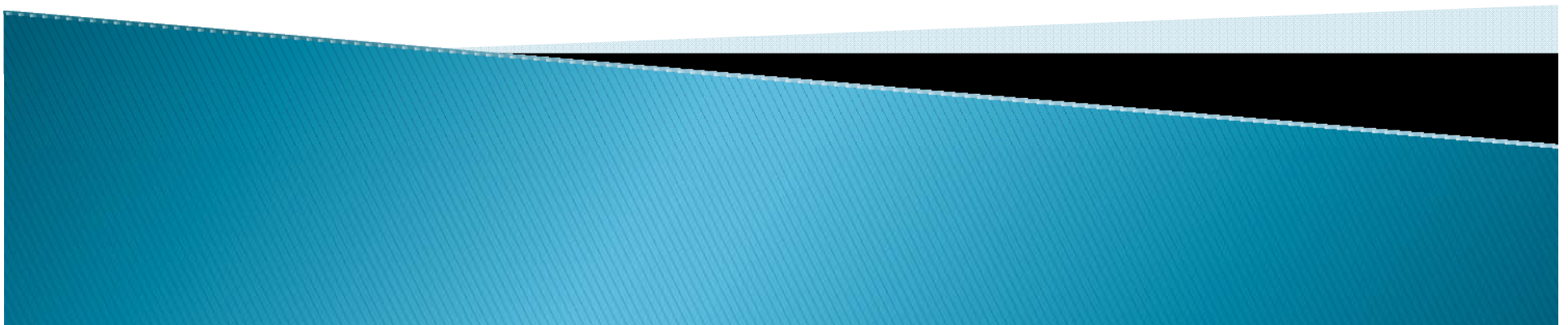


Evidence Based Decision Making at the Community College: The Impact of Achieving the Dream at Middlesex Community College

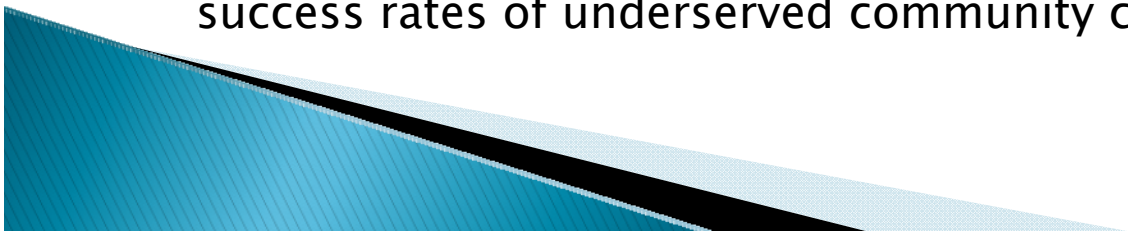
New England Association of Schools and Colleges
Wilfredo Nieves, Middlesex Community College
December 2009



Achieving the Dream

A goal of Achieving the Dream is to promote the use of a more fine-grained set of longitudinal data measures to:

- ▶ Improve the capacity of state data systems to support longitudinal analysis and tracking of community college student success, including the capacity to disaggregate the data to examine the outcomes of key subpopulations of underserved students (e.g. low-income, academically under-prepared, students of color);
- ▶ Effectively chart the progress of community college students, particularly those underserved by higher education, in reaching critical intermediate and long-term benchmarks of academic and career success;
- ▶ Support data-driven improvement of community college systems;
- ▶ Evaluate the effectiveness of state actions designed to increase the success rates of underserved community college students.



Selected Benchmarks to Measure Student Progress

First-Year Benchmarks

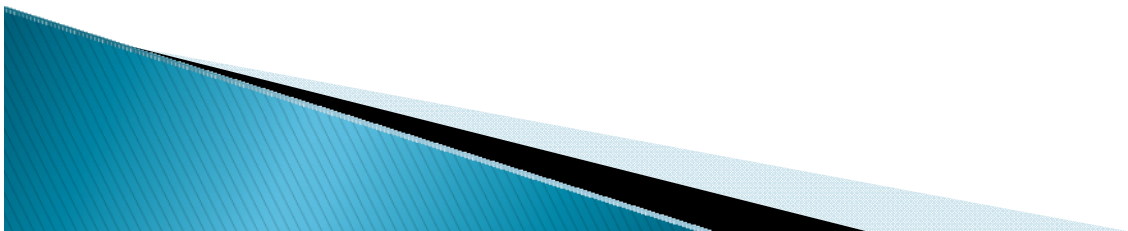
- ▶ Retained fall to spring
- ▶ Passed 80% or more of attempted hours

