



*Teaching Academic Survival &
Success Conference
March 16, 2015*

**Broad Based
Collaboration +
Unique Pedagogy
= A Promising
Learning
Community for
Students Who
Place into
Developmental
Math & English**

What Is Connect2?

Learning Community Developmental Education Project
(2nd Year of Pilot Project)

- Fully Integrated Developmental English and Math Courses
- Linked with Articulated College Level Courses
- Infused with Intensive Academic and Social-Emotional Support Services
 - Required Counseling and Advising
 - Required Non-Credit Student Services Lab
- One Year, Cohort

Main Goal for Project

To lead a cohort of students, who place into developmental English and math, through a one-year structured program of study with increased persistence, retention, and success.

Inspiration for Connect2

- Kate Midday, MCC Learning Communities Department Chairperson, heard a presentation by Andrew Colenbrander (Delta College) about a similar project at the 2011 National Learning Communities Conference



Delta College, Bay City, Michigan



Key Program Features and Benefits

- Cross Collaboration of Academic & Student Affairs
- Instructional Collaboration & Planning
- Built in Study Time & Academic Support
- Required Counseling & Advising
- Exposure to Student Support Services
- Intentional Recruitment & Enrollment of Students

Administrative Support

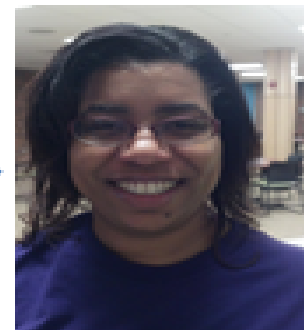
Collaborating with Administration



Tony, VP of Academics
and Student Affairs



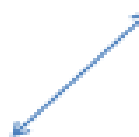
Kate, Learning Communities Chair



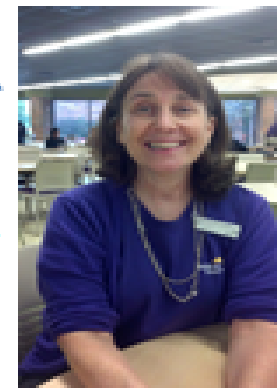
Adriane, Dean
of
Academic
Development



Flecia, Dean of Student Development



Emma, Director
Of Learning
Support



Marianne, Dean of
Enrollment Services

Intentional Recruitment and Enrollment

Recruitment Letter

This program is only open to 20 students. If you enroll, Connect2 courses will make up your first fall and spring semesters at MCC, and the project includes over \$1,000 in textbooks. You will still be responsible for tuition and fees.

Negatives to Positives

Free Text Books and Pre Planned Schedule

Intentional Recruitment and Enrollment

If you are among the first 20 to enroll, you will benefit from:

- Smaller class sizes
- A schedule that's pre planned for both semesters
- No standing in line or worrying about getting into your classes
- Built-in study time and professional tutoring customized for this program
- Built-in counseling and financial aid services
- Group study and peer support with fellow Connect2 students the whole year
- 100% of textbook cost covered

Student Weekly Schedule: Fall

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:30	SOC 151 – Intro to Sociology		SOC 151 – Intro to Sociology		
10:30-11					
11-11:30					
11:30-12	ENG 095 – Intro to College Writing	MAT 095 – Elementary Algebra	ENG 095 – Intro to College Writing	MAT 095 – Elementary Algebra	
12-12:30					
12:30-1					
1-1:30	BREAK		BREAK		
1:30-2	Student Services Lab	BREAK	Student Services Lab	BREAK	
2-2:30					
2:30-3		CIS 110 – Computer Literacy		CIS 110 – Computer Literacy	
3-3:30					
3:30-4					
4-4:30					

Student Weekly Schedule: Spring

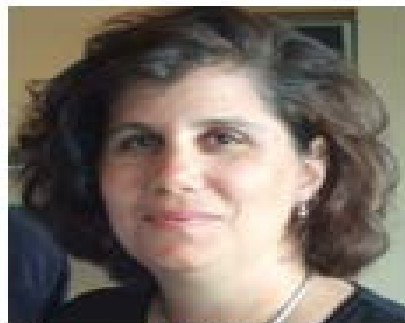
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30		EAS 170 – Oceanography and Geology		EAS 170 – Oceanography and Geology LAB	
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30	MCC 101 – The College Experience				
10:30-11:00					
11:00-11:30					
11:30-12:00	ENG 151 – Composition I	MAT 099 – Intermediate Algebra	ENG 151 – Composition I	MAT 099 – Intermediate Algebra	
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00	Student Services Lab		Student Services Lab		
2:00-2:30					

