

*The Nuts & Bolts of
Achieving the Dream:
The Planning Year*

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*Let's start with the bottom line
of Achieving the Dream:*

Increasing Student Success

*The effectiveness of Achieving the Dream
and its participating colleges will be
determined by one overarching question:
**To what extent did the colleges increase
student success?***

What does Achieving the Dream mean by Student Success?

Increasing:

- **Term-to-term & year-to-year persistence**
- **Successful completion of developmental education**
- **Successful course completion with a C or better**
- **Successful completion of gatekeeper courses**
- **Degree/certificate/transfer completion**

- **First Three Weeks Persistence** ***My addition, given that we lose a lot of students before the census date arrives.

*Tasks for the Achieving the Dream
Planning Year*

Colleges need to answer two broad questions:

(a) What's wrong?

(b) Why?

The role of JBL and other Institutional longitudinal, disaggregated, cohort data?

Identifying What's Wrong

Specifically:

- Which specific student subpopulations are most at risk of not succeeding (based on disaggregated data)**
- Which courses (developmental and college-level) have the lowest success rates**

Example: The majority of males (72%) and students under 20 (68%) are being placed in the lowest level of developmental math and are failing at a rate of 70%.

**This does not tell us WHY they are not succeeding?
(And we should NOT expect any intervention to have traction/impact without understanding why.)**

The Role of Qualitative Data -- Specifically Focus Groups:

Identifying the Underlying Factors that are Preventing Students from Being Successful

- Why are particular student groups not succeeding at the same rates of other students at this particular college?**
- What are the barriers and challenges that these students experience at this particular college?**

The emphasis here is on LOCAL data, as opposed to national.

A Theory and Method of Conducting Focus Groups

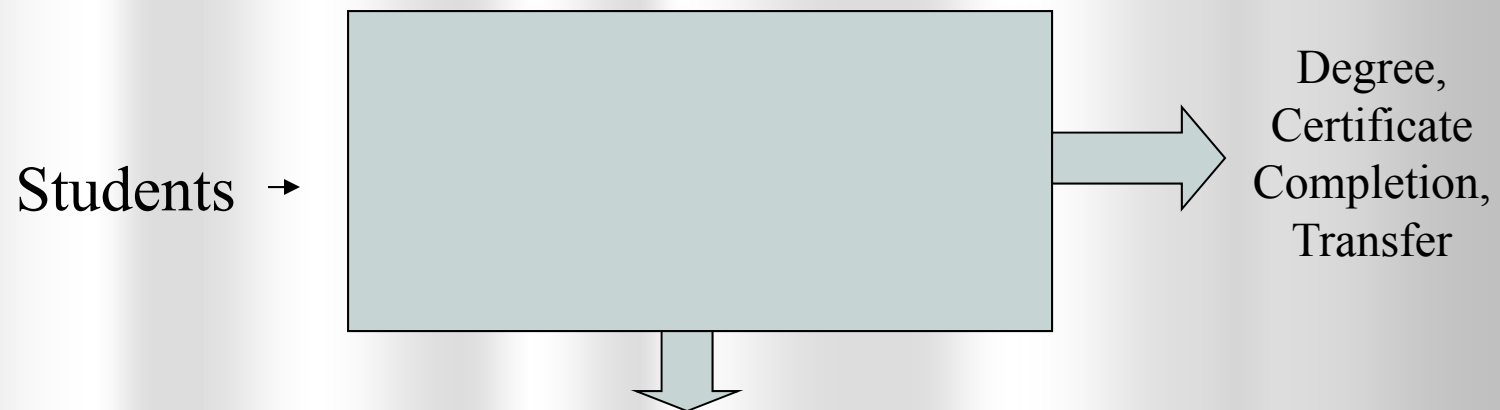
Understanding Knowledge and Actions in Overcoming Barriers to Student Success

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**This presentation is partially based on the article, Developing Local Models of Minority Student Success. Journal of College Student Development (1997). V 38, No. 2, pp. 125-135.
R.V. Padilla, J. Trevino, K. P. Gonzalez, J.Trevino**

Three Assumptions of Framework:

