

## ***Innovations* Conference 2014**

### **Bakersfield College Summary, March 21, 2014**

**Attendees:** Tim Bohan, Pamela Boyles, Victor Diaz, Regina Hukill, Kyle Loughman, Beth Rodacker, Ann Tatum, Keri Wolf

**Report Contributors:** Tim Bohan, Regina Hukill, Kyle Loughman, Ann Tatum, Keri Wolf (and more to come!)

**Overview:** Bakersfield College sent a group of faculty and a counselor to the *Innovations* Conference, “the premier event for professionals dedicated to improving organizational teaching and learning, and discovering new approaches for enhancing the community college experience” (*Innovations* website). The purpose was to learn about what is happening at community colleges across the country that could be useful at Bakersfield College.

The conference lasted three-and-a-half days, each day containing multiple sessions. This report is an attempt to sum up those days in a meaningful way. Each contributor has shared information about sessions they attended that might be of use to Bakersfield College. As much as possible, we have divided our sessions into one of six groups: Completion Agenda, Creating Pathways to Student Success, Data and Technology, Equity, Non-Cognitive Skills, and Placement/Assessment. In each section, you will find a brief summary written by the attendee(s), contact information, and a note if there are other handouts available. It is a lengthy report, but our hope is that you will be able to skim each section for what you find most valuable.

(You can access much of the material provided at the *Innovations* Conference at this link: <http://www.league.org/i2014/powerpoint/> This link will work until April 27, 2014. After that, it will move to [iStream](#).)

---

## **Completion Agenda**

### ***Ann Tatum:***

- **A Provocative Conversation about Access, Success and Completion**

Terry O’Banion and Allatia Harris (Great session!)

This session was more of a philosophical one, but there were a few points I thought were interesting. The goal of the Completion Agenda is to double the number of students who earn a degree, certificate, or are transfer-ready by 2020, an idea that has more champions than any other idea in the history of community colleges. The Gates Foundation developed a linear Student Success Pathway that is good in theory, but not realistic. The League took this idea and broke it down into a more representative, yet still desirable, pathway (see monograph). O’Banion argues that *this pathway should be a college’s strategic plan*, a document that means something to the students as well as the rest of the college. In order

to accomplish this, Best Practices by themselves will not work because they create silos: there must be a foundation, principles, and guidelines that can work across campus. For example, “Every student will make a significant connection with another person at the college as soon as possible.” (Six more were offered: see monograph). Finally, quality teaching and learning are our work. Completion is simply a valuable byproduct. (And he is 100% opposed to late registration! It sends the message the first days of school don’t matter.) (handouts available)

***Keri Wolf:***

- **Start Now: A Transitional Studies Initiative at COA (College of the Albermarle, NC)**  
Timothy Sweeney, Director of Basic Skills: Timothy\_sweeney@albemarle.edu  
Through grants from Jobs for the Future, COA offers a dual enrollment for basic and transitional skills studies, allowing students to take college classes while getting their GED. Students can earn up to 12 college credits for dual enrollment, and the college offers nine pathways, including medical professions, aviation, and childcare. They use a team teaching model, the I-BEST model (handouts available).

---

## **Creating Pathways for Student Success (Acceleration, First Year Experience, and Summer Bridge)**

***Regina Hukill:*** “Bridging the Gap in STEM Education” This program was used at St Louis Community College in Missouri and was for underprepared students. They combined developmental ed with college level courses (biology), used learning communities, taught reading skills using the actual biology textbook, did problems in math class that related to the math the students used in their biology labs. They only had data on for 3 semesters, the class sizes were small (16), students had tutoring, and the program included lots of lab experience that played into what local companies were looking for in new employees. These students were also given quite a bit of career support as well as academic support. The school partnered with local industry to make sure the students had the skills needed for the work world. Contacts: Richard Norris, Elizabeth Boedeker and Scott Gevaert (STEM Coordinator).

Several workshops focused on new pathways to get students more quickly into a transfer level math course. One was on Statway which took students who are ready for intro algebra, and had them complete the sequence in a compressed amount of time. For us, a student ready to take Math B60 would take 3 semesters to get through Math B60, B70 and B22 (stats). With Statway, the student would be able to do it in 2 semesters. The second was a program called SLAM. This is not a program for STEM majors because it would just teach them the math they would need to get through a statistics course. SLAM stands for Statistics Liberal Arts Math. The third one was an accelerated program called AIA—Accelerated Intermediate Algebra. They used boot camps, Aleks to get deficient math skills up to par, had a dedicated counselor. Instructors used common test banks and a common final.

