

Linking Students to College Success

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Sitting Bull College

Sitting Bull College

- 250 - 300 students per semester, Average Age=30
 - Certificate, Associates, Bachelors, Masters
- Open Enrollment
- ACT COMPASS Placement
 - Accuplacer FA-16
- English
 - ENGL 099 College Writing Preparation
 - ENGL 110 Composition I
 - ENGL 120 Composition II

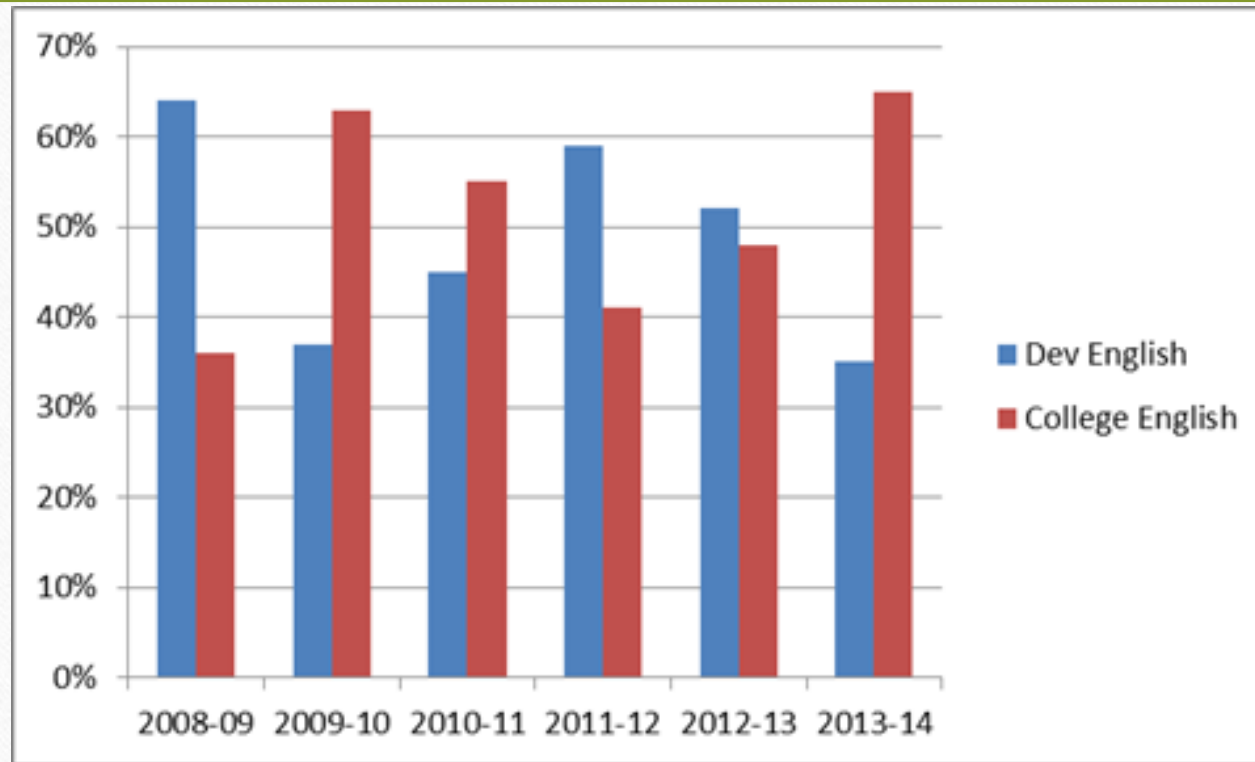
Math

MATH 099 College Math Preparation
MATH 101 Pre-Algebra
MATH 102 Intermediate Algebra
MATH 103 College Algebra

