

## **Sustaining Student Success through Culture-Based Leadership**

### **Presenters Information:**

#### **Ann Hartle Proudfit, M.A.**

Dean, Student Affairs, Westshore Campus. Earned Bachelor of Arts Degree in English, Sociology and Education from Washington and Jefferson College, Washington, Pennsylvania (1990). Earned Master of Arts in sociology from The Ohio State University (1992), emphasis in research and quantitative analysis. Currently working on a Ph.D. in higher education administration with the University of Toledo. Ms. Proudfit joined Cuyahoga Community College in 1997, as a research analyst in the institutional planning and evaluation department and gained experience analyzing institutional data and developing reports based on College demographics. In 1999 Ms. Proudfit joined the resource development office where she used her proposal writing skills and experience in database management and analysis to help launch the College's first-ever major gifts campaign and to secure funds for student scholarships and programs. In 2008, Ms. Proudfit became the first Campus Director, Academic and Student Affairs, at the Corporate College West facility in Westlake, Ohio where she helped to grow operations and prepare to open the Westshore Campus. In 2011, Ms. Proudfit moved into her current role as Dean of Student Affairs, where she provides outreach and student services to approximately 3,000 students attending the Westshore Campus which opened in January 2011. Proudfit's leadership and planning skills helped to build the culture necessary to launch the Westshore Campus of Cuyahoga Community College; her interests include student and team development, strategic planning and relationship building.

#### **Brenda Pongracz, M.M.**

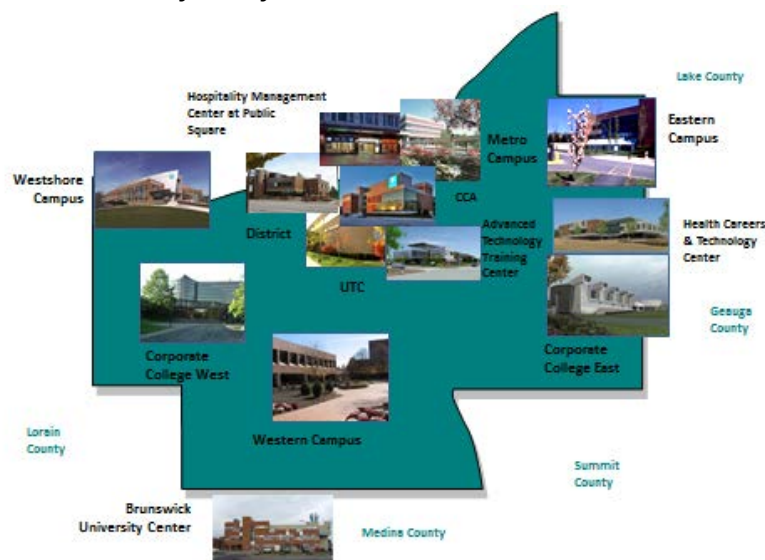
Director, Enrollment Center, Westshore Campus. Earned a Bachelor of Arts Degree in Music from Hiram College, Hiram, Ohio (1993). Earned a Masters of Music in Music History from Cleveland State University, Cleveland Ohio (1996). Earned a Masters of Music in Vocal Performance from Temple University, Philadelphia, Pennsylvania (2000). Ms. Pongracz joined Cuyahoga Community College in 2005 as Academic Assistant to the Vice President of Academic and Student Affairs, gaining experience in financial aid, enrollment management and curriculum development. In 2007, Ms. Pongracz became the Associate for the Executive Vice President of Administration and Finance. In this role, she helped create the College's first Budget Book, Comprehensive Annual Financial Report, Popular Annual Financial Report, and implemented the first Sustainability policy and implementation plan. In 2011, Ms. Pongracz joined the new Westshore Campus as the Manager of the Enrollment Center, where she became responsible for all front-line student admissions and business office services. In 2012, Ms. Pongracz became Director of the Westshore Enrollment Center, where she continues to serve more than 3,000 students with their enrollment needs. Interests include process management, strategic planning, and student services.

## Rose Hughes, M.OL

Supervisor, Learning Commons and Learning Center, Westshore Campus. Earned an Associate of Arts in Deaf Studies and a Bachelor of Arts in International Studies from Bethel College, Indiana (2007). Earned a Masters in Organizational Leadership from Regent University (2009). Currently working on an Ed.D. in Organizational Leadership with a focus in Higher Education from Grand Canyon University, Arizona. Ms. Hughes joined Cuyahoga Community College in 2007 as a Computer Lab Assistant. In 2009, Ms. Hughes transferred to the Corporate College West facility in Westlake, Ohio to be a computer lab assistant and test proctor. During this time, she created the department's first training manuals, presented at faculty and networking events, and coordinated the local testing facility. In 2010, Ms. Hughes became the Supervisor of the Technology Learning Center/Learning Resource Center/Library/Assessment/Tutoring department at the Westshore Campus and was responsible for coordinating the technology and media delivery and installation of the Westshore campus, expanded of testing services, established a Library, and developed a strong tutoring base for the new campus that serves over 3,000 students. She also serves on a several college-wide committees that include: Learning Commons organizational restructure, Developmental Education Council, Technology Governance, Learning Centers (Assessment and tutoring), and Campus Leadership teams. Interests include: Leadership development, Assessment protocols, technology and media implementation.

## Cuyahoga Community College

Ohio's first community college, Cuyahoga Community College (Tri-C) opened in Cleveland in September 1963 after the Ohio legislature passed enabling legislation to create a statewide system of community colleges. Now serving more than 52,000 credit and non-credit students each year, the College is a large, multi-campus, two-year public institution consisting of the Metropolitan Campus, an inner-city campus in Cleveland; the Eastern, Western and Westshore campuses, located in eastern, southwestern and northwestern Cuyahoga County suburbs; two Corporate College® locations, also in eastern and western Cuyahoga County; and the Unified Technologies Center (UTC) for economic and workforce development, located on the Metropolitan Campus. Since its opening, more than 900,000 area residents have attended Cuyahoga Community College. Based on state-wide academic enrollment figures, Cuyahoga Community College is the fourth largest higher education institution in Ohio, including the four-year institutions. The College is pleased to be celebrating its 50th Anniversary this year!



