

Achieving the Dream

Success is what counts.

Year One

at

Massachusetts Community Colleges

ACHIEVING
THE DREAMSM

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

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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
- 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.



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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.**

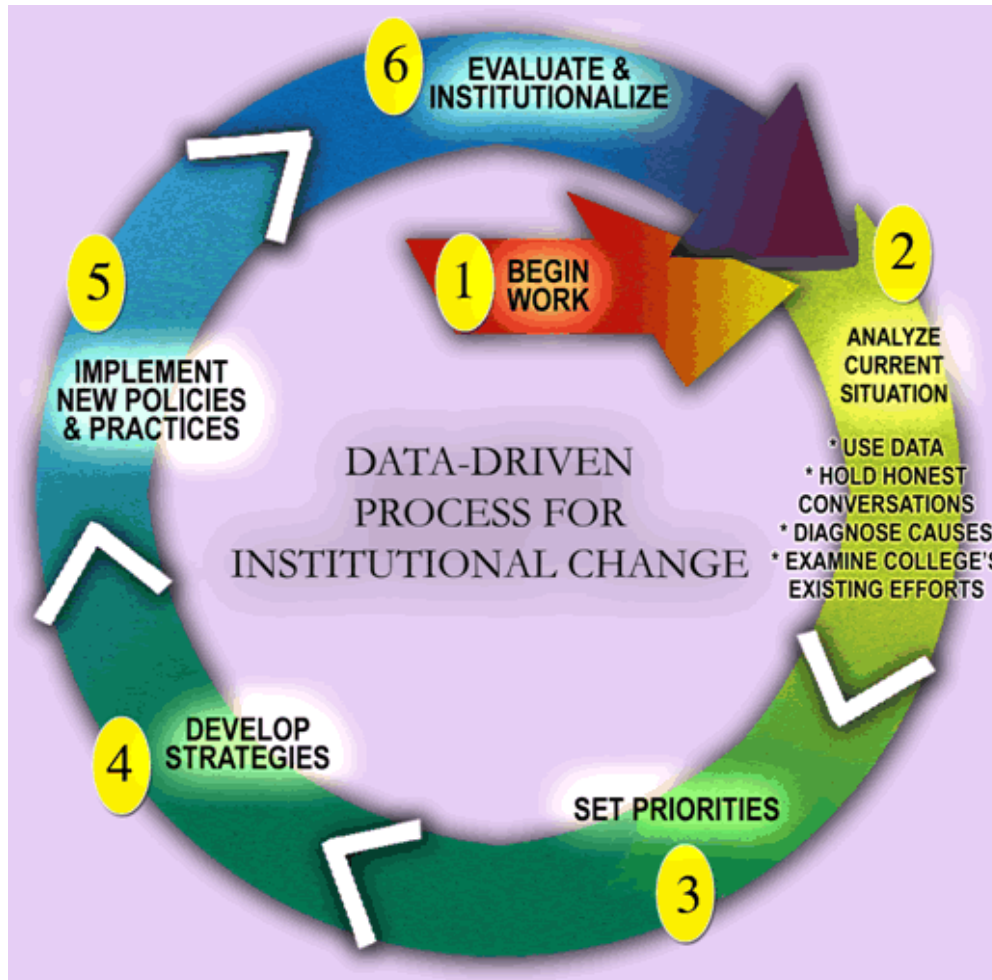


Achieving the Dream Principles and Values

- **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



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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

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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**



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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

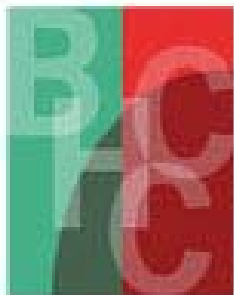
- Educational and career exploration

- Articulation Agreements

- Professional development activities for teachers

Thank you, and . . .