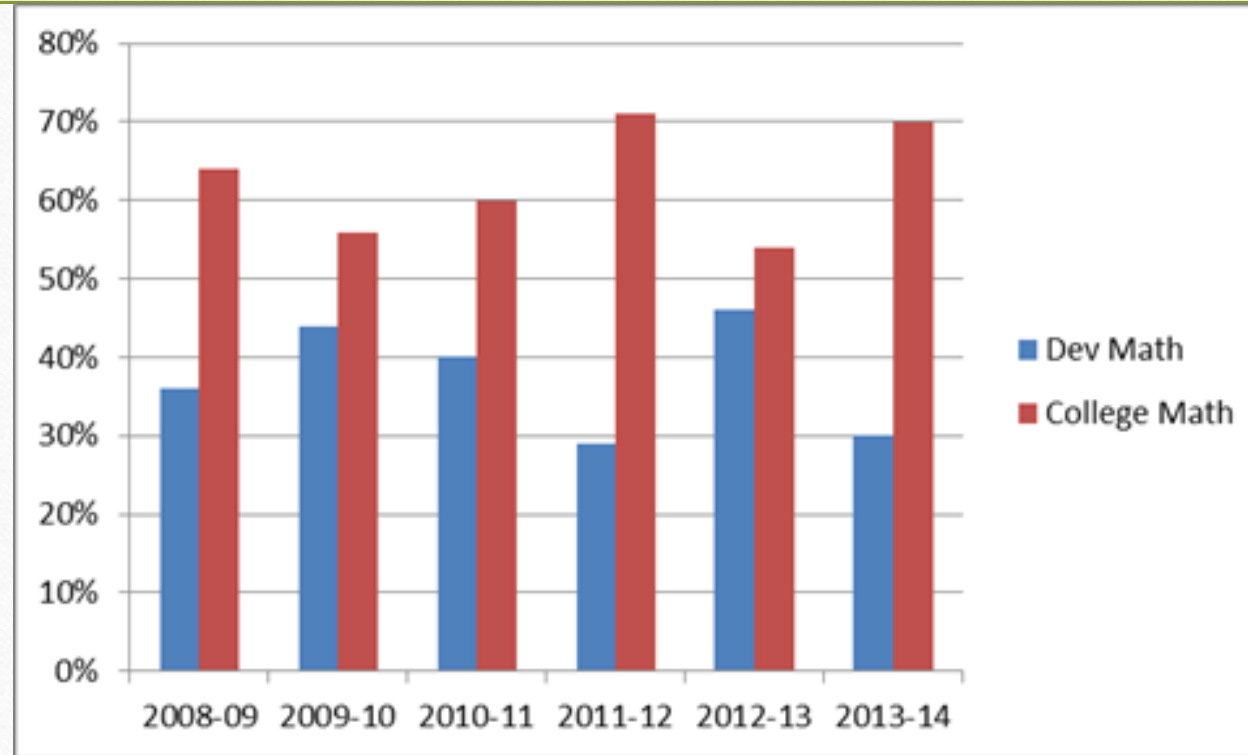
2014-15 Placement Rates

College Prep. Math & English	Male	Female	Total Fall & Spring	Total Percentage
Underprepared, Math (Compass) (Math 099/Math 101)	11/84 13%	14/84 17%	25/84	30%
Underprepared, English (Compass) (College Writing Prep. 099)	15/83 18%	14/83 17%	29/83	35%

English Placement Rates



Math Placement Rates



Writing Scores



Reading Scores



Pre Algebra



Remedial English Various Strategies

- Five credits
 - Full time status with three courses
 - English
 - Math
 - Student Success
 - Scaled back to four credits when 5 was overwhelming
- Grammar based, computer modules, reading intensive
 - Common denominator?
 - Students were not engaged, did not attend, disappeared without withdrawing
- Building Trades: “I want to learn how to build houses, not to write essays and define a semicolon.”