1) Campus is a Black Box

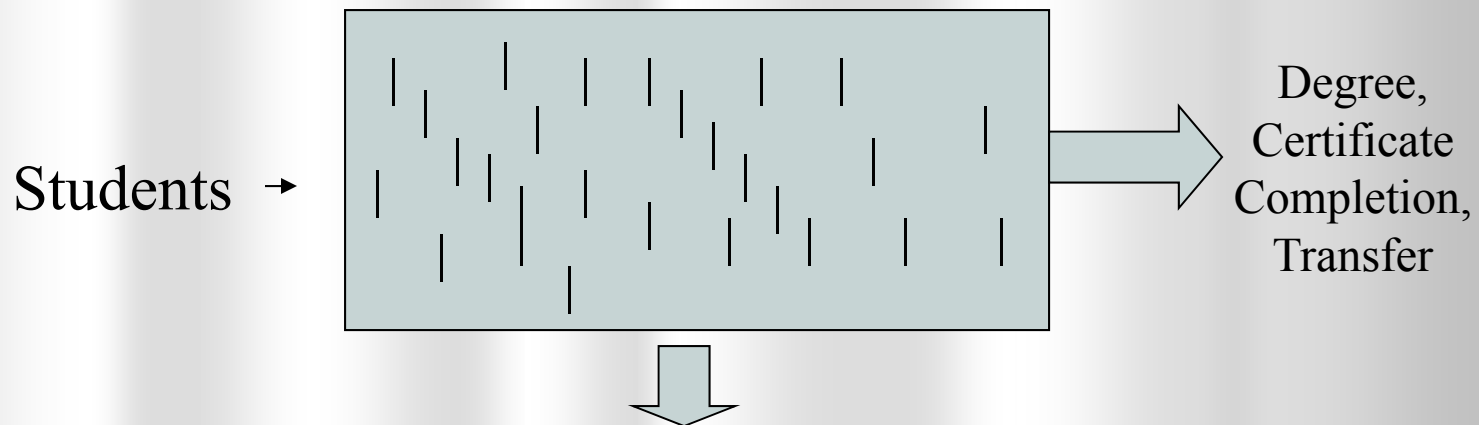


No Degree

Slightly altered from the article, "Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Three Assumptions of Framework:

2) Barriers are contextually dependent: Both Institutionally and by group type.

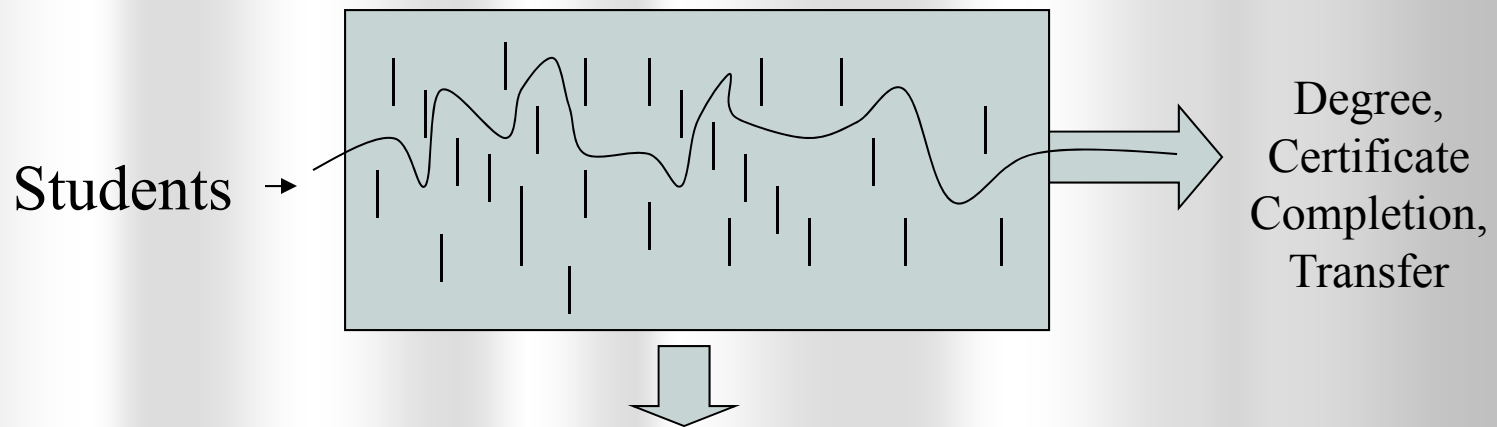


No Degree

Slightly altered from the article, "Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Three Assumptions of Framework:

3) Students are viewed as the experts in terms of knowing barriers and how to overcome them.

