DEVELOPING INSTITUTIONAL ROADMAPS FOR STUDENT LEARNING AND SUCCESS
DISCUSSION OUTLINE

• Brief overview of AAC&U’s Roadmap Project and the LEAP Initiative

• Campus Action Plans for Student Success
  Queensborough Community College
  Middlesex Community College
  Prince George’s Community College
About AAC&U

• The leading national association concerned with the quality of student learning in college

• 1,300 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

• A network of over 30,000 faculty members, academic leaders, presidents and others working for educational reform

• A meeting ground for all parts of higher education – about our shared responsibilities to students and society
Liberal Education and America’s Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.
The LEAP Initiative in Brief

• Led by AAC&U, LEAP is a multi-year effort to advance:

1. A set of “essential learning outcomes” that all college graduates need to succeed and contribute – in work, life and citizenship.

2. Far-reaching changes across the curriculum to help students achieve the recommended learning outcomes – from school and through college.

3. Forms of assessment that both develop and document students’ learning gains.
The LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

– Focused on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

– Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility

– Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning

– Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
**Essential Learning Outcomes**

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Quantitative Literacy
- Information Literacy
- Teamwork and Problem Solving
- Civic Knowledge and Engagement—local and global
- Intercultural Competence
- Ethical Reasoning
- Lifelong Learning
- Across general and specialized studies
Developing a Community College Student Roadmap
Funded by MetLife Foundation
Phase II Community Colleges

- Alamo Colleges (TX)
- Brookdale Community College (NJ)
- Chattanooga State Community College (TN)
- College of the Canyons (CA)
- Community College of Allegheny County (PA)
- Community College of Baltimore County (MD)
- Manchester Community College (CT)
- Massachusetts Bay Community College (MA)
- Monroe Community College (NY)
- Wallace State Community College (AL)
Developing a Community College Student Roadmap
“High-Impact Practices” that Help Students Achieve the Outcomes

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Queensborough Community College

• One of 23 institutions of the City University of New York
• 16,000 FTES
• Traditional aged students
• Unique Demographics
• 70% require remediation
• 12.8% graduation rate in 2006
How to address graduation rates of 12% within 3 years in 2006?

How best to support faculty overwhelmed by new initiatives each year?

How to fulfill the promise of Queensborough’s mission?

How to know if innovation is working or not?
Planning

• Retreat for Academic Affairs and Student Affairs
• Academy Planning Groups
• Student Focus Groups
• Literature Review on Student Success
• Hired consultants to design Freshman Academies Assessment Protocol
• Piloted 2 Academies 1 year before the launch
“The results of participating in these high-impact practices are especially striking for students who are further behind in terms of their entering academic test scores. The benefits are similarly positive for students from communities that historically have been underserved in higher education.”

From *High Impact Educational Practices: What they are, who has access to them and why do they matter?*”

By George D. Kuh (2008)
Pass rates in elementary algebra in classes with and without learning communities

<table>
<thead>
<tr>
<th></th>
<th>Without Learning Communities</th>
<th>With Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA10 Pass Rate</td>
<td>35.5%</td>
<td>46.6%</td>
</tr>
<tr>
<td>N</td>
<td>7,674</td>
<td>161</td>
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</tbody>
</table>
Half-year retention outcomes for students enrolled in courses with and without service learning high impact activities

<table>
<thead>
<tr>
<th></th>
<th>Service Learning</th>
<th>Non-Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>N enrolled</td>
<td>167</td>
<td>160</td>
</tr>
<tr>
<td>N returned*</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Half-Year Retention</td>
<td>75.4%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

* Registered for at least one credit at QCC during the subsequent semester.
Pass rates in English composition I, by high impact activity, multiple hi activities and sections without any hi activities

<table>
<thead>
<tr>
<th>English 101</th>
<th>No HI</th>
<th>SL</th>
<th>LC</th>
<th>EP</th>
<th>SWIG</th>
<th>1HI</th>
<th>2 HI</th>
<th>3HI†</th>
</tr>
</thead>
<tbody>
<tr>
<td>N completed</td>
<td>8,965</td>
<td>185</td>
<td>671</td>
<td>529</td>
<td>391</td>
<td>570</td>
<td>72</td>
<td>407</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>83%</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>89%</td>
<td>88%</td>
<td>91%</td>
</tr>
</tbody>
</table>

† In a few cases within the 3HI category, there were 4 HIs experiences.
# Three-year graduation rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total N</th>
<th>Number Graduating</th>
<th>3-Year Grad. Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006 Comparison Cohort</td>
<td>2,051</td>
<td>262</td>
<td>12.8%</td>
</tr>
<tr>
<td>Fall 2009 Academy Cohort</td>
<td>3,226</td>
<td>556</td>
<td>17.2%†</td>
</tr>
</tbody>
</table>

† Preliminary Rate
Academies Review Committee 2013

• What have we learned after 3 years?
• Plans for protocol revision to include more qualitative data
• Enhanced student experience survey
• Under consideration: aligning HIPS with AAC &U more closely; restructuring Academies to provide more of a local identity for Liberal Arts students; work with retention solution to better track students
Middlesex Community College, MA

Leveraging Opportunities, Helping Students to Build and Reflect upon their own Roadmap to Success
Roadmap Project, 2010

