Achieving the Dream: Community Colleges Count

Skagit Valley College

September 13, 2011

AtD: A Data-Driven National Network to Improve Student Success

Achieving the Dream is -

- **Aligned with WA Momentum Points**

- **Based on the belief that DATA can provide us with the roadmap for lasting, scaled and significant improvement**

- **National Learning Community**

- **NOT An Initiative or Project**

Key Differences-

- **Disaggregation: Uses evidence to track success for underserved students**

- **Based on the belief COMMUNITY COLLEGES can lead the country in reform**

- **Focused on COMPLETION as the measure for success**
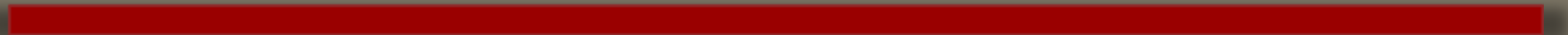
AtD
College Expectations

◆ **Commitment**

◆ **Use of Disaggregated Data to Determine Action**

◆ **Broad Engagement**

◆ **Systemic Improvement**

Humble, Bold & Courageous

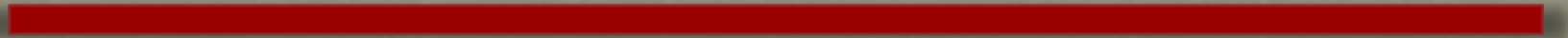## Not Reaching for Incremental Change

Courageous Conversations
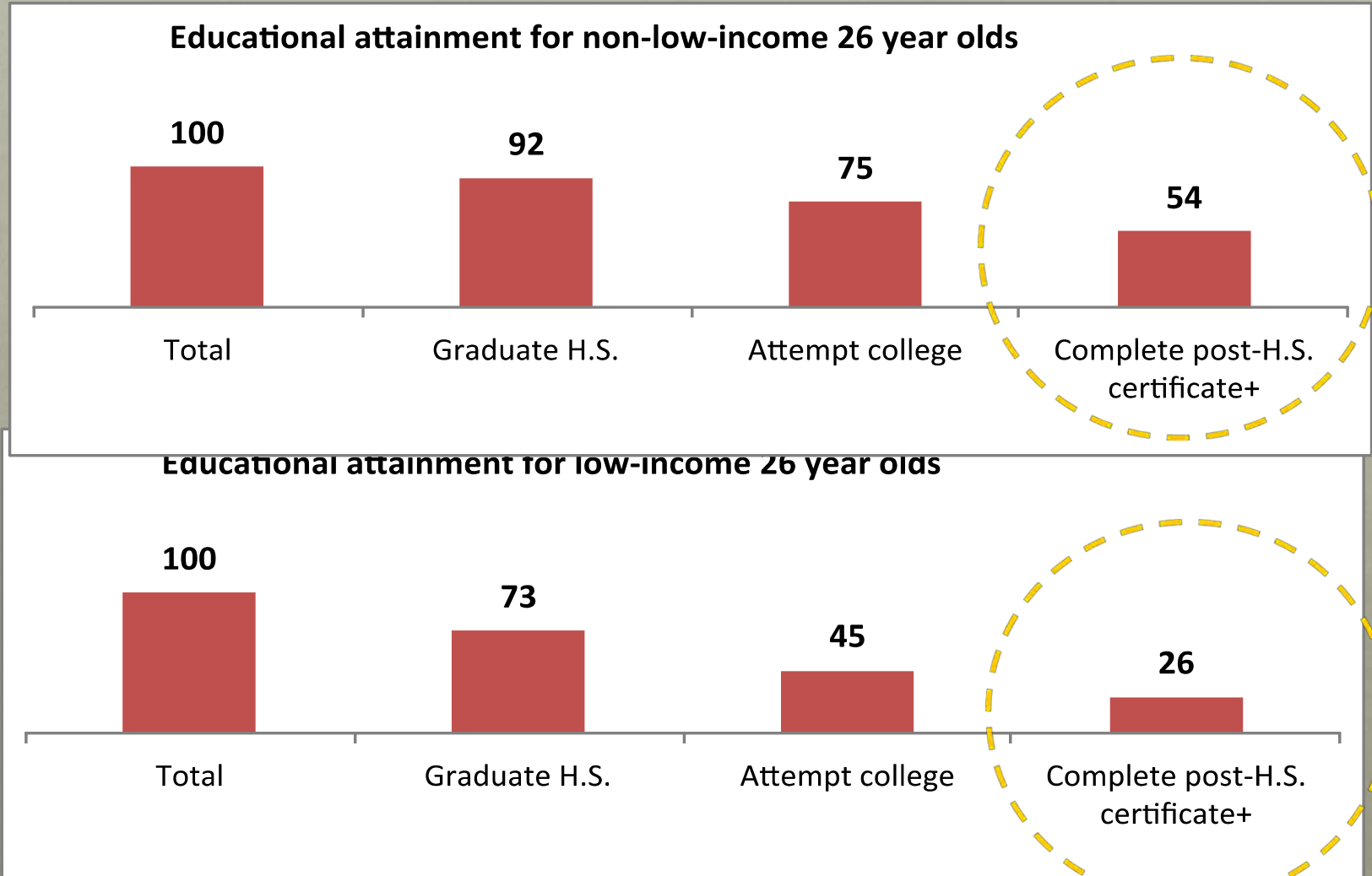
Deep Engagement of Whole College to Determine:

