Achieving the Dream with HIS 101 at the Loudoun campus and at ELI
Project Plan
Start: April 2009
Finish: Summer 2010

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Introduction
At the request of Dr. Blois, I have been asked to investigate possible strategies that might be used in our HIS 101 (History of Western Civilization I) course as part of the college's Achieving the Dream (ATD) initiative.
According to the charge from Provost Tardd, the ATD initiative involves
1.   Identify courses that have low success rates
2.   Form faculty groups to
   •   Investigate teaching and learning strategies
   •   Engage faculty in discussions about best practices, instructional strategies, and interventions to improve student success rates
3.   Develop a data-driven implementation action plan to improve student success rates

Action Plan Timeline

Step 1, April 2009:   Snapshot of Course Success Data
Check with adjuncts to find out success rates in HIS 101 for Fall 2008 on campus and at ELI
This has been done. See below, "Success rates in HIS 101, Fall 2008, Loudoun campus and at ELI"

Step 2, April-May 2009:   Request OIR Data
This has been done. See below, "ATD Data Request"
Some questions to consider:
•   What are our HIS 101 success rates?
•   Compare ELI and campus and look for factors that determine student success

Step 3, June 2009:   Snapshot of Course Success Data
Check with adjuncts to find out success rates in HIS 101 for Spring 2009 on campus and at ELI
Compare with ELI-generated data. See below, "Enrollment and student success data for your group of HIS courses"

Step 4, unknown date: Receive, Review and Interpret OIR and other data for relevant determinants of student success in HIS 101 courses.

Some questions to consider:
•   Are these rates of success "acceptable?" For example, is it okay that almost 1 out of 2 students is not successful in an ELI version of HIS 101?
•   Should there be a requirement that student have completed their developmental education before taking HIS 101?

Step 5, summer 2009:   Second edition of Adjunct pedagogy manual
Charlie and Jennifer will finish an updated version of their pedagogy manual

Step 6, fall 2009:   Adjunct Discussions and brainstorming
Share OIR data with adjuncts
Brainstorm ideas to improve student success

Step 7, spring 2010:   Create a BB Teaching Support website
Establish a HIS 101 Blackboard teaching support site to include
•   discussion forum for adjuncts to stay better connected and to engage faculty in discussions about best practices, instructional strategies, and interventions to improve student success rates.
•   links to syllabi and home pages
•   announcements
•   useful sites

Step 8, summer 2010:   Consider Strategies
What we might be able to do:
•   Continue to mentor adjuncts
•   Make sure that syllabi reflect
    •   students should expect in the course, and if they can't write to get help where
    •   high Expectations and Aspirations
•   offer outside tutoring to members of the class on a regularly scheduled basis
•   Requiring attendance as part of the grade, or requiring that instructors utilize homework as a portion of the grade
•   More group work during or outside of class

Attachments
Success rates in HIS 101, Fall 2008, Loudoun campus and at ELI
Enrollment and student success data for your group of HIS courses
ATD Data Request

