Engaging Practices, Engaging Students: High-Impact Practices for Community College Student Success

City College of San Francisco
January 9, 2015

NOTE, THIS VERSION OF THE PPT DOES NOT INCLUDE THE STUDENT VIDEOS. A VERSION WITH THE VIDEOS WILL BE POSTED SOON.

Test Your CCSF Student IQ!

- % women? 52%
- % part-time students? 69%
- % students of color? 75%
- % of students 18-24 years old? 40%

(includes credit students only)
I Have a Goal!

- Associate Degree? 65%
- Transfer? 80%
- Certificate? 55%
- Obtain job-related skills? 73%
- Change careers? 50%
- Self-improvement/personal enjoyment? 80%

(allows for more than one goal)

A Students’ Journey

*Student voices tell the story*...
Only **54%**

...have completed a certificate or degree, transferred, or are still enrolled after 6 years.

*(Horn and Skomsvold, 2011 Nat'l Center for Education Statistics)*

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**CCSF Education Master Plan**

**2014-2020**

**Goal 1: Advance student achievement in meeting educational goals.**

**Strategic directions:**

- Student learning outcomes & assessment
- Closing equity gaps
- Enrollment strategies
- Communication and collaborative discourse about student success
- Instructional delivery
CCSF Equity Goals
2014-2018

Core Goal 1: Increase Course, Transfer, Certificate Completion and Degree Completion rates for target groups.
Group Discussion

- From your own perspective, what are CCSF’s strengths?
- With which groups of students are you most successful?
- With which groups of students are you least successful?

How Do You Know?

- Helping students succeed through the equivalent of the first semester (12–15 credit hours) can dramatically improve subsequent success rates.

- Helping students complete their first developmental (basic skills) course can dramatically improve subsequent success rates.
What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention
### Center for Community College Student Engagement

**Listening to Students**

- 13 years
- 895 colleges
- More than 2 million students
- 50 states, District of Columbia, Alberta, Bermuda, British Columbia, Marshall Islands, Northern Marianas, Nova Scotia, Ontario, Quebec
- Focus Groups – more than 250

### The Center for Community College Student Engagement

**CCCSE Data – Quantitative – the “what”**
- CCSSE
- CCFSSE
- SENSE
- CCIS

**Focus groups – Qualitative – the “why”**
- Initiative on Student Success
- High-Impact Practices Initiative
- Improving Outcomes for Men of Color
- Strengthening the Role of Part-Time Faculty
- Latino Student Engagement, Completion & Transfer - 12 partners - two & four year institutions
One thing we **KNOW** about community college student engagement...

It’s unlikely to happen by accident.

It has to happen *by design.*
CCSSE Benchmarks for Effective Educational Practice

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Higher Engagement = Higher Graduation Rates

3 of the 5 CCSSE benchmarks –
active and collaborative learning
student-faculty interaction
support for learners
“correlated to a statistically significant degree with IPEDS graduation rates.”

Derek Price & Esau Tovar, 2014
### CCSF CCSSE Benchmarks - 2014

<table>
<thead>
<tr>
<th></th>
<th>CCSF</th>
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#### by gender

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#### by age

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## CCSF CCSSE Benchmarks - 2014

### by first generation status

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Do you know how engaged students are in those practices that matter most?

You say…

Students say…
### During the academic year

**Often or Very Often**

- Asked questions in class? **59%**
- *Never* made a presentation in class? **29%**
- Worked with other students during class? **54%**
- Received prompt feedback from instructors? **63%**

### During the academic year

**Quite a Bit or Very Much**

- Memorize so you can repeat info in pretty much the same form? **62%**
- How much does the college help you cope with non-academic responsibilities? **33%**
- Provide the financial support you need to afford your education? **51%**
What percentage of CCSF students would say they worked harder than they thought they could to meet an instructor’s expectations?

(often or very often)

I believe…

Students say…51%

CCSSE 2014

More CCSF students reported that they:

- Participated in a community-based project as part of a regular course.
- Used tutoring services.
- Worked with other students on projects during class.
- Tutored or taught other students (paid or voluntary).
More CCSF students reported that their coursework emphasized the following activity:

- Analyzing the basic elements of an idea, experience or theory

More CCSF students reported that the college:

- Encourages contact among students from different economic, social and radial or ethnic backgrounds.
**Things to consider…**

**Fewer CCSF students said they…**

- Asked questions in class or contributed to class discussions.
- Made a class presentation.
- Discussed grades or assignments with an instructor.
- Talked about career plans with an instructor or advisor.
- Wrote papers for class assignments.