Instructional Collaboration

Collaborative Pedagogy



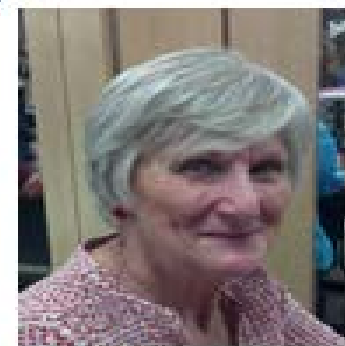
Shiela: Sociology



Laura: Math



Anne: English



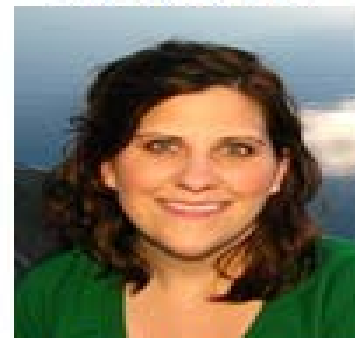
Beverly:
Computer Skills



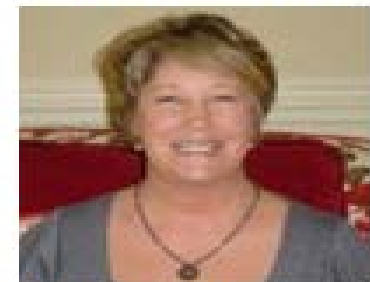
Kate: Geology



Laura: English



Heidi: Math



Ellen: College
Experience

Collaborative Classroom

Instructors
model
interaction/
collaboration/
teamwork

Social
connections
build
among
students

Successful
group
assignments
and
other
teamwork

Sample Integrated Assignments:

Fall Semester

Daily Writing 4.1

- Identify a situation which has a base charge plus a unit charge. We had a similar assignment before, so your situation could be a taxi ride with a base charge plus per-mile charge, a pizza order with a base charge plus per-topping price, a rental with a base plus per-hour charge, etc. Give a sentence or two describing the situation.
- Write the equation for the situation at the bottom, such as $y = 5 + 2x$, and identify Y and X.

Sample Integrated Assignments:

Fall Semester

- Compare three equations by identifying what information you would need to use each and/or what each would help you find.
 - $y - y_1 = m(x - x_1)$
 - $y = mx + b$
 - $m = y_2 - y_1 / x_2 - x_1$.
- Don't forget a three-prong thesis. You have three formulas to compare, so you should be able to list those for your prongs.

Sample Integrated Assignments:

Spring Semester

For this second essay, you will compare and contrast two volcanic processes or the eruptive styles. Your thesis statement for this essay will be a report-style objective conclusion. For example: The lava and eruptions of volcanoes can be used to predict how dangerous they might be.

You must compare the volcanoes using three distinct points and these points must be applied to both volcanic processes or eruptive styles (so that your comparison is a “true” comparison. In order to support your comparison, you must describe and analyze the processes, and you must use at least one specific detail or piece of evidence from an outside source for each point you use for comparison. These details and pieces of evidence will come from your geology textbook, labs, class lectures, notes, and the *Science in Context* reference database.

Student Services Collaboration

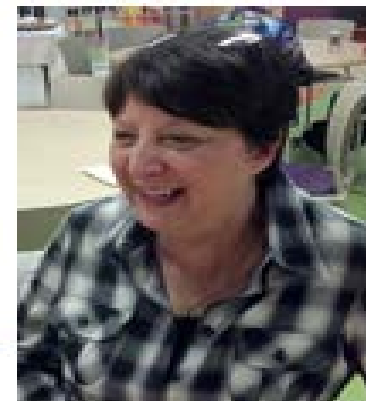
Collaborating with Colleagues



Deb: English Specialist



Jen: Math
SI Leader



Terri: Advisor



Cynthia:
Librarian



Ellen: Counselor

Collaborative Services

During Lab Time First Semester:

- Math Supplemental Instruction
- Library
- Counseling
- Advising
- Study Skills
- Instructors dropping in for extra tutoring time, work time with help available, directions and discussion regarding specific assignments, technical assistance on specific assignments.

