

From Data to Intervention: Creating a Culture of Change in Louisiana Higher Education



Louisiana Community &
Technical College System

Changing Lives, Creating Futures



Presentation Overview

- **What:**
Achieving the Dream Model
- **Who:**
Bossier Parish Community College
Baton Rouge Community College
- **How:**
LCTCS Planning Grants + Change Process Model
- **Result:**
3 Year Campus Student Success Initiative (BPCC 1st and Building STARS, Students **T**oward **A**chievement, **R**etention, & **S**uccess)

Achieving the Dream Sites:

- Create a Culture of Inquiry
- Encourage Data Driven Decisions
- Commit To Strategic Interventions
- Evaluate Interventions
- Integrate Opportunities to Maximize Resources
- Sustain Achievements
- Institutionalize Student Success Culture

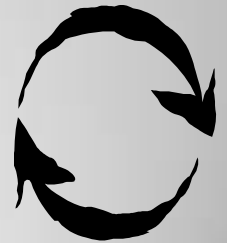
Achieving the Dream

National Partners

- Lumina Foundation
- MDC, Inc. (Managing partner)
- American Association of Community Colleges
- Community College Leadership Program, University of Texas – Austin
- Community College Research Center, Teachers College, Columbia University
- Futures Project, Brown University
- Jobs for the Future
- Public Agenda
- MDRC

AtD's Strategic Approach Used by BPCC and BRCC

- Build knowledge about improving outcomes
- Promote and support institutional change
- Influence policy
- Engage the public
- Enhance capacity for long-term work



College Project Goals

- Identify student populations with low success rates
- Develop interventions to improve outcomes
- Assess interventions
- Document success
- Share Information



Expected Outcomes

Document low-income, first-time, first-generation, and minority students who:

1. Complete developmental courses and move to credit-bearing courses
2. Enroll in and complete gatekeeper courses
3. Complete courses taken with "C" or better
4. Re-enroll from one semester to the next
5. Earn certificates and degrees

#1 College Challenge

Creating A **Culture of Inquiry** which means:

- Using data to understand student problems and initiate change
- Identifying and using best practices for new directions

LCTCS Planning Grant

Grant Expectations for BPCC and BRCC:

- Develop a culture of inquiry and accountability
- Conduct courageous discussions
- Develop strategies and interventions
- Suggest systematic and lasting changes in policies, structures, programs, and services to improve student outcomes
- Create a purposeful, fundable multi-year proposal aimed at increasing Student Success
- Evaluate project success

An Institutional Change Process

- ***Broad-based involvement***
- ***Data-driven Decisions***
- ***Sustainable Approaches***



An Institutional Change Process

Broad-based involvement

- Shared responsibility for diagnosis and solutions
- Student and faculty voices
- Community collaboration



BRCC and BPCC

- Formed core teams of faculty and staff to review data and make recommendations

An Institutional Change Process

Data-driven Decisions

- Using outcome data to set priorities and make decisions
- Following up with surveys and interviews
- Developing strategies and interventions
- Assessing effectiveness

BRCC and BPCC

- Reviewed Quantitative Data
- Conducted Focus Groups with Faculty, Staff and Students

