

# Achieving the Dream

*Success is what counts.*

Year One

at

Massachusetts Community Colleges

ACHIEVING  
THE DREAM<sup>SM</sup>

COMMUNITY

COLLEGES

COUNT

# Context

- Community Colleges used to be judged on enrollment growth and program growth
- Over the past ten years there was a shift to performance. Now community colleges are judged on the basis of student success (e.g., degrees and certificates earned and transfer).



# National Initiative

- 15 States
- 83 Colleges and Universities



- 4 Colleges in Massachusetts
  - ◆ Bunker Hill Community College
  - ◆ Roxbury Community College
  - ◆ Northern Essex Community College
  - ◆ Springfield Technical and Community College

# National Funding:

- Lumina Foundation for Education

# Massachusetts Funding:

- The Lloyd G. Balfour Foundation
- The Boston Foundation
- The Education Resources Institute (TERI)
- The Irene E. and George A. Davis Foundation



# National Partners

- American Association of Community Colleges
- MDC, Inc. Managing Partner
  - [www.mdcinc.org](http://www.mdcinc.org)
- Community College Leadership Program, University of Texas
- Community College Research Center, Columbia University
- Jobs for the Future

# National Consultants

- JBL Associates
- KSA-Plus Communications



# Massachusetts Partners

- **Massachusetts Board of Higher Education (BHE)**
- **Massachusetts Community College (MCCEO)  
Executive Office**



**Achieving the Dream** is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color.



*Success is what counts.*

# Achieving the Dream Goals

- **Successfully complete developmental courses and progress to credit-bearing courses;**
- **Enroll in and successfully complete gatekeeper courses;**
- **Complete the courses they take, with a grade of C or higher;**
- **Re-enroll from one semester to the next, and**
- **Earn certificates and degrees.**



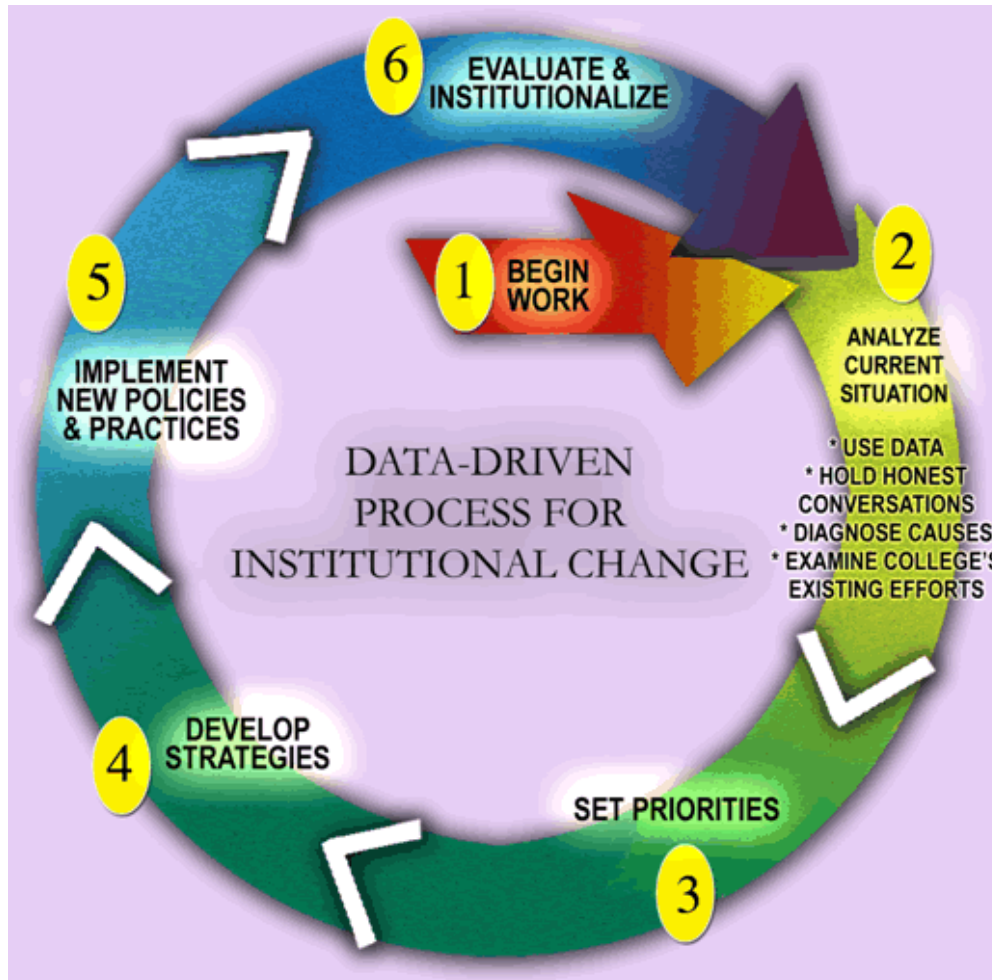


# Achieving the Dream Principles and Values

- **Student Centered Vision**
  - Includes student involvement
- **Culture of inquiry, evidence and accountability**
  - Decisions based on evidence
- **Equity and excellence**
  - Close the gap and increase overall success



# Process of Institutional Improvement



**ACHIEVING  
THE DREAM™**  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*

# Achieving the Dream...Together

- Based on the student success data you have been analyzing, what goals have you established for your college's Achieving the Dream effort and why?
- What strategies will you be pursuing?
- What has surprised you so far?





imagine the possibilities

ACHIEVING  
THE DREAM<sup>SM</sup>

COMMUNITY

COLLEGES

COUNT

---

# CREATING A CULTURE OF EVIDENCE AT BUNKER HILL COMMUNITY COLLEGE

# **FROM DATA ANALYSIS TO AtD STRATEGIES AND PRIORITIES**

---

- In-depth review of student persistence and success data**
- Survey data from Fall 2005 persistence study**
- Meetings with key faculty and staff who would be involved and/or who are doing similar activities**
- Focus groups, dialogues with AtD team members**
- Professional Day, meetings and forums**
- Review of strategies/best practices of other Achieving the Dream colleges, and other community colleges with promising approaches**

