CHASING THE DATA: USING ATD COHORT INDICATORS TO GAUGE STUDENT SUCCESS AND LEARNING

D.R.E.A.M. ANNUAL CONFERENCE
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Presented By

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Robin Bryant
Kim Kirby
Debbie Hardy
“PCCUA is proud to have been designated an Achieving the Dream Leader College—a recognition of accomplishment in the national effort to improve student success.”
DATA
Sometimes It Is hard to Catch!
Do We Know What to Do With It
Once We Have Caught It???
Before We Begin This Session
Let’s Think About What We Mean
By Student Success
Activity #1-Ice Breaker

Pair Share

On the sticky note you have been given, tell us what student success is to you?

Turn to your neighbor and share your definition.
At PCCUA many of us would have given different answers a few years ago..... at PCCUA when we discuss student success we mean.....

A student has demonstrated success by exhibiting behaviors which result in the following outcomes...

Course retention
Course success
Term to term retention
Fall to fall retention
Graduation rate

This has also become our measure for success.
Session Learning Objectives

In this session you will………

1) Learn and receive information about successful direct instructional interventions.

2) Identify the connection between the intervention and the data outcome of that intervention.

3) Have the opportunity to discuss when an intervention needs to be modified or terminated because data does not support its use.

4) Examine the visual interpretive tools used to share data for discussion.
5) Understand that the interventions and the use of data to measure the effectiveness of the intervention are essential to improving the learning.

6) Recognize that data analysis and discussion of an intervention is critical to action planning and evaluation.
BRIEF OVERVIEW OF WHAT IT MEANS TO BE AN ATD LEADER COLLEGE
PCCUA ATD
Leader College Requirements

1. Committed Leadership

2. Use of Evidence to Improve Program and Services

3. Broad Engagement

4. Systematic Institutional Improvement

PCCUA has sustained three years of documented student success improvement
ATD Principles

1. Commit to improving Student Outcomes
2. Use Data to Prioritize Action
3. Engage Stakeholders to Help Develop a Plan
4. Implement, Evaluate, and Improve Strategies
5. Establish a Culture of Continuous Improvement
Institutional Engagement & Accountability

- Clearly Defined Priorities
- Identified Student Success Strategies
- Establishing Measurable Outcomes Assessment
- Examining Patterns of Evidence Qualitative Quantitative
- College Conversations
- Professional Development
- Quality Instruction and Student Support

Framework at PCCUA
ATD Process

1. Institutional Accountability

2. Clearly Defined Priority(ies)

3. Identified Student Success Strategies (Based on Best Practices)

4. Established Measurable Outcomes with Assessment (course retention, course success, term to term persistence, year to year persistence, degree completion)

5. Established Performance Baseline
6. Examining Patterns of Evidence Using Both Qualitative and Quantitative Outcomes (data, surveys, conversations, focus groups, interviews, more)

7. External Expertise (Coaches, Facilitators, Consultants)

8. Conversations About Data Issues, Values and Beliefs

9. Professional Development

10. Quality Instruction and Student Support
Four Areas of Faculty Engagement Resulting in Change at PCCUA

Implementing ATD Strategies and Participating in Curriculum redesign

Increasing Research Capacity (using faculty to analyze and interpret course and program data)

Using Both Formative and Summative Data and Evaluation

Professional Development
Two kinds of data inform the impact of the direct interventions, this session will focus on the actual interventions and provide examples of some ways PCCUA uses qualitative and quantitative data to inform decision making.
Implementing ATD Strategies and Participating in Curriculum Redesign to Improve Success

Robin Bryant
Data Measures PCCUA’s ATD Desired Outcomes

Successful Course Completion

Advancement From Remedial to Credit Bearing Courses

Enrollment in and Successful Completion of “Gatekeeper” Classes

Continued Persistence From Term to Term and Year to Year

Increase in the Number of Students Earning Degrees and/or Certificates
Establishing Student Success Priorities

Priority 1A: Increase retention and completion of students enrolled in developmental reading classes.

Priority 1B: Increase the retention and completion of students enrolled in developmental English classes.

Priority 1C: Increase the retention and completion of students enrolled in developmental math classes.

