Promising Practices & Organizational Structures: Promoting Community College Student Success

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Presentation Agenda

• Overview of National Survey of Community College Structures for Student Success (SCCSSS)

• Findings
  • Promising Practices & Survey Results

• Concluding Thoughts
The Study of Community College Structures for Student Success (SCCSSS)

• The Collaboration
  • College Board
  • Project on Academic Success, Indiana University-Bloomington
  • Center for Enrollment Research, Policy, and Practice, University of Southern California

• The Study
  • National survey of community college structures and policies that enhance student *persistence, transfer* and *completion*
  • Grew out of an ongoing study of four-year institutions (Hossler et al., 2009)
  • Focused on the multiple roles and current and emerging research on community college student outcomes
Focal Points of Our Inquiry: Actionable Implications

Guiding Question: How do community colleges work on increasing student persistence, transfer and completion?

- Understand the role of campus policies and organizational structures supporting community college student success
- Identify promising practices, structures and policies via research, practical literature and a new survey
- Provide national comparative data on the organizational structures and policies community colleges currently employ
Framework

Foundational Leadership & Organizational Structures

- Supporting Institutional Leadership & Intensity of Effort (CCSSE, 2007; Hossler, 2006; Hossler, Ziskin & Gross, 2009)
- Cultivating a Positive Institutional Climate for Diversity (Achieving the Dream, 2005; Williams, Berger, & McClendon, 2005)
- Fostering a Culture of Evidence (Achieving the Dream, 2005; Bailey & Alfonso, 2005; CCSSE, 2007)

Adapted Policy Levers

- Facilitating Access to Financial Aid (Braxton, Hirschy, & McClendon, 2004)
- Developing Excellence & Coordination in Student Support Services (Braxton, Hirschy, & McClendon, 2004; Purnell & Blank, 2004)
- Providing Curricular Structure, Organization, & Focus (Calcagno, Crosta, Baily & Jenkins, 2006; Matus-Grossman & Gooden, 2002; Moore, Shulock, & Offenstein, 2009)

How Community Colleges Organize to Support Student Success
Web-based administration

- 1,050 colleges surveyed
- Response rate of 22% (ca. 236 responding institutions)

Sample

- Nationally representative sample (FT/PT student retention, cohort graduation, Pell, enrollment aged 25-64, etc.)
- Median revenue (Total revenue/FTE: $9,958; Core revenues: $42,861,790)
- Enrollment size (39%: 1,000-4,999; 27%: 5,000-9,999; 82%: below 20,000)

Administrators closely involved with success initiatives

- Identified through professional lists, web searches and referrals from the college presidents

Questions were based on the framework
Matrix of Promising Practices

• Tool for discussion as well as reference for research
• Identification of institutional practices and organizational structures that have potential to support community college student success
• Organized by SCCSSS framework, with two major sections:
  • 1) Foundational leadership and organizational structures
    • Includes institutional leadership, positive climate for diversity, and culture of evidence
  • 2) Policy levers
    • Includes access to financial aid, improvements to student support services, and curricular structure and focus
Institutional Leadership & Intensity of Effort

Clearly delineate roles and responsibilities

- Designate individual to coordinate retention/diversity efforts
- Committee to oversee retention/diversity efforts

Integrate retention/diversity efforts across campus

Show visible institutional commitment to student success

- Communicate mission and vision with focus on student success
- Formally adopt written retention/diversity plan
Presence of Retention Coordinator by Total Revenue (per FTE)

<table>
<thead>
<tr>
<th>Level of Total Revenue</th>
<th>Has a Retention Coordinator</th>
<th>Has No Retention Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>70.1%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Middle</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Low</td>
<td>66.2%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>
Extent of Coordination of Student Success Efforts by Institution Size

<table>
<thead>
<tr>
<th>Institution Size</th>
<th>Not at All</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>Great Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>1.6%</td>
<td>21.9%</td>
<td>51.6%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Midsize</td>
<td>3.0%</td>
<td>16.7%</td>
<td>63.6%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Small</td>
<td>4.2%</td>
<td>33.3%</td>
<td>45.8%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Overall</td>
<td>2.8%</td>
<td>23.0%</td>
<td>54.5%</td>
<td>19.7%</td>
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</tbody>
</table>
Positive Climate for Diversity

Create welcoming and nondiscriminatory environment

- Formal plan for racial and cultural diversity
- Clear antidiscrimination policies and practices
- Assessment of student perceptions of campus climate
- Training of personnel in racial and cultural diversity

