
Astra Academy - Core Principles to Ensure Student Success in the Time of the Coronavirus and Beyond



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Presentation Overview

- Introduction (5 Minutes)
- Core Principles to Ensure Student Success (30 - 45 Minutes)
- Addressing Questions and Comments (10-20 Minutes)



- [Ad Astra](#) is a course scheduling and enrollment management organization that partners with over 500 institutions of higher education annually to improve scheduling accessibility and efficiency for students.
- Ad Astra offers unique solutions designed to graduate more students faster.
- [Astra Academy](#) is a webinar series that brings together diverse stakeholders across the higher education landscape to share with you how their work is helping to improve student outcomes with a focus on student retention, time-to-completion, or graduation.



Building momentum for postsecondary success

@_Strong_Start



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The Goal of Strong Start to Finish

Significantly increase the number and proportion of low-income students, students of color and returning adults who succeed in college math and English and enter a program of study in their first year of college.

Every student deserves a strong start to finish.

When students get off to a strong start in their first year of college, nearly 70 percent frequently pass math and English in one semester – making them much more likely to graduate career-ready.



By the Numbers

The Status Quo:

50: Percent of students attending two-year institutions who are placed in ineffective developmental (remedial) courses

33: Percent of students attending four-year colleges who are placed in ineffective developmental courses.

35: Percent of four-year students in developmental education who graduate within six years.

15: Percent more African-American and Latino students enroll in developmental education courses than white students.

An Evidence-based Future:

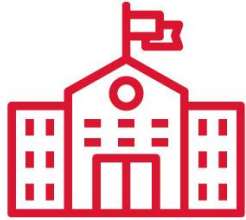
60: Percent of students who pass math and English in one year using co-requisite approaches – compared to 22 percent nationally

51: Percent increase in students being placed into college level math after implementing multiple measures

70: Percent of developmental education math students who earn college credits when developmental math course is integrated with college-level statistics class.

How *Strong Start To Finish* Works

Engage



Systems that commit to actionable, evidence-based policies and practices that help all postsecondary systems and metropolitan regions give more college students a strong start.

Deepen



Our collective knowledge so that actionable, evidence-based policies and practices that remove existing barriers to success for low-income students, students of color and returning adults can be implemented at scale.

