

The Higher Learning Commission Action Project Directory

Edison State Community College

Project Details		
Title	Identifying and Overcoming Risk Factors that Affect Student Success	Status REVIEWED
Category	1 - Helping Students Learn	Updated 08-13-2015
Timeline		Reviewed 10-23-2015
	Planned Project Kickoff 11-01-2013	Created 11-12-2013
	Target Completion 04-29-2016	Version 2

1: PROJECT SUMMARY

A: This Action Project will determine if our largest number of at-risk students, according to data collected by the Ohio Association of Community Colleges (OACC), are actually taking GEN101S First Year Experience. The Project team will also review the effectiveness of the GEN101S classes. Recommendations to improve the implementation and effectiveness of GEN101S classes will then be made. Additionally, this Action Project will analyze the three reports created by CCCSE's initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges." Based on CCCSE's findings, recommendations as to which high-impact practices are most likely to help Edison's at-risk students will be made. Finally, a Health & Medical Resources webpage will be created and shared with the Edison community.

2: PROJECT RATIONALE

A: Edison is focused on improving our at-risk students' retention and graduation rates. Currently, the GEN101S course is the college's biggest attempt to assist our at-risk students and therefore it is key to providing our at-risk students with the best opportunity for success in future college-level courses. One of Edison's campus-wide Key Results is to "Cultivate and Improve Student Success and Completion." If we can improve the implementation and effectiveness of our GEN101S course, then we will hopefully see an increase in our retention and graduation rates for our at-risk students.

The CCCSE initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges" was formed in response to the escalating national emphasis on college persistence and completion. The CCCSE reports will contribute significant new knowledge about promising practices and how they can promote student persistence and completion in community colleges. These findings will therefore give colleges information they can use to focus resources on practices that are most likely to help more at-risk students complete college successfully. We plan to apply the CCCSE reports specifically to Edison to help us on our path to achieving our Key Result to "Cultivate and Improve Student Success and Completion."

3: PROJECT GOALS AND DELIVERABLES

A: The Action Project will include involvement from a broad perspective and includes people from both campuses:

1. GEN101S Instructors, students, presenters, GEN101S Coordinator, Arts & Sciences Dean, Assistant Dean of Academic Advancement
2. Student Services – Advising, Financial Aid, Career, Student Success Advisors, Disability Services, Student Health Services, Dean of Student Success, Vice President of Student Services
3. Darke County Campus staff
4. Office of Institutional Reporting

4: INSTITUTIONAL INVOLVEMENT

A: The key organizational processes that may be improved through this Action Project include:

1. Implementation of GEN101S
2. Requirements for taking GEN101S
3. Accountability for completing GEN101S
4. Advising and registration of at-risk students
5. Dropping procedures for GEN101S

5: PROJECT CONTROL

A: The Action Project is divided into three steps.

Step One is the process to determine “What percentage of our at-risk students takes GEN101S?”; Step Two is analyze CCCSE reports and then make recommendations for Edison’s at-risk students; and Step Three is the process to determine “Does our current GEN101S course contribute to the success of our at-risk students?”

1. Project creation: 1 month (Oct 2013)
2. Data creation for Step One: 2 months (Jan 2014 - Feb 2014)
3. Data analysis and creation of recommendations for Step One: 2 months (March 2014 - April 2014)
4. Report analysis, creation of Health & Medical Resources webpage, CCCSE summary documents (for each CCCSE report), and recommendations for Step Two: 1 year, last report is expected in Fall 2014 (May 2014- Aug 2015)
5. Design Survey for Step Three: 4 months (Jan 2014 – April 2014)
6. Give Survey in Fall semester for Step Three: Oct 2014 and/or Dec 2014
7. Analysis of survey results and creation of initial recommendations for Step Three: 3 months (Jan 2015 – March 2015)
8. Wait additional semester and additional year to analyze success/completion of those surveyed for Step Three (May 2015 and Dec 2015)
9. Analysis of success/completion rates and creation of final recommendations for Step Three: 4 months (Jan 2016 – April 2016)

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: We plan to monitor the efforts of the Action Project through

1. Completion of three steps in given time frame
2. Number of surveys returned
3. Creation of recommendations for Step One, Step Two, and Step Three
4. Creation of Health & Medical Resources webpage

7: ADDITIONAL INFORMATION

A: The measures and indicators of success and effectiveness include:

1. Creation of recommendations for Step One, Step Two, and Step Three
2. Acceptance and implementation of recommendations
3. After implementation of recommendations, an increase in the retention and graduation rates for our at-risk students
4. Sharing the Health & Medical Resources webpage with the Edison community at a campus-wide meeting

Project Update**1: CURRENT PROJECT STATUS SUMMARY**

A: The Action Project is in-progress and is on target to complete as scheduled.