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



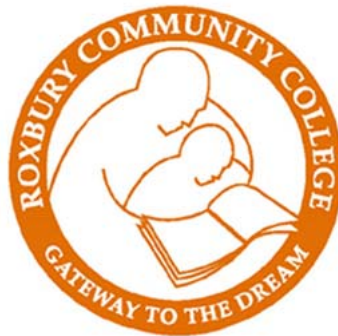
ROXBURY

COMMUNITY COLLEGE

| Gateway to the Dream

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Five Priority Areas

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

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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

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Developmental Instruction Strategy

■ Learning Communities

- Maximize student engagement and relevance of course content
- Increase student confidence and patience

■ Integrated advising

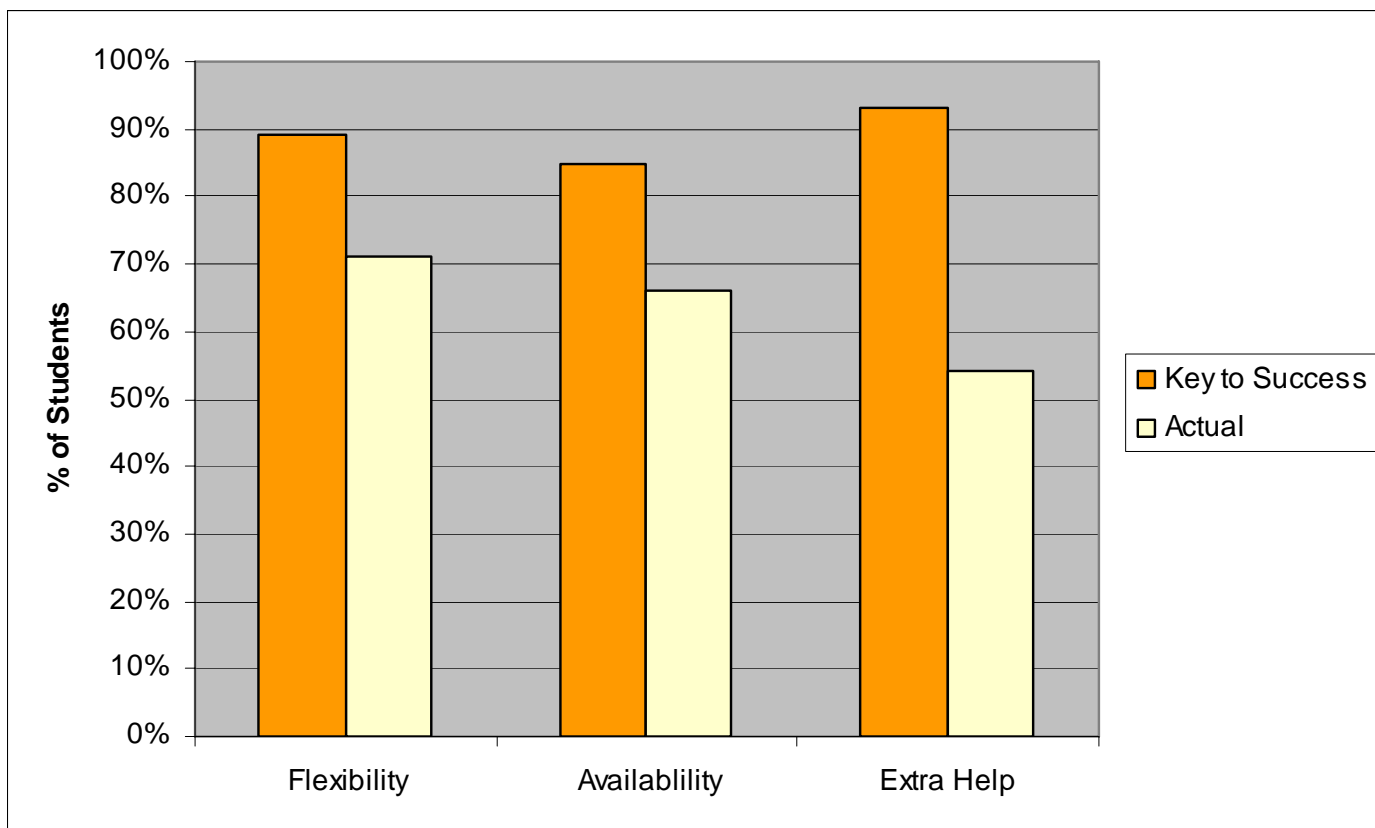
■ Tutoring

■ Math and English curriculum and pedagogy





Advising Rationale



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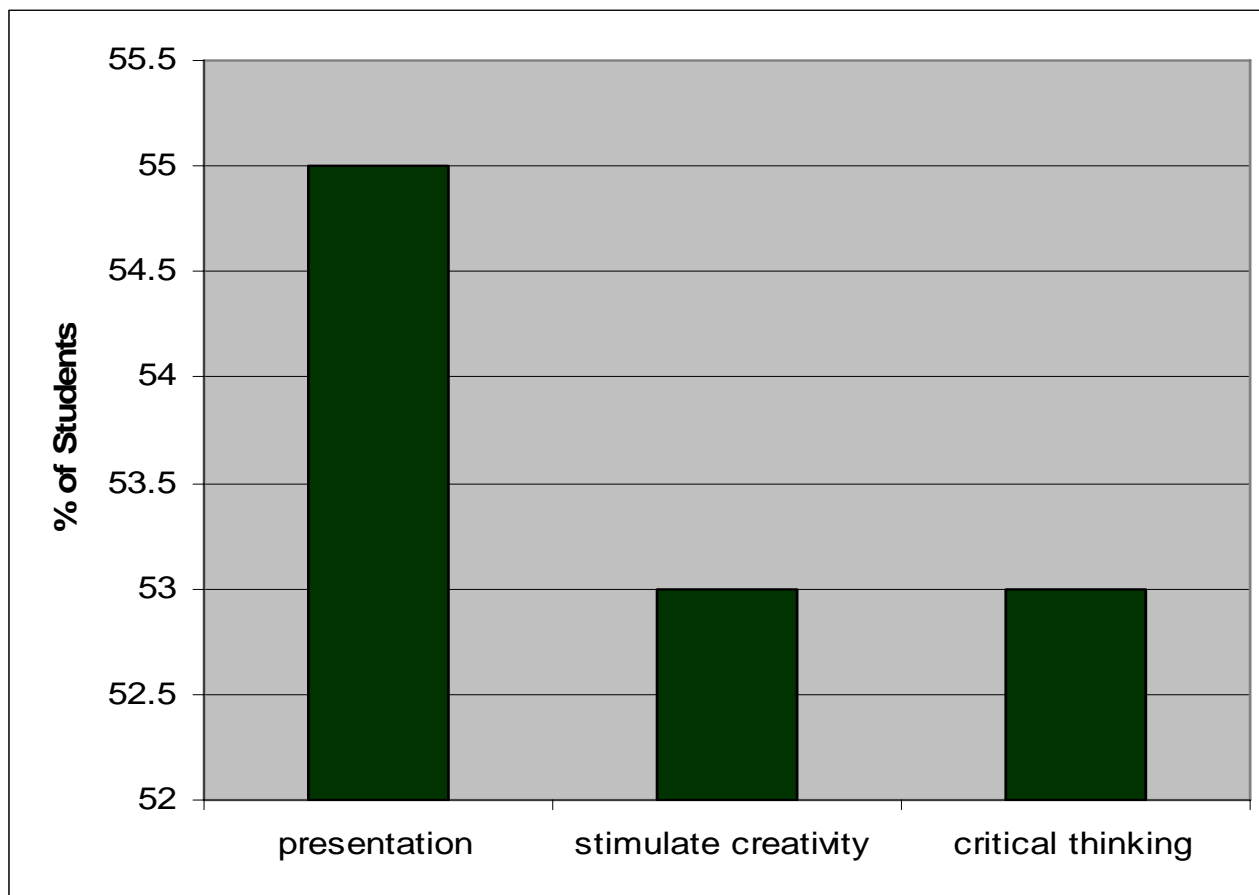
Advising Strategy

- Increase Faculty involvement
 - Adjunct Faculty
- Start process earlier

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Classroom Experience Rationale



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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

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Classroom Experience Strategy

- Professional Development
- Classroom Management
- Diversity Training

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Budgeting for Student Success - Strategy

- Tie directly to student success measures

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Strategic Planning

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

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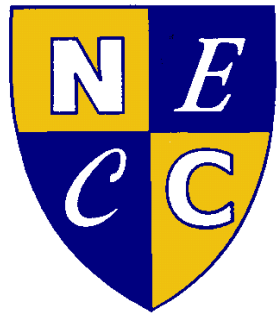
High School Collaborations



