

PROCESS IMPROVEMENT IMPACT TEAM **DRAFT - PROJECT CHARTER**

Charter Title: DEVELOPMENTAL EDUCATION STUDENT SUCCESS IN COLLEGE LEVEL COURSEWORK

College Reasons: (This should be concise and focused. Base it on external reasons where possible. E.g., learners needs, competitive pressure, growth opportunities)

There continues to be an increasing number of students enrolling at BHC who test into developmental coursework, who consequently do not complete or continue on into college level coursework. The College needs to create an environment by which these students feel welcome, successfully transition to college credit coursework and support their academic efforts to succeed.

Goal Statement - The number of students advancing to college level credit coursework will increase to 70.6% by October 2014.

As written in the Title III Grant:

The percentage of remedial students advancing to college level work is decreasing. There has been erosion in the percentage of remedial students who advance to college level work. In the most recent eight year period that percentage has decreased by 21.6%.

| Advancement of Remedial Students to College Level Work | | | | | | |
|--|--|---------------------------------------|-----------------------------------|------------------------------------|----------------------|--------------|
| | Base # enrolled in Developmental Education | Number of Returning Remedial Students | Number Advancing to College Level | Percent Advancing to College Level | Retained or Advanced | Not Returned |
| FY 2002 | 1,961 | 1,250 | 992 | 79.4% | 63.7% | 36.3% |
| FY 2003 | 2,093 | 1,350 | 1,020 | 76.4% | 63.8% | 36.2% |
| FY 2004 | 2,206 | 1,334 | 849 | 63.6% | 60.5% | 39.5% |
| FY 2005 | 2,218 | 1,369 | 888 | 64.9% | 61.7% | 38.3% |
| FY 2006 | 2,154 | 1,283 | 844 | 65.8% | 59.6% | 40.4% |
| FY 2007 | 2,000 | 1,192 | 762 | 63.9% | 59.6% | 40.4% |
| FY 2008 | 1,923 | 1,078 | 620 | 57.5% | 56.1% | 43.9% |
| FY 2009 | 1,943 | 1,102 | 637 | 57.8% | 56.7% | 43.3% |

(Illinois Community College Board Performance Metric – 6M3)

Summary of the Problem:

Black Hawk College has a strong commitment to open access and has a well respected faculty. Students graduating from the College attain high levels of success in their future educational endeavors. However, the self examination process has identified some disturbing problems. Students coming to the College are increasingly under prepared academically and are increasingly failing to successfully complete their academic programs. BHC is rightfully proud of its ability to attract and provide pathways for students who need remedial assistance. However, a decreasing number of these students are advancing to college level work.

BHC does not have a systemic approach to identifying and addressing the factors that impact the success of the under prepared student and the increasingly consumer oriented expectations of students.

*credit attempted -
credit earned - ICCB lumped them together
may not going to appropriate.*

After identifying the percentage of remedial students who had advanced to college level coursework had decreased from FY2002 to FY 2007, BHC administration set up a Developmental Education Task Force in the fall of 2010. This group was composed of administrators, support staff, and faculty who work with these students in many different ways. The committee started by reviewing BHC trends over the year and set up a project to collect data, so we could track any future programs' success compared to past students. The committee also set up a survey that was distributed to other colleges to see what programs are being used at peer institutions. Based on the information collected, the Developmental Education Task Force made Goals and Recommendations to the college in May of 2011. *Some initiatives already in place based on these goals include:*

- *Both math and English changed the way COMPASS placement testing is used.*
- *English and math piloted Bridge programs in the summer for students who needed a short class to get caught up to college-level work.*
- *English and math programs have started to use more computer-aided instructions inside the classroom to help individualize learning to meet students' various needs and abilities.*
- *The college worked on the creation of a CES (College Experience and Success) course which launched four pilot sections Fall 2013. This is the course that we plan (based on outcomes of the pilot) to require for future developmental education students.*

