Equipping Faculty to Engage Students

Unpacking TC's Toolkit

TEXARKANA COLLEGE

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Vice President of Instruction

Dr. Dixon Boyles
Chief Instructional Officer and Dean of Business & Social Sciences

Dr. Mary Ellen Young
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Pathway to Success

A Culture of Student Completion

TEXARKANA COLLEGE

Texarkana College Culture:

Connecting the Work Toward Persistence & Completion

- Achieving the Dream
- Enrollment Services
- Quality Enhancement Plan
- Student Support Services
- Texas Pathways Project

7 Habits of Highly Effective People

Renowned leadership training to effectively lead yourself, influence, engage, and collaborate with others—and continuously improve and renew your capabilities. *The 7 Habits of Highly Effective People* are at the heart of team, organizational, and personal effectiveness.

Dr. Dixon Boyles
Chief Instructional Officer and Dean of Business & Social Sciences

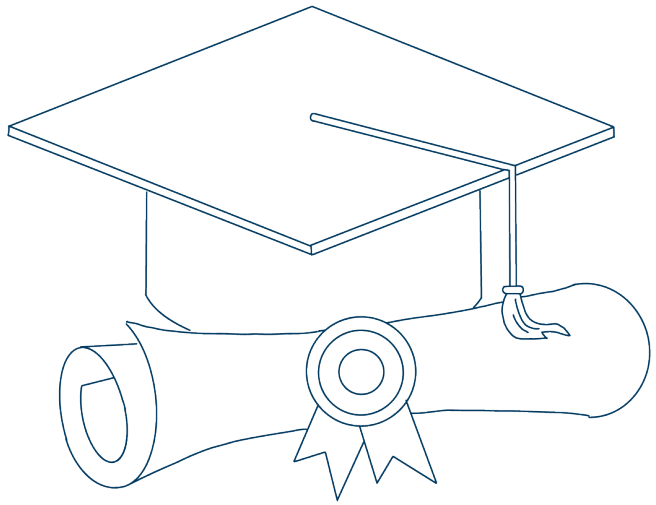
Databytes & Databits

Databytes

Data is presented quarterly to faculty related to student success at “Databytes” meetings. Most areas of the college have reported data at Databytes.

Databytes Topics Since Fall 2019

- Science/Workforce Updates
- Institutional Advancement & Marketing
- ATD Coaches Visit: Connecting the Work through Persistence & Completion
- Dual Credit Data
- Enrollment Services Data
- Academic Commons Services & Data
- Texas Success Center Data
- English Co-Requisite Data



Databytes Presenters

- English Faculty
- Math Faculty
- Academic Deans
- Registrar
- Executive Director of Academic Services
- Executive Director of Institutional Advancement
- Director of Dual Credit
- Vice President of Instruction

Sample Databytes

Academic Success and Withdrawal in Traditional and Online Classes

Business & Social Sciences 2015-2018

Values	Traditional	Online
A %	36%	39%
B %	29%	29%
C %	16%	15%
D %	5%	5%
F %	4%	3%
I %	0%	0%
W %	10%	9%

Numerators		
Values	Traditional	Online
A	4929	2625
B	4024	1957
C	2271	987
D	669	311
F	517	216
I	8	4
W	1362	586

Business & Social Sciences 2015-2018

without Dual Credit

Values	Traditional	Online
A %	35%	35%
B %	26%	28%
C %	16%	16%
D %	6%	6%
F %	5%	4%
I %	0%	0%
W %	12%	11%

Numerators		
Values	Traditional	Online
A	3719	1717
B	2733	1354
C	1747	779
D	632	291
F	516	206
I	8	4
W	1302	543

Business & Social Sciences 2015-2018

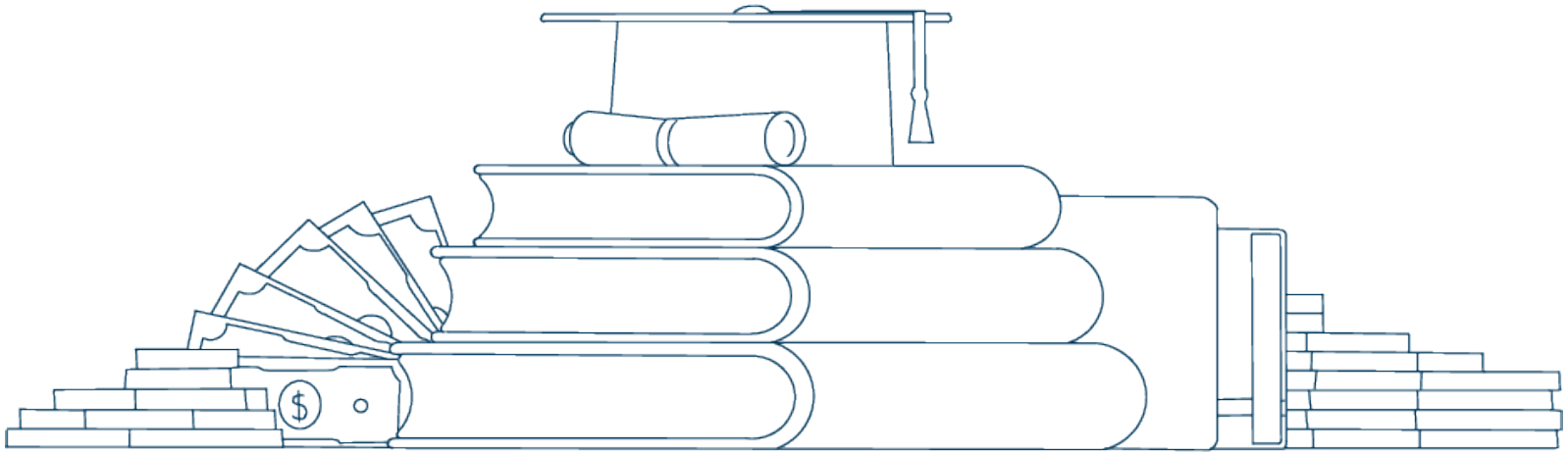
Dual Credit Only

Values	Traditional	Online
A %	39%	51%
B %	41%	34%
C %	17%	12%
D %	1%	1%
F %	0%	1%
I %	0%	0%
W %	2%	2%

	Numerators	
Values	Traditional	Online
A	1210	908
B	1291	603
C	524	208
D	37	20
F	1	10
I	0	0
W	60	43

Some Conclusions

- No significant differences between success/withdrawal rates in traditional versus online classes.
- No significant differences between success/withdrawal rates in BSS, Liberal & Performing Arts, and STEM.
- Success/withdrawal rates are significantly higher for dual credit students versus nondual credit students.



Questions to Consider

- Does data indicate possible grade inflation?
    - Yes - but not just at TC: “A is by far the most common grade on both four-year and two-year college campuses (more than 42 percent of grades). At four-year schools, awarding of A's has been going up five to six percentage points per decade and A's are now three times more common than they were in 1960.”
- What accounts for significant performance differences between dual credit and non-dual credit students?
- Better students?
- More support?

