Basic Skills Completion: The Key to Student Success in California Community Colleges

Effective Practices for Faculty, Staff & Administrators

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BASIC SKILLS COMPLETION

The Key to Student Success in California Community Colleges

Effective Practices for Faculty, Staff and Administrators

http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx

or

http://www.cccco.edu →**SYSTEM OPERATIONS → Divisions → Academic Affairs →Basic Skills/English as a Second Language (ESL)**

Funders

Team Leaders

Barbara Illowsky, CCCCO
Kathy Molloy, faculty
Pam Deegan, retired CIO

- 112 Colleges
- 72 Districts
- 2,500,000 Students

Early Progress

February 2007
"Poppy Copy"

September 2007
$33.1 million

December 2007
Workshops

May 2008
Action plans

July 2008
Implement action plans

More Progress

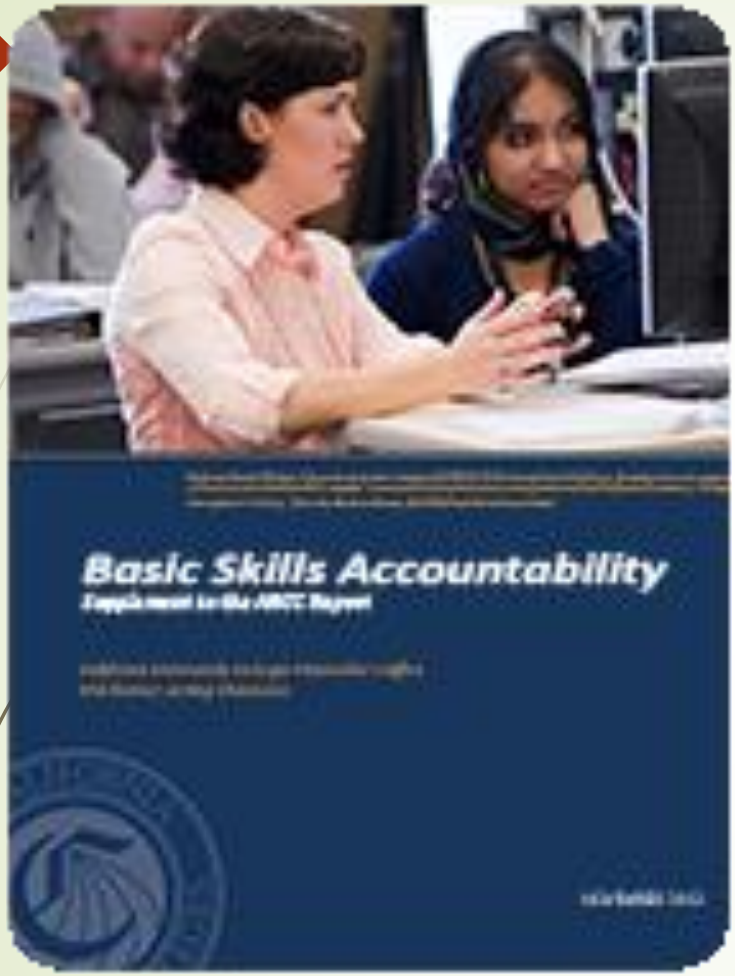
September 2008
Aligning Data Elements

December 2009
Completion of Basic Skills Handbook Coordinator Training

January 2010
Intense Professional Development – 3CSN

June 2010
Major Budget Reductions

July 2012
Begin Development of E-Resource



STUDENT SUCCESS SCORECARD

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Projects

Academy for College Excellence:
A Curriculum-Based Model of Student Engagement

Acceleration in Context

Alliance for Language Learners' Integration, Education, and Success

Basic Skills as a Foundation for Student Success in California Community Colleges

Basic Skills Cohort Tracker

Basic Skills Coordinators

The Basic Skills Handbook—Constructing a Framework for Success: A Holistic Approach to Basic Skills

Basic Skills Initiative Leadership Institute

Basic Skills Instruction in Community Colleges: Inside and Outside of Classrooms

The California Acceleration Project

The California Community Colleges' Success Network (3CSN)

The Course Identification Numbering System

Contextualized Teaching & Learning: A Faculty Primer

Basic Skills Curricular Alignment: CB 21

Contextualized Teaching & Learning: A Faculty Primer

Basic Skills Curricular Alignment: CB 21

Effective Practices for Promoting the Transition of High School Students to College