In response to the prior Review, data, measureable outcomes, and feedback have been included in this Update. A description of GEN 101S First Year Experience course and the two summary reports appear in Item 8: Additional Information.

This Action Project relates to our Strategic Master Plan’s Core Theme II: Helping Student Learn and our third Key Result: Cultivate and Improve Student Success and Completion – specifically addressing implementation strategies 3.3: Establish a systematic approach to recruitment, college-readiness and retention with a focus on success, graduation and transfer; and 3.4: Develop and enhance programs, services and resources to foster student success. Edison is focused on improving our at-risk students’ retention and graduation rates. Currently the GEN101S course is the college’s biggest attempt to assist our at-risk students and therefore it is key to providing our at-risk students with the best opportunity for success in future college-level courses. If we can improve the implementation and effectiveness of our GEN101S course, then we will hopefully see an increase in our retention and graduation rates for our at-risk students. The CCCSE reports will contribute significant new knowledge about promising practices that promote

student persistence and completion. These findings will therefore provide information we can use to focus resources on practices that are most likely to help our at-risk students complete college successfully.

AQIP Category 1 Helping Students Learn was selected as the supporting category. Within this Category is an emphasis on academic student support (1P5) which focuses on systems designed for the student to be successful. The Action Project also supports Core Components 3C, 3D, and 4C. Additionally, AQIP Category 2, 2P2 is supported with the attention to retention, persistence, and completion.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

- A:**
- 1) This Action Project will determine if our largest number of at-risk students, according to data collected by the Ohio Association of Community Colleges (OACC), are actually taking GEN101S First Year Experience.
 - Measure for assessing the progress of this goal - Was data produced that shows the percentage of Edison's at-risk students that actually takes GEN101S?
 - 2) The project team will also review the effectiveness of the GEN101S classes.
 - Measures for assessing the progress of this goal – Was a survey designed to assess the effectiveness of GEN101S classes? Was the survey given to GEN101S students? Was the success/completion data tracked for one year of these GEN101S students? Was the GEN101S students' success/completion data compared with a group of previous students who took any developmental class but did not take GEN101S?
 - 3) Recommendations to improve the implementation and effectiveness of GEN101S classes will then be made.
 - Measures for assessing the progress of this goal - Were recommendations created to improve the implementation of GEN101S? Were recommendations created to improve the effectiveness of GEN101S?
 - 4) Additionally, this Action Project will analyze the three reports created by CCCSE's initiative 'Identifying and Promoting High-Impact Educational Practices in Community Colleges.' Based on CCCSE's findings, recommendations as to which high-impact practices are most likely to help Edison's at-risk students will be made.
 - Measure for assessing the progress of this goal – Were recommendations created in regards to which high-impact practices are most likely to help Edison's at-risk students?

3: ACCOMPLISHMENTS OVER THE PAST YEAR

- A:** This action project has three steps. The first step is to determine what percentage of Edison's at-risk students takes Edison's GEN101S First Year Experience course. Then, depending on the results, make recommendations in regards to the requirements for taking GEN101S. See Item 8: Additional Information for the description of GEN101S (Edison Academic Catalog).

Using OACC data, we were able to discover Edison's largest percentage of at-risk students by sheer numbers (No ACT and Any Developmental Class), and our at-risk students with the lowest course completion and degree completion rates (Part-Time). Our Institutional Research office then determined what percentage of these at-risk students actually takes GEN101S. Based on this information, the Action Project Committee made two recommendations in regards to the requirements for taking GEN101S.

This data and the recommendations were shared with the CQI Steering Committee and Academic Senate. Feedback was provided by both groups. This feedback was then shared with the Committee and the final recommendations were moved to Deans' Council who provided the following feedback:

1. Deans' Council supports recommendation #1. This recommendation will be implemented once the AQIP project is finished (and we have the results of Step 3 of the AQIP Action Project showing the effectiveness of our GEN101S course).
2. Deans' Council supports recommendation #2 with the following language removed – "includes PSEOP/Dual Enrollment/CC+."

The Action Project Team discussed Deans' Council's feedback and came to the following conclusions:

- We are glad that Deans' Council supports recommendation #1. We look forward to it being implemented once our AQIP project is finished.
- Due to the fact that the state will not pay for GEN101S in a CC+ environment, we agree with Deans' Council's recommendation to remove "includes PSEOP/Dual Enrollment/CC+." from our #2 recommendation.

