
Achieving the Dream: Enabling Higher Risk Students

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NEASC – December 4, 2008

Intended Outcomes of Achieving the Dream

Colleges will maintain a high degree of access for historically underrepresented groups while working to increase the percentage of students who accomplish the following:

- successfully complete the courses they take;
- advance from remedial to credit-bearing courses;
- enroll in and successfully complete gatekeeper courses;
- enroll from one semester to the next;
- earn degrees and/or certificates.

ATD – Data Tools

- Longitudinal Analysis of Cohort Data
- Analysis by age, gender, ethnicity, race
- Analysis of course completion, retention, graduation and transfer
- Use data on student outcomes to drive strategies
 - Monitor progress
 - Evaluate outcomes

Achieving the Dream

Presenter: Anita Gliniecki, HCC President



HOUSATONIC

COMMUNITY COLLEGE

December 4, 2008

NEASC

Achieving the Dream

Priority One

Bridges

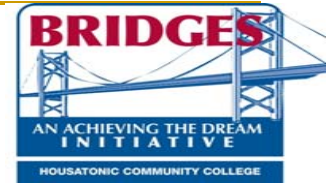
Priority Two

Open Entry/Open Exit Mathematics

Priority Three

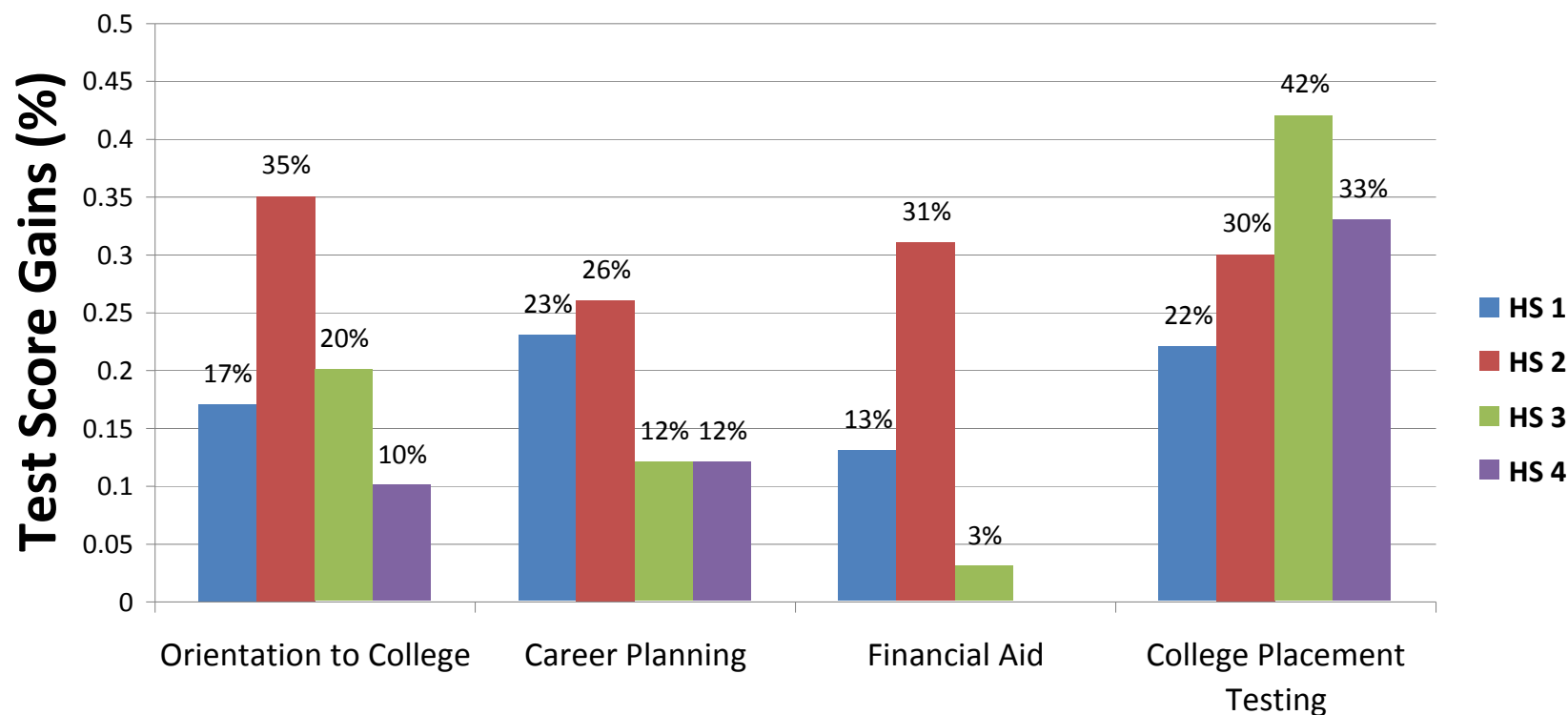
FYE/Mentoring

Evidence/Rationale



- ❖ **On average 84% of incoming students to Housatonic Community College (HCC) place into at least one developmental course.**
 - ❖ **Approximately 50% of HCC's student population comes from Bridgeport where the Connecticut Mastery Test scores are below the State goal.**
