



**Within Our Sights: Toward National Leadership in Higher Education | October 18, 2013
Morning Panel Presentation**

Great Expectations: New K-12 and Higher Education Collaborations to Build Student Success

Presenter Contact Information

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Campus Project

BSU - Huntington Elementary School Comprehensive PDS Partnership

In 2012, Bridgewater State University and the Huntington Elementary School in Brockton collaborated in the development of a comprehensive professional development school model as partners on an extended learning time grant. This partnership involves monthly meetings on site between BSU faculty and administrators and Huntington teachers, administrators, counselors and the district parent engagement coordinator. Other specialists are involved as needed (specialized faculty, STEM professionals, Brockton D.A.'s office, BSU external affairs professionals, CONNECT, etc.). In addition to the standard PDS placement of BSU teacher education candidates and the sharing of professional development programs, this partnership has also resulted in the development of many programs mutually beneficial to BSU and Huntington School students, faculty and staff. Measurable goals have been established for this partnership and data is routinely collected by both partners. BSU-Huntington PDS Partnership Goals:

- Expose Huntington fourth and fifth graders to college and career readiness experiences and other learning opportunities through summer enrichment programs, campus visits and guest speakers.
- Provide urban educational experiences for BSU pre-practicum and practicum students to practice differentiated instructional strategies under the supervision of Huntington teachers and BSU faculty.
- Provide clinical opportunities for BSU teacher candidates to work with the large population of English Language Learners at the Huntington school as part of the MA RETELL initiative.
- Advance STEM education initiatives through shared faculty professional development opportunities.
- Design lessons collaboratively to enrich Huntington's curriculum and BSU's teacher preparation curriculum.
- Cultivate an optimal learning environment for teachers, faculty and BSU teacher candidates to refine and enhance their professional practice.
- Through multiple partnership initiatives, contribute to the overall improvement of Huntington's student learning outcomes.

The intensive comprehensive PDS model at the Huntington School has resulted in a deeper symbiotic pk-16 partnership between BSU and the Brockton Public Schools.

Vision Project Outcome Areas

- ✓ **College Participation**
- ✓ **Student Learning**
- ✓ **Closing Achievement Gaps**

Research and Data

Project Duration: *September 2012 - present*

- 50 BSU preservice teacher education candidates are engaged in early fieldwork and student teaching at the Huntington School in the fall of 2013.
- In the summer of 2013, 61 rising fourth graders from the Huntington engaged in a two week enrichment program on the BSU campus focused on STEM projects, BSU Aviation courses and other college readiness programs.
- In the spring of 2013, 164 Huntington fourth and fifth graders visited BSU for day-long college awareness programs.
- 12 BSU students have been hired as afternoon instructors as part of the Huntington extended learning time program.
- Huntington student progress and performance index (PPI) rose from 65 in 2012 to 90 in 2013, bringing the 4 year average Huntington PPI to 70, five points from state target.
- 28 BSU teacher candidates are participating in Sheltered English Immersion (SEI) clinical experience with Huntington students designated as English language learners.



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Campus Project

Creating a Middle School to College Community through STEM Discussion Groups

In this presentation, I will focus on the outcomes of broadening our project on STEM course redesign by combining discussion groups in math and science with our Partnership for Assessment for Readiness for College and Career (PARCC) Campus Engagement Team, which consists of faculty and administrators from Framingham State, MassBay Community College and our three of our four partner school districts (Framingham, Natick, and Marlborough). Our STEM discussion groups consisted of a minimum of 25 instructors from over five STEM disciplines and directly addressed four of the seven "Key Outcomes" of the Vision Project: college participation, college completion, student learning, and closing achievement gaps. We used our workshops to discuss strategies for creating welcoming classroom environments for students, especially females and underrepresented minorities, and ways we can help change the mindsets our students have about their learning to increase student confidence and student willingness to take academic risks. We believe that strategies such as being mindful of our own preconceived notions about student, focusing on essential questions, asking overarching real-world-based questions, allowing for frequent student feedback (not just at the end of the course), and learning different language for how we provide feedback, have helped us make changes in our classrooms. We had a follow-up meeting in September to discuss successes and challenges in implementing some of the ideas developed in our meetings.

Vision Project Outcome Areas

- ✓ **College Participation**
- ✓ **College Completion**
- ✓ **Student Learning**
- ✓ **Closing Achievement Gaps**

Research and Data

Project Duration: *September 2011 - June 2014*

- 12 FSU Faculty from four STEM departments participated on STEM course redesign
- 13 STEM courses went through course redesign
- 15 faculty and staff from MassBay, Framingham, Marlborough, and Natick participated
- before 45% of physics students reported high interest; after course redesign 80%
- result of discussions--40 middle school students on campus for STEM rotation visit



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Campus Project

Artward Bound and Compass

Artward Bound and Compass are two initiatives, one pre-college and one undergraduate, at the Massachusetts College of Art and Design that are meant to reduce disparities in college access and success. Artward Bound is a four-year program for students who live and go to school in Boston to prepare them for acceptance to and success at a postsecondary art college or program, if that is their choice. Students participate in a six week summer art and academic program, and during the academic year participate in semester long projects that integrate art and academic learning, as well as MassArt youth programs. Artward Bound currently serves 32 students in grades 9 – 11. Academic Compass is a mentoring program designed to help a diverse group of potentially at-risk undergraduates. Primary indicators for selection are first generation college students; students from alternative, non-traditional or underserved high schools; students who have taken time out between high school and college; and students with a low GPA and/or weak writing skills. Compass engages between 60-70 undergraduates per year who are connected to wide networks of support that include diverse faculty, graduate mentors and academic advisors. Weekly workshops, field trips, studio visits and retreats connect Compass students across the college, with work and exhibitions focused on civic engagement, professional practice, and issues of race and culture.