Examples of Data Sets for Making Data Based Decisions



Review of quantitative data to help narrow “at-risk” student populations

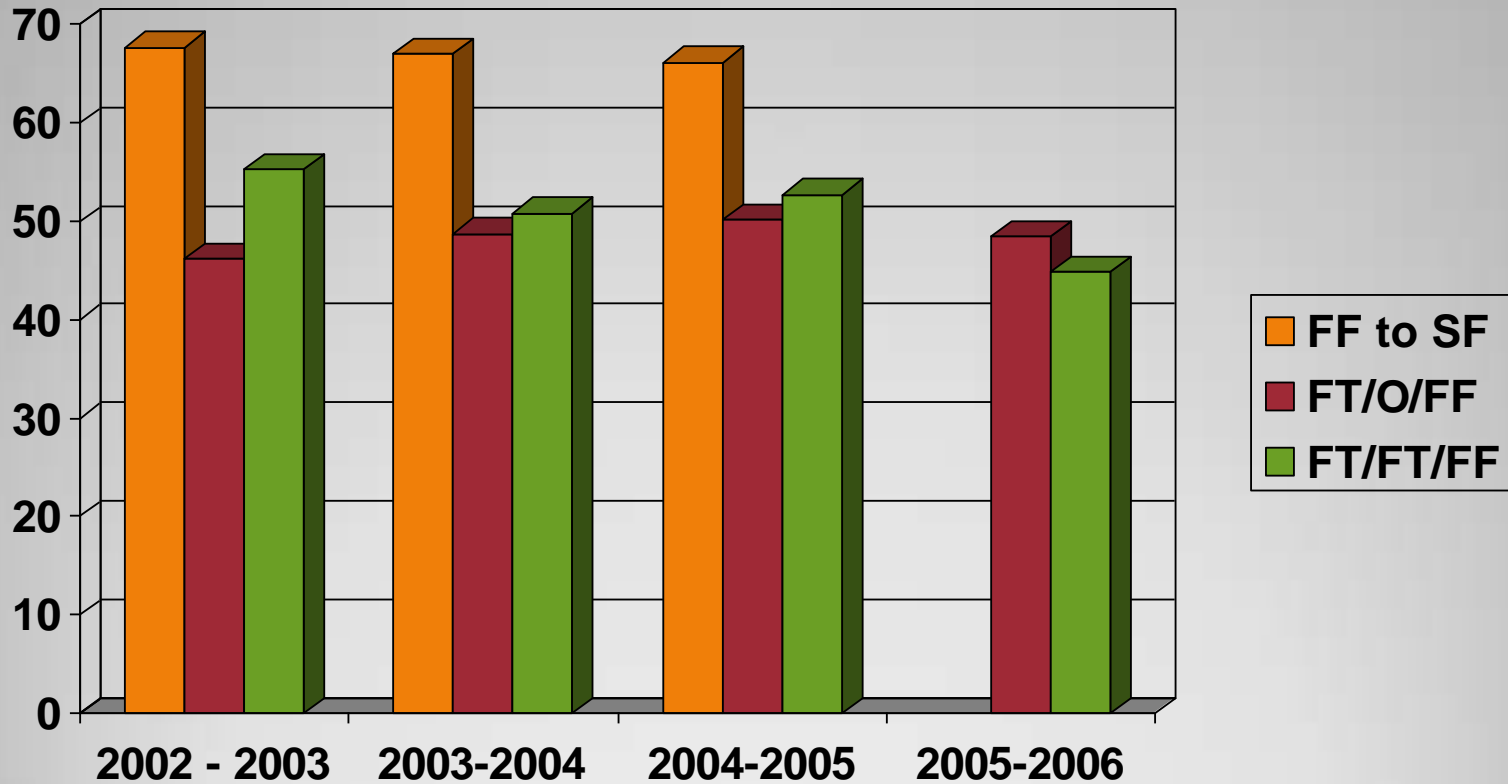
Main Foci:

