

The Higher Learning Commission Action Project Directory

Edison State Community College

Project Details		
Title	Identifying and Overcoming Risk Factors that Affect Student Success	Status REVIEWED
Category	1-Helping Students Learn	Updated 07-23-2014
Timeline		Reviewed 09-24-2014
	Planned Project Kickoff 11-01-2013	Created 11-12-2013
	Target Completion 04-29-2016	Version 1

1: Project Goal

A: This Action Project will determine if our largest number of at-risk students, according to data collected by the Ohio Association of Community Colleges (OACC), are actually taking GEN101S First Year Experience. The Project team will also review the effectiveness of the GEN101S classes. Recommendations to improve the implementation and effectiveness of GEN101S classes will then be made. Additionally, this Action Project will analyze the three reports created by CCCSE's initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges." Based on CCCSE's findings, recommendations as to which high-impact practices are most likely to help Edison's at-risk students will be made.

2: Reasons For Project

A: Edison is focused on improving our at-risk students' retention and graduation rates. Currently, the GEN101S course is the college's biggest attempt to assist our at-risk students and therefore it is key to providing our at-risk students with the best opportunity for success in future college-level courses. One of Edison's campus-wide Key Results is to "Cultivate and Improve Student Success and Completion." If we can improve the implementation and effectiveness of our GEN101S course, then we will hopefully see an increase in our retention and graduation rates for our at-risk students.

The CCCSE initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges" was formed in response to the escalating national emphasis on college persistence and completion. The CCCSE reports will contribute significant new knowledge about promising practices and how they can promote student persistence and completion in community colleges. These findings will therefore give colleges information they can use to focus resources on practices that are most likely to help more at-risk students complete college successfully. We plan to apply the CCCSE reports specifically to Edison to help us on our path to achieving our Key Result to "Cultivate and Improve Student Success and Completion."

3: Organizational Areas Affected

A: The Action Project will include involvement from a broad perspective and includes people from both campuses:

1. GEN101S Instructors, students, presenters, GEN101S Coordinator, Arts & Sciences Dean, Assistant Dean of Academic Advancement
2. Student Services – Advising, Financial Aid, Career, Student Success Advisors, Disability Services, Student Health Services, Dean of Student Success, Vice President of Student Services
3. Darke County Campus staff
4. Office of Institutional Reporting

4: Key Organizational Process(es)

A: The key organizational processes that may be improved through this Action Project include:

1. Implementation of GEN101S
2. Requirements for taking GEN101S
3. Accountability for completing GEN101S
4. Advising and registration of at-risk students
5. Dropping procedures for GEN101S
6. Orientation

5: Project Time Frame Rationale

A: The Action Project is divided into three steps.

Step One is the process to determine “What percentage of our at-risk students takes GEN101S?”; Step Two is analyze CCCSE reports and then make recommendations for Edison’s at-risk students; and Step Three is the process to determine “Does our current GEN101S course contribute to the success of our at-risk students?”

1. Project creation: 1 month (Oct 2013)
2. Data creation for Step One: 2 months (Jan 2014 - Feb 2014)
3. Data analysis and creation of recommendations for Step One: 2 months (March 2014 - April 2014)
4. Report analysis and creation of recommendations for Step Two: 1 year, last report is expected in Fall 2014 (May 2014 - April 2015)
5. Design Survey for Step Three: 4 months (Jan 2014 – April 2014)
6. Give Survey in Fall semester for Step Three: Oct 2014 and/or Dec 2014
7. Analysis of survey results and creation of initial recommendations for Step Three: 3 months (Jan 2015 – March 2015)
8. Wait additional semester and additional year to analyze success/completion of those surveyed for Step Three (May 2015 and Dec 2015)
9. Analysis of success/completion rates and creation of final recommendations for Step Three: 4 months (Jan 2016 – April 2016)

6: Project Success Monitoring

A: We plan to monitor the efforts of the Action Project through

1. Completion of three steps in given time frame
2. Number of surveys returned
3. Creation of recommendations for Step One, Step Two, and Step Three

7: Project Outcome Measures

A: The measures and indicators of success and effectiveness include:

1. Creation of recommendations for Step One, Step Two, and Step Three
2. Acceptance and implementation of recommendations
3. After implementation of recommendations, an increase in the retention and graduation rates for our at-risk students

Project Update

1: CURRENT PROJECT STATUS SUMMARY

A: This Action Project is currently in progress, and is following its projected time frame. Original project start date was 11-01-2013. Target completion date is 4-29-2016.