 - ❖ **Success rates, course completion with a grade of C or better, for 18 to 24 year olds, is significantly lower than for other age cohorts.**
 - ❖ **Many HCC students are first generation college students.**
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Bridges 2007-2008 Workshop Test Score Gains



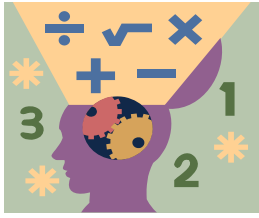


PRIORITY #2

Increase Success in Math Courses MAT*075, MAT 095 and MAT*137

EVIDENCE/RATIONALE

- ❖ **70 – 80% of entering students place into Developmental Math courses**
- ❖ **Since Fall '02 success rates in MAT*075 have ranged from 49.48% to 37.37% with an average of 43.6%**
- ❖ **Since Fall '02 success rates have been steadily decreasing**
- ❖ **Longitudinal data shows that if students don't succeed initially, their chances of dropping out increases substantially**
- ❖ **MAT*075 is the first math course for many of the students.**



ACTIONS

DEVELOP MAT*075, MAT 095 and MAT 137 using an OPEN ENTRY/OPEN EXIT COMPETENCY BASED COURSE

- ❖ **MAT*075 And MAT 195 designed using Plato**
- ❖ **Students proceed through the course at their own pace**
- ❖ **The classes meet in a computer lab**
- ❖ **Both an instructor and a tutor are present at all times**
- ❖ **80% Proficiency will be required to progress to the next module**
- ❖ **Students will be required to score 60% or above on the department final before progressing to MAT*095 and MAT 137**

