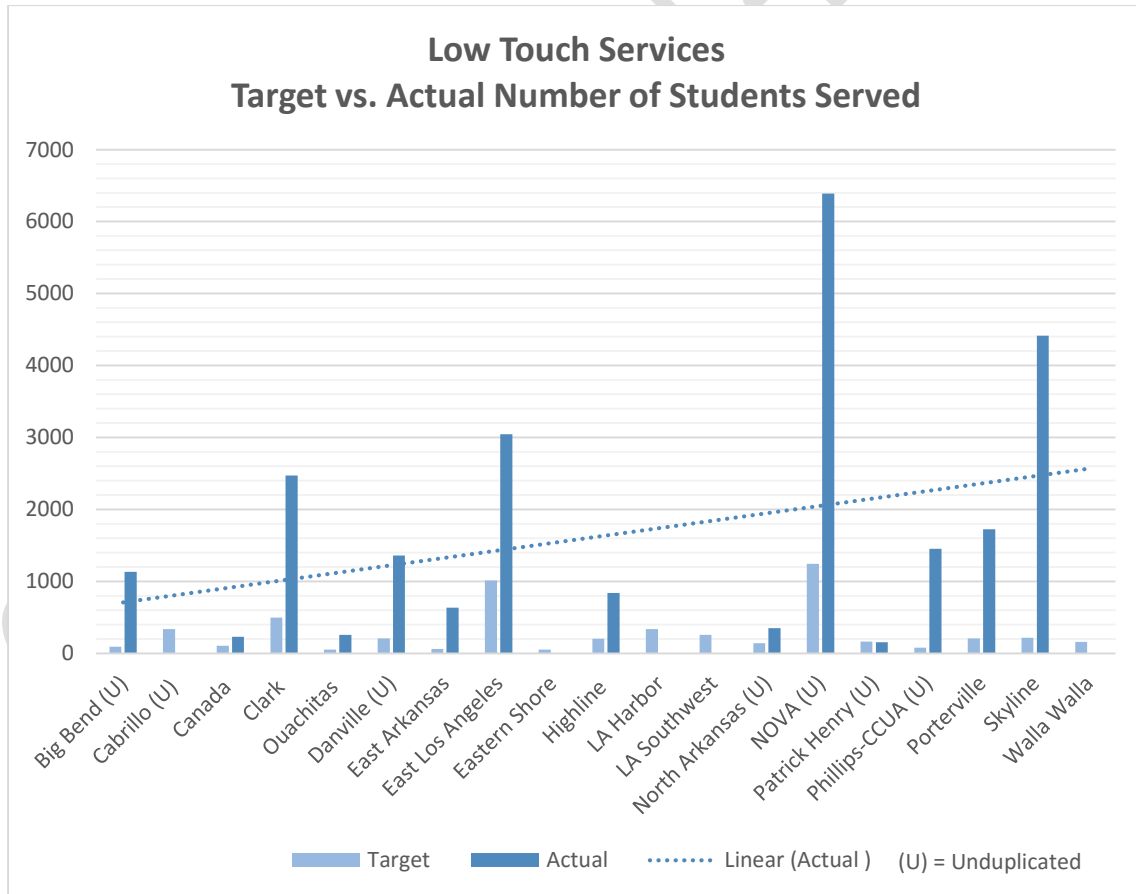
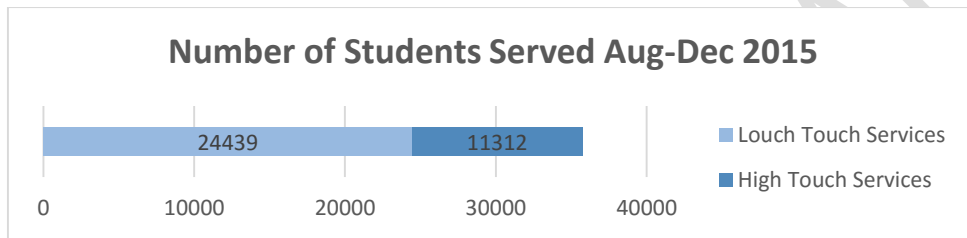


