

Weighing the Evidence: Overview of NCPR's New Findings

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Outline

Rigorous Evaluations:

- Learning Communities Demonstration
- Texas Developmental Summer Bridge Study
- *Implications of these findings*

Moving Forward:

- Additional programs and approaches to consider
- E.g., College Readiness Partnerships



The Learning Communities Demonstration



What Are “Learning Communities”?

- 1) **Co-Enrollment:** Groups of about 25 students are co-enrolled in two or more courses.
- 2) **Instructor Collaboration:** Instructors collaborate on curriculum and helping students.
- 3) **Curricular Integration:** Courses are thematically linked and include joint syllabi and assignments.
- 4) **Additional Supports:** Students get enhanced academic support and/or counseling.



Six LC Programs Which Included Developmental Education Courses

Merced College:
Linked developmental English and a variety of courses

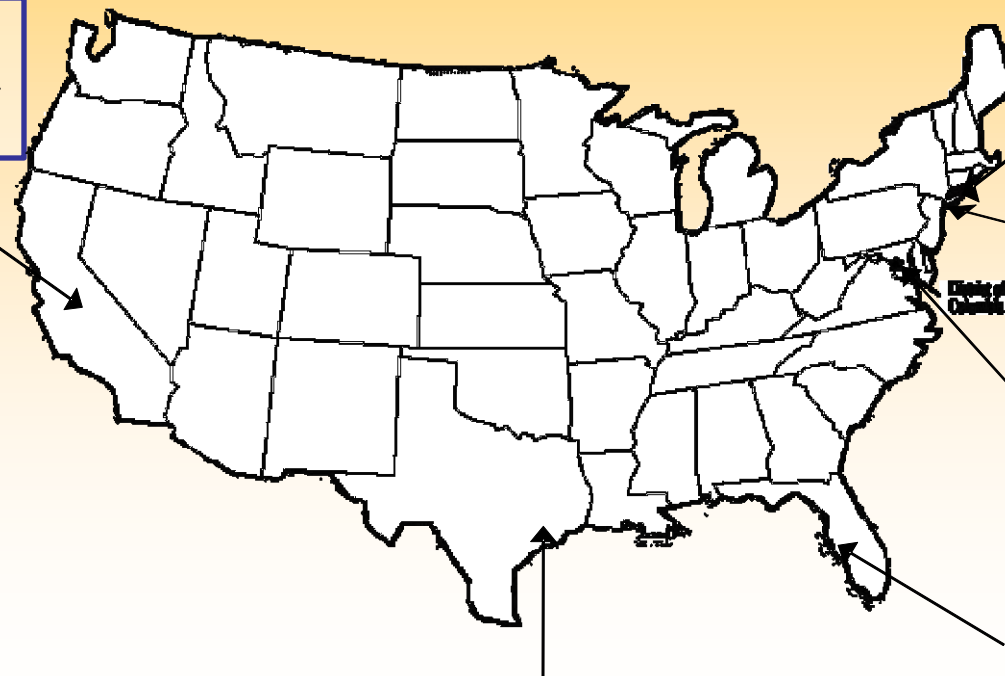
Queensborough Community College:
Linked developmental math with a college-level course

Kingsborough Community College:
Linked English with a college-level course and a student success course

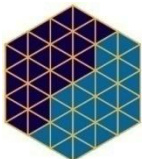
Community College of Baltimore County:
Linked developmental English, a college-level course, and seminar

Hillsborough Community College:
Linked developmental reading with a student success course

Houston Community College:
Linked developmental math with a student success course



