

**2015  
COLLEGE CHANGES EVERYTHING  
CONFERENCE**

**July 16, 2015  
Tinley Park, Illinois**

# **Power in Numbers**

**Using Data to Make Informed Decisions and Drive  
Results for Student Success**

**Moderator:** Katrina Morales, Access Team Manager, Bottom Line

**Panelists:**

- Margy Brill, Senior Success Counselor, Bottom Line
- Katie Dorpinghaus, Program Operations Coordinator, One Million Degrees
  - Danielle McDonnell, Program Coordinator, One Million Degrees
- Dakota Pawlicki, Director of Strategic Partnerships and Projects, Chicago Public Schools



# Bottom Line

## Bottom Line – Chicago

College Changes Everything Conference – July 16, 2015  
Margy Brill, Senior Success Counselor

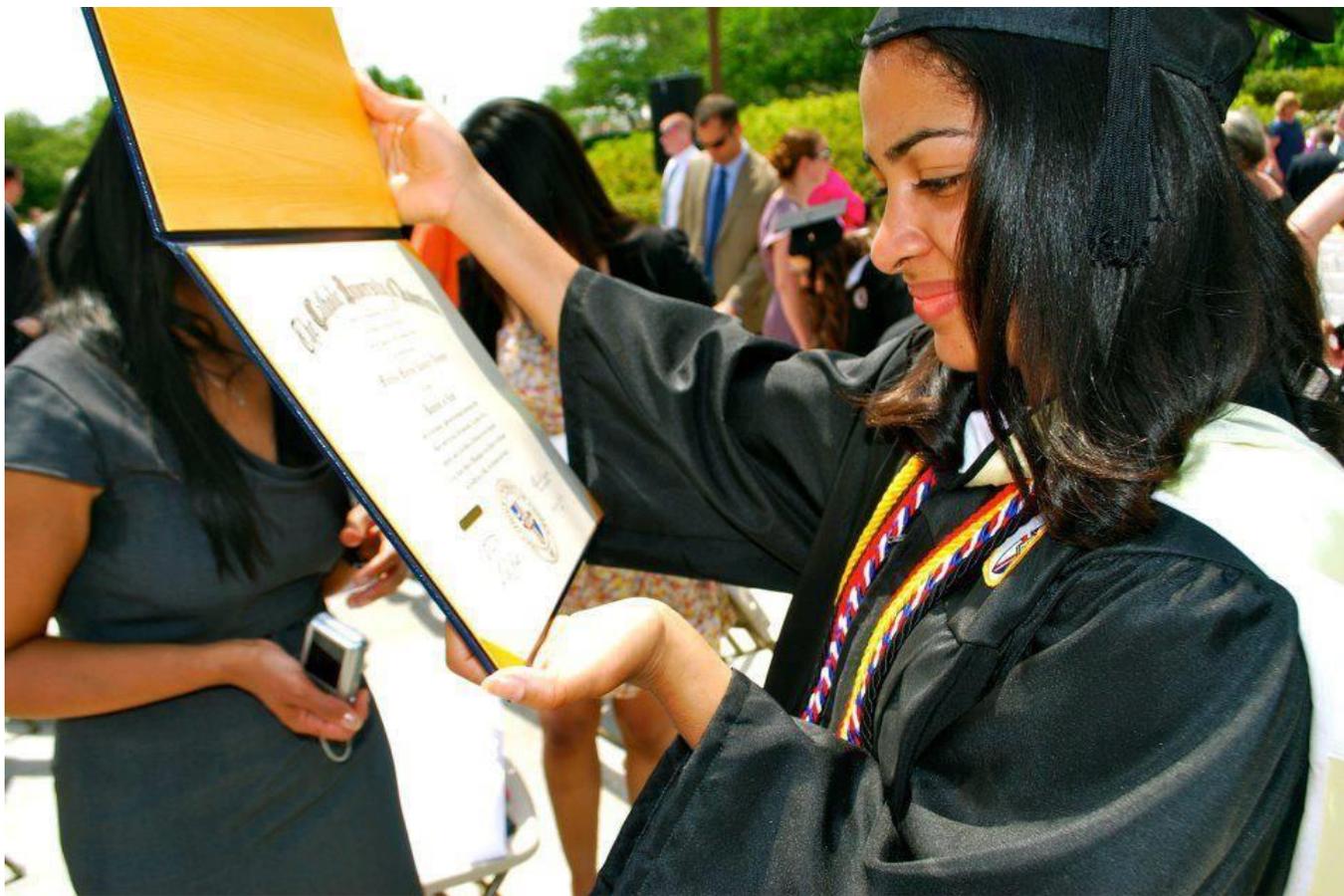
**Get in | Graduate | Go Far**

Success depends on you

Get In ♦ Graduate ♦ Go Far

# Bottom Line | Our Mission

Our mission is to help low-income, first-generation students **get in** to college, **graduate** from college, & **go far** in life.





## Senior Year of High School

### Access Program

One-on-one support through college and financial aid application process for high school seniors.

### Success Direct

Alternate way into Success Program for rising college first years who did not go through Access Program.

## Summer Before College

### Transition Program

Support students in preparing for transition to college and eliminating "summer melt."

## College

### Success Program

One-on-one, in-person support for **up to 6 years or until graduation** through target school model.



Students participating in our College Success program graduate at extremely high rates, above the national average for all students and more than 4x the rate of CPS graduates.

19

CPS Graduates

59

National Average

84

Bottom Line

Sources: University of Chicago Urban Education Institute, "To and Through College Project, Part I: District Overview," December 2014; U.S. Department of Education, National Center for Education Statistics. (2014). *The Condition of Education 2014* (NCES 2014-083), [Institutional Retention and Graduation Rates for Undergraduate Students](#), Bottom Line internal database report and National Student Clearinghouse

**D**

**Degree**

- Graduates with a Bachelor's Degree

**E**

**Employability**

- Has a post-graduation plan and the ability to implement it

**A**

**Aid (Financial)**

- Graduates with < \$36,000 in student loan debt

**L**

**Life**

- Is responsible and resourceful