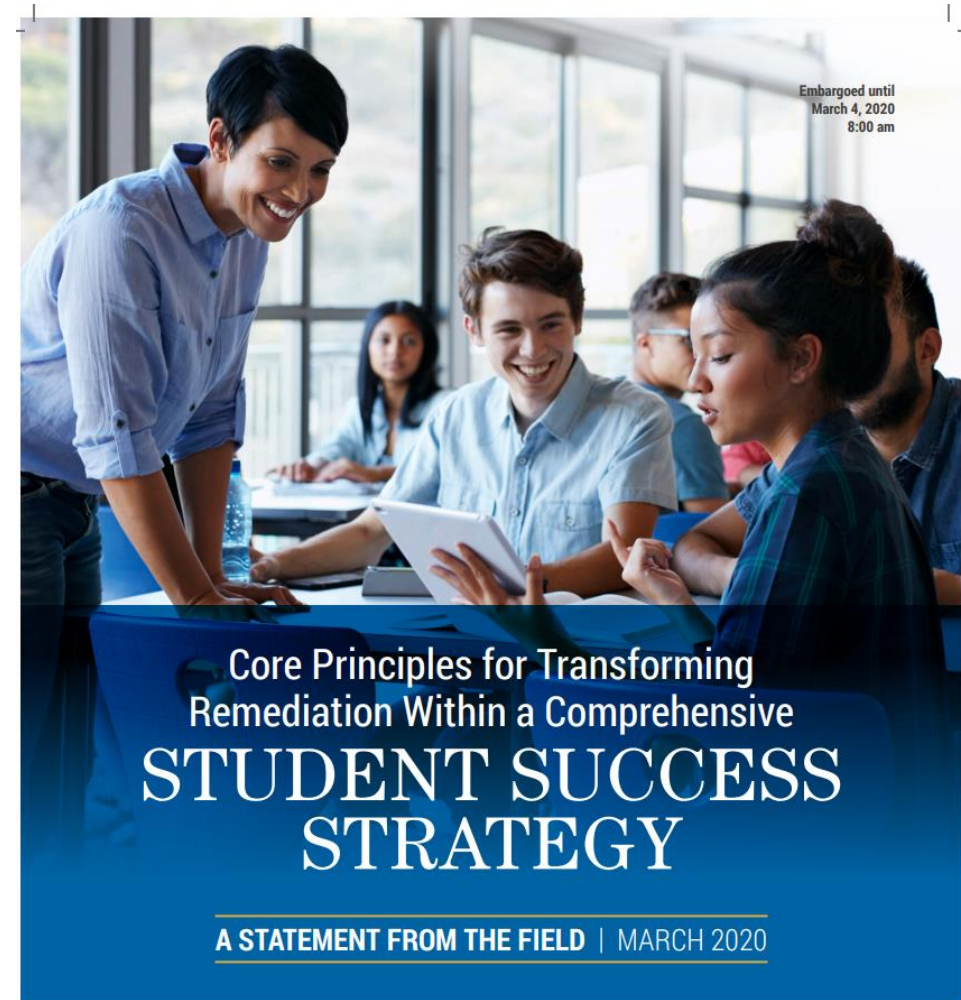
Grow



A network designed to support the implementation of actionable, evidence-based policies and practices.

Innovation Grounded in Core Principles

- ✓ Evidence based
- ✓ Informed by researchers, practitioners, advocates, and policymakers
- ✓ Periodically updated with the latest evidence

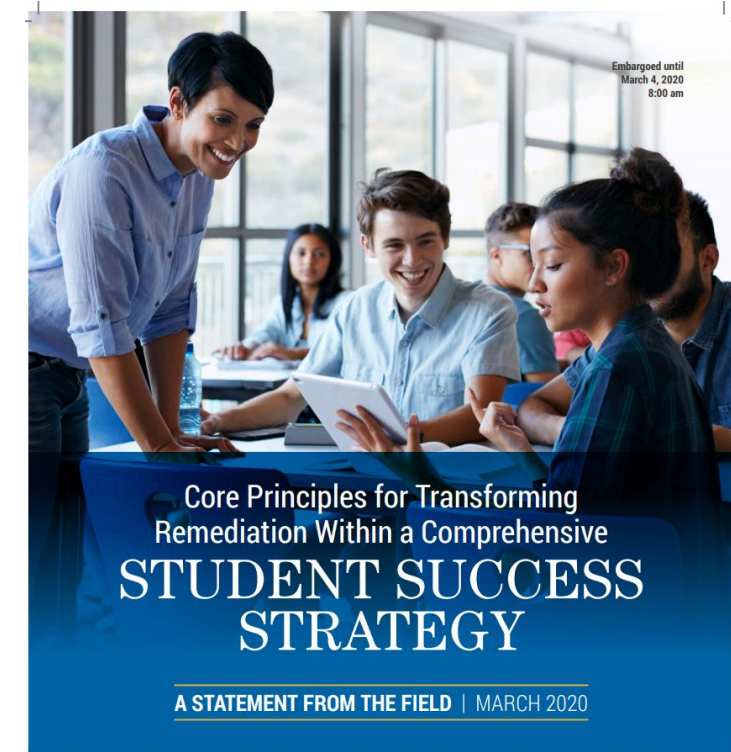
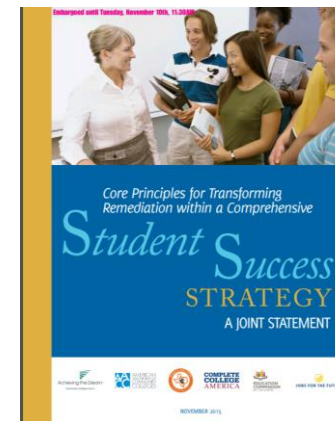
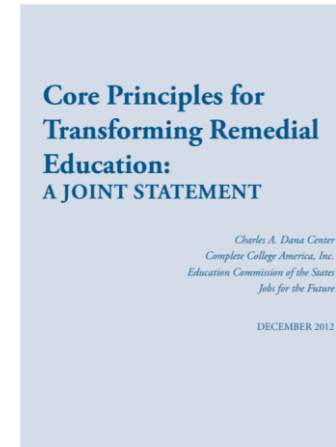