State of Georgia

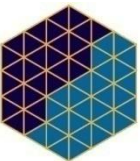
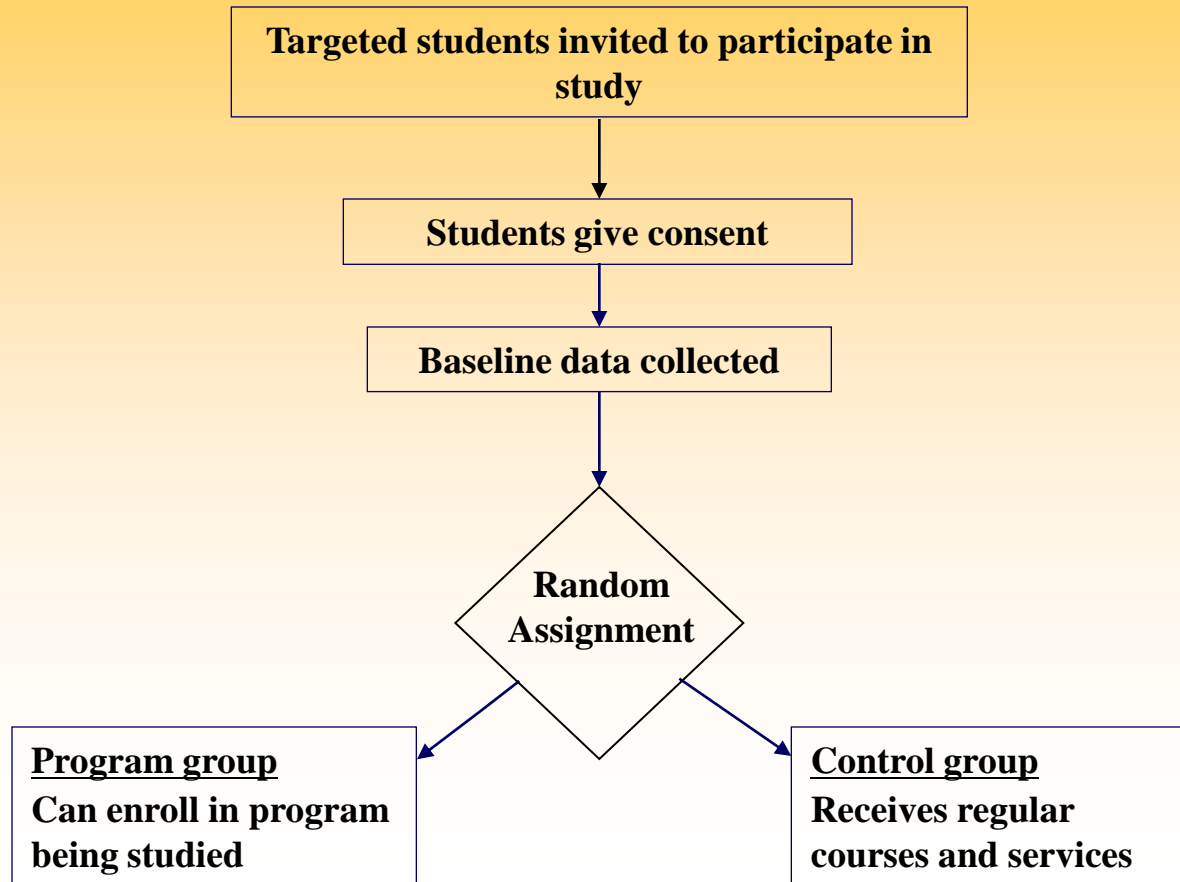


LC Implementation Findings

- Programs implemented with reasonable fidelity, but with considerable variation in how well courses were integrated.
 - Variation *within* college more than variation *between* colleges
- Programs operated at a fairly large scale.
 - Over 1,000 students per college in study
 - Over 172 learning communities in the study
- Average cost of learning communities about \$500 per program group member, above base costs.