Priority 2: Increase the successful completion and persistence of students enrolled in “gatekeeper” courses
PCCUA Had to Connect All the Pieces Which Impact Students
Implementing Strategies

1. Supplemental Instruction Labs (mandatory)
   reading-2 hours  English-1 hour  math-1 hour
   structured curriculum  structured curriculum  open lab

2. Early Alert

3. Student Success I - Basic Writing II
   Student Success II - Freshman English I
   (academic, study, literacy, and life skills)
Striving for Improvement

All ATD work at PCCUA has been...

Results Focused...increased reading and writing completion rates.

Student Success Centered.....ATD work combined with goals of other initiatives is allowing us to examine ways to continue improvement (HLC, PACE, Title III, Perkins, Career Pathways, Other Initiatives-see handout)

Best Practices Oriented.....new practices (positive impact on faculty engagement)
PCCUA Curriculum Redesign Pilots

- Basic Writing I with Reading I
- Basic Writing II with Freshman English I
- Intermediate Algebra with College Algebra
New Support Activities

- Mandatory Orientation
- Student Learning Center (STAR Lab)
- Intrusive Advising
- African American Male Mentoring (2013)
- Other- add virtual supplemental instruction in Freshman English and College Algebra
The Metric Must Measure the Intervention

Analysis and sharing data increases ownership and helps faculty discover new ways to use the data for better teaching.

It allows the institution discover/invent better ways to serve students and meet needs.

One exercise which has worked well with our faculty related to supplemental instruction is the data carousel.
Activity #2

Activity 2: Data Carousel

Directions: Spend a few minutes thinking individually about the data provided. Answer each question using a post-it (3-5 minutes)

WHAT… questions does the data raise for you? (Yellow post-it)

WHAT… surprised you about the data? (White post-it)

WHAT… can I do to improve the data in this area? (Orange post-it)

Post your color coded response on the poster sheet on the wall next to the appropriate question
The Four ATD Indicators

### Success Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2004-06</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2008-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Retention</strong></td>
<td>966/1183</td>
<td>290/320</td>
<td>326/422</td>
<td>343/428</td>
<td>291/381</td>
<td>1250/1551</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>91%</td>
<td>77%</td>
<td>80%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Course Success</strong></td>
<td>650/1183</td>
<td>240/320</td>
<td>265/422</td>
<td>270/428</td>
<td>219/381</td>
<td>994/1551</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>75%</td>
<td>63%</td>
<td>63%</td>
<td>57%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Fall to Spring Retention</strong></td>
<td>563/836</td>
<td>201/264</td>
<td>232/301</td>
<td>213/313</td>
<td>200/276</td>
<td>846/1154</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>76%</td>
<td>77%</td>
<td>68%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Fall to Fall Retention</strong></td>
<td>293/836</td>
<td>106/264</td>
<td>130/301</td>
<td>95/313</td>
<td>114/276</td>
<td>445/1154</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>40%</td>
<td>43%</td>
<td>30%</td>
<td>41%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Let’s Share Some Findings
What our Faculty Noticed

1. Why hasn’t course retention improved?
2. Why does the 2008-2009 data look so positive?
3. Where is the 2007 data?
4. What happened to the 2008-12 data?

We post data notes on each campus, use discussion outcomes to re-examine data, and make decisions about how to use outcomes from the discussion or the data to inform decisions.
PCCUA has three campuses so we always plan the same discussion for the same day and time if possible. This example is a small group of people but we have used this technique with as many as 250 people and it has worked well.

TIPS
- Keep groups small
- Focus on one data table at a time
- Ensure all comments are considered valid
- Keep atmosphere informal and non-threatening
- If errors exist in tables don’t let that stifle discussion
- Encourage ownership of data
Increasing Research Capacity By Using Faculty to Analyze and Interpret Course and Program Data

Increases the Understanding and Use of Data

Increases Research Capacity and Enables Faculty and Staff, Ensuring That Data Is Shared, Understood, and Used By Those Who Need the Information the Most

Improves Decision Making
Ways to Share Data with Faculty

Table Top Discussions
Data Carousel
Newsletters
Share Fairs (Great Teachers, etc.)
Dialogues
Work Teams
Web Page  http://www.pccua.edu/Achieving%20the%20dream/
Blogs

Assign faculty to lead the collection, reporting, and analysis of student outcomes. Often these people evolve into data champions. Usually, these faculty are more closely connected to other faculty.
Faculty Are Key Players in Formative and Summative Data and Evaluation

Critical aspects of evaluation include sharing and engaging all stakeholders in dialogue about general information, changes, and about what works and what does not work.