Milestone		Green	Yellow	Red
<b>Degree</b>	<b>Semester Performance</b>	Semester GPA 2.3+	Semester GPA 2.0 to 2.29	Semester GPA below 2.0
	<b>Cumulative Performance</b>	Cumulative GPA 2.3+	Cumulative GPA 2.0 to 2.29	Cumulative GPA below 2.0
	<b>Progress to Degree</b>	Definitely on track to graduate in expected time frame	Not likely on track to graduate in expected time frame	Not on track to graduate in expected time frame
	<b>Major Fit</b>	Good fit, should graduate in this major	Mediocre fit, may not graduate in this major	Not a fit, not in desired major yet, will not graduate in this major
	<b>Course Registration</b>	Course registration is all set, registered for right classes	Course registration needs improvement	Has not registered for courses



**DATA  
COLLECTION**

The **objective** view of the student's current status.

**CONVERSATION  
WITH STUDENT**

The **subjective** story that quantitative data often misses.

# Bottom Line | Sample Assessment – Degree

Milestone		Green	Yellow	Red
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**PRIORITY  
MILESTONES**

Identifying the DEAL milestones that are the highest **priority** for the coming semester based on the assessment outcomes.

**SPECIFIC  
SERVICES**

Identifying the specific **services** that counselors plan to do with the students to work towards those priority milestones.

# One Million Degrees

College Changes Everything Conference  
July 16, 2015



The Community College Project

Katie Dorpinghaus, Operations Coordinator  
Danielle McConnell, Program Coordinator

# OMD Mission and Approach

**One Million Degrees empowers low-income, highly motivated community college students to succeed in school, in work, and in life.** They receive a jetpack of critical resources that ensures successful degree completion and launches them into promising careers and 4-year institutions.



Long-term, personalized one-on-one coaching with volunteer professionals who receive ongoing support and training.



Immediate, individualized, sustained interventions and support to succeed academically.



“Last dollar” scholarships to supplement federal and state financial aid and stipends to defray educational costs.



Proactive support to map out and plan for degree completion, transfers to universities, and career paths.



Ongoing intensive support from a dedicated staff, and trained professionals to help coach students through difficult times.