- Student Retention in Courses
- Student Persistence at the College

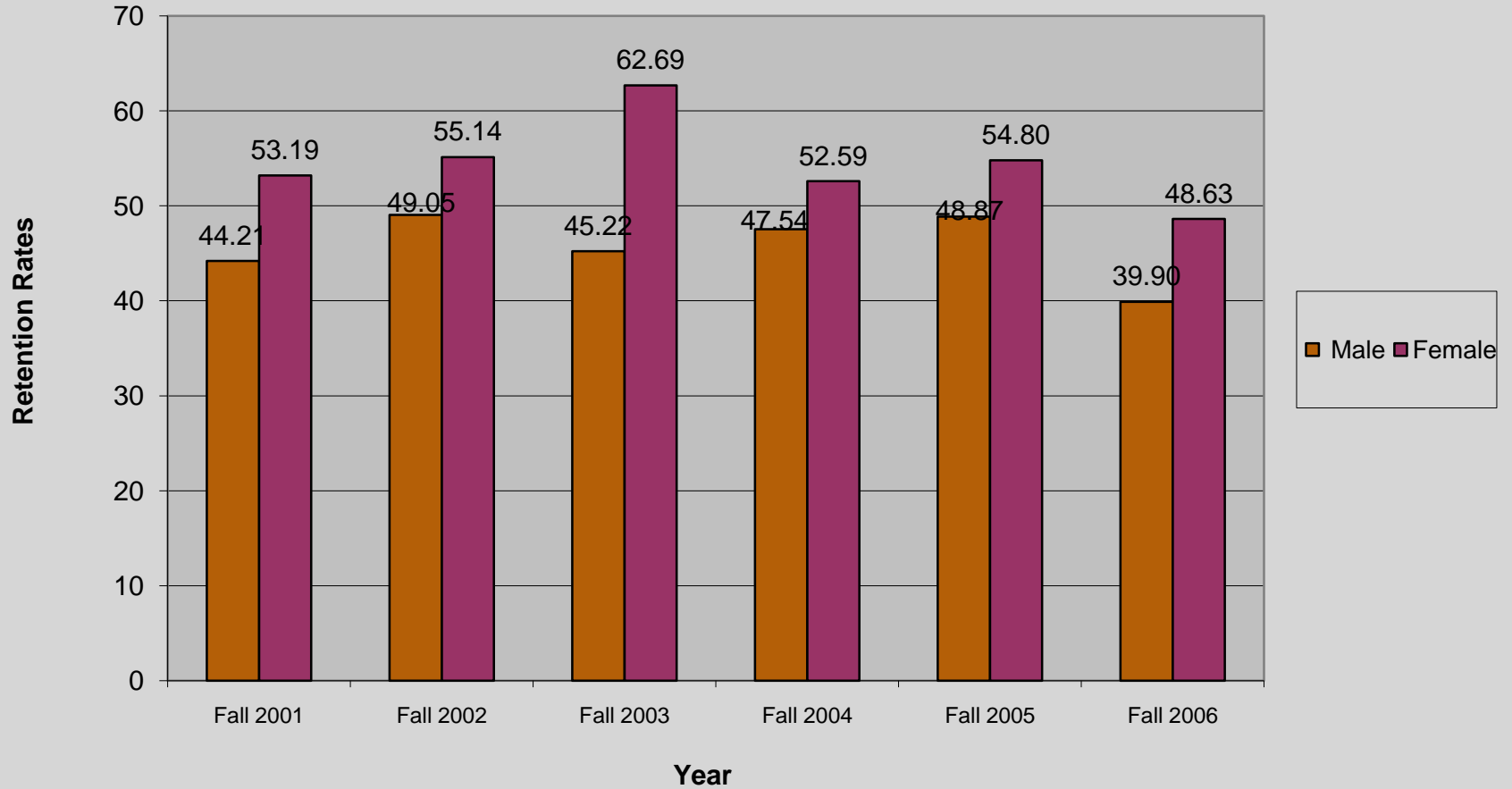
Data Included:

- Gender
- Ethnicity
- Age
- First-generation students
- Financial Aid Data

Overall Retention Fall to Fall



First to Second Year Persistence by Gender



High Risk Courses – Spring 2006

Course	Total Seats	D	F	Percent of D/F
ZLGY 124	295	42	71	38.31%
MATH 098	591	36	181	36.72%
MATH 097	264	23	67	34.09%
BLGY 105	129	12	30	32.56%
ZLGY 110	410	28	104	32.20%
ENGL 099	345	14	97	32.17%
ACCT 205	182	19	39	31.87%
READ 099	140	6	38	31.43%
MATH 099	574	49	131	31.36%
MATH 102	673	50	159	31.05%

