



PLUGGING THE LEAKS:  
HELPING STUDENTS SUCCEED  
IN THE FIRST  
POSTSECONDARY YEARS

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# CONFERENCE THEME

The background features a dark blue gradient with a field of small white stars. Overlaid on this are several faint, light blue circular patterns. These include concentric circles, dashed lines, and arrows indicating clockwise or counter-clockwise rotation. A prominent circular scale with numerical markings (100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) is visible in the upper right quadrant. A horizontal white line with a small circle at its left end extends from the left edge of the slide towards the right, positioned below the 'CONFERENCE THEME' text.

Transforming education,  
changing the future

## QUESTION 1



Why would an early college high school student chose to go to a community college rather than a university after graduating from high school?

## QUESTION 2

The background features a dark blue gradient with a starry space pattern. On the right side, there are several technical diagrams, including a large circular gauge with numerical markings from 80 to 210 and arrows, and other smaller circular diagrams with arrows and dashed lines. A white horizontal line with a small circle at its left end is positioned below the title.

What high school frustrations or challenges might lead a student to setting their sights low? (Why does the pipeline leak?)

## QUESTION 3

The background features a dark blue gradient with a field of small white stars. Overlaid on this are several faint, semi-transparent circular patterns. These include concentric circles, dashed lines, and arrows, some of which resemble a circular scale or dial with numerical markings. A thin white horizontal line with a small circle at its left end spans across the upper portion of the slide.

Which of the challenges still apply once the student is in college?

## QUESTION 4

The background is a dark blue gradient with faint, glowing circular patterns and a horizontal white line with a small circle at its left end. The text 'QUESTION 4' is centered at the top in white. Below it, the main question is written in a larger white font.

What new challenges might arise in college that could take a student off track?

## QUESTION 5

The background is a dark blue gradient with faint, light blue circular patterns and a horizontal line. The line starts with a small circle on the left and extends across the top of the slide. There are also some faint circular patterns and arrows in the bottom right corner.

What are the best strategies for keeping students on-track and engaged in their educational pathway despite the challenges? (How do we plug the leaks?)

## QUESTION 6

The background is a dark blue gradient with faint, light blue circular patterns and a horizontal line. The line starts with a small circle on the left and extends across the top of the slide. There are also several circular gauges or dials with numbers and arrows, some of which are partially visible on the right side of the slide.

How can we help students envision their future – after transfer from a community college to a university and on to a career?



## QUESTION 7

The background features a dark blue gradient with a starry space pattern. On the right side, there are several overlapping circular diagrams resembling technical drawings or gauges, with numerical scales and arrows. A white horizontal line with a small circle at its left end spans across the top of the slide, positioned below the title.

What are the greatest challenges specifically for STEM students – as well as the best strategies for keeping them on track?

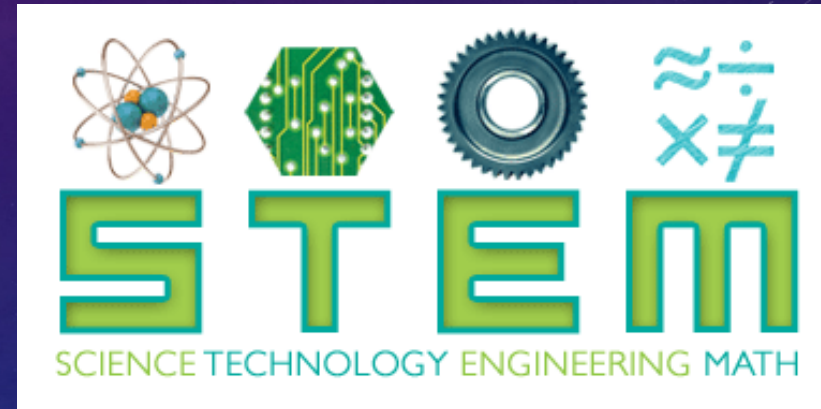
## QUESTION 8

The background features a dark blue gradient with a starry space pattern. On the right side, there are several technical diagrams, including a large circular scale with numerical markings from 80 to 210 and a smaller circular diagram below it. A horizontal line with a small circle at its left end spans across the top of the slide.

Why do we especially lose women and minorities from STEM fields?

# INTERLUDE: THE DCCCD STEM INSTITUTE

- Application
- Mentoring
- Professional skills events
- Staff support
- Scholarship support
- Transformative experience
  - Confidence
  - Higher aspirations
- Unified wrap-around program beyond the classroom



## QUESTION 9

The background is a dark blue gradient with faint, light blue circular patterns and lines. A horizontal white line with a small circle at its left end spans across the top of the slide, positioned below the title.

What can you take from today's discussion that will affect the work you are doing at your high school or college?

## QUESTION 10

The background is a dark blue gradient with faint, light blue circular patterns and a horizontal line. The line starts with a small circle on the left and extends across the top of the slide. There are also several circular gauges or dials with numerical markings (like 100, 120, 140, 160, 180, 200) and arrows, some of which are partially visible on the right side of the slide.

What advice can you give me to make my program more effective?

## TAKE HOME MESSAGE

The background features a dark blue gradient with a starry field of small white dots. Overlaid on this are several faint, light blue circular patterns, including concentric circles, dashed lines, and arrows, suggesting a technical or scientific theme.

Think beyond the classroom.

Unify your efforts to provide a supportive cohort approach.

Transform students' vision of the future.

# SUPPORTERS OF THE DCCCD STEM INSTITUTE

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- Eddie Bernice Johnson Grant
- Hunt Oil Co.
- Citi Foundation
- Intel Corporation
- Fluor Foundation
- Texas Instruments Foundation
- W.W. Caruth Foundation
- Earl Nye

PLEASE CONTACT ME!

The background is a dark blue gradient with a starry field of small white dots. Overlaid on this are several faint, light blue circular patterns. Some are solid lines, some are dashed, and some have arrows indicating a clockwise direction. There are also some numerical markings, like '160', '170', '180', '190', '200', '210' along one of the larger circles.

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