This action project has three steps. The first step is to determine what percentage of Edison’s at-risk students takes GEN101S First Year Experience. Then, depending on the results, make recommendations in regards to the requirements for taking GEN101S.

Using Ohio Association of Community College’s (OACC) data, we were able to discover Edison’s largest percentage of at-risk students by sheer numbers (No ACT and Any developmental class), and our at-risk students with the lowest course completion and degree completion rates (Part-time). Our Institutional Research office then determined what percentage of these at-risk students actually take GEN101S. Based on this information, the Action Project Committee made two recommendations in regards to the requirements for taking GEN101S:

1. Any student who is on academic probation, or needs to take a developmental class in either math or English, is required to take GEN101S in his/her first semester at Edison, even if the student is not taking a developmental class that semester. However, a student can petition for a waiver if:

- a. They have transferred in at least 20 graduation applicable hours at Edison and had a 2.0 CGPA, and they are not planning to stay at Edison for degree completion.
 - b. They have transferred the equivalent course from a previous college.
2. It is recommended, but not required, that all part time, first term students take GEN101S.

The Committee also recommended that all students be given the option to test out of GEN101S via a rigorous test to verify whether or not the student has already mastered the curriculum of GEN101S.

This data and the recommendations were shared with the CQI Steering Committee and Academic Senate. Feedback was provided by both groups. This feedback will be shared with the Committee during the upcoming Fall Semester and then final recommendations will be moved to Deans' Council.

The second step is to analyze the three reports created by CCCSE's current initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges" and then make recommendations for Edison's at-risk students based on CCCSE's findings. The Committee is meeting this summer to discuss the first two reports. The third report will be published in fall 2014. Once it is complete, the Committee will meet again to discuss CCCSE's findings and make recommendations as to which high-impact practices are most likely to help Edison students overcome risk factors that affect student success.

The third step is to determine if our current GEN101S course contributes to the success of our at-risk students. The Committee is currently finalizing a survey to assess the effectiveness of GEN101S. This survey will be given to students who are taking GEN101S in October 2014. We will then track the success/completion data for these GEN101S students for a period of one year. Finally, a comparison of success/completion data will be done between these GEN101S students and a group of previous students who took any developmental class but did not take GEN101S. Based on the results of this analysis, the Committee will make recommendations in regards to the implementation of GEN101S.

This Action Project relates to our Strategic Master Plan Core Theme II: Helping Student Learn and our third Key Result: Cultivate and improve student success and completion – specifically addressing implementation strategies 3.3: Establish a systematic approach to recruitment, college-readiness and retention with a focus on success, graduation and transfer; and 3.4: Develop and enhance programs, services and resources to foster student success. Edison is focused on improving our at-risk students' retention and graduation rates. Currently the GEN101S course is the college's biggest attempt to assist our at-risk students and therefore it is key to providing our at-risk students with the best opportunity for success in future college-level courses. If we can improve the implementation and effectiveness of our GEN101S course, then we will hopefully see an increase in our retention and graduation rates for our at-risk students. The CCCSE reports will contribute significant new knowledge about promising practices that promote student persistence and completion. These findings will therefore provide information we can use to focus resources on practices that are most likely to help our at-risk students complete college successfully.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

