

*Dr. Kinslow's – Overview of the Student Success Initiative*

- The Student Success Initiative is not something new; rather, it is a grouping and rebranding of all of ACC's initiatives that focus on student learning.
- The Student Success Initiative falls under the four core institutional goals:
  - Increase enrollment
  - Expand capacity
  - Improve student success
  - Increase taxing districts
- The Student Success Initiative includes:
  - A focus on data for quality decision making
  - Program review
  - CCSSE, SENSE, Achieving the Dream
- Goals of SSI:
  - Across all goals, remove inequity between groups
  - Reduce attrition
  - Look at all different types of instruction (e.g., distance learning, hybrid courses)

*Dr. Kay McClenney – Achieving the Dream Overview*

- Community Colleges are higher on the radar today, thanks to President Obama, so the stakes are rising
- While we have traditionally been interested in student success, the serious tone of this work has increased and has become more focused on data to:
  - Understand student experiences
  - Make evidenced based decisions for serving students
  - To make a large impact
- Achieving the Dream was created by several national partner organizations to improve student success for all groups while eliminating gaps between groups
  - Now have 102 Community Colleges in 20 states participating
  - Texas has numerous colleges involved
    - $\frac{2}{3}$  of all Texas Community College students are attending an Achieving the Dream College
- Purpose of the facilitators:
  - Make us ask hard questions
  - Share national trends
  - Not here to tell us what to do
- Today is a beginning, an inquiry into who ACC students are

*Dr. Brad Phillips – Data at the Center of Achieving the Dream*

- Data are at the heart of the matter
  
- Achieving the Dream focuses on five areas within cohort data:
  - Overall success rate (A, B, C or Credit grades)
  - Transition from developmental education to credit courses
    - 72% of all community college students are instructed to take developmental education courses based on assessments, but only 17% do
  - Retention of students from Fall to Fall and from Fall to Spring
  - How students do in gatekeeper courses (i.e., high enrollment high attrition courses; e.g., ENGL 1301, HIST, PSYC)
  - Earning of degrees and certificates
    - These have an enormous impact on how students do later in life, even if they plan to transfer to a four year institution
  
- Need to rely on the Intraocular Trauma Test today - what looks funny in this data?
  
- Not about blame, it should make you wonder about what? About why?

“In God we trust, all others bring data.” ~Margret Spellings

*Structured Data Review and Discussion*

Student Demographics

Questions discussed in small groups:

1. What are student characteristics that are likely to be key to discussion of a student success agenda?
2. What changes do you note over time?

Student Success Group Breakouts

- Groups assigned to look at one issue, either:
  - Graduation
  - Success in gateway courses
  - Transition from Developmental Education
  - Retention

Questions considered by small groups:

1. What jumps out at you as you review the data?
2. Summarize these findings into 3-5 key findings.
3. What groups of students do best?
4. What groups of students do the poorest?
5. What does the data lead you to wonder?

## CCSSEE Data

1. Based on the CCSSEE benchmarks, what are ACC's strengths and weaknesses?
2. Looking at single item results:
  - a. Where is there a significant difference between ACC and other colleges of its size?
  - b. In any areas of significant interest to ACC?

### Information about CCSSE:

- Spent \$3 million to develop the CCSSE survey to make sure that it is a rigorous, reliable and valid survey

## Report Out

### Developmental Education

- Group One:
  - Males need help, especially Black men
  - Financial aid seems to help
  - Hispanic women also need help
  - 2007 seemed to be an odd year
- Group Two:
  - Findings
    - Males not performing as well as females
    - English courses have a higher success rate than Math
    - The overall percent of students passing is dropping
    - The number of students enrolled in developmental education is dropping
  - What they wonder
    - Are non-Pell students doing better because they are more affluent?
    - Why is the pass rate dropping overall?
- Group Three:
  - Black and White women improved the most
  - Students seem to take English courses before Math
- Group Four:
  - The number of Pell recipients has remained flat while the overall enrollment has increased
- Dr. Kay McClenney:
  - Why so few students enrolled in Developmental Education when 70% of ACC students *place* into developmental education?
    - Have there been changes to policy? To assessment procedures?

## Gatekeeper Courses

- Group One
  - White and Black women are more successful across Math, English and History gatekeeper courses
  - Black men did the poorest
  - From 2007-2008 the success rate of both Black men and women decreased in math
- Group Two
  - Gender gap, men are doing poorer
  - Declining success of White men
- Group Three
  - 20% of Black men passed college algebra
  - Pell versus Non-Pell was all over the board
  - Why so few black men enrolled?
- Group Four
  - History seems to be a challenge
  - Success rates for Black students increased in one year and decreased the next
- Dr. Kay McClenney:
  - Interventions in gatekeeper courses can work
  - Example of Valencia Community College in Florida
    - A large, diverse, multi-campus college
    - In 2005 had large gaps between groups and low overall success in Math
    - Started mandated supplemental instruction, required a student success course and created learning communities
    - In 3 years eliminated the gaps between groups and increased pass rate between 15 and 20% as compared to the baseline

