

Highlights of Partner Programs and Initiatives that
further the Objectives of the

Greater Louisville Education Commitment

and its goal of attaining

55,000 Degrees

October 2010

**55,000
Degrees**

Turn Up The Heat.
Get A College Diploma.

55,000 Degrees is a public-private partnership that will drive education attainment in the Greater Louisville area. By 2020, the Louisville region has a plan to move into the top tier among 15 competitor cities by increasing the number of adults with college degrees by 55,000.

The *Greater Louisville Education Commitment* is a long-term, targeted plan to raise education levels in our area; its vision is to create a world-class, seamless and coordinated education system that provides ample opportunities for developing creativity and critical thinking, skilled workers, engaged citizens, and civic leaders. The purpose is to galvanize education, business, faith, civic, and community leaders and organizations in support of a common agenda to increase education attainment, prosperity, and the quality of life.

The goal is to have half of adults in Louisville with college degrees by 2020 – **adding 40,000 more people with bachelor’s and 15,000 with associate’s degrees, for a total of 55,000 degrees** – during the next decade.

The following initiatives and programs were submitted by the signatories of the Greater Louisville Education Commitment. Each signatory was asked to submit one program to highlight in this document. We gratefully acknowledge their work in furthering the objectives of the Commitment. The five objectives are:

1. Create and support a college-going culture
2. Use the business community’s unique points of leverage to accelerate attainment
3. Prepare students for success in college, career, citizenship, and life
4. Make postsecondary education accessible and affordable
5. Increase educational persistence, performance and progress.

For more information, go to www.55000degrees.org

Objective 1: Create and support a college-going culture

Strategies: Develop and deliver go-to-college themes and messages to promote positive attitudes toward education. Provide students with experiences to enhance college-going aspirations and understanding. Mobilize a network of personal advocates to support students to go to college.

African American Educational Attainment Ad Hoc Committee

African American Educational Attainment in Louisville Metro

Indicators

Support the Greater Louisville Education Commitment goal of increasing by 55,000 the number of college degrees by 2020. By 2020:

- Of 40,000 bachelor's degrees, increase attainment for African Americans by 12,000 degrees
- Of 15,000 associate's degrees, increase attainment for African Americans by 3,000 degrees

What is the problem?

The Greater Louisville Project's analysis of education attainment notes that about 30% of working-age adults hold a baccalaureate degree, placing Louisville ninth among its 15 competitive peer cities. A study of attainment among African Americans, however, puts Louisville *last* among peer cities with only 14% of African Americans of working age holding a bachelor's degree. Raleigh, NC is highest with 27% of African Americans holding a bachelor's degree or higher. Louisville is ranked ninth in African Americans holding an associate's degree. While the region's college-going rate is roughly equal that of our competitive cities, including for African American's, the college completion rate is substantially lower.

How will we make a difference?

The African American Educational Attainment (AAEA) Ad Hoc Committee, convened by the Louisville Urban League, is committed to increasing overall educational attainment within Louisville/Jefferson County. The group is committed to raising more money for scholarships, leveraging existing financial aid and scholarship programs; implementing strategies to eliminate the "achievement gap"; raising academic performance of high school graduates; raising the college-going rates, increasing college retention and graduation rates; raising college return and completion rates of those with "some college"; and, creating community-based out-of-school time and summer employment opportunities. These strategies will be realized through strong partnerships and collaborations involving elected officials, businesses, churches, faith- and community-based organizations, Greater Louisville Alliance of Black School Educators, sororities and fraternities, professional and social organizations and clubs, alumni chapters of colleges and universities, neighborhood associations, and youth groups.

What does progress look like?

- Stronger collaborative partnerships are emerging and accelerating results
- Increasing levels and awareness of scholarship opportunities for African Americans
- Increasing numbers of African Americans are entering colleges, universities and other post-secondary institutions

- A “college going culture” campaign is implemented and is rapidly influencing attitudes/opinions about going to college
- Increased number of mentors are matched with high school and undergraduate college students
- College graduation rates for African American are increasing, institution by institution

What is the desired outcome?

15,000 more African Americans in Louisville will hold college degrees by 2020, leapfrogging Louisville from the bottom to the top tier of peer cities. This doubles the number of African Americans with college degrees.

Partners

- Louisville Urban League
- University of Louisville
- Simmons College of Kentucky
- Jefferson Community and Technical College
- Jefferson County Public Schools
- The Lincoln Foundation
- Greater Louisville Inc.
- Louisville Metro Government

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Objective 1: Create and support a college-going culture

Strategies: Develop and deliver go-to-college themes and messages to promote positive attitudes toward education. Provide students with experiences to enhance college-going aspirations and understanding. Mobilize a network of personal advocates to support students to go to college.

Metro United Way

YouthPrint – Plan for Out-of-School Time Youth Development System

Indicators

- Percent of students in out-of-school-time (OST) programs
- Percent of students in OST programs who stay in school and do not fail a grade
- Percent of students in OST programs who graduate from high school
- Percent of students in OST programs who enroll in college or career training programs
- Number and types of OST programs offered in the community

What is the problem?

In July 2008, Louisville held the *Graduate! Greater Louisville: High School Dropout Solutions Summit* in partnership with America's Promise. In response to a recommendation arising from the summit, Mayor Jerry Abramson, Jefferson County Public Schools Superintendent Dr. Sheldon Berman, and Metro United Way President and CEO Joe Tolan co-convened a group in August 2009 to explore the current state of out-of-school time (OST) programs in Louisville with an eye toward designing a coordinated OST system. The purpose was to recommend a **"YouthPrint" – a comprehensive plan for an OST youth development system in Louisville.**

How will we make a difference?

