

# Meeting the Challenge *Success Outcomes for First Year Students*



2010 LCTCS Annual Conference  
Lisa Wheeler





## Student Success Initiative

- **Spring 2007 LCTCS Planning Grant**
- **Proposal to Lumina Foundation for Education**
- **3 Year Grant for \$225,000**
- **LCTCS Match \$7,000 Year 1**
- **BPCCC Institutional Match Years 2/3 \$50,000 Per Year**





## Student Success Initiative

**Improve Outcomes of First-Time, Full-Time, Degree-Seeking Students:**

- 1. Increase # who re-enroll from one semester to the next***
- 2. Increase # who progress from developmental courses to credit-bearing courses***





**I. The Challenge**

**II. The Game Plan**

**III. The Outcome**

**IV. The Future**



# Intersect with QEP



“...enhancing student learning and engagement in high risk mathematics...”

**Appropriate developmental math classes + new instructional strategies + reinforced student support services = increased rate of success in mathematics.**

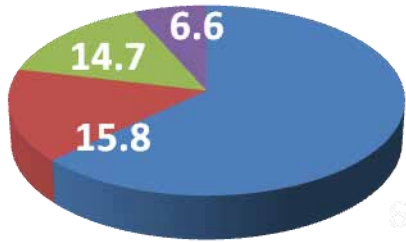


# COMPASS Testing

<u>Year</u>	<u>Total Tests</u>	<u>Math</u>	<u>Placed in Math 97</u>	<u>Placed in Math 98</u>	<u>Placed in Math 99</u>	<u>Placed in Math 102</u>
2003 – 04	2,057	805	62.9%	15.8%	14.7%	6.6%
2004 – 05	3,136	1,182	64.2%	17.6%	12.5%	5.7%
2005 – 06	4,345	1,636	69.1%	14.2%	12.9%	3.8%
2006 – 07	2,538	993	61.0%	18.0%	13.9%	7.1%
2007 – 08	4,063	1,711	59.0%	18.7%	16.1%	6.2%
2008 – 09	3,466	1,544	54.0%	20.8%	18.9%	6.3%
2009 – 10	4,680	1,961	54.7%	22.0%	17.5%	5.8%