# **Sustaining Student Success through Culture-Based Leadership**

## **Discussion and background – defining culture**

What is organizational culture? What defines the culture of your organization? Is it positive or negative? Can you even put it into words, or is it more a general feeling you get when you are there? Organizational culture is the behavior, attitude, and atmosphere that happen by default unless there is a disciplined intention and action to do otherwise. Your organization's culture either advances or inhibits success.<sup>1</sup>

So why would having a positive culture be important? A positive culture is one that allows employees to feel engaged and that the work they do is meaningful. While other team approaches such as focusing on strengths and weaknesses or incentives may work in the short-term, they are not successful in affecting long term performance. Maintaining a positive work environment or culture enables your employees to focus on the main goal of the campus: student success. It also allows room for new ideas, personal growth and development, as well as fun, which can all lead to improved workplace attitude and performance.

## **External forces that make culture important**

Employee performance is vital, especially in the current economic climate in the United States. Higher education organizations are being required to focus more and more on outcomes and student success. At the same time, funding models are shifting and revenues from the state and federal government are decreasing.

In the state of Ohio, the Ohio Board of Regents has implemented a new funding system based on success points rather than focusing strictly on enrollments. Each institution of higher education must meet benchmarks that then translate into funding, in the following categories:

- Students earning their first 15 college level semester credit hours in the current year
- Students earning their first 30 college level semester credit hours in the current year
- Students earning an associate degree
- Students completing their first developmental course in the current year (2/3 point)
- Students completing any developmental English in the previous year and attempting any college level English either in the remainder of the previous year or any term this year (2/3 point)
- Students completing any developmental Math in the previous year and attempting any college level Math either in the remainder of the previous year or any term this year (2/3 point)

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<sup>1</sup> Stevens, Tom. "Cultivating an Appreciative Culture."  
[www.thinkleadershipideas.com/index\\_files/culturevalue.php](http://www.thinkleadershipideas.com/index_files/culturevalue.php)

- Students enrolling for the first time at a USO University main campus or branch this year and have previously earned at least 15 college level semester credit hours at this community college

This new success-based funding greatly affects how public colleges in Ohio must conduct business in the future. Similar models are being adopted in other states as well.

College leaders are faced with many additional challenges that must be addressed in order to maintain the viability of the education they provide: student retention, faculty ratios, rising tuitions costs, changes to federal financial aid programs, sustainability, and emerging technologies just to mention a few. There are only so many process improvements that can be implemented to meet these challenges. Leaders must find innovative ways to enhance student learning, persistence and success while navigating this ever-changing landscape. Innovative leaders are learning the importance of creating and maintaining a positive organizational culture that is both identity-based and value driven, which helps them thrive in these turbulent economic times.

So, what does a positive workplace look and feel like?

### **Group Activity:**

We are going to show you two videos. After each video, we would like you to discuss with those sitting next to you what you have observed and how it made you feel.

[Moutain View College - Start at 10:16 \(http://www.youtube.com/watch?v=G0l59fYLSVI\)](http://www.youtube.com/watch?v=G0l59fYLSVI)

Everyone in this room has probably experienced a less than positive work environment at some point in their career; a boss who only told you when you did something wrong; a workplace where everything was based on a rewards system; a place where new ideas are shunned and change is avoided.

### **The role of culture in higher education and sustaining student success**

In her books, “Students Speak: Are We Listening?”<sup>2</sup> Kay McClenney identifies five desirable dimensions for American community college.

- A culture of connection – relationships are valued and intentionally nurtured.
- A culture of high expectations.
- A culture of potential.
- A culture of collaboration. “...collaboration across divisions and disciplines, and integration of academic support with instruction,”
- A culture of evidence and inquiry. “...people of the college are broadly engaged in understanding the data, using the data to paint an honest picture of their students’

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<sup>2</sup> Arnsperger, Arleen and McClenney, Kay. “It’s all about college culture.” Community College Times. January 18, 2013.

educational experiences, and then applying the data in redesigning those experiences for better results.”

<http://www.youtube.com/watch?v=kCCxqVMPwQs>

These dimensions allow the institution to focus on student success as well as making the students feel that they are a valued part of the organization. Students need to feel welcome and engaged in order to have a productive learning experience. Employees must also feel that they are a valuable part of the organization and its mission, which enables them to find innovative, creative ways to assist students and increase retention and persistence.

A college must regularly reflect and determine the extent to which the college culture is driven to improve student success and what needs to be done next to advance a culture that results in even better student outcomes.<sup>3</sup>

## **The Westshore Story**

### **Background**

The Higher Learning Commission (HLC) first recognized the Tri-C's activities in the Westshore region by approving the Westlake Educational Site in February 2009. Tri-C, recognizing the growth in this region, grew the Westlake Educational Site into a new Campus. The new Westshore Campus has a Health Careers / Science building on its new site, while still managing the Westlake Educational Site located about 5 miles away, which houses the Liberal Arts and Business curriculum (see Appendix A). Tri-C<sup>4</sup> requested and received approval from the HLC for a new Campus named **Westshore**<sup>5</sup> on July 6, 2010. The Campus opened its doors to students January 18, 2011 and a site visit by the HLC took place July 11-12, 2011<sup>6</sup> to inspect the new Westshore Campus. Westshore is now the fourth Campus in the Tri-C system. Tri-C is one College with four Campuses serving nearly 30,000 students in credit courses each semester, and approximately 3,000 of these students take classes at the new Westshore Campus.

<http://www.tri-c.edu/campuses/westshore/Pages/WestshoreDefault.aspx>

### **Growing an educational site into a campus**

Establishing a Campus is a three-fold enterprise. First, the Campus creates a separate facility, leadership team, faculty / staff and budget. Second, the Campus integrates its team and processes into the larger College system. This includes building relationships with

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<sup>3</sup> The Aspen Institute, College Excellence Program. “Creating a Faculty Culture of Student Success.” The Aspen Institute, Washington, DC. 2013. Publication Number: 13/002.

<sup>4</sup> College website: <http://www.tri-c.edu>.