October 25, 2010

Quad Chairs Meeting-Developmental Ed Action Team

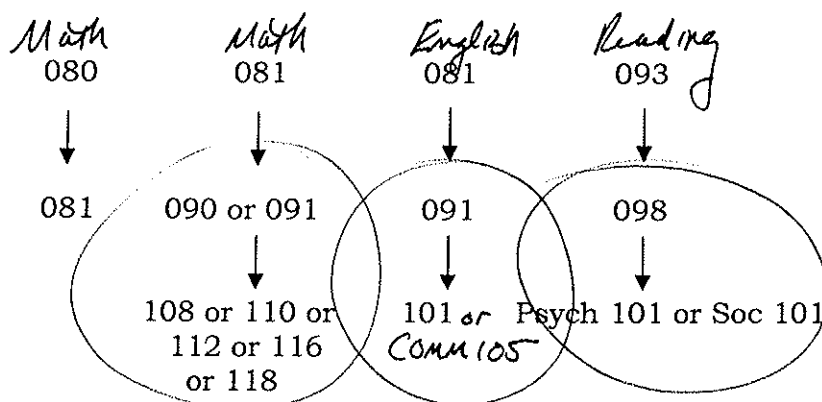
(Dorothy Beck, Isabel Hansen, Ken Nickels, Bettie Truitt)

Goal: To assist and support students in successful transition through developmental courses to college courses.

What steps do we need to take to reach this goal?

1. Look at baseline data of this population.

Purpose is data gathering.



Successful completion C or above from one course to the next and "terminally" through the college level course.

2. Institutional Research – create subcommittee
What are other colleges doing to support developmental students?
Who is doing this well? No need to reinvent the wheel.

Agenda for October 26, 2010

1. Information
2. Create subcommittee
3. Schedule DVD presentation and future meetings.

Self-assessment of current interventions

Oct 25th

Developmental Ed Committee

Agenda

4/5/11

I. Quick Data Review – Federal Guidelines 3 or 4 yrs to complete (TRIO uses 4 yrs.)

Math starting points

080^Δ 081^Δ 090^Δ 091^Δ 086^Δ

100 level (108*, 110*, 112*, 116*, 118*)

Math ending points (successful completion C or better)

Measure

$$\frac{\sum^*}{\sum^{\Delta}} = x\%$$

English starting points

081^Δ 091^Δ

ENG 101* or COMM 105*
(successful completion C or better)

Measure

$$\frac{\sum^*}{\sum^{\Delta}} = x\%$$

Reading starting points

093^Δ 098^Δ

Psych 101^Δ or Soc 101^Δ

(successful completion C or better)

Measure

$$\frac{\sum^*}{\sum^{\Delta}} = x\%$$

II. Tentative Initiatives

1. Process of Advising/Planning/Tracing
 - a. COMPASS, Intake Interview, pairing with advisor, monitoring during semester, etc
 - b. Testing needs
2. Mandatory Life Skills/Student Success course –
3. Minimum COMPASS scores – Math, others?

III. Other – Dr. Campbell

Sample
minutes

Developmental Education Group Meeting - Minutes
September 13, 2012

Present: N. Banks, H. Carlson J. Hawes, K. Koster, C. McLean, G. Nicke, K. Nickels, T. Perkins,
K. Raisbeck, D. Robbins, B. Storey, B. Truitt, D. Vallandingham, K. Yost