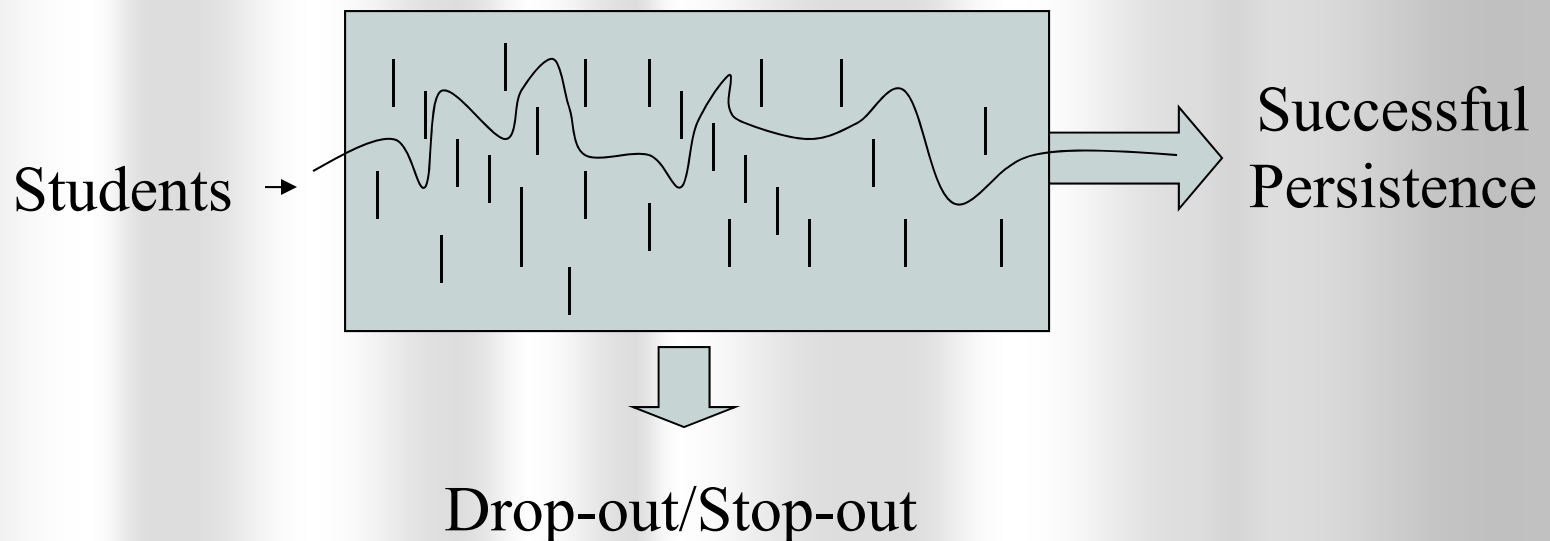


Slightly altered from the article, "Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Applying the Framework to Different Contexts:

The First Semester

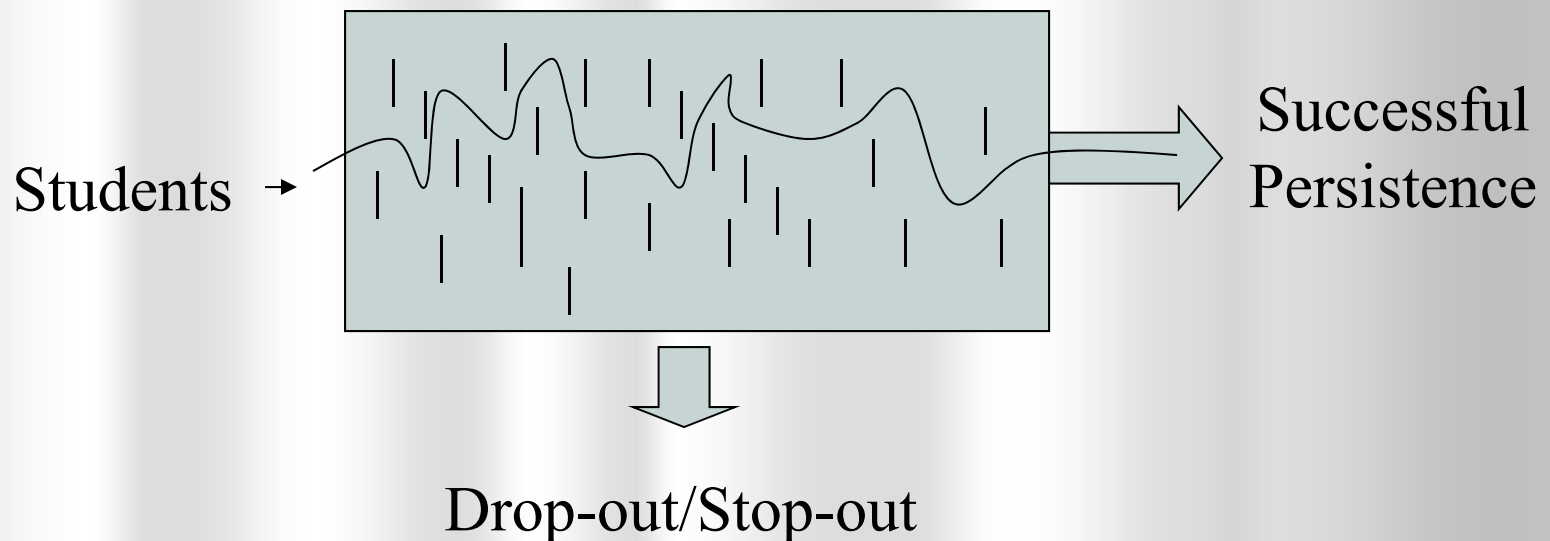
What barriers do students experience during their first semester?
What knowledge, actions, and attitudes do they employ to
successfully persist?



Applying the Framework to Different Contexts:

The First Three Weeks

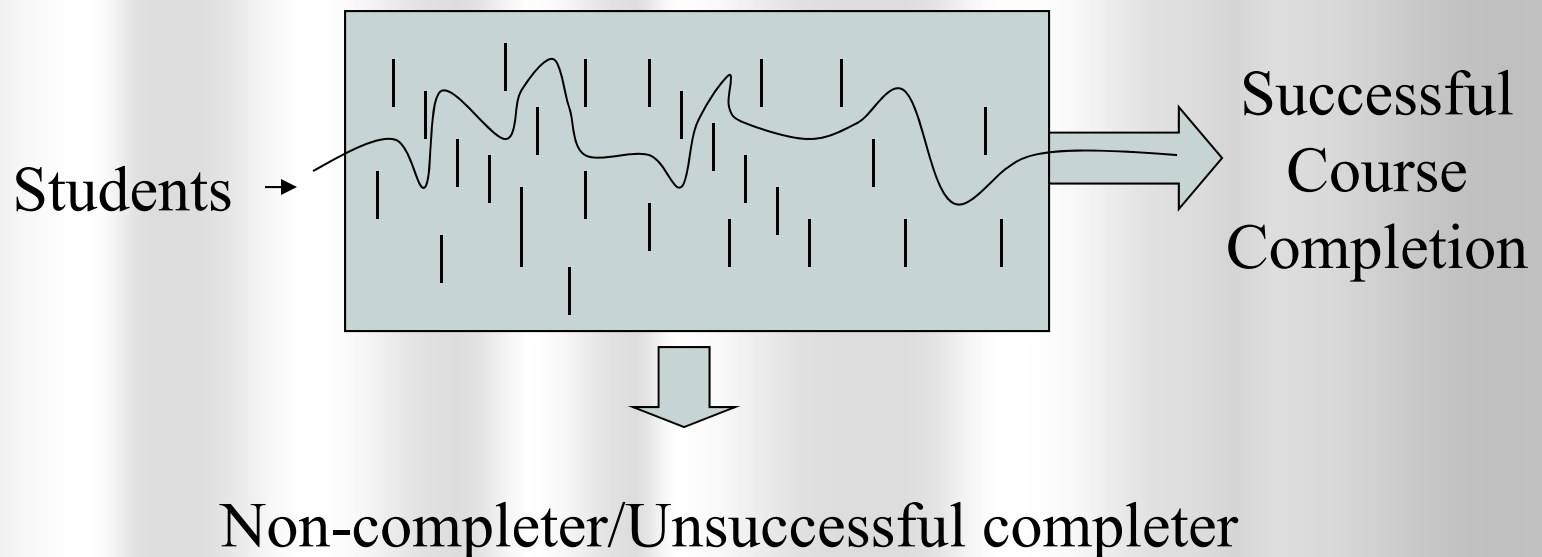
What barriers do students experience during their first three weeks of classes? What knowledge, actions, and attitudes do they employ to successfully persist?



Applying the Framework to Different Contexts:

The Course Context

What barriers do students experience as they attempt to complete a specific course? What knowledge, actions, and attitudes do they employ to successfully complete the course?



The Unfolding Matrix as a Tool for Conducting Focus Groups

Barriers (Challenges)	Freq	Knowledge	Action Strategies	Changes	Effective Support “What Works”

Slightly altered from the article, “Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Example of Raw Focus Group Data: Dev. Math (Partial)

Barriers/Challenges	Freq	Knowledge	Action Strategies	Attitudes	Changes
Missing Classes	25%	<input type="checkbox"/> Know to get notes from classmates <input type="checkbox"/> Know to go to tutoring center <input type="checkbox"/> Know to talk with teachers	<input type="checkbox"/> Get the notes from classmates <input type="checkbox"/> Go to tutoring center <input type="checkbox"/> Talk with teachers about what you missed <input type="checkbox"/> Let teachers know why you can't make class	<input type="checkbox"/> Be positive	<input type="checkbox"/> Need to offer more sections <input type="checkbox"/> Need to offer more sections of class 4x a week <input type="checkbox"/> Need to reduce the wait list situation
Lots of Material Being Covered in One Class	50%	<input type="checkbox"/> Know to be prepared for it <input type="checkbox"/> Know how to take good notes <input type="checkbox"/> Know to compare notes with classmates <input type="checkbox"/> Know to read ahead / in advance	<input type="checkbox"/> Be prepared for it <input type="checkbox"/> Take good notes / learn how to take good notes <input type="checkbox"/> Compare your notes with classmates <input type="checkbox"/> Read ahead and in advance <input type="checkbox"/> Break it up in chunks <input type="checkbox"/> You don't have to do everything at once <input type="checkbox"/> Take it one step at a time	<input type="checkbox"/> Be dedicated <input type="checkbox"/> Be proactive	<input type="checkbox"/> Have the instructors pass out their teacher notes <input type="checkbox"/> Have instructors be available right after class <input type="checkbox"/> Invite math lab staff to the first class
Finding the Relevance for Math	90%	<input type="checkbox"/> Know to just suck it up <input type="checkbox"/> Know not to let it get you down or frustrated <input type="checkbox"/> Know to consider the life applications	<input type="checkbox"/> Suck it up <input type="checkbox"/> Consider the life applications <input type="checkbox"/> Don't let it get you down <input type="checkbox"/> Look at the big picture <input type="checkbox"/> Focus on your goals	<input type="checkbox"/> Have a Conquering Attitude	<input type="checkbox"/> Have instructors make connections to future jobs
Not Doing the Homework	30-40%	<input type="checkbox"/> Know that it's important to do homework <input type="checkbox"/> Know to do the chapter reviews <input type="checkbox"/> Know to get with a study group / study team <input type="checkbox"/> Know to go to the tutoring center	<input type="checkbox"/> Do your homework - it makes a difference <input type="checkbox"/> Do the chapter reviews - it helps you get the concepts <input type="checkbox"/> Get connected with a study group <input type="checkbox"/> Go the tutoring center	<input type="checkbox"/> Be persistent <input type="checkbox"/> Be strong	<input type="checkbox"/> Have instructors offer a schedule for us to study
Not Getting the Concepts	45%	<input type="checkbox"/> Know that repetition helps <input type="checkbox"/> Know to ask the teacher to explain it	<input type="checkbox"/> Do repetition of concepts <input type="checkbox"/> Ask the teacher to explain it again <input type="checkbox"/> Put it in your own words	<input type="checkbox"/> Stay positive	<input type="checkbox"/> Have instructors explain concepts in different ways