Success rates in HIS 101
Fall 2008
Loudoun campus and at ELI

Chuck Crum, campus, fall 2008, 53 students, his 101
37 (A,B,C) = 70%
12 (D,F) = 23%
4 (W) = 7%
Bill Pierce, campus, fall 2008, 49 students, his 101
38 (A,B,C) = 77%
6 (D,F) = 12%
5 (W) = 11%
Bev Blois, campus, fall 2008, 50 students, his 101
37 (A,B,C) = 74%
9 (D,F) = 18%
4 (W) = 8%
Doug Campbell, campus, fall 2008, 132 students, his 101
87 (A,B,C) = 66%
31 (D,F) = 23%
14 (W) = 11%
David Porter, campus, fall 2008, 80 students, his 101
59 (A,B,C) = 74%
9 (D,F) = 11%
12 (W) = 15%
overall campus 364 students
258/364 (A,B,C) - 71%
David Porter, eli, fall 2008, 35 students, his 101
15/35 (A,B,C) = 43%%
11/35 (D,F) = 31%
9/35 (W) = 26%
Dino DelGallo, eli, fall 2008., 33 students, his 101
20/33 (A,B,C) = 61%
4/33 (D,F) = 12%
9/33 (W) = 27%
Adam Howard, eli, fall 2008, 34 students, his 101
17/34 (A,B,C) = 50%
2/34 (D,F) = 6%
15/34 (W) = 44%
Charlie Evans, eli, fall 2008, 34 students, his 101 e86
19/34 (A,B,C) = 56%
3/34 (D,F) = 9%
12/34 (W) = 35%
Charlie Evans, eli, fall 2008, 27 students, his 101 e90
11/27 (A,B,C) = 41%
2/27 (D,F) = 7%
14/27 (W) = 52%

overall eli 163 students
82/163 (A,B,C) - 50%

Enrollment and student success data for your group of HIS courses

Hi Charlie,

Here's the data you requested. I am very sorry it took me so long to get it to you. This all has to be done manually and involved using nearly 30 different reports from PeopleSoft. And I am not even making that up. ☺

I did not go back quite as many years as you requested, but I think there is enough data here to tell you what you want to know. If you think it is important to have earlier data on any of these items, I can still provide that. Just let me know.

Enrollments:

Course	Spring 2005	Summer 2005	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008
101	98	98	92	129	132	142	163	134	132	128	126	157
102	30	34	34	32	29	24	30	28	30	30	24	28
111	28	47	46	24	31	29	30	59	30	27	29	29
112	28	30	27	29	28	24	26	26	24	28	23	27
135	26	27	30	26	13	12	30	16	28	25	19	22
241	n/a	n/a	n/a	26	14	18	25	11	19	24	16	15
242	n/a	n/a	n/a	9	5	8	18	4	0	7	4	6
253	n/a	n/a	n/a	n/a	n/a	25	29	29	31	34	22	27
268	n/a	n/a	n/a	n/a	n/a	7	14	5	14	n/a	n/a	n/a

 Now, I should caution that the challenge to using this enrollment data to interpret and plan for growth is that growth has been artificially limited in some classes (most notably 101) because we didn't have enough sections. So the fact that you may see flat growth in some places doesn't necessarily mean there is not more demand and we don't need more sections. For example, we regularly offer one section, capped at 30, of HIS 111. As you can see, it is always full (and in semesters where we did offer more capacity in that course, like Summer 2007, Summer 2005, Fall 2005, we enrolled a lot more than 30). The conclusion I would draw from that example is that we should try adding another section of HIS 111 and see how much more demand there really is out there for the course. Same with HIS 101, and some of the others. Then some others, like 268 or 135, are just fine. They don't seem to fill, so the number of sections we are currently offering is probably fine.

Student Success Rates (overall):

HIS 101

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008
A+B+C	49	62	53	75	86	91	59	65	75	83
% A+B+C	43%	50%	44%	60%	57%	68%	54%	51%	60%	54%
DFW	66	61	67	50	66	43	50	63	50	72
% DFW	57%	50%	56%	40%	43%	32%	46%	49%	40%	46%
W's only	38	29	44	34	49	31	28	35	24	50

| % W's | 33% | 24% | 36% | 27% | 32% | 23% | 26% | 27% | 19% | 32% |

HIS 102

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008
A+B+C	13	11	16	11	13	19	16	13	13	10
% A+B+C	38%	39%	64%	52%	45%	79%	53%	43%	54%	37%
DFW	21	17	9	10	16	5	14	17	11	17
% DFW	62%	61%	36%	48%	55%	21%	47%	57%	46%	63%
W's only	18	11	5	5	12	4	10	15	8	14
% W's	52%	38%	20%	24%	41%	17%	33%	50%	33%	50%

