



Community College of Allegheny County
Achieving the Dream Newsletter
Focusing on Student Success

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MMI SDS-104 Leadership 1: Community Engagement and Strategic Leadership

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In the Fall of 2015, a new course will be offered to aid and assist CCAC's African American male students with cultivating leadership skills. The course, SDS-104 Leadership 1, will focus on community building and academic engagement with the participants in the college's Men of Merit Initiative (MMI). Created in the Fall of 2014 in concert with the Achieving the Dream team, the Men of Merit Initiative is focused on supporting the college's completion and retention efforts of African American males. The program is supported by a college-wide Steering Committee made of members from across the college. In addition to the Steering Committee, there are identified MMI Leads who work to organize bi-weekly meetings and activities to bring the students together to promote engagement. The model of this program was created by examining institutions that had well-functioning programs to support African American male students' engagement. While this program was designed to support African American male students using research and best practice, it is open to all CCAC students.

A fundamental component to promoting the academic success of African American males is classroom engagement. It is for this reason, the Steering Committee empowered a subgroup to study model programs to impact classroom engagement and make a recommendation for program/classroom interventions at CCAC. Under the direction of Mary Kate Quinlan, Director of Learning Outcomes and ATD, a subcommittee met for several months to examine academic engagement models that best promoted success for African American males. Upon completion of research, the subcommittee made several presentations to the larger steering committee and the suggestion of the SDS-104 Leadership course was adopted.

Students who participate in the SDS-104 Leadership course will focus on strategies to become better connected to the college community while balancing academic pursuits. Positive academic outcomes will be a featured component of course content along with information on becoming a better

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college/community leader. Students will have the opportunity to complete a community service project and complete a group project on the leadership attributes.

Flipped 080 Helps Students Succeed

Implemented at North and West Hills in fall 2013, the “flipped 080” intervention is having a positive impact on student learning. A flipped format classroom is one in which instructional content is delivered outside of the classroom, often on-line and in video format. Classroom time is spent on hands-on learning. The instructor’s role changes from lecturer to facilitator.

The North campus model is comprised of four elements:

- A flipped format classroom – students watch video lectures, read textbooks and complete assignments (including written assignments) outside the classroom. Hands-on learning, what one typically thinks of as homework, occurs in the classroom.
- Instructors utilize shared resources and implement standard classroom policies.
- All sections use the same textbook, Web Assign, graphing calculators, daily quizzes and the departmental midterm and final exams.
- Coursework emphasizes discipline-specific writing and note-taking strategies.

Since implementation in fall 2013, 74% of the 628 students who enrolled in MAT-080 at North and West Hills have passed the course with a C or better. The seven-year college-wide average is 60%. The success rates by term are broken down in Table 1. In addition, the flipped 080 students are more likely to enroll in the subsequent developmental math course in the following term (53% compared to 42%) and are more likely to complete MAT-090 with a C or better (65% compared to 56%). See Tables 2 & 3 for semester-specific data.

Success in MAT-080

	Fall 2013 Cohort		Spring 2014 Cohort		Fall 2014 Cohort	
	#	%	#	%	#	%
North	156	65%	70	80%	150	75%
W. Hills	103	81%	50	78%	99	71%
CCAC	1,531	62%	985	54%	1,495	60%

Table 1

Enrolled in MAT 090

	in Spring 2014		in Fall 2014		in Spring 2015	
	#	%	#	%	#	%
North	81	52%	26	37%	87	58%
W. Hills	62	60%	18	36%	53	54%
CCAC	708	46%	244	25%	673	45%

Table 2

Success in MAT 090						
	in Spring 2014		in Fall 2014		in Spring 2015	
	#	%	#	%	#	%
North	81	68%	26	65%	TBD	TBD
W. Hills	62	63%	17	53%	TBD	TBD
CCAC	708	55%	242	59%	TBD	TBD

Table 3

Developmental math is a barrier to success nationally, not just at CCAC. This new approach not only helps students complete the lowest-level developmental math course; it has increased the percentage of students who continue in and successfully complete the developmental math sequence.

CAT Best Practices

The ATD newsletter periodically features a CAT Summary to highlight the best practices in classroom assessment at CCAC. This CAT utilizes a technique for assessing conditional knowledge, i.e., knowing when and where to apply knowledge. Good assessments provide students the opportunity to practice and learn from their mistakes. Good assessments also provide faculty with useful information for improving learning. This CAT does both.

Faculty Name	Lillian Briola
Campus	Boyce
Date	12/1/14
Discipline/Program	Occupational Therapy/Allied Health
Course	OTA 201 Occupational Therapy in Physical Disabilities
What learning outcome are you assessing?	Define the muscle action and nerve supply to hand muscles.
Describe the learning opportunity you provided to students to help them achieve the learning outcome.	Students were given learning concepts to learn the nerve supply and muscle actions for hand kinesiology. The concepts were presented first and then the hand muscles' actions and nerve supply were given based on the concept.
Classroom Assessment Technique Used	What is the Concept? Two weeks after the hand kinesiology was given, the students

	were given five muscles to identify the action and nerve supply. The students were asked to write one learning concept of hand kinesiology.
What did the assessment data reveal about student learning?	The assessment data was given a value of 10 points, one point each for the muscle actions and nerve supply for each of the five muscles. The mean score was 7.76 out of 10 points. Twenty-one students were able to list one learning concept compared to seven students who could not correctly identify one concept.
How did you use the results to improve learning?	A review of the concepts of hand kinesiology was conducted with an emphasis on learning concepts.
Evidence of Improved Learning	There were seven test embedded questions on OTA 201 Test 3 that required the students to identify the nerve supply of hand muscles. On three of the questions, 100% of the students answered correctly. On two of the questions, 88% answered correctly, and 84% answered correctly on the other two questions. There were four questions that required the students to identify the muscles' action. One hundred percent of the students answered all four questions correctly.

The deadline for the spring CAT submission is **May 21, 2015**. Everyone who submits a CAT Summary will receive a certificate of participation. Adjuncts are encouraged to participate!

Send your CAT summaries to the Assessment Advisory Group at aslcommittee@ccac.edu.

[Classroom Assessment Summary Sheet](#)

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