The Core Principles: A Brief History

2012 V1 – Created with the participation of Complete College America, Charles A. Dana Center, Education Commission of the States, Jobs for the Future

2015 V2 – Update focused on situating dev ed within a “comprehensive student success strategy” Workgroup expanded to include American Association of Community Colleges, Achieving the Dream, and the Community College Research Center

2020 V3 – Update focused on inclusion of the latest evidence, greater specificity about promising practices, clearer attention to equity

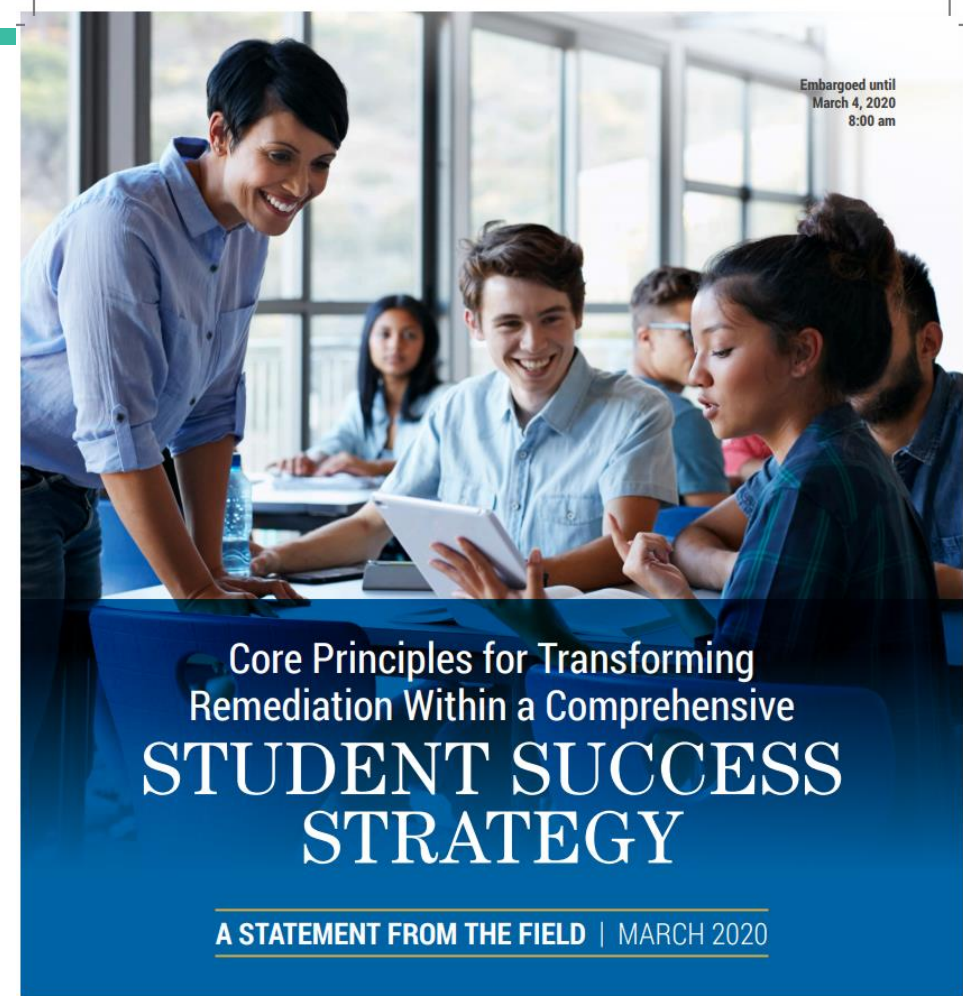


Expanded Input for 2020 Update

- Peter Adams, Community College of Baltimore County
- Sarah Ancel, Student Ready Strategies
- Michael Collins, Jobs for the Future
- Tristan Denley, University System Georgia
- Dhanfu Elston, Complete College America
- Nikki Edgecombe, Community College Research Center
- Ann Edwards, Carnegie/WestEd Math Pathways
- Martha Ellis, Charles A. Dana Center
- Craig Hayward, Bakersfield College and RP Group
- Katie Hern, Skyline College and the California Acceleration Project
- Michelle Hodara, Education Northwest
- Brandy Johnson, Executive Office of Governor Whitmer
- Melinda Karp, Phase Two Advisory
- Ryan Kelsey, Achieving the Dream
- Amy Kerwin, Ascendium
- Karon Klipple Carnegie/WestEd Math Pathways
- Kay McClenney, American Association of Community Colleges
- William F.L. Moses, Kresge Foundation
- Jennifer Miller, State University of New York (SUNY), New York Student Success Center
- Chris Mullin, Strong Start to Finish
- Erica Orians, Michigan Center for Student Success
- Rahim Rajan, Bill and Melinda Gates Foundation
- Laura Rittner, Success Center at Ohio Association of Community Colleges
- Olga Rodriguez, Public Policy Institute of California
- Carlos Mariani Rosa, Minnesota House of Representatives & Minnesota Educational Equity Partnership
- Brian Sponsler, Education Commission of the States
- Jenny Schanker, Michigan Center for Student Success
- Karen Stout, Achieving the Dream
- Uri Treisman, Charles A. Dana Center
- Bruce Vandal, BV Consulting, formerly Complete College America
- Mari Watanabe, City University of New York (CUNY)

High Level Themes

- ✓ The time is right for an update given the state of the movement, growth of the evidence based
