

Educational Planning Committee
Report for Academic Year 2017-2018
Student Success 4.1: Increase Students Advancing to College-Level
Presented by Jonathan Eldridge

Please keep the report to a maximum of 2 pages for each objective.

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)

EMP Recommendation Student Success 4: Improve the coordination of basic skills programs and services by implementing needed changes as identified in the college's Basic Skills Initiative (BSI) self-assessment, such as adjustments in curricular alignment, including curriculum alignment with K-12, assessment procedures, scheduling practices, and support services.

Objective SS4.1: Increase percentage of students advancing from pre-college level courses to college-level courses by 2018.

2. What actions have been taken toward achieving the objective? Please describe (reference action steps when relevant).

- **Assessment Procedures: Multiple Measures**

English: We implemented the use of multiple measures for placement into English, starting Fall 2017. This increased the percentage of students who place into transfer-level English by 57%.

COM English Placement for All students

	Number: Fall 2016 Placement before MM (N=581)	Percentage: Fall 2016 Placement before MM(N=581)	Number: Fall 2017 Placement with MM (N=1195)	Percentage: Fall 2017 Placement with MM (N=1195)
3 Levels below	147	25%	133	11%
2 Levels below	70	12%	125	10%
1 Level below	159	27%	279	23%
Transfer Level	205	35%	658	55%

COM English Placement for Latinx students

	Number: Fall 2016 Placement before MM (N=222)	Percentage: Fall 2016 Placement before MM(N=222)	Number: Fall 2017 Placement with MM (N=457)	Percentage: Fall 2017 Placement with MM (N=457)
3 Levels below	88	40%	81	18%
2 Levels below	37	17%	74	16%
1 Level below	55	25%	127	28%
Transfer Level	42	19%	175	38%

COM English Placement for African American students

	Number: Fall 2016 Placement before MM (N=41)	Percentage: Fall 2016 Placement before MM (N=41)	Number: Fall 2017 Placement with MM (N=92)	Percentage: Fall 2017 Placement with MM (N=92)
3 Levels below	15	37%	11	12%
2 Levels below	5	12%	13	14%
1 Level below	11	27%	27	29%
Transfer Level	10	24%	41	45%

Math: We implemented multiple measures for math placement in Spring 2018. While the data is still relatively new, it does show an improvement in the percentage of students placed into transfer-level math from only 14% in Spring 2017 to 17% in Spring 2018, a 21% increase. Additionally, there was a 24% increase in those who placed just one level below transfer.

COM Math Placement for All students

	Number: Spring 2017 Placement before MM (N=333)	Percentage: Spring 2017 Placement before MM(N=333)	Number: Spring 2018 Placement with MM (N=887)	Percentage: Spring 2018 Placement with MM (N=887)
3 Levels below	81	24%	65	7%
2 Levels below	69	21%	224	25%
1 Level below	137	41%	450	51%
Transfer Level	46	14%	148	17%

COM Math Placement for Latinx students

	Number: Spring 2017 Placement before MM (N=94)	Percentage: Spring 2017 Placement before MM (N=94)	Number: Spring 2018 Placement with MM (N=294)	Percentage: Spring 2018 Placement with MM (N=294)
3 Levels below	33	35%	32	11%
2 Levels below	17	18%	91	31%
1 Level below	38	40%	141	48%
Transfer Level	6	6%	30	10%

COM Math Placement for African American students

	Number: Spring 2017 Placement before MM (N=42)	Percentage: Spring 2017 Placement before MM (N=42)	Number: Spring 2018 Placement with MM (N=74)	Percentage: Spring 2018 Placement with MM (N=74)
3 Levels below	16	38%	10	14%
2 Levels below	7	17%	22	30%
1 Level below	14	33%	37	50%
Transfer Level	5	12%	5	7%

- **Curriculum Redesign:**

English:

1). In Fall 2017, we piloted HUM 101. This class is a transfer-level course for all English levels that introduces students into academic discourse and provides them with English skills to help prepare and place them into higher-level English courses. This course will also reduce the number of students who need to take basic skills English classes.

2). Also, in Fall 2017, we eliminated English 62, so that we now have only three English levels below transfer-level, and by Fall 2019, we will only have one level below transfer-level in accordance with AB705.

Math:

1). In Fall 2017, we piloted Math 103IN, which is an accelerated math course, combining, Math 101 and Math 103 with tutoring. This course will help students get through 101 and 103 in one semester, accelerating their entrance into transfer-level math.

2). Also, in Fall 2017, we eliminated Math 85, so that we now have only three math levels below transfer-level, and by Fall 2019, we will only have one level below transfer-level in accordance with AB705.

ESL:

The “mirror” courses have been expanded to include level ESL 53 to level ESL 86 (In collaboration with PRIE, we are doing more research about the noncredit students and how they advance through the noncredit/credit sequence). The drop in the numbers of students moving from ESL to college-level courses in 2016-17 can't be attributed to any particular change in the curriculum (English 98SL and English 120SL).

3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective?

Performance Indicator SS4.1: Percentage of students advancing from pre-college level courses to college-level courses by 2018 is 10 pp above baseline. Baseline: 48.6% English, 25.7% Math, 50.0% ESL.

COM Students Advancing from Pre-College to College-Level

		English	Math	ESL
Baseline	AY 2011-12 through 2013-14	48.6	25.7	50.0
Performance	AY 2012-13 through 2014-15	46.3	28.7	55.0
	AY 2013-14 through 2015-16	49.8	26.9	55.6
	AY 2014-15 through 2016-17	52.9	29.4	52.9

Source: CO Data Mart Basic Skills Progress Tracker

4. Have you achieved this objective? Yes_ No X If not, why not?

Explanation: While we have not yet achieved this objective, we are making dramatic improvements that are showing significant increases in getting students through basic skills and into transfer-level courses. Thus, it is promising that very soon we will reach our objective.