



President's Cabinet Meeting Minutes

Date: Tuesday, November 11, 2014

Present: President Jukoski, Betty Baillargeon, June Decker, Steve Finton, Steve Goetchius, Christine Languth, Meghan La Casse, Laura Qin, & Louise Summa

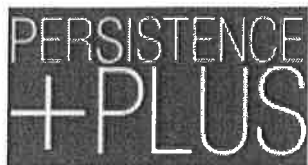
Absent with cause: Ann Branchini, Mike Lopez, & Marge Valentin

Topic	Discussion	Action
1. Approval of Cabinet Minutes from 11-4-14	Approved with one correction	Meghan will disseminate to the College Community.
2. Persistence Plus	Christine gave an overview of the software, Persistence Plus. Middlesex has been utilizing this tool to help increase retention among students. The program allows the College to send a series of "nudges" or reminders to students regarding important information ie. Registration deadlines, studying for finals, applying for graduation. Since its implementation at Middlesex, MxCC has experienced a 7% increase in their retention rate. Please see Persistence Plus attachments.	Christine will have a follow-up meeting with MxCC.
3. Student Services Update	Steve Finton provided an update regarding Student Services. He provided two documents for review: (1) a list of important topics and events ongoing in his area of student services (2) an applicant report that details weekly statistics regarding applications, registrations etc. This will be an ongoing weekly report that he will present to Cabinet. He thanked his team and particularly Deb DiCarlo for pulling the information together. Please see Student Services (2) attachments.	NA
4. Legislative Affairs Committee	Mary Ellen will be looking into the past legislative affairs committees and begin work on forming a new committee.	Meghan will provide background information to Mary Ellen.
5. Gainful Employment	Mary Ellen provided a press release on gainful employment from the American Association of Community Colleges. Please see AACC attachment.	NA

President's Cabinet Meeting Minutes

Topic	Discussion	Action
6. FYE Student Data	Laura provided a breakdown of data regarding first time students enrolled in FYE vs. students not enrolled in FYE. Laura stressed that this data is not a definitive answer regarding FYE, but simply a tool to use when examining the course's effectiveness.	NA
7. Day after Thanksgiving	Cabinet will be speaking to their respective areas regarding any employee's desire to work on Friday, November 28.	NA
8. All other business	<ul style="list-style-type: none"> • Institutional Advancement – The TRC Foundation and TRCC Alumni Association will be hosting a book signing for Mark Comeau in conjunction with a celebration of students travelling abroad. It will be on Friday, November 21 at 7pm in the MPR. Also, Betty will be organizing an event with Dominion-Millstone to honor their long-standing relationship with the College in January 2015. • Marketing – Betty shared that the campus communications from Tracy will now be limited to only one per day. Also, we are increasing our radio advertising during registration on stations 105.5, 107.7 and 97.7. • Governance – June shared that the Student Government Organization is interested in helping a Computer Club be formed on campus. The main goal of this club would be to provide IT support to students on campus. • Human Resources – Louise has encouraged all employees to sign up for the necessary trainings for new employees. Please contact HR for more details. Also, beginning November 10, 2014 all new hires will need to successfully complete a background screening per a new BOR policy. This will also include any current employees who successfully apply for new positions. 	NA

MEETING ADJOURNED AT 11:15 am

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Our Services

Nudging Students to College Completion

Colleges are looking for ways to provide increased personalized support for students on a scalable platform at a reasonable cost. The Persistence Plus mobile platform delivers nudges that are rooted in behavioral research.

The Persistence Plus model includes:

Interventions Targeting Common College Obstacles: Through regular behavioral nudges that enhance resiliency, planning skills, and progress tracking, Persistence Plus helps students learn how to prepare for and deal with academic setbacks and external obstacles, organize their time and responsibilities, and make progress towards short- and long-term goals.

Social Network Levers: Persistence Plus facilitates positive peer academic pressure by enabling students to easily share academic goals and their progress towards them with friends, and compare their own academic habits to aggregate norms.

An Automated Channel of Communication and Care: Through engaging messages that call for a response, Persistence Plus collects data on the well-being of students, and uses this information to identify and reach out to students who need additional support before official early alerts.

Rapid Research and Development: Persistence Plus evaluates and assesses the efficacy of each motivational intervention at promoting successful college-going behaviors in real-time and uses the data collected to refine its approach for different student populations and contexts. As we learn more about different groups of students in different learning contexts, the Persistence Plus algorithm becomes more sophisticated so we will be able to deliver the right nudges to the right students at the right time.

Mobile Supports for Community College Students: Fostering Persistence Through Behavioral Nudges

LEARNING ABSTRACTS

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June 2014, Volume 17, Number 6

By *Adrienne Maslin, Jill Frankfort, and Margaret Jaques-Leslie*

Between juggling coursework, family, and 30 hours a week at a job, many community college students struggle with time and motivation. But for students at Middlesex Community College in Connecticut this semester, one solution for managing time and boosting motivation came from a source they frequently use already: their cell phones. A cohort of over 300 students at Middlesex are enrolled in Persistence Plus, a mobile support platform that provides research-based behavioral nudges to foster positive study habits, enhance motivation, and increase goal commitment. Of the student cohort enrolled in Persistence Plus at Middlesex, early results show a 7-percentage point fall-to-spring retention rate increase over the general population—a significant indicator that reaching students at the right time with the right message can impact their commitment and persistence.

Finding New Ways to Reach Students

Founded in 1968 in central Connecticut, Middlesex Community College serves 3,000 students across two main locations in Middletown and Meriden. In 2012 and 2013, it was selected as a "Great College to Work For" by *The Chronicle of Higher Education* (2012, 2013). Middlesex Community College offers 50 degree and certificate programs, with the largest number of students pursuing general

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Syndication

Feeds

studies, criminal justice, human services, and accounting majors. In the full student population, 56 percent receive financial aid and 29 percent are students of color. Seventy percent of students are employed, and the average age is 26. In spring 2014, the institution had a 2.5 percent enrollment increase and welcomed a record spring-semester high of 1,627 full-time equivalent students (Plake, 2014). Part of this rise has taken place in online courses, which are up 25 percent, and in full-time students, which are up 5.7 percent. Middlesex Community College President Anna Wasescha welcomed the challenge of increased and shifting enrollments, saying, "We are delighted that enrollment is up this year and we're determined to keep enhancing the student experience so that more and more students succeed at realizing their dreams and ambitions by earning a college degree from Middlesex. We knew that reaching them in creative ways would be hugely important in achieving this goal." After careful research, Middlesex leadership began the collaboration with Persistence Plus.

