



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

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Men of Merit Initiative

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In the fall of 2014, CCAC will begin the Men of Merit initiative (MMI) as a new program to support ATD. The program is designed to promote greater success and completion outcomes of African American male students at the college. Based on model programs from community colleges around the country, MMI encourages active participation in bi-weekly meetings of student participants. These meetings are designed to encourage community building, promote faculty/staff engagement and encourage academic achievement. Six locations will have a Campus Lead who will serve as the primary organizer for the MMI program at their respective location. The Campus Leads will seek to build active participation by faculty/staff nomination of participants and active recruitment of members. Each campus will have bi-weekly meetings with one college-wide meeting to be held in November of 2014. The goal is to have a functioning MMI group on each campus by the spring of 2015. While the Men of Merit program is designed to promote success and completion of African American male students, no student participant will be turned away.

The MMI initiative is an opportunity to encourage better support for our most challenged student population. A recent webinar coordinated by the Minority Male Community College Collaborative at San Diego State indicated that African American male students who had frequent out of classroom contact with faculty were 62.4% more likely to have successful academic outcomes. We see MMI as a way to promote direct out of the classroom engagement with faculty, staff, fellow students and the greater Pittsburgh community.

Roadmap: Conditions for Success

Have you noticed that national organizations are moving away from promoting best practices? One reason is that best practices work well in some institutions but not others. Lately there has been a lot of

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discussion about “conditions for success.” It is believed that creating the right conditions will help insure the successful implementation of an initiative.



The team that worked on Roadmap looked at 13 conditions for success. Five of them were incorporated directly into Roadmap. Examples include providing a **strong start** to help students succeed in their first term and streamlining student progress with a **clear, coherent pathway**.

The remaining conditions are contingent upon using Roadmap. This article will focus on three ways we all can establish the right conditions for success.

The first condition is ensuring that every student **makes a significant connection** with someone as soon as possible. Roadmap provides an opportunity to have a meaningful conversation with students about their long-term plans or about getting help. When students make a connection with someone at the institution they are more likely to be retained.

The second condition is **intensive student engagement**. Roadmap is designed to engage students at entrance and teach them how to become active partners in their educational success. Ensuring that students are using Roadmap will make student engagement inescapable.

The third condition is **integration into the classroom**. Something as simple as reminding students to check their Roadmaps before seeing an advisor to register for spring classes is sufficient. If enough people do this, it will increase the likelihood of students using vital support services.

Roadmap has the potential to change students' lives by providing the framework for academic and career planning conversations that will help students maintain focus and achieve their goals. The key is to make sure that they are using Roadmap to stay on track.

More Resources for Student Engagement

Student-Faculty Interaction is one of the most powerful forms of student engagement. It is strongly related to long-term persistence measures like the number of terms enrolled and the number of credit hours completed. CCSSE defines student-faculty interaction as the extent to which students and faculty communicate about academic performance, career plans, course content and assignments.



The [Student Engagement Toolkit](#) contains a collection of resources for encouraging more meaningful interactions with students. Check out the newly updated toolkit today!

Visit the CCSSE Results webpage for more information about CCAC's latest results.

https://www.ccac.edu/2013_CCSSE_Survey_Results.aspx

Classroom Assessment

The deadline for the fall CAT submission is December 22, 2014. Everyone who submits a CAT Summary will receive a certificate of participation. Send your CAT summaries to the Assessment Advisory Group at aslcommittee@ccac.edu.

Classroom Assessment Summary Sheet -

https://www.ccac.edu/files/Word_Document/8a7c4a0dbfe449a69de2fb387b8fdb0b.doc

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