

Owens Community College

Bridge to Success Program for 2009

Toledo, Washington Local and Findlay Public High School Graduates



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• Bridge to Success Program

• *Presentation Outline:*

1. Access, Completion, Challenges with Community College Students
2. Success Scholarship
3. About the Pilot/Pilot Overview
4. Program Demographics
5. Curricular Changes
6. Areas for improvement and Program challenges
7. Summer 2009 successes
8. 2008 Outcome uses for Summer 2009
9. Next Steps for Bridge to Success
10. What We Learned as An Institution-Suggested Policy Changes

• What We Know About Underserved Students

1. Low income
2. First generation
3. Minority
4. Lack of college preparatory curriculum in high school
5. At lower-level reading and math courses in high school
6. More likely to need developmental coursework
7. Delay college attendance and/or attend part-time or sporadically (Laden, 2004; Chen, 2005, Twigg, 2005)

• *“Adjusting to the academic and social demands and responsibilities of college poses many challenges for underserved students”*

(Green, 2006, p. 22)

• What We Know About the Issue of Affordability

• *Access to Dollars:*

- “Community colleges provide widespread access to postsecondary education and vocational training for students from all backgrounds, including **low-income and underrepresented students, than any other type of college**” (The Project on Student Debt, 2009, p. 2)
- The “most equitable way for community colleges to serve their students is to offer federal loans along with financial aid counseling” (p. 1)

- Providing Access and Opportunities for Academic Success to Underserved Students

- *Success Scholarship:*

- Owens Foundation expanded the Success Program for 2009-10:
 - Includes 14 high schools in Toledo and Findlay
 - Designed to **bridge the gap** between a student's grant aid received and the cost of an Owens education (Success Report, Winter 2009)

• What We Know About Access & Completion Barriers for Underserved Students

• *Access barriers include* (Malnarich, 2005, p. 52-53):

1. Impoverished neighborhoods, poorly funded school systems, inadequate curriculum
2. One-size-fits-all approach to learning and assessment
3. Misalignment of high school work with college expectations
4. Affordability of education

• *Completion barriers include* (Malnarich, 2005, p. 52-53):

1. Lack of academic intensity and quality of secondary school curriculum
2. Levels of math competency
3. Developmental reading

• The Issue of Access into College, cont.

• *Recommendations for more flexibility and more curricular pathways* (Green, 2006, p. 24-26):

1. Block scheduling
2. Online courses during the day
3. Pass-Fail options
4. Greater integration of career and academic courses
5. Mentoring and tutoring

• *Solution: “academic apprenticeship where the habits of mind and the cluster of abilities associated with academic success are learned”* (Malnarich, 2005, p. 54)

• A marriage between “access and academic excellence and curricular coherence is a criterion for excellence” (Malnarich, 2005, p. 54)

- *Access is key but completion is critical*

To ensure college success for the 2009 High School graduates:

1. Retention
2. Completion
3. Success



- *Turning Access into Academic Student Success Means...*

- Smooth college transition
 1. Academic preparedness - *Study/Life skills*
 2. Academic support - *Campus resources*
 3. Building academic relationships

Owens Community College

2009 Bridge to Success Program



• About the “Pilot” for Bridge to Success Program

- The purpose of the pilot was to help first-year, underrepresented students from Woodward High School successfully transition into the Owens Community College environment. All students selected for the pilot successfully passed all sections of their Ohio Graduation Test (OGT), were admitted to Owens Community College, took Owens’ placement test, completed their Free Application for Federal Student Aid (FAFSA), and committed to attending a seven week summer program. We worked to eliminate any financial barriers for these students by providing:
 1. Free academic textbooks
 2. Food vouchers
 3. Public transportation to and from Owens Community College

• Pilot Program Overview

- This past summer, Owens began the pilot with 20 Woodward High School students. We tracked and monitored the success of these students for three consecutive semesters. The highlights below reveal the number of students retained within this pilot:
 - 20 students retained and completed the pilot program
 - 20 registered for Fall 2008; 14 registered for Spring 2009

- 2008 Demographics (Woodward High School)

2008 Enrollment Data

Total Enrolled	20
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Total Summer 2008	20
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- 2009 Demographics (Toledo, Washington Local, Findlay High Schools)

2009 Enrollment Data

Total College Ready	20
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Total Developmental	20
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Total Compass Extended Prep	19
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Total Summer 2009	59
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● Curriculum for 2008 Cohort

- Last year, the seven week pilot ran from mid-June through the end of July.
- The seven week pilot included a rigorous class schedule Monday through Thursday from 9:00a.m. to 2:00 p.m. that also included a transitional First-Year Experience (FYE) course and a math refresher course.

