

NORCO COLLEGE



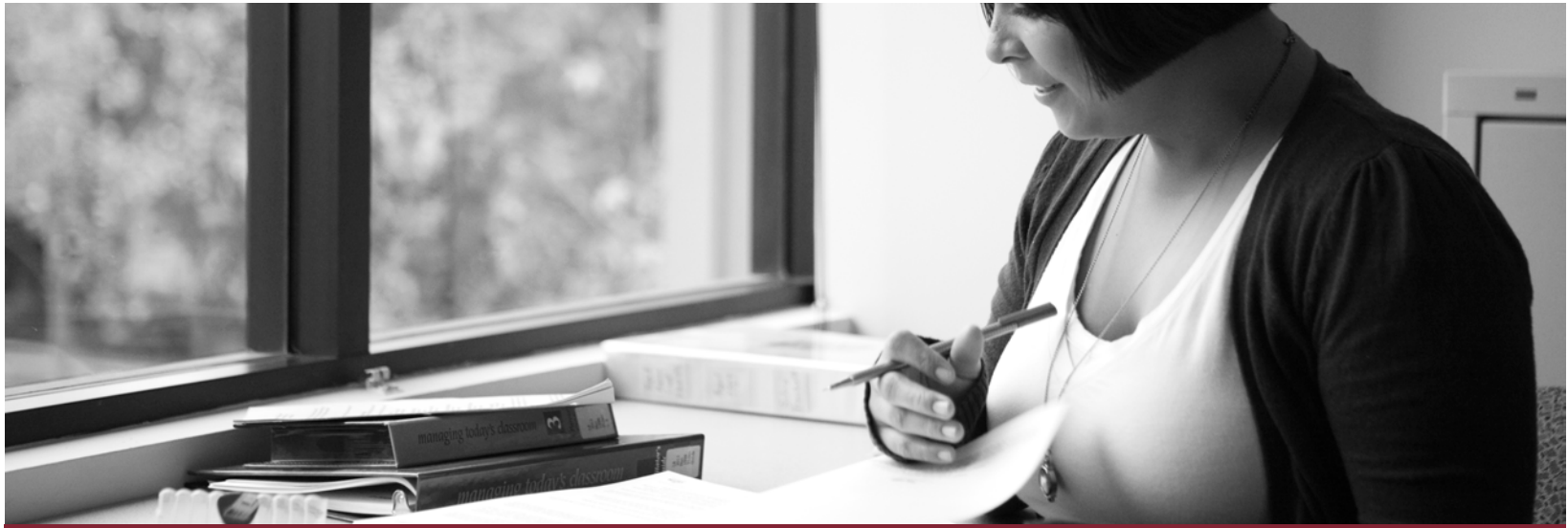
Norco College Needs Assessment Report

Prepared by InsideTrack

Table of Contents

CONTENTS

Executive Summary	1
Key recommendations	2
Increasing focus on improving graduation rates	3
Educational Landscape	3
Shifting toward a guided pathways model	4
Streamlining the transfer process	4
Understanding the unique needs of community college students	5
Solutions for today's students	6
How InsideTrack incorporates theory into real-world solutions	7
InsideTrack's outcomes and proven impact	8
Early coaching = maximum impact	8
InsideTrack's equity impact	9
Taking a student-centered approach to the application of coaching	13
Dedication to sustainable change	13
Objectives & Methodology	15
Vision	15
Methodology	15
Process	15
Key Findings	17
SWOT analysis summary	17
Positive findings and trends	18
Opportunities	20
Weaknesses and Threats	22
Threats	22
Recommendations	23
Invest in student success teams to drive progress toward guided pathways goals	23
Support scalability by identifying target populations and create a student success arc	25
Program design	25
Additional recommendations outside of the scope of capacity building	29
Conclusion	31
Appendices	32
Appendix A: Glossary of terms	33
Appendix B: Needs Assessment Visit Agenda	34
Appendix C: Needs Assessment Document Request	37
Appendix D: Coaching Solutions for Student & Institutional Success	39
Appendix E: InsideTrack Capacity Building Programs Overview	41
Appendix F: Our Commitment to Supporting Your Goals	43
Appendix G: InsideTrack Team Roles	45
Endnotes	46



Executive Summary

Norco College and InsideTrack, with support from the College Futures Foundation and Strada, have engaged in a partnership to examine the current state of Norco College, identify opportunities to improve student completion rates and address existing student support structures. The partnership aims to support Norco College's success in implementing the California Community Colleges Guided Pathways Project framework. Norco College is one of 20 community colleges selected to design and implement structured academic and career pathways for all incoming students by 2019.¹

The Guided Pathways implementation aligns with Norco College's Completion Initiative² which includes five interconnected components:

- Meta majors (renamed schools)
- Guided Pathways
- Faculty advising
- Linking college to career
- Models of student care

At Norco College, the goal of the partnership with InsideTrack is to inform and enhance the implementation of the guided pathways framework to support student and institutional success over time. Implementing Guided Pathways is a massive undertaking, and Norco College enlisted InsideTrack to provide support and consultation that will enable Norco College to develop clear goals and generate better outcomes.

The partnership between Norco College and InsideTrack has two components:

- A needs assessment documenting the current state of the student experience and student support structures and providing a set of recommendations and roadmap for strengthening programs to support improving student outcomes.

- Two days of on-site training for two cohorts of up to 15 advisors and one day for faculty.
 - » Initial coach training - completed April 2018

The following pages contain detailed summaries of the strengths and opportunities InsideTrack discovered that will support Norco College's stated goals. The report includes an introduction to the educational theory at the foundation of InsideTrack's work, a summary of needs assessment findings, recommendations for capacity building program design, and recommendations that are outside the scope of InsideTrack's direct services but could support the success of the partnership and the implementation of Guided Pathways.

InsideTrack's goal in this report is to synthesize Norco's vision, feedback and observations and translate that into achievable recommendations and a proposed plan for a continued partnership that will effectively support implementation of Guided Pathways to accelerate Norco College's ability to reduce the achievement gap and increase completion rates.

For the implementation of these proposed recommendations to be realistic and scalable, InsideTrack is basing this assessment on three guiding principles:

1. Norco College has the core components to be successful; the Norco team should continue to leverage their strengths and existing expertise to accomplish the goals of this partnership.
2. Norco College is committed to improving students outcomes, particularly those of underserved student populations.
3. The long-term success of Norco College will depend on Norco's ability to clearly define and communicate the goals and vision for Guided Pathways and access support for the strategic planning and change management processes as Norco aligns all resources toward student and institutional success.

InsideTrack conducted an on-site assessment of Norco College's current operations and processes over three days in March 2018. The needs assessment process revealed some opportunities as well as many strengths which InsideTrack will seek to leverage throughout the partnership.

Observed strengths include a dedicated staff who are willing to invest time and energy toward the Guided Pathways implementation to enhance student success, a strong investment in student equity and building social capital, and students' pride in Norco. The key challenges include the potential for change fatigue, students self-advising during on-boarding which can impact the second pillar, "getting on the path," and limitations due to budget allocation.

KEY RECOMMENDATIONS

Through one-on-one meetings, focus groups, roundtables, observations, and document reviews, InsideTrack has gathered detailed information on which to base our recommendations. We recommend the following:

1. Invest in structuring Student Success Teams to drive progress toward Guided Pathways goals

The implementation of structured academic and career pathways at Norco College will require strategy, evaluation and redefinition of roles related to student support, and clear desired outcomes. To reach these goals, we recommend:

- Clearly define and document each role on the Student Success Team.
- Monitor student progress along the pathway and provide proactive, holistic interventions that redirect students back onto the pathway.
- Identify success measures.

2. Support scalability by identifying target populations

With the implementation of the four schools: Arts and Humanities, Business and Management, Social and Behavioral Studies, and STEM (Science, Technology, Engineering and Mathematics), the counselor-to-student ratio will increase dramatically, and student success teams will need a strategy and clear priorities for higher-touch student support models. For the Counselors to be successful within the new school structure, Student Success Teams will need to collaboratively identify which students will receive targeted long-term support, and which students will benefit from more short-term, time-sensitive outreach. It would be advantageous for student success teams to determine which students are already enrolled in special programs that engage in high-touch support, in an effort to focus on students who aren't receiving this level of support. Some options to consider when identifying populations for longer-term support:

- First-year students
- Underrepresented students

- At-risk students (probation)
- Students without a Comprehensive Educational Plan
- All students *except* well-supported students (students enrolled in specialized programs)

3. Program Design

Each component of the program design recommended by InsideTrack shares the goal of creating a sustainable program that will be embedded in Norco's systems and teams, and that promotes an ongoing increase in student persistence, retention, and degree completion. Recommended program components include:

- Student experience mapping
- Strategic program consulting
- Change support
- Training track: Student Success Teams
- Train-the-Trainer
- Quality assurance and development program
- Leadership development

4. Additional recommendations outside of the scope of capacity building

- Transcript audit for first year students
- Advance current technologies
- Conduct student focus groups geared toward part-time students
- Increase transfer support and transparency



Educational Landscape

Community colleges play a pivotal role in the national priority to improve student outcomes in higher education, particularly for first-generation, low-income, African-American and Latino students. As the landscape of higher education rapidly evolves, community colleges, like all institutions, face a new and unique set of challenges. In an October 2016 article published in *Inside Higher Ed*, Steven Mintz of the University of Texas system summarized the current state of higher education, with rising costs and increased pressure to provide tangible outcomes for students, as the “perfect storm.”³

There are several trends that many higher education institutions are finding challenging to navigate. Careers are changing rapidly due to technology and the rise of automation, proposed changes to the rules that regulate higher education under the new federal administration are increasing strategic uncertainty,⁴ and public institutions are facing state funding constraints as budgets are tightened. Additionally, students are acting more like consumers when it comes to their education, and many are questioning the cost and value of a college degree. Community colleges have a number of opportunities as they respond to these trends and strive to improve student outcomes:

- Increasing focus on improving completion/graduation rates
- Shifting toward a guided pathways model of student support
- Streamlining the transfer process to address inefficiencies
- Understanding the unique needs of post-traditional students

INCREASING FOCUS ON IMPROVING GRADUATION RATES

As higher education shifts under the pressure of changing technologies and consumer demands for return on investment, public, nonprofit, and even private organizations

have heightened their focus on completion rates for degrees and certificate programs. The Gates Foundation set an ambitious goal to “ensure that all students who seek the opportunity are able to complete a high-quality, affordable postsecondary education that leads to a sustaining career.”⁵ Lumina Foundation, another private organization, is focused on its goal of increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025.

Despite challenges, the opportunities for community colleges to contribute to improving graduation outcomes are enormous. Sixteen percent of students who started at community colleges in 2010 completed a degree at a four-year institution within six years. More than half of these bachelor’s degree earners (58 percent) did not obtain a two-year degree before transferring.⁶ According to a study by the National Clearinghouse Research Center, in the 2015–2016 school year, a staggering 49 percent of graduates from four-year bachelor’s programs had completed at least some coursework at a community college in the ten years prior to completing their degree.⁷ These statistics indicate the wide reach that community colleges have when it comes to influencing short- and long-term student outcomes.

The amount of time it takes a student to complete a program contributes to the likelihood he or she will complete the program. While there is evidence that vacillating between a full- and part-time course load may be an effective strategy for post-traditional students,⁸ part-time students complete certificate and degree programs at *less than half* the completion rate of those who attend full-time,⁹ meaning they are more likely to invest time and money to earn credits that have little impact on employability or earning power. Graduation rates are particularly low for African American, Latino, older and lower-income students who attend part-time.¹⁰

Federal financial aid rules that limit the funding students are eligible to receive if they fail to make satisfactory

progress toward their degrees may create a tough situation for students who do not maintain high-enough grades or change majors frequently, requiring extra courses.¹¹ Many low-income students cannot afford to pay out of pocket while regaining eligibility for aid and may not qualify for private loans or scholarship opportunities; this creates a major obstacle to completing a degree.¹² Schools can help students avoid this pitfall by providing them with support, resources and guidance early on in their program.

SHIFTING TOWARD A GUIDED PATHWAYS MODEL

Traditionally, most colleges and universities operate using a “cafeteria model” of student support; they provide an impressive buffet of courses, resources and support services and leave it largely up to students to choose what they want or need.¹³ While in theory, more choice is positive, research indicates that too many options without clear guidelines and expectations can have a negative effect on students’ ability to complete their degrees in an efficient and cost-effective manner. Students may make choices that extend their timeline or use up valuable financial aid resources, and some may even drop out before completing their degree.¹⁴

In response, many community colleges are shifting toward a guided pathways model. In this setting, students are encouraged or required to identify an area of academic focus early on and are given a clear roadmap of the classes required for graduation and the resources available through the school. Students also receive ongoing monitoring and support from faculty and staff to ensure they are staying on track.¹⁵ Providing a short menu of options can be less overwhelming for students, and it can also help ensure they make careful and well-informed decisions that keep them on the path to degree completion.

While research on the outcomes of guided pathways models is still in its infancy, early signs indicate a positive influence of more structured support on overall graduation rates and student success measures. For instance, students enrolled in the City University of New York’s (CUNY) Accelerated Study in Associate Programs (ASAP), which provides increased support for students, found that students in the program completed on average nine more credits in three years and were more likely to go on to complete a degree than CUNY students in a control group who did not receive additional support.¹⁶

STREAMLINING THE TRANSFER PROCESS

A discrepancy exists between the number of community college students who express interest in continuing on to complete a four-year degree and the number who actually complete this goal. According to a 2016 study completed by the Community College Research Center (CCRC) at Columbia University, 81 percent of students entering community

college say they want to earn a bachelor’s degree or higher; however, only 33 percent transfer to a four-year institution within four years.¹⁷ Of the 33 percent who do transfer, only 42 percent received a bachelor’s degree within four years.¹⁸

What accounts for this discrepancy? According to the same study, the type of institution students transfer into plays a significant role in outcomes, with students who transfer to four-year public institutions showing the highest completion rates by far. The study’s authors Jenkins and Fink write:

Of students who transfer to four-year public institutions (73 percent of all transfers), 42 percent complete a bachelor’s within six years of starting at a community college. Of students who transfer to private nonprofit four-year institutions (19 percent of all transfers), 31 percent complete a bachelor’s within six years. Of students who transfer to private for-profit four-year institutions (9 percent of all transfers), 8 percent complete a bachelor’s within six years.¹⁹

Historically, it has been up to the receiving institution to determine which of a transfer student’s credits it will accept. This policy makes it extremely challenging for students to plan courses at the community college level. Inefficiencies in institutional transfer policies play a role in slowing down four-year completion rates while costing both students and taxpayers valuable time and money.²⁰

The Aspen Institute’s College Excellence Program and the CCRC have outlined a strategy designed to improve transfer rates and ultimately raise graduation rates in their “Transfer Playbook: Essential Practices for Two- and Four-Year Colleges.”²¹ The playbook outlines three essential strategies for improving the transfer student experience:²²

1. Make transfer student success a priority
2. Create clear programmatic pathways with aligned high-quality instruction
3. Provide tailored transfer student advising

The strategy’s key elements include providing students with guidance in selecting a major as quickly as possible upon enrollment, simplifying the registration process and providing better information overall on tuition, graduation rates and job placement.

Academic advisors play an integral role in this strategy by providing students with personalized support. As a result, many community college administrators facing budget shortages are struggling to determine the ideal ratio of students to advisors, and they are turning to technology to help advisors manage their work more efficiently.

Hypothetically, data-driven technology gives advisors freedom from administrative tasks and allows them to focus conversations with students on their progress and planning for their future. Automated technology and insights from big data can bring efficiency to the advising model; however, staff need an updated strategy tied to outcomes to

help them determine how to leverage automation and data most effectively. In pursuit of scalability, many institutions are adopting risk scoring, a process in which aggregated data can flag students who meet specific predetermined criteria. This tactic enhances advisors' ability to monitor large groups of students and to provide targeted support at the right time.

Communication both within and between two- and four-year institutions is also an essential element of transfer student success. Internally, advisors and faculty must be aligned in their efforts to provide students with a clear understanding of how academic coursework will prepare them for transferring institutions, while developing frameworks to uncover and address the challenges faced by at-risk students. Externally, creating and nurturing lines of communication with four-year institutions can improve transfer outcomes. Transfer articulation agreements can ensure community college curriculum is aligned with transfer requirements at partner institutions.

