North Central State College:
Achieving the Dream
February 14, 2008

NC State College Unique Characteristics

- Location: small city with "urban issues;" outlying area is rural; co-located campus
- Qualified for AtD consideration due to high % of student population being PELL eligible
- Self-financing our AtD work

"Disaggregating" our Data

We compared success rates by the following:

- Financial aid status
- Gender
- Age
- Race

Financial Aid Status

- Looked at students who were PELL grant eligible
- Found NO significant performance gaps

However, Our Data Indicated Performance Gaps For:

- Students 23-29 in developmental
- Students age 18-22 in gateway
- African-American Students
- Male Students

Sharing and "Owning" Our Data

- No, we are NOT lowering standards!
- Get past the "what students lack" discussion
- Faculty engagement is key
- "Is this acceptable? Why or why not?"

(see Retreat handout)

Why Start With Developmental Education?

- IMPACT: A large number (66%) of NC State students need at least one of these courses
- TIMING: Most take these courses early

Why Start With Developmental Education?

- SUCCESS = PERSISTENCE: 92% of NC State students who succeed in developmental courses go on to take more classes
- FAILURE = DEPARTURE: 47% of NC State students who do not succeed in developmental courses immediately leave the college.

NC State Strategies to Improve Developmental and Gateway Classes

- Improve curriculum and instruction
- Strengthen the college advising system

(see NC State's AtD Work Plan for details)

Lessons Learned

- Avoid "Project Overload" - integrate your initiatives (AQIP, AtD, Perkins, strategic planning)
- Engage faculty early and have them lead
- Student voices MUST be heard – and have the power to move us from "what?" to "why?"

Lessons Learned, continued

- Manageable number of interventions (3-5)
- Be clear on the results you expect – and how, when and by whom they will be measured
- Learn from mistakes, but celebrate progress!

QUESTIONS?

Achieving the Dream Retreat: "Courageous Conversations"
Focus on Data, Inquiry and Dialogue
Friday January 20, 2006
10:00 a.m. to 4:30 p.m.

Part 1: General session

Welcome; housekeeping details; ground rules
Refresher overview of the meaning and purpose of the Achieving the Dream initiative
Recap our AtD work to date; general overview of qualitative data collection and findings
Present Data Team information: discussion of the methodology used, data analysis, 3 most important findings and chosen priorities.
Questions and discussion

Part 2: Small Group work: 6 groups, 2 focusing on each pertinent AtD goal

Goal 1: Students will successfully complete developmental courses and progress to credit-bearing courses
Goal 2: Students will enroll in and successfully complete gatekeeper courses
Goal 3: Students will re-enroll from fall to winter and fall to fall

Discussion questions

1. Why do performance gaps exist for our male students? What factors might contribute to these performance gaps?
2. Why do performance gaps exist for our African American students? What factors might contribute to these performance gaps?
3. Why do performance gaps exist for our age 23-29 students? What factors might contribute to these performance gaps?
4. What are we currently doing to ensure student achievement of this goal?
5. What actions do we currently take when a student does not achieve this goal?
6. What additional data would be important to analyze in regard to this goal?

Part 3: Small Group work: 7 groups, each focusing on specific gatekeeper and developmental courses(s)

Gatekeeper groups:	Developmental groups:
ENG101	RDG 115 & 116
MTH121	WRT 115 & 116
BUS121	MTH 100, 102 & 103
FYE101	

Discussion questions

1. Please refer to the overall pass rate for this course. Is this performance level acceptable? Why or why not?
2. Is the performance level for male students in this class acceptable? Why or why not?
3. Is the performance level for African American students in this course acceptable? Why or why not?
4. Is the performance level for students age 23-29 in this course acceptable? Why or why not?
5. In this course (or courses), what are the key contributing factors to student success?
6. In this course (or courses), what are the key contributing factors to student failure (including withdrawal)?
7. What in-class and out of class supports are in place for students in this course (or courses)?
8. What additional data would be important to analyze in relation to this course (or courses)?

Wrap Up

Communicate how retreat results will be used and shared
Describe next steps
Thanks

North Central State College
Divisional Operational Plan Narrative Template

Strategic Initiative 2: Achieving the Dream Work Plan

Achieving the Dream is a multiyear national initiative to help more community college students succeed (earn degrees, earn certificates or transfer to other institutions to continue their studies). The initiative is particularly concerned about student groups that have faced the most significant barriers to success, including low income students and students of color. Achieving the Dream focuses colleges and others on understanding and making better use of data. Central to this work is being open and forthright about current performance; setting measurable goals that consider outcomes of all students; and making lasting, institutional change to achieve them. This work includes disaggregating student achievement data — breaking it down by race, age and other demographic characteristics — to better understand and begin to close performance gaps.

