

- And I'm glad to welcome you today. We are going to begin by introducing ourselves, talking about what we do on campus, how that relates to developmental education students. I am Valerie Mann. I am the chair of college success, and I oversee the Academic Achievement Center and the Language Resource Center, which serves students in developmental, especially the AAC. And I'm fighting allergies, so pardon my croaky voice. I think we'll just go through and everybody tell what you do, and that will help set the stage for the conversation that follows, okay? I'm just going to go left or right on my screen and prompt you if that's all right. Melissa, can you go first? Do you mind?

- I am Melissa Weston, and I teach developmental self-paced courses on campus, but I also work with the Quick Step Plus program in the local high schools. But I teach primarily elementary algebra and intermediate algebra in the math department.

- Perfect, thanks Melissa. Vince, do you wanna go next?

- Hi Vince Miller, the dean of academic support.

- David Davis?

- Dave Davis, I'm a professor of English, and I teach our English 106 class, developmental writing class.

- Perfect, Leslie?

- Dykstra, I'm the adult basic education and GED program coordinator for Johnson County adult education.

- Wonderful, thanks, Leslie. Lisa.

- Hi, I'm Lisa Parra. I'm chair of the reading department, and we teach developmental reading students with our reading 126 class. And we also offer services through reading specialists via Zoom as well as in the AAC.

- Great, thanks, Lisa. Hi, Kaitlin, you're next.

- Hi, Kaitlin Krumsick, I'm the AAC tutor coordinator and the interim Writing Center supervisor. Both areas, we work with developmental students all the time.

- Great, Jeff.

- Hi, I'm Jeff Merrett. I teach the AAC prefix classes.

- Great, thanks. Rhonda?

- I'm Rhonda Barlow. I teach in the math department. I do teach developmental ed some, and I sit on the math department subcommittee for developmental education.

- Perfect, thanks Rhonda. We're glad you're here. Andrea, you're next.

- Hi, everybody. I'm Andrea Broomfield. I'm the chair of the English department and routinely teach 099, which is Introduction to Writing.

- Perfect, Maryanne, welcome.

- I'm Mary Ann Dickerson. I'm the program director for testing services, and we give, administer the placement test that places students into dev ed courses.

- Thanks, Mary Ann. Natalie?

- Hi, Natalie Alleman Beyers, director of institutional planning and research, and we provide certainly support for reporting and analysis around remedial dev ed education.

- Perfect, Justin?

- I am Justin Dunham. I teach in the math department, and I am currently the chair of our developmental education committee.

- To our group, thanks for coming. Brett Cooper.

- Brett Cooper, I'm the director of the Math Resource Center, and we serve, about 40% of our students are dev ed.

- Great, Jennifer?

- Hi, I'm Jennifer Kennett, and I teach in the math department. I do teach quite a few of the developmental courses as well as college algebra.

- Great, thanks, Jennifer. Shaun Harris?

- Hi, I'm Shaun Harris. I teach in English. I teach a lot of English 102, which is two levels below Comp 1 and English 106.

- Great, thanks. Dianna?

- Hi, I'm Dianna Rottinghaus. I am a professor of reading and also help students on the Reading Specialist site.

- Great, Megan.

- Hi, everyone, I'm Megan Doyle, and I, with Valerie, teach in the

college success department.

- Great, thanks. Greg Dixon?

- [Greg] Hi, my name is Greg Dixon. Can you hear me? Okay, good. I teach, well, I think it's formerly 106, Introduction to Writing, I think it's 099 now.

- Perfect.

- Yes.

- Thanks, glad to have you. Kathy Lefert?

- [Kathy] I'm Kathy Lefert. I teach in the math department. I teach developmental classes as well as upper-level classes, and I am a member of our department's developmental education committee as well.

- Perfect, I like your beach, Kathy. Kena, you're last.

- [Kena] Hi, everyone. Kena Zumalt, veteran services. Our student population tends to test heavily into dev ed, so it's nice to know what's going on with your department and what your initiatives are, and I appreciate being here. Thank you, Valerie.

- Perfect, thanks, Kena. So in our agenda, I put that we would have some departmental updates if warranted. Does anyone want to bring forward a departmental update to begin the meeting? Anything for the good of the group about what's happening in your area?

- I guess I can start. I mentioned during our last meeting that we were exploring options for a one-credit course that targeted reading improvement in specific disciplines. We are forward with that. I'm thinking that our next dev ed meeting, we'll have a lot more information for you 'cause we're still like in the, you know, preliminary stages of it. But yeah, we're really looking forward to it. We've already reached out to Andrea and some English people about pairing maybe a one-credit read, reading effectively across the disciplines course possibly, but more information to come, so.

- Perfect, thanks. Anybody else? I know that the math department has some things that they want to share, and I have put them on the agenda, but I wanna give anyone else who has anything they'd like to talk about a chance to do that before we get started with that conversation. No? Blank stares all around. I guess I'll keep moving. So Jennifer, do you have some things you'd like to talk about and to share to start with?

- I do, thank you very much. I'm gonna go ahead and share the screen. The math department decided to collect some data from 2016, fall of

2016 and fall of 2019 and do the comparison, since fall of 2016 was our last time using COMPASS. That was the last semester we actually used COMPASS fully. And then 2019 is in a sense the last semester that we're really using the ACCUPLACER without COVID and all the other stuff. So we're trying to compare in a sense apples to apples. So we did some comparisons. So let me show you what we have so far. So students, this is just, again, most, well, Developmental 111, 115, 116. And can everybody see the screen? Did I share it right? Okay. So in fall 2016, these were our ABC or P passing rates, and we're not saying they're great, but that's what we had using COMPASS. And then in 2019, this is what we have using COMPASS in regards to our ABC and P, so definitely have had some decreasing in our passing rates after switching from COMPASS to ACCUPLACER and obviously the lowering of the cut scores and all that that happened during that same time. So then we decided to look at, well, before I go on, are there any questions or comments? I don't wanna go too fast, but I don't wanna bore y'all with all this as well. There's a reason why I'm showing this, to get to some different point, but-

- I have a question, Jennifer, and it might, I might be jumping ahead. Does this include both online and face-to-face courses?