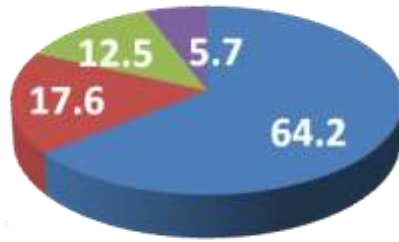
# COMPASS TESTING

2003-04

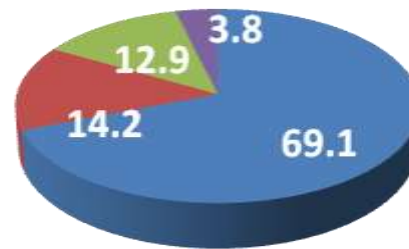


62.9

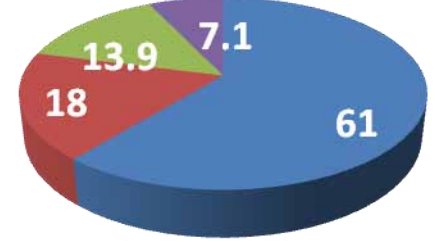
2004-05



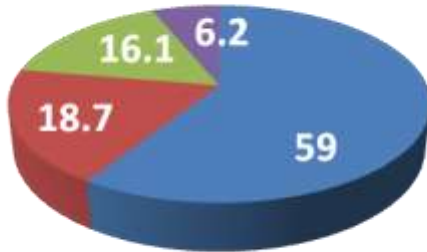
2005-06



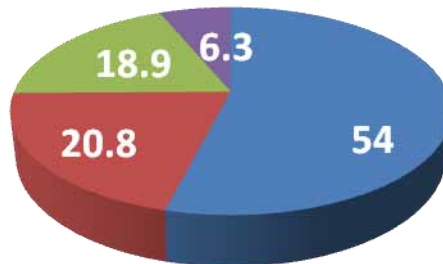
2006-07



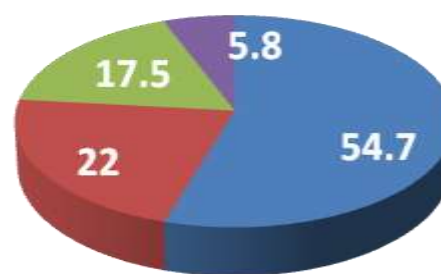
2007-08



2008-09



2009-10



- MATH097
- MATH098
- MATH099
- MATH102

# Focus Group Data Initially Collected

<b>Barriers</b>	<b>Frequency</b>
<b>Work conflicts</b>	<b>75-100</b>
<b>Not enough excused absences allowed</b>	<b>100</b>
<b>Travel Issues</b>	<b>50-75</b>
<b>Lack of High School preparation</b>	<b>50</b>
<b>Lack of student/teacher bonding</b>	<b>60</b>

- **Lack of knowledge about services**
  - **Feel lost and/or overwhelmed**
- **Lack of knowledge about extra curricular activities**

# What Students Said

- 1. No knowledge: placement tests, financial aid, college policies**
- 2. Lack of housing options, travel issues**
- 3. Advising and registration issues**
- 4. Poor academic preparation in high school**
- 5. College is not getting information out about computer resources**
- 6. Lack of social skills, study skills**
- 7. Personal Issues**
- 8. No faculty/student connection**



# Student Recommendations

- 1. Read syllabus, locate TRC, Library**
- 2. Do your research before enrolling**
- 3. Be prepared to travel, look for apts, leave house early, save \$\$**
- 4. Carpool, save for gas, use vanpool, schedule classes only a few days a week, take off-campus courses, leave early**
- 5. Register early, start in developmental and basic courses**
- 6. Use “catch-up” software, get a tutor, use office hours**
- 7. Get involved, find peer-mentor study group, meet classmates**
- 8. Visit instructors, ask questions, don't be afraid of instructors**



# What the College Can Do

1. **Advertise services & events better (signs, mail-outs)**
2. **Put info in booklets and be sure advisors show it to students, tell them before they enroll**
3. **Build dorms; student discounts at local apartments; provide housing guides to students**
4. **Do first-time student tour of college; discuss high school to college transition**
5. **In-class ice-breakers activities; campus activities**
