

Pioneers for HOPE Learning Framework Student Success Hackathon Report

June 2018



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Purpose & Agenda

The Student Success Hackathon provided an opportunity for the campus community to engage in a lively discussion of the preliminary findings of the *Pioneers for Hope Learning Framework* needs assessment from Year 1 and a brainstorming session about possible interventions for Year 2. Two sessions were held on June 1 and June 5, 2018 to review the preliminary findings from notes, team discussions, and preliminary coding of 15 transcripts from Wave 1 ($n=53$). Identical sessions were held in the morning and afternoon on different days to accommodate varying schedules, with some modification in the opening remarks given speaker availability. Both sessions were facilitated by Co-Investigator Dr. Sarah Taylor, and findings were presented by Ali Jones Bay, Project Coordinator, Dr. Nidhi Khosla, Assistant Professor, Health Sciences, Dr. Ryan Gamba, Assistant Professor, Health Sciences, and Graduate Student Research Assistants Kiki Vo, Victor Washington, Joel Bovey, and Connie Lan.

The goal of the Student Success Hackathon was to provide the campus community with preliminary findings from the needs assessment while also gathering input from a wide variety of stakeholders regarding the Year 2 pilot intervention. The hackathons were designed to engage our learning community and other stakeholders and elicit interest in future project involvement. The input we received is part of our participatory approach and is being used to inform the final intervention and pilot design. The hackathon also produced materials that can be referenced at the project conclusion to show input received at the Year 1 milestone and what new insights were gained.

The hackathon sessions were open to all members of the campus community and were announced in the *Academic Affairs* and *LEEP* newsletters, with fliers distributed to various campus programs with tailored invitations sent to the deans of each college as well as the directors and coordinators of campus services to ensure that the invitation reached all faculty, staff, and administrators. Approximately 37 stakeholders attended the sessions, including 3 students, 4 student research assistants, 4 funder representatives, 5 faculty members, 15 administrators, 5 staff members and 1 community partner.

Attendees were invited to share ideas through creative, hands-on activities intended to be accessible to diverse participants and elicit a range of ideas. The agenda for the sessions was:

- Introductions
- Bingo Game!
- Welcome
 - Friday, 6/1:
 - Maureen Scharberg, Dean of Academic Programs and Services
 - Parag Gupta, Stupski Foundation
 - Tuesday, 6/5:
 - Edward Inch, Provost and Principal Investigator
 - Patrick Lee, Stupski Foundation
- Project Overview
- Methods

- Sample Characteristics
- Preliminary Findings from Wave 1
- Small group brainstorming about potential interventions
- Gallery walk and star voting
- Deep dive into the top three intervention ideas
- Wrap up

The first half of the session focused on providing a study overview and sharing preliminary findings. In the second half, participants were engaged in small group brainstorming activities. In the first small group brainstorm, participants discussed initial reactions and takeaways from the findings they heard, and then generated intervention ideas. Participants were invited to take a “gallery walk” of the ideas, and add star stickers to the ideas that resonated most with them. Based on the star stickers, three top ideas were selected in each session for small groups to do a “deep dive” into. In the deep dive, participants were asked to describe the potential intervention in more detail, including initial goals, next steps, and on- and off-campus partners.

Top Intervention Ideas from Friday and Tuesday Sessions

Friday Session

Culture of Yes

The group discussed how implementing a “culture of yes” would require support from all offices. This culture change would involve training all staff and faculty to be able to help a student in distress and encouraging proactive problem solving to facilitate student success. The message of a “culture of yes” would need to be integrated consistently in all major campus events, and could be added to all job interviews. There was also a discussion of the importance of having a culture change “champion” in each department or unit.

One-Unit Support Courses

The group discussed how 1-unit support courses could provide transition and support for incoming freshmen, transfer students, and/or students on academic probation. This is something that could be done by partnering with the Office of General Education.

One-Stop Shop/Hub

The group discussed how this could be done, with an employee who would serve as an advisor, coach, ambassador, and navigator for a student. They would also be able to provide warm hand-offs when students needed a service or a resource that is located in a different department or unit.