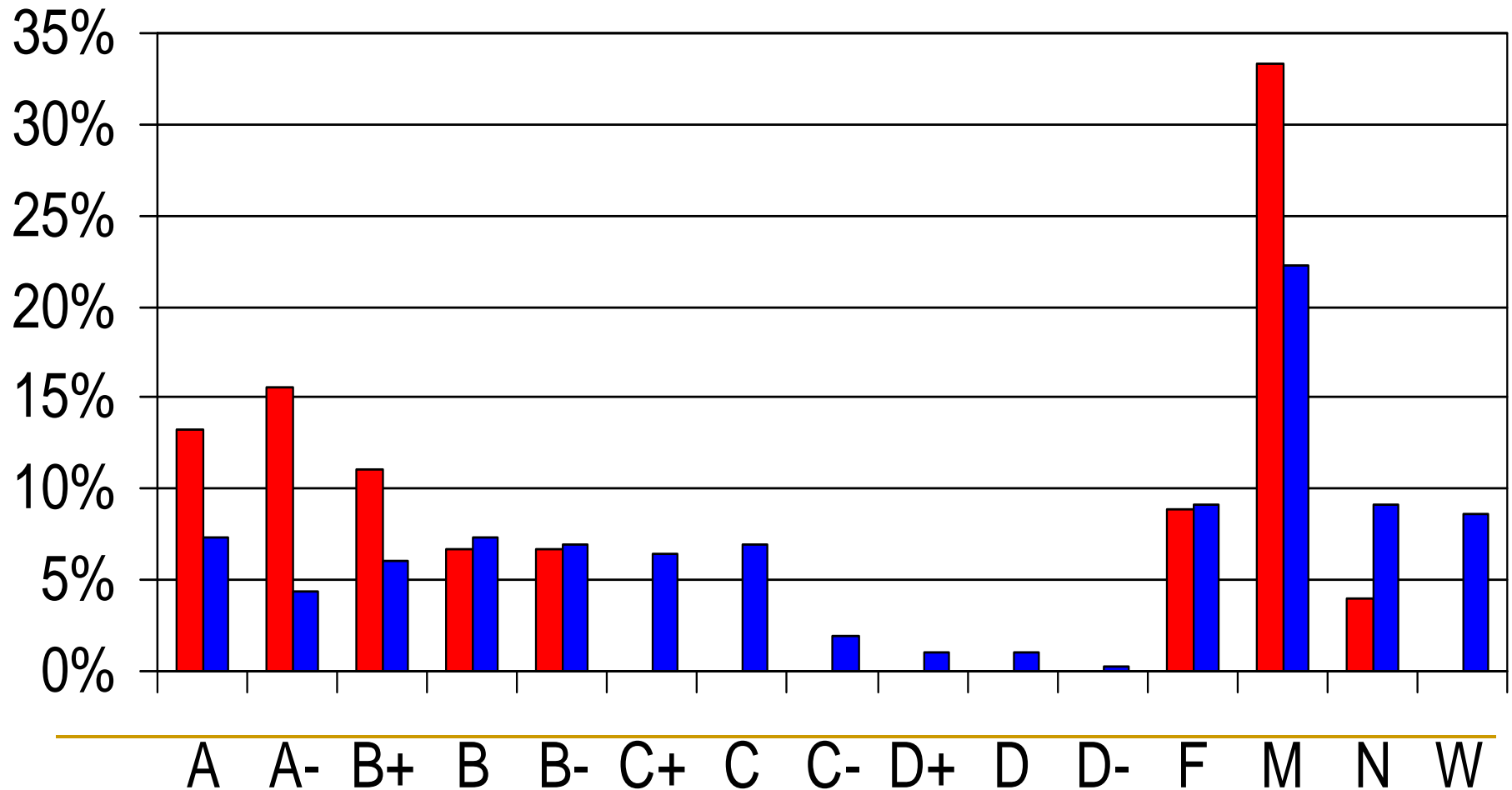
*OE/OE v. Traditional
Math 075 - Fall 2007*

	Traditional Classes	OE/OE Classes
Number of Sections	22	3
Number of Students	452	85
Success Rate	50.4%	44.7%**
Retention Rate	51.8%	76.5%

Grade Distribution

Math 075 – Fall 2007

■ OE/OE ■ Traditional



OE/OE v. Traditional

Math 095 - Fall 2007

Traditional Classes

OE/OE Classes

Number of Sections

17

2

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Number of Students

315

63

.....

Success Rate

45.4%

61.9%**

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Retention Rate

48.3%

79.4%

PRIORITY #3

FYE/Mentoring now Success Coaching



Goals of the First Year Experience (FYE):

- **Faculty and staff will offer mentoring and advising support**
- **Mentees will complete an Individual Success Plan (ISP)**
- **Mentees will persist at higher rates than those who are not offered this support**

Evidence/Rationale

- ❖ **Housatonic Community College loses 37% of its new students by the end of the first semester; by the end of the second semester, retention drops an additional 19%**



- ❖ **Research indicates that when students develop relationships with college faculty and staff, they persist at a higher rate**

ACTION



Year 2:

- ❖ **Fall 2007 Expand mentoring to six sections of DS 099 (Academic Skills Development). Mentors visited classes to discuss focused topics.**

Year 3:

- ❖ **Continue DS 099 Base for program**
- ❖ **Develop Success Coach Model**

Year 4:

- ❖ **Continue Expansion of Success Coach Model in DS 099 course sections**

******Continue focus groups and data collection as part of annual assessment******

Data Results for Mentored Students

- Persistence, Fall to Spring Registration 10% gain – 77% v. 67%
- Retention 85% in mentored DS 099 compared to 56% to 70% in all other sections

State of Connecticut

Expanded Definition of Success

- Graduation
- Transfer without a degree
- Still enrolled without degree with 30 or greater credit hours and GPA of 2.0 and greater
- Total of these variables equals college's total success rate