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

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NORTHERN ESSEX

COMMUNITY COLLEGE

Lane A. Glenn, Vice President for Academic Affairs

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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



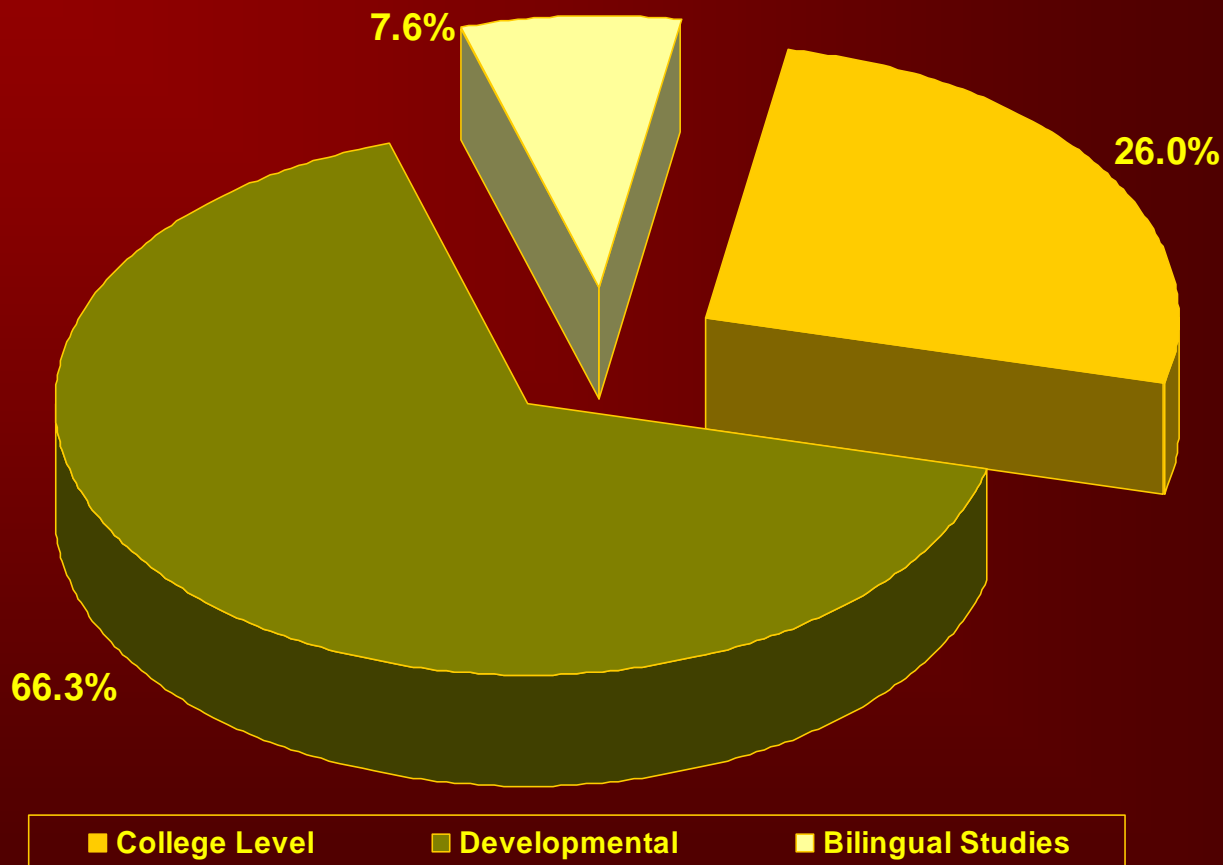
Progress to Date

Mr. Stephen Keller
Vice President for Academic
Affairs, STCC





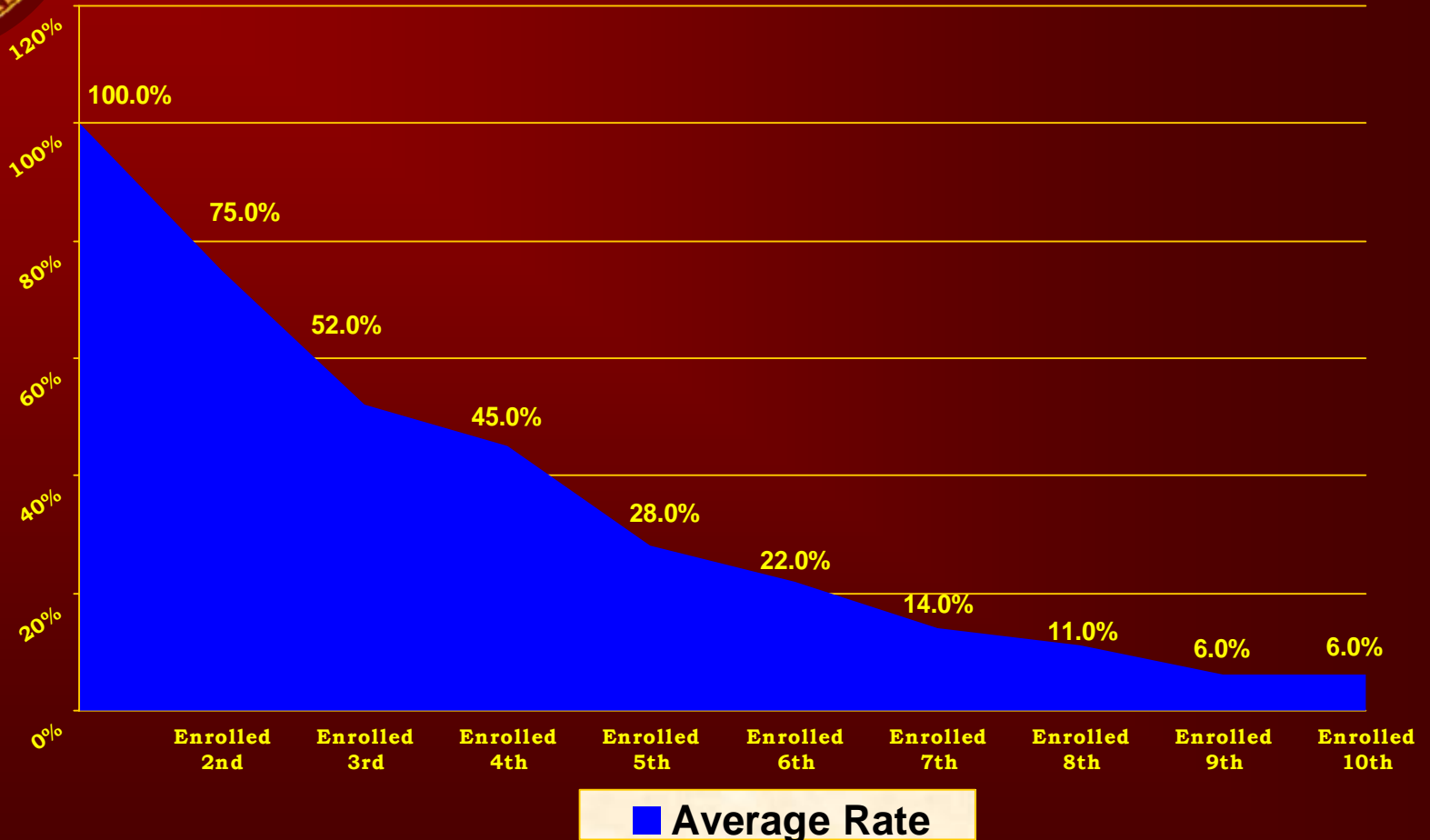
Profile of Cohort Academic Preparedness



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Longitudinal Retention Profile - Achieving the Dream Cohorts