Financial Aid Satisfactory Academic Progress Stats

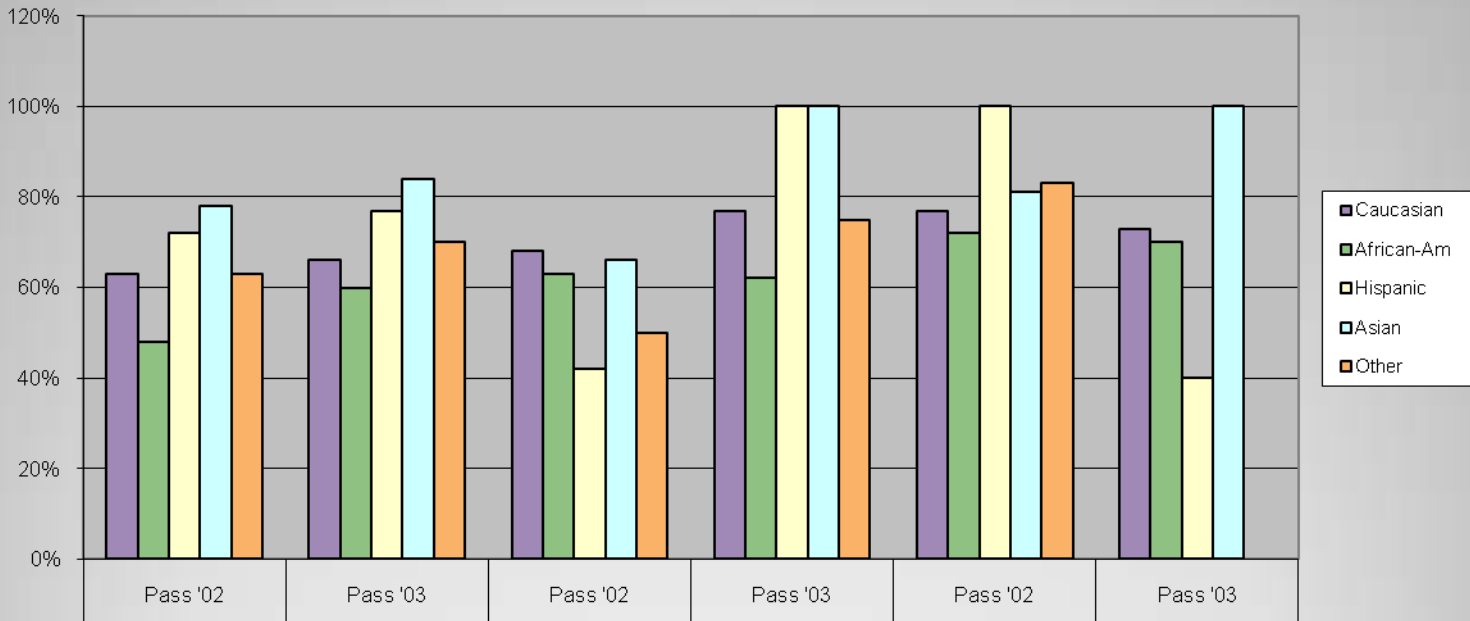
Total number of students who **did not**
meet SAP requirements at end of spring
2006 semester:

1,328 (49.96%)