Habits of Mind Project

Noncredit Progress Indicator Task Force, 2010–2012

Promising Practices for Transitioning Students from Adult Education to Postsecondary Education

Reading Apprenticeship Project (RAP)

The Student Success Task Force

Student Support (Re)defined

Student Transcript-Enhanced Placement Project

Programs

Acceleration, Immersion, and Curriculum Redesign

The Fast Track Program at Chaffey College

College Success English and Reading Curriculum Redesign at Citrus College

Personalized Accelerated Learning (PAL) at College of the Canyons

The Network: A Basic Skills Learning Community at Fresno City College

Path2Stats (Formerly Statpath) at Los Medanos College

ESL Alignment at Mendocino College

The Express to Success Program at Santa Barbara City College

Contextualized Instruction

Career Advancement Academy: College of the Sequoias

El Camino Career Advancement Academy

Programa en Carpinteria Fina at Laney College

Skyline College Career Advancement Academy (CAA)

Spanish-to-English Child Development Associate Teacher's Certificate Program at Southwestern College

First Year Experience Programs

The First-Year Experience Program at College of the Sequoias

Freshman Seminar at Cosumnes River College

First-Year Experience Program at El Camino College

The First Year Pathways Program at Pasadena City College

The Freshman Experience Program at Santa Ana College

Integrating Student Support and Instruction

Opening Doors to Excellence at Chaffey College

Success Centers at Chaffey College

Academic Wellness Educators at Columbia College

Math Performance Success Program at De Anza College

Learning Communities

Learning Communities at Cerritos College

Diop Scholars at Cosumnes River College

Summer Bridge Programs

Math Jam at Pasadena City College

Summer Bridge Programs at Santa Barbara City College

Tutoring and Supplemental Instruction

Critical Academic Skills Workshops at Bakersfield College

The Center for Academic Success at Butte College

Extending the Class (ETC) at Fresno City College

Supplemental Instruction Program at Mt. San Jacinto College

The Partnership for Student Success at Santa Barbara City College

Supporting Organizations

California

Association of Community and Continuing Education

California Association for Developmental Education (CalADE)

The Campaign for College Opportunity

Career Ladders Project (CLP)

Institute for Higher Education Leadership & Policy (IHELP)

Research and Planning Group for California Community Colleges (RP Group)

National Organizations & Projects

Achieving the Dream

Completion by Design

National Association of Developmental Education

Professional Development (out of state): Valencia Community College and Laguardia Community College

The Role of Research in Program Assessment

Effective student success initiatives--including efforts to improve basic skills practices--depend on making institutional processes and improvement strategies more integrated and sustainable, with a clear focus on metrics and outcomes. Colleges should develop actionable data that is transparent, meaningful, and reliable, by applying evaluation and assessment techniques, practices, and models that are grounded in good assessment principles and result in evidence that is used to help students succeed.

With data in hand, key stakeholders then engage in discussions about how this actionable research evidence and assessment data can lead to improved program interventions and classroom teaching and learning strategies. These discussions around data must involve not just faculty leaders from within the basic skills disciplines, but also counselors and others from Student Services, as well as faculty in disciplines where students with basic skills needs are taking classes. These stakeholders can make sure that the data around basic skills completion and

b. How are they different from or similar to students who place into college?

2. How do my students with basic skills needs progress through our college's basic skills sequences?

   a. When do they start addressing their basic skills course requirements?

   b. Do they continue straight through the course sequences, take breaks in between, or drop out them?

   c. Do they complete in a timely manner?

   d. How are they performing in other coursework?

   e. Where in a course sequence do we see students struggle the most (i.e., where do we lose the most students)?

The answers to these questions lead to an understanding of student enrollment patterns and success. They help start the conversation on what strategies could help move more students successfully through the sequences and where and how those strategies can best be employed.

Four core components to evaluation

1. Focusing the evaluation

   Questions: What do you want to know?

   Indicators: How will you know it (evidence)?

2. Designing the evaluation and collecting information

   Methods and Approach: How will you assess effectiveness?

   Sources: What data will collect and how will you collect it?

