Developmental Education Continuous Improvement Report
Harold Washington College, Academic Year 2021-2022

Overview

In 2019, City Colleges of Chicago finalized its Developmental Education Planning report which outlined 18 recommendations to improve Developmental Education. In the spirit of continuous improvement, the Developmental Education Council asks that each college complete a Continuous Improvement Report to assess the state of the implementation of these recommendations. The 2021-22 Academic Year is the second year that colleges are submitting this report, and college teams should review the first report and highlight how they are building upon that progress.

The completion of this report should be a collaborative process, and all stakeholders should review and provide input on the report. The Vice President or Dean of Instruction is the final signatory and is signing in representation of having included at a minimum the following departments and offices: the English department, the math department, academic support services, the ACCESS Center, the advising department, and the testing and placement offices.

English and math Developmental Education Coordinators should examine and reflect on the provided data on student progression into and through college level coursework in English and math, inclusive of developmental education coursework.

Executive Summary

<u>Looking back</u>: Include a summary of the key takeaways from the 2020-21 continuous improvement report. Describe the college's continuous improvement efforts during this past year that were informed by the 2020-21 continuous improvement report. <u>Looking forward:</u> Describe the areas of improvement on which the college will be focusing its efforts in the coming year.

<u>Looking back</u>:

The 2020-2021 academic year proved challenging for a number of reasons. Most notably, the pandemic impacted the modality of instruction, and so helping both faculty and students navigate this change became the top priority for the Developmental Education Coordinators. Additionally, the discussions regarding the Developmental Education Reform Act and the changes to placement to incorporate GPA dominated most district-wide discussions. For these two reasons, many of the initial plans for the year had to be put on hold or modified. Furthermore, large changes to enrollment trends make data comparisons challenging and problematic. While we have made an effort in this report to glean what we can from the data, care should be taken in drawing strong conclusions while so many variables are in flux.

English

As we review this last year, two large successes stand out: the revision of the English 96 Master Syllabus to include the MP grade and the planning and execution of the first Summer Start cohort. Many of the other topics discussed in this report show more ambiguous or inconsistent outcomes. While we saw the English taking and passing KPI continue to improve (up 2% since the prior year and up 10% over the last five years), overall enrollment dropped dramatically, meaning that fewer students successfully completed this KPI. English 96 enrollment, retention, and success have been particularly impacted during the pandemic, which is discussed in the report below. Furthermore, a deep dive into the trajectory of our Black students indicate that significant disparities still exist between various student populations. One targeted intervention put in place – the Peer Mentoring Program – saw varied success as the program tried to adjust quickly to ongoing pandemic-related changes. While the program expanded both in number of students served and in services offered (via the addition of inspirational texts and check-in phone calls), the program had to go on hiatus for the Spring 2022 semester due to challenges transitioning the funding from grant money to work-study money and the difficulty finding mentors willing to work on campus.

Math

The 2020-2021 Continuous Improvement Report provided a baseline and valuable place to start with respect to understanding what has been done in developmental mathematics at Harold Washington College. In particular, the report highlighted what the data does (and does not) tell us, and what our strengths, accomplishments, and areas of growth are. The report highlighted the challenges that students face when they place into developmental mathematics courses and, notably, the problem of students not enrolling in subsequent courses despite being successful in a developmental mathematics course. Despite several support mechanisms (tutors,

advisors, faculty), students still do not succeed or are not retained. The report highlighted that a disproportionate number of Black students succeed in their developmental mathematics courses when compared to students in other ethnic groups. While these types of comparisons among demographic groups are common in reports such as they, they are not always helpful, nor do they provide a solution to ALL students having a good chance of success. Nonetheless, in last year's report, there was a call for more culturally relevant, asset-based pedagogy. This is still something that needs work. As the department culture continues to shift to one of collaboration, questioning of practice, and developing in teaching, this will be a continued focus. But we need to crawl before we walk, and faculty are only one variable affecting a student's success.

Below is a celebration our accomplishments: increased professional development opportunities, the Supporting our Students Altogether Events bringing math faculty, advisors, and tutors together for the first time, Math Mini Session Support and Math Confidence Seminars intended to address affective and cognitive factors related to student success, and increased conversations around new innovations after some years of departmental stagnation. There is also an honest assessment of our challenges and barriers to success: philosophical differences about the purpose of developmental mathematics (and mathematics in general), difficulty in leveraging data in meaningful and timely ways, lacking qualitative data, faculty (and student) disengagement and burnout, transitions in departmental and college leadership.

Looking Forward

The Developmental Education Coordinators have prioritized the following items for the coming year:

1. Collecting and analyzing qualitative data from students to learn more about their experience and their ideas for how we can improve, with a specific focus on addressing equity gaps.
2. Lengthening the analysis and reflection portion of the continuous improvement reporting cycle so that we can engage a wider variety of stakeholders in more meaningful discussions and create more collaborative plans for improvement.
3. Fostering a culture of professional development and exploration among faculty by starting a scholarly education reading and reflection group to read, discuss, and experiment with applying ideas and innovations taken from recent research and literature in the field.
4. Supporting the wellbeing and morale of developmental education faculty by creating and maintaining spaces for faculty to come together, such as the Developmental Education Support Group.

English

Developmental English's top four priorities for the coming year are as follows.

1. Study the impact of the GPA Boost including but not limited to course outcomes in English 101, enrollment shifts, experiences of faculty, and resources needed to support students' success.
2. Continue to monitor enrollment, retention, and success in English 96 with a specific focus on how the remote modality may be impacting student success; use these analyses to determine the appropriate use of remote instruction for English 96 moving forward.

3. Pilot a four-day-a-week English 96 course and study the impact of this scheduling change on student learning, retention, and success.
4. Promote embedded tutoring and embedded advising, and increase the level of collaboration between faculty, tutors, and advisors.

Math

The Mathematics Developmental Education Coordinators (*note: Chris Sabino is now the sole Developmental Coordinator for Math with Theresa Carlton stepping into the Interim Vice President role in late Jan. 2022*) have three priorities for the next year.

1. Explore corequisites and other course options: utilize existing research on corequisites to improve their design, explore stretch models (e.g. for Math 100 or Math 140), "just-in-time" interventions for students, and Level Up).
2. Promote embedded tutoring and embedded advising, and increase the level of collaboration between faculty, tutors, and advisors.
3. Create a diagnostic for students placing into developmental mathematics classes to inform instruction and potentially re-place students.

College Updates on Dev Ed Planning Committee Recommendations

English and math Dev Ed Coordinators should collaborate on this section of the report. In many cases, recommendations are specific to one or the other discipline, and those are noted below. In all cases, awareness and support across the disciplines can create conditions for greater student success.

For each of the recommendations below, describe the college's progress on implementation (current state) and indicate next steps as needed. If support from outside the college is needed, please specify.

If needed, please refer to the full text of recommendations in the Final Report of the Developmental Education Planning Committee at www.ccc.edu/devedreport.

English Diagnostic and Re-Placement Strategy (Recommendation #4 – English only) *Create a college-specific diagnostic and re-placement strategy at each college and track success rates for students who move "up" using this strategy*	
Current state	English 096, 101/097, and 101 all have a diagnostic test informally required, although it is not currently written into departmental policy and it is unclear to what extent this procedure is followed in all classes. For English 96, the English 96 Coordinator stresses the requirement that a diagnostic is given Day 1 of class and read *that day* to allow for speedy re-placement, when needed. Faculty may create their own diagnostic exam or use one of two that are provided by the English 96 instructor. If a faculty member chooses to make their own, they must follow the below criteria, which is sent out 1-2 weeks before the start of the semester along with the protocol for moving students.

	<u>The Day 1 English 96 Diagnostic must:</u> • Have students read a brief article at the college level (probably 1-2 pages); instructor may read article to students first • Ask students to explain the main idea in writing in their own words • Ask students to respond to the article in an extended multiple-paragraph writing sample (brief essay) • Give them at least 60 minutes (in addition to initial time reading the article and reviewing the directions) to complete the written tasks Faculty are asked to read the diagnostic the day they gave it to immediately identify possible changes in placement and to email the English 96 Coordinator immediately with the original diagnostic and the instructor's recommendation. The English 96 Coordinator reviews the diagnostic and instructor's recommendation and asks the Placement Coordinator for an additional opinion when needed. The English 96 Coordinator and the English Department Advisor then contact the students via phone, email, and text to make the schedule changes as soon as possible. The English 96 Coordinator reviews the diagnostics with the Placement Coordinator to consider discrepancies and discuss what we can learn from situations where student placement is changed based on the diagnostic. At the end of the semester, the English 96 Coordinator contacts the student's final instructor to find out if they thought the placement into the higher class was appropriate. This information is again used to improve the process. (After the Fall 2021 semester, the English 96 Coordinator also tried to contact students who were moved to get their opinions on if the course change seemed appropriate and beneficial to them, but no students responded.) Note: In Spring 2022, the English 96 Coordinators revised the English 96 Master Syllabus and formally added the administration of a diagnostic to the course schedule.
Next steps	1. Continue current process. 2. Note if/how the GPA Boost changes student placement.
Support needed	1. Continued support from advising. 2. Continued commitment from faculty to administer the diagnostic on Day 1 and contact the English 96 Coordinator immediately.