Research consistently shows that participation in quality OST programs has a very powerful correlation to educational attainment and student success. School-aged youth who are actively engaged in quality OST programs are much more likely to stay in school, stay on grade level, and graduate from high school on time. YouthPrint is a blueprint for an out-of school time system for youth development that

- **assesses** what is needed through market research, asset and program mapping, funding analysis and quality standards
- **synthesizes** information to see if assets match critical needs
- **envisions** a community-wide system that includes program landscaping, governance, funding, quality improvement and outcome measurement.

What does progress look like?

- Increased numbers of students in OST programs
- Increased numbers of OST programs offered that meet students' needs
- Increased graduation rates
- Increased passing rates
- Greater public awareness of OST program options

What are the desired outcomes?

- Increased youth participation and expanded opportunities in OST programs that meet quality standards, and
- More youth graduating high school college-ready and entering college (post-secondary).

Partners

- Louisville Metro Government Mayor's Office
- Jefferson County Public Schools
- Metro United Way
- Louisville Metro office of Youth Development
- Muhammad Ali Center
- Greater Louisville Inc.
- University of Louisville
- Community Foundation of Louisville
- Louisville Urban League
- Kentucky Courts
- Family and Children's Place
- Louisville Metro Parks
- Clark County Public Schools
- Making Connections Louisville
- Kentuckiana Works
- Archdiocese of Louisville
- YMCA Louisville
- Jefferson Community and Technical College
- Louisville Metro Youth Center

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Objective 1: Create and support a college-going culture

Strategies: Develop and deliver go-to-college themes and messages to promote positive attitudes toward education. Mobilize a network of personal advocates to support students to go to college.

Simmons College of Kentucky

Creating a College-going Culture in Louisville's West End

Indicators

- Increase Louisville's critically low number of blacks holding baccalaureate degrees

What is the problem?

African Americans in many areas of Louisville remain socially isolated. There exists in our city an invisible Berlin Wall, a "balkanization" that separates West Louisville from connecting with college-going cultures in many other areas of the city. This invisible balkanization is not limited to Ninth Street, but also can be found in other Louisville communities, including Newburg and Smoketown. However, it is most pronounced in West Louisville. Desegregation, with all of its gains, has only further isolated the poor in West Louisville. As successful African Americans have moved out of West Louisville, poor blacks have experienced a double social isolation, a separation not only from achieving whites but also achieving blacks.

How will we make a difference?

Today, black colleges and universities do more to combat social isolation in black communities and introduce the importance of education than any other factor. Consider these facts:

- 45 percent of historically black colleges' and universities' (HBCU) freshmen are the first in their families to attend college.
- While black colleges and universities make up only 4 percent of U.S. institutions of higher learning they graduate 28 percent of all students who earn undergraduate degrees.
- 75 percent of African Americans with PhD's earn them from HBCUs, as do 46 percent of black business executives and 50 percent of black engineers.
- 80 percent of black federal judges and 85 percent of black doctors are trained by HBCUs.

HBCU's educate disproportionately more African Americans for the workforce. Nothing proves this like contrasting Louisville, which has a critically low number of blacks holding baccalaureate degrees, with peer cities, like Raleigh, North Carolina, which has the highest percentage of African Americans with college degrees. The state of North Carolina has eleven HBCU's, compared to two in the state of Kentucky. In the city of Raleigh, there are two HBCU's, St. Augustine College and Shaw University. Having these institutions in their city becomes a tremendous source of pride for the black community of Raleigh. These institutions have a mission to the black community which helps to create a college-going mindset and culture within the black community.

The most notable renaissance of a HBCU in America is not taking place in Raleigh, however; but rather, right here in Louisville in Simmons College. Dr. Kevin W. Cosby, Simmons' President, offers two primary objectives:

1. Re-establish Simmons College of Kentucky as an accredited institution. Sixty percent of Simmons' faculty held terminal degrees, yet was unaccredited. In February 2010,

Simmons College of Kentucky achieved a significant first step in fulfilling that goal. Simmons was granted pre-accreditation status with ABHE, a national faith-based accreditor recognized by the U.S. Department of Education. Because of this achievement, beginning in 2011, Simmons' students will become eligible for Title IV funding with the Department of Education. In 2½ years, Simmons will be fully accredited. The next step will be to move toward regional accreditation with the Southern Association of Colleges and Schools (SACS).

2. Re-introduce Simmons to the community. Most people in the black community were unfamiliar with Simmons' glorious past. Simmons was simply known as a Bible college on 18th and Dumesnil Streets, where ministers were trained. Most in the black community do not realize that Simmons College is a 131-year-old institution that at one time was one of the pre-eminent black-owned universities in the South. Simmons at one time housed a medical school, a law school, a liberal arts school and a school of music. In all, Simmons had nine departments. It was a Simmons professor named Charles H. Parrish, Jr. who integrated higher education in the South by becoming the first black teaching professor and department head at the University of Louisville.

What does progress look like?

- On the journey toward resurgence, Simmons has created unique partnerships with Campbellsville University, Georgetown University, Jefferson Community Technical College and the University of Louisville. The University of Louisville partnership with Simmons College may be one of the most unique educational partnerships in America. Simmons students, beginning with the Fall 2010 semester, are allowed to cross-register up to 62 class hours in General Education. This means students who are not ready to attend the University of Louisville can begin college at Simmons and their qualified credit hours will be credited at the University of Louisville as well.
- Jefferson Community and Technical College has agreed to partner with Simmons by turning Simmons' 18th Street campus, located in the heart of the California community, into a college outreach and resource center.

What are the desired outcomes?

- Substantially more African Americans in Louisville holding college degrees
- De-isolation of black communities in Louisville
- Reverse the educational culture of failure in black communities

Partners

- Kentucky State University
- Jefferson Community and Technical College
- University of Louisville
- Georgetown University
- Campbellsville University

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Objective 2: Use the business community's unique points of leverage to accelerate attainment

Strategy: Create a community of education-oriented employers who will encourage education attainment.

