



Policies and Programs to Help Students Succeed

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Research

Outline for Conversation

- Commonalities and Differences
- Focus on Student Success
- Findings from a survey of US Community Colleges about programs for student success
- Possible application to the FET colleges

Commonalities and Differences



- Serve students with limited funding/resources
- Students may come unprepared to complete the educational outcomes
- Low through-put rates
- Focus on vocational/occupational training.
- Open Admission



- Serve students with limited funding/resources
- Students may come unprepared to complete the educational outcomes
- Low through-put rates
- Do both vocational/occupational training as well as academic degrees.
- Open Admission

- In many ways, FET colleges have the same difficult job that American community colleges do: provide students with both the skills to succeed in the workplace and a foundation for future study—and do so for everyone who walks through the door, no matter their qualifications. (*Chronicle of Higher Education*, 11 June 2012).
- Does Open Admissions = Access?

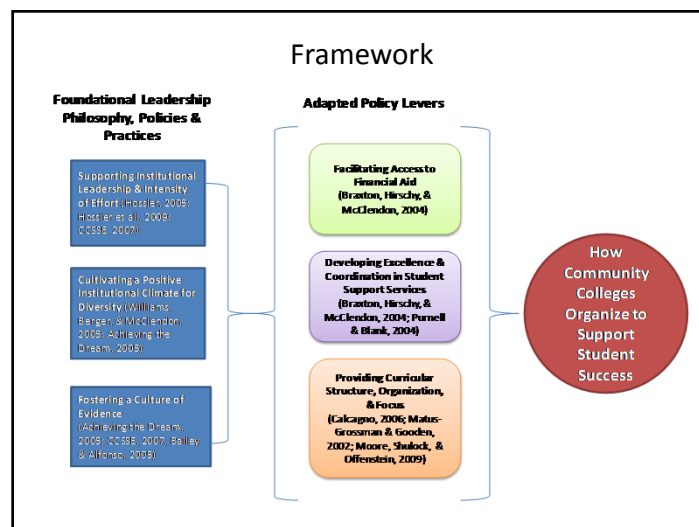
The Achieving the Dream Initiative

Achieving the Dream is closing achievement gaps and accelerating student success nationwide through efforts on four fronts. These four fronts function as integrated levers that advance ground-level and system-level strategies to accomplish big-picture outcomes.

- [Guiding Evidence-Based Institutional Change](#)
- [Influencing Public Policy](#)
- [Generating Knowledge](#)
- [Engaging the Public](#)

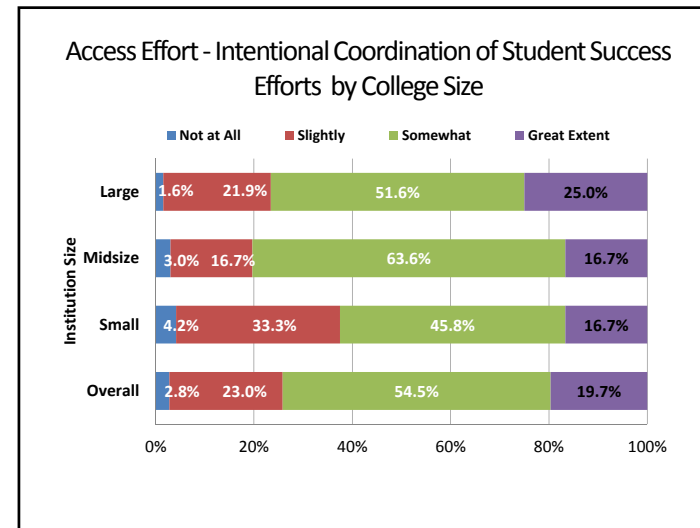
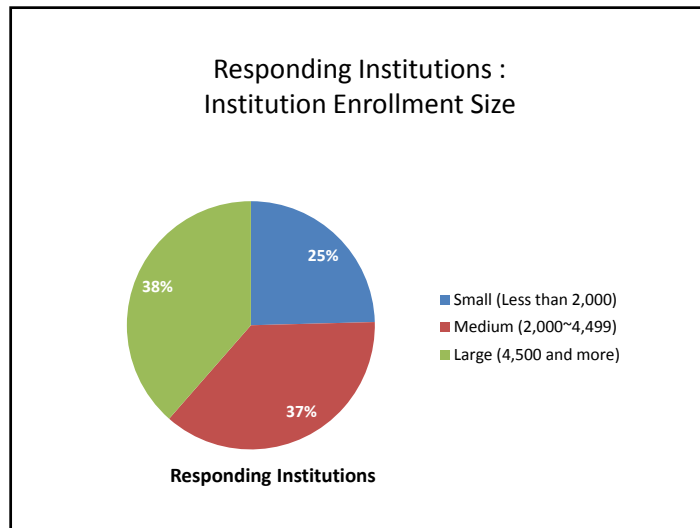
What Can Help?

- How do community colleges work on increasing student through-put?
 - Questions of interest:
 - How do community colleges organize to support student success?
 - What programs and policies do community colleges currently use?