- A:**
- 1) "This Action Project will determine if our largest number of at-risk students, according to data collected by the Ohio Association of Community Colleges (OACC), are actually taking GEN101S First Year Experience."
 1. Measure for assessing the progress of this goal - Was data produced that shows the percentage of Edison's at-risk students that actually takes GEN101S?
 - 2) "The project team will also review the effectiveness of the GEN101S classes."
 1. Measures for assessing the progress of this goal – Was a survey designed to assess the effectiveness of GEN101S classes? Was the survey given to GEN101S students? Was the success/completion data tracked for one year of these GEN101S students? Was the GEN101S students' success/completion data compared with a group of previous students who took any developmental class but did not take GEN101S?
 - 3) "Recommendations to improve the implementation and effectiveness of GEN101S classes will then be made."
 1. Measures for assessing the progress of this goal - Were recommendations created to improve the implementation of GEN101S? Were recommendations created to improve the effectiveness of GEN101S?
 - 4) "Additionally, this Action Project will analyze the three reports created by CCCSE's initiative 'Identifying and Promoting High-Impact Educational Practices in Community Colleges.' Based on CCCSE's findings, recommendations as to which high-impact practices are most likely to help Edison's at-risk students will be made."

Measure for assessing the progress of this goal – Were recommendations created in regards to which high-impact practices are most likely to help Edison's at-risk students?

3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: 1) Was data produced that shows the percentage of Edison's at-risk students that actually takes GEN101S?
Yes - Using OACC data, we were able to discover Edison's largest percentage of at-risk students by sheer numbers (No ACT and Any developmental class), and our at-risk students with the lowest course completion and degree completion rates (Part time). Our Institutional Research office then determined what percentage of these at-risk students actually takes GEN101S:

Students who were enrolled in Fall Semester 2013	
	Percent taking GEN 101
Any Developmental Class	55.00%
GED	50.00%
Pell Eligible Ever	43.00%
First Generation College Student	41.00%
Single Parent	41.00%
Over 24	38.00%
No ACT	37.00%
Part Time, First Term	29.00%

2) Was a survey designed to assess the effectiveness of GEN101S classes?
The committee is currently finalizing the survey. The questions are done, but we are still working on the proper wording for the privacy/permission statements because we plan to follow the students to determine their success/completion rates.

Was the survey given to GEN101S students?

The survey will be given to students who are taking GEN101S in October 2014.

Was the success/completion data tracked for one year of these GEN101S students?

Success/completion data will be tracked for the next semester (May 2015) and for the next year (December 2015). Additionally due to a concern of a member of the CQI Steering Committee, it was decided to also track the GEN101S students' final grade from GEN101S and their success/completion data for the semester while they were taking GEN101S.

Was the GEN101S students' success/completion data compared with a group of previous students who took any developmental class but did not take GEN101S?

This will be done when we have the final success/completion data from the GEN101S students (December 2015). It was decided during the CQI Steering Committee meeting to exclude PSEOP and dual enrollment students from this group of students (the previous students who took any developmental class but did not take GEN101S) so that we will be comparing students that are as similar as possible.

3) Were recommendations created to improve the implementation of GEN101S?

Yes, the Action Project Committee made two recommendations in regards to the requirements for taking GEN101S:

1. Any student who is on academic probation, or needs to take a developmental class in either math or English, is required to take GEN101S in his/her **first semester** at Edison, even if the student is not taking a developmental class that semester. However, a student can petition for a waiver if:
 1. They have transferred in at least 20 graduation applicable hours at Edison and had a 2.0 CGPA, and they are not planning to stay at Edison for degree completion.
 2. They have transferred the equivalent course from a previous college.
2. It is recommended, but not required, that all part time, first term students take GEN101S.

The Committee also recommended that all students be given the option to test out of GEN101S via a rigorous test to verify whether or not the student has already mastered the curriculum of GEN101S.

This data and the recommendations were shared with the CQI Steering Committee and Academic Senate. Feedback was provided by both groups. This feedback will be shared with the Committee during the Fall Semester and then final recommendations will be moved

to Deans' Council.

Were recommendations created to improve the effectiveness of GEN101S?

This will be done after the analysis of the success/completion rates – from January 2016-April 2016.