Preliminary WSSN Data Findings February 23, 2016

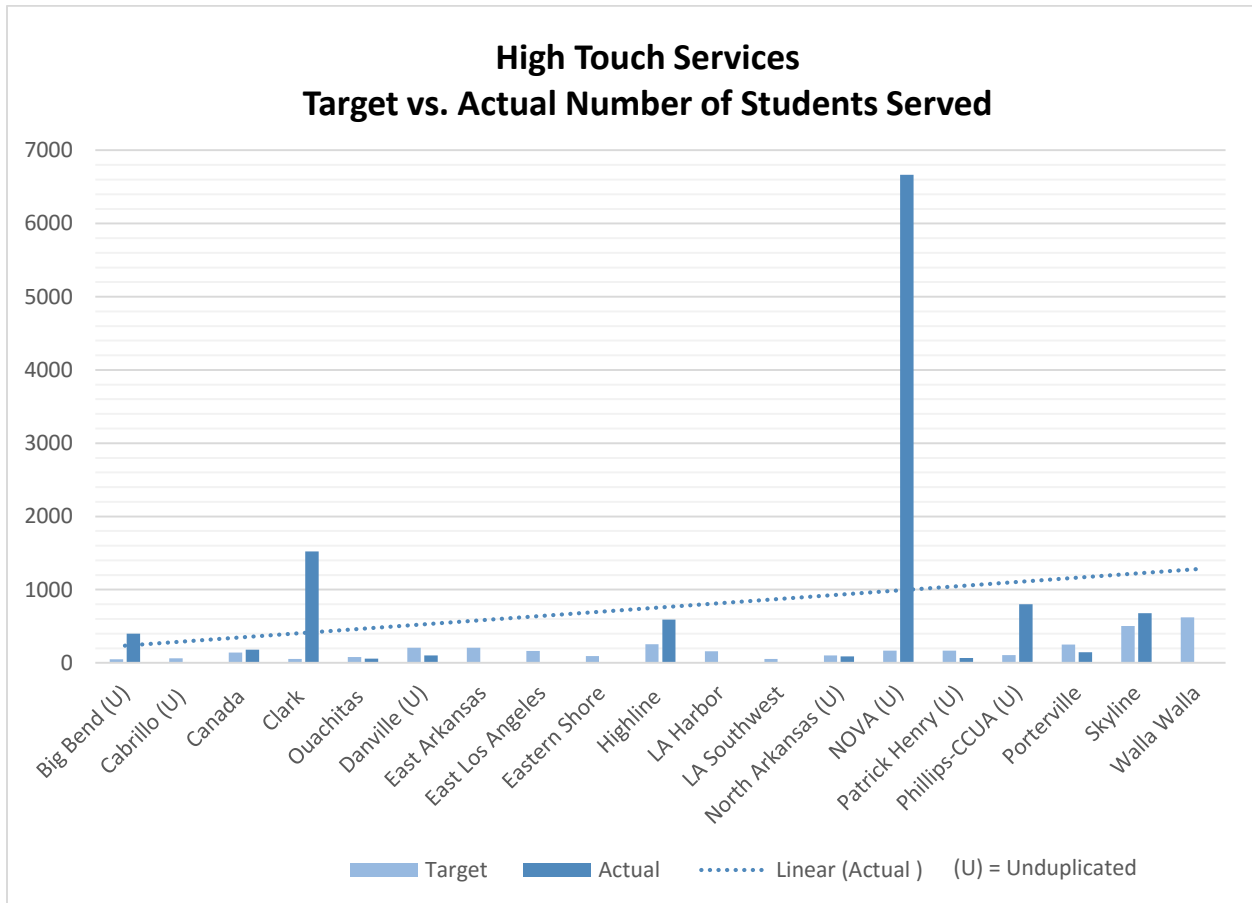
The following data report is based on interim reports submitted by the Working Students Success Network (WSSN) colleges for Year II of the initiative. This data illustrates the WSSN services provided strictly during the Fall Semester of 2015 (August 2015-December 2015) and the associated impact. The following charts illustrate the preliminary service receipt data for the total number of students served during the Fall 2015 semester as well as figures for the number of students who received low and high touch services in the same semester¹.

Note: Final data figures and a more comprehensive data analysis will be provided at the proposed March 29, 2016 ATD/funders' meeting webinar. Please do not share this data.



¹ Data in this report is based on duplicated student numbers.

