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College Success at Durham Tech

Gabby McCutchen, Dean, Student Engagement and Transitions

TABLE TALK

> What are the needs and characteristics of First-Year Students?
  > At your table, make one list of needs and one list of characteristics
  > At your table, choose the top three needs and the top three characteristics.

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TABLE TALK

> What are the needs of First-Year Students?
> https://www.polleverywhere.com/free_text_polls/SlBR5k1VI1Ma7qp

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TABLE TALK

> What are characteristics of First-Year Students?
> https://www.polleverywhere.com/free_text_polls/lhnzNfkzOfeShal

Agenda

- ❑ ACA 122 at Durham Tech
- ❑ Guiding Principles of the Course
- ❑ Guiding Principles of the Training
- ❑ College Success Instructor Training
- ❑ Instructor Support

ACA 122 at Durham Tech

History of ACA 122

1990s: EDU study skills → 2002-2004: Student Success Workshops, ACA 118: Study Skills → Spring 2004: Achieving the Dream → Spring 2006: ACA 111

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History of ACA 122

2007-2008: ACA 122 created → Fall 2008: ACA 111 and ACA 122, and training developed → 2009: All students take ACA 122 → Fall 2010: FYE becomes a discipline

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History of ACA 122

Fall 2012: College president teaches ACA 122 → Spring 2014: ACA 122 is "co-req" with DRE and DMS → Fall 2014: ACA "co-req" with ENG 111 → Spring 2017: ACA 122 is UT graduation requirement → Fall 2017: New waiver requirements

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ACA 122 at Durham Tech

- FYE model vs. transfer model
- Element of intrusive advising
- Only ACA class offered at Durham Tech
- Offered at Durham Tech since 2008
- 40+ sections scheduled each semester
- First-Year Experience program
- Within Student Engagement and Transitions department

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Who Takes ACA 122?

- Required for new college students
  - Listed on Plans of Study for all degrees (AA, AAS, AE, AFA, AGE, and AS)
  - Registration rule will not allow students to register for a schedule that does not include ACA 122.
- New waiver criteria
  - UT: Only waived if ACA 122 is on the transcript
  - CTE, HT: 12+ college-level credits or FYE course on transcript
  - Students placing into DRE 096 and lower levels of EFL
  - Licensed in-service public safety students
  - CAO can override in extraordinary circumstances

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ACA by the Numbers

2 instructional hours

- 1 credit
- 2 contact

3 major themes

- Goal discernment
- Learning strategies
- College culture

4 instructional delivery formats

- 16-week seated
- 16-week online
- 8-week seated
- 8-week hybrid

47 sections in Fall 2017

- 16 sections FT instructors
- 12 sections academic advisors
- 11 sections dedicated instructors
- 8 sections adjunct / overload

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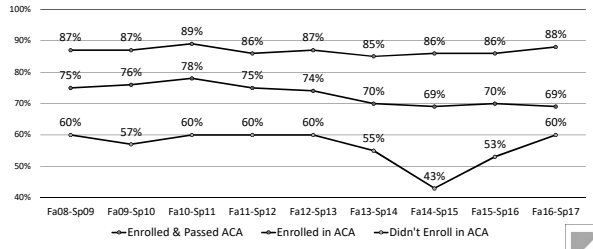
Longitudinal Data – Fall to Spring Persistence Rates



Let's See the Results

- What are the needs of First-Year Students?
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Let's See the Results

- What are characteristics of First-Year Students?
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Guiding Principles of the Course

Chickering & Gamson's
"Seven Principles of Best Practices in Undergraduate Education"

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

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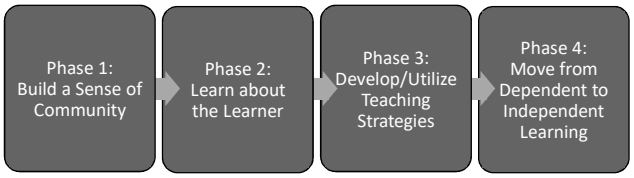
John Gardner's "Four Phases of a First-Year Seminar"



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Donna Younger's "Dimensions of Preparedness"

Academic Skills
- Reading
- Writing
- Math

Studentship Skills
- Time management
- Study skills
- Test taking

College Knowledge
- Classroom behavior
- Expectations
- Language

Support & Resources
- Family and friends
- Employer
- Finances

Self-Knowledge
- Strengths
- Weaknesses
- Goals

Adapted from a presentation by Donna Younger at the Institute on First-Year Student Success in the Community College in November 2012

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Guiding Principles of the Course

1. Active learning
2. Community-building
3. Learning about the learner
4. Self-assessment
5. Balance of learning styles

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College Success Instructor Training

Guiding Principles of the Training

1. Active learning
2. Community-building
3. Learning about the learner
4. Self-assessment
5. Balance of learning styles

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TABLE TALK

> What are the characteristics of ACA 122 instructors?
  > At your table, make one list.
  > At your table, choose the top three characteristics.

