Start on Track, Stay on Track: A Guided Approach to Student Success

Presented by: Bassel Stassis, Kelly Bender, Darleen Florance-McGrath
Community College enrollments have increased dramatically in recent decades and nearly half all US degree-seeking undergraduates are recently enrolled in a community college (Knapp, Kelly-Reid & Ginder, 2012).

Despite their increasing popularity, community colleges continue to struggle with retention, persistence, and degree completion.

As policy makers, public and private funders, researchers, and the general public shift their focus from access to graduation, community colleges are being charged with developing new ways of supporting students through degree completion.
Based on national and ATD trends, PCCC adapted best practices for student success.

Increased **Instructional Time**
- 1 credit
- 2 credits

Increased Faculty Training and Development
- Orientations, Roundtable Discussions, and ongoing communication

Revised Course Outcomes, with focus on academic planning and success

Designated Sections and Pedagogy for 3 Student Populations
- College-level students
- Developmental English students
- ELS/English Language Studies students
Designated Sections and Pedagogy for 3 Student Populations

Total Sections F15 = 57 Sections

- College-level students
  - 21 Sections in 15/12-Week Semesters & Online
- Developmental English students
  - 27 Sections in 15/12-Week Semesters
- ELS/English Language Studies students
  - 9 Sections in 15-Week Semester
Sample Course Outline

Week 1: Getting to Know PCCC
Week 2: Transition to College
Week 3: Note Taking, Reading College Textbooks
Week 4: Major Exploration
Week 5: Financial Literacy
Week 6: Academic Planning
Week 7: Career Planning
Career Planning is life planning. Major Exploration and Career Planning are woven throughout the College Success course. From the beginning, students are encouraged to identify areas of strengths, talents, and interests. Students are required to participate in goal-setting assignments and academic planning. Both of these tools help guide students through a more positive and informed career decision-making process.
Academic Planning

Conduct Academic Planning Workshops to help students learn to:

1) Read the Degree Audit Report (DAR)
2) Complete an Academic Plan from their Degree Audit Report
3) Use the Academic Plan to Register for courses for the upcoming semester.
COL 103 COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Create personal academic and career plans;
2. Utilize college electronic resources;
3. Self-identify behaviors and characteristics, both within and outside the classroom, that affect college success;
4. Identify college resources that assist in achieving academic and career goals;
5. Critically evaluate print and electronic information for its currency, relevancy, authority, accuracy, and purpose.
Instructional Team

Student Development Specialits
Administrators
Full-time Faculty
Adjunct Faculty
Students in the COL-103 are encouraged to attend any of the over 30 workshops offered by the Center for Student Success. These workshops are designed to focus on personal, career exploration, academic planning and wellness.

Additionally, CSS offers customized presentation in the areas of career, academic planning, transfer decision making, and study skills for individual college success sections.
Increased Faculty Training and Development

Guided Approach to College Success

Key Resources

- The Curriculum Guides - resources, assignments and teaching tips for instructors.

- The COL 103 Libguide - http://pccc.libguides.com/col103
Student Voices

Student surveys tell all...

QUESTIONNAIRE

- Very often
- Often
- Sometimes
- Rarely

Checked: Sometimes
Teaching Methods

Most Effective
“What I found most effective was the “tips” that were given to us to help succeed.”
“Studying tips and how important it is to keep an eye on the classes I’m taking”
“The fact that our teacher tells us the experiences that he had in college.”
“What helped me learn is the professor shares his own college experience.”
“A little of more enthusiasm from the teacher, get a little more involve with the students”
“The fact that our teacher tells us the experiences that he had in college”

Least Effective
• “I would like to include a little bit more of action in the class instead of just full on discussions.”
• “We mostly listend to things and not take notes down.”
• “I would include more not taking instead of just listening to speakers.”
Most Effective
“I liked how interactive she was, the handouts really helped when we were learning”
“The handouts videos provided were very useful”

Least Effective
• “More hands on learning in library and on campus.”
Most Effective

- "Journals, worksheets, Powerpoints, videos"
- "Journals were the least effective, they were annoying and didn’t teach anything."
- "Some Journals kind of annoyed me but it will be worth it when I go back and read them. I will see how much I have grown as a person."

Least Effective

- "Journals because they stink"
# Vital Statistics

<table>
<thead>
<tr>
<th>Completion Rate</th>
<th>Success Rate</th>
<th>D/F Grade</th>
<th>W Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% VS 66%</td>
<td>80% VS 70%</td>
<td>19% VS 28%</td>
<td>5% VS 6%</td>
</tr>
</tbody>
</table>
Future Considerations

- Provide accelerated sections
- Implement instructor/advisor system
- Offer major/content specific sections
- Align course with Guided Pathways and Student Planning Module
Questions and Conversation
Contact Us:

Dr. Bassel Stassis
Senior Dean for Academic Affairs
bstassis@pccc.edu

Darlene McGrath-Florance
Director of Center for Student Success
dmcgrathflorence@pccc.edu

Kelly Bender
Assistant Professor, College Success Course Liaison
kbender@pccc.edu