Mission:
The Center for Student Success works collaboratively with all 19 community colleges in New Jersey to increase successful experiences and outcomes for community college students.

Guiding Principles:
*Engagement and Collaboration.* Successful outcomes are most likely when faculty, staff, and administrative experts are engaged and committed to the goal and when there are high levels of collaboration across colleges and areas of expertise.

*Data-Driven Decisions.* Intra- and inter-institutional data, along with national research on higher education practices, can assist colleges with making informed decisions that will positively impact student success outcomes.

*Advocacy and Policy Development.* Many student success initiatives will gain the most traction and have the greatest impact when positioned within national and statewide conversations and initiatives.

**A Guided Pathways Framework:**

<table>
<thead>
<tr>
<th>Establishing Pathways</th>
<th>Navigating Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining Programs and Paths</strong></td>
<td><strong>Creating Meaningful Learning Experiences</strong></td>
</tr>
<tr>
<td>- College Readiness</td>
<td>- Professional Development</td>
</tr>
<tr>
<td>- Program Maps</td>
<td>- Course Design and Assessment</td>
</tr>
<tr>
<td>- Transfer and Career Paths</td>
<td></td>
</tr>
<tr>
<td><strong>Helping Students Choose and Enter a Path</strong></td>
<td><strong>Helping Students Stay on the Path</strong></td>
</tr>
<tr>
<td>- Orientation and Registration</td>
<td>- Academic and Personal Support</td>
</tr>
<tr>
<td>- Career Exploration</td>
<td>- Ongoing Advising</td>
</tr>
<tr>
<td>- Advising</td>
<td>- Career and Transfer Assistance</td>
</tr>
<tr>
<td>- Student Success Course</td>
<td></td>
</tr>
</tbody>
</table>
About the Center for Student Success

In 2008, New Jersey began to strategically work on success initiatives at the state-level. In 2014, the New Jersey Council of County Colleges was awarded a Kresge Foundation grant to formally develop the New Jersey Center for Student Success. The Center for Student Success works with all 19 community colleges in New Jersey to increase successful experiences and outcomes for community college students.

Changing Lives... helping more students graduate!
Since state-wide success initiatives began in 2008, the number of community college graduates has increased from 15,925 to 23,577, a 48% increase!

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New Jersey Community Colleges and local high schools are partnering to help high school students “catch up” and “speed up” – implementing both college readiness and dual enrollment programs.

College Readiness Now: A Partnership Between Community Colleges and K-12

The New Jersey Center for Student Success, in partnership with the Office of the Secretary of Higher Education (OSHE), worked with New Jersey’s community colleges to design and implement a series of transition courses that would aim to get high school juniors and seniors academically prepared for college prior to graduating high school. The initiative focused on students who were living below the poverty level and were not yet considered to be college ready in English and/or mathematics. Since 2014, OSHE has provided approximately 2 million dollars in funding to support this initiative. In addition, three community colleges partnered with their local high schools to share a $750,000 Title I grant for College and Career Readiness.

In the first round of College Readiness Now programming, partnerships between 65 high schools and New Jersey’s community colleges served 921 high school students. The results were impressive. At the end of the College Readiness Now program, 440 students (48%) were deemed college ready in English and/or math. Nearly half of the students who participated in College Readiness Now avoided taking any developmental education courses and the other half reduced the number of developmental courses needed because of this program.

During the second round of College Readiness Now programming, New Jersey community colleges partnered with 132 high schools across the state of New Jersey to serve 3,851 high school students, doubling the number of high school partners and students from the first round. All College Readiness Now programs included a college success (non-cognitive) component for participating students, with some institutions offering credit-bearing student success courses to participating students. At the conclusion of the program, 753 students were college ready in English and/or math.

Because the College Readiness Now program has been so successful and well received, Governor Christie approved $1 million in State funding for FY2017 to continue to bring these efforts to scale, doubling the funding previously received. College Readiness Now III is currently underway. It is projected that through 135 K-12 and community college partnerships, approximately 2877 students will be served. In addition to the direct services being provided, community college faculty and administrators are developing a toolkit about college expectations and will be leading three regional institutes to foster communication and build relationships between high school and community college faculty and administrators.

College Credit Now: A Partnership Between Community Colleges and K-12

A portion of the $1 million in State funding ($240,000) is supporting the College Credit Now program at 12 community colleges. This program is geared toward increasing dual enrollment opportunities for low-income students. It is projected that 462 high school students will earn college credits through this programming.

