Making it Happen (MIH)
HIGH SCHOOL COUNSELOR TRAINING OCTOBER 2014
Preparing our Students for Academic Success

Before they arrive

When they arrive/Transitional

While they are enrolled

GOAL
College Ready
Two years to associates degree
Since the 1970s, jobs requiring some post-secondary education have grown from 28 percent to 59 percent.

By 2020, U.S. companies will need to hire 123 million high-skill workers, but only 50 million workers will qualify for these jobs.

By 2025, California will be one million college degrees short to meet workforce demand.
Why College?

Higher Education results:
- Increased earnings
- Decreased unemployment
- Better health
- Happy at work
- More leisure time
- Informed voter
- Involved in Community
Why College?

Education & Training Pays, 2013
Unemployment & earnings for workers 25 & older by educational attainment; earnings for full-time wage and salary earners

<table>
<thead>
<tr>
<th>Unemployment Rate (Percent)</th>
<th>Median Weekly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1623</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$1714</td>
</tr>
<tr>
<td>Master's degree</td>
<td>$1329</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$1108</td>
</tr>
<tr>
<td>Associate degree</td>
<td>$777</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$727</td>
</tr>
<tr>
<td>High-school graduate</td>
<td>$651</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>$472</td>
</tr>
</tbody>
</table>

The KEY!

Success is in the students hands
In their choices
In their perseverance
In the habits of mind they have developed
In the way they set their mind

How do we get them there?
What are the challenges and what are the benefits.
Why? Success rates are too low!
Why? Basic skills success is worse!

![Success Scorecard](image)

### Bakersfield College

#### Remedial

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>21.4%</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>30.5%</strong></td>
</tr>
<tr>
<td><strong>ESL</strong></td>
<td><strong>31.1%</strong></td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Subject</th>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Female</td>
<td>21.1%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>21.9%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Female</td>
<td>33.4%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>ESL</strong></td>
<td>Female</td>
<td>34.5%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>25.3%</td>
</tr>
</tbody>
</table>

#### Ethnicity/Race

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ethnicity/Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>African American</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>21.9%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>45.2%</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>30.0%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>20.6%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>22.1%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>African American</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>40.9%</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>35.7%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>27.3%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>37.1%</td>
</tr>
<tr>
<td><strong>ESL</strong></td>
<td>African American</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>58.7%</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>41.2%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>26.9%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students
Distribution of Underprepared Compared to College-Prepared First-year Students at Bakersfield College

• Reminder Prepared Success
  • 2012-2013 67.2%

• Underprepared Success
  • 2012-2013 34.8%
FLOW CHART FOR ACDV & MATH CLASSES

STEM Majors
- ACDV B72
- MATH B50
- MATH B60
- MATH B70
- LRNC B50

Business Majors
- MATH B6A
- MATH B6B
- MATH B6C
- MATH B6D
- MATH B6E

Elementary Ed Majors
- MATH B6A
- MATH B6B

- Allied Health
- Political Science
- General Transfer

Course Names and Units
- ACDV B72 Basic Arithmetic & Pre-Algebra (4 units)
- ACDV B77 Developmental Math Skills (2 units)
- MATH B30 Modern College Arithmetic/Pre-Algebra (4 units)
- MATH B40 Beginning Algebra (5 units)
- MATH B70 Intermediate Algebra (3 units)
- LRNC B30 Compressed Math B60 and B70 (10 units)
- MATH B1A Pre-Calculus I (4 units)
- MATH B1B Pre-Calculus II (4 units)
- MATH B2A Math for Elementary School Teachers (4 units)
- MATH B2B Elementary Probability & Statistics (4 units)
- MATH B2C Finite Math (3 units)
- MATH B2 Basic Functions & Calculus for Business (4 units)
- MATH B6A Analytic Geometry & Calculus I (4 units)
- MATH B6B Analytic Geometry & Calculus II (4 units)
- MATH B6C Calculus III (4 units)
- MATH B6D Ordinary Differential Equations (3 units)
- MATH B6E Elementary Linear Algebra (3 units)

Note: Transfer level math classes are in bold type and are shaded on chart.