Accommodations Awareness (Recommendation #5) *Increase awareness of ACCESS Center's (AC) services for new credit students as they navigate the placement process Courtesy of Niki Radford*	
Current state	• Websites are updated and we are building additional websites on accessibility for the District. • CCC has implemented the Chicago Roadmap ACCESS Center Extended Orientation for incoming students with disabilities from CPS. This has a comprehensive orientation that covers all student support services. Additional support staff to assist students with disabilities in transitioning from CPS to CCC have been hired and will be providing ongoing support and mentoring throughout the students' experience at CCC for this population. • A new Manager of Accessibility Supports has been hired with the Roadmap team to provide additional support to incoming high school students. • In traditional and online New Student Orientation ACCESS Center services are highlighted. • We have a syllabus template – and all syllabi are required to mention the ACCESS Center and how to contact for services. • Each support department, as well as faculty, provide referrals, as appropriate. • The AC and TRIO Student Support Services have a reciprocal referral relationship for students with disabilities. • TRIO Student Support Services has a Learning Disability Specialist who assesses needs for tutoring intervention.
Next steps	• Continuous assessment of newly implemented programming. • Through the HWC ADA sub-committee (Examen), a survey was launched to assess the student experience with accessibility at our college. Next, we will host focus groups to obtain qualitative data. Then, we will need to analyze data and take action, as needed
Support needed	• Mandatory trainings for faculty and staff as it relates to supporting and referring students to campus support offices such as the AC and TRIO SSS.

On-time Start of Math and English (Recommendation #7) *Normalize and support students' decisions to begin their math and English sequences early in their programs of study, and preferably in their first term, through advising, messaging, and targeted interventions. Partly courtesy of Jackie Werner*	
Current state	Students who attend New Student Orientation (NSOR) are encouraged to enroll in math and English during their first semester. Placement, sequencing, and recommendations by major are reviewed during New Student Orientation (same as last year). Bring in math faculty to NSOR to help ease math anxiety (a next step last year that happened!).

Next steps	• Feedback from advisors and tutors is that students would benefit from knowing who math faculty are before taking their courses. Math faculty discussed creating more robust profiles, attending orientation (need more), creating welcome videos or a podcast series about who they are so that students are less intimidated to enroll in math their first semester. • Identify students who do not enroll in English or math in their first term and provide, in the same semester, a workshop intervention leveraging ALEKS to "warm" the student up to math. • Build on the Support Students Altogether Events which already include math faculty, tutors and advisors. Include wellness in the future and consider a similar event for English. • Consider incentivizing on-time start for students (e.g. discounted textbooks/course materials, "On-Time Start Party" with food and other orientation/getting-to-know-you activities for students who enroll in Eng/Math their first semester, etc.)
Support needed	Need further collaboration with advising/admissions/tutoring.

Tutoring (Recommendation #12) *Adopt a multi-faceted continuous improvement agenda for tutoring supports that will establish a standard for robust and effective and resources in support of developmental education across the District. Courtesy of Kimberly Valenza*	
Current state	• In the Summer of 2021, HWC/Academic Support worked within the Summer Start program assisting students with developmental English. Academic Support also collaborated with a Summer Math Confidence Workshop. In the fall, Academic support worked with a Math Mini Session to assist students in math 99, 118, 125 and 140. • Currently, HWC /Academic Support provides students with professional skilled tutors that are trained and current in their emphasis to assist students within their academic area of need. Tutors collaborate with faculty as well as other institutional departments of support i.e. the Access Center, to provide students with all avenues of support. • Professional development is offered throughout the academic year. A district wide PD was offered in Spring 2022 - CCC's Cultivating a Culture of Care. • In line with student support in reading, HWC has a reading consultant on staff that collaborates with the reading clinicians and assists students in their reading and writing skills. • Throughout the academic year, Academic support provides students with workshops, such as placement test prep, reading and writing workshops. Our multimodal tutoring encompasses, face to face, virtual and embedded support. • HWC/Academic Support has created collaborative learning space(s) to merge support with active learning. This type of space will increase student utilization as well as effectiveness of academic support. • In collaboration with our district partners there is an All- Access Tutoring shell in Brightspace that provides students with tips, tricks and resources. This shell

	hosts videos and articles that encompass multiple courses along with skills resources in areas such as time management, study skills, etc.
Next steps	• Enterprise Tutoring will be available to assist all CCC students with "off" hours tutoring – early morning, late evenings and Sundays. This will expand our modality of service. • A goal is to increase faculty collaboration within Academic Support to partner in embedded tutoring. • HWC/Academic Support is working with AVC Baber on the creation of developing an Academic Support shell in Brightspace. This will increase overall communication and functionality of service for students. • Increase user awareness and utilization across all platforms of service, such as Navigate. Navigate is a major tool for assessment and utilization as well as a primary modality of support for us to be aware of and service students' needs. • Grow and enhance collaborative learning spaces.
Support needed	• Department and faculty support are needed to collaborate on workshops and embedded opportunities. • Professional development $$$ for tutors and staff • Professional development for faculty, staff and students to properly utilize and understand the importance of our platforms, such as Navigate. • Financial support would be great in the form of purchasing tools for tutors, such as smart pads that they can use in a virtual setting in working with students. Financial support toward enhancing the collaborative support spaces. In the form of equipment and furniture.

College-specific Innovations

Describe college specific innovations or pilots that will be featured in the ICCB report due May 1, 2022.

Harold Washington College has launched and is in the process of launching a number of initiatives to support the retention and successful completion of students enrolled in developmental and gateway courses with a focus on lessening equity gaps.

Peer Mentor Program

In Spring 2020, we launched a peer mentor program. The program was originally intended to be utilized only by students in developmental classes but in Fall 2021, the program was broadened to also include students in English 101 and College Success. The program was designed to create a welcoming and supportive environment for students completing developmental or first-semester coursework and to foster a sense of *belonging* at the college and help students build the habits that facilitate successful college completion. To do this, it utilizes the expertise and unique experience of upperclassmen in welcoming and mentoring incoming students. We work to recruit mentors who reflect our student population and have experience with the challenges that often impact

marginalized student populations. Mentors also undergo extensive training and engage in ongoing reflective work.

In Spring 2020 Peer mentors support students by visiting classes, hosting events, reaching out to students, holding office hours, and creating video messages and video tutorials for students. However, attendance at virtual office hours and virtual events was low. So, in Summer 2020 and Spring 2021, we launched a calling and texting program: Students could opt in to receive regular inspirational texts and check-in phone calls from mentors. In Fall 2021, of the 206 students who were given the option to request inspirational texts and/or check-in phone calls from mentors

- 140 of them requested and received check-in phone calls either every few weeks, once a month, or once a semester, depending on which option they selected.
- 139 of them requested and received inspirational texts either weekly, bi-weekly, or once a month, depending on what option they selected.

In Spring 2021, the program went on hiatus due to difficulty transitioning it to a work-study program while also complying with mentors' wishes to remain remote. In the future, we hope to move the program to an in-person program funded through work-study.

In order to secure a stable home for the program, starting in Fall 2022, the program will be managed by the First Year Experience Director. We hope to advertise the texting and calling program to all students by allowing them to sign up during orientation. This way all incoming students will have access to frequent support from more experienced students who can offer inspiration as well as assistance.

The Loop

The Loop is a newly created virtual hub for student resources that exists in Brightspace and is available to all students. The Loop houses "How To" videos as well as the Student Wisdom Project, which consists of a series of video interviews conducted with first generation students who have graduated from the City Colleges. In these videos, alumni talk about their experiences and challenges and offer advice and wisdom to incoming students. The Loop also hosts events such as student panels.

IPads for English Classrooms

Recognizing technology disparities between student populations, Harold Washington recently used equity grant funds to procure 60 iPads and keyboards for classroom use. Composition today is most frequently done using technology, and so now more than ever our developmental and first-semester composition classes need access to classroom technology that allows them to compose during class so that they benefit from immediate instructor and tutor assistance. These iPads effectively give us three additional computer labs where instructors can teach students how to effectively use technology tools such as Grammarly, which are becoming more and more ubiquitous. These iPads will be used starting in Fall 2022 and we will study the impact they have on classroom instruction and student success.

Change to the English 101 Departmental Assessment Rubric and Process

There have long been concerns in composition studies that an overemphasis on Standard English and a strict interpretation of grammatical correctness unduly penalizes students from non-white communities. With these concerns in mind, a group of faculty in the English Department assembled in the Spring 2022 semester to review and update the scoring criteria and procedure for administering our standard English 101 final essay exam. The proposed rubric, which, pending departmental approval, will go into effect in Fall 2022 for all English 101 classes has been redesigned to focus on the quality of ideas and the overall readability of the prose rather than on the strict adherence to grammatical rules. We hope that this change, along with an extended timeframe and the allowance of additional resources such as Grammarly and other technology, will foster a more equitable assessment environment. Upon implementation, we will monitor student success rates and collect qualitative data to ensure that the change is increasing equity.

Pilot of 4-day English 96 with Embedded Tutoring

In Fall 2022, we will be piloting a 4-day-a-week English 96 course that includes embedded tutoring. We have found that after enduring an extended period of remote education, students now more than ever benefit from shorter assignments, more frequent check-ins with faculty, and more guidance from tutors. To meet these needs, we are going to experiment with restructuring our English 96 course, which traditionally meets twice a week for 160 minutes, into a 4-day a week course that meets for 80 minutes each day. We will also be adding embedded tutoring and tutor office hours to assist students with organizing and effectively completing their out-of-class work.

Developmental Faculty Support Group

We have noticed that the challenges of teaching developmental education in general combined with the additional challenges students face during the pandemic take a significant toll on faculty who often report compassion fatigue and burnout. As a result, we asked our Wellness Center to host a support group specifically for faculty teaching developmental education classes. The group meets roughly once a month for one hour.

Supporting Students Altogether events

For the past two spring semesters, math faculty, advisors, and tutors have met to discuss how they can work together to better support students. Part of this event involved simply understanding what each other's roles are. Another important aspect was getting to know one another. Often advisors and tutors do not get a chance to meet the faculty that their students have in advising or tutoring sessions. This event allows all parties to understand that they are working together, not against each other. During each event, a variety of ideas were generated including some of the items mentioned in Recommendation #7 above. There was also an activity in which faculty, advisors and tutors discussed various “cases” and how they would handle them. This hands-on activity allowed each group to understand the abilities and limitations of one another (e.g., in some situations when faculty refer students to advisors, they should actually refer students to a dean). Finally, the event was a chance for tutoring, advising and TRIO to educate faculty about what they do. Last year,

around 50 people attended the event. This year, we had about 35 people. We are considering having the event each semester moving forward. We will also invite Wellness next time since they are another important support for students.