Random Assignment Design



Average Impacts Across the Six Colleges

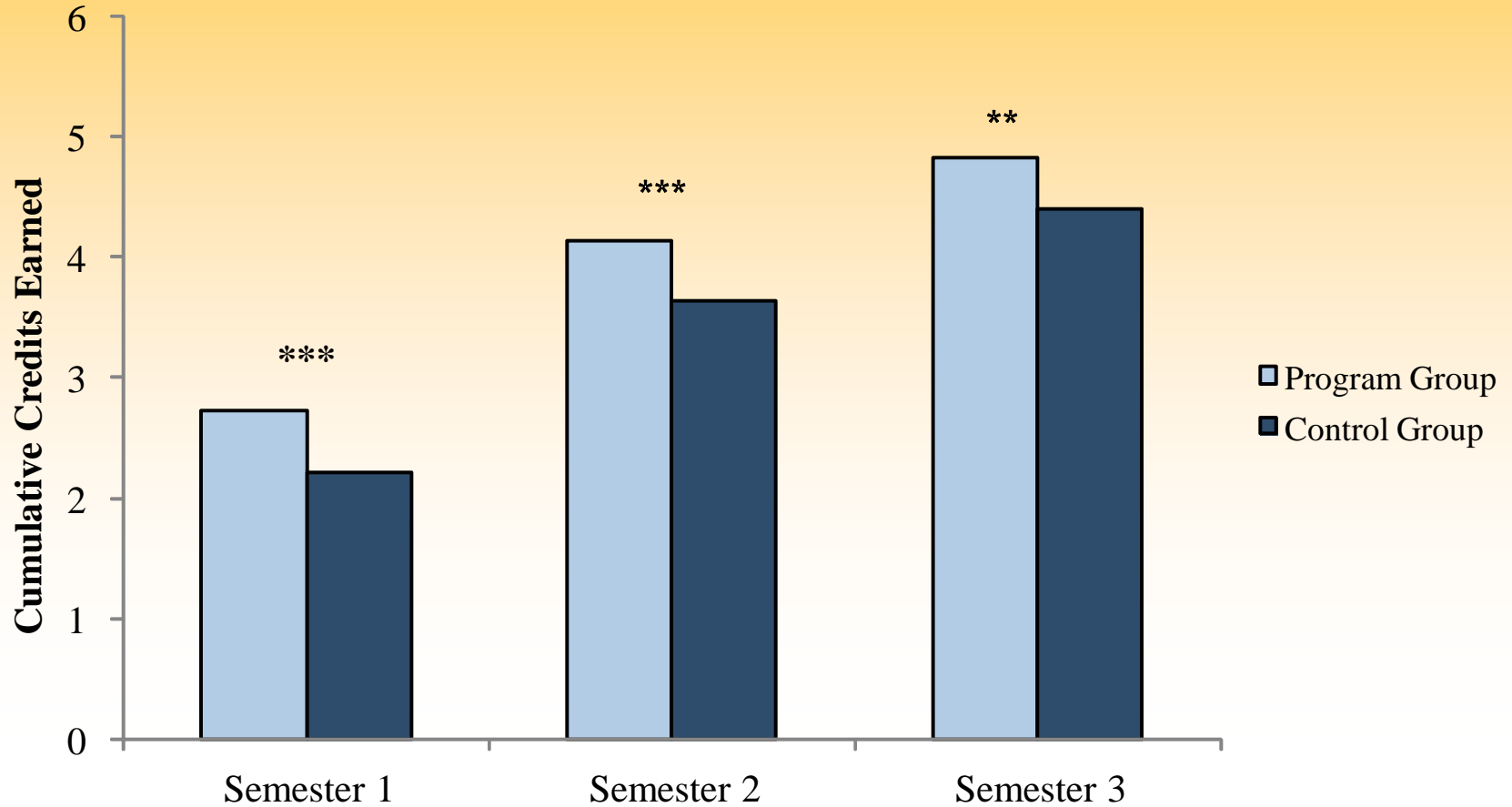
Semester-long learning communities for students in developmental education...

- Helped students earn more credits in the targeted subject area (English or math)
- Had a small positive impact on total credits earned
- Did not impact enrollment (persistence) over three semesters

