Strategy Team: **Placement for Success**

Team Members:

Strategy Year: Year One

Goal Supported: **Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.**

Target Population (Who will be impacted and how many people will be involved?): Academically underprepared students who are degree-seeking.

Brief description of strategy: All new degree-seeking students (full or part-time) will be required to demonstrate ability in English, reading and math via ACT, Compass scores, transfer credit and/other acceptable methods. Students who cannot demonstrate ability at gatekeeper levels upon entry into the College will be required to enroll in at least one of the appropriate developmental course(s) during their first semester at Harper.

⌐ ⌐ected Outcomes (What change do you expect as a result of this strategy?)**:**
- Decrease the amount of time that students spend in developmental education courses.
- Increase the number of students who move on to and succeed in gatekeeper courses.
- Increase the percent of students who successfully complete developmental courses and progress to credit-bearing courses.

Action Steps/ Tasks What will be done?	Responsibility Who will do it?	Timeline When will it begin and when will it be completed?	Resources What additional resources do you need?	Partners (Internal/External) Who will need to be involved to carry out this task/step?	Challenges What challenges or barriers do you anticipate?	Communication How will you communicate this task/step to your partners?	Accomplishment What will this task/step accomplish?
Establish an on-going plan for evaluating and assessing course offering needs based on number of students assessed and resulting placements. Communicate with department chairs in English, reading and math about results of research and anticipated projections related to number of seats/ sections needed as a result of the policy change being implemented Fall 2013.	Department Chairs and Placement for Success Task Force.	Work in progress.	Based on data analyzed and knowing that we are still in the **exploration** stages, it is **expected** that approximately 3,000 students will be impacted by this requirement. Data analyzed revealed that more than 55% or 1,650 students who tested and registered placed into developmental math. Additionally, data revealed that more than 15% or 450 students placed into developmental English. Lastly, data revealed that 24% or 720 placed in developmental reading. The Math Department analyzed current enrollment data and determined that roughly 23 additional sections will be needed.	Department Chairs and Placement for Success Task Force	There may be challenges with the need to increase the number of faculty teaching these courses and the need to accommodate for additional classroom space.	On-going communications will take place internally and externally as appropriate.	Provide recommendations on additional faculty and classroom space needs to meet new testing and placement requirements.

			Based on the enrollment data reviewed by the English department, it is estimated that at least two additional sections of ENG 098 and at least two to three additional sections of ENG 100 will be needed. The reading department estimates that 5-6 sections of each RDG course will be necessary to accommodate the additional students if they were all to take the developmental RDG course they were placed into the first semester. If the department were to add a total of 10-12 sections of RDG, it would be necessary to add 2 FT faculty, 1 FT faculty and 2 adjunct faculty, or 4 new adjunct faculty members.				
Determine the options within Banner to enforce enrollment in developmental courses beginning with degree-seeking students' registration and progressing to subsequent gatekeeper course(s).	IT and Enrollment Services.	Currently in the process of hiring a Banner Consultant to gather, document, analyze user requirements and work closely with IT to develop the recommendations of systematic changes/enhancements needed to allow the enforcement of testing and placement of all degree-seeking students and allow the enforcement of enrollment into developmental courses for those students who place into them.	$40,000 allocated through the Student Success Grant.	IT and Enrollment Services.	Limited functionality is currently available in Banner. System modifications will be needed to implement and maintain changes.	On-going communications will take place internally and externally as appropriate.	Hire a Banner Consultant to gather, document, and analyze user requirements and work closely with IT to develop the recommendations of systematic changes/enhancements needed to allow the enforcement of testing and placement of all degree-seeking students and allow the enforcement of enrollment into developmental courses for those students who place into them. This will also include the recommendation of additional funding needed to implement such system

							modifications.
Develop an implementation timeline across four years inclusive of budgetary and resource implications.	Placement for Success Task Force	During this academic year all activities related to this initiative will continue to be mapped as more information becomes available to us.	Need additional time to continue to assess implementation needs. It is estimated that by the end of year one, the Task Force will have a more defined timeline.	IT/ Enrollment Services/ Academic Affairs/Student Development.	Banner functionality is a key factor with this initiative. Other factors include our ability to mobilize changes in key areas and our ability to affect changes in internal business practices effectively within given time frames.	On-going communications will take place internally and externally as appropriate.	Assess implementation needs
Identify what additional computer lab space, Compass testing units and staff members in the Assessment Center will be required in order to implement mandatory assessment testing for all ee-seeking students.	Enrollment Services in Collaboration with Physical Plant and Campus Architect.	Secure funds for allocation of space and computer lab in Assessment and Testing by January of 2011. Begin to communicate space requirements to Campus Architect.	Secure approval for additional testing space for the Assessment and Testing Office to meet stated needs as specified in each of the AtD initiatives. Secure approval and acquire additional office space given the increase in the number of students that will be required to test. It is expected that the Assessment and Testing Office will need 50 additional computers to accommodate the increase in demand. It is estimated that this renovation will cost approximately $70,000.	Assessment and Testing/Campus Architect.	Timely approval of space and funding.	On-going communications will take place internally and externally as appropriate.	To secure approval and acquire additional office space given the increase in the number of students that will be required to test. It is expected that the Assessment and Testing Office will need 50 additional computers to accommodate the increase in demand. It is estimated that this renovation will cost approximately $70,000.
Clarify definition of "degree-seeking status" internally and externally. **Degree-seeking status has been defined as students seeking a two-year degree or students indicating intention to transfer to a 4-year institution.** Request approval from the **Assessment and Testing Committee t ʼodify testing methods and ŗ ̣edures and alter policy to require enrollment in developmental math, English and reading courses** (during the first semester of enrollment) of at least one developmental course	Placement for Success Task Force	Finalize and forward a formal recommendation to the Assessment and Testing Committee for approval **by the end of fall term.** Submitted a request to IT to allow students to update intent online by the end of this academic year. The hope is to move to production during the Fall of 2011 giving us the opportunity to	Need additional time to continue to assess implementation needs. It is estimated that by the end of year one, the Task Force will have identified additional needs.	IT/ Enrollment Services/ Academic Affairs/Student Affairs.	Banner functionality is a key factor with this initiative. Other factors include our ability to mobilize changes in key areas and our ability to affect changes in internal business practices effectively within given time frames.	On-going communications will take place internally and externally as appropriate	Gain approval of Degree-Seeking Status to continue to move forward with the implementation of AtD initiatives. Additionally, gain approval from the Assessment and Testing Committee for the modification of testing methods and procedures.

