

Institutional Strategic Planning Council (ISPC)

April 2, 2014

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Gail Zwart (CTE & Grants Advisory Rep*ISPC Chair)

Deborah Tompsett-Makin (At-Large)

Melissa Bader (Faculty Rep to District EMTF)

Diann Thursby (Staff-Grants Administrative Specialist)

Celia Brockenbrough (Library Faculty)

Jim Thomas (CTE Faculty)

Sheryl Tschetter (Transfer Faculty)

Jocelyn Yow (ASNC-President)

Natalie Aceves (Staff-Educational Advisor)

Andres Elizalde (Basic Skills Faculty)

Ruth Jones-Santos (Staff-College Receptionist)

Lyn Greene (Academic Senate President)

Jason Parks (Chair of Chairs – APC)

Mark DeAsis (Dean of Admissions and Records)

Ruth Smith (Recorder)

- **Absentees:**

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Greg Aycock (Dean of Institutional Effectiveness)

Beth Gomez (VP Business Services)

Monica Green (VP Student Services)

Ana Molina (Staff-Administrative Assistant II)

- **Guests:**

Carol Farrar, Joe Reynolds, Jessica Dobson

Welcome:- Gail Zwart

- Welcome

Approval of Minutes:

Motion by Melissa Bader, second by Sheryl Tschetter, to approve the minutes for the March 19, 2014 meeting. Motion approved with three abstentions.

I. Information Items:

A. District Strategic Planning Report (Gail Zwart)

- Trying to close the loop from district back to the colleges in terms of strategic planning.

- Working on district strategic goals. Assigned back to a person similar to what Norco did.
- Motion was made to add a classified person from all colleges to the committee. Motion passed.
- Sylvia Thomas is currently the Acting Interim Chancellor. She summarized the accreditation visit and thanked everyone for their participation.
- There will be a report made at each appropriate ISPC meeting to update info from the District Strategic Planning meetings.

B. ASNC Report (Jocelyn Yow)

- Shared their Mission Statement that is tied to the college Mission Statement.
- Share the structure/org chart of ASNC. There are some vacancies that they are working on filling.
- Shared new website – asnorcollege.org
- Reviewed student concerns.
- Shared upcoming events.
- PowerPoint presentation attached.

C. Special Presentation “Accelerating Developmental Education: Going Beyond the Basic Skills Paradigm (Andres Elizalde)

- PowerPoint presentation attached.

II. Open Hearing:

- Enrollment Management Task Force is meeting every other week. Discussed where the committee should be reporting to. Decided that reporting should be done to the District Strategic Planning Committee.

Adjourned - 2:40

"The Magnitude of the Remedial Crisis at Community Colleges: Academic Under-preparedness and the adverse impact of remedial sequences."

"We cannot solve the significant problems we face at the same level of thinking we were at when we created them."

Albert Einstein

Terminology

The terms "remedial" and "developmental," historically have been used interchangeably to label preparatory programs or courses of study, primarily in English, math, and reading, that have as their central purpose the development of basic skills to such levels that students can enroll in and profit from instruction in regular college-credit courses (John E. Roueche 1999).

Developmental Sequence is a process that begins with initial assessment and referral to remediation and ends with completion of highest-level developmental course or to the first-level college course in the relevant subject area (Thomas Bailey 2009).

Majority of community college students arrive academically underprepared

Nationally, about 60 percent of entering community college students need remediation in math, English or reading (Grubb 2012). This figure reaches 80 percent in California according to some of the best estimates (Grubb). At individual colleges in the state this number can be as high as 95 percent (Grubb).

