



Achieving the Dream

Success is what counts.

Aiken Technical College Report
Commission on Higher Education Meeting
Thursday, September 3, 2009

ACHIEVING
THE DREAMSM
COMMUNITY
COLLEGES
COUNT

Success is what counts.



Application for Participation

- **78.4% of students test into remedial classes**
- **74% of students are low income**
- **56% fall to fall retention rate**
- **Underutilization of existing data**
- **Underdeveloped use of data**





Planning Grant

Quantitative Research

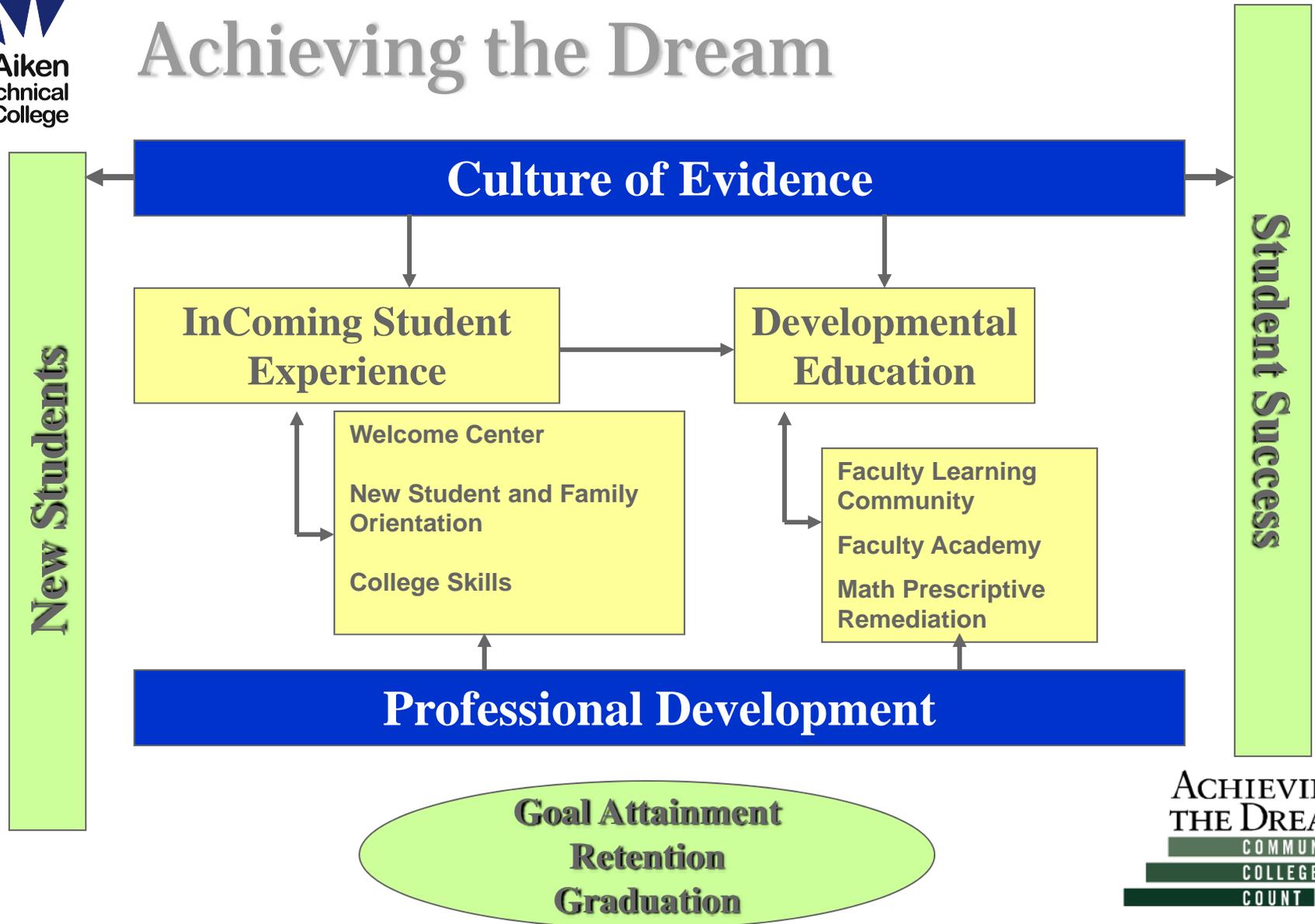
**Longitudinal
Student Cohort
Database - to identify
areas where students
experience low rates of
success.**