Source: S. Jasick. (2016). Grade inflation, higher and higher. Inside Higher Ed. Retrieved from https://www.insidehighered.com/news/2016/03/29/survey-finds-grade-inflation-continues-rise-four-year-colleges-not-community-college.

Databits

As part of TC's application for the 2018 Achieving the Dream Leah Meyer Austin Award, we also started "Data Bits," a newsletter presenting data related to prompts required in the application process. Data is disaggregated by gender, race/ethnicity, and Pell status where possible.

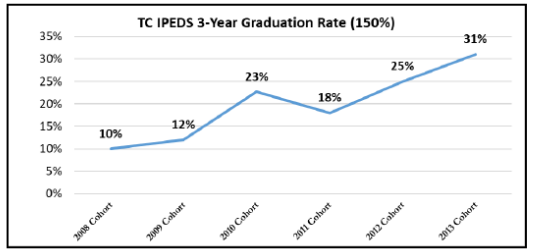
Databits

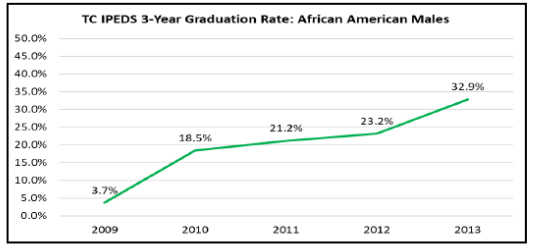
About *TC Data Bits* 2017-2018:

TC was invited to apply for the prestigious ***Achieving the Dream 2018 Leah Meyer Austin Award***. The application required a response to an Overview Statement and five narrative questions. All responses required supporting evidence in the form of data that was disaggregated by gender, race/ethnicity, and Pell status where possible. The newsletter series will communicate information submitted as part of the award application. Readers may view the complete application on *MyTC* under the new ***Achieving the Dream*** tab. Award recipients will be announced at the ATD DREAM Conference in February 2018.

Issue Number 1 is based on the Overview Statement addressing the following prompt in the application:

Provide an overview describing why your institution should be considered for the Leah Meyer Austin Award. Briefly describe what has led to increased student success at the institution, with particular attention to the success of underrepresented and underserved students, and indicate how your institution has tried to close achievement gaps. Furthermore, indicate which of the seven areas of the Institutional Capacity Assessment framework (http://achievingthedream.org/about-us/our-





TEXARKANA COLLEGE

Texarkana College

Achieving the Dream - Data Team

2018-19 Data Bytes & Data Bits Schedule

2018-19 Data Bytes – Levi Hall – 1:00 p.m. until 2:00 p.m.

Friday, October 12, 2018 – Social Science – 8 Week Courses, Enrollment, Non-Traditional Environment & Success

Friday, November 9, 2018 – Health Sciences – Success/Withdrawals NCLEX

Friday, February 8, 2019 – Online Courses, Success, Withdrawals & New Shells – Kirby Fowler

March Data Byte – TBD and coordinated with the AtD **Coaches Visit** – QEP, Data on Advisees, Retention Rates Impact, Early Alerts & Learning Frameworks Dual Credit (DC) Pilot.

2018-19 Data Bits

September 2018 – Workforce – Success Coach Information

October 2018 – TC Alumni & Foundation Contributions

November 2018 – Financial Aid & Summer PELL Results

January 2019 – Math Update

February 2019 – English Update

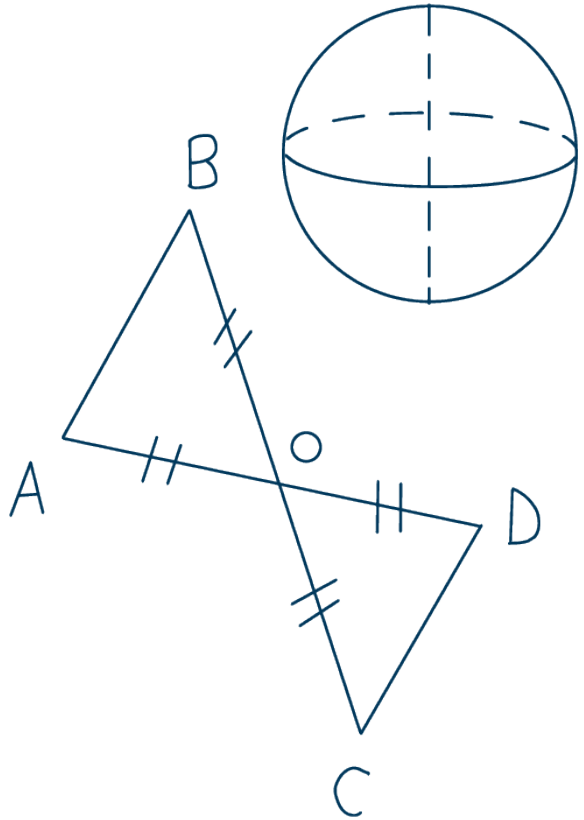
March 2019 – Science Update

Dr. Mary Ellen Young
Dean of Liberal & Performing Arts and Director of Honors College

Student Engagement

Active & Cooperative Learning

- TC ATD & ACL Committee
- Achieving the Dream
  - Active & Cooperative Learning
  - Developmental Math
  - College Success - Learning Frameworks
- Patrick & Henry Community College
  SCALE - Southern Center for Active Learning Excellence
  - Fundamentals of Cooperative Learning for CC Classroom
  - Advanced Student Engagement Techniques/Critical Thinking
  - Cooperative Learning or Distance Learning



Goals & Data Collection

- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- College Mission Statement, Beliefs & Goals
- Objective: Faculty members will indicate an increase in collaborative learning techniques utilized in the classroom each semester.
- Faculty Volunteers – Train the Trainers

- Benefits:
  - Increased Student Engagement, Successful Completion and Retention
  - Meeting Faculty Appraisal Goals
  - Research-based training materials
  - Advancing TC towards ATD Leader College Status with subsequent grant funding access
  - Advancing TC towards accomplishment of stated Mission, Belief Statements, and Goals

Faculty Training in Cooperative Learning

EXTENDED TO OVER 66% DURING 2013-2014

- Patrick Henry CC CL SCALE Training
  - Spring 2012
  - Brown Bag Sharing Session
  - Fall 2013
- Mindful Teaching Training (workforce)
- Patrick Henry CC Advanced Training
  - Spring 2013
  - Train the Trainer!
- Marcia Tate
  - Fall 2013 “Sit and Get” Won’t Grow Dendrites
  - - Spring 2014 Part 2: “Sit and Get” Won’t Grow Dendrites
- Patrick Henry CC SCALE ACL Training for On-line Classes
  - Fall 2014

Professional Development Learning Communities

BROWN BAG LUNCH & LEARN AND ACTIVE & COOPERATIVE LEARNING

- Base Groups
- Lecture Buster
- Think-Pair-Share
- Player – Coach
- Poll Everywhere
- Quiz/Quiz
- Post It
- Jigsaw
- Kahoot

Active & Cooperative Learning (ACL)

Initial ACL Training & Implementation

Participating Faculty	Year	Successful Course Completion Rate	Persistence Rate
Before ACL	Fall 2011	64%(n=	81%
After ACL	Fall 2012	74%(n=	91%