# TYPES OF DATA ANALYZED

---

- ❑ **Cohort of approximately 1000 students, first time in college**
- ❑ **Disaggregated by full/part time, gender and race/ethnicity**
- ❑ **College ready, mixed developmental needs (mathematics, English and Reading)**
  - **Completion of developmental coursework in two years**
  - **Completion of 15 college level hours within three years**
  - **Credits attempted/completed; GPA**

# TYPES OF DATA ANALYZED

## CONTINUED

---

- ❑ **Percent of cohort graduating with an AA/AS or Certificate within four years by developmental need levels**
- ❑ **Courses with 10 highest enrollments**
- ❑ **Courses with 10 lowest success rates**
- ❑ **One and two year persistence rates**
- ❑ **Five year enrollment and completion trends of Developmental and Gateway courses**

# THEMES ARISING FROM DATA ANALYSIS AND DISCUSSIONS

---

- ❑ Large majority of incoming students testing into developmental courses and the low completion rate of students within those courses
- ❑ Student's fragile engagement with higher education and with the College
- ❑ Impact of personal and external issues on students' academic persistence/success
- ❑ Need for innovative and far-reaching interventions involving academic and student support services, to improve persistence and success



# THREE PRIORITY AREAS

---

- **Developmental education**
- **Advising**
- **Personal and external factors impacting student success**

# TWO STRATEGIES TO CROSS PRIORITY AREAS

---

- **Provide intensive advising for developmental students (Success Coaching)**
- **Build capacity to assist students with personal and external issues**
- **Thus providing additional academic and student support services for the most at-risk students**
  - **First-time, enrolled in developmental courses, and students who disclose personal or external issues that could potentially affect their academic success**

## **Strategy 1: Develop and Pilot a “Success Coaching” model of advising with a cohort of developmental students**

---

- Success coaches will be provided for new students enrolled in developmental learning communities**
- Series of interventions during the students’ first semester**
  - Discussion of strengths and potential barriers to success**
  - Development of educational plan: assess college readiness (student interests, identification of academic and career goals, study skills)**
  - Refer to College resources**
  - Interface with faculty members**

**STRATEGY 2: Building student support systems to address personal issues and other external influences that impede student persistence/success.**

---

- ❑ Success coaches will take the lead to strengthen and expand external network of community partner agencies**
- ❑ Update and maintain on-line community service database**
- ❑ Identify students with external barriers**
- ❑ Provide crisis or short term intervention/referral**
- ❑ Conduct professional development opportunities for faculty and staff**
- ❑ Met Life Grant**

# Other key consideration for BHCC's Achieving the Dream rationale

---

- **Strong linkage with Engaged Campus, BHCC's other major initiative to improve student success**



+



=

***Coordinated institution-wide effort, boosted by greater infusion of resources and expertise, to improve student persistence and success***

# **Engaged Campus: Learning Communities**

---

**Goals: 5 year, Title III grant**

- Create Learning Community Seminar Course for first-time, full time students.**
- Build Learning Communities involving integrated courses clustered around academic themes.**
- Expand assessment protocols**
- College readiness and career questions added to Accuplacer**
- Engaged Campus Advising initiative**
- Develop electronic education plans**

# **ENGAGING THE CAMPUS AND ACHIEVING THE DREAM**

---

- Achieving the Dream strong alignment with Engaged Campus initiative**
- Coincides with the first three years for Achieving the Dream**
- Coordinated efforts and resources**
- Common goals of improved student persistence, success and program completion**

# **P-16 LINKAGES – COLLEGE PREP AND HS TRANSITION**

---

- **Dual Enrollment Program**
  - **Three local area high schools**
- **Pathways to Success**
  - **Boston and Greater Boston area high school participation**
  - **MCAS preparation**
  - **Transitional support from high school to higher education**
- **Citizens Schools**
  - **Student art exhibit**
  - **Student visits to BHCC**



# P-16 LINKAGES CONTINUED

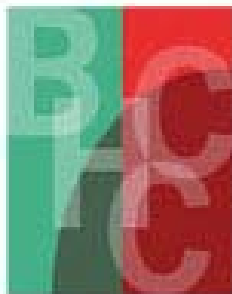
---

- **Metro Boston Tech Prep Consortium**
  - **12 school districts including Boston Public Schools**
  - **Four other colleges**
    - **Roxbury Community College**
    - **Massasoit Community College**
    - **Benjamin Franklin Institute of Technology**
    - **Bay State College**
    - **Educational and career exploration**
    - **Articulation Agreements**
    - **Professional development activities for teachers**

# Thank you, and . . .

---

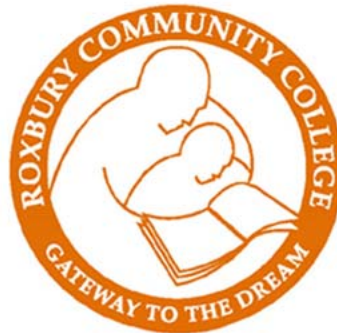
- **Comments**
- **Discussion**
- **Q & A**



# ROXBURY COMMUNITY COLLEGE | Gateway to the Dream

Brenda Mercomes, Vice President of Academic Affairs

[brendam@rcc.mass.edu](mailto:brendam@rcc.mass.edu)



ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*



# Five Priority Areas

- Developmental Instruction
- Advising
- Classroom Experience
- Budgeting for Student Success
- Strategic Planning