Placement Level
- 00: Eligible for ACDV B201b
- 01: Eligible for ACDV B65 (2 units)
- 02: LRNC B502 (6 units)
- 03: ENGL B60 (4 units)
- 04: ENGL B60 (4 units)
- 05: ENGL B50 (4 units)
- 06: ENGL B1A (3 units)

Compressed & stacked courses: LRNC = 502, 510 - Writing Express
Accelerated courses: ENGL 33 = 04 ENGL-placement/eligibility
## Basic Skills Progress Tracker - Parameter Selection Area

- **Select College**: Bakersfield
- **Select Cohort Term**: Fall 2011
- **Select End Term**: Spring 2013
- **Select Basic Skills Subject**: English - Writing
- **Select Starting Cohort Level**: Two Levels Below Transfer
- **Customize cohort (Optional)**

### View Report

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## Report Data & Format Area

### Report Area

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011-Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Levels Below Transfer</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Students</td>
</tr>
<tr>
<td>Bakersfield Total</td>
<td></td>
</tr>
<tr>
<td>English - Writing</td>
<td>256</td>
</tr>
</tbody>
</table>

### Report Format Selection Area - Check field to include in the report

- **Demographics & Special Population Options**
  - Gender
  - Age Group
  - Ethnicity
  - California Work Opportunity & Responsibility to Kids (CalWORKs)
  - Disabled Students Programs & Services (DSPS)
  - Extended Opportunity Programs & Services (EOPS)

### Financial Aid Options

- Board of Governors Enrollment Fee Waiver
- Grants
- Loans
- Scholarship
- Work Study

### Update Report
### Basic Skills Progress Tracker - Parameter Selection Area

Select College: Bakersfield
Select Cohort Term: Fall 2010
Select End Term: Spring 2013
Select Basic Skills Subject: Mathematics

Select Starting Cohort Level: No Levels Below Transfer
Customize cohort (Optional)

### Report Data & Format Area

#### Report Area

<table>
<thead>
<tr>
<th></th>
<th>Two Levels Below Transfer</th>
<th>One Level Below Transfer</th>
<th>Transferable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Attempts</td>
<td>Success</td>
</tr>
<tr>
<td>Bakersfield Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>794</td>
<td>988</td>
<td>408</td>
</tr>
</tbody>
</table>

#### Report Format Selection Area - Check field to include in the report

Demographics & Special Population Options
- Gender
- Age Group
- Ethnicity
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Disabled Students Programs & Services (DSPS)
- Extended Opportunity Programs & Services (EOPS)

Financial Aid Options
- Board of Governors Enrollment Fee Waiver
- Grants
- Loans
- Scholarship
- Work Study

### Export To:
- Excel
- CSV
- Text

Records Per Page: 10
Simple Layout
Advanced Layout

Update Report
Cohort Formula

6-year cohort tracking 2006-07 to 2012-13

Outcomes:
- degree
- certificate
- transfer
- transfer ready status with ≥ 2.0

Cohort entry = first-time students completing 6 units and attempting any English or Math course within the first 3 years.

Disaggregated by preparation for college; students beginning in a basic skills (remedial) English or math

Note: Basic Skills courses were identified as anything below transferable English (Freshman Comp) but in Math college level may begin at Intermediate Algebra or Algebra, based on whether the math is included in a degree.