- This is everyone that placed into 111, 115, 116.

- And do you-

- That was just, oh, sorry, all students. This is all students enrolled in 111, 115, 116, so all.

- And do you have, do you have any data breaking it down between online and face to face?

- Not the online and face to face, but less than two years and greater than two years. So no, we did not break it up into online or face to face.

- Okay, thank you.

- But we can certainly think about that if that's something we wanna look at.

- Okay, thank you.

- I have a question about the end for the 111 students. That's a lot fewer that are in 111. Is that part of your discussion?

- Yes, it is, I mean, if you look at that, from 390 students, we're down to 87, so are they placing higher? Or are they placing at, I mean, where are those students actually placing? So yes, that's a very, yeah, we noticed that, too, quite a drop in 111, A lot of our

111 courses have been dwindling, and I mean, quite a few don't make it anymore just because of that, so. All right, so then we decided to break it up 'cause we wanna see about years since high school graduation to see if that also plays in part to passing and so forth. So this slide reflects the students that placed in a 111, 115, 116, and 171. We definitely wanted to include college algebra just because that's where a lotta students go into after the developmental courses. So this is, again, in fall 2016, so this is just fall 2016. So from zero to two years, I'll show the passing rates, there we go, from zero to two years as they're just getting out of high school, these are the passing rates for A, B, C. We did not include P right now. And then for greater than two years, here's the passing rates with getting an A, B, or C. We like this a lot because I feel like, you know, our population, if you look at our population of students, it's about 20% are coming back after two years or more. So we're really wanting to make sure that those students are doing well after being out of high school for more than two years. So again, we're not saying these are great, but this is in 2016 when we were using COMPASS. So there's that, I'll let you look at it for a second. And then we decided to compare for 2019. So that's 2016, and there's 2019, again, for the students who are just out of high school and then those who have been outta high school for more than two years, or two or more years. So pretty much everything's kind of fallen down a little. So we just wanna kind of bring in, well, in our committee, on our math committee desk, which is the Developmental Education Success Committee, we've kinda just been looking at this data, trying to figure out what can we do to help these students because we feel like we have kind of dropped the ball on, you know, for some of these students. The passing rates have fallen since switching over, and we're not happy with that.

- I have a question, Jennifer. Sorry to jump in, on the last slide, you had shown Math 171. Do you see the same difference in course success for Math 171 as you do the dev ed?

- You know, when we were pulling data, we more focused on the developmental courses. So I don't think we asked for that. I mean, I think I can get that, 'cause I think Beth has all the data and she could find that, but we did not pull that for this part of it. But I definitely will ask that as well. So Math 171, look at the percentage from 2016 and 2019, yeah, so. Questions at all? So there's quite a few things that, I'll stop sharing for for now, that we want to look at. First of all, where are some of those students going that, I mean, 'cause we had such a decrease in Math 111. So how, you know, where are those students placing? I mean, it's just kind of has, I feel like it's kind of shuffled everybody over. Percentage passing rates have gone down pretty much across the board with our two years, less than two years, or two or more. We really wanna make sure we're still doing justice for our students who have been out of school and coming back and taking that placement test 'cause we know placement into the correct course is huge. I mean, it really does just, you know, really

helps students get onto the right path. So then we decided to look at students repeating courses, okay? Because of the fact that with math, we, or, well, the department actually has asked for IR to send out reports to us in regards to how many times students have taken this course, and you know, the professor could look at it or not look at it. They didn't have to look at it. We weren't telling these professors to do anything with it. We just wanted to know with our students and our courses, how many were repeating, okay? And I have two students just in 115, they're the repeating 115 for the sixth time, the sixth time, and that's just in 115. I mean, and so if you look at, you know, 116, college algebra, I mean, I still include college algebra 'cause I go up to that a lot with teaching as well. But I mean, there's so many repeaters, and on our website, let me pull it up real quick, and then I'll switch over, hold on, we do have something that says you are not allowed to repeat a course without, here we go. I wanna make sure I get it correct, so I'll just share it. So if you look under the JCCC website, it says, "Students may not enroll in any course for the third time without counselor approval." And I know we've talked about this way back when in this group about what can we do to help students who are repeating as well, not just those, you know, or for the first or second time, which we definitely need to focus on, but for those who are repeating it for the third time. It does state this, I mean, but this isn't being forced. They can enroll over and over and over again in our courses. And I just don't think that's right for our students. So I'd love to bring it to the group here and say, could we do a pilot and try and figure out how to help those students that are repeating? Now, placement is still a huge issue. So if they're not placed right, then that conversation might need to be said, "Okay, even though our placement test said you belong in intermediate algebra, elementary algebra's really where you should be, and let's figure out why." But a lotta students, once they get that placement score, they think that's where they need to be, and that's where they're gonna stay. But there's also other things besides moving back a semester or moving back a course. You don't always have to move back a course. Maybe it's time management. Maybe it's learning strategies courses. I mean, you know, we'd love to be able to say, "Okay, maybe here's five things, and out of these five things, you might have to do two of these things." You know, maybe, "And definitely talk to a counselor." That's one of the things that we would love for that statement to have teeth because it is on our website. But I mean, we're not enforcing that. Maybe with math do ALEKS review, and if they say, "No, I wanna stay in the course that I placed in." "Okay, well then you can, but maybe we need to think about having you do this ALEKS review and really understand and make sure you understand those concepts before you attempt that course again." So I'd like to bring it up to this group and have a discussion about how do y'all feel about making it, and we're not trying to do another barrier. I mean, this is, we're not doing, I mean, we're not doing right by our students by letting 'em repeat courses five, six times, I don't think. I mean, that's just money that they just keep wasting. So

to me, I feel like we need to say, "Okay, we need an intervention. We can't let you continue doing this over and over again and expecting a different result." So you know, in our desk meeting, we were talking about maybe doing a pilot with this, but I wanted to bring it to the big dev ed group and see what your thoughts were. Any thoughts?