Nudges: Format, Function, and Behavioral Research

Persistence Plus uses behavioral research to develop personalized "nudges"—delivered via text message or through a smartphone app—to foster behaviors and attitudes associated with student achievement, persistence, and retention. Nudges are tailored based on student demographics and data, and vary in format. For example, before key exams and registration deadlines, Persistence Plus asks students to identify a time and place to study or sign up. Research shows that committing to a specific date and time to perform a task increases the likelihood that the task will be completed (Koestner, Lekes, Powers, & Chicoine, 2002). Other nudges promote help-seeking behavior and encourage students to take advantage of campus resources. They provide students with real-time, relevant information such as, "Get ready for your math test. The CLC and the Meriden Center offer math tutoring on Tuesday morning. Students who have gone have found this support valuable." Studies have found that just-in-time nudges (Castleman & Page, 2013) and social norming levers ("Other students have...") are powerful means of motivating individuals to participate in a specific activity (Goldstein, Cialdini, & Griskevicius, 2008). Steele and Aronson (1995) have shown that student fears about confirming a negative stereotype about their group can be harmful to academic performance. Some nudges are designed to minimize stereotype threat or change other mindsets that can prevent students from succeeding. The platform also delivers "LifeBits," nudges that present real vignettes from students of similar backgrounds who overcame specific college challenges. LifeBits are based on growing evidence of positive academic benefits from showing first-generation students and students of color stories of students

like them encountering and overcoming issues in colleges (Walton & Cohen, 2011).

At Middlesex Community College, one of the most replied-to nudges asks students to rate how they are feeling at particular points in the terms. These mobile check-in nudges provide additional data from which to personalize future nudges based on the inputs students share via texting or responding through the app, along with their responses to other question nudges: The more a student responds to questions, the more adept the system becomes in supporting and motivating that particular student. But nudges can have powerful impact even without active interaction from the student. A 28-year-old female first-generation general studies major at Middlesex Community College who hadn't responded to nudges explained, saying "When you are feeling bad, it motivates you. It helps you see how you are doing and how you can get through challenges... The stories of other students are motivating because it makes you think that you can do it too." This student observation dovetails with behavioral research on seemingly small nudges that have had substantial effects. For example, hotel guests who were told that the majority of the guests in the room they are staying in have reused their towels had significantly higher rates of towel reuse than guests who are simply told about the environmental benefits (Goldstein et al., 2008). By providing nudges that offer context for success and foster behaviors correlated with persistence, the Persistence Plus platform has the capacity to reach students nimbly and at scale.

Connecting Students to Resources

Middlesex Community College, like many community colleges, offers a wide variety of resources, including career counseling and tutoring, but sometimes found that the students who need them do not access them. So, to encourage positive academic traits such as resiliency and helpful behaviors such as taking advantage of free campus tutoring, Persistence Plus sends nudges that explain how other students benefit from resources. For a 19-year-old female first-generation student at Middlesex, this kind of framing helped motivate her to pursue extra help: "...[I] never knew that about 80% of students who get good grades wind up using the tutoring center. [That nudge] made me not feel like a loser—but yeah, like everyone else is struggling with the same stuff."

Struggling students are also triaged by the Persistence Plus platform to in-person high-touch supports. Students who share they are having trouble or who respond with a low rating to a check-in question receive a response that asks more about their general state and any obstacles they are facing. If the situation seems right, Persistence Plus may ask the student, "Can we connect you with a helpful

Middlesex Community College staffer?" and then pass the student's contact information to Middlesex Community College's retention specialist. This kind of close partnership between Persistence Plus and Middlesex Community College allows retention specialist Judy Mazgulski to engage with struggling students weeks before their struggles might otherwise be noticed.

Cohort Population

The Persistence Plus cohort is comprised of approximately 300 Middlesex Community College students who signed up through an in-person registration drive on campus in fall 2013. Each participating student receives approximately one nudge per school day. Figure 1 shows the demographics of the cohort.

Figure 1. Demographics of Persistence Plus Cohort

Middlesex Community College Persistence Plus Cohort	
First-Generation	31 percent
Female	51 percent
Age 25 and Older	18 percent
Students of Color	41 percent

Student populations that have historically lower rates of college completion have been among the most active users of the Persistence Plus platform. During the fall term, the most active Persistence Plus users at Middlesex Community College were 23 percent more likely to be part-timers, 20 percent more likely to be Hispanic, 18 percent more likely to be students of color, and 13 percent more likely to be older students. While more research is needed, it seems possible that the private support that Persistence Plus offers makes potentially at-risk students more comfortable sharing challenges and seeking help.

Retention Results and Considerations for Future Usage

The Persistence Plus cohort at Middlesex show a 7-percentage point higher fall-to-spring retention rate compared to the general population. For an institution

PT
6/1/2013
of 10/10

serving 3,000 students, this difference could mean an additional 210 students retained per year. Ever more striking is that the retention rate of first-generation college-goers in the Persistence Plus cohort—a population that has, on average, twice the rate of attrition compared to students who are not first in their family to attend college (Chen, 2005)—was 78 percent. Determined to engage students and guide them to their goals, the Middlesex administration is encouraged by these early results and eager to reach more students through the Persistence Plus platform.