- Opportunity to “connect the dots” between and link to learning outcomes campus initiatives designed to engage students early on as active participants in their academic success

  - Institutional Student Learning Outcomes Assessment (2006)
  - Title III “Strategies for Success” (2008)
  - General Education revision (2010)

- Key Focus: a move from “inputs” to “outcomes” in academic and student affairs design of learning experiences
Gen Ed Revision
• Gen Ed courses revised to include intentional support of ISLO development

ISLO assessment
• Communication
• Critical Thinking
• Global Perspectives
• Social Responsibility
• Personal/Prof Development
  • Goal setting & achievement self assessment
  • Accountability
  • Professionalism
  • Engagement
  • Collaboration

ROADMAP: Self Assessment – an ISLO integrated into and assessed within T3 & Gen Ed work

Title III Strategies for Success (targeting students enrolled in Developmental & Gateway courses – Developmental Advising and Reformed Curriculum)

• Communication
• Critical Thinking
• Collaboration
• Organization
• Self Assessment

The Roadmap Project Connects Ongoing MCC Initiatives at Point of Intersection
Inspiration Transformed Our Project!

• 2011 Institute on High-Impact Practices and Student Success
  – Sent a cross college team of faculty, staff, student
• Original Project – design professional development model and assessment ideas for our “Personal and Professional Development” ISLO
• Transformed Project – Freshman Seminar – student focused, facilitated by teams of faculty, advisors and Student Affairs staff with peer mentors, linked with Gen Ed courses
### Seminar Topics

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Advising &amp; Goal Setting: Learning about Yourself, Charting Your Course</td>
</tr>
<tr>
<td>2</td>
<td>Secrets of Successful College Students: Lose the Procrastination, Get Organized, Accomplish More and Still Have Free Time</td>
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<tr>
<td>3</td>
<td>Academic Support: How to Get an A if You Weren’t Born a Genius</td>
</tr>
<tr>
<td>4</td>
<td>Student Activities: There’s More to College Than Just Studying!</td>
</tr>
<tr>
<td>5</td>
<td>Professional Skills: Do You Start to Sweat When You Have to Speak in Front of a Group?</td>
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<tr>
<td>6</td>
<td>Service Learning: It’s Not All About You!</td>
</tr>
<tr>
<td>7</td>
<td>Transfer: Where Do You Want to Go Next, and How Can You Ensure They’ll Accept You?</td>
</tr>
<tr>
<td>8</td>
<td>Career Services: Building on Your Work Experience</td>
</tr>
<tr>
<td>9</td>
<td>Financial Planning: How to Afford College, Improve Your Credit, and Plan Your Future</td>
</tr>
<tr>
<td>10-15</td>
<td>Seminar sections integrate &amp; assess minimum 5 seminars</td>
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**ALL FRESHMEN ENROLL IN 15 WK SEMINAR SERIES**

Each Gen Ed Freshmen Seminar section integrates & assesses minimum 5 seminars.
A New Funding Opportunity, 2011

Vision Project Key Outcomes:
• COLLEGE PARTICIPATION
• COLLEGE COMPLETION
• STUDENT LEARNING
• WORKFORCE ALIGNMENT
• PREPARING CITIZENS
• ELIMINATION OF DISPARITIES
• RESEARCH

MCC proposal (funded) included FYE and a new Peer Mentoring program
Revised Roadmap Project – ePortfolios

• Built in FYE, becomes organizing structure of course

• Students add to their ePortfolios over time at MCC, validating academic and professional development

• Laying the foundation with help from our Roadmap friends – QCC, SLCC

• Follow up information sessions – all college, departmental

• Stipended ePortfolio Faculty Fellows
Where We Are, Where We’re Going

- Pilot semester
  - 7 sections of FYE
  - 4 career program pilots
    - Criminal Justice
    - Business Transfer
    - Dental Hygiene
    - Hospitality Management
  - Peer tutors
  - Showcase

- Scale up plans
  - Built in FYE, integrated in linked Gen Ed courses (requirement?)
  - Career programs with existing portfolio use
  - Career programs that document student achievement of competencies
  - Service Learning
  - Grants (ex. AAC&U Bridging Cultures grant)
  - Student Activities
  - Institutional and Program Assessment
Prince George’s Community College

The Road to Student Success
**PGCC at a glance**

- Predominantly Black Institution (PBI)
  - 76% African-American

- Credit and Non-credit programs
  - 143 active credit programs

- 40,000 students annually
  - Fall 2012 headcount for credit
    - 13,824 students
    - 60% female
    - 70% part-time

- Credit Faculty
  - ≈250 full-time
  - ≈700 adjuncts
**PGCC’s Road to Success**

- **Issue 1**
  - We offered a lot of services already

- **Issue 2**
  - We collected a lot of different data about students

- **Main Issue**
  - None of these were centralized or working in concert
PGCC’s Road to Success

• Identify “the Road”

• Identify the *most important* services along the Road

• Direct students to these services
  – Inescapable

• Collect data on student’s over time
PGCC’s Road to Success: Identify the services and Direct students to them
PGCC’s Road to Success: Data Collection

- Student-level performance data from the classroom
  - 2,500 rubrics Spring 2012
  - 3,000 rubrics Fall 2012

- Student-level data from services
  - SOAR
  - Advising
  - Learning Lab
  - Other activities