Greater Louisville Inc. and Business Leaders for Education

Employee Education Delivery System: Business Helping Adults Return to College and Complete their Degrees

Indicators

- Increase degree attainment for 3,500 adult learners by 2014
- Of these, increase degree attainment for 500 minority adults by 2014

What is the problem?

Businesses need a strong pool of talent to flourish. The 2009 *TIP Report: Wired65 Regional Competitiveness Strategy* states, quite simply, that in the region “current skill sets do not match future jobs.” Employee Education Delivery System partners contend that business and post-secondary education groups have not effectively worked together to educate adults. Their vision is to leverage and repurpose the resources both groups already bring to the table to benefit both employers and working adult students. The Kentucky Council on Postsecondary Education has identified 100,000 Louisvillians, ages 25 to 50, who have some college credit from a state institution in Kentucky, but have not attained a degree; 11,000 of these adults have 90 or more credit hours and thus are the closest to completing the 120 to 125 credits generally needed to earn a bachelor's degree.

How will we make a difference?

The HIRE Education Forum, with its 31 post-secondary institutions, will collaborate with Business Leaders for Education (BLE), a collective of regional business leaders organized through Greater Louisville Inc. (GLI), business partners and other companies to provide a comprehensive support system within – and between – both post-secondary and business communities. Their goal is to create an “employee education delivery system” that will employ four strategies:

- Improve the ease with which working adults access the postsecondary system
- Increase the affordability of education for working adults
- Promote the adoption of education-friendly programs, policies and practices among Louisville employers
- Measure and report the completion rates of working-age adults who return to school

Earn and Learn will use a three-pronged approach:

- **Employers** – from BLE and other GLI companies – will develop criteria for a “gold standard” that will build upon national best practices to define the premier business models for employee education and determine what support systems need to be put into place to assist employers with educating employees, and will work with Corporate Voices for Working Families, to produce a Toolkit for Employers to use in implementing gold standard practices. Employers also will identify educational attainment levels of

their employees and provide degree attainment support programs and services for employees returning for degrees.

- **Employees** – the returning adult students – will help define what employers can do to help to motivate them to return to school. To get employees to think about going back to school, Earn and Learn will conduct a region-wide marketing campaign and use kix.com to leverage the “buzz” created by projected influx of jobs from BRAC redesign at Fort Knox to jumpstart the need for further education to improve employment prospects. The Kentuckiana College Access Center will expand its capacity by putting in place Adult College Counselors who can work one-on-one with employers and employees to provide them detailed information on postsecondary education opportunities and affordability.
- **Educators** – the 31 post-secondary institutions – will work to fill the “holes” that may exist for adult learners; better market, provide, package and expand the reach of postsecondary completer programs; and improve student navigation and support.

What does progress look like?

- Increased accessibility for adult learners to instruction and support services.
- Increased affordability through employer incentives.
- Reduced time to degree completion.
- Increased number of degrees completed or in process.

What is the desired outcome?

Earn and Learn is seen as a business proposition that pays off for both employers and employees. The premise:

- Businesses already spend money on tuition assistance, however more employees will take advantage of this option if they are given college knowledge and on-going support, help balancing work and family life, and affordable, accessible options, and are assured of a payoff in terms of recognition and connection to opportunities for advancement.
- Businesses already spend money on training, and Earn and Learn will give employers a way to repurpose those training dollars so that employees also get college credit.
- More highly educated employees make better employees (talent development) and are more loyal to their employers (talent retention). BLE believes that employers can make this a win-win proposition by *reducing the complexity to increase motivation and the likelihood of academic success.*

Partners

- HIRE Education Forum
- Business Leaders for Education
- Greater Louisville Inc.
- The Lumina Foundation
- The Bill and Melinda Gates Foundation
- Corporate Voices for Working Families

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Objective 3: Prepare students for success in college, career, citizenship and life

Strategy: Create a shared rubric for determining college readiness based on Common Core readiness standards and factors identified by colleges in the region. Implement, evaluate and accelerate initiatives and interventions to improve college readiness.

Archdiocese of Louisville Catholic High Schools

Superior College Preparation for a Lifetime of Learning and Growth

Indicators

- 99% of graduates pursuing college/post-secondary training
- 34 National Merit Semi-Finalists
- 32 National Merit Finalists
- 25 National Merit Commended Scholars
- 66 Governor's Scholars
- 11 Governor's School for the Arts
- Average ACT Score: 23.5
- Average SAT Score 1187
- High School Hours of Community Service: 206,495
- College Scholarships: \$107 Million

What is the problem?

Graduates of Catholic high schools in the Archdiocese of Louisville are well prepared academically, and their ACT scores for college readiness are well above state averages. We want to increase the number of students who are college ready in all four areas as measured by ACT scores.

How will we make a difference?

We will make a difference by:

- Working with our education partners to create a shared rubric for determining college readiness based on common core standards and factors identified by post-secondary institutions in the region.
- Administering data-driven diagnostic assessments for accountability and growth.
- Continuing to align curriculum and improve rigor of courses to increase ACT scores.

What does progress look like?

Progress will look like:

- A shared definition and rubric for determining college readiness.
- Increasing ACT scores
- Increasing the number of students who persist in college.

What is the desired outcome?

The desired outcome is to increase ACT scores and the number of students who are college ready in all 4 areas as measured by ACT scores.

Partners

Our partners are our colleagues in Catholic, private, public and post-secondary education.

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Objective 3: Prepare students for success in college, career, citizenship and life

Strategy: Align education systems to better enable students and adult learners to move successfully from one level to the next.

Jefferson County Public Schools

Professional Career Themes and Schools of Study

Indicators*

- Graduation Rate and Dropout Rate
- Percent of students who enroll in post-secondary school
- Percent of students who graduate with college credit
- Percent of students who graduate with industry certifications

**disaggregated by gender, race, socioeconomic status, special education, ESL*

What is the problem?