   Timing and samples: When will you collect the data/evidence and from whom?

3. Analyzing

   Information, interpreting

4. Using the information gained from the evaluation

data interventions, expected outcomes) the better.

Key Questions to Consider When Working with Researchers

NOTE: Asking these Key Questions will lead to a Collaborative Dialogue on Student Success

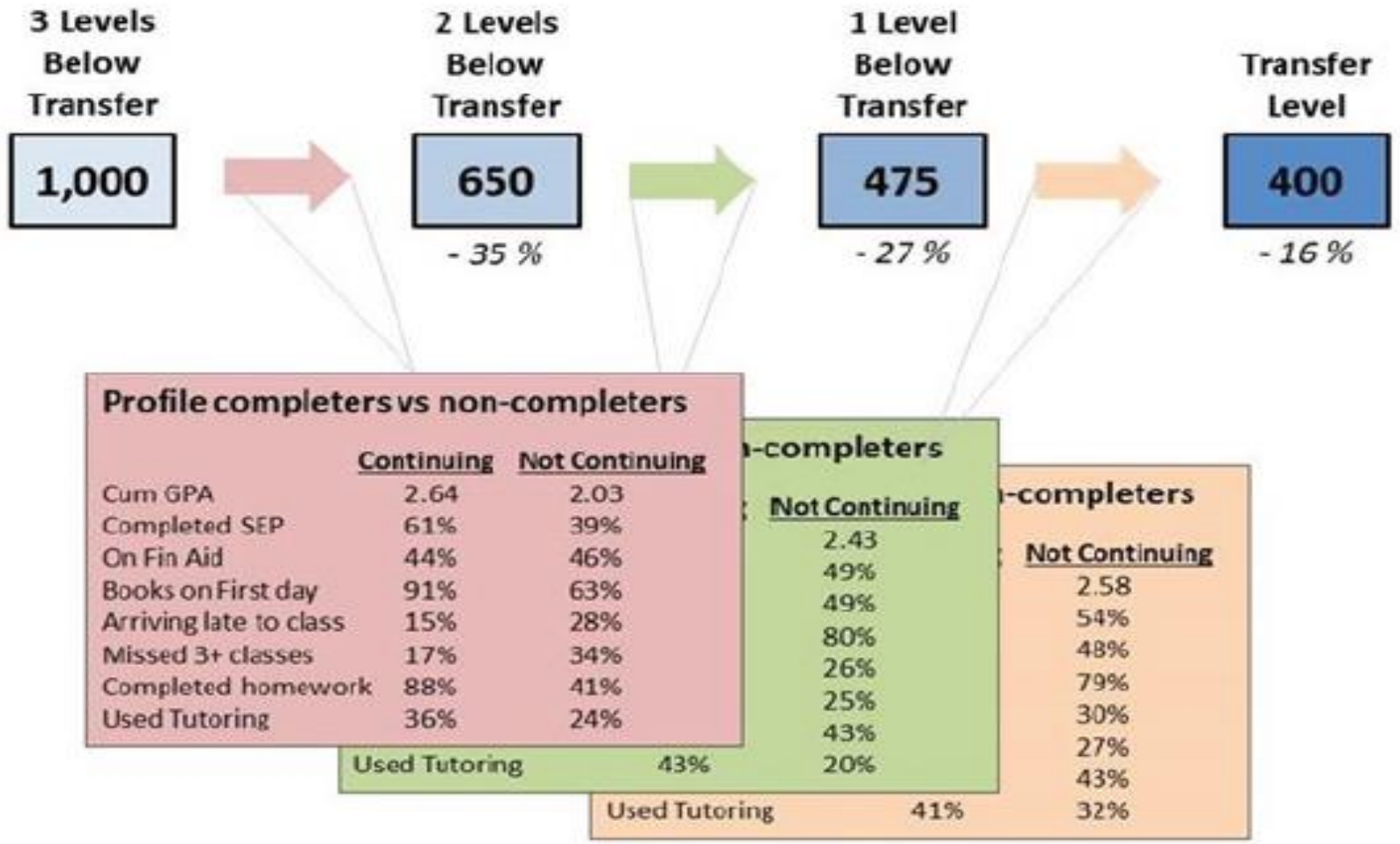
Goal(s) – What effect do you intend the intervention to have? e.g., Improve students' success in basic skills courses through ...?