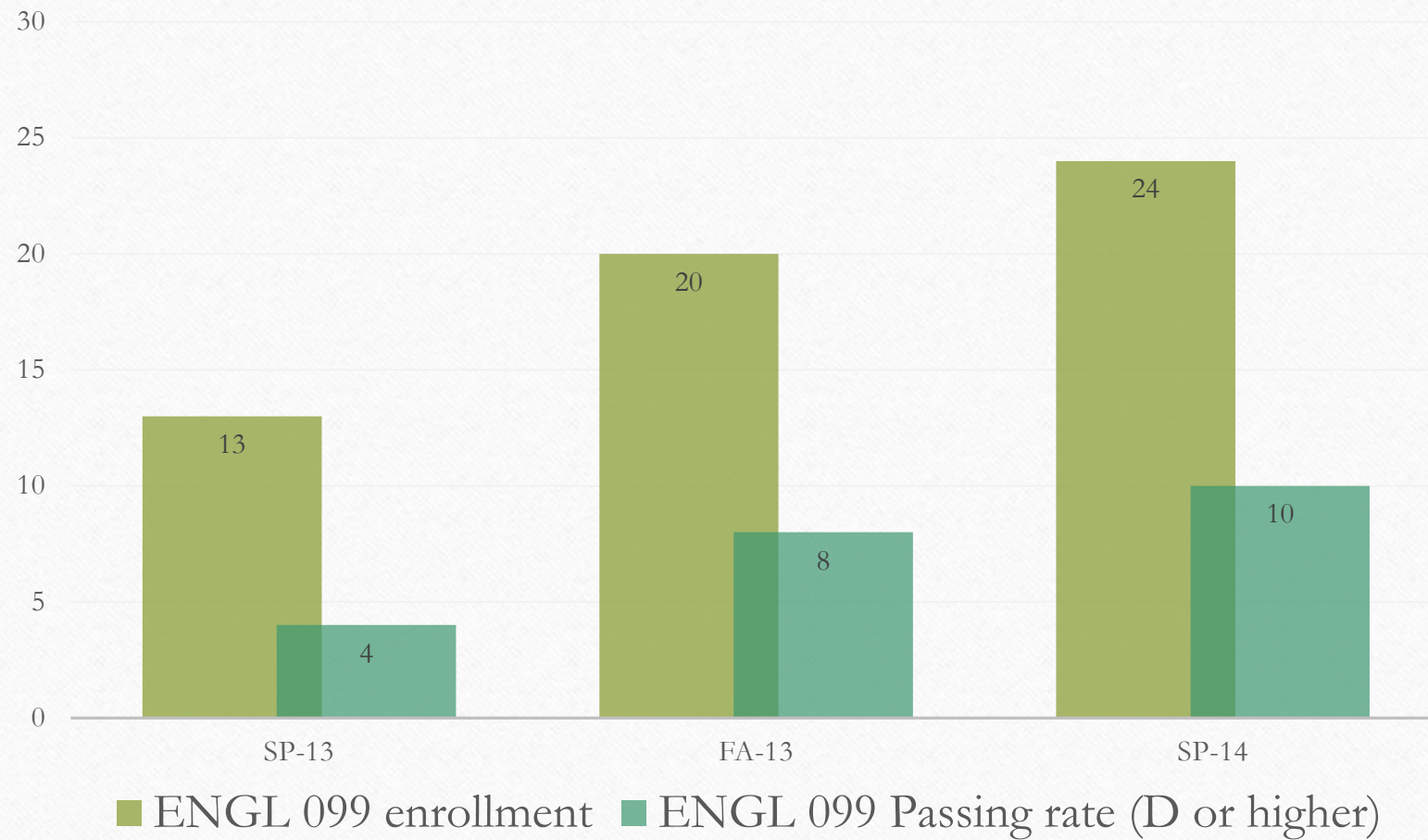
Linking Strategy

- Not a new idea
 - Students take ENGL 099 & ENGL 110 in the same semester
 - Approval from Curriculum Committee to change ENGL 099 from four credits to two
 - ENGL 099 2 credits
 - ENGL 110 3 credits
- Instructors would be different (that was the goal)
- Instructors would team-teach content

Curriculum Committee