These early data from Persistence Plus and Middlesex Community College demonstrate promising correlation between timely mobile behavioral nudges and student persistence. As a college degree continues to be the primary path to upward economic mobility, and as learners enter and return to college in greater numbers than ever, higher education faces the growing challenge of supporting students from orientation to graduation. Higher education needs new ideas in learner support, achievement, and retention; close partnership between Middlesex Community College and Persistence Plus shows the particular promise of mobile behavioral interventions to reach students with the right message at the right time.

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Dr. Adrienne Maslin is Dean of Students and Chief Student Affairs Officer at Middlesex Community College in Connecticut. Jill Frankfort is President and Co-Founder of Persistence Plus. Margaret Jaques-Leslie is a current master's student in Higher Education at the Harvard Graduate School of Education and a fellow at Persistence Plus.

Opinions expressed in Learning Abstracts are those of the author(s) and do not necessarily reflect those of the League for Innovation in the Community College.



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Student Services (2) Weekly Report

Week ending November 7, 2014

Highlights

Accuplacer required for all new students: The PA 1240 Committee met on 10/29 and decided to test all new first time college students with Accuplacer, which will establish standards for future assessment. We will continue requiring HS transcripts; all test scores, and background questionnaires. Testing Center is preparing for extra student load.

Admissions Web Pages: Deb DiCarlo updated the Admissions web pages to freshen the look and update current processes – including most recent Accuplacer changes. The link below is embedded in the students' electronic acceptance letters.

http://www.threerivers.edu/Div_StudentServices/admissions/Acceptance_005.shtml

Welcome Center: WC evening staff is reaching out to Fall 2014 students who applied, but did not register, to encourage registration for Spring 2015.

New Student Workshops: The first NSW convened 11/6 and covered strategies for college success, financial aid, payment options, how to set up myCommNet and student email accounts, as well as schedule a placement test.

CSCU Financial Aid Internal Auditors are visiting TRCC Dean of Administration and Financial Aid as part of a quarterly follow-up based on audit findings of 9/23/13. Eight findings are being addressed. Hong-Yu Kovic is prepared to discuss finding number seven, stemming from a previous discrepancy due to the interpretation of "N" notations used to distinguish students who complete a course and failed, from those who did not officially withdraw and did not attend.

Recent events:

11/1/14	Welcome Center opened for Saturdays 0900-1200
11/1/14	Registration opened for continuing students
11/3/14	Standardized signage and hours posted in Student Services
11/4/14	Welcome Center Student Ambassador shirts discussed with President's Cabinet
11/4/14	Testing Center annual data presented to President's Cabinet
11/5/14	Nursing Admissions Plan of Action brief to President Jukoski
11/6/14	Student Service Directors' Meeting
11/6/14	High School Recruiting Work Group (Rashita Parker, Deidre Sebastian, Kathleen Gray, Ed Derr, Ken Briggs, Donna Ramos, Meg Wichser, Gloria Dover)
11/6/14	First New Student Workshop
11/7/14	Sexual Harassment Workshop (Steve)

Future events:

11/10/14	CSCU Financial Aid Internal Auditor visits TRCC
11/13/14	Workplace Violence Prevention Training
11/13/14	Retention Task Force kicks off
11/14/14	Welcome Center Student Worker Training
11/17/14	Registration for New, Transfer, Readmit, and Non-Degree Students
12/4/12	Go Back to Get Ahead (tentative)
	High School visits in progress (November – December)

Three Rivers Community College
Spring 2015
Applicant Report
Weekly Stats as of 11/7/14

Semester/Year - Spring 2015

07-Nov-14	New	Dual enrolled HS non-degree	Transfer	Readmit	Total	Male	Female	Age: < 25 Traditional	Age: >24 Non-Traditional	Web Apps	New - HS Grad year 2010 - 2014	Nursing - Continuing
Applied	151	4	136	77	368	130	238	195	173	104	81	48
*Completed Application	64	4	55	56	179	60	119	94	85	27	46	48
Conversion Rate	42%	100%	40%	73%	49%	46%	50%	48%	49%	26%	57%	100%
Registration date - November 17, 2014												28

Compared to Spring 2014 Frozen File Date

Applied	-369	-376	-234	-975								
Registered												

Classes begin January 22, 2015

Semester/Year - Spring 2014

01-Nov-13	New	Transfer	Readmit	Total	Web Apps	New - HS Grad year 2009 - 2013	Nursing - Continuing
Applied	178	112	66	356	79		42
Registered							

Frozen File Date (clearinghouse data) - Feb 7, 2014

Applied	520	512	311	1343	79	256	45
Registered	251	290	188	729		126	39

Classes began January 23, 2014

***Completed Application** - Has submitted High School Documentation and Immunization

NEWS



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FOR IMMEDIATE RELEASE
October 30, 2014

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FINAL GAINFUL EMPLOYMENT REGULATIONS FAIL STUDENTS, INSTITUTIONS AND THE PUBLIC

Washington, DC—The American Association of Community Colleges (AACC) believes that the U.S. Department of Education's final gainful employment (GE) regulations are deeply flawed. The regulations aim to provide meaningful information to enable students to choose a GE program that best meets their needs, but instead impose massive reporting, recordkeeping and related costs on community colleges that largely will provide no benefit to students, taxpayers or the public. The nation's community college leaders deeply regret the fact that, after years of deliberation and two extensive rulemaking processes, the Education Department has issued a rule that involves extraordinary amounts of "make work" compliance at community colleges across the country, at a time when they can little afford it.

The final GE rule also reflects a missed opportunity to promulgate regulations that hold institutions accountable for providing high-quality career education and training to students without unmanageable debt.

"Community colleges proudly offer access at an affordable cost to gainful employment programs to millions of students each year. Our institutions and programs judiciously allocate limited resources for the benefit of our students who are working to improve their lives through these programs," said AACC President and CEO Walter G. Bumphus.

Though the regulations will allow nearly all community college gainful employment programs to continue their Title IV eligibility, "the millions of dollars in compliance costs that these the final regulations will entail will largely be wasted—a frittering away of precious and limited institutional resources," Bumphus said.