Outcomes – What tangible results do you expect to see from students? e.g., Users have higher success rates than non-users; Increased rate of success to transfer over time

Intervention – What are the specific actions that involve or engage students? Where and when are the points of contact with students? e.g., One-on-one tutoring, phone calls during 1st three weeks of term

Determine what

Tracking student progress through the basic skills sequence to identify interventions



Data are for illustrative purposes only. The graphic illustrates elements of a research project under development within the Contra Costa College District.

Administrator Tool Kit

Table of Contents

Part One – Explanation of the Adminstrator Tool Kit

The Purpose of the Tool Kit

How the Manual is Organized —

The Lifecycle of the Student

Stage One of the Student Lifecycle- Readiness for College

Stage Two of the Student Lifecycle- The First 30 Units

Stage Three of the Student Lifecycle-From 31 to 60 Units

How each Section of the Manual is Organized

Part Two – The Student Lifecycle

Stage One of the Student Lifecycle—Readiness for College

Why Readiness for College is Important

The K-12 System

Mechanisms that Help Students Make the Transition to the Community College

How Curriculum Can Make the Transition Seamless

Noncredit

Common Core

State Center Community College District - Willow International Center and Clovis West High School English Curriculum Alignment

Noncredit-to-credit Transition in the San Diego Community College District

Noncredit-to-credit Transition at MiraCosta College

Transition to College

Common Core Curriculum and Alignment with Community College Entry-level Expectations

Pre-registration

Registration

Assessment

Special programs that Prepare Students for Assessment

Boot camps

Math Jam and Word Jam

MOOCs

Orientation

Financial Aid

Scholarships

Bridge Programs

Stage Two of the Student Lifecycle—The First 30 Units

Stage Two of the Student Lifecycle—The First 30 Units

Why Goal-setting, Direction, Monitoring, and Supporting the First Year of College Is Important

Research has shown a number of momentum points throughout a student's progress to a degree are predictors of academic success. Students who commit to a program of study in their first year are more likely to complete a degree, certificate, or transfer to a four-year institution. Moreover, success rates for students who begin their studies in mathematics or English/ESOL at a basic skills level have significantly lower degree, certificate, and/or transfer completion rates. Therefore, the need to ensure that students declare a program of study and have a clear path to follow, particularly in their first year, is essential for academic success. Further, ongoing goal-setting, academic planning, support services, and monitoring of academic progress are crucial in order to help students reach various momentum points and ensure they accomplish their academic goals. The importance of educational planning in a student's first year

HELPFUL LINKS:

http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf

http://www.csus.edu/ihelp/PDFs/R_Sense_of_Direction.pdf

http://extranet.cccco.edu/Divisions/StudentServices.aspx

Stage Three of the Student Lifecycle—From 31 to 60 units

Completion of 30 units has been determined to be a significant momentum point in a student's academic career. Research has shown a strong relationship between completion of credits in the first year and degree/certificate completion, and some believe it to be a demarcation point for higher earnings. Once students enter the last half of their progression toward completing a degree or transfer program, there is a strong likelihood they will complete it. Therefore, colleges need to continue monitoring progress to degree, and intervene as necessary, to keep students on track.

Interventions

Intervention strategies in the second half of a student's educational pathway are similar to those described in the section of this manual on the first year. Colleges generally continue to monitor progress and follow up with students who are having academic difficulty.

Degree Audits

Colleges begin to conduct degree audits after the completion of certain unit thresholds to make sure that students are taking the courses they need to complete their certificate

ADMINISTRATOR FOCUS AREAS:

- Tracking student progress during the second phase of their educational journey is essential even if the tracking is via a simple manual system.
- Building the infrastructure for an electronic degree audit system is complex and takes a considerable amount of time.
- Involving counseling faculty in the development of intervention strategies and degree audit systems will ensure effective systems and processes are in place.
- Allocating sufficient resources for a purchasing and implementing an electronic degree audit system is key to its success.

HELPFUL LINKS:

http://www.ellucian.com/Solutions/Ellucian-Degree-Works/

Questions for You:

1. What ideas do you have on how to get your faculty/staff to use the document?

2. What do you think are the best ways to implement changes at your college?