

Data Brief



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Danville Area Community College

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First Year Experience

This semester, the First Year Experience focus area concentrated on assessing and improving the college's current Success in College course. A group of faculty and staff members came together to form the Success in College task force which looked at faculty and student focus groups, student surveys, and Success in College course evaluations to determine the best information and skills to teach to promote student success. The task force also looked at student data to determine if Success in College has any effect on student outcomes (see chart below). The task force is recommending changes to the course curriculum, the textbook, and the course format with the addition of supplemental instruction through an online portal called MyStudentSuccessLab. While these changes are tentative pending response from the pilot course being offered this spring, the Success in College task force believes that these changes will positively affect student outcomes and promote student success.

Below is the comparison data of a small sample of students who took Success in College compared to a small sample of students who did not take Success in College in Fall 2010. The two groups are the same size (30 students).

Equity and Inclusion

The Equity and Inclusion Team has invited Dr. Bethanie H. Tucker back to campus for the August 2012 in-service. You will recall that she presented in January 2011 on the topic of under-resourced college students, including how socioeconomic class affects individual behaviors and mindsets. She also discussed that some students have simply not had the opportunity to learn Middle Class behavior. Our students are faced with many barriers to success, and we are excited that Dr. Tucker is returning to share more of her knowledge and own experiences with us.

The Fall 2011 WISE (Women Inspiring Success Effectively) Leadership Development class began on August 31. Fifteen students registered for the class. Students were required to complete class coursework, meet school deadlines, and utilize supportive services available on campus. They were required to complete and/or participate in the following:

- hidden rules assessment,
- career interest assessment,
- career and survival success scale,
- apply for the TRiO program,
- campus climate survey,

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Comparison of Fall 2010 Students: Those Who took INST 101 vs. Students Who Did NOT Take INST 101						
COMPARISON OF TOTALS:						
	Hrs Att FA10	Hrs Completed FA10	FA10 GPA	Enrolled after FA10	Total Hrs Completed to Date	CUM GPA to date
NO INST 101	13.5	8.7	1.953	73% Retained	16.0	1.929
Took INST 101	14.4	10.8	2.447	82% Retained	20.9	2.272
Differences	+9 hrs	+2.1 hrs	+500 pts	+9 with INST-101	+4.9 hrs	+300 pts



Equity and Inclusion (continued)

- career exploration,
- goal setting,
- community service, and
- one focus group

In addition, they discussed such topics as perseverance in the face of obstacles, time management, self-evaluation, self-advocacy, and classroom conventions. Sixty percent of the students registered for this class were successful.

Eighteen students were given the opportunity to participate in A-MALE (African American Males Addressing Life Effectively) this past fall. Meetings were offered in various formats: individual, group, and through recruitment activities. Discussion topics often included information about the supportive services provided by DACC, and when presented, most of the participants responded with “I didn’t know that.” Attendance with this group has been sporadic. We are reviewing, re-evaluating, and making changes where necessary for this initiative.

From both the students enrolled and participating in the A-MALE organization and WISE course, the Equity and Inclusion Team has discovered that many of our students lack information critical to their success. Without this information, students are not equipped to address barriers that can negatively affect how they will do in school. Many of these barriers could be the deciding factor in their college success.

One of the initiatives the team is currently looking at is starting a book club to further discuss student success and the barriers some students face. Dr. Tucker’s book, Understanding and Engaging Under-Resourced College Students, may be one of the books discussed. More details will be forthcoming in the near future.

Teaching and Learning

The Teaching and Learning (TL) sub team has focused primarily on Faculty engagement and professional development. Since November of 2010 the TL Team has sponsored 7 Teaching Excellence Academies and 4 sessions for the Part-time Faculty Academy. Listed below are the session topics, presenters and percentage of full- and part-time faculty in attendance.

Teaching Excellence Academy			
Nov. 17, 2010	Classroom Struggles and Issues	TL Team Member	46%
Jan. 14, 2011	Best Classroom Practices in Cooperative Learning	TL Team Member	100%
April 5, 2011	Cooperative Learning RHET-102	Ryan Stone	44%
Aug. 17, 2011	Voice Thread and On Course	Ryan Stone, Dr. Wendy Brown, Stephanie Loveless, Cindy Peck	100%
Oct. 7, 2011	Developing Effectiveness in Classroom	TL Team Members	66%
Nov. 17, 2011	Utilizing Rubrics Effectively	Ryan Wyckoff, Ken McCray	48%
Jan. 13, 2012	Cultural Differences in the Classroom	Dr. Wendy Brown	

Part-time Faculty Academy			
Jan. 13, 2011	Cooperative Learning Strategies	TL Team Members	59%
Aug. 18, 2011	On Course	Dr. Wendy Brown, Cindy Peck	65%
Oct. 6, 2011	Developing Effectiveness in Classroom	TL Team Members	44%
Jan. 12, 2012	Utilizing Rubrics Effectively	Ryan Wyckoff, Ken McCray	

The team has also developed a Cooperative Learning resource guide for Faculty and will conduct a pilot project during the spring semester in Supplemental Instruction utilizing peer-assisted study sessions in the Gateway course Biology 102.

D. R. E. A. M.— Achieving the Dream’s 2012 Annual Meeting on Student Success will be held in Dallas, TX on February 28 - March 2. Several DACC faculty and staff will join nearly 1500 AtD colleagues in informational activities to expand student success.