- I liked your idea about maybe partnering with a college success class for time management skills and just other, you know, general study skills. Also, how many of your students that maybe are repeating are given the option of taking the basic math class in the AAC or maybe being made aware of that? Are they even aware that that's available to them? Because that's a great course, too.

- I don't think they're aware of it because I don't think they ever meet with counselors too much in regards to all of the options that are available to them. And that's why I feel like one of the things, they need a big, I think a hold needs to be put on their account until they actually meet with a counselor. And the counselor goes through these things and says, "Okay, let's look at your placement score. Okay, let's look at time management. How many hours are you working a week?" You know, just kind of have that conversation, but so many just feel like, "Well, this is where I'm at." And I mean, to be honest, some, I have conversations with those students who are repeating. I try and pull 'em aside and say, "Hey, meet with me. Let's talk about this." And it's amazing how many have taken, you know, 111 four times. And then they're taking 115 five times, and they're taking 116, you know, three times. And it's just like, it's just, they're spinning their wheels much more than they need to. So I feel like that needs something that needs to, we need to help them out.

- Jennifer, Alicia's in the chat talking about the, her understanding was that Banner would prevent them from enrolling, is that true?

- Nope, Banner is not being, has not, it should do that, but I don't know why it doesn't. But no, they can enroll over and over and over again. There's never a hold put on their account.

- And they can do it over and over and over again without seeing a counselor.

- Right, so I don't know if it's a Banner issue.

- That's what we see. I think that this is a really important conversation 'cause just from looking at students' degree checks for GI Bill certifications, we see them repeat Math 111 three or four times and Math 115 two or three or four times. I mean, it's not just for one class, either. I mean you, can go through the whole dev ed track if they start out with 111 where we see them repeat numerous times. So I think that having, yeah, they need to be stopped and visit with the counselor, but maybe some type of way of referring them to

the math department for additional, or Academic Achievement Center for additional help. I don't know, but we are definitely seeing that. We also see where they come down to the last semester, and math is all they need, and that's a problem, too.

- Yeah, I'd say a couple things, Jennifer. Actually I was gonna, if you're comfortable sharing the two students that are in the course, was it Math 115 for the sixth time, you know, those sound-

- Yeah, there's some-

- Very much like outliers, as far as six times. So if you feel comfortable sending me those names and ID numbers, I can see if they've been seen, and you know, if there has been any intervention on that regard on the counseling end. But you're right, if there's not a systemic way of tracking, or if Banner's not stopping students, that's the policy, the repeat policies, you can't retake something for the third time. And you know, again, we've been, we were told that the system stops 'em, so maybe I, we've been on Banner a long time. So if it's not doing that, then it needs to be something we're gonna have to address systemically. It's not gonna be something, because students aren't required to see anybody for anything unless the system stops 'em, so. But as far as the counseling piece, I mean, I honestly, just for perspective, you know, I think, when we see students this way, I mean, one of our counselors, Amy Warner, did a whole sabbatical on math and math anxiety. So she meets with a lotta students in that regards and partners with a lot of math faculty members that get students referred to her. And I'm not saying this is all related to math anxiety, but that's definitely gonna be a component of somebody repeating a class multiple times. You know, we use the math coaches a lot, referral for that. We use the student, referring students to Math Resource Center and then, you know, Beth has been phenomenal. I mean, I can't tell you how many times I've picked up the phone and called Beth and just referred a student over there to do more drill-down maybe on what the mechanic component is when they're a student struggling in math. But the actual component of them actually registering for three and four and five times or repeating a course, that would have to be a system way to address that. I hope that helps a little bit, that gives some insight on how we would deal with a student or support a student going through a struggle like this.

- Alicia, I have a question. Remember when we worked on the college readiness plan several years ago, I was under the impression that if a student did not fulfill their dev ed requirement, if they didn't, for instance, Reading 120, the first two semesters of placing into it, then that hold would go back on.

- Yep, there's an RX hold. Yes, they do get stopped if they don't complete their dev ed sequence on reading comprehension and English.



- And that's not the same with math, though?
- Math was never a part of that. It was only English and reading.
- And the reason why was, what was the reason why math wasn't? My recollection, it was because the reading was important in a sense 'cause of the other courses, and math, they didn't wanna force them to have to take math their first semester or second semester.
- No, they're not forced to do any of that their first semester, reading or English. They have the flexibility of not doing it. So that wouldn't have been the reason.
- So what was the reason? 'Cause we, I know we had this discussion, and math was like, they were like, "No, let's not put math on there for this time."
- I honestly don't remember what the reason was, but I mean, the college readiness, the RX, so if someone, let's say, tests into English 102 or 106 and they test into reading, either one of those, they're gonna get their hold or required to see a counselor. We see them, but those holds stay out there, and then each grading cycle it's updated to see if they successfully completed the course. And if they don't, then after the third grade roll, which would be two semesters, then the RX hold gets, and they can't do anything until they see a counselor. At that point, they don't have the flexibility. We usually encourage them to retest, especially if we've seen success in other academic courses, we encourage, they always have the option to retest.
- So who do we need to talk to? 'Cause obviously Banner can do this. We just need to get that going for not being able to take it a third time. 'Cause like, even if you saw in there, Rhonda, you know, she had two students the ninth time and fifth time, and I mean, this is not, and we're not saying like our whole class is this way. But I mean, we have probably three or four students almost every semester in every class that are repeating it more than three times. I mean, that adds up. So who do we need to talk to about actually making this happen since it really should be since it is on our website?
- It'd probably a request in through IS with Del Lovitt, her team.
- [Jennifer] With who?
- Well start it, you can start with Karen Chamberlin, probably.
- I just sent a note to Ann Nordyke. You know, she supervises the registration folks. I feel like this would have to be a request that would come up through maybe Leslie's area since they do the grades and handle the registration. So I did tell Ann about it and was asking her if we, if Banner does it right now, and Alicia, you are right. It is