Example of Focus Group Findings Discussion Document:

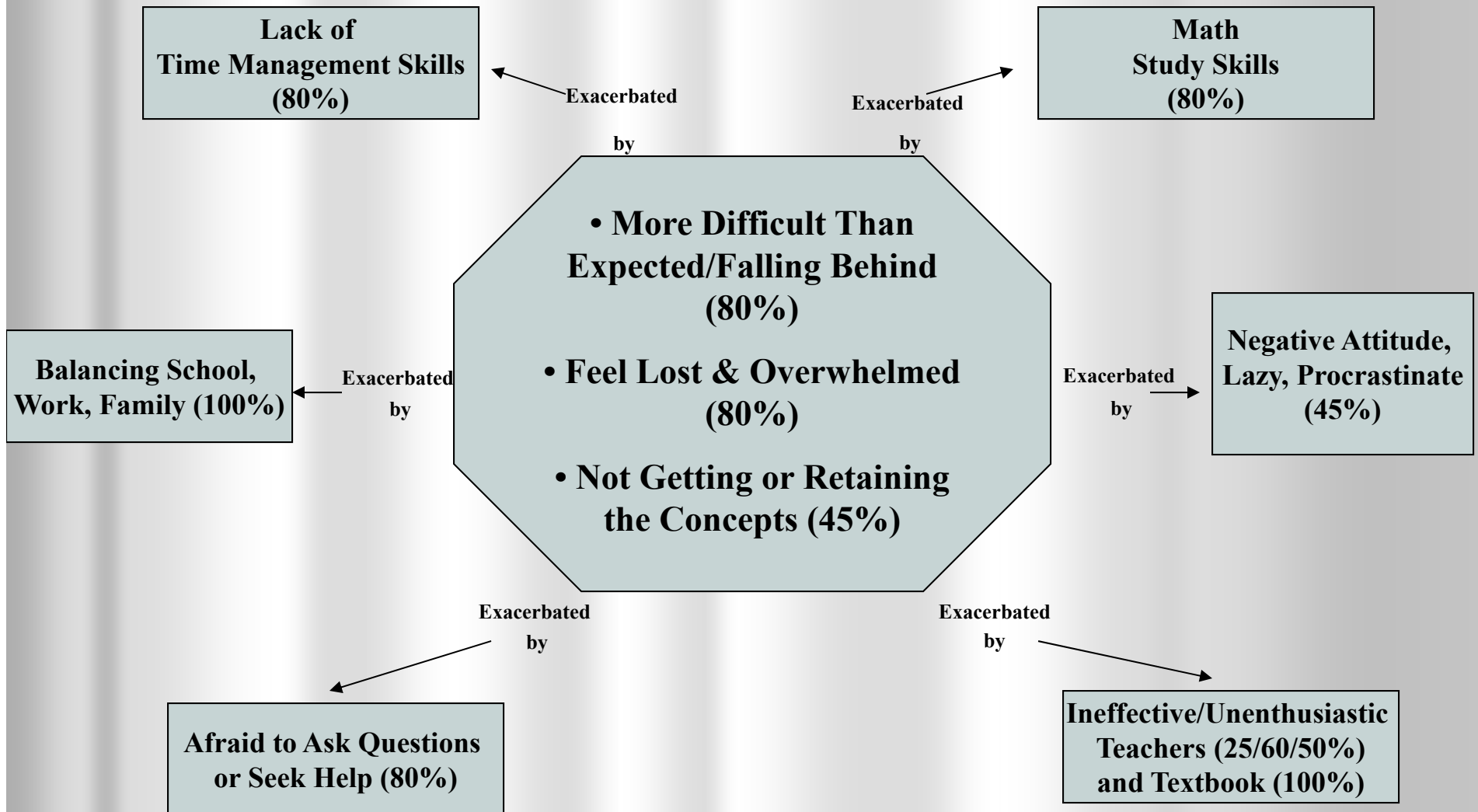
Challenges and Solutions for Math 95: The Students' Perspective

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Presentation made to the math faculty at a community college.

