



# What is a Community College Achievement Alliance

Presented by  
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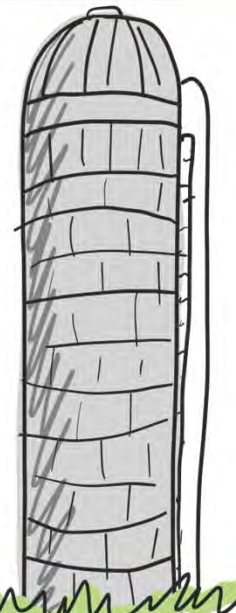
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## Kinds of Silos

- Academic/professional
- Federal and state
- Corporations
- Sectors
- Nonprofits
- National, regional, etc.
- Cultural
- Class
- Race
- Religion



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**Meeting our moral and economic obligations requires a systems approach, an alliance of campus and community partners, a College Achievement Alliance.**



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## **Achievement Alliance: Purpose**



### **To build an alliance**

- of all classes, races, sectors, and political persuasions

### **To support student retention, achievement, and success by**

- building stability, informed choices, access to power, and social capital
- removing barriers
- addressing the causes of poverty and creating sustainable communities



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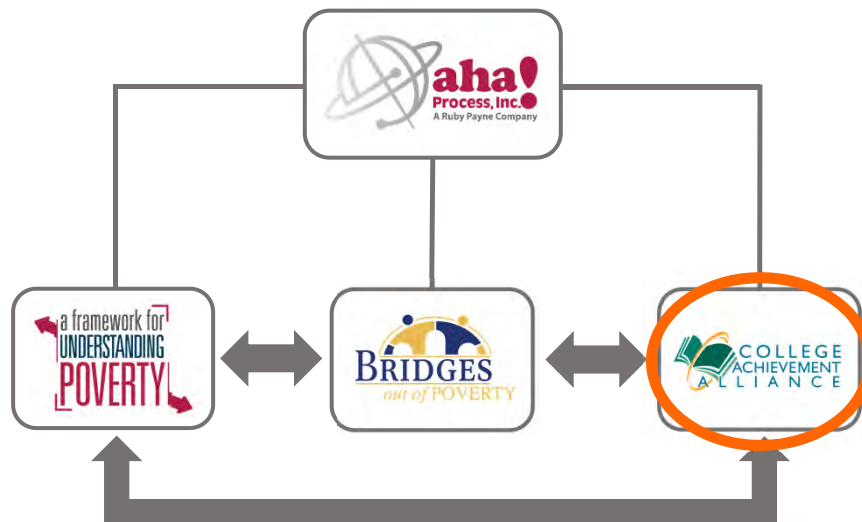



## Learning Objectives

- How to improve retention and completion rates
- How to strengthen the first-year experience
- How to build understanding of socioeconomic diversity


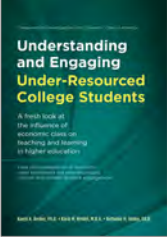

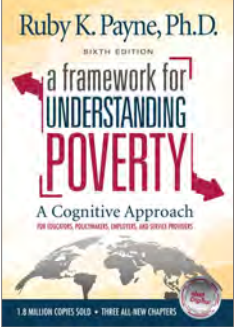
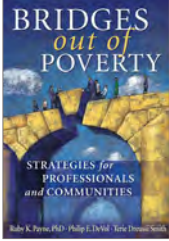
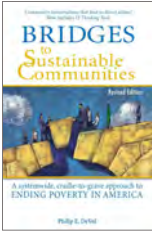


## aha! Process Resource Families







## Concepts



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## Agenda

- **A Systems Approach: The College Achievement Alliance**
  - Prepare under-resourced students for civic engagement
  - Create engaging learning environments
  - Develop rapid response and long-term support
  - Build actionable partnerships
  - Solve problems with others
  - Develop sustainable communities
- **Facilitated Working Session**



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## College Achievement Alliance



- Engagement {
  1. Prepare under-resourced students for civic engagement.
  2. Create engaging learning environments.
- Retention {
  3. Develop rapid response to barriers and long-term support to build resources.
- Social Capital {
  4. Build actionable partnerships.
  5. Solve problems with others.
  6. Develop sustainable communities.