Mathematics Professional Development

One of the main responsibilities of the developmental education coordinators is to support developmental faculty in their faculty development. Prior to and during the semester, faculty teaching developmental mathematics courses are invited to workshops and sessions for them to learn about current practices to implement in their classes. This work is ongoing as the culture of the mathematics department slowly changes to one of professional growth and collaboration. Financial support for attendance at workshops as an incentive is something that will be leveraged in the future to sustain this work and increase participation. There were a handful of district-wide workshops for math faculty in the past 2 years, which is something that had never occurred previously. In addition, professional development at HWC is informed by surveys from the Dev. Ed. Coordinator to faculty.

Successes: There are more opportunities to engage in professional development. The fact that Chris Sabino is the Dev. Ed. Coordinator and the Adjunct Coordinator allows him to communicate well with all faculty when sharing professional development opportunities. The pandemic has increased access to high quality professional development. The release time in this position allows the Dev. Ed. Coordinator to find events that may be of interest and share them in a timely manner. Finally, the Math Teaching Group (MTG) has been running for the past two semesters. With some grant funding from AMATYC (American Mathematical Association of Two-Year Colleges), there have been two cohorts of the MTG. They meet 4 times each semester and engage in various asynchronous activities. In Fall 2021, there were 10 members of the MTG with the goal of increasing the sharing of resources. In Spring 2022, there are 8 members, and the goal is to create resources for students in algebra. These resources were requested by tutoring as a means of support.

Challenges: The number one challenge is time. The events that have been planned have not been well attended. Funding is only one motivator. Even with funding, money does not suddenly change someone's schedule. However, there needs to be a renewed investment in examining practice and collaborating. Even though Zoom makes meeting scheduling slightly easier, there is fatigue growing. When faculty do attend, they express appreciation for having the opportunity. But whether these opportunities will lead to tangible changes or improvements is still an open question. Anecdotally, there is evidence that faculty will try new things that they learn, but whether their practices change in the long term is unclear. The research literature on professional development recommends frequent professional development opportunities with tangible deliverables and actionable take-aways. The research also indicates that influencing deeply held beliefs about teaching takes time. Therefore, the challenges listed above are opportunities and a motivation to stay the course and keep working toward this goal.

Math Mini Session Support (MMSS)

The math curriculum developed for Summer Start's math confidence seminar was created to build student confidence in mathematics so that when students enroll in for their first math course, they will feel better prepared to engage with mathematics. Students who enroll in a mini session

developmental mathematics course have 4 weeks prior to the course in which no math is being done. The curriculum developed for Summer Start math was repurposed and adjusted to become MMSS, an optional program that occurred two weeks prior to math mini sessions for students who enrolled in a mini session. The pilot of this occurred in Spring 2021. The program will continue in the future, but will incorporate a level up component as well and possibly be expanded to 8-week and 16-week course offerings. The main lessons learned had to do with logistics. Recruitment of students was a challenge. And once students were in the program, their level of engagement varied. The addition of a program director for Dev. Ed. will help ease these logistics issues as will better advertising and a firming up of the vision of this program. Since future iterations may include a level up component, there may be a bigger incentive for students to stay engaged. One last things worth mentioning is that the curriculum for this program has been shared widely. The activities are ones that can be used in any math class at any point of the semester. They are designed to engage students, and most of them are "low floor, high ceiling." When students are anxious about math or have had difficult previous math experiences, one of the best ways to re-engage them is to create tasks that they can access and feel success in (and have fun with).

TRIO Student Support Services (*Courtesy of Jackie Werner)*

In 2020, Harold Washington College was awarded the TRIO Student Support Services grant through the Department of Education. Through this grant, Harold Washington College is funded to serve 160 students each academic year by providing academic, coaching, financial aid, completion, career, and transfer assistance. This grant afforded us the opportunity to hire a full support team comprised of a Director, Clinical Counselor, Academic Support Specialist, Learning Disability Specialist (PT), and two Tutors (PT). The persistence rate of TRIO SSS participants was 80% for the 2020-2021 academic year, and 71% of students maintained good academic standing (over a 2.0 cumulative GPA). Of all TRIO SSS participants, 35 in Fall 2021, 24 in Spring 2022 enrolled in at least one developmental education course (a total of 43 unduplicated students). To be able to provide direct guidance for this population is imperative, and this program will provide intensive and intrusive academic and personal supports.

A full list of program services can be found here:
https://www.ccc.edu/colleges/washington/menu/Pages/TRIO-Program.aspx

Student Success Framework (*Courtesy of Jackie Werner)*

A District-led initiative called the Student Success Framework was piloted in the 2021-2022 academic year. Components of this multi-tiered strategy included:

- Improved practices of tracking services in Navigate
    - Targeted **Progress Reports and Early Alerts** were launched for faculty that allowed them to submit information about student progress around midterm. Any requests for support were routed directly to the student's assigned Support Team in Navigate.
    - Support staff including College Advisors, Financial Aid Advisors, Career Services Advisors, TRIO Student Support Services staff and more were able to launch **Campaigns** to their student caseload. This specific outreach encouraged students to make one-on-one appointments with their support team.

    - Each semester, students are asked to complete an **Intake Poll** upon logging into Navigate for the first time. This poll asks them to identify resources and support they may need throughout the term. Results are shared weekly with support staff so that outreach may be completed in a timely manner.
    - Harold Washington College has also launched topic-specific **Quick Polls** (results of which are shared weekly), helping us clarify student course scheduling needs, connecting them to mentoring opportunities, and more.
- Tiering
    - Tiering is an approach to segmenting students into smaller groups so that we can deliver more personalized engagement and provide more holistic, relevant support for their learning. Tiers at Harold Washington College are based in part on a "retention score," which is assigned to each student based on a variety of factors and trends we have seen over time with our own students. Segmenting is an established strategy for supporting students; in this case, tiers will be used to provide more frequent contact and high touch resources for students whose retention scores indicate that they may be less likely to return to college again in the next semester.
    - Based on Harold Washington College student data, we have created three tiers (e.g. students who have a retention score of 0% through 50% will be categorized as tier one). CCC institutions are charged with creating a plan for utilizing the numeric retention scores to create tiers, developing strategies for outreach and support for each tier, and then tracking progress. For example, students in tier one may have mandatory advising sessions, be encouraged to attend a Satisfactory Academic Progress (SAP) workshop, and be encouraged to join TRIO SSS, if eligible, as an example.
- Predicting Retention Rates
    - District Office colleagues have created retention-themed dashboards that allow us to track enrollment and completion for our students, also allowing us to conduct strategic outreach.

All-College Equity-focused Syllabus Template

Our standard Harold Washington College syllabus template was revised for the Spring 2022 semester with the goal of better expressing and implementing our institutional commitment to enact equity in all dimensions of our work and interactions with students. With a focus on asset-based language, the revised syllabus is designed to welcome students and assist first generation students in understanding and navigating the syllabus and course materials.

Universal Design for Learning (UDL) Professional Development Series

During April 2022, the Harold Washington College Access Center (formerly Disability Access Center) and the Committee for the Art and Science of Teaching (CAST) collaborated to provide workshops and training sessions for faculty on UDL. In addition to sessions about implementing UDL principles generally, there were workshops specifically designed for English faculty and STEM faculty. This is an example of Harold Washington College's focus on equity and faculty development.

Student Informed Reflection

Colleges are able to determine the method of data collection that they would like to use to capture student reflection. Please describe the method that was selected and a summary of the findings.

N/A

Something missing from last year's report and this report is the student perspective with respect to their experiences taking developmental mathematics and English courses. Starting in Fall 2022, the developmental education coordinators will conduct focus groups with students who have recently taken developmental mathematics and English courses. The purpose of the focus groups will be to collect qualitative data pertaining to student experiences in these courses. The focus groups will also be an opportunity to discuss programs and initiatives as a means of informing program development and improvement. Faculty and administration have myriad ideas of interventions and programs, but seldom are student opinions solicited in a meaningful way. While some of our data collection will also involve surveys, it is the focus groups that will lead to more robust data for analysis in next year's report. In particular, we aim to examine the following research questions. (These are still being finalized, but this is the starting point. These questions will form the basis for focus group and survey questions.)

- For students who succeed in a developmental course, what was their experience like? What factors do they feel contributed to their success? What factors inhibited their ability to succeed?
- For students who did not succeed in a developmental course, what was their experience like? What do they feel resulting in them being unsuccessful? What factors would have helped them to succeed?
- Which supports do students find to be the most useful while they are taking a class?
- What were some positive aspects of the course that they took (successful or not)?
- What were some aspects of the course that were challenging and/or were negative for them?
- Do students feel "welcomed and encouraged" in their developmental class?
- To what degree does being in a developmental class impact a student's self-perception?
- If they are currently enrolled in a college-level course that follows the developmental course they took, to what extent did they feel prepared? In what ways would they have liked to be better prepared?
- If they are not currently enrolled in a college-level course that follows the developmental course they took, what led to their decision to postpone taking the next course?