Reflect student diversity on campus

- Provide academic problems with cultural emphasis (ethnic studies courses, learning communities, etc.)
- Establish multicultural resources centers and organizations, with opportunities for leadership and mentoring

Support academic transition into community college for diverse populations

- Identify student academic needs
- Disaggregate data based on race/ethnicity, language, gender, etc.
- Use early warning systems
Structures for Cultivating a Positive Climate for Diversity

• 46% had a campus committee charged with assessing campus climate for racial and cultural diversity

• 49% of responding institutions indicated they had conducted a formal assessment of campus climate for racial and cultural diversity

• 49% offered faculty development programming focused on racial and cultural diversity on campus
Foster Culture of Evidence

Build culture of evidence

- Foster institutional culture that discusses institutional performance regarding student persistence, learning and attainment
- Use student and institutional assessments to inform decisions on strategic priorities, resource allocation, and faculty and staff

Systematically collect, analyze, and report data

- Collect data on student characteristics and outcomes
- **Disaggregate and report data**
- Analyze student progress through milestones and key enrollment patterns (Moore & Schulock, 2010)
Campus-wide Discussions: Fostering a Culture of Evidence

- Respondents described **campus discussions** regarding specific student success outcomes.
  - *Retention and Degree or Certificate Completion:* 83% said their **administration** prompted campus discussions **several times or more** per year.
  - *Transfer:* 63% reported these campus discussions occurring **several times or more** per year.

- 52% of respondents characterized these campus discussions as **including data “to a great extent”**.
Access to Financial Aid

Minimize financial barriers to student success

- Provide access to various types of aid available (grants, campus-based work-study, federal and state loans, scholarships)
- Link financial aid with other college processes like course registration, award letters, academic probation, etc.

Communicate info about financial aid

- Disseminate through multiple methods that are culturally and linguistically appropriate
- Partner w/organizations to disseminate financial aid info
- Improve financial aid counseling (FAFSA, scholarships, etc.)
Financial Aid Structures & Practices

- Financial Aid Literature in Multiple Languages
  - Low: 52.1% No, 47.9% Yes
  - Middle: 60.0% No, 40.0% Yes
  - High: 61.8% No, 38.2% Yes

- Requiring Students on Academic Probation to Meet with Financial Aid Counselors
  - Low: 62.5% No, 37.5% Yes
  - Middle: 50.0% No, 50.0% Yes
  - High: 55.4% No, 44.6% Yes

- Flexible Payment Options for Students
  - Low: 85.1% No, 14.9% Yes
  - Middle: 90.2% No, 9.8% Yes
  - High: 89.5% No, 10.5% Yes

- Part-Time Students Eligible for Institutional Financial Aid
  - Low: 93.6% No, 6.4% Yes
  - Middle: 90.0% No, 10.0% Yes
  - High: 90.7% No, 9.3% Yes
Summing Up

• Community colleges are actively organizing for student success. However, ...
  • Results reflect variation in community colleges’ structures and use of policy levers - Differences in structures across enrollment size
  • Resources (e.g. FTE, funding and programming authority) devoted to the enterprise may not address all concerns
  • Colleges are engaged unevenly in cultivating a positive climate for diversity, and in practices that are especially relevant for Latino community college students
  • Many community colleges are engaging with data systematically and are cultivating a culture of evidence in this way
Implications for Institutions

• The report documents the prevalence of organizational structures and promising practices in community colleges

  • Matrix is a reference resource and tool for campus discussion
  • Survey provides comparative data on peers
Presentation available:
http://www.usc.edu/programs/cerpp/presentations.html

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BLOOMINGTON

USC Rossier
School of Education
Questions and Discussion
SUPPLEMENTAL SLIDES
Latino Students & Community College Success

- Latinos are largest minority group with the fastest growing school-age population in the US
  - 1 in 4 students will be Hispanic by 2021
- However, Latino college enrollment rates have remained flat or declined (Nunez and Kim, 2012)
- Latinos have lowest college completion rates, compared to other ethnic groups (Gándara, 2010)
- Largest percentage of Latino students begin higher education at community college; comprise 49% of students enrolled in 2-year institutions (NCES, 2013)
- In 2-year institutions, Latino, African American, and Native American students have lower completion rates than Whites and Asians (NCES, 2012)
Practices for Cultural and Racial Diversity, by Institution Size

