

Educational Planning Committee
Report for Academic Year 2016-2017
Student Success 4.1: Increase Students Advancing to College-Level
Presented by Jonathan Eldridge, Cari Torres-Benavides and Tonya Hersch

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).

ESL

Scheduling practices: & Curricular Alignment

In Spring 2015, the ESL and ESLN departments started offering courses as both credit and noncredit to increase the percentage of students who advance through ESLN and ESL. Currently, the departments offer: ESLN 53, 54, 56, 58A, 58B, 60, 63, 66, 73, 74, and 76. This has encouraged traditionally Noncredit ESL students to eventually register as Credit ESL, progressing at a lower financial risk while gaining skills needed to eventually navigate college-level credit programs. Now, in the 70 level, half or the majority are credit students. In level 80, which does not offer ESLN, enrollment has gone up dramatically, thus helping to increase the number of students advancing from pre-college level courses to college-level courses. Comparing Fall 2014 (no ESLN classes) to Fall 2016 (ESLN 53 through 80 offered) enrollment in ESL increased by almost 30%.

ENGLISH SKILLS & ENGLISH

Curricular Alignment

Through the College Skills and English Effective Practices group, the departments have aligned and normed the exit skills for classes across the English sequence. This work is the basis for interdepartmental discussions about the fluidity and scaffolding of skill building across the sequence, identifying concerns like how best to support ESL and Generation 1.5 students so as to increase the number of students advancing.

Assessment

Also through Effective Practices, they have begun creating guidelines for multiple measures using overall high school GPA, which data has shown as the best predictor of success. Discussions with Enrollment Services, the Assessment & Testing office, Outreach, the Counseling department, and IT have already begun, so that multiple measures for English placement can be implemented in Fall 2017. This will allow for more students who would have tested into pre-college level courses to place directly into college-level courses.

Curricular Improvements

ENGL 120AC: ENGL 120AC increases the number of students advancing through the English sequence as its rigorous curriculum prepares students for college-level ENGL 150 and it allows students to skip one semester of remediation by combining ENGL 98 and ENGL 120 into one semester. "ENGL120AC students earn higher grades and pass and success rates in the course than do students in ENGL120 and ENGL098" ("Student Performance in Accelerated versus Regular English Study" 2015). Thus, ENGL 120AC is successfully increasing the percentage of students advancing from pre-college level courses to college-level courses.

Humanities 101: The English Skills department is also developing HUM 101 (Fall 2017), which will also help to

increase the percentage of students advancing from pre-college level courses to college-level courses.

MATH SKILLS & MATH

Curricular Improvements in Math Skills

Because the curriculum for Math 85 was repeated in Math 95 and many students are inaccurately placed into Math 85, Math Skills has eliminated Math 85, making Math 95 the bottom of the sequence. To accommodate this change and to provide more support for the students in Math 95, a one-hour lab was added to the Math 95 course in addition to embedded supplemental instruction. By reducing a level of remediation and strengthening Math 95, starting Fall 2017, we hope to see more students advancing through the basic skills math courses and moving on to college-level courses.

Curricular Improvements in Math

Starting in Fall 2017, the Math Department will be offering Math 103 IN, an accelerated combined Math 101/103 course with embedded supplemental instruction. This course will offer STEM students an intensive and supported learning experience, helping them to advance from pre-college to college-level math. In addition, students taking this course will be encouraged to also take the career counseling course COUN 130 with a focus on STEM careers.

Curricular Alignment in Math

The Math Department is continuing its work with the local high schools to align curriculum through the Marin Curriculum Alignment Project (MarinCap), now in its second phase. The intent of this program is to reduce remediation in college through the development of sequential remediation throughout high school and effective strategies to support students.

SUPPORT PROGRAMS

Math Jam: This program provides a one-week intensive review of Math 95, Math 101, and Math 103 one week prior to the start of classes. In Spring 2017, seven out of thirteen students (around 54%) placed into a higher-level math class while

Summer Bridge: This program for recent high school graduates provides a three-week intensive review of English and math with a counseling class in the summer prior to the start of the fall semester. It has helped students assess higher in math and English, thereby increasing the percentage of students advancing from pre-college level courses to college-level courses by 2018.

- 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	50.1	26.9	55.6

ESL

By creating a seamless bridge from Noncredit ESL to Credit ESL and the significant improvement of 5.6 pp, ESL is clearly on track to advance 60% of their students from pre-college to college-level courses by 2018.

ENGLISH SKILLS/ENGLISH

Considering the implementation of multiple measures and the many programs described above, English Skills and English should significantly increase the percentage of students who advance from pre-college to college

level courses by 2018.

MATH SKILLS & MATH

Significant work has been done to support the advancement of students from pre-college to college level math courses. However, there is still more work that needs to be done to ensure moving from 25.7% to 35.7% by 2018, such as implementing multiple measures using overall GPA to place students into the math sequence.

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

Many of the programs discussed above have recently begun or are to be implemented in Fall 2017, so we have not had time to assess their full impact on advancing students from pre-college level courses to college-level courses.

Rating by Educational Planning Committee

Activity:

Red= No Progress

Yellow= Progress Being Made

Green= Complete

Objective Met: Yes____ No____