UNDERSTANDING THE UNIQUE NEEDS OF COMMUNITY COLLEGE STUDENTS

Community colleges serve a diverse student population. These students may have different needs and goals than "traditional" college students, though the landscape is continuously changing, as is the definition of "traditional." Traditional students are typically categorized as being 18-24 years old and enrolled full-time. Given current enrollment patterns, traditional-age students are taking on more "post-traditional" characteristics. According to the American Association of Community Colleges, 63 percent of community college students now attend part-time.²³

The percentage of post-traditional students enrolled in undergraduate degree programs in the United States is growing every year, and post-traditional students are now the majority of enrolled students nationwide.²⁴ In a report published in 2013, the American Council on Education describes the diverse groups this term encompasses:

Post-traditional learners have been a growing presence in America's postsecondary education institutions since the late 1970s. In fact, by many measures these "non-traditional" students have become the norm in postsecondary education. But post-traditional learners are a diverse group. The term encompasses individuals with a range of education needs from high school graduates to high school dropouts and those with limited literacy and English language skills. Post-traditional learners also encompass many life stages and identities; they are single mothers, immigrants, veterans and at-risk younger people looking for a second chance.²⁵

These learners are different, and we need to understand these differences to serve them well.

Post-traditional students are more likely than traditional-aged students to:

Pursue a degree based upon career aspirations: Most post-traditional students are working or have held a job at some point in the past; many have experienced the challenges of a job search, have felt the pain of hitting a glass ceiling and are familiar with the sting of being left behind by peers. Adults tend to have a much more realistic understanding of how a degree will (or won't) lead to a career, so ensuring that their educational path will end at a good job is often at the top of the list of requirements.

Seek a program that is available in a flexible, online or blended format: Because most post-traditional students work, they are more likely to require a degree that is offered in a format that is convenient for their work schedule. And many post-traditional students take courses in a variety of formats based on convenience, course difficulty, subject matter and interest level.²⁶

Change enrollment patterns and alternate between full-time and part-time status: Busy post-traditional students often vary their course load from term-to-term, and research shows that this approach is an effective strategy that leads to higher rates of associate degree completion.²⁷

Have previous college experience: Most post-traditional students have attempted college in the past. Experience might better prepare them for the rigors of academia, but in cases where students have tried and failed to earn a degree before, it is common for them to feel shame or guilt regarding their academic history.

Consider cost and the return on investment: Since most post-traditional students will be paying their own way and signing their own promissory notes, they tend to be much more focused on cost than traditional-aged students are. Additionally, if they are already servicing a student loan from previous experience, they are often nervous to add to their debt load.

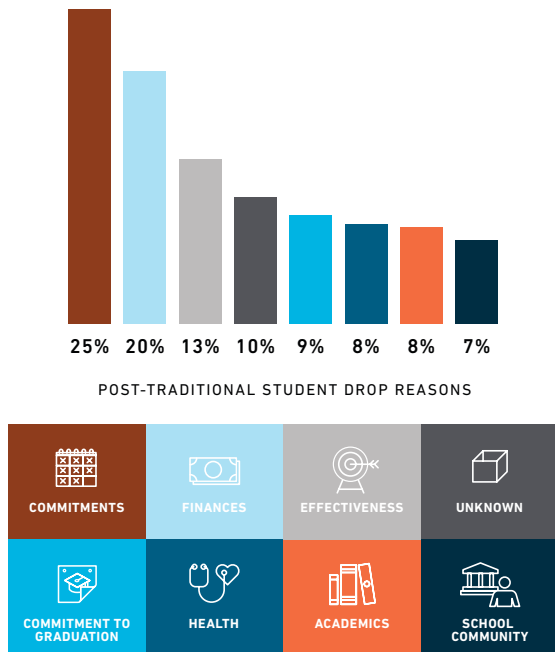
Focus on length of the program and credit for previous coursework: Many post-traditional students start their journey feeling behind, so they are very focused on getting the degree done quickly and getting as much credit as possible for the courses they have already completed.

Expect a shorter enrollment process timeline: Due to their desire to complete a degree as quickly as possible, it is also common for post-traditional students to want to start as soon as possible.

Defer or drop due to non-academic reasons: Post-traditional students have complex lives, and the reasons they are not successful in earning their degrees are usually related to challenges stemming from multiple commitments,

time management and finances rather than their academic aptitude. In 2014, InsideTrack undertook a study of over 117,000 post-traditional students across a diverse range of institutions and found that only eight percent dropped out due to academic reasons.²⁸

Reasons why post-traditional students drop out



Non-first-time students are much less likely to graduate than first-time first-year students. In a joint study done in 2014 by InsideTrack ACE, NASPA, UPCEA and the Clearinghouse of over 4.5 million non-first-time students, researchers found that non-first-time students were 20.4 percentage points less likely to complete their degree than first-time students. To put it into perspective, “the number of adult learners who re-entered higher education between 2005 and 2008 but have not completed their degree (2,535,946) would almost fill the city of Chicago.”²⁹

Institutional practices matter

While community colleges face a myriad of challenges, research by the CCRC and its partners suggests that institutions and students can succeed. What institutions do matters — the practices, policies and approaches that community colleges adopt can lead to improvements in student outcomes, even when institutions have limited resources and serve underrepresented students. CCRC examined institutions’ ability to impact student success by looking at transfer rates — including transfer-out rate, transfer-with-award rate and transfer-out bachelor’s completion rates. Their findings suggest that community colleges’ success with transfer students is not determined by institutional characteristics, such as serving students of relatively low socioeconomic status, and can in fact be impacted through institutional practices.³⁰

In this environment, public and nonprofit organizations have heightened their focus on completion of degrees and certificate programs. Research from the Gates Foundation and its partners makes the case that in order to have a profound impact on student outcomes, programs and support services need to be reconsidered and redesigned.³¹ Programs such as guided pathways seek to address what the CCRC refers to as the “cafeteria model” of course selection — the tendency of students at community colleges to choose from a variety of courses, programs and services that may or may not add up to a degree.³² Pathways and similar models map out academic programs in such a way that students can immediately begin their studies within an area of focus on a predetermined timeline. These programs allow students to explore their areas of interest while having access to a schedule designed to advance them toward their goals.³³ Other areas of research include technology-empowered advising³⁴ and the impact of long-term and high-intensity student support as a replacement for more low-intensity, one-time support interventions.³⁵ Evidence suggests that students and institutions benefit when support is proactive, intensive and more holistic.³⁶ Community colleges and their students can succeed, and the efforts made at the institutional level to enhance student outcomes can make a difference.

SOLUTIONS FOR TODAY’S STUDENTS

Industry understanding of how to support students has changed substantially in the past 20 years. In a February 2015 article published in the *Stanford Social Innovation Review* entitled “Rethinking How Students Succeed,” researchers highlight that shift in understanding:³⁷

Twenty years ago, conventional wisdom held that cognitive ability displayed by mastery of core academic subjects paved the way to success in school, career, and life. Today, we know better. Success comes when cognitive skills work in tandem with so-called soft skills like self-control, persistence, social awareness, relationship development, and self-awareness. Practitioners and researchers typically frame their discussions of these characteristics around either social and emotional skills, or academic attitudes and behaviors. Each charts a separate path of inquiry and classroom practice. Yet they share a common destination: developing students whose mastery of non-cognitive skills, strategies, attitudes, mindsets, and behaviors enhances their academic and life success.

According to a 2014 article called “Academic Tenacity” by Carol Dweck, Greg Walton and Geoffrey Cohen,³⁸ this approach to supporting students is especially important for those from underserved communities.

Psychological factors — often called motivational or noncognitive factors — can matter even more than cognitive factors for students’ academic performance. These may include students’ beliefs about themselves, their feelings about school, or their habits of self-control.

Educators, psychologists, and even economists recognize the importance of noncognitive factors in achievement both in school and in the labor market. These factors also offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income.³⁹

The traditional role of an academic advisor has not been to develop students, but instead is to help reduce risk to the student and the university by:

- Informing students of important policies and deadlines
- Helping students understand their options and the consequences of their decisions
- Helping students understand academic policies such as degree audits, course selection, and how to stay on track academically so they can graduate

While these activities are important, they do not fully encompass the type of support that many of today's students need, whether traditional or post-traditional. Additionally, many advising functions can now be supplemented by technology or automation, reducing the number of manual tasks, such as degree audits, that academic advisors need to perform.

The ability to work with students in-depth on noncognitive development is the primary differentiator between coaching and traditional advising. The goal of the coaching relationship is to increase students' ability to effectively take advantage of the resources and opportunities available, both within the college and beyond.

Many institutions are carefully considering how to incorporate noncognitive skill development into their existing staff and structures or building coaching centers on campus. At Norco, we'll focus on equipping Counselors to develop students' noncognitive skills and provide coaching services directly to students.

HOW INSIDETRACK INCORPORATES THEORY INTO REAL-WORLD SOLUTIONS

InsideTrack is at the forefront of applying these learnings by partnering with institutions to provide holistic and non-academic support to students. InsideTrack supports university staff through a comprehensive and customizable combination of coaching, analytics, technology and consulting. Studies have shown that institutions that partner with InsideTrack improve student enrollment, persistence and career readiness.⁴⁰ Our partners also develop more agile and effective approaches to ensure consistency and quality in all of their student-facing functions.

InsideTrack has developed a coaching model that can be used to help students develop the fundamental knowledge, skills, attitudes and beliefs (KSABs) they need to be successful (see graphic below). The model is particularly relevant and effective for working with students who are from traditionally underserved communities.

The InsideTrack model of coaching is a proven method to improve student outcomes. According to an independent study conducted by a Stanford research team:⁴¹

KNOWLEDGE, SKILLS, ATTITUDES AND BELIEFS



Over the course of two separate school years, InsideTrack, a student coaching service, provided coaching to students from public, private, and proprietary universities. Most of the participating students were non-traditional college students enrolled in degree programs. The participating universities and InsideTrack randomly assigned students to be coached. The coach contacted students regularly to develop a clear vision of their goals, to guide them in connecting their daily activities to their long-term goals, and to support them in building skills, including time management, self-advocacy, and study skills. Students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the university one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid.

Norco College and its students stand to gain a great deal from embracing a model of student support that assumes nothing about the KSABs of the students, but rather assesses each student's needs and provides tailored support in order to help each student achieve his or her personal vision of a life made better by the attainment of a degree.

INSIDETRACK'S OUTCOMES AND PROVEN IMPACT

InsideTrack delivers measurable results. Our clients report that InsideTrack's coaching methodology for students has helped:

- Drive online student persistence and success
- Improve retention rates for returning students
- Improve return rates, even for students out of school for several terms
- Improve student engagement and satisfaction
- Improve outcomes for students in developmental courses
- Enhance the success of traditionally underrepresented students
- Improve retention of students entering with existing transfer credits
- Increase credits attempted and proportion completed
- Increase the use of other student services (tutoring, academic advising, etc.)
- Improve retention of students throughout the student life cycle

Persistence and Completion Results

- Improved retention by 12% and graduation by 13% in a peer-reviewed study of 10,000 adult students
- Increased first-year retention of African American and Latino online students by 21% at a major for-profit university
- Maintained 90%+ retention as enrollment grew from 1,500 to 10,000 at a public online university

Engagement and Issue Resolution Results

- Grew enrollment by 20% while increasing retention and completion at a private adult-focused university
- Improved enrollment conversion by 46% at a major public online university
- Increased Net Promoter Score® (NPS) by 25% at a major for-profit university
- Achieved a rating of "valuable" by 95% of graduate students who received career coaching at an Ivy League university

EARLY COACHING = MAXIMUM IMPACT

Engaging with students at the right time and providing more care to students who are less prepared to be successful are critical components of providing quality, impactful student support. Every student is unique, but there are indicators of who needs the most help and when they will need it.

As part of the initiative to provide timely support to students, InsideTrack has partnered with university admissions and enrollment offices to build the capacity of these departments to convert prospects to students successfully. Prospective student coaching consultation and coaching services focus on providing recommendations and implementing best practices for the student enrollment journey. These recommendations and best practices are informed by InsideTrack's continued work with other institutions, InsideTrack coach and manager insights from their experience in working directly with student prospects, proven practices based upon InsideTrack analysis and research, and information gathered from trusted industry publications and relevant articles.

The most critical period for student support is when students are new to the university, especially from registration through their first three to six months of classes. This period is critical because students receive overwhelming amounts of information and need support in understanding and digesting it; they often have feelings of anxiety and self-doubt, might need support to connect with services to improve their computer skills, and may struggle with feelings of not belonging. Providing high-quality support during this time pays dividends on student retention.

With many partners, InsideTrack has measured the long-term impact and benefits of proactive coaching support. Graphic 1 illustrates term-to-term retention for post-traditional students at a university using the InsideTrack coaching methodology. To the far right, you'll see that those who did not adopt coaching retained into Term 5 at a rate of 60 percent, while those who had just one meeting retained at 64.7 percent, and those with four or more meetings retained at a rate of almost 74 percent.

Additionally, InsideTrack data shows that starting the coaching process earlier has a positive impact on retention. In one study, InsideTrack followed two groups of post-traditional students—those who received outreach in the first week of classes and those who received it in the second week (see graphic 2). The students in the first group always retained at a higher percentage.

INSIDETRACK'S EQUITY IMPACT

InsideTrack is committed to approaching our work through an equity lens, which chiefly benefits the diverse students we serve. This work is an ongoing journey, as we recognize we are never completely done understanding people with different identities and how they navigate the world. In 2017, InsideTrack collaborated with EqualityWorks, NW on a four-hour training around diversity and equity to provide tools to examine one's own positionality and thus allow InsideTrack to better serve students with varying and differing identities. InsideTrack's ultimate goal is to continue to build skill and confidence in working with students and clients, enabling our organization to better connect with and understand the needs of more of the people we serve.

InsideTrack believes that all students deserve the best student services and that everyone can benefit from coaching, whether they are considered "at risk" or not, but with limited resources it's important to know which interventions can support significant progress for student populations most in need. InsideTrack has observed that underserved students are often less likely to reach out for support when they need it because the act of asking for help signifies to themselves that they do not know something they feel they should. This, in turn, impacts students' sense of belonging.

Consistent, proactive support and strong relationships are essential to assist students in taking full advantage of the resources available through the institution. InsideTrack's coaching methodologies are focused on building a strong foundation of trust. Students are then more likely to share when they are struggling instead of feeling too embarrassed to reach out. The InsideTrack coaching methodologies are about understanding each individual's motivation, goals, successes and potential obstacles to create a proactive plan for success. This focus provides the consistent engagement, relationships and building of KSABs critical to student success. When coaching is provided to historically underserved student populations, we see that it can improve students' sense of belonging and belief in their abilities. The graphics show the benefit of proactive retention coaching for low-income students and students of color (see graphic 3).

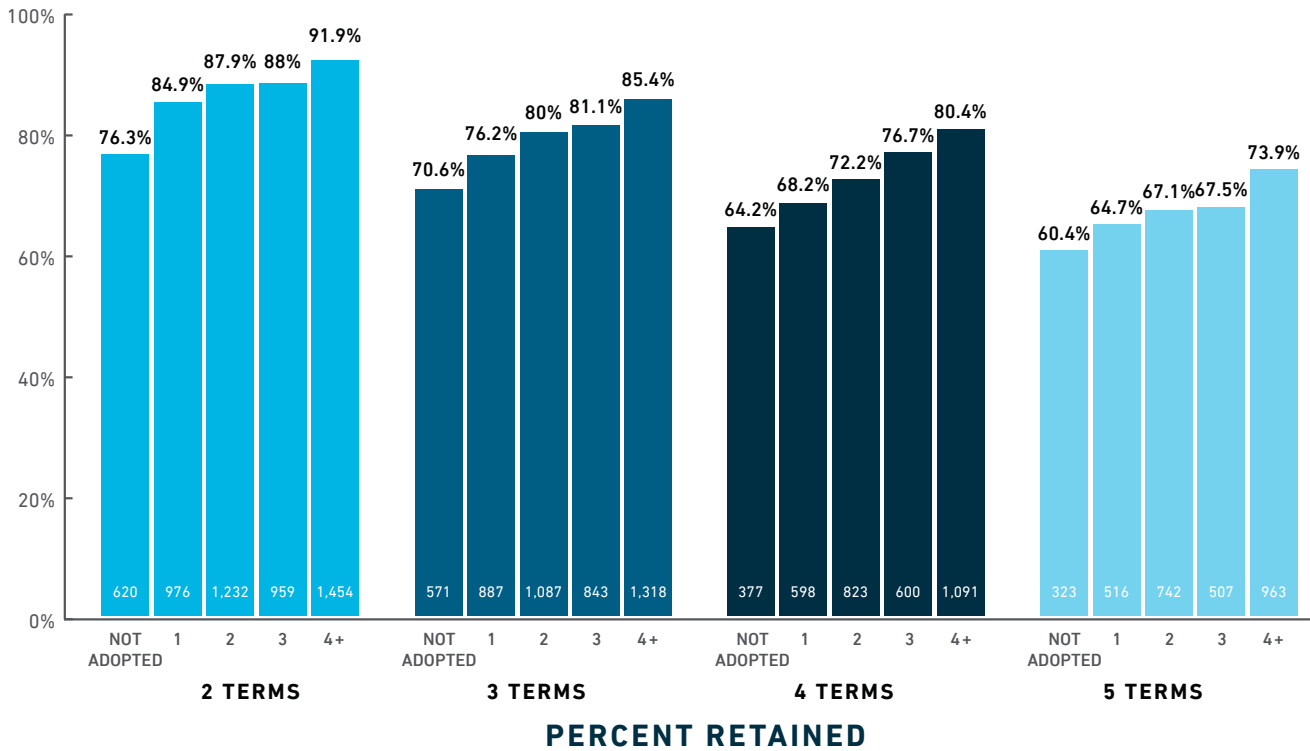
As illustrated in the following pages, coaching techniques have been shown to improve retention of Pell-eligible students by 16 percent over historical retention benchmarks, and coaching has been shown to have a positive impact on both traditional and adult minority students (see graphics 4 and 5).