**Kyle Loughman:** There were a lot of really good presentations dealing with different types of pathways . . . Instead of enumerating all the presentations and different approaches (I saw six distinctly different models), I'd like to consolidate those ideas while applying them to BC. A first year experience course would be extremely helpful for our students. A course like that could help students find certain support programs on campus, like making an appointment with their advisor or attending a faculty member's office hour. Another aspect of a FYE here at BC would be bringing in our LMS. Right now, there's very little continuity throughout the college when it comes to the technology in the classroom; the district offers Moodle, but many faculty members don't use it, so those faculty members who do are left with students who have no idea what that program is. If they are introduced to that LMS from the outset in a FYE type of course, they will have a much better chance at being successful in their classes.

Another concept I think would be very helpful at BC, and was discussed at the conference, is a summer bridge program. Having a program where English, Math, Counseling and other disciplines are brought in to acclimate students to community college life would be helpful to the students. It would also be helpful to the faculty and staff, so departments understood what other departments were doing. Perhaps this way there could be more continuity between different areas on campus.

**Ann Tatum:**

- **2013 DEEP Camp: An Accelerated Summer Bridge Program Pilot**

Judith Dumont, Dallas County Community College District

This college district had worked hard on an advertising campaign, but ultimately, their bridge was a very intense "prep-to-retest" program. A school would need to have a lot of faith in their placement test to put that much time into that kind of a program; I'm not certain we do. (Also it was too new and had too few students to draw many conclusions.)

**Keri Wolf:**

- **FYE in 180 Days, Sauk Valley College**

Andrea Wirgau, Steve Nunez, and Angela Johnson

Sauk Valley began with the premise that "student success is not an accident—it is the result of intentional activities taken by the college," creating a First Year Experience (FYE) program that incorporates an orientation and college success course. Orientation is mandatory and lasts 3-4 hours. FYE 101 is built into Moodle, which allows data to be tracked in all sections of FYE 101. Students receive a letter grade, and Fall to Spring retention was not hurt by FYE (77.7% retention first term FYE was offered). SVC went through an extensive, yet fast-paced, campus-wide development phase to create this FYE. As a one-unit mandatory course, the model may be feasible for BC (handouts available).

- **Pasadena City College's Phenomenal First Year Pathway**

Shelagh Rose, Carrie Starbird, Cecile Davis Anderson, and Monika Hogan

Pasadena City College opens its first year experience program to half of its students.

"College 1" is first year seminar that is both CSU and UC transferable, and it is designed for

students coming directly out of high school. The skills taught in this course seem like they would be extremely beneficial for BC students to learn, but the 3-unit element of the course may not be feasible due to financial aid concerns (handouts available).

- **A Matter of Degrees: Engaging Practice, Engaging Students, Center for Community College Student Engagement** High-impact practices for community college student engagement: Evelyn Waiawiole, [ewaiwaiole@mail.utexas.edu](mailto:ewaiwaiole@mail.utexas.edu) Supplemental Instruction, Austin Community College, and Mary Gilmer (Supervisor, Supplemental Instruction) [mgilmer@austincc.edu](mailto:mgilmer@austincc.edu)

This session had two parts. The first, by Evelyn Waiawiole, discussed high-impact practices: academic goal setting and planning, orientation, accelerated or fast-track developmental education, first-year experience, student success courses, learning communities, tutoring, experiential learning beyond the classroom, supplemental instruction, assessment and placement, registration before classes begin, class attendance, and keeping students alert and engaged. In the second portion, Mary Gilmer detailed the supplemental instruction program at Austin Community College. Their SI program seems well established (covers all courses, not just basic skills), and they would be an excellent resource to contact if BC were to expand SI, as the data on their SI program is extensive (handouts available).

---

## Data and Technology

**Tim Bohan:** One of the workshops I attended discussed Allan Hancock's Math Center. The lab has increased success for remedial math students. Ten hours in the Math Center seems to be the magic number for success. A number of math instructors require their students to complete ten hours in the lab. The lab is staffed with both faculty and students (usually a total of 4) who provide both small group and one on one instruction. They provide assistance with homework, provide extra worksheets, and have a few computer workstations where students can use software to get extra practice. BC would benefit from a Math Center for a student that focuses only on math assistance that is run by math faculty. I think we already capture this idea with the Writing Center for students taking English courses. Students who receive a "C" or below grade on a test or quiz would be strongly encouraged or required to attend the lab to get extra help.