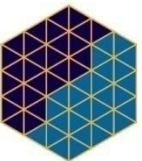
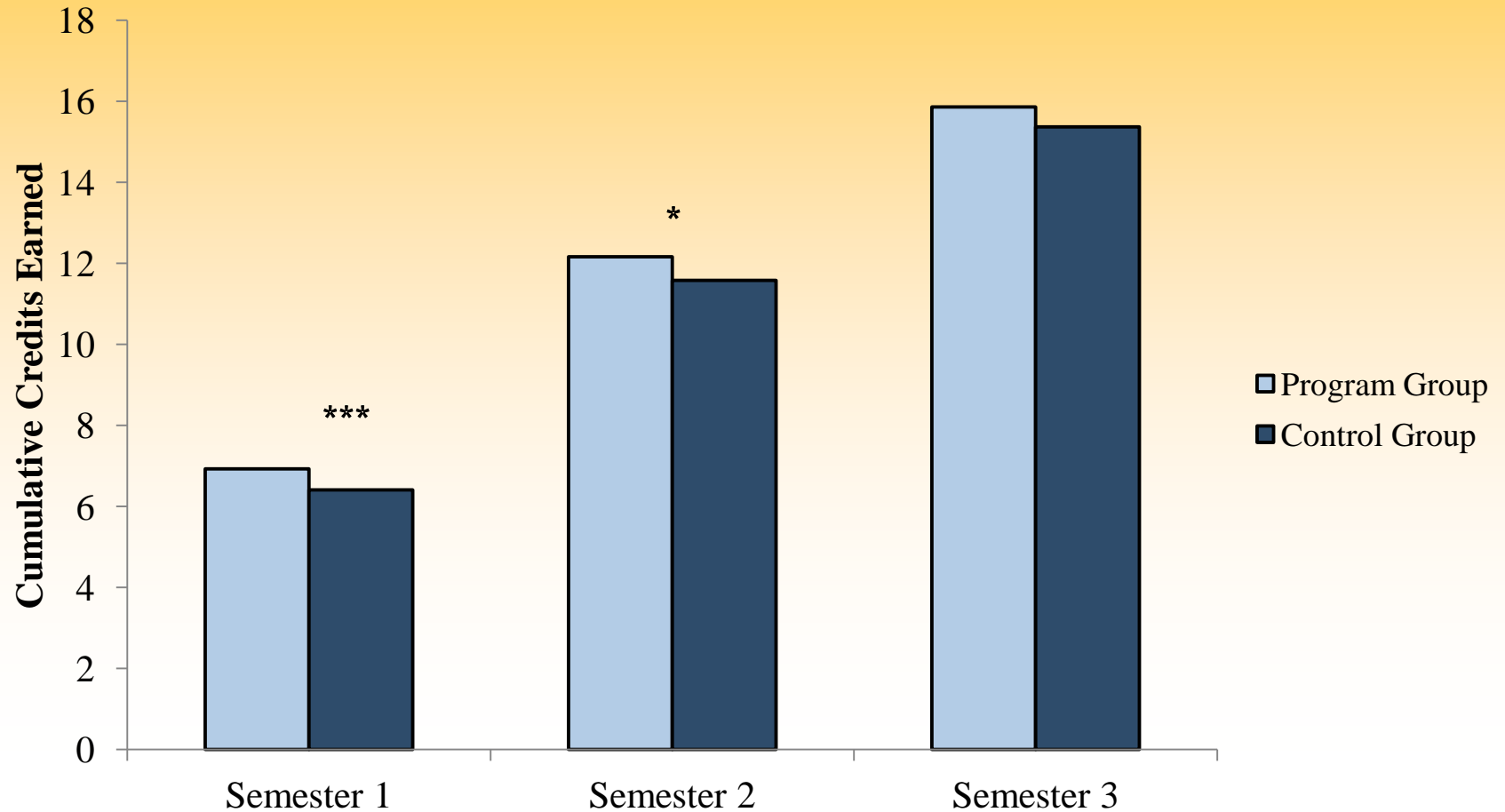


Targeted Subject (Math or English)

Cumulative Credits Earned



Total Cumulative Credits Earned



Long-Term Effects: Kingsborough Program

Six years after entering the study, students:

- Earned more credits than students not in learning communities;
- Were more likely to persist; and
- Were more likely to graduate.