In a controlled study comparing year-to-year retention of first-year students at a midsize public university, African-American students who received coaching showed a 24 percent increase in retention compared to a demographically balanced randomized control group. The retention gains for African-American students who receive InsideTrack coaching appear to be as good or better than for the general student population (see graphic 6).

Graphic 1: The Correlation Between Coaching Adoption and Retention Persists Past when Coaching Ends

Term Retention by New Student Adoption (NSA)

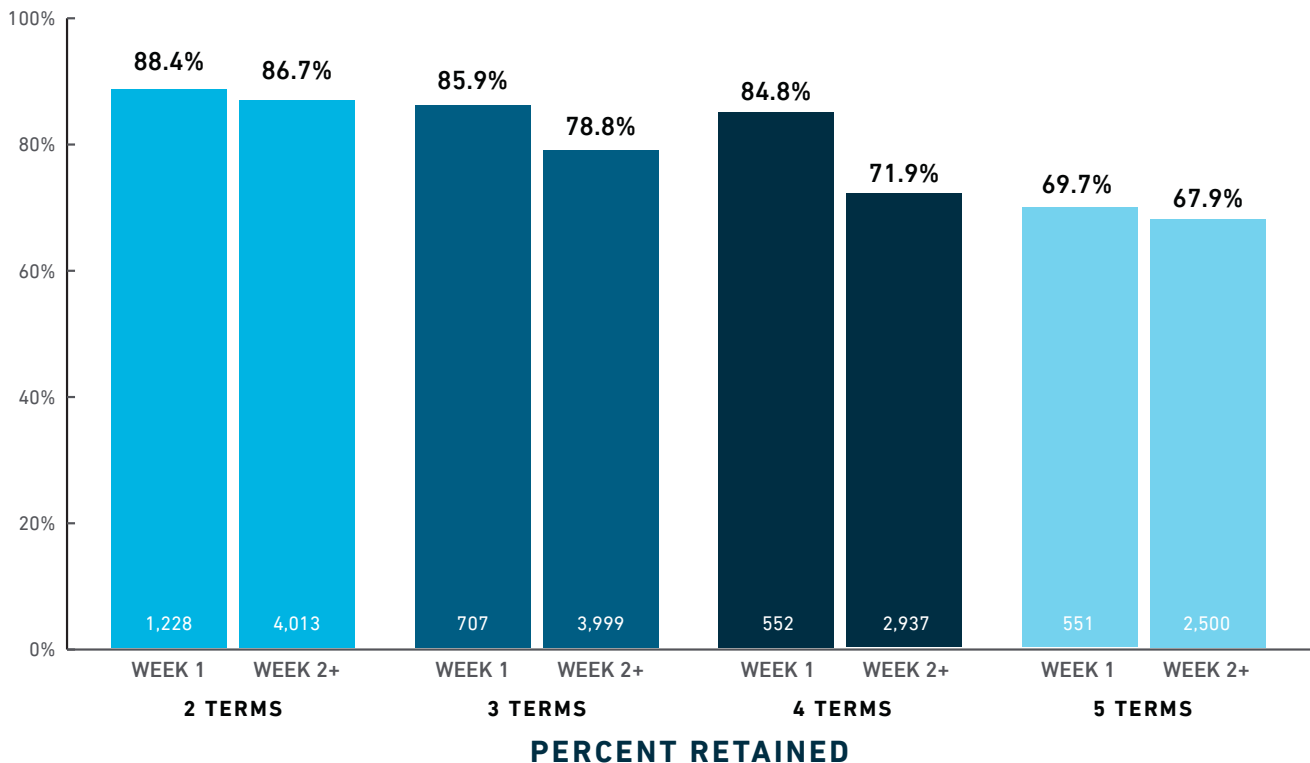
Coached students in cohorts Fall I 2012 through Fall II 2013 (n = 5242)



Graphic 2: Early Outreach is Correlated with Higher Retention into Term 2 and Subsequent Terms

Term Retention by Week in Terms of Outreach

Coached students in cohorts Fall I 2012 through Fall II 2013 (n = 5242)



Graphic 3: Significantly Improve Outcomes for Underrepresented Students

With support from InsideTrack, Cal State University Monterey Bay increased first-year retention of Latino, first-generation and low-income students, while increasing the proportion of enrollment represented by these student groups.

Percent First-Year Student Retention (2006 - 2011)

	2006	2007	2008	2009	2010	2011	Increase 2006 - 2011	
							Points	Percent
Latino	65%	70%	72%	78%	84%	81%	16	25%
First Generation	52%	69%	72%	75%	79%	81%	29	50%
Low Income	69%	70%	74%	75%	79%	83%	14	20%
Overall	65%	67%	71%	76%	78%	79%	14	22%

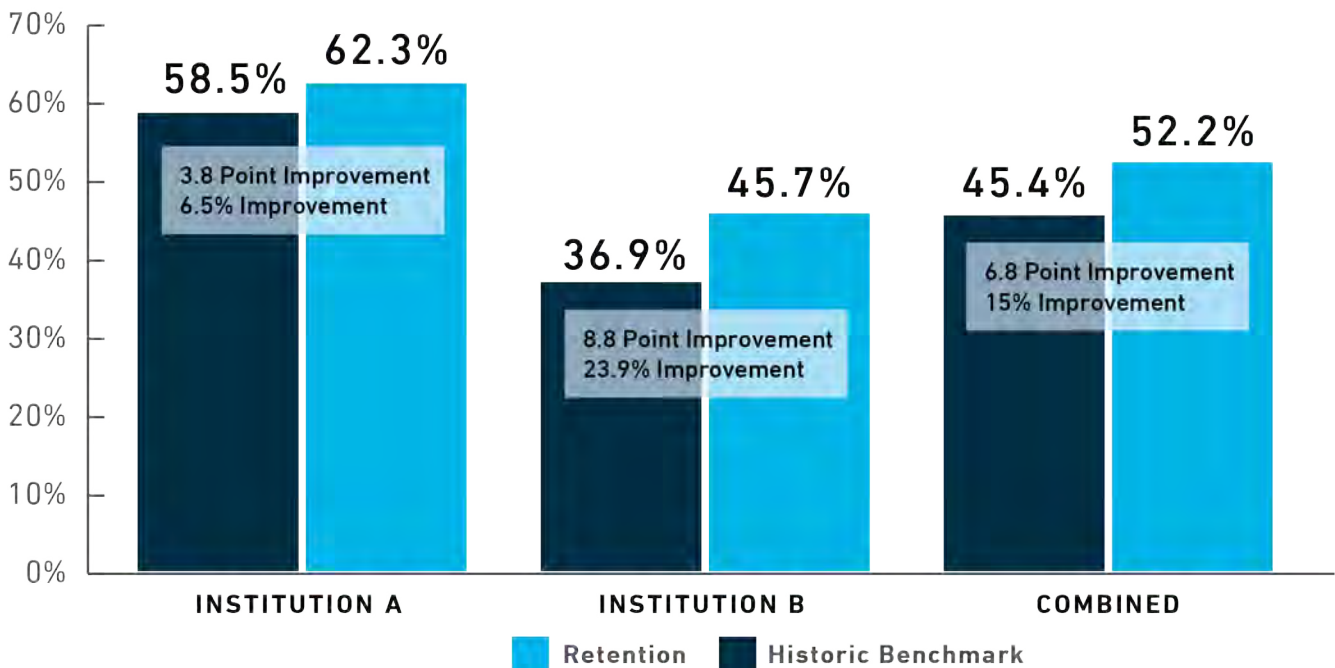
Percent of Fall Enrollment (2006 vs 2011)

	2006	2011	Increase 2006 - 2011	
			Points	Percent
Latino	29%	32%	3	10%
First Generation	39%	51%	12	31%
Low Income	27%	33%	6	22%

Source: CSUMB University Factbook, CSUMB Office of Institutional Assessment and Research

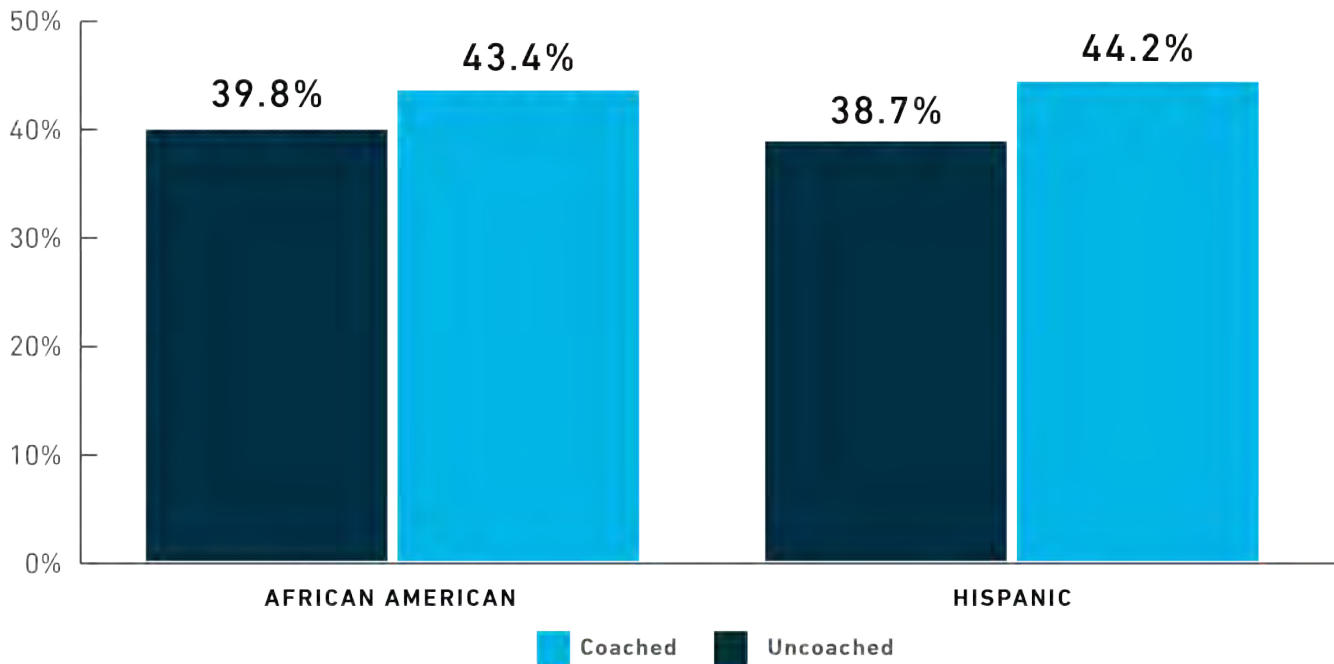
Graphic 4: Improve Persistence of Pell-eligible Students Enrolled in Both 4-year and 2-year programs

Institution A: N= 493 Student Retention Retained; N= 463 Historic Benchmark Students Retained. Institution B: N= 560 Student Retention Retained; N= 452 Historic Benchmark Students Retained. Combined: N= 1,053 Student Retention Retained; N= 915 Historic Benchmark Students Retained.



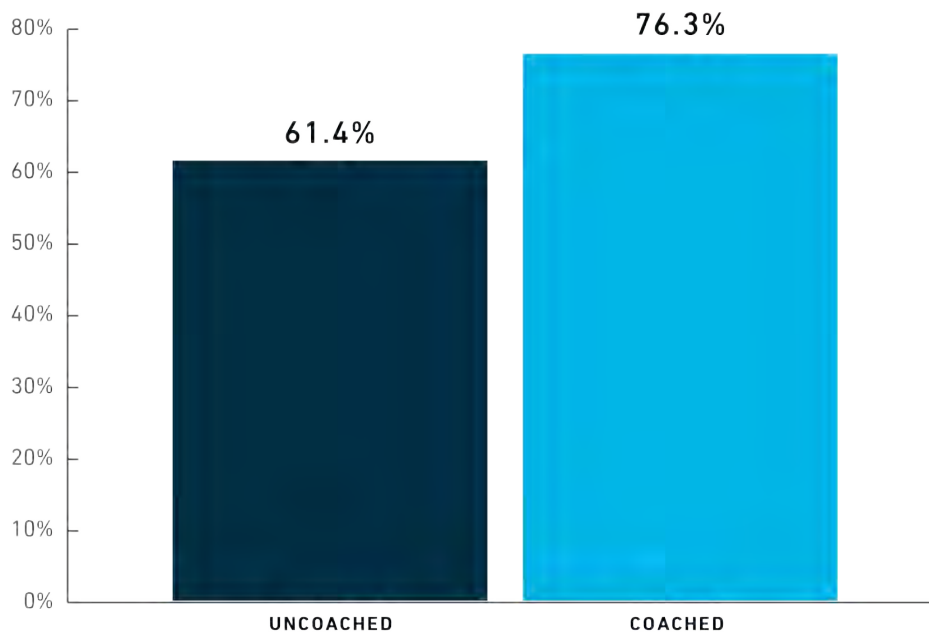
Graphic 5: Coaching Increases Retention in Minority Students Attending Non-profit Traditional and Adult Programs

N = 885, demographically balanced coached and control groups. Retention = Fall-to-Fall for traditional, third term for adult



Graphic 6: Coaching Increases 1st Year Retention of African American Students at a Large Public University

N = 116, demographically balanced coached and uncoached groups. Retention = Fall-to-Fall



TAKING A STUDENT-CENTERED APPROACH TO THE APPLICATION OF COACHING

Not all students will need intensive, proactive coaching for as long as others will. Through careful assessment and measurement of performance, students might move on from coaching in as few as one or two terms, although many may need it up to four or five terms, and some may benefit from coaching for the entirety of their academic careers. At the beginning of a student's career, it is essential to assess and tailor the approach.

The strategies we adopt to communicate with students are important considerations in a student-centered approach to coaching. Communication methods can be tailored to meet diverse learning styles and to improve student engagement and data management. Adaptive and continuously enhanced through our work, the InsideTrack uCoach® Technology and Analytics Platform features multichannel communication and interactive content as a means of empowering coaches to engage students through a broad range of communication channels, including voice, video, email, text, mobile apps and more (See graphic 7).

Additionally, embracing a multichannel communication strategy has proven to positively affect a variety of student outcomes, including driving initial engagement with infrequent communicators, increasing the frequency of interactions between coaches and students, and supporting a more impactful student-coach partnership (See graphic 8).

DEDICATION TO SUSTAINABLE CHANGE

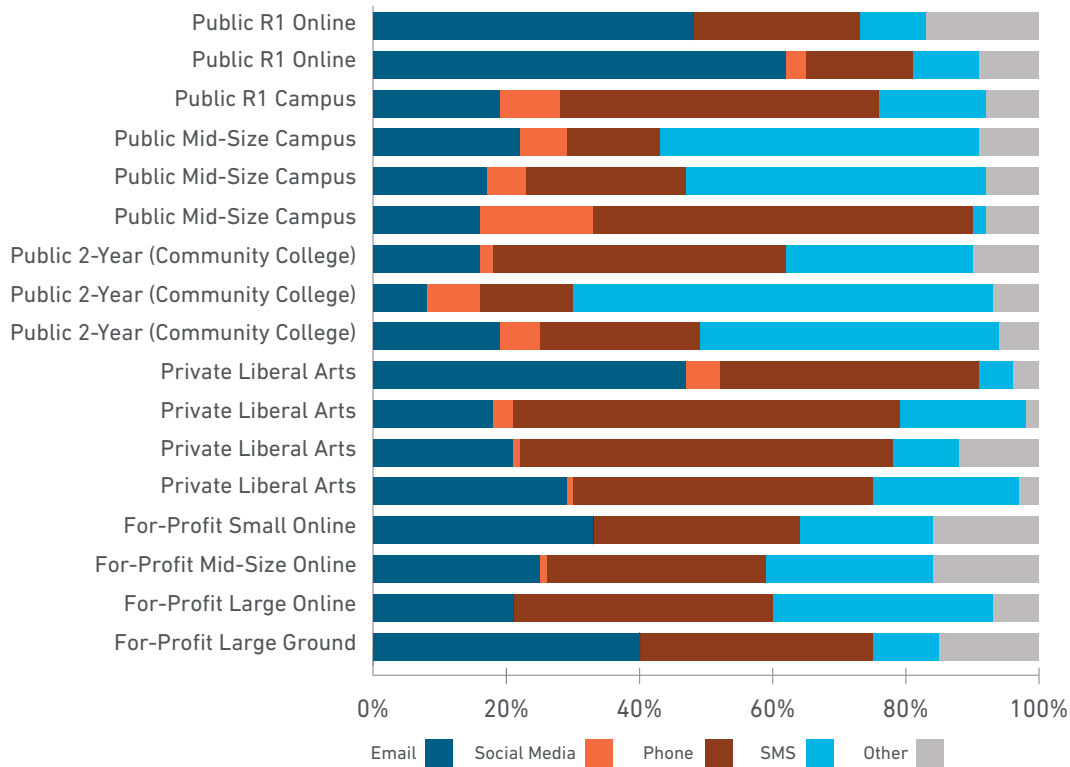
InsideTrack shares Norco College's dedication to enhancing the student experience. We also understand that ensuring the success and sustainability of a capacity-building initiative entails a significant commitment of time and resources, from cultivating stakeholder buy-in to empowering individual action and reinforcing progress over time. We have committed ourselves to incorporating the latest developments in organizational change science into our efforts to support your success.