GLP's 2009 Competitive City Report establishes that our "Possibility City" is not making adequate progress to compete with similar U.S. cities. The report recommends that "to position itself for prosperity, Louisville must accelerate its sense of urgency and commitment to drive higher education attainment, the single most important community goal that underlies all efforts to grow 21st century jobs and ensure Louisville's economic competitiveness and quality of place."

How will we make a difference?

To keep the focus on the dropout rate and college degrees and to bring coherence to our collaboration with educators, industry partners, and local leaders, Jefferson County Public Schools (JCPS) will organize every high school educational initiative within three strands borrowed from the nationally recognized model of the Ford PAS for Next Generation Learning:

- Transforming teaching and learning
- Redesigning high schools
- Sustaining change through industry, postsecondary, civic, and community leadership

Organized into three networks, each comprehensive high school in a network has adopted one of five Professional Career Themes aligned with local workforce development projections. Through a freshman academy, each student initially explores a variety of entry points into his or her school's broader career theme, then navigates a personal career pathway through a supporting School of Study in grades 10 through 12. Students connect with peers who have similar interests and an adult advisor or mentor as they pursue a credentialed diploma representing dual college credit and/or an industry certification. Research affirms that providing a career emphasis for students gives meaning and motivation that leads to a more successful high school and postsecondary experience. Each comprehensive high school has adopted one of the following Professional Career Themes:

- Human Services, Education, and International Studies
- Engineering (Aerospace, Architecture/Manufacturing, and Construction)
- Communication, Media, and the Arts

- Medicine, Health, and the Environment
- Business and Information Technology

What does progress look like?

CEO “Champions” Network formed to shepherd the Schools of Study vision

GLI: possible committees to foster:

- Alignment of Schools of Study with business and economic development needs
- Recruitment of businesses available to offer either time, expertise, resources, or feedback
- Recruitment of business leaders to co-lead Partnership Councils with schools

Organized development support for continuous building of financial and in-kind resources

Quality Indicators:

- Increased student attendance
- Increased satisfaction rates by parents and students
- Decreased suspensions, and failures
- Increased proficiency in reading, math, and writing
- Increased ACT scores
- Increased internships and shadowing experiences
- Increased number of students accepted by a postsecondary school
- Increased number of students choosing a Professional Career School of Study

What is the desired outcome?

To move our community from “Possibility to Prosperity,” JCPS, in collaboration with local postsecondary institutions, area industry and labor partners, and community leaders, must seamlessly align efforts, expertise, and resources to move each student in every classroom to achieve college-preparatory academic standards, postsecondary degrees, and industry certifications that will prepare them for the 21st Century professional careers most needed by employers in our region. As stated in the vision of the Mayor’s Education Roundtable, the desired outcome is “a world class, seamless, coordinated education system that can produce critical thinkers, trained workers, and civic leaders.”

Partners

Design Teams have been established with at least 40 business and postsecondary partners for each Career Theme.

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Objective 3: Prepare students for success in college, career, citizenship and life

Strategy: Develop programs that expose students to the connection between education and workplace success. Provide students with experiences to enhance college-going aspirations and understanding.

Louisville Urban League

Project Ready

Indicators

- Increase number of youth completing Individual College Development Plan (ICDP)
- Increase number of youth attending scheduled activities:
 - Academic Development: tutoring, mentoring, computer skills, service learning
 - Social Skill Development: life skills, leadership development-activities and events, behavioral modification
 - Global and Cultural Awareness: college tours, career exploration/business tours, cultural enrichment activities
- Increase number of youth graduating high school “college-ready”

What is the problem?

Too often, African American and other economically disadvantaged youth fail to graduate from high school “college-ready” and with the life skills and tools that support a successful college career and beyond.

How will we make a difference?

Project Ready, a national best-practice model program, is focused on preparing economically disadvantaged youth to graduate from high school college-ready and with the life skills and tools that support a successful college career and beyond. The project currently engages and serves a minimum of 100 students annually, grades seven through 12, in an intensive process of individual goal planning, academic enrichment, social development, cultural development, and career exploration to facilitate high school to college transition. The Project Ready curriculum is comprised of three major components: 1) Academic Development, 2) Social Development, 3) Global and Cultural Awareness. Each component is guided by an Individual College Development Plan (ICDP) established for each student.

Project Ready meets twice weekly for three hours per day, two days per week (September through May), providing a minimum of 24 contact hours per month or 150 contact hours during the academic school year. Activities include: academic support, mentoring, completion of Science, Technology, Engineering and Mathematics (STEM) projects, workshops, use of computers and online tools, social networking with STEM professionals, college and workplace visits and activities, analyzing STEM careers, connecting careers to local and regional work sites, plotting an academic path to careers, assessing programs and setting benchmarks, and building a competitive college STEM portfolio. During the summer months, Project Ready students participate in an intensive Summer Reach Program that meets 6.5 hours per day, four days a week for four weeks (104 additional contact hours). Summer Reach is an intensive

component that exposes students to a variety of developmental experiences, including math and science camps, college tours, career explorations, and cultural enrichment activities.

Parental involvement is a key component to student enrollment and participation. Parents remain engaged in the program through parent workshops, volunteer opportunities and on-going communication with staff. Project Ready parents/caregivers are recruited to engage in the Urban League's Parent Leadership Academy, which adopted the National PTA's Standards for Parent and Family Involvement and its six objectives: Relationship Building; Communications; Advocacy; Decision Making; Learning Opportunities; and Community Partnerships.

What does progress look like?

- Project Ready effectively delivers STEM-focused curriculum, preparing students for successful high school to college transition.
- Project Ready combines academic support through tutoring/homework assistance, social skills, career exploration, worksite visits, college campus visits, mentoring relationships, and more.
- Project Ready grows capacity to serve an increasing number of students annually.
- The STEM curriculum engages students in practices, methodologies, technology tools and exposures to STEM careers and college programs.
- Annually, Project Ready provides students with a total of 254 contact hours during its school-year and summer sessions.
- 95% of Project Ready high school graduates enter college, in pursuit of their chosen career.