Differences between KCC and other programs:

- Early momentum in accumulating credits from 3-course links and inter-sessions
- More credits in link and inter-sessions
- Included developmental and college-level LCs
- Strong support services component
- Strong support of college leaders



Texas Developmental Summer Bridge Study

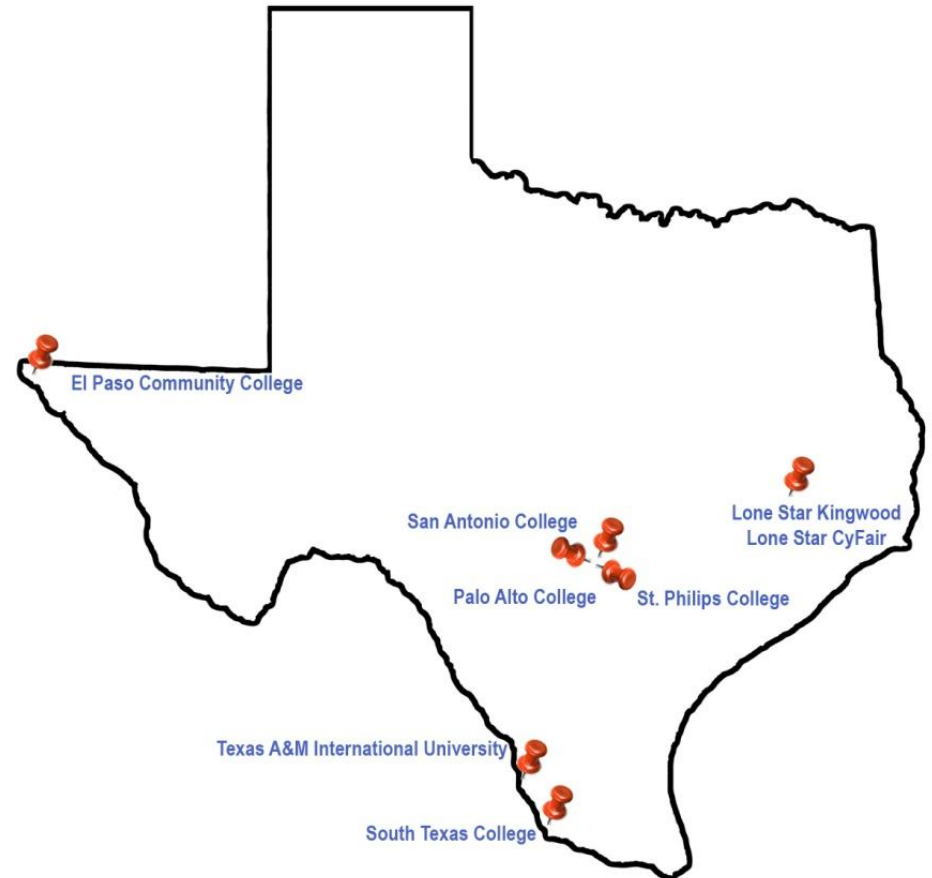


Developmental Summer Bridge Study

Eight colleges and universities around Texas

Conducted with IES and Houston Endowment funding, in partnership with the Texas Higher Education Coordinating Board

College Locations



Developmental Summer Bridges

Recent high school graduates participated for four to five weeks (64 -100 hours)

- Accelerated instruction in developmental math, English, and/or reading at the college
- Academic and student services support
- “College knowledge” component
- Student stipend of up to \$400 for completers



DSB Implementation

- Programs implemented with reasonable fidelity, but with local flexibility and variation
- Programs studied in summer 2009
- Over 1300 students in the study
- Average cost per program group member, about \$1300, with large variation between programs