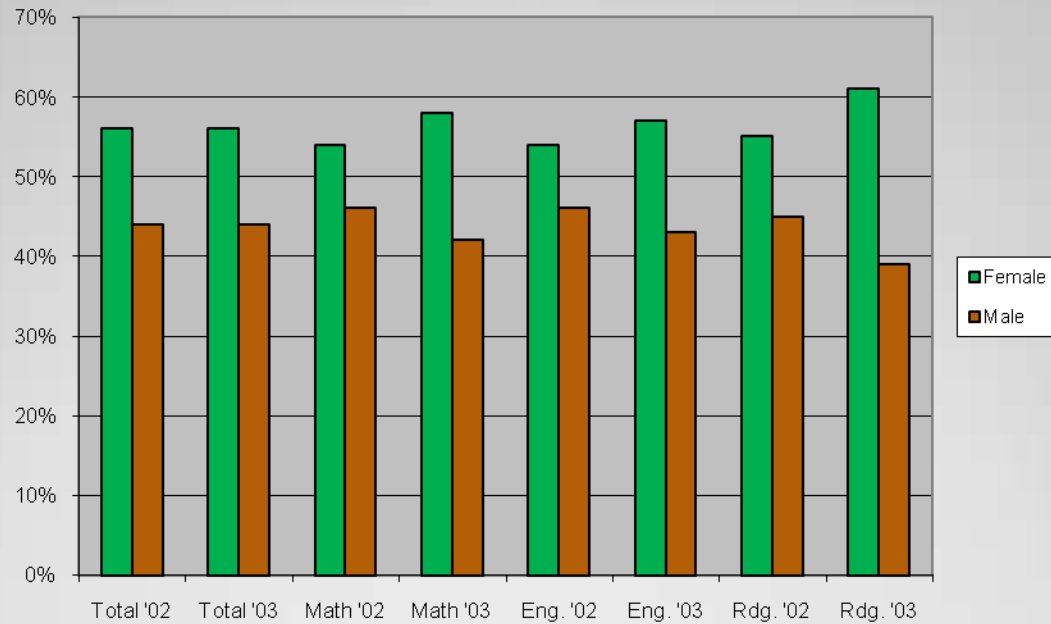
Developmental Course Data

- From July 2003 through June 2006, and average of 94.6% of students taking math placement tests, placed in one of three developmental math classes
- From July 2003 through June 2004 only 56% of students who should have taken Basic Math actually took it
- In spring 2006, 92% of all developmental students were taking one of three developmental math classes
- From 1998 through 2006 only 25% of students who started out in one of three developmental math courses successfully complete College Algebra

Pass Rate in Developmental Courses



Developmental Course Enrollment by Gender



Focus Groups

- Process based on Student Expert Theory and Black Box Model by Raymond Padilla
- Facilitators and scribes were chosen and attended three day training session with Dr. Ken Gonzalez
- Several Mock Focus Groups were held to practice method

Focus Groups

- Student Recruiters were chosen and trained
- Students were recruited through e-mail and visits to the classroom
- Incentives were offered
- Several Focus Groups were held
- Data was organized and analyzed



Sample Focus Group Data

Barriers / Challenges	Freq	Knowledge	Actions	Changes	Effective Support
Work conflicts	75-100	<ul style="list-style-type: none"> •Tell boss schedule •Do not party all night 	<ul style="list-style-type: none"> •Pace yourself •Schedule time to study •Do not procrastinate •Record lectures •Use a planner 	<ul style="list-style-type: none"> •Have Library open all hours of the night •Have 3 day reading period before mid-term and finals 	<ul style="list-style-type: none"> •The Learning Center and Tutors •Full week of Finals
Not enough excused absences allowed	100	<ul style="list-style-type: none"> •Know absence is important before you miss 	<ul style="list-style-type: none"> •Get up on time •Do not skip • Do not worry about what friends doing 	<ul style="list-style-type: none"> •Allow more excused absences 	<ul style="list-style-type: none"> •Most teachers are reasonable about excuses
Travel Issues	50-75	<ul style="list-style-type: none"> •Find carpool •Know that there are no dorms 	<ul style="list-style-type: none"> •Be prepared to travel and spend gas money •Look for close apts 	<ul style="list-style-type: none"> •Build apartments or dorms 	
Lack of High School preparation	50	<ul style="list-style-type: none"> •Know to take advanced classes in high school 	<ul style="list-style-type: none"> •Take a summer class •Take college prep class 	<ul style="list-style-type: none"> •Offer program to help students prepare 	<ul style="list-style-type: none"> •Remedial Courses
Lack of student/teacher bonding	60	<ul style="list-style-type: none"> •Know to ask other students who to take 	<ul style="list-style-type: none"> •Get a study buddy •Ask teacher lots of questions 	<ul style="list-style-type: none"> •Allow students to attend multiple class sessions •Let teachers be tutors 	<ul style="list-style-type: none"> •Some teachers are easy to work with