◆ What ?

◆ Why?
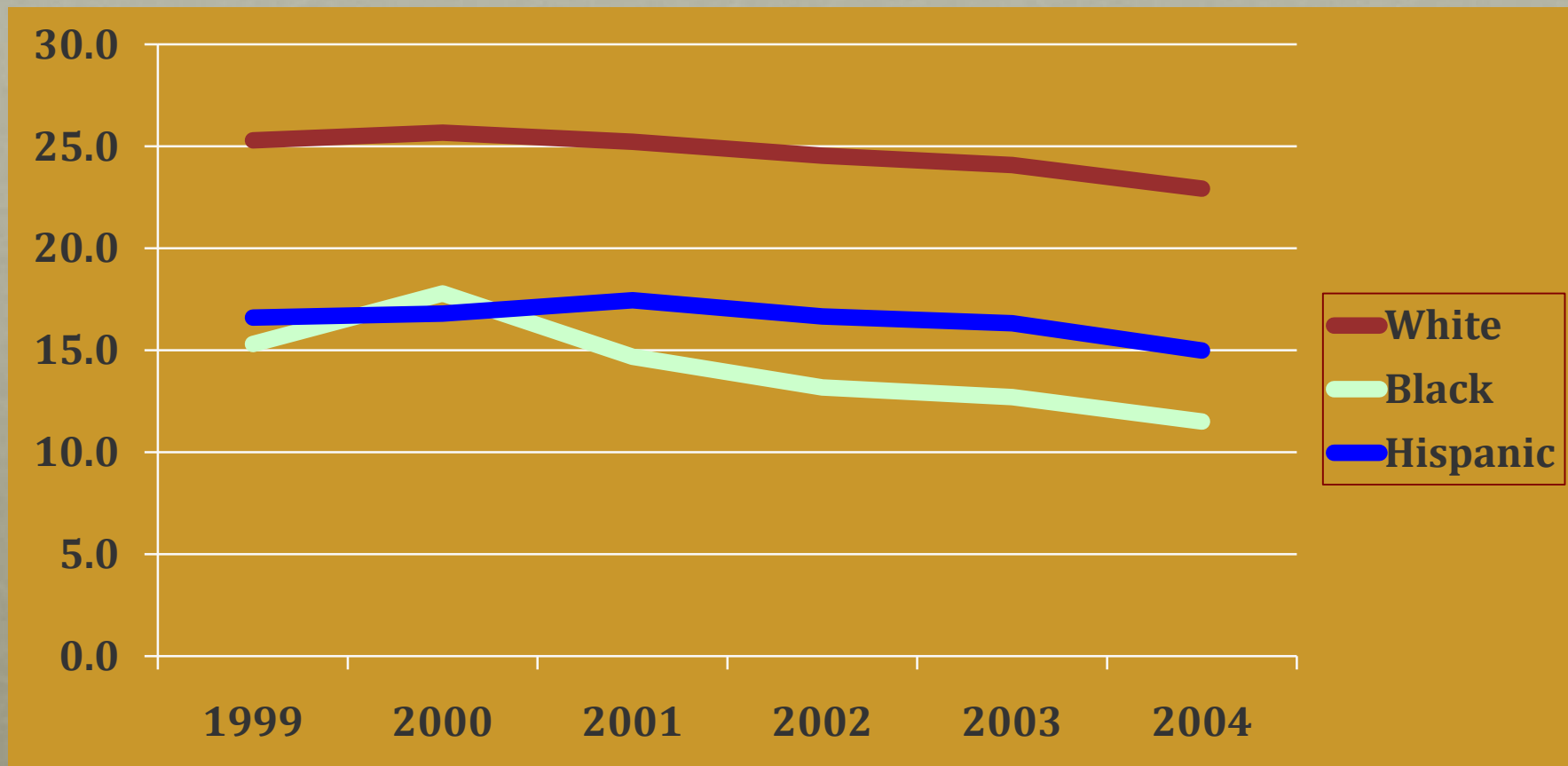
◆ How do you know?