# Developmental Instruction Rationale

- Between 65-72% of students take one ESL or developmental course
- Only 51% of students in ESL courses complete a college level course
- Only 62% of students in Basic Math complete a college level course
- 95% of students who start at Intermediate Algebra complete at least one college level course

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT



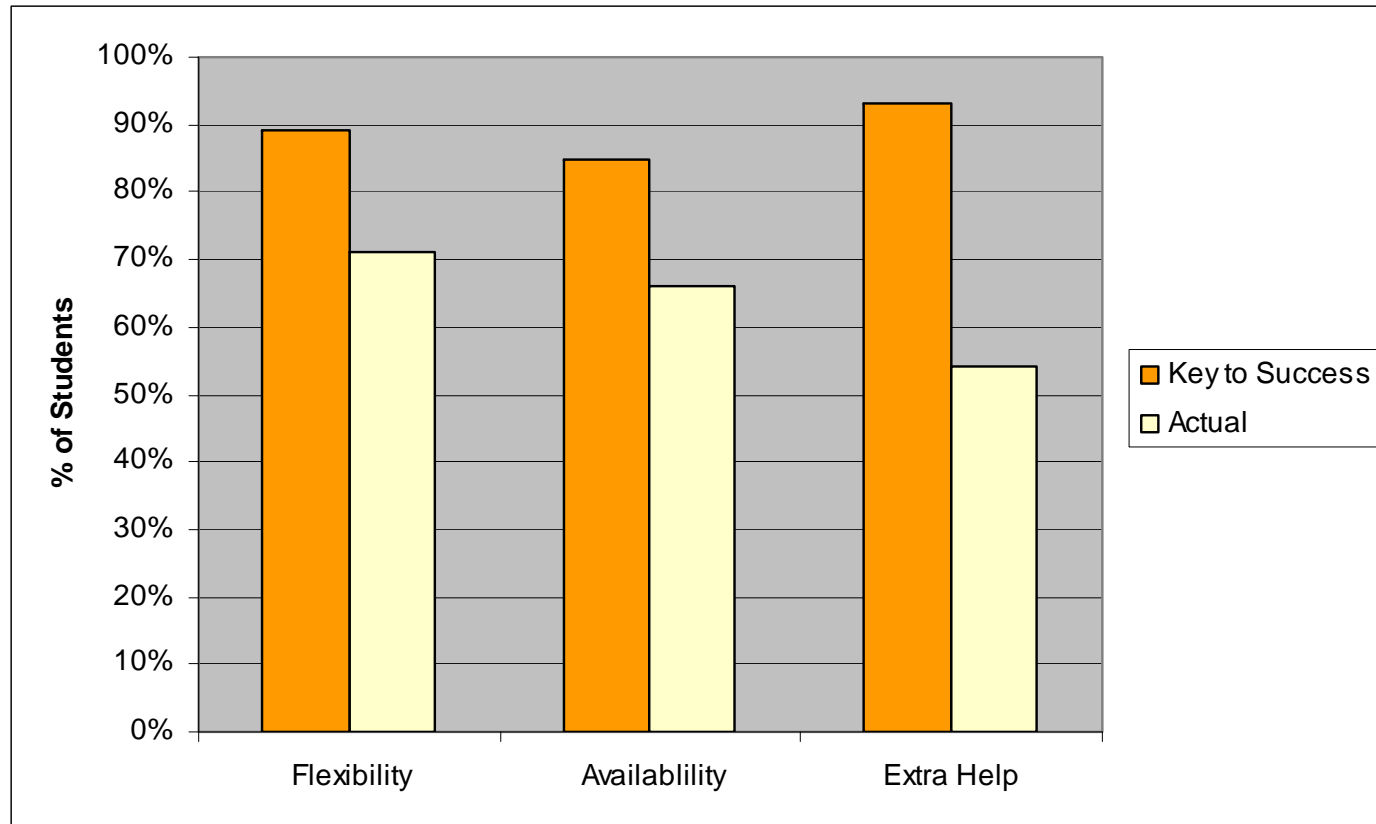
# Developmental Instruction Strategy

- **Learning Communities**
  - Maximize student engagement and relevance of course content
  - Increase student confidence and patience
- **Integrated advising**
- **Tutoring**
- **Math and English curriculum and pedagogy**

