Department of Community Colleges and Workforce Development

Presented to:

House Committee on Higher Education and Workforce Development

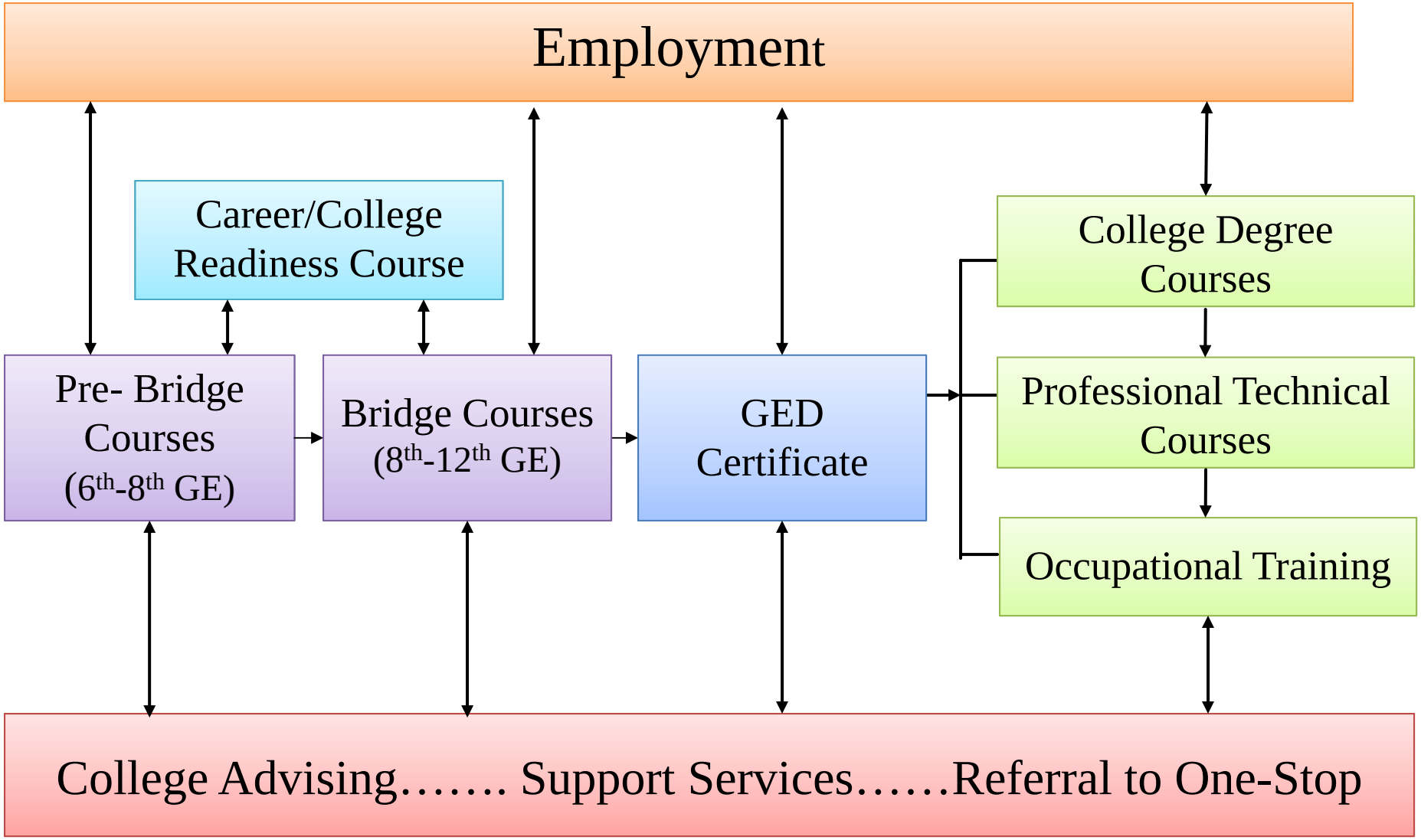
May 29, 2013

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

Karen Sanders, Division Dean from Rock Creek Campus
Kurt Simonds, Dean of Instruction Cascade Campus

Portland Community College

OPABS Framework



Portland Community College
ABS (ESOL/ABE) Career Pathway Model

Term 1	Term 2	Term 3	
Student support services			
Academic Support Class Credit/Non-Credit option	**Academic Support Class** Credit/Non-Credit option	**Academic Support Class** Credit/Non-Credit option	
	Internship – begin or explore	**Internship**	
CAS 121 A Beginning keyboarding	**CAS 122** – Keyboarding **CAS 133** – Basic Skills & MS Office	**CAS 216** – Beginning Word **CAS 170** – Beginning Excel	⇒ **14 credit Career Pathways Certificate: Basic Computer Literacy**
BA 131 Computers in Business	**BA 111** – Intro Accounting **BA 228** – Accounting Software	**BA 101** – Intro to Business	⇒ **14 credit Career Pathways Certificate: Entry Level Accounting Clerk**
BA 111 –Intro Accounting **BA 131 -** Computers in Business	**BA 285** – Human Relations **BA 249** – Principles of Retailing & E-tailing	⇒	**13 credit Career Pathways Certificate: Retail Sales & Service**

