

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Winners and Finalists

Winners

Santa Barbara City College, Santa Barbara, CA (2013) Valencia College, Orlando, FL (2011) Walla Walla Community College, Walla Walla, WA (2013)

Brazosport College, Lake Jackson, TX

Finalists w/Distinction

Kingsborough Community College, Brooklyn, NY (2013)
Lake Area Technical Institute, Watertown, SD (2011, 2013)
Miami-Dade College, Miami, FL (2011)
West Kentucky Community & Technical College, Paducah, KY (2011)

Finalists

Broward College, Ft. Lauderdale, FL
College of the Ouachitas, Malvern, AR
Mississippi Gulf Coast Community College, Perkinston, MS
Mott Community College, Flint, MI
Northeast Iowa Community College, Calmar, IA
Santa Fe College, Gainesville, FL
Southeast Kentucky Community & Technical College, Cumberland, KY
Southwest Texas Junior College, Uvalde, TX

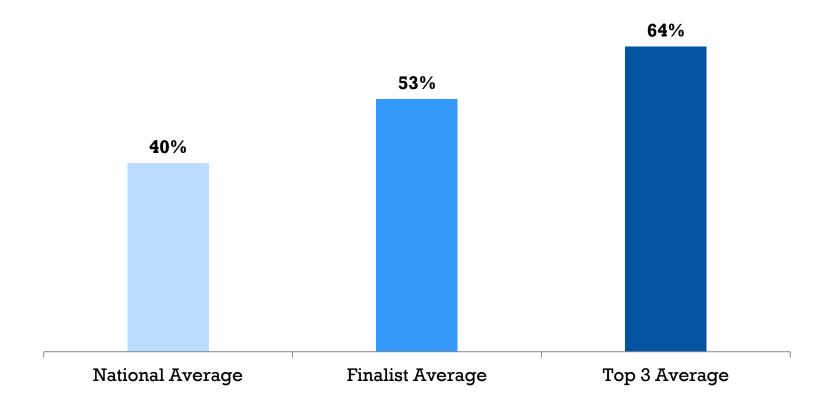
Four Measures of Community College Excellence

High absolute performance

Learning outcomes
Completion outcomes
Labor market outcomes
Equity in outcomes

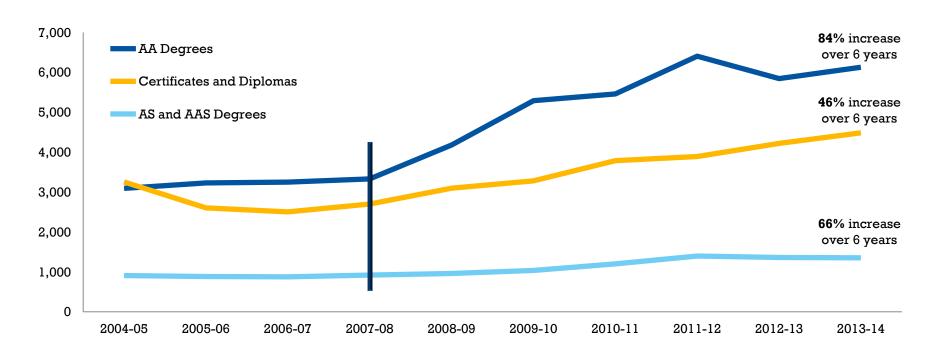
Improvement over time

Completion/transfer rates that far surpass the national average



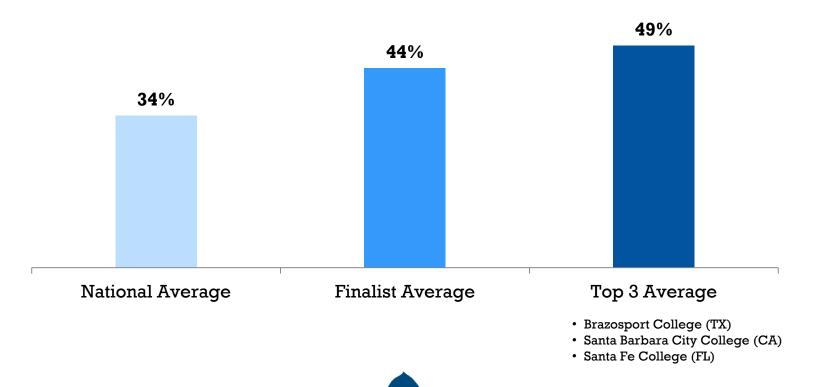
Exceptional improvements over time in completion