Qualitative Research

**Focus Groups – to
identify barriers that
inhibit student success**



Achieving the Dream





Welcome Center

Strategy 1: Provide a Centralized Location to Access Enrollment Services

Strategy 2: Enhance 1st Term Planning





Results

- **Faculty Advisors Spend More Time with Current students**
- **Resulted in Smaller Lines and Less Wait Times for Advising During Peak Registration Periods**
- **New Students can Complete the Enrollment Process in 2 Days**
- **Less Trips to Campus for Students**
- **Increased matriculation rate – from 46% to 60%**





Student Orientation

- **Meet the Faculty and Advisors**
- **Orientation to Program/Department**
- **FERPA**
- **Introduce Activity Period**
- **Outcome Example (Video/AV's/Graduates)**
- **Tour (Department Building/ASC)**
- **Reminder to go the Cafeteria for Information Tables**





Family Orientation

- **How to Support Your Adult Learner**
 1. Go to Class and Complete Assignments
 2. Practice Time Management and Good Study Skills
 3. Know your Faculty/Advisors (Posted Office Hours)
 4. Seek Help Early
 - ◆ Information Tables in the Cafeteria
 - ◆ Catalog and Student Handbook
 - ◆ COL 103
 - ◆ Library
 - ◆ Counseling Services
 - ◆ Academic Success Center
- **Checklist**





Analysis of Data

- **Students who attended the orientation were retained at a 77.99% rate from fall to spring who did not attend with a family member**
- **Students who attended the orientation were retained at an 83.8% rate from fall to spring who attended with a family member**
- **Last year students were retained at a 55% from fall to spring without attending the orientation**





College Skills Committee

- 1. Include representatives from Student Services, Academic Affairs, Workforce and Business Development, and advisory committees**
- 2. Committee reviews:**
 - Barriers to student success (AtD Data)
 - College success courses/syllabi around the nation
 - Current ATC College Skills Learning Outcomes
- 3. Determine plan of action**





Faculty Learning Community

- **Over 70% of Aiken Technical College Remedial Classes are taught by Adjunct Instructors.**

Focus group data (2007 – 2008, ATC)

- **Most students had at least some problems with their instructors, including a lack of consistency in teaching and grading methods.**
- **Students consistently said they did not feel prepared as they began their college level courses.**





ATC Faculty Learning Community

- **Developmental math faculty**
- **Adjunct and full-time**
- **Monthly meetings**
- **Discussions of teaching strategies, class management, best practices**
- **Enhanced consistency of teaching from teacher to teacher**
- **Build morale and teamwork**
- **Improve student success**





Faculty Academy

- **Professional development program**
- **Adjunct and full-time**
- **Classroom teaching, assessment, critical thinking, student success strategies**
- **Diversity, ADA, generational learning styles**
- **Assigned a faculty mentor**
- **Developed a portfolio**





Math Prescriptive Remediation Lecture/Lab Structure

- **Students register for a combination of Lecture and Required Lab**
- **Lecture- Math 031 - Meets 3 hours per week**
Lecture Time and Work Time
- **Lab- Math 011 - Meets 3 hours per week**
 - **Connected to a particular lecture**
 - **Has the Instructor and 2 Tutors**
- **Both the Lecture and the Lab are held in a room with 36 Computer Stations.**





Problems Addressed by the Lecture/Lab Setting

- **Math Foundational Skills**
- **Length of Programs**
- **Variety of Ability and Motivational Levels in the Same Class**
- **Computer Problems and Students' Access to Computers**





Why it Works

- **6 hours of seat time each week**
- **Tutors in lab for individualized help**
- **Class room lectures**
- **Pacing choice – regular or accelerated**
- **Accelerated pacing allows for finishing MAT 031 and 032 in one semester**
- **Coordination between Lead Lecturer and Lab tutors**





Results – Fall, 2008

- **123 students enrolled**
- **80 students (65%) passed MAT 031 with an A, B, or C**
- **32 of those 80 (40%) also successfully completed MAT 032 in the same semester**





Results – Spring, 2009

- **94 students enrolled**
- **58 students (62%) passed MAT 031 with an A, B, or C**
- **29 of the 58 (50%) also passed MAT 032 during the same semester**