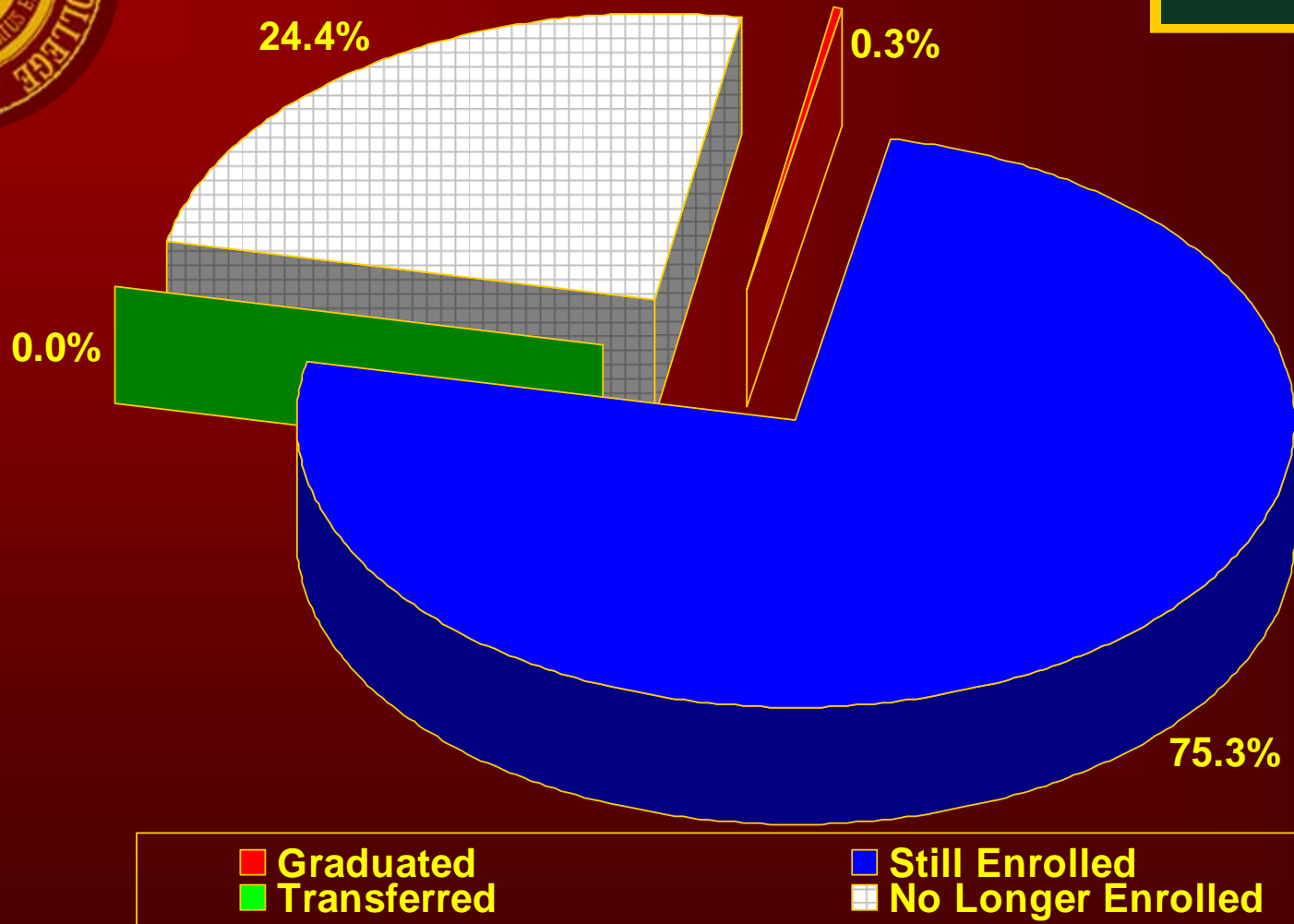
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Fall to Spring Outcomes



