From Descriptions to Outcomes: Lessons Learned On High-Impact Practices

Innovations!
March 10, 2015
1:00 – 2:00 p.m.
Boylston, Level 1
Highly Motivated...
But something happens… meet James
Students’ Goals

On the SENSE survey, entering students say…

79% want to obtain an associate degree.

73% want to transfer to a four-year institution.

59% want to complete a certificate program.
Only 45% have completed a certificate or degree, transferred, or are still enrolled after 6 years.
Four Surveys, Four Perspectives & Qualitative Work

SENSE: The Entering Student Experience
Administered in weeks 4 and 5 of fall academic term in courses most likely to enroll first-time students. Provides focused snapshot of critical areas of early student engagement.
Registration underway now through April 30, 2013.

CCSSE: The Overall Student Experience
Administered in the spring academic term in most credit courses. Assesses engagement of overall student experience of typically more experienced students.
Registration will open May 1, 2013.

CCFSSE: The Faculty Perspective
Elicits information from faculty about their perceptions regarding students’ educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. Companion survey of CCSSE.

CCIS: The Institutional Perspective
Part of the Center’s initiative to identify and promote high-impact educational practices. An institutional self-assessment tool that helps member colleges collect information about whether and how they implement a variety of promising practices.
Three Part Series of Data Collection, Analysis, and Reporting
13 Educational Practices

Planning for Success
■ Assessment and Placement
■ Orientation
■ Academic Goal Setting and Planning
■ Registration before Classes Begin

Initiating Success
■ Accelerated or Fast-Track Developmental Education
■ First-Year Experience
■ Student Success Course
■ Learning Community

Sustaining Success
■ Class Attendance
■ Alert and Intervention
■ Experiential Learning beyond the Classroom
■ Tutoring
■ Supplemental Instruction
# CCIS, CCSSE, CCFSSE Promising Practices

<table>
<thead>
<tr>
<th>Promising Practice</th>
<th>Colleges That Report Having It</th>
<th>Students Who Report Doing It</th>
<th>Full-Time Faculty Who Teach or Facilitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>97%</td>
<td>58%</td>
<td>13%</td>
</tr>
<tr>
<td>Student Success Course</td>
<td>84%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>59%</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>54%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Accelerated Developmental Education</td>
<td>59%</td>
<td>29%</td>
<td>14%</td>
</tr>
</tbody>
</table>
**Components of Structured Group Learning Experiences**

**Orientation**  Among 276 colleges reporting they have one or more programs

- Information about and/or use of the college’s personal/social support services: 71%
- Information about and/or use of the college’s academic support network: 68%
- Use of information resources (e.g., library, finding and evaluating sources): 50%
- Time-management skills: 46%
- Tutoring: 38%

**First-Year Experience**  Among 166 colleges reporting they have one or more programs

- Time-management skills: 72%
- Information about and/or use of the college’s academic support network: 72%
- Information about and/or use of the college’s personal/social support services: 70%
- Study skills: 70%
- Use of information resources (e.g., library, finding and evaluating sources): 67%
The five CCSSE benchmarks are:

– Active and Collaborative Learning
– Student Effort
– Academic Challenge
– Student-Faculty Interaction
– Support for Learners
2014 CCSSE Benchmark Scores by First Year Experience Program

- **Active and Collaborative Learning**: 54.3
- **Student Effort**: 54.3
- **Academic Challenge**: 53.1
- **Student-Faculty Interaction**: 55.1
- **Support for Learners**: 56.5

**Participated in First Year Experience**
- Active and Collaborative Learning: 48.0
- Student Effort: 47.8
- Academic Challenge: 48.8
- Student-Faculty Interaction: 47.7
- Support for Learners: 46.9

**Did not participate in First Year Experience**

**Sources**: 2014 CCSSE data
First-Year Experience
2014 CCSSE Benchmark Scores by Orientation

<table>
<thead>
<tr>
<th>Category</th>
<th>Participated in Orientation</th>
<th>Did Not Participate in Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>51.7</td>
<td>46.9</td>
</tr>
<tr>
<td>Student Effort</td>
<td>52.1</td>
<td>46.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>52.0</td>
<td>46.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>52.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>52.9</td>
<td>44.6</td>
</tr>
</tbody>
</table>

Sources: 2014 CCSSE data
Orientation
completion of at least one developmental education course with grade of C or better

• Completion of at least one gatekeeper course with a grade of C or better

• Persistence (fall-to-spring and fall-to-fall)
Completion of at Least One Developmental Education Course With a Grade of C or Better

**ORIENTATION**

**OUTCOMES**

*CCSSE* developmental students

<table>
<thead>
<tr>
<th>who reported participating in any orientation</th>
<th>were 1.51 times more likely to successfully complete a developmental math course</th>
<th>N=1,773, p=0.0002</th>
</tr>
</thead>
<tbody>
<tr>
<td>any orientation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>who reported participating in any orientation</th>
<th>were 1.61 times more likely to successfully complete a developmental English course</th>
<th>N=1,773, p=0.0001</th>
</tr>
</thead>
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<tr>
<td>any orientation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

than were students who did not report participating in any orientation.