<sup>5</sup> Campus Westshore website: <http://www.tri-c.edu/campuses/westshore/Pages/WestshoreDefault.aspx>

<sup>6</sup> Site visit team is Vice President Emeritus Dr. Sally L. Winship, Johnson County Community College (ID #: 1379) and Instructional Vice President Ms. Sarah Dempsey, Lake Michigan College (ID #: 1327).

District partners who provide core services, and integrating key Campus team members into College-wide teams. Finally a culture develops.

In order to sustain growth, momentum and success, it is critical to strategically plan for and guide culture development. Culture-based leadership development is intentional and is manifested through collaboration, flexibility, resourcefulness and energy. It creates a workplace where it is okay to fail as long as the outcome is learning, and where faculty and staff work together to create and refine processes to support student success and engagement. It is a place where you want to work, where you feel involved and valued.

The Westshore Campus is fully functioning and integrated into a one College system. The following summary highlights the culture-based initiatives that have set Westshore Campus on a path to sustained growth and student satisfaction.

### **Figure One**

#### **Westshore Campus Health Careers and Science Building and Westlake Site**



The building received LEED (Leadership in Energy and Environmental Design) Gold certification to the USGBC<sup>7</sup>.



<sup>7</sup> For a review of LEED see <http://www.usgbc.org/>

A major factor in the College and HLC recognizing Westlake Educational Site as an educational site was an emerging, distinctive Campus culture. Culture is a critical component to any new team, and is especially important when that team is separated by distance, in this case the 5.5 miles between Westlake Educational Site and the new Westshore Campus.

**Establish Campus Culture:** With the collaboration of the Westshore team and supported by Human Resources and Marketing & Communications, identify key positive facets of the current Westlake site culture. Then, establish and nurture a Westshore Campus culture that is both consistent with Tri-C College culture best practice as well as maintains key positive aspects of the Westlake site culture.

- Academic environment: small, intimate, high level of expectation, committed to success, inspiring.
- Service environment: positive, innovative, creative, personable, uplifting, seamless, accessible.
- Campus environment: quiet, professional, well-maintained, well-dressed, state-of-the-art.
- Team environment: unified, flexible, supporting of each other, multi-tasking, responsive.
- Campus commitments: student success, sustainability, community needs.

[illegible]

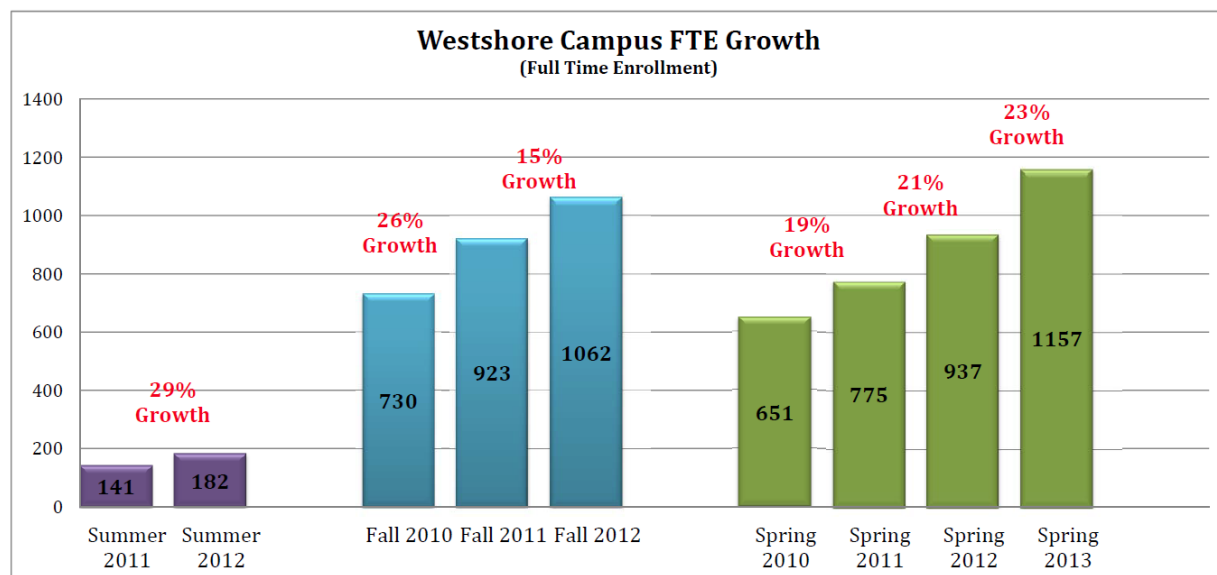
Team meetings helped new team members onboard to the new culture. The culture is now imprinted fairly strongly at the team level. One key component of culture is faculty governance. The Campus faculty created a “faculty of the whole” to discuss key issues and interact with Campus leadership. This faculty of the whole model gives faculty strong leadership access to facilitate quick response to issues.

In addition to a distinctive culture, the team has collaborated with Marketing & Communications to develop four key Westshore Campus messages in our communication to internal and external stakeholders:

- Permanent presence in the Westshore communities
- Science, Technology, Engineering and Mathematics (STEM) academic focus
- Quality education
- Convenient access to academic and student services

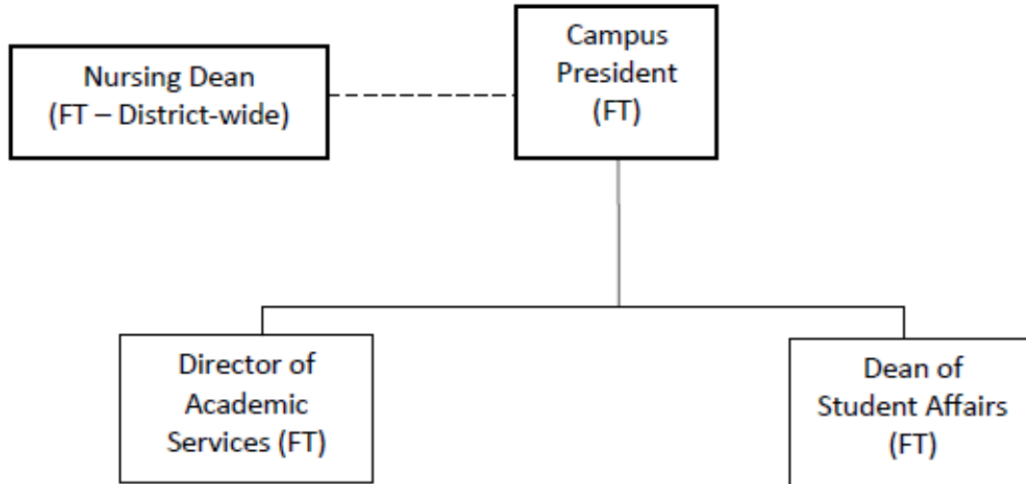
Finally, we created a single Campus message to help our team more easily communicate messages, specifically to key external groups: “At the Westshore Campus, we say Live, Learn and Earn Locally.” This is especially helpful when communicating the Westshore identity in public settings. Internally, we have branded Westshore Campus as *The Safe Place to...respectfully disagree, speak new ideas, say what you’re feeling right now, dream big and make mistakes.*