not happening, but yeah, that will definitely be a project request. So maybe Val, I know that you've worked with Leslie a lot in the past, so maybe that's where that needs to be looked at. But like I said, I've notified her and showed her the link where it's on the web saying that's our policy. So just wanted to let you know.

- Yeah, I think a lot of this is the fallout that you all in the math department have had concerns of from the beginning of the cut scores being forcefully changed. I mean, I don't know how else to put it, but without, you know, and this is not surprising anybody about students not successfully completing because the cut scores aren't setting them up for success.

- Right, so they get into a class through the cut score, but they're technically not ready for that class, but they don't go down to the lowest class when they fail that class. They just continue to take the class they're failing without going back and remediating some of those basic, I don't know, like factoring and just some basic skills that they might need for the higher class. They just keep taking the higher class over and over.

- So Jennifer and Rhonda, what about the idea of having, okay, so from my viewpoint, when a student is failing the class, and I generally know when they're a repeat student, by the time I reach this point in the semester, I have a pretty good idea why they're failing, right, certain metrics, like they're not turning in assignments, or they did low on this assignment, so I can guess the skill level. What do you think about the idea of the professor creating a short action, an action statement, a small paragraph at the end of the semester for the student saying that from the teacher viewpoint, from my viewpoint, this is why you did not do well in the class, and I recommend, and these are the choices that you, these are the options that you could use to create an action plan for the next semester. And I guess the reason I'm recommending this is because it probably wouldn't take the professor that long to write up a short paragraph for the failing student. And then if you give it to the student and say, "Okay, so you don't have to use this. However, I want you to succeed next semester, and these are the five choices where you could behave differently. You could try something different, you could choose, you could self-select the lower class, or you could self-select the Math Resource Center, or you could self-select a tutor, and then that's your plan for the next semester." What do you think about that idea?

- Will it work?

- Well, creating an action, having the professor create a small action plan for the student at the end of the semester, that's my idea. I don't know if it would work. That's just my idea.

- It's kind of, we actually had thought about making a list, but

having it have, letting it have a little more teeth than just, "Here it is, do it if you want," like to really talk to a counselor or talk to even, I mean, some of the people in the math department are saying, "I'd be willing to talk to students that are failing, repeating the courses," and just say, and really to look at like their skills. Is it skill based that that's why they're failing, they placed too high or whatever, or is it because of the fact that they are, you know, working 60 hours a week, and they don't have time truly to spend on the math? I mean, but to have it be a little more teeth to it than just, "Here is a."

- Well, that's great, but a short conversation with the student where you get some data from the student could help, right?

- Right.

- "This is my viewpoint." Spend a five-minute conversation with the student. "Okay, this is why I perceive that you might not have done this well this semester. Do you think, were there other factors that I don't know about that impacted your learning this semester?" And that, then that goes into the statement. And to me, the reason that I'm nervous about "You must do this," it seems like you might get more engagement if you give the students a choice. And right now they don't really have a choice. They're just on the enrollment treadmill. Like Alicia says, they either, "Okay, I failed it. I know that I have to take it again." Or they don't know what to do, I'm just suggesting.

- No, and I like that, and like I said, we came up with five things that we thought out of the five things, choose these things to do. So it is a choice into, you know, well, maybe they need to just sign up for the Math Resource Center tutoring that they have that's available, or maybe they, you know, well, do the review with ALEKS, you know, 'cause we really, really feel like ALEKS is a good review tool that can help students. Again, yeah, I would love to be able to do something like that, but again, I would hope it'd also go through the counselors or, you know, math faculty.

- Yeah, I mean, I hate to pull out a phrase from years gone by, but students just don't do optional. I think, I love Shaun's idea of having some kind of action plan for the student. But to that point, they don't do optional. That's why systemically it has to be, if we're gonna impact this, I am shocked to find students taking a class more than three times and continue to pay for it. I'm shocked.

- And this is kind of why we, in the math department, we actually started getting those handouts ahead of time before class started, you know, here's your list of students, here's who's taken it zero or the first time, second time, third time repeaters. And I mean, some professors didn't want that information 'cause they're like, "Well, then that's," you know. I wanted that information 'cause then I wanted

to talk to that student before the first test and say, "Hey, I see you, this is your second time in this class or that you're repeating." I mean, if they're taking it the fifth time, I don't say, "Well, I see this is your fifth time taking it," you know. I'm like, "Let's talk about, I see that you've taken this before. What are we gonna do different this semester?" You know, 'cause the definition of insanity, and we talk about that, and I mean, if you can get to them before the end of the semester, if you know there are the repeaters, then hopefully you can help them change what they're doing at the very beginning. Learning strategies, I would love to be able to say, "Okay, if this is your third time taking this math course and maybe you did pass the previous course or if you were placed into this course, whatever it is, you need to take the learning strategies math class with this course." I mean, I know that people are like, "Oh, that's another barrier." It's not a barrier when you're trying to help the student get through and not keep repeating the same thing over and over again and getting, you know. So I mean, I would love for students who third time, fourth time, whatever, now they're gonna be with, you know, Valerie and doing the learning strategies classes, or again, just, they have to have a conversation. They can't keep doing this, but it also has to come back to placement, and placement is huge. We've got to get these students placing correctly into the course. And I mean, people start, you know, getting your own data for your departments. See if you're, you know, if it's changed some. As you can see from what ours, ours has changed a lot, and we need to figure out the placement issue as well.