*Source: CCSSE-linked student record data*
Completion of at Least One Developmental Education Course With a Grade of C or Better

**OUTCOME 1**

**ORIENTATION**

**PARTICIPATION**

*CCSSE developmental students (N=1,773)*

- Yes (n=1,283) - 72%
- No (n=490) - 28%

*Source: CCSSE-linked student record data*
**Persistence (Fall-to-Spring and Fall-to-Fall)**

**FIRST-YEAR EXPERIENCE**

**OUTCOMES**

*CCSSE* non-developmental students

- **who reported participating in**
  - a first-year experience during their first academic term were **1.71 times** more likely to persist fall-to-spring
  - N (students)=902
  - N (terms)=3,221
  - p=0.0002

- **who reported participating in**
  - a first-year experience during their first academic term were **1.49 times** more likely to persist fall-to-fall
  - N (students)=902
  - N (terms)=3,221
  - p=0.0089

than were students who did not report participating in a first-year experience during their first academic term.

*Source: CCSSE-linked student record data*
Persistence (Fall-to-Spring and Fall-to-Fall)

PARTICIPATION

CCSSE non-developmental students (N=902)

- Yes (n=160) - 18%
- No (n=742) - 82%

Source: CCSSE-linked student record data
<table>
<thead>
<tr>
<th>POPULATION</th>
<th>% ETHNICALLY DIVERSE</th>
<th>FINANCIAL NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>81,000</td>
<td>86%</td>
<td>70%</td>
</tr>
<tr>
<td>30,000</td>
<td>83%</td>
<td>72%</td>
</tr>
<tr>
<td>35,000</td>
<td>78%</td>
<td>55%</td>
</tr>
<tr>
<td>500,000</td>
<td>71%</td>
<td>20%</td>
</tr>
</tbody>
</table>
• Rigorous Preparation for College
• Early & Ongoing Outreach (4th Grade Tours)
• LBCP Scholarship—1st Semester Free Tuition
• Early & Ongoing Outreach (5th Grade Tours)
• Preferred Admissions Criteria for Local Students
• (2014) City & Industry Support
## Planning for Success
- Assessment and Placement
- Orientation
- Academic Planning
- Registration before Classes Begin

## Initiating Success
- Accelerated or Fast-Track Developmental Education
- Student Success Course

## Sustaining Success
- Alert and Intervention
- Supplemental Instruction

### 13 Educational Practices

<table>
<thead>
<tr>
<th></th>
<th>LBCC</th>
<th>Large CCs</th>
<th>2014 CSSEE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>54.8</td>
<td>49.5</td>
<td>50</td>
</tr>
<tr>
<td>Student Effort</td>
<td>52.2</td>
<td>49.3</td>
<td>50</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>53.5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>50.7</td>
<td>48.2</td>
<td>50</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>51.2</td>
<td>48.6</td>
<td>50</td>
</tr>
</tbody>
</table>
PROMISE PATHWAYS COMPONENTS:

1. Placement in English & Math Using High School Performance Data
2. Front-loaded Foundational Coursework
3. Streamlined Admissions & Registration Process
4. Mandatory Student Success Course
5. Guaranteed 12+ Unit Load for First Two Semesters
6. Integrated Instructional Student Support Pilots
2012-2014

**Completion of Transfer-Level English**
- Baseline: 11.9%
- Pathways: 41.4%

**Completion of Transfer-Level Math**
- Baseline: 5.1%
- Pathways: 15.0%

2011 Highest Performing Student Group:
- African American
- Latino
- Asian/Pacific Islander
- White

3,300+ Students
IMPORTANT CONSIDERATIONS:

1. Build **TRUST** by understanding and adopting needs/goals of partners
2. Build with **SCALE** in mind and institutionalize early
3. **MEASURE** everything and allow for **FAILURE**
4. Leverage **PATHWAYS** to Streamline Across Institutions
5. Create cross-institutional **PROFESSIONAL DEVELOPMENT** activities
PATHWAYS ARE LIKE LEGOS: THEY WORK BEST WHEN YOU BUILD THE PIECES TOGETHER.

- 12th Grade Remediation
- Articulated Career Pathways 9-14
- Coordinated Internship/Workbased Learning Network
  - Guaranteed 120-unit Transfer Degrees
  - Collaborative Admissions Messaging
  - Dual Enrollment (K-12-CC, CC-CSU)
- Integrated Academic/Student Services
Pathways…

1. What do pathways mean at your college?

2. At what stage in the pathway process is your college?
   
   (a) planning stage
   (b) early design / implementation
   (c) redesign
It’s Not Just About Having the Most Innovations

The effectiveness of educational practice depends on…

- Aligning what colleges “provide” with what students need
- Moving from providing to requiring
- Quality of implementation
- Weaving practices into pathways
The Future...
For More Information…

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