- ✓ Need to strengthen the focus on equity throughout
- ✓ Stronger focus needed on implementation considerations, including faculty & staff development
- ✓ Greater attention to ongoing refinement, continuous improvement



The Principles (at a glance)

1. Identify academic direction and supports (alignment)
2. Enroll in college-level math and English (placement)
3. Provide supports (embedded supports, faculty & staff supports)
4. Streamline remediation options (acceleration)
5. Align courses to programs of study (integration)
6. Use data effectively (measurement & outcomes)
7. Prioritize the student experience (refinement)

1



Identify academic direction and supports.

Every student's postsecondary education begins with a well-designed process that empowers them to choose an academic direction and build a plan that starts with passing credit-bearing gateway courses in the first year.

Alignment

- ✓ Supporting students' sense of academic purpose
- ✓ Establishing curricular coherence & clear pathways (widespread use of broad areas of interest or "meta majors")
- ✓ Empowering students to build a full academic plan during the first year
- ✓ Providing supports to lower barriers to completion of gateway math & English in the first year

2



Enroll in college-level math and English.

Placement of every student is based on multiple measures, using evidence-based criteria, instead of through a single standardized test.

Placement

- ✓ High-stakes, standardized tests used as single tool for placement raise artificial barriers
- ✓ High school GPA & high school course taking better predict student success in gateway courses
- ✓ Use of multiple measures (e.g. high school GPA, high-school course taking) showing promise for achieving more equitable access to gateway courses for African American and Latinx students
- ✓ Much still to be known about which combination of measures work best

3



Provide supports.

Campus communities transform policies and practices to ensure that every student is provided with high-value learning experiences and with the supports needed to remove barriers to success—especially students from historically underrepresented, disenfranchised, and minoritized communities.