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT



# Advising Rationale



**ACHIEVING  
THE DREAM™**  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*



# Advising Strategy

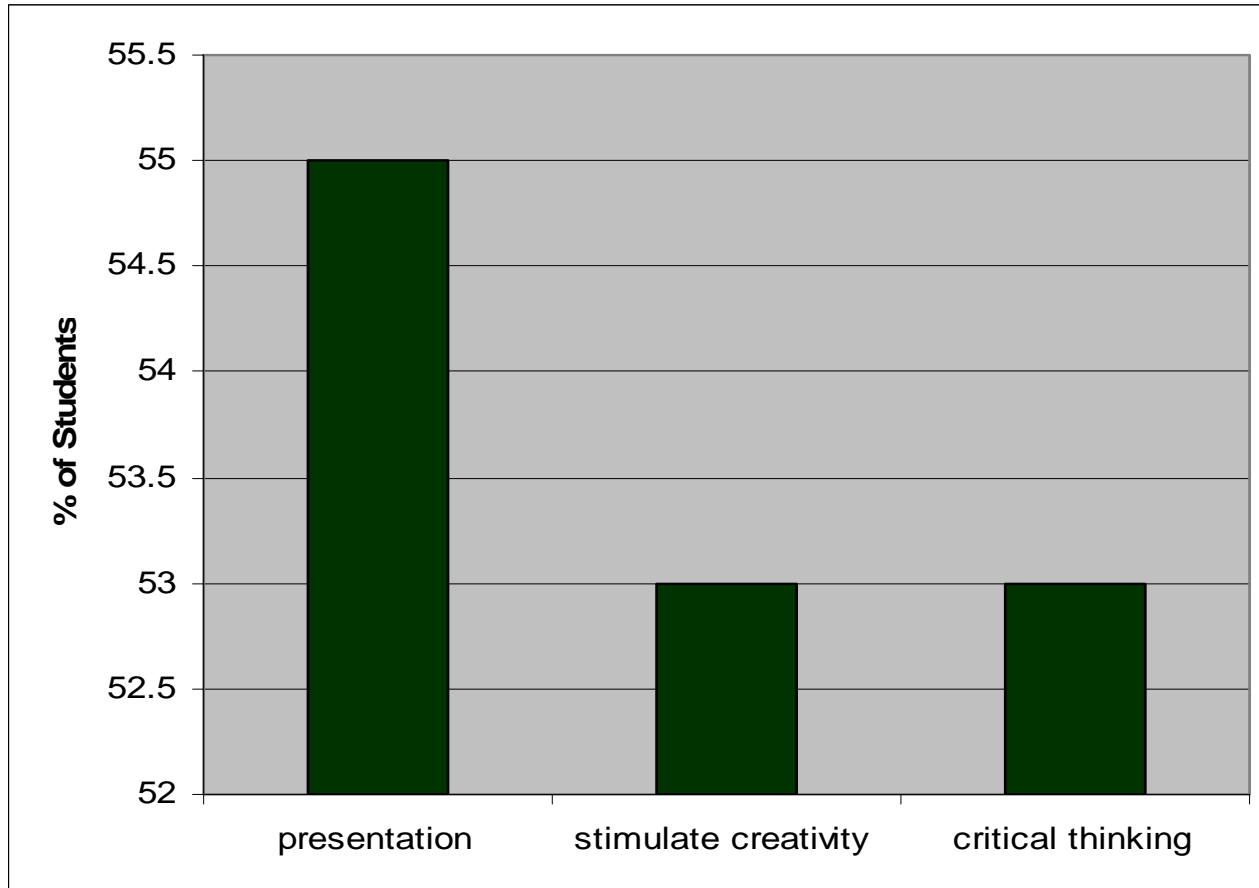
- Increase Faculty involvement
  - Adjunct Faculty
- Start process earlier







# Classroom Experience Rationale



ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*



# Classroom Experience Rationale, cont.

- 53% of students rate orderly classrooms as a key to their success
- 46% of students indicate instructors maintain orderly classrooms
- Faculty come from many different countries, cultures, and backgrounds





# Classroom Experience Strategy

- Professional Development
- Classroom Management
- Diversity Training

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*



# Budgeting for Student Success - Strategy

- Tie directly to student success measures





# Strategic Planning

- **Campus engagement**
  - Faculty
  - Multiple levels of staff
- **Tangibility**
- **Accountability**
  - Common focus
  - Measurements

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT

# High School Collaborations



- Program Sampling
- Annual Counselors' Luncheon
- Health Careers
- Boston Scientific Partnership

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT

*Success is what counts.*



# NORTHERN ESSEX

COMMUNITY COLLEGE

Lane A. Glenn, Vice President for Academic Affairs

[lglen@necc.mass.edu](mailto:lglen@necc.mass.edu)



*Success is what counts.*

# NECC Goals

**Goal One: Mathematics:** Improve outcomes for all students in all cohorts in Developmental Mathematics and College Level Mathematics.

## Rationale:

- Students struggle more with Developmental and College Level Mathematics than with any other single discipline.
- Course completion rate in Basic Algebra II, the second highest enrolled course at the college, is 54%.
- Of those students who successfully complete Developmental Mathematics and attempt College Algebra, only 44% complete the course with a C or higher.
- Even students who do not progress through developmental coursework only successfully complete College Algebra at a rate of 53%.





# NECC Goals

**Goal Two: College Composition:** Improve outcomes for all students in all cohorts in English Composition I.

## Rationale:

- Like Mathematics, College Level English Composition serves as a “gatekeeper” course, preventing many students from taking additional courses, completing degrees/certificates, and/or transferring.
- Only 56% of students across all cohorts successfully complete English Composition I.



# NECC Goals

**Goal Three: Males in Developmental Reading and Writing:** Improve outcomes for male students in Developmental Reading and Developmental Writing.

## Rationale:

- Across academic disciplines and cohort categories, male students consistently succeed at a lower rate than female students at NECC.
- This difference is particularly striking in Developmental Reading, where only 49% of males successfully complete versus 66% of females
- And in Developmental Writing, where only 48% of males successfully complete versus 59% of females.



# NECC Goals

## **Goal Four: 25 and Under in Developmental Reading and Writing:**

Improve outcomes for students 25 years old and under in Developmental Reading and Developmental Writing.

### **Rationale:**

- Younger students (those 25 and under) succeed at a rate lower than older students (26 and older) across academic disciplines and cohort categories.
- Particularly in Developmental Reading, where only 46% of younger students successfully complete versus 69% of older students
- And in Developmental Writing, where 49% of younger students successfully complete versus 66% of older students.



# NECC Goals

**Goal Five: Hispanic Students in Writing Courses:** Improve outcomes for Hispanic students in Developmental Writing, and in the transition into and through English Composition I.

## Rationale:

- The success of Hispanic students at NECC varies by course and by cohort category. In some areas Hispanic students are as successful, or even marginally more successful, than majority students.
- They are noticeably less successful in Developmental Writing, where 48% successfully complete compared to 59% of majority students;
- And in the transition into and through College Composition, where 55% successfully complete compared to 64% of majority students.



# NECC Strategies

**Strategy 1**: Expand the scope and accessibility of tutoring resources and instructional support for Developmental and college level Math courses.

