more to
MOST
SCALING UP EFFECTIVE COMMUNITY COLLEGE PRACTICES

- March 1, 2012
  D.R.E.A.M.

MDC
Today’s College Student

- HALF are older than 22
- 45% of all college students attend community college
- 1 in 3 work full-time
- HALF are financially on their own
The Waiting Game

The longer you wait to start, the harder it is finish

Going to college immediately after high school

Immediate after high school

If you wait one year after high school your chances go down 50%

Wait one year

If you wait another year, your chances go down by another 50%

Wait two years

If you wait until you are 26, you have only a 3% chance of earning a BA

Wait until 26 years of age
About MDC

MDC helps communities and organizations apply demonstrated solutions to the barriers that separate people from opportunity

Over 45 years of partnerships with community colleges to design, test, and deliver programs that accelerate educational achievement and workplace success

Achieving the Dream and Developmental Education Initiative
Why Scale?

America is counting on community colleges to help all students obtain a credential or degree.

Community colleges are facing more scrutiny:
- Status of the economy
- National college completion rates
- Increasing mismatch between available jobs and the skills of those available to work

Colleges are doing innovative things
- But sustaining these services will require colleges to move beyond small programs

We can’t just soothe *some* of our educational and economic woes
- Community colleges are being asked to do things “at scale”
What Works?

- **Assessment preparation**: More intensive orientation programs, review sessions, re-testing opportunities that better prepare students for placement testing.

- **Contextualization**: Incorporating content from workforce training or academic disciplines into developmental skill instruction.

- **Acceleration**: Moving students through developmental education more quickly; shortening the required sequence of courses; allowing students to complete multiple courses in one semester; dual enrollment in credit-bearing and developmental courses.

- **Student supports**: In and out-of-class tutoring, mentoring, intensive advising to connect students with additional resources to help them stay in school.
Challenges

There is no silver bullet; no “one best way” to scale

- There are few sorting mechanisms for promising innovations, making it difficult for true best practices to rise to the top.
- There is little investment specifically targeted to scaling efforts.
- Existing funding models for this work outside the private sector are inadequate.
- Navigating the politics of change within any human system is critical—and difficult.
This Can Save You Money
Scaling Up a COMPASS Review

D.R.E.A.M. 2012
Ginger Miller
Guilford Technical Community College, NC
Guilford Technical Community College

- 58 community colleges in North Carolina
- GTCC is the third largest
- GTCC has campuses in Jamestown, Greensboro, and High Point
GTCC Student Comparison: Fall 2011

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>57% Female</td>
<td>57%</td>
</tr>
<tr>
<td>43% Male</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>56% Minority</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Headcount</strong></td>
<td></td>
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<tr>
<td>15,100</td>
<td>4,780</td>
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</table>
## GTCC Student Comparison: Fall 2011 Age

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% 18 to 24</td>
<td>60%</td>
</tr>
<tr>
<td>25% 25 to 34</td>
<td>19%</td>
</tr>
<tr>
<td>14% 35 to 44</td>
<td>12%</td>
</tr>
<tr>
<td>10% 45 yrs &amp; up</td>
<td>9%</td>
</tr>
</tbody>
</table>
GTCC Testing Out of Courses After COMPASS Review

% Movement

- 2010FA: ENG 60.55, RED 61.29, MAT 32.97
- 2011SP: ENG 63.88, RED 59.55, MAT 38.5
- 2011FA: ENG 59.5, RED 56.02, MAT 28.57
more to MOST

Scaling up effective community college practices

more2most.org
Planning for Scale
To Scale or Not to Scale?

Choose Program for Possible Expansion

Determine Program Value

Determine Scaling Strategy

Determine Feasibility

Make the Go/No Go decision
More to Most Roadmap

Step 1: Getting Started.
Form your team and take some time to discover what your institution already knows about successfully scaling effective programs.

Step 2: Determine Program Value.
Define the problem, collect your evidence, and set your criteria for effectiveness.

Step 3: Determine Scaling Strategy.
Define your scaling goal and design a strategy to reach it.

Step 4: Determine Feasibility.
Assess your institution’s capacity to implement the scaling strategy you have designed. Decide to move forward or to pursue an alternative method. At this step, you’ll apply the SCALERS model to evaluate your proposed method and to evaluate your institution’s ability to implement it.