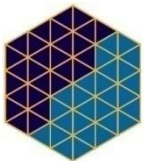
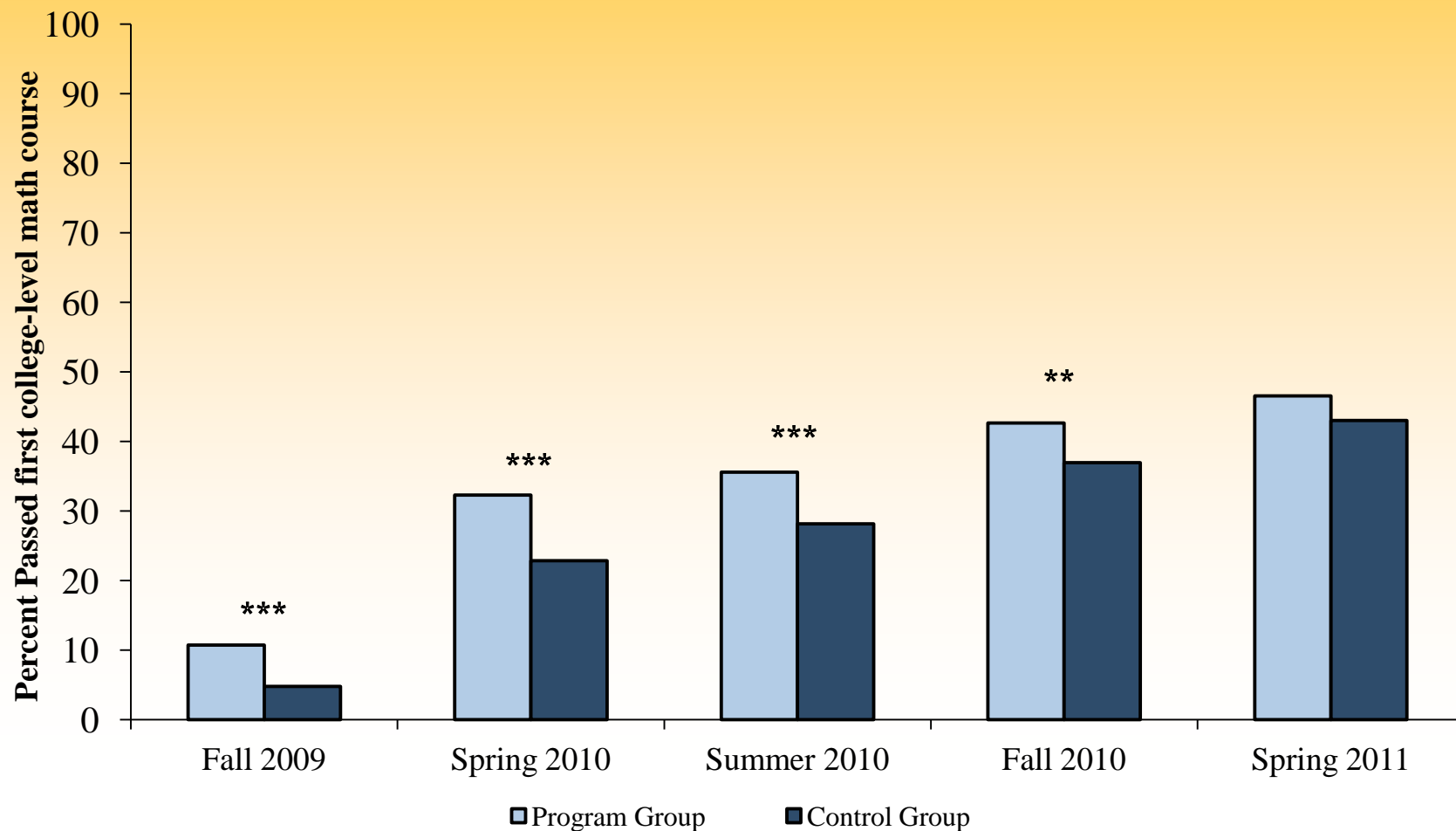
Average Impacts Across Eight Institutions

Texas Developmental Summer Bridge programs...