Thus, here are the final recommendations from the Category 1 AQIP Action Project Team in regards to who should take GEN101S:

1. Any student who is on academic probation, or needs to take a developmental class in either math or English, is required to take GEN101S in his/her **first semester** at Edison, even if the student is not taking a developmental class that semester. However, a student can petition for a waiver if:
 1. They have transferred in at least 20 graduation applicable hours at Edison and had a 2.0 CGPA, and they are not planning to stay at Edison for degree completion (i.e., non-degree transient).
 2. They have transferred the equivalent course from a previous college
2. It is recommended, but not required, that all part time, first term students take GEN101S. Part time students are defined via the College's definition of less than 12 credit hours in a 16 week semester, but does **not** include PSEOP/Dual Enrollment/CC+.
3. We also recommend that all students be given the option to test out of GEN101S via a rigorous test to verify whether or not the student has already mastered the curriculum of GEN101S.

The second step is to analyze the three reports created by CCCSE's current initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges" and then make recommendations for Edison's at-risk students based on CCCSE's findings. The Committee met and worked on summarizing the three reports. The first two summary documents have been presented to the CQI Steering Committee. (See Item 8: Additional Information for the two summary documents.) The Committee also created a Health & Medical Resources webpage with assistance from Edison's webmistress. (<http://www.edisonohio.edu/Student-Health-Services/>) This webpage will be shared with the Edison community at the 2015 Fall Duty Days mandatory Title IX presentation.

The third step is to determine if our current GEN101S course contributes to the success of our at-risk students. The Committee created a survey to assess the effectiveness of GEN101S. The survey was given to students who took GEN101S in October 2014 and December 2014. We will then track the success/completion data for these GEN101S students for a period of one year. Finally, a comparison of success/completion data will be done between these GEN101S students and a group of previous students who took any developmental class but did not take GEN101S. Based on the results of this analysis, the Committee will make recommendations in regards to the implementation of GEN101S.

Outcomes:

1. Was data produced that shows the percentage of Edison's at-risk students that actually takes GEN101S?
Yes - Using OACC data, we were able to discover Edison's largest percentage of at-risk students by sheer numbers (No ACT and Any developmental class), and our at-risk students with the lowest course completion and degree completion rates (Part time). Our Institutional Research office then determined what percentage of these at-risk students actually takes GEN101S:

Students who were enrolled in Fall Semester 2013	
	Percent taking GEN 101
Any Developmental Class	55.00%
GED	50.00%
Pell Eligible Ever	43.00%
First Generation College Student	41.00%
Single Parent	41.00%
Over 24	38.00%
No ACT	37.00%
Part Time, First Term	29.00%

2. Was a survey designed to assess the effectiveness of GEN101S classes? Yes, a survey was designed. See Item 8: Additional

Was the survey given to GEN101S students? Yes, the survey was given to all GEN101S students in October 2014 and December 2014. 148 students out of 206 total students actually completed the survey for a 71.84% completion rate.

Was the success/completion data tracked for one year of these GEN101S students? This is still ongoing, and will be completed in December 2015.

Was the GEN101S students' success/completion data compared with a group of previous students who took any developmental class but did not take GEN101S? This will be done after we have tracked the GEN101S students for one year. Our Director of Institutional Research has compiled the following success/completion data for our control group (2010FR students who tested into a developmental class, but did not take GEN101S because it was not offered at that time):

NEW STUDENTS REQUIRING REMEDIATION 2010FR						
	Headcount	Students enrolled in Dev Courses	Average # Dev Courses	Average Dev Course Pass Rate	Headcount in Degree Courses	Average of Degree Course Pass Rate
No GEN-101	461	323	2.0	77%	421	76%
Waiver	18	12	2.0	92%	18	100%
FAIL	2	2	2.0	0%	2	0%
PASS	23	19	2.2	77%	23	99%
Total	504	356	2.0	77%	464	78%

3. Were recommendations created to improve the implementation of GEN101S? Yes, the Action Project Committee made three recommendations in regards to the requirements for taking GEN101S (see above).

Were recommendations created to improve the effectiveness of GEN101S? This will be done after the analysis of the success/completion rates – from January 2016-April 2016.

4. Were recommendations created in regards to which high-impact practices are most likely to help Edison's at-risk students (based on CCCSEs findings)? The Committee summarized three CCSSE reports with the first two summary documents presented to the CQI Steering Committee. The Committee is currently meeting this summer to prepare the final summary document which will be presented to the CQI Steering Committee in the fall. The Committee will also meet this summer to compile our recommendations for Edison's at-risk students. These recommendations will be presented to the CQI Steering Committee in the fall.