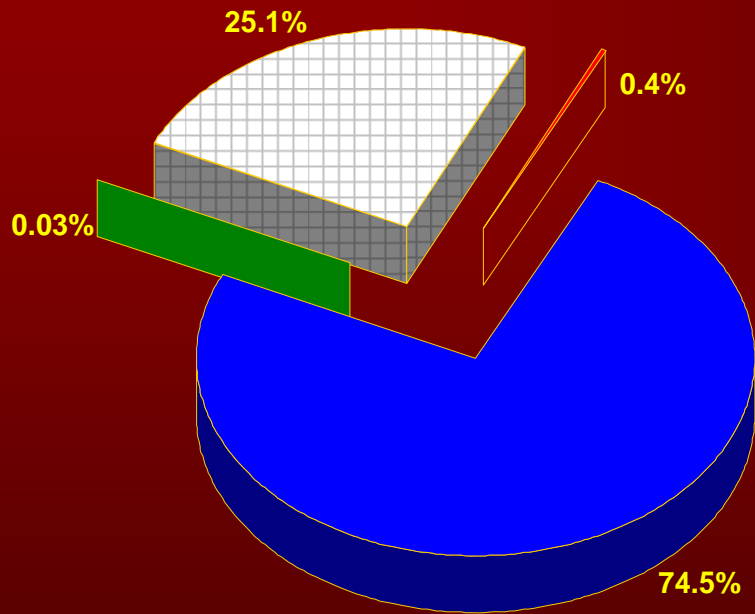
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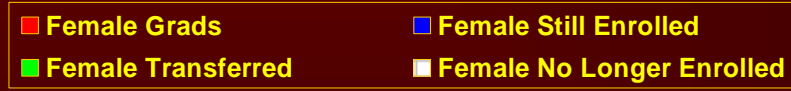
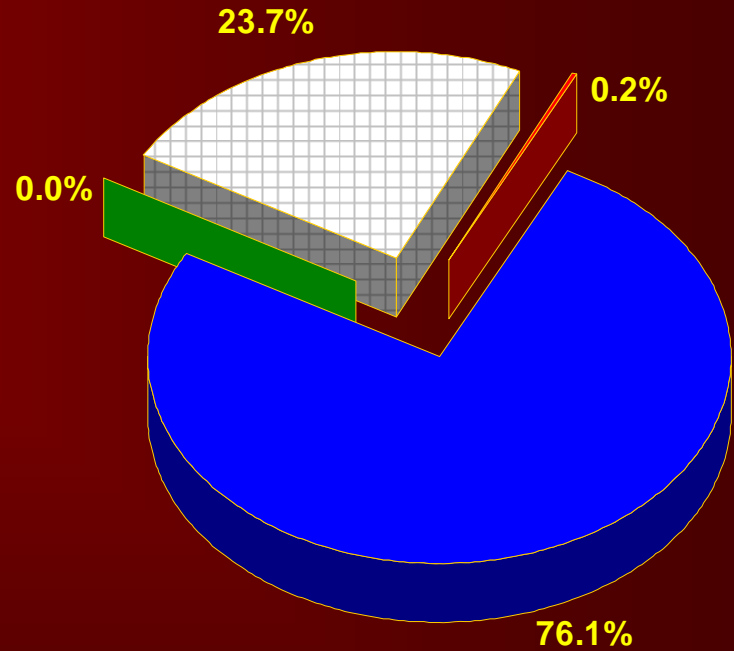
Fall to Spring Outcomes By Gender



Male



Female



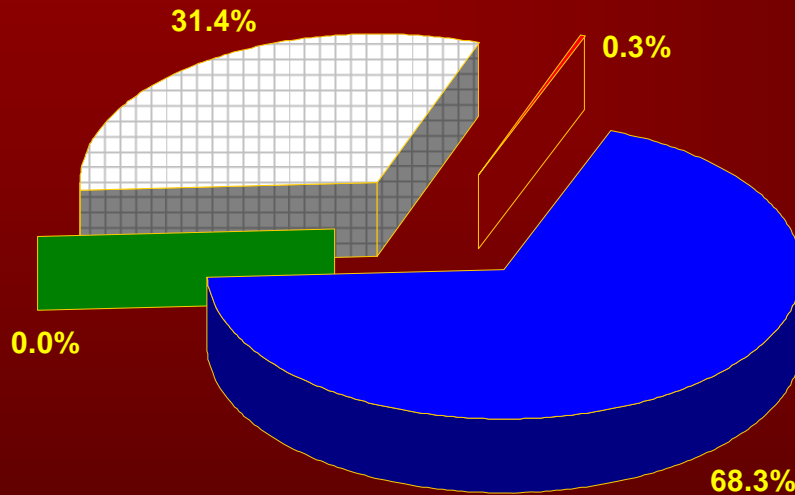
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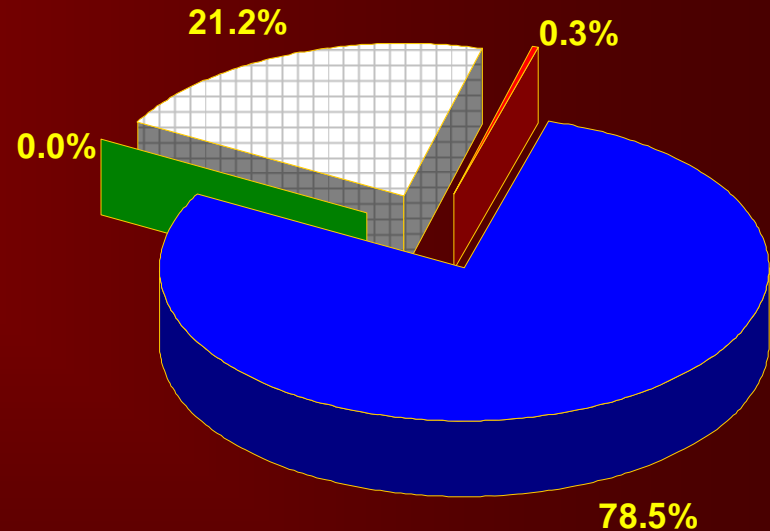
Fall to Spring Outcomes By Ethnicity

