Developmental Education

Preparing Students for College Success

NECSS Partnership

- Aligning curriculum in mathematics and English
 - Transition courses
 - Dual credit general education courses

Multiple Measures for Placement into the College Curriculum

- Advanced Placement scores
- 7th semester GPA
- Dual credit college course
- Successful completion of transition course
- ACT / SAT scores
- ALEKS placement test or writing sample

Revised College Pathways

Accelerated Learning Program and co-requisite classes

Integrating developmental reading and writing

• Offering two distinct math pathways:

- STEM

General Education

Math and English Alignment Impact



Dr. Judi Nitsch, Associate Professor of English

• Kimberley Polly, Assistant Professor of Mathematics

Bridging the Gap Project

The creation of a transition senioryear English course, which would guarantee students passing the course placement in ENG 101.

Potential pitfalls:

Recent CCRC inquiries into the content and outcomes of transition courses raise concerns about the rigor of this remediation model (Barnett, Fay, & Pheatt, 2016 & Pheatt, Trimble, & Barnett, 2016). **Faculty distrust of each other** Finding faculty dedicated to commit to a lengthy and demanding process of curriculum development and assessment.

Our solution:

Careful, sustained collaboration from planning, through piloting, and into the regular offering of the high school course

Focused placement (only a thin band of students take the course)

Frequent group assessment, beginning with a shared assignment to assess for norming

Attention to data on student success

The Bridging the Gap Process with D211

Year 1

Year 2

- 1. Met with a lead D211 faculty and administrator to determine the means for bridging the gap (a transition course with guaranteed placement)
- 2. Brought in a small team of D211 high school teachers and Harper ENG 100 faculty to collaboratively design a course that mirrors ENG 100

- 1. Meet monthly to assess D211 student work in the new course, starting with a shared Harper-D211 norming assessment
- 2. Revised existing curriculum to address reading challenges
- 3. Built a common language of writing instruction, assessment, and pedagogy

Year 3 & Beyond

- 1. Continue to meet monthly to assess D211 work.
- 2. Exploring the data on D211 student success/non-success in ENG 101
- 3. Designing surveys and focus groups to determine why some D211 students were not successful.
- 4. Retooling the curriculum to address those missed needs.

The Early Data on the 2015 BtG Cohort

	100/BtG pass rates	101 pass rates	102 pass rates
BtG Students Placing into ENG 101 in Fall 2015	83%	70%	86%
D211 Students Placing into ENG 100 in Fall 2015	50%	50%	X
D211 Students Placing into ENG 101 into Summer/Fall 2015	X	72%	78%
All Students Placing into ENG 100 in Spring 2015	58%	74%	65%

The key to Bridging the Gap's success: Sustained faculty collaboration

National statistics we were faced with when we began:

- Among high school graduates, only 24% of those intending to go to college meet all four ACT benchmarks of College readiness**. (English 18, Math 22, Reading 22, Science 23)
- Between 25% and 39% of students enrolling in community colleges with the intention of transferring will transfer successfully within 4 to 6 years.
- Less than 25% of students who enroll in community colleges will earn an associates degree in less than three years*.

Sources: *: Time is the enemy. Complete College America **Claiming the American Dream: Community Colleges and the Nation's future



Partnership with our sender high schools:

Why did we do this?

- Shared data opened doors for communication
- Districts were not aware that about 55% of their graduates who came to us were placing into developmental math
- Districts were not aware that their existing "catch-all" senior math course had the wrong topics
- Districts were not aware that about 1/3 of their graduates were coming directly to Harper (over 50% a year later)
- Common Core

INSPIRE
SHARE
NEGOTIATE
BENEFIL
COOPEN
INFO



Some important numbers from the Fall 2009 Compass data:

- Juniors taking **regular algebra 2**
 - About 84% placed below the algebra 2 level
 - Only 74% indicated that they planned to take math senior year
- Juniors taking **college prep algebra 2**
 - About **36% placed below** the algebra 2 level
 - About 94% indicated that they planned to take math senior year

Spring 2010 – Spring 2012 we worked together on a course alignment project where we aligned Harper's Intermediate Algebra and High School Algebra 2 In Spring 2012, all 12 sender high schools and Harper College gave a common final that was largely written by high school faculty.



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	Instructor	School	District		Instructor	School	District
1	Chad Hay	Conant	211	21	Kimberley Polly	Harper	
2	Heather Gillman	Hersey	214	22	Dan Jones	Rolling Meadows	214
3	Kimberley Polly	Harper		23	Chad Hay	Conant	211
4	Dan Pfligler	Hoffman Estates	211	24	Chris Grattoni	Fremd	211
5	Chad Hay	Conant	211	25	Dan Pfligler	Hoffman Estates	211
6	Kim Golden	Barrington	220	26	Dan Pfligler	Hoffman Estates	211
7	John Sanfillippo	Schaumburg	211	27	John Nalley	Palatine	211
8	John Nalley	Palatine	211	28	Chad Hay	Conant	211
9	Kim Golden	Barrington	220	29	Lisa <u>Halleen</u>	Prospect	214
10	Kimberley Polly	Harper		30	John Sanfillippo	Schaumburg	211
11	Chris <u>Grattoni</u>	Fremd	211	31	Kimberley Polly	Harper	
12	Kim Golden	Barrington	220	32	Lisa <u>Halleen</u>	Prospect	214
13	John Sanfillippo	Schaumburg	211	33	Emily Rodriguez	Wheeling	214
14	Dan Pfligler	Hoffman Estates	211	34	Kim Golden	Barrington	220
15	Kim Golden	Barrington	220	35	John Sanfillippo	Schaumburg	211
16	Lisa <u>Halleen</u>	Prospect	214	36	Dan Pfligler	Hoffman Estates	211
17	Kim Golden	Barrington	220	37	Diane Martling	Harper	
18	John Sanfillippo	Schaumburg	211	38	Emily Rodriguez	Wheeling	214
19	Lisa <u>Halleen</u>	Prospect	214	39	Chad Hay	Conant	211
20	Diane Martling	Harper		40	Lisa Halleen	Prospect	214

Author list for Harper's Spring 2012 Intermediate Algebra Final Exam



Need developmental math option for senior year

- Many students have "passed" high school algebra 1, geometry and algebra 2 but do not meet requirements for AP or dual credit coursework senior year
- New senior math course created: Algebra 3
 - ✓ Replaced high school trig/stat class with Harper's MTH080 (Intermediate Algebra) class
 - ✓ Only 4 trig questions on ACT out of 60 questions



1st Check: Freshmen Year

- Communicate to parents that their child will need 4 years of high school math
- Jobs requiring only a high school diploma
 - ✓ 1973 72%
 - ✓ 2007 41%
 - ✓ 2018 38% (Center on Education and the Workforce forecast of educational demand in 2018)
- Many certificate and 2-year programs require some sort of math competency (examples: fire science, nursing)



2nd Check: Junior Year End

• Look at multiple measures

✓ ACT math score (22 or above now)
✓ Compass placement score (being replaced by ALEKS)
✓ MTH080 final exam score (70% or above)

• Place in correct senior math

✓ Upper STEM: Calculus Options
 ✓ Upper Non-STEM: AP Stats
 ✓ Non-STEM: dual credit MTH101 (Quant Lit)
 ✓ Those not ready: Algebra 3 (Harper's MTH080)



- Increased communication and trust between high school and college faculty
- More than 90% of the district seniors are taking a math class senior year even though it is not required for graduation
- Improved by 29% the percentage of high school graduates beginning college-ready in mathematics (*from 45% to 74%*) (*Hispanic percentage increased from 36% to 62%*)



Questions