◆ So What?

Completion and Equity
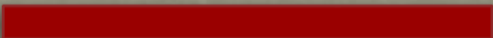
Low-income students half as likely to complete college

Educational attainment for non-low-income 26 year olds

Total	Graduate H.S.	Attempt college	Complete post-H.S. certificate+
100	92	75	54

Educational attainment for low-income 26 year olds

Total	Graduate H.S.	Attempt college	Complete post-H.S. certificate+
100	73	45	26

Community College Graduation Rates: Stagnant with Persistent Gaps

SOURCE: NCES - IPEDS Graduation Rate Survey. Table prepared for Digest of Education Statistics, June 2009. Represents percent of first time, full time degree seeking students who complete certificates or associate degrees within 150 percent of normal time

National Completion Agenda

◆**Foundations Aligned on Student Success**

◆**National Organizations Focused (PTK, VFA)**

◆**State and Federal Expectations**

◆**Focus of National Researchers (Community College Research Center)**
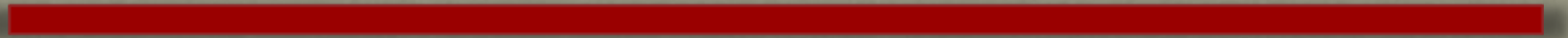
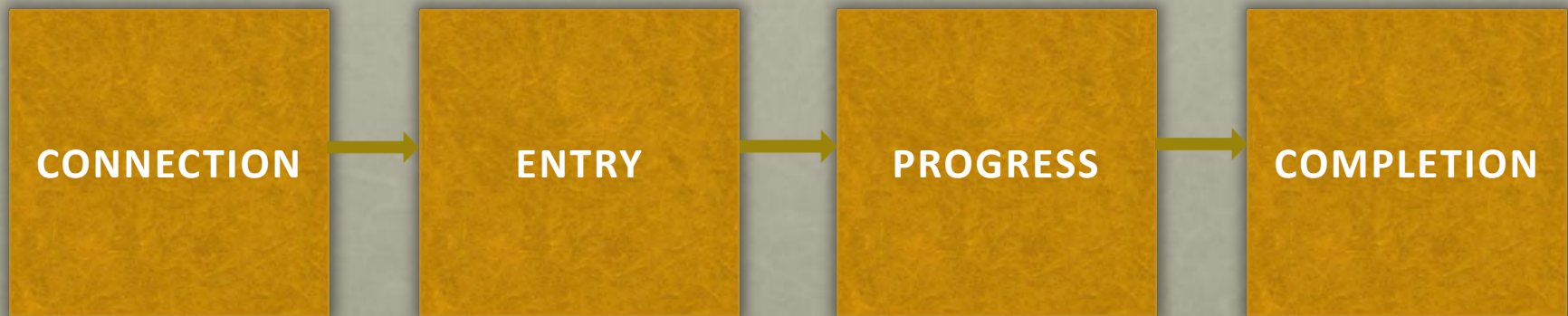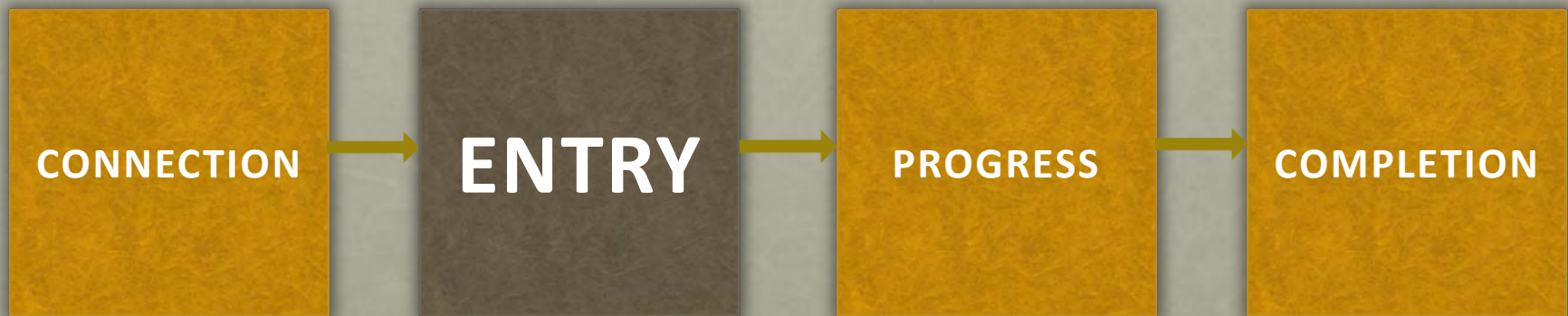**What Works in Improving Student Success & Completion?**