for all degree-seeking students where appropriate.		communicate to students the new "student type" categories, allowing students to update their student intent accordingly and allowing us the opportunity to collect data on the number of students who may be potentially impacted by the new requirements before going live in the Fall of 2013.					
﹁elop/investigate the revisions necessary for the assessment and orientation process needed to implement intervention in Fall 2013. Develop advising and counseling protocols – a collaboration between CNSO, Assessment and Testing, Registration and others.	Enrollment Services in collaboration with IT and Student Development.	Traditionally the Orientation of new students has been targeted to the First-Time in College population. New orientation and advising protocols will need to be established in order to meet the needs of the different groups of students being served with the new placement requirement. Expand scope and identify ways to communicate with the different constituencies on new assessment and placement requirements well in advance of going live with new requirement.	Need additional time to continue to assess implementation needs. It is estimated that by the end of year one, the Task Force will have identified additional needs.	Enrollment Services/ IT/ Student Development.	In addition to the anticipated increases in faculty and number of sections of developmental courses being taught, additional assessment testing and advising staff will be necessary to facilitate the communication, testing, advising and registration steps for students.	On-going communications will take place internally and externally as appropriate.	Redefined Assessment, Orientation and Advising protocols to meet new placement requirement. New orientation and advising protocols will need to be established in order to meet the needs of the different groups of students being served with the new placement requirement.
Determine the impact on ESL and AED students and consult with AE/LS Division.	ESL and AED coordinators and faculty with the assistance of developmental faculty	Work in progress-	To be determined based on how ESL/AED students are identified prior to and/or after testing. Possible needs for additional sections of ESL.	Assessment, advising, counseling staff and faculty will assist in the evaluation of impact and resource needs - with ESL and AED.	Establishing processes for potential ESL students which are as equitable as possible with non-ESL students so that students are placed into appropriate developmental/ESL courses. Determining how and when math testing would be	On-going communications will take place internally and externally as appropriate.	Provide recommendation on additional faculty and classroom space needs to meet new testing and placement requirements.

					implemented for ESL/AED students and how ESL testing would be affected.		
Design evaluation with Data Team and Institutional Research, establish an on-going plan for evaluating and assessing student/course outcomes and expand intervention based on number of students who successfully complete required course(s).	Placement for Success Task Force and IR	In order to establish baselines that will be used to assess the impact and effectiveness of the initiative launching in Fall 2013, the following items are being analyzed and will need to be measured about degree-seeking students at Harper: • The percent of students in previous years who had demonstrated their aptitude in English, reading and math skills prior to enrolling in their first semester. • The percent of students in previous years who tested into a developmental course(s) and subsequently enrolled and successfully completed their first developmental courses(s) in their first semester. • The percent of students in previous years who tested into a developmental course(s), subsequently enrolled in the first developmental course(s) their first semester and continued the sequence of developmental education to the appropriate		Enrollment Services/ Academic Affairs/Student Development/ IR/IT		On-going communications will take place internally and externally as appropriate.	Establish baselines that will be used to assess the impact and effectiveness of this initiative.

		gatekeeper course(s) without interruption. • The length of time in previous years it took students who placed developmentally to reach the appropriate gatekeeper course(s) as compared to initial term of enrollment. • The course combinations developmental students enroll in and the percentage that successfully complete and continued the sequence. From 2011-2013, the College will be establishing systems (technical and procedural) needed in order to fully implement measurable benchmarks for the policy change.					
Develop and test the new admissions application strategy and assign a new "student type" category to all degree-seeking students. This will allow the College to systematically admit students into this new category. The creation of this new "student type" will also facilitate the tracking and enforcement of enrollment in the required developmental courses (where appropriate). Communication strategies will then be implemented to inform students about the orientation, advising and other registration-related activities.	Enrollment Services and IT	Develop the means to support the new student types as part of the admissions process. Meet with IT to begin a scope analysis by the end of fall 2010. Identify incremental steps that can be accomplished to obtain long-term goals by March 2011. Determine if any incremental step can be implemented this fiscal year by March 2011.	Need additional time to continue to assess implementation needs. It is estimated that by the end of year one, the Task Force will have identified additional needs.	Enrollment Services and IT	Banner functionality is a key factor with this initiative. Other factors include our ability to mobilize changes in key areas and our ability to affect changes in internal business practices effectively within given time frames.	There will need to be a clean-up process to identify students who may have applied in the past for Fall 2013 and who may not have been assigned the appropriate "student type" category.	Develop the means to support the new student types as part of the admissions process. Meet with IT to begin a scope analysis by end of fall 2010. Identify incremental steps that can be accomplished to obtain long-term goals by March 2011.

Strategy sustainability (If this strategy is successful, how will it be sustained after the initial pilot phase?):