Second-Year Benchmarks

- ▶ Persisted fall to fall
- ▶ Completed developmental math by year 2

Third-Year Benchmarks

- ▶ Passed gatekeeper English or higher by year 3
- ▶ Passed gatekeeper math or higher by year 3



MxCC Benchmarks of Student Success, Fall 2002 Cohort

First-Year Benchmarks

- ▶ Retained fall to spring 68%
- ▶ Passed 80% or more of attempted hours 50%

Second-Year Benchmarks

- ▶ Persisted fall to fall 48%
- ▶ Enrolled developmental math by year 2 62%
- ▶ Completed developmental math by year 2 44%

Third-Year Benchmarks

- ▶ Passed gatekeeper English or higher by year 3 49%
- ▶ Passed gatekeeper math or higher by year 3 39%

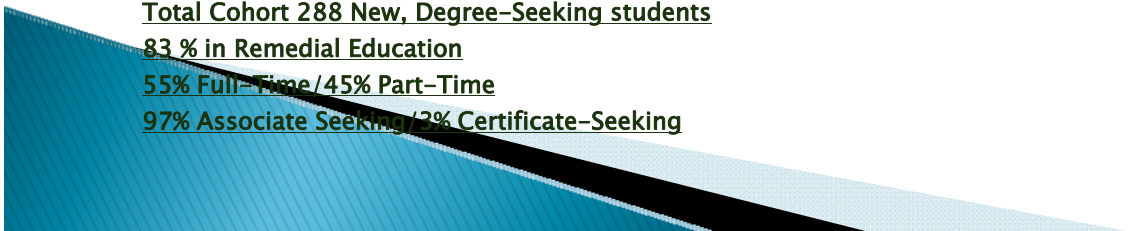
Note:

Total Cohort 288 New, Degree-Seeking students

83 % in Remedial Education

55% Full-Time/45% Part-Time

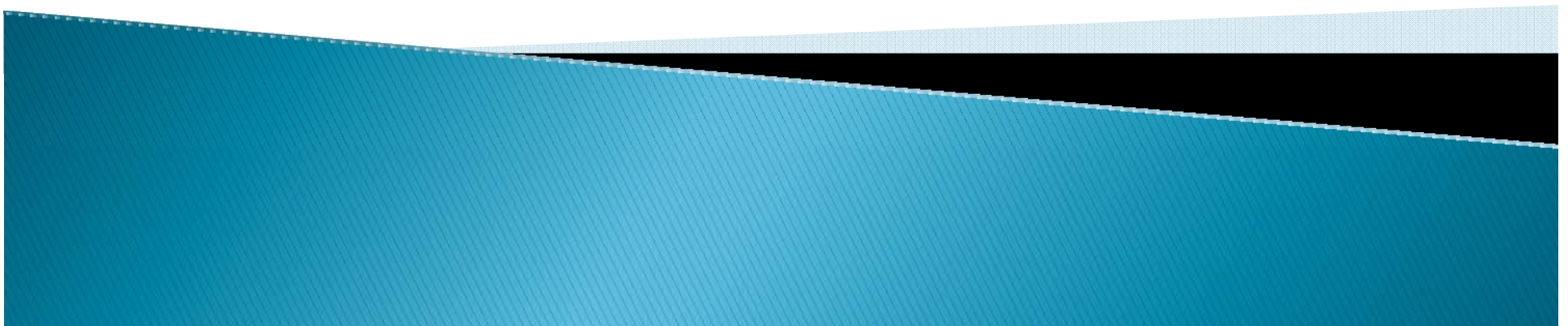
97% Associate Seeking/3% Certificate-Seeking



Questions???