Artward Bound Video:

<http://www.youtube.com/watch?v=5VB0sHfiuI>

Compass Film and Blog:

<https://vimeo.com/14585276>

<http://massartcompass.blogspot.com/>

Vision Project Outcome Areas

- ✓ **College Participation**
- ✓ **College Completion**
- ✓ **Student Learning**
- ✓ **Closing Achievement Gaps**

Research and Data

Project Duration: *Ongoing*

- Artward Bound currently has two cohorts. The first cohort, which began with 30 students, has 19 which have persisted. Demographics of the first cohort: 45% African American, 30% Hispanic, 10% Haitian, 10% Cape Verdean, 43% male, 57% female, 52% from one parent households, 13% living with relatives or guardians, 2 students from homeless shelters, all students from families with incomes at or below 130% of federal poverty guidelines and eligible to receive free school lunches. The second cohort of 15 began in July, 2013. Demographics are: 60% female, 40% male, 37% Hispanic, 37% African American, 26% made up of Haitian, Asian, other nationalities and White, 81% on free or reduced lunch and over 50% first generation to college. Average GPA currently 2.6.
- Compass, in 2012/13 had 22 freshmen and 61 upperclass students, of which 85% are ALANA students in comparison to 18% in the general MassArt student population. The majority of Compass students commute to MassArt from Boston, Lawrence, Lowell and Brockton, MA. On average, 81% of entering Compass students in the 2006-2009 cohort received Pell grants compared to 21% of the overall cohort of entering students. The Compass program is currently in the process of an evaluation and early data suggests that degree completion rates for Compass ALANA students are higher than the general ALANA population.
- According to the 2013 evaluation, Artward Bound students responding to a survey showed the following characteristics: they overwhelmingly and consistently care about going to college (this item had the lowest SD and one of the highest average response values); they are highly open to suggestions from others through the critique process, suggesting a confidence in their art making - to be able to receive constructive criticism and use it, and demonstrate collaborative learning skills evidenced in student reflections:
 - Artward Bound is a teamwork program. We help each other when we are struggling with our artwork and share ideas that will help improve our art.
 - It has been a fun to be able to contribute my ideas in collaboration with the group.
 - I have also struggled with being able to work in groups and joining this program has helped me overcome these struggles.
 - I have learned how to work with other people's ideas and how to collaborate, communicate, and cooperate with others.
- Fall 2012 Compass survey results indicate that students found that helpful components of the Compass program included faculty presentations from different majors, registration and course information and study sessions, and the sense of a supportive community. The most helpful programs in Compass were the history study sessions and help with spring semester class registration. The study sessions gave me a specific time to sit and review the material. The registration helped organize the classes. Visiting different majors & having professors from different majors come in & talk to us was very helpful because we learned more information in depth about each major. The most helpful events and programs that I attended were when the faculty came to explain majors because I now understand them more and also the art history tutoring helped a lot. I would have been lost without the weekly meetings and direction that I got... It offered me support that I simply did not find elsewhere on campus and exposed me to student life in the most involved way possible.



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Campus Project

Early College High School Program and Academic/Mapping

North Shore Community College and Lynn Public School District have worked together to develop an Early College High School program that has been piloted at Lynn Classical High School. This ECHS program was developed as a way to introduce “first generation to college” students to what a college course is like, both in the safety of their own high school, as well as on a college campus. In addition, the Early College staff provide additional support to ensure that these high school students reach their academic goals. The program was designed to give first generation to college students, who have demonstrated both the desire to attend college as well as the need for academic support, to earn college credit at no cost and experience the rigor and high expectations needed to help students become “college and career ready”, fully prepared for academic challenges of life after high school: college, career training, and entrance into the workforce. This Early College program has a STEM exploration focus by which students are exposed to careers in STEM through STEM activities and career speakers. The ECHS program provides, college preparatory work, advising, mentoring, career exploration, academic support through dedicated Achievement Coaches. Specifically, the program is designed to improve mastery of the ELA and Math components needed for success in college level coursework. A student can potentially earn 12 college credits during the junior and senior years. At least 10 of these credits will be widely transferable to the college of the student’s choice. This program is part of North Shore Community College’s commitment to increasing college enrollment for underserved students in Lynn, as well as working with the Lynn Public School system to align curricula and strengthen k-16 pathways and partnerships.

Vision Project Outcome Areas

- ✓ **College Participation**
- ✓ **College Completion**
- ✓ **Student Learning**
- ✓ **Preparing Citizens**
- ✓ **Closing Achievement Gaps**

Research and Data

Project Duration: *September 2011 - Ongoing*

- There are currently 41 students in the Early College program at Lynn Classical high school. 93% are first generation to college.
- The NSCC/LCHS Early College Program has two cohorts running and a third one is being currently being recruited. The program has a 100% retention rate over the first two years of the pilot.
- The first NSCC/LCHS Early College cohort has completed 3 college courses thus far. The cohort's average college GPA is 3.63
- Nationally, Early College programs have striven to serve students traditionally under served in higher education. According to a recent report, 70% of participants are students of color, and 59% qualify for free or reduced lunch. (Source: AIR) In the NSCC/LCHS program, 88% of participants are students of color, and 93% of them qualify for free or reduced lunch.
- According to National data on Early College, 86% of Early College participants enrolled in college immediately after high school compared to the national average of 66%. (Source: AIR)
- According to National data on Early College, Early College participants are more likely to graduate from college than their peers. One year out of high school, 21% of Early College participants have earned a college degree compared with only 1% of comparison students during the same period. (Source: AIR)