4: INSTITUTIONAL INVOLVEMENT

A: The involvement in the work of the Action Project is reflective of the Principles of High Performance Organizations Broad-based Involvement, Promoting Collaboration, and Leadership Support. Those involved include college administration, management, staff, faculty, and students.

The data and the recommendations produced by this Action Project Committee were shared with the CQI Steering Committee, Academic Senate, and Deans' Council. Feedback was received from each of these groups and applied to the Action Project Committee's work. The Health & Medical Resources webpage will be shared with all Edison faculty and staff by the Director of Student Health Services at the 2015 Fall Duty Days mandatory Title IX presentation. The Office of Institutional Research has participated in this Action Project by compiling data for the Committee, and serving as a consultant in regards to the appropriateness/relevance of the needed data collection. Additionally, a member from Student Services, our Coordinator of Student Success/Success Advisor, was added to the CCCSE reports subgroup in order to gain her valuable perspective. The work of this Committee was shared in detail with the Dean of Arts and Sciences who is responsible for overseeing the GEN101S course. The Dean of Arts and Sciences invited the Action Project Lead to join a GEN101S group that is working to update the GEN101S course. This group includes instructors who teach GEN101S and the Faculty Coordinator of GEN101S. Students have participated with the Action Project in the classroom and through survey offering feedback on the effectiveness of GEN101S. Finally, the input of the CQI Steering Committee has been invaluable to the work and direction of the Committee.

5: EFFECTIVE PRACTICES

A: This project has led to much discussion about our current GEN101S course, and ways to improve our GEN101S course. In particular, the Dean of Arts and Sciences (who is responsible for overseeing the GEN101S course) and the Faculty Coordinator of GEN101S have been affected by the work of this Action Project. The largest effect on the institution, students, and others in the learning community will be felt once the Committee makes their recommendations in regards to the implementation and effectiveness of GEN101S and their recommendations based on the CCCSE reports. Additionally, all members of the Edison community (faculty, staff, and students) have been helped by the creation of the Health & Medical Resources webpage.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: The biggest anticipated challenge is the widespread acceptance and implementation of the recommendations produced by this Committee. Another challenge is ensuring that all members of the Committee are able to devote the needed time/energy to this project in light of their "normal" job duties. This latter challenge has become much more difficult in the past year due to staff cuts and restructuring based on Edison's budgetary needs and decreasing enrollment.

7: PLANNED NEXT STEPS AND TIMELINE

A: Here is the anticipated timeline for all three steps of this action project.

Step One: Done

Step Two:

- The Committee will finish writing the final summary document. Timeline: August 2015
- The final summary document will be presented to the CQI Steering Committee in the fall. Timeline: September 2015-December 2015
- The Health & Medical Resources webpage will be shared with the Edison community by the Director of Student Health Services at the 2015 Fall Duty Days mandatory Title IX presentation. Timeline: August 2015
- The Committee will meet this summer to compile our recommendations for Edison's at-risk students based on the CCCSE reports. These recommendations will be presented to the CQI Steering Committee in the fall, and feedback will be provided. Once this feedback is shared with the Committee, final recommendations will be moved to Deans' Council. Timeline: July 2015-December 2015

Step Three:

- Track one year's worth of success/completion data for the GEN101S students. Timeline: Dec 2015
- Compared the GEN101S students' success/completion data with the group of previous students who took any developmental class but did not take GEN101S (see above chart). Timeline: Dec 2015-Jan 2016
- Based on this data, make recommendations to improve the effectiveness of GEN101S. Recommendations will be shared with the CQI Steering Committee, and feedback will be provided. Once this feedback is shared with the Committee, final recommendations will be moved to Deans' Council. Timeline: Jan 2016-April 2016

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: Additional information referenced above:

[GEN 101S Syllabus]

SYLLABUS
PART I
EDISON COMMUNITY COLLEGE
GEN 101S FIRST-YEAR EXPERIENCE
1 CREDIT HOUR

COURSE DESCRIPTION

Introduction to success skills and resources useful in making a successful transition to college. Topics include learning strategies, career and academic goals, communication skills, campus services, students' rights and responsibilities, and electronic resources.

COURSE GOALS

The student will:

1. Identify and demonstrate strategies for using fundamental computer communication applications such as WebAdvisor, ConnectWeb, Blackboard, e-mail, and web-based resources.
2. Interpret and apply individual learning style to course tasks.
3. Demonstrate knowledge and locations of designated campus services and websites, and summarize how each is useful.
4. Examine personal skills and values and develop career and academic plans.
5. Identify and demonstrate a variety of success skills such as note taking, test taking, time management, and financial management.
6. Demonstrate communication, teamwork, and interpersonal skills through small group interaction.
7. Explain the role of students, faculty and administration within the college structure.

CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. Basic computer skills including web applications
2. Study skills
3. College services
4. College procedures/student handbook
5. Career planning
6. Learning plans, advising, and Individual Learning Plans
7. Core Values
8. Communications
9. Information Literacy and Resource Skills
10. Learning Styles

[GEN 101S Survey]

Personal information that you provide on this survey will be used for the sole purpose of improving the services and curriculum provided by Edison Community College. Information obtained from individuals will not be distributed through any means. Only summary information will be available to college personnel other than those individuals responsible for the analysis of the provided information. Furthermore, Edison Community College reserves the right to use any summary information obtained or any purposed that will further the strategic goals of Edison Community College.

1. For each of the following items, please indicate the amount of discussion that you remembered that occurred during your GEN 101S class.					
	Not at all discussed	Minimally discussed	Somewhat discussed	Thoroughly discussed	Not Applicable
Goals/Dreams					
Learning Styles VARK					
Time Management					
Money Management					
SAP Satisfactory Academic Progress					
Critical Thinking					
Note Taking					
Test Taking					
Diversity					
Career vs Major					
SEP Student Education Plan					

2. For each of the following items, please indicate the amount of discussion that you remembered that occurred during your GEN
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101S class.					
	Not at all discussed	Minimally discussed	Somew hat discussed	Thoroughly discussed	Not Applicable
Edison Services: Admissions					
Edison Services: Advising Resource Center					
Edison Services: Bookstore					
Edison Services: Cashier's Office					
Edison Services: Career Services					
Edison Services: Childcare					
Edison Services: Disability Services					
Edison Services: Financial Aid					
Edison Services: IT Help Desk					
Edison Services: Learning Center					
Edison Services: Library					
Edison Services: Registration and Records					
Edison Services: Student Activities/Athletics					
Edison Services: Student Health Services					
Edison Services: Veteran's Services					

3. For each of the following items, please indicate the amount of helpful information that you received during your GEN 101S class.					
	Not at all helpful	Minimally helpful	Somew hat helpful	Extremely helpful	Not Applicable
Admissions					
Advising Resource Center					
Bookstore					
Career Services					
Cashier's Office					
Child Care					
Disability Services					
Financial Aid					
IT Help Desk					
Learning Center					
Library					
Registration and Records					
Student Activities/Athletics					
Student Health Services					
Veteran's Services					

4. For each of the following items, please indicate the amount of helpful information you received during your GEN 101S class.					
	Not at all helpful	Minimally helpful	Somew hat helpful	Extremely helpful	Not Applicable
Goals/Dreams					
Learning Styles VARK					
Time Management					
Money Management					
SAP Satisfactory Academic Progress					
Critical Thinking					
Note Taking					

Test Taking					
Diversity					
Career vs Major					
SEP Student Education Plan					

5. Which of the following statements best describes the level of motivation you have to reach your educational goals at Edison Community College?

- I am very motivated to reach my goals.
- I am somewhat motivated to reach my goals.
- I am minimally motivated to reach my goals.
- I am not at all motivated to reach my goals

6. How easy was it to fit this GEN 101S class into your schedule?

- Extremely easy
- Somewhat easy
- Minimally easy
- Not at all easy

7. Which of the following statements best describes your educational goal at Edison Community College?

- Personal interest
- Upgrade skills
- Train for new career
- Transfer before graduation
- Certificate
- Associate Degree/Transfer
- Associate Degree/Job Market
- No Credit/Audit only
- Unknown

8. Please give any additional feedback concerning this Gen 101 course.

[CCSE First Report Summary prepared by the AQIP Action Project Committee]

The Center for Community College Student Engagement has launched a special initiative, Identifying and Promoting High-Impact Education Practices in Community Colleges. The first report describes 13 promising practices for strengthening community college student engagement and success. The second report explores the relationship between students' participation in these practices and their levels of engagement in college. The third report explores the relationship between student's participation in these practices and student outcomes such as persistence, course completion, and credit hours earned.

"A Matter of Degrees: Promising Practices for Community College Student Success – A First Look"

Summary

The 13 Promising Practices are part of collegiate learning experiences that attend to students' needs from their first interactions with the college through the successful completion of their first academic term and beyond. The practices are divided into three groups: planning for success, initiating success, and sustaining success.