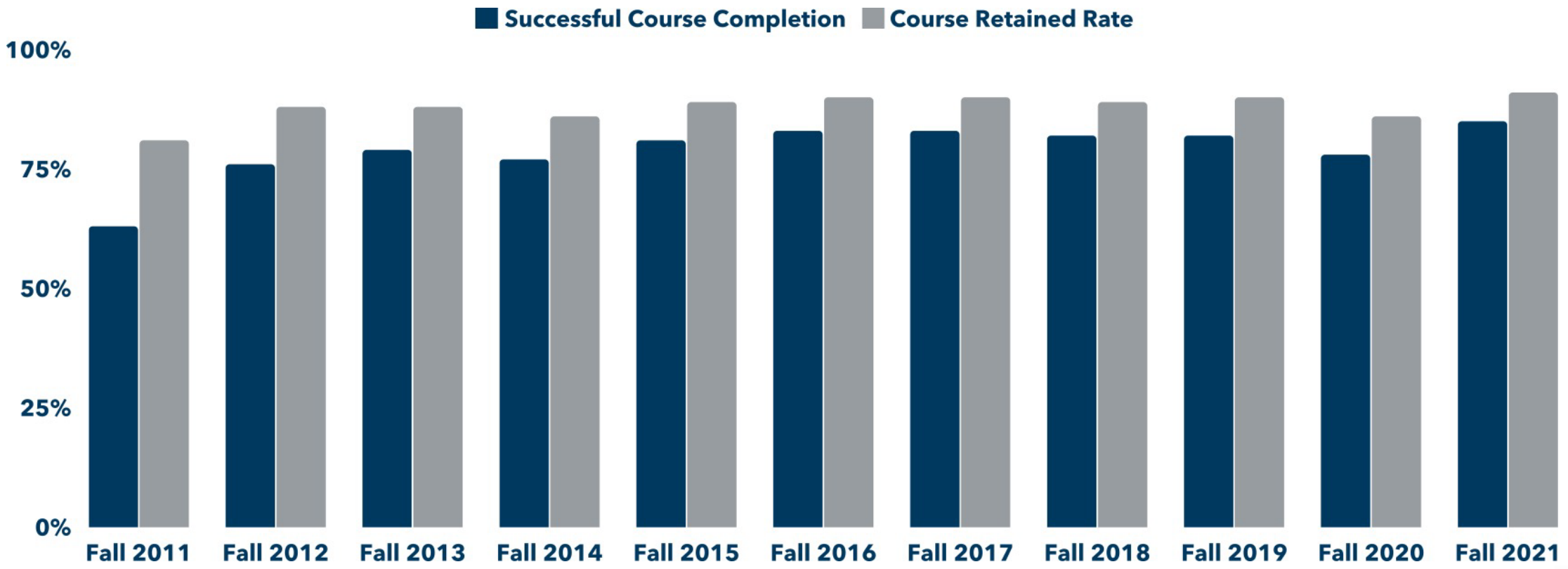
Voluntary Faculty Participation

Total Full-Time Faculty	Participating Faculty	% Volunteer Faculty Participation
Fall 2012, n = 91	45	49%
Fall 2015, n = 86	59	69%

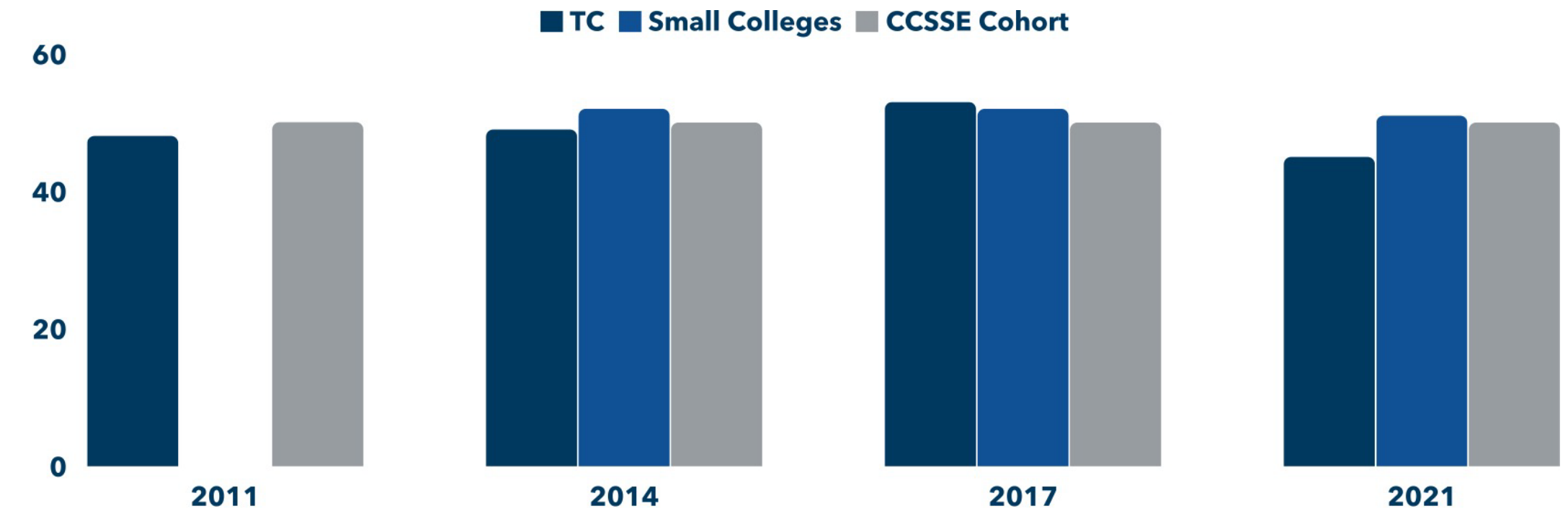
Institutional Successful Course Completion

Year	Successful Course Completion Rate	Course Persistence Rate
Fall 2009	70%	70%
Fall 2010	73%	72%
Fall 2011	74%	74%
Fall 2012 (n-11,463)	79%	76%
Fall 2013 (n=12,036)	85%	79%
Fall 2014 (n-12,345)	86%	77%
Fall 2015 (n=12,072)	89%	81%

Successful Course Completion & Retention



CCSSE Active and Collaborative Learning Benchmarks

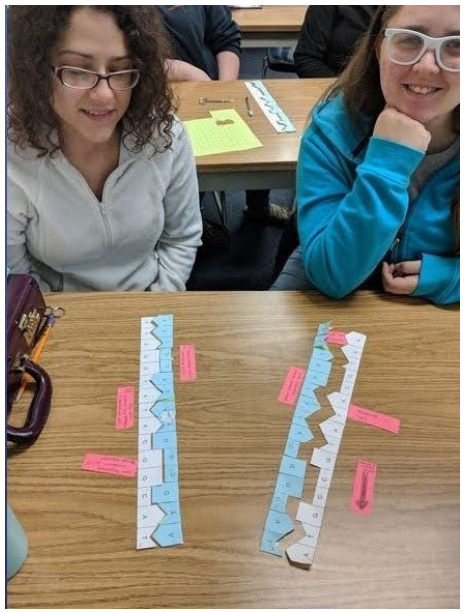


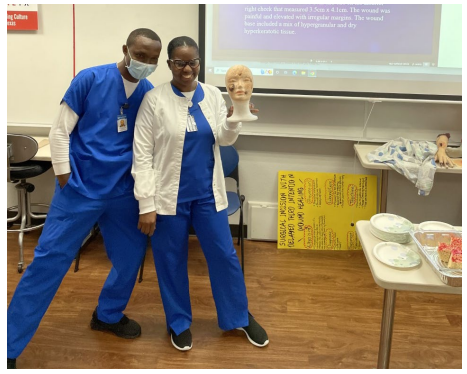
The 2021 3-year cohort includes data for 21 colleges that participated in 2020. This number is much lower than typical due to COVID-19.

