Achieving the Dream

Success is what counts.

Year One
at
Massachusetts Community Colleges
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

Success is what counts.
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

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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

Success is what counts.
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.
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

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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?
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
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
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Brenda Mercomes, Vice President of Academic Affairs

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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

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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

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Advising Rationale

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Advising Strategy

- Increase Faculty involvement
  - Adjunct Faculty
- Start process earlier
Classroom Experience Rationale

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% of Students

- presentation
- stimulate creativity
- critical thinking

Achieving the Dream
Community Colleges Count
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
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

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High School Collaborations

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

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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.

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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

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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

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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)

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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

- College Level: 66.3%
- Developmental: 7.6%
- Bilingual Studies: 26.0%

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Longitudinal Retention Profile - Achieving the Dream Cohorts

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Fall to Spring Outcomes

- Graduated: 75.3%
- Still Enrolled: 0.3%
- Transferred: 24.4%
- No Longer Enrolled: 0.0%

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Success is what counts.
Fall to Spring Outcomes
By Ethnicity

Black and Hispanic
- Grads: 31.4%
- Still Enrolled: 68.3%
- Transferred: 0.3%
- No Longer Enrolled: 0.0%

White
- Grads: 21.2%
- Still Enrolled: 78.5%
- Transferred: 0.3%
- No Longer Enrolled: 0.0%

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Fall to Spring Outcomes
By Income

Pell Recipients
- Pell Grads: 84.9%
- Pell Still Enrolled: 14.9%
- Pell Transferred: 0.2%
- Pell No Longer Enrolled: 0.0%

Non-Pell Recipients
- Non-Pell Grads: 71.9%
- Non-Pell Still Enrolled: 27.8%
- Non-Pell Transferred: 0.30%
- Non-Pell No Longer Enrolled: 0.0%

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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

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