Embedded Supports / Faculty & Staff Supports

- ✓ Successful implementation requires ongoing will-building and skill-building across the entire institution
- ✓ Integrated, embedded, holistic students supports
- ✓ Inclusive, culturally responsive, well-supported learning journeys are essential
- ✓ Ongoing professional development and authentic engagement of faculty & staff is essential for removing barriers

4



Streamline remediation options.

Program-appropriate college-level math and English courses are offered to every student through evidence-based, integrated support models designed to accelerate gateway course success.

Acceleration

- ✓ Traditional pre-requisite approach to remediation raise barriers to gateway course completion, harm students.
- ✓ Co-requisite approaches significantly, sometimes dramatically, improve outcomes for students across race/ethnicity, gender, socioeconomic status.
- ✓ Default placement of students in credit-bearing courses, with appropriate supports, should be the norm.
- ✓ Many models of co-req, with quality of implementation being the key to success

5



Align courses with programs of study.

Every student is provided access to multiple pathways, such as statistics and data science, that integrate rigorous math appropriate to different disciplines and to the well-paying careers of today and tomorrow.

Integration

- ✓ Growing consensus that algebra should *not* be the default for non-STEM majors
- ✓ Differentiated math pathways that align to programs of study
- ✓ Rigor across math pathways (mathematical modeling, statistics, data science) is essential
- ✓ Alignment both to programs of study and to well-paying careers

6



Use data effectively.

Every student is supported in staying on track to a postsecondary credential through the institution's effective use of early momentum metrics and mechanisms to generate, share, and act on finely disaggregated student progression data.

Measurement & Outcomes

- ✓ Early momentum metrics include credit momentum, gateway course momentum, persistence momentum
- ✓ Finely disaggregated by race & ethnicity, socioeconomic status, high school GPA bands, disability status, other populations related to institutional context/mission
- ✓ Proper infrastructure for data collection & use is key
- ✓ Capacity/skill in translating and using data for sense-making and action planning is equally important

7



Prioritize the student experience.

Efforts to improve the student experience, meet the evolving needs of students, and remove barriers to student success are visibly prioritized by the institution through the use of mechanisms that elevate the voices and lived experiences of students—and the entire campus community.

Refinement

- ✓ New principle grounded in commitment to equity
- ✓ Qualitative research is essential alongside quantitative data
- ✓ Student voice & experience must be prioritized
- ✓ Authentic culture of continuous improvement built through learning communities of faculty & staff

Strong Start to Finish Resources for Accelerating Scaled Reform

(www.strongstart.org/resource-library)