Susan Murray

Executive Dean of Academic Advancement

Chemeketa Community College

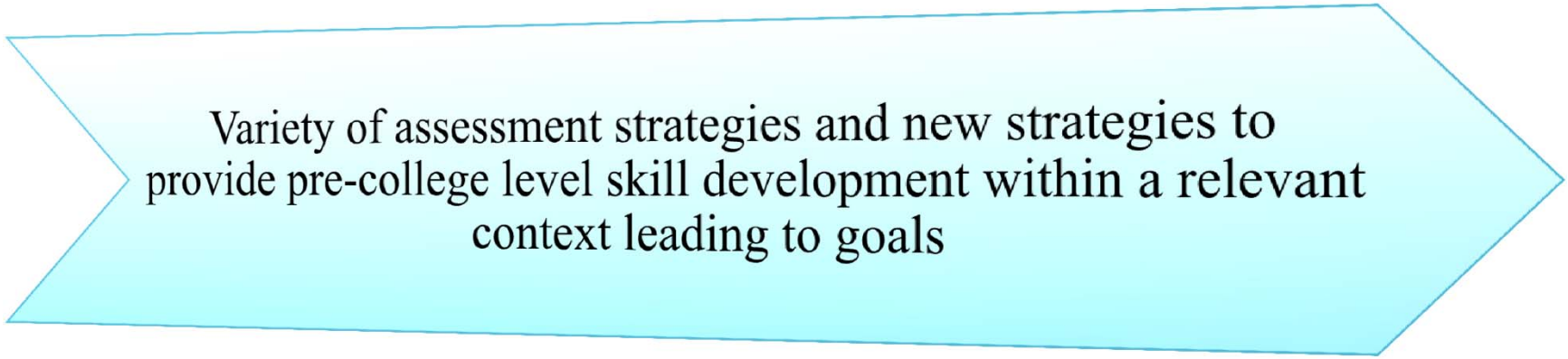
Pre-college Transition to College Level Courses

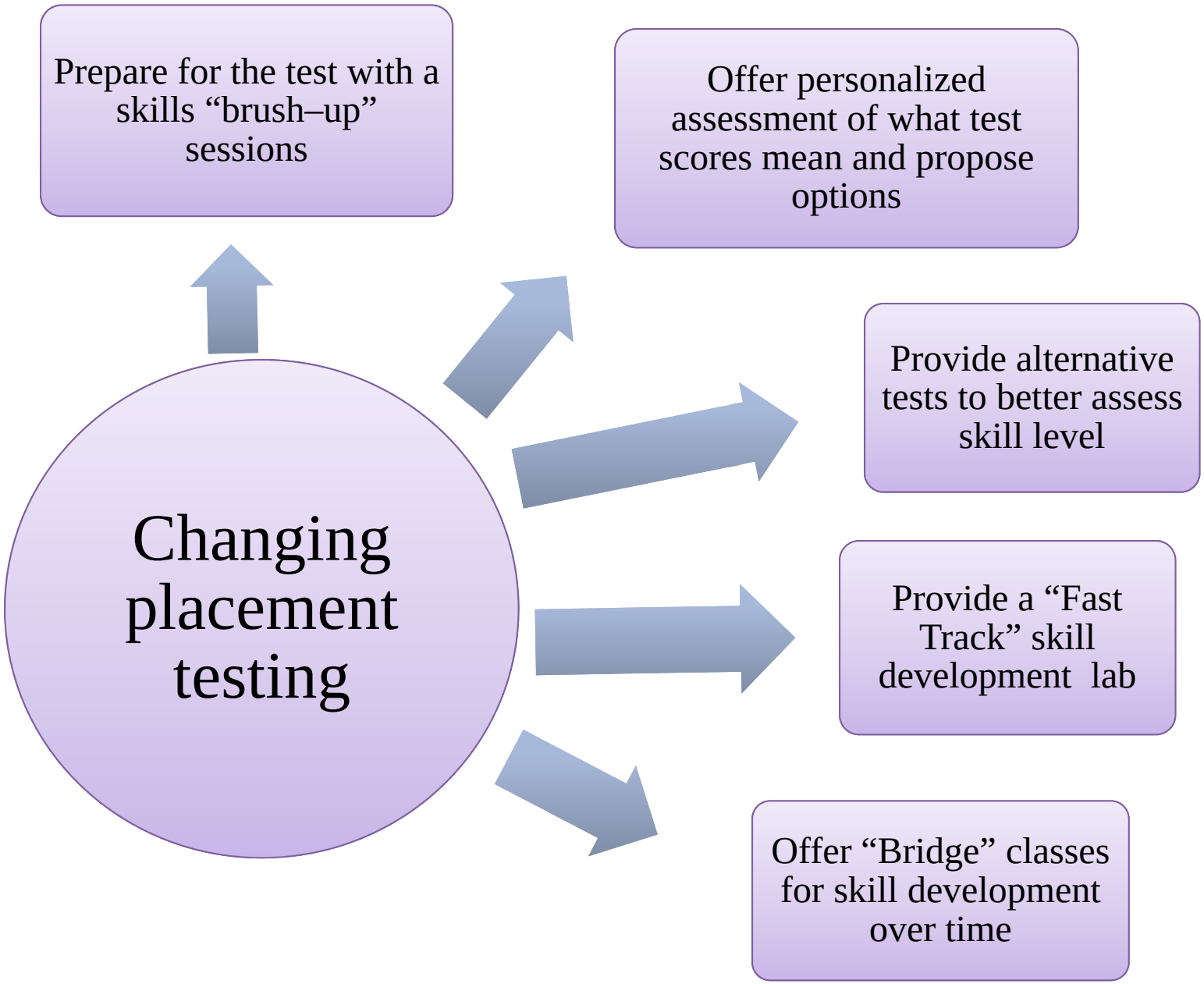
Students who test into pre-college level courses often:

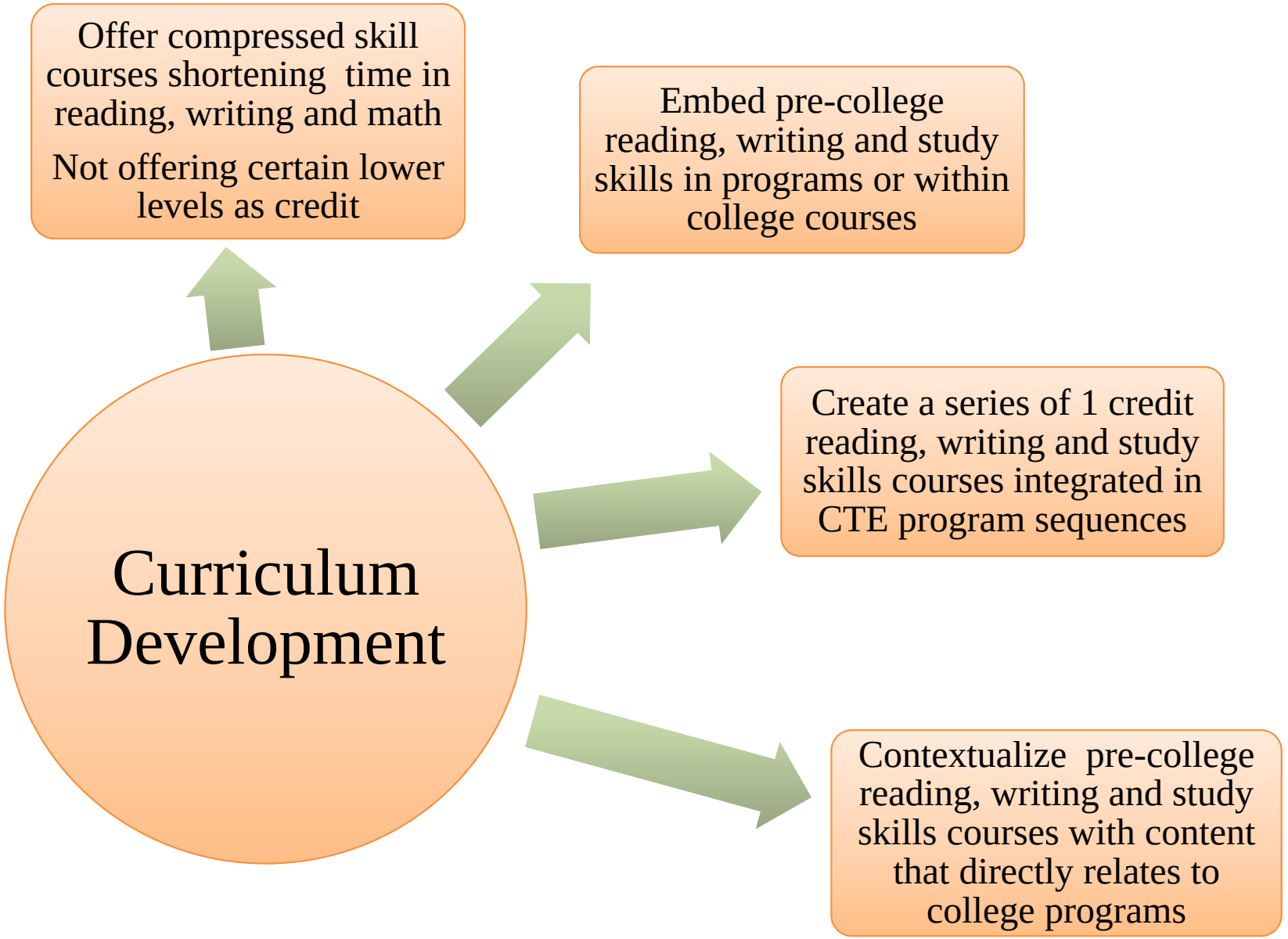
- aren't ready for the placement test which determines their enrollment options
- struggle with inadequate and culturally biased placement tests
- endure long sequences of pre-college courses that are not related in content to students' interests or goals
- use time and resources including financial aid without even entering college level
- often do not complete degrees

