Promising Practices: Broad Engagement

2010 Leader Colleges

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Community Colleges Count

December, 2010

Overview

- **Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.**

- **The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.**

- **This deck is a working document, providing an overview of some promising practices in "Broad Engagement" for improving student outcomes as reported by the 2010 Leader Colleges.**

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Please, Keep in Mind…

- **These promising practices are implemented as part of Achieving the Dream's larger student-centered model of institutional improvement.**

- **These institutions have committed to Achieving the Dream's four guiding principles and five-step process of institutional improvement, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**

- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**
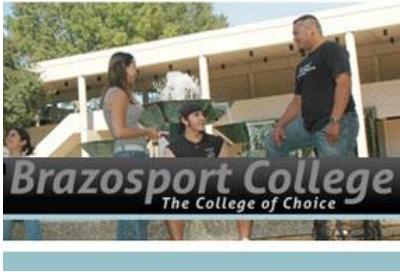
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Faculty, student services staff, and administrators share responsibility for student success, and collaborate on assessing the effectiveness of programs and services and improving them. Other stakeholders with influence on student success (K-12 systems, community groups, employers, etc.) are included in discussions about student performance, desired outcomes, and potential improvement strategies. The college also gains invaluable insight about ways to improve student success from students themselves through surveys, focus groups, and/or advisory councils.

Broad Engagement

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Broad Engagement: *Faculty & Staff*

- **Brazosport College**
  Student Success Summit

- **Durham Technical Community College**
  Communities of Learning, Inquiry and Practice

- **Patrick Henry Community College**
  Cooperative Learning Professional Development

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Brazosport's Student Success Coordinating Committee integrates all of the student success initiatives at the college, communicating student-success related data to the college community. One of the committee's efforts was a college-wide Student Success Summit that examined student success data and kicked off an ongoing practice of reviewing student success data across the college and direct feedback to the college's overall planning process. In addition to ATD data with the Survey of Entering Student Engagement and the Community College Survey of Student Engagement. Now the college's ATD goals have been incorporated into the college's strategic plan: Vision 2015.

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Durham Tech used ATD funds to create and provide incentives for Communities of Learning, Inquiry, and Practice (CLIP), a model that facilitates faculty and staff research and leads to enhanced teaching and learning. The CLIP strategy engaged faculty in the individual process of encouraging student success. As an outgrowth of CLIP, the college has created a new academic journal published by the college's Teaching-Learning Center. The journal will provide scholarly articles focused on excellence in teaching and learning written by participants in the CLIP faculty research groups. An example of how data analysis has led Durham Tech to improved programs and improved student outcomes is their increased persistence among students who successfully complete the student success course.

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Durham Technical Community College:
Communities of Learning, Inquiry and Practice

Cohort	Took ACA (College Success Course)	Student Count	Students enrolled in Spring Semester	Persistence Rate
2007FA	Students who never passed ACA	1861	1205	64.8%
2007FA	Students who passed ACA in a term prior to fall term	93	70	75.3%
2007FA	Students who attempted ACA in fall and did not pass	56	29	51.8%
2007FA	Students who passed ACA in fall term	202	158	78.2%
	Overall	2212	1462	66.1%
2008FA	Students who never passed ACA	1755	1078	61.4%
2008FA	Students who passed ACA in a term prior to fall term	250	196	78.4%
2008FA	Students who attempted ACA in fall and did not pass	93	37	39.8%
2008FA	Students who passed ACA in fall term	334	288	86.2%
	Overall	2432	1599	65.7%
2009FA	Students who never passed ACA	1683	980	58.2%
2009FA	Students who passed ACA in a term prior to fall term	491	385	78.4%
2009FA	Students who attempted ACA in fall and did not pass	105	57	54.3%
2009FA	Students who passed ACA in fall term	335	280	83.6%
	Overall	2614	1702	65.1%

Success is what counts.

