

# The Higher Learning Commission Action Project Directory

## Joliet Junior College

Project Details			
<b>Title</b>	Refining the Mission of a Comprehensive Developmental Education Program	<b>Status</b>	COMPLETED
<b>Category</b>	9-Building Collaborative Relationships	<b>Updated</b>	09-14-2004
<b>Timeline</b>		<b>Reviewed</b>	10-21-2004
	<b>Planned Project Kickoff</b> 05-11-2002	<b>Created</b>	11-23-2009
	<b>Actual Completion</b>	<b>Version</b>	1

### 1: Project Goal

**A:** The goal of this project will be to bring together key constituencies to re-examine the college's efforts in developmental education. Strategies will be developed for improving the coordination of efforts in ways that will enhance the learning of students identified as having developmental needs in mathematics, English, and reading. The primary goal will be to enhance student retention and success rates in succeeding course work for which developmental classes are a prerequisite.

### 2: Reasons For Project

**A:** This project aligns with the college's stated mission and goals. The tracking of students' success rates, the implementation of new policies, and improved articulation with area high schools should enhance the services provided for students in developmental classes. Furthermore, adding a variety of supplemental instruction and providing for a variety of course offerings and placement options will be a positive step in allowing students/faculty to determine the atmosphere most conducive for learning for each individual enrolled in developmental courses. Qualitative analysis should provide the college with input necessary to make appropriate changes in any area which affects student placement and success in developmental courses.

### 3: Organizational Areas Affected

**A:** -Academic Skills Center -General Student Development (GSD) -Counseling/Advising -Mathematics Department -Division of Adult and Family Services -Project Achieve -English Department -Student Acc. and Resources (StAR)

### 4: Key Organizational Process(es)

**A:** The most critical process for developmental students is the acquisition of skills necessary for success in college-level course work as measured by retention and success rates. These students' academic needs are most affected by current course offerings/scheduling and the lack of collaborative Support Services. Improvements may include hiring full-time tutors in the Math and English departments, additional innovative scheduling, and coordination of all Support Services.

### 5: Project Time Frame Rationale

**A:** The Developmental Education Committee will be reorganized as suggested by the Developmental Education Task Force. Information concerning the committee's efforts will be made visible and will encourage input from all segments of the campus. Also, grants will be offered to faculty to facilitate cooperation between developmental areas and occupational departments; furthermore, grants will be offered to faculty who want to develop innovation scheduling/curriculum designs. Academic Support Services will develop specific goals each year that address their responsibilities in facilitating and achieving more cooperation with all academic departments. In addition, tutorial personnel must be certified by an accredited organization within one semester of employment. Department chairs will devote one meeting a year to a discussion of collaborative efforts on behalf of campus-wide perceptions of developmental education.

### 6: Project Success Monitoring

**A:** -Evaluation of traditional and non-traditional course offerings -Ongoing review and refinement of COMPASS test cutoff scores and developmental course placement -Track and evaluate the availability of tutorial services and the effectiveness of tutorial services -

## 7: Project Outcome Measures

**A:** -Track the pass rate of students who use tutorial services -Track retention rates and success rates (C or better) of students enrolled in developmental courses -Track the success rates of these students in follow-up courses for which developmental courses are prerequisites -Create additional non-traditional offerings/scheduling for developmental courses -Review student satisfaction surveys regarding tutorial services (Students must have a minimum of five visits during a semester to complete a survey.)

## 8: Other Information

**A:** -Hire 2-3 new full-time faculty who specialize in teaching developmental education courses. -Share retention data for developmental education courses with all faculty who teach developmental education courses and improve retention rate by 2% in developmental courses. -Develop and fund training sessions for full-time and adjunct faculty teaching developmental courses -Implement a school policy that addresses the number of allowable developmental course withdrawals/retakes -Increase placement options/course and scheduling offerings-Hire an "At-Risk" specialist to coordinate a centralized support services intake and orientation for students enrolled in developmental courses -Increase staffing by hiring full-time certified departmental and support services tutors -Evaluate current high school articulation practices and implement new suggestions for improvement-Increase supplemental instruction by 10% -Improve student success rates in next subsequent course by 5% each year -Track students in follow-up courses for which developmental courses are prerequisites -Establish a college-wide outreach effort (from orientation to graduation) that promotes positive communication regarding issues related to developmental education