CCSSE Active and Collaborative Learning

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (service-learning activity) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

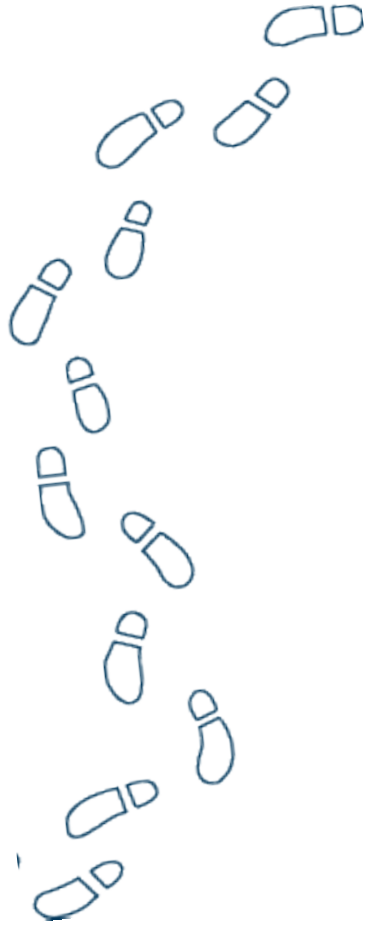
Active and Collaborative Learning





Next Steps

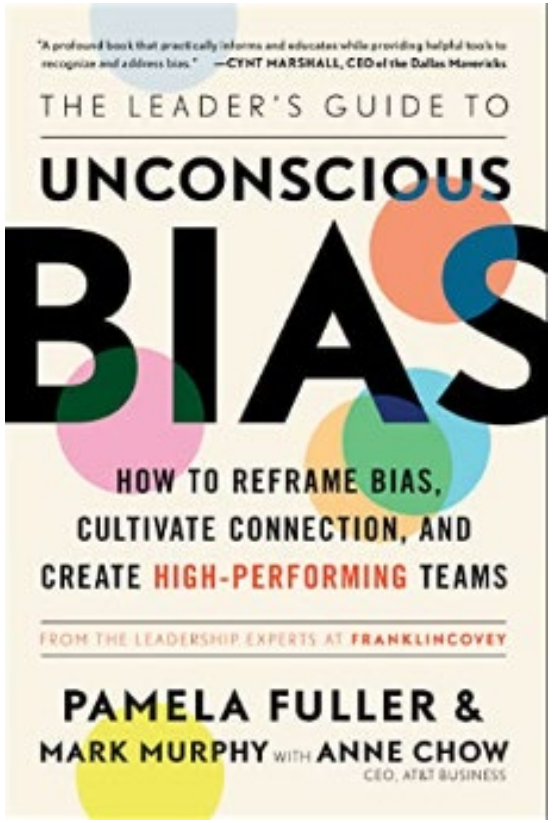
- Patrick & Henry Community College: SCALE - Southern Center for Active Learning Excellence
  - Fundamentals of Cooperative Learning for CC Classroom
  - Advanced Student Engagement Techniques/Critical Thinking
  - Cooperative Learning for Distance Learning
- Train New Faculty & Update Training on Cooperative Learning for Distance Learning

