Make It Personal: College Completion

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Gail Robinson, American Association of Community Colleges, Washington, DC
Chelsey Storin, The National Campaign to Prevent Teen and Unplanned Pregnancy, DC
Sixty-one percent (61%) of women who have children while enrolled in community college drop out and do not return to school.
What Is MIPCC?

- Three-year national demonstration project
- Improve community college student retention and success by addressing pregnancy planning, prevention, and healthy relationships
- Funded by The National Campaign to Prevent Teen and Unplanned Pregnancy
- Managed by the American Association of Community Colleges
What Is MIPCC?

- MIPCC Colleges
  - Chattahoochee Technical College, GA
  - Georgia Perimeter College, GA
  - Mesa Community College, AZ
  - Montgomery College, MD
  - Palo Alto College, TX

- Curriculum-based strategy: service learning
- Replicable curricular content and materials developed for use by other community colleges
- Pre/post-course surveys to track knowledge, attitudes, behavioral intent, retention
MIPCC Course Objectives

• Understand how unplanned pregnancy can affect college completion
• Understand the importance of healthy relationships
• Know what campus and community resources are available to pregnant and parenting college students and their partners
• Be familiar with a variety of birth control options and where to get them in the community (e.g., www.bedsider.org)
• Be exposed to various online information sources (e.g., www.studentsexlife.org)
MIPCC Courses

- College 101
- Communications
- Counseling
- Education
- English
- English for Speakers of Other Languages
- Ethics
- Health
- Kinesiology
- Mental Health
- Political Science
- Sociology
- Statistics
- Women’s History
Test Your Knowledge

• _______ out of 10 community college students report getting information on pregnancy planning and prevention from their schools.
  • Two
Test Your Knowledge: The Fog Zone

- Condoms have no expiration date.
  - False
MIPCC Phase I Evaluation

- Pre-survey: 22 questions; focus on attitudes, knowledge, and behavior around pregnancy prevention
- Service learning during the course
- Post-survey: same as pre-survey but with an additional six questions about the course’s impact on pregnancy prevention knowledge and behavior
Phase I Results: Demographics
Post-survey: 665 surveys
Phase I: Matched Survey Results
Q12. Highest educational goal in next five years

- Finish CC classes: 5%
- Associate’s degree/Certificate: 19%
- Bachelor’s degree: 49%
- Graduate degree: 27%
Phase I: Matched Survey Results
Q13. Current importance of pregnancy prevention
Phase I: Matched Survey Results

Q14. Would pregnancy make it harder to achieve educational goals?

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td>Yes</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>No</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Don't know</td>
<td>2%</td>
<td>4%</td>
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Phase I: Change in Knowledge

Q16d: I know where to go in my community to get birth control

Q16e: I know about prescription birth control methods that have no hormonal side effects

Q16f: I know about prescription birth control methods that can be taken once and are long lasting
Phase I: Change in Knowledge

• Question 18a-p: knowledge about 16 specific methods for preventing pregnancy

• Average pre-survey score = 2.65

• Average matched post-survey score = 3.03*
  *Statistically significant increase

Rating scale:
1 = Not at all; 2 = Somewhat; 3 = Moderately; 4 = Definitely
Phase I: Change in Behavior

Q19: In the last three months, I used a method of birth control:

*Not included: Percentage that is unable to get or get someone else pregnant or did not have sex
Phase I: Behavior

Q20: In the next three months, likelihood of having sex without birth control:

*Not included: Percentage of don’t know, unable to get or get someone else pregnant, or do not expect to have sex
Phase I: Behavior

Q21: How comfortable would you be with talking to a sexual partner about using contraception?

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td>Very comfortable</td>
<td>72%</td>
<td>80%</td>
</tr>
<tr>
<td>Somewhat comfortable</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Somewhat uncomfortable</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>5%</td>
<td>3%</td>
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Phase I: Post-Survey Questions

Q24: Before I took this course, I had thought about how a/another pregnancy would affect achieving my future goals.