A three-year curriculum of professionalism and communication skills, financial literacy training, and civic engagement and leadership development.



Regular opportunities to visit Chicago-area workplaces and learn first-hand about different industries and functions.



# An Extraordinary Commitment to Success

Our scholars persist through difficult circumstances and attain their degree and promising careers for themselves and their family.

70%

**OMD Graduation Rate** compared to the 20% graduation rate of traditional community college students.

84%

**OMD Retention Rate** while half of the general community college population will dropout before the end of the second year.

\$50,000

**Average Salary** after graduation reported by OMD alumni compared to \$32,000—the average across all associate's degree holders.

2.5 years

**Time to Graduate** OMD Scholars graduate in less than half the time of a traditional community college student.



**Exponential  
Impact**

As the first in their families to go to college, the success of an OMD Scholar has **profound, positive implications** for their communities and future generations.

**A single degree can change the world.**



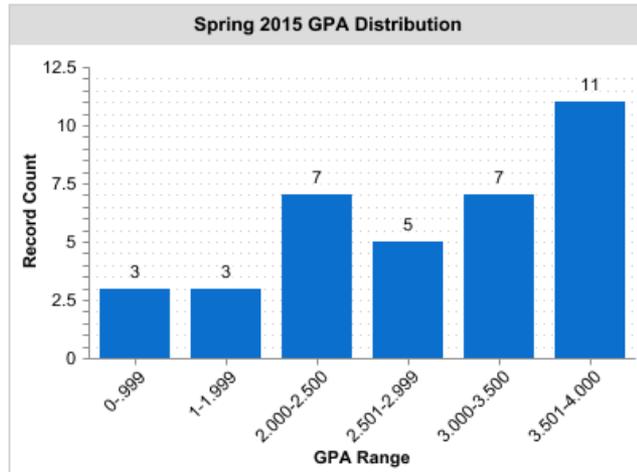
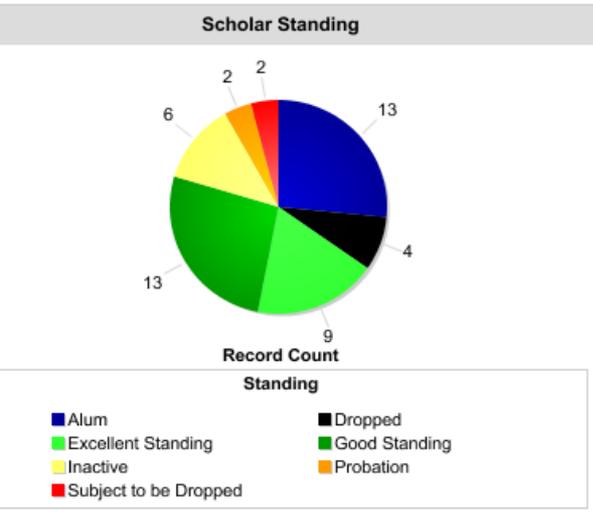
# OMD Program Coordinator

Program Coordinators are the **frontline of the organization**, acting as “intrusive advisors,” mentors, and caseload managers, closely monitoring the development and progress of each scholar towards graduation, personal, and professional goals.

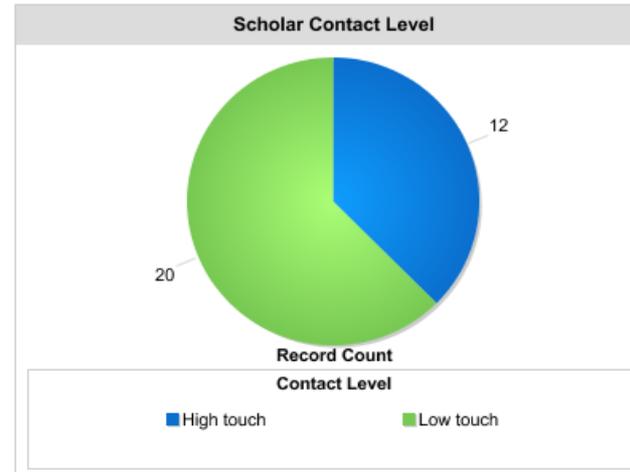
- **Weekly or bi-weekly contact** to make sure that students take full advantage of the OMD Program and campus resources; coach them through decision-making, challenges, and barriers; and check-in on their overall development and progress
  - Study challenges
  - Academic barriers
  - Application or job prep
  - Personal concerns
  - Successes and celebrations
- **Collection of qualitative and quantitative data** to help inform the types of interventions and contact level (high or low touch)
- **Facilitation of monthly workshops** focused on professional development, identity development, financial literacy, and leadership.