6. **Have study skills workshops, peer-to-peer mentoring**
7. **Better signage on campus**



# A Culture of Inquiry – AtD Model

- *Core Team Concept*
- *Ask what works/doesn't*
- *Develop solutions*



- *Document successes*
- *Ask more questions*



## Core Team Concept

- **17 Member Core Team Formed**
- **Guided by Core Team Leader and Data Leader**
- **Intervention Leads Determined**
- **Communication Lead Added Year 1**
- **Math Coordinator Added Year 2**
- **Completing Year 3**





## Long-term Road Map

- 1. Identify student populations with low success rates.***
- 2. Develop interventions to improve outcomes.***
- 3. Assess interventions.***
- 4. Document success.***
- 5. Share information.***



# Data Driven Decisions



## Quantitative Data

- **CCSSE (Returning Student Engagement)**
- **SENSE (Entering Student Engagement)**
- **ACT Opinion Survey**
- **Placement Testing**
- **ED099 Pre/Post Tests**
- **Student Satisfaction Surveys**
- **Campus Retention**
- **Identify Gateway Courses**
- **Faculty Roundtables**



# Qualitative Data



- Quantitative Data Indicated Who To Ask
- Identify Barriers that Prevent Some Student from Being Successful

• Focus Groups with Structured Interview



## Intervention Selections

1. **Redesign Student Success Course EDUC099**
2. **Create Academic Advising Center**
3. **Address Student Success in  
Lowest Developmental  
Math Course MATH097**



# Student Success Course



- **EDUC 099: redesigned to help 1<sup>st</sup> time students understand college services, publications, college culture**
- **Blend of freshman orientation and study skills**
- **Required for students needing 2 or more prep courses**
- **Customized textbook**
- **Campus tours, introduced students to divisions & deans**
- **Career exploration units**



# Academic Advising Center



- **Career Assessments SIGI-3**
- **Electronic Degree Audit System implemented**
- **Ongoing advising workshops for BPCCC faculty, staff**



# Prep Math Intervention



- **Math coordinator**

- *Coordinates support services within the Division of Mathematics and Technical Education*
- *Tracks learning outcomes attainment for all Math cohorts*

