

STUDENT SUCCESS INITIATIVE DATA RETREAT

Question: Looking at data about graduation rates, student success in gateway courses, students' transition from developmental education or retention what groups of students are doing the best or the poorest?

1. Developmental Education

- a. Males need help, especially Black men
- b. Financial aid seems to help
- c. Hispanic women also need help
- d. 2007 seemed to be an odd year
- e. Males not performing as well as females
- f. English courses more successful than math
- g. The overall percent of students passing is dropping
- h. The number of students enrolled in developmental education is dropping
- i. Black and White women improved the most
- j. Students seem to take English courses before Math
- k. The number of Pell recipients has remained flat while the overall enrollment has increased
- l. Why so few students enrolled in Developmental Education when 70% of ACC students *place* into it?

2. Gatekeeper Courses

- a. White and Black women are more successful across Math, English and History gatekeeper courses
- b. Black men did the poorest, 20% of Black men passed college algebra
- c. From 2007-2008 the success rate of both Black men and women decreased in math
- d. Gender gap, men are doing poorer
- e. Declining success of White men
- f. Pell versus Non-Pell was all over the board
- g. Why so few black men enrolled?
- h. History seems to be a challenge
- i. Success rates for Black students increased in one year and decreased the next

3. Retention

- a. Hispanic and White students are returning at similar rates
- b. Non-FTIC attrition is highest among non-Pell students
- c. Males typically failed to return at the highest rate
- d. American Indians also have a lower retention rate
- e. Highest retention among non-Resident Aliens
- f. Return rates Fall-to-Fall found that Pell students retention rate is higher

4. Graduation

- a. Black men finishing last, Black women are also at the bottom
- b. No data for American Indians
- c. Women are completing more degrees
- d. Developmental Education students earn more degrees and certificates
- e. FTIC graduation rates are low, period
- f. The graduation rate is only 2%, even if we doubled or tripled the graduation rate it would still be low
- g. Non-Pell students complete more degrees
- h. Three years may not be a long enough time period to consider

Question: In what substantive areas of ACC might we focus efforts to produce the most significant improvements in outcomes for the largest number of students? What specific subpopulations of students merit further attention and focus? What current efforts at ACC warrant further attention: (A) To evaluate effectiveness? B) To consider scaling up?

Areas to Target:

1. Do more to prepare students in gatekeeper courses
2. Dedicated counselors to learning communities
3. Need to focus on gatekeeper and developmental education courses
4. Focus on retention and graduation by looking at course completion issues
5. Look at advising to figure out why are students here and where they want to go
6. Focus on students when they first arrive at ACC
7. Need to match students to courses in a more systematic manner to fit students' needs
8. Increase the faculty's role in advising
9. Focus on prerequisites, especially in English and Math
10. Building community in a fractured campus system
11. Build faculty-student connections more
12. Focus on classroom climate to build student effort
13. Engagement with resources is key; need to build connections between faculty and support areas to make sure students get to the right places
14. If we increase retention what will happen to class size? Will new sections be added or just increase class size?
15. How do you build community at a fractured campus system?
16. How do you build pride in attending ACC and remove the stigma of going to Community College?

Students to Target:

1. Incoming students, FTIC to match needs
2. Look at early start students
3. African American men

Programs to Assess with Data and Consider Ramping Up:

1. Men of Distinction Program
2. Faculty-staff diversity program
3. Mandatory training on services for all faculty (including adjuncts)
4. Expand student success course, put it online?
5. Faculty drop of students
6. Conduct focus groups with students to see why they do what they do?
7. Changing syllabi/policies/expectations for behavior
8. Unclaimed scholarship money, promotion of scholarships by faculty (e.g., Visual Communication model)
9. Professional development focusing on active and collaborative teaching may be important given CCSSE data

Dr. Kinslow's Conclusions

- 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