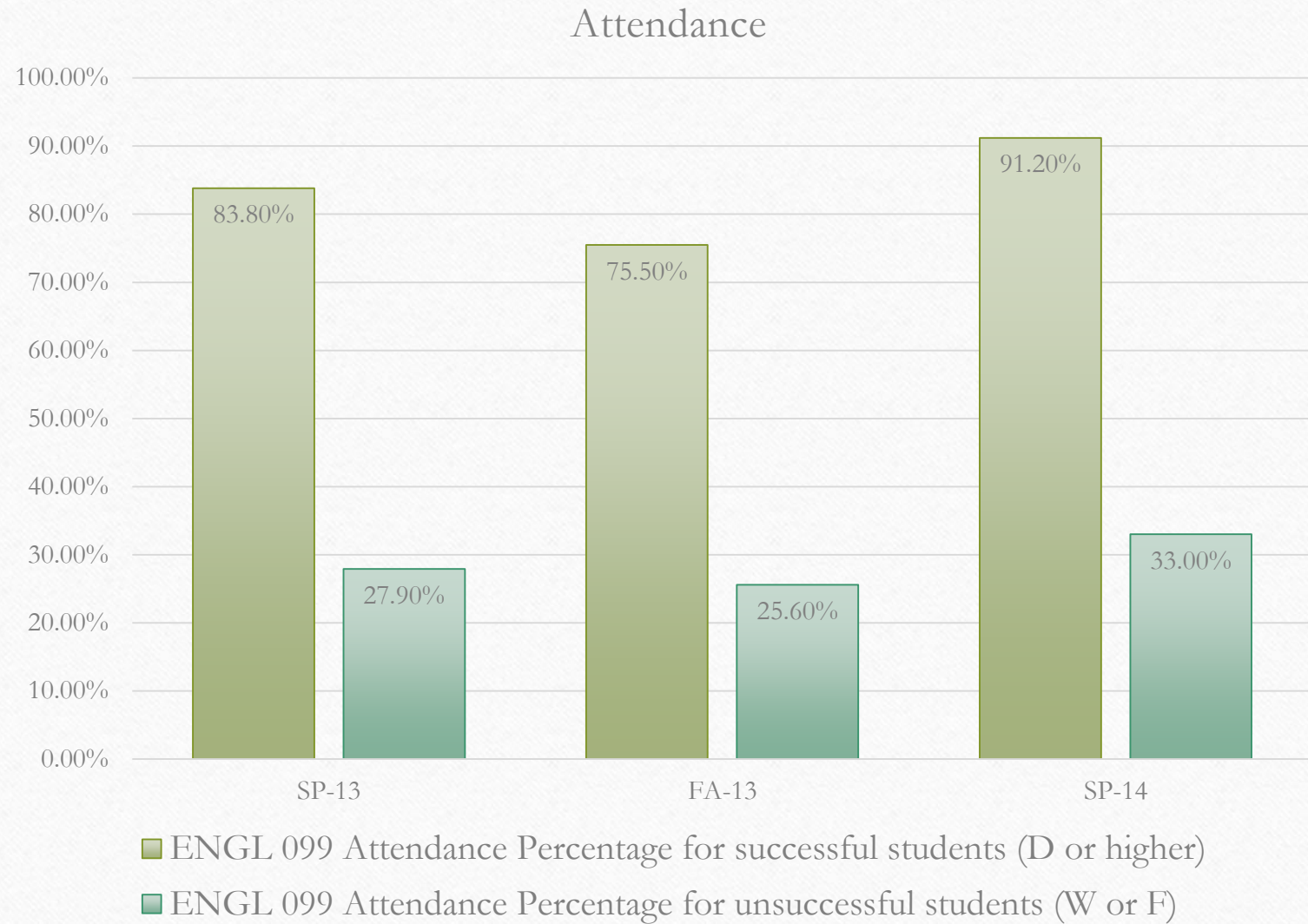
- Wanted data driven decisions:
 - Examine three previous semesters (SP-13, FA-13, SP-14)
 - ENGL 099 Semester Enrollment
 - ENGL 099 Semester Attendance Percentage
 - ENGL 099 Semester Passing Rate (D or higher)
 - ENGL 099 Persistence to ENGL 110
 - Success of ENGL 099 Students in ENGL 110 Course (D or higher)