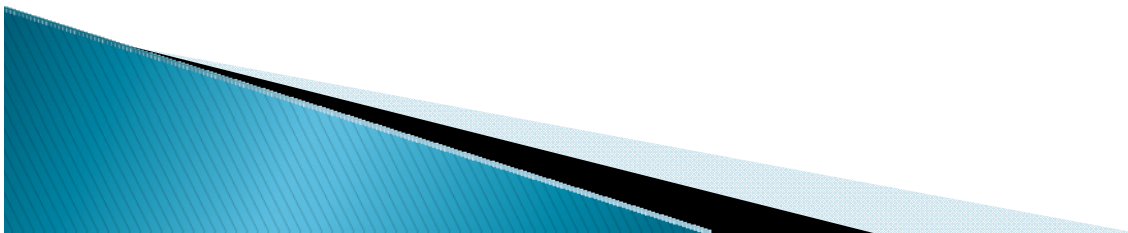
What is the data telling us?

MxCC Actions and Strategies



Developmental English and Math Initiatives

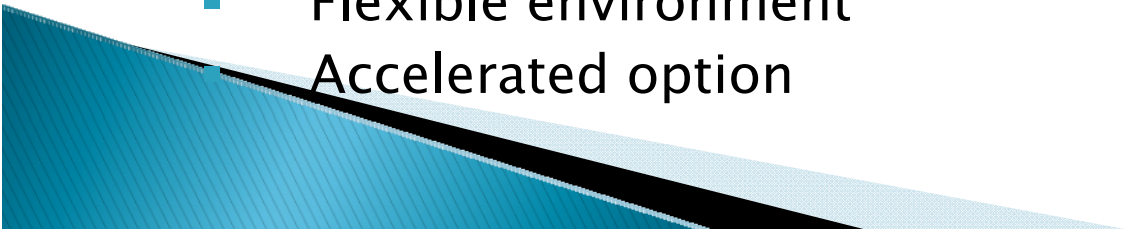
- ▶ Developmental English Self-Paced Option
- ▶ Paired Course Offerings
- ▶ Math Readiness Summer Program
- ▶ Developmental Math Self-Paced Option
- ▶ Hiring of Faculty in Math that will focus on Developmental Math instruction



Writing Introduction to the Essay ENG063 Self-Paced Option

Students have the option to complete Writing Introduction to the Essay (ENG063) in a self-paced option by progressing through the curriculum slower or faster than in a traditional course. Some students may be eligible to complete English 063 and ENG101 in the same semester.

Self-Paced Learning Features:

- Small class size
 - Individualized instruction
 - Supplemental instruction
 - Instructional technologies
 - Flexible environment
- Accelerated option
- 

Paired Course Offerings

Writing Introduction to the Essay (ENG063) and Academic Reading ENG073

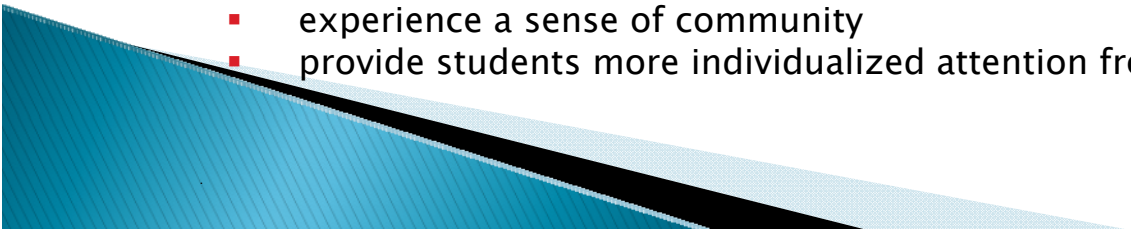
This paired offering of a developmental writing course with reading is team taught with students having the opportunity to work closely with both instructors. Supplemental instruction is also provided by an Educational Assistant.