INCOMING STUDENTS' PLACEMENT INTO ENGLISH, READING, MATH & ESL									
2010					2012				
English	Number	Percent	Number	Percent	English	Number	Percent	Number	Percent
English 60A WIEL Recommendation	206	11.4%	170	11.9%	English 60A	166	13.1%	166	13.1%
English 60B	473	26.1%	345	24.2%	English 60B	336	26.5%	336	26.5%
English 50	156	8.6%	138	9.7%	English 50	124	9.8%	124	9.8%
English 1A	577	31.9%	468	32.8%	English 1A	393	31.0%	393	31.0%
Total:	399	22.0%	307	21.6%	Total:	250	19.7%	250	19.7%
Reading	1811	100.0%	1428	100.0%	Reading	1269	100.0%	1269	100.0%
Reading Skills 81	448	24.8%	318	22.3%	Reading Skills 81	334	26.4%	334	26.4%
Reading Skills 82	184	10.2%	143	10.0%	Reading Skills 82	135	10.7%	135	10.7%
Reading Skills 83	340	18.8%	292	20.4%	Reading Skills 83	245	19.4%	245	19.4%
Reading Competency	836	46.2%	675	47.3%	Reading Competency	552	43.6%	552	43.6%
Total:	1808	100.0%	1428	100.0%	Total:	1266	100.0%	1266	100.0%
Math	451	24.7%	340	23.5%	Math	340	23.5%	340	23.5%
Math 63	40	2.2%	34	2.4%	Math 63	34	2.4%	34	2.4%
Math 64	432	23.6%	324	22.4%	Math 64	324	22.4%	324	22.4%
Math 52	803	43.9%	688	47.6%	Math 52	688	47.6%	688	47.6%
Math 53, 35	89	4.9%	56	3.9%	Math 53, 35	56	3.9%	56	3.9%
Math 4, 5, 11, 12, 25, 36	10	0.5%	2	0.1%	Math 4, 5, 11, 12, 25, 36	2	0.1%	2	0.1%
Math 10	4	0.2%	2	0.1%	Math 10	2	0.1%	2	0.1%
Math 1A	1829	100.0%	1446	100.0%	Math 1A	1446	100.0%	1446	100.0%
Total:	1829	100.0%	1446	100.0%	Total:	1446	100.0%	1446	100.0%

Success in developmental education is negatively related to the number of remedial courses a student has to take (Bailey 2010).

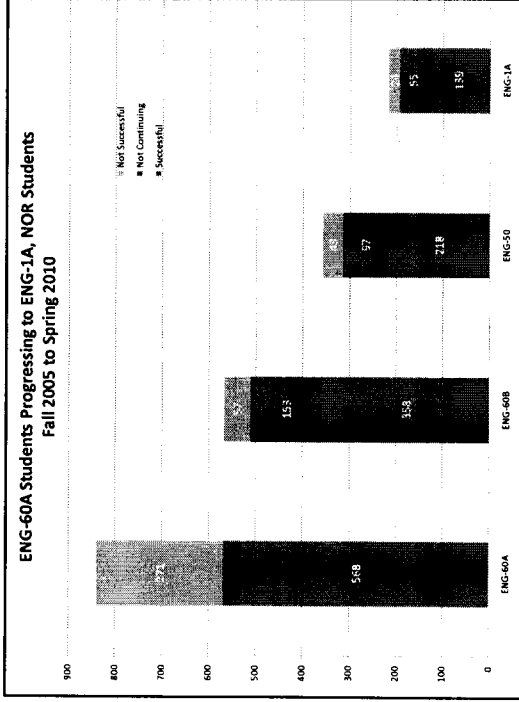
- As part of the Achieving the Dream initiative, Thomas Bailey of the Community College Research Center conducted a nationwide study, using longitudinal data on more than 250,000 students from 57 participating colleges in seven states.
- The sample included first-time credential seeking students who began their enrollment in fall 2003 or fall 2004. Their enrollment was followed for three academic years, through the summers of 2006 and 2007. The focus was math and reading.

