

# STUDENT SUCCESS BEST PRACTICE: EASTERN SHORE COMMUNITY COLLEGE



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## STUDENT SUCCESS CATEGORY --

- ACADEMIC PROGRAM
- STUDENT SERVICES
- WORKFORCE DEVELOPMENT
- COLLEGE BUSINESS PRACTICE
- TECHNOLOGY INNOVATION
- OTHER: BUILDING SCHEDULES TO IMPROVE RETENTION & PROGRESSION

## TITLE: "SCHEDULING STUDENT SUCCESS: TAKE 13 & TAKE 7 (FEATURING IMYO)"

### PROCESS

Based on numerous student complaints in previous terms, degree progression analysis, course availability analyses, student surveys, and PeopleSoft Queries, Take 13 was launched to address Access, Progress, and Completion at ESCC. Based on query data, only 32 to 37 percent of ESCC students were retained from fall to spring between Fall 2012 through Fall 2015. Additionally, only 35% of ESCC students are/were enrolled full-time, which hinders degree completion and credential attainment. Also, ESCC distributed multiple surveys in which 24% of respondents cited scheduling as one of the main reasons for transfer or enrollment barriers that the institution could address. Finally, based on data derived from PeopleSoft Queries and SAILS, the College was able to discern the number of W's and approximate week during each term that the largest majority of students stopped attending a class. Approximately 85 percent students stop attending at about week 7, whether they withdraw or fail the class. Initial Take 13 data suggests overwhelmingly positive results.

Therefore, Take 13 was designed to address the aforementioned issues: 1) offer students flexibility of 13 credits, offered one day per week during two week sessions. This insured that by the normal mid-term point, students had earned at least 6 credit hours. Further, by week seven (the week when most students quit) the thought process was that students would be more likely to remain in the course because they were nearly finished.

Take 7, a program aimed to address late FAFSFA completion, was developed to give an opportunity for these students to enroll during the fall term rather than delaying enrollment until the following spring. Take 7, allowed students to enroll in 7-credits on a Saturday, during the second 8 week session of the term.

The vice president for academic and student affairs, registrar, a faculty focus group, financial aid coordinator, a marketing team and cabinet members were involved in designing and launching the Take 13 initiative.

## STRATEGY & IMPLEMENTATION

Cabinet worked very closely with marketing to market this program to internal and external constituents. We held training sessions for faculty and student services staff to explain how the program would contribute to student success, the roll out of the program and how we would be marketing this.

To implement the program, we sold a “package” of courses to students rather than a buffet of Saturday classes where students would select one or two. The concept of Take 13 was to encourage students to enroll full-time and remove as many barriers to college completion as possible. This concept became a large focus of the implementation. Additionally, we integrated the program into FAFSA training and education to explain to students how full-time enrollment was advantageous to their collegiate goals as well as to wisely use their financial aid award.

## ASSESSMENT & EVALUATION

Using PeopleSoft Queries, student progression data, degree audit analyses, and student surveys, we were able to measure the following outcomes:

Total students (36 students)

Students will enroll in both eight week sessions and 12 or more credit hours.

67% of Take 13 students enrolled in 12 or more credit hours and 55% enrolled in both Saturday eight week sessions.

The College will meet or exceed student expectations with respect to the Take 13 Program.

89% indicated yes

Take 13 students will enroll full-time at ESCC, when compared to the non Take 13 population.

67% of Take 13 students enrolled full-time; whereas, 65% of part-time students

Take 13 sessions will match the size of their counterpart weekday sessions:

2 of 5 sections matched or exceeded their counterpart. 3 of 5 were slightly smaller.

Take 13 students will successfully complete their courses.

86% of students successfully completed session one classes. (Session 2 grades have not been submitted)

## PLAN FOR SCALE & SUSTAINABILITY

To bring the program to scale ESCC will analyze the following:

- 1) What programs should be converted to a Take 13 format to enhance graduation rates and enrollment and in what order.
- 2) Based on the programs that are selected, what number of programs can be rolled out each term and what day of the week is best to offer that program; the current Take 13 program is offered on Saturday?
- 3) What additional faculty will need to be hired in the interim for smaller programs as the program is transitioned to a Take 13

format (two 8 week sessions per term rather than one 16 week term). Some program enrollment is too small to support a Take 13 format and a full-term traditional offering. The College will have to analyze each program to determine whether two 8 week sessions or one 16 week session is more sustainable.

4) For programs that have enough enrollment to sustain both formats, the College will need to look at hiring or appointing an evening and weekend administrator; very likely.

5) ESCC has recruited additional faculty to sustain the Saturday offerings. Additionally, we are surveying students to determine whether other programs should have a one day per week offering in an 8 week format, yet be offered during the week days for Shore residents who work in the job market, which requires a weekend time commitment. Also, to reach a more diverse student population and increase credential attainment, welding, accounting and electronics engineering will be offered in this format.

## COLLEGE DESCRIPTION

ESCC is a small, rural college located on the Eastern Shore of Virginia, serving Accomack and Northampton Counties with a population of 45,000. The College's unduplicated headcount was 765 students for Fall 2016. Currently, 51% of ESCC students are minority students. Additionally, student population of ESCC is 61% females and 39% males, with 38% of those students enrolled in transfer programs, 26% in occupational and technical programs, and 36% who are unclassified majors. Supporting this student population in the collegiate journey are 18 full-time faculty, 23 part-time faculty, and 53 staff. National, state and local parks offer unlimited recreational opportunities for hiking, biking, fishing, canoeing and camping. The Skyline Drive, Shenandoah National Park and Blue Ridge Parkway draw visitors from around the world to view the scenic vistas of the Shenandoah Valley. A four-season climate means year-round outdoor recreational activities from skiing at Massanutten resort to golfing at one of the many championship golf courses in the area to hiking the Appalachian Trail.

## CONTACT INFORMATION

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