Data from http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

Bakersfield College Prepared Student Completion
Bakersfield College Unprepared Student Completion
Statewide Prepared Student Completion
Statewide Unprepared Student Completion

<table>
<thead>
<tr>
<th></th>
<th>Bakersfield College Prepared Student Completion</th>
<th>Bakersfield College Unprepared Student Completion</th>
<th>Statewide Prepared Student Completion</th>
<th>Statewide Unprepared Student Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series1</td>
<td>71.77%</td>
<td>38.41%</td>
<td>71.20%</td>
<td>41.06%</td>
</tr>
</tbody>
</table>
### CSU & UC success rates

<table>
<thead>
<tr>
<th>CSU System wide FTFT freshman</th>
<th>UC's four-year graduation rates for freshmen have risen significantly over the past ten years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.4% (6 years)</td>
<td>1992</td>
</tr>
<tr>
<td>38.6% CSUB</td>
<td>37% (4 years)</td>
</tr>
<tr>
<td>CCC Transfers</td>
<td>2006 –</td>
</tr>
<tr>
<td>71.6% (6 years)</td>
<td>60% (4 years)</td>
</tr>
<tr>
<td>66% CSUB</td>
<td>84% (6 years)</td>
</tr>
</tbody>
</table>
California is home to the fifth largest number of Blacks in the nation—approximately 2.1 million—more than in states like Alabama, Louisiana, and Mississippi. Unfortunately, disparities between Black students and their White and Asian counterparts continue to persist and, in some cases, have worsened.

Young Black adults, ages 25-34, are less educated than Blacks ages 35-64.
Blacks have the lowest high school graduation rates and the second lowest A-G (college preparatory curriculum) completion rates.

Blacks are slightly overrepresented at California's Community Colleges and enroll in for-profit colleges at a rate greater than CSU and UC combined.

Terms: AICCU: Association of Independent California Colleges and Universities. For-profit colleges: Degree-granting higher education institutions which are not supported with apportionment money from the state, nor are incorporated as a non-profit organization. CCC: California Community Colleges.
BC Transfer to CSU by Ethnicity 2012-13

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent Transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Asian Only</td>
<td>4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>39%</td>
</tr>
<tr>
<td>Other Latino</td>
<td>7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>29%</td>
</tr>
<tr>
<td>2 or more races</td>
<td>4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10%</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>3%</td>
</tr>
</tbody>
</table>
BC Six-Year Cohort Completion by Socioeconomic Status and Preparation

- Underprepared Economically Disadvantaged: 32.90%
- Underprepared Not Economically Disadvantaged: 40.0%
- Prepared Economically Disadvantaged: 65.40%
- Prepared Not Economically Disadvantaged: 69.10%
Goal

Degree
Certificate
Transfer
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Basic Skills Success Rate</th>
<th>Credit Success Rate</th>
<th>Degree Applicable Success Rate</th>
<th>Transferable Success Rate</th>
<th>Vocational Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 17</td>
<td>62.36%</td>
<td>69.98%</td>
<td>69.35%</td>
<td>68.84%</td>
<td>79.38%</td>
</tr>
<tr>
<td>18 &amp; 19</td>
<td>60.96%</td>
<td>65.20%</td>
<td>65.68%</td>
<td>65.86%</td>
<td>67.83%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>61.66%</td>
<td>69.16%</td>
<td>69.36%</td>
<td>68.97%</td>
<td>77.88%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>65.43%</td>
<td>74.31%</td>
<td>73.44%</td>
<td>71.97%</td>
<td>83.75%</td>
</tr>
<tr>
<td>30 to 34</td>
<td>68.27%</td>
<td>77.85%</td>
<td>74.17%</td>
<td>73.56%</td>
<td>85.39%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>64.56%</td>
<td>79.21%</td>
<td>75.94%</td>
<td>74.40%</td>
<td>86.63%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>67.20%</td>
<td>80.69%</td>
<td>76.03%</td>
<td>74.70%</td>
<td>87.03%</td>
</tr>
<tr>
<td>50 +</td>
<td>60.58%</td>
<td>78.95%</td>
<td>73.52%</td>
<td>73.46%</td>
<td>86.30%</td>
</tr>
</tbody>
</table>
Each contact increases your probability of success. After 6 advisement contacts, underprepared students are as likely to complete the outcomes as prepared students.
How will we help them succeed?