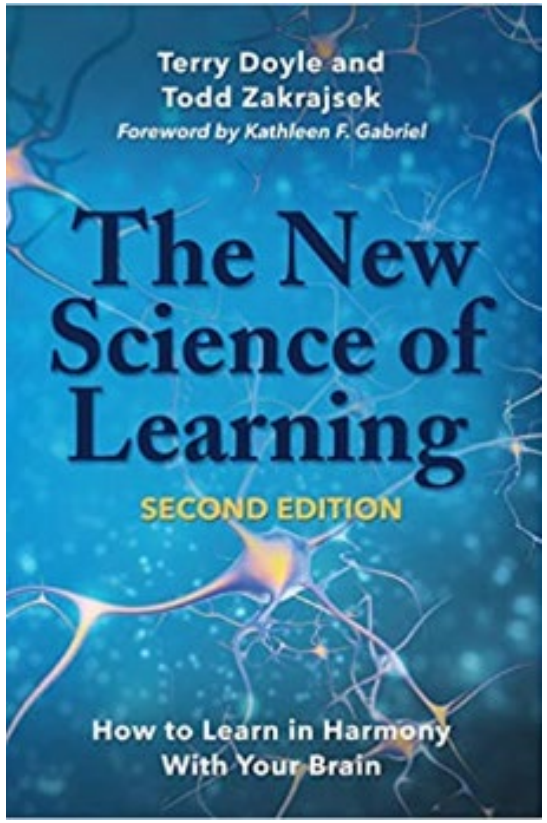


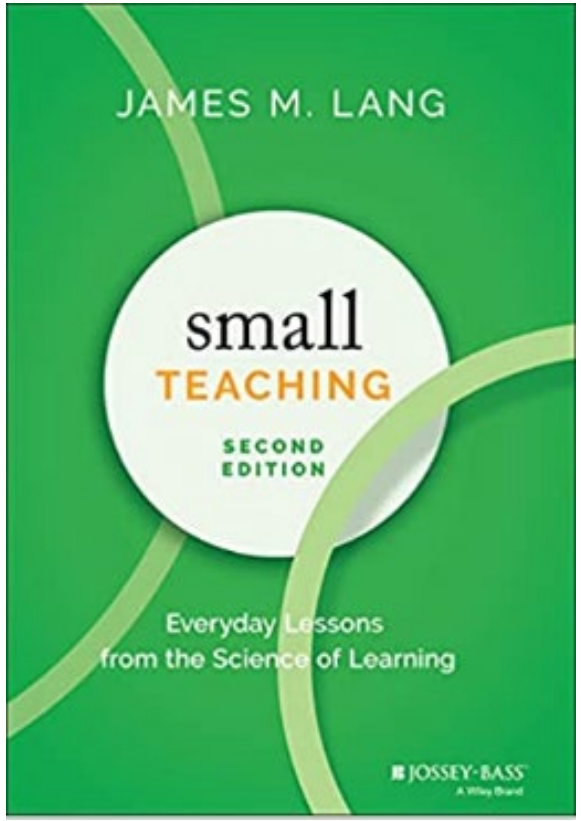
Dr. Cat Howard
Dean of STEM

Book Studies & Division Sponsored Clubs

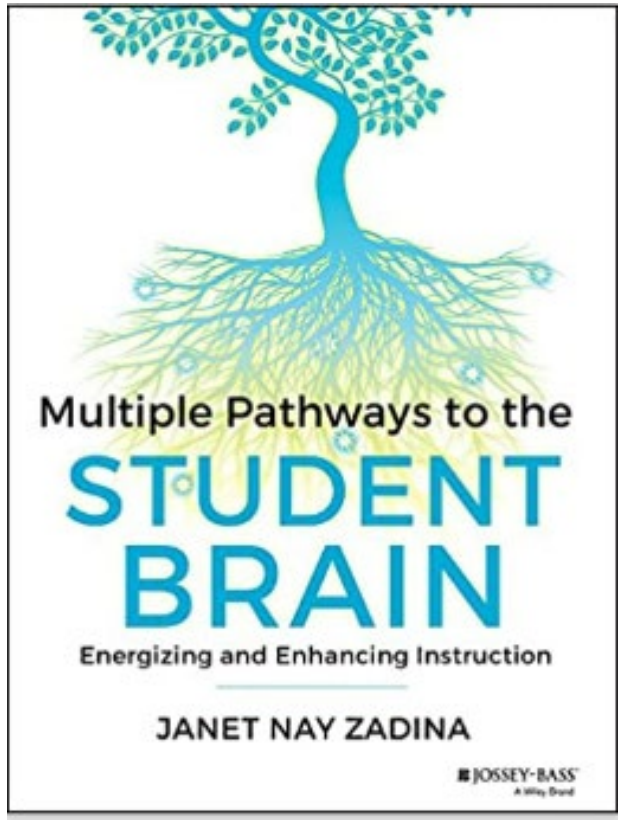
STEM Division Annual Book Study

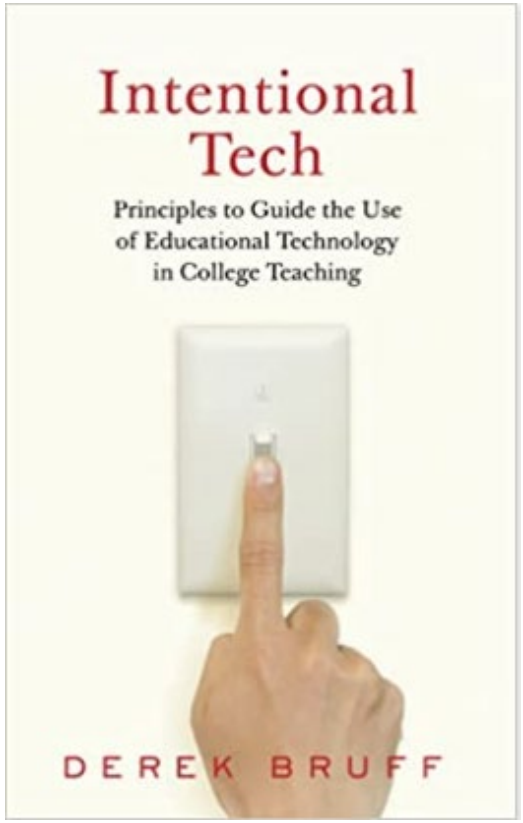


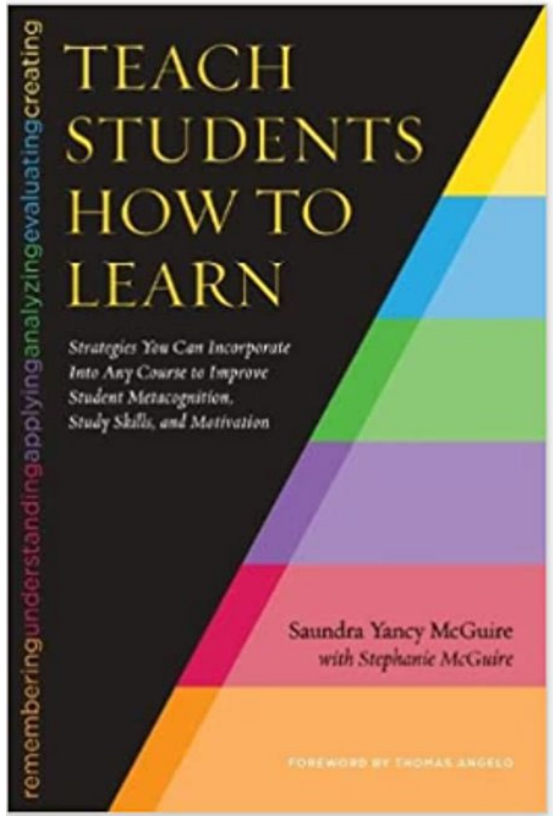




STEM Division Annual Book Study







STEM Club

- All STEM faculty are sponsors
- Each department hosts 2-3 events each year
- Helps to develop relationships between STEM students, STEM Faculty and STEM faculty and students
- Fun!

STEM Club

Example activities:

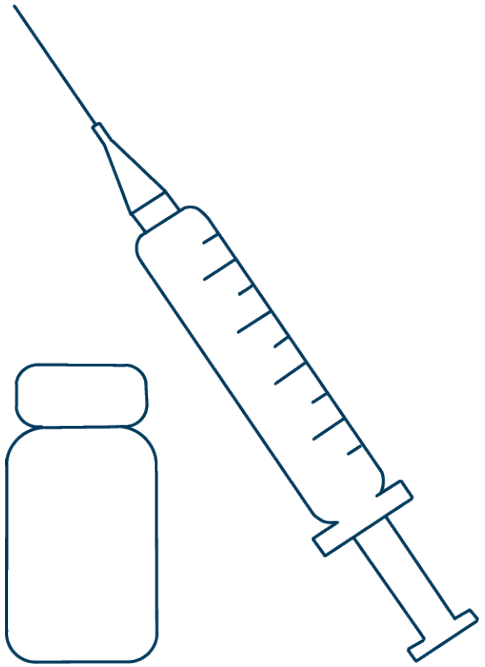
- Host Audubon monthly meetings
- Attend FUSE monthly meetings
- Physics Challenges
- Pizza and Movie lunches
- Guest speakers
- Christmas Tree decorating contest
- Celebrate Pi day
- Service opportunities: clean up Lake Wright Patman, food drive, manna bowls, city tree give away
- Social Brown Bags
- Tour local industries: Collgate-Palmolive, Water Utilities
- Sponsor TC STEM Exploring Post

Courtney Shoalmire MNSc, RN
Dean of Health Sciences and Director of Nursing Programs