This can be done by examining formative and summative data and using the formative and summative evaluation.
Use of Summative Data is Directly Tied to Evaluation but the Use of Formative Data is Critical to Improvement

To gather information
- Determine inconsistencies in practices and procedures
- Identify inconsistencies in data and help identify what is or is not working
- Other

To understand strengths and weaknesses
- Gaps in gender and ethnicity (others)
- Gaps in service provided
- Other

To improve teaching and learning
- Need for student engagement
- Support for learning
- Other (cooperative learning)
How Using Formative Data Helps

- Improves learning materials
- Improves student learning and achievement
- Improves teacher effectiveness
- Sets a direction for professional development
- Allows the college to use feedback gathered to refine goals and to develop strategies for achieving goals
- Other reasons
### Formative and Summative Data

<table>
<thead>
<tr>
<th><strong>Formative</strong></th>
<th><strong>Summative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze strengths and weaknesses towards improving (e.g. learning materials, student learning and achievement, etc.)</td>
<td>Document achievement</td>
</tr>
<tr>
<td>Determines direction of professional development</td>
<td>Identifies if and intervention is a “best practice”</td>
</tr>
<tr>
<td>Opportunity to reflect on meaning of past achievements</td>
<td>Show results of professional development activities</td>
</tr>
<tr>
<td>Feedback to refine goals and to development strategies for achieving</td>
<td>Evidence of regular formative evaluation and it demonstrates the impact of practices for refinement (e.g. questionnaires, surveys, interviews, observation, and testing)</td>
</tr>
</tbody>
</table>
Other Data- Using CCSSE, CCFSSE, & SENSE

- The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services.

- The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students’ educational experiences.

- CCFSSE data not only help participating colleges identify areas of strength, but also enable them to recognize challenges or gaps that may require further consideration.

- The Survey of Entering Student Engagement (SENSE), a product and service of the Center for Community College Student Engagement, helps community colleges discover why some entering students persist and succeed and others do not.
Using Data for Improvement: ESSI Institute Training

- Center for Community College Student Engagement-Austin, Texas hosted an Entering Student Success Institute (ESSI)
- Institute was held over 2 ½ days
- Participants reviewed institutional survey data from the SENSE Survey (Survey of Entering Student Engagement)
- Team environment (5 team members per institution)
- Identified specific priorities and strategies to improve student success and retention
- Created an Action Plan to initiate the strategies
- SENSE 2009 data – team of administrators
- SENSE 2010 data – team of faculty
<table>
<thead>
<tr>
<th>Priority 1: New Student Orientation</th>
<th>Priority 2: Intrusive Advising</th>
<th>Priority 3: Aligning PCCUA policies, practices, and initiatives to promote the student success agenda throughout the college.</th>
</tr>
</thead>
</table>
| **Increase** student awareness of college purpose, processes, and procedures (credits of learning, resource availability, introduction to administration)  
**Improve** students readiness for classes, motivation to become engaged, and encouragement to seek assistance (Let students know they are valued) | **Provide** students with direction to assist with identification of vocational/academic goals.  
**Create** an academic plan.  
**Assist** students with identification of courses needed to meet goals.  
**Provide** intrusive, close advisor contact ensuring that students can identify and are using advising services.  
**Require** students to meet with advisor for  
1) Registration,  
2) Third week update (receive student pass to pick up Pell grant check),  
3) Mid-term update  
4) Pre-registration for next semester | **Increase** student awareness of policies and practices  
**Increase** student awareness of financial and academic obligations related to enrollment, discipline, disability, and grade appeals  
**Develop** student skills to enable them to use college resources which promotes independence and self-sufficiency  
**Improve** student awareness of functional areas of operation-Student Services  
**Build** relationship with students |
# SENSE and CCSSE Data (ESSI Institute 2010)