# Scholar Management Dashboard

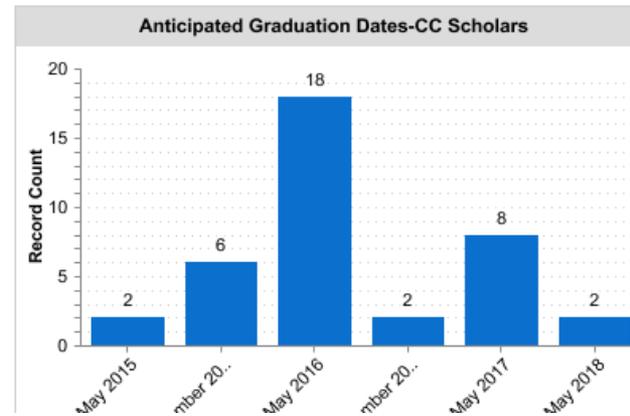
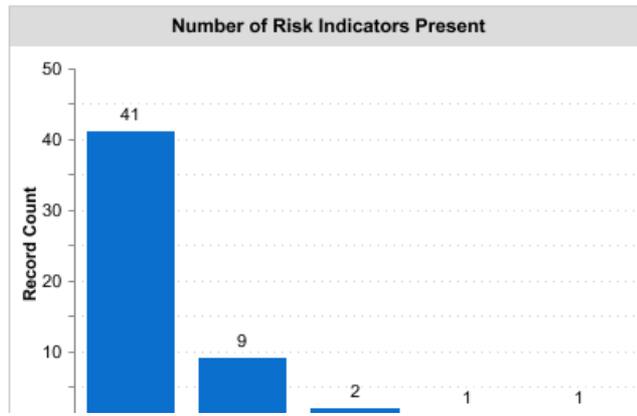
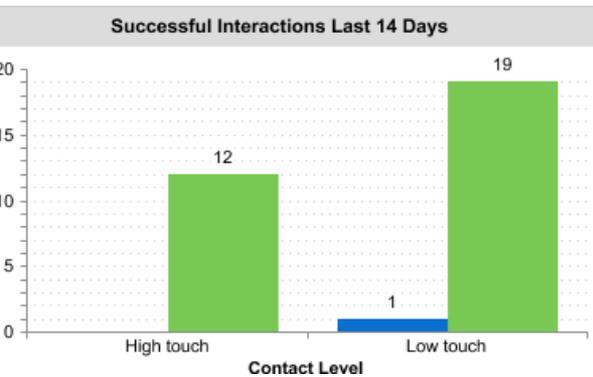


GPA for all current scholars who are NOT inactive



Shows which contact levels are assigned to current scholars.

Represents Scholar Standing for FY15



# Scholar Data Collection and Tools

OMD Program Coordinators collect data throughout the year during scheduled scholar touch points and manage the data using their Salesforce Dashboards.

- Weekly
  - PCs interact with students to identify Risk Indicators that may develop over time, ie. housing displacement, health concerns, poor class attendance
  - Class attendance, tutoring attendance and engagement is evaluated to ensure students are on track academically
- Quarterly
  - The Scholar Rubric is used to evaluate students on 5 key categories and determine standing
  - Non-evaluative data is collected to assess student stability
  - Midterm/Semester Grades serve as academic checkpoints
- Yearly
  - Financial Aid eligibility is determined, background information (educational, professional, personal), Contact and Demographic information is updated as needed