Tuesday Session

Universal basic income/meal swipes/daily fruit at the library

The group identified 15 locations on campus that may be used in the future for students to access baskets of fruit and granola bars. The group also discussed the possibility of providing a free lunch for all students, and providing a Universal Basic Income scholarship or stipend. It would be a trailblazing project, and require setting a floor for funds. The group discussed how a pilot involving 50 students, receiving \$500 a month for one year, could work. The cost would be \$300,000. It could help stabilize student finances. The program would include helping students plan for the transition when the pilot ended through case management. It is possible this could be done within a cohort, using lending circles. Another idea that was discussed would be including an educational component, where academic success, class completion, or other milestone achievements (possibly set by the students themselves, using the mountain visual from the study itself) would be linked to receiving funds. There could also be financial advising support given through a peer model, with a built-in bimonthly check in to see how students are managing their funds.

Chat/Phone/Online Support with Extended Hours

The group discussed the idea of online chat, zoom, email, in-person, and/or phone support with extended hours, including a drop-in session during the university hour we will have as part of the new semester schedule. It would be possible to implement this by August. We could offer a Boot Camp to train staff in how to respond to the helpline questions. Staff would be able to answer questions regarding Financial Aid, basic advising, GE advising, major roadmaps, and would be able to provide a list of major advisors and facilitate warm, direct handoffs to students. We could use Salesforce for reminders and analytics, where the helpline staff would follow up with whoever the student's concern was directed to. It could be set up similar to how the faculty access to the IT/Service Desk, with systems to track referrals and case management.

Concierge Advisory System/Mentorship

The group discussed setting this up with one person assigned to a student who would act as their "everything" advisor/coach, and provide warm handoffs as an ambassador/navigator for the student. It would require additional training and vetting for staff. It would also provide students with one point of contact. Extended hours for services would help, along with an interactive website.

Next Steps

Next steps could include a variety of the ideas gathered from the data collected in the study as well as those proposed during the hackathon, and from the Learning Framework team. Ideally, the intervention for year two would address a majority of the barriers identified by the students in the study, while also being cost-effective, and something that can be instituted in a short period of time, to roll out at the beginning of the 2018 school year, which begins August 20th.

Deep Dive Notes

Asterisks indicate items that resonated with stakeholders upon review and reflection on one another's work. Multiple asterisks indicate the number of people that added a star sticker to a given idea.

Culture of Yes

- Culture Change
- Very hard to do in a year
- Change the mindset of everyone
- Marketing
- Short messaging
- Culture of yes - integrate consistently in all major events + ask about this in job interviews
- How to incentivize/make workload manageable
- 5 hours/wk - interview faculty in office hours - the interview is the intervention
- Champion of culture change in each dept/unit
- Have each prof make a bio - makes them more approachable
- Office hours clearly listed
- Recognize faculty & staff who went above and beyond each week
- Use the campus newspaper to help spread the message