4) Were recommendations created in regards to which high-impact practices are most likely to help Edison's at-risk students (based on CCCSE's findings)?

The Committee is meeting this summer to discuss the first two reports. The third report will be published in fall 2014. Once it is complete, the Committee will meet again to discuss CCCSE's findings and make recommendations as to which high-impact practices are most likely to help Edison students overcome risk factors that affect student success. Additionally, due to feedback from the CQI Steering Committee, the Committee will also work on producing a list of resources that are available for Edison's at-risk students and making this list widely available to all Edison faculty, staff, and students.

4: INSTITUTIONAL INVOLVEMENT

A: The data and the recommendations produced by this Action Project Committee were shared with the CQI Steering Committee and Academic Senate. Feedback was provided by both groups. This feedback will be shared with the Committee during the upcoming Fall Semester and then final recommendations will be moved to Deans' Council. The Office of Institutional Research has participated in this Action Project by compiling data for the Committee, and serving as a consultant in regards to the appropriateness/relevance of the needed data collection. Additionally, a member of staff who also teaches the GEN101S course joined the Committee to provide the valuable perspective of a GEN101S professor. The work of this Committee was shared in detail with the Dean of Arts and Sciences who is responsible for overseeing the GEN101S course. The Dean of Arts and Sciences invited the Action Project Lead to join the GEN101S group that is working to update the GEN101S course for the upcoming fall semester. This group includes the Dean of Arts and Sciences, the Assistant Dean of Academic Advancement (who is also a member of the Committee), and the Faculty Coordinator of GEN101S. The Dean of Arts and Sciences and the Faculty Coordinator of GEN101S will be given regular updates on the work of the Committee and may be asked to join the Committee. Finally, the input of the CQI Steering Committee has been invaluable to the work and direction of the Committee.

5: BEST PRACTICES

A: Given the fact that this Action Project is just beginning, there has not been a large effect on the institution, students, and others in the learning community. The biggest impact was when the work of the Committee was shared with Academic Senate. The information was shared in a very interactive manner. Senate members were given the 15 groups of at-risk students as defined by OACC and were challenged to put them in order from Edison's most populated group to Edison's least populated group. Next, in order of the group least likely to complete their course to the group most likely to complete their course. Finally, in order of the group least likely to complete their degree to the most likely to complete their degree. Once Senate members put them in what they thought was the correct order, the actual order (according to the OACC data) was shared. This led to much discussion about perceptions versus reality in regards to Edison's at-risk students. Senate members found this activity to be both informative and enjoyable.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: The biggest anticipated challenge is the widespread acceptance and implementation of the recommendations produced by this Committee. Another challenge is ensuring that all members of the Committee are able to devote the needed time/energy to this project in light of their "normal" job duties.

7: PLANNED NEXT STEPS AND TIMELINE

A: Step One:

- Feedback from the CQI Steering Committee and Faculty Senate (in regards to the Committee's recommendations for the requirements for taking GEN101S) will be shared with the Committee during the upcoming Fall Semester, and then final recommendations will be moved to Deans' Council. Timeline: Aug 2014-Oct 2014

Step Two:

- The Committee will meet this summer to discuss the first two reports. Timeline: June-Aug 2014

- The third report will be published in fall 2014. Once it is complete, the Committee will meet again to discuss CCCSE's findings and make recommendations as to which high-impact practices are most likely to help Edison students overcome risk factors that affect student success. Recommendations will be shared with CQI Steering Committee and Faculty Senate. Once this feedback is shared with the Committee, final recommendations will be moved to Deans' Council. Additionally, due to feedback from the CQI Steering Committee, the Committee will also work on producing a list of resources that are available for Edison's at-risk students and making this list widely available to all Edison faculty, staff, and students. Timeline: Nov 2014-April 2015

Step Three:

- Give survey to students who are taking GEN101S. Timeline: Oct 2014 and/or Dec. 2014
- Track the GEN101S students' final grade from GEN101S and their success/completion data for the semester while they were taking GEN101S. Timeline: Dec 2014
- Track success/completion data for the next semester and for the next year. Timeline: May 2015 and Dec 2015
- Compared the GEN101S students' success/completion data with a group of previous students who took any developmental class but did not take GEN101S. Timeline: Dec 2015-Jan 2016

Based on this data, make recommendations to improve the effectiveness of GEN101S. Recommendations will be shared with CQI Steering Committee and Faculty Senate. Once this feedback is shared with the Committee, final recommendations will be moved to Deans' Council. Time line: Jan 2016-April 2016

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: None at this time.