Increase in the number of credentials awarded at Valencia College, 2002-2011 AA, AS/AAS Degrees and Certificates/Diplomas Awarded



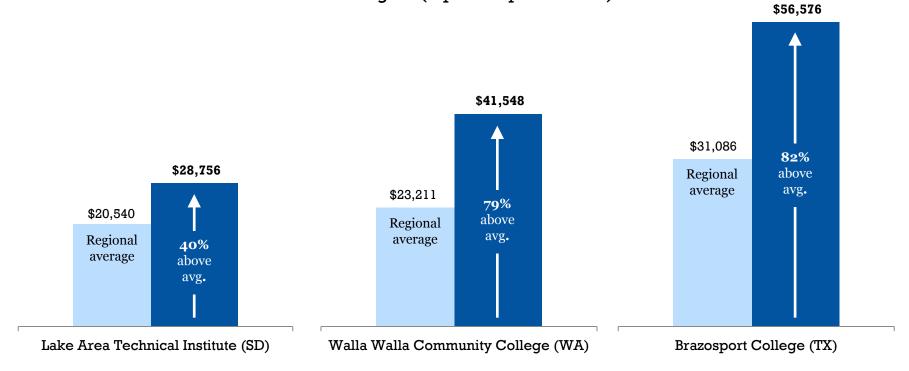
Far greater equity in outcomes than the national average

Three-year completion and/or transfer rates for underrepresented minority students compared to the national average



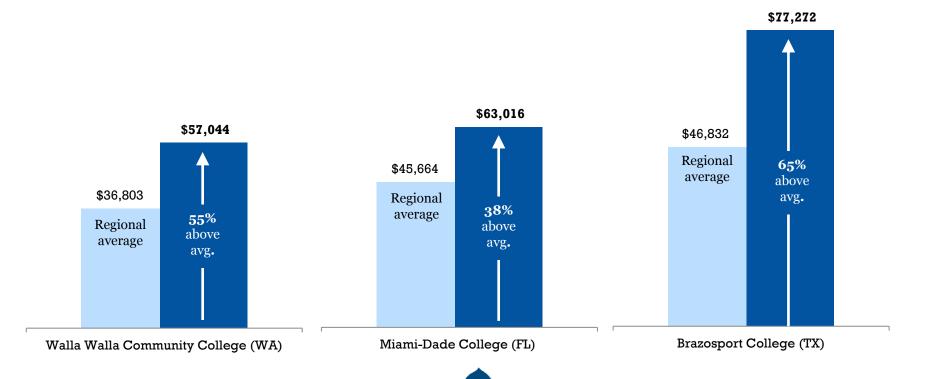
Exceptional short-term labor market outcomes for graduates

Average salaries of recent graduates compared to the average for all new-hires in the region (top three performers)



Exceptional long-term labor market outcomes

Average salaries of graduates 5 years after graduation compared to the average for all workers in the region (top three performers)



Lessons from the Aspen Prize for Community College Excellence

Themes characterizing the institutions that achieve exceptional outcomes for students:

- Strong leadership and vision
- Clear pathways to credentials and other intentional structures to support students
- Intentional focus on improving teaching and learning
- Consistent, systematic, and strategic use of data to improve practice
- Integrated structures that link the college to the broader community for the benefit of students

Lessons from the Aspen Prize for Community College Excellence Theme l Strong Leadership and Vision THE ASPEN INSTITUTE

COLLEGE EXCELLENCE PROGRAM

Communicate a clear vision focused explicitly on student success, and ensure that all the institution's work and resources aim towards that goal.

Inspire and sustain a change in culture towards innovation, data-informed practice, and shared responsibility for student success.

Consistently act in ways that make clear that their central concern is student success, including by taking risks.

Develop strong external partnerships that support student success.

West Kentucky Community and Technical College



President Barbara Veazey and her staff used data about students' limited reading skills to build urgency and engage faculty in a college-wide reading initiative that measurably improved student learning.

Result: Over 40% improvement in reading scores across the college.



Valencia College



President Sandy Shugart aligns highly effective change management processes to sustainable college-wide focal points – called "Big Ideas" – that reflect shared visions of what most needs to be done to advance student success.

Result: Sustained, dramatic improvements in completion rates.

