A Recipe for Student Success: Examining the Essential Ingredients of Student Success Courses at Leader College Institutions

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Why a Student Success Course?

According to ATD data, there are large numbers of entering students who require developmental education, yet completion rates in developmental courses are low. Graduation rates are also shockingly low.

One of the demonstrably successful interventions used by many ATD institutions is a student success course designed to support persistence and enhance engagement.
Student Success Courses come in all shapes and sizes!

They differ with regard to the following variables:

* Credit vs. Non Credit
* Housed within a specific discipline vs. multidisciplinary vs. nonspecific
* Focus (study skills, learning styles, life skills, etc.)
* Required vs. Optional
* Tied to specific student populations
We are not here to endorse one particular model but to demonstrate a typical day in the life of the student success courses on our two campuses!
People generally share their experiences. People are able to...
ATD Leader Colleges

Learning Frameworks at Brazosport College and Psychology for Success at College of the Mainland contributed to the recognition of the colleges as leaders in the national student completion movement.
So let’s get right down to it.....

College of the Mainland’s
Student Success Course:

*Psychology 1300/Education 1300
*Credit (three hours), transferable course
*Focus: Teaching students success strategies for college and in life!
*Includes the following topic areas:
The *On Course* curriculum, adopted and integrated into COM’s First-Year-Experience Course, is predicated on the idea that successful students:

- Accept self-responsibility*
- Discover self-motivation*
- Master self-management*
- Employ interdependence*
- Gain self-awareness*
- Adopt life-long learning*
- Develop emotional intelligence*
- Believe in themselves*

*From Skip Downing’s *On Course* curriculum*
From Humble Beginnings......

Spring 2008
• 2 Sections

Spring 2012
• 20 Sections

COM requires PSYC 1300 as a corequisite/prerequisite for courses in all three developmental education areas!
Has the course had a positive impact?

YES!
Retention Rates for FYE Students Compared to other Cohorts

<table>
<thead>
<tr>
<th></th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
<th>Fall to Spring*</th>
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</thead>
<tbody>
<tr>
<td>2008 FYE</td>
<td>79%</td>
<td>64%</td>
<td>59%</td>
<td>46%</td>
<td>73%</td>
</tr>
<tr>
<td>2008 AtD</td>
<td>66%</td>
<td>47%</td>
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<td></td>
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<tr>
<td>2008 COM</td>
<td></td>
<td></td>
<td>85%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>2009 FYE</td>
<td>73%</td>
<td>55%</td>
<td>45%</td>
<td>46%</td>
<td>73%</td>
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<tr>
<td>2009 AtD</td>
<td></td>
<td></td>
<td>70%</td>
<td>69%</td>
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<tr>
<td>2010 FYE</td>
<td>70%</td>
<td>55%</td>
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</tr>
</tbody>
</table>

Students who take the course are more likely to be retained!
“Within the first week I knew that I was indeed getting something out of this class. I was not put in here because I was a bad student, but to learn how to be a BETTER student.”

“I can honestly say that without this class I probably wouldn’t have passed my other classes.”

“A main thing I learned from this class is that it’s alright to ask for help...”
A typical day at College of the Mainland in the Psychology 1300 classroom..........

Active & collaborative learning...

Learning new skills... Building relationships...
Rubric: Psychology 1300/Education 1300
Course Title: Psychology for Success

Course requirements include:

* Journal writing
* Quizzes
* Oral presentations with power point
* Group project on study strategies
* Campus activities and tutoring
Key components of course:

* Orientation to the campus (scavenger hunt)
* Involvement of key campus resources
  ** Advising
  ** Career planning
  ** Library resources
  ** Wellness program
  ** Financial Aid
  ** Success Speakers Bureau
* Success Principles and Practices
Classroom exercise:
The Late Application
Classroom strategy:
Popcorn reading....