In its formal regulatory comments, AACC proposed that institutional reporting requirements be made consistent with related disclosure thresholds, which must meet minimum size standards to protect privacy and provide representative samplings. These comments were rejected by the department, with the result that colleges must report data on hundreds of thousands of students for which no information will ever be disclosed to the public.

Furthermore, because the GE scheme only includes Title IV recipients, with a focus on federal loan borrowers, the entire framework's applicability to community colleges is limited. Only 9 percent of community college students in GE programs borrow under the federal loan programs and only 36 percent receive any Title IV aid.

AACC strongly supports the disclosure of relevant information to prospective students. Therefore, AACC supported requiring colleges to provide for GE programs, where applicable, the placement rate for the program; program completion rates for full-time and less-than-full-time students at appropriate benchmarking junctures; median earnings for all program completers; and median debt for program completers and those

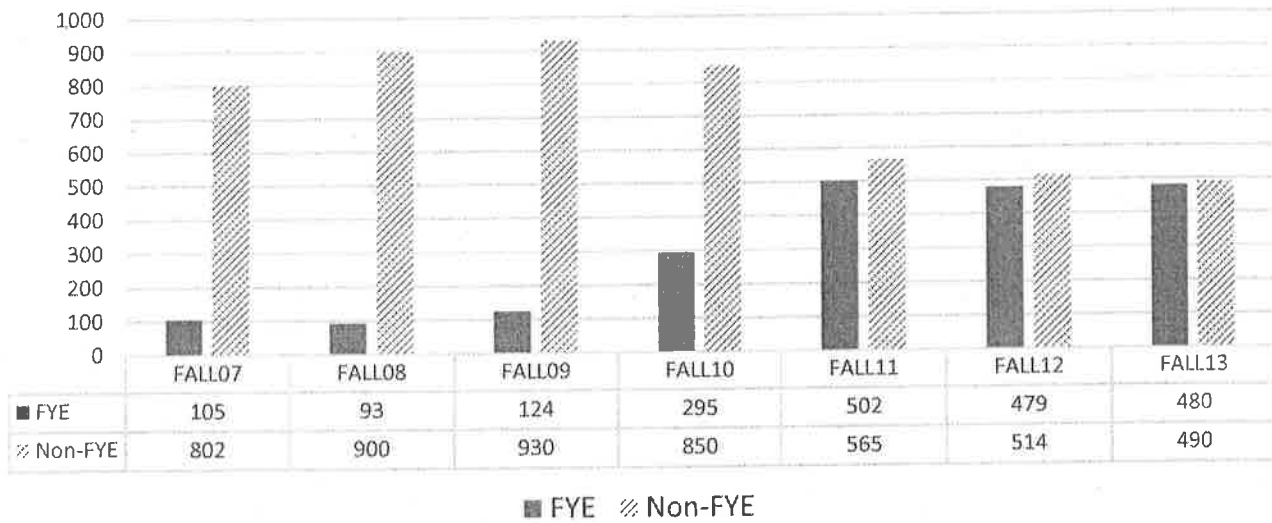
who withdraw. The association opposed many of the disclosures contained in the final rule, as they will be extremely difficult for prospective students to understand and make meaningful to their own situation.

In the months leading to July 2015 when the final GE regulations go into effect, Bumphus urges the department to provide the necessary guidance to colleges as they prepare to implement them.

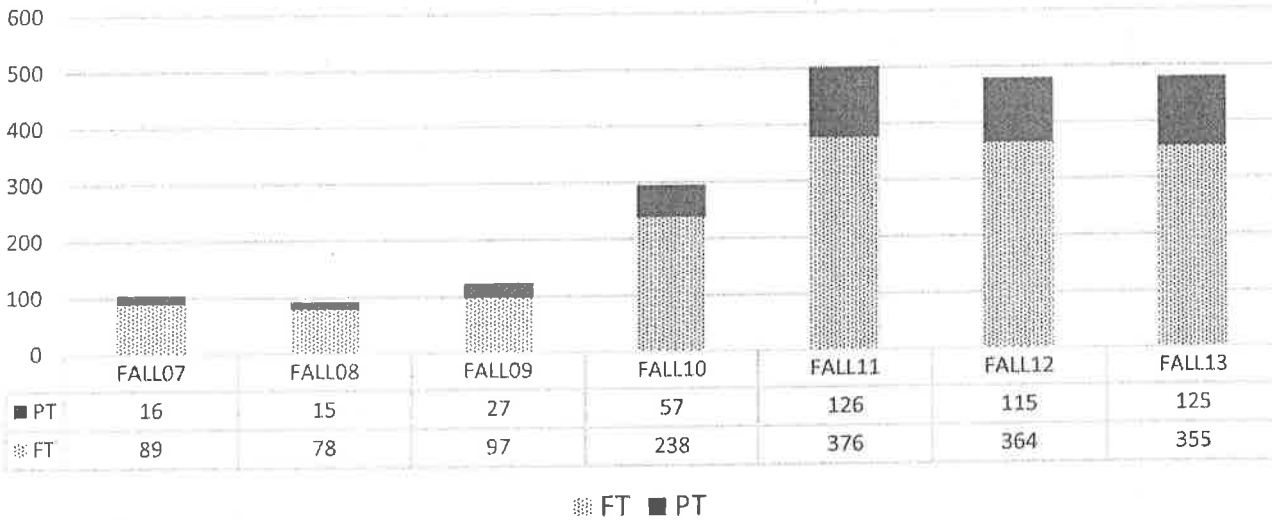
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As the voice of the nation's community colleges, the American Association of Community Colleges (AACC), delivers educational and economic opportunity for 13 million diverse students in search of the American Dream. Uniquely dedicated to access and success for all students, AACC's nearly 1,200 member colleges provide an on-ramp to degree attainment, skilled careers and family-supporting wages. Located in Washington, D.C., AACC advocates for these not-for-profit, public-serving institutions to ensure they have the resources and support they need to deliver on the mission of increasing economic mobility for all.