North Central State College has chosen to focus its work primarily in two areas: improving student success in developmental courses and improving student success in gatekeeper courses, with the long-term goal of significantly improving student persistence term to term and year to year.

2-07a IMPROVE STUDENT SUCCESS IN DEVELOPMENTAL EDUCATION

2-07a.1 Strengthen the college advising system		
Action	Timeline	Leader(s)
Implement mandatory assessment and placement for mathematics courses.	In place; under review	MTH Dept B. Walker
Prepare study guides (basic skills sheets) and other tutorial materials for each of the developmental math courses to be used with COMPASS assessment.	In place; under review	MTH Dept B. Walker
Utilize COMPASS mathematics diagnostics tool	In place; under review	B. Walker, SSC
Require FYE161 for every student taking one or more developmental mathematics, reading or writing courses.	In place; under review	M. Puckett B. Walker
Expand the DIRECTIONS advising program to include every student testing into any developmental mathematics, reading or writing course(s).	In place; under review	B. Walker
Utilize the Noel-Levitz College Student Inventory with every student taking one or more developmental courses.	In place; under review	B. Walker
Student Success Center advisors will share information with students about the number and frequency of NCSC students starting in developmental work in an effort to reduce the stigma and increase acceptance by students.	In place	B. Walker
Create protocols in each developmental course for triggering the Early Alert process. • Developmental Reading and Writing and FYE • Developmental mathematics	 Completed In process	 R. Birk MTH Dept

2-07a.2 Improve curriculum and instruction		
Action	Timeline	Leader(s)
Add a computer enhanced tutorial to each of the developmental math classes	In place; under review	B. Rountree Mathematics faculty
Convert MTH100, 102 & 103 from lecture format to lecture/lab combination.	In place; under review	B. Rountree Mathematics faculty
Utilize PLATO software to enhance developmental curriculum and instructional methods as appropriate.	In place; progress continues; MTH under review	R. Birk J. Karbula B. Rountree MTH Dept
Analyze student success rates in Plato-enhanced courses and compare to success rates in other sections of the same course taught in the traditional fashion	Under review	Data Team R. Birk B. Rountree MTH Dept.
Research and develop standard protocol to trigger mandatory, one-on-one tutoring in developmental writing classes. Based on protocol, implement mandatory tutoring for writing.	In place	R. Birk B. Walker
Convert RDG115 from a 3-credit, 3 contact hour course to a 1-credit, 2-contact hour lab course that will be taken concurrently with RDG116.	In place	R. Birk
Implement a tutor training program for developmental reading, writing, and mathematics tutors	In place	S. Luckie B. Walker
Provide training to FYE instructors on best practice techniques for success courses.	In place; will be ongoing	M. Puckett
Explore modularized developmental mathematics credits	Completed	B. Cyders
Provide additional Plato lab coverage for dev. math support.	In place	B. Rountree

2-07b IMPROVE STUDENT SUCCESS IN GATEWAY COURSES

2-07b.1 Strengthen the college advising system in relation to gateway courses		
Action	Timeline	Course and Leader(s)
Pilot COMPASS e-Write tool in winter and spring 2008	Fall 2007	ENG101 M. Allen B. Walker
Develop early alert protocol for ENG101	Implement for Fall 07	ENG101 M.Allen
Based on early alert protocol, require tutoring/supplemental instruction	Implement for Fall 07	ENG101 M.Allen
New students will be advised not to take BIO145 in conjunction with a developmental course. BIO 110 or another science will be recommended.	Beginning for Summer 07; ongoing	BIO145 L. Milner J. Taylor B. Walker
Use faculty assessment of course to develop informational guide for advisors to share with students. Make this tool available on web as well.	For Fall 07	BIO145 L. Milner J. Taylor B. Walker
Collect additional data on the success rates of students who enter course after first class session. If data supports, propose "section changes only" approach to late registration.	Ongoing	BIO145 L. Milner J. Taylor Data Team

2-07b.2 Improve curriculum and instruction for gateway courses		
Action	Timeline	Course and Leader(s)
English Dept. faculty will tutor minimum of 1 hour per week each, with goal of 10 hours week total being provided by the department.	In place Fall 07	ENG101 M.Allen
ENG101 added as a co-requisite to CRJ145 and to other first year courses of CRJ160, CRJ175, CRJ185, CRJ113, and CRJ140	In place for 07-08	CRJ145 A. Vinson
Audio of in-class lectures and digital images of lab models and specimens available on instructor website	During 07-08 academic year	BIO145 L. Milner J. Taylor
Develop a policy and procedure to connect students to BIO110 prior to BIO145 as necessary.	In place Winter 08	BIO145 L. Milner J. Taylor
Explore a recommended learning activity for students with whole-to-part learning styles.	During 07-08 academic year	BIO145 L. Milner J. Taylor