InsideTrack's professionals are certified by Prosci, a firm whose methodologies are employed by the world's largest corporations, governments, nonprofit organizations and academic institutions to help them change more successfully. Based on decades of research and practical application, Prosci's approach is widely recognized as one of the most effective for driving individual and organizational progress.

Prosci's research with more than 1,000 organizations demonstrates that projects undertaken in conjunction with an effective strategy for achieving change are **six times more likely to succeed**.⁴²

Systemic change not only requires changing systems and processes, but also requires supporting people — managers and staff at all levels — to build their awareness, desire and knowledge of what is and is not changing, and developing and reinforcing their ability to execute the change.⁴³ InsideTrack seeks to leverage our expertise to ensure that student success initiatives deliver meaningful and lasting results.

Graphic 7: Percentage of First-year Student Coach Interactions by Communication Modality



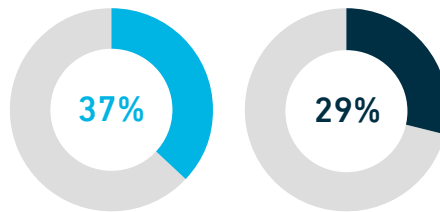
Graphic 8: Multichannel Communication Results

Coaches who use a multichannel approach engage students more deeply in coaching

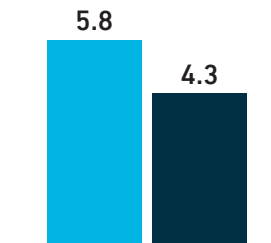
Coaching engagement for all students who received coaching at a single institution, N = 6,683

SMS Users Non Users

4+ COACHING MEETINGS IN A SINGLE TERM



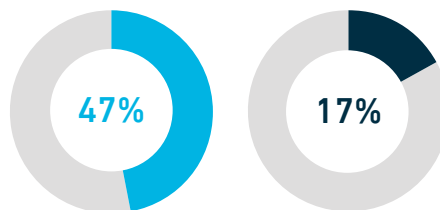
AVERAGE NUMBER OF COACHING MEETINGS PER TERM



A multichannel approach is especially effective for engaging the most difficult to reach students

Coaches who use SMS are more likely to eventually establish contact with MIA students before the end of term (1,704 out of 6,683 unreachable during weeks 0-3)

1+ COACHING MEETINGS IN A SINGLE TERM



3.6X
More success at reaching MIA students when Coaches used SMS to establish contact



Objectives & Methodology

VISION

The partnership between Norco College and InsideTrack was designed to examine Norco's current state, identify opportunities to improve student completion rates, and address existing student support structures. The goal of the partnership is to support Norco College in effectively implementing the California Community Colleges Guided Pathways Project framework. Norco College is one of 20 community colleges selected to design and implement structured academic and career pathways for all incoming students by 2019.

To help Norco College achieve its goals, InsideTrack conducted a needs assessment of the current departments and systems to:

- Identify areas of strength to leverage to support Guided Pathways implementation.
- Assess the vision and structure for Student Success Teams and providing recommendations.
- Uncover primary obstacles or shortcomings in current operations.
- Develop training and implementation plan for future action and improvement.

We intend the recommendations contained herein to serve as the foundation for strategies and tactics that will drive improvement in student degree and certificate completion. We also want to acknowledge and leverage alignment between InsideTrack's services and existing initiatives at Norco College.

METHODOLOGY

InsideTrack conducted an on-site assessment of Norco's current operations and processes over three days in March 2018 to build the foundation of the partnership and to inform InsideTrack's recommendations. These meetings yielded important impressions about Norco's current state, as well as the vision for its future state. InsideTrack examined

counseling processes and structure, student onboarding, student success teams, student services, resources for students, and conducted interviews with key leaders, department deans, students, student ambassadors, and representatives from Norco College's offices of Admissions and Records, Financial Aid, Counseling, Institutional Research and other student-facing departments (see appendix for full agenda and list of departments).

During this process, InsideTrack gained an in-depth understanding of the issues and goals, including what success looks like, what it means to the college, and a roadmap for achieving that vision. We came away with a sense of the direction for training, strategic consulting, and the application of change management principles to ensure successful implementation and the sustainability of our efforts.

PROCESS

InsideTrack's goals in the needs assessment process are to identify Norco College's strengths and opportunities to inform program and partnership design. To accomplish these goals, we followed a three-phase process:

1. **Kickoff phase** to define goals and desired outcomes, introduce our core team members from Norco College and InsideTrack and define a project timeline.
2. **Discovery Phase** to learn about Norco College's challenges and strengths.
3. **Evaluation and solution phase**, which was iterative between the InsideTrack team and Norco College's core team and resulted in the recommendations outlined in this report.

Types of discovery

InsideTrack used the following types of discovery to determine the current state of Norco College's environment and processes, as well as to investigate options for achieving goals.

Assigned lead consultant: This person owned the full process including determining the methodology for discovery, completing the bulk of the discovery, and will serve as the lead strategic consultant for the duration of the partnership between Norco College and InsideTrack.

Site visit for two people for three days: A team of two visited Norco College from March 13 to March 15th, 2018. InsideTrack coordinated with Norco College to schedule time with a variety of individuals and groups from all levels — leadership, faculty, classified staff and students. The goal was to collect information formally through meetings, focus groups and shadows, as well as informally through observations and impressions while on campus.

Focus groups: InsideTrack held roundtable discussions with representatives from Admissions and Records/ Bursar/Departmental Systems, Enrollment Services, Student Services, Special Funded Programs, Student Life, Faculty Advising, School Leads, Counseling and Transfer Services, Academic Counseling Management, Student Financial Services, Academic Affairs and Student Services Administrators, Norco College students, Training and Professional Development, Student Ambassadors, and Peer Mentors.

Individual interviews: InsideTrack conducted individual interviews with leadership and operational employees within student services and academic affairs.

Shadows: InsideTrack shadowed counselors to observe counseling meetings, workflow, approach and processes firsthand. The team also shadowed peer mentors representing the four schools to observe interactions with Norco College students as well as ask questions about their role, responsibilities and impact on the Norco student population.

Observations: InsideTrack conducted observations with the counseling front office staff and observed a presentation facilitated by a counselor to a Basic Skills English class on the transfer process and degree path awareness.

- Counseling front office staff were all observed during standard working processes. InsideTrack watched workflows, interactions with students seeking counseling services, and asked questions about daily responsibilities

Documentation review: Prior to the on-site visit, InsideTrack reviewed a comprehensive list of documents including strategic plans, completion initiatives, job descriptions, and organizational charts (see the appendix for a full list of documents reviewed).

Demographics and data review: InsideTrack reviewed Norco College's data to provide insight into the demographics of student populations, retention or conversion benchmarks over time, etc.



Key Findings

The following pages describe InsideTrack’s findings from the needs assessment. This section includes a high-level SWOT analysis, a more detailed outline of observed strengths, weaknesses, opportunities, threats and key recommendations.

SWOT ANALYSIS SUMMARY

A SWOT analysis is a visual representation of the strengths, weaknesses, opportunities and threats InsideTrack identified during the visit and in review of the documents submitted to the needs assessment team. The areas of focus identified here will set the stage for further review and detail later in this document.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Staff are willing to invest time and energy toward the Guided Pathways implementation to enhance student success. • There is strong investment in student equity and building social capital. • Staff and faculty are friendly, professional, and knowledgeable. They demonstrate: <ul style="list-style-type: none"> » Awareness of student needs and gaps in support. » A willingness to innovate and collaborate to better serve students. • Students have pride in their college choice. • Students have access to leadership opportunities, e.g., <ul style="list-style-type: none"> » Student ambassadors » Peer mentors • Norco has an array of specific programs that support target populations, such as: <ul style="list-style-type: none"> » Puente » Umoja » CalWorks • Committed leaders throughout the organization are thinking innovatively about addressing student and staff needs. • Evidence-based decision making is being leveraged to inspire change (Guided Pathways). 	<ul style="list-style-type: none"> • Lack of change support processes creates potential for change fatigue. • Several employees report their departments are understaffed, which impacts level of outreach and support. • Students are self-advising, which impacts both their ability to “get on the path” and college completion rates. • Lack of technology infrastructure and systems to effectively gather “real-time” data impacts the tracking and monitoring of students’ progress. • IT is at the district office which contributes to a disconnect as they are removed from the user experience at Norco College. • No clear plan to implement Guided Pathways at scale, i.e. how to: <ul style="list-style-type: none"> » Adapt Guided Pathways to serve part-time students » Create capacity to support every student in choosing a program of study and exploring career options

Opportunities	Threats
<ul style="list-style-type: none"> • Restructure student onboarding experience to align with guided pathways framework. <ul style="list-style-type: none"> » Early Career Focus » Increase Transfer Rates • Clarify roles and expectations of student success teams. • Develop a clear picture of the desired student experience within the guided pathways framework through student experience mapping. • Reframe professional development around the four pillars Guided Pathways. • Implement change support to assist with execution of Guided Pathways. 	<ul style="list-style-type: none"> • Budget allocation model limits outreach. • Comprehensive institutional reorganization can contribute to changes in Norco's culture. <ul style="list-style-type: none"> » Changes may impact current programming and create potential for employee resistance. • Potential leadership changes may impact momentum and employee engagement. <ul style="list-style-type: none"> » There are currently several interim positions. • Lack of physical space on campus poses challenges for staff and students.

POSITIVE FINDINGS AND TRENDS

Staff are willing to invest time and energy toward implementing Guided Pathways to enhance student success

Norco College is undergoing an institution-wide reorganization focused on student success. During our time on site, InsideTrack had the pleasure of getting to know Norco College employees who described being invested in Norco College students and expressed inherent optimism about the direction the college is headed. Many staff members we interviewed are serving on multiple committees and described assuming responsibilities that fall outside their job descriptions or immediate roles to fill gaps and ensure that they continue to support students at a high level during this organizational change. In reference to the changes taking place and focus on student investment, one staff member commented, "commitment to our students isn't changing."

"One of our greatest assets is our people"

InsideTrack also observed that Norco has an experienced and committed group of professionals throughout their student-serving departments. In spite of significant change at Norco College in recent years, there has been minimal turnover among faculty and classified staff. The staff we interviewed are highly dedicated, and many have a long history at Norco and demonstrate a high level of institutional expertise. Representatives from each department who participated in the focus groups clearly articulated how their department could better serve students; this creativity and awareness demonstrates staff commitment to change efforts. They are one of the greatest resources for students and will be a critical resource to leverage in achieving the goals of the Guided Pathways implementation. It is an exciting time at Norco College and there is an opportunity to combine the forces of staff, student affairs, and academic affairs to maximize departmental knowledge for the benefit of student advancement.

Strong equity lens to support Norco College's diverse student population and focus on building student's social capital

Norco is focused on efforts to increase graduation and retention for students who are traditionally underrepresented. Norco College is considered a Hispanic Serving Institution and 2016-2017 data from California Community College Student Success Scorecard reflects that 58.2 percent of the student population is Hispanic, 6.6 percent are Asian, and 5.8 percent are African American while 32.6 percent of the population is first generation.⁴⁴

Norco has already established several programs that have been successful in serving a cross-section of disproportionately impacted students. These programs focus on enhancing students' social capital by fostering a sense of community, creating social and cultural opportunities, providing mentoring, supporting the development of academic skills and instilling a sense of belonging. These programs are leveraging institutional research to focus on outcomes and persistence for the students they serve. Collectively, these programs serve about 1,000 students.

According to Harvard professor and author Robert D. Putnam, social capital is something valuable that is gained through our networks and general relationships between people. It acts as the "sociological WD-40" that facilitates the sharing of resources and access to knowledge.⁴⁵ Social capital is about the value of one's network. It's not about *what* you know, but it is about *who* you know. The trust, reciprocity, sharing of information and resources and general goodwill towards those within a social network produces value for not only the individual but also the group as a whole.

In our needs assessment, InsideTrack learned of a variety of programs available at Norco that foster social capital by developing relationships and community among students.

For example, special-funded programs include:

- Student Support Services (SSS)
- Extended Opportunity Programs & Services (EOPS)
- Disabled Student Program and Services (DSPS)
- Umoja
- Puente

Additional programming that foster social capital include:

- Disability Resource Services
- Upward Bound
- Men of Color
- Foster youth Peer Mentoring Program
- School Mentors Program
- Women's Lean in Circle
- California Work Opportunity and Responsibility for Kids (CalWORKs)
- TRIO
- Summer Advantage Program

Norco College's commitment to reducing and eliminating the achievement gap aligns with the goals of Guided Pathways, which challenges institutions to change their practices and structures to better address the needs of students. According to Davis Jenkins from the Community College Resource Center, "Colleges are thus redesigning their programs and processes, clarifying pathways to educational and career success, reforming developmental educations, and strengthening student supports. The reforms address major obstacles to student success and have the potential to help close equity gaps in college completion."⁴⁶

Students are not only supported through various programs, but also leveraged as critical assets in strengthening Norco's campus community. We had the privilege of touring the campus with two student ambassadors and engaging with peer mentors from each of the four schools during our visit. Norco student ambassadors promote diverse opportunities, support students with the transition to college, and create awareness around various supports and resources. There are currently 37 student ambassadors who offer support with:

- Participation in Welcome Week
- Campus tours
- Graduation day
- Presenting the Norco experience to high school students

Our guide, Shannon, expressed a lot of pride in Norco and stated, "It's so student-oriented here, it's crazy." Peer mentors are utilizing their experience within each school to create awareness for continuing students about Norco College's direction and sharing information that is important to keep students on their path. One mentor shared, "I went the extra mile to get involved, it keeps me going; knowing the campus is being restructured, I want to be able to say

'I was a part of this.'" These programs and leadership opportunities reinforce Norco's student-centered approach and genuine interest in advancing each student.

Students have pride in their college choice

Norco is aware of obstacles facing students and strives to mitigate them whenever possible. Students who participated in InsideTrack's focus group cited an appreciation for the sense of community at Norco, noting that there is a genuine investment in each student. A recurring theme among students was that the environment was conducive to learning and that, "it's the people here." Students highlighted several other positive features:

- "Relaxed environment"
- "Norco has a lot of unique programs and certificate options."
- "I like the environment at Norco."
- "Very homey, everyone wants to help you out, it motivates you."
- "Sense of community and family."
- "Wonderful staff."
- "Faculty and staff know your name, at RCC they don't know your name."

We observed a similar theme in our interaction with staff and leadership; leaders were able to speak to the reality of the student experience, demonstrating care and attention to the realities of being a college student at Norco College. In an industry that is often associated with rigid hierarchy, Norco's leadership demonstrated a high level of availability and presence among frontline staff and students.

Committed leaders throughout the organization are thinking innovatively about addressing student and staff needs

Evidence from change management research demonstrates that executive sponsorship is a critical component in determining the success of change initiatives, as is the effectiveness of employees' direct management in supporting them through change.⁴⁷ During our visit, senior leadership expressed visions for the future state of Norco College — including changes to the mission and organizational structure. Dr. Green, Vice President of Student Services, is committed to implementing guided pathways and creating better outcomes for Norco students.

InsideTrack also observed high levels of engagement among Norco College's leadership at various levels. From deans to directors, leaders were engaged in the needs assessment process and conversations about institutional strengths, opportunities and needs. The visible and engaged leaders we observed during our visit will be an asset to implementing Guided Pathways and to successfully transforming the student support structures at Norco College.