- Jennifer, do you know how our 116 success rate is compared to our transfer institutions that are using the same cut scores now?

- Good question, I do not, but I can ask that. Maybe Rhonda, do you know, or Justin?

- I don't know. I just know that the cut scores have significantly reduced our success rates. Now that we have collected the data over three years and we can do a compare, we need to start thinking about what do we do now to help these students place in the correct class.

- And can I bring up something, and I, you guys probably don't wanna hear this, but multiple measures. You know, the testing companies will tell you that you shouldn't be placing a student solely in the class on one measure, which we are as a placement test. So I don't know if there's any other multiple measures we could look at for math. I know that English does the, right now they're doing, and I think they're gonna see if they wanna keep it up because of COVID, the GPA. And I know that math doesn't wanna do a GPA, but is there any other kind of an assessment we can do not having a test but do a multiple measure that might help? Just a thought.

- Ask for it. Mary Ann, and I'll piggyback off you, 'cause that's

kinda what I was thinking, like what else could we potentially have that could help inform, and whether it's high school GPA, now I know we have a lot of returning adults, but it seems like it's that younger population that's maybe struggling even more, the more recent high school graduates that, or could we look at, you know, how long has it been since their last math class? Did they take math as a sophomore in high school? Now they've been out three years, and I mean, I just wonder if that could be a piece that as a pilot or to begin to look at that some.

- Multiple measures are great, but you have to have somebody interpreting them, and they're not required, you know? I mean, I'll tell you folks right now, this is like a bigger issue with COVID. I can't tell you how many students have not taken math because there's not a required assessment hold on them anymore to take math. We can talk to them. They can even meet with a counselor, but both math and English are not required through an assessment hold. So there's lots of students that are, put math off also because they haven't, and English. I mean, there's tons of students not taking Comp 1 because they're not required to take the placement assessment if they're degree-seeking anymore. They can take plenty of classes, up to about 30 hours, without taking a math or English. So the last three semesters, we're gonna see a lot of fallout of that because of COVID, because we removed the required assessment hold as a barrier because of COVID. And so, I mean, I can't tell you how many students I've talked to that I educate them on how to take the placement tests, why they should, 'cause there's a sequence in English, there's a sequence in math, and they still haven't taken it. And we're going into what, you know, fall, spring, summer, fall again. So there's gonna be a fallout from that, too.

- How long, is there an end set for that? Or is that indefinite?

- I'm not part of those decisions. It's rolled down to the, we've had a real problem in counseling 'cause students get into our office and they haven't taken the placement test even though we've done our best to catch 'em where we can, but it's rolled downhill into our laps. And we can tell students, but we can't twist their arm and force them to do it if they choose not to. There's plenty of classes to take without taking English and math.

- We did look at multiple measures, gosh, when Jeff Frost was here. He did a whole big report on it, and at the end, it really, the multiple measures didn't have much significance back then. Maybe it's changed now, maybe with ACCUPLACER, you know. And if you look back at COMPASS compared to ACCUPLACER, we did a lot better with our placement when we were using COMPASS. And I know we had to get rid of COMPASS and all that. I mean, and I'm not saying we need to get rid of ACCUPLACER, but maybe we need to think about, okay, is this really the best tool for placement in math? Maybe it's a great placement for, you know, English

or reading or whatever. But I mean, I'm not sure if it's exactly what it needs to be for the math portion of it. Maybe we need to look back at our cut scores and say, "Hey, wait a minute," you know, but if you take the test, it really doesn't line up with our curriculum that well, either, that kind of thing. And then I just saw Mary Ann said that, "Just heard from Leslie. She said there's no way to enforce the no more than three times rule in Banner." Why not? I mean, we put holds on other stuff. Why can't we do it for, and it's on our website? I just don't understand why we don't, can't do these things when they're right in plain view that says you have to do it.

- You know, I also wanna bring up something else. Jennifer, you could probably help me with this one. Do you remember when we set up ACCUPLACER, we had those local items that we asked the students those questions about math? I don't know, I've never been asked to share those with anybody with the math department. It'd be interesting to see if, 'cause they're still, we're still asking the questions.

- [Jennifer] Those questions?

- Those background questions, and you know, I could pull a report from ACCUPLACER. Maybe we can compare to those students, you know, from 2019 or how, whenever you wanna do that, to see if the questions to those, the answers to those questions, like when was the last math test you took, last math class you took, you know, you think you're, you know, those type of questions and maybe those, we can find a correlation somewhere between that and what they are, how they're doing in the class. The other thing, just heads up, we can put multiple measures in ACCUPLACER. So if there's something you wanna add, like have you taken a math class within the last two years or within last year? You can add points to help them place higher, or I don't know if it's lower. I don't think you'd wanna place lower, but we could do things like that. And I could look into that if you want me to, to see what type of multiple measures other institutions are using within ACCUPLACER. And then it's built into the score, the placing score.

- To be honest, and I always feel like it's gonna go where we would want points deducted if they're, I mean, 'cause I feel like they're placing high enough. Obviously with our, as you saw our percentages, 111 is pretty much nonexistent right now with people placing into it. So I feel like, you know, they might be placing too high. And again that's, if you're looking at our passing rates, our passing rates have decreased, too. So let me talk about that with our desk committee and see if we want to possibly look into adding a multiple measure if, you know, through ACCUPLACER. But also, yes, I will talk to them also about getting the data on those background questions. 'Cause we've asked those, and I think we kind of forgot that those are being asked, so thank you.