ENGL 099 4 credit class



ENGL 099

4 credit class



SBC English Department

- Wanted to engage ENGL 099 students
- “Learning, persistence, and attainment in college are consistently associated with students’ being actively engaged with college faculty and staff, with other students, and with the subject matter they are studying.”
 - Center for Community College Student Engagement. (2013). *A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

English Department Principles for SBC

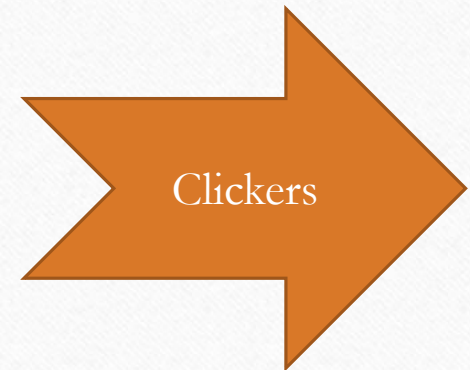
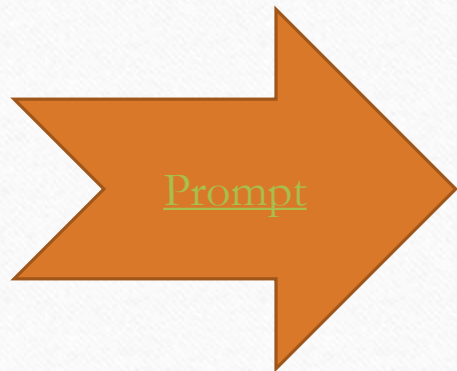
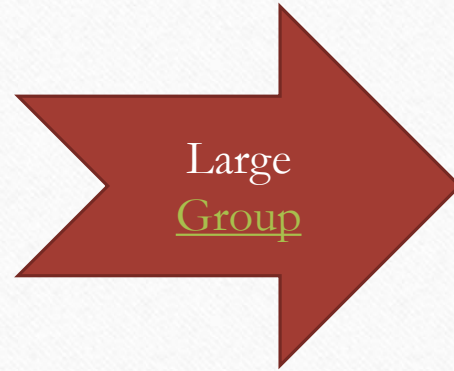
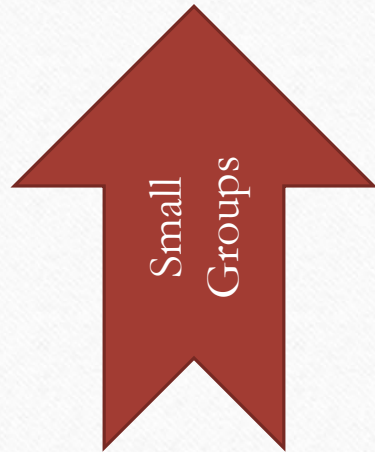
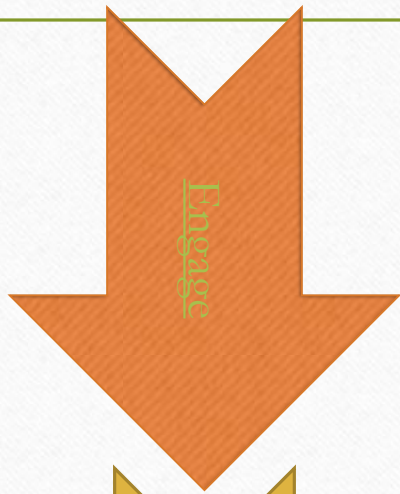
Adopted from Center for Community College Student Engagement