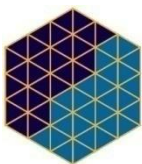
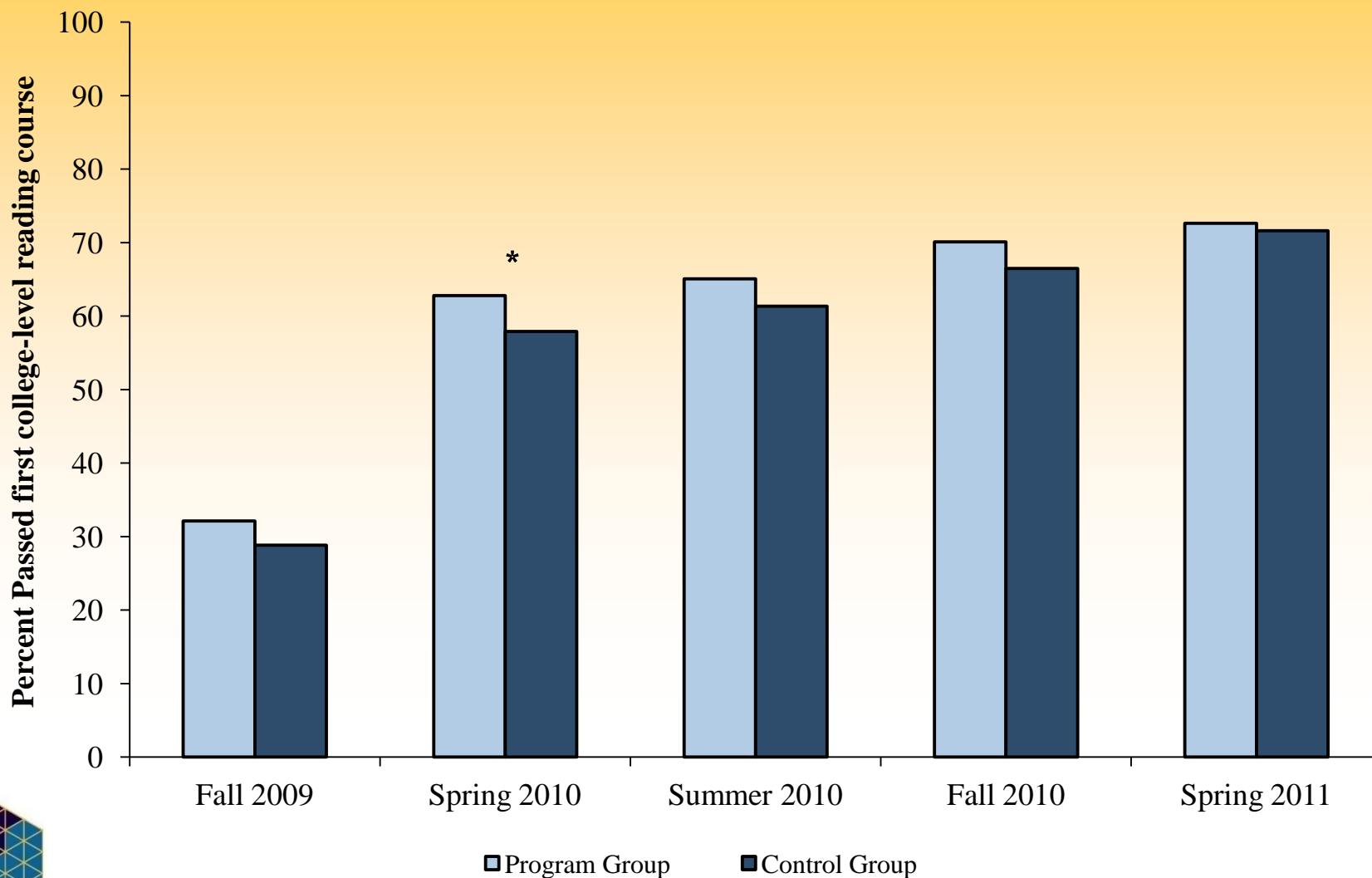
- Accelerated students' initial progress through college-level math and writing in the first year.
- Did not impact credits earned over 2 years.
- Did not impact college enrollment or persistence.