Preparing ADN Students for the NCLEX-RN Exam

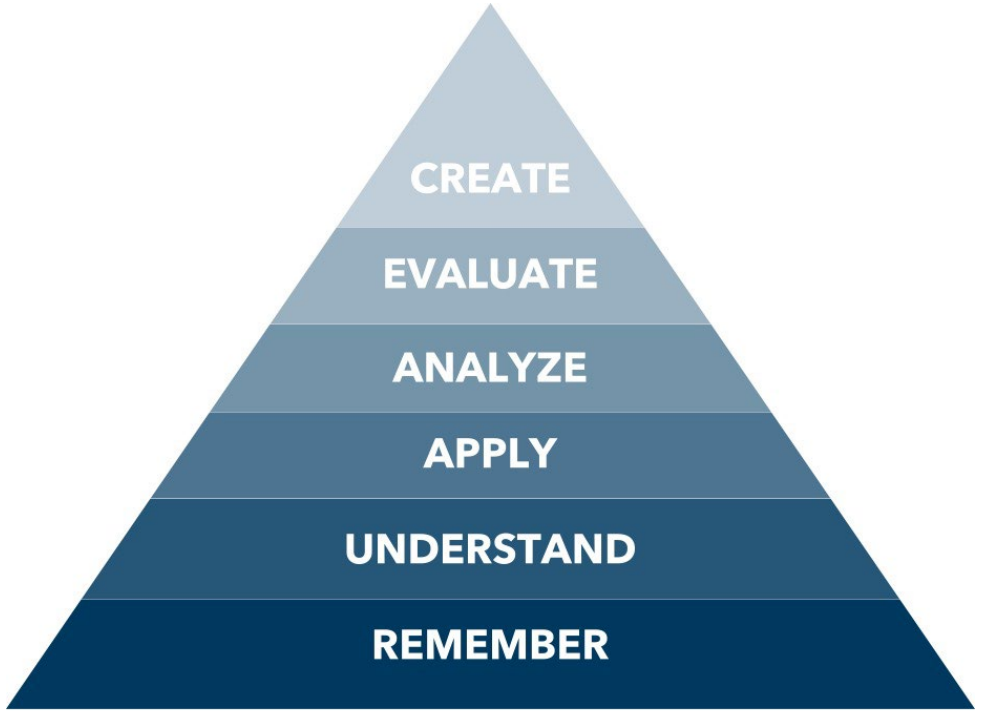
ADN Program Exam Policy

1. Exam policies are developed by faculty
2. Exams are computerized and given through LMS
3. Unit exams all have 50 questions
4. Final exams all have 100 questions
5. Allow 1.5 minutes per question
6. Difficulty level of exams increases each semester
   - NCLEX-RN licensure exam questions are at apply level and higher



Percent of Exam at Apply Level or Higher

Semester	Percentage
1st	50%
2nd	60%
3rd	75%
4th	90%



Bloom's Taxonomy Framework

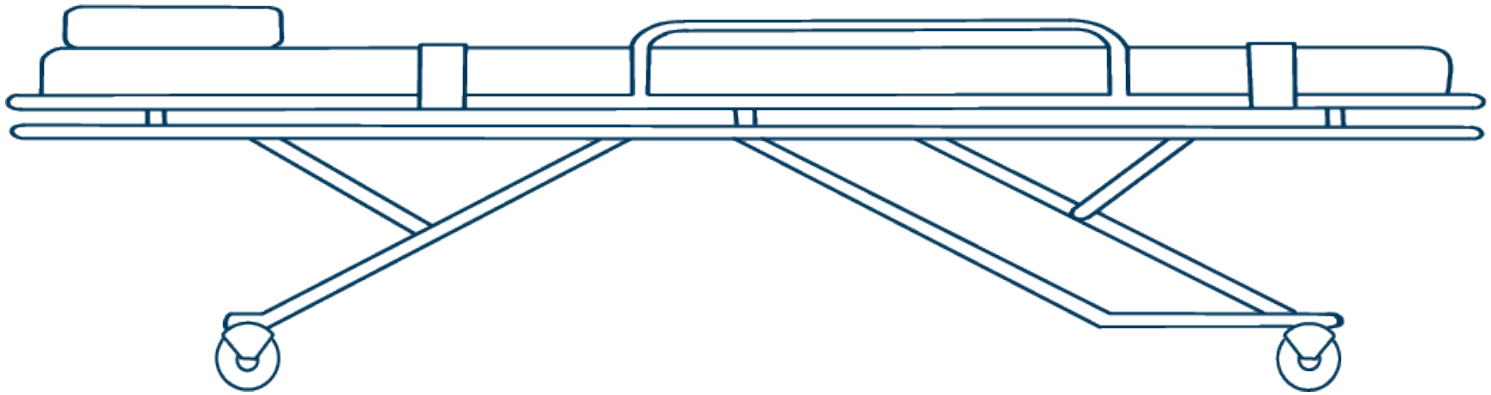
Creating an Exam

- Faculty co-teach theory course: Teaching Teams
  - Two teams, or sections, per course
  - Example: RNSG 1413.01 and RNSG 1413.02
- Each team creates their own unit exams and final exam
- Prior to giving an exam, the teams meet to compare the exams to ensure:
  - The difficulty level meets requirement
  - There are similar number of questions per topic
  - The questions and answer choices make sense, are unambiguous, and correct, etc.

Reviewing and Grading Exams

After exams are given, each team evaluates the item analysis for each question

- Determine if a question needs to be “dropped” or partial credit given
- Obtains input from other teams
- Compare average score between current and past cohorts



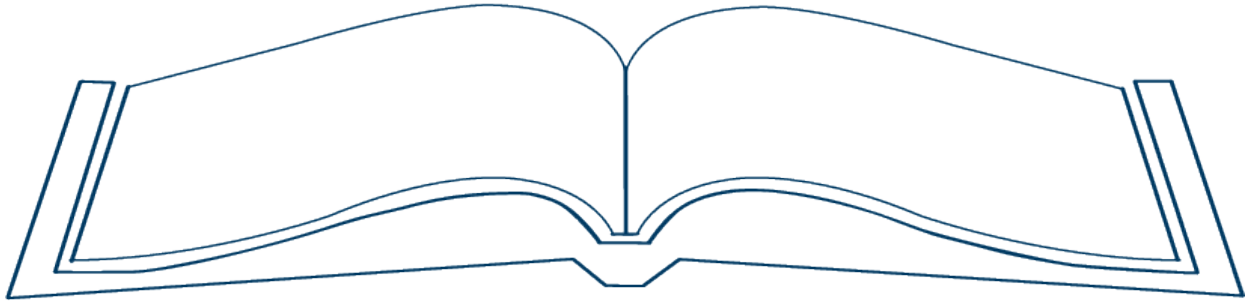
NCLEX-RN Pass Rates: 1st Time Test Takers

- 2020 and 2021 “COVID” Graduates
- Average 74 graduates per cohort
- Includes Basic ADN and VN to ADN Transition graduates

	2021	2020	2019	2018	2017
TC ADN/RN Graduates	93.15%	87.88%	85.88%	91.89%	92.96%
National Average for RN	82.13%	86.76%	88.07%	88.56%	86.94%

Exam Item Writing Workshops

- Every 3-5 years
- Choose a consultant to lead 2-day workshop on campus
- Teams analyze their own exams; make improvements
- Learn current trends and evidence-based teaching and testing strategies
- Cost efficient



