Achieving the Dream

Accomplishments & Plans

Passaic County Community College

Convocation

August 28, 2015

Bill Morrison

Nancy Silvestro

AtD Initiatives

(2011)
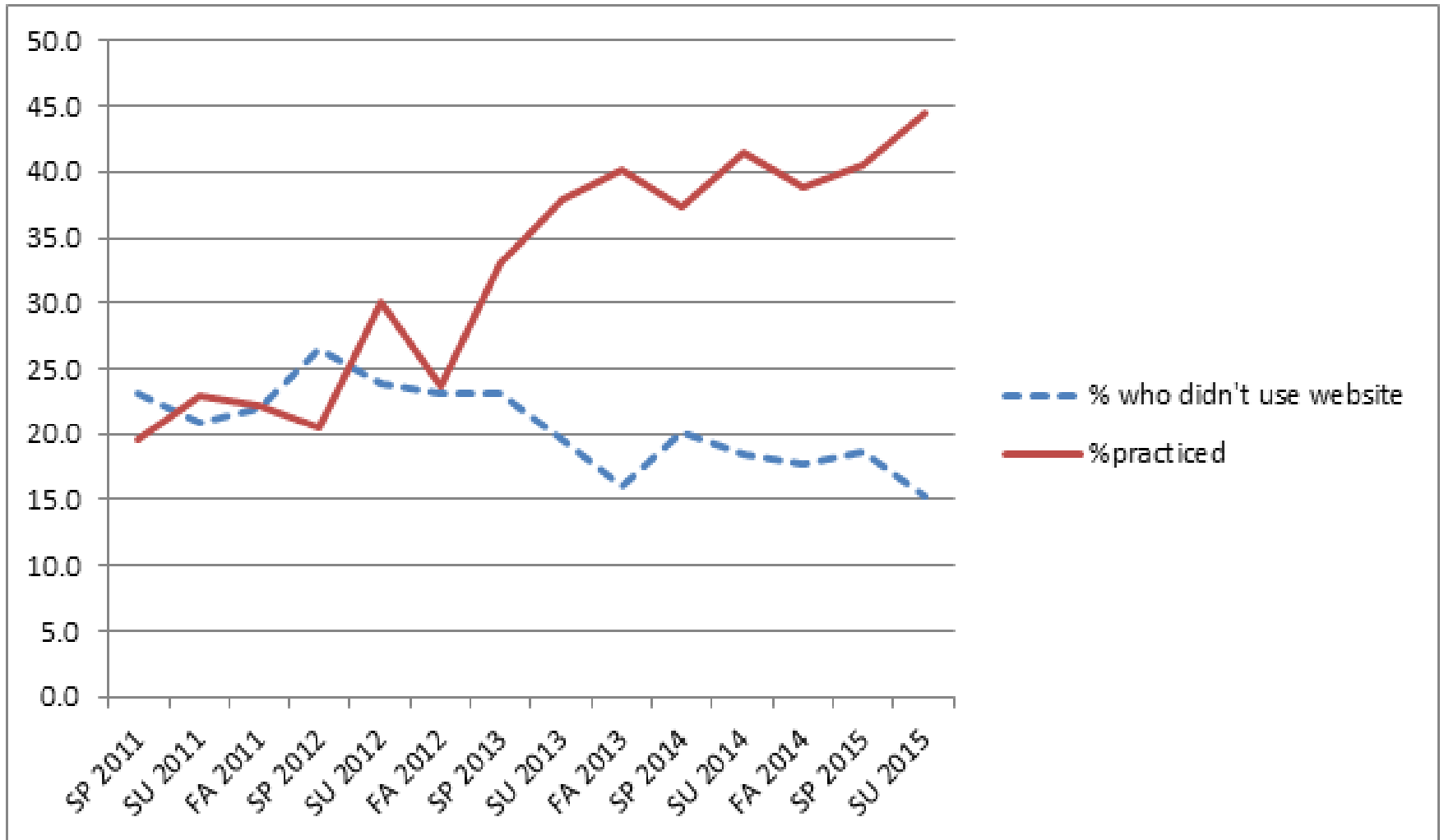
Accurate Placements	College Readiness	College Success
	Developmental Math	
	Developmental English	
	English Language Studies	

Accurate Placements

- On-line English and math practice tests with links to tutorial videos on the PCCC website

- Students testing below the lowest levels of Math, English and ESL are directed to PREP programs

Survey Results:
Student Preparation for Placement Tests

Developmental Math

Increased number of students completing DM sequence in two years may be attributed to:

- **Acceleration Options**
  - *Entering the college (PREP)*
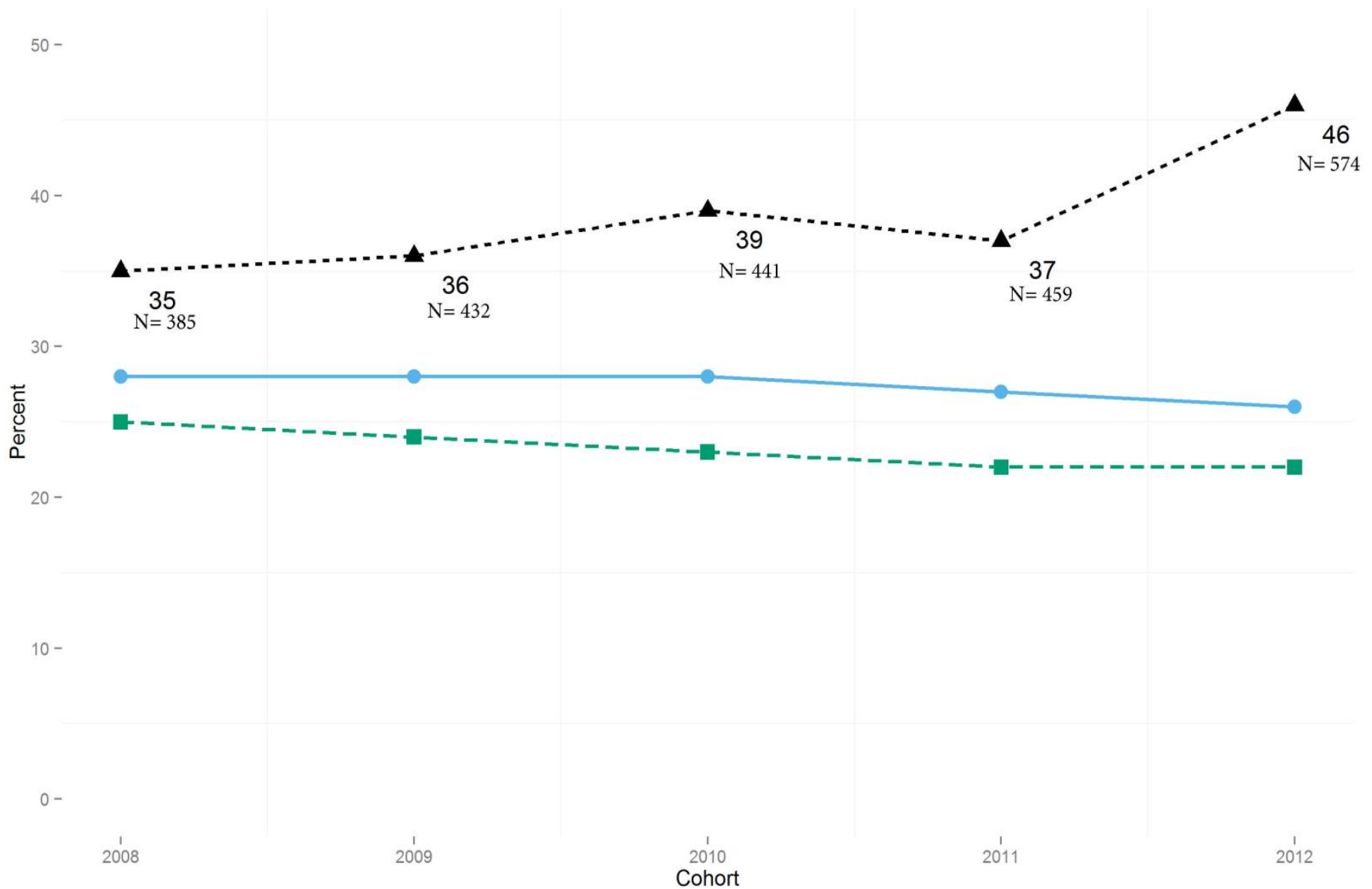 - *Already in Math sequence (Boot Camps/INT Workshops):*
      Skip a level

      Second chance

- **Curriculum Changes**

Completed Developmental Math Sequence in Two years

Developmental English

Accelerated Learning Course

Paired DE 025 with EN 101
(second of two-level Developmental English sequence with Composition I)

Passing rate:

Fall 2012 – Spring 2014 - 80%

Performance in <u>EN102</u>

Spring 2013-Spring 2014	
DE 025 students	81.2 %
Non DE 025 students	83.1%

Plans to scale up:

Plans are to have the majority of second level Developmental English courses paired with EN101 over the next few semesters.

New Student Success Course COL 103

- **Replaces College Experience: COL 102**

- **Customized sections for:**
  - ESL
  - Developmental
  - College-level

- **College success skills:**
  - Time management
  - Financial literacy
  - Career exploration
  - Academic and career planning
  - Registration
  - Ins and outs of college life

- **2 college credits**

English Language Studies

Curriculum redesign:

Reduced time in program (4 levels)

Combined reading and speaking courses

Redesigned writing courses (grammar embedded)

Spring 2012 (prior to redesign)	Spring 2014 (after redesign)*
67.0% passing rate	72.9% passing rate
* Includes students who successfully completed ELS INT second-chance workshops	

English Language Studies

Acceleration Options:

1) *Entering the college (PREP)*

2) *Already in ELS sequence*
    - *Skip a level (Challenge Tests)*
    - *Second chance (INT Workshops)*

3) *Transition to college*
    - *Paired courses*

Career Track

Career Pathways/Stackable Credentials

- Begin at high beginning and low-intermediate ESL levels (EN 020 and EN030)