# Do Your PART Rubric and Scholar Risk Indicators

	Developing Needs significant development in order to meet OMD standards of performance	Emerging Approaching OMD standards of performance	Thriving Meets and often exceeds OMD standards of performance	Pts.	
Category	1-3 points	4-6 points	7-9 points		
<b>Academic Progress</b>					
Academics* <i>Commitment to overall academic success</i>	Currently not maintaining satisfactory academic progress. Is earning lower than "C" average in one or more classes. Is unaware of instructors' office hours and does not make use of resources at school (including instructors).	Maintaining satisfactory academic progress. Is earning a "C" average in at least 75% of classes. Meets with instructors for progress updates, but only when having difficulty in class.	Exceeding academic standards set by OMD. Is earning As and Bs in most classes. Meets with instructors on a regular basis in to build relationships and ensure course content is mastered. Consistently makes contact with instructors to set meeting times and follows up appropriately.	9	
Tutoring <i>Commitment to</i>	Has missed 2 or more tutoring sessions,* arrives late on a regular basis and does not				

## Risk Indicators

### ACADEMICS

- Remedial courses
- Poor grades
- Struggling Academically
- 2.0 G.P.A (SAP Hold Risk)
- Class Attendance: Withdrawals
- Class Attendance: Not attending Classes

### PROGRAMMING

- OMD event attendance
- Communications
- Status Standing

### PERSONAL

- Gain or loss of employment
- Housing displacement
- Pregnancy
- Family Obligations and Responsibilities
- Unstable or inconsistent childcare
- Traumatic life event
- Reduction in financial aid
- Health challenges



# Chicago Public Schools Office of College and Career Success

Dakota Pawlicki

Director, Strategic Partnerships and Projects



# We are creating a stronger *focus* and *culture* on post-secondary data

## “Old” Performance Policy

- Metrics centered on assessments, attendance, and progress towards graduation
- **Three levels** of school performance
- Evaluates Option schools using traditional high school metrics
- ISAT is the main elementary assessment
- Uses CPS historical benchmarks
- Does not account for test participation

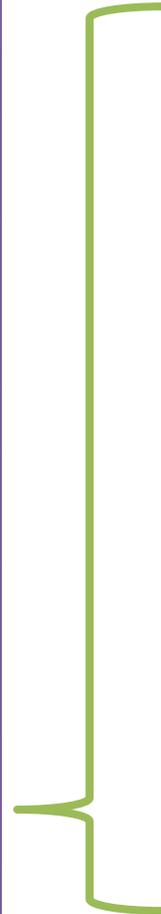
## SY14-15 School Quality Rating Policy

- Metrics better aligned to district’s strategic action plan, e.g., **college enrollment, persistence, priority student group growth, 5Essentials**
- **Five-level** rating to more effectively differentiate schools
- **New Option School model** more targeted to the students served
- Significant changes to ISAT make it unstable for year to year comparisons; **replace with NWEA MAP**
- Performance benchmarks are tied to **national standards** where possible
- Target **test participation rate of 95%**



# A suite of internal and external supports are used to drive success

Metric	Weight
Student Growth on EPAS	20%
Growth of Priority Groups on EPAS	10%
Student Attainment on EPAS	10%
Student Attendance	10%
Freshman On-Track Rate	10%
4-Year Cohort Graduation Rate	10%
Early College / Career Credentials	5%
1-Year Dropout Rate	5%
College Enrollment	5%
College Persistence	5%
5Essentials Survey	5%
Data Quality	5%