BELIEVE IN YOU, GUIDE YOU AND IMPROVE YOUR PATHWAYS
Goals of MIH

Make a difference in the number of students who succeed
  ◦ By connecting earlier in the pipeline
  ◦ Providing timely information and guidance at BC

Increase Student engagement
  ◦ classroom interventions, SARS, Habits of the Mind and mentors

Decrease Student time to completion
  ◦ Better placement –multiple measures, new placement test
  ◦ Faster remediation
  ◦ 2 years to complete the degree - when college ready

Assess Learning outcomes (Think, Communicate, Demonstrate, Engage)

Pilot with 500; Scale up to provide these services to all students
What we done

- Multiple Measures
- Offered a Bridge Program
- Created compressed, accelerated, self-paced coursework
- Assigned MIH Mentors
- Developed Classroom Interventions – tutoring, supplemental instruction, math and writing centers
- Created a SARS Alert Program – To Diagnose problems early and get you connected to help
Changes in placement with Multiple Measures

Placement Changes as a Result of Multiple Measures Implementation 2013 compared to 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Writing (n)</th>
<th>Below 4 levels</th>
<th>Below 3 levels</th>
<th>Below 2 levels</th>
<th>Below 1 level</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2171</td>
<td>11%</td>
<td>37%</td>
<td>6%</td>
<td>17%</td>
<td>29%</td>
</tr>
<tr>
<td>2014</td>
<td>2175</td>
<td>8%</td>
<td>35%</td>
<td>6%</td>
<td>19%</td>
<td>31%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Math (n)</th>
<th>Below 4 levels</th>
<th>Below 3 levels</th>
<th>Below 2 levels</th>
<th>Below 1 level</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2581</td>
<td>35%</td>
<td>35%</td>
<td>21%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>2014</td>
<td>2489</td>
<td>33%</td>
<td>18%</td>
<td>30%</td>
<td>7%</td>
<td>12%</td>
</tr>
</tbody>
</table>
### Not by a Single Test Alone: Multiple Measures

#### MATH Multiple Measures

**Measures used:**

1. Placement test score
2. Highest level math class with grade of B or higher and
3. HS GPA of 3.0 or higher

#### ENGLISH Multiple Measures

**Measures used:**

ESL placement into English 1A, ERWC (with C or better) EAP (college ready) or Placement test into English 1A

**To BUMP**

1. HS GPA (3.0 or above without PE) – called Cal Grant GPA
2. Highest English class with grade of B
3. 4 years of English with C or Better
4. AP English jr/sr year with grade of B
5. Reading compass score of 06 level (82-99)
6. 9 of any potential A-G courses (college prep)
<table>
<thead>
<tr>
<th>School</th>
<th>Total# students</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>ESL</th>
<th>% bumped</th>
<th>% Accelerated</th>
<th>Compressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Valley</td>
<td>43</td>
<td>51%</td>
<td>23%</td>
<td>35%</td>
<td>2%</td>
<td>44%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Kern Valley</td>
<td>6</td>
<td>50%</td>
<td>67%</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Highland</td>
<td>37</td>
<td>38%</td>
<td>22%</td>
<td>19%</td>
<td>0</td>
<td>11%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Maricopa</td>
<td>3</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>South High</td>
<td>49</td>
<td>35%</td>
<td>12%</td>
<td>27%</td>
<td>0</td>
<td>22%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Miramonte</td>
<td>64</td>
<td>36%</td>
<td>19%</td>
<td>22%</td>
<td>0</td>
<td>27%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Foothill</td>
<td>77</td>
<td>31%</td>
<td>22%</td>
<td>27%</td>
<td>0</td>
<td>9%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Shafter</td>
<td>60</td>
<td>33%</td>
<td>7%</td>
<td>18%</td>
<td>0</td>
<td>17%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Arvin</td>
<td>48</td>
<td>50%</td>
<td>15%</td>
<td>33%</td>
<td>0</td>
<td>10%</td>
<td>0%</td>
<td>21%</td>
</tr>
<tr>
<td>Monroe</td>
<td>8</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>0</td>
<td>0%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>Tehachapi</td>
<td>59</td>
<td>27%</td>
<td>7%</td>
<td>27%</td>
<td>0</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Year</td>
<td>% enrolled</td>
<td>retained year 2</td>
<td>retained year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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1. **Problems with BC Applications.**
   - a. New students created a KCCD email
   - b. Undocumented students have a difficult time
   - c. High schools have all seniors fill out the CCCApply application.
   - d. BC's application does not have an undecided/undeclared category