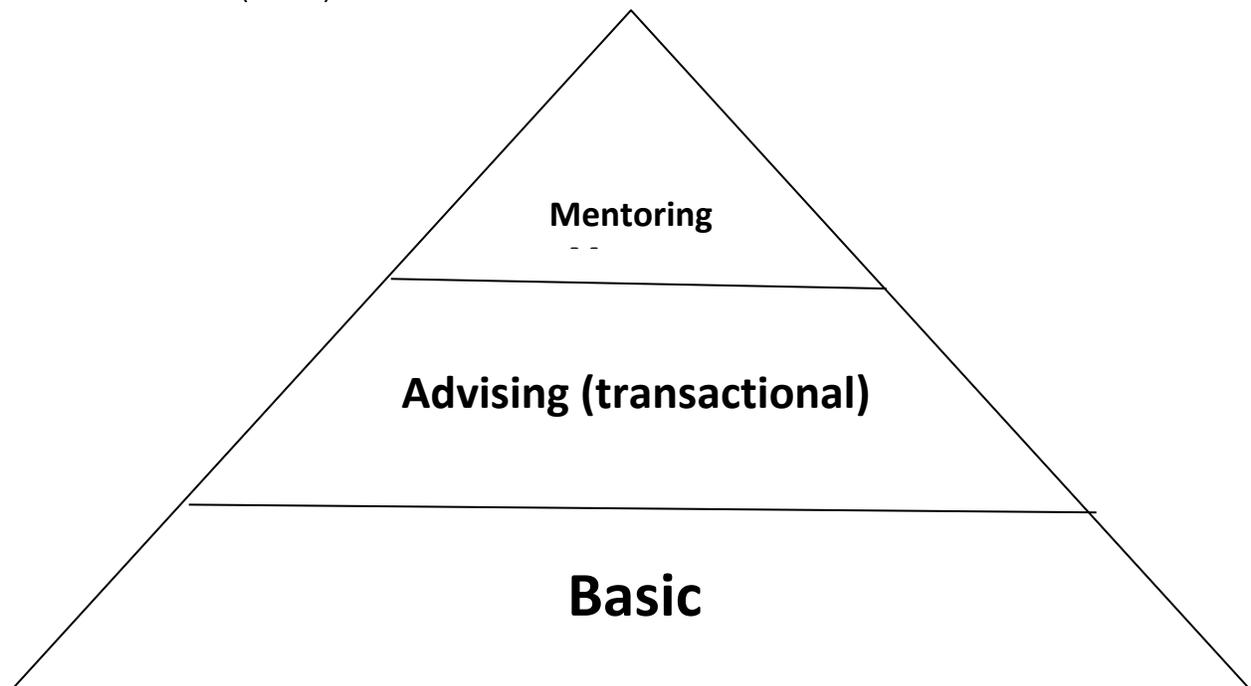
Universal basic income/meal swipes/fruit - at library (and other places on campus?) every day

- Universal Basic Income & Food Insecurity
- Currently: have identified 15 locations for baskets of fruit & granola bars on campus
- Free lunch (10a-2p)
 - With ramp-up buffer for participation
 - Partners? State budget? Donors? Cost? # of students?
- Universal Basic Income/ "Scholarship"/stipend
 - Set a floor
 - Trailblazing
 - See 50 students, e.g. \$500/month for one year
 - cost= \$300,000
 - Stabilize finances
 - Plan transition
 - More permanent support for housing, food
 - Avoid "cliff effect"
 - Another year of \$
 - Case management
 - Transitioning out of student housing
- Cohort? Lending circles
- Educational component
 - Attach academic success, class completion or other milestone achievements - GPA, enrollment, goal attainment (mountain visual)

- Financial (\$) management classes/advising/planning (use peer model)
- Build in check in 2x/month - what do you need? How much money do you need?

Concierge Advisory System/Mentorship

- Concierge Advisory System*****
- One person assigned to student
- Your “everything” advisor/coach
- Warm handoffs/ambassador/navigator
- Training, vetting for staff
 - One point of contact
- Extend hours for services
- Interactive (online) website



Chat/Phone/Online Support with Extended Hours

- Online chat service*****
- Helpline 6am-9pm***
- University hour implementation
- Trained to answer ?s? (financial aid, academic, etc)
- Student counselor assigned to each student, trained in all areas***
- Every Tuesday - “help room” (10 helpers)*****
 - question/help hour/boot camp for student support**
- Can be implemented by August
- Boot camp for answering helpline
- Zoom
- Should be staff

- Financial aid, basic advising, GE advising, major roadmaps, list of major advisors
- With warm, direct hand off
- Maybe use salesforce for reminders + analytics
- Helpline people follow up until contact is made or problem is resolved
- Combine with university hour help time
- Choice of online chat, phone, zoom, or in person in uni hour
- Similar to faculty access to IT/service desk
- Goals
 - By June 2019, if we surveyed students, they would say they know about the service & how to get help
 - Train willing staff to answer a variety of questions
 - Find people already doing this & have them vary their schedule to be able to do this. (vs. hiring people to do this?)
 - Maybe work from home?
 - Will need to work with HR to make this possible
 - Campus help desk
 - Need more than one person at a time
 - At least two, but even more at beginning and end of term
 - Peer welcomers in library
 - Involve student orgs - train someone from every club and org
 - Community partners
 - 211?
 - Foodbank?
 - CCs?
 - HS'?
 - Outreach to let them know about help available
 - Outreach in as many classes as possible - 2 min talk - hand out cool business cards/postcards
 - 885-1111?
 - 885-HELP?
 - GS transfer class - good

One-Stop Shop/Hub

- Student Success Manager
- Need lawyers to look at privacy issues
- IT support
 - System, database, what info has been given already
 - Location, physical? Online?
- staff/personnel
- education/training about maintaining contacts/info
- Like case manager, but extended BEFORE level of case report
- Make packet?

