



El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Welcome, Calvin and Mark

El Centro College

Achieving the Dream Visit, 2016

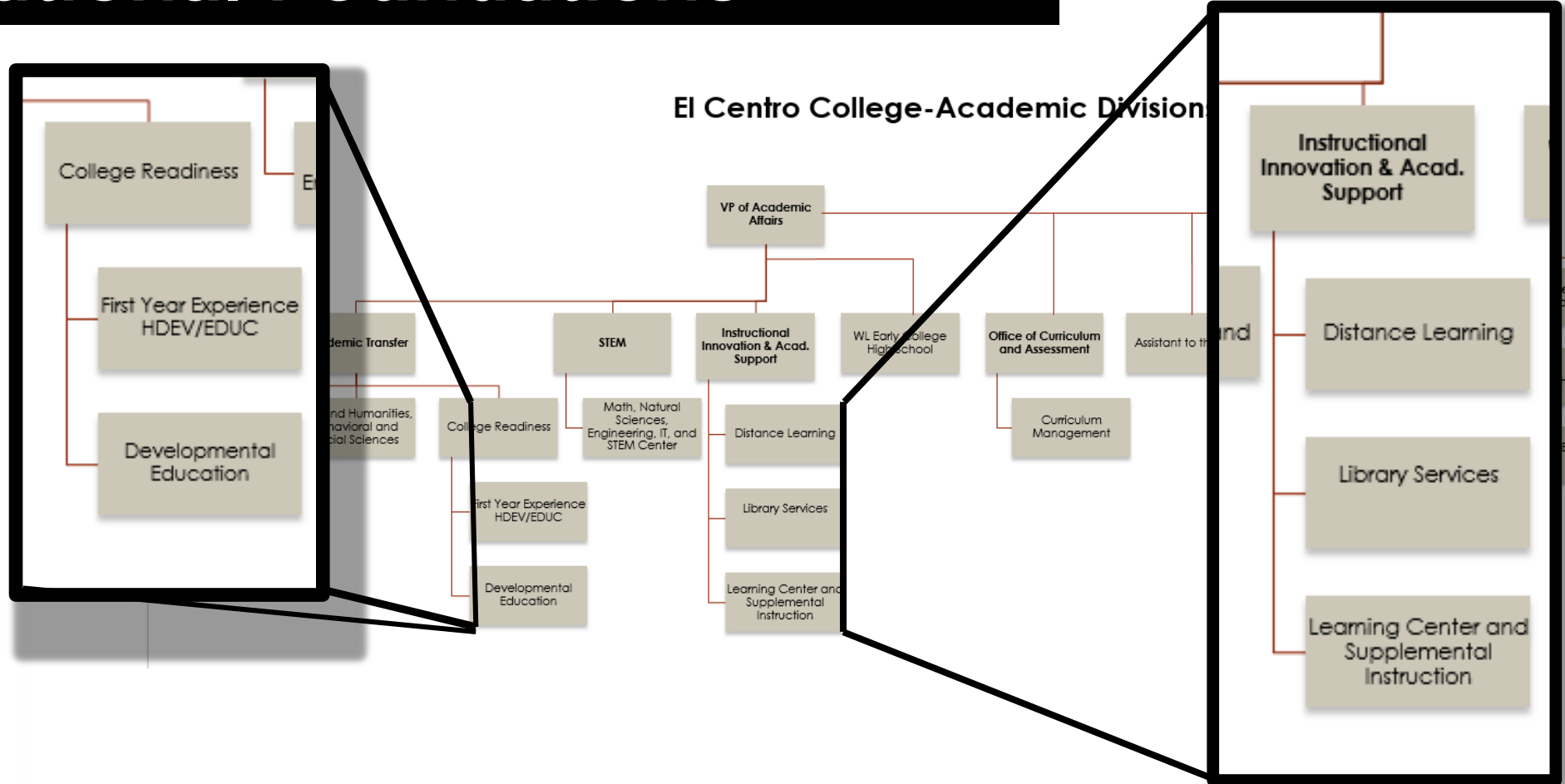


Achieving
the Dream

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Organizational Foundations





El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

AtD and Strategic Plan Alignment

Goal: To align
Achieving the Dream
Initiatives with the
College's Institutional
Plan

This plan, YOUR plan

**STRATEGIC
PLAN**



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Comprehensive AtD Master Plan

Goal: To develop a comprehensive AtD Master Plan that is measurable and achievable.