What is the desired outcome?

- Project Ready students practice and achieve the core competencies required to enter college.
- Project Ready students successfully complete rigorous courses required to pursue fields of study that could lead to a STEM-related career.
- Project Ready seniors apply to and are accepted to postsecondary institutions or training.
- Project Ready alumni remain enrolled in college and graduate.

Partners

- Louisville Urban League
- National Urban League
- Metro United Way
- Louisville Metro Government
- Jefferson County Public Schools
- Numerous post-secondary educational institutions
- Numerous corporate and foundation sponsors
- Kentucky Parent Information & Resource Center
- The 15th District PTA

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Objective 3: Prepare students for success in college, career, citizenship and life

Strategies: Addressing the challenge of increasing students' ability to use mathematical skills will enable students to graduate, gain employment, and benefit the community.

Spalding University

Mathematical Competency

Indicators

- Percent of college students prepared for college-level mathematics coursework according to ACT math sub-scores
- Percent of students who successfully pass MATH 104, Intermediate Algebra (pass/fail)
- Percent of students who successfully pass MATH 113, College Algebra (grade of C or higher)
- Number of students who earn their college degree.

What is the problem?

Employers expect employees to be quantitatively literate in the workplace and use mathematics efficiently, which correlates directly to their ability to think critically. Students, however, continue to enter college unprepared to deal with the rigors of college mathematics both in their required math classes and across the curriculum. For those students who enter Spalding with ACT math sub-scores of 17 and less, their average math skills are at the eighth-grade level. Even students with a math sub-score of 18 to 21 only average tenth-grade skills. Students who lack a basic math skill set are at risk of ever reaching graduation! These students must complete the general education requirement of college algebra to receive an undergraduate degree from Spalding. Likewise, these students must be able to solve mathematical problems they encounter in other courses across the disciplines. Finally, students must develop strong critical thinking skills to be employed successfully. Therefore, students must be quantitatively literate in order to graduate from Spalding University. The problem, then, is to remove mathematics as a stumbling block to success and enable students to progress toward graduation.

How will we make a difference?

Spalding uses multiple strategies to lower the mathematics barrier to success.

- Spalding provides a free mathematics review course that helps students develop basic skills with fractions and positive/negative numbers. The course moves quickly to the language of algebra to prepare students for intermediate skills.
- The intermediate math program (MATH 104) focuses on mastery learning of mathematical topics. By using Spalding's innovative six-week session system to focus students' attention on just mathematics, the course meets twice as long as other courses: 8 to 11:30 a.m. Monday through Thursday with weekly assessment on Friday. Moreover, students may not enroll in any other course at the same time they are enrolled in MATH 104. Finally, due to the mastery learning structure, students who need additional time to progress may receive an incomplete at the end of the six weeks until they achieve a passing grade.

- MATH 104 enrollment never exceeds 20 students, and with both a Math Educator and a teaching assistant in the intermediate classroom, the teacher/student ratio is 1 to 10. This allows the Math Educator flexibility in helping students in small groups and one-on-one, as needed, in order to address individual learning styles.
- Real world application of mathematics is integrated into the classroom experience by involving faculty members across the curriculum. Faculty members create a capstone problem pertinent to their discipline so that students in that major will be exposed to math in their particular field.
- Multiple strategies are included in the classroom to reduce anxiety about competence in mathematics and increase students' confidence about using the concepts they are learning. The ultimate goal is to make quantitative literacy a less stressful part of daily life because students encounter mathematics everywhere.

What does progress look like?

Spalding is retaining at-risk students as a result of the math competency initiative. Students are thinking critically and drawing connections between mathematical concepts and other coursework. By situating this mathematical information in a larger context, students discover the value of math in their daily lives. As a result, this approach will improve students' acquisition, retention, and application of quantitative knowledge. Within the intermediate classes offered during 2009, 89% of students passed the course at the required 80% or higher. Likewise, of those students (53 of 70) who have moved on to the required college algebra course, 96% demonstrated success with a C or higher. The pattern is repeating for the 2010 cohort. At risk students continue to enter with low level math skills, but the MATH 104 system helps them overcome the math hurdle and move closer to their ultimate goal of graduation.

What is the desired outcome?

Spalding's initiative addresses the need to make math competence a social expectation. Spalding's threefold desired outcome is aimed at making mathematical competence the norm rather than an exception.

- First, students will successfully complete college algebra and meet the general studies requirement for an undergraduate degree. Ultimately, they will recognize their competence in using mathematics and alter their opinions about the field.
- Second, students will be successful in grasping quantitative literacy principles within all of their college courses, and they will see mathematical concepts at work everywhere around them. As a result, they will be retained and graduate from the university, taking a strong set of mathematical and critical thinking skills with them into the workforce.
- Finally, these college graduates will become leaders as proponents of quantitative literacy. They will be confident in their abilities to solve mathematical problems and think critically on the job and in their personal lives. They will instill a sense of mathematical pride in their children, co-workers, and friends. By embracing quantitative literacy, Spalding graduates will help remove the societal obstacles to the promotion of competency in mathematics.

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Objective 4: Make postsecondary education accessible and affordable

Strategy: Ensure that all individuals in the region can access and afford postsecondary education.

Louisville Metro Government

Close the Deal – On College

Indicators

Over the previous year, each high school sees an increase in

- the number of seniors applying for postsecondary education
- the number of seniors applying for financial aid (includes filling out scholarship and FAFSA forms)
- the number of seniors accepted to postsecondary institutions
- the total amount of scholarship money offered to all seniors

What is the problem?

Students in several Jefferson County Public Schools – Valley, Iroquois, Fairdale, and Western High Schools – had low application rates to postsecondary institutions. These schools also have higher percentages of students who, if they went to college, would be the first in their families to go. There is not an expectation from the family to go to college, nor is there a sense that college is affordable.