OPPORTUNITIES

Norco College has ample opportunities ahead, especially given the dynamic trajectory of postsecondary education and Norco College as an institution. Norco College serves a diverse student body consisting of both traditional students and post-traditional, as well as significant numbers of first-generation and underrepresented students. Students may or may not believe that they can be successful in school, and they may or may not arrive academically prepared for college-level coursework. Norco College's counselors, frontline staff and faculty are well positioned to understand students' knowledge, skills, attitudes and beliefs and to develop students in strategic ways, but they need a shared framework with which to do so. InsideTrack identified the following opportunities during our needs assessment:

Restructure student onboarding experience to align with Guided Pathways framework

In its current state, Norco College has a student onboarding system that can take longer than eight days to complete. This lengthy process can hinder progress for students eager to enroll and register and pose challenges for students in successfully navigating the multiple steps. Norco College's registration schedule can impact decision making for students. Staff reported they are the last district to enroll students and the last to start. Enrollment processes require significant time and energy from Norco staff, who are impacted by issues with the IT platform that inhibit them from moving students forward in a timely way through each step of the onboarding process. Staff noted that WebAdvisor often crashes at high volume times. During our focus group with Admissions and Records, staff requested to deploy IT to campus to gain visibility into the student experience. This visibility could enable them to customize workflow to expedite the current process and user experience. Admissions staff report students shared the following pain points:

- Difficulty logging into the student portal
- Lack of clarity around who to contact with issues
- Length of waiting time between on-boarding steps
- Navigating too many steps to reset student email

The onboarding process is currently low-touch and does not include meaningful engagement between students and Norco staff. The students' first Student Educational Plan (SEP) is created by the students themselves, using WebAdvisor, which can lead students to select their own courses for future terms instead of seeking the expert support of an advisor or counselor. This practice of "self-advising" can cause students to miss key requirements, get off track, or pass through Norco College without ever connecting to their resources. The implementation of the guided pathways framework provides an opportunity to restructure the onboarding process. This process would start with the students' end goals in mind. In a 2017 article titled, "Guided Pathways at Community Colleges: Theory

to Practice", Bailey commented, "Currently, many students choose programs and courses largely on their own. In the guided pathways model, colleges help new students explore programs, consider possible careers, and develop complete academic plans."⁴⁸

Given the limitations and barriers posed by technology and understaffing, the focus for restructuring could start by increasing touch points with staff to strengthen the students' onboarding experience.

- Develop a Welcome Center to reduce traffic to Admissions and Records and expedite onboarding through a "one-stop shop" model to build momentum for each student.
- Position an Educational Advisor within the onboarding process to discuss the four schools and majors to determine options and review trailheads. Each of the four schools will have trailheads that streamline the academic experience for students by providing course sequences for programs of study to initiate "getting on the path."
- With the recent hire of a Career Services Director, there is an opportunity to leverage Norco's Career Services by providing career assessments and exploring career paths with students early on.
- Require every student to have a clear roadmap to completion. Students will create their SEP with a counselor from one of the schools or with an educational advisor, thus setting the expectation to continue collaborating with a counselor each term to support "staying on the path."

Clarify roles and expectations of student success teams

Student success teams are a crucial component of the Guided Pathways framework. Norco College envisions having Faculty Leads, Counselors, Faculty Advisors, Peer Mentors, Success Coaches, and Educational Advisors as the core foundation of these teams. At the time of our visit, Norco had assigned Peer Mentors, two Counselors, and Faculty Leads to each of the four schools. Lead Counselors had not been identified yet. Counselors and faculty expressed ambiguity around Faculty Advising and, during our on-site visit, there was a Faculty Advising role description circulating. Norco was conceptualizing how their two current educational advisors would support the success teams as well as their success coaches, who are currently embedded into several special programs. Norco was in the process of hiring two more Educational Advisors during our visit and exploring how to successfully and strategically implement them into the teams.

InsideTrack observed a lack of clarity in how these teams will work together, how students will be identified or served, and how each role impacts and supports retention and persistence. At the same time, Counselors describe feeling understaffed, under-resourced and unclear of how their

other responsibilities (projects, committees, presentations) will continue to be carried out. One Counselor shared, “Everyone wants a counselor on their committees here.” Some of the questions that need to be answered:

- What are the roles of each member of the student success team?
- What is the difference between a Counselor, Faculty Advisor, Educational Advisor, Peer Mentor, and Success Coach?
- Which responsibilities are shared across teams, and which are unique to each individual role?
- How should teams balance new students and continuing students?

Staff we interviewed and observed are dedicated to student success, but lack of role clarity and consistent communication around the “why” behind change can lead to resistance and lower adoption of change. Increased role clarity also creates an opportunity to revisit systems of evaluation and performance management. Student Success Teams will need to align on what success looks like within their school, how success is measured, and how they will be held accountable.

Faculty Advisors and Counselors function with varying degrees of autonomy which may impede working toward shared goals. The Student Success Teams are comprised of dedicated professionals, and setting goals at the school level could improve retention and persistence by creating a shared vision and target to work toward. According to Jenkins, “To help guide students into program pathways and keep them on track, faculty and student services staff need to work together to monitor and support students as they enter and make progress.”⁴⁹

Reframe professional development around the four pillars of Guided Pathways

In meeting with faculty and student services staff, there is a visible difference in levels of involvement in professional development due to contract differences. The professional development committee utilizes surveys to gain insight into faculty and staffs’ preferred professional development topics. Based on response rates, which topics are chosen often comes down to brainstorming within the committee, which excludes broader input. This indicates the opportunity to reconsider how feedback on topics is surveyed and collected.

In our focus groups, staff shared that supervisor approval is one barrier to engagement in professional development at Norco. The fact that supervisor approval is required creates a sense of needing “permission” to engage in professional development, rather than being encouraged to participate.

We recommend that all employees — faculty, part-time faculty, and student services — be included in professional development opportunities. Professional growth will become especially critical as Norco continues to embrace guided pathways principles. One suggestion that arose within a focus group is to have success, access and equity as rallying points for staff as a way for all staff to see where they fit, and to embed these pillars within professional development. According to Jenkins,

“Colleges might consider redirecting at least some resources currently spent on conventional forms of professional development toward collaborative efforts, such as providing training, facilitation, and other support as needed by teams of faculty and staff working together to create guided pathways. Doing so would reframe professional development as a strategic activity that supports the collective involvement of faculty and staff in organizational improvement as well as one that supports the professional growth of individual faculty and staff.”⁵⁰

During the focus group, several staff members highlighted that the Completion Initiative Summit was a good example of faculty and staff working together. More opportunities to engage in dialogue around guided pathways could support ongoing collaboration and strengthen staff investment in contributing to the process.

Change support to assist with the implementation of Guided Pathways

Though there is an institution-wide focus on student success, the degree to which student success teams have been implemented, and to which staff have been involved, has varied from school to school. Additionally, there hasn’t been consistent communication about the implementation of student success teams across each school. Utilizing change support training and principles can support successful implementation and the sustainability of current efforts to create success teams, identify roles, enhance collaboration, and build awareness of the four schools. Two critical strategies for effective change management include:

- Thoroughly frame changes by articulating the history leading up to a change, the current context of the change effort and the goal of changing.
- Ensure that measurable outcomes of the change are defined, visible and within reach.

WEAKNESSES AND THREATS

One of the most important ways Norco's leadership and staff are driving progress and momentum toward Guided Pathways is with the awareness of key gaps and desire to change. Staff and faculty at every level identified opportunities for improvement, and many shared their passion and drive to create positive changes within Norco College. We heard a lot of creative ideas and proposed solutions to the issues mentioned below.

Potential for change fatigue

Guided Pathways implementation requires stamina, high-level involvement and collaboration to manage this scale of change. Alongside existing initiatives, additional changes can create an environment rife with the potential for change fatigue. Change fatigued employees may be slower to adopt improvements made to the system, which limits the impact of the improvements. Leadership shared, "Everyone is doing two or three jobs." Prosci has a Change Saturation model that addresses this challenge.⁵¹

Students are self-advising

A critical component of the Guided Pathways framework is to support students in identifying their end goals early on and create clear paths to obtain that goal. This requires counselor support and engagement through out the student life-cycle. Currently, students at Norco are not required to meet with a counselor to plan their classes. This can lead to self-advising and can negatively impact completion rates due to a lack of clear guidance on navigating programs and the transfer process. During a student focus group, one student remarked, "You could get out of Norco without ever seeing a counselor." Student progress is only being monitored around Comprehensive Education Plan completion. Currently, 41 percent of students do not have a Comprehensive Education Plan on file. In a 2014 article published in CCRC, Jenkins referenced this concern, citing, "While community college departments closely monitor enrollment in their courses, they often do not know which students are pursuing programs of study in their fields and thus do not track students in their programs to ensure that they make steady progress toward achieving their goals for program completion and transfer. As a result, many students end up self-advising."⁵²

InsideTrack had a chance to observe counselors in action with students. The meetings can be complex, especially when students are on a transfer track. Counselors are a valuable resource to support students in "staying on the path." Counselors primarily function within a drop-in model to accommodate students. Without mandatory engagement, self-advising may continue to be an issue even as Norco migrates to a guided pathways framework.

THREATS

Budget allocation model limits outreach

Norco has limited resources, which requires staff to be more strategic, have higher output, and to divide resources between departments. This impacts outreach efforts and recruitment to student programs and special programs. Special programs end up sharing students, and do not have the resources to market or recruit students who might not be aware of their existence, or who might lack help seeking skills. Interim Dean of Student Services, Tenisha James, shared, "I know there are more students that can benefit from our services."

Lack of physical space on campus

Norco is growing and several Norco staff expressed that physical space has become an issue within departments. Several staff reported that there is no space for additional staff members. Counselors expressed needing private spaces and that cubicles impede on privacy and effectively addressing student needs. During our student focus group, one student remarked that they sleep in their cars between classes since there is no space to "chill or rest."

Potential changes in leadership, several dean positions are interim

Currently, several senior leadership positions at Norco College are interim. Any change to leadership during the guided pathways implementation can hamper the momentum and the ability for Norco to implement changes successfully. Interim positions are not always viewed by staff as positions of power and the existence of these positions can make reinforcing change difficult.

Retaining Norco culture

Change can create shifts in institutional culture. Norco is going through a restructuring that will impact all staff, which may create questions, fear or resistance. The reality is that positions will experience some change and existing programs will be evaluated to determine if they fit with in the four pillars of guided pathways. This organizational shift will impact Norco's mission and vision. In addition, there are existing initiatives that will increase their veteran population and support to the prison population, which will result in student demographics changing.



Recommendations

InsideTrack is partnering with Norco College to examine the current state of Norco College, identify opportunities to improve student completion rates and address existing student support structures. The partnership aims to support Norco College's success in effectively implementing the California Community Colleges Guided Pathways Project framework. Norco leadership believes they can support successful implementation, develop a stronger plan, and generate better outcomes by enlisting the perspective and guidance of InsideTrack. The following are recommendations for how Norco can move closer to its desired state, based on InsideTrack's expertise as a service provider in higher education.

INVEST IN STUDENT SUCCESS TEAMS TO DRIVE PROGRESS TOWARD GUIDED PATHWAYS GOALS

Norco College has been driven to increase student degree and certificate completion since 2015, upon discovering startling statistics provided by Institutional Research, where 2010-2014 cohort data of all first time students revealed that only 9.8 percent of these students had completed a degree or certificate in the course of four years. Since then, Norco has invested in a Completion Initiative that aligns with their implementation of the guided pathways framework. This investment requires strategy, evaluating and redefining roles, and developing outcomes. To reach these goals, we recommend:

- Clearly define and document each role on the Student Success Team.
- Monitor student progress along the pathway and provide proactive, holistic interventions that support students in staying on — or redirect them back onto — the path.
- Identify success measures to evaluate program success, early gains, and determine longer term outcomes.

Clearly defining and documenting each role on the student success team

Collaboration within the Student Success Teams is a key component to support the Guided Pathways implementation at Norco. Each team member must be clear on how their role impacts each of the four Guided Pathways pillars and how they can support students' advancement and minimize challenges to stay on the path. Role descriptions should include not only details about the tasks and activities that staff are responsible for completing, but also the desired outcomes of their work, and how their role relates to Norco College's goals of increasing student success. Role descriptions should emphasize that student success is an institution-wide effort, and outline how each role plays a part. In an effort to conceptualize each role, here are recommended role descriptions:

Faculty Advisors:

- Define learning outcomes for each program.
- Create program maps with clear pathways.
- Share program curriculum and critical foundational courses in majors with counselors to support student enrollment in these courses.
- Provide information to students regarding programs, career opportunities, and course selection.
 - » Update website information on each school.
 - » Meet with students 1:1 to explore career opportunities and course selection to "stay on the path."
- Collaborate with counselors to provide comprehensive support to each student.
- Collaborate with peer mentors to align on program information and identify outreach opportunities.

Counselors:

- Support students with developing a Comprehensive Student Education Plan (SEP) based on program maps/trailhead.
- Monitor progress of Comprehensive Student Education Plan.

- Collaborate with Educational Advisors and Success Coaches to support timely interventions for students who veer off the path.
 - » Respond to early warning systems to support proactive outreach to the right students at the right time.
 - » Leverage EduNav to determine students who veer from their program map.
- Work closely with faculty advisors to support students in developing skills to navigate their program's curriculum.
- Identify academic and non-academic milestones with students to support completion.
 - » Non-academic can include building community on-campus, learning how to manage demands of work/college/relationships, and learning how to ask for help.

Educational Advisors:

- Support new students with career assessments during on-boarding phase to support early program entry and explore paths for undecided students.
- Discuss goals for college and degree path options (e.g. certificate, associate's, transfer path).
 - » Identify careers based on assessments and introduce Career Services.
 - » Input information into EduNav (when implemented).
- Assist with development of first semester Student Education Plan.
- Connect one-on-one with students who veer off the path and provide support with each step toward getting on the path.
- Support exposure to transfer fairs and the transfer process.
- Connect students with career services.
- Guide students on how to track their progress.

Success Coaches:

- Support students with acclimating to college and orient them to campus resources.
- Build rapport through active listening and supporting students toward their educational goals.
- Reinforce the value of engaging with student success teams and clarify each member's role.
- Provide academic support and referrals to special programs when appropriate.

Peer Mentors:

- Create awareness about the four schools to enrolled students.
- Cultivate student feedback and act as touch points for the four schools.

As roles shift and expand, Student Success Teams will benefit from additional training to support cross-collaboration and effective pathways implementation.

Proactive, holistic monitoring of student progress along the pathway and intrusive interventions that redirect students back onto the pathway

A cornerstone of the Guided Pathways framework is to create clear pathways and provide guidance to support students "getting on the path" and "staying on the path" towards completion. InsideTrack observed that currently, Norco College has dedicated and supportive counselors who aren't being fully utilized by Norco students, which is contributing to high level of Area of Emphasis (AOE) degrees, low graduation rates, and transfer rates. Students who start at Norco are not necessarily getting onto a path, and are not staying on their original path. Currently, 41 percent of the student population doesn't have a Comprehensive Educational Plan on file which indicates students are self-advising or experiencing barriers to advising.

To improve outcomes and take a long-term approach to student success, we recommend Norco College advances toward an Intrusive Counseling and Advising model (also known as Proactive Counseling and Advising). This model would encourage a more proactive approach rather than reactive. In a 2017 article published in Higher Ed Jobs, entitled "Intrusive Academic Advising: A Proactive Approach to Student Success", Donaldson states, "If students are not required or strongly encouraged to make an advising appointment, they may miss out on necessary information on course selection, the process of transferring from community college to a four-year institution, or important dates and deadlines."⁵³

This shift would require a more developmental approach, and more time and energy, thus it would be critical to leverage Success Coaches and Educational Advisors early on to support students in learning about their student success team, identifying short and long-term goals, and concerns/barriers to success to determine at-risk students, alerts, and who needs more targeted outreach.

Identify success measures

To realize program success, success teams, student affairs, and academic affairs leaders will need to chart a vision and determine success measures to evaluate progress toward retention outcomes and learning outcomes. These success measures should be forward thinking, and reflect both the goals of the Completion Initiative and the Guided Pathways framework as well as qualitative aspects of successful program implementation within schools. Possible measures to consider:

- Outreach or contact statistics
- Term-to-term retention percentages, compared to historical data
- Student feedback
- Increase in number of Comprehensive Educational Plans on file
- Increase in counseling appointments

SUPPORT SCALABILITY BY IDENTIFYING TARGET POPULATIONS AND CREATE A STUDENT SUCCESS ARC

With the implementation of schools, the counselor-to-student ratio will increase. Without the option of simply adding more counselors, student success teams will need to effectively strategize and collaborate to ensure that the right students are getting the right kind of support at the right time. Student success teams will need to identify which student populations will receive targeted support over a long period of time, and groups who may yield high benefit from receiving short-term, time-sensitive outreach.