2. **Problems with Assessment/Placement**
   - a. HS seniors scored higher on BC's COMPASS placement test taken at HS
   - b. Assessment staff and customer service training – web delivery
   - c. Multiple Measures criteria
   - d. COMPASS scores did not match student high school grades
3. Need to revise and update online orientation
4. Need for intrusive counseling for students
5. ASEP & first semester courses: English, math
6. Problems with financial aid
   ◦ a. One Card
   ◦ b. mandatory workshops BEFORE school starts and financial literacy.
   ◦ c. Research 10 day drop policy; many errors were made.
   ◦ d. Need better communication and coordination with BC student Services, Financial aid, District IT.
6. **Communication**
   a. with students about importance of student email
   b. practicing for assessment tests
   c. completing matriculation steps early
   d. early registration
   e. paying for classes
   f. checking financial aid on time.
SOLUTIONS
Train HS to do practice test and to give placement tests on campus

Statewide Pathways
Collaborate – Habits of the Mind
Access students in the matriculation process to message and have the high schools message them for us.

Increase partnerships and communication with high school counselors, career techs and principals.

Reach out to communities that are disproportionately impacted –
Latino Outreach; ASTEP; MESA; STEM; LEAP;
Habits of the Mind
Attendance Numbers for Spring 2014 CAS Workshops:

*How to Paraphrase: 22
*How to Summarize: 70
*Successful Note Taking: 45
*Preventing Plagiarism: 253
*Test Taking Tips: 150
*Getting Organized: 69
*Be a Successful Student: 90
*Fragments and Run-Ons: 95
*Maximizing Memory: 89
Student Contract

Your future is your choice make choices that pay off!  

Best practices

◦ Sign up for a full load (more than 12 units)
◦ Take English and Math first
◦ Be prepared and on time for all classes
◦ Find and Use the Habits of the Mind Tools
◦ Create a comprehensive Student Ed Plan (SEP)
◦ Stay in touch with your mentor
◦ Never, Never, Never, Never, Never, Ever Give UP – choose to grow
Student Contract

Your future is your choice make choices that pay off!  

Best practices

◦ Talk to your professors go to the office hours posted on the syllabus
◦ Get help EARLY – return the Progress report and respond to any SARS alert immediately
◦ If you get a “C” get help right away – it is free and available in every area
◦ Don’t work for more than 16 hours a week
◦ NEVER drop a class (with or without a W) without talking to your teacher or mentor
◦ Register the FIRST day of your registration
◦ Ask questions and look for help!
A time for commitment: Mentors

Mentors please repeat after me:

I commit to helping my student complete a student education plan with a well-informed goal.

I will be available and stay informed to help my mentees succeed with their college goals.

I pledge to hold my mentees accountable to high expectations and high academic standards.

I promise to be available and engaged in my students’ success and to be there when they complete this goal.
A time for commitment: Family Members

Family members please repeat after me:

I commit to helping my student discover a well-informed goal.

I understand that college is a job and I will respect the hours my student needs to work at college and at home.

I will ask about my student’s classes and assignments and encourage them to be focused.

I pledge to support my student’s success knowing that in the end it means a brighter future for our family, our community and our country.
A time for commitment: Mentees

Students please repeat after me:

I will seek out my mentor and professors to explore potential college goals and try to maintain a full load of classes.

I will commit to complete a student education plan with a knowledgeable goal that fits my strengths.

I promise to pursue high academic standards; I want more than C’s and will fight to get good grades.

At the first sign of trouble or weakness in my courses I will talk to my mentor; I will not withdraw from a class.

As a Renegade, I promise to engage my energy, resources and strength in pursuing my own success.
Making it Happen – Questions??????