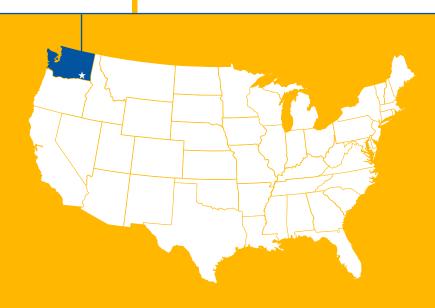


Walla Walla Community College



President Steven VanAusdle developed a comprehension vision for the region of sustainable economic growth, human capital development, and economic opportunity, then ensured that college programs are tied to new and expanding job-growth areas.

Result: High graduation rates and exceptional labor market outcomes.

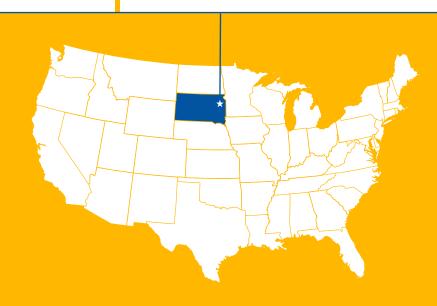


Lake Area Technical Institute



President Deb Shepherd built a culture and processes by which the college designs and consistently updates programs based on industry need and job expectations, always ensuring hands-on instruction that engages students and simulates the work environment.

Result: 76% graduation rate and remarkably strong employment rates for graduates.



Miami Dade College



President Eduardo Padron led the college in fundamentally redesigning its programs to create much greater clarity about how students progress toward degrees, and built support structures aligned to those clearer degree pathways.

Result: New default curricula for five degree pathways that, together, serve 60 percent of all new students.





Exceptional colleges have comprehensive student support systems that cross historic functional or curricular divisions:

Build new pathways to success, including narrowly defined course sequences, fully integrated learning communities, and block program structures.

Exceptional colleges have comprehensive student support systems that cross historic functional or curricular divisions:

Embed high-impact support services within the classroom (e.g., advising, registration, tutoring, note-taking guidance, career counseling).

Exceptional colleges have comprehensive student support systems that cross historic functional or curricular divisions:

Redesign systems from scratch (one-stop student service centers, new registration centers, etc.) and implement them college-wide rather than in small pilots.

Miami Dade College



Faculty and advisors were engaged to create new simple degree pathways for 60% of incoming students.

Result: New default curricula for five degree pathways that, together, serve 60 percent of all new students.



Valencia College



Industry veterans with close ties to the field were placed in specific career-technical programs to work one-on-one with students.

Result: Strong employment and earnings outcomes for recent graduates.

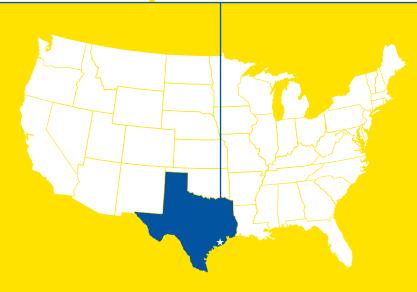


Brazosport College



Student success courses are mandatory and integrated into the academic core—most taught by FT faculty dedicated only to these courses.

Result: Rapidly improving rates of student retention and completion, including for minority students.

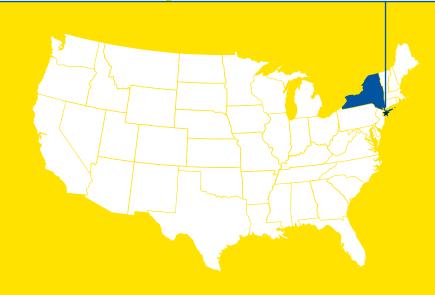


Kingsborough Community College



Small groups of students progress together in "learning communities," which integrate student affairs, academic content, and advising.

Result: Student success for participating students improved significantly while cost per degree decreased.

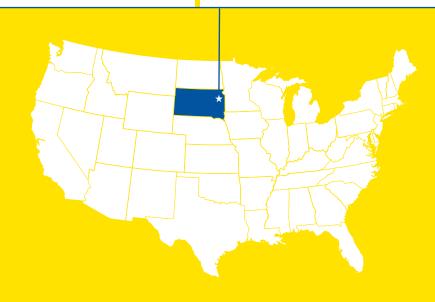


Lake Area Technical Institute



Structured, cohort-based, blockschedule programs ensure students stay on track.

Result: 76 percent graduation rate is among the nation's highest.







"My Academic Plan" online program builds guided course selection pathways for students based on their goals and lives, and creates alerts when students get off-track.

Result: Very high rates of fouryear transfer and bachelor's degree attainment.