Developmental course level (below college level) with which student was referred	Never enrolled in a developmental course of any kind	Did not complete sequence, but never failed or withdrew from a course	Did not complete sequence, but never failed or withdrew from a course	Completed sequence	Total (N)
Math	37%	2%	17%	45%	59,551
1 level below					
2 levels below	24%	13%	32%	32%	38,153
3 + levels below	17%	23%	44%	17%	43,886
Total	27%	11%	29%	33%	141,590
Reading					
1 level below	33%	5%	12%	50%	54,341
2 levels below	21%	13%	24%	42%	16,983
3 + levels below	27%	19%	25%	29%	6,825
Total	30%	8%	16%	46%	78,149

Progression through English from ENG-60A to ENG-1A, Fall 2005 to Spring 2010 RCCD and Norco College ONLY

Daniel Martinez, PhD
Associate Dean, Institutional Research

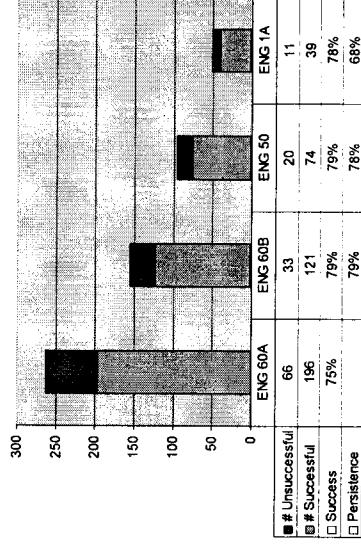
- Of the original 839 students who started in English 60A at Norco, 139 (16.6%) successfully completed English 1A during the five years under examination
- Failure to enroll in a subsequent English course is a great barrier to sequence completion in English: 305 students (36%) withdrew from the English sequence after having successfully completed one or more courses



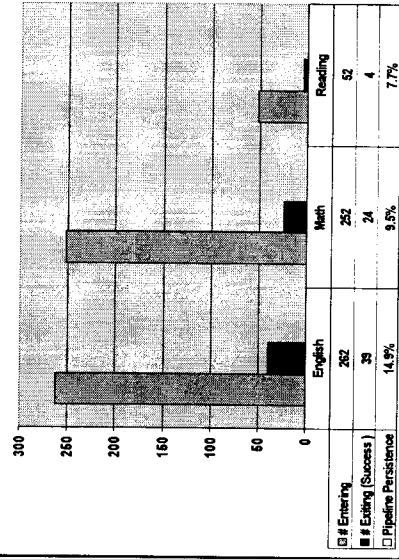
Pipeline Study at Norco: two-year cohort study from fall 2004 through summer 2006

- Of the original 262 students who started in English 60A, 39 (14.9%) successfully completed English 1A during the two years under examination
- 93 students (35%) withdrew from the English sequence after having successfully completed one or more courses

Progression through English Norco, 2004-2006



Persistence From Beginning to End of Each Pipeline



Solution: "Accelerating the remediation process"

"Given the confusion and ineffectiveness of the developmental system, one possible objective would be to reduce the length of time before a student can start college courses—to accelerate the remediation process" (Thomas Bailey of the Community College Research Center "Student Progression" 6).

English 80

- Six unit, open enrollment, one-semester accelerated preparation for English 1A
- Reading and writing integration. Students read full-length books, and are guided in strategies for understanding and engaging these texts; students pose questions, summarize, analyze, and synthesize, mostly non-fiction texts
- Students write expository essays of various lengths and complexity. Sentence-level issues are addressed in context and as needed
- Emphasis on "soft" skills such as effective note-taking, learning from reading, effective time management, and studying strategies are addressed in context and as needed

ENG 80 Success and Retention

Enrollments in ENG-80 were pulled from Summer 2012-Spring 2013

-All English enrollments for these students were included
226 ENG-80 enrollments in 2012-2013 (221 students, 5 of these students took the course twice in 2012-2013)

Course	Retention Rate	Success Rate
ENG-80	174/226 (77%)	131/226 (58%)

ENG-1A Success and Retention

There were 26 subsequent enrollments in Eng-1A in Winter and Spring 2013.