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Patrick Henry Community College:
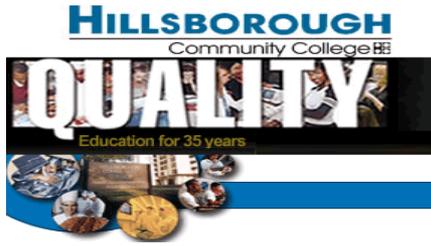## *Cooperative Learning Professional Development*

Since implementing cooperative learning techniques in their courses, Patrick Henry has seen significant retention increases for students who complete courses in which faculty use these techniques. The college has made great strides in providing professional development for faculty to learn how to incorporate these techniques:

- 80% are routine users of this strategy

- 35% are at the advanced level

- 35% are intermediate

- 30% are novices

Nine PHCC faculty members are certified cooperative learning trainers, delivering this training on other campuses and through the college's Southern Center for Active Learning Excellence.
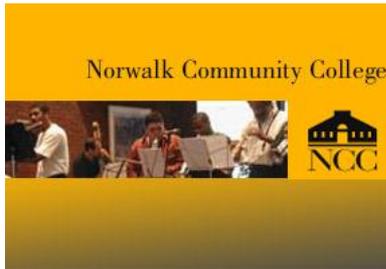
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Broad Engagement: *Students*

- **Hillsborough Community College**
  Performance-based Scholarships

- **Norwalk Community College**
  Service Learning

- **Southwest Texas Junior College**
  Student Success Centers

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Hillsborough Community College participated in a pilot program to deliver performance-based scholarships. Funding for the pilot was provided by Helios Educational Foundation and launched with 100 students at the Dale Mabry campus. The focus of the project was twofold: to identify participants in need of financial aid who were also enrolled in Developmental Math (MAT 0024) and Intermediate Math (MAT 1033). Students were eligible for scholarships upon successful completion of their respective math course. Faculty initiated an early-alert outreach program, which is followed by academic support services delivered by trained Academic Assistants The outreach is personal and consistent through the term and has begun to demonstrate beneficial results. HCC plans to implement the program at additional campuses.

Service Learning at Norwalk Community College was implemented in the fall of 2007. Since then: faculty involvement has doubled, participating courses have increased by one third, student participation is four times that of fall 2007, and community partnerships have grown to include more than 30 sites throughout greater Fairfield County.

The courses involved range from English and Social Sciences to Business and ESL. Students report that service learning is having a positive influence on their lives. Data collected from the first year of the program shows that students felt that service learning strengthened their learning experience and by participating they were better able to understand and apply concepts learned in class. 83% felt that hands-on learning was important to understanding new concepts.

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Southwest Texas Junior College: College Success Centers

Southwest Texas Junior College has established College Success Centers at three of four campuses. These centers have provided learning communities for students, faculty and staff members. Center coordinators work closely with faculty and students to design activities that will address students' academic needs in developmental education, gateway, and upper-level science and math courses. The coordinators have also introduced the community to the services that the centers provide and recruited community members as tutors and mentors to help students succeed academically. The involvement of community members, faculty and staff has helped create a safe learning environment where students can have informative educational discussions, build study group sessions, and receive academic guidance.

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Broad Engagement: *Community*

- **Eastern Gateway Community College**
  College Bound program

- **North Central State College**
  Secondary to Post-Secondary Alignment Council

- **South Texas College**
  Summit on College Readiness

- **Yakima Valley Community College**
  Transitions Math Project

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In the past, Eastern Gateway representatives were present for high school senior recognition programs, but now primary, middle and high schools are being given the option to participate in a College Bound program offered by the college's admissions staff. The K-12 early college preparatory program focuses on college preparation, access, and success. Features include Kindergarten Presidential Series, elementary school, middle school, and high school programming. The program aims to create a college-going culture, to de-mystify the college preparation and enrollment process, and most importantly, to challenge students and their parents to prepare for and embrace the benefits of a higher education. Participating schools select free programs from a menu that targets varied age and group categories.

North Central State created a Secondary to Postsecondary Alignment team (S2PS) of local school superintendents, high school teachers, college staff and faculty, and the coordinator of the local P-16 Council; the team is chaired by the director of the regional Tech Prep Consortium. The S2PS team chose to initially focus on mathematics alignment based on data that showed 60% of high school graduates matriculating to NC State within a year placing into developmental math. The Secondary to Postsecondary Alignment team held convened secondary mathematics teachers and college mathematics faculty twice in 2010 to review local, state, and national mathematics performance data, to introduce Ohio's new Common Core State Standards, and to develop strategies for mathematics curriculum alignment. The goal is to develop a set of model strategies that can be adopted and utilized by the other secondary schools in NCSC region.

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South Texas hosted the 5th Annual Summit on College Readiness in February 2010. The Summit provides a forum for higher education, public schools, and the business community to engage in a dialogue on closing the achievement gap in college readiness for high school graduates. This year's theme was *Achieving the Dream: Success by Design*. South Texas has seen the benefits of this design over their five years in Achieving the Dream. The college annually calculates a student success rate: a combination of all graduates, re-enrolled students, and transfers. In 2004, the combined success rate was 63% with an enrollment of 17,035. Over the five subsequent years the College increased its fall enrollment to 21,666, while at the same time increasing the student combined success rate to 71%.