Or choral reading....
Forks in the Road
RESPONSIBILITY MODEL

Stimulus → Choice

Victim: RESPONSE
- Blaming
- Complaining
- Excusing
- Repeating behavior

RESULT
- Seldom achieves goals

Creator: RESPONSE
- Seeking solutions
- Taking action
- Trying something new

RESULT
- Often achieves goals
Purpose of this exercise:

- Engages students
- Introduces concepts of “victim” and “creator” as well as “choice points”
- Invites students to begin examining their own choices as well as how they can become active seekers of solutions

Impact of this exercise:

- Throughout the semester, students apply the responsibility model and become very adept at identifying when they or their classmates are acting as creators vs. victims!
- No more excuses!
Retention is enhanced through the development of success skills plus the engagement of students with others and in learning...
And now for a perspective from another classroom on another campus...
- **Attitudes**
  - Take responsibility for learning
  - Find relevance and meaning in studies
  - Cope with stress

- **Skills**
  - Time Management
  - Writing
  - Reading
  - Taking Notes
  - Research Skills
  - Preparing for Exams
  - Memory
  - Problem Solving

- **Behaviors**
  - Seek help
  - Set goals & persist
  - Transfer skills to other college course work
The Brazosport College Learning Frameworks curriculum is predicated on the idea that college is like a job. To be successful, college students need a special set of knowledge, skills, abilities, and attitudes to help them succeed in school and later in life.
From Humble Beginnings......

Spring 2007
- 2 Sections

Spring 2012
- 30 Sections

Board of Regents requires **ALL** first-time-in-college students to take PSYC 1300
Approximately 5,750 students have taken the course
This semester, dual/concurrent students made up 58% of the total population in Learning Frameworks.
This semester marks the second time Learning Frameworks was offered to sophomores in their Spring semester. This semester, sophomores made up 77% of all dual/concurrent students taking Learning Frameworks.
HAS LEARNING FRAMEWORKS MADE AN IMPACT AT BRAZOSPORT COLLEGE?
Persistence of Learning Frameworks Students Fall-to-Spring and Fall-to-Fall

- Fall successful PSYC1300 students Fall to Spring persistence rate:
  - Baseline: 66% (244 students)
  - 2007 Cohort: 91.6% (316 students)
  - 2008 Cohort: 78.6% (278 students)
  - 2009 Cohort: 72.7% (688 students)

- Fall successful PSYC1300 Students: Fall to Fall persistence rate:
  - 2007 Cohort: 51.0% (50.7% increase)
  - 2008 Cohort: 51.0% (50.7% increase)
  - 2009 Cohort: 60.2% (60.2% increase)

Legend:
- Baseline
- 2007 Cohort
- 2008 Cohort
- 2009 Cohort
- 2010 Cohort
Innovative Course Approval

• TEA approved the innovative course application submitted by Brazosport ISD and based upon Learning Frameworks at Brazosport College

• Applies to *every* high-school district in the state of Texas
STAR Award Winner

• Learning Frameworks at Brazosport College was recognized by the Texas Higher Education Coordinating Board as the winner of STAR award for demonstrating exceptional contributions toward *Closing the Gaps by 2015*
Excelencia in Education

• On September 27, 2011, the U.S. Under Secretary of Education and CEO of ACT joined Excelencia in Education in honoring Brazosport College’s Learning Frameworks program among America’s top programs that increase degree completion among Latinos at the associate, bachelor, and graduate level. Learning Frameworks was selected from among 195 competitors as one of 16 national finalists for the 2011 Examples of Excelencia recognition.
Recent Feature Articles
A typical day at Brazosport College in the Psychology 1300 classroom..........

Active & collaborative learning...

Learning new skills... Building relationships...
Change: The Common Denominator

Student Success Theory

Student Success Data

Best Practice

Evaluation Planning and Effectiveness

CHANGE

Brazosport College
Lessons Learned and Future Issues
Don’t expect others to sell your program for you
Don’t do it alone

• Share your program with the entire college

• Appeal to common core values

• Who doesn’t want to improve student success?
Students Don’t Do OPTIONAL

• If you know the program works and you’re committed to student success, make it mandatory.
Scale WIDE and DEEP

Serve MORE students

Improve outcomes
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Questions/Discussion?