- 1) The minutes of the 8/30/12 meeting were approved.
- 2) The "Goals & Recommendations of the Development Education Committee, May of 2011" was distributed to use as a point of reference of past committee work.
- 3) Follow-up Reports
 - Nicole, Dee, and Jeff (AQIP)- Reviewed old agendas & summarized where we are in the process versus results. Processes will include survey results in Math Department-previous program from Christian and the English write up will be reported.
 - Due to a missed Systems Portfolio meeting, a follow up with K. Malcolm will be necessary to address questions that may have gaps.
 - Underprepared students – Section V. – Determine where the Bridges Program results and other colleges surveyed fit. B. Truitt will follow up on this and Reading - IP5 and IP8.
 - Senate Report – H. Carlson reviewed the September attachment with the committee by email.
- 4) "College Experience & Success" (not named Orientation) is being developed as a stand-alone course which will not be "housed" in a particular department with a hopeful effective date of fall 2013. A district-wide committee has been doing course preparatory work to target a broad range of incoming freshman. The Senate will be contacted for a representative from the English & Reading department. The name will be submitted to B. Truitt.
 - Previous conferences have shared that the most successful courses are three credit hours; the goal is that it is not just developmental.
 - The Developmental Ed committee will invite the ADHOC committee.
- 5) T. Davis and K. Johnson are attending a September 28 conference at Northern and will collect and share information from this meeting.
- 6) Dr. V is working to create a non-credit course that does not overlap with existing courses. Input from the Student Leadership team:
 - Goal: Develop an understanding of placement testing, financial aid and how to prepare for college. Pre-orientation content.
 - Noted that fall enrollment is slightly down (most significantly for student age group 25 plus); attributed to job employment rate is up, non-payment drops, etc.
 - To develop non-credit offerings as a preparation for students who are thinking about college.
 - Many students send in an application without declaring a major because they are unsure what they want to pursue.
 - Students who were dropped for non-payment & didn't have ability to pay 1/3 down to hold their classes are the students who need financial advising; training to prepare a realistic budget; and provide information about the cost of college to help them attain the 1/3 down payment to hold their classes.
 - COMPASS & discussion of literature- Inform students about the scores they need to be placed appropriately. Of the students who are in the three developmental classes, 90% will not see a 2nd year. Students come to class to become employable.
 - PLATO/ACT, etc. make models focused on COMPASS testing results. Prepare students for placement testing so that they can do their best.
 - Non-credit offerings should be at least eight hours to generate apportionment. Focus on non-traditional 25 plus aged students to focus on getting ready to go to college and initially getting ready to go to BHC.
 - B. Storey, Financial Aid personnel, and K. Koster are combining the pieces to prepare in time for recruiters to promote. Perhaps offer through PACE as a trial balloon to see if there is interest and a need is being served.
- 7) ACT Prep courses are always full. Dr. Baynum met with the Superintendent of Colona Schools to discuss collaborating with BHC on projects such as ACT prep, career exploration and planning, training HS counselors to work with students and parents--especially in their sophomore-senior year.

- 8) Discussed moving the course to middle school and possibly title the course "Get Ready to go to BHC." Additional course title suggestion: "Blueprint for BHC"
 - Discussed giving free access to the student success lab.
 - Discussed time needed to complete the course; 2 hours classroom and outside additional time—much is competency based.
 - Discussed tracking students to record success rate; success is if they actually enroll in the semester.
- 9) D. Robbins is working on a pre-COMPASS test program; will be meeting with D. Murray to determine if the work should be continued.
 - Comparisons of test scores; many students do not complete because they are bored by Eng 103.
 - Advanced academic reading--students who are at the higher end and test into English 103 will enable them to transfer. The materials will be more college interfaced.
 - Discussed power testing the week before using the Scan Tron method; 70 questions with five words to select from-making one choice. Students do not interpret the results; is more aligned with core curriculum and validates COMPASS Test; will be moved out with a waiver. These students are doing well; perhaps because they are in a course that carries credit and will transfer.
 - Some developmental students are distracted in the COMPASS test; previously a student walked out of the COMPASS test because a child was having a meltdown. Only students who enrolled before that last week are tested.
 - The length, separation of English, Reading and Math, and order of testing to avoid test fatigue and promote better scores was discussed. Possibly test Math separately and test English and Reading together; integrate into the curriculum and become co-requisites.
- 10) Data Recollection--2011-12 was spent reviewing data to determine how to measure success. P. Allmendinger transitioned data to D. Huntley. Pre-college with "C" or above is considered successful; paper-line data is not available. B. Truitt will make photo copies of information from K. Koster. The goal is to increase the numbers; the programming and SQLs are available. The information will be shared with the Senate and subcommittees. B. Truitt will send to K. Nickels and C. McLean.
- 11) A better prep course will address:
 - Students who don't finish reading because a major is not declared.
 - How to track reading retention.
- 12) Possibilities--Outlined that this group is researching a successful gen ed course.
 - B. Lee is reviewing the curriculum; possibility to offer a hybrid 098 and a psychology lab.
 - B. Truitt attended a conference; possibility of combining courses; encourage people to use grant money.
 - Noted initial curriculum pieces belong in the department in which they reside.
- 13) Future direction/purpose/new initiatives and name for this committee/group needs to be defined.
 - This group should focus on data results.
 - Math tends to be area of major concern as well as the expiration date of COMPASS scores; most schools do not limit English and Reading. (Most HS students who have not attended classes lose reading comprehension in 2.5 years.)
- 14) Thank you to J. Hawes for sending out program information.
- 15) Next meeting October 25 from 3:30-4:30.