Step 5: Determine Plan of Action.
Make a plan for building institutional capacity and implementing your scaling strategy.
Determine Scaling Strategy

**SCALING with EQUITY**

**FEATURES:**
- **4 APPROACHES TO SCALE ON 2 DIMENSIONS**
- **More Breadth:**
  - Add class sections to serve more students.
  - Duplicate your successful programs in new locations.
  - Apply successful practices to new subjects.
  - Train all faculty to know and use successful practices.
- **More Depth:**
  - Add support services to help existing students.
  - Bring successful programs to your locations.
  - Use a variety of successful practices in one subject.
  - Solicit faculty feedback to improve practices further.
Determine Feasibility

- SCALERS
  - Staffing
  - Communicating
  - Alliance-Building
  - Lobbying
  - Earnings Generation
  - Replicating
  - Stimulating Market Forces

Adapted from Duke University’s Center for the Advancement of Social Entrepreneurship and translated to the community college sector.
The SCALERS Journey
From Fun Little Projects to Adapting Initiatives

D.R.E.A.M. 2012
Charlotte Finnegans
Jackson Community College, Michigan
Our Starting Point

- Jackson Community College
  - South Central Michigan
  - Round 4 Achieving the Dream college
  - In our fourth year now
- About 7,000 students this fall
Initiatives

- Learning Communities
  - Reading, Pre-Algebra, First-Year Seminars
  - College Writing, Beginning Algebra
- Supplemental Instruction for Math
- Social Support Networks:
  - Men of Merit, Sisters of Strength
Our Fourth Year

- Reflection
  - Where have we been?
- Current State
  - Where are we now?
- Process of Adapting Initiatives
  - What is worth continuing?
Analyzing the Initiative

- What was the problem?
- How did the initiative impact the problem?
- Impact versus time, resources
- Consequences
  - Unintended?
- Does the problem continue?
Gathering our Thoughts

- Used Guiding Questions
  - Snapshot history
  - Data review
  - Value, results, consequences
  - Resources
  - Challenges
  - Critical aspects to keep
  - How much, if any, to scale
  - Goals
  - Resource needs
  - Accountabilities
Guiding Questions Excerpts

1. How do we know this intervention was successful? What evidence leads us to that conclusion?

Men of Merit/Sisters of Strength (MoM/SoS) have a

2. Does everyone agree it was successful? If not, why not?

Engagement, Leadership, and Service example: At a recent Martin Luther King dinner, MoM/SoS developed a business plan and got sponsors to bring 500 inner-city youth to campus to hear the main speaker.

We all agreed that MoM/SoS is successful in terms of a positive association for retention and enrollment. Soft MoM/SoS students are consulted by judges, the school, the district. They do service learning, including speaking to local middle school. MoM/SoS have also been called upon to testify at state legislatures.

We also see MoM/SoS forming strong bonds with JCC and direct increase in enrollments for students of color, which builds on the visibility and the image of these studied community and on campus.

3. What challenges were encountered? How were these handled?

The biggest challenges seem to be promoting LCs to students and encouraging enrollment by working more closely with Student Services for greater understanding of the purposes and benefits of the initiative.

4. Student Services staff is critical in developing buy-in requirements for orientations, and the production of all of the course links.

5. Team meetings

6. Reduce video clips from marketing

7. Institutional Research time in data analysis and reporting; faculty and IR time in Foundation Studies Committee to review results and give input on faculty feedback.

Foundation Studies department would:

- recruit faculty and schedule LCs and ICs with support from chairs of colleges of arts & sciences;
- ensure that faculty experienced with LCs/ICs are available and willing to teach faculty newly involved;
- organize promotions and coordinate with Marketing and Student Services;
- coordinate data analysis needs with Institutional Research.

The Foundation Studies chair would need to coordinate all this activity with the LC/IC sections.
Assessing Support

- Does the initiative still fit with Strategic Plan?
- What supports continuation?
  - Capacity from Institutional Research
  - Foundation Studies Committee
  - Faculty
- What does not support continuation?
  - Staffing
  - Time, Resources, Energy, Focus
Framing with SCALERS

- Converted notes to the framework
  - Recommendations, by types of scaling
  - Budget implications
  - Review of initiative
  - Evaluation and data plan
  - Return on investment
- Plan for SCALERS
  - “To Do”
  - “In Place”
SCALERS Framework Excerpts