Progression Matters: Momentum and Credits
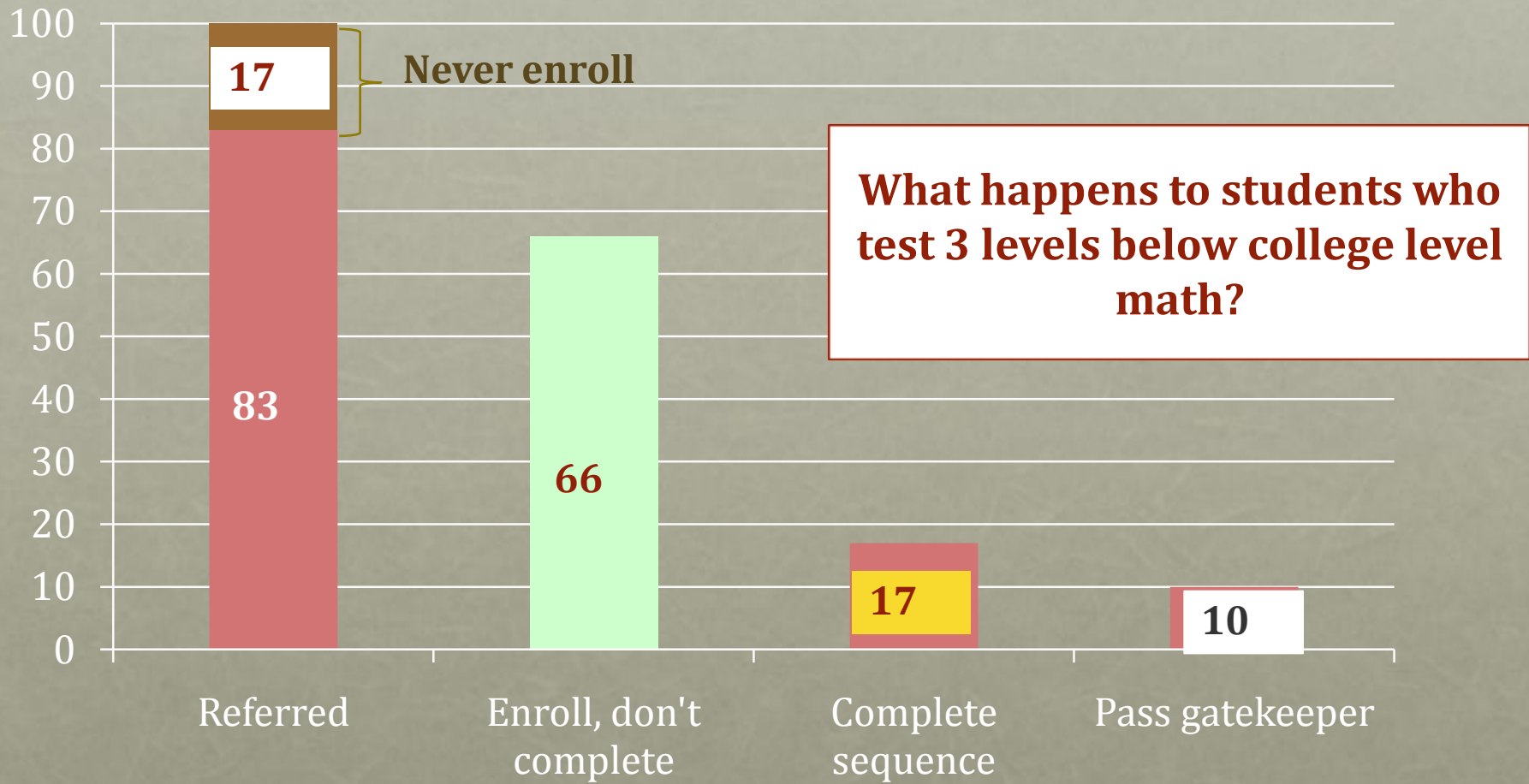
Completion: Momentum & Loss Points

CONNECTION → ENTRY → PROGRESS → COMPLETION

Critical Step: Academic Catch-up

CONNECTION → ENTRY → PROGRESS → COMPLETION

Students that begin with high academic needs have a low probability of success

What happens to students who test 3 levels below college level math?

Never enroll

Value	Category
83 / 17	Referred
66	Enroll, don't complete
17	Complete sequence
10	Pass gatekeeper

SOURCE: Bailey, et al. *Referral, enrollment, and completion in developmental education sequences in community colleges*. CCRC (2009).

What Works to Improve Progression?

- **Acceleration of Dev Ed & Progression**

- **Structure, Policies and Practices**

- **Teaching & Learning**

Acceleration

Acceleration: Moving Students More Quickly

◆ Differentiate based on assessment

◆ Skip developmental education

◆ Intensive: boot camp

◆ Intervene early

◆ Contextualize

◆ Full time enrollment

Best Practice: ACCELERATION

- **Prevention:** EARLY TESTING : El Paso Community College

- **High cut score:** ALP-Accelerated Learning Project: Skip Dev. Ed (Baltimore Community College)

- **Seriously At-risk Students:** Academy for College Excellence (Cabrillo College)

- **Rapid Contextualized Academic Catch-up** via cohort, integrated developmental: I-BEST

Structure, Policies & Practices

Underprepared Students "DON'T DO OPTIONAL"

Dr. Kay McClenney, CCSSE

INTENTIONAL PATHWAYS

- **What Interventions Should be REQUIRED?**
  - **Orientation?**
  - **Student Success Course?**
  - **Learning Community or Concurrent Developmental Ed?**
  - **Attendance?**
  - **Counselor/Advisor visit?**

Student Success Policies

- **Assessment and Placement**

- **Eliminate Late Registration**

- **Required COMPASS Preparation**

- **Attendance Linked to Early Warning**

Community College Survey of Student Engagement:

What is the Skagit Valley College students experience?