Recorded by Kathleen Raisbeck

Truitt, Bettie

From: Johnson, Katie
Sent: Tuesday, September 04, 2012 3:55 PM
To: Truitt, Bettie
Subject: Orientation Class

Hi Bettie,

I talked to Michelle and Connie today and they both mentioned the DE meeting last week that covered the orientation class. Last spring Tiffany Hamilton asked me to attend the First-Year Seminar conference at the University of South Carolina. After that conference I started researching what other colleges are doing and just getting up to date on orientation classes. Over the summer I met with Ken and he gave me a list of faculty and staff and asked me to set up a meeting with them once we started back to classes. After talking to Connie and Michelle it sounds like a group is already formed. We were planning on meeting on Friday, September 7th from 1-2pm in conference rooms 1 and 2 in building 4.

I guess I don't know what the next step should be, if you want to combine the two groups that are working on the project or not. Below is a list of people that I invited to the meeting on Friday.

Karen Dahlstrom
Traci Davis + Katie Johnson
Bill Good
Tiffany Hamilton
Michelle Johnson
Connie McLean
Kari Koster
Glenda Nickie
Ken Nickels
Peter Richards
Kirk Watson

CES group

College Experience and
Success

English + Reading ?
* Faculty * Faculty *

Thanks Bettie!

-Katie

* Fall 2013

Implementation

* Study skills focus

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Goals and Recommendations of the Dev Ed Committee May 2011

Dr. Rose Campbell-in charge

Committee Members: Allmendinger, Pam; Banks, Nicole; Bobzien, Deana; Carlson, Heather; Hansen, Isabel; Koster, Kari; McLean, Connie; Nicke, Glenda; Nickels, Ken; Rice, Dede; Robbins, Dee; Storey, Bruce; Truitt, Bettie; Wessel, Jenni

COLLEGE WIDE INITIATIVES:

1. Mandatory Advising for developmental education students (defined as those that test into at least one developmental education course).
2. Set a minimum COMPASS score for mathematics based on (in part) data analysis of students who enrolled in Math 080 and did not successfully complete the course.
3. Analyze COMPASS writing placement to address inconsistencies. Discuss 'how long' COMPASS scores should remain valid. Mathematics area recommends 6 months.
4. Create and implement a student success course/orientation course for students who test into developmental classes.
5. Create bridge and/or boot camp programs in writing (first one to launch summer 2011), reading? Mathematics to follow.
6. Investigate technology and packaged products like MyFoundationsLab (Pearson) in order to facilitate review, boot camp and bridge opportunities. Purpose of the investigation is to give a future recommendation on which product may suit our needs.

SECTION LEVEL INITIATIVES:

1. Create welcoming activities and intentional pairing activities in order to build connections between students and students and faculty and students, especially on Day 1 of class.
2. SI's-Expand offerings of Supplemental Instruction in developmental education courses.
3. Create creative group work activities to involve students in active learning.
4. Others to follow.

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Follow up in red/italics.

COLLEGE WIDE INITIATIVES:

1. Mandatory Advising for developmental education students (defined as those that test into at least one developmental education course). *Under discussion.*
2. Set a minimum COMPASS score for mathematics based on (in part) data analysis of students who enrolled in Math 080 and did not successfully complete the course. *Discussed in Mathematics Department-not workable at this time.*
3. Analyze COMPASS writing placement to address inconsistencies. Discuss 'how long' COMPASS scores should remain valid. Mathematics area recommends 6 months. *Discussed and made changes for one year validity for math.*
4. Create and implement a student success course/orientation course for students who test into developmental classes. *Done and launched pilot of 4 sections Fall 2013.*
5. Create bridge and/or boot camp programs in writing (first one to launch summer 2011), reading? Mathematics to follow. *Done with higher than 75% completion rates summer of 2011 with grant funding. Not continued as funding was no longer available.*
6. Investigate technology and packaged products like MyFoundationsLab (Pearson) in order to facilitate review, boot camp and bridge opportunities. Purpose of the investigation is to give a future recommendation on which product may suit our needs. *MyMathLab currently used in Mathematics area.*

SECTION LEVEL INITIATIVES:

1. Create welcoming activities and intentional pairing activities in order to build connections between students and students and faculty and students, especially on Day 1 of class. *Training opportunities available through T/LC and conferences.*
2. SI's-Expand offerings of Supplemental Instruction in developmental education courses. *Funding issues.*
3. Create creative group work activities to involve students in active learning. *Encouraged by instructors.*
4. Others to follow.