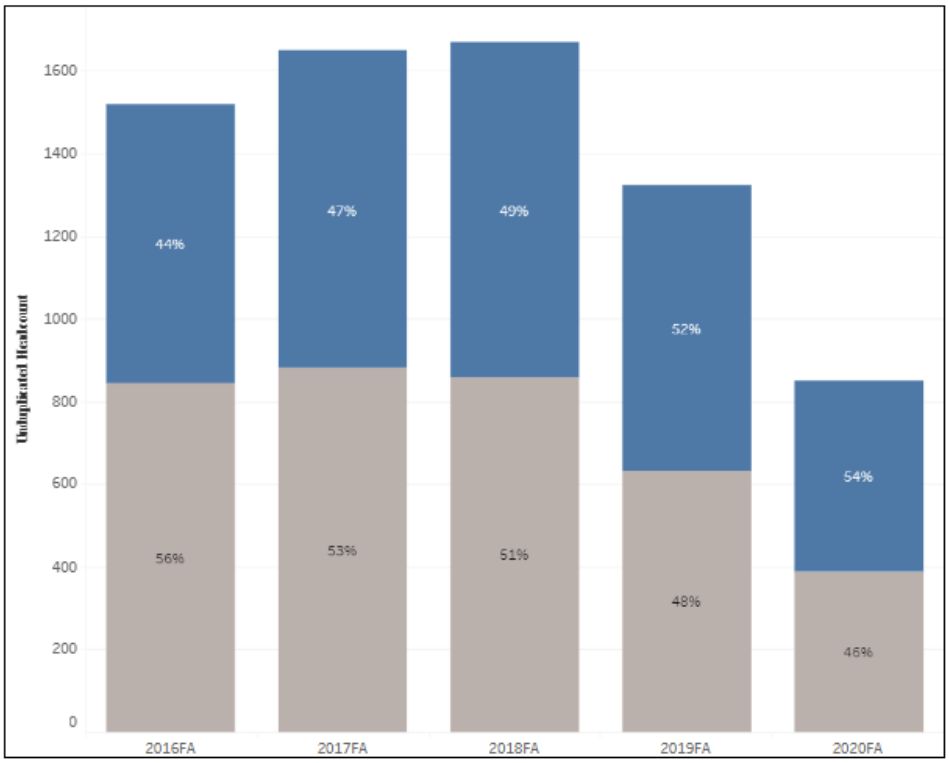
Data Informed Reflection

Please provide the college's reflection and responses to the quantitative data made available for this report as well as any additional relevant quantitative or qualitative data.

Developmental English Data Analysis

English Key Performance Indicator: Taking and Passing English 101 within the First Year

For reference, the graph below reports passing of English 101 with a C or better within the first year of enrollment (starting term through first Summer) for the last five completed cohorts. Data includes all new degree-seeking students enrolled in the Fall regardless of English placement.



	2016FA		2017FA		2018FA		2019FA		2020FA	
#	675	844	770	880	812	858	691	632	462	387
%	44%	56%	47%	53%	49%	51%	52%	48%	54%	46%

When looking at this graph, the most obvious and startling trend is the downward trajectory of our enrollment from just over 1,600 students in the Fall 2018 cohort (the last cohort to complete before the pandemic) to just over 800 students by 2020. (It should be noted that although enrollment is down across the nation, this drastic drop of nearly 50% is much more pronounced than average. When looking at the aggregate enrollment drop in these same cohorts at the other six City Colleges, we see steady enrollment through the Fall 2019 cohort

followed by a drop of roughly 30% between the Fall 2019 cohort and the Fall 2020 cohort.) Harold Washington's drop in enrollment is so dramatic and the circumstances of the pandemic are so unprecedented that it seems to render any year-to-year comparison fairly moot.

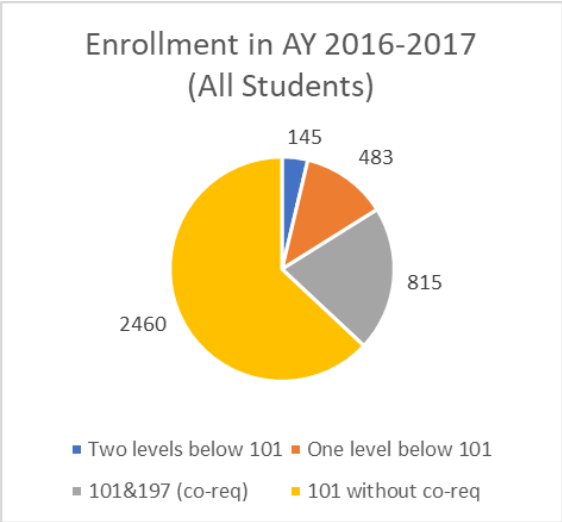
So, we won't get too excited about the 10% improvement in the overall taking and passing KPI, but we may take some solace in the modest gains we see in the three cohorts preceding the pandemic as well as a hearty sigh of relief that the KPI went up yet more despite the horrors of the last several years.

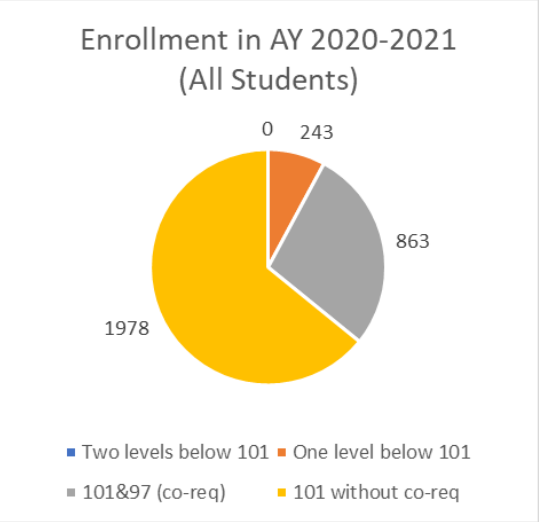
We can't forget, though, that the aggregated data does not tell us how these changes impacted certain student populations. Thus, later in this reflection, we have included a closer analysis of the course success rates, course enrollment proportions, and KPI attainment of our Black students as compared to our non-Black students. This contrast illustrates the most pronounced inequity between groups that we found in the data.

But first, we take a closer look at how our course enrollment has changed through the implementation of ARC and the RTW. As illustrated below, we see a dramatic shift in course-level enrollment over the last four years and are likely to see another significant shift after the "GPA Boost" goes into effect, making this an important year to collect current-state data from which to compare next year.

English Sequence Enrollment for All Harold Washington Students

Comparing AY 2016-2017 to AY 2020-2021, we see a fairly significant shift in the proportion of students enrolled in each course in the English sequence.





While the proportion of students enrolled in the stand-alone English 101 course remained similar in each of the above years (62% and 64% respectively), we see a significant shift in enrollment in developmental English courses. In AY 2016-2017, 4% of students were enrolled in a course two levels below college-level (Eng 98), 12% of students were enrolled in a course one level below college level (Eng 100), and 84% of students were enrolled in college-level English (101 and 101/197). By AY 2020-2021, no students were enrolled in a course two levels below

college level, 8% of students were enrolled in a course one level below college level (Eng 96), and 92% of students were enrolled in college-level English (101 and 101/97).

This shift towards more students taking college-level English corelates with two large structural changes that happened during this period: (1) the revision of the developmental sequence whereby a two-semester sequence was redesigned into a one-semester course in 2017-2018, and (2) the adoption of the Read to Write Placement Test in 2019. Though other changes took place during this period as well, it stands to reason that much of this shift can be attributed to these two major changes.

Some great news: despite the significant increase in the proportion of students taking English 101, the pass rate for English 101 was 61% in both AY 2016-2017 and AY 2020-2021. Thus, the shift in enrollment away from lower-level developmental coursework towards the co-req did not result in a drop in English 101 success. It will be important to see if this holds true once the GPA Boost goes into effect.

Not all demographics have fared equally well through these changes, however, so we now take a closer look at these data specifically for our Black students.

English Enrollment, Course Success, and KPI Attainment for Black Harold Washington Students

Consistent with trends across the country, our college data reveal that our Black students are not experiencing the same levels of college success as our non-Black students. Thus, we have conducted a more in-depth analysis of the data for our Black student population to try to better understand the trajectory of Black students through the institution. We then hope to use this knowledge to better support this student group.

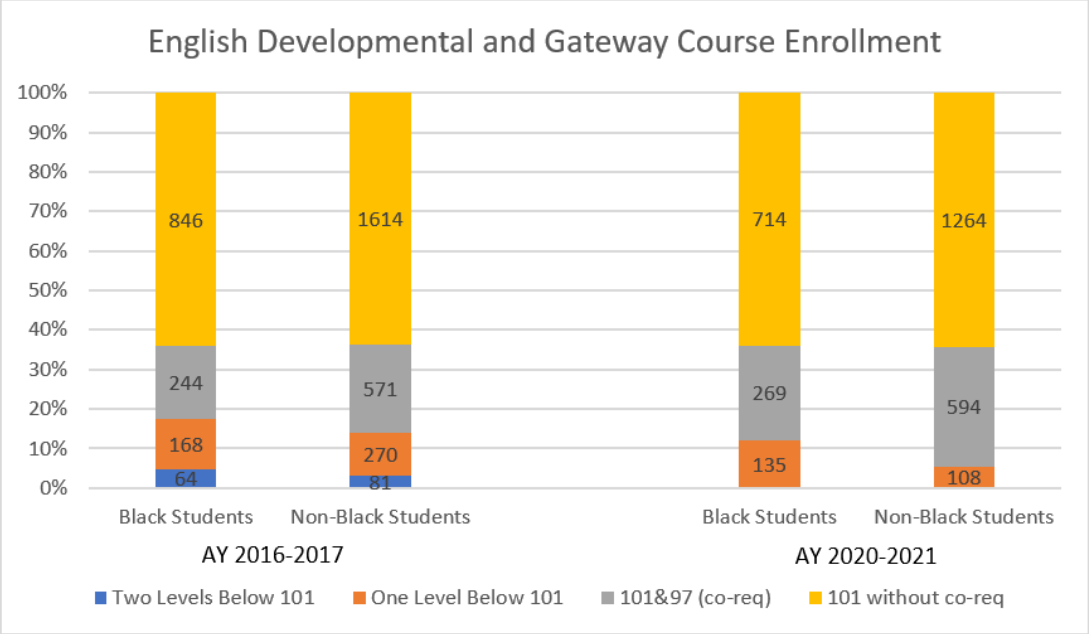
For reference, the below table shows enrollment and success rates for Black students in our developmental English courses from 2016-2021.