All Student Success Rate
Percent Successful Subsequent Fall:
Graduated, Re-enrolled, or Transfered
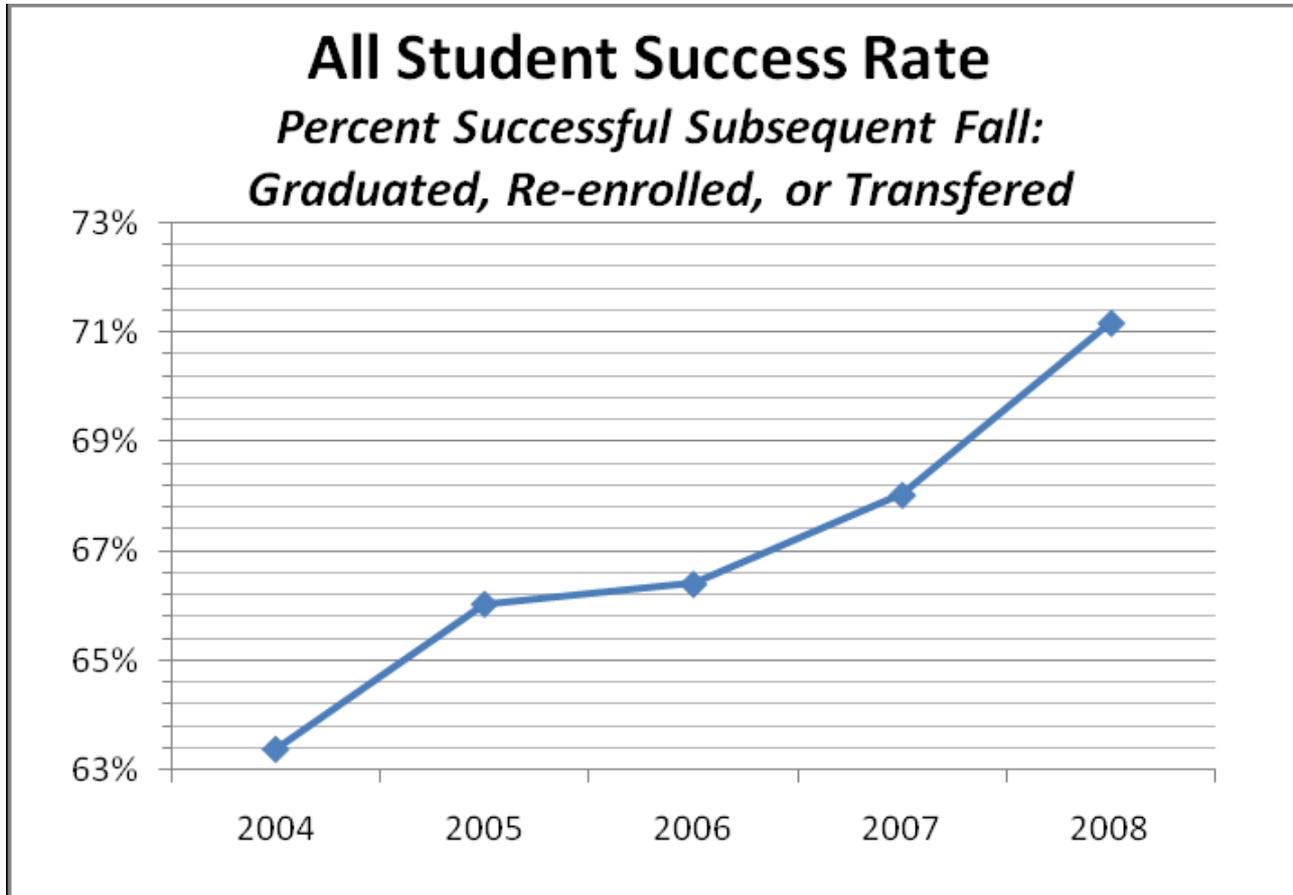
Yakima Valley Community College:
Transitions Math Project

Yakima Valley Community College is beginning to see the fruits of the Transition Math Project effort to increase math requirements in high schools so that students who matriculate to college from high school are better prepared. After four years of participation, 2010 marked the first year in which a change in the enrollment pattern for incoming students was noted, with more students placing into the middle level of the developmental sequence (beginning algebra) instead of below that level. Faculty from the college's math and counseling departments are working with school district personnel about advising for college and strategizing about college readiness skills.

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For questions or comments, contact:

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