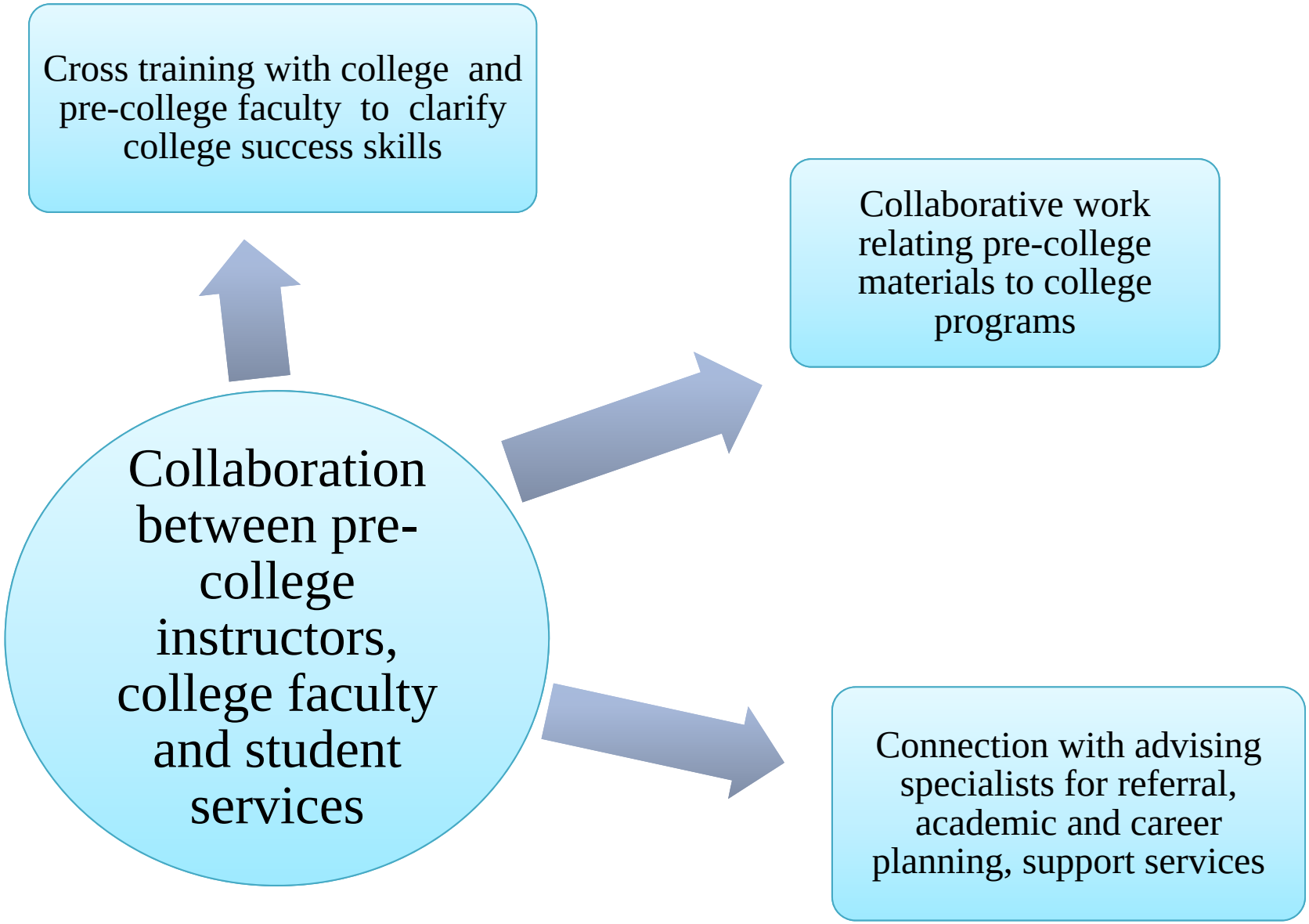
Old Thinking

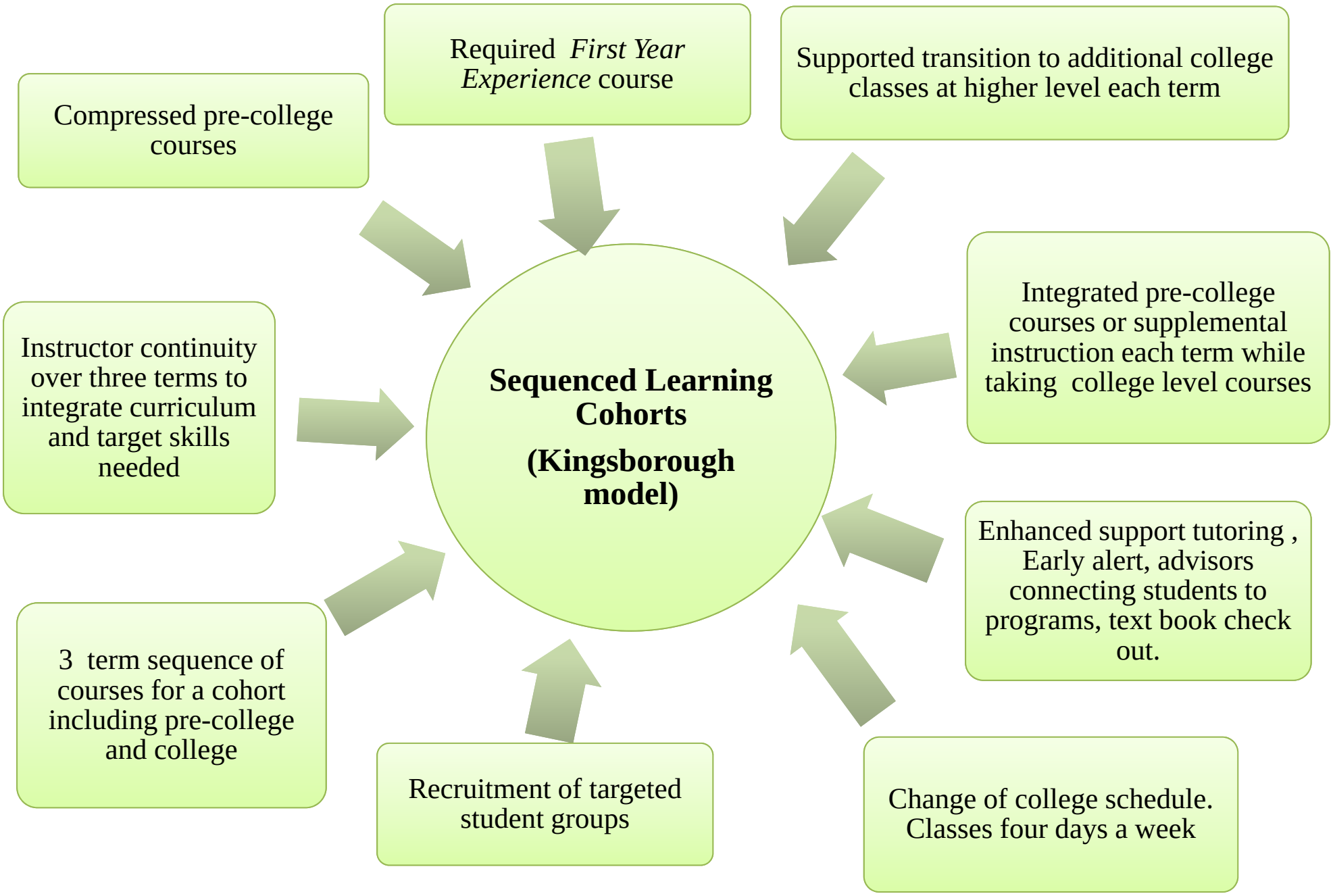
New Thinking




Prepare for the test with a skills “brush–up” sessions
Offer personalized assessment of what test scores mean and propose options
Provide alternative tests to better assess skill level
Changing placement testing
Provide a “Fast Track” skill development lab
Offer “Bridge” classes for skill development over time


Offer compressed skill courses shortening time in reading, writing and math
Not offering certain lower levels as credit
Embed pre-college reading, writing and study skills in programs or within college courses
Curriculum Development
Create a series of 1 credit reading, writing and study skills courses integrated in CTE program sequences
Contextualize pre-college reading, writing and study skills courses with content that directly relates to college programs


Cross training with college and pre-college faculty to clarify college success skills
Collaborative work relating pre-college materials to college programs
Collaboration between pre-college instructors, college faculty and student services
Connection with advising specialists for referral, academic and career planning, support services


Compressed pre-college courses
Required *First Year Experience* course
Supported transition to additional college classes at higher level each term
Instructor continuity over three terms to integrate curriculum and target skills needed
Sequenced Learning Cohorts
(Kingsborough model)
Integrated pre-college courses or supplemental instruction each term while taking college level courses
3 term sequence of courses for a cohort including pre-college and college
Enhanced support tutoring , Early alert, advisors connecting students to programs, text book check out.
Recruitment of targeted student groups
Change of college schedule. Classes four days a week

Jennifer Newby

Instructional Dean

Central Oregon Community College

Central Oregon Community College Transitional Studies Taskforce

- Taskforce Purpose: to create a more seamless path for successfully transitioning students from non-credit Adult Basic Skills to college level credit coursework and to
- Taskforce Composition: Instructional Dean, Director of Adult Basic Skills Program, Credit Math Faculty (2), Credit Writing Faculty (2), Credit CIS Faculty (1), Credit Human Development Faculty (1), ABE/GED Faculty (1), ELL Faculty (1), Director of Testing and Tutoring, Director of Retention, Director of Institutional Effectiveness, Director of CAP Center (Career, Advising, and Personal Counseling)
- Outcomes:
  - ABS program developed learning outcomes
  - Alignment of course learning outcomes from non-credit to credit
  - Implement support services for students transitioning from ABS to credit (e.g., First Year Experience, mandatory orientation, Study Skills courses, number of courses, etc.)