<table>
<thead>
<tr>
<th>Priority 1: Communication: Interactive Data Sharing-Faculty Engagement (targets effective track to college readiness, engaged learning and academic and social support network benchmarks)</th>
<th>Priority 2: Reinforce Early Alert (targets high expectations and engaged learning benchmarks)</th>
<th>Priority 3: Classroom Student Engagement-Faculty Professional Development (targets engaged learning and academic and social network benchmarks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organize student success summit</strong>-Data Carousel</td>
<td><strong>Instruct</strong> “chunking” of information</td>
<td><strong>Create</strong> “Great Teachers Workshop” - Fall 2010</td>
</tr>
<tr>
<td><strong>Conduct</strong> student focus groups</td>
<td><strong>Assess</strong> early and provide feedback during the first three weeks of class</td>
<td><strong>Provide</strong> Professional Development speaker - Student Engagement Techniques</td>
</tr>
<tr>
<td><strong>Create</strong> email “snippets” or “Did you know?” of data information weekly</td>
<td><strong>Share academic distress checklist</strong></td>
<td><strong>Provide</strong> Professional Development - Collaborative/Cooperative Learning Model Resource</td>
</tr>
<tr>
<td><strong>Discuss</strong> SENSE benchmarks and post data on college Student Engagement Webpage</td>
<td><strong>Share</strong> faculty development best practices</td>
<td>Developing early alert to include non-development classes (all courses)</td>
</tr>
<tr>
<td></td>
<td><strong>Broaden</strong> early alert to include non-development classes (all courses)</td>
<td><strong>Refer</strong> for tutoring early</td>
</tr>
</tbody>
</table>
CCSSE Institute Fall 2012

- 2012 PCCUA CCSSE INSTITUTE
- SEPTEMBER 20-21, 2012
- FACILITATOR: Arlene Arnsberger, Project Manager for the Initiative on Student Success at the Center for Community College Student Engagement in Austin, Texas.
A team of faculty and staff worked together to review the data provided from the CCSSE and CCFSSE surveys conducted during the spring 2012 semester.

During the one and a half days, the team worked with the data, discussed strategies that could improve the student experience, and formulated an action plan for initiating appropriate strategies.
<table>
<thead>
<tr>
<th>Priority/Strategy</th>
<th>Goal</th>
<th>Activities/Tasks</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Issues or Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the three top priorities for strengthening college work to improve student engagement and success?</td>
<td>What student outcome goal(s) will potentially be impacted through this focus?</td>
<td>What tasks are required to accomplish it?</td>
<td>Who will assume/ be assigned leadership responsibility?</td>
<td>Implementation date</td>
<td>Formative evaluation date</td>
<td>What will you need to do the job (e.g., data, tools, web resources, personnel)?</td>
</tr>
<tr>
<td>1. Establish a different more dynamic strategic plan for the college (review every three to four years)</td>
<td>This will strengthen almost every goal at the college</td>
<td>Identify players, set up planning meeting, establish a meeting session</td>
<td>Chancellor, Cabinet, College Council</td>
<td>2012-13</td>
<td>May 2013</td>
<td>Actual Strategic Plan and an implementation timeline with specific target dates</td>
</tr>
<tr>
<td>2. Set consistent (applied the same way) and uniforms (the same) norms for college practices</td>
<td>This will strengthen almost every goal at the college</td>
<td>Work towards this will begin immediately. It was suggested that it might be best to establish a policies and procedures review team composed of willing participants from the SPT.</td>
<td>Chancellor, Cabinet, College Council</td>
<td>2012-2015</td>
<td>May 2013</td>
<td>PCCUA Board Policy and Administrative Procedures review schedule</td>
</tr>
<tr>
<td>3. Ensure that data provided for discussion and application is &quot;real&quot; and &quot;useable&quot; for faculty and staff.</td>
<td>Improving student success, productivity, and efficiency.</td>
<td>Continue with regularly scheduled discussions at the department, division, functional area, and institutional level</td>
<td>Data Team/Institutional Research</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Data, web, workshops, professional development, discussion meetings, accurate data</td>
</tr>
<tr>
<td>4. Use more focus groups and other one to one approaches to gather information</td>
<td>Improving student success, productivity, and efficiency.</td>
<td>Data team needs to tie qualitative data gathering to quantifiable data. Data team needs to begin this kind of information collection and analysis</td>
<td>Data Team/Focus Group Leaders</td>
<td>September/May annually</td>
<td>September/May annually</td>
<td>This needs to be and developed in more detail.</td>
</tr>
</tbody>
</table>
Action Plan (Prioritized)

1) Establish a different kind of college strategic plan (review every three to four years)

2) Continue faculty development

3) Deepen understanding of collaborative learning

4) Set consistent (applied the same way) and uniforms (the same) norms for college Practices

5) Provide more opportunities and sharing for adjunct faculty

6) Ensure that data provided for discussion and application is "real" and "useable" for faculty and staff.