Programs that make a difference for student success

- Access is intentional coordination of student success efforts.
 - Promoting that decisions be made with data (culture of evidence)
- College Governance
 - Efforts to create a college that is inclusive of diversity
- Programs that we know contribute to student success
 - Student support services should be mandatory
 - Orientation for new students
 - Academic advising
- Teaching and Learning
 - Supplemental instruction or Learning communities

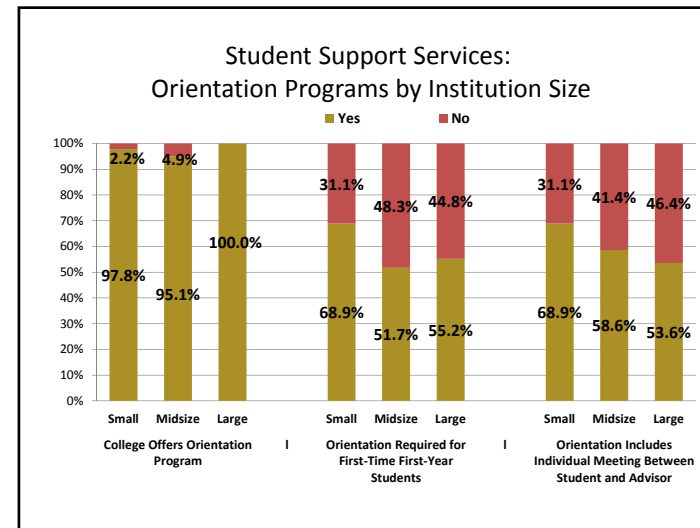
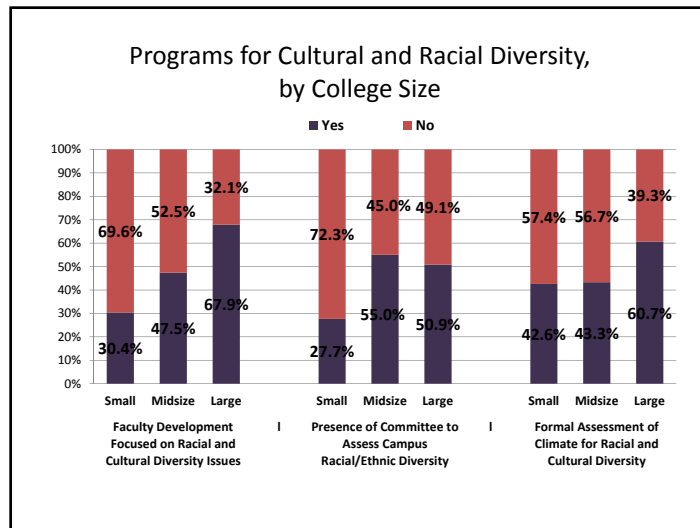


Intentional College-wide Discussions: Data-Driven Decisions

- Respondents described **campus discussions** regarding specific student success outcomes
 - *Through-put and Degree or Certificate Completion*: **83%** said **administration** prompted campus discussions **several times or more** per year
- **52%** of respondents characterized these campus discussions as **including data “to a great extent”**

Efforts to Create a College that has a Positive Climate for Diversity (College Governance)

- **46%** had a college committee charged with **assessing campus climate** for racial and cultural reconciliation
- **49%** of responding institutions indicated they had **conducted a formal assessment of campus climate** for racial and cultural
- **49%** offered **faculty development programming** focused on racial and cultural diversity on campus



- ### Student Support Services: Academic Advising
- Advising Programs
 - 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 lecturers**
 - 42% estimated that a **majority of first-year students** were **advised by professional advisors/counselors (staff)**

- ### Student Support: Teaching and Learning Structures
- 36% reported offering **accelerated degree programs**
 - 97% reported offering **courses involving practical career-related experiences** (e.g. a practicum, co-op, clinical).
 - 72% reported offering **cohort-based structured-curriculum programs**
 - Learning communities
 - 52% offered **Courses where students can work in groups on more than one subject**
 - 42% offered **First-Year Experience (FYE) courses**

Summary

- Community colleges are actively organizing for student success. However, only some are committed to the work.
 - Results reflect **variation in community colleges' use of programs and policies that help students succeed** - Differences across enrollment size
 - **Resources** (e.g. funding and programming authority) devoted to student success **may not address all concerns**
 - Many community colleges are **engaging with data systematically** and are **using data to make decisions**
 - **Not all** community colleges reported **offering mandatory student support** programs
 - Colleges are **engaged unevenly** in cultivating a **positive climate for diversity**
 - Academic advising may be a **key area of interest**
 - Community colleges may be **expecting self-directed learners**

Implications for Institutions

- A sizable proportion of Community Colleges (58%) are instituting requirements for first-time students to participate in orientation.
- Institutions could reinforce the awareness of academic support services through informal social media sites and other low cost methods.
- Consideration should be given to the fact that only 60% of entering students meet with an advisor. This seems to be a consistently positive practice for student success.
- Only about half of these institutions offered Supplement Instruction (SI). This or other “high touch” practices could be considered as colleges extend efforts in this area.

Implications for FET Colleges

- Students do not do optional events.
- Students need to have requirements made clear.
- Colleges should use data to make policy decisions.
- The classroom is critical! Lecturers should be kept up to date on the efforts the college is making towards student success.
- Everyone at the college has to be part of the student success agenda.