STUDENT ENGAGEMENT						
Goal	Key Initiative	Central Themes	Strategic Priorities	Activities	Responsible Lead(s)	Target Outcomes
#1. Develop key student engagement strategies that focus on student retention and success.	2+ Year Experience	✓ Integrated 2+ year experience that aligns with 1+ year experience	Priority I- Student Success	1. Develop 2+ year experience initiative that builds on the first year and enhances fall to fall retention	E. Durham, C. Johnson	<ul style="list-style-type: none"> • ATD GOAL - Increase year-to-year persistence of the FTIC Cohort from an average of 35.2% (5 year average 2010-15) to 35% in by fall 2018.
	Action Learning across the Curriculum and College	✓ On Course concepts embedded throughout the College	Priority I- Student Success	1. Embed On Course training sessions in professional development activities for staff, faculty, and administration.	X. Danner, G. Morris, S. Fleming, B. Stall, J. Yasegood, M.	<ul style="list-style-type: none"> On Course Outcomes <ul style="list-style-type: none"> • ATD GOAL - Increase overall credential attainment from 1240 (5 year average-2010-2015) to an average of 1302 per year in 2018 • 150 staff and faculty trained in On Course techniques and best practices • 30 Course Sections with embedded On Course skills • 5% reduction in semester student complaints and grade appeals from current 2015-16 benchmark of X Project Based Learning Outcomes <ul style="list-style-type: none"> • 4 gateway disciplines to adopt Project-Based Learning throughout their curriculum • Expansion of BIOL 1426 project based learning into BIOL 1407 and BIOL 2401, a key gateway course. • ATD GOAL - Increase student success in gateway disciplines (BIOL 1406, PHYC, ENGL 1301, COSC 1300, MATH 1314, HIST 1301) from 49.7% (5 year average 2010-2015) to 50% in 2018.
	Male Retention and Success Initiative	✓ Men of Distinction ✓ Increasing male participation in key college efforts (PTK, Honors, etc.)	Priority I- Student Success Priority VI- Leader College	1. Launch the Men of Distinction Program 2. Expand Men of Distinction to impact more males	K. Sills-Hoyster and Robert Reyes	<ul style="list-style-type: none"> • ATD GOAL - Improve fall to fall persistence of males from X (2014-15) to X in 2018 • Improve male student credential attainment from X (5 year average 2010-2015) to X in 2018
INSTITUTIONAL PROCESS IMPROVEMENT						
Goal	Key Initiative	Central Themes	Strategic Priorities	Activities	Responsible Lead(s)	Target Outcomes
#2. Improve efficiencies in institutional processes tied to student success.	Improve efficiencies and processes tied to student success	✓ Reducing time to enrollment	Priority I- Student Success	1. Evaluate New Student Orientation and embed proven success techniques	T. Isbell, E. Durham, C. Johnson	<ul style="list-style-type: none"> • Increase admit to registration rates from X (2014-15) to X by Fall 2018
				3. Revisit developmental assessment techniques (DCE) to ensure student progression from dev. Ed. to college readiness		<ul style="list-style-type: none"> • ATD GOAL - Improve Fall to Spring persistence from 54.8% (5 year average 2010-2015) to 62% in Fall 2018 • ATD GOAL - Increase overall credential attainment from 1240 (5 year average-2010-2015) to an average of 1302 per year in 2018
PATHWAYS						
Goal	Key Initiative	Central Themes	Strategic Priorities	Activities	Responsible Lead(s)	Target Outcomes
#3. Develop student-centric pathway and self-guided to	Self-directed web and print tools for pathways	✓ AA & AS pathway guides ✓ Meta major guides	Priority I- Student Success Priority V- Institutional Effectiveness	1. Inventory current programs 2. Inventory current pathway/articulation agreements 3. Create a common degree templates for the AA and AS.	G. Morris, K. Danner, C. Johnson	<ul style="list-style-type: none"> • ATD GOAL - Increase overall credential attainment from 1240 (5 year average-2010-2015) to an average of 1302 per year in 2018 • Increase student completion ratio from X (2014-2015) to X in Fall 2018 • Develop six (6) FT, PT, and online AA and AS degree templates for print and web distribution • Increase program of study declaration from X (2014-15) to X in 2018 for the FTIC cohort
		✓ Revisiting capstone assessments for entry into college-level coursework ✓ Explore more effective uses of integrated reading and writing	Effectiveness Priority VI- Leader College	Project Based Learning) 3. Continue expanding summer bridge efforts 4. Research alternative math pathways		<ul style="list-style-type: none"> • ATD GOAL - Increase successful completion (C or better) in all developmental courses from 42% (5-year average 2010-2015) to 50% in Fall 2018 • ATD GOAL - Increase success in ENGL 1301 gateway course for those with prior developmental courses from 53.5% (2013-2014) to 70% in Fall 2018

Engagement

Processes

Pathways

- AtD Promising Practices
- ECC's Strategic Plan
- ECC's EM Plan

- Tied to Quantitative Measurements
- Efforts that will make the most impact to the MOST students



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Scorecards- "Get in the Game"

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ENGAGEMENT

THE PROBLEM: Many El Centro College students lack engagement with the College that inhibits persistence and retention.