Nursing Education Conferences

Send 1 faculty member to a national conference

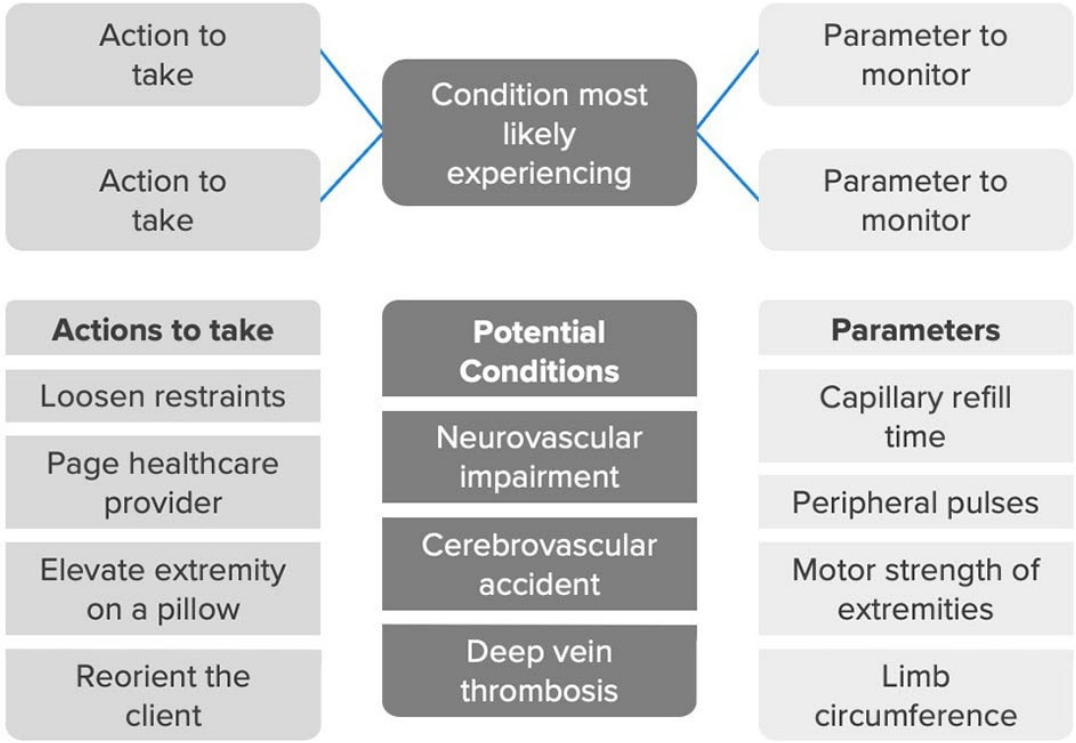
- Schedule time for dissemination to other faculty

Have a consultant come to campus to provide faculty development

- Active Learning in the Classroom
- Clinical Creativity
- Retention Matters for All
- Next Generation NCLEX Learning Strategies
- Meeting the Needs of the Multigenerational Classroom
- Technology to Enhance Learning

NCLEX-RN Test Plan
New Item Types Start April 2023

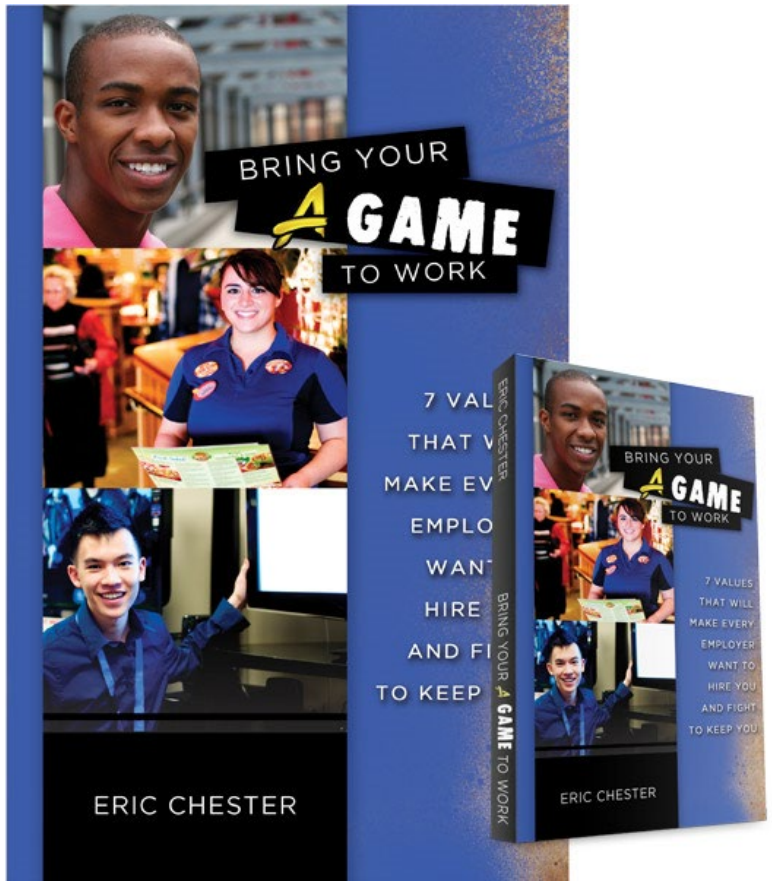
- Drag and drop
- Highlight
- Bowtie
- Case studies
- Cloze: fill in the blank from a dropdown menu
- Select all that apply (SATA) / multiple response



Brandon Washington
Vice President of Operations and Dean of Workforce

LEAD Class

Bring Your “A” Game to Work



Discuss the seven work ethics

- Attitude
- Attendance
- Appearance
- Ambition
- Accountability
- Acceptance
- Appreciation

Student Learning Outcomes

- Understand the connection between mastering work ethics and employability
- Understand the appropriate application of work ethic principles in daily life
- To engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (creative thinking)
- To include inter-cultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (social responsibility)
- Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (communication skills)

Certification Test

CERTIFICATE OF
WORK ETHIC PROFICIENCY

Let it be known that

VOID - VOID- VOID

has successfully completed the Bring Your A Game to Work certification program and has demonstrated mastery of the seven foundational values and behaviors that comprise work ethic.

Certified by The Center for Work Ethic Development

VOID

THE CENTER FOR WORK ETHIC DEVELOPMENT

Josh Davies, CEO
The Center for Work Ethic Development

Eric Chester, Founder
Bring Your A Game to Work

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Dr. Tonja Mackey
Dean of Library and Learning

Academic Commons: Paths to Success

Start Strong: Foundations of Academic Success

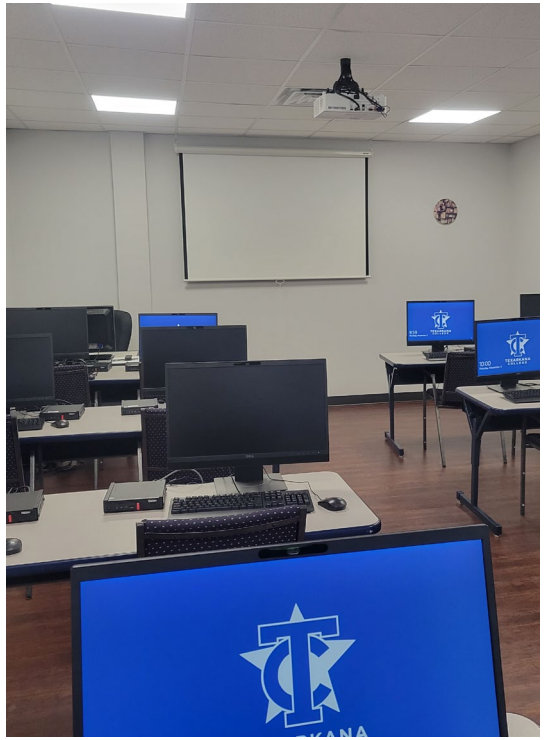
Navigating TC Online, email, and One-Drive