**Figure Three**



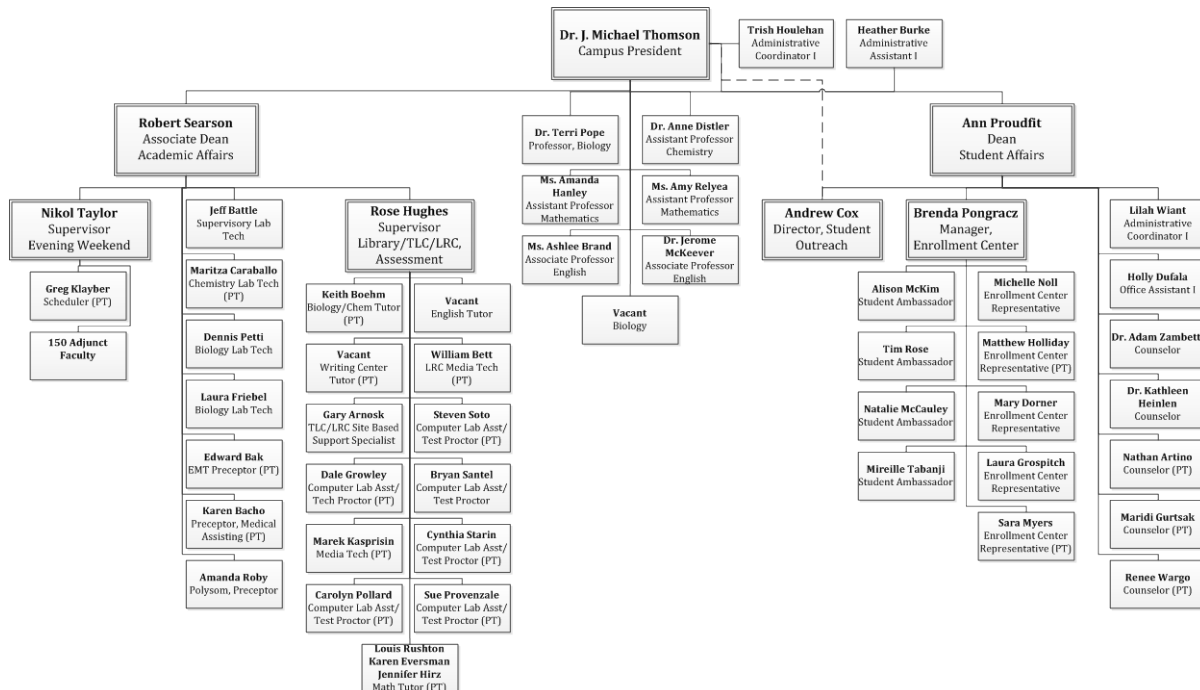
# Figure Four: Westshore Campus Leadership Team