- College Level Math Lab
- Modular Curriculum
- Supplemental Instruction
- Language Barrier Training for Instructors and Tutors
- Curriculum Alignment with Area High Schools



# NECC Strategies

**Strategy 2:** Develop a holistic, developmental, case management approach to advising.

- Policies and Practices
- Advising “Road Map”
- EPortfolio
- Early Alert System
- Online Advising Systems
- Peer Support Groups
- Special Focus on 25 and Under “FTIAC” Students



# NECC Strategies

**Strategy 3**: Enhance the first year experience for targeted student cohorts through Orientation and College Success Skills strategies.

- College Success Course
- Integrated Success Modules
- Faculty and Staff Professional Development
- Freshman Year Experience
- Learning Communities (Developmental – College Level)



# Surprises

- **“Where the Boys Aren’t”: The Disappearing Male on Campus**
  - 65% Female & 35% Male
  - Across academic disciplines and cohort categories, male students consistently succeed at a lower rate than female students at NECC.
- **The Benefits of Experience?**
  - Up to 20% difference in success rate for students above/below 25 years old





# High School Initiatives

- Early Placement Testing
- Senior Year Interventions
- Professional Development for High School Teachers (Summer Workshops, Shadowing)
- Summer Bridge Programs
- “Early College”
- Superintendents/Principals Breakfast: “School to College” Report