- Planning for Success
 - Assessment and Placement
 - Orientation
 - Academic Goal Setting and Planning
 - Registration before Classes Begin
- Initiating Success

- Accelerated or Fast-Track Developmental Education
- First-Year Experience
- Student Success Course
- Learning Community
- Sustaining Success
 - Class Attendance
 - Alert and Intervention
 - Experiential Learning beyond the Classroom
 - Tutoring
 - Supplemental Instruction

Significant Findings

- “Improving student engagement and attainment cannot be the work of a select team or an isolated department. To achieve the needed scale, faculty and staff must collaborate across departments and throughout the college.” p. 5
- “If everything is a priority, then nothing of significance gets done. Given limited resources, colleges must identify the intentionally designed experiences that will have the largest possible positive impact on the largest possible number of students.” p.29
- “Emerging evidence suggests that class attendance policies have value. ... students’ class attendance is the best predictor of academic performance in college – it more reliably predicts college grades than do high school GPA, SAT scores and other standardized admission tests, study habits, and study skills.” p. 19
- “There is emerging consensus that certain design principles are critical for student success. No matter what program or practice a college implements, it is likely to have a greater impact if its design incorporates the following principles:
 - A strong start ...
 - Clear, coherent pathways ...
 - Integrated support ...
 - High expectations and high support ...
 - Intensive student engagement ...
 - Design for scale ...
 - Professional development ... p. 5

Interesting Examples

- “Students who need developmental education and enroll in the proper courses *during their first term* are more likely to complete their developmental sequence than are students who need developmental education but do not attempt any developmental courses during their first term” p. 8
- “Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need. Then, after students have been assessed, those who still need remediation should be placed into developmental pathways where they will have a stronger chance to succeed.” p. 8
- “Someone talked to them about their outside commitments while helping them decide how many courses to take during their first term.” p. 11 ... “42% of part time students and 19% of full-time students work more than 30 hours per week. More than half care for dependents. But only 26% of entering students say a staff member talked with them about their commitments outside of class to help them figure out how many courses to take.” p. 29
- “Community college students need advising that helps them set and maintain long-term goals. This type of advising and planning centers on creating a clear path from where students are now to their ultimate educational goals.” p. 11
- “Some research suggests that when colleges make students aware of their academic difficulties, students are more likely to successfully complete the course in question and to persist over the long term.” p. 20
- “The county’s public school system used the college’s developmental curriculum to infuse developmental objectives into its classes. Thus students who were not college ready (per their test scores) were given the opportunity to become ready during their senior year.” p. 26
- “To improve student support, a counselor is dedicated to developmental education, and her office is located in the center of the building where students take developmental education classes. She visits with each developmental class, and students are required to make contact with her each semester.” p. 26
- “Then after meeting with a college admissions counselor, students were invited to attend an orientation session specific to the department of their program of study. These sessions helped entering students understand the requirements of their

programs and gave them opportunities to interact with their advisors, faculty, and fellow students.” p. 28

- Mandatory requirement for tutoring services for struggling students p. 23
- Adjunct Faculty Certification course p. 27

[CCCSE Second Report Summary prepared by the AQIP Action Project Committee]

“A Matter of Degrees: Engaging Practices, Engaging Students – High-Impact Practices for Community College Student Engagement”

Summary

There are five CCSSE Benchmarks of an Effective Educational Practice and six SENSE Benchmarks of an Effective Educational Practice with Entering Students. Each high-impact practice was tested to see how many of these Benchmarks showed a notable difference in engagement among students who participated in the practice and students who did not.

- Academic Goal Setting and Planning
 - Positive relationship with two CCSSE Benchmarks and four SENSE Benchmarks
- Orientation
 - Positive relationship with one CCSSE Benchmark
- Accelerated or Fast-Track Developmental Education
 - Positive relationship with one CCSSE Benchmarks and one SENSE Benchmarks
- First-Year Experience
 - Positive relationship with one CCSSE Benchmarks and three SENSE Benchmarks
- Student Success Course
 - Positive relationship with one CCSSE Benchmarks and two SENSE Benchmarks
- Learning Community
 - Positive relationship with three CCSSE Benchmarks and one SENSE Benchmarks
- Experiential Learning Beyond The Classroom
 - Positive relationship with three CCSSE Benchmarks
- Tutoring
 - Positive relationship with four CCSSE Benchmarks
- Supplemental Instruction
 - Positive relationship with five CCSSE Benchmarks and one SENSE Benchmarks
- Assessment and Placement
 - Positive relationship with two CCSSE Benchmarks and two SENSE Benchmarks
- Registration before Classes Begin
 - NO positive relationships with any CCSSE Benchmarks or SENSE Benchmarks