Program Value

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>Results from Pilot</th>
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</thead>
<tbody>
<tr>
<td>Course Success</td>
<td>DE Learning Communities have consistently been associated with higher success rates in pre-algebra.</td>
</tr>
<tr>
<td>Alignment with institutional objectives</td>
<td>Maintaining the average number of learning communities and increasing the number of integrated courses supports the college goals to increase student success and persistence while containing resource costs.</td>
</tr>
<tr>
<td>Student engagement</td>
<td>DE Learning Communities (LC/IC) seem to have a positive association with higher levels of student engagement.</td>
</tr>
</tbody>
</table>
Considering the Scale:
More to Most

- Some - Learning Communities
- More - Supplemental Instruction; Men of Merit/Sisters of Strength; Integrated Courses
- Most - Use of ATDI Principles
Breadth and Depth

**People**
- Involve more faculty in LCs; Involve more Students in MoM/SoS
- Involve more faculty from all areas in Foundation Studies Committee

**Places**
- Offer at more JCC locations
- Open MoM/SoS ‘chapters’ at local schools

**Things**
- Use SI in other subjects
- Use LCs/ICs in other course combinations

**Ideas**
- Use ATDI principles at Foundation Studies Committee
- Apply ATDI methods to new initiatives
Proposing the Scale

- Approval Request
  - Brief overview of initiative and results
  - Specific recommendations
  - Budget implications
  - Data analysis
  - Evaluation and data plan
  - SCALERS to-do list
  - Other areas involved
  - Committee reporting for monitoring
  - Policies to change
  - Contact person
Proposal Excerpts

Implementation Approval Request

Date: January 2012
Initiative: Learning Communities
Duration of Pilot: Fall 2008 – Winter 2012
Leadership: Achieving the Dream Oversight
Core Team: Martha Petry, Kristi Laird, Ted
Funding Source: Achieving the Dream, 20

Description: Learning Communities are co-
specified sections that are linked together a
and supportive learning environment across

Goal: Increase by 7% the rate of persistence
compared to similar students not enrolled in
persistence rates within the specific identified
students.

Measures
- Persistence to the next semester for
- Higher course success rates for our t
- Higher gains in post-test assessment
- Student engagement higher than o

Definitions
- Developmental Education (DE) Lear
- Combination of two or more courses

Evaluation and Data Plan

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Benefits</th>
<th>Resources</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success in foundational courses</td>
<td>Conserves use of Financial Aid and decreases the time to complete a degree.</td>
<td>Institutional Research (IR) staff analysis of course completion data.</td>
<td>Collect by semester. Analyze at Foundation Studies Committee by the end of the following semester.</td>
</tr>
<tr>
<td>Persistence to next semester and next year</td>
<td>Conserves use of Financial Aid and decreases the time to complete a degree. Maintains and increases enrollment.</td>
<td>IR staff analysis of persistence data.</td>
<td>Collect annually. Analyze at Foundation Studies Committee annually.</td>
</tr>
<tr>
<td>Student engagement</td>
<td>Increases confidence to</td>
<td>IR staff analysis of</td>
<td>Collect in cycle of student</td>
</tr>
</tbody>
</table>

Area | Responsible | Accountable | Consulted | Informed |
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<th></th>
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</thead>
<tbody>
<tr>
<td>Academic Departments (list) Foundation Studies LL&amp;A; Mathematics</td>
<td>Foundation Studies department</td>
<td>Set schedule, staff sections with departments that are participating in the LC/IC</td>
<td></td>
<td></td>
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<tr>
<td>Adjunct Coordinator</td>
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<td>X</td>
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<tr>
<td>Athletics</td>
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<td>Bookstore</td>
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<tr>
<td>Business Office</td>
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<tr>
<td>Center for Student Success</td>
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<td></td>
<td>X</td>
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What policies are affected by this initiative, in what ways and when?

<table>
<thead>
<tr>
<th>Policy</th>
<th>Condition</th>
<th>Responsible for Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Load</td>
<td>Learning Communities: ENG 085 instructor is also instructor of record for FYS 110 and receives 1 extra load hours for a total of 6; MAT 020 instructor receives 2 extra load hours for a total of 6; Instructors received 2 extra load</td>
<td>Supervising dean</td>
</tr>
</tbody>
</table>
Scaling as Sustainability

Scaling impact within the complex system of a community college requires continued adaptation, incorporation of new ideas, and refinement of existing programs.

- What have you learned in going from some to more that will help you get to most?
- What new capacities have you developed? What capacities have you strengthened?
- How will you institutionalize this kind of planning so that it becomes a part of the way you approach any new program?
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more2most.org

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