Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success

AAC&U 2017 Annual Meeting
January 27, 2017
Objectives

- **Cross-divisional collaboration** between academic and student affairs professionals
- **Program integration** for a clear and comprehensive pathway for student success
- **Enhanced assessment strategies** that measure quality of learning and outcomes
- **Use of High-Impact Practices** for engaged student learning
Goals

• Creating an integrated roadmap across divisional boundaries to coordinate student success efforts

• Using effective assessment strategies to build on available evidence of “what works” and acting on it

• Critically aligning high-impact practices, student learning outcomes, and student support efforts in the curriculum and the co-curriculum
Participating Institutions
Phase One (2010- Present)

• Eugenio María de Hostos Community College (CUNY) (New York)
• Georgia Perimeter College (Georgia)
• Lane Community College (Oregon)
• Miami Dade College (Florida)
• Middlesex Community College (Massachusetts)
• Prince George's Community College (Maryland)
• Queensborough Community College (CUNY) (New York)
• Salt Lake Community College (Utah)
• Tidewater Community College (Virginia)
• University of North Georgia (Georgia)
Participating Institutions
Phase Two (2013- Present)

• Alamo Colleges (Texas)
• Brookdale Community College (New Jersey)
• Chattanooga State Community College (Tennessee)
• College of the Canyons (California)
• Community College of Allegheny County (Pennsylvania)
• Community College of Baltimore County (Maryland)
• Manchester Community College (Connecticut)
• Monroe Community College (New York)
• Wallace State Community College (Alabama)
MODERATOR

Tia McNair: Vice President, Office of Diversity, Equity, and Student Success AAC&U

PANELISTS

Audrey Green: Associate Vice President, Academic Affairs, College of the Canyons

Denee Pescarmona: Dean, Instructional Support and Student Services, College of the Canyons

Franklin Rother: Dean, Academic and Careers Transitions, Brookdale Community College

Mark D. Williams: Director, Career Services and Project Director, Male Student Success Initiative, The Community College of Baltimore County
LEAP Connections Resource Hub

As national experts on quality in undergraduate education, AAC&U and its member campuses are developing and sharing resources that support high-quality teaching and facilitate student success—including all students’ achievement of essential learning outcomes, their completion of degree programs, and their flourishing post-graduation.
Student Success Roadmap Project

College of the Canyons

Audrey Green, Associate Vice President of Academic Affairs
Denee Pescarmona, Dean, Instructional Support and Student Success
Our inspiration

From Student Support (Re)Defined, authored by Darla Cooper and published by the RP Group of California (2014)

The RP Group conducted Student Support (Re)defined to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for all students. We explored this issue by asking over 900 California community college students what they say they need to succeed, with a particular focus on the experience of African-American and Latino learners.
Before you start, be directed

• Visit a career coach
• Complete your application, orientation, placement and assessment.
• Complete all financial aid paperwork and forms.
• Enroll and buy your books and parking permit.
During your first semester, be focused

• Learn more about your major and career by going to the Career Center and MajorQuest.
• Develop your comprehensive ed plan.
• Take required coursework, like Math and English, early.
• Visit The Learning Center for tutoring and support.

Success at College of the Canyons is...

Focused

“I am a very goal oriented individual and College of the Canyons has allowed me to further my education and has kept me focused on my goals. I know that I can take myself wherever I want to go.”

Danielle Zovak
In your second semester, get connected

• Apply for your Certificate if completing your requirements
• Join ASG/join a club.
• Visit office hours and develop a mentoring relationship with faculty.
• Apply for scholarships, awards, Honors, special programs.
• Work on your resume.
In your third semester, be engaged

- Participate in a high impact practice, like service learning or an internship.
- Prepare for transfer by requesting recommendation letters and writing personal statements and applying.
- Prepare for career by practicing interview questions and going to job fairs.
- Avoid burnout and seek mental health or other support services.
In your fourth semester, be valued

- Select a professional mentor.
- Petition to graduate.
- Engage in career center or transfer center events.
- Attend celebrations of your success and graduation.
During your entire COC experience, feel nurtured

Success at College of the Canyons is...

Nurtured

“I took a Communication Studies course at College of the Canyons and found an amazing professor that changed my life. I felt nurtured in her class and I flourished. She genuinely cared about all of her students, ensuring that we actually learned and retained the knowledge so that we didn’t just forget it once the class was over.”

Amanda Wingle
HIGH IMPACT PRACTICES-COURSE INTEGRATION

- Initial Participation
  - Social Sciences and Education Division
    - Anthropology
    - Education
    - History
    - Philosophy
    - Psychology
    - Sociology (yr. 2)
HIP’S

- Integration of two HIP’s into the curriculum - (incentives)
  - Writing Intensive
  - Cultural/Global Learning
  - Collaborative Learning
  - Internship
- Develop a standardized assessment strategy for all sections
- Departmental reviews of assessments and changes
- Research department survey of student awareness & satisfaction
Training day-June 2015-Common Intellectual Experience
   “Mindset” (Carol Dweck) and “Self Regulatory Learning”
   “victim statements” to “victor statements”
   2 wk. Unit on careers
Imbedded 2 FYE activities into 2 “Foundations” Courses (1200 st.)
Completion rates up 5% plus over 3 yrs.
MATH DEPARTMENT

- Faculty Mentor assigned (Dr. Ave Latte, Education)
  - MATH 131 (Statistics) (18 sections)
  - MATH136 (Math for Liberal Arts) 11 sections
    - Global Health data
    - Collaborative Learning
  