			Academic Year				
Course Type	Course Description		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ENGLISH-96	Aligned Reading & Composition	# of Students Enrolled		89	253	135	95
		Credit Hours Produced		258	918	474	354
		Success Rate		43%	47%	50%	43%
ENGLISH-97	Written Communication Skills	# of Students Enrolled			256	269	267
		Credit Hours Produced			486	489	474
		Success Rate			56%	58%	52%
ENGLISH-98	Composition	# of Students Enrolled	64				
		Credit Hours Produced	120				
		Success Rate	48%				
ENGLISH-100	Basic Writing Skills	# of Students Enrolled	168				
		Credit Hours Produced	339				
		Success Rate	55%				
ENGLISH-101	Composition	# of Students Enrolled	1,090	1,122	1,101	983	837
		Credit Hours Produced	2,100	2,214	2,025	1,842	1,530
		Success Rate	56%	57%	53%	57%	54%
ENGLISH-102	Composition	# of Students Enrolled	891	938	875	843	745
		Credit Hours Produced	1,686	1,902	1,542	1,569	1,488
		Success Rate	55%	59%	51%	56%	57%
ENGLISH-197	Communications Skills	# of Students Enrolled	244	260	26		
		Credit Hours Produced	516	537	60		
		Success Rate	61%	62%	77%		

When comparing this table to the earlier table that shows all students together, we see considerable equity gaps:

In English 96, the pass rate of Black students lags behind our average student pass rate by 7-10% points. In English 101/97, the pass rate of Black students is below that of our total student population by 4-7% points. In English 102, however, in the last two years, the equity gap has closed with Black students passing the course at the same rate as the student population overall. Although this closing of the equity gap in English 102 is good news, it's important to note that the lower pass rates at earlier levels means fewer Black students are making it to our advanced composition course: while Black students made up 30% of all students taking English 101 in AY 2019-2020 and 2020-20201, they made up only 26% of all students taking English 102 in those same years.

To investigate this further, we compared how the changes to course sequences and placement have impacted Black and non-Black students. The chart below compares AY 2016-2017 to AY 2020-2021 because these years capture common enrollment *before* our change in the developmental sequence and the move to the Read to Write Placement test as compared to *after* these changes had been implemented for at least one year. While the pie charts in the earlier section showed the course enrollment distribution of *all* students, the bar graph below specifically focuses on Black students and all non-Black students to better assess the equity gap between these groups in regard to placement.

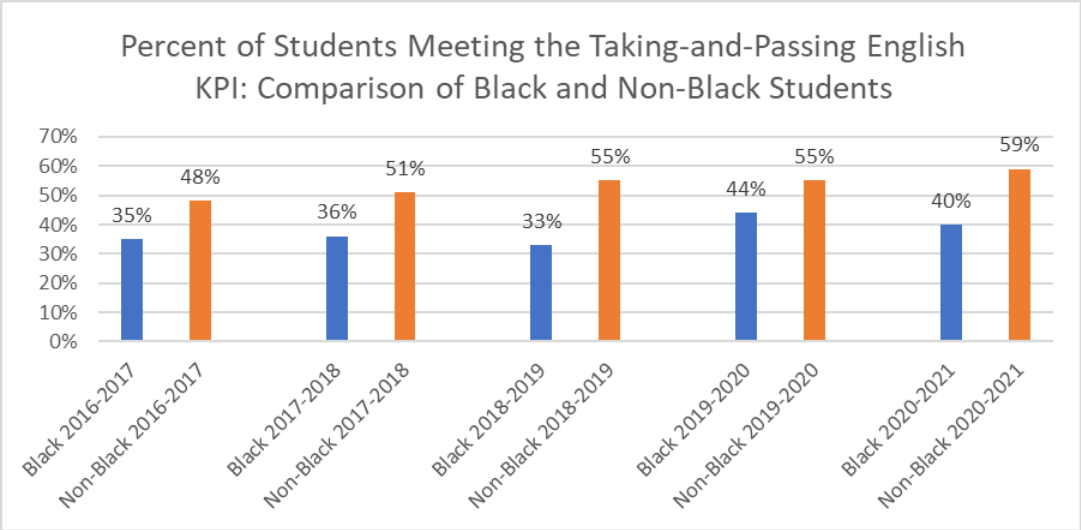


From this chart we can see that the percent of students who have received some form of developmental support (blue, orange, and grey on the graph above) has remained very consistent both over time and between Black and non-Black students. While the percent of Black students who take *some* form of developmental education is consistent with non-Black students, a larger proportion of Black students taking developmental education are placed in the lower of the options (blue or orange) rather than the co-req (grey), thus adding a semester onto their journey to college completion.

Between AY 2016-2017 and AY 2020-2021, the proportion of Black students taking English 101 (grey and yellow on the graph above) as opposed to a non-co-req developmental English course (blue and orange) rose from 82% to 88%. Despite this increase, there was a widening of the equity gap as non-Black students rose from 86% to 94% between these years. Looking at these numbers another way, in AY 2020-2021 Black students had a 12% chance of being enrolled in English 96 as opposed to English 101 whereas non-Black students had a 6% chance. In other words, Black students were twice as likely to be enrolled in English 96 than a non-Black student.

Note that at the time of writing this report, we are not able to parse placement data based on ethnicity, although in the future, doing so would allow us further insight.

Next, we looked at the KPI attainment of Black students as compared to non-Black students as shown in the graph below.



Although all five of these years show a pronounced equity gap between the rate at which Black students met the KPI as opposed to non-Black students, there is a notable jump between Fall 2018 and Fall 2019 where Black students gained 10% points while non-Black students showed no gains, cutting the gap of the prior year in half.

Initially, we attributed this large jump to the switch from the COMPASS placement test to the Read to Write placement test. However, the analysis of student enrollment in the section above does not support this theory. Though there does appear to be some correlation between course enrollment and KPI attainment for Black students, we do not see the same correlation for non-Black students whose KPI attainment should have also risen in AY 2019-2020 if the rise was due to the move to the Read to Write placement exam. Thus, understanding these fluctuations in KPI attainment appears to be much more complex and more investigation is needed.

Still, access to college-level English is likely one key lever for increasing this KPI. Once this new placement policy begins to impact enrollment, we should see the number of students placed into developmental English decrease. However, the impact this will have on increasing overall KPI attainment or on decreasing the equity gap remains to be seen. It will be important to monitor these changes.

English 96 Course Retention and Success

Another area that desperately needs our attention right now is English 96. This program has shrunk significantly since its inception, which can, to some extent, be seen as a great success given that changing enrollment trends mean a larger proportion of students are enrolling in higher-level English classes than ever before. Success rates in English 101 have not dropped due to this change, suggesting that our co-req is yielding high levels of success for students with developmental needs. This is very promising, and we eagerly await data to see if English 101 pass rates can hold steady even once more students are enrolled in English 101 with the new GPA boost.

While shrinking enrollment in English 96 may be a sign of a successful overall developmental program, the drop in course success and retention in English 96 is extremely troubling.

The tables below show course metrics for English 96, English 97, an English 101 for all students at Harold Washington for the last five fall semesters. (English 97 and 101 are included for comparison.)

Fall Course Metrics for 96

	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	424	217	149	165
Sections	18	13	10	10
Credit Hour Production	2,544	1,302	894	990
Success Rate	57.78%	59.91%	52.35%	46.67%
Retention Rate	79.01%	85.25%	79.19%	65.45%
Withdraw Rate	20.99%	14.75%	20.81%	34.55%
% Students FT Faculty	65.33%	83.41%	93.96%	84.85%
% Sections FT Faculty	61.11%	76.92%	70.00%	70.00%

Fall Course Metrics for English 97

	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	490	507	484	434
Sections	20	27	26	24
Credit Hour Production	1,470	1,521	1,452	1,302
Success Rate	66.94%	70.22%	61.57%	57.60%
Retention Rate	85.31%	87.97%	84.71%	85.48%
Withdraw Rate	14.69%	12.03%	15.29%	14.52%
% Students FT Faculty	36.73%	43.59%	57.85%	73.96%
% Sections FT Faculty	35.00%	40.74%	53.85%	66.67%

Fall Course Metrics for English 101

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	1,724	1,872	1,770	1,838	1,582	1,345
Sections	74	81	75	84	79	64
Credit Hour Production	5,172	5,616	5,310	5,514	4,746	4,035
Success Rate	63.17%	63.03%	60.68%	64.96%	60.05%	62.45%
Retention Rate	83.82%	82.26%	79.60%	83.73%	80.03%	85.58%
Withdraw Rate	16.18%	17.74%	20.40%	16.27%	19.97%	13.23%
% Students FT Faculty	45.71%	39.10%	38.70%	50.05%	67.64%	42.45%
% Sections FT Faculty	41.89%	35.80%	36.00%	46.43%	58.23%	40.63%

As the above tables show, English 96 has suffered during the pandemic much more significantly than English 97 or English 101. For English 96, the 2021 fall semester showed a retention rate drop of 14% points below the 2020 fall semester and 20% points below the 2019 (pre-pandemic) semester. In comparison, neither 97 nor 101 showed a retention rate fluctuation of more than 5% over the last three years and both courses showed a modest increase in retention from fall 2020 to fall 2021. Both English 96 and English 97 course success have dropped 13% over from fall of 2019 to fall of 2021 while English 101 success rates have shown only minor fluctuations. We suspect that the steep drop in retention and significant drop in course success in English 96 are greatly due to the move to remote instruction, for which neither the English 96 curriculum

nor the needs of the English 96 students are well suited. It is imperative that we continue to keep a close eye on English 96 retention and success rates and, specifically, analyze differences in success and retention between the in-person versus remote sections of these courses. Although the English 96 Coordinators across the district see it as important to continue to offer the remote option of English 96, it may be beneficial to create mechanisms to assess student readiness for the remote environment so that we can advise students to take the modality that will be most likely to lead to their success. We may also want to experiment with offering remote sections of English 96 in a four-day-a-week format to allow for shorter class periods. (We are planning to try out this format in Fall 2022, but so far, it is only scheduled for two in-person sections.)