Faculty engaged in self-assessment and eager to improve their instruction to better serve students.

Explicit connections between individual student learning and larger measures of course, program, and institution success.

A systematic use of evidence of students' learning outcomes to drive improvements in instruction.

Tenure and promotion models supported by systematic collection and discussion of data on student learning outcomes.

Valencia College



Culture where faculty consistently invent new approaches to teaching and measure whether they improve student learning—part of the exceptional Teaching and Learning Academy and a new process of tenure and promotion.

Result: Graduation rates nearly double those of peer institutions; strong transfer and bachelor's completion rates.



West Kentucky Community and Technical College



Widespread development and use of assessments to improve instruction, driven by leaders engaging in multiple strategies to create urgency around the need to improve student learning.

Result: Strong graduation rates and dramatically improved reading scores.



Santa Barbara City College



Driven by a strong, shared focus on transfer preparation and equitable outcomes, the college established strong hiring practices and tutoring centers aimed at delivering the rigorous education students need to succeed at the college and later in bachelor's programs.

Result: Very strong transfer and bachelors' degree attainment rates, including for Hispanic students.



Kingsborough Community College



Strong culture of continuous improvement in learning created through a professional development program for faculty teaching in learning communities and active faculty inquiry groups.

Result: Strong completion rates and very high rates of transfer.

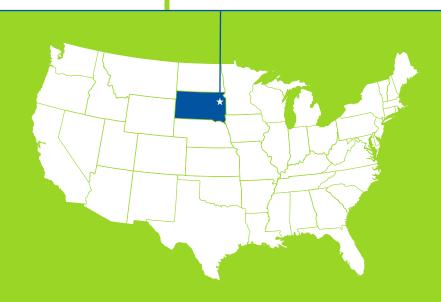


Lake Area Technical Institute



Comprehensive course in teaching pedagogy required for new instructors, driven by the recognition that many instructors come from industry.

Results: Very strong employment and earnings rates, reflecting strong employer satisfaction with graduates' skills.





Exceptional colleges strategically use student data:

Data are distributed consistently throughout the institution that reflect the focus on student success.

Exceptional colleges strategically use student data:

Data help everyone understand students' longer-term success—such as labor market outcomes and post-transfer academic success.

Exceptional colleges strategically use student data:

Faculty and staff are given structured time and space to meet, analyze, and discuss data on student outcomes.

Valencia College



Data are consistently used to focus everyone on common student success challenges that drive reform plans and to answer questions about which interventions work.

Result: Dramatic improvements in student graduation rates.



Kingsborough Community College



Data are used to assess everything from the efficacy of learning communities to the student experience in registration to whether students are receiving the financial resources they need to succeed.

Result: Leaders, faculty, and staff regularly discuss outcomes and change programs accordingly.



Walla Walla Community College



Data on labor market trends and completion drive consistent, iterative changes in programs and communications with students.

Result: Student outcomes are used to decide which program to open, expand, and close (even when fully enrolled).



West Kentucky Community and Technical College



Learning outcomes data drive changes in teaching college-wide, as well as faculty inquiry and improvement efforts at the program and course level.

Result: Faculty regularly make improvements based on common assessment questions and data analysis, and reading skills improved significantly.



Broward Community College



Administrators used data showing dismal results in remedial courses to shift toward an equity focus and to create new structures (such as data ambassadors) to ensure the use of data to improve practice.

Result: Rising completion rates and low student default rates.



Integrated structures that link the college to the broader community for the benefit of students

Build strong ties with regional industries to design curricula for the jobs that exist to anticipate growing industries and help students get good jobs.

Work with K-12 districts to align academic requirements and implement early-warning and college-prep systems to reduce the need for remedial education.

Work with four-year colleges
to develop collaborative
programs, guaranteed transfer,
and aligned academic
requirements for transfer.

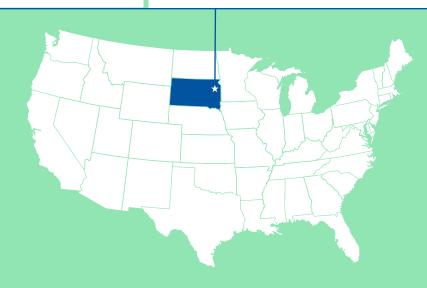
Make the college a vital community asset, building brand recognition and attracting new resources that benefit students.

Lake Area Technical Institute



The college brings industry representatives into the classroom to advise students and instructors. The college has also built structural linkages to area businesses, which help develop curriculum, fund programs and scholarships, and help recruit students to the college.