## Project Update

### 1: Project Accomplishments and Status

**A:** Year three goals included GOAL 1: Increase supplemental instruction by 10%. While budget restraints prohibited Math and English departments from hiring personnel necessary to accomplish this goal, both departments offered tutorials in the Writing and Math Center by degreed professionals. Math professionals and peer tutors also continue to offer "Just-In-Time" tutorials available daily to all math students. (These drop-in tutoring sessions are offered during peak times at a convenient location adjacent to the Math department. Students do not need an appointment and may stay as long as they wish.) GOAL 2: Improve student success rates in next subsequent course by 5% each year. Math and English departments have requested this information from the Office of Institutional Research and should be receiving the data sometime this fall. Delays may have resulted from the request to expand the search to include the previous five years (instead of just the one year interval), so the initial certification requirements for NADE would be met. GOAL 3: Track students in follow-up courses for which developmental courses are prerequisites. Once the previous data has been analyzed, the follow-up course data will be requested by both departments. This information is vital and will be included in the NADE certification for developmental coursework. GOAL 4: Establish a college-wide outreach effort (from orientation to graduation) that promotes positive communication regarding issues related to developmental education. Counseling now promotes GSD 100: Orientation to the College Experience at group registration sessions. In addition, counselors visit the GSD 100 classes to discuss academic planning; the Dean of Student Affairs visits to discuss JJC's Core Values and the Student Code of Conduct; and Academic Skills as well as Project Achieve visit these classes to discuss services available for qualifying students. GSD 100 students spend a class session in the LRC learning how to use library databases. There has also been an increase in the number of full-time faculty participating in the training and teaching of GSD 100. Finally, the course credit hours were increased from one to two credits and more sections are being offered. Another area of outreach has been the addition of designated English as a Second Language sections of English 098/099 taught by a full-time trained professional.

### 2: Institution Involvement

**A:** The majority of English and Math faculty who teach developmental courses attended the certification training sessions as well as numerous workshops at the NADE conference in March, 2003. More faculty became involved in teaching GSD 100 with the increased credit hours and stipend. English and Math faculty spoke with Counseling department members about new courses, placement, and scheduling options. English and Math faculty also attended the High School Counselors' Annual Breakfast to promote our innovative course offerings. In addition, the qualifications for hiring an individual to teach developmental courses include experience with At-Risk students.

### 3: Next Steps

**A:** Faculty involved in developmental education will begin the process of NADE certification for JJC's developmental coursework. We will continue to gather information and track student success rates in follow-up courses for which developmental courses are prerequisites and in GSD 100 to determine future curriculum/ scheduling/placement/retention of these students. Math has created two blended courses, which will be offered in the spring of 2005. Perhaps the single most important outcome is the continuation of the developmental education task force. A formal committee has been created to maintain the continued good practices established over the last three years.

### 4: Resulting Effective Practices

**A:** The Math department has a Coordinator for Developmental Education whose responsibilities include coordinating departmental final exams in all developmental sections, analyze that data, and serve as a resource for adjunct instructors of developmental courses. This coordinator also meets with adjunct instructors twice per semester to discuss curriculum, textbooks, and teaching methods. The number of semi-smart classrooms have increased by 35 during the duration of this project and many developmental students have been exposed to technology. More eight-week sections of developmental English courses are now offered, and several have been paired with subsequent English 101 sections. The Math department provides adjuncts with a CD which includes sample syllabi and lecture notes. The English department is creating a custom-published developmental reader to be used in English 098 and 099. Adjunct English 021 faculty now attend a workshop each year to learn about new practices and policies; they also share ideas about what they have learned and how they deal with class management issues.

### 5: Project Challenges

**A:** Financial constraints, shortage of classrooms, lack of supplemental instruction personnel, growing student population,

### 6: AQIP Involvement

**A:** Networking with other institutions that are providing similar services would be beneficial. Please contact Dr. Denis Wright, Vice President of Academic Affairs, or the QAP Team Leaders: Ms. Kathleen Perryman, English/Foreign Language Department Ms. Edith Alderson, English/Foreign Language Department Ms. Linda Padilla, Chair, Mathematics Department.

## Update Review

### 1: Project Accomplishments and Status

**A:** It appears as though the College is making reasonable progress toward completion of this project. In fact, the College is approaching an exceptional level of accomplishment. What is not apparent yet, as it is in process, is the metrics (Criteria 7) enabling baseline results and then demonstrating accomplishment of the project.

### 2: Institution Involvement

**A:** The use of PEOPLE across the campus is a core AQIP principle and this project is practicing it. Besides the use of faculty, the use of counselors, and student development (see "A" above) and LRC personnel should make for a wider spectrum of involvement in the process and empower them to assist students with development needs.

### 3: Next Steps

**A:** Except for the hiring of teachers and the soon to be captured and analyzed metrics drawn from the fall stats, this project appears to be almost complete. As there is a good plan to continue and develop the work of this Action Project and that three years have been completed, it appears that the team should consider retiring this project and developing a new follow-up project.

#### **4: Resulting Effective Practices**

**A:** This is great work. It appears that the action project served as a base and source of stimulus that enabled the development of many of these excellent projects. Keep up the good work!

#### **5: Project Challenges**

**A:** Although these are serious challenges, they are not usual in the current environment of higher education. However, you have persevered and have implemented significant efforts to accomplish a very worthwhile objective. Please hang in there!!!

#### **6: AQIP Involvement**

**A:** You are to be commended for seeking help. Not too many colleges have availed themselves to this resource. Check the AQIP Action Project website for a listing of colleges conducting projects on developmental education.