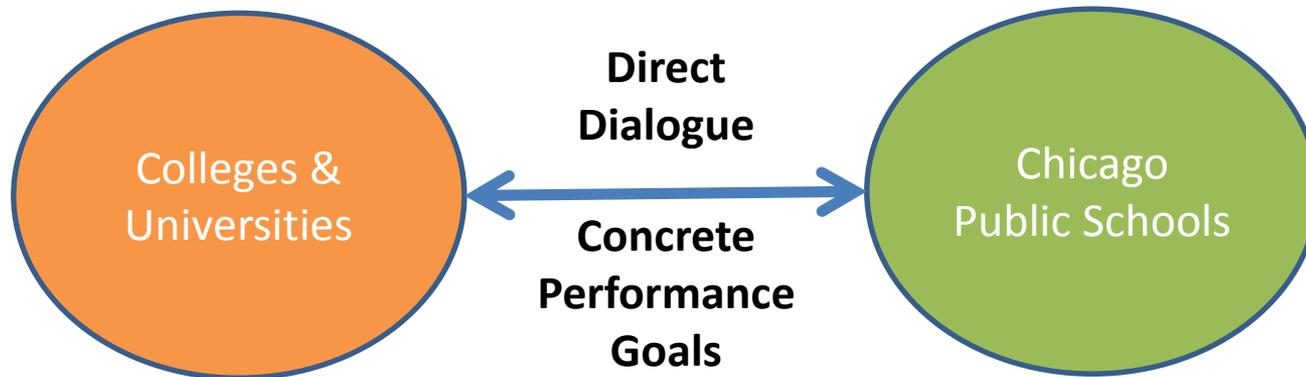
Internal	External
<ul style="list-style-type: none"> <li>• Post-secondary leadership teams</li> <li>• College and Career Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Nonprofit service providers</li> <li>• Collective impact organizations</li> </ul>
<ul style="list-style-type: none"> <li>• College Advising Credential                             <ul style="list-style-type: none"> <li>• CPS, Thrive, Options Institute</li> </ul> </li> <li>• Chicago Higher Education Compact                             <ul style="list-style-type: none"> <li>• Universities, CPS, Advisory Partners</li> </ul> </li> </ul>	



# The Compact addresses a need...



## *What's missing?*



# Our invitation letter

By joining this Compact, your institution agrees to:

- Work collaboratively with CPS and advisory partners to set institution-specific goals and actions which contribute to the Compact's overarching goal of increasing the graduation rate;
- Commit senior level participation to the Compact's work including leadership meetings which will meet no more than four times annually, the first of which will occur in January 2015; and,
- Participate in a data sharing agreement among your institution, CPS, and Compact partners to inform, guide, monitor, and improve our related goals and actions.

*"This Compact is, in summary, a pledge from CPS and participating institutions of higher education to do what it takes to ensure Chicago youth are attending and succeeding in college, developing into the highly educated workforce of tomorrow that our city needs."*



# Participating Colleges and Universities

- Arrupe College of Loyola
- Columbia College Chicago
- DePaul University
- Dominican University
- Eastern Illinois University
- Illinois Institute of Technology
- Illinois State University
- Loyola University
- Moraine Valley Community College
- National Louis University
- Northeastern Illinois University
- Northern Illinois University
- Northwestern University
- Robert Morris University
- Roosevelt University
- Saint Xavier University
- Southern Illinois University
- University of Chicago
- University of Illinois at Chicago
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign

\* Any college or university wishing to join the Compact is welcome



# Compact Summer Melt Strategy

CPS provides checklists to counselors

Feed of enrollment milestones shared from college to CPS to counselor

Counselor works with student and family to ensure summer transition

May 8, 2015

1. Colleges provide admission checklist
2. CPS provides report template
3. Colleges provide baseline yield data

May 15, 2015

1. Checklists distributed to students with Q4 progress reports

May 22, 2015

1. Colleges provide first enrollment milestone report to CPS

May 29, 2015

1. CPS distributes reports to school counselors

Every two weeks

1. Colleges provide enrollment milestone report (June 5, 19, July 3, 17, 31, August 7)
2. CPS distributes reports to school-based teams

