There is no *Silver Bullet*:

Practical solutions for building a culture of evidence that supports student success.

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Session Overview:

- Making Sense of Achieving the Dream
- About Zane State College
  - Where we began
  - What has changed
- Making Use of the Data: An initiative timeline
- Creating a Cultural Change
  - Structure
  - Communications
- The importance of engaged leadership: Making the tough decisions

Making Sense of Achieving the Dream

Trends at Achieving the Dream Colleges

Of first-time credential-seeking students

- ***61 percent*** **of the students in the 2002 ATD cohort were referred to developmental math (ranging from 27 to *89 percent* among individual institutions).**

- **At the end of two years, *only 17 percent* of those referred to any developmental math met all of the qualifications to continue on to college-level math.** (Achieving the Dream, 2006, February, Vol. 1, No. 1, pp. 1-2)

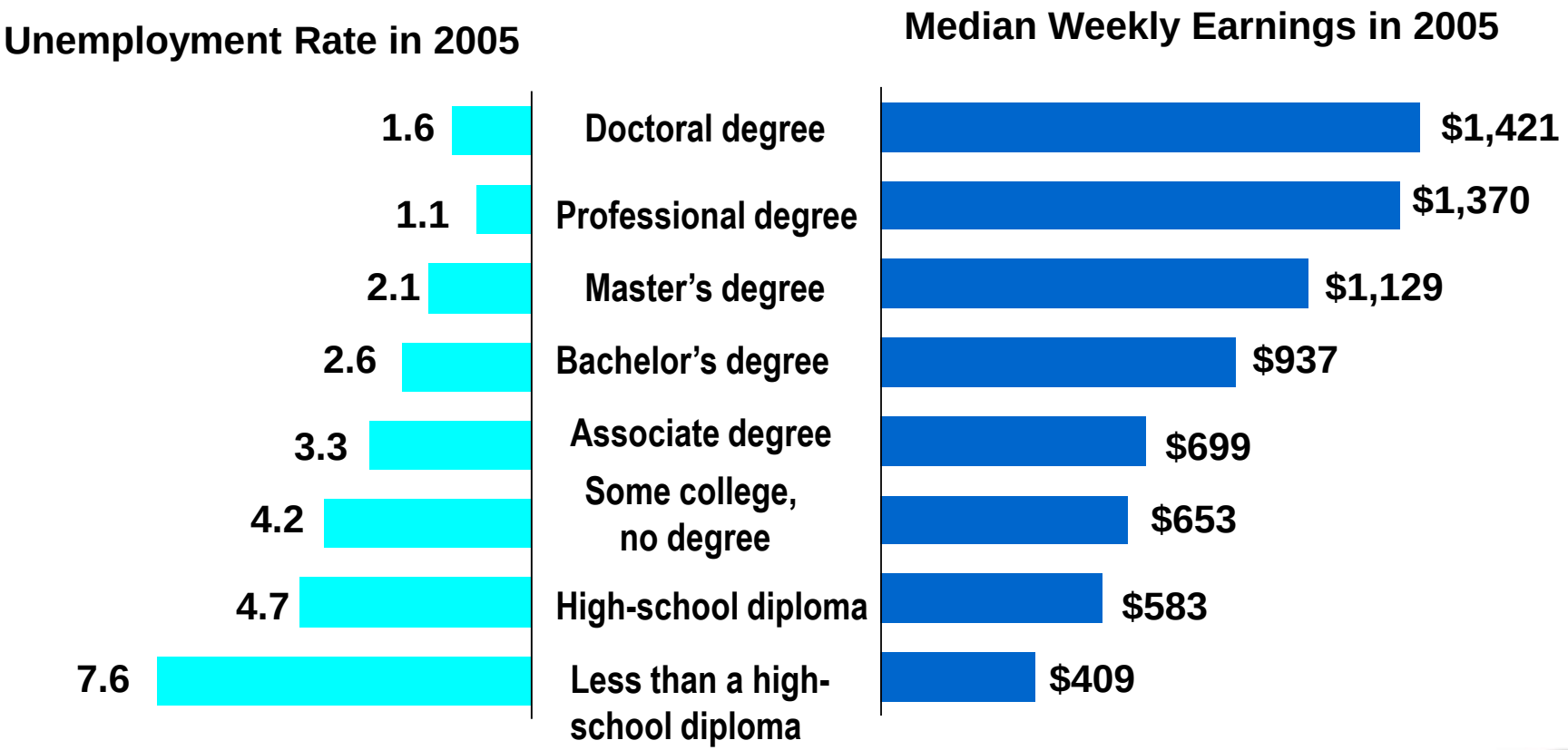
Trends at Achieving the Dream Colleges

Of first-time credential-seeking students:

- **27 percent of students referred to developmental education courses completed them and moved on to credit-bearing courses**
- **11 percent completed gateway courses in both math and English**
- **11 percent earned some type of credential**

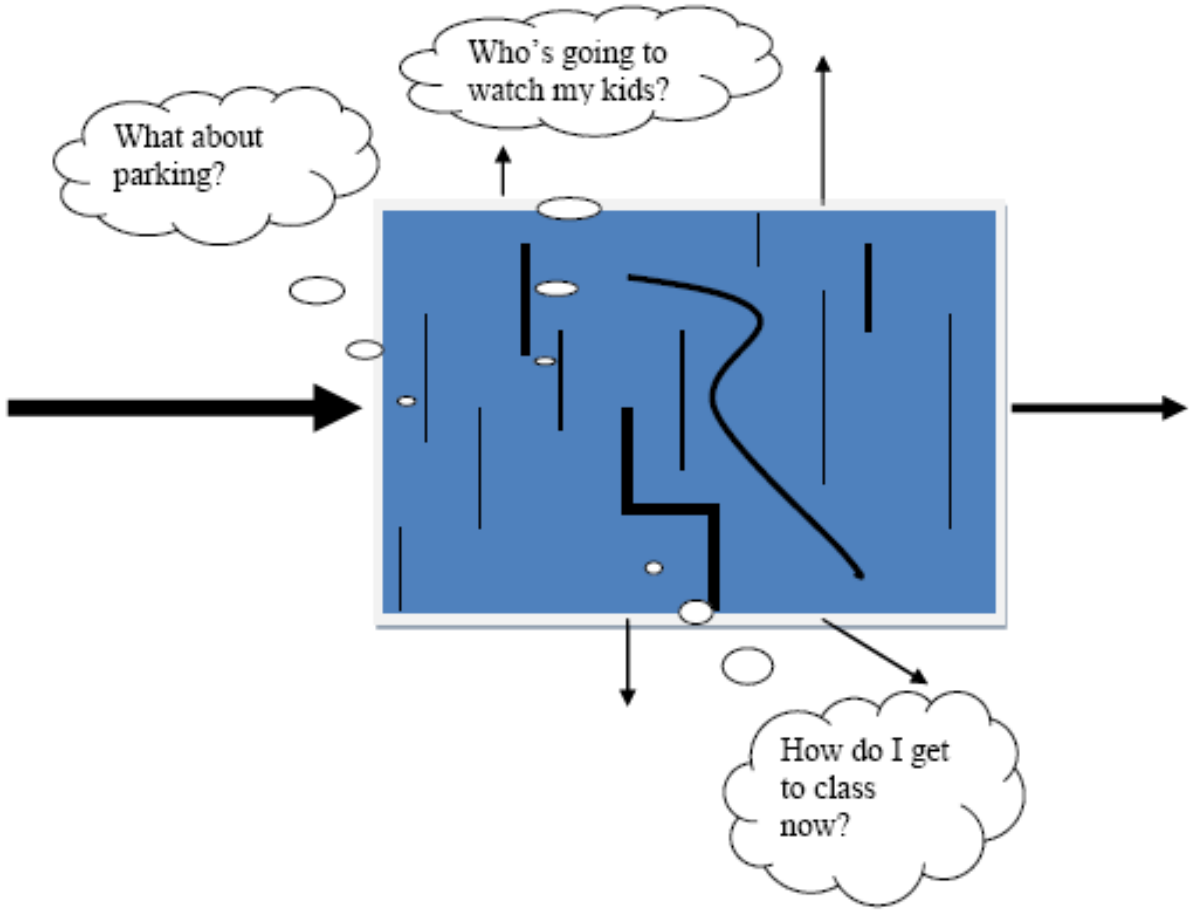
(Achieving the Dream, 2007, July, p.2)

Education Pays … (U.S. Data)



Note: Year-round full-time workers 25 years and older
Source: Bureau of Labor Statistics

Overcoming Student Barriers



Achieving the Dream Principles

Principle 1
Committed Leadership

Principle 3
Broad Engagement

Principle 2
Use of Evidence

Principle 4
Systemic Institutional Improvement

Achieving the Dream
Community Colleges Count

Achieving the Dream at Zane State College

Appalachian Ohio

The 29 southeastern counties that comprise Appalachian Ohio are part of a 13-state, 410-county region of Appalachia that is historically characterized by high poverty, high unemployment, and rural living conditions.