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## Moving Toward ... High-Impact Civic Engagement



- Under-resourced students
  - Problem solvers, knowledge creators
- Relational, cooperative teaching
- Situated, contextualized learning
- Retention, persistence, achievement
- Community engagement
- Economic development

***It's not "either/or."***



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# Engagement

## ▶ Strengths, Approaches

1. Prepare under-resourced students for civic engagement.



# Student Strengths

- Poverty knowledge
- Resiliency and motivation
- Problem solving
- Humor
- Relationships
- Other resources



## Hidden Rules in College and Community



### How do you help students ...

- Know when and how to use academic and nonacademic campus and community resources?
- Recognize differences between high school and college cultures?
- Understand the importance of class attendance and study and note-taking skills?
- Understand the organization of academic personnel?
- Interpret university policies and procedures?
- Define communication etiquette protocols?



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## Achievement Alliance Principles



- **Rapid response** to barriers, barrier removal, overcoming barriers.
- **Stabilizing support** for those in the tyranny of the moment. Build resources.
- **Regular socialization** to connect students to campus, to peers, to community partners.
- **Member for life** with relationships at the core.
  - Listening, helping, coaching, advising, connecting.



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## External Achievement Alliance Champions



- Faith-based institutions
- Government agencies
- Community/economic development
- K–12
- Business
- Healthcare
- Justice system/law enforcement
- Nonprofit/social service
- Taxpayers







## A Holistic Strategy for Institutions

- Capitalize on skills and learning styles.
- Bridge the gap in mindset and communication.
- Support success rather than sanction failure.
- Build relationships.
- Help colleges recognize and engage the gifts and abilities of all segments of society.
- Form productive partnerships.



## Strategies for Institutions

- Analyze where the institution collaborates both internally and externally.
- Become aware of the student life cycle and create programs for it.
- Become aware of and analyze the effectiveness of your institution's theory of change, both with participants and for the institution itself.



## Barriers in Partnerships



- **Funding; weaving together small pots of money among collaborators**
- **Entrenched organizational policies and operations**
- **Space and scheduling concerns**
- **Rigid curricular and assessment rules**
  - College placement testing and developmental education
- **Faculty contractual agreements**
  - Differential pay scales for full- and part-time instructors
- **Inflexible local- and state-level curriculum approval processes**



## Student Life Cycle(s)



**Where students are coming from, all the things they have to go through to get to the institution, and everything the institution has the student do—these are all part of the student life cycle.**



## Future Story Project, South Bend, Indiana



- Partnership with Ivy Tech at South Bend and SJC Bridges Steering Committee
- Based on Bridges principles and strategies developed by Cascade Engineering and Cincinnati Works
- Bridges Training: 1,000+
- Getting Ahead: 250+ graduates
- Partner agencies: 11+
- Employers: 10+
- Supporters: SJC Chamber of Commerce, SHRM Michiana, mayors' offices (South Bend and Mishawaka), county commissioner



## Ohio Campus Compact



- State chapter of National Campus Compact
- Primary focus on promoting service learning
- Place AmeriCorps/VISTA workers on member campuses (53 in Ohio)
- AmeriCorps/VISTA workers become certified to train the Bridges Out of Poverty workshop
- VISTA workers concentrate on campus/community connections to reduce poverty



## Youngstown State University



**Created the Office of College Access and Transition. Partnered with the Eastern Ohio Education Partnership to host a Post-Secondary Education Summit focused on access and retention, uniting efforts of numerous nonprofits and government efforts.**




## Malone University




- Donations and partnerships
  - Homeless shelter
  - Food banks
- Part of major Bridges initiative
- Improving teacher quality for early childhood
- Project Achieve PD for teachers of English language learners
- Model UN
- Power of the Pen
- International travel
- Early college
- Dual enrollment
- Service projects
- Mayor's Literacy Commission
- Grant writing for partners