Significant Findings

- “Until colleges make high-impact practices inescapable for all students who need them, these practices will be only minimally effective in promoting the major gains sought in student success and college completion. ... Colleges should consider how best to integrate multiple high-impact strategies. ... There is a positive relationship between intensity – the number of particular high-impact practices students experience – and students’ levels of engagement ... a growing body of research indicates that the next-level solution lies in designing pathways – structured and coherent educational experiences that integrate high-impact practices to establish a clear roadmap for every student.” P. 4
- “Colleges can use the data in this report as a starting point for examining their own practices to determine which components have the most significant relationships with increased student engagement and improved student outcomes – and then focus

on delivering those components to larger numbers of students with high levels of quality and intensity.” P. 7

- “The lesson taken should not be to simply put students through a random collection of experiences, but to intentionally weave those experiences together in ways that increase educational coherence and momentum for success.” P. 34

Campus Discussions: Promoting High-Impact Practices

As colleges examine and redesign students’ educational experiences, they will benefit from thoughtful discussions that include a range of stakeholders. These discussions should be informed whenever possible by data, so participants can evaluate the effectiveness of the college’s current practices as well as those under consideration. Key questions include the following:

- Do we regularly review and fully understand the data describing students’ current experiences at our college—data about student engagement, learning, progress, and attainment?
 - What percentages of students at our college participate in each of the identified high-impact practices? What are the target levels of participation?
 - What are the characteristics of students who participate—and of those who do not—in terms of enrollment status, day versus evening enrollment, race/ethnicity, gender, age, etc.? In other words, which students appear to have access to these experiences, and which students do not?
 - Do any particular groups of students appear to benefit from participation in one or more of these practices in disproportionately positive ways? Are there student groups at our college who do not experience those benefits?
 - What percentages of students at our college participate in multiple high-impact practices—a pattern that evidence suggests will further heighten their engagement levels and prospects for success?
 - At our college, what are the relationships between participation in high-impact practices and students’ overall levels of engagement?
 - How well are we incorporating key design principles into these experiences for students?
 - What are our plans and our processes for ensuring quality of implementation and routinely evaluating the effectiveness of these practices?
 - What is the standard of evidence that would lead us to make certain experiences mandatory for some or all students? Once such requirements are established, what measures must we take to ensure that experiences intended to be mandatory actually are mandatory?
 - In what ways can we analyze and document the return on investment in bringing high-impact practices to substantial scale?
 - How can we engage the college community in thinking about how high-impact practices can be integrated into clear, coherent, structured academic and career pathways for students?
- For this AQIP project, the Director of the Learning Center will list each high-impact practice and discuss whether or not each practice is used at Edison – and to what extent each practice is used at Edison.
 - Could the above image be another AQIP project???

Interesting Examples

- “One upcoming change is developing different orientation experiences for different types of students. Based on student feedback, college leaders determined that adult learners returning for a new credential, for example, do not need the same level of orientation as first-time-in-college students placing into developmental studies.” P. 11
- “The college also integrated advising activities into the college success course to help students develop clear academic pathways. Finally, the college doubled the number of college success course sections and made it mandatory for all entering students.” P. 15
- The college “institutionalized a student success course requirement for all new and transfer students with fewer than 12 earned credit hours. ... Students were required to declare a major and file a degree plan by the end of the semester. ... Students are required to meet with their advisors twice during the semester ... They must select a major and file a degree plan.” P. 17
- “Faculty and student services staff attend weekly meetings to collaborate and discuss student progress, curriculum, and pedagogy. This cooperative time drives the academic affairs/student affairs collaboration that is at the heart of the program. Everyone who works with students is represented at the table. Participants listen to and learn from one another, and they continually discuss and refine their understanding of *student-centered*.” P. 19
- “The college took a more active role in identifying its least successful students. College personnel, for example, began to check whether failing students (those with a grade of D or lower) were using the tutoring center ... The college also used GPA, course load, withdrawals, and late registrations to identify students who needed extra support.” P. 23
- “The college requires all full-time and part-time faculty to track and report attendance during the first three weeks of the

term. Absences are reported to student services, including financial aid advisors, who use this information to contact students so they can explain financial aid implications and attempt to get the students back to class. ... All faculty will use an electronic grade book in which they will record attendance. This method will enable student services to pull queries at the end of each week, which the college hopes will help to increase the policy's impact." P. 31