Some options to consider when identifying populations for longer-term support:

- First-year students
- Underrepresented students
- At-risk students (i.e. probation)
- Students without a Comprehensive Education Plan
- All students *except* well-supported students (students enrolled in specialized programs)

Groups of students who may benefit from call campaigns focused on a particular enrollment or time-sensitive need:

- Students with holds
- Student's who did not register within the registration window
- Students who have stopped out

In addition to identifying student groups who could benefit from more targeted and long-term support, we recommend creating an "arc" of the academic year that identifies key priorities and benchmarks in order to inform ongoing strategy of student success teams. Creating an arc would enable each member of a student success team to understand what their key priorities are in a given time of the year, and reinforce expectations as they adapt to their new roles. For example:

- Which students should receive proactive outreach, and from which member of their student success team?
- Who are the key supports during each pillar?
- How should each role in the student success team be interacting with and working with different student populations throughout the year?
- What are the key messages that different groups of students need to receive, and when?
- What are the critical deadlines and benchmarks to getting and staying on the path, and what are the specific activities that each member of the student success team should complete to align with those benchmarks?

Norco's skilled and dedicated front-line staff in the counseling office are an additional asset to support scalability. They expressed an interest in utilizing SARS

(Scheduling and Reporting System) more to outreach students, send text nudges and create a communication plan with specific nudges. This outreach would allow for a more student-centered approach and increased awareness for students who aren't seeking out advising. Building SARS nudges into the student success arc could further enable student success teams to create and execute a shared strategy for supporting students.

PROGRAM DESIGN

In addition to the above recommendations, InsideTrack envisions partnering with Norco College to provide capacity building, which is a combination of strategic program consulting, training, quality assurance and development, as well as ongoing change support. Each component of the program is designed with the goal of creating a sustainable capacity building program that will be embedded in Norco's systems and teams, and that promotes ongoing increases in timely completion, persistence, and retention that last beyond the duration of the partnership.

Capacity building is a customized, comprehensive solution to optimize enrollment management, academic advising, career counseling, or other student services. InsideTrack's capacity building engagements generally last for two to three years, depending on the needs and goals of the institution. The partnership aims to create a sustainable student support program that provides a strong foundation for Norco to increase student completion rates now and in the future and meet the implementation goals of the Guided Pathways initiative. For Norco, InsideTrack recommends a capacity building program that includes a combination of the following:

- Student experience mapping
- Strategic program consulting
- Change support
- Training track: Student Success Teams
- Train-the-Trainer
- Quality assurance and development program
- Leadership development

Student experience mapping

Guided Pathways unite Faculty Advisors, Counselors, Peer Mentors, Success Coaches, and Educational Advisors to represent each school and collaborate to support students in entering a pathway and continuing on that path. This level of collaboration requires intense coordination and the ability to "speak the same language." Student experience mapping can reduce inconsistencies in messaging and allow each team to address essential questions: what do students need to know? How can we enable them to learn or develop the required skills and knowledge to navigate each pillar?

InsideTrack recommends that Norco invest time in mapping the student experience and identify what the student experience should look like within each pillar. We recommend the four schools coordinate to align their vision.

Designing a desired student experience map will not only create accountability, but will highlight communication priorities for each pillar, but also assist in uncovering specific outreach that would yield the greatest impact.

Some themes we heard during our visit that could be incorporated into a student experience map include:

- High-touch support early on to support students with identifying their end goal as it relates to a career
 - » Ensure students are creating their first Student Educational plan with a staff member instead of completing it independently through WebAdvisor to allow for early career exploration and choosing a program that aligns with their interests
- Support identifying a major and entering the path
 - » Introduce career assessments
 - » Change language from, “What’s your major” to, “What are your interests?” and, “What do you envision doing for a career?”
- Evaluating progress toward degree completion
- Career guidance to assist with transition from academic to professional world

We envision the mapping process to include the following steps:

- Student Success Teams identify the knowledge, skills, attitudes, and beliefs that students need to navigate each pillar of Guided Pathways.
- Identify which departments are critical to each pillar.
- Based on knowledge, skills, attitudes, and beliefs identified in the mapping process, Student Success Teams clarify their role in developing necessary KSAB’s in students. Each team will map their role in impacting retention and providing developmental support to students.
- Establish a flow chart to support students that identifies each team member and their role.

The mapping will provide a methodical and institution-wide process to support students with each step of the four pillars.

Strategic program consulting

Norco’s leadership is engaged and present with students and frontline staff. This engagement is visible from VP’s, to deans, department managers, and team leaders. To leverage Norco leadership’s expertise in institutional needs, InsideTrack will provide strategic consulting on program implementation and other relevant topics. Dr. Green, Vice President of Student Services, will be the primary Norco recipient of InsideTrack consulting. InsideTrack Operations Client Manager (OCM) will serve as the designated lead consultant. Other subject matter experts (InsideTrack Operations Team Manager, Learning and Development, and Coaches) may be asked to provide additional strategic consulting for Norco depending on the topic. We envision Dr.

Green identifying other members of the Norco leadership team to participate in consulting meetings, based on need and to ensure alignment between capacity building and existing initiatives across the college. Strategic consulting topics will be iterative and based on ongoing needs.

Recommended consulting session may include:

- Defining measures of success and program evaluation
- Performance management
- Change support and communication planning
- Building a healthy team culture
- Creating role clarity

Change support

While Norco’s willingness to innovate and adapt is one of its greatest strengths as an institution, the rate of change can also lead to initiative fatigue among staff. InsideTrack conducted a Change Readiness workshop during the needs assessment visit that introduced change management principles. This training catalyzed a more in-depth discussion with Norco leaders, which they revealed they haven’t received training on change management or adopted a change management approach. Change management supplements project management by focusing on the people side of change. Given the scale of the Guided Pathways implementation and its impact on Norco College’s staff, InsideTrack envisions embedding change support principles into each stage of guided pathways implementation to support the adoption of changes and to secure the maximum return on investment. Change support best practices require that program leadership dedicate resources *upfront* to tending to the needs of their people. Successful change support will mitigate the risks associated with employee turnover, disengagement and resistance. We recommend that change support strategies focus on the following:

- Defining the change and how it impacts employees by answering:
 - » What is the change?
 - » Why is it happening?
 - » What’s in it for me?
- Ensuring that current state, transition state and desired state are clear for all who are impacted.
- Ensuring that executive sponsorship remains active, visible and approachable throughout implementation.
- Connecting business outcomes and learning outcomes so staff know the purpose of the partnership between Norco and InsideTrack.
- Communication planning (using Prosci principles), including recognizing process and successes and providing team-wide updates.
- Identifying potential resistance and planning ongoing resistance management.
- Performing formative and summative assessments (ADKAR survey) pre-training, post-training at predetermined intervals over the length of the partnership.

Prosci defines ADKAR as “a research based, individual change model that represents the five milestones an individual must achieve in order to change successfully.”⁵⁴

ADKAR stands for:

- Awareness of the need for change
- Desire to support the change
- Knowledge of how to change
- Ability to demonstrate new skills and behaviors
- Reinforcement to make the change work

Training track: Student Success Teams

Norco is fundamentally changing the roles of its staff and faculty through the development of student success teams. Norco’s shift toward implementing Guided Pathways requires an “all hands on deck” approach to support positive outcomes and quality implementation. This shift will also require members of the student success teams to make changes in their approach to working with students and with each other.

The creation of new roles and systems will require ongoing and intentional opportunities for learning and development. The training program we recommend will ensure that student success teams are “speaking the same language,” sharing ownership of retention, and delivering a consistent level and quality of service to students that aligns with guided pathways framework.

We propose implementing InsideTrack’s Coaching model, a methodology for interacting with students based on neuroscience, student development theory and social psychology principles with a model that’s been tested nationwide by more than 1.5 million students. (For more information, visit our website at <http://www.insidetrack.com>.) In addition to providing student support professionals with a techniques they can use in their work with students, coaching methodology training would also provide student success teams with a framework for strategy: how to work with other roles within the student success teams, how to leverage their roles to positively impact retention, and how to leverage multiple communication channels in order to increase efficiency and effectiveness.

The objectives of the training program are twofold:

1. Increase persistence, retention and student success by enhancing and leveraging staff and faculty skills and collaboration.
2. Create systemic and sustainable practices for student success teams to use when interacting with students.

By the end of the capacity building partnership, Student Success Teams will be able to deliver the coaching model with consistency in a manner that aligns with their particular roles, and will be equipped to leverage coaching skills to increase student learning outcomes and completion rates.

In addition to a three-day in-person foundational coaching skills training led by InsideTrack, we recommend monthly ongoing training designed to deepen staff knowledge, skills and attitudes and strengthen Student Success Teams. Monthly training could be tailored to the needs of each role on Student Success Teams, or could provide opportunities for collaboration and cross-training by bringing together all members of the teams.

Ongoing training topics may include:

- Eight focus areas of student success
- The knowledge, skills, attitudes, and beliefs students need to be successful
- How to assess to understand the root motivation and needs of students
- Techniques for shifting students’ mindsets from fixed to growth mindsets
- How to develop help-seeking behaviors in students
- Communication strategies for traditional and post-traditional students
- Using multiple communication channels to impact students
- Roster management strategies for working with large numbers of students
- Best practices for working with first-generation students
- Coaching students from generational poverty
- Strategies for developing literacy skills in adults
- How to coach students to develop time management skills
- Best practices for working with part-time students

Train-the-trainer

InsideTrack recommends that Norco dedicate one or two instructional designers to help Student Success Teams create their own scalable training program to support the ongoing use of the coaching methodology to increase persistence. The goal of the Train-the-trainer program is for Norco College to develop its own expertise, systems and processes for ongoing staff development. Norco College trainers would be equipped to onboard new employees, provide ongoing assessment to determine the needs of Student Success Teams, and develop staff skills after the capacity building partnership has ended. We see a Norco College trainer as a particularly critical role given the upcoming adoption of new technologies. Student Success Teams will need ongoing support to learn new technologies and to understand how to leverage these tools to increase student success and persistence.

We recommend that the training program offer learning experiences including (see the chart on the following page).

Training type	Audience	Frequency of delivery	Purpose
Onboarding	New hires, employees involved with student success teams	As needed	Equip new staff with critical knowledge, skills and attitudes to be successful; ensure a seamless student experience
Ongoing/iterative	All members of the student success teams	Regular cadence; TBD	Facilitate growth opportunities for staff; respond to emerging trends and close gaps in KSABs
Certification	All student success team staff pursuing certification milestones	Regular cadence; TBD	Promote a core skillset across student success teams that have the biggest impact on students
Cross-departmental	Departments outside of student success teams who may benefit from coaching skills and/or insight from student success teams	As needed	Inform and inspire other departments to utilize coaching and/or to build coalitions across departments
Organic/employee-created	Varies	As needed	Capture expertise of highly talented and insightful staff for the benefit of a team or department

Quality assurance and development program

Feedback, practice and reflection are essential to learning and developing new skills. The purpose of a quality program is to build Student Success Teams' competencies in utilizing coaching techniques, and to reinforce best practices, with the ultimate goal of enhancing student success.

InsideTrack recommends that Norco adopt five components of a quality program:

1. Develop a rubric

Student-facing staff and observers will need a shared understanding of what makes a high-quality interaction. InsideTrack has created an interactive learning form aimed at capturing the key points from a discussion and fostering a culture that embraces a growth mindset. We envision consulting with Norco leadership to design and introduce a rubric for each role on the Student Success Team. The creation of a rubric will also serve to reinforce role clarity — each staff member will understand their role, expectations, and what "success" looks like.

2. Regularly observe student-facing interactions and implement debriefs

Based on the co-created rubric, an InsideTrack Quality Specialist will observe staff interactions with students and deliver regular written and verbal feedback on strengths and opportunities. While we recommend that an InsideTrack Quality Specialist will initially provide feedback, we'd also recommend creating a transition plan that would support Norco College leadership and staff eventually taking ownership over internal quality development.

Quality development requires a method of recording or virtually observing student meetings and can include reviews of written communication and phone or face-to-face interactions. Student Success Teams are not currently being observed in their roles, so this process would represent an additional layer of change. InsideTrack envisions providing consultation on strategic communication and change support throughout the planning and launch process.

3. Practice ongoing calibrations

Small group "listening sessions" will focus on alignment of the rubric terms within student success teams. The result of calibrations is to build "the ear" of staff so they can recognize coaching craft in action and understand its impact on student success. Calibrations also provide an opportunity to workshop student situations and common challenges, and to support alignment and collaboration among the different members of Student Success Teams.

4. Develop qualified observers

InsideTrack recommends embracing a peer learning model, in which Counselors, Success Coaches, and Educational Advisors receive training on delivering feedback, performing quality observations and developing coaching skills in other people. These observers will be able to support one another on an ongoing basis to attain higher levels of mastery. For long-term sustainability, InsideTrack endorses the creation of quality specialists, or individuals who are tasked with the ongoing work of quality assurance and quality development for staff on Student Success Teams.

5. Aggregate trends (reporting) to inform departmental priorities

InsideTrack would provide detailed quarterly reports, in which the quality specialist would capture trends and insights from quality observations. Quality reports could help keep Norco College leadership informed of how Guided Pathways and Student Success Teams are being implemented at the individual level, how students are experiencing the change, and would be used to inform ongoing training and development provided in the training track. It will also help success teams and leadership identify team-wide strengths and opportunities so they can continually drive improvements and impact student success. A system for how to track and interpret these insights is key to effectively make use of the information.

Leadership development

Sponsorship and leadership will be integral to the success of the four schools at Norco, as student success teams will need to understand the college's vision, expectations for them, and how to convey new systems and roles to students. With the magnitude of the forthcoming transformation, it is to be expected that new power differentials will emerge among existing staff; the knowledge, skills and attitudes that are considered valuable by the department may fundamentally shift. To support this shift, InsideTrack recommends investing additional development opportunities during this transformation.

Examples of how this service can support Norco staff include:

- Group mentoring sessions focused on each school's progress and experience.
- Offering workshops where counseling leads can create team strategies to meet performance objectives.
- Ad-hoc, customized training focused on developing outreach strategies and supporting counselors in managing caseloads.
- Facilitating group discussions about trends observed within schools and within implementing guided pathways.

ADDITIONAL RECOMMENDATIONS OUTSIDE OF THE SCOPE OF CAPACITY BUILDING

Transcript audit of first-year students: Given the current issues with completion outcomes, we recommend analyzing transcripts of students in their first year to review how many students are selecting the right courses to "get on the path." This process would provide insight into student decision making and reveal how many students are unintentionally delaying completion or stopping out entirely due to self-advising.

Advance current technologies: Student tracking systems are critical within Guided Pathways to support students as they navigate college and critical benchmarks in the path to completion. Norco's goal is to transition platforms to EduNav in Fall 2018. We recommend this as a vehicle for early alert systems and predictive analytics which will help identify students who need support in getting on, or staying on, the path. In addition to training student success teams on how to use EduNav, we recommend creating a plan and training staff on how to most effectively capture data and take notes to foster a team approach to student success.

Conduct student focus groups geared toward part-time students: According to Fall 2016 data from the National Center for Education Statistics, 76 percent of students at Norco are attending part-time. With the implementation of the guided pathways framework, it's important to consider the needs of this population and offer flexibility in scheduling and availability.

In a November 2009 article published in the Chronicle of Higher Education, the author highlights that students who enroll part-time are more likely to drop out and to be less engaged with their institution than their full-time peers.⁵⁵ This reality is especially relevant for Norco, given that more than three-quarters of students attend part-time. In a 2017 national report, The Center for Community College Student Engagement reports that full-time students and part-time students think about their educational experience and themselves as students in different ways; full-time students are more likely to identify themselves primarily as "college students" and are more likely to exhibit behaviors related to engagement, such as going to campus, using support resources, and prioritizing classes. Part-time students are more likely to see themselves as workers who also go to school, and to see their courses as one of many responsibilities they are juggling.⁵⁶

The Center for Community College Student Engagement recommends that community colleges engage their part-time students in conversations about what it takes to succeed as a student.⁵⁷ We recommend that Norco adopt a similar approach by hosting focus groups designed to understand the unique perspectives, experiences, and needs of part-time students, and how these students are or are not interacting with the various parts of their student success

teams. Norco has already taken steps in the right direction by offering evening counseling hours to students and has created momentum to evaluate how to engage this vast part-time student population.

Increase transfer support and transparency: According to Dr. Green, Vice President of Student Services, more than 60 percent of Norco students express an interest in transferring, but the reality is very few do. Norco has a very dedicated and knowledgeable transfer advisor who is balancing multiple roles within a small cubicle setting housed in the counseling department. With the implementation of Guided Pathways, more students will be receiving transfer awareness early on which will require additional support to ensure they receive step-by-step guidance on the process.

To focus on careers early on, transfer awareness and discussions will be a natural part of the student onboarding experience and continue within each school's success team. Student's will benefit from understanding the process early on and knowing who to consult with to ensure a successful transition.

We recommend that Norco cast a wide net and clarify which roles will have the greatest impact on supporting students' transfer success.