COCC Placement Scores

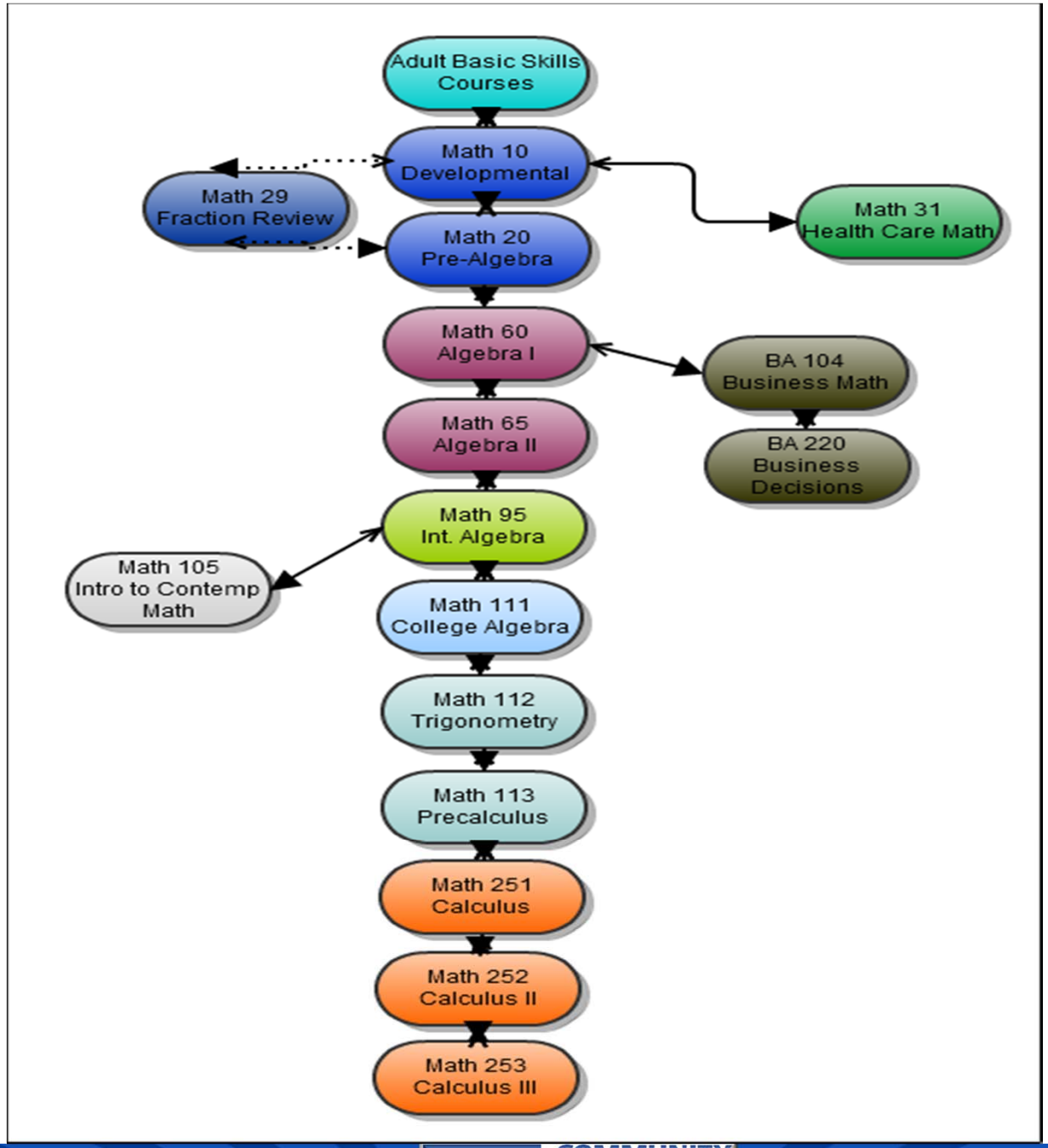
Writing Placement Guidelines

Reading Comprehension Score	Sentence Skills Score	Course Placement
20-45	20 or higher	ABS
46-65	20-50 51 or higher	ABS WR 60
66-80	20-50 51-65 66 or higher	ABS WR 60 WR 65
81 or higher	20-50 51-65 66-94 95 or higher	ABS WR 60 WR 95 or (65) WR 121

Math Placement Guidelines

Math Test	Score	Course Placement
Arithmetic	20-30 31-56 57-74 75-120	MTH 10 or ABS MTH 10 MTH 20 or 31 MTH 60, 85, or CUL 90
Elementary Algebra	21-38 39-67 68-120	See Arithmetic score MTH 65, 85, BA 104 See College Math score for placement
College Math	20-35 36-58 59-79 80-120	MTH 95 MTH 105, 111, or 211 MTH 112, 241 or 243 MTH 251

COCC Sequence of Math Courses



COCC Sequence of Writing Courses

COCC Math Redesign Courses
Math 60 and Math 65

- Purpose: to accelerate students through developmental math courses in order to transition into college level courses or into degree/certificate programs.
- Redesigned Math 60 implemented Winter 2011
- Redesigned Math 65 implemented Spring 2011
- What changed?
  - From 4 credit lecture course to 4 credit lecture + math lab model
  - 2011-12: 1.5 hour lecture/week , 2 hours in lab – student chooses when to attend lab session
  - 2012-13: 1.5 hour lecture/week, 2 hours assigned lab time
  - 2013-14: 2- 1 hour lectures/week, 1 hour assigned lab time

COCC Math Redesign Courses
Math 60 and Math 65

- Success rates:
  - Math 60- 63% (at our original percentage in three terms)
  - Math 65- 63% (at our original percentage in three terms)
- Other success indicators:
  - 455 additional students served in a one year period (2010-11 data)
  - 482 fewer students on waitlists
  - 17 additional courses offered compared to previous year
- By-product of redesign model:
  - 15% of students successfully complete course by week 7 (all modules completed)
  - Increased computer literacy skills
  - Learning to work
  - Learning to learn

COCC Math Redesign Courses
Math 60 and Math 65

Year	Math 60 # of Sections	Math 60 FTE	Math 65 # of sections	Math 65 FTE
2008-09	29	85.67	27	68.46
2009-10	36	104.07	33	87.27
2010-11	52	148.31	41	104.27
2011-12	55	137.67	51	98.86
2012-13	49	N/A	48	N/A

Chareane Wimbley-Gouveia

Chair, Developmental Studies Department

Linn-Benton Community College

LBCC's Strategic Initiative

- **Productivity:**

  Increase Student Completion by 50%.