Student Engagement is a key component of El Centro College's Achieving the Dream Initiative. On average, 76% of all students are part-time and work—unable to invest significant amounts of time in extra-curricular engagements. In the 2014 CCSSE, El Centro students rated **Active and Collaborative Learning** at 10 points lower than those of Top performing schools. Our student engagement efforts focus on embedded engagement in the classroom that will enhance both term-to-term persistence and overall completion.

On Course Principles

On-Course develops students by helping them to make good choices and take responsibility for their own learning and success. 30 new courses will have embedded On-Course principles with an additional 150 faculty trained in On-Course techniques.

Project-Based Learning

In 2014, several gateway Bridge courses were designed around project-based learning. In these courses, success rates were 20% higher than those using traditional delivery. As part of the **AD** effort, four(4) gateway disciplines will adopt project-based learning.

Male Success Initiatives

Less than 4 percent of African American male graduates within 4 years. Male success (completion or transfer out) is 7 percent below those of females.

El Centro College's male success initiatives seek to improve male educational attainment by 25% to 500 male graduates in 2017-18.

25% INCREASE IN MALE GRADUATES BY 2017-18

Year	Male Graduates
2013-14	461
2014-15	521
2015-16	551
2017-18	580

Success in Gateway Disciplines

Fall to Fall Persistence

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PATHWAYS

THE PROBLEM: Unlike technical programs, El Centro's transfer degrees lack prescribed pathway options. Developmental education options sometimes lack a cohesiveness that leads to student confusion. **El Centro's Pathway Effort** will provide guided pathways for transfer students while removing barriers that hinder student success.

Self-directed Pathways

A series of self-directed print and web tools will be designed for AA and AS degrees. Pathways will include part-time and full-time options, online and hybrid options, and specific block-schedule programs.

Enhance Summer Bridge

The summer bridge enhancement will focus on college readiness for recent HS graduates, accelerated boot camps, and contextualized developmental education.

Developmental Education Refresh

- Expand academic pathways from adult basic education, developmental education and college-level coursework.
- Reevaluate existing gateway assessments for closer alignment with course content at various levels of developmental education.
- Integrate reading and writing instruction including those support services that promote success.
- Contextualized developmental education.

English 1201 Success

Success in All Developmental Courses

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PROCESSES

THE PROBLEM: Many processes and procedures at the College lack streamlining and inhibits student enrollment and completion.

Most El Centro College students lack the know-how and support structures to navigate sometimes complicated and cumbersome processes. This inhibits their likelihood for success. Currently, X applicants actually enroll and once enrolled, the average El Centro student takes X credits to complete their associates degree. **El Centro's Institutional Process Improvement Efforts** will focus on (1) improving enrollment processes to increase college-going rates, (2) strategic course scheduling to reduce time-to-degree and (3) revisiting gateway assessment tools at the developmental education level.

APPEX: A Student Services Self Study

The Student Services and Enrollment Management (SSEM) Division is engaging in a self-evaluation using the Council for the Advancement of Standards in Higher Education (CAS) guidelines. Through APPEX (Advancing Procedures and Process Excellence) the SSEM Division will use evaluated evidence to develop, modify and enhance protocols and practices to ultimately provide more effective and efficient programs and services.

Strategic Course Scheduling

Academic divisions will work with student services to collectively develop data informed course scheduling—driven by historic registration patterns, early registration outcomes, and prescribed degree.

Fall to Spring Persistence (Overall)

Overall Completion Rates

10% INCREASE IN OVERALL COMPLETION RATES BY 2018-19

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Student Engagement

Why Student Engagement?