7) Make college data accessible to all.

8) Use more focus groups and other one to one approaches to gather information.
Activity #3 : Mini Institute Model

- Handout- example of CCSSE & CCFSSSE data
- Handout- blank action plan
- Instructions:
  - Review data and identify areas for improvement
    - What does the data show?
    - What area would you target for improvement?
    - What type of strategy or priority would improve student success?
<table>
<thead>
<tr>
<th>2012 CCFSSE Results (Faculty)</th>
<th>2012 CCSSE Results (Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCFSSE Item</strong></td>
<td><strong>Responses</strong></td>
</tr>
<tr>
<td>How often do students in your selected course section ask questions in class or contribute to class discussions?</td>
<td>Don't know</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very often</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form?</td>
<td>Very little</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
</tr>
<tr>
<td></td>
<td>Very much</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>How important do you believe peer and other tutoring is to students at this college?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Priority/Strategy</td>
<td>Goal</td>
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<td>-------------------</td>
<td>------</td>
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<td>What are the three top priorities for strengthening college work to improve student engagement and success?</td>
<td>What student outcome goal(s) will potentially be impacted through this focus?</td>
</tr>
</tbody>
</table>
Progress must be measured against your institution’s past performance. We have found it best not to compete with other colleges.

Data errors happen and can be fixed (one of the purposes of sharing data is so more eyes can see the outcomes).

Discussions generated from data discussions are critical to improvement and problem solving.
## Completion and Persistence

### ATD Indicators and Arkansas Indicators

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate of Arts or Sciences</th>
<th>Technical Certificates</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>100% (9/272) 3%</td>
<td>150% (26/272) 10%</td>
<td>200% (30/272) 11%</td>
</tr>
<tr>
<td>2005</td>
<td>100% (16/306) 5%</td>
<td>150% (33/306) 11%</td>
<td>200% (36/306) 12%</td>
</tr>
<tr>
<td>2006</td>
<td>100% (11/258) 4%</td>
<td>150% (25/258) 10%</td>
<td>200% (39/258) 15%</td>
</tr>
<tr>
<td>2007</td>
<td>100% (21/293) 7%</td>
<td>150% (48/293) 16%</td>
<td>200% (56/293) 19%</td>
</tr>
<tr>
<td>2008</td>
<td>100% (27/264) 10%</td>
<td>150% (49/264) 19%</td>
<td>200% (59/264) 22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate of Arts or Sciences</th>
<th>Technical Certificates</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>100% (29/272) 11%</td>
<td>150% (38/272) 14%</td>
<td>200% (56/272) 22%</td>
</tr>
<tr>
<td>2006</td>
<td>100% (35/306) 11%</td>
<td>150% (54/306) 18%</td>
<td>200% (70/306) 24%</td>
</tr>
<tr>
<td>2007</td>
<td>100% (57/258) 14%</td>
<td>150% (82/258) 22%</td>
<td>200% (110/258) 43%</td>
</tr>
<tr>
<td>2008</td>
<td>100% (65/264) 25%</td>
<td>150% (86/264) 33%</td>
<td>200% (121/264) 46%</td>
</tr>
</tbody>
</table>
The funding for ATD at PCCUA is a result of the generosity and vision of the Winthrop Rockefeller Foundation.

http://www.pccua.edu/achieving%20the%20dream
Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

PCCUA
2012-13
ATD Web Page

Goals
Core Team
Coach Data Facilitator
ATD National Conference
Anaheim, California
Anaheim Hilton
February 4-6, 2013

Academic Update 2012
CCSSE Newsletter 2012-13
Student Success Summary

ATD Outcomes
Successful course completion
Advancement from remedial to credit-bearing courses
Enrollment in and successful completion of gatekeeper courses

Enrollment from one semester to the next
Increase in the number of students enrolled who earn degrees and/of certificates

2012 PCCUA CCSSE Institute
September 20-21, 2012
Facilitator
Arlene Arnsberger (BIO)

The workshop was led by Arlene Arnsberger, Project Manager for the initiative on Student Success at the Center for Community College Student Engagement in Austin, Texas. A team of faculty and staff worked together to review the data provided from the CCSSE and CCFSSE surveys conducted during the spring 2012 semester. During the one and a half days, the team worked with the data, discussed strategies that could improve the student experience, and formulated an action plan for initiating appropriate strategies. The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services.