1. Inspire a strong head start for entering students
2. Integrate Student Support with coursework
3. Set high expectations with strong support
4. Encourage learning in context
5. Accelerate student progress toward completion
6. Integrate clear, coherent pathways for students
7. Focus our department professional development

Inspire a strong head start for entering students

- Link ENGL 099(2 credits) & ENGL 110 (3 credits)
 - ENGL 110 T-TH
 - 9:00-10:25am – Taught by Renee Froelich (Suzanne Albers sits in class)
 - ENGL 099 T-TH
 - 10:30-11:25am – Taught by Suzanne Albers
 - Courses are graded separately

Class design



Integrate Student Support with coursework

- ENGL 099 concentrates on
 - Idea development
 - Taking pre-writing strategies one step further
 - Concrete details
 - Reading comprehension
 - Discussing reading material
 - Active reading & note taking strategies
 - Inferences
 - Additional revising & editing work
 - Help on individual basis

Set high expectations with strong support

- Complete drafts at same pace as other students
 - Tuesday lecture
 - Thursday lab
- Prewriting, outline, rough draft, final draft
 - Essay each week
 - Begin finding reputable sources
 - Adding citations and reference pages

Encourage learning in context

- Topic choices
- Learning grammar & language usage through revision & editing of own work
 - Understand strengths and challenges
 - Word comments
- Reflect, reflect, reflect

Course Evaluations – Completed by students right before midterms

Faculty: Albers, Suzanne

Question: What is the strongest feature of the instructor's teaching? (What is she/he doing that is contributing the most to your learning?)

Response Rate: 100.00% (3 of 3)

- 1 Helps us go over the homework given in Composition 1.
- 2 helping with what we need help.
- 3 going through the assignments and help in the areas that I need help in.

Faculty: Albers, Suzanne

Question: Please provide 1-3 ideas (however big or small) that would help to make this course better:

Response Rate: 66.67% (2 of 3)

- 1 I like the class the way it is.
- 2 doing some one on one work with me. working on the assignments to help me. giving me extra advice on how to do the work

Faculty: Albers, Suzanne

Question: What do you think you will remember most about this course . . . and why?

Response Rate: 100.00% (3 of 3)

- 1 How to brain storm and clustering.
- 2 being a good writer
- 3 everything that I worked on

Faculty: Albers, Suzanne

Question: What do you think you could do (if anything) to get more out of this course?

Response Rate: 66.67% (2 of 3)

- 1 I like the class the way it is.
- 2 Starting from the beginning and attending class everyday

Accelerate student progress toward completion

- Common student: few writing experiences
 - ENGL 110
 - Personal essays – prompt analysis, writing for an audience, idea development, structure & organization
 - Reaction papers – summarizing, paraphrasing, offering opinion
 - Essay with Sources – using reputable sources, adding citations, avoiding plagiarism, demonstrating critical thinking through counter argument



Faculty: Froelich, Renee
Question: What do you think you will remember most about this course . . . and why?
Response Rate: 93.33% (14 of 15)

1	When she explains me when I mess
2	The power points
3	She answers any
4	I find her examples very informative
5	She makes sure
6	She tells me how
7	she makes sure
8	Teaching
9	I love her class, about reading ar
10	She explains even notes.
11	Her stories and e
12	She helps you un
13	She is very stron
14	She breaks thing

1	The essay topics because I remember what I write down most of the time.	
2	All the essays because it takes time to type up all the words.	
3	How to write a good essay.	
4	how to write certain essays	
5	The instructor because she's super friendly and very approachable	
6	I will remember how I started out this course, hardly knowing how to put an essay together and how much I learned throughout the semester.	
7	the knowledge I'm taking with me, I've become a better writer in my other classes as well.	
8	The writing.. The ways I didn't know how a essay was supposed to be written	
9	On how to write a good essay, pre-writing, rough drafts and final drafts.	
10	Essays and how to write	
11	The different kinds of essays, the organizing of them, and content as a guideline. I never really thought of them as different types.	
12	How to write different types of essays. It's will help later in more advanced English classes	
13	I've gotten better at writing essays	
14	How to write essays correctly and effectively because she helps us by showing the most simple of corrections	