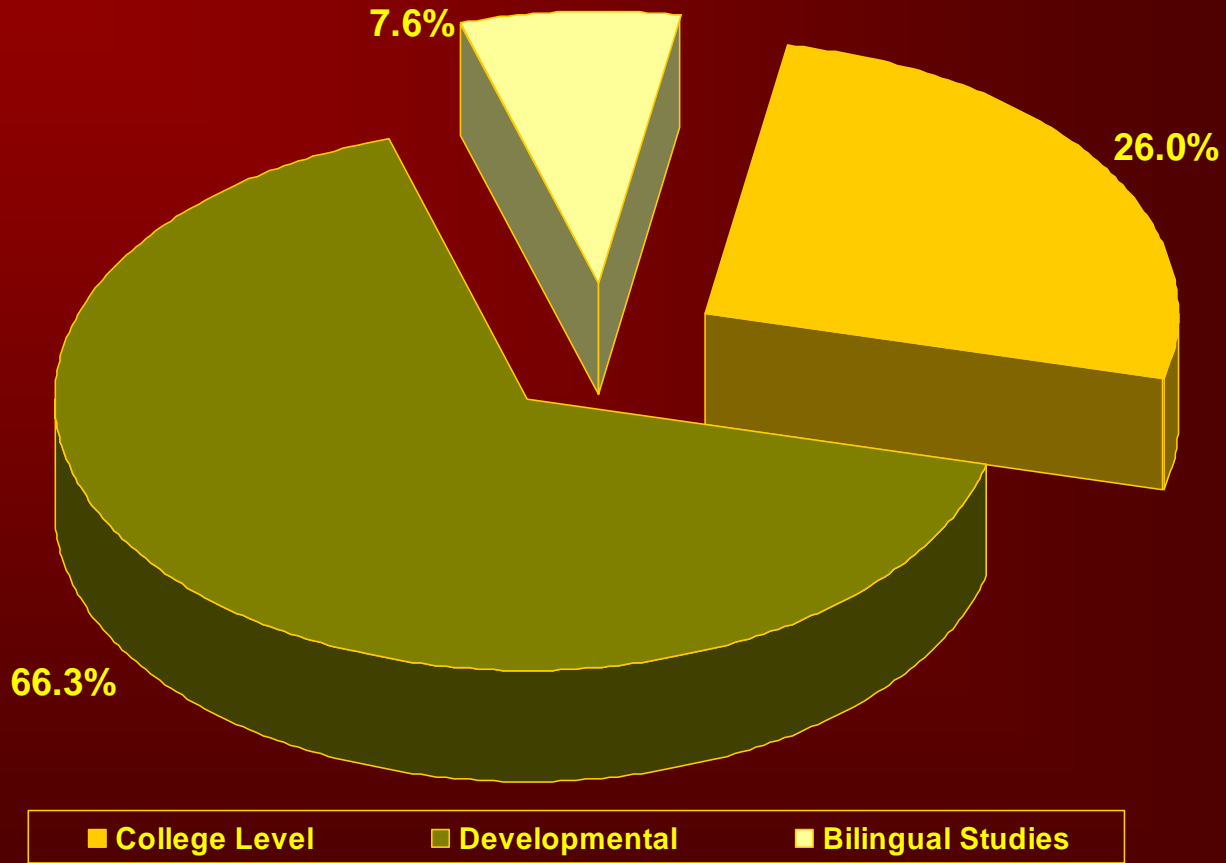
# Progress to Date

Mr. Stephen Keller  
Vice President for Academic  
Affairs, STCC





# Profile of Cohort Academic Preparedness



*Success is what counts.*

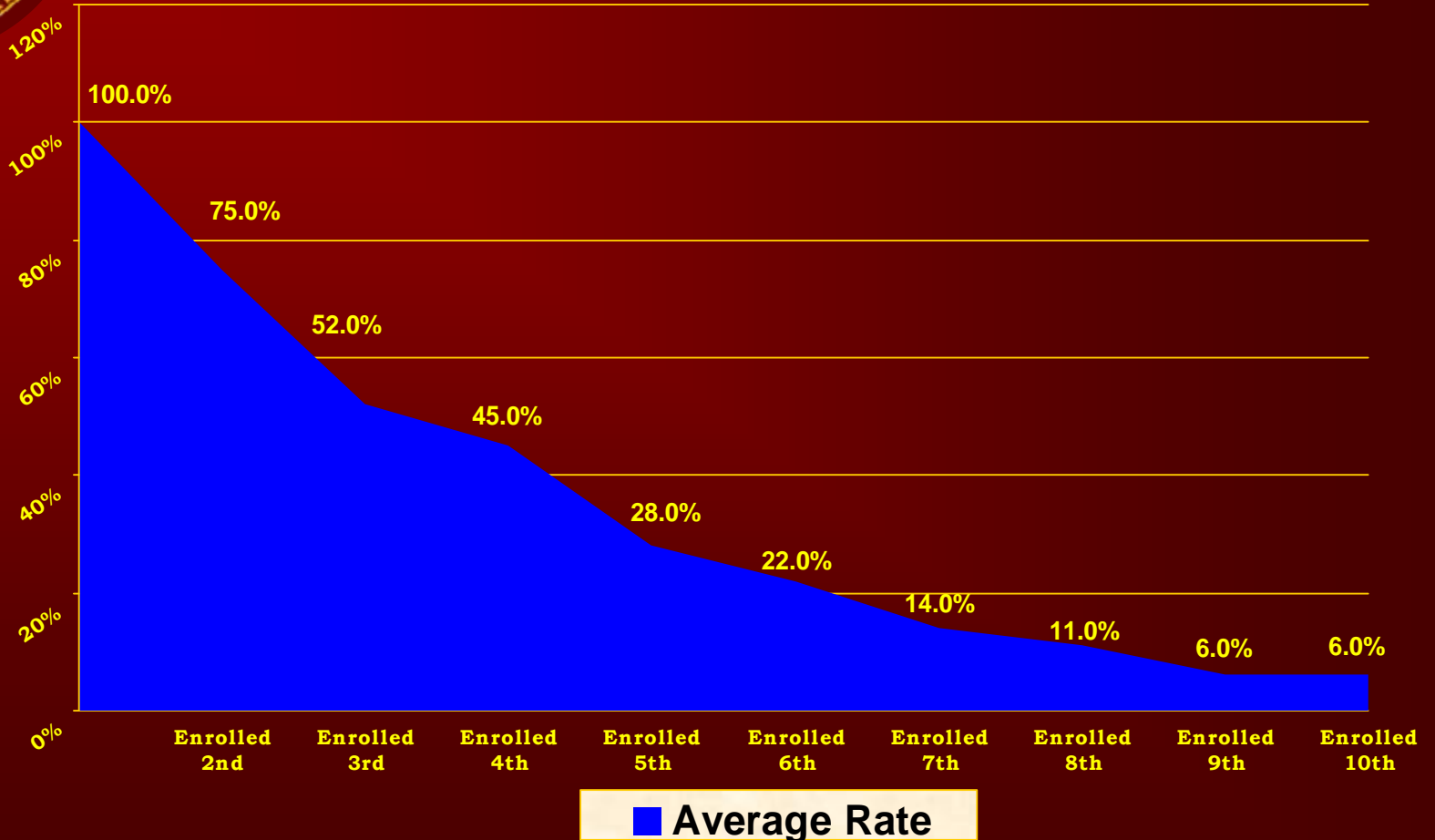
# Longitudinal Retention Profile - Achieving the Dream Cohorts