How will we make a difference?

This lack of family expectation permeates the atmosphere of the school – and Close the Deal is designed to create a “buzz” among students about the importance of applying for college. The program also mobilizes a new kind of teamwork, including civic leaders, high schools, and postsecondary institutions to reach out to students and parents at a critical point – as they start their junior and senior years. The program is previewed in the junior year with a message called “Here’s the Deal”.

What does progress look like?

When Mayor Abramson meets with students in the fall, he stresses that college is a necessity in today’s economy that pays off for students by providing greater opportunities in the future. As he says, “This can make the difference of over a million dollars in a lifetime.” HIRE Education Forum institutions assist by setting up college fairs, visits and interviews. High school counselors work with students to get each to fill out at least once application, the federal FAFSA form, and scholarship applications. Business leaders also talk with students about the better employment opportunities that exist for college-educated adults, and often business people serve as mentors for individual students, particularly those who are first-generation college-goers.

What is the desired outcome?

100% of seniors apply to and are accepted to postsecondary institutions or training.

Partners

- Louisville Metro Government Mayor's Office
- Greater Louisville Inc.
- Jefferson County Public Schools
- HIRE Education Forum

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Objective 4: Make postsecondary education accessible and affordable

Strategy: Align education systems to better enable students to move successfully from one level to the next.

The Sullivan University System

Prior Learning Assessment

Indicators

- First time students assessed to determine their prior learning levels
- First time students are placed in appropriate level of coursework
- First time students receive notice that they will receive appropriate credit for “credit by examination” and “ACE Recommendations” prior to admission
- First time students successfully complete Prior Learning Assessment course (PLA 301 for four credit hours)
- First time students receive appropriate credit for or “Prior Learning Portfolio” learning achieved

What is the problem?

Many incoming students, particularly those who have dropped out of college before, hesitate to return because they are concerned that achieving a degree will take too long or be too expensive. Many have already achieved a level of learning that is equal that of a university’s academic curriculum, but that learning has not been documented. Prior Learning Assessment (PLA) is a method used by most U.S. colleges and universities to identify and recognize college-level learning typically attained outside of the traditional classroom setting. Credit is not awarded based on a student's work or life experience, but upon documented and demonstrated learning that is deemed to be equivalent to that offered by the university's academic curriculum.

How will we make a difference?

Sullivan University offers students the opportunity to submit evidence that they have mastered coursework. The most common forms of Prior Learning Assessment are:

- *Credit by Examination:* Knowledge required for specific courses or discipline areas may be assessed by successfully passing a comprehensive examination. This can be a bypass exam designated for a specific course or a standardized exam, such as the College Level Examination Program (CLEP), the Defense Activity for Nontraditional Education Support (DANTES/DSST), the Excelsior College Examinations (ECE) or the College Board Advanced Placement (AP) exams.
- *ACE Recommendations:* College credits may be awarded for corporate and military training, professional certifications and licensure that have been evaluated by American Council on Education (ACE).
- *Prior Learning Portfolio:* A Prior Learning Portfolio is a formal document prepared by the student to demonstrate the student's college level knowledge based on the objectives and outcomes of specific courses or discipline areas. The portfolio is evaluated for possible approval for credit by an expert approved by the institution. Content from a portfolio will include an autobiography of learning activities, a professional resume, an essay relating the student's knowledge and skills to one or more college-level courses or

discipline areas, and documentation (e.g. work samples, certificates, letters, reports, articles) that provides evidence of college-level learning.

What does progress look like?

While this is a new program, the university anticipates that over 40% of its students and/or interested candidates have extensive learning that is not documented on an academic transcript and that this learning would meet the Council on Adult and Experiential Learning (CAEL) standards. Sullivan is an excellent alternative for those students to be able to complete their education.

What is the desired outcome?

Receiving college credit for prior learning allows students to earn their degrees more rapidly, thus saving time and money and providing value for lifelong experiential learning.

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Objective 5: Increase educational persistence, performance and progress

Strategy: Align education systems to better enable students to move successfully from one level to the next. Support the work of college and university faculty to enhance the quality of teaching of first year students.

Bellarmino University

Pioneer Scholars Program: Focus on First Year Retention

Indicators

- Percent of first generation students who are retained to their second year following their first year of college
- Students satisfaction levels
- First-generation student GPAs as compared to non-Pioneer Scholars participants

What is the problem?

First generation college-goers have lower retention rates than first-year students who have had one or both parents attend college.

How will we make a difference?

The Pioneer Scholars Program, which began in 2008, is a first-year experience program for first-generation college students that is designed to offer these students greater support and direction regarding the academic, social, emotional, and financial aspects of college success. A first generation student is one for whom neither parent has completed a degree at a four-year college or university. A student is still considered “first-generation” if his/her sibling has completed a degree at a four-year college or institution. About 40% of all incoming freshmen at Bellarmine are first-generation students.

The program focuses on the intricacies of transitioning from the high school environment to the college atmosphere by introducing students to resources available to enhance and promote overall success as a student and young adult. Through small groups, the students are introduced to other first-generation college students in their incoming freshman class, assigned an upperclassman first-generation college student mentor, and connected to resources that will help students become engaged and succeed on campus.

What does progress look like?

The most recent data supports the effectiveness of the Pioneer Scholar Program.

First to Second Year Retention rates include:

- First generation Pioneer program participants: 91.46 %
- First generation non-Pioneer participants: 65.42%
- All first year students: 82.56%

Additionally, the average freshman GPA of participating Pioneer Scholars has consistently been higher than that of the freshman class as a whole.

What is the desired outcome?

All Pioneer Scholars retained to their second year. Students involved in Pioneer Scholars report that they enjoy the program and feel more confident about their resources and their network on campus.