Action Plan (Prioritized)
1) Establish college strategic plan (review every three to four years)
2) Continue faculty development
3) Deepen understanding of collaborative learning
4) Set consistent (applied the same way) and uniform (the same) norms for college practices
5) Provide more opportunities and sharing for adjunct faculty
6) Ensure that data provided for discussion and application is "real" and "useable" for faculty and staff.
7) Make college data accessible to all.
8) Use more focus groups and other one to one approaches to gather information.

CCSSE Key Findings
Discussion Outcomes CCSSE and CCFSSE
Data Discussion Notes and Goals
CCSSE
Community College Survey of Student Engagement

Phillips Community College
of the University of Arkansas

Student Engagement

CCSSE 2012
(Community College Survey of Student Engagement)


Newsletter Published Fall 2012
### ARTS AND SCIENCES BRIDGES TO SUCCESS: COMBINING THE HIGHER LEARNING COMMISSION-QUALITY IMPROVEMENT PROJECT (HLC-QIP) WITH THE PROGRAM FOR ACCELERATED COMPLETION AND EMPLOYMENT (PACE) GOALS

#### Bridges to Success

PCCUA will expand the supplemental instruction lab approach used in developmental education to include college level course work. As part of the HLC Improvement Project and the Program for Accelerated Completion and Employment (PACE) Grant, the College is embarking three bold new teaching and learning innovations. All three are designed to accelerate the completion of developmental education and movement through the college gatekeeper courses (Freshman English I and College Algebra). The success of these three new courses will be measured against benchmark data. The innovations have been designed using best practices and significant faculty engagement. Course 1 will combine developmental reading and writing for students placing in the lowest remediation courses. Course 2 will accelerate the English pathway toward completion by allowing students to take the highest remediation English (EH 1023) course with Freshman English I (EH 113). Course 3 will allow selected students to enroll in the highest remediation math course (EH 1123) with college Algebra (EH 125). In order to reinforce teaching engagement techniques, PCCUA will continue cooperative learning training begun last year so that all full and part-time faculty are trained.

Planning has already begun on the next phase of course modification and delivery based on the College’s success with developmental education. The College looked at the top five general education courses students take during or immediately after remediation. Those courses are Computer Information Systems (CT114), Western Civilization I (HY 113), U.S. History I (HY 213), General Psychology (PSY 213), and Sociology (SY213). These five courses are also writing-intensive. Some faculty teaching these courses will begin to plan new strategies which incorporate writing assignments evaluated using the English Department’s grading matrix and rubric.

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### ATD Leaders:

- Dr. Debby King, Project Director
- Robin Bryant, Core Team Leader
- Lynn Boone, Communication Leader
- Shaun Anderson, Data Team Leader
- Debbie Hardy, Student Success Coordinator (SENSE/CCSSE)
- Leslie Russell, Institutional Research
- Kim Kirby, Perkins/Engagement
- Dr. Steven Murray, Chancellor and ATD State Policy Team

It is amazing that so much has been accomplished through Bridges to Success. Many of the goals established have been realized and the next step is to analyze the effectiveness of these goals on improving retention and success in the highest remediation English and math courses and the college gatekeepers Freshman English I and College Algebra.