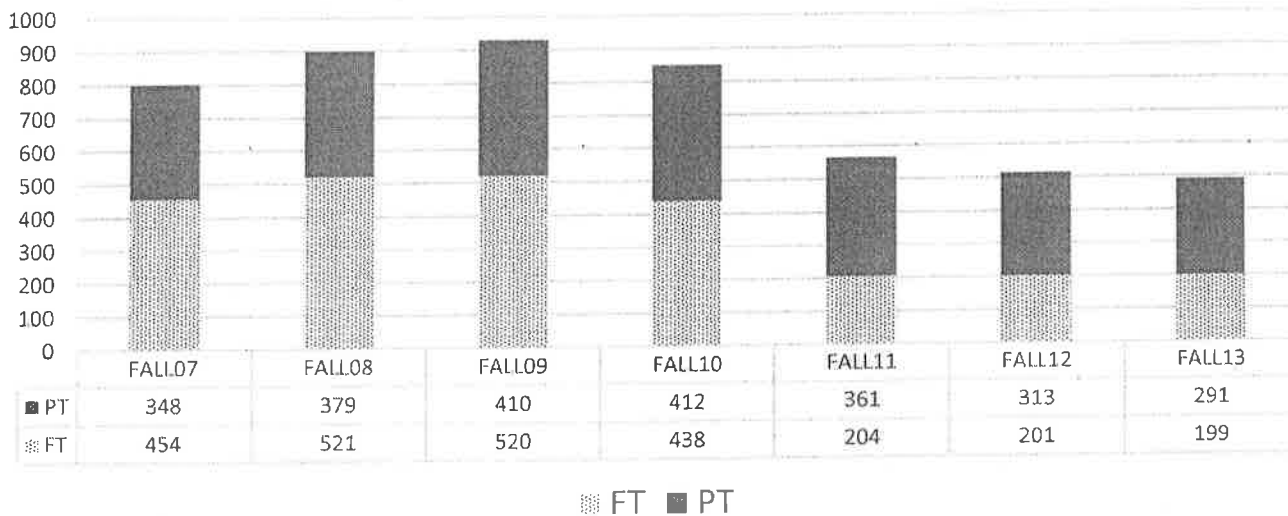
FYE vs. Non-FYE Headcount



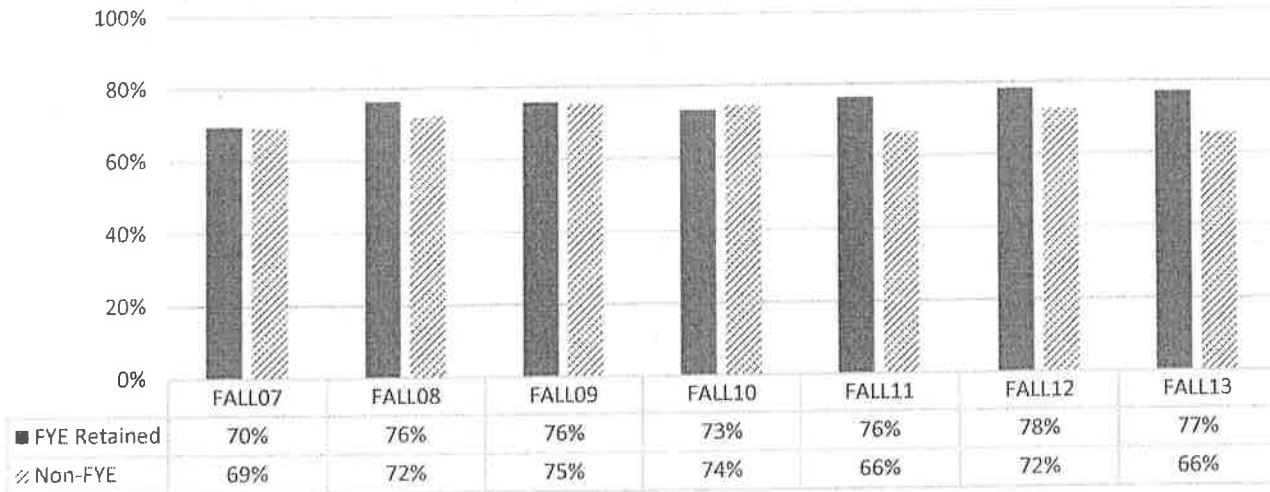
FYE, FT vs. PT



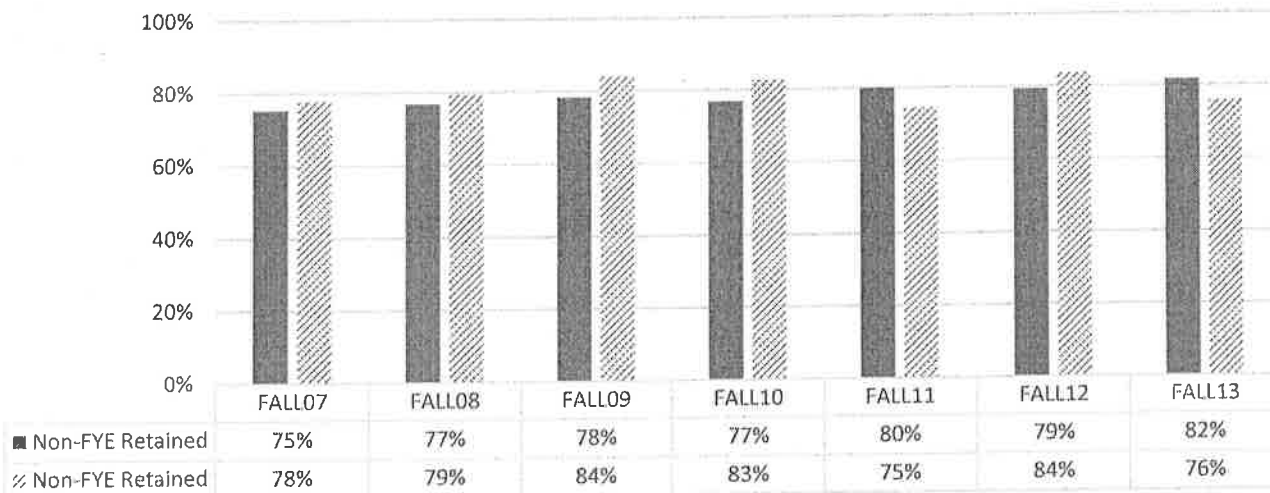
Non-FYE, FT vs. PT



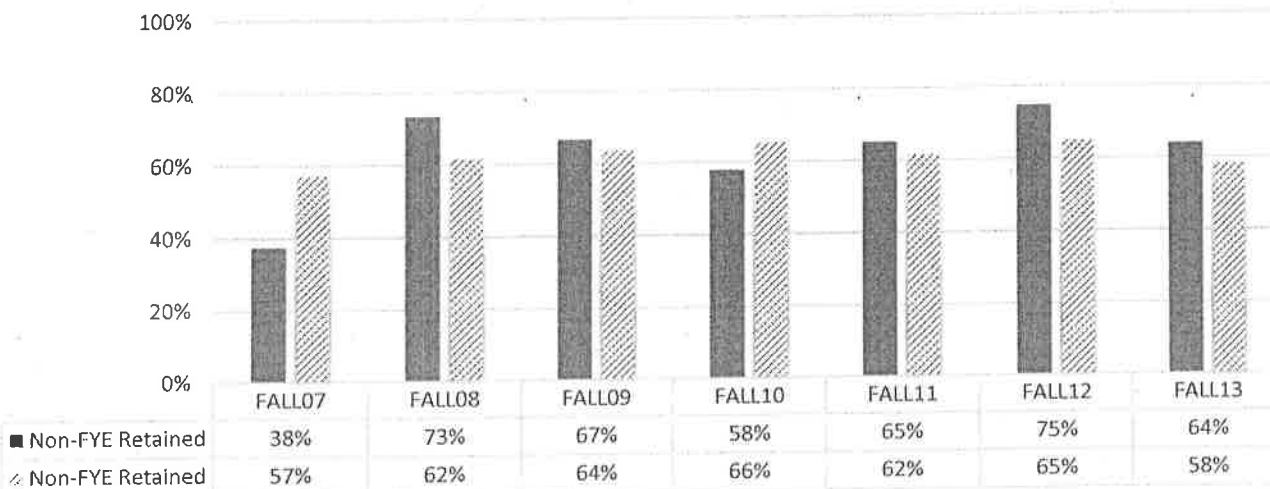