- Online resource?
- Interactive website
- All resources/advising are campus partners
- AACE
- Major advising
- Financial aid
- Flow chart?
 - Rank concerns
 - List resources
 - Chat box - online chat boxes
- One Stop Shop*
- services approach
- Refer & point in right direction
- Case managers*
- Who organizes info about
- Financial scholarships/grants/options
- Clearinghouse for students to know resources or one staff person in each dept who's job it is to be educated on resources (BayAdvisor like system)
- Case management - info on advising, eligibility, info system, tracking, mandatory for each student 1x/year

One-Unit Support Courses

- Student Support
- Mentorship
- Communication - clear & open
- Expanding progress reports
- Expand 1 unit class to address myriad of issues*****
 - Transition & support class possibly for probation students
- Leave of absence → Pathways for struggling students*
- required to take??

Initial Responses & Intervention Ideas Brainstorm Notes

- Data on why students take leave
- WIFI on shuttles*** & our new bus to Stockton
- Expanding first gen student conference*
- Access to Financial Aid counseling
- Shift school culture from blaming students→ should be student advocates**
- Cost Issues
- Books
- Money
- Time food
- Faculty doesn't always know:
 - Difference in concerns
 - E.g. cost issues vs. consistency in choosing coursebooks → \$300 disconnect books vs. free online resources
 - More cheap/free textbooks/reader materials
- Policy Change→ currently incentives for free/accessible books
- Access to trainings, immersive experiences like Tunnel of Oppression
- Salesforce/CRM - tailored messaging
- Analyze dynamics on campus and respond appropriately
- A lot of DISC trainings at the same time as classes - need to offer at more times (maybe uni hour will help)
- Process changes
- Promotion of existing free/low cost materials
- Lack of preparation in HS
- Stipend for classes that are less \$ in terms of required materials**
- Orientation not in student affairs
- Food services open longer*
- Commuter lounge/or advertising what is open
- Faculty profiles required as part of onboarding process***
- Give students roadmap as part of orientation
- Rethink GS class: perhaps make these folks holistic advisors instead***
- Golf cart transport****
 - No stigma, shuttle service
 - No need to self-identify
 - See (connecting/sequential) classes
- Food insecurity *
 - Food swipes (availability, outreach)***
 - Free lunch (10a-2p) available in dining commons*****
 - Pilot "happy hour" snacks*
- Cost of books
 - Online

- physical , reserve (must be on campus)
- Laptops for all incoming students
- Rental
- Human Connection**
- Mandatory training for faculty on accessibility issues
 - How to balance students disabilities & academic expectations/other student's needs
 - Empathy oriented
- Early openings/late closing of services****
 - At least once or twice a week
- More textbooks in library available
- Can check out for longer periods of time*
- Human Connection**
- Tutoring* - tied to discipline
- Advising access
- Mentoring holistic*
- Time and need to flex
- Face to face on line
- Schedule
- Off hours access to services***
- Tutors, counseling services
- Finance
- Book availability access OEA
- housing*
- Getting here
- fruit*****
- Universal Basic Income*****
- Reactions
 - Moved by want/need for deeper connection on campus
 - A coach
- Variability - how to capture
 - Such a range of issues to address/support needed
- That class time + caregiving took up > time than homework
- Students don't have enough energy or attention
 - See, if less affluence
- Compassion versus taking responsibility (as student)
 - Effort =/ outcome
 - What's in the best interest of student
- Provide childcare*****
 - "Bring your child to class"
- Fragmentation : "just take a 'w'"
- Lack of on-campus community
- Make it difficult to get support when needed