Meanwhile, it is extremely important that English 96 faculty, with the support of the coordinator, continue to experiment with innovative ways to engage students in the remote environment. We also need to continue to investigate ways to best utilize support services, such as embedded tutoring and advising, into these sections.

Final Thoughts

While all students in our English sequence deserve attention, our analysis of the data indicates that our two populations most in need of support are our Black students and our students at the English 96 level. It's imperative that we continue to work on creating, implementing, and evaluating interventions specifically designed to support these groups. However, determining what interventions will be useful, implementing them when conditions are constantly in flux, and evaluating them effectively when so many variables are at play presents ongoing challenges. We look forward to learning from other colleges' Continuous Improvement Reports to see what solutions they have identified.

Additionally, in the coming year, we plan to focus on collecting qualitative data from students to learn more about their experiences and invite them to provide ideas for effective interventions. We also hope to spend much more of the year analyzing and reflecting on the data (both qualitative and quantitative) and engaging in much deeper collaboration with student support services to strategically align our approaches to serving students.

Developmental Mathematics Data Analysis

This section begins with the local data analysis from the report to ICCB. Next are some additional analyses and critique meant to lead to conversation and improvement of future reports. Data is a tool yielded by faculty and administration to justify the implementation of new programs/interventions, (in)validate current programs/interventions, and to tell a particular story. Read the story that I am telling carefully and critically.

Analysis from the ICCB Report

Developmental Mathematics Enrollment and Course Success for ALL Harold Washington Students

			Academic Year				
Course Type	Course Description		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
FS MATH-3001	Math Refresher I	# of Students Enrolled	119	100	145	142	112
		Credit Hours Produced	270	177	294	333	246
		Success Rate	76%	59%	68%	78%	73%
FS MATH-3002	Math Refresher II	# of Students Enrolled	119	101	145	142	112
		Credit Hours Produced	270	180	294	333	246
		Success Rate	76%	59%	68%	78%	73%
MATH-98	Begin Algebra with Geometry	# of Students Enrolled	871	513	237	215	165
		Credit Hours Produced	2,232	1,360	672	548	444
		Success Rate	58%	58%	61%	55%	62%
MATH-99	Intermediate Algebra w/ Geomet	# of Students Enrolled	1,821	1,321	730	537	539
		Credit Hours Produced	6,185	4,150	2,495	1,795	1,815
		Success Rate	57%	52%	60%	61%	63%
MATH-100	Intro to College Mathematics	# of Students Enrolled		240	458	384	228
		Credit Hours Produced		870	1,728	1,428	894
		Success Rate		54%	54%	52%	58%

The table above provides an adequate picture of the developmental mathematics course offerings from pre-pandemic to the present. Math 100 was created and approved in Summer 2017, hence the lack of 2016-17 data. The data shows relatively stable success rates in all of the developmental mathematics course offerings. FS Math 3001-3002 are taken concurrently and are essentially the same course which is why the data for both is identical. At Harold Washington College, students enroll in 3001 and 3002 simultaneously and their grades are necessarily the same for both. An interesting trend is the decrease in enrollment from 2016-17 to 2020-21. This is mostly explained by the decrease in overall enrollment. With lower enrollment, fewer sections are offered. FS Math has remained fairly stable, and Math 98 has had the greatest decrease in enrollment. This is partially explained by the fact that students placing into Math 98 have more options now than they did in 2016. They can enroll in Math 100, or they can take a co-requisite at one of the other City Colleges.

In terms of success rates, despite a shift to remote for most sections in 2020-2021, the success rates in all but FS Math increased. In fact, 98, 99, and 100 had their highest success rates to date during the 2020-2021. Looking a bit more closely at the data with respect to ethnicity, the two tables below show some notable differences in success rates for Black and Hispanic students when compared to ALL students and when compared to each other.

Developmental Mathematics Enrollment and Course Success for Black Harold Washington Students

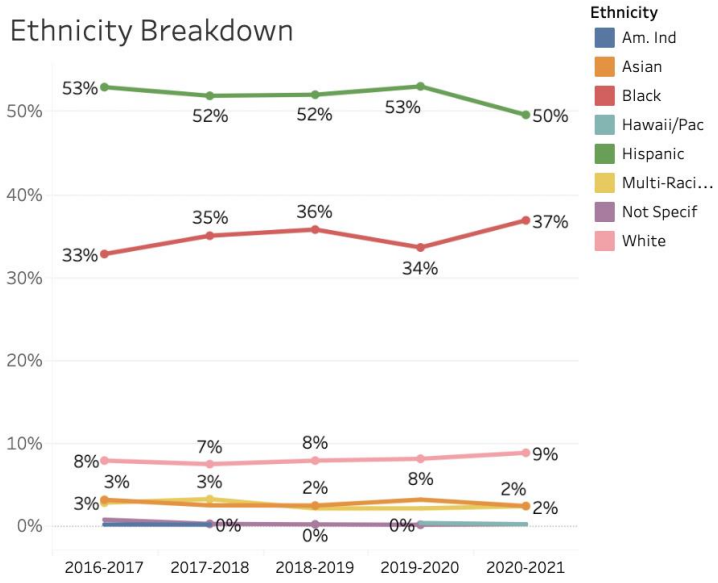
Course Type	Course Description		Academic Year				
			2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
FS MATH-3001	Math Refresher I	# of Students Enrolled	43	37	77	57	50
		Credit Hours Produced	78	54	135	117	99
		Success Rate	60%	49%	58%	68%	66%
FS MATH-3002	Math Refresher II	# of Students Enrolled	43	38	77	57	50
		Credit Hours Produced	78	57	135	117	99
		Success Rate	60%	50%	58%	68%	66%
MATH-98	Begin Algebra with Geometry	# of Students Enrolled	332	184	75	74	66
		Credit Hours Produced	756	420	192	164	168
		Success Rate	49%	49%	49%	45%	56%
MATH-99	Intermediate Algebra w/ Geomet	# of Students Enrolled	541	437	230	155	171
		Credit Hours Produced	1,735	1,280	730	485	500
		Success Rate	51%	48%	54%	55%	56%
MATH-100	Intro to College Mathematics	# of Students Enrolled		99	153	133	71
		Credit Hours Produced		336	570	468	288
		Success Rate		49%	52%	49%	58%

Developmental Mathematics Enrollment and Course Success for Hispanic Harold Washington Students

Course Type	Course Description		Academic Year				
			2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
FS MATH-3001	Math Refresher I	# of Students Enrolled	63	51	52	66	50
		Credit Hours Produced	156	96	120	162	123
		Success Rate	83%	63%	77%	82%	82%
FS MATH-3002	Math Refresher II	# of Students Enrolled	63	51	52	66	50
		Credit Hours Produced	156	96	120	162	123
		Success Rate	83%	63%	77%	82%	82%
MATH-98	Begin Algebra with Geometry	# of Students Enrolled	426	266	132	113	72
		Credit Hours Produced	1,164	740	388	308	200
		Success Rate	63%	61%	64%	61%	64%
MATH-99	Intermediate Algebra w/ Geomet	# of Students Enrolled	997	700	408	293	293
		Credit Hours Produced	3,440	2,220	1,410	950	1,030
		Success Rate	59%	52%	61%	59%	64%
MATH-100	Intro to College Mathematics	# of Students Enrolled		111	247	214	120
		Credit Hours Produced		432	924	810	474
		Success Rate		59%	55%	51%	62%

The table below provides a closer look at similarities and differences in success rates based upon ethnicity for students in FS Math, Math 98, 99, or 100.

The graph below provides the demographics of the students in this cohort.



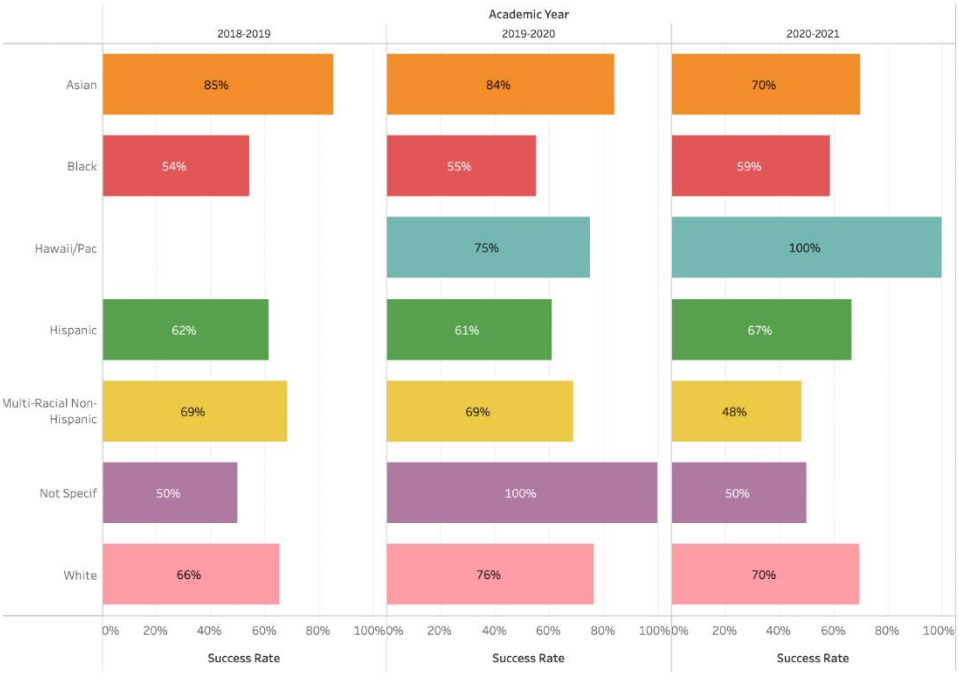
This shows that the majority of students taking developmental mathematics courses are Hispanic (50%), Black (37%), or White (9%). Yet, Black students' success rates are significantly lower than their Hispanic and White counterparts. One of the biggest discrepancies is in FS Math with 82% of Hispanic students succeeding in FS Math compared to 66% of Black students. The differences in success rates in Math 98, 99 and 100 are less pronounced. The number of students who take FS Math is significantly less than those who take 98, 99, and 100, but the

statistic is concerning, nonetheless. This provides further motivation and impetus for the development of the FS Math/Math 100 combo course. The data also supports a deliberate focus on culturally responsive pedagogy in the course. While there have been a variety of professional development opportunities locally for mathematics faculty, discussing this data and working on developing asset-oriented and culturally responsive pedagogy is in its early phases.