Integrate clear, coherent pathways for students

Prewriting

Outlining

Writing
first draft

Thesis
statement

3-4 main body
paragraphs

Introduction &
Conclusion

Final Draft

Edit - spelling,
grammar, punctuation

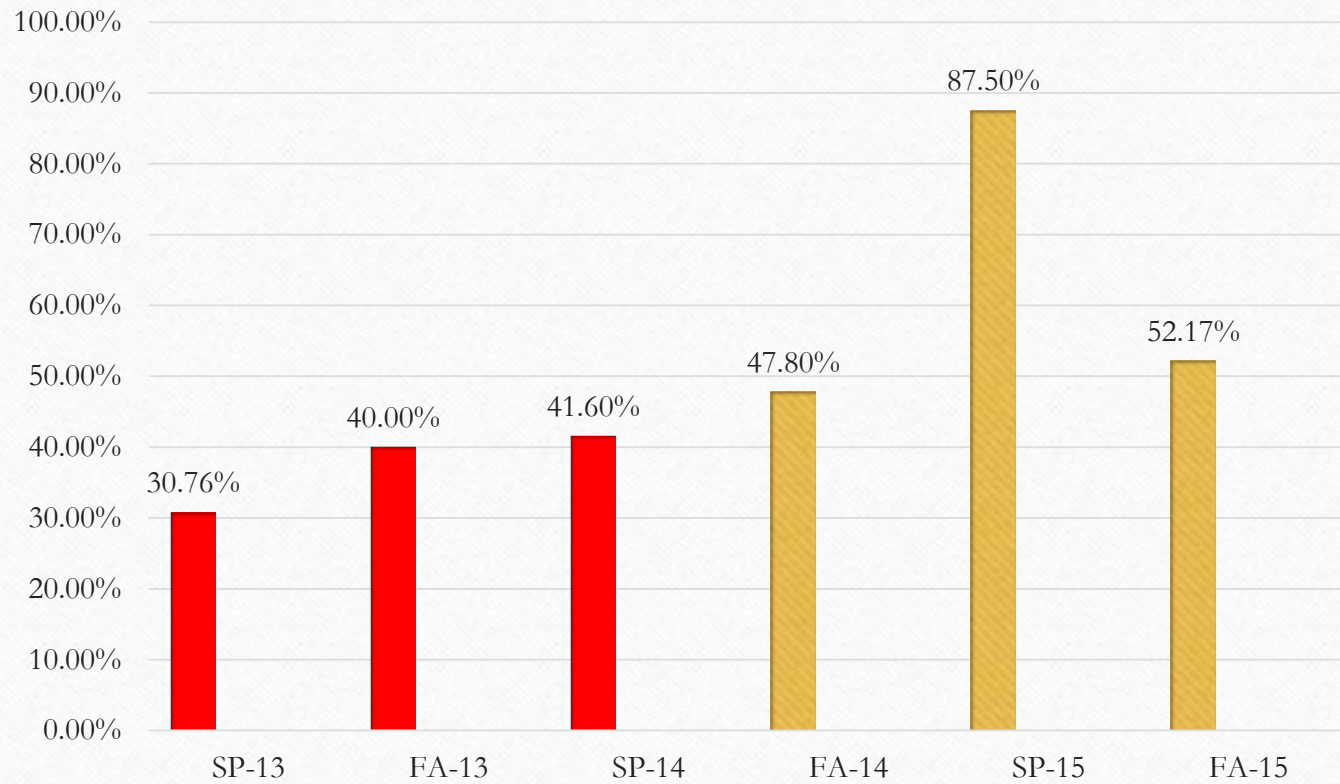
Revise for clear
ideas and
organization

Integrating
expert facts or
testimony

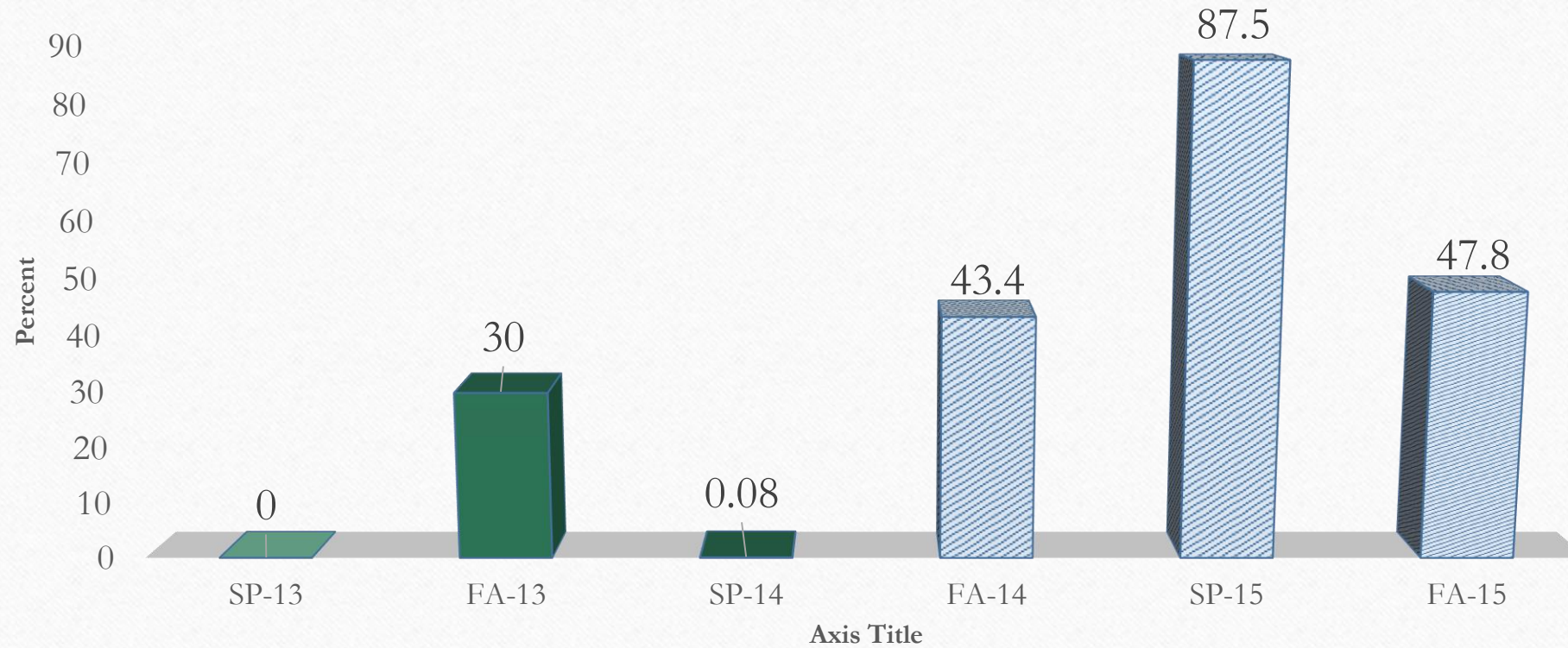
Focus our department professional development

- Pre/Post Assessment
 - On Demand Writing
 - ACT Prompts & Holistic Rubrics
- Student Pre/Post Surveys
- Faculty discussion about effective strategies – effective activities