HIS 111

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008
A+B+C	15	11	21	11	12	38	9	16	23	11
% A+B+C	33%	58%	68%	46%	48%	66%	31%	59%	79%	38%
DFW	31	8	10	13	13	20	20	11	6	18
% DFW	67%	42%	32%	54%	52%	34%	69%	41%	21%	62%
W's only	24	6	4	10	7	12	16	10	4	15
% W's	52%	32%	13%	42%	28%	21%	55%	37%	14%	52%

HIS 112

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008
A+B+C	11	9	15	11	13	13	7	16	13	11
% A+B+C	41%	50%	54%	52%	59%	57%	30%	57%	57%	41%
DFW	16	9	13	10	9	10	16	12	10	16
% DFW	59%	50%	46%	48%	41%	43%	70%	43%	43%	59%
W's only	10	4	9	4	4	6	14	9	7	14
% W's	37%	22%	32%	19%	18%	26%	61%	32%	30%	52%

Looking at this data, I think the biggest challenge with your set of courses is the W rate. In general, most of your DFWs are actually Ws. I know that you want to improve on that, and I am confident that we can do so.

I know you mentioned that you are trying out using some stricter pacing in some of your courses this term. I am betting that will help. We are seeing good results from that in other courses.

I know that evenings can be challenging for you, but I really hope that you will be able to attend our student success initiative event in early April. It will be a mostly faculty-led event, and a good chance to discuss what other faculty are doing and hear about what's working and what isn't. Perhaps it would give you some new ideas for things to try.

Student Success Rates by section: (for courses where you are using multiple instructors)

HIS 101

	Fall 2007	Spring 2008	Summer 2008	Fall 2008

Evans	n/a	20%	n/a	48.5%
Blois	45%	n/a	n/a	n/a
Borgiasz	57%	n/a	n/a	n/a
DelGallo	70%	75%	71%	63%
Campbell	48%	59%	56%	n/a
Porter	n/a	40%	56.5%	44%
Howard	n/a	n/a	n/a	64%

Did you want success rates by section for any other courses?

I think this at least gets us a start on the data you wanted. Let me know what you think and if I've missed anything you wanted info on.

Take care,

Jennifer

Data Request
Loudoun
Submitted by Edward Creppy
4/29/2009

A. Data of Interest: HIS 101 (Professor Charles Evans)

B. Campuses of Interest: Loudoun and ELI (as well as the aggregated data for both campuses).

C. Period of coverage: Fall 2006 – Spring 2007; Summer 2007 - Fall 2007; Spring 2008; Summer 2008; Fall 2008

Data Query:

1. For each of the reference periods, provide data on the number of students taking HIS 101 at the Loudoun campus and the number taking HIS 101 through ELI and the total of the two respectively.

2. For each of the reference periods, and for both the Loudoun campus and ELI respectively, provide data on the proportion of students taking HIS 101, who obtained the following grades:
   a. A+B+C
   b. D+F
   c. W

3. For the proportion of students at Loudoun and at ELI who obtained each of the grade levels in part 2, provide a breakdown by the following criteria for each reference period:

   a. Time of the day: Morning, Afternoon and Night (not applicable for ELI)
   b. Student GPA (4-3.5; 3.5-3; 3-2.5; 2.5-2; 2-0)
   c. Course Section (Example: Spring 08, HIS 101, Section XX)

4. Using the data acquired in #2, check the distribution according to the following criteria:

   a. Students who completed ENG 111 successfully prior to taking HIS 101.
   b. Students who took the placement test and placed in Eng 111 prior to taking HIS 101.
   c. Students who took the placement test and placed at less than Eng 111 level prior to taking HIS 101.
   d. Students who successfully completed their ESL or Developmental English requirements before taking HIS 101.
   e. Students who did not successfully complete their ESL or Developmental English requirements before taking HIS 101.
   f. Students who took HIS 101 with no English placement test scores.