Result: Strong employment and earnings outcomes for graduates; 76 percent graduation rate.

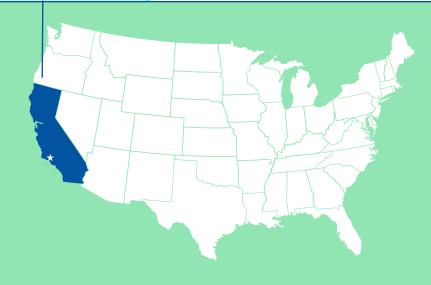


Santa Barbara City College



A formal relationship between the college and the local school district has yielded a mandatory college-preparatory curriculum for high school students designed together by high school teachers and college faculty.

Result: Very strong student success rates, including for the large number of Hispanic students it enrolls from the local K-12 system.

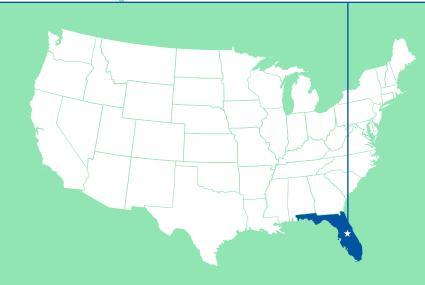


Valencia College



Leaders worked with the University of Central Florida to develop a program that guarantees university admission to Valencia graduates, locate a facility on Valencia's main campus, and ensure that transfer is seamless for students.

Result: UCF enrolls 10,000 Valencia transfers who earn grades and bachelor's degrees at rates nearly identical to the students who started at UCF.



Miami Dade College



The college has intentionally established itself as a hub for a very diverse community, partnering in the community to ensure strong student access to quality programs and financial assistance.

Result: The college is viewed not just as a center of opportunity but an important urban institution with deep connections to community leaders and community events.



Walla Walla Community College



Walla Walla ties its workforce credentials, general education degrees, and its assets to specific community needs, building programs that ensure that the college effectively serves multiple elements of the community.

Result: Deep community support and everexpanding opportunity for a diverse student population and the region at large.



Other Common Denominators

- Student success is the college's core business.
- Faculty are engaged in students' success within and beyond the classroom.
- Output measures are used as the paradigm of assessing success.
- Students are not blamed for gaps in success.
- Equity is a core value in every aspect of the college's work.
- The college is perceived not as a destination but as an educational pathway and a community that must thrive and be engaged for students to succeed.
- College leaders share an understanding of the college's best and highest purpose—as well as its weaknesses.

Round 1 1,000+ public community colleges → 150 semifinalists

Round 2 150 semifinalists — 10 finalists

Round 3 10 finalists — Prize winner(s) and finalists with distinction

Round 1

1,000+ public community colleges

150 semifinalists

- 1. Student success in persistence, degrees/certificates awarded, completion, and transfer
- 2. Consistent improvement in these areas over time
- 3. Equitable outcomes for students of all racial/ethnic and socioeconomic backgrounds

Round 1 Data/Metrics Advisory Panel (2013)

Measures for Round One Selection of Institutions

Active Cells

Category	Measure	Weighting Value		
	First-Year Retention Rate	11.1%		
Performance	Three-Year Graduation Rate	11.1%		
	Credentials Awarded per 100 FTE Students	11.1%		
Change Over Time	Credentials Awarded per 100 FTE Students	33.3%		
Equity: Rates for	Three-Year Graduation Rate	13.3%		
Minorities	Credentials Awarded per 100 FTE Students	13.3%		
Family Income	Median Family Income of Institution Location	6.7%		
	100.0%			

Round 1 Data/Metrics Advisory Panel (2013)

Dr. Keith Bird (co-chair), Corporation for a Skilled Workforce

Dr. William Trueheart (co-chair), Achieving the Dream

Dr. Tom Bailey, Community College Research Center, Columbia University

Dr. Jacquee Belcher, Options Unlimited

Kevin Carey, New America Foundation

Dr. Randy Eberts, W.E. Upjohn Institute for Employment Research

Dr. Kent Farnsworth, University of Missouri-St. Louis

Gerri Fiala, U.S. Department of Labor

Dr. Robert McCabe, Miami-Dade College (emeritus)

Dr. Charlene Nunley, University of Maryland University College, Montgomery Community College (emeritus)

Jane Oates, U.S. Department of Labor

Jon O'Bergh, U.S. Department of Education

Jay Pfeiffer, MPR Associates, Inc.