Sample Lab Schedule 1st Semster

9/23	LAB: Introduction of Student Services Assignment and First Activity (website)/MAT: Homework Help	JR
9/25	MAT: Homework Help	JR
9/30	SOC: Editing Culture Project Paper/ SOC: Help Creating PowerPoint for Assignment for Culture Project/MAT: Homework Help	SV, AH, BJ, JR
10/2	SOC: Help Preparing for SOC Test, using study guide/MAT: Homework Help	JR, SV
10/7	LAB: open time to schedule appointments, complete student life worksheet, complete appointments	-----
10/9	SS: domains and critical thinking levels	DS
10/14	MAT: Homework Help	JR
10/16	ADV: academic goals and transfer compared to occupational programs	TM
10/21	COUN: stress management	EZ

2nd Semester Lab

- Weaning them off
- Study hall format: support more than instruction and hand-holding
- Supplemental Instruction Leader for math and other subjects

Results: Fall Semester 2013

- 13/14 passed the English course and exit test
- 11/14 passed the math class
- 1 left for trade school
- 11 continued in the cohort
- 2 who failed math retook the course with Connect2 teachers (Laura M. and Jen R.)
 - 1 who failed math has extreme social challenges, yet is passing math and English retakes now
 - 1 who failed math is low functioning but still trying in school

Table 1: MAT-095 Success and Retention

MAT-095 Success and Retention Rates			
		Fall FY14	
		Rate	N
MAT-095 Only Students Enrolled in Both Connect2	Success	62% ^C	458
	Success	45% ^{BC}	40
	Success	79% ^B	14
MAT-095 Only Students Enrolled in Both Connect2	Retention	74% ^A	458
	Retention	68% ^B	40
	Retention	100% ^{AB}	14

Source: OIR End of Term File, Fall FY14.

*Letter pairings are significant at $p \leq .05$.

Success = Course Completion with a C or Better.

Retention = Course Completion with a non-W Letter Grade.

Table 2: MAT-095 Average Grades

MAT-095 Average Grades			
		Fall FY14	
		Ave.	N
Students Enrolled in MAT 095 Only	Grade Average	1.91 ^{AC}	458
Students Enrolled in Both	Grade Average	1.4 ^{BC}	40
Connect2	Grade Average	2.64 ^{AB}	14

Source: OIR End of Term File, Fall FY14.

*Letter pairings are significant at $p \leq .05$.

Table 3: MAT-095 Persistence to Spring 2014

MAT-095 Persistence Rates			
		Fall FY14	
		Rate	N
MAT-095 Only Students Enrolled in Both Connect2	Fall to Spring	79%	458
	Fall to Spring	85%	40
	Fall to Spring	93%	14

Source: OIR End of Term File, Fall FY14 and 10th Day Spring 2014.

Table 4: ENG-095 Success and Retention

ENG-095 Success and Retention Rates			
		Fall FY14	
		Rate	N
ENG0-095 Only	Success	57% ^A	75
Students Enrolled in Both	Success	72%	39
Connect2	Success	93% ^A	14
ENG-095 Only	Retention	64% ^A	75
Students Enrolled in Both	Retention	74%	39
Connect2	Retention	93% ^A	14

Source: OIR End of Term File, Fall FY14.

*Letter pairings are significant at $p \leq .05$.

Success = Course Completion with a C or Better.

Retention = Course Completion with a non-W Letter Grade.

Table 5: ENG-095 Average Grade

ENG-095 Average Grades			
		Fall FY14	
		Ave.	N
ENG 095 Only	Grade Average	1.84 ^A	74
Students Enrolled in			
Both	Grade Average	2.28	40
Connect2	Grade Average	2.93 ^A	14

Source: OIR End of Term File, Fall FY14.

*Letter pairings are significant at $p \leq .05$.

Table 6: ENG-095 Persistence

ENG-095 Persistence Rates			
		Fall FY14	
		Rate	N
ENG-095 Only	Fall to Spring	84%	75
Students Enrolled in			
Both	Fall to Spring	85%	39
Connect2	Fall to Spring	93%	14

Source: OIR End of Term File, Fall FY14 and 10th Day Spring 2014.