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**What do CCSF students say is the most important college service?**

**Academic Advising & Planning**

89%
Yet…

45%

…of CCSF students say they rarely or never saw an advisor (or really aren’t sure…)

<table>
<thead>
<tr>
<th>CCSF students’ most important services</th>
<th>Very or Somewhat Important</th>
<th>% Using Services</th>
<th>Rarely/Never</th>
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<tbody>
<tr>
<td>Academic Advising</td>
<td>89%</td>
<td>55%</td>
<td>45%</td>
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<tr>
<td>Computer Lab</td>
<td>86%</td>
<td>62%</td>
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<td>Career Counseling</td>
<td>84%</td>
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<td>80%</td>
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<td>Tutoring</td>
<td>79%</td>
<td>42%</td>
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<tr>
<td>Financial Aid</td>
<td>78%</td>
<td>42%</td>
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CCSSE 2014 Data
 NAND Students don’t do optional!!

High-Impact Practices for Student Success
High-Impact Practices
for Community College Student Success

- Assessment and Placement
- Orientation
- Academic Goal Setting and Planning
- Registration before Classes Begin
- Accelerated or Fast-Track Developmental Education
- First-Year Experience
- Student Success Course
- Learning Community
- Class Attendance
- Alert and Intervention
- Experiential Learning beyond the Classroom
- Tutoring
- Supplemental Instruction

High-Impact Practices
Structured Group Learning Experiences

- Orientation
- Student success course
- Learning community
- Accelerated/Fast-track developmental education
### 2014 CCSSE Benchmark Scores by Orientation

<table>
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<tr>
<th>Measure</th>
<th>Participated in Orientation</th>
<th>Did Not Participate in Orientation</th>
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Sources: 2014 CCSSE data

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### 2014 CCSSE Benchmark Scores by Learning Community

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Sources: 2014 CCSSE data
2014 CCSSE Benchmark Scores

by Student Success Course

Active and Collaborative Learning
- Participated in Student Success Course: 54.5
- Did not Participate in Student Success Course: 48.2

Student Effort
- Participated in Student Success Course: 55.6
- Did not Participate in Student Success Course: 47.8

Academic Challenge
- Participated in Student Success Course: 53.3
- Did not Participate in Student Success Course: 49.0

Student-Faculty Interaction
- Participated in Student Success Course: 55.5
- Did not Participate in Student Success Course: 47.9

Support for Learners
- Participated in Student Success Course: 57.3
- Did not Participate in Student Success Course: 47.2

Sources: 2014 CCSSE data

Carnegie Foundation for the Advancement of Teaching Pathways
- Statway & Quantway
- Productive Persistence

Charles A. Dana Center New Mathways Project with TACC
- Multiple Pathways
- STEM-Curricular Pathways
- Student Success Skills
2014 CCSSE Benchmark Scores by Accelerated Developmental Education

<table>
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<tr>
<th>Variable</th>
<th>Participated in Accelerated Developmental Course</th>
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Sources: 2014 CCSSE data

What Matters Most for Student Success?
Design Principles for Effective Practice

- A strong start
- **Clear, coherent pathways**
- High expectations and high support
- Integrated support
- Intensive student engagement
- Learning in context
- Accelerated learning
- Design for scale
- Professional Development

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Moving from Practices to Pathways

**Key design features of Pathways:**

Aligning levels of learning

Integrating arts and sciences with career and technical education

Integrating student learning and support

Connecting classroom learning to applied learning

Merging curricular and co-curricular

Bridging the for-credit versus non-credit gap
Make it Mandatory

How do students feel about “MANDATORY”?

- Frightened
- **Appreciative**
- Disgruntled
- Rebellious
- Depressed

_Students want our guidance..._

Even though they _complain_ about it.

Key Question: Does “mandatory” _really mean_ mandatory?

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The same high-impact practices benefit all students...but have a greater benefit for those students whose needs are greater.

_Targeted Programs vs. Scale?_
What Matters Most for Student Success?

YOU!

“None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody - a parent, a teacher, an Ivy League crony or a few nuns - bent down and helped us pick up our boots.” -- U.S. Supreme Court Justice Thurgood Marshall
What Can We Do?

What can we do to better engage and support students through high-impact practices? In class, outside of class?

- What can the college do?
- What can my department do?
- In my role, what can I do?

High Performing Colleges

...make student engagement inescapable... for all students!
Tools to Help You

www.cccse.org

- Examples from Member Colleges
- Student Focus Group Toolkit
- Focus Group Tools for High-Impact Practices, Men of Color and Faculty & Staff
- Discussion Guides
- High-Impact Practices Reports - A Matter of Degrees
- Aspirations to Achievement: Men of Color and Community Colleges, Report and Video
- Video clips
- Tools for Building a Culture of Inquiry and Evidence

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Center for Community College Student Engagement
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