Strategies include:

- Continue and expand the current practice of Counselors doing presentations to basic skills classes that involve engaging, educational, and student-centered discussions around degree trajectory, understanding math and english requirements, and clear pathways to transfer to the University of California and California State.
 - » InsideTrack observed David Payan, Associate Professor Counseling, presenting to a basic skills class. His presentation included visuals and infographics to help understand processes, which elicited students' engagement in the discussion.
 - » David used a pyramid image to show the different routes to a degree and encouraged students to come see him or another advisor if they weren't sure where they were on the path to their degree.
 - » He introduced the four schools and assigned faculty advisors.
 - » He discussed the Cal State and UC systems and specific tracks to transfer.
- Incorporate transfer discussions into each Comprehensive Education Plan.
- Leverage educational advisors, peer mentors, and success coaches to support students in identifying their goals, opportunities, and a clear path to transfer.



Conclusion

Norco College is an innovative and resourceful institution with ambitious goals. Norco has demonstrated persistence and grit in the face of challenges, including ongoing leadership changes, overstretched staff and faculty, and a large number of students from underrepresented student populations and ethnicities. InsideTrack aims to be a strategic partner as Norco seeks to fully implement structured academic and career pathways for all incoming students by 2019.

This report is designed to outline how Norco can leverage the collaborative efforts of all departments to improve student completion rates and potentially serve as a model of student support for other colleges in the district.

InsideTrack's recommendations seek to build on Norco's strengths — including dedicated and hard-working staff, and an institution-wide commitment to student support — and to ensure sustainability of its program beyond the end of the current partnership.

Ultimately, we believe that Norco can increase completion rates, and that our partnership can generate those improvements by supporting systemic changes that will better equip faculty and staff to support students within each of the four pillars of Guided Pathways.



Appendices

Appendices.....	32
Appendix A: Glossary of terms	33
Appendix B: Needs Assessment Visit Agenda	34
Appendix C: Needs Assessment Document Request	37
Appendix D: Coaching Solutions for Student & Institutional Success.....	39
Appendix E: InsideTrack Capacity Building Programs Overview	41
Appendix F: Our Commitment to Supporting Your Goals	43
Appendix G: InsideTrack Team Roles	45
Endnotes	46

GLOSSARY OF TERMS

ADKAR: ADKAR is Prosci's model of individual change. ADKAR stands for:

- A**wareness of the need for change
- D**esire to support the change
- K**nowledge of how to change
- A**bility to demonstrate new skills and behaviors
- R**einforcement to make the change work

Elements of Coaching:

- Relationship building
- Assessment
- Building motivation
- Advancing
- Strategizing

Focus Areas:

- Effectiveness
- School Community
- Academics
- Career
- Managing Commitments
- Commitment to Graduation
- Health & Support
- Finances

Guided Pathways: A highly structured approach to supporting students toward timely degree program completion that includes guidance, progress monitoring, and clear program maps that aligns with students career interests and educational goals

KSABs: knowledge, skills, attitudes and beliefs

Prosci: "Founded in 1994, Prosci is a change management firm focused on helping individuals and organizations build change management capabilities. Best practices research acts as the foundation for Prosci's world-renowned change management training programs and tools, including the Prosci ADKAR® Model. Prosci has certified over 30,000 change leaders worldwide through the Prosci Change Management Certification program."⁵⁸

QA: Quality Assurance

QD: Quality Development

SARS: Scheduling And Reporting System

Schools: Norco has created 4 Schools to support Guided Pathways implementation: 1) Arts and Humanities 2) Social and Behavioral Sciences 3) Business and Management 4) Science, Technology, Engineering, and Mathematics

VA: Veterans Administration

NEEDS ASSESSMENT VISIT AGENDA

InsideTrack Attendees: Needs Assessment Specialist - Erin Swenson and Operations Client Manager - Kristin Gurrola

Day 1: Tuesday, March 13th, 2018

Time	Session	Location
8:30–9:00 a.m.	ARRIVE AND GET ORGANIZED Partner institution key contact/implementation team	CSS-219
9:00–9:45 a.m.	DISCUSSION: GOALS AND OUTCOMES Review goals and outcomes of the visit, prepare for information session Participants: Monica Green, Tenisha James, Kristin Gurrola, Erin Swenson	CSS-219
9:45–10:00 a.m.	BREAK	
10:00–11:00	NEEDS ASSESSMENT KICKOFF This is an opportunity for anyone participating in interviews or roundtables to learn about InsideTrack, how we are partnering together, and the goals of the Needs Assessment	CSS-217
11:00 a.m.–12:00 p.m.	ADMISSIONS & RECORDS/BURSAR/DEPT SYSTEMS FOCUS GROUP Participants: Mark DeAsis, Vanessa Acosta, Shazna Uduman, Alex Zuniga	CSS-219
12:00–1:00 p.m.	LUNCH	
1:00–2:00 p.m.	SHADOW: PEER MENTORS Participants: Mark Hartley, Edwin Romero	Indus Tech Breezeway
2:00–2:45 p.m.	CAMPUS TOUR Participants: Kristin Gurrola, Erin Swenson, Mark or Edwin and (3) Student Ambassadors	
2:45–3:00 p.m.	BREAK	
3:00–4:00 p.m.	ENROLLMENT SERVICES FOCUS GROUP (ORIENTATION & ASSESSMENT) Participants: Mark DeAsis, Tenisha James, Natalie Aceves, Patti Brusca, Lilia Garcia, Monica Huizar, Adriana Catalan, Counseling clerk	CSS-219
4:00–5:00 p.m.	STUDENT SERVICES FOCUS GROUP (SPECIAL-FUNDED PROGRAMS & STUDENT LIFE) Participants: Tenisha James, Mark Hartley, D. McCarson, G. Ocegüera, Eva Amezola, H. Cuevas, Kimberly Bell, S. Gonzalez, Amy Kramer	CSS-219
5:00–5:30 p.m.	DEBRIEF AND CONCLUDE FOR THE DAY	CSS-219

Day 2: Wednesday, March 14th, 2018

Time	Session	Location
8:45–9:00 a.m.	ARRIVE TO SCHOOL	CSS-219
9:00–10:30 a.m.	SHADOW: ACADEMIC COUNSELING (MOVED TO 3/15)	
10:30–11:00 a.m.	INTERVIEW: INSTITUTIONAL RESEARCH Participants: Greg Aycock, Caitlin Welch	CSS-219
11:00 a.m.–12:00 p.m.	SCHOOL LEADS/FACULTY ADVISING FOCUS GROUP All faculty advisors are also welcome to attend Advisors: Tenisha James, G. Ocegüera, Natalie Aceves, Monica Huizar, Azadeh Iglesias, Ruth Jones, Justin Mendez, Anita Bailey Participants: Q. Bemiller, Kim Kamerin, J. Dobson, Rex Beck, Patty Worsham, Sarah Burnett, C. Buchanan, Stan Tyler, J. Warsinski, Jethro Midgett, John Moore, M. Iliscupidez, David Payan, Lisa Martin, Erin Spurbeck	CSS-217
12:00–1:00 p.m.	LUNCH - ACADEMIC COUNSELING MANAGEMENT ROUNDTABLE DISCUSSION Participants: Monica Green, Tenisha James, Jethro Midgett, John Moore, M. Iliscupidez, David Payan, Lisa Martin, Erin Spurbeck, Natalie Aceves, Monica Huizar	CSS-219
1:00–2:00 p.m.	COUNSELING & TRANSFER FOCUS GROUP Participants: Monica Green, Tenisha James, Jethro Midgett, John Moore, M. Iliscupidez, David Payan, Lisa Martin, Erin Spurbeck, Natalie Aceves, Monica Huizar	CSS-219
2:00–3:00 p.m.	ACADEMIC AFFAIRS/STUDENT SERVICES ADMINISTRATIVE FOCUS GROUP (Representatives from the four schools) Participants: Monica Green, Tenisha James, Mark DeAsis, Mark Hartley, D. McCarson, Sam Lee, Kevin Fleming, G. Ocegüera, Jason Parks	CSS-219
3:00–3:15 p.m.	BREAK	
3:15–4:00 p.m.	STUDENT FINANCIAL SERVICES/DEPT SYSTEMS FOCUS GROUP Participants: M. Gonzalez, Alex Zuniga, Leticia Martinez	CSS - 219
4:00–5:00 p.m.	DINNER – STUDENT FOCUS GROUP Up to 10 students from general population, perhaps a follow-up contact from call center week. Participants: Mark Hartley, Diana Meza and 11 Students attended	CSS-219
5:00–5:30 p.m.	CONCLUDE FOR THE DAY	CSS-219

Day 3: Thursday, March 15th, 2018

Time	Session	Location
8:30–9:00 a.m.	ARRIVE AND SET-UP	CSS-219
9:00–10:00 a.m.	TRAINING/PROFESSIONAL DEVELOPMENT ROUNDTABLE DISCUSSION Participants: Susan Boling, Tanya Wilson, Ruth Leal, Classified, Melissa Bader, Q. Bemiller, Dan Reade, Kara Zamisky, Colleen Molko	CSS-219
10:15–11:15 a.m.	SHADOW: COUNSELORS AND COUNSELING STAFF Participants: Cynthia Acosta, Gilbert DeLeon, Daniel Grajeda Counselors: David Payan, Ricky, Marissa Iliscupidez	SSV-2 nd floor
11:15–11:30 a.m.	BREAK	
11:30 a.m.–1:00 p.m.	LUNCH – MODELS OF STUDENT CARE FOCUS GROUP Participants: Mark Hartley and 10 students (mentors, ambassadors, ASNC)	CSS-219
1:00–1:15 p.m.	BREAK	
1:15–3:15 p.m.	CHANGE READINESS WORKSHOP Participants: Monica Green, Tenisha James, Mark Hartley	CSS-219
3:15–3:30 p.m.	BREAK	
3:30–4:30 p.m.	CONCLUDE AND DEBRIEF – MAP OUT NEXT STEPS AND FOLLOW UP Participants: Monica Green, Tenisha James, Others TBD	CSS-219

NEEDS ASSESSMENT DOCUMENT REQUEST

In order to prepare for the on-site Needs Assessment interviews, the following items are requested. These materials will help InsideTrack build a comprehensive picture of your organization and ensure that we dig deep into the most relevant areas during our time together.

These are the standard documents that we request; however, please feel free to send any additional information or materials that you feel will be helpful in building understanding about the current state of the organization.

Furthermore, we understand that some of these materials may not exist at this time. **If materials do not currently exist, please do not create them.** Knowing what is not available provides valuable information to our Needs Assessment team.

All information shared with InsideTrack will be treated as confidential and only used to achieve our partnership goals.

- **Contact List:** Contact information (name, title, email, and phone) for all those who will be involved in the Needs Assessment
- **Organizational Chart:** Map of Student Services, Academic Affairs, and any key intersecting departments
- **Guided Pathways:** Powerpoint from the February 2nd Completion Initiative 2.0 Summit and any other informative materials about Guided Pathways
- **Operational/Strategic Plan:** Communication of the current institutional goals, actions/strategies to achieve them, and resources allotted or being considered; documentation of current grant-funded or other institution-wide initiatives underway that may impact areas for assessment
- **Training Materials:**
 - » Employee handbooks, documents provided to student support staff and managers during the onboarding process,
 - » Guides or 'cheat sheets' for student information/management systems
- **Professional Development Information:**
 - » Internal certification information and information on other opportunities offered to employees (e.g., education benefits, internal promotion initiatives, etc.)
 - » Ongoing/advanced training materials
 - » Employee performance review template/rubric
 - » Existing capability to observe student interactions
- **Student Orientation/Welcome materials:** Samples of student orientation events (recordings, slides, schedule); attendance requirements; features and topics covered; any checklists provided to admitted or enrolled students, assessment requirements
- **Scripts and Meeting Plans:** Materials created for student interactions, including call scripts, prompts, meeting guides/ outlines, etc.
- **Student-facing Written Communication:** Text/email templates, newsletters, or snail mail communications that are sent to students from the point of enrollment through graduation; outline/calendar of communication campaigns
- **Academic Counselor/Student Workflow:** Process or journey maps outlining when and how student support staff are introduced to students, communication expectations (frequency, follow-up), and how these processes are monitored or measured for impact
- **Retention/Persistence Results:** Historical retention/persistence results and information on how these are tracked and reported internally

Documents Reviewed

Document Title
1. Student Services Fall 2017 Retreat
2. Strong Workforce Round 1 plans
3. Strategic Planning.pdf
4. The Delivery Model for RCCD AEBG - Funded Adult Education Services
5. Spring Flex mini conference
6. Spring Flex Agenda Spring 2018
7. Seamless Transition through Educational Advisors
8. Posting Preview (Umoja)
9. Norco College Integrated Plan Final - NOVA Preview
10. Norco College Institute 3 Short Term Action Plan
11. Norco College Enrollment Pain Point Audit
12. Norco CCC Guided Pathways Self-Assessment Draft
13. New Students.pdf
14. Management Team.pdf
15. Institutional Research.pdf
16. GP Work Plan Word Norco College draft
17. Flex Days Schedule Overview
18. Faculty Advisement Information Sheet
19. Faculty Advisement Information Sheet Draft
20. Diversity and Human Resources.pdf
21. Counselor-Instructor.doc
22. Counselor-veterans.doc
23. Completion Initiative 2.0 Summit Final Winter 2018 pptx
24. Annual-Progress-Report-on-EMP-Goals-Objectives-and-Dashboards-Indicators-2016-17-Final.pdf
25. 17FAL Retreat Slides.pptx

COACHING SOLUTIONS FOR STUDENT & INSTITUTIONAL SUCCESS

Why InsideTrack?

InsideTrack, a member of the nonprofit Strada Education Network, is passionate about student success. Since 2001, we have been dedicated to partnering with colleges and universities to create adaptive coaching solutions that generate measurable results.

These solutions combine professional coaching, technology and data analytics to increase enrollment, completion and career readiness. Our adaptive coaching methodology is based on the latest behavioral science research and knowledge gained from working with more than 1.5 million students and over 1,600 programs.

In combination with our uCoach® Platform, our approach optimizes student engagement, provides highly adaptive support at scale, and generates valuable insights on the student experience through predictive modeling, behavioral analysis and multichannel communication.

Strada + InsideTrack: Leverage a network of knowledge and insights

Institutions working with InsideTrack have a prominent network of higher education leaders supporting their success. As a member of the Strada Education Network, InsideTrack collaborates closely with an accomplished consortium wholly committed to improving completion and career outcomes. Through research, philanthropy and solutions, InsideTrack and Strada help students meet their education and employment goals while providing institutions with insights and strategies to continually enhance their student support programs.

“The results are clear: Coaching has a clear impact on retention and completion rates. Moreover, the expenditure is much smaller than that which would be required under an alternative policy.”

—Dr. Eric Bettinger, Stanford University School of Education

Tangible results

Our work is regularly cited by government officials, policy bodies and the press as an example of a cost-effective, evidence-based approach to improving outcomes in higher education. Our impact has earned us a reputation as one of the most innovative education companies in the world.

+46%
**ENROLLMENT
CONVERSION**
at Penn State
World Campus

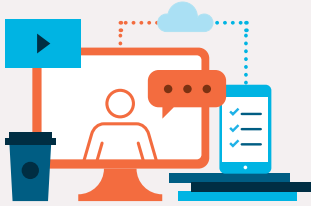
+9%
YIELD
with higher gains for
minority students at
University of Alabama
Birmingham

+24%
**FIRST-YEAR
RETENTION**
of low-income/first-gen
students at Ivy Tech

+13%
GRAD RATES
in peer-reviewed study of
10,000 adult students at
8 institutions

Our Solutions

Our adaptive solutions empower students and institutions to continually improve and thrive. Join us and the leading institutions, foundations and others working to bring the transformative power of education to all individuals.



InsideTrack Coaching Programs

InsideTrack Coaching Programs improve enrollment, completion and career readiness. Coaches work with students to help them develop the knowledge, skills, attitudes and beliefs they need to succeed in college and beyond. These programs provide valuable insights for institutions on the student experience. They are adaptive, technology-enabled and scalable to meet the needs of each institution.

SAMPLE STUDENT COACHING JOURNEY

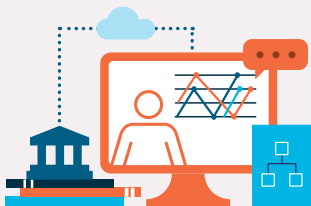


*Service offerings begin where listed and can overlap into the neighboring sections



InsideTrack Training and Consulting

InsideTrack's personalized, project-based Training and Consulting services support institutions in measurably improving student success. They include assessments, training, strategic planning, secret shopping and more.



InsideTrack Capacity Building

InsideTrack Capacity Building is a comprehensive, customizable process for building and optimizing student support functions that combines InsideTrack's Coaching Programs, our uCoach Platform, and Training and Consulting.



The InsideTrack uCoach Technology and Analytics Platform

The InsideTrack uCoach Technology and Analytics Platform optimizes student engagement, generates valuable, measurable insights on the student experience and enables the delivery of highly adaptive support at scale.

INSIDETRACK CAPACITY BUILDING PROGRAMS OVERVIEW

Building an effective, scalable coaching program has countless benefits.