<table>
<thead>
<tr>
<th></th>
<th>Small</th>
<th>Midsize</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on Racial and</td>
<td>30.4%</td>
<td>47.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Cultural Diversity Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presence of Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Assess Campus Racial/Ethnic Diversity</td>
<td>72.3%</td>
<td>55.0%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Formal Assessment of</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Climate for Racial and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>42.6%</td>
<td>43.3%</td>
<td>60.7%</td>
</tr>
</tbody>
</table>
Excellence & Coordination in Student Support Services

- Require orientation for all incoming students
- Ensure advising and counseling accessible to students
- Proactively monitor students and have early warning systems to alert on excessive absences or low grades
- Provide academic support through student success courses, supplemental instruction, and tutoring
- Create multiservice student support programs/one-stop centers
Orientation Offerings by Institution Size

<table>
<thead>
<tr>
<th>Institution Size</th>
<th>College Offers Orientation Program</th>
<th>Orientation Required for First-Time First-Year Students</th>
<th>Orientation Includes Individual Meeting Between Student and Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Yes 2.2%</td>
<td>Yes 31.1%</td>
<td>Yes 31.1%</td>
</tr>
<tr>
<td>Midsize</td>
<td>No 4.9%</td>
<td>No 48.3%</td>
<td>No 41.4%</td>
</tr>
<tr>
<td>Large</td>
<td>100.0%</td>
<td>51.7%</td>
<td>46.4%</td>
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</tbody>
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<th>Institution Size</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Yes 68.9%</td>
<td>Yes 51.7%</td>
<td>Yes 58.6%</td>
</tr>
<tr>
<td>Midsize</td>
<td>No 55.2%</td>
<td>No 55.2%</td>
<td>No 53.6%</td>
</tr>
<tr>
<td>Large</td>
<td>100.0%</td>
<td>68.9%</td>
<td>68.9%</td>
</tr>
</tbody>
</table>
Supplemental Instruction Offerings by Total Revenue

Level of Total Revenue

- High
  - Yes: 51.8%
  - No: 48.2%

- Middle
  - Yes: 62.7%
  - No: 37.3%

- Low
  - Yes: 55.3%
  - No: 44.7%
Curricular Structures, Opportunities & Focus

- Require completion of gateway courses, including first-year English composition and entry college-level mathematics
- Provide quality developmental/remediation courses
- Encourage credit accumulation through adequate course offerings
- Encourage full-time enrollment, which promotes degree completion
- Create learning communities, especially for first-year students, linking courses and creating cohorts
- Offer experiential or real-world learning opportunities
Analysis of Student Retention Outcome Data, by Total Revenue

- Less than Once Every Five Years
- Once Every Two to Five Years
- Once a Year or More

Semester-to-Semester Retention Rates

- Low: 3.8%
- Middle: 9.3%
- High: 8.2%

- Low: 69.2%
- Middle: 70.4%
- High: 83.6%

Fall-to-Fall Retention Rates

- Low: 1.9%
- Middle: 3.7%
- High: 8.2%

- Low: 13.5%
- Middle: 18.5%
- High: 88.5%
Developing Excellence and Coordination in Student Support Services: Academic Advising

• Advising Structure
  • 21% require first-year students to meet with an academic advisor at least once per term
  • 36% reported having advisors who specialized in transfer

• Advising Roles
  • 38% estimate that a majority of their first-year students were advised by faculty advisors
  • 42% estimated that a majority of first-year students were advised by professional advisors/counselors
Tutoring Services by Total Revenue

- Weekend Hours
  - Low Middle High
  - Yes: 51.1%
  - No: 25.5%
- Evening Hours
  - Low Middle High
  - Yes: 76.6%
  - No: 23.6%
- Online Tutoring
  - Low Middle High
  - Yes: 58.2%
  - No: 41.8%
- Formal Peer-Tutoring
  - Low Middle High
  - Yes: 71.4%
  - No: 28.6%
Developmental Education Services by Institutional Level of Total Revenue

- **Self-Paced Developmental Education**
  - Low: 43.5%
  - Middle: 48.0%
  - High: 52.0%

- **Short-Term Developmental Education**
  - Low: 50.0%
  - Middle: 50.0%
  - High: 52.2%

- **Online Developmental Education Courses**
  - Low: 44.0%
  - Middle: 54.4%
  - High: 60.9%

- **Mandatory Placement**
  - Low: 17.4%
  - Middle: 82.6%
  - High: 93.0%