

DANVILLE AREA COMMUNITY COLLEGE
UNDERREPRESENTED GROUPS REPORT 2018
Focus Topic: Recruitment, Academic Success, & Completion

Institutional Practice/Topic #1: Middle College: DACC's High School Completion & Dual Credit Program

Purpose, Goal, or Objective

Middle College is designed for high school juniors and seniors, with a history of academic success, who may have run into barriers to high school completion. The goal of Middle College is to support the development of strong, successful students who are actively engaged in their studies in order to improve graduation rates in Vermilion County. Students accepted into Middle College take classes on-campus at Danville Area Community College instead of the high school. Much like a regular college student, each student in Middle College is registered for classes that meet his or her own graduation requirements. Classes may be a combined mix of developmental, online, credit recovery and/or college level classes. Students are required to be involved in a minimum of five hours of learning each school day. Additionally, each Middle College student is assigned a Case Manager, who works side-by-side with the student to overcome barriers.

Students who are recommended for the program must have the consent of his or her home high school. Once a Middle College student completes requirements for graduation per his or her home high school, they will become a graduate of that school. If a student completes college-level coursework as part of Middle College, the credit counts as both high school and college credit and is part of the student's academic transcript at Danville Area Community College.

Date of Implementation

The Middle College program began at DACC in Fall 2009 and has continued thereafter.

Description of Program Elements or Strategies that Make the Program Successful

The success of this program can be attributed to several factors; chiefly being there are caring adults in the students' lives who don't believe failure is an option and who are willing to work outside of boxes and as a team to find practical solutions. The team consists of a director, program coordinator, two case managers, core class teacher, credit-recovery lab monitor and other DACC faculty and staff.

Evidence of Success

- The DACC Middle College program was initially built as a partnership with the support of the Vermilion Healthcare Foundation, High School Administrators, the Regional Superintendent, Vermilion Advantage and Danville Area Community College. Due to its early success, the partnership continues through DACC and the participating high schools.
- As of FY 2017, 216 students have participated in the program. One hundred sixty-two (162) of those students have completed high school graduation requirements (149 high school graduates and 13 GED completers). Eighty-two percent (82%) of the students have either completed or are currently still engaged in education rather than dropping out of high school.
- In FY 2017, 410 dual credit courses totaling 731 credit hours were completed by Middle College participants. Of the 410 college courses, 81% were completed successfully. Many of the students successfully continued into a DACC program of study after their high school/GED completion.
- Students who were not able to thrive in their local high school environment are held accountable, engaged, and either equally or more successful than their counterparts who remain at the local high schools.
- The Middle College program provides strategies that improve academic success, completion, and recruitment. The majority of the Middle College participants fall under one or more of the underrepresented groups' categories: minorities, women, individuals with disabilities, and first generation students.

Institutional Practice/Topic #2: Math & Science Solutions (MASS) Tutoring Center

Purpose, Goal, or Objective

The MASS Center is dedicated to students' educational success by providing quality learning support relevant to their individual needs. The services provided and methods utilized are selected to help students become independent learners and function successfully in an academic environment and foster an interest in becoming lifelong learners. This endeavor is accomplished through peer tutoring and expert tutoring. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples and being a sounding board to illuminate time management, test taking and study skill problems. Tutors impart encouragement, inspiration, motivation and confidence to students enabling them to keep a positive attitude and succeed in their courses. At the MASS Center, students can receive tutoring for most math and science courses taught at DACC, including: Algebra, Statistics, Calculus, Biology, Anatomy and Physiology, Chemistry, Physics and Nursing.

Date of Implementation

College-level math and science tutoring moved to the MASS Tutoring Center in FY13. The MASS Tutoring Center has been assisting students every semester thereafter.

Description of Program Elements or Strategies that Make the Program Successful

- Under the direction of the Dean of Math, Sciences, & Health Professions and the MASS Tutoring Center Coordinator, the planning, budgeting, learning style and curriculum-driven strategies implemented, the center connects faculty/course learning outcomes and the students' academic needs.
- Services are free to all students who are currently attending DACC.
- With the MASS Tutoring Center located in the Mary Miller Center, home to the Math, Science, and Health Professions programs, students are able to access the academic services in a timely manner.
- Math, Science, and Health Professions Faculty members, both full-time and part-time, serve in Professional Tutoring roles and/or communicate regularly with the Tutors and the MASS Coordinator. Communication strategies in place provide direct ties to classroom learning objectives.
- As a co-curricular activity, the MASS Tutoring Center collects student learning data, assesses it, and implements changes as needed or continues support of the successful strategies in place.

Evidence of Success

- After moving the college-level math and science tutoring to the MASS Tutoring Center, student participation rate increased dramatically in the first year and continues to grow at a staggering rate. Compared to general tutoring services provided by peer tutors in the Testing & Academic Services Center (which is located in a central building), MASS numbers are 222% higher.
- In FY17, MASS set a new high for the number of students who received tutoring services. In FY17, 1836 tutoring sessions were recorded, compared to 1419 in FY16 and 1036 in FY15.
- Student sessions vary from five minutes to over two hours with an average time of about one hour.
- MASS data shows that students are returning for more than one session; 60% percent of the students returned for more than one session in FY17, with many of them attending regularly throughout the semester.
- Grade data through Fall of 2015 shows that students who come to tutoring have a 64% success rate compared to a 55% success rate for students who do not utilize the MASS services.