Every two weeks

1. CPS monitors outreach via reporting procedures

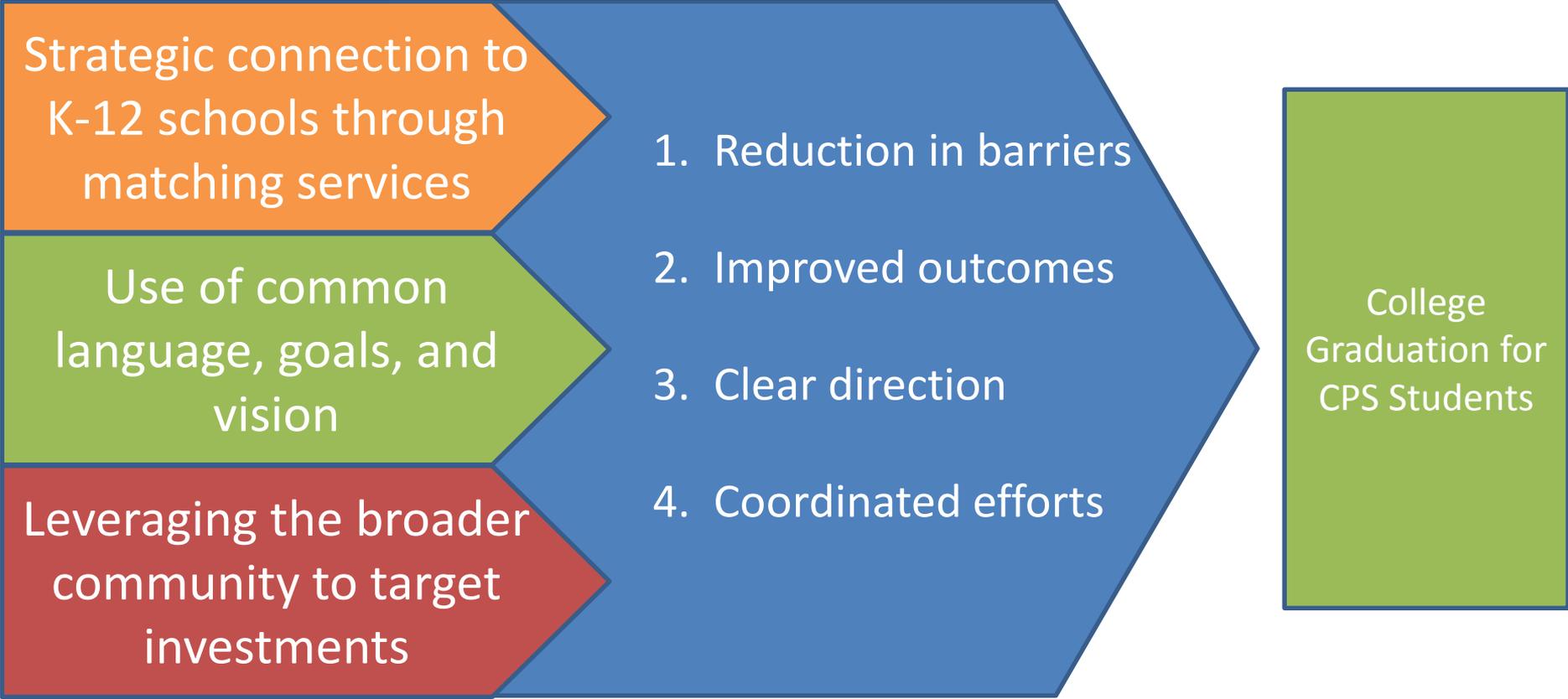


# Compact Summer Melt Strategy Progress

- 18 of 21 Compact universities are fully participating
- Over 10,000 individual student records are available
  - Over 40% of all CPS 2015 Graduates included
  - Over 60% of those graduates who plan to attend college are included
- Summer transition counselor training completed
- Charter schools are beginning to use the report



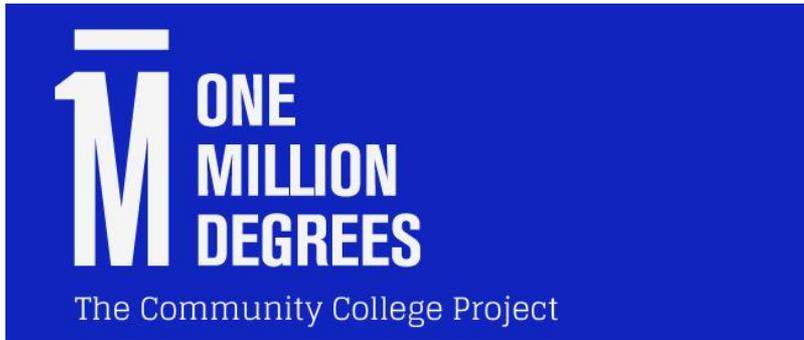
# Non profit providers play a critical role in supporting student success



*Vision: A seamless blend of internal and external supports to support college graduation*



# Open Forum & Questions



## Bottom Line

Get in • Graduate • Go far

Success depends on you