Update Review

1: CURRENT PROJECT STATUS SUMMARY

A: Overall, Edison State Community College (ESCC) seems to be making positive efforts toward learning the needs of their at-risk students and offering supports to enhance success and increase retention rates. In the Project and Update sections, ESCC mentions research conducted by the Institutional Research Office that identified a percentage of at-risk students who took the GEN101S class. In future updates, it will be important to show evidence by reporting data that will include numbers of students taking GEN101S and measurable outcomes.

ESCC reports data as given to the CQI Steering Committee and Academic Senate in which feedback was offered. Within the report, there is no inclusion of evidence demonstrating the data or feedback. At minimum a synopsis of the feedback would be useful to demonstrate knowledge and assessment of the issues as well as a plan for implementation. Without such information it is difficult to evaluate the project and plan of action.

Further, a course description of GEN101S or at minimum a description explaining examples of what the course will address and how topics and format are planned to impact learning and motivation would enhance the report. It is important to demonstrate evidence displaying an understanding of what the ESCC at-risk students need to improve success and retention. As is known, simply adding a course will not produce success. The content and format of the course is what will produce the positive outcome. Therefore, more concrete information should be included in future updates.

Analyzing the high impact practices most likely to help students is a good plan. This will be useful to include as evidence along with how such information will be implemented into the GEN101S course and delivered to students at-risk.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

A: This section is still in a collection and analysis phase however as presented key questions are being asked. The obvious next steps are to collect, analyze and report the data of each goal. For example, goal #2 raises essential questions which will produce important data to be included in the analysis of the overall report.

3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: Significant work has been done on the project and as reported more effort is expected over the next year. Successful implementation resulting in positive outcomes will require substantial research, implementation and maintenance resources. In the current report, it is not clear how next steps will be supported by the institution and such support should be more clearly outlined in future reports.

Specifically, it is essential to track students to determine impact on completion and success rates. As a form of evidence, example survey questions could be included to demonstrate the focus on learning and support offered to the students.

4: INSTITUTIONAL INVOLVEMENT

A: The institutional involvement from the committee development phase through the structured reviews demonstrates commitment to the project. Descriptions of faculty, staff and leadership involvement should continue to be described in future reports. While the plan for data collection and tracking are being formulated, the plan for changing the project in response to data findings and maintaining the project should also be considered and reported.

5: EFFECTIVE PRACTICES

A: The impact of the project and institutional involvement are still in development as the formulation and implementation are underway. The effective practices involving the entire institution are new. It is anticipated this section will have more evidence of support and effective practices in future reports.

It is important to demonstrate involvement of the students. Obtaining feedback from the students enrolled in the GEN101S course from promotion to completion will be important to collect and utilize for reporting across the institution.

The interactive exercise with the Senate members was a creative way to introduce, discuss, and obtain support for the project.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: The challenges identified in this report are from the staff, faculty, and institutional perspective. It is equally important to identify and anticipate challenges from the student perspective. This may include obstacles related to promotion, enrollment, engagement, and completion of the GEN101S course.

7: PLANNED NEXT STEPS AND TIME LINE

A: The planned next steps and timeline are well designed. Step #2 the creation of a list of resources for ESCC's at-risk students is a positive and efficient idea. For the purposes of the report, it will be useful to add information about how the resources will be distributed to students. Additionally the assessment of which resources are utilized and the impact they have on the at-risk student should be analyzed for a comprehensive scope of the project.

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: N/A