December, 2006

The Challenges of Math 95



Overcoming the Challenges of Math 95

- **More Difficult Than Expected**
- **Feel Lost & Overwhelmed**
- **Not Getting or Retaining the Concepts**

What Students Can Do	What Instructors Can Do	What the College Can Do
<ul style="list-style-type: none"> • Be prepared for it - know that it's going to be tough • Be an expert note-taker & compare notes with classmates • Read ahead and break it up into chunks, take it one step at a time • Know that repetition helps - review, review, review • Ask the teacher to explain it again, confirm your understanding with instructor • Put the concepts into your own words, use chapter reviews • Do homework consistently (a little everyday) • Get into study groups • GO TO MATH LAB - OFTEN • ASKS LOTS OF QUESTIONS 	<ul style="list-style-type: none"> • Have test reviews • Emphasize what students need to review • Encourage students to go to the math lab • Assign schedule for homework - have homework due before test • Explain concepts in different ways • Assign study groups • Work out problems during class • Pass out lecture notes (instructor notes) - more handouts • Be more flexible with office hours • Let students know what to expect (also instructor expectations) • Allow students to retake tests if most students fail 	<ul style="list-style-type: none"> • Offer group-work at Math Lab • Create mentoring program: successful students mentoring first year students – just for math • Have a peer-to-peer mentoring program (or more of that)

Overcoming the Challenges of Math 95

AFRAID TO ASK QUESTIONS OR SEEK HELP

What Students Can Do	What Instructors Can Do	What the College Can Do
<ul style="list-style-type: none">• Know that everyone has questions - Get over it and ASK• Ask questions before, after, or during office hours - and via email• Go to tutoring center to ask your questions• Don't be a fly on the wall - ask questions and stay connected with the class• Ask a classmate or more than one• Write down your questions as soon as you think of them if there's no time to ask - and ask later• Don't assume that someone else will ask your question!!!• Know that it's okay to ask instructor to break up class into study teams• Get into a study group!	<ul style="list-style-type: none">• Let students know that you want them to ask lots and lots of questions• Offer different ways (not just one way) for students to ask questions• Do ice-breaker (community-building) activities early in the term• Have a comment/question box and then pull out questions from the box• Set aside time for questions at the beginning or end of class• Make asking questions anonymous• Assign students into study teams and have more group activities• Have question sheets for students• After class, offer reviews of previous chapters	<ul style="list-style-type: none">• Find more ways (different ways) to get students help• Have tutor center break students into teams/study groups• Create "review" classes - classes just to review material

Matrix of Challenges and Interventions: Mesa Community College -- Math 95

Challenges/Barriers in Math 95	In-class Interventions	Out-of-class Interventions	% of Math 95 Students Exposed to Intervention	Formative Assessment of Intervention (reduction of barrier)	Summative Assessment of Intervention (Comp. rates of Math 95)	Expansion, Revision, or New Intervention(s)
More Difficult Than Expected						
Feeling Lost & Overwhelmed						
Not Getting or Retaining Concepts						
Afraid to Ask Questions						
Balancing Work, School, and Family						
Lack of Time Management Skills						
Math Study Skills						
Negative Attitude, Lazy, Procrastinate						
Unenthusiastic Teachers						
Ineffective Textbook						

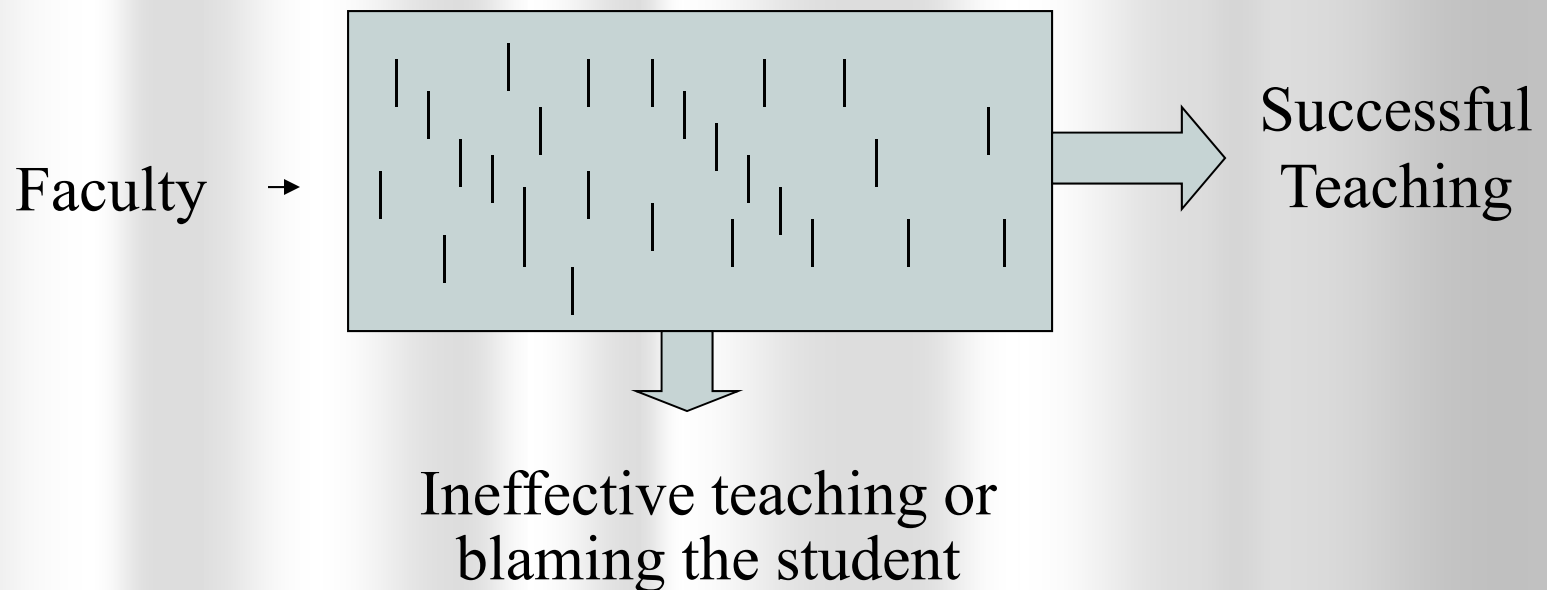
Kenneth P. Gonzalez, Ph.D. (December, 2006)

Note: This document is conceptual in nature. Working document will expand to several pages.