## Beginning Organizational Chart – 2010



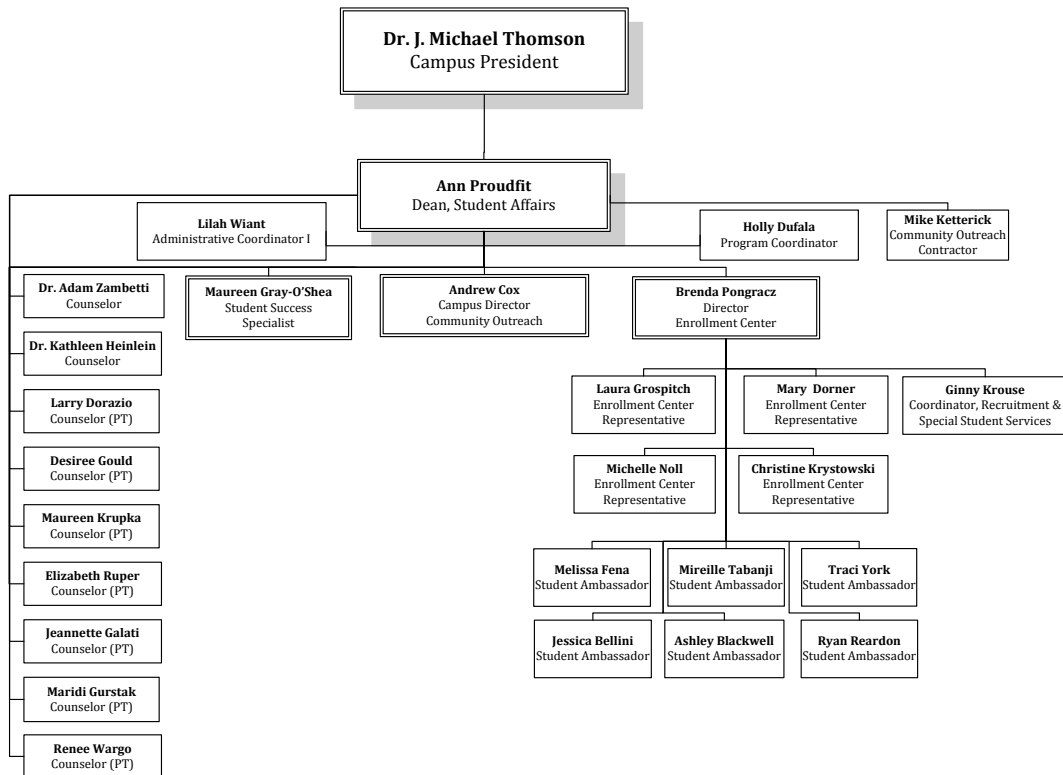
## Organizational Chart – January 2011

Westshore Organizational Chart FY11/FY12

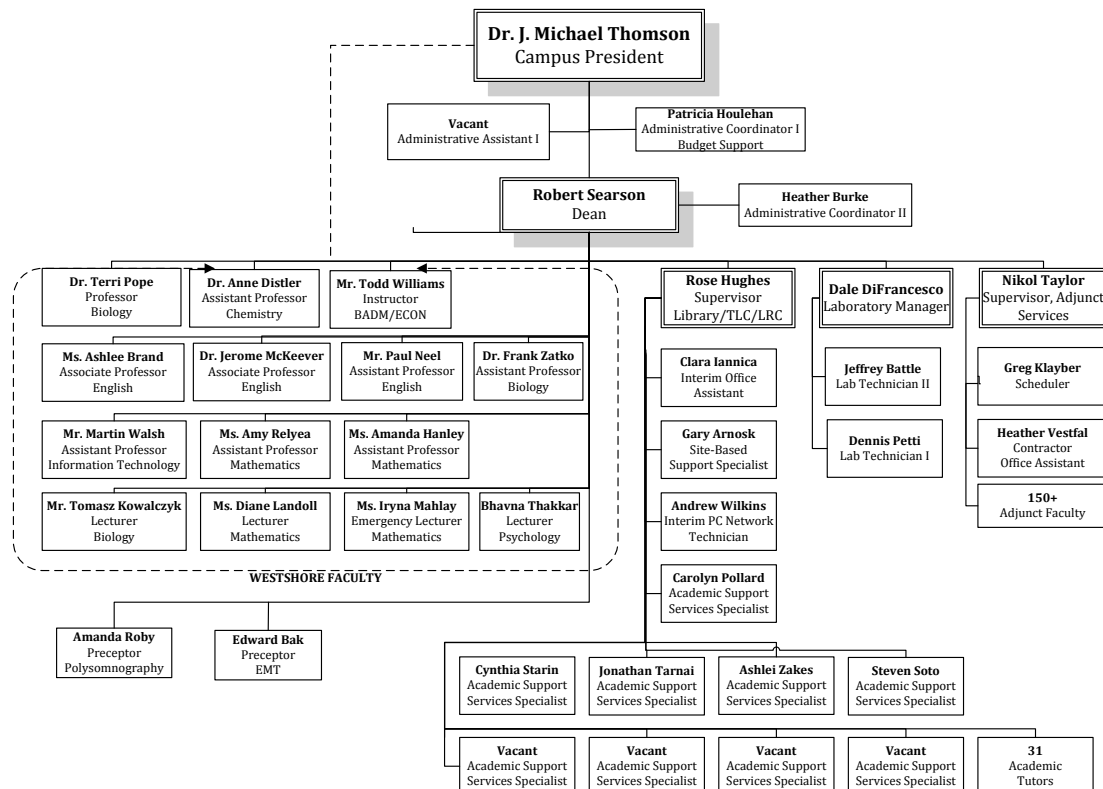


## Current Organizational Charts – 2013

### Westshore Campus Student Affairs



### Westshore Campus Academic Affairs



## Engaging Stakeholders

Westshore is the first Campus created by the College in more than three decades, and represents a significant investment in an educationally underserved area. The College planned and created grand opening events to engage a variety of stakeholders using the theme “Celebrating Our Permanent Presence in the Westshore Communities.” Over 640 VIPs, community members, current students, potential students and internal Tri-C team members experienced the new Campus. Figure Five includes pictures engagement events<sup>8</sup>

**Figure Five**  
**Stakeholder Engagement Events**



## Phase Two and Beyond

The original Westshore Campus Master Plan calls for three buildings totaling 150,000 square feet on our current 33 acre parcel (See Figure Six). The current building occupies 64,000 square feet or 43% of the space in the original master plan. Phase Two has already started. Working with architects Burt Hill/Stantec, we have initial program analysis for building two. We plan stakeholder conversations and design charrettes in FY12 to finalize the Phase II building design. It is clear from existing enrollment patterns and future needs that 150,000 square feet is not going to meet future Campus needs. The College leadership, recognizing this unmet need, recently recommended adjacent land purchases to ensure that the Westshore Campus is not land locked. The Board recently authorized two additional parcels totaling 10.8 acres. Figure Six provides a map of these recent purchases.

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<sup>8</sup> For media coverage of the Westshore Campus opening, see <http://westlake.patch.com/articles/cuyahoga-community-college-welcomes-students-to-first-of-three-new-buildings-at-westlake-campus>

**Figure Six**  
**Westshore Campus Master Plan**



**Westshore Campus Future Growth**



## Culture produced innovations

The Westshore Campus culture has allowed many new initiatives and ideas to be piloted and expanded College-wide. The small scale of the Westshore Campus, combined with the collaboration and open dialogue promoted by the Campus Culture, has led to the development of several positive examples that have enhanced Student Success. These include the development of test preparation initiatives, developmental bridge courses and a new initiative to reach out to those who have petitioned to graduate.

### Background Information

As funding situations change on the State and Federal levels, Cuyahoga Community College has been redesigning the developmental education, also known as remedial math and English coursework, structure. Over 60% of all students tested placed into at least one developmental education course<sup>9</sup>. Students who placed in developmental coursework tended to have multiple courses that needed to be finished prior to reaching college level. This has long-term consequences on the student's time, energy, passion, financial aid and pocketbook.

At the start of the study, two out of three English students placed in English 0990, Language Fundamentals II, a six-credit hour, 16-week course that focused on basic essay writing skills, reading, study and test-taking skills. Students who placed in this course had a 70% chance of completing the course. Those who completed English 0990 course had less than 50% chance of succeeding in the college-level English 1010 course. This computes to a 30% chance of succeeding at a college-level course if you placed in developmental English.

In the math department, the Math students who placed into Math 0910 Basic Arithmetic and Pre-Algebra and Math 0950, Beginning Algebra I, faced a more difficult challenge. Of the students that placed in this 910, less than half would have passed. Those who placed into 0950, fared the same. Just as described in English developmental courses. A very slim margin of developmental education students made it successfully to a college-level course that had transferring capability.