- [Mary Ann] You're welcome.

- To connect to what Jennifer just said, my problem with multiple measures addressing the problems that you just showed us in your presentation is that multiple measures tend to be implemented with an or, that if you get this score or you get this grade. So multiple measures always push people into a higher class. They don't push 'em into a lower class, and that's contradictory to what you're seeing right now.

- Right.

- So if that's the implementation of multiple measures, given what we've seen, it would indicate that would make matters worse. Now, if you had a multiple measure that was an and, you know, you need this score and this GPA, that might be more useful, but-

- [Jennifer] Very true.

- But as they're being implemented right now, I don't see that helping at all.

- Right, well, I still feel like we have got to get Banner to say, "Sorry, you cannot continue taking this course over and over again." We're not doing our students justice by letting them repeat this course, we're not.

- The most common phrase I've heard in my 30 years at the college is, "Banner can't do that."

- [Jennifer] I know.

- And when I tell my family and friends that work in corporate, they always ask the same question, "Then why are you still using Banner?"

- Exactly.

- [Dave] And maybe in the next 30 years I'll get an answer. I don't know.

- Right.

- [Dave] Yeah.

- Right, so, well, thank y'all for letting me present that. And I would like to, if we can somehow get Banner to say, "Wait, you have to talk to a counselor," really come up with this group and discuss what are some things you think we could have the students do that would be beneficial so they're not just spinning their wheels. So thank y'all very much. I appreciate it.

- Yeah, and I would say, absolutely, I mean, counseling, we have a whole litany of resources that the math department developed that we share, like you've mentioned, everything from learning strategies to math coaches, to, you know, the AAC with, what do you say when you're dissecting tests, my brain just, tests.

- Test autopsy.

- Autopsy, I was gonna say autonomy. Autopsy, thank you, Valerie.

- Love that.

- So I mean, you know, when those conversations are had, those options are given, but to your point, there's nothing systemically enforcing the policy.

- I think it's worth coming back together maybe next fall or whenever the time is right to create that list of resources, because there are a lot of things out there, and it would be hard to know all of the resources that are available to have in that nice document for students so they can make their plan, maybe like Shaun says, at the end of the semester with their professor or with a counselor, or as long as everybody's giving the same message and has the knowledge of the different resources that are available, that has to be a good thing. So, okay, thanks, Jennifer, that was really interesting and one of the reasons why this group exists, so I'm glad we can work together on that. If we're good on the math, I'd like to talk briefly about the scholarships that we've been working on and how that's been working out. I will be concise so that we don't, I don't take too much of your time. I'm going to share my screen, and then I'm going to hit Natalie up to help me just a little bit. So just to give you some perspective, this semester, we have had, here, you see the chart in front of you. 17 students are in College Algebra taking Learning Strategies for Math, since we've been talking about the course, 29 in Math 116 are taking Learning Strategies for Math with a scholarship. And then in Comp 1, we have 10 students who came from reading, 11 that came from English 106, and 12 who are in, I'm sorry, that last one should be Psychology 130, our 12 students. So sorry, I have a typo in there. Either way, we've got 46 students taking Learning Strategies for Math and 29 taking College Study Strategies, working on their techniques for using their textbooks, taking notes, and working on their ability to prepare for tests, write papers, actually read their book and learn what they're supposed to do before they go to write that paper or take that exam. I also surveyed the students from last fall, who Natalie's gonna talk about in just a minute, and only six of them, so, you know, statistically not terribly significant, but overall, students in a SurveyMonkey said that they really agreed that the class helped them gain skills, that their GPAs were pretty good, 2.0 or better from the six who were recorded. Their grades in that target course was an A, B,



or a C. They felt the professors were invested in their success, and they were mostly pretty happy with the course. So that's just a really brief kind of anecdotal bit of information about the students. We're still having them apply strategies, helping them with that. I'm sending a lot of emails and being very careful with the words I put in my email so I don't get put in the spam box. And so students are signing up for the course and finding some satisfaction with the course. I'd like to back up really briefly to spring of '19. We did some previous research about students who were taking, Learning Strategies for Math are in that first box, and then the College Study Strategies are in the second. So you can see those A, B, C, pass rates of a 67% versus a 54 in Learning Strategies for Math, in College Algebra, and then for the students in Comp 1, it was a 76 versus a 65 for the ones who didn't elect to take the learning strategies class. Any questions about the history, that was quick, before we move on? Okay, I am going to let Natalie talk about this, and I'm going to try to zoom in so that you can see this better as she talks. I wouldn't be able to see that if it were me. So Natalie, are you okay if I mute, and you take over and talk about what you found?

- Sure. So working with Valerie, we just wanted to take a look at some of the cohorts, the students that received the scholarships compared to similar students that did not take it advantage of the scholarship, and then how did they do. But I think we have to provide some context, that this is kind of really looking at course outcomes for 2020, right, and we all know that 2020 is just a different year when-

- Can I use like word whackadoodle, or is that not professional enough?