Kent Phillippe, American Association of Community Colleges

Jessica Shedd, U.S. Department of Education

Dr. Shirley Robinson Pippins, Victory University

Dr. David Stevens, University of Baltimore

Dr. Jeff Strohl, Georgetown Center on Education and the Workforce

Affiliations of Data/Metrics Advisory Panel members listed solely for purposes of identification, and do not reflect organizational endorsement of the Aspen Prize.

Round 2

150 semifinalists

10 finalists

- 1. 150 Semifinalists invited to submit applications describing outcomes and efforts to improve success for students. *Over the first two years,* 86 percent of eligible colleges applied.
- 2. Leadership teams at approximately half of applicant colleges are interviewed for clarification and quality assessment.
- 3. The Finalist Selection Committee of community college presidents, researchers, and policy experts choose 10 institutions that deliver exceptional outcomes in four student success areas: completion, labor market, learning, and equitable outcomes.

Round 2 Finalist Selection Committee (2013)

Dr. Elaine Baker, Community College of Denver

Dr. Keith Bird, Corporation for a Skilled Workforce

Dr. George R. Boggs, American Association of Community Colleges (emeritus)

Dr. Shanna Smith Jaggars, Community College Research Center, Columbia University

Dr. Robert Johnstone, Research & Planning Group for California Community Colleges

Amy Laitinen, New America Foundation

Dr. Nan Poppe, Consultant

Dr. Sara Goldrick-Rab, University of Wisconsin-Madison

Deborah Santiago, Excelencia in Education

Dr. Nancy Shulock, Institute for Higher Education Leadership & Policy, California State University, Sacramento

Dr. Nicole Smith, Georgetown University Center on Education and the Workforce

Dr. Gregory Stoup, Research & Planning Group for California Community Colleges

Dr. Heather Wathington, University of Virginia **Jane Wellman,** National Association of System Heads

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Round 3

10 finalists

Prize winner(s) and finalists with distinction

- Teams of experts conduct two-day site visits to 10 finalists.
- 2. Independent analysts collect and synthesize additional data and information from the finalist institutions on:
 - Labor market outcomes (employment and earnings)
 - Learning outcomes assessment
 - Four-year transfer and completion outcomes
 - Systematic use of outcomes data to drive improvement
 - Context in which each college operates (demographics, labor market, etc.)
- 3. Assessments and data from three rounds are presented to a distinguished Prize Jury of prominent former elected officials, national business and civic leaders, and education experts.
- 4. Majority of \$1 million awarded to winner; remainder divided among finalists-with-distinction.

Round 3 Prize Jury

	OUTCOMES					ī	CHALLENGE INDEX					
	Well Below Average	Below Average	Average	Above Average	Well Above Average		Lowest Challenge	Low	Average	High	Highest Challenge	
	% of FT students who earn a credential or transfer to a four-year college/university within 6 years Below Average						STUDENT & PROGRAM CHARACTERISTICS					
COMPLETION	% of FT students who earn a credential or transfer to a 2 or 4-year college/university within 3 years						% of students attending part-time High					
	Ratio of credentials awarded in the most recent year per 100 full-time-equivalent enrollment Above						% of students in academic/transfer programs (vs. vocational/technical programs) Highest					
)	Of the students who transfer to a 4-year college/univ., % who complete a bachelor's degree Average											

Round 3 Prize Jury (2013)

The Honorable John Engler (Co-chair)*, Business Roundtable, former Governor of Michigan

The Honorable Richard Riley (Co-chair)*, Nelson Mullins Riley & Scarborough LLP and Education Counsel LLC; former Secretary of Education and Governor of South Carolina

Esther Aguilera, Congressional Hispanic Caucus Institute

Dr. Anthony Carnevale, Georgetown University Center on Education and the Workforce

David Leonhardt, The New York Times

Dr. Michael Lomax, United Negro College Fund

Joe Loughrey, Cummins, Inc. (retired)

Wes Moore, Author, The Other Wes Moore

John Morgridge, Cisco Systems, Inc. (emeritus)

Dr. Charlene Nunley, University of Maryland University College, Montgomery Community College (emeritus)

Jon Schnur, America Achieves

General Anthony Zinni, Former Commander in Chief of United States Central Command, United States Marine Corps (retired)

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*Stepping down after 2013; new co-chairs will be announced for the 2015 Prize competition.

For more information, contact:

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