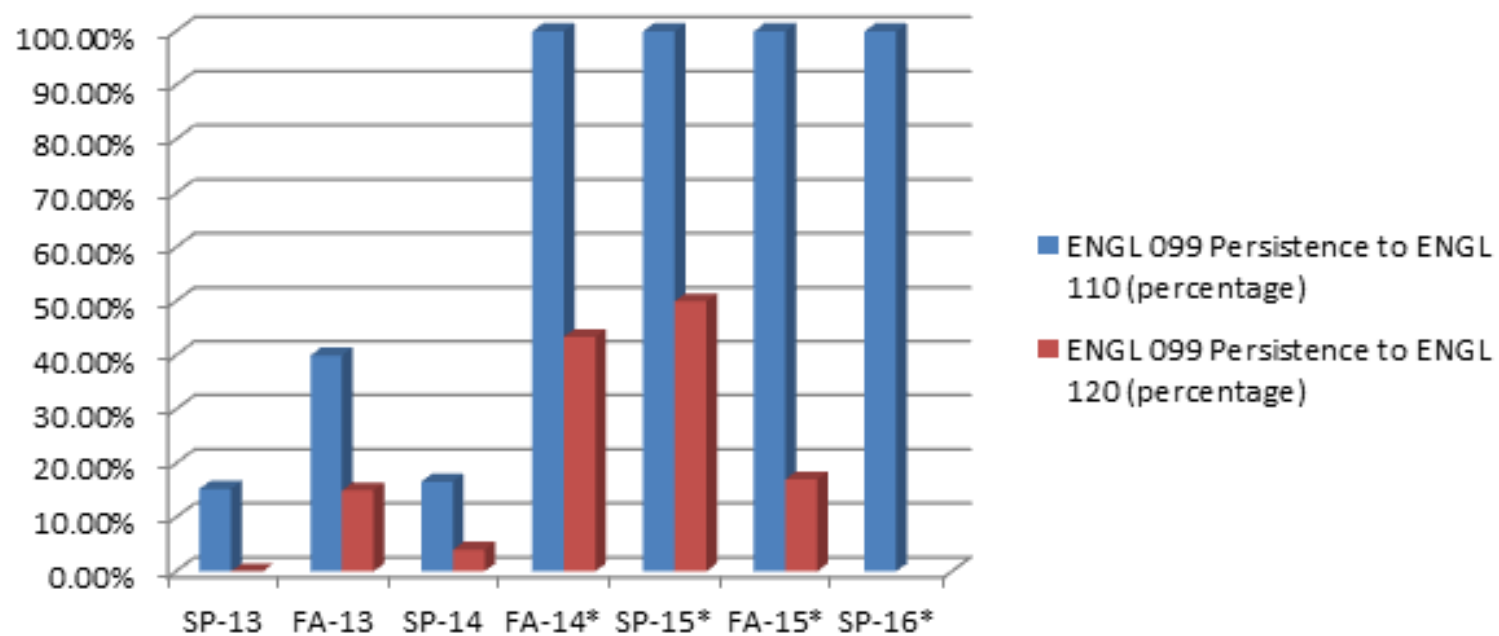
Student Success in ENGL 099



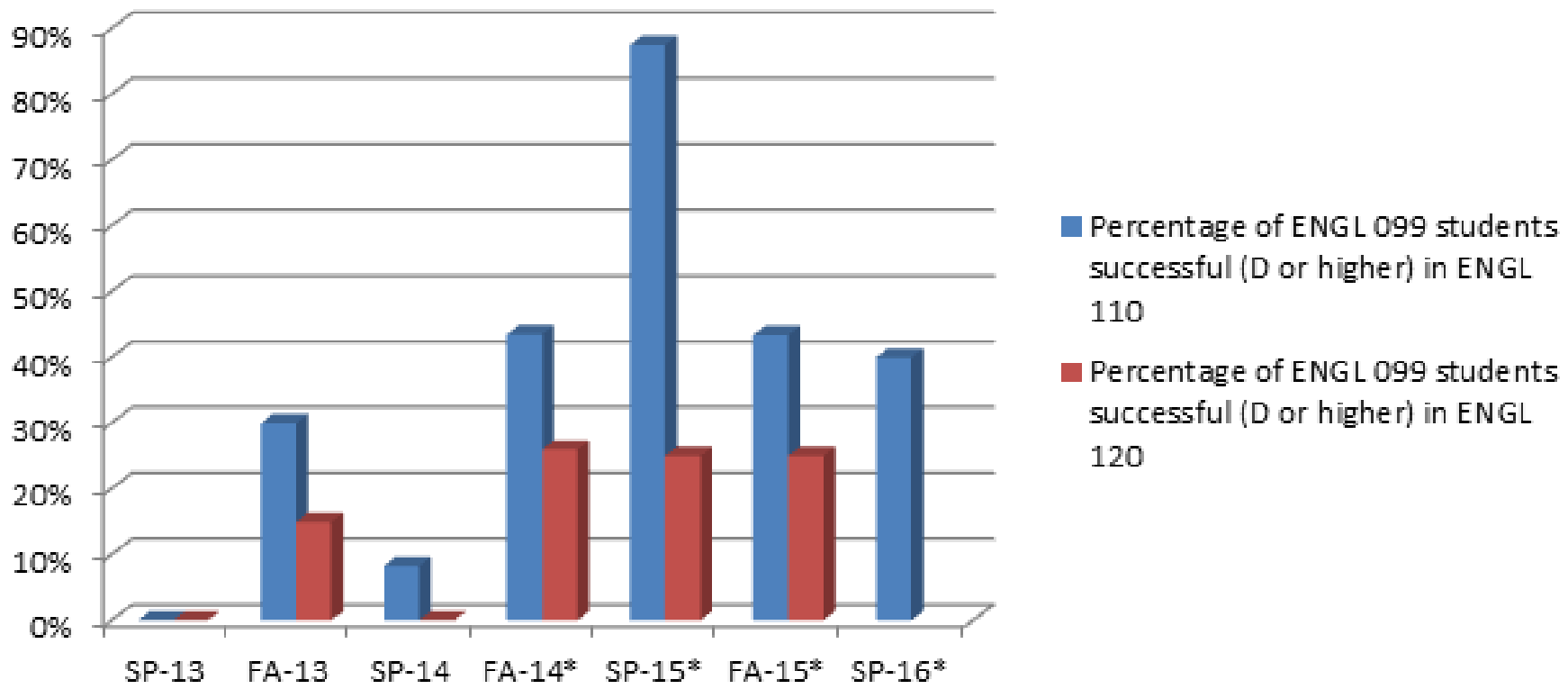
SUCCESS OF ENGL 099 STUDENTS IN ENGL 110 (D OR HIGHER)



EBGL 099 Student Persistence Chart



Success of 099 Students in Consecutive ENGL Courses



Additional Assessments

- Progression from 099 to ENGL 120
- Percent of 099 students obtaining an Associates degree (within 3 semesters)
 - Track to bachelor/masters
- COMPASS incoming scores and correlation among immediate stop-outs
- Pre-post survey (experience writing essays, importance of pre-writing, use of outlines, APA documentation style, etc.)
 - In-direct measurement

Lessons Learned

- Student engagement is essential to learning & retention
- Scaffold writing strategies
 - Student motivation increases with essay prompt identity
- Collaboration among faculty can be used as professional development
 - Faculty personalities may be a factor!
- Assessment of student learning = data driven decisions

Questions?