Partners

External funding was utilized initially as seed money to support programming and staffing efforts.

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Objective 5: Increase educational persistence, performance, and progress

Strategy: Provide retention and transition planning and supports for students throughout their academic careers.

Indiana University Southeast

First Year Seminar (FYS)

Indicators

- High percentage of population served are first-generation college students.
- Adjustment to college for students is crucial.
- Increased academic integration and social integration are key to college success.
- Taking FYS in the first or second semester is important for successful transition.

What is the Problem?

Many first-year students are overwhelmed with the transition from high school to college life and are overly stressed from the dramatic changes through the first year of college. Research indicates that the freshman year is the time when the greatest attrition occurs. Additionally, IU Southeast serves a population that has additional risk factors that may lower their chance at college success (e.g., high ratio of students working, large percentage of first-generation college students, some students ill-prepared for college). Thus, the first academic year in college is a critical period which can affect students' decisions to persist and to graduate. The goal is to increase the number of students who achieve their college degrees by providing them with a strong foundation via the FYS and the tools they need to achieve college success.

How will we make a difference?

The objectives of the FYS program are to maximize the factors that contribute to college success of students. Specifically the FYS course is designed to enhance social, academic, and campus integration. Through this seminar the university provides a nurturing environment for students as they begin their college career. The First Year Seminar course is required of all freshmen and is designed to work for both commuter students and the students who live on campus. Essential components of the program include a personalized text for the campus and a focus on skills that research indicates are critical for success in college (e.g., goal setting, time management, and study skills). The text provides information about campus life and all the services the campus provides, while also emphasizing how to balance family work and scholastic work. Limiting the class size to 20 ensures a greater chance of enhanced peer-to-peer and professor-to-student interaction. In addition, faculty are given training on how to implement various active learning techniques (e.g., debates, pair share, collaborative learning). The entire course is four credit hours, with one credit representing FYS information, integrated with a three-credit-hour content course that is typically taken by freshmen. Faculty who are known to be effective with this population are selected to be instructors for these courses. Common across all courses are specific assignments and activities that ensure continuity across classrooms while allowing each faculty member freedom to choose the best techniques to achieve the course goals.

Our research indicates that taking an FYS course in the first or second semester of college has the greatest impact on persistence. Given this, the campus has devoted resources to ensure

ample sections of FYS so that all first-year students can enroll during their first or second semester.

What does progress look like?

Students who took the FYS class in their first or second semester are compared with data of students who were not enrolled in the FYS class or who enrolled later. The impact of the course on student persistence, campus knowledge, student opinions, and some targeted cognitive and behavioral skills indicates that this program is increasing students' chances of success. Students who took an FYS in their first or second semester were more likely to return the following semester and the following fall as compared with students who did not take an FYS during their first semester.

What is the desired outcome?

First, all students will complete the FYS course during their first or second semester. Secondly, the students who complete the FYS course during their first two semesters will persist at a higher rate than those who do not.

The campus has been steadily moving toward these goals: in 2005, 37% took FYS in first or second semester; in 2006, 42% completed FYS in first or second semester; in 2007, 48% completed FYS in first or second semester; and in 2008, approximately 70% did. The efforts to provide the additional funding necessary to add more sections of the course are fueled by the data that indicate students who take an FYS early in their college career are more likely to be retained and to graduate. For example, in the 2005 entering cohort, 42% of first-year and transfer students who took their FYS course in the first or second semester earned their degree in 5 years, compared to 6% of first-year and transfer students who took an FYS later or not at all.

Consulting Partners

National Resource Center for the First Year Experience and Students in Transition

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Objective 5: Increase educational persistence, performance and progress

Strategy: Provide retention and transition planning and supports for students throughout their academic careers.

Ivy Tech Community College, Southern Indiana

Student Achievement Initiative

Indicators

- Increase certificate and degree completion for students
- Increase instructor effectiveness and completion
- Support student success from entry until graduation

What is the problem?

Graduation and completion rates at community colleges are historically low. Ivy Tech Southern Indiana wishes to work with students from the point of entry to determine the most appropriate course of study and the best path to reach success.

How will we make a difference?

The Student Achievement Initiative will provide the infrastructure to advance and support academic achievement including: academic advising, course completion, degree success, persistence rates, course and instructor effectiveness and success, and student engagement. This project will contribute to overall student success and enhance the region's Achieving the Dream and Accelerating Greatness 2013 Strategic Plan.

What does progress look like?

The primary goal of the initiative was to create the Student Achievement Center (SAC) which provides an intentional, collaborative, supportive environment, built on meaningful partnerships. Grounded in teaching and learning, the student achievement center will assist students in achieving their personal, educational, cultural, and career goals while becoming self-directed, life-long learners.

What is the desired outcome?

SAC Student Outcomes

- Understand and be able to access, navigate, and utilize college services.
- Develop and utilize a career plan that supports their life goals.
- Independently assess and act on their life goals.
- Appreciate the foundational skills that are built through general education courses.
- Independently evaluate, map, and manage their progress toward degree completion or transfer by using advising materials and degree audits.
- Independently evaluate, map, and manage their transition from college to career by using Career Services.
- Recognize and value the importance of, and engage in life-long learning.
- Integrate an awareness of cultural differences into their personal and professional relationships.
- Complete post-secondary degrees and certificates.

SAC Institutional Outcomes

- Increase in student degree/certificate completion.
- Increase in overall graduation and completion numbers.
- Increase in student course completion.
- Increase in documented transfer student rate.
- Improvement in retention rates, term to term, student-wide.
- Increase in rate of student loan repayment.
- Decrease in maximum timeframe violation.
- Ability to document and track individual student and cohort academic progress.
- Identify effective and ineffective courses and instructors.
- Increase in faculty effectiveness.
- Increase in documented student learning.

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Objective 5: Increase educational persistence, performance and progress

Strategy: Provide retention and transition planning and supports for students throughout their academic careers.