In addition, the Prudential Foundation has provided the Center for Student Success with $375,000 in two rounds of funding to support dual enrollment and college readiness programming. During the first round of funding ($200,000), five community colleges partnered with 14 high schools, and as a result, 236 high school students earned college credits. It is projected that 190 students will earn credits during the second round of funding ($175,000).
College Readiness Now

Fund by the College Access Challenge Grant

CRN Participants & Partners

Academic Offerings by CRN Programs

CRN I
- Math
- ELA & Math
- 12%
- 88%

CRN II
- Math
- Math & ELA
- ELA
- 6%
- 19%
- 75%

Non-cognitive Offerings by CRN II Programs

Career Development
Admissions/Registration/Advising
Financial Aid Information
Peer Support/Leadership Development
College Skills Workshops
College Success Course
College Readiness Now I and II
Results at a Glance

The number of students served and students who are now college ready in English and/or Math has significantly increased from CRN I to CRN II. It is important to note that although not all students were college ready, many improved their college readiness and as a result will not need as many developmental courses. During CRN II, all programs had to include a student success component.

The CRN I and CRN II projects were supported by a grant from the United States Department of Education (USDOE) that was administered by the New Jersey Office of the Secretary of Higher Education (OSHE).
Developmental Education - Evolution and Revolution
The New Jersey Story
10.14.16

Developmental education "levels" offered

*Based on self-reported data at the Developmental Education Summit on 10.14.16 (n= 15 with 14 responses for English and Reading and 11 for ESL)

Approaches to Developmental Education

*Based on self-reported data at the Developmental Education Summit on 10.14.16 (n= 14). Totals include colleges using the approach in Math, English and Reading
*Based on self-reported data at the Developmental Education Summit on 10.14.16 [n=14]*
What are you most proud of in terms of changes to developmental education over the past 5 years at your institution?

ALP and scaling up of ALP
Bootcamp programs
Self-paced learning opportunities
Pathways Math for Liberal Arts and STEM
Express classes- 4-day boot camp approach to move up a level
Reading/Writing Integration condenses 6 credits to 4
Validation tests given on first day to confirm accurate placement
Intrusive advisor for basic skills courses
Exemption opportunities- earn an A in basic skills and take the final of the next level
New Writing Center, ESL Center, and Math Center
Building a culture of assessment to inform decisions about revising developmental education
Being open to new ideas
Knowing what did and didn’t work; looking at ALP now
Eliminating lowest level of Mathematics
Reading books in English developmental course
Condensing developmental education so it can be completed in one semester
Compressed developmental education courses
Using other placement measures (ex. High school GPA)
Liberal Arts math offered to top developmental students
Collaboration with student development to scale up of developmental education
Development of pathways based on major tracks
Expanding factors used to determine placement
Developing additional resources such as bootcamps

*Seventeen NJ Community Colleges responded to survey: Atlantic Cape Community College, Bergen County College, Brookdale Community College, Camden County College, Cumberland County College, Essex County College, Hudson County Community College, Mercer County Community College, Middlesex County College, County College of Morris, Ocean County College, Rowan College at Burlington County, Rowan College at Gloucester County, Salem County Community College, Sussex County Community College, Union County College, Warren County Community College
Guided Pathways Reforms at Northwestern Michigan College

Guided Pathways is a national initiative by community colleges aimed at helping students identify and complete their educational goals in a timely fashion. NMC applied and was accepted by the Michigan Center for Student Success, to participate in the first cohort of the MCSS (part of MCCA). As an institution, we were ready to review and enhance the student experience and focus our efforts on student success, persistence, and completion.

ABOUT NORTHWESTERN MICHIGAN COLLEGE
- Located in Traverse City, Michigan with a 6-county service area
- Serves over 5,000 unduplicated credit students annually
- Accredited by the Higher Learning Commission (AQIP methodology)
- Baccalaureate programming
- Policy Governance organization (Carver model)
- $54M enterprise
- Comprised of about 700+ employees
- Five housing facilities

Student Success Initiatives:
- Structured/Guided Pathways
- Student Housing with Living/Learning Communities
- Employee Professional Development
- Decidedness statements implemented on admission application
- Required New Student Orientation
- Academic Study Methods course required for all Conditionally admitted students
- Student Life events throughout the year
- Professional Academic & Career Advisors with required visits for first year students and those on probation
- Student Success Coaches
- My Academic Plan (MAP) to help students understand degree requirements and track progress
- Tutoring available for all academic areas

Progress to Date:
- Meta majors identified to help guide students decide on programs and career. NMC approved the following 9 general pathways (meta majors):
  - Aviation
  - Business
  - Communications
  - Health
  - Humanities
  - Maritime
  - Science & Math
  - Social Science
  - Technical
- My Academic Plan (DegreeWorks) implemented and all new students receiving plans.
- Model schedules for all degree programs established.
- Developmental education integrated as co-requisites in English courses.
- Helping students decide on career and program choices earlier.

Next Steps
- Increase number of articulation agreements where needed.
- Implementation of an analytics tool for identifying key trends related to student success, predictive identification of students needing additional supports and evaluation of the efficacy of current interventions.
- Review course sequencing and selection based on analysis of student course maps and plans.
- Identify gateway courses for each program and determining appropriate services for students in those courses.
- Initiated a campus-wide Experiential Learning Project to increase student engagement in academic work.

State and National Involvement:
- Michigan Guided Pathways Project