Another workshop I attended was a presentation on how math faculty created an online resource of instructional videos for use by math students. The math videos can be viewed online and accessed at any time to help students get the information they may have missed or did not understand in class or while doing homework or studying for tests and exams. Maryke Lee from Valencia College, FL described how students were able to get the help and seek assistance when they needed it and did not have to wait until the next morning.

**Kyle Loughman:** There was a lot of information about technology at the conference. Sharon Burns discussed embedded librarians in her online transfer-level writing course. This librarian

would help students with their decision making process through video chat and recordings. Currently at BC, the English department has a good relationship with the library, so incorporating something like this in our English 1a courses may be a good idea to help students conduct more meaningful research.

Sarah Wilkinson explained how she has worked to flip her classroom. She now provides online videos addressing certain lecture material, which then gives her time to work with students one on one in the classroom. One issue she has found is that students become skeptical about the need for class if they are getting lecture online. As a result, she has spent a lot of time developing more innovative ways to engage students in her class. Because some of our students at BC have such a hard time getting to class, having certain lecture material online could be very helpful. Online lecture wouldn't address the student's attendance issue, but it could help them stay up to date with the material that they miss while absent. Furthermore, freeing up faculty from lecture so they can plan more innovative ways to reach students might be a great place for innovation in the classroom.

Hetal Thacker discussed how she used iPads in a basic writing course and how those students performed better once they reached the transfer-level course, compared to students who took a typical basic writing course. Her hypothesis is that the iPads didn't increase learning per say; however, they did make students engage in problem solving in order to use the iPads properly. She thought that type of problem solving, with an instructor's assistance, gave them the tools necessary to achieve at the next level. I know here at BC, many of my students don't know how to use our LMS, Moodle. In fact, many of them don't even know what Moodle is. When it is incorporated in a class, much of the student success in that class stems from their ability to use the software, not necessarily complete assignments. The ability to deal with technology is even more difficult for students in developmental courses, so if there was a way to introduce them to that technology earlier, in a supportive setting, I definitely could see how they may be successful.

Contacts: Sharon Burns, Assistant Professor, English Languages and Fine Arts; Katie Foran-Mulcahy, Assistant Librarian, UC Clermont College, OH; Sarah Wilkinson, Professor, Hospitality, Recreation and Tourism, Humber College Institute of Technology and Advanced Learning, ON, Canada; Hetal Thacker, Instructor, English, Harrisburg Area Community College, PA;

### ***Keri Wolf:***

- **Maximizing Your Institution's Resources for Student Success**

Patrick Rossol-Allison, [prossol@jccc.edu](mailto:prossol@jccc.edu) and Lou Guthrie, [louguthrie@jccc.edu](mailto:louguthrie@jccc.edu)  
Johnson County Community College uses activity-based costing, which is a costing methodology that identifies activities in an organization such as teaching, counseling, tutoring, etc. Their philosophy is that benchmarking the true cost of activities across institutions can contribute to data driven decision maker, identify local cost drivers, and inform goal setting and decision making. The National Fiscal Benchmark Project for Community Colleges completed a pilot study in fall 2013.

**(Ann's Additions:** I also went to this one, and just wanted to add that the group doing this would like more colleges in the cohort to get more meaningful data. The data could work

well in program review. They want to help answer the question, how do we decide who gets the money if we don't really know the cost/benefits?)

- **Basic Skills Completion: The Key to Student Success in California Community Colleges, Effective Practices for Faculty, Staff, and Administrators**

Barbara Illowsky and Barry Russell

Presenters have created a guide that organizes the Basic Skills programs used by each California Community College, along with contact information for the individuals who coordinate each program. Presenters let me download the guide, which is an interactive document, and the powerpoint. This resource seems very user-friendly, and it may be of specific help to BC since it addresses community colleges in California.

---

## Equity

**Kyle Loughman:** There were two main presentations I went to dealing with equity: "Andragogy: The Adult Learner Online Course Design," and "Tackling Poverty Head On." In Renuka Kumar's presentation on andragogy, she discussed how prevalent adult students are in online courses and how instructors should address those students differently than more traditional college students. In order to teach online courses here at BC, there is not much in terms of mandatory training, and much of the training deals with using the software as opposed to dealing with students in an engaging fashion. Kumar's presentation touched on common attributes of adult learners, such as coming into class with useful experiences and being self-directed, motivated learners. Knowing this, perhaps online instructors may tailor their courses in a way that exploits and embraces adult learners.