- "After the second week of classes, developmental reading, English, and math instructors tell the director of developmental studies which students in their courses have an excessive number of absences. The director personally contacts each student, asking them what is keeping them out of class and discussing support services." P. 33
- Intrusive advising activities - include personal phone calls, mandatory meetings, emails, and Facebook postings to remind students of peer and professional tutoring, and other services available to them. P. 9
- Accelerated Learning Program – pair developmental course with a college credit course P. 13
- "Community college student engagement and success will be achieved not by accident, but through intentional design of education experiences. ... In brief, the implications of the research are that students will benefit from more structure, clearer educational plans, the earliest possible entry into academic and career pathways (i.e., clusters of related programs of study or meta-majors), early and frequent feedback, and academic supports integrated into their learning experiences. An effective educational experience built around these ideals also would feature intensive student engagement through cohort experiences, group work, active learning, interaction with faculty and advisors, co-curricular assignments, and so on." P. 37

Update Review

1: CURRENT PROJECT STATUS SUMMARY

A: Edison State Community College indicates this action project is in-progress and is on target to complete as scheduled by the end of April 2016. It is evident the college has researched in depth how the project aligns with various AQIP Categories and has selected AQIP Category 1 Helping Students Learn as the primary supporting category. The project also supports HLC Criterion Three Teaching and Learning: Quality, Resources, and Support, and Core Components 3C, 3D, and 4C as identified by the college.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

A: The overall project goal is to determine the effectiveness of its GEN101S First Year Experience course and its impact on persistence and completion rates. The college has well-defined progress measures and metrics to assess each of the identified four goals that are being used to measure the success and effectiveness of the project.

3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: The college is commended for its excellent progress this past year on this action project. The college analyzed data pertaining to its at-risk students enrolled in GEN101S and made data informed recommendations and new policies while completing its first goal. The college demonstrated the Principles of High Performing Organizations Promoting Collaboration and Leadership Support. In addition, the college surveyed students and engaged in analysis of CCSSE reports pertaining to "Identifying and Promoting High-Impact Educational Practices in Community Colleges." The college has reported its outcomes and has successfully analyzed the results. With so many institutions struggling with the challenge of assisting at-risk students to succeed, this would be an excellent project to share with other institutions and Edison State Community College is encouraged to submit a proposal to present its findings and best practices during an HLC Annual Meeting.

4: INSTITUTIONAL INVOLVEMENT

A: Edison State Community College has engaged many stakeholders in this action project. The Action Project Committee has shared its findings with the CQI Steering Committee, Academic Senate, and Deans' Council. In addition, the Office of Institutional Research has participated in the project by compiling data and acting as a consultant. The Dean of Arts and Sciences invited the Action Project Committee to collaborate and assist GEN101S faculty in revising the course based on the project's findings. Students have been used to complete surveys and the CQI Steering Committee has embraced the project. This reflects the Principles of High Performing Organizations Broad-based Involvement, Promoting Collaboration, and Leadership Support. The college has communicated its findings with specific stakeholders involved with the project; however an opportunity exists to communicate the successes of the project

across the institution as it continues to evolve to increase awareness and support when final initiatives are implemented.

5: EFFECTIVE PRACTICES

A: Edison State Community College acknowledges the project has impacted the Dean of Art and Sciences and the Faculty Coordinator of GEN101S with its initial findings. Additional effects on the institution, students, and others will be felt once the action project comes to fruition. All members of the Edison community have been helped by the creation of the Health & Medical Resources webpage. The college is to be commended on their plan to use data analysis to drive improvements developed by the project. This supports the Principle of High Performing Organizations Foresight to Plan Proactively. The project can be replicated internally as additional improvements are identified in the future for other General Studies courses.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: Edison State Community College has identified two concerns faced by many institutions, project acceptance and a lack of resources for staffing and budgetary needs. Edison might consider further engaging the project committee to assist in keeping the project on schedule to support the dean and faculty coordinator. Communication is key to support and all phases and completion of goals should be communicated and celebrated to gain acceptance across campus for the initiatives.

7: PLANNED NEXT STEPS AND TIME LINE

A: The next steps have been clearly articulated and step one has been completed. The college may want to focus on measuring improvement over time as well as transparency and publicly report and communicate progress and success. This data may be used to identify both barriers to student achievement and actions that can lead to further improved student success. It is evident Edison State Community College is committed to sustaining the action project initiatives. Be sure to celebrate your success and expand communication throughout the college. These strategies will help to build upon this project's success for continuous quality improvement. The institution demonstrates The Principle of High Performing Organizations Foresight to Plan Proactively through the project's timeline.

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: Edison State Community College has provided the course syllabus for its GEN101S course, student survey templates, and extensive comments concerning the CCCSE reports. This information should be shared and communicated to stakeholders at Edison and also other institutions. The project demonstrates best practices and Edison State Community College is encouraged to share its findings with other institutions.