- Bridge and **paired courses**

- Certificates and credentials
    - Child Development Associate Certificate (national credential)
    - Culinary Arts – In progress
    - Trades – Planning phase

College Success
Title V: Gateway Center

- **Collaboration with Title V**

- **Professional Development for Faculty**
  - 2013 = 34
  - 2014 = 415

- **Spring 2014**
  - Students who received tutoring services in CIS 101, EN 101, HI 101
    - Withdrawal rate decreased by 3.2%
  - Students enrolled in Gateway Center Sections
    - Withdrawal rate decreased by 2%
  - Student access to support services
    - 2013 = 150 students
    - 2014 = 1620 students

Northeast Resiliency Consortium

- $23.5 million from the U.S. Department of Labor's Trade Adjustment Assistance Community College Career and Training (TAACCCT) program

- PCCC leads a consortium of seven community colleges in Northeastern region

- Participation of two national organizations (Achieving the Dream and the Carnegie Foundation for the Advancement of Teaching)

NRC Focus

- Train highly skilled and resilient workforce for high demand jobs
- Collaborate with community/employers
- Create short-term training options through certifications and industry recognized credentials.
  - Healthcare
  - Information Technology
  - Energy
- Create a pipeline between non- credit and credit programs through the creation of **stackable certificates and prior learning assessment**

Student Success Network

- Increase communication about grants
- Better leverage resources
- Avoid duplication of services
- Better align grants pursuit with college planning

Student Success Network

- **Began at Convocation 2014**: grants presentations

- **Student Success Network group formed:**
  AtD Core Group members + Grants administrators and staff

- **Monthly meetings:** sharing information and goals

- **Planning and Emerging Issues Committee expanded to include:**
  Exec. Direction of Institutional Advancement & AtD Co-Leaders

- **Grants libguide available on PCCC website:**
  Perspective Students ➡ *Academic Programs*

  http://pccc.libguides.com/grants

We have accomplished so much!

Now it is time to expand our efforts in helping our students succeed.

Karen Stout, President and CEO
Achieving the Dream

"We now know we must expand our focus from students' first experiences in developmental education and gateway courses to their entire journey through community college and beyond."

Guided Pathways

Guided Pathways

National Movement that engages colleges in the systematic redesign of their academic programs and support services to provide students with clear roadmaps and support from entry to completion.

A Comprehensive Approach

I. Academic Program Structure

II. New Student Intake

III. Instruction

IV. Progress Monitoring & Support

Academic Program Structure

- Programs are fully mapped out and aligned with further education and career advancement.

- Critical courses and other milestones are clearly identified on program map.

- Student learning outcomes are specified across programs. (Done)

- Predictable course schedules are set based on analysis of courses students need to progress on their plans.

Source: CCRC – March 2015

New Student Intake

- Academic plans, based on program maps, are required.

- Students are required to enter exploratory majors and choose specific programs on a specified timeline.

- Assessment is used to diagnose areas where students need support.

- Instruction in foundation skills is integrated into and contextualized with critical program courses.

Source: CCRC – March 2015

Instruction

- Faculty collaborate to define and assess learning outcomes for entire programs. (Done)

- Faculty are trained and supported to assess program learning outcomes and use results to improve instruction. (Done)

Source: CCRC – March 2015

Monitoring and Support

- Student progress on academic plans is closely monitored, with frequent feedback.

- Students can see how far they have come and what they need to do to complete programs.

- Early warning systems identify students at risk of failing critical courses and initiate timely interventions.

- Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

Source: CCRC – March 2015

Guided Pathways – State Level

- Statewide initiative

- Supported by New Jersey Council of County Colleges – Center for Student Success

- Goal is implementation of Guided Pathways in 13 of the 19 community colleges in New Jersey

- Initial meeting of the Guided Pathways Steering Committee

Guided Pathways - PCCC

- **April 23, 2015 - AtD Core Group meeting:**

    Research & suggestions presented & discussed

    http://pccc.edu

- **April-May 2015 - Title V planning meetings:**

    Faculty, counselors, administrators, students

- **May 19, 2015 Title V application submitted**

    (anticipated response: September 2015)

Getting Started

Dr. Sabrina Crawford

Director of Institutional Research & Effectiveness

St. Petersburg College

Credits

- **Janet Delaney** – Chair of Math Department
- **Suzanne Hickey –** Director, The Gateway Center for Academic Achievement
- **Ken Karol** – Technology Resources Specialist
- **Justin Hull** – Director of Institutional Research
- **Peter Hynes** – Assistant Dean of Testing and Tutoring
- **Kathy Kelly** – Chair of English Language Studies Department
- **Jonathan Reyes** – Institutional Research Analyst
- **Todd Sorber** – Executive Director of Institutional Advancement
- **Chae Sweet** – Associate Dean of Developmental English and English Language Studies
- **James Wallace** - Coordinator of Academic Technology
- **Robin Wanner** - Program Director, Northeast Resiliency Consortium

Thank you!

Dr. Jacqueline Kineavy

Dean William Morrison

Prof. Nancy Silvestro