  - Lab activity out of class
  - Small groups discussion in class
<table>
<thead>
<tr>
<th>Grades</th>
<th># students completing lab/activity</th>
<th># students not completing lab/activity</th>
<th>totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or higher</td>
<td>210</td>
<td>18</td>
<td>228</td>
</tr>
<tr>
<td>D</td>
<td>32</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>D or higher</td>
<td>242</td>
<td>25</td>
<td>267</td>
</tr>
<tr>
<td>F or W</td>
<td>55</td>
<td>113</td>
<td>168</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>297</strong></td>
<td><strong>138</strong></td>
<td><strong>435</strong></td>
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</table>
# Grades and Lab Activity Completion in MATH 136

<table>
<thead>
<tr>
<th>Grades</th>
<th># students completing lab/activity</th>
<th># students not completing lab/activity</th>
<th>totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or higher</td>
<td>166</td>
<td>6</td>
<td>172</td>
</tr>
<tr>
<td>D, F or W</td>
<td>18</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>D or higher</td>
<td>179</td>
<td>8</td>
<td>187</td>
</tr>
<tr>
<td>F or W</td>
<td>5</td>
<td>38</td>
<td>168</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>46</td>
<td>230</td>
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CONCLUSIONS

- College-wide Awareness
- Recruit the faculty “pioneers”
- Academic Departments lead
  - determine HIP’s, strategies, assessment
- Provide incentives
- Involve College Research Unit
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for Community College Leadership
to Improve Student Learning and Success

2017 Annual Meeting Building Public Trust in the Promise of Liberal Education and Inclusive Excellence

Mark Williams, Ph.D., Director of Career Services
Project Director, Male Student Success Initiative
What were/are the Challenges to MMI?

The complexity of the issues surrounding Black male success in college DEFIES solutions of a singular nature. (Strayhorn, 2008)

- Commitment from the institution
- Limited grant funding
- Campus climate
- Staff turnover
- Student mindset/commitment
CCBC established four initiatives for student success designed to touch large numbers of students.

<table>
<thead>
<tr>
<th>FALL 2009</th>
<th>FALL 2013</th>
</tr>
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<tbody>
<tr>
<td>- Joined Achieving the Dream</td>
<td>- Joined AAC&amp;U Roadmap Project</td>
</tr>
<tr>
<td>- Accelerated Developmental Education</td>
<td>- Scaling the orientation course for black males</td>
</tr>
<tr>
<td>- Culturally Responsive Teaching/Principles</td>
<td>- Data – Focus on minority male persistence</td>
</tr>
</tbody>
</table>
How Did We Get Here – The Presenting Population

Trend in College-Readiness and Developmental Education Needs for African American Males, Fall 2010 - Fall 2014

- College-Ready: 69% (Fall 2010), 82% (Fall 2014)
- Need Dev-Ed: 11% (Fall 2010), 18% (Fall 2014)

Trend in Fall ACDV101 Course Success Rates among African American Males, 2010 - 2014

- AA-ACDV: 67% (Fall 2010), 59% (Fall 2014)
- Regular ACDV: 71% (Fall 2010), 65% (Fall 2014)

Trend in Spring Return Rates among African American Males Enrolled in Prior Fall ACDV101 Courses

- AA-ACDV: 56% (Spr 2011), 64% (Spr 2015)
- Regular ACDV: 65% (Spr 2011), 61% (Spr 2015)

Trend in Overall Success Rate among African American Males Enrolled in ACDV101, Fall 2010 - 2014

- AA-ACDV: 52% (Fall 2010), 57% (Fall 2014)
- Regular ACDV: 49% (Fall 2010), 56% (Fall 2014)
Male Engagement Network of Scholars

- Pre-college institute
- Accelerated English and reading
- Cultural Responsive Practices (CRP)
- Peer mentoring development
- Intrusive academic and career counseling

Scaling & Sustainability

- Roadmap colleagues across the country
- Project staff support
- Funding opportunities in support of high impact practices
- Publishing and presenting opportunities
- Continued work on equity and inclusion
How Did We Get Here – Building a Program

Contextualized learning in ACDV 101
A course built on sound evidence to support student success.

First year funding
MSSI

Second year funding
MSSI

Funding runs out?

AAC&U Roadmap Project
MENS Academy

Enrollment decreasing 5-7% (per/year, last 4-5 years)

FALL 2016
FALL 2017

Joined M2C3
Funding through budget re-allocations

Leah Myer
Austin Award winner

Community College Survey of Men (CCSM)
Enhancing cross-divisional collaborations
Developmental Education, Honors, Learning Communities, Career Services

Building new partnerships within the institution
Student athletes, ACDV 101 MENS class & referrals

Faculty recruitment

Outreach to high school to increase enrollment & retention (ACDV)
Financial Aid, College Application, Mindset, Mentoring, Life Conversations

Authentic assessment
Student perceptions

MSSI Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
<th>Return Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>34</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>2015</td>
<td>133</td>
<td>83%</td>
<td>58%</td>
</tr>
<tr>
<td>2016</td>
<td>127</td>
<td>64%</td>
<td>62%</td>
</tr>
</tbody>
</table>

GPA:
- 2014: 2.17 gpa
- 2015: 2.39 gpa
- 2016: 2.01 gpa

(preliminary data)
Building the Infra-Structure of the MSSI Program

Partnership with Athletic department
Learning Communities with Health and Wellness
Co-curricular activities with the Honors Program
Pathway development for students in General Studies majors
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Alex's words
Continued Assessment