- So I , so I just wanted for us to, you know, think of that, that there is different obstacles we can, 'cause in looking through here, I think something you'll draw to is we had broken out percent withdraws. And as we know, like in spring of 2020, students could kind of withdraw all up into pretty much the end of the semester. So in comparing to previous time years when we've kind of looked at some of the data, just, I think that's something that's in the background, right? We were kinda dealing with the pandemic at the same time, but I'll just kind of walk you through. And I guess with that, too, I know it was also a struggle to maybe get students to take advantage of the scholarship, to reach out to the students and have them commit, and so you will see that. And some of these groupings, our cohort size is pretty small. So Valerie and I had even talked about, well, gosh, do we even really have to kind of show a comparison. But we pulled the summary together, and I'll kinda go through each of them. we didn't do a test for significance but just kind of a pure frequency across grade distribution. So this first one here, these are students that enrolled in one, English Comp 1 in spring of '20 and had enrolled in English 106 that fall semester prior. So we had 24 students that fit into this definition that took advantage of the scholarship compared to 234

students that did not. And then the next table just shows the grade distribution, slightly higher, A, B, C, P for those students that took advantage and enrolled in the College 176 College Success course. And then also you'll notice here slightly higher withdraw rate. So it's hard to tell. We can make assumptions that maybe through, were they having conversations with folks across campus or in the college strategies course? You know, if students aren't doing, that it was being communicated if you're not doing well, maybe go ahead and take, you know, take a W versus a D or an F. So there we see, just looking at grades, a slight improvement or slightly higher. Here, same population, but now this is, these are the students that were enrolled in fall of '20. And here you can see, we only had seven students take advantage of the scholarship. So really just wanna note that it is a low N, and looks to be, but if we look at the grade distribution, still see a higher percentage of the students withdrawing of those that were in the College 176/Comp 1 combination, but not much difference with the A, B, C, or P distribution there. And now if we scroll down, so kinda similar methodology. Now, here, I guess I'll point out, these, we didn't look at did you take reading the semester prior to enrolling in Comp 1? We looked at did you, were you ever enrolled in Reading 126, and now you're in Comp 1? So that's kind of the comparison group. And here we can see slightly higher A, B, C for those students that are, that were enrolled or took advantage of the scholarship, and again, kind of the higher withdraw. So I just thought that's kinda interesting. Again, still in 2020, we saw that across the board, all of our cohort, scholarship cohort sizes were small, and then scrolling down for the fall 2020, reading. Oh, scroll back up real quick. I was just gonna, yeah, for the English, there's certainly a larger gap there, but again, with having 12 students, as you all know, that can really kinda fluctuate percentages, but still, I don't wanna take away the positive. It looks as though the students that are taking advantage of the scholarship and the College 176, it's positive outcomes for those students. And then if we go looking at Math 171, and on this, the slide that Valerie is sharing, I went back and looked two years. So had they taken Math 116, at least within the last two years. And now I went and I reran the percentages to kind of look at, did you take Math 116 the semester prior, for those that were not in the cohort, kinda similar results, but I'll share out an updated file for you versus. So here we're showing you took 116 within two years, and now you're enrolled in 171. Did you take advantage of the scholarship or not? And here there looks to be certainly those students that are taking advantage of the scholarship for the College Algebra section, it looks like they're getting some, they're getting, they are more successful, certainly a larger gap than what we saw with maybe some of the other classes above. And again, you see that again in both spring of '20 and fall of '20 for this cohort. And when I tightened up the not-in-cohort group to just look at were you in 116 the previous term, again, the grade distribution is pretty similar, slightly higher, though, than what we're seeing on the screen here. And then 116 for spring of '20, not a lotta difference. Again, more

students, we see a higher number of students that are withdrawing rather than taking a D and an F. But here with the 116 students, the students that were not in the cohort had a slightly higher A, B, C, or P. And then we did not provide grade distribution data for the fall '20 Math 116 cohort. There was just, there was only five students, so I didn't even wanna kinda show that comparison. So I know that's a lot of numbers , and just kinda going through each of the cohorts. Obviously, when we get grades for this current spring, we'll be able to look at Psych 130 and look at the impact of the Learning Strategies/College Success combination within there.

- Jennifer has a question for you, Natalie.

- Yes, so quick question, on the 116 students, were those students, had they taken 115 also, or they just started in 116, maybe from ACCUPLACER, or?

- They currently were in 116. I didn't differentiate those students. They just were in 116. I didn't, I wasn't aware of the path, how they got there at all. That wasn't part of the search.

- But for 171, wasn't it those from those students that moved up from 116?

- It was, so what I tried to do, and the methodology for the comparison group was to match what those students that received the scholarship, their path, I guess. So for the Math 171 scholarship, to get that, they had to be enrolled in 116, but for the Math 116 scholarship students, they didn't, they didn't ask, or they weren't required to come up through 115, or maybe they were directly placed into 116.

- That's what I'm wondering. I just, 'cause that was a lot lower.

- But we could certainly maybe dissect that out a little bit more on even the students that were in the cohort, how many came up through 115 compared to being placed and kinda do the same thing for the students that didn't take advantage to see do we see differences. Is that kinda what you're-

- I'd like to see that.

- Interventions are most effective, I mean, right?

- Mm-hmm, yeah, I can do that. We'll do that Jennifer, and what I'll do is before I send other update, kinda how I referenced the, I started out with a two-year window, and I went and asked Valerie just some more specifics on the methodology of the scholarship group. It was, they took 116 the semester prior. So I've cleaned that up a little bit, but so before I send that back out to the group, I'll

disaggregate the 115 information.

- Perfect, thank you.

- I did send this document to everybody. I attached it to the meeting just so that you would have it if you were interested in your own copy. So any other questions about our findings? It was a whackadoodle year. I found it really interesting that the students were less likely to fail. They were more likely to withdraw in appropriate manner based on how they were going to do in the course, which I thought was interesting. While we all aren't as great as the advisors, maybe they're talking to their learning strategies professors, I don't know. I-

- One more thing?

- Yeah, sure.