Course	Retention Rate	Success Rate
ENG-1A	23/26 (88.5%)	19/26 (73.1%)

Enrollments are only through Spring 2013. Some students took Eng-80 in Spring 2013 and subsequent English enrollments would not be captured in this data. I can follow up with Fall 2013 and Spring 2014 data when it is available.

Placement into English

Placement	Count	Percent
ENG 80A ESL	59	26.7%
ENG-80A	100	45.2%
ENG-80B	21	9.5%
ENG-80	26	12.7%
ENG-1A	2	0.9%
No Placement Test	11	5.0%
TOTAL	221	100%

Majority of incoming Norco students are required to spend multiple semesters in developmental courses on the basis of a single cognitive test

While the current model is efficient, is it effective?

Are there alternative models for effectively assessing, advising, and placing underprepared students?

Solution: "Actionable Assessment"

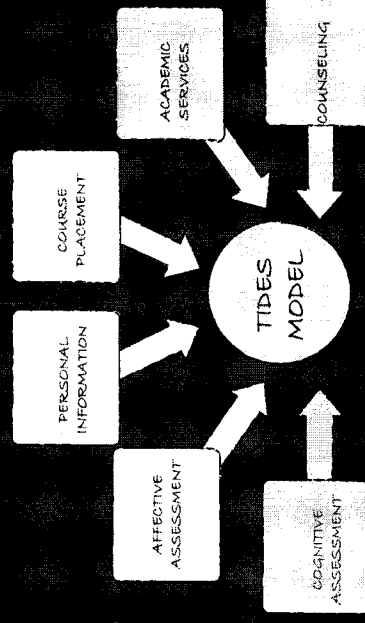
Community colleges will have more success with academically underprepared students, according to the "actionable assessment" hypothesis, "if assessments identify what students need to be successful in addition to identifying the level of skills and knowledge that they have at the time of the assessment" (Hughes & Clayton 2010)

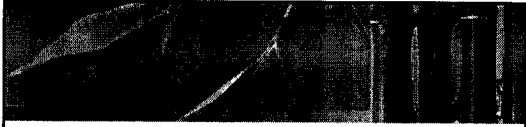
T.I.D.E.S. Model

"The T.I.D.E.S. model provides an alternative approach for assessing, advising, and placing underprepared students. This model combines **cognitive**, **affective**, and **personal information** to make more informed decisions about the kind of courses, counseling, and academic services a developmental student needs to be successful in college."

Hunter Boylan, Director of the National Center for Developmental Education at Appalachian State University.

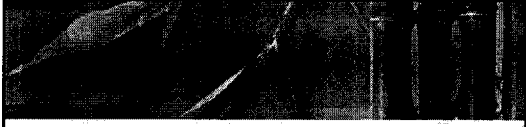
INTEGRATION OF ACADEMIC AND COUNSELING SERVICES





Sample student profile

Janice is an 18-year old African-American student who recently graduated from high school with a 3.2 GPA. Her cognitive assessment indicates that she missed placing into college algebra by five points. Her affective assessment indicates that she is highly motivated, seeks help willingly, and uses good strategies. Her personal information indicates that she works only 10 hours a week, has no children, and is living at home with her parents. It might be that such a student could enroll in college algebra and be successful if she had regular tutoring for college algebra. (Boylan, "Targeted intervention").



Joseph is a 22-year old white student who dropped out of high school, went to work in a local textile mill when he was eighteen, and completed his GED when he was nineteen. He was laid off when the textile mill closed and has now returned to college to retrain. He, too, missed the cut score for placement into college algebra by five points. His affective assessment information indicates that he has low motivation, poor study skills, a negative attitude about education, and anxiety about returning to school. His personal information indicates that he is married, has three children, and is working part-time for 10 hours per week. It might be hypothesized that Joseph could best be placed in a developmental math course in a learning community and receive regular counseling to facilitate his adjustment to college.