- 2,900 students
- 69% attend full-time
- 79% receive Pell
- 79% of new students need Dev Ed
- Strong dev ed completion rates
- 87% success rate for second year students
- Approximately 140 full-time employees
- 63 full-time faculty

- One person Inst Research & Planning Office
- North Central – AQIP
- Achieving the Dream Leader College (2005)
- Foundations of Excellence
- Quickstart to College

What did we find - Challenges

- Homogenous population
- High levels of poverty
- High number of first generation college students
- High levels of math dual placement
- Loss of college-ready & high performing students
- Significant loss of at-risk students fall-to-fall
- Significant loss of dev ed math students who failed to complete any math during the first year

What did we find - Opportunities

- IPEDS three-year cohort graduation rate that approximates 50%
- Fall-to-fall retention of approximately 56%
- Dev Ed completion rates (C or better) that ranged from 70-85%
- Strong Dev Ed completion rates in the first college-level course
- Mandatory testing, placement, orientation, and FY experience course

Initiatives – Focusing our Efforts

- Creating a Comprehensive First-Year Experience
- Math Advising
- CSI Advising
- Advancing our culture of evidence

Results

- CSI – Retention of high-risk students increased from a baseline to 42% to 52%
- Increase in students completing all developmental requirements during the first year:
  - English increased 20%
  - Reading increased 20%
  - Math increased 10%

Results

- Increases in overall persistence:

  Fall-to-fall: 6% increase (7% increase fall to any second year term)

Pell Status – none:	11% increase
Pell Status – yes:	3% increase
Age – 19 or younger:	7% increase
Age - 20 to 24:	13% increase
Full-time:	No increase
Part-time:	24% increase
Males:	11% increase
Females:	3% increase

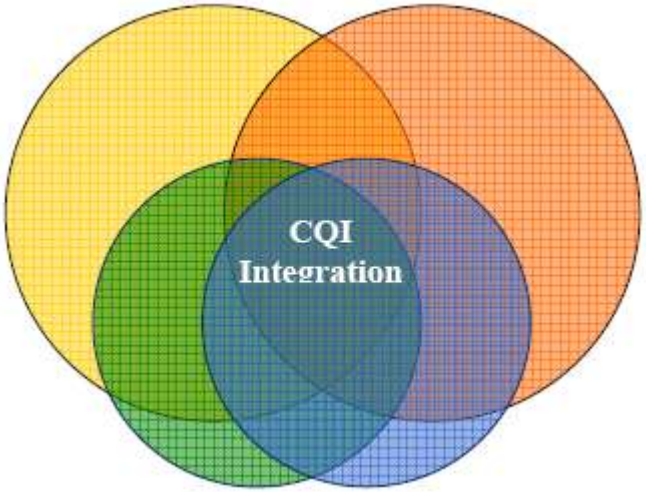
Zane State College:

A Timeline

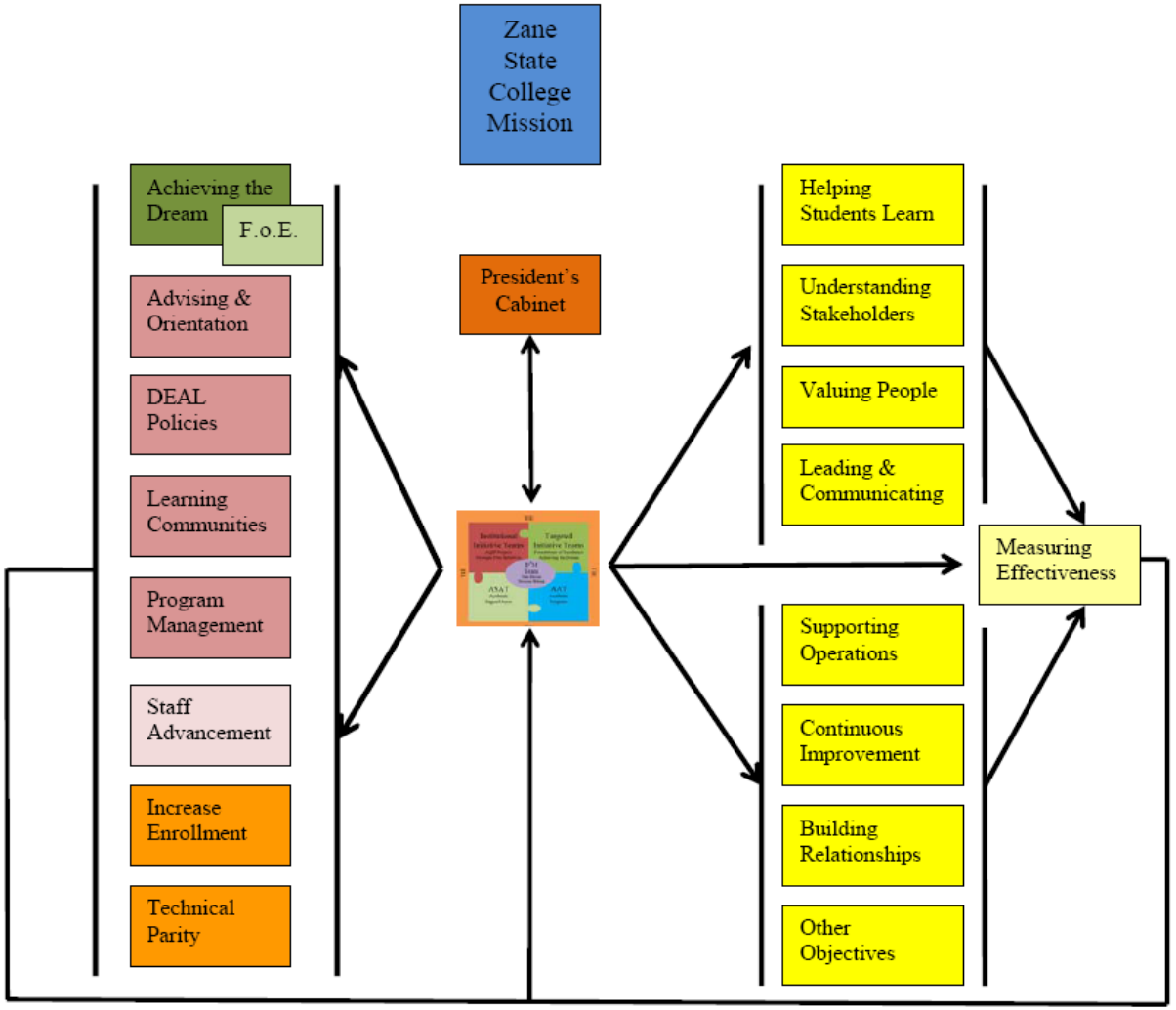
Creating a Cultural Change

CQI: Synthesis & Integration

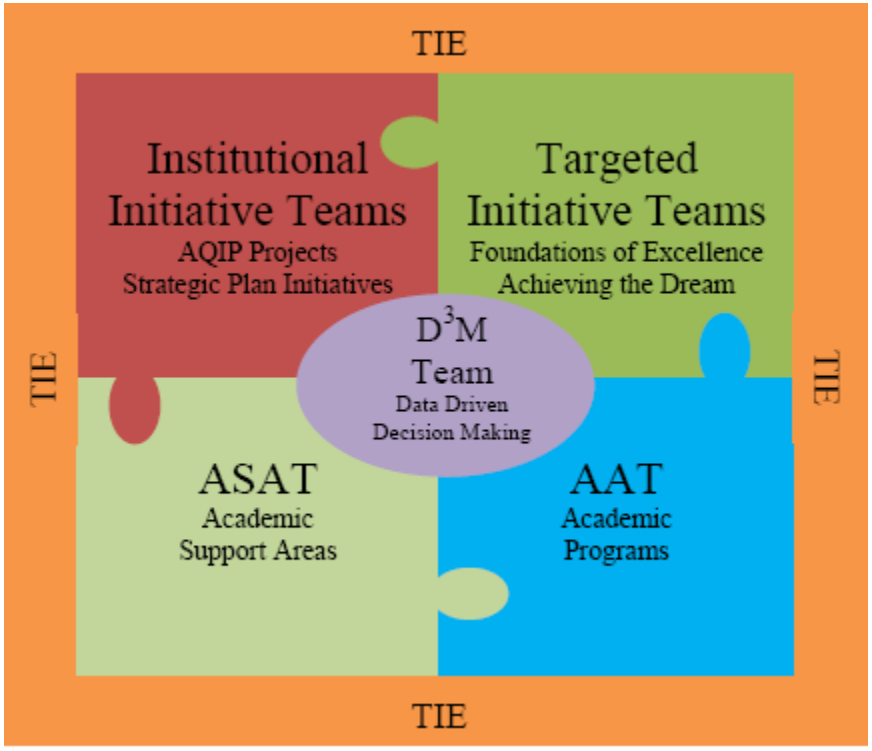
Project Integration



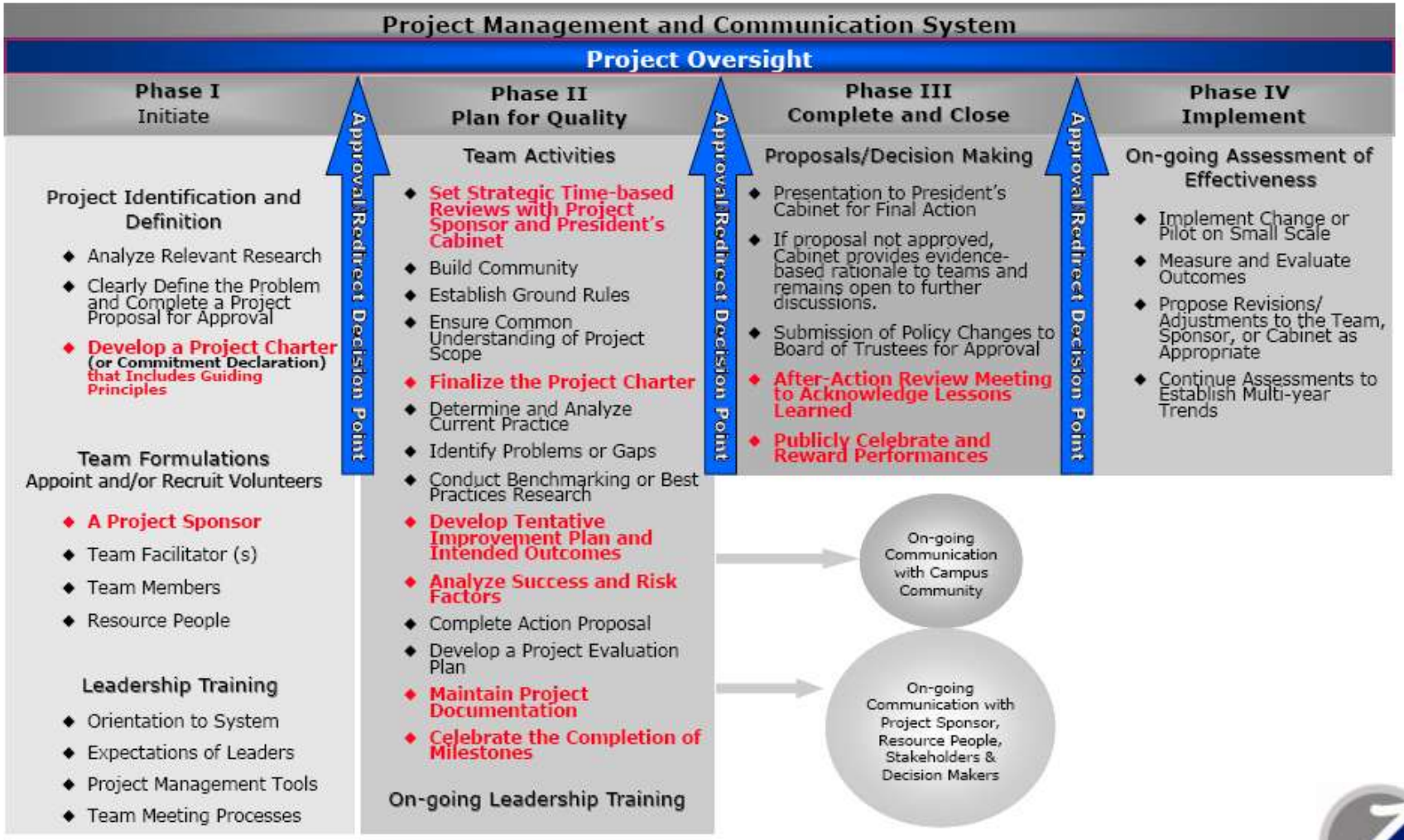
Structure & Linkages



CQI Leadership at Zane State



Project Management & Communications System



Making Structure Work

- Understanding your institutional culture
  - History – how current and past teams were formed
  - Personalities – how individuals can enhance or limit a team
  - Definitions – how frame of reference can effect team outcomes
- Enhancing communications
  - Within teams
  - Across/between teams
  - Within the institution

Bringing it all together: Engaged Leadership for difficult change

Brining it all together

- There is no *Silver Bullet*
- Student Success is a continuum
- Students don’t do optional

Engaged Leadership

- Setting the agenda/establishing priorities
- Implementing major policy decisions
- Considering ROI for new initiatives
- Facilitating conversations

Thank you!

Questions?

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