Applying the Framework to Different Contexts:

The Faculty Perspective

What challenges do faculty experience in teaching students in a specific course? What knowledge and methods do they employ to successfully teach students?



Assessing Faculty Expertise in Overcoming Teaching Challenges: A Qualitative Survey

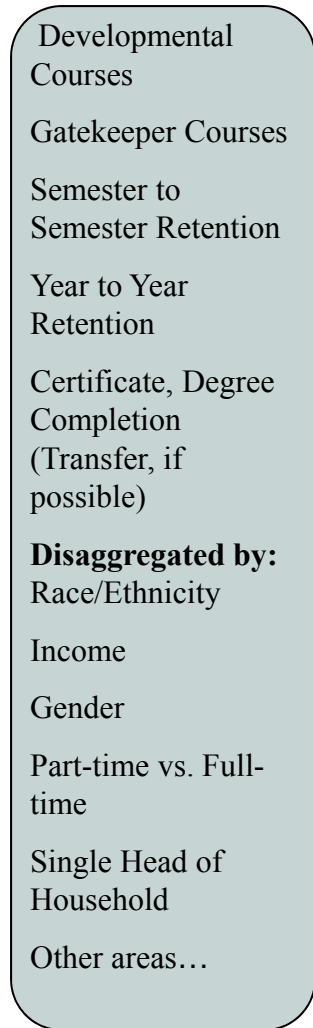
Challenges	Freq	Knowledge	Methods	Changes
Students not doing their assignments 35-50% (of all developmental students)	100% (of develop. education faculty experience this challenge)	<input type="checkbox"/> Know classroom management <input type="checkbox"/> Know who develop. Students are <input type="checkbox"/> Know about diff. teaching methods [Note: For all challenges, faculty need to know who develop. students are]	<input type="checkbox"/> Communicate expectations <input type="checkbox"/> Require tutoring before assignments are due <input type="checkbox"/> Have written expectations and syllabus quiz	<input type="checkbox"/> Initiate policy on missed assignments <input type="checkbox"/> Have tutoring required <input type="checkbox"/> Make students more accountable
Attendance (poor) 25-30% of all students	100%	<input type="checkbox"/> Know about college policy regarding attendance <input type="checkbox"/> Know about implications of not attending <input type="checkbox"/> Know that some students won't attend class <input type="checkbox"/> Know to expect it and not personalize it	<input type="checkbox"/> Communicate expectations <input type="checkbox"/> Phone students <input type="checkbox"/> Deduct points <input type="checkbox"/> Utilize academic alert program	<input type="checkbox"/> Reconsider attendance policy <input type="checkbox"/> Make students more accountable <input type="checkbox"/> Be consistent with policies: homework/attendance
Fear of Subject (lack of confidence) 25% all dev. Students 50% Math only	100%	<input type="checkbox"/> Know the subject well (think you your feet) <input type="checkbox"/> Be able to identify these students <input type="checkbox"/> Remind self that you are teaching developmental students (teaching students first, discipline second)	<input type="checkbox"/> Break material down into small parts <input type="checkbox"/> Avoid academic language <input type="checkbox"/> Utilize peer mentoring <input type="checkbox"/> Build upon student knowledge and expectations	<input type="checkbox"/> Have students participate in Ropes course & confidence builder
Students are at different levels in Math/Eng/Read knowledge	100%	<input type="checkbox"/> Know the subject well (think you your feet) <input type="checkbox"/> Be able to identify these students <input type="checkbox"/> Remind self that you are teaching developmental students (teaching students first, discipline second) <input type="checkbox"/> Know classroom management <input type="checkbox"/> Know about available resources	<input type="checkbox"/> Alleviate fear of asking questions <input type="checkbox"/> Utilize group work or offer individual attention	<input type="checkbox"/> Have additional assessments <input type="checkbox"/> Have mandatory placement

Example: Faculty in Dev. Education

Data Collection and Discussion Plan

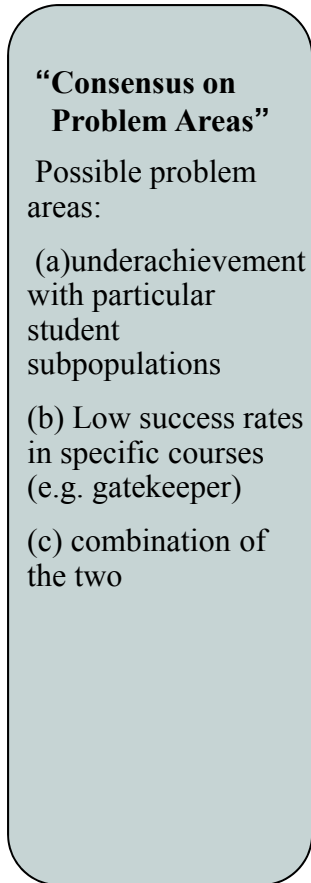
(Sample Plan for Ohio Community College - Kenneth Gonzalez, Data Facilitator)