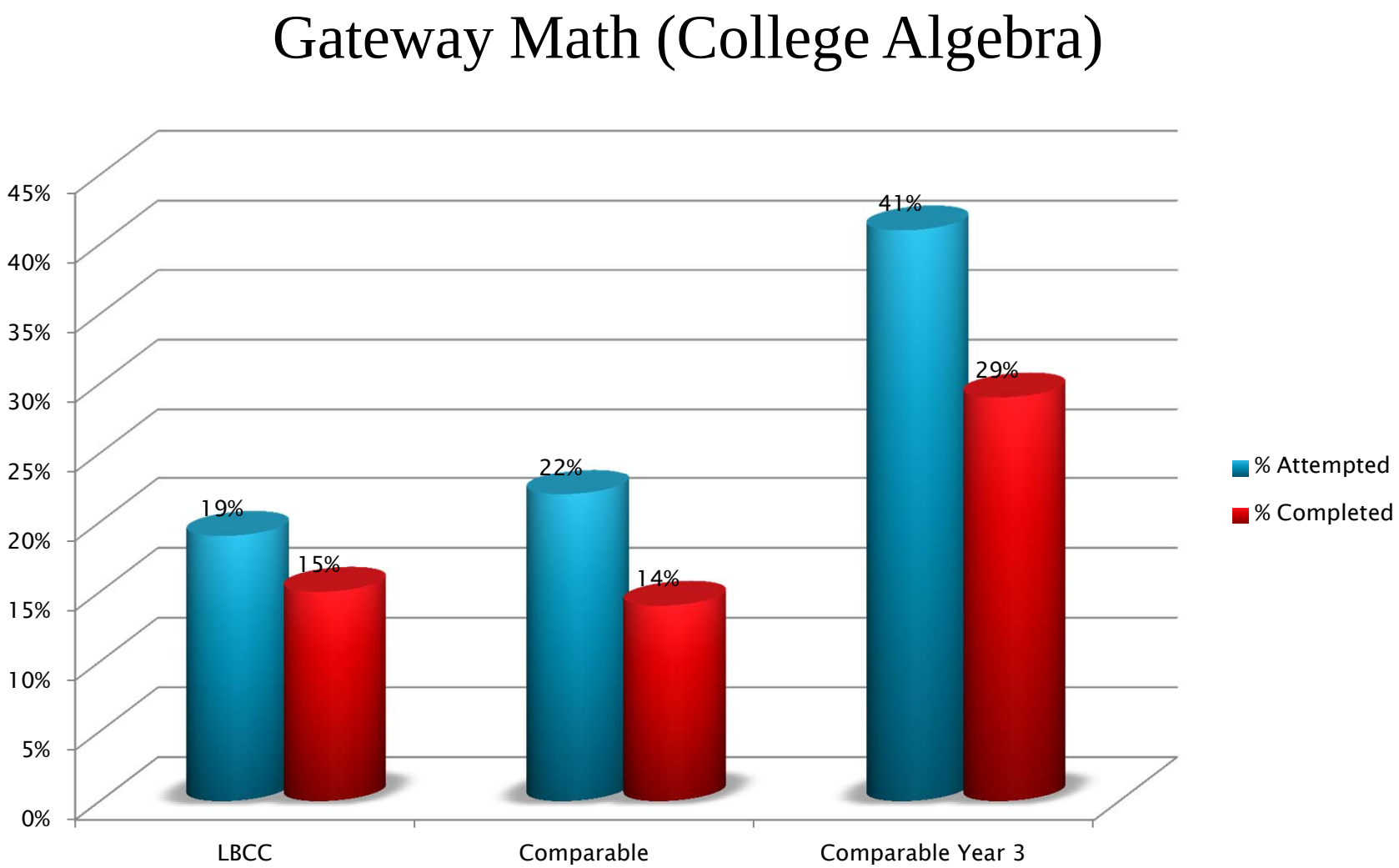
- **Equity:**

  Ensure that Completion is demographically representative of our District.