In an effort to increase the rate of success in Freshman English I and College Algebra, PCCUA is offering the following interventions:

1. Accelerated course for co-enrollment in Basic Writing II (highest remediation course) and Freshman English I.
2. Accelerated course for co-enrollment in Intermediate Algebra (highest remediation math) and College Algebra.
3. Mandatory Student Orientation.
4. A Student Learning Center will open (expansion of supplemental instruction approach).
5. Provide professional development for faculty.
6. Incorporate Cooperative Learning strategies in instruction.
7. Provide professional development for faculty using writing embedded assessments in five college courses in which students taking Basic Writing II, EH 1023 often enroll.
8. Identify other “best practices” which may be included for professional development.
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<td>Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.</td>
<td>The Higher Learning Commission has invited PCCUA to participate in a new kind of accreditation process called an Open Pathway. It is composed of two components: the Assurance Process and a Quality Improvement Plan. PCCUA accreditation rests with this work but no funds are available to do the work. No funding attached-part of accreditation process</td>
<td>The PACE grant is provided by the Department of Labor. PCCUA is a sub-grantee of NWACC. Its primary goal is to improve retention and achievement rates and reduce time-to-completion for students using strategies which (1) transform developmental education, (2) streamline certificate and degree pathways, and (3) enhance student advisement and job placement technology. PCCUA is a PACE Sub-grantee, NWACC received the grant for Arkansas Funded through DOL</td>
<td>The expanding of existing employment/education, income and work support opportunities offered through the Career Pathways Center for Working Families. The Center is available on all three campuses. It serves to expand existing employment education opportunities available. The CPCWF has increased the number of students served. A mandatory Financial Education Program for students enrolled in Basic Writing II and Freshman English I classes has proven to be most effective in helping educate students about finance. Funded through the Arkansas Career Pathways and the Annie E. Casey Foundation.</td>
<td>Student success in Career and technical education concentrator programs. The general intent of Congress in authorizing Perkins IV is to make the United States more competitive in the current world economy and to prepare workers to take advantage of emerging opportunities. To that end there are four overarching goals: 1) challenging academic standards; 2) broadening services that integrate academic and technical instruction; 3) increasing linkages between secondary and postsecondary institutions; 4) providing additional resources in the classroom. Funded through Carl Perkins</td>
<td>Student success for low income, first generation, and disabled students. This program focuses on improving retention and graduation, and transfer of its students. It provides a wide range of services which include advising, financial aid counseling, transfer information, career exploration, computer assisted programing. Funded through DOE, TRIO</td>
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<td>Priority-Success in Remedial Education</td>
<td>Priority-Moving students from highest level of remediation in English and math through the “gatekeeper courses” in order to increase the likelihood of graduation.</td>
<td>Priority-Student success in developmental education, success in allied health degree pathways, success at work placement</td>
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<td>Supplemental Instruction Early Alert Student Success I and II</td>
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### PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS ALIGNING INITIATIVES (Cont.)

<table>
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<tr>
<th>ATD, HLC, PACE, CWF-CP, PERKINS, SSS Strategies 2007-2015</th>
<th>Student Success</th>
<th>Mission and CORE Competencies</th>
<th>Values and Vision</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
<td>ATD Indicators</td>
<td>Mission: PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our community.</td>
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<tr>
<td>1. Supplemental Instruction Labs (ATD)</td>
<td>1. Course completion</td>
<td><strong>Core Values</strong></td>
<td>Core Values</td>
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<tr>
<td>2. Early Alert (ATD)</td>
<td>2. Course Success</td>
<td>Student Success</td>
<td>The Power of Education</td>
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<td>3. Student Success I &amp; II (ATD-CWF-CP)</td>
<td>3. Term to Term Persistence</td>
<td>Diversity</td>
<td>(Summarized)</td>
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<td>4. Focused Advising (ATD and HLC-QIP, CWF-CP, SSS)</td>
<td>4. Year to Year Persistence</td>
<td><strong>PCCUA Vision Statement</strong></td>
<td>Imagine a college at which every student...</td>
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<tr>
<td>5. Financial Literacy (CWF)</td>
<td>5. Degree Completion</td>
<td>is statement adapted with permission from the Center for Community College Engagement at UT Austin</td>
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<tr>
<td>6. Financial Literacy (CWF)</td>
<td>6. Acceleration of Movement in Degree Program (PACE)</td>
<td>...Is intentionally connected to others.</td>
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<td>7. Accelerated Courses in math and English (HLC-QIP)</td>
<td><strong>Outcomes</strong></td>
<td><strong>Cultural Awareness:</strong> Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.</td>
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<td>8. Combined reading and math for lowest remediation (HLC-QIP)</td>
<td>Quantitative Data</td>
<td><strong>Social and Civic Responsibility:</strong> Behavior that demonstrates adherence to legal/ethical standards established by society.</td>
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<td>9. Writing embedded instruction in five selected non-English courses (HLC-QIP)</td>
<td>Qualitative Data</td>
<td><strong>Critical Thinking:</strong> Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.</td>
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<td>10. Mandatory Orientation (HLC-QIP)</td>
<td><strong>Tools</strong></td>
<td><strong>Mathematical Reasoning:</strong> Determination of approach, materials, and strategies necessary to solve a problem.</td>
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<td>11. Student Success Learning Labs for Gateway Courses (HLC-QIP)</td>
<td>Surveys and Inventories</td>
<td><strong>Technology Utilization:</strong> Use tools of the trade to achieve a specific outcome.</td>
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<td>12. Employability Skills Training (CPCWF)</td>
<td>Rubrics</td>
<td>You have imagined the college we seek to be.</td>
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**Faculty**