Student Outcome Data



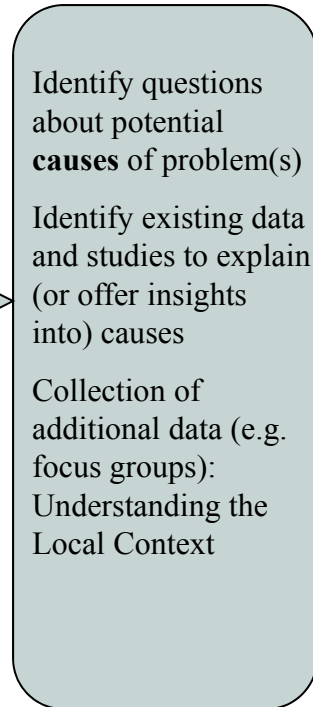
September 15

College Discussion #1



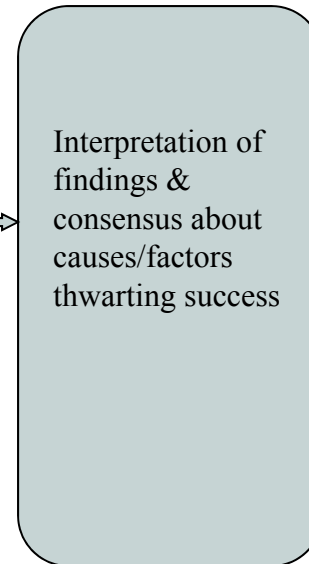
October 15

Diagnose Causes



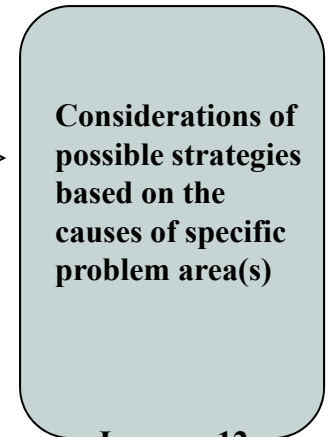
Oct 22 - Dec 10

College Discussion #2



December 15

College Discussion #3



January 12

Two Sets of SLOs to Increase Student Success in Developmental Education

Academic Student Learning Outcomes



- Knowledge
- Skills
- Dispositions

- Developed and assessed by instructor

Student Success Learning Outcomes



- Knowledge
- Skills
- Dispositions

- Identified by successful students

Student Success Learning Outcomes Defined:

Student Success Learning Outcomes refer to the non-theoretical (or heuristic) knowledge and skills students need to successfully complete a course.

Examples for Math 95: Elementary Algebra & Geometry

Academic Student Learning Outcomes

Upon successful completion of the course the student will be able to:

- 1. Apply the order of operations in simplifications**
- 2. Translate verbal expressions into algebraic expressions, and simplify them**
- 3. Apply properties of equality to solve linear and absolute value equations and related application problems**
- 4. Solve linear inequalities in one variable**
- 5. Identify functions, use appropriate function notation, determine the domain and range of functions from their formulas and graphs, and apply the algebra of functions**
- 6. Identify the properties of a linear equation in two variables including the slope and intercepts, determine the different forms of the equation of a line, and graph lines [This list is a sample of SLOs)**

Examples for Math 95: Elementary Algebra & Geometry

Student Success Learning Outcomes

To successfully complete Math 95, students will demonstrate knowledge of common challenges students experience in Math 95.

Specifically, students will know:

- (a) that it is more difficult than most students expect
- (b) that many students often feel lost and overwhelmed (particularly in the beginning of the semester).
- (c) that many students often have difficulty in getting or retaining the concepts
- (d) that students often are afraid to ask questions or seek help
- (e) that students find it difficult to balance school, work, and family
- (f) that students often don't have good time management skills
- (g) that students often don't have good math study skills
- (h) that students often don't have a positive attitude about math and procrastinate.

To successfully complete Math 95, students also will demonstrate the ability to utilize specific methods and approaches to overcome common challenges.

Examples for Math 95: Elementary Algebra & Geometry

Student Success Learning Outcomes

To successfully overcome the challenges of *being afraid to ask questions or seek help*, students will know:

- 1) that everyone has questions (it's time to get over it and ask).
- 2) that you also can ask questions before or after class, during office hours, or via email.
- 3) that it's helpful to go to the tutoring center to ask your questions.
- 4) that it's helpful to ask your classmates questions.
- 5) that it's important to write down your question as soon as you think of it, and if there's no time to ask the question during class – ask later.
- 6) that they shouldn't assume someone else will ask their question.
- 7) that it's okay to ask the instructor to break the class up into groups.
- 8) that it's important to get into a study group.

To successfully overcome the challenges of *being afraid to ask questions or seek help*, students demonstrate the ability to:

- 1) consistently ask questions
- 2) seek out tutoring services
- 3) collaborate with classmates

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Questions...?