Fall to Spring Retention Rate First Time



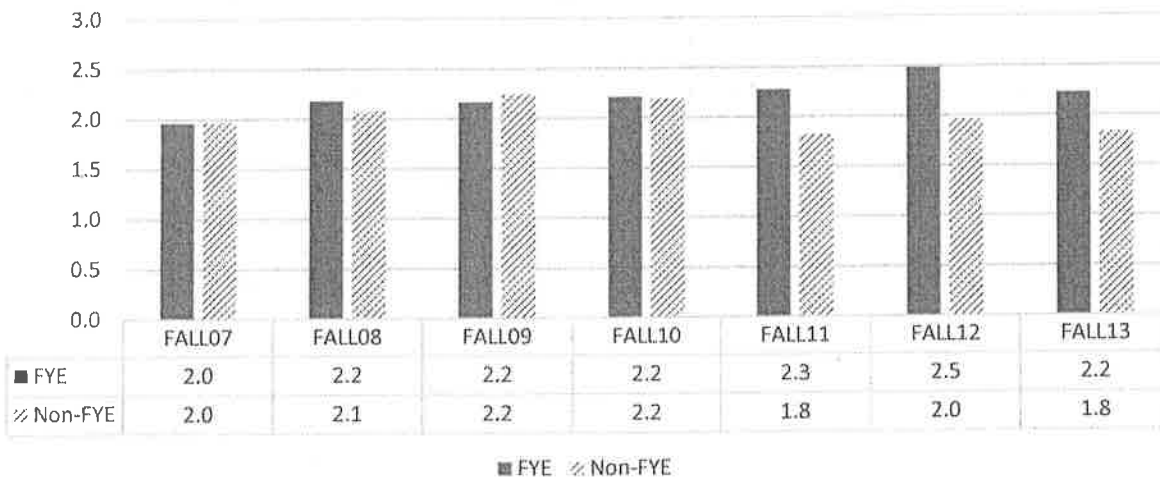
Fall to Spring Retention Rate First Time, Full Time



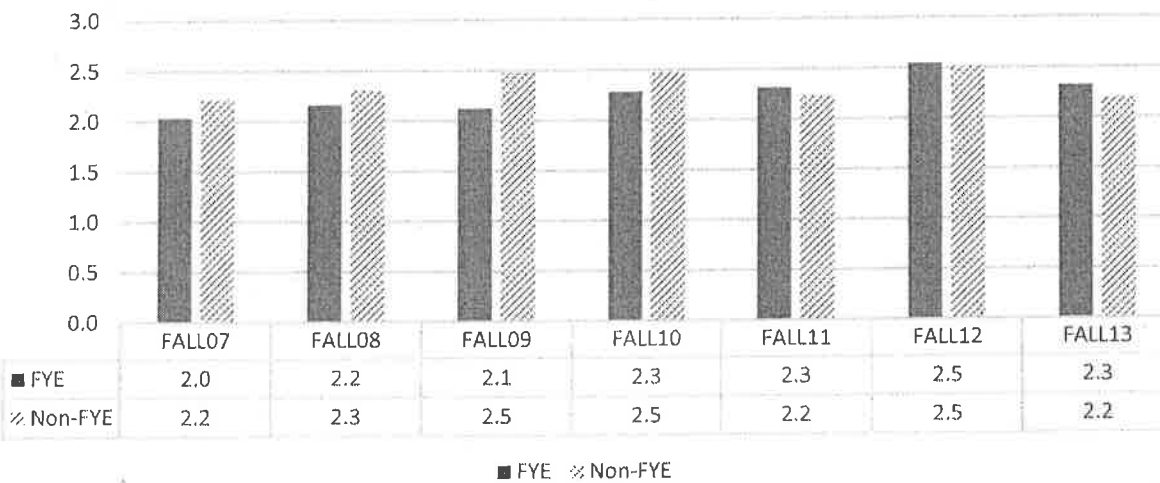
Fall to Spring Retention Rate First Time, Part Time



