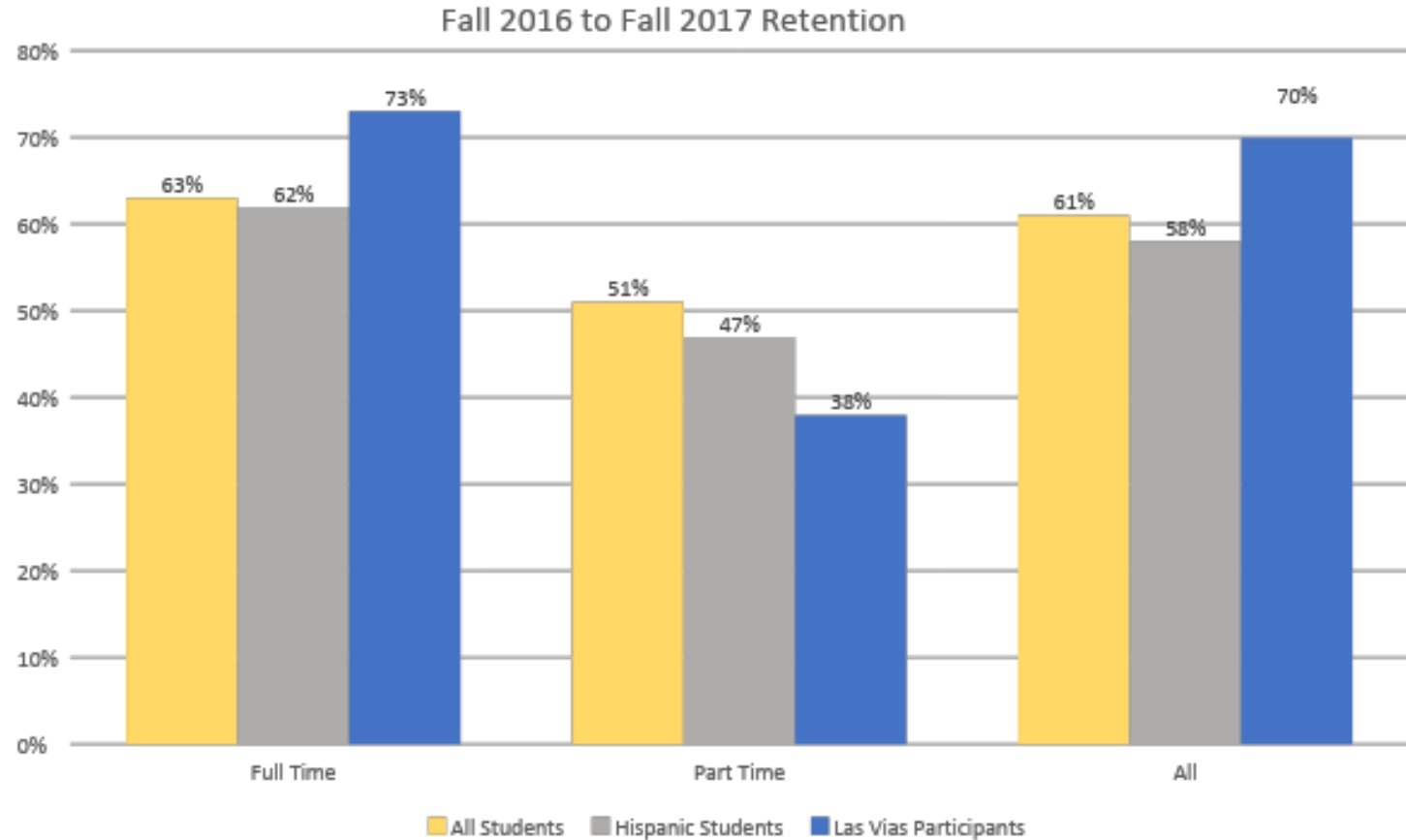
Course Failure for Attendance Reasons



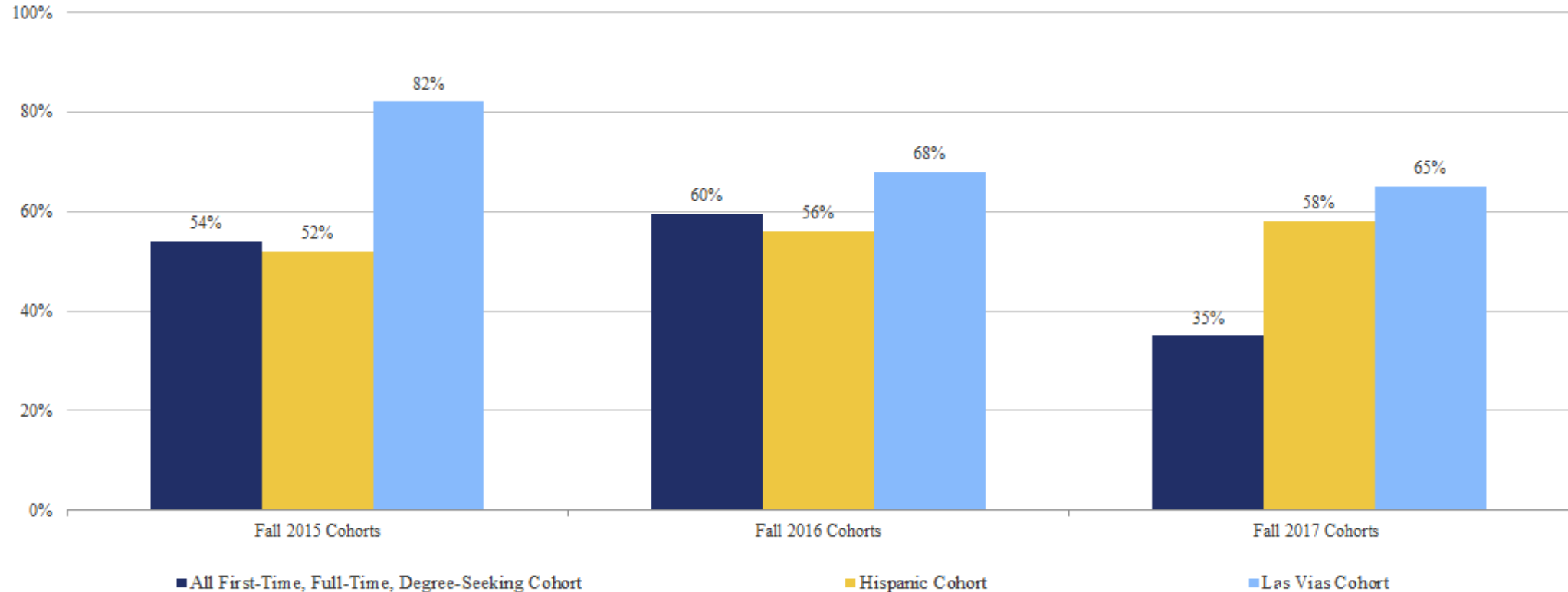
The rate of course failure for attendance for developmental courses dropped from **14%** in Fall 2015 to **9%** in Fall 2019

Overall Retention: First-Time Students

- Las Vias Cohort Fall 2016:
84 were Full Time
8 were Part Time.
- Las Vias Fall 16 to Fall 17:
 - 73% for Full Time
 - 38% for Part Time
 - 70% overall Fall to Fall retention, to date.



Graduation Tracking



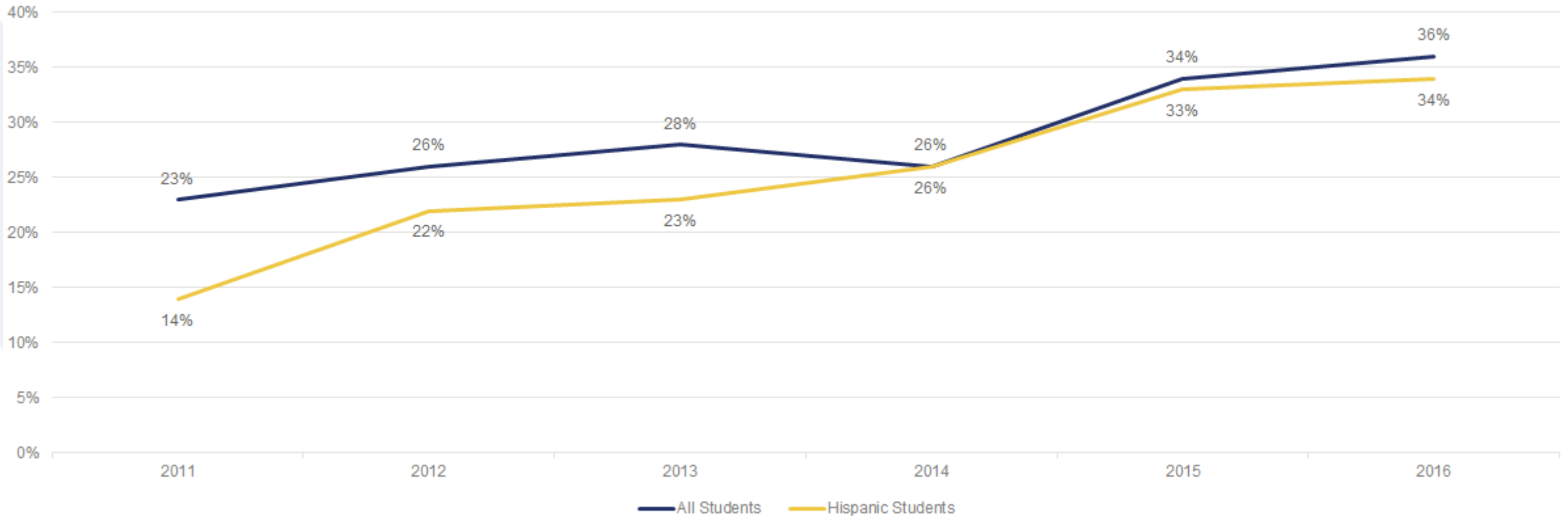
Students are considered on track to graduate within 3 years if they complete at least 20 college credits by the end of their first year.

Las Vias....We are here for you!



Are we making a difference?

Key Performance Measure: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at a two-year HSI graduating within three years of enrollment



Next Steps

Improved Navigation for
First Generation Students

Nurturing a Culture of
Inquiry and Evidence

Increased Success Rates



Presenters: Dr. Maud Fried Goodnight
856 200-4684

Ms. Iris Torres
856 200-4774