The course also provides the support features of the Self-Paced Learning classes:

- Small class size
- Individualized instruction
- Instructional technologies
- Flexible environment
- Accelerated option

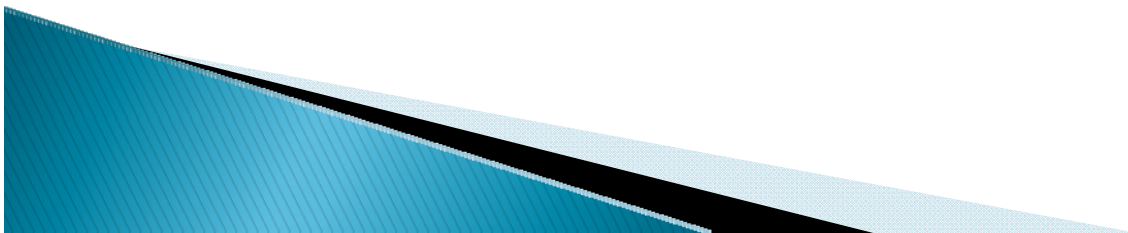
Composition (ENG101 and General Psychology I (PSY111)

Faculty are collaborating across disciplines. A section of Composition (ENG101) has been paired with section of General Psychology I (PSY111) for the Spring semester. The goals of the paired offering are to:

- engage students and assist them in the integration of learning and course work
 - sharpen critical thinking skills, I
 - learn how skill sets can be transferred from one course to another
 - experience a sense of community
 - provide students more individualized attention from faculty
- 

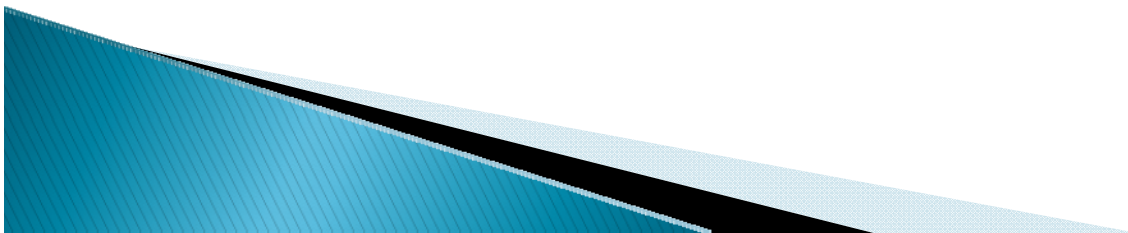
Math Readiness Summer Program

The College Math Readiness Summer Program is designed for recent high school graduates and diploma completers that will enroll at Middlesex Community College in the fall semester, have placed in MAT075 on the placement test, and are interested in improving their math skills and possibly placing higher than their original placement. The program will offer students a 6 week session coinciding with the College's Summer Session II of classroom instruction designed to improve their basic arithmetic and algebra skills using various instructional methods including multi-media self-paced instruction, and individual tutoring. Students completing the program will retake the math placement test and a new placement will be determined with consultation of the math instructor. The program, and all required materials such as the textbook and calculator, will be provided at no cost to the student.



Math Self-Paced Learning Options

Sections of Pre-Algebra and Elementary Algebra Foundations with the self-paced option utilize individualized computer based instruction. Students are able to progress through the curriculum at their own pace, slower or faster than a normal course. This is an excellent option for the student who already knows much of the material and only needs a review. It is also a good option for the student that may have difficulty keeping up in a traditional class.



Instructor, Mathematics Posting

MINIMUM QUALIFICATIONS:

MS or a MEd degree in Mathematics/Mathematics Education with a minimum of 0 to 2 years of teaching experience, preferably in a community college setting. Experience and success in teaching developmental math is preferred.

RESPONSIBILITIES:

Under the supervision of the Mathematics Division Chair, this individual's responsibilities will include, but are not limited to teaching full-time (12 credits) in mathematics, preferably developmental courses. Additional responsibilities include related curriculum/course development projects; commitment to innovative instructional approaches and current instructional techniques; integration of instructional technology; distance learning course development and delivery; teaching in a self-paced or other alternative educational environment; advise students; serve on college committees; maintain membership in professional organizations and develop liaisons with colleagues in the field; undertake other service responsibilities related to a full-time faculty position and consistent with the mission of the college and the goals of the division.

