Community College of Baltimore County

Engaging Adjunct Faculty in the Student Success Movement
FY'18 CCBC Data

CCBC: 62,248 Students
- 27,792 Credit
- 34,456 Non-Credit

Average Age: 38
Female: 58%
Minority: 51%

89% Enroll Part-Time
63% Need Remediation

34% Pell Grant Recipients
12% Other Financial Aid Recipients

53% Work 20+ Hours Per Week
12% Enter Directly From High School

51% Transfer
78% Jobs
Adjunct Faculty Characteristics at CCBC

• 773 Credit Adjuncts teach roughly 48% of credit classes
• 446 Continuing Education Adjuncts teach virtually 100% of non-credit classes
• Total Adjunct Faculty = 1,200
Student Success Reforms at CCBC

• Student Success 101
  – Designed and implemented a mandatory Academic Development course
  – Developmental Education Reform
  – Culturally Responsive Teaching program

• Student Success 102
  – Revamped Student Orientation
  – Pathways
  – High Impact Practice Infusion
THE MISSING INGREDIENT
Engaging Adjunct Faculty Project Goals

• Intentionally engage adjunct faculty in the life of the institution through engagement in Student Success efforts.
• Design & deliver faculty development for Pathways and HIPs
• HIPs Infusion into General Education Courses which cut across Pathways
• Improve the working conditions of adjunct faculty
Planning for change: Teaching Learning
National Institute 2016
Fall, 2016---the work begins

- Infrastructure: HIPs Steering Committee
- Design and pilot faculty development seminar on HIPs
- Form implementation teams to intentionally include adjunct faculty in designing and piloting HIPs in English 101 and Computer Systems 101
Online Module on Pathways

HIPs Workshops Expanded & Deepened

Adjunct Faculty Learning Community on High Impact Practices
English 101 HIP=Diversity/Global Learning
Computer Systems HIP= Collaborative Learning Project
<table>
<thead>
<tr>
<th>Course</th>
<th>HIP</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Diversity/Global Learning</td>
<td>Intentionally and transparently including diverse voices in writing and explore diversity related issues in discussion.</td>
</tr>
<tr>
<td>CSIT 101</td>
<td>Collaborative Assignments</td>
<td>Students collaborate in small groups with activities related to career development.</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Collaborative Assignments</td>
<td>Student groups collaborate to create a group lab report in preparation for the individual lab report that is required later in the semester.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Common Intellectual Experience</td>
<td>Students complete a teacher assigned project in their psychology class, then create a poster presentation and participate in a conference with other psychology classes.</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>Common Intellectual Experience</td>
<td>Students complete one of several faculty-identified projects focused on Resilience. All sections of the course complete a common pre-evaluation and reflection papers.</td>
</tr>
<tr>
<td>CMNS 101</td>
<td>Diversity/Global Learning</td>
<td>Intentionally infused cultural activities, assignments and projects throughout the course. Administered a common end of course assessment.</td>
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</tbody>
</table>
Lessons Learned

• The faculty are in charge
• Operationally define
• Consider assessment of outcomes
• culture of the department
• support and consult
• focus on the High Impact Practice
  • “career exploration is not your HIP, collaborative learning is your HIP”
Centers for Adjunct Faculty Engagement
Catonsville Center for Adjunct Faculty Engagement
Figure 11 | Proportion Reporting Agreement with Department Engagement Statements by Project Activity Participation (PT Only)

B=Baseline  NP=Non-participants  P=Participants in project activities
Figure 12 | Proportion Reporting High Level of Confidence in Teaching by Project Activity Participation (PT Only)

B=Baseline    NP=Non-participants    P=Participants in project activities
## HIPs Infusion Projects Success, Persistence and Retention Rates

**HIP and Non-HIP pilot sections—Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th>HIP Sections</th>
<th>Non-HIP Sections</th>
<th>Difference</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Enrollment (N)</strong></td>
<td>2,786</td>
<td>7,856</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Success Rate</strong>*</td>
<td>65.8%</td>
<td>70.5%</td>
<td>-4.7%</td>
<td>2.7 to 6.7***</td>
</tr>
<tr>
<td><strong>Within Term Persistence</strong></td>
<td>91.7%</td>
<td>93.9%</td>
<td>-2.2%</td>
<td>1.1 to 3.4***</td>
</tr>
<tr>
<td><strong>Fall 2017 to Spring 2018 Retention</strong></td>
<td>73.7%</td>
<td>68.6%</td>
<td>5.1%</td>
<td>3.1 to 7.0***</td>
</tr>
</tbody>
</table>

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*Success Rate calculated as A + B + C divided by total grades minus audits (D's, F's, I's, W's considered not successful)*

**Term Retention calculated as course completion resulting in any grade except a W.**

***p < .001