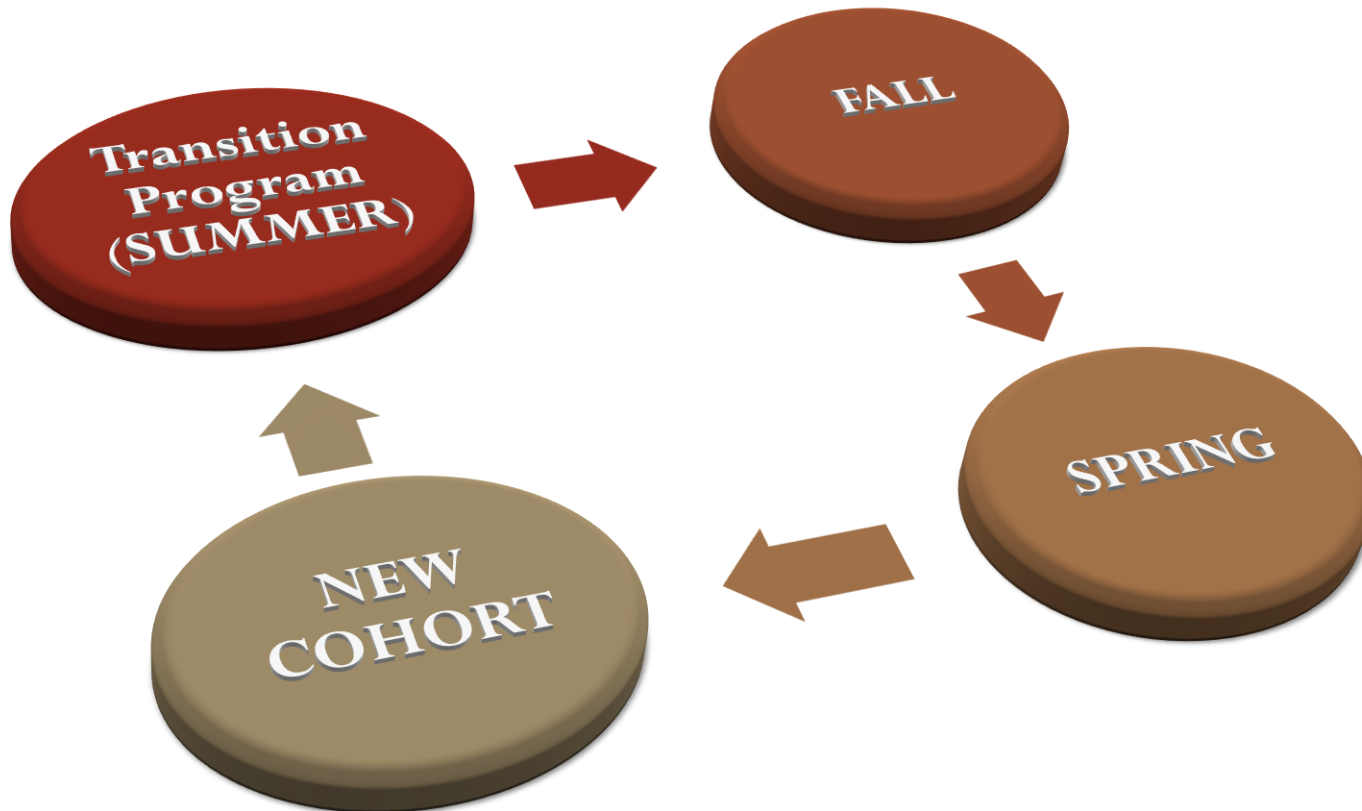
● Curriculum for 2009 Cohort

- The second cohort was exposed to an expanded curriculum:
 1. FYE
 2. College Study Skills course
 3. Social Problems course (NYT)
- An array of academic initiatives that included:
 1. Academic preparation and critical thinking workshops
 2. Classroom etiquette
 3. Exposure to campus culture
 4. Mentoring (Student Success Mentors and Supplemental Instructor Leaders)
 5. Learning communities/Block scheduling

- Changes in Program Curriculum

Summer 2009:

Learning communities and block scheduling for 3 consecutive semesters.



● Using Pilot Outcomes for the New Cohort

Based on outcomes for the pilot cohort (2008-09), the following were necessary for the next cohort:

- Incorporate more effective math strategies.
- Partner with four-year institution for transfer purposes.
- Generate more funding resources (incorporating into the general budget).
- Increase staff support.

The following were implemented with the 2009-10 cohort:

- Math, reading, and writing refreshers in the 7wk summer program.
- Connection for students identified to transfer to a four-year institution.
- Success Scholarship
- Increased staff support through Supplemental Instructor(SI) and Student Success Mentors (SSMs).
- Learning communities/block scheduling
- Critical thinking core competency.
- NYT activities.
- Math Blues & MyMathTest refreshers.
- Guest speaker series.

• Areas for Improvement & Program Challenges 2008-2009

• *Both cohorts shared many of the same challenges:*

• **Institutional Level**

1. Financial Aid
2. Limited support staff
3. Securing future resources

• **Student Level**

1. Regular class attendance
2. Communication barriers
3. Life challenges
4. Lack of technology
5. Cultural barriers
6. Students' outside work schedules
7. Work-study job challenges
8. Level of under-preparedness

- Summer 2009 Successes

- *Transitional Program Outcomes:*
 1. Increased student participation
 2. 98% completion rate
 3. 91% enrollment for fall
 4. Improvement on COMPASS Placement Test
 5. Regular class attendance
 6. Learning Communities/Block Scheduling
 7. Increased retention
 8. Established academic relationships

• Next Steps for the Bridge to Success Program

- Successful completers of the Summer transitional program enroll as a cohort (*learning community*)
- Strong partnerships with high schools
- Earlier high school intervention
- 2010 program expansion
- Stronger parental connection
- Create peer mentorship for next years Bridge students
- Collaboration with 4 yr institution

● Suggested Policy Changes

- *Based on what we have learned over the last two years, there are some critical areas that need to be examined in moving forward:*
- Federal regulations (financial aid*)
- Restrictions for early intervention
- Institutional branding

● References

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- Malnarich, G. (2005). Learning Communities and Curricular Reform: Academic Apprenticeships for Developmental Students. *New Directions for Community Colleges*, 129, 51-62.
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- The Project on Student Debt: An Initiative of the Institute for College Access & Success, October 2009
- Twigg, C. Increasing Success for Underserved Students: Redesigning Introductory Courses. Sarasota Springs, N.Y.: National Center for Academic Transformation, 2005.

- **Wrap Up Session**



- **Any Questions?**