Results: Spring Semester 2014

- 6/11 passed the English course (composition I)
- 4/11 passed the math class with C+ grade (intermediate algebra)
- Average GPA for both developmental math (ENG 099) and college level English (ENG 151) 1.45 for Connect2 students (N=11) compared to 2.49 for other students dually enrolled in these courses (N=202)
- Retention Remained 100% (D+ grade)

Results: Spring Semester

- **Confidence** of students is enormously improved, shows in counseling meetings and elsewhere; they are comfortable on campus, play Frisbee on lawn and basketball in gym
- **Social Connections** to cohort students and instructors are lasting and meaningful; students have formed excellent bonds with each other and are supportive and friendly; students are asking how to take more courses with these instructors, seeking them out regarding questions

Results: Spring Semester 2014

- **Self Awareness** increased by the students; they know why they are not doing well in certain classes and how they could solve those problems but CHOICES, CHOICES, CHOICES
- **Program Assessment and Dilemma** required; what do we need to do to improve outcomes for the students

Table 9: MAT-099 Success and Retention FY14

MAT-099 Success and Retention Rates		FY14	
		Rate	N
MAT-099	Enrollee Success	61%	673
Both	Enrollee Success	68% ^A	200
Connect2	Enrollee Success	36% ^A	11
MAT-099	Retained Success	72% ^D	673
Both	Retained Success	78% ^E	200
Connect2	Retained Success	36% ^{DE}	11
MAT-099	Retention	85%	673
Both	Retention	87%	200
Connect2	Retention	100%	11

*Superscripted letter pairs are statistically significant at $p < .05$.

Table 10: MAT-099 Average Grade FY14

MAT-099 Average Grades		FY14	
		Ave.	N
MAT 099	Grade Average	2.12	673
MAT-099 & ENG-151	Grade Average	2.50	200
Connect2	Grade Average	1.00	11

*Superscripted letter pairs are statistically significant at $p < .05$.

Table 12: ENG-151 Success and Retention FY14

ENG-151 Success and Retention Rates		FY14	
		Rate	N
ENG-151	Enrollee Success	71%	1,682
Both	Enrollee Success	69%	202
Connect2	Enrollee Success	55%	11
ENG-151	Retained Success	81% ^D	1,682
Both	Retained Success	76%	202
Connect2	Retained Success	55% ^D	11
ENG-151	Retention	87%	1682
Both	Retention	90%	202
Connect2	Retention	100%	11

*Superscripted letter pairs are statistically significant at $p < .05$.

Table 13: ENG-151 Average Grade FY14

ENG-151 Average Grades		FY14	
		Ave.	N
ENG-151	Grade Average	2.67	1,682
MAT-099 & ENG-151	Grade Average	2.49	202
Connect2	Grade Average	1.45	11

*Superscripted letter pairs are statistically significant at $p < .05$.

Challenges and Learning Experiences

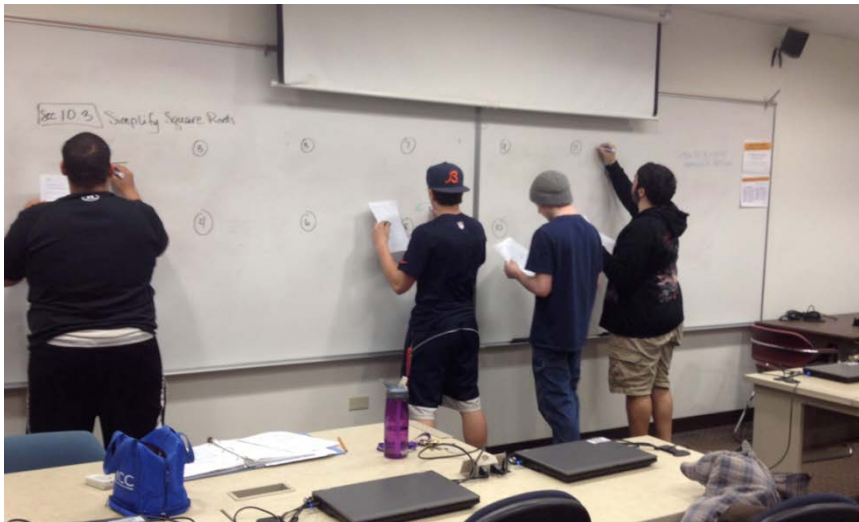
- Program difficult to sell
- Students' work schedules and life issues
- Students' understanding of the meaning of a fully integrated learning community
- Students' inexperience with computer skills
- Additional preparation for the exit exam for the developmental English course
- Recruitment population small
- Grades need to improve

Connect 2: Worth the Effort



MCC Mission

Our focus is
learning.
Student success
is our goal.



Connect2 Contacts

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