- **The Learning Center**

- *Tutor training based on NTA standards and content modules; focus on tutor selection*
- *Encourage student use of Learning Center through tours and class visits*

# Alternative Delivery Methods



## Full Service Instructional

- *Adds one-hour lab time*
- *Incorporates MyMathLab*

## LAMP

- *Learning-Outcomes Achieved at Mastery Proficiency*
- *Individualized*

## Two-For-One

- *Math 97/98 or 98/99 in one semester*
- *Incorporates MyMathLab*



# 3-Year Outcomes



*What We Know Now and How We Know It*

- **CCSSE and SENSE**
- **ED099 Pre-Test/Post-Test**
- **Satisfaction Survey / Survey Monkey**
- **Faculty Roundtables**
- **Reviewing Updates to Previous Data Sets**



# CCSSE Comparison Data

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<b>Benchmark</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>
<b>Active &amp; Collaborative Learning</b>	<b>45.7</b>	<b>42.4</b>	<b>47.4</b>	<b>48.7</b>
<b>Student Effort</b>	<b>47.9</b>	<b>46.3</b>	<b>48.7</b>	<b>53.2</b>
<b>Academic Challenge</b>	<b>45.2</b>	<b>42.9</b>	<b>45.8</b>	<b>48.1</b>
<b>Student-Faculty Interaction</b>	<b>49.6</b>	<b>41.2</b>	<b>46.3</b>	<b>50.5</b>
<b>Support for Learners</b>	<b>54.9</b>	<b>52.2</b>	<b>52</b>	<b>54.3</b>

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# **SENSE Survey**

## **Survey of Entering Student Engagement**

- **Early Connections**
- **Engaged Learning**
- **A High Expectations & Aspirations**
- **Clear Academic Plan and Pathway**
- **Effective Track to College Readiness**
- **Academic and Social Support Network**



# SENSE - BPCCC vs National Benchmark Scores

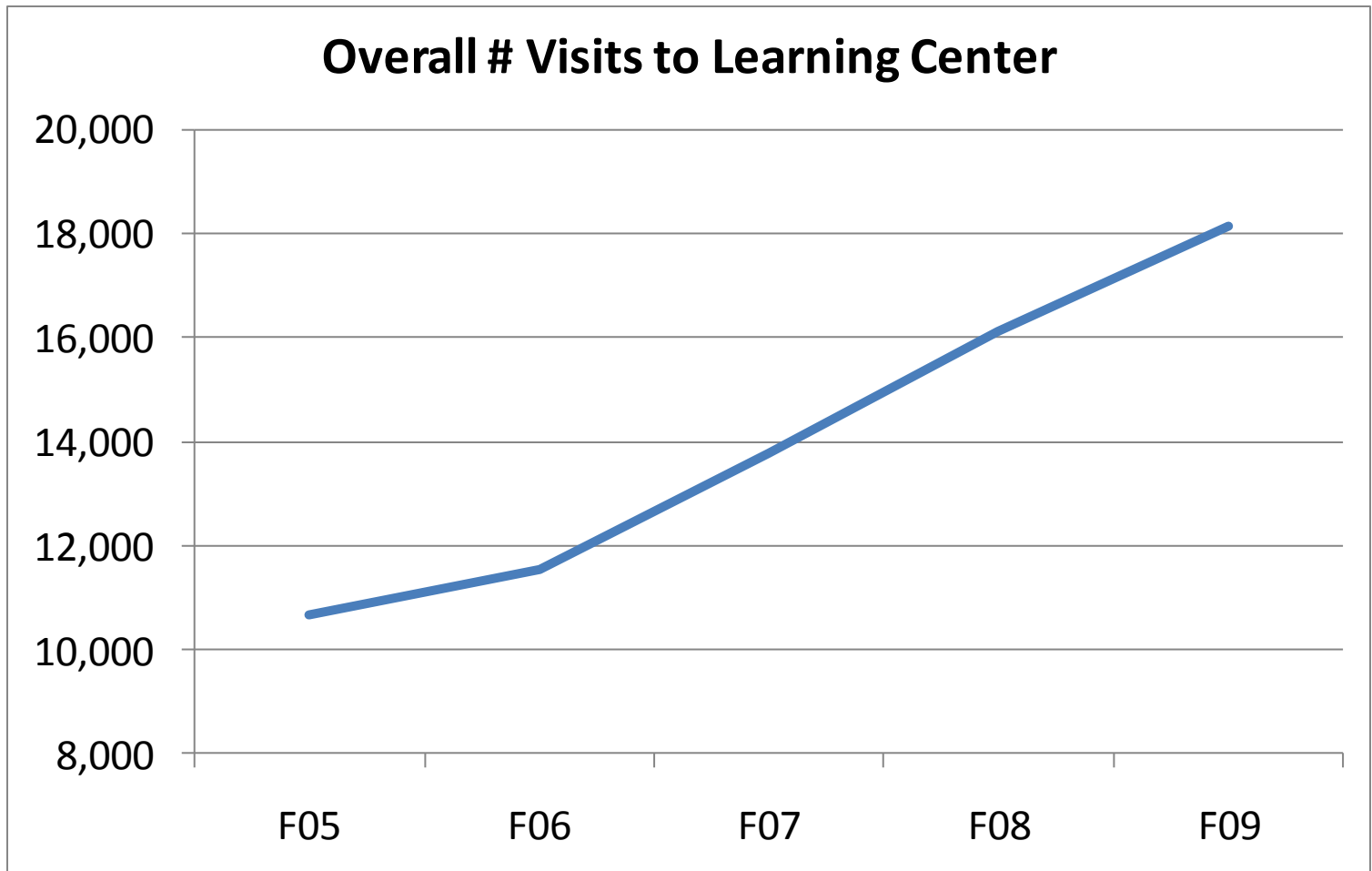
Benchmark Measured	Developmental Students	Non-Developmental Students	All BPCCC Students	Benchmark of Cohort Colleges
Early Connections	62.5	56.0	61.4	53.1
Expectations and Aspirations	51.4	48.7	50.9	50.0
Academic Plan & Pathway	55.4	50.2	54.5	52.0
Track to College Readiness	55.6	32.1	51.5	55.7
Engaged Learning	53.4	48.5	52.6	51.8
Support Network	51.7	46.0	50.7	50.2