Karla Krodel presented on "Tackling Poverty Head On." During her presentation, Krodel explained the mental model for students in poverty. For students in poverty, relationships are at the center of their mental model, meaning they may sacrifice certain achievements or personal goals in order to help a family member or friend. Krodel juxtaposed this mental model with the middle class mental model where those in the middle class value achievement over other things, including family and friends. The example she gave was that her family had to live on cheap food and no vacations while she completed her degree. One way to use this information at BC is to try and replace family members that aren't supportive of students going back to school with other members of the college community. Cohorts and learning communities will help those in poverty carry on with their mental model; however, their relationships will be with people with similar goals, not friends and family members who aren't supportive of their movement to college. Krodel also suggested creating a poverty "safe space" as a way to form a community for students in poverty. Another solution Krodel had was to increase student employment on campus, so students can still work but they aren't being taken away from the school.

Contacts: Renuka Kumar, Associate Professor, Applied and Information Technology, The Community College of Baltimore County, MD; Karla Krodel, Director, Metro Education Outreach, Youngstown State University, OH

---

## Non-Cognitive Skills

**Regina Hukill:** A couple of workshops had assessment tools/software to measure non-cognitive skills such as grit, persistence, motivation, mindset, etc. Below are the names of the software and their links.

Smarter Measure (self-assessing test that measures non-cognitive skills)  
<http://www.smartermeasure.com/>

Success Navigator (self-assessing test that measures non-cognitive skills)  
[http://www.ets.org/successnavigator/?WT.mc\\_id=scn\\_22799\\_gg\\_sn017&gclid=CMKkgbyX-bwCFcSBfgodJD0A6g](http://www.ets.org/successnavigator/?WT.mc_id=scn_22799_gg_sn017&gclid=CMKkgbyX-bwCFcSBfgodJD0A6g)

### **Ann Tatum:**

- **Closing the Achievement Gap: Student Transformation, Support, and Accelerated Learning**

Tue Rust (Los Medanos College, CA) and Diego Navarro (Academy for College Excellence) Research shows that if students are to be transformed, non-cognitive/affective brain functions must be involved. The Academy for College Excellence (ACE) is a curriculum designed to help students develop in three ways: Awareness (Being Awake, Having a Purpose, Finding Self); Collaboration (Leadership Skills, Peer Support); and Becoming Effective (Self-Discipline, Self-Efficacy, and Ability to Struggle). The foundation course is 2 weeks (3 credits) and leads into a 2 credit ACE Team that is taken with academic courses. There will be a California training at Cabrillo College in June (2-6) (handouts available).

- **Collaboration and Partnership: Seattle Community Colleges and Community-Based Organizations**

Greg Dempsey, Kelly DeForrest, and Malorie Carlini, Seattle Community Colleges  
The Seattle Community Colleges have brought their CBO partners onto the campus, giving them an office and more opportunity to work with students. The relationship has been invaluable in a number of ways, one because students who are partnered with these CBOs now have their own caseworker who can assist them in ways the colleges may not be able to. They also have a website called "Start Next Quarter" for their CTE programs, as well as a one-stop-shop for CTE. The colleges' CTE/Adult Ed/ESL program sounds pretty impressive and might be worth investigation (handouts available).

- **Success Strategies that Address the Affective Domain**

Adam Kempler, College of the Canyons

To help students learn to become better students, College of the Canyons created a little workbook with 15 tips and a group of teachers committed to taking 10-15 minutes a week to teach one tip. They just started this pilot, but it seemed like something that could tie in with Habits of Mind. The book can be ordered for \$7.00: *Success Strategies: Accelerating Academic Progress by Addressing the Affective Domain*, Edited by Kim Gurnee (ISBN: 978-0-9817794-3-0) (handouts available).