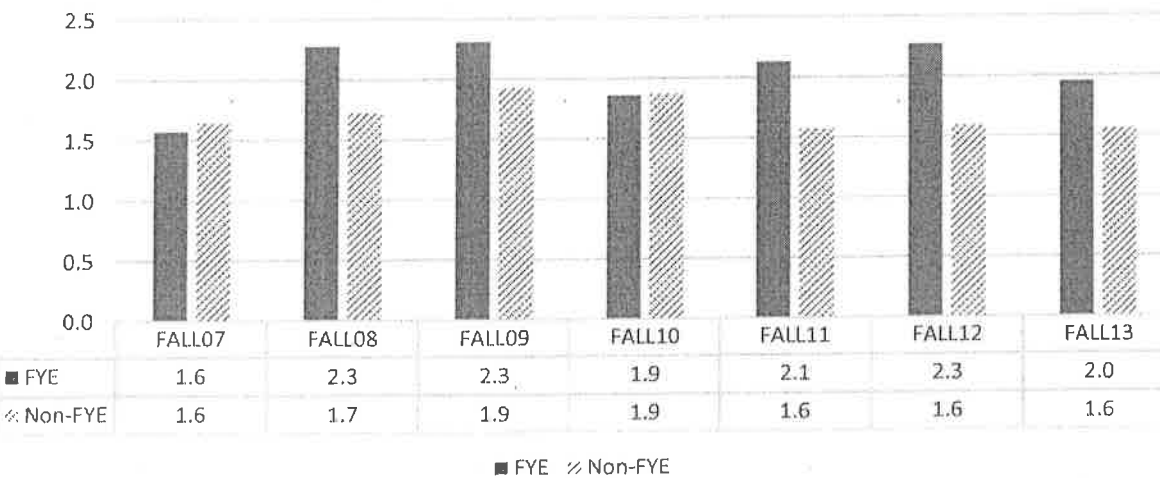
**Average First Term GPA
First Time**



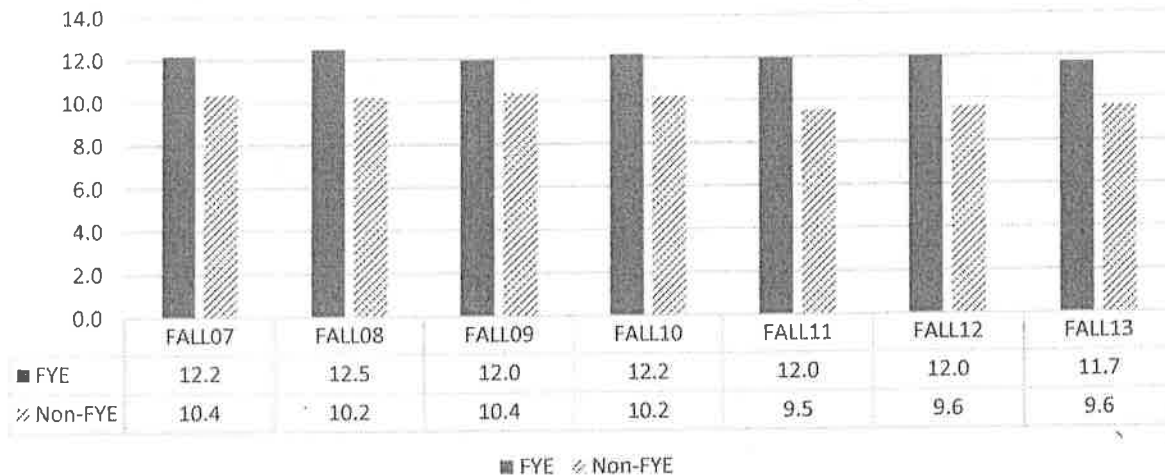
**Average First Term GPA
First Time, Full Time**



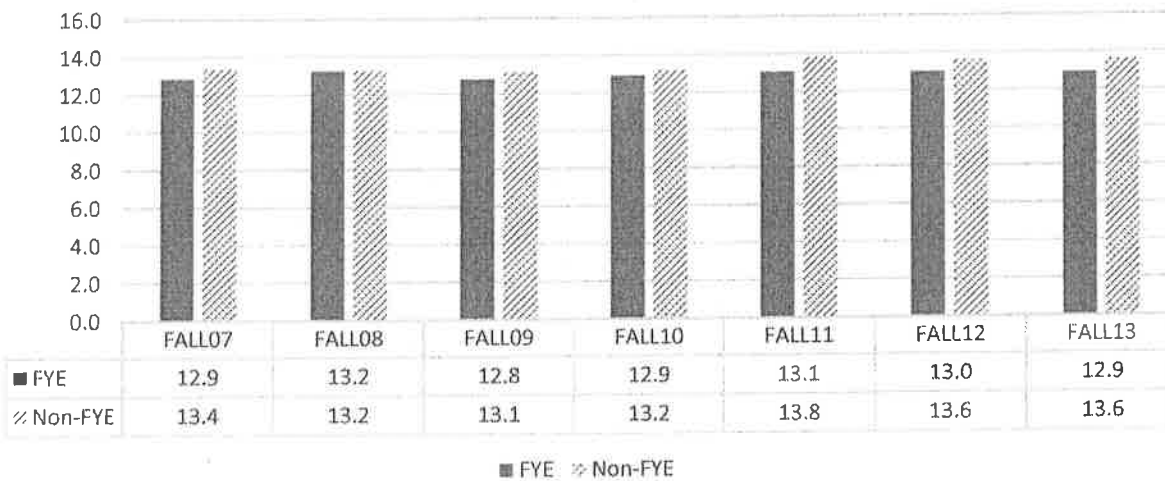
**Average First Term GPA
First Time, Part Time**