- I totally forgot to share this one. It wasn't a slide, but in regards to students repeating, just so you have an idea of the repeaters, here's the data that we had gotten in regards to from 2016 and then fall, spring, and summer three or more attempts. That's the percentage of students in 116, just 116 that are repeating, more than, three or more attempts. So it is something we definitely need to try and fix. I still feel like Banner is an issue that if we can't do this in Banner, there's gotta be something that can be done to put a hold on them, 'cause I mean, that's just 116.

- I'll add, Jennifer, it is, 'cause Mark in our office really partnered with math to create these reports. It was eye-opening to say the least. And then if you start to kind of transition the attempts into dollars students are spending, when you get up to seven or eight times, that's, I mean, even not even seven or eight, four or five, I mean, you start talking about, you know, a significant amount of money that students are spending on a single class, I guess.

- And again, it might come down to why now? I mean, yes, COVID, all that, there was issues with that, but placement, I mean, we really need to have these conversations again, 'cause that's just disheartening that that many students are repeating.

- 2018 and 2019 numbers wouldn't include COVID, though.

- [Natalie] That's true.

- And that's at 13%, so we're seeing three-plus attempts, again, it's just, anyway.

- [Jennifer] Yeah.

- Well they're also in the summer, too. The higher numbers are, the higher percentages are in the summer. So it kinda makes you wonder, did they try to take it in the spring? Are these the same students taking it in the spring before and the fall before? And then they're trying to get caught up, but maybe that accounts for the higher percentages in the summertime.

- [Jennifer] In the summer.

- Yeah, so.

- Okay, that's it.

- Thanks, it is an issue. Okay, so I'm hopeful that we will be able to find the funds to keep trying on the scholarship, too. We've broadened the scope this semester to include students who are in psychology. The original strategies were developed with psychology and history courses, so we were hoping to, since I couldn't give all the money away, to be honest, no matter how much I pestered students and how, I was shooting for that goal of 50 per course per semester. I got really close with the math when I threw in the 116 students, but for the 176 course, that College Study Strategies, I just couldn't give the money away, honestly. So we added in the psych students, and I'm hopeful to bring some data about how those students did to see where the, again, where the interventions are most effective. I have changed my wording, too. So I had some money left over that I'm going to use this summer. And I said, "We only have 10 scholarships." And can I tell you, the students went nuts. I created a scarce resource, and all of a sudden they wanted it. So my numbers for summer are gonna be super because everybody wants it because it's scarce. So I don't like to lie, but I may have to just kinda shrink the truth a little bit, maybe, if I get more money for next academic year.

- So how are you reaching the students now?

- I go through ZogoTech. I run the report. Are you in Math 116? Were you in 116, now in 171? You know, we've talked about all that, and then I send them an email.

- [Jennifer] Okay.

- And then I personally respond to all 80 students about what this is and how it works. Luckily, I get a script, and I just copy/paste, but it is kind of a lot of communication, but that's fine because, I mean, the end goal is for the students to do better.

- Do we have like an updated flyer that like the math could send out to the students that are, well, like our students that are in 116 to tell 'em about the 170, you know, going into 171, or 115 students going into 116?

- Once I get the go-ahead that the money is there for next year, 'cause I haven't heard that yet, I wanted to bring my data first before I see if they'll give me money again, I will be happy to share that. And then maybe those Math 116 professors can hand that out day one of class. Maybe those professors can say, "Hey, who took 116 last semester?" and hand out the flyer to those students in College Algebra maybe.

- Well, I kind of feel like right now, if you do know, 'cause I could, my students that are in my 116, I could say, "Hey, this is coming up," you know,

- Well I'll try and, Mickey left, so I can't put him on the spot. So I know, I'll make my request and see if the money is still there for us to keep trying this. I feel like we're on the right track even in the middle of a hard year. So we'll see, we'll see if the people who have the money are willing to give it to us again, so. With that, that's the end of what I know we need to talk about. I think that we had a really great conversations. I don't see that we will probably meet in May. I think we're all too busy for that. Are you all fine with meeting again in September? That's a long time from now, but is that okay, September?

- It's fine, since you're like the head of the group, if you reached out and said, "We really need Banner to do this," is there any way, you think, coming from this committee would be better, I mean.

- Sure, I mean, we could put in a ticket and tell them it needs to do that.

- Yeah.

- Vince, is that a thing we could put in a ticket for and push that?

- Yeah, and I think, I don't know if Ken is on anymore, but you know, we probably will need to go up through, there's a group that I'm on, and some of the others on here might be, the Banner student meeting. So they basically go through kind of their project list. So I think having this committee's, you know, weight behind that would be helpful. But we would need to go, kinda go up through an established process to get changes to some sort of a Banner, you know, whatever happens in Banner. But yeah, we can, I think putting a ticket in would be good. I can kinda work with you, Valerie, and kinda interface on that.

- Okay, Jennifer, I may reach out to you just to help with the verbiage to make sure I word it the correct way. I think I get it, but I don't want to put in a ticket that isn't effective. So I'll be happy to put in the ticket as the chair of the committee and try to help

push that along a little bit. We'll see, I don't really have any power, but I can try.

- Perfect, thank you. I mean, I know they already said no, but.

- Okay, sure, I think that's a great idea. I put it on my to-do list. Okay, if anything pressing comes up in the interim, I'm happy to set up a meeting. Otherwise, plan to hear from me in August with an ask on day of the week. I may stick with Monday afternoons, or I don't know, we'll see. That's a long time from now. We know the world can change a lot in four or five months. So thank you for your time and your dedication and your interest in student success. That's amazing, and that's why we're here, so thank you very much. And I am working on getting access to the info hub page to post this recording there. So far, I haven't been able to get in, but I'm going to keep trying, This is my second ask, third, third ask. So I'm going to keep trying until I get it. So all right, with that, we are adjourned!

- Thank you! Bye.