## Retention

- Group One:
  - Hispanic and White students are returning at similar rates
  - Non-FTIC attrition is highest among non-Pell students
  - Males typically failed to return at the highest rate
- Group Two:
  - American Indians also have a lower retention rate
  - Highest retention among non-Resident Aliens
- Group Three:
  - Fall-to-Fall return rates for Pell students retention rate is higher than for non-Pell students

- So much rich data it is hard to absorb it all quickly, need to spend time just learning how to understand the data before can make inferences to tease out the story, this is a process

## Graduation

- Group One
  - Black men finishing last, Black women are also at the bottom
  - No data for American Indians
  - Women are completing more degrees
  - Developmental Education students earn more degrees and certificates
  - FTIC graduation rates are low, period
- Group Two
  - Start with over 4,000 students but the graduation rate is only 2%
    - Even if we doubled or tripled the graduation rate it would still be low
  - Non-Pell students complete more degrees
  - Three years may not be a long enough time period to consider
- Group Three
  - Additional Questions about the Data
    - How close the students are getting to degrees/certificates?
    - Is there a difference between full time and part time students?
    - Is three years long enough?
    - Is this the right measure of success?
    - Do student's intents (e.g., degree, transfer) vary by race? By age? By SES?
- Dr. Kay McClenney:
  - Is graduation rate a reasonable measure of success?
    - There are several measures that area appropriate and legitimate, but graduation rate is also important.
    - Degrees matter to students' lives, the state, the country
    - Degrees correlate to employment, ability to care for children, participation in politics, donating blood, volunteering and on and on
    - 2% is where we are starting, not where we are finishing
    - Not all students "choose" to finish, but not all groups "make" that "choice" at equitable rates.
    - Three years probably isn't enough time to look at for a cohort graduating, but it is where we need to start

## Comments

- From recent graduate, she feels that the effective learning course should be mandatory, there were a lot of things that helped her:
  - How to read a syllabus
  - Completing assessments to identify potential degrees
  - Teamwork

- One of ACC's pride moments is that students from ACC who transfer to UT succeed at the same rate, if not do better, than 4 year students, need to continue to monitor this; really, need to monitor all transfers
- Course sequence success seems to have gaps, students who pass with a C in Developmental Writing are less likely to pass ENGL 1301
- Research demonstrates that students who complete 60+ hours at ACC do the best at transfer institutions.

### So What?!

1. In what substantive areas of ACC work might we focus efforts to produce the most significant improvements in outcomes for the largest number of students?
2. What specific subpopulations of students merit our further attention and focus?
3. Preliminary: Given this information, what current efforts/programs at ACC warrant further attention:
  - a. To evaluate effectiveness?
  - b. To consider scaling up?

#### Discussion at Amanda's Table:

- Professional development focusing on active and collaborative teaching may be important given CCSSE data
- Building school spirit, taking pride in being at ACC
  - Remove the stigma of going to Community College
  - How do we get students engaged at a commuter times seven college, because students bounce between campuses
- If we increase retention what will that do to class size? Will ACC add new sections or just increase enrolment in courses?
- Study skills courses
- Should examine if reshuffle courses so the classes students need for particular degrees are all at one campus if that would help with retention or find ways to make the commute between campuses easier (e.g., shuttle system)
- How do you build community at a fractured campus system?

#### Report Out

##### Areas to target:

- Do more to prepare students in gatekeeper courses
- Dedicated counselors to learning communities
- Need to focus on gatekeeper and developmental education courses
- Focus on retention and graduation by looking at course completion issues
- Look at advising to figure out why are students here and where they want to go

- Focus on students when they first arrive at ACC
- Need to match students to courses in a more systematic manner to fit students' needs
- Increase the faculty's role in advising
- Focus on prerequisites, especially in English and Math
- Building community in a fractured campus system
- Build faculty-student connections more
- Focus on classroom climate to build student effort
- Engagement with resources is key; need to build connections between faculty and support areas to make sure students get to the right places

#### Students:

- Incoming students, FTIC to match needs
- Look at early start students
- African American men

#### Programs:

- Men of Distinction Program
- Faculty-staff diversity program
- Mandatory training on services for all faculty (including adjuncts)
- Expand student success course, put it online?
- Faculty drop of students
- Conduct focus groups with students to see why they do what they do?
- Changing syllabi/policies/expectations for behavior
- Unclaimed scholarship money, promotion of scholarships by faculty (e.g., Visual Communication model)

#### *Dr. Kinslow's Conclusion*

- Teaching and learning is everyone's job
- Next steps
  - Move through committees and councils with some questions (e.g., orientation, late registration)
  - Bring student services and instruction closer
  - Work with State legislature to increase understanding about community colleges
  - QEP for SACS
  - Faculty coaches work with the disciplines and engage in more training
  - Program review for support services