- Interventions:
- CalFresh participation rates - campaign to increase
 - E.g BaySync messages
- More mentoring - faculty & staff mentoring students broader than what currently exists
- Mentorship - social/emotional - how faculty speak to students, recognize student's struggle, share resources → add personal note (faculty sharing own experiences with students)
- Trauma-informed* approaches to teaching - how faculty approaches students with that as part of their framework → e.g. faculty sometimes doesn't know what to do when a student cries
- Listening, not a therapist, waiting for student to be ready for advice - be mindful, if appropriate - walk students to where they need to go
- Coordination of Resources
- Mandatory training for faculty
 - Accessibility issues
 - How to balance accessibility issues & academic expectations/needs of other students
 - Empathy oriented
- "Clearinghouse" for students to get info about campus resources which will coordinate efforts across departments/programs/services*****
- One staff person in each department who is a specialist about available campus resources & how to access***
- Bay-Advisor-like systems to track referrals & case management
- Mandatory training for students & faculty on resources
- Golf carts available for students & mobility issues*
- Early peer-to-peer support system
- More funding for SCAA - eliminate waitlist (some faculty find SCAA unhelpful) better training for tutors
- Social-emotional component
- Mental health piece
- Theme in colleges - surprised
- Amount of commitment to work & caregiving vs. school
- Students not buying the book - as a practice - don't tell profs but say it in a research context
- What students do to make things work
 - E.g. arriving on campus at 5:30am
- Food insecurity - rates increasing on campus
- Power of personal narrative
- Community - lack on campus
- Pilot something around housing?*
- Something where people in the community offer housing to students like Air Bnb - but affordable*****
- Something to help students sleeping in cars? Resources or a night bag?
- Pilot + test which students get emergency housing, how well is it working - terms, duration, supports?*

Selected Event Photos



CONCIERGE ADVISORY SYSTEM*

- ONE PERSON ASSIGNED TO STUDENT
- YOUR "EVERYTHING" ADVISOR/COACH
- WARM HANDOFFS/AMBASSADOR/NAVIGATOR
- TRAINING, VETTING FOR STAFF
- ONE PT OF CONTACT

EXTEND HOURS FOR SVCS

INTERACTIVE (ONLINE) WEB SITE

* * * GOLF CART TRANSPORT

- NO STIGMA, SHUTTLE SVC
- NO NEED TO SELF-IDENTIFY
- SEE (CONNECTING/SEQUENTIAL) CLASSES

* FOOD INSECURITY

- * * * - FOOD SWIPES (AVAILABILITY, OUTREACH)
- * * * - FREE LUNCH (10A-2P) AVAILABLE IN DINING COMMONS
- * * * - *PILOT "HAPPY HOUR" SNACKS

COST OF BOOKS

- ONLINE -
- PHYSICAL, RESERVE (MUST BE ON CAMPUS)
- LAPTOPS FOR ALL INCOMING STUDENTS
- RENTAL

Human Connection**

- Tutoring - tied to discipline
- Advising access
- * Mentoring Holistic

Time and Need to flex

- face to face on line
- schedule
- off hours access to services**
- Tutors, Counselors, Services

finance

- Book Availability across OER
- Housing*
- Getting here
- Fruit**

CULTURE CHANGE

- very hard to do in a year
- A lot of DISC trainings at the same time as classes - need to offer at more times (maybe uni hour will help)
- Change the mindset of everyone
- Marketing
- Access to trainings, ~~immersive~~ immersive experiences like Tunnel of Oppression
- Salesforce/CRM - tailored messaging
- Analyze dynamics on campus + respond appropriately
- Short messaging
- Culture of yes - integrate consistently in all major events + ask about this in job interviews

UNIVERSAL BASIC INCOME

REACTIONS

- moved BY WANT/NEED FOR DEEPER CHANGING ON CAMPUS
- A COACH.

VARIABILITY

SUCH A RANGE OF ISSUES TO ADDRESS/SUPPORT NEEDED
↳ HOW TO CAPTURE

THAT CLASS E + ~~caregiving~~ CAREGIVING took up > C than HOMEWORK

STUDENTS DON'T HAVE ENOUGH ENERGY OR ATTN
- See, a less affluence

COMPASSION v. TAKING RESPONSIBILITY (AS STUDENT)
EFFORT ≠ OUTCOME

- WHAT'S IN BEST INTEREST OF STUDENT?

*** PROVIDE CHILDCARE

"BRING YOUR CHILD TO CLASS"

FRAGMENTATION: "Just take a 'W'."