An Institutional Change Process

Sustainable Approaches

- Institutionalizing what works
- Using evidence in the planning cycle
- Focusing relentlessly on student success



BPCC Key Interventions

- Student Success Course
- Academic Advising for First-Time Students
- Developmental Math Intervention

Orientation Course for 1st time students

• Lack of knowledge about services

• Feel Lost & Overwhelmed

• Lack of knowledge about extra curricular activities

What Students Said	What Students Can Do	What the College Can Do
<ul style="list-style-type: none"> • College is not getting information out about computer resources • No knowledge of Placement Testing • Lack of housing options • Travel issues • Advising / Registration Issues • Poor academic preparation in high school • Lack of social skills • No faculty/student connection • Not knowing college policies • Lack of financial assistance • Personal Issues • Lack of facilities • Lack of study skills 	<ul style="list-style-type: none"> • Read syllabus, find where TRC is located, go to the Library • Do your research before enrolling • Be prepared to travel, look for close apartments, leave house early, save money for housing • Carpool, save for gas, use vanpool, schedule classes only a few days a week, know that there are off-campus courses, leave early • Talk to someone, ask lots of questions, register early, start in basic courses • use “catch-up” software, get a tutor, go to office hours, take developmental courses • get involved in activities, find peer-mentor group, get to know neighbors in class, form study groups, • Visit instructors office, ask questions, do not be afraid of instructors 	<ul style="list-style-type: none"> • Advertise services better, with signs and mail-outs • Place information in booklets and be sure that advisors show it to students, tell students about them before they enroll • Build apartments, student discounts at local apartments, provide housing guides to students • Take first-time student on a tour of the college • Faculty should do ice-breaker activities • Have study skills workshops • Have a transition period from high school to college • Have better signage • Create a peer-to-peer mentoring program • Advertise events better • Have more student activity events

BRCC Key Interventions

- Course linkages of developmental math/college algebra courses with the College Success Skills course;
- Redesign the One Stop Shop process to enable 1st year, 1st time students to navigate the application and financial aid process successfully; and
- Employ tutors in classes, life coaches, and technology to improve student success.

Redesign of the One Stop Shop

Welcome to BRCC Brochure

Barriers:

Enrollment Services
Compass Test
Financial Aid

Knowledge to gain:

Enrollment Services
Understanding of process

COMPASS Test

Purpose of the test
Result of the test
Preparation for the test

Financial Aid

What you should do first
When you can begin the process
What you can gain by completing the process
What documents are needed

Scheduling for the COMPASS Enrollment Services

Barriers:

Lack of preparation
Lack of understanding of test purpose
Spontaneity and rush of the student to apply

Knowledge to gain:

Web based practice test
What knowledge will be tested
Timing of the test
Use of technology , e-mail

Results:

Better test scores reducing the number of students taking developmental courses

Testing/Advising Session (Mini-Orientation)

Barriers:

Lack of understanding of results of having no financial aid
Frustration from a lack of understanding process
Not having a major

Pilot:

Pre-test session
COMPASS Test
VARK Test
Small group advising
Register for classes
Complete the financial aid process

Knowledge to gain:

How to register for classes
Know who your advisor

Summative Evaluation: 14th day Retention, Fall to Spring Retention, and Fall to Fall Retention (Compared to original cohort and control group) Formative Evaluation: Surveys and Focus Groups 1. Knowledge and skills the intervention are supposed to facilitate 2. To what extent did students gain knowledge points and skills