Modality and Student Success in Mathematics

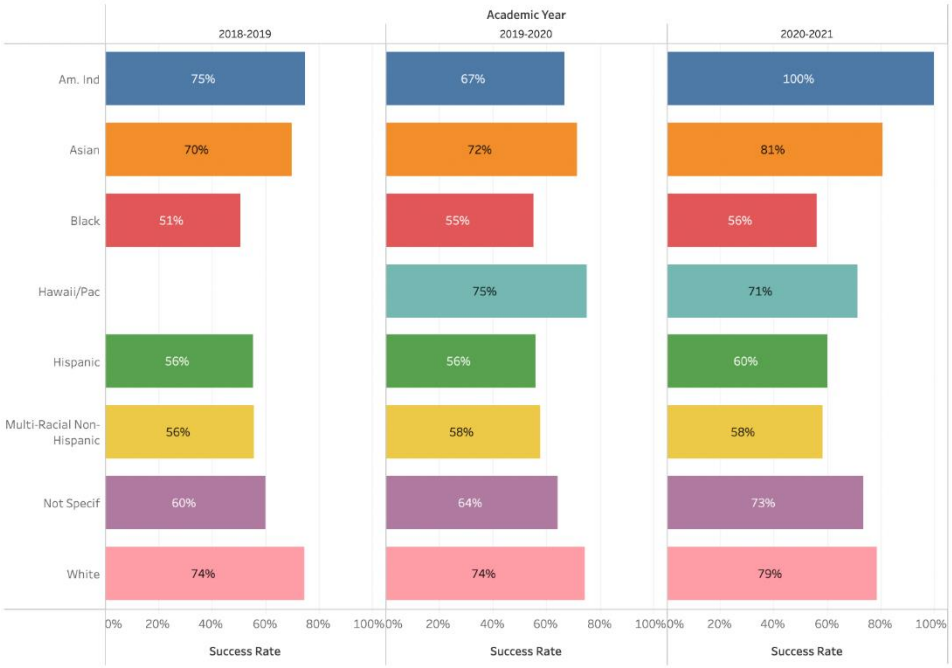
As was mentioned earlier, the shift to remote modality seemed to have a positive impact on success rates. But is that the case for all ethnic groups?

Success by Ethnicity in Developmental Mathematics Courses 2018-2021



The table above shows that the shift from in person (2018-19) to remote (2020-2021) in developmental math classes led to an increase in success rates for nearly all ethnicities. Two exceptions were Asian students and students who identified as Multi-racial non-Hispanic, both of which together represent about 4% of the students who took developmental math courses in 2020-21. This data shows that for many students, the modality did not have a significant impact on their success.

Success by Ethnicity in Post Dev. Ed Math (Math 118, 121, 125, and 140) from 2018-2021



The graph above shows that for the post-developmental math courses, the success rates increased across the board. A curiosity is what will happen in the next few years with students who took their developmental courses remotely enrolling in these post-developmental math courses. While this data is encouraging for the efficacy of the remote modality for most students in most mathematics classes, more research is needed to determine whether students are adequately prepared for subsequent courses after having taken courses remotely. Also, what happens when students switch modalities? It cannot be inferred from the graph above that students who took Math 118, 121, 125, and 140 in 2020-2021 had all taken the prerequisite developmental courses in person previously.

Additional Data Analysis and Critique

In an effort to connect last year's report with this report, the following paragraph is nearly verbatim. As was done last year, it is followed by some critique about the usefulness of data not to detract from the excellent work done by all involved in creating the dashboards, but in order to move to a place where research questions determine the data generated. Likewise, given the challenges mentioned in the executive summary and our suggestions in the next section, having more time to thoughtfully generate questions and look at existing data will lead to higher quality reports and a better use of the extant data. There are already conversations among the Math Dev. Ed. Coordinators district-wide to start the conversations around data much earlier. Finally, much of what is written may read as overly critical. In the difficult work of examining programs and realities that have existed for years, the critical and honest path needs to be taken, despite how difficult it can be at times. We need to be honest about what is going on in order to move ahead.

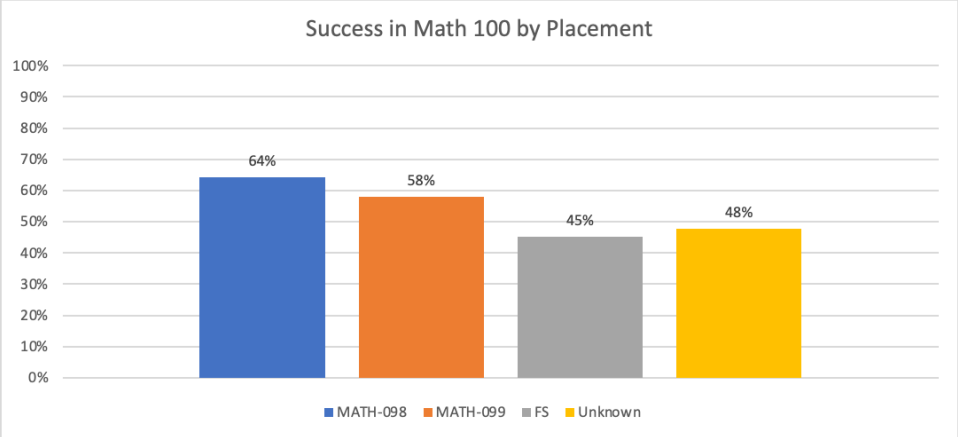
The Harold Washington College Mathematics Department has offered 402 (previously 471) total sections of developmental mathematics, serving 9496 (previously 11,836) students with an

average success rate of 60% (previously 57%) and a retention rate of 82% (previously 81%). Success rates ranged from 58% - 71% and retention rates ranged from 81%-85%. For Academic Year 2020-2021, HWC offered 60 total sections of developmental mathematics, serving 1,156 students with an overall success rate of 64% and an overall retention rate of 84%.

One critique about the data above is the following. The number of students served over the five-year timeframe is misleading. That statistic does not really tell us much since students retained from term to term who go from one developmental education course to the next would be double or triple counted. A more useful piece of data would be to have counts of students in Dev. Ed. based upon the number of times they have taken the course. For example, in 2020-2021, 1,156 students were enrolled in a Dev. Ed. Math class. Knowing what percent of those students were taking a Dev. Ed. Course for the first time compared to those who were either repeating the same course or who moved up in the sequence would be useful to get a sense of students' progression. While there is waterfall data, it is not nuanced enough to depict this.

Waterfall Data

For years, this data has been shared with faculty to paint a dreary picture of the plight of a student placing into dev. Ed. But this data has flaws. The number one flaw (and one that it shares with the taking and passing data, below) is that it only relates placement to success. More useful data is a student's success in a course based upon their placement level. Nonetheless, if we look at the waterfall data for students who placed into Math 99, of the 402 students who passed Math 99, 144 of them (36%) went on to and passed the college level course. Tracing the path of students who took Math 100 is not possible with the given data since those students are lumped in with the Math 98 students. This is where the data loses its usefulness and paints the picture described above. If the data is accurate, then that means that of the 746 students who placed into Math 98 (or Math 100), only 68 of them make it to college level and pass. While I believe that we are losing students as they progress through the dev. Ed. Sequence with the percent lost decreasing as a function of placement (I.e. higher placement, less loss), this is still an incomplete picture. More useful data would be to see how placement relates to course success, like the data below for Math 100. Though HWC does not offer corequisites at the moment, that will be important data to determine if placement does impact success in the corequisites. But once the first course is taken, does the placement matter anymore? Afterall, it was a test that students took when they enrolled. If we continue tracking students by their initial placement, we are putting too much weight on that variable and opening up the possibility for making connections between success and placement that are likely irrelevant and misguided. Now that we have (for the moment) firmed up placement, perhaps we can get away from trying to determine the predictive power of placement on student success. We have afforded placement a high level of salience. We need to consider the impact that a course has on determining what happens in the next course and in the further future for a student. If the math course does its job, then it should be able to erase any of the prerequisite gaps that led the student to place into that course in the first place. Isn't that the point of taking a course? Also, if we put too much salience on placement, then we are risking imposing a deficit framing of students based upon their placement. Do faculty need to know how students placed into their courses? Is that helpful or does that just accentuate perceived differences in student capabilities?