- **Quality:**

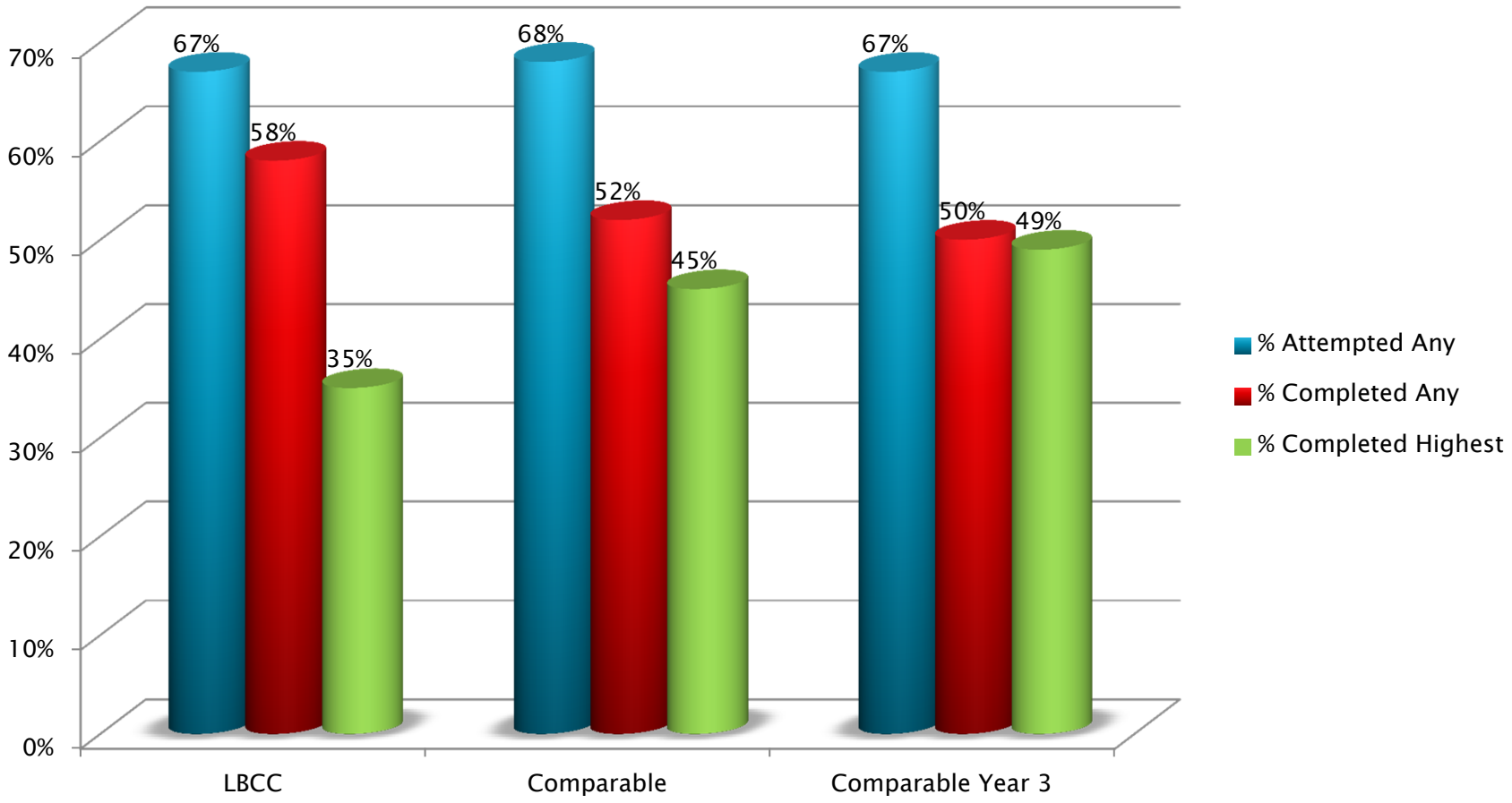
  Ensure that Completion represents a demonstrable capacity to better one's life and to contribute back to our community.

What does our data say?



What does our data say?

Developmental English (WR 90-WR 115)



What have we learned?

We know that we need to do better, faster and with fewer resources.

So what are we doing and how are we responding?

- We are analyzing data, national and local
- We are becoming informed about best practice trends that are scalable.
- We have redesigned our college to achieve the strategic initiatives.

Foundational Solutions: Accurate Placement

- **Target:** reduce the numbers of students placing into DE courses.
- **Focus:** improve the validity and reliability of our college readiness assessment process
- **Result:** Pick low hanging fruit
- Emphasize the cost of starting at the wrong level. Placement is a “high stakes test.”

Foundational Solutions: The Ideal First Term

- Target: Students testing 2 or more levels below college ready in math, writing and reading
- Focus: determine the courses students should take during their first term and shape the scheduling process to facilitate this.
- **Result: a first year quarter schedule for most at risk students based on meta-major**

Foundational Solutions: Foundational Writing

- Target: streamline DE curricula in writing
- Focus: Developing creative, innovative, non-traditional approaches to helping under-prepared students move to college level
- Result: Acceleration Pilot

Advance 3 levels in one term: Fall 4 sections of WR 95 students will co-enroll in WR 115 and WR 121 (6 credits) (Baltimore model)

Foundational Solutions: Mathematics Progression

- Target: Improved curricular design
- Focus: Math sequences and instruction; options for acceleration
- Results:
  - Math Boot Camp – Weeklong math refreshers
  - Math Fast Track – Advance through Math 95 in on term (5 cr)
  - CTE programs will also review math graduation requirements for alignment with workplace needs.

Support Needed

- Access to data:
  - For placement – access to high school records including G.P.A.

- Faculty professional development
  - Low cost
  - Relevant
  - Faculty Inquiry Groups
  - Include part-time faculty

Department of Community Colleges and Workforce Development

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