STRUCTURE : INTENTIONAL PATHWAYS

- **MDRC Research: Required vs. Optional Student Success Course**

- **Intensity: Full time (ACE)**

- **Cohort Models: I-BEST, Completion by Design**

- **Full-Time Enrollment as Opt-Out (New Hampshire)**

Teaching and learning

Evidence-Driven Instructional Innovation

Faculty as Research Practitioners

New Approaches- Significant Outcomes

- **Rethinking** Content: Statway

- **Rethinking** Outcomes: Global Skills for College Completion: LaGuardia

- **Rethinking** Pre-College Math WSBCTC

- **Rethinking** Classroom vs. Lab:NCAT

3 Challenges for Instructional Innovation

◆ **Engagement of Adjunct Faculty**

◆ **Moving Beyond Incremental Results**

◆ **Taking Innovation to Scale**

Scale: Most Challenging for Community Colleges

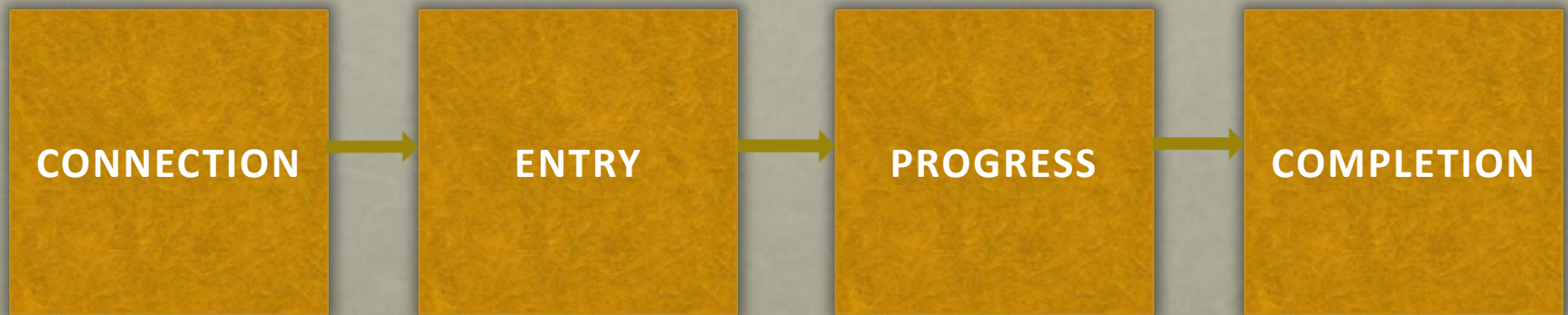- **Plan All Innovation for Scale From the Beginning**

- **Scale within Department**

- **Scale across college**

- **Spread to other colleges**

AtD in Washington State: Opportunity for Scale and Impact

◆ **Learning Community of 10 Colleges**

◆ **Measures Integrated with Washington Momentum Points**

WA AtD: Critical Review of Loss Points/Progression Points

CONNECTION → ENTRY → PROGRESS → COMPLETION

Skagit Valley College Data: Where Do We Start?
Begin Asking the Questions-

◆ **How Does SVC Compare with WA System?**

◆ **Which Students Gain the Most Points?**

◆ **Which Students Gain No Points?**

The SVC Journey

**What happens to groups of students?
Why is their outcome different?
How do we know?
What can we do to change that outcomes?**

Deeply Focused on Completion for Students Not Making Gains

Successful AtD Colleges

Humble, Bold, Courageous

- Commit to Completion

- Courageous use of data

- Faculty-led innovation

- Intentional plan for scale

Skagit Valley College

Ambitious & Courageous Goals

◆ Quality Learning Outcomes

◆ Building Community

◆ Alignment, Achievement & Transition

Achieving the Dream of Success for Skagit Valley College Students