Figure 2

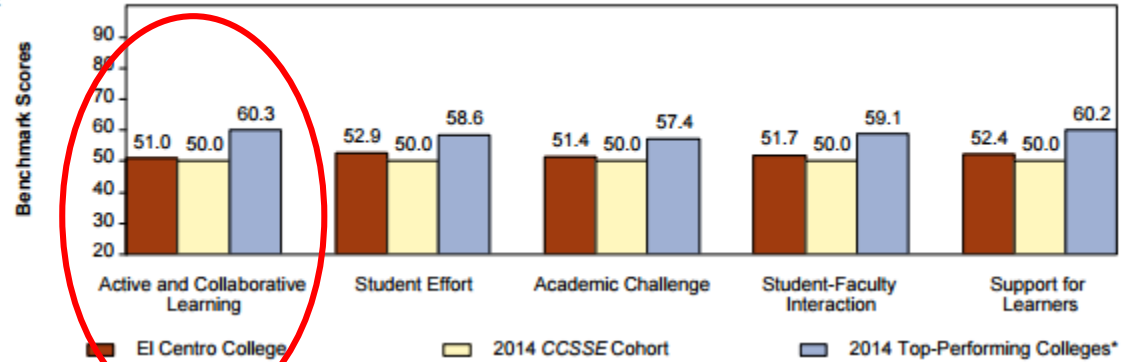
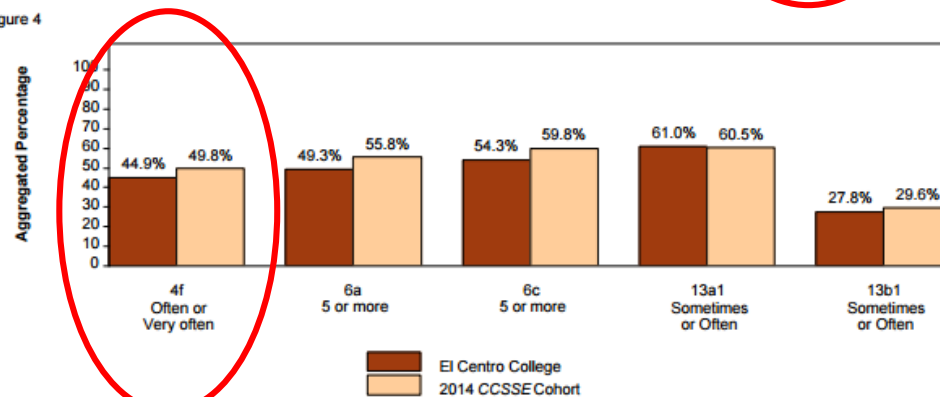


Figure 4



Team work in the classroom

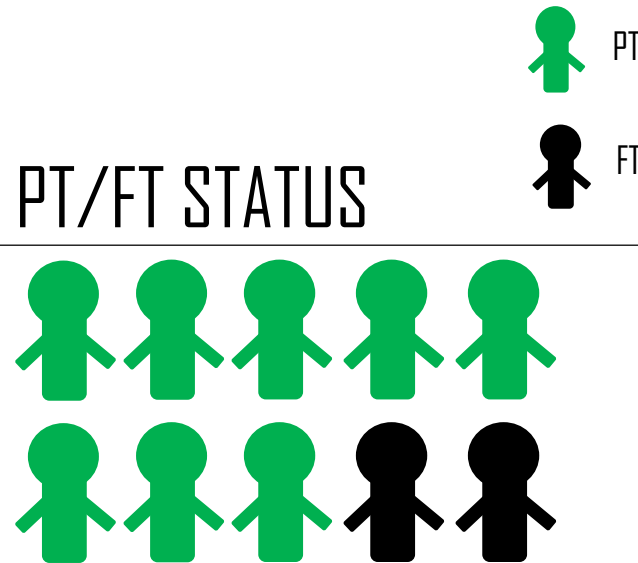


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Student Engagement

Why Student Engagement?



MALE RETENTION

11% FALL to FALL RETENTION

ACTIVE LEARNING in the CLASSROOM

18% HIGHER PASS RATE THAN THOSE IN TRADITIONAL CLASSES



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Process Improvements

LACK OF DEGREE PATHWAYS

26% OF FTICs LACK PROGRAMS OF STUDY

LACK OF STRATEGIC COURSE SCHEDULING

280 # OF STUDENTS SENT TO OTHER CAMPUSES FOR CORE CLASSES



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Pathways

DEVELOPMENTAL EDUCATION



TEXAS PATHWAY INITIATIVES

5 BLOCK SCHEDULED DEGREE PROGRAMS

3 NEW COLLEGIATE ACADEMIES

HB5 ALIGNING HS CURRICULUM WITH COLLEGE PATHWAYS



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What you will see today?

Engagement

**On-Course
Project-Based Learning
Male Success Initiatives**

Processes

**APPEX
Dual Enrollment**

Pathways

**Developmental Education
Self-Directed Pathways**