



Institutional Learning Outcomes Final Report 2012-2018

Recommendation#1: The committee recommends revamping the early alert system.

Data: The data suggest that a lot of students still lack basic skills in the classroom or they don't carry them over to subsequent classes. Through discussion, it was brought up that we don't catch the students that are failing early enough. It appears necessary to revamp the early alert system and process. In order to help the faculty in addressing the learning needs of the students, faculty should intervene with the students first, followed by an early alert and possible appointment a counselor to address any barriers to their educational progress.

Closing the loop: The effectiveness of this improvement will be measured by the number of faculty using the system and a survey to faculty of whether this was an improvement. Also, the effectiveness could be to review early alerts submitted along with the interventions provided by faculty/counselor to see if indeed an improvement in student performance occurred if the data could be collected.

Results: The early alert system and processes were revamped in order to have more faculty participation in the process and student success but, unfortunately, the number of faculty using the system was not collected to ensure improvement nor was a survey distributed to faculty using the system. At-risk student names were emailed to assigned counselors to meet with the students to make them aware of any services that WHCC could offer and if there was any assistance needed but numbers of meetings were not kept. Faculty were encouraged to use the link on the portal and the counselor also sent out email reminders to faculty to submit their early alerts via the link on the home page of the portal site or an e-mail the counselor directly. Additionally, the counselors and coordinators of programs completed classrooms visits at the beginning of each semester. Currently, the college is implementing Illume and Inspire for Advisors to look at predictive analytics per student to identify and provide intervention for at risk students but it has not been rolled out or implemented on a day-to-day basis. We are still trying to move from a manual data entry system to a predictive analytics based early alert system.

Recommendation#2: The committee recommends bringing in a guest speaker on FLEX Day that can present on how to incorporate basic skills into the curriculum.

Data: The data suggest that a lot of students still lack basic skills in the classroom or they don't carry them over to subsequent classes. Through discussion, it was brought up that there is a need to train faculty in contextualizing and integrating basic skills into the standard academic classes. Faculty recognize that we all teach basic skills. In order to help faculty incorporate the instruction of basic skills even in the transfer level classes we recommend a guest speaker to come to WHCC to present to faculty how the teaching of basic skills can be incorporated into the higher level classes.

Closing the loop: A survey to faculty at the end of the presentation of whether this was helpful and how they plan to use it in the classroom.

Results: Donna Cooper was invited for the January 2013 FLEX Day. She presented on how to incorporate basic (soft) skills into the classroom. After the lecture, a survey was handed out: The results of the survey are as follows: Out of 38 surveys, 21 found the lecture useful but already use the majority of the methods in their classroom, 7 found the lecture useful and determined that they will start using the methods in their classroom this semester, and 10 stated the lecture was not useful. What grew out of this was the Supplemental Instruction (now called UpGrade) program.



Recommendation#3: The committee recommends hiring or designating a faculty member to be a basic skills contact and facilitator in order to support faculty in the teaching of basic skills, coordinate basic skills efforts at WHCC, and present researched based suggestions for changes in instruction in order to facilitate and improve student learning.

Data: The data suggest that a lot of students still lack basic skills in the classroom or they don't carry them over to subsequent classes. Through discussion, it was brought up that there is a lack of organization in the efforts of faculty on campus. It would be helpful to have a designated person on campus that is in charge of the development and facilitating the basic skills efforts on campus. The committee recommends this person would work with faculty to centralize the efforts on campus and work with students to tutor them in basic skills of reading, writing, and mathematics.

Closing the loop: A survey to faculty after a year to indicate whether the changes as helping and what they have incorporated in the classroom. Also, analyze the SLOs to see improvement.

Results: Dialog took place and it was determined that WHCC will not hire a designated facilitator of basic skills for faculty support. Instead WHCC hired one English and one Mathematics tenure track faculty to specifically address basic skills classes in those areas. After being vetted through the hiring process, the two faculty members were hired in 2015. Additionally, one of the hires now chairs the BASE Committee. Faculty were and are also sent to the Basic Skills Institute during the summer. From the Basic Skills Institute, the Habits of Mind Program was introduced and implemented into the culture at WHCC.

Recommendation#4: The committee recommends taking a look at the sequence of transfer courses in order to streamline the amount of time it takes for students to transfer.

Data: There was a lack of data and classes assessed in multiple categories for transfer. The committee was at a loss to see if there were enough classes for students to take to transfer even to the CSU. The committee recommends taking a look at the class offerings in order to determine that there are enough courses. Second, the committee recommends taking a look at the sequence of classes so that classes are served in an efficient matter to speed up their time at WHCC especially at this time were course offerings have dwindled because of budgetary constraints.

Closing the loop: The effectiveness of this improvement will be the formation of the committee and their evaluation of the sequence of course offerings.

Results: WHCC counselors made flowcharts/guides of classes that students would have to progress through to get to the transfer level math and English classes. Also, in the fall of 2015, freshman cohorts were created in order to have all incoming high school graduates take an English class, a math class, and a college success class.

Recommendation#5: The committee recommends having tutors that have degrees rather than or in addition to the peer tutors that we have on campus.

Data: Through discussion it was noted that faculty or persons with degrees are a better choice for tutors rather than peer tutoring because of the expertise those persons have attained.

Closing the loop: The effectiveness of this improvement will be the survey of students as they come in for tutoring and the number of students using the services.

Results: WHCC did not implement this recommendation. Instead it was decided to bring up the quality of tutors through training and professional development. A part-time tutor specialist was hired in spring 2013 at NDC to better facility trainings and supervision. The NC-50, Introduction to Tutoring and Supplemental Instruction, was created and approved by the curriculum committee in Spring 2014 and became a requirement to be taken by all tutors. The tutor specialist and faculty took the tutors to Tutor Expo in 2015, 2017, and 2018. *Tutor Expo* is an annual conference produced by 3CSN's Learning Assistance Project, a community of practice focused on raising the professional profile of postsecondary tutoring. Tutors also attended training on Habits of Mind and Reading Apprenticeship.