ACHIEVING  
THE DREAM™

COMMUNITY

COLLEGES

COUNT

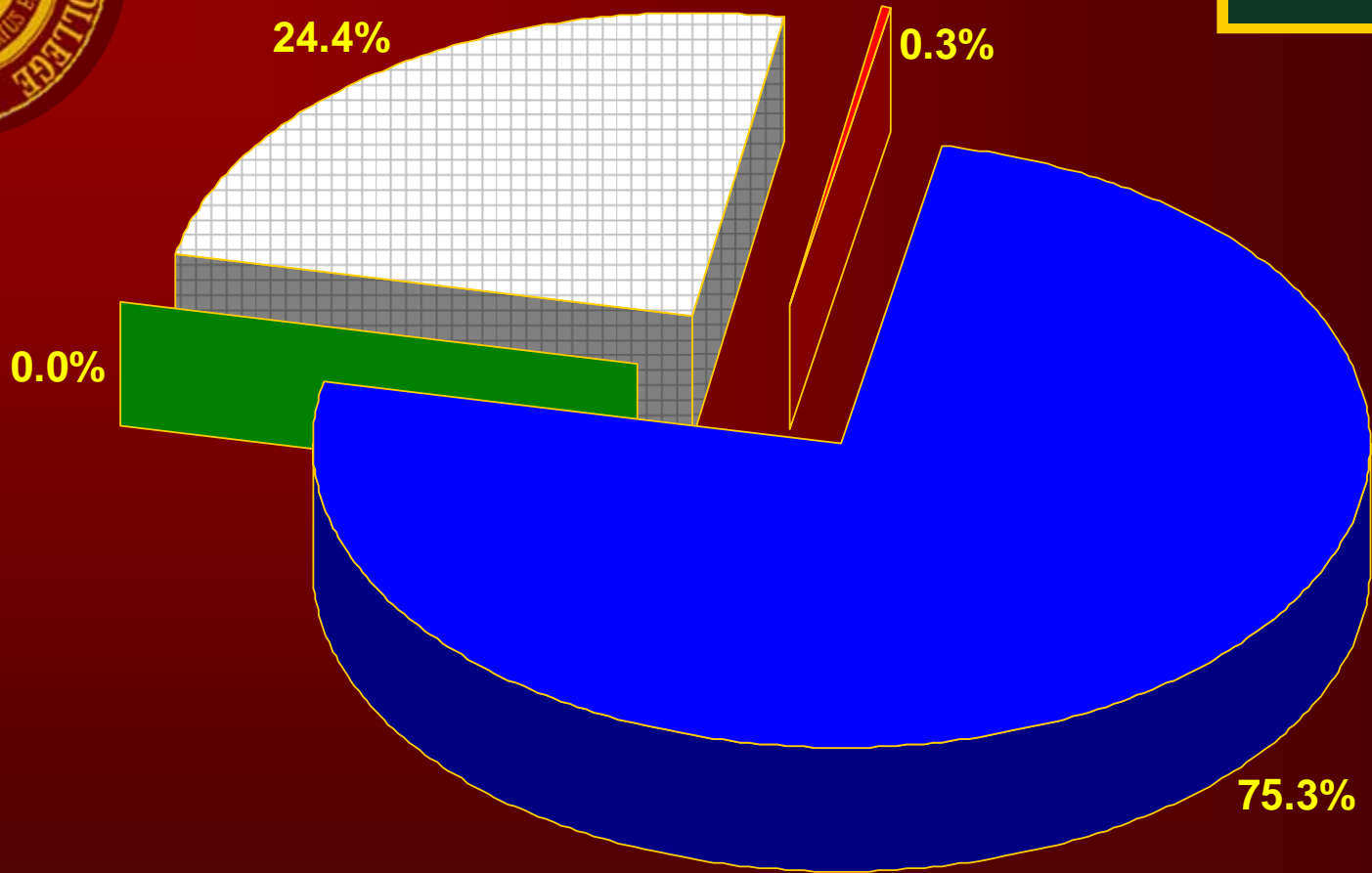


*Success is what counts.*



# Fall to Spring Outcomes

ACHIEVING  
THE DREAM™  
COMMUNITY  
COLLEGES  
COUNT



■ Graduated      ■ Still Enrolled  
■ Transferred    ■ No Longer Enrolled

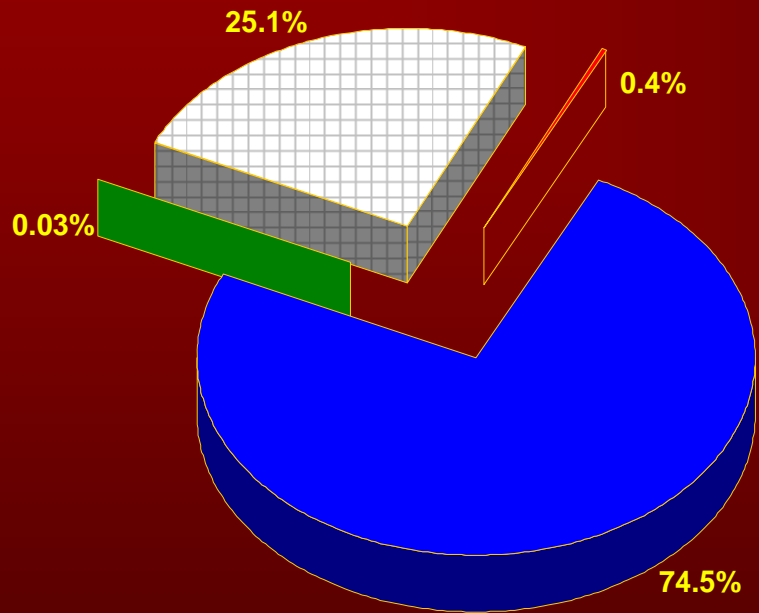
*Success is what counts.*



# Fall to Spring Outcomes By Gender

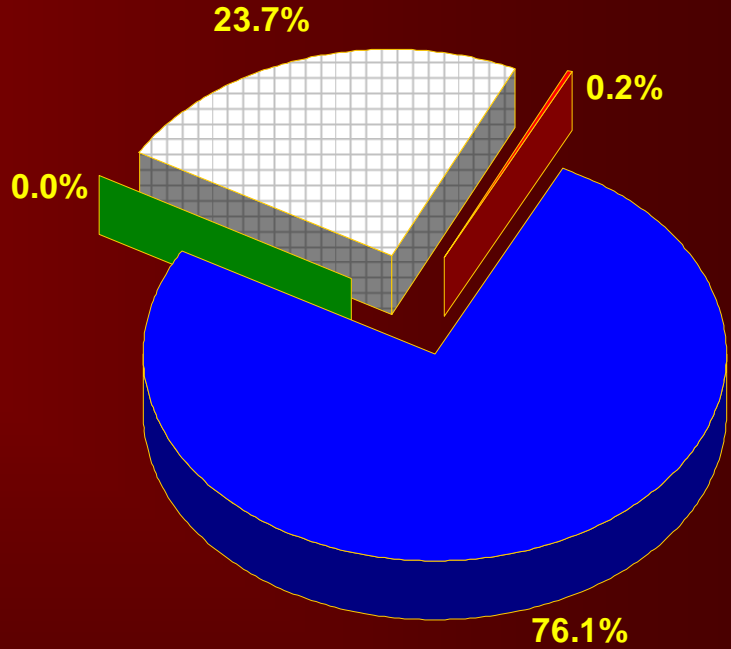


Male



- Male Grads
- Male Still Enrolled
- Male Transferred
- Male No Longer Enrolled

Female



- Female Grads
- Female Still Enrolled
- Female Transferred
- Female No Longer Enrolled