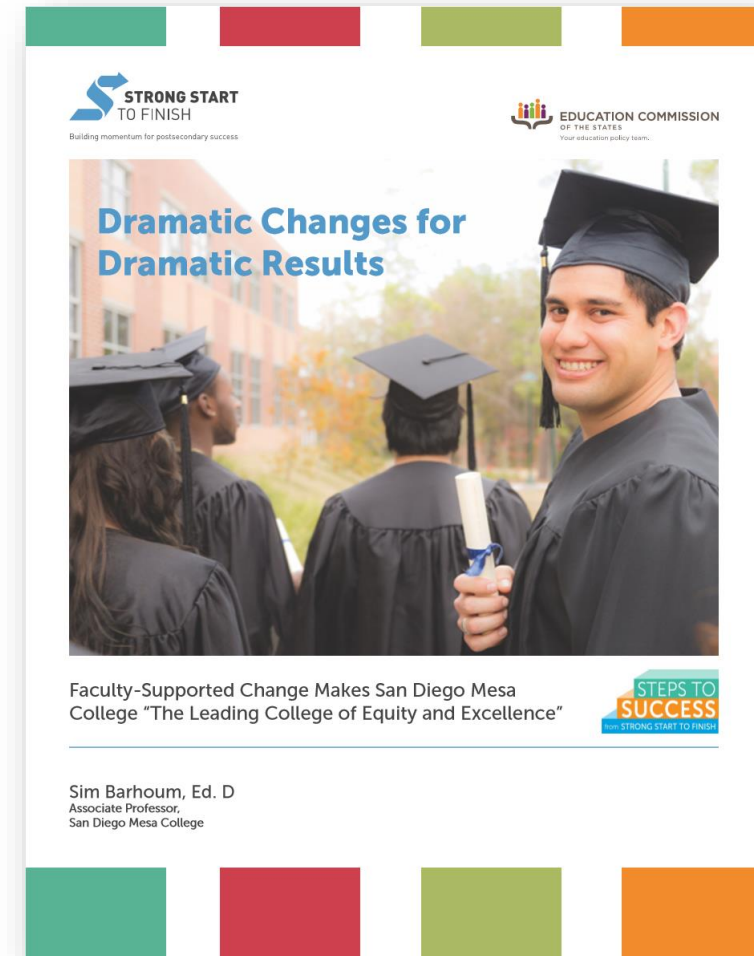
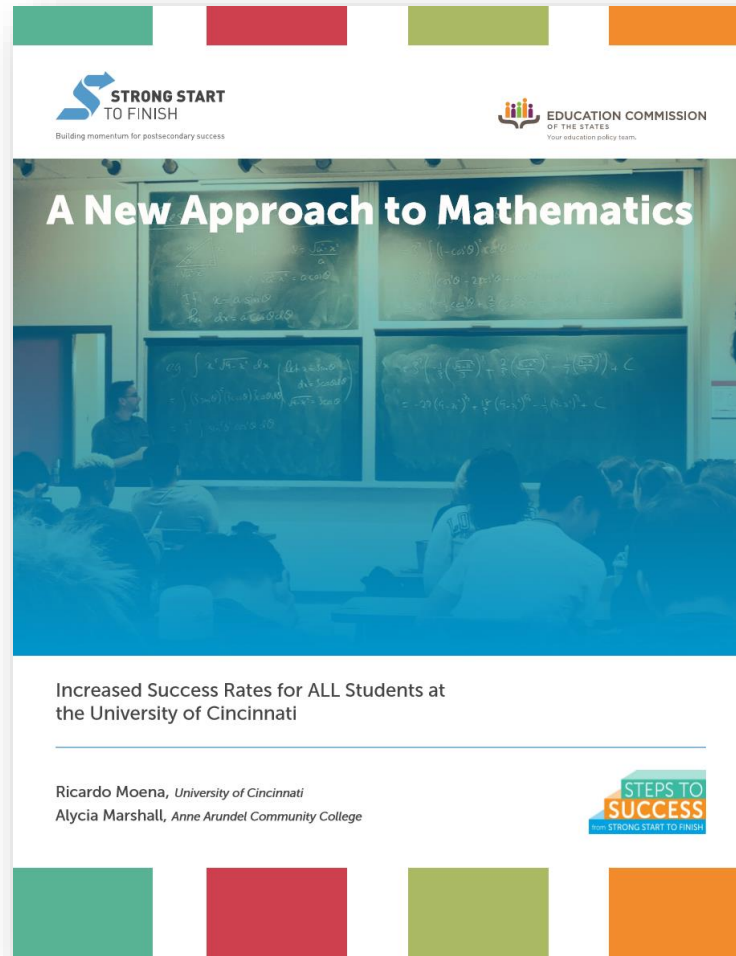
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Ways to Stay Engaged



- [Visit Strong Start to Finish](#)

ASTRA ACADEMY

- [Astra Academy](#) will return “[Aligning In-Demand Skills and Credentials in a Challenging Labor Market](#)” with Lynn Letukas and Liz Moran in Fall 2020.

 Ad Astra

- Ad Astra [Academic Planning Resource Center](#)

Addressing Your Questions and Comments