As a result of taking this course:

Q25: I have thought about how a/another pregnancy would affect my educational goals.

Q26: I am aware of more ways to prevent pregnancy.

Q27: I am more likely to prevent getting pregnant or getting someone pregnant until after I achieve my educational goals.

Q28: I am more committed to avoiding an unplanned pregnancy.

<table>
<thead>
<tr>
<th>Average Response</th>
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<tr>
<td>2.76 2.96 3.13 3.07 3.17</td>
</tr>
</tbody>
</table>

4 = Definitely
3 = Moderately
2 = Somewhat
1 = Not at all

Av. Response
Test Your Knowledge: The Fog Zone

- Wearing two latex condoms will provide extra protection.
  - False
Test Your Knowledge: The Fog Zone

• Pregnancy is much less likely to occur if a couple has sex standing up.
  • False
Palo Alto College’s MIPCC Project

- Communications
- Counseling
- Kinesiology
- Personal Health
Communications Course

• Focus on news reporting and writing
• Students will research unplanned pregnancy via www.bedsider.org, www.studentsexlife.org, and other sources
• Students will write press releases for community-based organizations
• Students will present to high school students about preventing teen pregnancy
Counseling/Student Development Course

- Large target – approximately 1,500 FTICs
- Incorporating the Smart Decisions Curriculum

Preventive Health Education

- Proyecto Saber y Salud Peers
What Will Students Learn?

- Elements of news writing and public relations
- Familiarity with a wide variety of contraceptives
- Knowledge about where to go for help should they become pregnant or get someone pregnant
- Familiarity with resources to which they can direct others
- Determination to make informed decisions about pregnancy and staying in school
The National Campaign to Prevent Teen and Unplanned Pregnancy

- National nonprofit, nonpartisan organization
- Has been great progress on reducing teen pregnancy, but the news is not as positive with older teens and young adults
Myths

• Unplanned pregnancies occur most often to teens
• If a woman has had an unplanned pregnancy, she is more likely to know how to prevent one in the future
• By the time they arrive at college, students already know everything about how to prevent pregnancy
• This topic does not belong in the classroom
National Campaign Resources

- Research and background
- Videos of students and faculty
- Student success curriculum
- Online lessons (coming soon)
- StudentSexLife.org
- Bedsider.org
- Quarterly *Community Colleges Update*
Replication Tips

• Use popular culture to get students excited about the topic in their course work

• Encourage students to present in a variety of formats (posters, videos, music, blogs, skits)

• Don’t reinvent the wheel—use National Campaign websites for videos, contraception information, and links to local resources

• Plan a college-wide event for information dissemination, including student stories
Lessons Learned

• Know your facts up front so that you can present accurate information to potentially skeptical administrators, faculty, and students

• Start with faculty who already use service learning in their courses; expand to others later

• Start with existing service learning partners; expand after a pilot period

• Be prepared to get embarrassed occasionally
MIPCC Faculty Reflection

“I found that having a topic to work toward enhanced my class and was well worth any extra time on my part. My goals for this project were for students to learn the pitfalls and benefits of survey research. Each student contributed to our knowledge base. I could not have asked for better collaboration. I would strongly suggest to all stats instructors to incorporate service learning into your course. It brings the course to life so much more than having students gather data on random topics.”

- Kari Taylor, Mesa CC Statistics Instructor
MIPCC Student Reflections

• “Wait! Get your education and your life in order before starting a family. Always practice safe sex.”

• “I now have resources to help someone who has issues or questions.”

• “[The project] helped bring real-life events into our learning.”

• “The survey really made me think about how making the choice of using or not using birth control can affect my life in a huge way.”
MIPCC Course Templates

- Several different courses and disciplines
- Pick and choose what will work for you
- Focus on learning objectives and outcomes for students
- Available online at www.aacc.nche.edu/mipcc
Your Turn!
Using MIPCC Course Objectives

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- Course templates and information
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