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Black and Hispanic



White



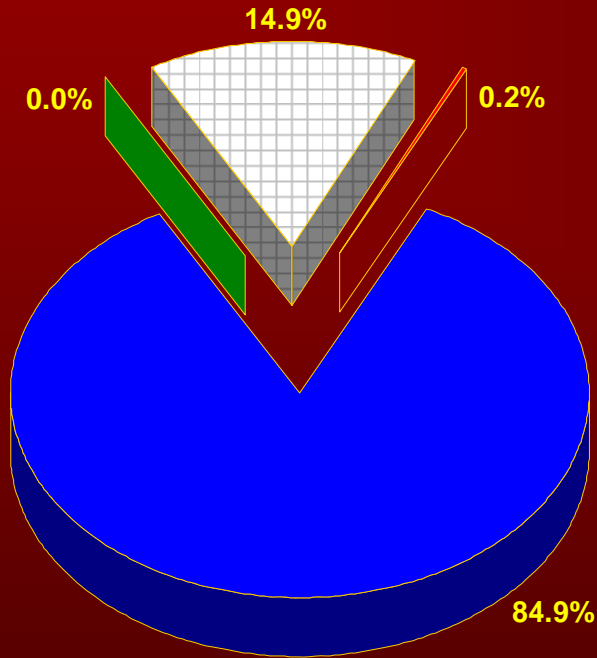
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Fall to Spring Outcomes By Income

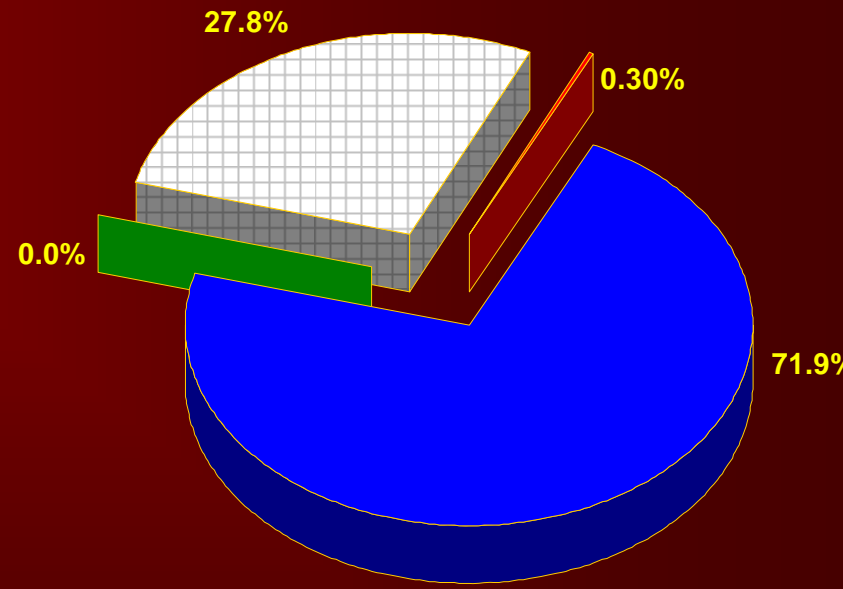


Pell Recipients



- 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

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Achieving The Dream Implementation Plan



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- 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>

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