It is well known that students who finish at least one college-level math and English course have a much higher potential to graduate with a degree. From the campus point of view, the current numbers were not acceptable. We noticed that students felt caught in the developmental education coursework. They were struggling, unhappy and completely disgusted by how much work they were doing and not seeing any immediate positive results. Towards the end of their educational career, financial aid availability diminished due to the "additional" developmental coursework. Many students have not graduated because the financial aid was not available for those last few classes.

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<sup>9</sup> Developmental Education Initiative and MDC. "What we know: Lessons from developmental education initiative".

## Test Preparation

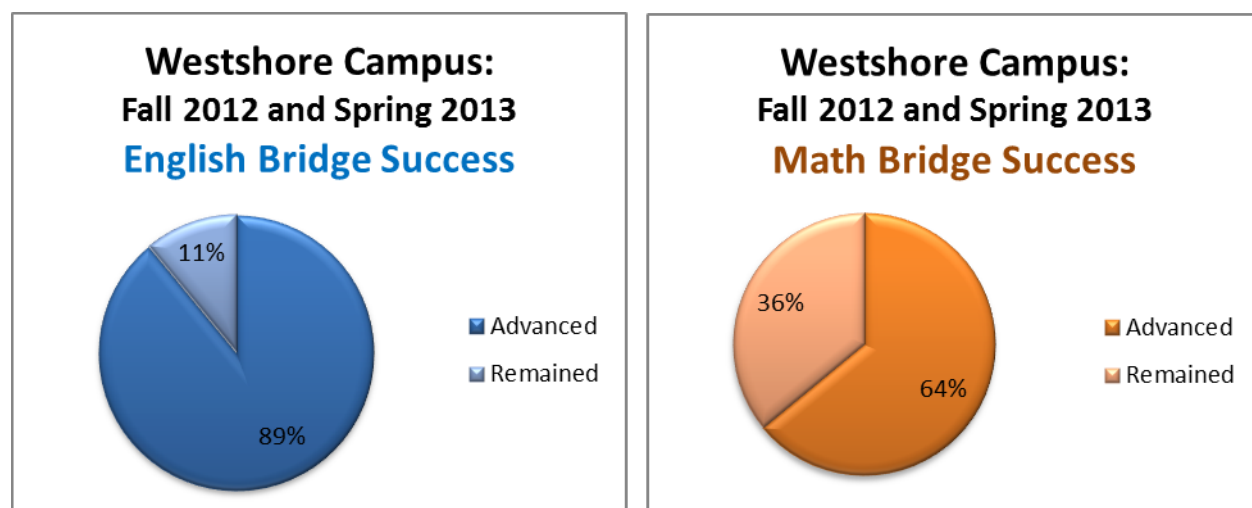
Our positive culture said that something needed to change. The assessment centers looked at test practices and the faculty looked at the curriculum. In the Assessment Centers, we use ACT's Compass® college placement exam. We came up with several successful solutions. The assessment centers created a preparation packet that all students must complete prior to taking the exam. The immediate results notice a 6% rise in score placement. To keep the momentum continuing, campuses are requiring students to attend an in-person placement preparation session. Initial data from the face-to-face encounters are still being processed but we are seeing a positive correlation.

## Bridge Courses

The English faculty decided to create two types of hybrid courses. The first course is a 2-week Bridge course for students who tested in the higher bracket of English 0990 (one step below college-level English). Students were required to sign up for this Bridge course and English 1010. This Bridge covered analytical writing and college-level composition. At the end of this course, the students were required to turn in their final portfolios, re-take the placement exam, and meet with the faculty member to determine pass/fail and the next course placement. If the student passed, the student would be placed in English 1010 course.

The second course, English 1000, is for students who tested in the middle ranges of English 0990. English 1000 is an 8-week course designed to be paired with an 8-week English 1010 course. Students at the end of this 1000 course were to turn in their portfolios to their faculty member to determine pass/fail and the next course placement.

**Figure 7**



The Math faculty has several developmental programs in pilot mode currently: Bridges, Emporium, and Quantway. All three programs are in the process of being developed to

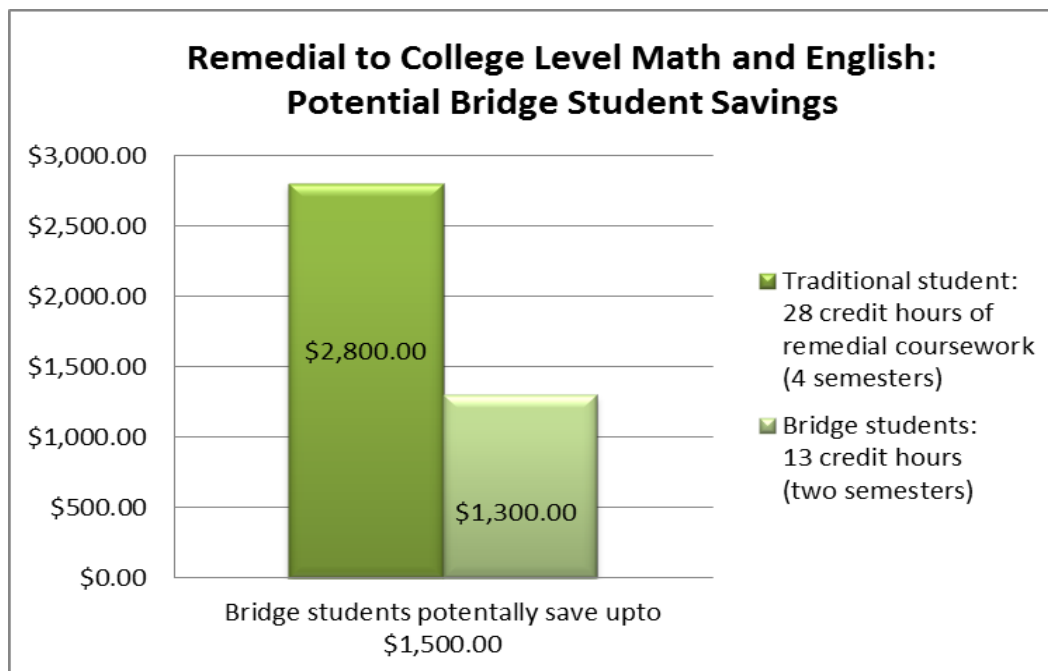
assist students in understanding of developmental math and through the program at a faster pace. Currently the Emporium and Quantway programs are too new to state strong data. However, like the English Bridge coursework, the Math Bridge has shown great potential.