Coaching is an impactful and cost-effective way to increase enrollment, persistence, completion and career readiness. Developing a coaching program that delivers personalized support to every student while adapting to the changing needs of your institution is a challenge.

InsideTrack's proprietary coaching methodology is based on decades of research, including the latest developments in behavioral psychology. Benefit from our 15+ years of experience coaching more than a million students and assisting more than 1,600 academic programs in reaching their goals.

Tangible results

Enhancing your ability to effectively support students not only benefits students, but also staff, administrators and others. But don't take our word for it, here's what some of our clients have to say:

"In less than three years we recouped our costs, including the cost of hiring and training new staff. InsideTrack's expertise in evaluating and enhancing our capabilities proved invaluable and we enjoyed excellent return on investment."

Larry Abele, Provost Emeritus, Florida State University

"InsideTrack, greatly facilitated our efforts to operationalize continuous improvement. They not only enhanced our ability to provide support and outreach, but also enabled us to execute organizational change at a much more rapid pace."

Saskia Knight, Executive Vice Chancellor for Enrollments and Student Affairs, Brandman University

"In the past, my questions seemed out of the blue to students and I wasn't always sure how to get at what needed to be addressed without upsetting them. I was surprised by how well they responded when I started using what InsideTrack taught us, they gave me tools that help me dig deeper and feel more effective."

Neil, Advisor

Immediate Results. Lasting Change.

InsideTrack’s phased approach produces immediate impact on student outcomes while building the foundation for long-term improvement. From the start, we put a coaching team onsite to work in close coordination with your existing staff, generate insights for the development of your internal program and model best practices.

Beyond strategic advice, you receive the training, guidance and infrastructure you need to generate lasting results. From assistance with hiring and certification of coaches to putting in place management and technology systems, we’re with you every step of the way.

Assess & Implement

We work with you to establish a baseline of your current student-facing operations, implement an initial coaching program and define your long-term people, process, data and technology needs.

Develop & Support

We help you hire, train and certify your coaches and managers. We work with you to implement quality assurance, professional development and other continuous improvement programs, and deploy your technology infrastructure. We also support you in developing tailored coaching models, analytics, workflows and technology strategies.

Transition & Re-assess

Our team takes over the coaching program. We offer licensed access to our uCoach platform and continue to support the transition with advanced skill training, process refinement and ongoing needs assessment.

Extend & Expand

InsideTrack coaches, trainers and other staff are available to add flexible capacity, expand training and provide ongoing strategic support.

Capacity Building Elements

 <p>Assessments Needs Assessments Review of Current Operations and Staffing</p>	 <p>Program Design Tailored Coaching Pedagogy, Analytics and Workflows</p>	 <p>Data / Analytics Student Surveys Analytics and Algorithms Reporting and Analysis</p>	 <p>Instructional Design Custom, Interactive Content for uCoach Web and Mobile Apps</p>
 <p>uCoach® Technology uCoach Platform Licensed, Branded Instance Interactive Coaching Content Technical Support</p>	 <p>Training & Quality Staff, Advisor and Manager Training and Certification Quality Assurance and Professional Development Programs</p>	 <p>Multichannel Coaching Coaching Pedagogy Optimized for Multichannel Communication Crisis Referral Support</p>	 <p>Consulting Change Support Program Management Recruitment Consulting Custom Consulting</p>

OUR COMMITMENT TO SUPPORTING YOUR GOALS

Committed to Student and Institutional Success

InsideTrack shares your dedication to enhancing your student experience. We are Prosci® Change Practitioners, committed to incorporating the latest developments in change science into our efforts to improve student and institutional outcomes. Prosci's approach is widely recognized as one of the most effective for driving individual and organizational progress.

For any new initiative to succeed, whether it's a brand-new program or a new approach to your current offerings, the individuals involved may need to change their way of doing things. Getting to the point where everyone is informed and enthusiastic about these changes — and can confidently enact them — is a complex process. According to data from a Prosci report published in 2016, *Best Practices in Change Management*, change initiatives in educational settings benefit from broad support across the institution, including faculty and administrators. The same report cited a number of issues common to the academic area that prompt institutions to launch new initiatives, such as competition in the market, consolidation, budget pressures, changes in government regulations, and shifting student demographics. By integrating Prosci's strategies for preparing for, managing, and reinforcing change, InsideTrack will support the success of your institution's initiatives every step of the way.

Our work with your team will help instill Prosci's five core elements for successfully achieving change, known as the ADKAR model:

- Awareness** of the need for change
- Desire** to participate and support the change
- Knowledge** on how to change
- Ability** to implement required skills and behaviors
- Reinforcement** to sustain the change

Drawing on Prosci's methodology, InsideTrack works with your team on understanding the reasons behind change and instilling the knowledge and skills to make that change stick. As a result, new initiatives and programs are seamlessly adopted, and the benefits of these improvements are more quickly passed on to students.

“InsideTrack greatly facilitated our efforts to operationalize continuous improvement. They not only enhanced our ability to provide support and outreach, but also enabled us to execute organizational change at a much more rapid pace.”

Saskia Knight, Executive Vice Chancellor for Enrollments and Student Affairs, Brandman University

Our Solutions

InsideTrack can help your institution successfully navigate change through our Training and Consulting and our Coaching programs.



Training and Consulting

InsideTrack's adaptive, project-based Training and Consulting services support institutions in measurably improving student success. They include assessments, training, strategic planning, secret shopping and more. Based in Prosci's methodology for supporting change, our Training and Consulting services ensure that:

- Your program's needs are comprehensively assessed before any new initiatives are launched
- Staff can quickly become proficient in new skills and knowledge involved in your initiative
- Leadership effectively engages all staff in institutional priorities, such as strategic planning
- Any implemented changes are evaluated to ensure they are the best fit for your needs
- A culture of learning and development takes root at your institution



Coaching Programs

InsideTrack Coaching Programs improve enrollment, completion and career readiness, and develop students' abilities. These programs provide valuable insights on the student experience. They are adaptive, technology-enabled and scalable to meet the needs of each institution. Based in Prosci's methodology for supporting change, our Coaching services ensure that:

- Staff have clarity on their respective roles
- InsideTrack and institutional staff can productively collaborate to support students
- Student data can be easily shared between InsideTrack and institutional staff
- New institutional staff learn protocols and practices more quickly
- Institution is supported in using technology to reach students

Since 2001, we've worked with more than 1,600 programs across the country to enhance student and institutional outcomes. Our commitment to supporting change can help your new projects and initiatives take hold, delivering a bigger return on investment, better optimizing staff resources, and generating a measurable impact. Leverage our expertise to ensure that your student success initiatives deliver meaningful and lasting results.

INSIDETRACK TEAM ROLES



Kristin Gurrola

Operations Client Manager

Serves as day-to-day contact and consultant for the project and supports the institutional leaders in operationalizing changes based on partnership objectives.



Katie Payne

Operations Team Manager

Facilitates the development of coaching best practices through support of on campus coach managers and quality development management.



Erin Swenson

Needs Assessment Specialist

Supports the Operations Client Manager at the Needs Assessment visit and takes lead on writing the report.



Megan Fillman

Project Manager

Administers schedule and scope, reports project status and works closely with the Operations Team to ensure overall project success.



Aaron Murphy

Lead Trainer

Leads the design and facilitation of training for staff and faculty.



Cynthia Brinkman

Onsite Trainer

Conducts the on-site training for staff



Kimmy Benson

Onsite Trainer

Conducts the on-site training for faculty

ENDNOTES

- 1 California Guided Pathways. <https://www.caguidedpathways.org/>
- 2 Norco College. "Completion Initiative." <http://www.norcocollege.edu/about/president/strategic-planning/Pages/ciw.aspx>
- 3 Mintz, Steven. (2016). "Navigating the Perfect Storm: How Higher Education Can Adapt to Today's Volatile Environment." *Inside Higher Ed*. <https://www.insidehighered.com/blogs/higher-ed-gamma/navigating-perfect-storm>
- 4 Kreighbaum, Andrew. (2017). "Reset of Rules Aimed at For-Profits Begins." *Inside Higher Ed*. <https://www.insidehighered.com/news/2017/06/15/education-department-hit-pause-two-primary-obama-regulations-aimed-profits>
- 5 The Bill & Melinda Gates Foundation. "Postsecondary Success: Strategy Overview." <http://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>
- 6 Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2016). *Completing College: A National View of Student Attainment Rates – Fall 2010 Cohort* (Signature Report No. 12). Herndon, VA: National Student Clearinghouse Research Center. <https://nscresearchcenter.org/signaturereport12/>
- 7 National Student Clearinghouse Research Center. (2017). "Contribution of Two-Year Public Institutions to Bachelor's Completions at Four-Year Institutions." <https://nscresearchcenter.org/snapshotreport-twoyearcontributionfouryearcompletions26/>
- 8 ACE, InsideTrack, NASPA, National Research Clearinghouse, UPCEA. (2015). "National Study of Non-Full-Time Students Shows Full-Time Enrollment May Not Be Appropriate for All." InsideTrack. <https://www.insidetrack.com/national-study-of-non-first-time-students-shows-full-time-enrollment-may-not-be-appropriate-for-all/>
- 9 Complete College America. (2011). "Time Is the Enemy: The Surprising Truth About Why Today's College Students Aren't Graduating ... and What Needs to Change." https://completecollege.org/wp-content/uploads/2017/08/Time_Is_the_Enemy.pdf
- 10 Ibid.
- 11 Fastweb. (2017). "Students Lose Financial Aid for Failure to Make Satisfactory Academic Progress." <https://www.fastweb.com/financial-aid/articles/students-lose-financial-aid-for-failure-to-make-satisfactory-academic-progress>
- 12 Ibid.
- 13 Community College Resource Center. (2015). "What We Know About Guided Pathways." Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>
- 14 Community College Resource Center. (2015). "What We Know About Guided Pathways." Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>
- 15 Ibid.
- 16 Ibid.
- 17 Jenkins, D. & Fink, J. (2016). "Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees." Community College Research Center, Columbia University. <http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>
- 18 Ibid.
- 19 Jenkins, D. & Fink, J. (2016). "Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees." Community College Research Center, Columbia University. <http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>
- 20 Wyner, J., Deane, KC, Jenkins, D., & Fink, J. (2016). "The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges." The Aspen Institute, College Excellence Program. <https://ccrc.tc.columbia.edu/media/k2/attachments/transfer-playbook-essential-practices.pdf>
- 21 Ibid.
- 22 Ibid.
- 23 American Association of Community Colleges. "Fast Facts 2018." <https://www.aacc.nche.edu/research-trends/fast-facts/>
- 24 Casselman, B. (2013). "Number of the Week: 'Non-Traditional' Students Are Majority on College Campuses." *The Wall Street Journal*. <http://blogs.wsj.com/economics/2013/07/06/number-of-the-week-non-traditional-students-are-majority-on-college-campuses/>

- 25 Soares, L. (2013). "Post-Traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders." American Council on Education. <http://www.acenet.edu/news-room/Documents/Post-Traditional-Learners.pdf>
- 26 Jaggars, S., Edgecombe, E., and Stacey, G.. (2013). "Creating an Effective Online Environment." Community College Research Center. <https://ccrc.tc.columbia.edu/media/k2/attachments/creating-effective-online-environment.pdf>
- 27 ACE, InsideTrack, NASPA, National Research Clearinghouse, UPCEA. (2015). "National Study of Non-Full-Time Students Shows Full-Time Enrollment May Not Be Appropriate for All." InsideTrack. <https://www.insidetrack.com/national-study-of-non-first-time-students-shows-full-time-enrollment-may-not-be-appropriate-for-all/>
- 28 InsideTrack. (2015). Want to Prevent College Dropouts? Look Outside of the Classroom. <https://www.insidetrack.com/resources/want-to-prevent-college-dropouts-look-outside-of-the-classroom/>
- 29 InsideTrack, ACE, NASPA, UPCEA and Clearinghouse. (2014). "National Study of Non-First-Time Students Shows Disturbing Completion Rates." American Council on Education. <http://www.acenet.edu/news-room/Pages/National-Study-of-Non-first-time-Students-Shows-Disturbing-Completion-Rates.aspx>
- 30 Jenkins, D. & Fink, J. (2016). Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees. <http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>
- Achieving the Dream (2016). Promising Practices Brief: Northern Virginia Community College's Comprehensive Solution to the Adult College Completion Challenge. <http://achievingthedream.org/resource/16362/promising-practices-brief-northern-virginia-community-college-s-comprehensive-solution-to-the-adult-college-completion-challenge>
- 31 Bailey, T. & Jaggars, S.S. (2016). When College Students Start Behind. The Century Foundation. <http://postsecondary.gatesfoundation.org/wp-content/uploads/2016/11/When-College-Students-Start-Behind.pdf>
- 32 Bailey, T., Jaggars, S.S. & Jenkins, D. (2015). What We Know About Guided Pathways. Community College Research Center. Page 1. <https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>
- 33 Ibid.
- 34 Fletcher, J., & Karp, M.M. (2015). Using Technology to Reform Advising: Insights from Colleges. New York, NY: Columbia University, Teachers College, Community College Research Center. <https://ccrc.tc.columbia.edu/media/k2/attachments/UsingTech-Insights-WEB.pdf>
- 35 Childress, L., Price, D., Roach, R. & Sedlak, W. Achieving the Dream (2016). Supporting Resilience: Building Resilient Communities through Enhanced Student Supports. Achieving the Dream. <http://achievingthedream.org/resource/16215/supporting-resilience-building-resilient-communities-through-enhanced-student-supportsole>
- 36 Ibid.
- 37 Farnham, L., Fernando, G., Perigo, M. & Brosman, C. (2015). "Rethinking How Students Succeed." *Stanford Social Innovation Review*. http://ssir.org/up_for_debate/article/rethinking_how_students_succeed
- 38 Dweck, C.S., Walton, G.M., & Cohen, G.L. (2014).. "Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning." <http://www.howyouthlearn.org/pdf/Academic%20Tenacity,%20Dweck%20et%20al..pdf>
- 39 Heckman, J.J., Stixrud, J., & Urzua, S. (2006). "The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior." *Journal of Labor Economics*, 24, 411–482. http://jenni.uchicago.edu/papers/Heckman-Stixrud-Urzua_JOLE_v24n3_2006.pdf
- 40 Bettinger, E.P. & Baker, R. (2011). The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf
- 41 Bettinger, E.P. & Baker, R. (2011). The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf
- 42 Prosci. (2017). The Correlation between Change Management and Project Success. Prosci.com. <http://blog.prosci.com/the-correlation-between-change-management-and-project-success>
- 43 Prosci. "Manager/ Supervisor's Role in Change Management." Prosci.com. <https://www.prosci.com/change-management/thought-leadership-library/manager-change-management-role>
- Prosci. (2017). The Correlation between Change Management and Project Success. Prosci.com. <http://blog.prosci.com/the-correlation-between-change-management-and-project-success>
- 44 <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=963>

- 45 Putnam, Robert D. (2001), *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster
- 46 Jenkins, Davis (2014). "Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach." Community College Research Center. <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>
- 47 Prosci. "Manager/Supervisor's Role in Change Management." Prosci.com. <https://www.prosci.com/change-management/thought-leadership-library/manager-change-management-role>
- 48 Bailey, Thomas (2017). "Guided Pathways at Community Colleges: Theory to Practice". Association of American Colleges and Universities. <https://www.aacu.org/diversitydemocracy/2017/fall/bailey>
- 49 Jenkins, Davis (2014). "Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach." Community College Research Center. <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>
- 50 Jenkins, Davis (2014). "Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach." Community College Research Center. <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>
- 51 Prosci. "5 Tips for Addressing Change Saturation." <http://blog.prosci.com/5-tips-for-addressing-change-saturation>
- 52 Jenkins, Davis (2014). "Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach." Community College Research Center. <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>
- 53 Herget, Allison "Intrusive Academic Advising: A Proactive Approach to Student Success" Higher Ed Jobs. January 9th, 2017. <https://www.higheredjobs.com/articles/articleDisplay.cfm?ID=1153>
- 54 Prosci. ADKAR change management model. 2017. <https://www.prosci.com/adkar-model>
- 55 Gonzalez, Jennifer (2009). "Connecting with Part-Timers Is Key Challenge For Community Colleges, Survey Finds". Chronicle of Higher Education. <https://www.chronicle.com/article/Connecting-With-Part-Timers-Is/49139>
- 56 Center for Community College Student Engagement (2017). "Even one semester - Full-Time Enrollment and Student Success" National Report 2017. https://www.ccsse.org/docs/Even_One_Semester.pdf
- 57 Center for Community College Student Engagement (2017). "Even one semester - Full-Time Enrollment and Student Success" National Report 2017. https://www.ccsse.org/docs/Even_One_Semester.pdf
- 58 Prosci. (2017). About Prosci. <https://www.prosci.com/about>