***Keri Wolf:***

- **Measuring Grit: Importance of Non-Cognitive Skills in Student Success**

Tara McLaughlin, National Account Manager, SmarterServices

[tara@smarterservices.com](mailto:tara@smarterservices.com)

Self-motivation, personal commitment, time management skills, technology skills, reading skills, study habits, writing skills lifestyle compatibility rate as the top things that online instructors want in their students. The SmarterMeasure Learning Readiness Indicator ([smartermeasure.com](http://smartermeasure.com)) uses 120 questions to identify student strengths and weaknesses. It is not a high-stakes entrance exam and can be accessed from any computer. Administrators can view student results and data to identify at-risk students and take appropriate action based on the scores by providing “success tips” for students. At this point, it is something that has been used primarily for students taking online courses. Cal Baptist University currently uses it in a 0-unit orientation course during the first week; the information is used by counselors to follow up with students in the first semester. Following up with students aligns with Habits of Mind at BC by alerting student to habits that will help them be successful at BC; however, the cost of each test is around \$10 per student.

---

## **Placement/Assessment**

***Ann Tatum:***

- **Promise Pathways: Using Evidence to Dramatically Increase Student Achievement**

Eloy Oakley, John Hetts, and Mark Taylor, Long Beach City College (Eye-opening!)

Long Beach City College began using data from high schools to predict student success in college. Standardized tests are great for predicting performance on standardized tests, but high school grades are better predictors of college grades. LBCC also created a full-time course load for the students before they graduated high school focusing on foundational skills. Equity impacts have been significant because minority students have benefited from this approach significantly (more than white students so far). They are still reviewing these students’ success rates in subsequent college-level course work.



**Keri Wolf:**

- **Bossier Parish Community College's Open Campus: Open Sourcing Solutions for Developmental Education** Allison Martin, Director, Institutional Effectiveness Initiatives  
Russell Johnson, Support Technician  
On this campus of 9,000 students, 80% take at least one developmental class. The college has addressed underprepared students by using low-cost webcam technology to give students an anonymous, non-threatening way to experience the college classroom and to prepare for placement courses. Participants sign up through self-enrollment process, often through social media. Their program has been out for 8 months; no quantitative data yet, but anecdotal evidence that students are more confident taking placement exams and working in the class. Completion rates are difficult to assess because many students are spot-studying for specific areas rather than completing an entire course. Anyone may access these materials, so it would be possible to direct BC students to the online courses as a review.
- **Smart Start: Strategies that Accelerate Students through Developmental Courses**  
Sandy Robinson, Jocelyn Ladner-Mathis, Rhonda Fabrizi, and Sally Kurowski,  
Cuyahoga Community College, Ohio  
This college has instituted mandatory preparation before placement testing to help students prepare for English and math assessment tests. They currently have three methods: a two-hour staff-facilitated session, an on-line session (in development), and a student self-directed session. The preparation includes the reason for assessment testing, the importance of assessment testing, general test taking tips, general computer skills information, and English and math content review. In addition, they have a "fast-track" program that includes a Math and English bridge program. Campus-wide test prep coupled with bridge courses reduced placement in developmental English courses from 65% in fall 2011 to 28% in fall 2013. (*Ann's Addition:* Also interesting, the bridge is a 2-week, 1-unit refresher course at the start of the semester. They retest the students (a portfolio in English and a paper test in math) and if they move up, they have classes that start the third week of school.)
- **Increasing College Readiness through High School Partnerships: An ELA Model**  
Partnering with high schools: [jeff.burdick@scccd.edu](mailto:jeff.burdick@scccd.edu)  
Revising ELA curriculum for behavior, content, and performance:  
[drellenmelocik@gmail.com](mailto:drellenmelocik@gmail.com)  
Navigating through district policy and personnel: [karenboone@cusd.com](mailto:karenboone@cusd.com)  
Time management, personal responsibility, and self-motivation are recognized as some of the top behaviors needed for student success in English classes. Their program focuses on introducing the idea that reading a college-level essay is work. The high school partner, Clovis West HS, is an excellent school, but still has 67% of its students taking basic skills English at college level. They decided to align outcomes between college and high school and began realigning high school outcomes with the college outcomes three years ago. Interestingly, they found that the ERWC level of rigor was not high enough for their final

year of high school. Now CWHS's common core standards are very close to their CC English class one level below college English.

Multi-year feedback at the high school:

2006-2010: 36% ready for college English

2012: 58% ready

2013: 68% ready

2014 prediction: up to 81%

Their research and findings on ERWC may be relevant to BC since many high school teachers in the county are currently training to teach ERWC through RIAP. As a result, BC may see more students qualified to take English 1A without developmental English courses, but these students may not actually be prepared for 1A if CWHS's findings about ERWC apply here.

DRAFT