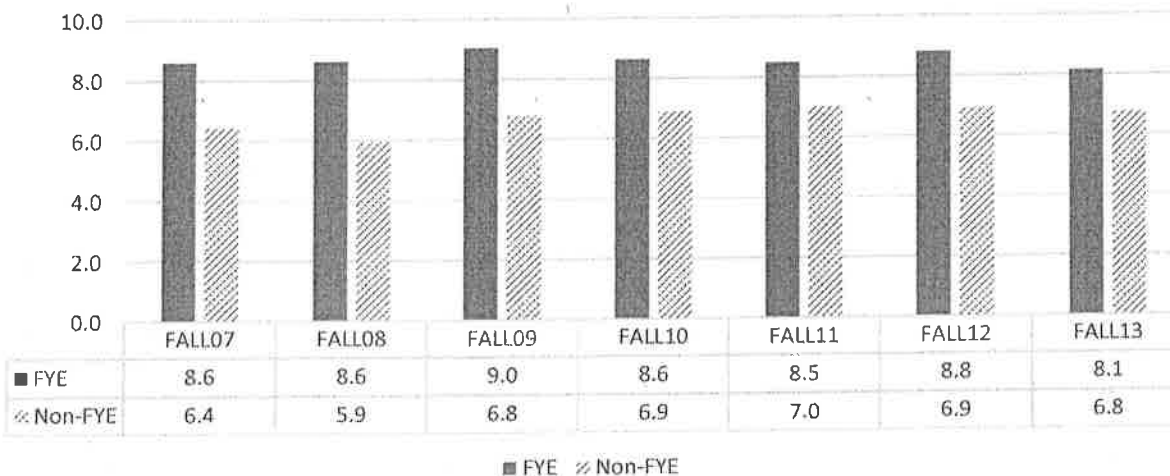
First Term Average Attempted Credits First Time



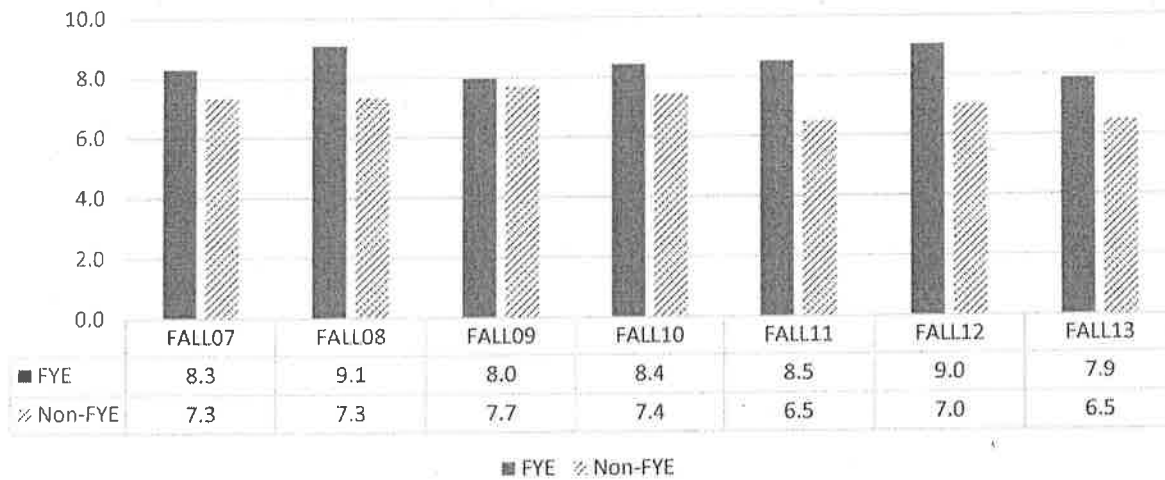
First Term Average Attempted Credits First Time, Full Time



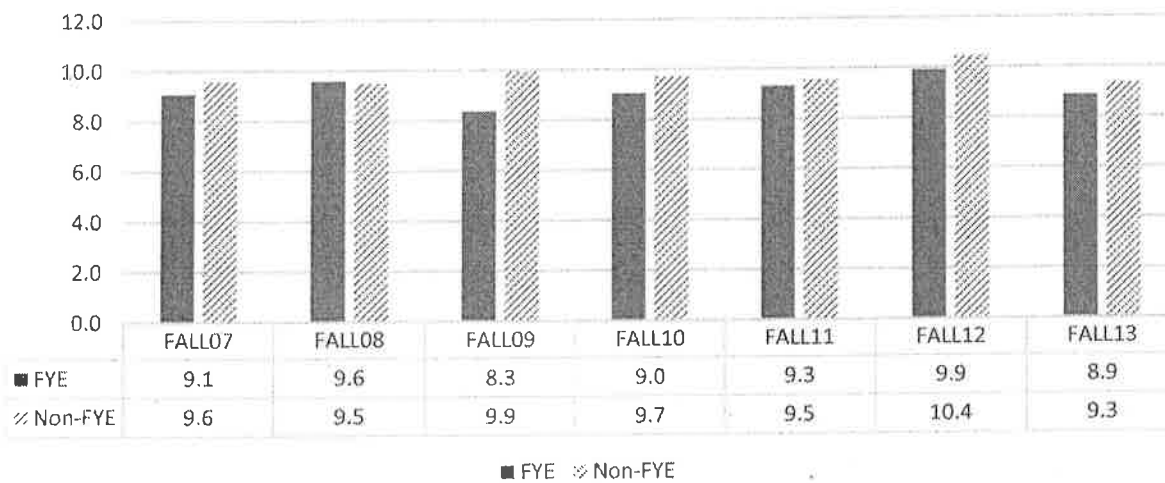
First Term Average Attempted Credits First Time, Part Time



First Term Average Earned Credits First Time



First Term Average Earned Credits First Time, Full Time



First Term Average Earned Credits First Time, Part Time