Jefferson Community and Technical College

Jefferson Counts! (Improving Student Success in Mathematics)

Indicators

- Improved pass rates and persistence in math courses
- Demonstration of basic quantitative literacy skills (the ability to read, write and speak mathematics)
- Readiness for college level math courses specific to a career or transfer program
- Reduced anxiety toward math

What is the Problem?

Like many community colleges around the country, a majority of Jefferson Community and Technical College's incoming students need remedial mathematics, a reality that requires the college to allocate significant resources to developmental math courses. The college has a talented cadre of developmental math instructors and relies on partnerships with JCPS Adult Education and the University of Louisville to meet the need for remedial mathematics. Yet the attrition and failure rates in lower-level math courses is high, representing a significant barrier to retention and degree completion for many students. After two years of study and analysis involving not only mathematics faculty but faculty and staff across the entire institution, the college has committed itself to an innovative new approach to the teaching of mathematics, the Emporium model, which was developed at Virginia Tech and has since proven to make a significant difference in student success in mathematics in community colleges.

How will we make a difference?

JCTC is making a major investment --\$2,500,000 – over the next five years in this dramatic new approach to the teaching of mathematics. Among the major components of the approach are the following:

- **Course Redesign–Restructuring.** Course redesign is the cornerstone of *Jefferson Counts!* Redesign will incorporate best practices as described in the literature and research.
- **New Faculty.** To support the implementation of the emporium model, a total of five new full time faculty will be hired over the course of the plan.
- **New “High Tech, High Touch” Mathematics Laboratories.** State of the art computer hardware and mathematics software has been acquired for use in new labs on the Downtown, Technical, and Southwest Campuses. Space for computer labs has been identified on all campuses.
- **Support Staff.** Increased funding for tutorial services has been included in the budget, and increased Information Technology staffing for the Math laboratories is included as well.

- **Advising.** Advising practices at JCTC will be modified to include more one-on-one contact and incorporate math advising in the Introduction to College courses which are required of all incoming students.
- **Professional Development.** Extensive professional development opportunities focused on innovation in the teaching of mathematics will be offered each year to faculty and staff across the curriculum.

What does progress look like?

At the end of five years, the college will see

- a 20% improvement in persistence, pass rates, and completion in mathematics courses over five years (which is a 5% improvement for each year two through five) following students from developmental math through their first college-level math course;
- an 80% pass rate on exams and writing assignments in MT 55, the beginning developmental math course;
- a 20% increase over the baseline (5% increase per year) in MT 65, the last developmental math course;
- a 5% reduction in anxiety levels toward math through the sequence of math courses
- in Math Across the Curriculum assignments, 100% of students will pass with scores of 80% or higher.

What is the desired outcome?

This project will be transformative in nature, fostering a difference in the approach to teaching math and, more importantly, creating a significant difference in student success in math. Additionally, through the teaching of math across the curriculum, students will recognize the use and importance of math for their careers and their life. At the institutional level, mathematics will cease to be the insurmountable barrier to success that it currently is for many students, resulting in improved retention and degree completion rates.

Consulting Partners

- Cleveland State Community College
- National Center for Academic Transformation
- Jefferson County Public Schools Adult Education Program
- Kentucky Community and Technical College System
- University of Louisville ULTra Program

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Objective 5: Increase educational persistence, performance and progress

Strategies: Align education systems to better enable students and adult learners to move successfully from one level to the next. Ensure that all individuals in the region can access and afford postsecondary education. Provide retention and transition planning and supports for students throughout their academic careers.

University of Louisville

ULtra: University of Louisville Transfer Services

Indicators

- Community-technical college to four-year institution transfers
- Adult learners returning to higher education
- Adult learners beginning higher education
- Military and veteran students

What is the problem?

Metro Louisville students' successful completion of baccalaureate programs is impeded when those students have to transfer into four-year institutions from community and technical colleges, from other in-state and out-of-state four-year institutions or from the higher-educational opportunities provided by military service. In addition, adult students (including veterans of the US armed forces), whether just beginning or attempting to resume a baccalaureate program, face similar obstacles: structural, bureaucratic, personal, financial and social. ULtra@Louisville, a combined-services center for transfer, adult, military and veteran students, addresses these issues to promote more and better-qualified baccalaureate graduates in the Metro Louisville region.

How will we make a difference?

Building upon a successful five-year partnership with Jefferson Community and Technical College, ULtra provides transfer, adult, military and veteran students with admission, registration, advisement, financial aid, academic support and other referral services to expedite their academic progress toward a baccalaureate degree. ULtra staff also support and direct new and returning adult students to special university services when necessary, including psychological and career counseling, disability resources and job placement services. The Office of Military and Veteran Student Services provides all these services plus Veterans Administration (VA) onsite counseling and referral services, VA benefits advisement and academic support programs for military and veteran students.

What does progress look like?

- Improved statewide technology for transcript and admissions processing
- Increased rate of KCTCS AA-degree students who transfer to University of Louisville baccalaureate programs
- Increase number of KCTCS campuses served onsite by ULtra counselors
- Increased merit- and need-based aid for transfer, adult, military and veteran students
- Higher percentage (currently 91%) of for-credit transfer coursework from other institutions
- Higher persistence to graduation of transfer, adult-returning, veteran and military students

- Increased headcount of military and veteran students

What is the desired outcome?

- Immediate goal: higher completion rate for transfer and adult learners who are pursuing baccalaureate study.
- Long-term: statewide improvement in the transition from community/technical colleges to four-year institutions so that citizens are earlier and better prepared for the demands of the global information economy.

Partners

- Jefferson Community and Technical College
- Jefferson County Public Schools
- Simmons College of Kentucky
- Metroversity of Louisville
- Kentucky Council on Postsecondary Education
- US Department of Veterans Affairs
- Kentucky Department of Veterans Affairs

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