The chart above indicates the low-touch Year II target for each of the 19 colleges. Please note that this target is the overall target for Year II of the initiative. This representation of the data illustrates that colleges have already met and exceeded their Year II targets based solely upon services provided in the fall 2015 semester. ATD anticipates final, low-touch Year II numbers of students served to exceed original low-touch Year II targets for the initiative. The dotted linear line is a predictor of the rate at which WSSN colleges will continue to exceed the target number of students served for their low touch colleges.



The chart above indicates that many of our WSSN colleges are providing high-touch services to student on their campus. Big Bend Community College (WA), Clark College (WA) and Phillips-CCUA (AR) reported large numbers of student who received high touch services in the fall. The dotted linear line is a predictor of the rate at which WSSN colleges will meet their target projections for high touch services. Note: NOVA is an outlier and, consequently, skews the outward projections positively. Without NOVA, the future actual projection decreases.

Bundling

In the analysis of the Year II interim reports, distinct patterns emerged in the methods WSSN colleges are using to bundle services on their college campus. Our framework for understanding the service delivery model that colleges are pursuing to bundle services is derived from Achieving the Dream’s analysis of the colleges’ implementation plans, interim reports, and monthly reports generated from calls held between the colleges and their facilitators. Furthermore ATD’s preliminary findings into the

methods utilized by colleges are supported by the findings in the formative evaluation report conducted by Mathematica and DVP-Praxis. As stated in the formative evaluation report, there is tremendous value to be learned from the delivery models being implemented and utilized across the initiative.²

Across the 19 colleges, methods for bundling have been informed by the college's resources, infrastructure and pre-established processes located at each college. These bundling methods can be placed into 4 distinct categories:

- 1) Hubs
- 2) Coaches
- 3) Student Success Courses/New Student Orientations
- 4) Mixed Methods

Hubs

There currently exists at least one college operating or engaged in a "hub" method of delivery for WSSN services in the states of California, Virginia, and Washington. The hub approach to service delivery can be understood as a central location where low and high touch services are provided to students. While colleges implementing this model continue to utilize student success courses, first year experience courses, new student orientations, and workshops for recruitment of students in their target population, services are primarily bundled out of a central location. Colleges engaged in this model and type of service delivery includes Danville Community College (VA), Patrick Henry Community College (VA), Highline College (WA) and the SparkPoint Centers at Skyline College (CA) and Cañada College (CA).

Coaches

The utilization of coaches or advisors as a way to bundle high touch services is an innovation we are witnessing take shape at the WSSN colleges as they attempt to redefine the roles and responsibilities of traditional roles to be found on community college campuses. These roles include student success coaches, student support staff, and advisors on college campuses. Through this approach, coaches are able to provide bundled services in a one-stop format and in a few instances we are learning that coaches work with students in a case manager role. In this approach, coaches may work with the same student(s) over the course of multiple sessions to ensure students are supported in their short-term and long-term goals. WSSN colleges engaged in this type of model include College of Ouachitas (AR), East Arkansas Community College (AR) and Los Angeles Harbor College (CA).

Student Success Courses/New Student Orientation

The majority of WSSN colleges are bundling through student success courses or a similar course/format on their campus. This service delivery model is best understood as having the courses serve as the point of origin in which services are bundled. Within this service model, patterns are also emerging in the type of "follow-up" colleges are implementing. This follow-up is nearly dichotomous between a voluntary opt-in approach in which students pursue high-touch resources or curriculum presented in/over the

² These findings are preliminary and based on the aggregation of college service delivery models. Based on project timelines and the recent implementation of the WSSN services at each college, it is not yet possible to determine the impact of different service models on the quality of services delivered to students. Further data collection would be required to draw conclusions from the method of service delivery and eventual impact on student success.

course or program and a mandatory requirement for high-touch services that students must pursue in order to successfully complete the course, orientation, or program.

Mixed Methods:

North Arkansas has been successful in their ability to take on a mixed method approach to bundling. In comparison to other models where services may originate from a central location like a hub, coach or Student Success Course, North Arkansas developed a well-structured and widely understood referral system on their campus and with external partners in which bundled services are occurring across courses, student support staff cross-trained in the WSSN model and external partners who have also received education in the WSSN model.

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