"MY BROTHER’S KEEPER"

PTC Pulaski Technical College
The Network for Student Success
THE MAIN THINGS I WANT TO ACCOMPLISH ARE COLLEGE AND MEDICAL SCHOOL. I WANT TO ACCOMPLISH THEM **BY STUDYING HARD, STAYING ON TOP OF MY GAME AND SURROUNDING MYSELF WITH POSITIVE PEOPLE** THAT WILL PUSH ME.”

—Cameron Nichols

“I REALIZE NOW THAT THINGS THAT JUST DON’T HAPPEN; IT TAKES PEOPLE AND PLANNING TO MAKE THINGS HAPPEN.”—Kevin Lamont West, Sr.

“My EYES HAVE OPENED-UP TO A LOT OF DIFFERENT THINGS AND THEY MADE ME LOOK AT ISSUES DIFFERENTLY THAN I HAVE BEFORE. OVERALL, I HAVE BECOME A BETTER PERSON, AND I’M TRYING, STUDYING AND THRIVING TO BECOME EVEN A BETTER PERSON.”

—Corey Bradley
National data & trends

- From 1997-2007, the number of enrolled minority students of any age grew from 3.6 million to 5.4 million (52% increase) (ACE, 2010).

- African Americans (AA) had the lowest persistence rates; two-thirds of AA males who begin college do not finish. (Harper, 2005; ACE, 2010).

- In any given year since 2000, among black college degree recipients, no less than 66% are women (Snyder and Dillow, 2009).
"ARE WE OUR BROTHER'S KEEPER?"
Presentation highlights

• Time-line (from creation to implementation)

• Unique Features

• Assessment

• Handouts/Q & A
## Our student body

### Enrollment

<table>
<thead>
<tr>
<th></th>
<th>All Arkansas Colleges</th>
<th>2 Year Colleges</th>
<th>Pulaski Tech Fall 2011 (11,946)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>17.9%</td>
<td>22.7%</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
<td>73.0%</td>
<td>70.7%</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>9.1%</td>
<td>6.6%</td>
<td>6% (3% Hispanic)</td>
</tr>
</tbody>
</table>
Creation

• Foundations of Excellence (2006 – 2007)
  Identified lack of services for diverse student body

• Achieving the Dream (2008)
  Focuses on completion rates for students of color

• Admitted by HLC to AQIP (2008)
Implementation

- **US Department of Education (2008)**
  - Predominately Black Institutions grant (*PTC targeted black males*)

- **AQIP Action Project (2009)**
  - Intervention strategies for black males *during freshman year*

- **College Seminar course (Fall 2009)**
  - 3 credit hour success course
Unique features

- Customized textbook & Common reader
- Accountability teams & early alert
- Coding system
- Campus activities
Customized textbook & Common reader
Accountability teams

- **WHY?**
  Black males devoted less time to studying, writing/revising papers, and taking notes in class. (Cuyjet, 1997)

- **HOW?**
  Teams of 3-4 students, instructor-selected

- **WHAT?**
  Attendance, assignment prep, presentations, etc.

- **WHEN?**
  After the 2nd week of class
**Coding system**

**Student Profile:**
1st generation
Social/Community barriers
Weak academic foundations

**Student Profile:**
May have had trouble with the law
Undiagnosed learning disability
Unstable transportation

**Student profile:**
Working full time
GED completer
2nd generation student

**Student Profile:**
Completed high school
Attending PTC is part of long range plan
Goal is to transfer to a 4 year college/university
Engagement activities

Dress for success

Free-style Fridays

Study groups

Peer to peer
Assessments

- Needs/self-assessment
- **Arrangement** of course content
- Historical & **current** data
- Timeliness & quality of assignments??
Self-selected needs assessment

Financial Aid/Scholarship
Anger management

Fathering Issues
Re-entry

Study skills
Time management

Public speaking
Transportation

Manhood issues
Relationship issues
Historical data at PTC

- **Average GPA of 1.88 for Black males** compared to an overall college cumulative GPA of 2.5 for other students.

- **Retention rate of less than 16.7** from fall of ‘07 to fall ’08.

- Significant *variance* in *gatekeeper courses* (students of color)

- **Low engagement** in campus activities
# Measures of Success
*(Fall ‘09 cohort)*

<table>
<thead>
<tr>
<th>Fall ‘09 Cohort (44 students)</th>
<th>Fall ‘09 GPA</th>
<th>Cum. GPA</th>
<th>Fall to Spring ’10 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>2.71</td>
<td>2.97</td>
<td>84%</td>
</tr>
<tr>
<td>AA Males (Other Student Success Classes)</td>
<td>2.64</td>
<td>2.49</td>
<td>69%</td>
</tr>
<tr>
<td>All Student Success Classes</td>
<td>2.89</td>
<td>2.90</td>
<td>77%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall ‘09 Cohort</th>
<th>Spring ’10 GPA</th>
<th>Cum. GPA</th>
<th>Spring to Fall ’10 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>2.64</td>
<td>2.74</td>
<td>77%</td>
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</tbody>
</table>
# Measures of Success

(Spring ’10 cohort)

<table>
<thead>
<tr>
<th>Spring ’10 Cohort (32 students)</th>
<th>Spring ’10 GPA</th>
<th>Cum. GPA</th>
<th>Spring to Fall ’10 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>2.72</td>
<td>2.5</td>
<td>66%</td>
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<table>
<thead>
<tr>
<th>Spring ’10 Cohort</th>
<th>Fall ’10 GPA</th>
<th>Fall to Spring ‘11 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>2.6</td>
<td>95%</td>
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</table>
# Measures of Success

(Fall ‘10 cohort)

<table>
<thead>
<tr>
<th>Fall 2010 Cohort (23 students)</th>
<th>Fall ‘10 (ABC)</th>
<th>Fall ‘10 (DFWI)</th>
<th>Fall to Spring’11 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>52%</td>
<td>48%</td>
<td>48%</td>
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</table>
# Measures of Success  
**(Spring ‘11 cohort)**

<table>
<thead>
<tr>
<th>Spring 2011 Cohort (24 students)</th>
<th>Spring ’11 (ABC)</th>
<th>Spring ’11 (DFWI)</th>
<th>Spring to Fall ’11 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males Student Success Course Cohort</td>
<td>96%</td>
<td>4%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Additional & future projects

- Linked courses via learning community concept
- Summer bridge (high school males)
- Learning styles study group project
- Courses for other subgroups; especially marginalized males
Ideas to consider

“A little learning, indeed, may be a dangerous thing, but the want of learning is a calamity to any people”

~Fredrick Douglass

“It's not what you have, it's what you use that makes a difference.”

~Zig Zigler

"No significant learning occurs without a significant relationship."

~Dr. James Comer
Questions / Answers

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