# ED099 Pre and Post Test Results

Pre-Test and Post Test Questions	% Increase F08	% Increase S09	% Increase F09
Where is Office of Student Life?	32%	26%	38%
Where to get info on campus events?	26%	18%	11%
How many student organizations at BPCC?	35%	31%	52%
Where is Counseling Center?	38%	24%	34%
What's available in The Learning Center TLC?	17%	15%	7%
Where is Academic Advising Center?	35%	22%	31%
Where is your academic advisor?	32%	28%	35%
Who is served by Academic Advising Center?	18%	25%	7%
What should you use to locate Library items?	46%	15%	21%
Where are TLC and Writing Support Services?	35%	12%	38%



## *Student Visits to The Learning Center*



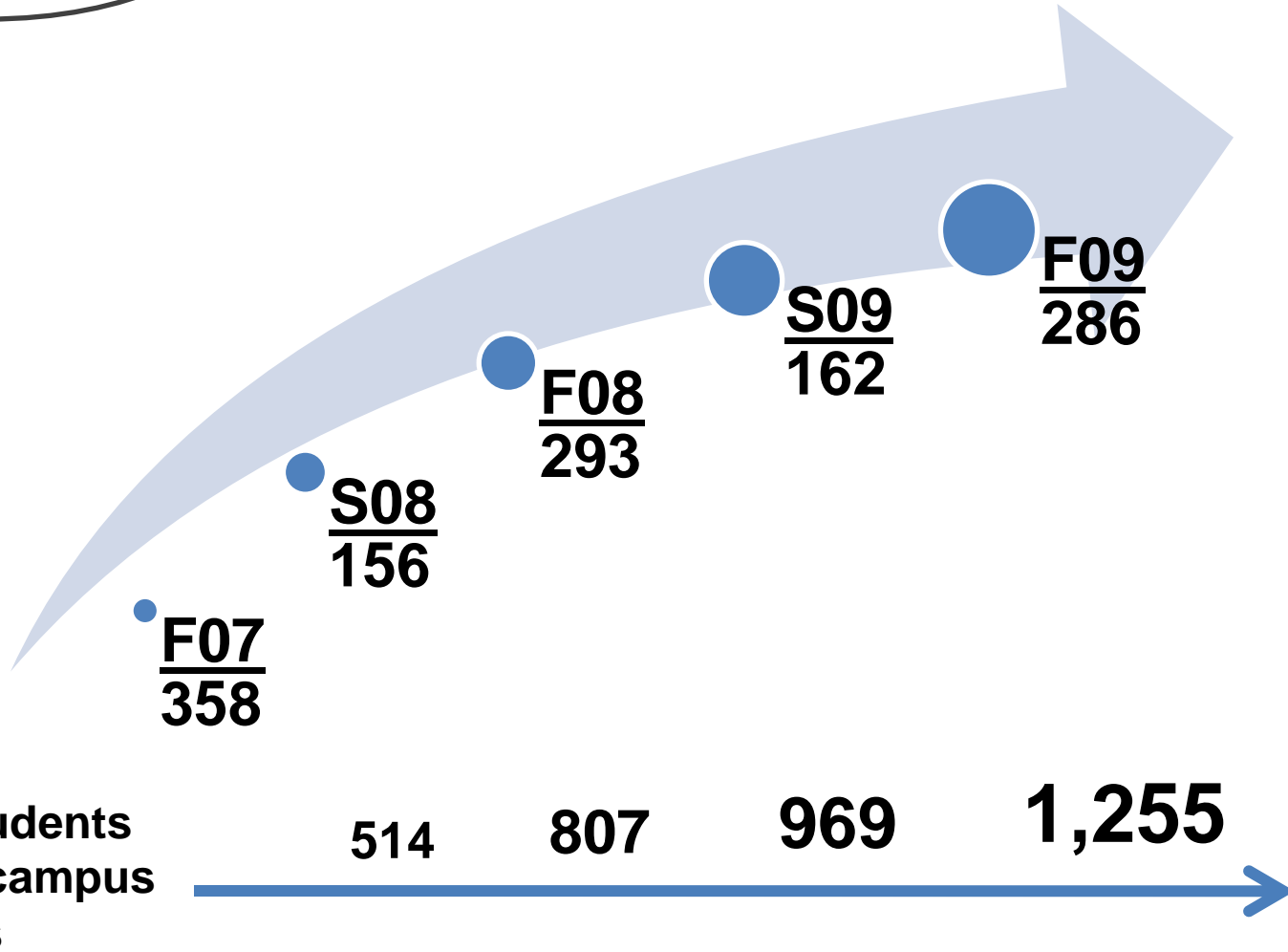
# Learning Center Visits by Course

Subject	# Visits F05	% of Total Visits	# Visits F06	% of Total Visits	# Visits F07	% of Total Visits	# Visits F08	% of Total Visits	# Visits F09	% of Total Visits
English	1429	13%	1882	16%	2730	20%	4101	25%	5283	29%
Math	3037	29%	3310	29%	4770	35%	4050	25%	4187	23%
Science	3243	30%	3472	30%	2780	20%	3271	20%	3966	22%
Other	2973	28%	2869	25%	3489	25%	4712	29%	4725	26%
Total	10682		11533		13769		16134		18161	