The Math Bridges focus on students who score within certain brackets of Math 910 (Pre-Algebra) and Math 950 (Algebra) classes. At the end of the bridge, the goal is to place these students in above the 0950 coursework. At the end of the fall 2012 bridge, 58% of the Math Bridge students moved up at least one class. 90% of the students enrolled in the next concurrent class. At the end of the spring 2013 bridge, we had seen 75% of these Math Bridge students move up by at least one class. 95% of the students who attended the bridge are currently enrolled in the 14-week course. As you can see, we are constantly looking for ways to develop the courses to build higher potential success rates for the students.

The English bridges had even better success rates. By Spring 2013, we had a 95% rate within the Bridge itself. In the next subsequent course, the group had a 67% success rate. These students were able to compete at the same level as the non-bridge, college-level English courses.

The positive culture at the Westshore campus created a new environment of success. These students are able to move faster through developmental coursework, save money and gain confidence through their successes. This is just one area of how combined positive culture can directly impact students. While we are continuing next steps in the developmental education arena, student affairs is also conducting their own student success campaigns.

**Figure 8**



## **Student outreach campaigns**

The student affairs division, including the enrollment center, works closely with the strategic enrollment management committee of the College to identify stop out points for students. Students who have attended the college and who are not making adequate progress are then targeted for outreach including telephone calls, emails and text messaging to let them know of the concern and to give them advice on next steps. These outreach effort include early alert outreach to help students access services including tutoring and counseling when they begin to exhibit signs of decreased academic performance, as well as outreach to students who need to register or pay for classes.

Initially, volunteer phone banks were used to reach out to students. Volunteers would dedicate several evenings each semester, typically after the start of the registration period, to reach out to students to remind them that registration was open, and that registering early would help to ensure courses would still be available to meet their needs. The results from this volunteer effort led to increased efforts as part of the regular work schedule, in addition faculty were asked to reach out to currently enrolled students during the time of registration to encourage them to visit the enrollment center to sign up for classes while they were on campus.

As the high-touch outreach effort was formalized, the outreach targets were refined to focus on students who were most prepared to move forward, including:

- students with 45 or more credit hours
- students with financial aid available to support them
- students who had registered, but who still needed to make a payment to avoid being dropped from their classes

We found that by contacting these students they were appreciative, and more likely to take action and to enroll in classes or to pay for their classes than in the past when we only used email communication.

As a result of these high-touch efforts the College has seen an increase in returning students, an increase in the number of graduates, and a decrease in bad debt. In addition, student feedback has led to the review of many policies and practices to ensure that our face to face services mirror our on-line services. For example, the option to “pay later” which was available on-line after the payment deadline had passed is being replaced with the option of “pay now” or “set up a payment plan.” Additional outreach campaigns also are being identified and implemented. One recent campaign has been launched to identify the progress of students who have petitioned to graduate but who were unsuccessful. In the past the cohort of “petitioners” who did not meet the graduation requirements were sent a letter telling them to call the counseling office. Now, these students are getting an outreach call from a counselor, and for students who petitioned and are no longer enrolled, completion coaches are reaching out to identify whether returning to College is possible.

## Conclusion

What have we learned from having a positive campus culture? How can developing a positive campus culture increase student success at your institution?

Having a positive campus culture has enable the Westshore team to have a common understanding of purpose, which leads to a passion for the work at hand and the ability for each employee to see themselves as part of the whole. Everyone wants to come to work and support the larger operation and the success of the students we see every day. Our positive campus culture helps to drive our success by giving employees the freedom to work independently without negative repercussions. The simple, consistent, shared vision of what we are, how we operate, and who we serve creates internal drivers for each employee, where they want to accomplish their best work without the need for incentives or other performance measures. The Westshore tag line, “Live, Learn and Earn Locally” is a uniting theme that reminds all of us of why we are here and helps us strive to improve the lives of our students.

Our students notice the difference. They have expressed the feelings they get when they attend classes at our campus. Our enrollment numbers continue to increase even as our capacity remains static. Students want to learn and succeed in this environment.

<http://www.youtube.com/watch?v=ep1VdFTsM0M>

The data from the few projects mentioned here supports the idea that our students are finding a path to successful completion at the Westshore Campus. In our first year, we had 19 students complete degrees and 81 students complete certificates. We have created a student government, Honors Society (PTK), produced two all-Ohio academic scholars, and 468 Dean’s Honors students. We look forward to more positive outcomes in the years ahead as the Campus continues to grow and develop, all within the context of the positive culture created from the beginning.

*The session will end with a case study activity where participants are challenged to respond to situations using culture-based leadership skills.*

*See appendix C for case study descriptions.*

## Team Photos



## Appendix A

### Degrees and Certificates at Westshore Campus and Westlake Educational Site

<b><i>Associate of Arts Degrees:</i></b>
○ General
○ Education
<b><i>Associate of Applied Business Degrees:</i></b>
○ Business Management
○ Human Resource Management
○ Paralegal Studies
<b><i>Associate of Applied Science Degree, Early Childhood Education</i></b>
<b><i>Associate of Science Degree</i></b>
<b><i>Associate of Applied Science Degrees:</i></b>
○ Nursing (Spring, 2011, Westshore Campus)
○ Medical Assisting (Spring, 2011, Westshore Campus)
○ Emergency Medical Technology (Spring, 2011, Westshore Campus)
<b><i>Certificate Programs:</i></b>
○ Medical Assisting (Spring, 2011, Westshore Campus)
○ Emergency Medical Technology (Spring, 2011, Westshore Campus)
○ Polysomnography (Summer, 2011, Westshore Campus)
<b><i>Non-Credit Workforce Training:</i></b>
○ State Tested Nursing Assistant (Summer, 2011, Westshore Campus)