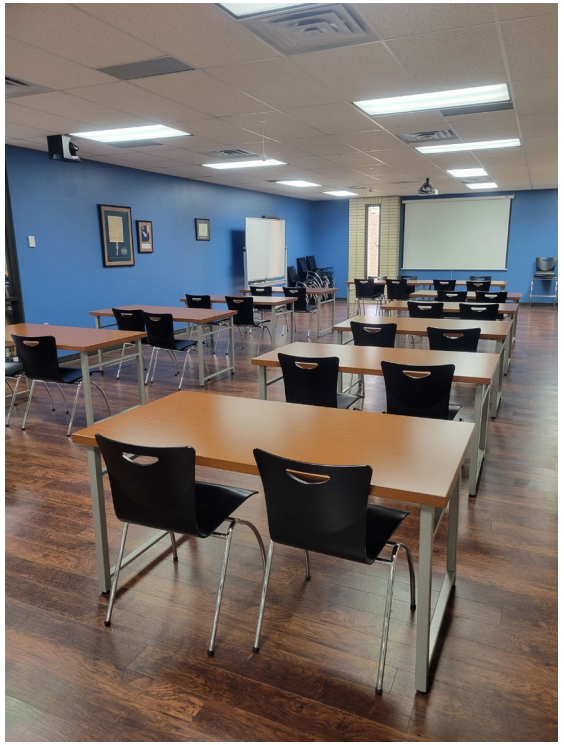
Tips for Becoming (and Staying) Engaged

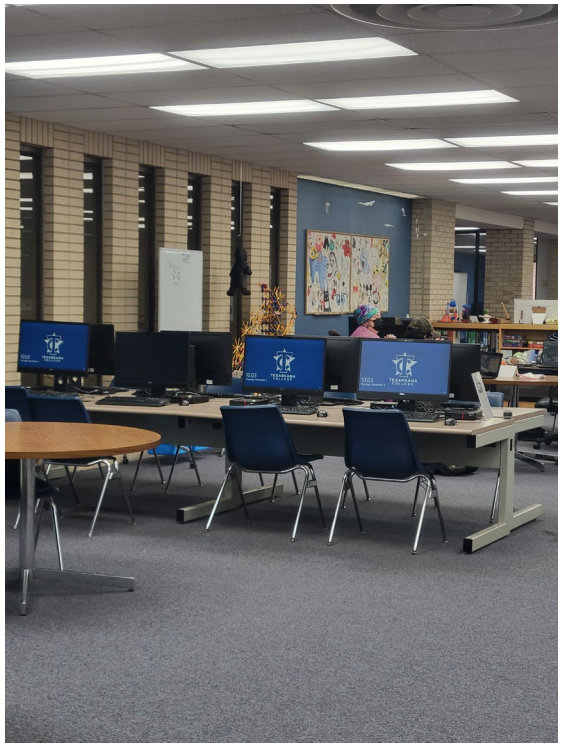
Tour of Academic Support and Resources

Professional Goals: Career Coach

Academic Commons

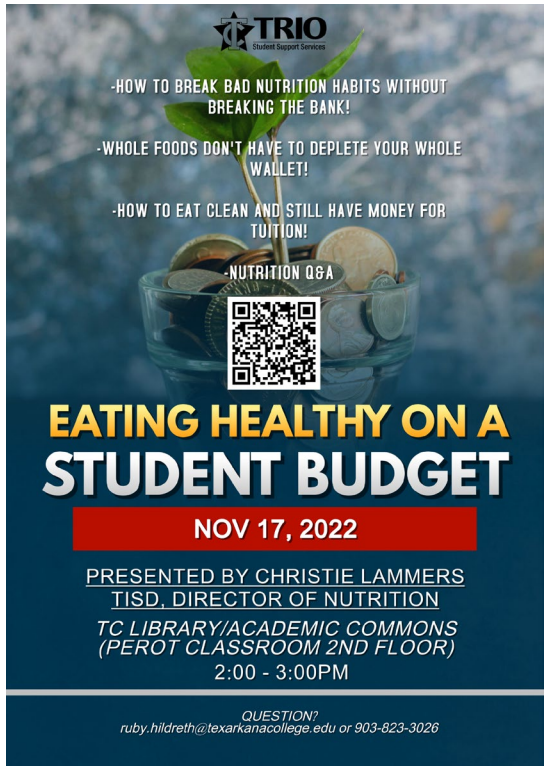


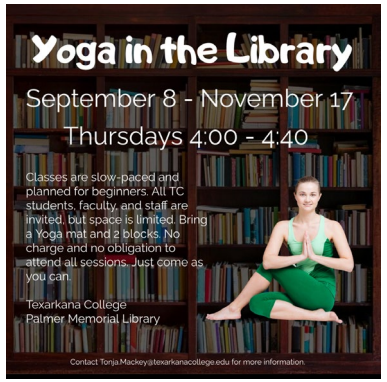


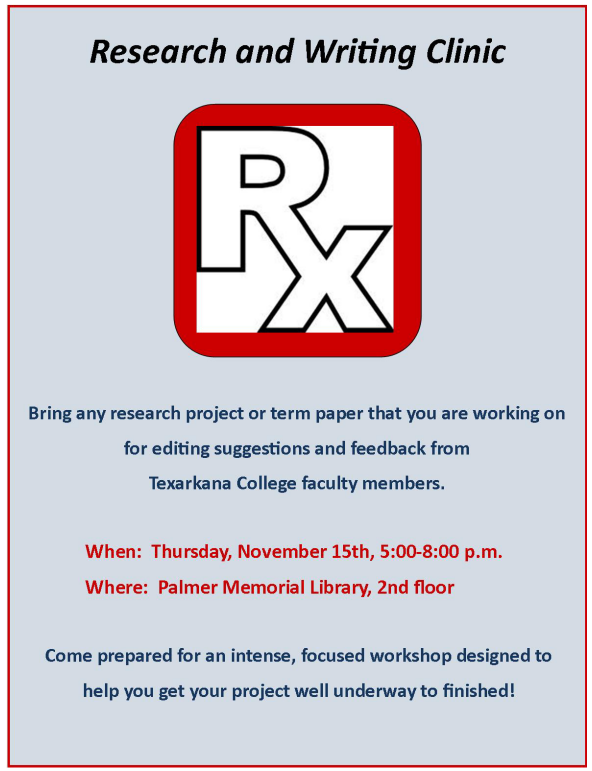


Academic Commons, cont.

Stay Strong







Ongoing support through coaching, tutoring, workshops, and fun, engaging activities to encourage academic and social wellness

Conclusion & Questions