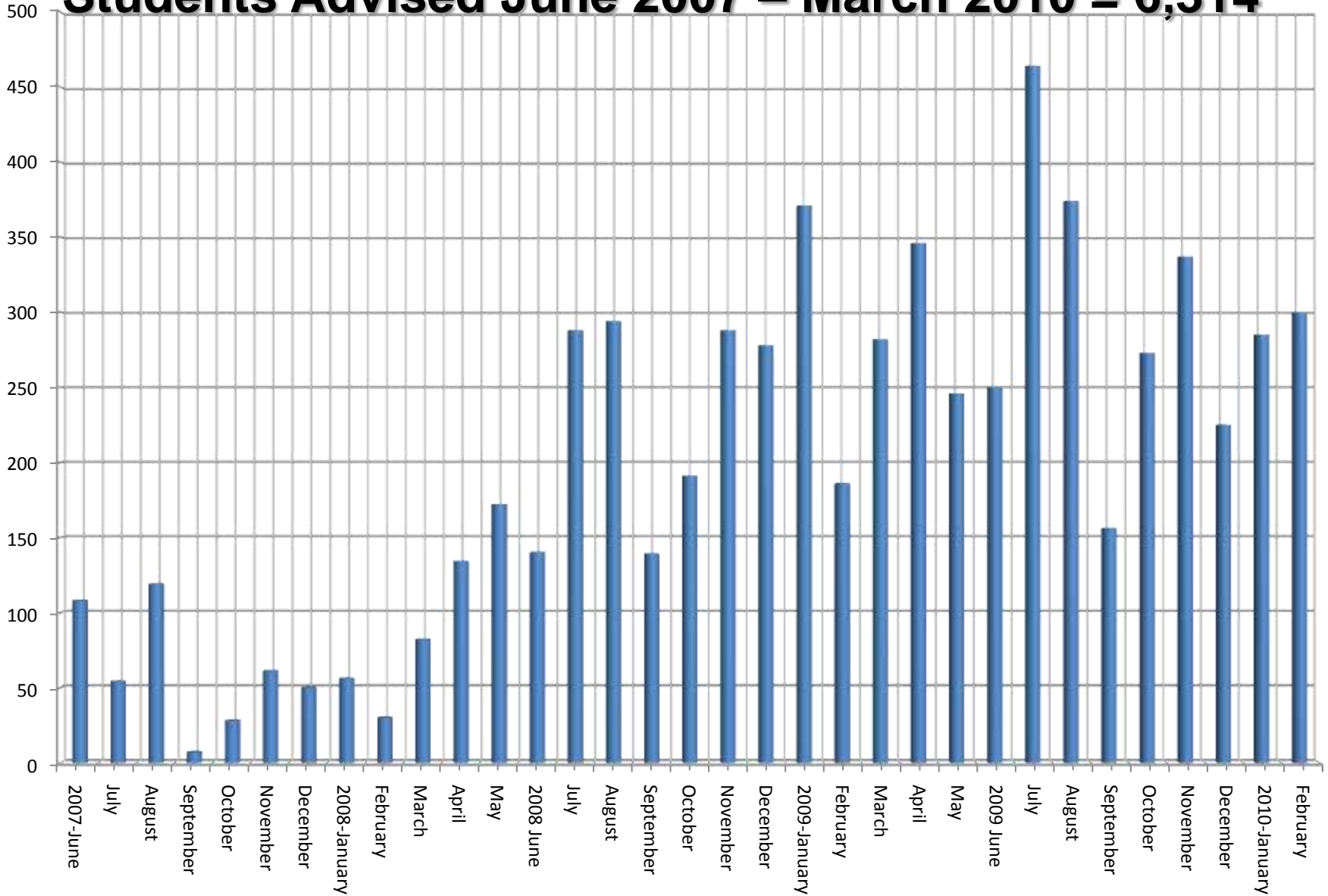
# Results of ED099 Intervention



*Campus Tours Conducted via ED099*



# Students Advised June 2007 – March 2010 = 6,314



# Math 097 Retention

<i>Method</i>	<i>S06</i>	<i>F06</i>	<i>S07</i>	<i>F07</i>	<i>S08</i>	<i>F08</i>	<i>S09</i>	<i>F09</i>
Traditional	90	91.3	86.6	84.3	95	90.1	92	90.5
Full Service					87.5	100	91	83.8
LAMP						90.6	84	87.0
Two-for-One					90.9	93.1	100	91.2

# Math 097 Success

<i>Method</i>	<i>S06</i>	<i>F06</i>	<i>S07</i>	<i>F07</i>	<i>S08</i>	<i>F08</i>	<i>S09</i>	<i>F09</i>
Traditional	55.6	62.7	62.9	70	63.8	54.1	58	61.1
Full Service					62.5	75	60.4	54.1
LAMP						84.4	55.1	65.2
Two-for-One					81.8	79.3	88.3	82.4

# Progression to MATH102

**Do students who receive the intervention services go on to succeed in College Level Algebra?**

PROGRESSION	COHORT	# STUDENTS	% OF STUDENTS	PREVIOUS % OF STUDENTS IN TRADITIONAL PREP MATH
MATH 097>098>099>102	419	78	19%	12.5%
MATH 098>099>102	583	152	26%	20.8%
MATH 099>102	417	222	53%	35.7%

# What's Next?



- **Apply process to the larger “First Year Experience”**
- **Scale up / expand sections of math interventions**
- **Expand ED099 classes to high schools**
- **Expand AAC to reclaim students on probation, suspension**
- **Increase data collection in AAC**



**Questions? Comments?**

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