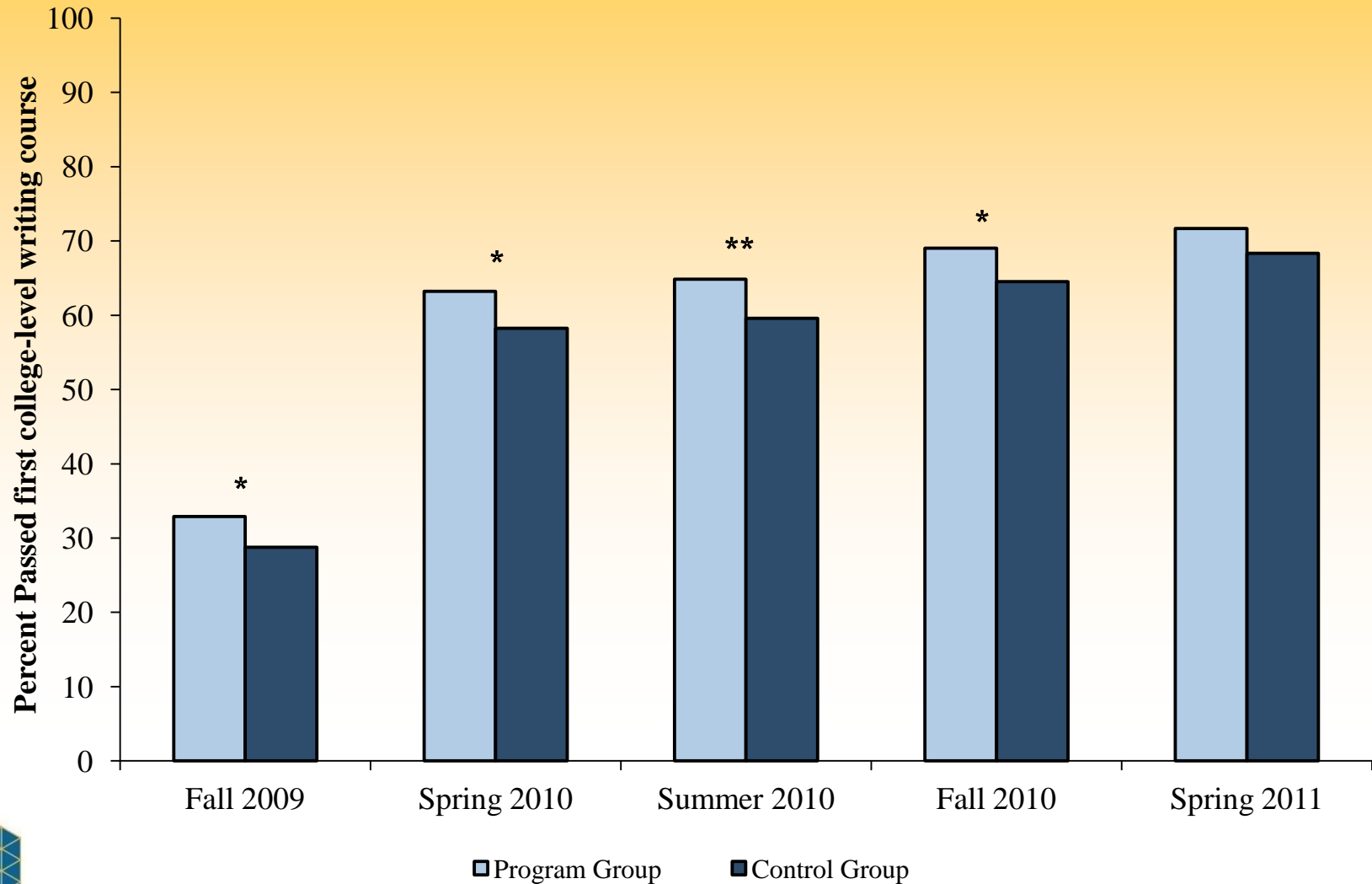
Students passing college level math (cumulative)



Students passing college level reading (cumulative)



Students passing college level writing (cumulative)



Implications of the Findings



Broadly Speaking:

- Short, Focused Programs
 - Had largely short, focused results
- Progress in Targeted Area
 - Didn't necessarily lead to additional, longer term gains *over and above* what students achieved without these programs
- Limited Impacts on Persistence
 - Classroom interventions alone might not have leverage to impact this outcome



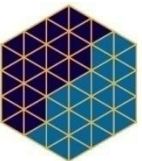
Additional Approaches to Increase College Success

- Accelerate or modularize developmental education
- Create structured pathways through college
- Financial aid incentives or reforms
- Secondary/postsecondary partnerships
- *Weave together a combination of the above and/or others*



College Readiness Partnerships

- Texas state funding
- Partnerships of K-12 and higher education
- Co-sponsoring programs for high school students
- Focused on college readiness



College Readiness Partnership Examples

Academic-focused programs:

- Summer bridges
- School year transition programs
- Senior year transition courses
- Early assessment/intervention programs

College-knowledge focused programs:

- Targeted outreach
- Multi-year college readiness programs
- Embedded college counseling
- College-readiness lessons



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