Informal community learning environment	Formal school learning environment
<p><b>Language</b> Oral, many nonverbal cues</p>	<p><b>Language</b> Written, specific vocabulary and sentence structure</p>
<p><b>Math skills</b> Money, trading, bartering, specific trade skills</p>	<p><b>Math skills</b> Written problems, formulas, patterns</p>
<p><b>Teaching/learning</b> Relational Stories Laughter is used to lessen conflict</p>	<p><b>Teaching/learning</b> Formalized relationships; respect is expected Textbooks, lectures</p>
<p><b>Learning environment</b> Unpredictable; reactive skills</p>	<p><b>Learning environment</b> Planning</p>



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## Mediating Expectations

- What expectation was missed?
- Why is it important for the student?
- How can the consequences affect the student?
- If you choose to miss more classes than the syllabus allows, you may have chosen to fail the course.***
- What is expected?
- Why is it important for the student?
- How will the student benefit?
- If you choose to keep up your attendance, you may have chosen to meet part of the requirements toward passing the course.***



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## Research About Language in Children from Ages 1 to 4 Years from Stable Households by Economic Group

Number of words exposed to	Economic group	Affirmations	Prohibitions
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Source: Hart, B, and Risley, T. (1995) *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes Publishing Co.



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## Key Point

In order to move from poverty to middle class or from middle class to wealth, an individual must give up relationships (at least for a time) for achievement.



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## Barriers to Change: Generated by Poverty



- Crisis living—safety
- Tyranny of the moment—no future story, choice, or power
- Lack of resources
- Distrust of institutions—psychological reactance
- Polarized thinking, fated-ness
- Not knowing how to plan
- Coexisting problems
- Not knowing hidden rules of economic class
- Giving up self-image; identity is threatened



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## Barriers to Change: Family and Social Networks



- Resistance to change by support systems
- Penance/forgiveness cycle
- Diminished social capital
- The need to earn the respect of one's peers
- Not knowing the hidden rules of economic class



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## Apply Hidden Rules to Creating Relationships

Constructive attitudes and behaviors	Destructive attitudes and behaviors
Seeking first to understand	Assuming you know what the student thinks and feels
Appreciating students' humor	Put-downs or sarcasm about the student's humor
Accepting what the student <i>cannot</i> say about a person or situation (loyalty to the absent)	Demanding full explanation
Respecting the demands and priorities of relationships	Insisting that achievement supersedes relationships



## Cognitive Skills

### INPUT: Quantity and Quality of Data Gathered

1. Use planning behaviors.
2. Focus perception on specific stimulus.
3. Control impulsivity.
4. Explore data systematically.
5. Use appropriate and accurate labels.
6. Organize space using stable systems of reference.
7. Orient data in time.
8. Identify constancies across variations.
9. Gather precise and accurate data.
10. Consider two sources of information at once.
11. Organize data (parts of a whole).
12. Visually transport data.





## Approach: Capitalize on Strengths and Remove Barriers



*Investigations* is a student text designed to improve retention and success rates for under-resourced college students.

It is a curriculum that can be tailored to the level of academic rigor appropriate for the students and the setting in which it is used.

- It meets the objectives of most orientation courses.
- It can be used for elective credit.
- It can be used as a noncredit bridge course.



**Differentiating principle:** This work is applied locally according to the history, leadership, best practices, and unique characteristics of the institution and community.



## Purpose of Investigations



Investigations provides a means of understanding oneself, individuals, and society through the lens of economic class. It develops cognitive skills and other resources that enable students to experience college success and envision a new future story. Investigations provides the missing link, enabling students to transfer their life experience to the college campus, and it provides a Rosetta stone, teaching students to translate, at times literally, based on the needs of the setting.



## Investigations Results



- Self-awareness and expression
- Knowledge of economic diversity—the societal experience of class for themselves and others
- Knowledge of hidden rules of middle class and college
- Broader perspective on community conditions, exploitation, and public policy
- Choices and plans
- Motivation and self-determination

