STRENGTHENING STUDENT SUCCESS in Community Colleges

PIMA COMMUNITY COLLEGE
JUNE 2013
RECLAIMING THE AMERICAN DREAM

Community Colleges and the Nation’s Future

Report from the 21st Century Commission on the Future of Community Colleges
“The American Dream is at risk… Community colleges can help reclaim that dream. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and, most critically, their students’ educational experiences.”
REDESIGN STUDENTS’ EDUCATIONAL EXPERIENCES

Recommendation #1

*Increase completion rates of community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
IMPLEMENTATION STRATEGIES

Construct coherent, structured pathways to certificate and degree completion.

This strategy should aim to:

- incorporate high-impact, evidence-based educational practices;
- integrate student support with instruction;
- promote implementation at scale;
- rigorously evaluate effectiveness of programs and services for students; and
- courageously end ineffective approaches.
THE NEED FOR REDESIGN
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.
Percent of new students responding to the SENSE survey who report they are committed to doing whatever it takes to succeed in college:

90%
Percent of new students responding to the SENSE survey who believe they arrived at college academically prepared to succeed.

85%
75%

...of new students responding to the SENSE survey learned that they do not have the skills in reading, writing, and/or math that are requisite to success in college-level courses.
Only 45%

...have completed a certificate or degree, transferred, or are still enrolled after 6 years.
Students Speak—Are We Listening?

Bringing data alive through student voices...
Students Speak—Are We Listening?

book and DVD/video available from the online bookstore at the website of the American Association of Community Colleges.
What did you hear?

- About “front door” experiences?
- About learning and teaching?
- About academic and student support?
- About what makes a difference for students?
Achieving the Dream
Achieving the Dream

- Almost 200 colleges in 35 states
- Focus: improving outcomes for all students and achieving equity in outcomes across groups
- Rigorously data-informed and evidence-based, calling for courageous work
- Provides leadership coach and data coach, plus work with other community colleges seeking better outcomes for students.
Doing Education Differently, Based on Evidence
Student Success *By Design*

- Houston Community College
- Richland College/San Antonio College
- Kingsborough Community College
- Valencia Community College
- Patrick Henry/Northwest Vista
**Encouraging Student Success Strategies**

**Mandatory**
- Assessment *and* placement
- Orientation
- Success course for students in dev ed
- Participation in learning lab, tutoring and/or supplemental instruction
- Stop late registration/ create late-start classes
- Early advising / development of academic plan
- Early alert systems

“Students don’t do optional.”
Encouraging Student Success Strategies

- Supplemental instruction
- Case management / success coaches
- Summer bridge or “boot camp” programs; short/intensive skill refreshers
- Contextualized dev ed
- Cooperative/collaborative learning – at scale

Linked courses/learning communities…
- Learning communities required for FTIC
- Learning communities linking student success course and dev ed
- Counselors and advisors in learning communities
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
- Specific design of the practice
Design Principles for Effective Practice

- A strong start
- Clear, coherent pathways
- Integrated support
- High expectations and high support
- Contextualization
- Intensive student engagement
- Design for scale
- Professional development
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