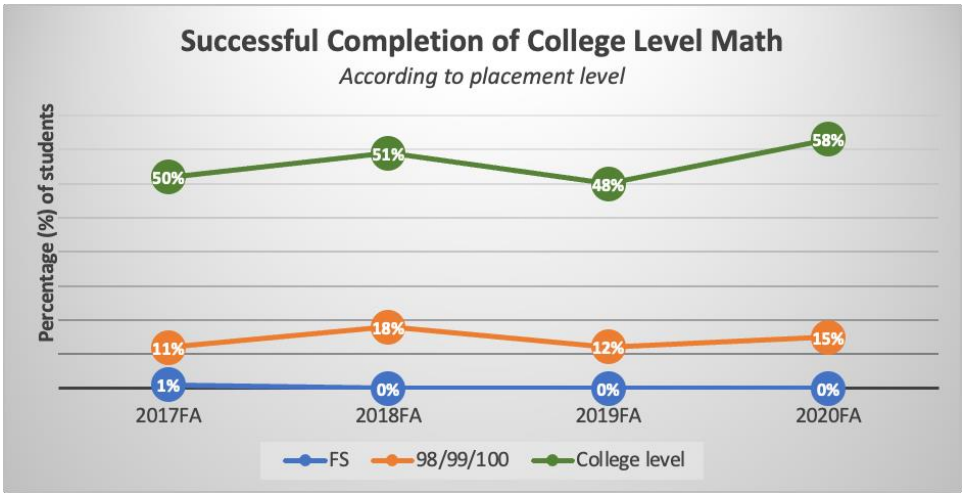


The data above tells a different story than the waterfall data. Students placing into Math 98 do slightly better in Math 100 than those who place into Math 99 but take Math 100. This is not a cause for celebration necessarily. It is quite possible for the students who take Math 98 to first take Math 98, and then take Math 100 (I have a student who fits that criterion this semester.). Also, the 46% who placed into FS must have taken FS first before enrolling and succeeding in Math 100. But they also could have tested again or enrolled in Level up. And then there is the unknown...which is unknown and therefore not very helpful. But this is still a more useful way to look at placement and student course success. It provides a picture of who is taking the course, allows for more inquiry about the students (in this case, the unknown). The taking and passing data, below, can be adjusted and reconsidered in similar ways.

Taking and Passing

The graph below provides a full scope of this metric with respect to Developmental mathematics. If this data is accurate, then the implication is that for students placing into college level, they are about equally likely to take and pass a college level math course within a year. For students placing FS Math, there is no chance of them taking and passing a college level math course within a year (necessarily so since FS Math leads into either Math 98 or Math 100 in their 2nd semester). Finally, for students placing into Math 98, 99 or 100, there is about a 1 in 7 chance of them taking and passing a college math course within the first year. The data provided does not allow me to separate Math 98 and Math 100 students. As such, this data is skewed given that a student in Math 98 could not take and pass within one year.

Taking and Passing for FS Math Placement, Math 98, 99, 100 Placement, College Level Placement



**The data for 2016 had errors leading to the 98/99/100 data matching the FS data, which seemed unlikely, hence its exclusion.*

To speak further to data discrepancies, I had requested data on Math 99 vs. Math 100 and was given this data, which tells a very different story than what I shared above.

Comparison of Dev. Ed. Completion and Subsequent College Level Success

FY17 - FY19 MATH-99			FY17 - FY19 MATH-100		
	#	%		#	%
Completed MATH-99	2439		Completed MATH-100	424	
Enrolled College Lvl Subsequent Year	1337	55%	Enrolled College Lvl Subsequent Year	250	59%
Success in College Lvl Subsequent Year	837	63%	Success in College Lvl Subsequent Year	150	60%

Since the taking and passing (and waterfall) data are filtered by placement, this leads to some issues. First, although most students take the course they place into, not all do. Most importantly, when students place into a course, that does not mean that they take that course that semester. If a student takes the placement test prior to the fall semester but waits until the spring semester to take their first math course, they will be deemed unsuccessful by the taking and passing metric. This metric does not provide an accurate picture of the situation. We need

to reconsider this metric since it leads to a deficit framing of students placing into developmental mathematics courses and it adds stress to the lives of faculty who may be led to believe that their best efforts will never be good enough. The data in the table above is far more encouraging. It also allows for practical interventions. For example, only a little over half of the students who completed their last dev. Ed. Math course went on to enroll in the subsequent college course. (The mirrors what was mentioned in the report last year.) Anecdotally, I know that many faculty and advisors encourage students to "keep the momentum going" by encouraging students to enroll in their next math course the following semester. But there is a good chance that not every faculty member tells their students this. Thus, this is an opportunity for a high impact (and frankly, simple) intervention. The initiative could be called Keep the Momentum Going and it could be a campaign to encourage students to take their next math course the next semester. This could extend to Dev. Ed. Math courses as well. Another missing piece of data is what courses the students enrolled in next and their success rate in that course. Math 99 and Math 100 are both prerequisites for any of the intro level college level mathematics courses. The design of these courses, like most of their kind, is "algebra-centric." As such, students who are planning to take Math 140 would be especially helped by taking Math 140 in the subsequent semester. Whether the same advantage would occur for students taking 118, 121, or 125 is unknown. In fact, without data about which subsequent course students leaving Math 99 or Math 100 took, this is all speculation. This data is necessary to assess the efficacy of the courses in preparing students for their subsequent course. Looking only at success rates in the intro college level courses is insufficient given that there are students who place directly into intro college level (either by ALEKs, transitional math, GPA boost, SAT, or transfer credits). The population of intro. college level courses needs to be parsed to allow for deeper analysis into who the courses best serve. Anecdotal evidence is insufficient here. Faculty teaching a course like Math 140 may lament that their students are less prepared than they were in years past. They will attribute this to poor preparation in the developmental course sequence or an unreliable placement tool. But there are fallacies in both of those claims, and they are not supported by any data. If Math 140 is a gatekeeper for students, we need to know how students in Math 140 ended up in 140. If a majority of students in Math 140 previously took Math 99 or Math 100, then that will be evidence to look more closely at what happens in Math 99 and Math 100, how long after they take Math 99 and Math 100 they take 140, and what supports can be implemented for students moving from Dev. Ed. to 140. As has been true in this critique, without easier access to this data, these remain open questions. This means that we need better data, and we need the student perspective about their level of preparation, challenges, and *their* perceptions of levers for their success.

One last thing to mention has to do with what mathematics faculty believe the role of developmental mathematics (and mathematics in general) is. Data allows faculty to understand how students are doing with respect to their retention and student success. When we add qualitative data to the existing data, this will provide a deeper understanding of what students' experiences are. But even with all of this information, there are still differences of opinion with respect to how math should be taught and what the purpose of mathematics courses are. There are some faculty who teach courses at every step of the sequence. Others focus on developmental courses, intermediate courses, or courses for majors exclusively. Differences of opinion can often stem from the population of students that faculty spend most of their time

around. For example, if someone teaching calculus notices that their students are struggling with algebraic concepts, this will result in them being concerned about their students' algebra preparation, which ideally increases their investment in ensuring high quality and reliable algebra instruction in the prerequisite courses. This is a positive result. Alternatively, if students are lacking in prerequisite knowledge, the temptation is to blame students and their prior mathematics experiences. The dilemma is that what is considered good preparation may not align with current mathematical research. While everyone is aware that active learning is supported by the mathematics education research literature, not everyone truly understands the variety of ways that it can happen, especially in the remote teaching environment. The concern about rigor and secure testing environments, which tends to dominate faculty conversations as of late, undermines the discipline continuing to grow pedagogically. Also, technology continues to make it easier for students to "find" mathematics on the internet. When I began at HWC (and even now), there were policies in place about not allowing students to use calculators in Dev. Ed. Courses. The discipline needs to have conversations around technology. Which ideas/skills are beginning to become as obsolete as those outmoded by the calculator? How can technology be seen as a tool to increase learning and understanding, rather than a threat against mathematics learning? Finally, how can we as a discipline work together to understand each other's teaching, and help push each other to innovations that we are comfortable implementing? There is no one size fits all, but we all need to strive to critically examine our practice and the traditions of our discipline. Just because something has been done before does not mean that it should be done forever.

Reflections on the Reporting Process and Requested Changes

In order to make future iterations of the Continuous Improvement Report more meaningful, we would like to see the following changes:

1. **Data Availability** – In order to engage all stakeholders in meaningful analysis and reflection of the data, we request that we have access to all data provided by District that is to be used for the Continuous Improvement Report by Registration Week of the spring semester.
2. **Finalized Template** – Part of continuous improvement includes continually updating and improving the report template, but we request that moving forward, any updates to the template are completed in the fall semester so that we have a working template by Registration Week of the spring semester.
3. **Closing the Assessment Loop** –
    a. **Discussion with the Provost:** Starting this semester, we request that the Provost meets with the Developmental Education Coordinators, College Vice President, and College Dean of Instruction to review and discuss the report after submission. This will provide the following benefits: it will encourage accountability to follow through with action items, it will allow the college to get feedback on their report so that reports improve over time, and it will create an opportunity to address ways the district can support the college in carrying out their plan.
    b. **Discussion within the Departments:** An important part of closing the assessment loop is making sure there is a mechanism for sharing the Continuous Improvement Report with

departmental colleagues. Not only will this provide a space to educate faculty about the data trends and proposed next steps, but it will also provide an opportunity for faculty to generate questions to be addressed in the following report.

c. **Discussion with other Colleges:** Because reading all six other college reports between the due date and the subsequent Developmental Education Committee meeting is challenging, we may want to structure this process so that we can give each other meaningful feedback. For instance, each college could be paired with one other college on a rotating basis to carefully read their report and offer feedback and commentary.

Signatures

Submitted by:

Jennifer Meresman

English Dev Ed Coordinator Signature

Chris Sabino

Math Dev Ed Coordinator Signature

Reviewed by:

Theresa M. Carlton

College Vice President or Dean of Instruction