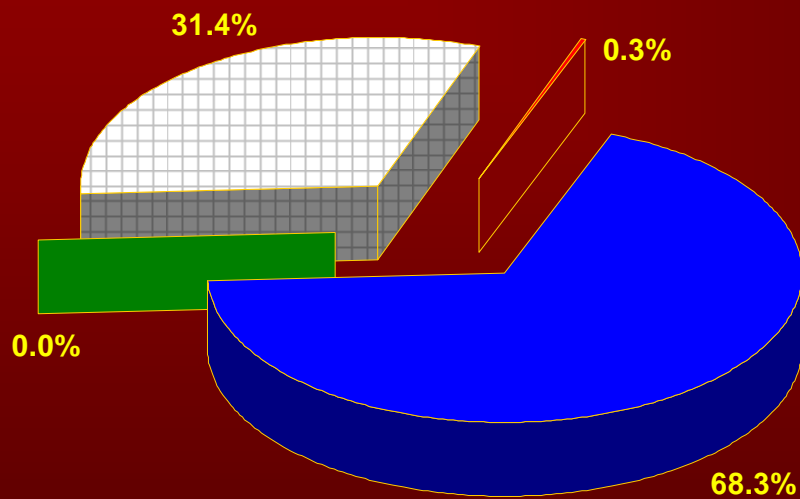
*Success is what counts.*



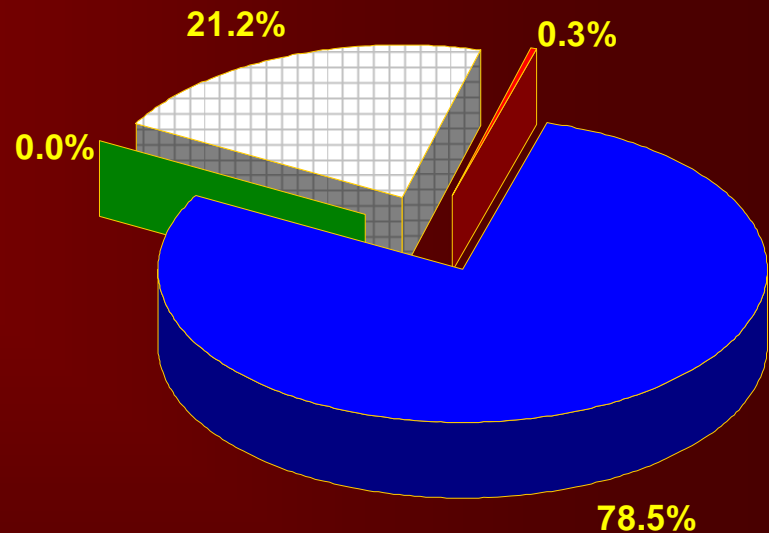
# Fall to Spring Outcomes By Ethnicity



## Black and Hispanic



## White



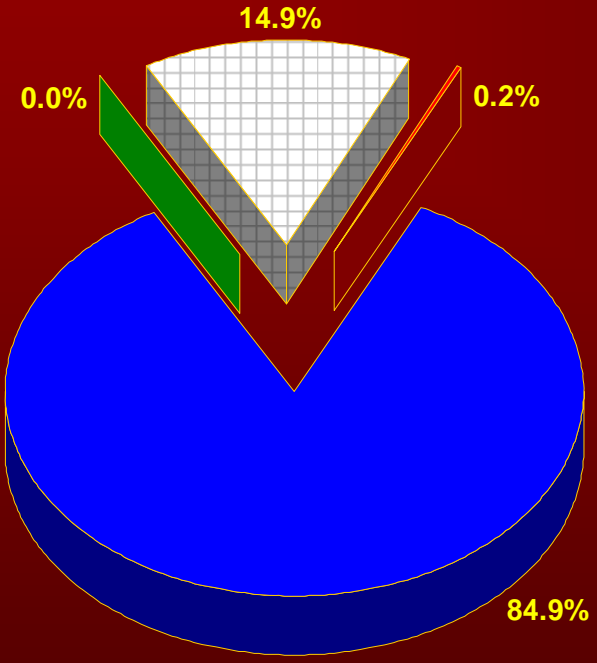
*Success is what counts.*



# Fall to Spring Outcomes By Income

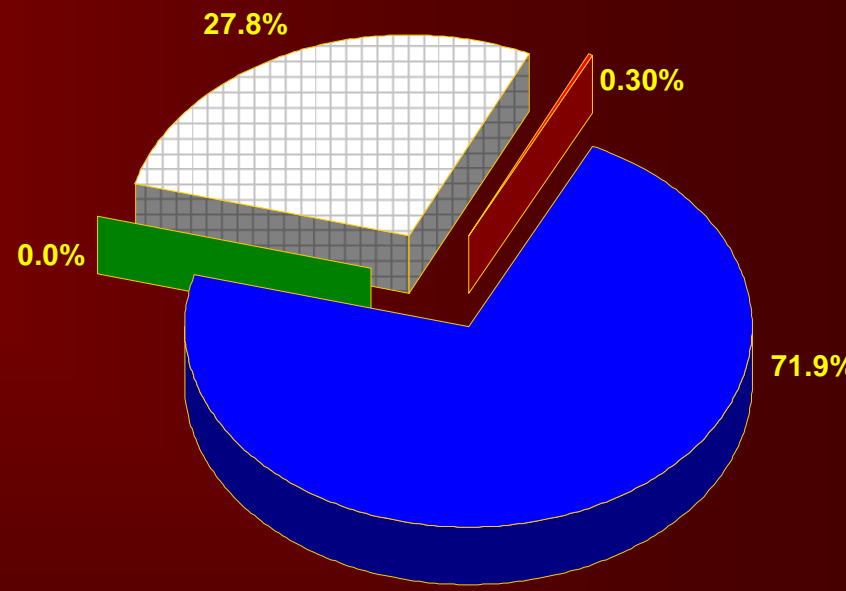


## Pell Recipients



- Pell Grads
- Pell Transferred
- Pell Still Enrolled
- Pell No Longer Enrolled

## Non-Pell Recipients



- Non-Pell Grads
- Non-Pell Transferred
- Non-Pell Still Enrolled
- Non-Pell No Longer Enrolled

*Success is what counts.*



# Achieving The Dream Implementation Plan



- 1.) Freshman Success Course
- 2.) Intrusive Advising
- 3.) Developmental Mathematics



# Q & A

View this presentation online at:

<http://www.necc.mass.edu/achievingthedream/index.php>

[www.achievingthedream.org](http://www.achievingthedream.org)

ACHIEVING  
THE DREAM<sup>SM</sup>

COMMUNITY

COLLEGES

COUNT

*Success is what counts.*