Professional Development-Supplemental Instruction, Cooperative Learning Strategies, Technology Utilization, Tutoring, Virtual Support Strategies, Increasing Research Capacity, Use of Rubrics

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Since adding Supplemental Instruction Labs to all its developmental courses, course completion and persistence rates have improved at Phillips Community College of the University of Arkansas (PCCUA).

**What We Are Doing**

PCCUA faculty revised developmental course curricula when they decided to require students attend Supplemental Learning Labs. The labs give students extra time to practice skills with faculty guidance.

- 66% of students have successfully completed developmental courses compared to 55% in the 2004-2006 cohorts
- 74% persisted term to term compared to 67% in the 2004-2006 cohorts
- 42% persisted fall-to-fall compared to 33% in the 2004-2006 cohorts

**Who We Are**

PCCUA’s three campuses serve rural Eastern Arkansas where the population has declined 23% in two decades. As residents with portable job skills leave to find employment, each cohort entering PCCUA has greater developmental needs. In 2010, 33% of new students placed in the lowest remedial math course. In Fall 2009, 48% of the college’s 2,300 students were African American; 67% were women. Underachievement is an issue for African American and white male students. Pell grants were distributed to 53% of PCCUA students. New high school graduates are eligible for full-tuition Great River Promise Scholarships funded by the college’s foundation and local businesses. Achieving the Dream has influenced all 22 two-year college presidents and chancellors in Arkansas to use measures that include Achieving the Dream’s core indicators.

“As a result of Achieving The Dream, a commitment to student success has become a part of the cultural air we breathe and has changed the way we see ourselves and define our work.”  
—Steven E. Murray, Chancellor, PCCUA
How We Work
Achieving the Dream prompted PCCUA to change its mission, values, and vision statements, and numerous policies and practices. To continue breaking age, gender, and class barriers to improve student success, PCCUA will:
- Use a curriculum for small-group Conversations about Race that it developed in collaboration with the Clinton School for Public Service. The College will continue its structured discussions tied to Bridges Out of Poverty.

Achieving the Dream Model
Achieving the Dream community colleges commit to our Student-Centered Model of Institutional Improvement. Based on four principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

Each college approaches the work differently, but Achieving the Dream’s five-step process provides practical guidelines for keeping the focus where it belongs and building momentum over time. Throughout the process, Achieving the Dream coaches offer customized support and help each college’s core team implement data-informed programs and policies that build long-term, institution-wide commitment to student success.

4 Principles
- Committed leadership
- Using evidence to improve programs & services
- Broad engagement
- Systemic institutional improvement

5 Steps
1. Commit to change.
2. Use data to prioritize actions.
3. Engage stakeholders.
4. Implement, evaluate, improve.
5. Establish a culture of continuous improvement.

1 Goal: Student success.

Achieving the Dream Leader Colleges
Leader Colleges are demonstrating the power of the Achieving the Dream Student-Centered Model of Institutional Improvement. They show us it is possible to raise persistence and graduation rates, close achievement gaps, and change lives. Leader Colleges embody the ultimate goal of Achieving the Dream, and as such, serve as mentors within our community of learners.

To be eligible for Leader College distinction, colleges must show three or more years of improvement on one or more of these five measures:
- Course completion
- Advancement from developmental to credit-bearing courses
- Completion of college-level math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

For more information, visit www.achievingthedream.org or contact info@achievingthedream.org or 1-855-AIDream.