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TABLE TALK

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Training Goals

To prepare college faculty and staff to teach ACA 122

To review key concepts in ACA 122 instruction, pedagogy, and assessment

To foster community among instructors of and advocates for ACA 122

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College Success Instructor Training

> Offered to all faculty and staff since 2006
> Faculty/Staff Trained to Date: 211
> # Who Have Taught ACA 122: 45

> 15-hour training over three days
> Led by FYE chair and FT ACA 122 instructors
> Mirrors class in methods, philosophies, and strategies

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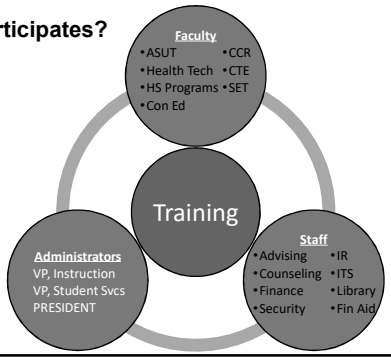
Who Participates?



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Why Participate?

- Prepare to teach ACA 122
- Learn new teaching strategies
- Learn more about the college
  - Financial Aid
  - Programs of Study
  - Advising and Registration
  - Who our students are
- Learn about ACA 122

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Experiential Learning & Empathetic Reasoning

> Activities in training mirror ACA 122 activities:
  > Empathetic Recall
  > Self-Assessment Activities
  > Academic Course Plan
  > Learning Strategies Jigsaw Activity
> Dimensions of Preparedness
  > Needs and characteristics
  > What do students need to know in order to…?
  > What policies and resources do students need to know?

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Comprehensive Training

> Three Major Themes of ACA 122
  > Goal Discernment
  > Learning Strategies
  > College Culture
> Active Learning Strategies
  > Think-Pair Share
  > Jigsaw
  > Icebreakers / CATs
  > Whiparound
  > Gallery Walk / Table Talk
  > Jeopardy! / Kahoot
  > Case Studies

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Institutional Support

Campus-Wide Buy-In: People

- **Early years**
  - Counselors
  - Chief Academic Officer
- **Middle years**
  - President (formerly CAO)
  - Dean, Student Development
  - Dean, ASUT
  - Assistant Dean, ASUT
- **Now**
  - President
  - VP, Student Engagement, Development and Support
  - Sr. VP, Institutional Advancement and Support
  - Deans
  - Department Heads
  - Advisors
  - Financial Aid
  - High School Programs
  - Faculty

Campus-Wide Buy-In: Data

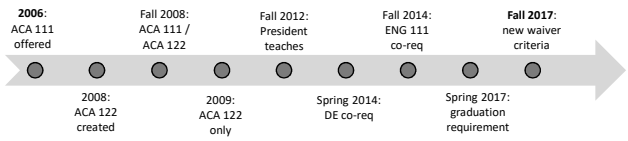
- **Longitudinal persistence data**
  - Fall-to-Spring
  - Fall-to-Fall
  - Spring-to-Fall
  - Spring-to-Spring
  - ABC vs. DFW vs. not enrolled
- **Grade-distribution data**
  - By semester (fall, spring, summer)
  - By delivery method (seated vs. online, 16-week vs. mini-session I/II)
  - By instructor status (FT/PT/Faculty/Staff)
  - By number of attempts
- **Co-enrollment data**
  - Comparison with Dev Ed grades
  - Comparison with ENG 111 grades
  - Comparison with EFL grades

Campus-Wide Buy-In: College Initiatives

> Achieving the Dream
> Catalyst Grant
> Completion by Design
Loss-Momentum Framework

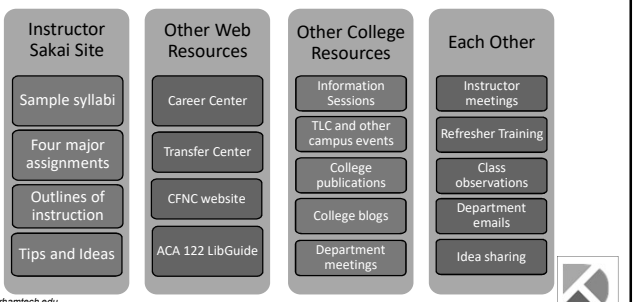
Campus-Wide Buy-In: Patience!

> **This process takes time!**



ACA Instructor Support

ACA Teaching Resources



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Q & A

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> Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, Mar. 1987, p3-7.

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> Gardner, J. (1992). Guidelines for designing instructor training workshops. Columbia, SC: National Resource Center for The Freshman Year Experience. University of South Carolina.

Thanks!

> Gabby McCutchen

Dean, Student Engagement and Transitions
Durham Technical Community College
mccutcheng@durhamtech.edu