## **Appendix B**

### **Campus Bridge Results Fall, 2012- Spring, 2013**

#### **Westshore campus**

##### **MATH 0800**

###### **Fall, 2012**

- 74 bridge students re-tested at the end of the two week class.
- 43 of the 74 moved up by at least one class (58.1%)
- 25 of 38 MATH 0800A students moved forward (65.8%)
- 18 of 36 MATH 0800B students moved forward (50%)
- 67 of the 74 students who re-tested took a 14-week math class during Fall, 2012
- 44 of the 74 who re-tested successfully completed the 14-week class (66%)
- 26 of the 39 students who bridged successfully completed the 14-week class (67%)
- 18 of the 28 students who did not bridge successfully completed the 14-week class (64%)
- 15 of the 26 students who both bridged AND successfully completed the 14-week class did so with a grade of either A or B (58%)
- 11 of the 18 students who did not bridge AND successfully completed the 14-week class did so with a grade of either A or B (61%)

###### **Spring, 2013**

- 48 bridge students re-tested at the end of the two week class
- 36 of the 48 moved up by at least one class (75%)
- 19 of the 26 MATH 0800A students moved forward (73.1%)
- 17 of the 22 MATH 0800B students moved forward (77.3%)
- 46 of the 48 students who re-tested are currently enrolled in a 14-week class

##### **English 0800**

###### **Fall 2012 and Spring 2013**

- 65 bridge students re-tested at the end of the two week class
- 58 of the 65 moved up by at least one class (90%)
- 60 of the 65 students who re-tested are currently enrolled in a 14-week class

## **College-Wide Summary Data**

### **Math Bridge course from 0910 – 0950**

- 233 students enrolled in this bridge course
- 45.5% of the MATH 0800A (0801) group proceeded to take Math 0950 or higher
- 29.6% of the MATH 0800A (0801) group did not take another math course after the bridge
- 65% of the MATH 0800A (0801) students who proceeded to take MATH 0950 earned an A-C
- The College-wide A-C rate for non-bridge students taking MATH 0950 was 55%. Therefore, the bridge group performed better than the non-bridge students.

### **Math Bridge Course from 0950 to 0960 (or other)**

- 148 Students enrolled in this bridge course
- 31% of the MATH 0800B (0802) group proceeded to take MATH 0960 or higher
- 32% of the MATH 0800B (0802) group did not take another math course after the bridge
- 64% of the MATH 0800B (0802) students who proceeded to take MATH 0960 earned an A-C
- The College-wide A-C rate for non-bridge students taking Math 0960 was 56%. Therefore, the bridge group performed better than the non-bridge students.

### **English Bridge Course from ENG 0990 to ENG 10XX**

- 248 students enrolled in an English bridge course
- 71% of students taking English bridge courses summer or fall 2012 proceeded to take either ENG 1010 or ENG 101H (Honors English)
- 21% of students did not enroll in any English course after the bridge
- 67% of students who proceeded to take ENG 1010 or ENG 101H received an A-C grade in those courses
- The College-Wide A-C rate for non-bridge students taking ENG 1010 or 101H was 67%. Therefore, the bridge group performed as well as the non-bridge students.

## Appendix C

### Group Activity

#### Case Study Scenarios

Student success is not one-dimensional - by knowing enough about the organization to ask the questions behind the questions that students are asking we can help students to succeed. It is important that all layers of the organization understand that students may not know what questions to ask. Illustrates the dangers of silos in complex organizations – and how culture can help bridge the linkage blindness.

New students must:

- Apply
- Take placement tests
- Participate in new student orientation
- Meet with a counselor
- Register for classes
- Seek support services

#### Communication/Information Sharing

Divide into small groups

Group given a student scenario/problem

One person is given the answers to a problem/question

Others do not know the scenario answers

Can only speak to the person next to you, not everyone in the group

How well does the information get shared?

Does the problem get resolved?

#### **Scenario 1 - 39 yr Female student**

Visits the EC to register for classes

Withdrew 2 semesters ago for personal reasons with daughter's health

Received SAP approval to register for classes

Comes to register and was told her account is on hold

Called 3 days ago and was told everything was fine

Highly upset as she is trying to register for classes before they fill-up and close

Noticed three days ago when she called that only a few seats were available

Talking very loudly and creating a scene

Stated she will not leave until her situation is taken care of

#### Questions/Answers:

*Does the Student have a hold on her account?* – YES

*What kind of hold does she have?* – She has a financial hold from a previous semester in the amount of \$223.

*How can the hold be released?* - She must pay off the previous balance before she can register for future terms.

*Are the classes she wants still available?* - 2 of the 3 classes are available, but with only 2 seats left.

*What steps must the student take to resolve the situation?* - The student must pay off her balance and then the hold can be removed and she can register for classes. She will need to pay the amount in full. She will then need to search for an additional class since one is full or, if she would like, she can be put on the waitlist for the full class.

*Can anyone help her with the payment of \$223?* - No, since it is after the fact, the payment responsibility is on the student and cannot be covered by Financial Aid.

*Why does she have an account balance?* - Her financial aid award was not enough to cover the full amount of her classes.

## **Scenario 2 - Program 60 Student**

Older gentleman comes in to register for classes

Does not self-identify as Program 60

Does not want to complete applications – doesn't feel we need all his information

Wants copies of all his paperwork

Cannot find the classes he wants to take, doesn't understand how to search for courses

Talking loudly in lobby, causing a scene, disturbing those around him

Falls asleep while application is being processed

### Questions/Answers:

*Is the student over the age of 60?* – YES

*Is the student a county resident?* – YES

*Why do we need all his information on the application?* – we need to put him in our database and ensure we have a means of communications with all students and gather accurate data on all registered students, whether they are audit or not

*Do Program 60 students need to pay?* – NO, classes are offered on a space available basis, free to county residents

*What classes are available?* – Must search the online course catalog to find out – need to know subject and campus

*What classes does he want to take?* - Art appreciation and IT 1010

*Are these classes offered at our campus?* - YES

*What times do the classes meet?* - Art – 9:00am, IT1010 – 12:00pm

## **Take Away/Homework**

Identify a specific challenge at your institution

Outline the problem

How would culture-based leadership help with this issue?