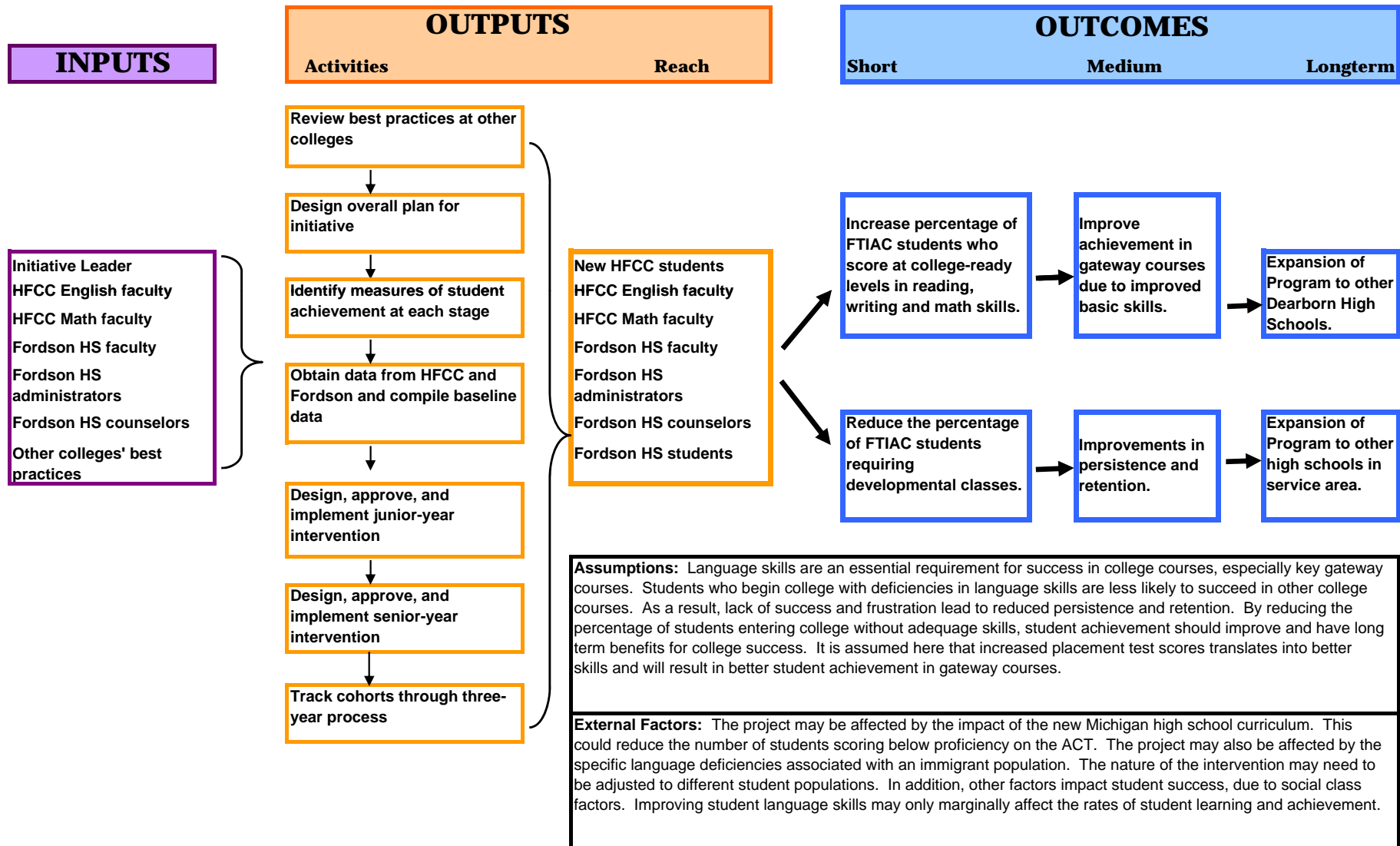


## Logic Models – April 2009

### Transition to College Initiative

**Situation:** A high percentage of first-enrolled students score below college-level in reading, writing and mathematics skills due to insufficient preparation in high school. Students who score below college-level tend to have lower rates of success in college.

**Priority:** Improve students' reading, writing and mathematics skills prior to high school graduation so that students will be more successful in gateway courses, increase persistence, and improve student achievement and retention.



Achieving the Dream  
Academic Year 2008-2009  
Transition to College

Accomplishments	Current Activities	Next Steps	Lessons Learned Issues/Concerns
<p>Subcommittee met twice. (Fall 2008)</p> <p>K. Schopmeyer met twice with Principal and Assistant Principal of Fordson HS. (Fall 2008)</p> <p>K. Schopmeyer met with Fordson principals and faculty coordinators for English and math. (Fall 2008)</p> <p>K. Schopmeyer requested Senate to modify the COMPASS testing procedures to require all dual enrolled students to complete the reading and writing tests before taking dual enrolled classes. (Fall 2008)</p>	<p>Initial data analysis is being done of Fordson students attending HFCC during FA 2007 and WI 2008.</p>	<p>Logistics of placement testing will be resolved.</p> <p>Subcommittee will contact other ATD schools with similar projects to review their interventions and results.</p> <p>Scholastic Policies Committee will respond to Senate request by the Senate December meeting.</p>	<p>Placement Testing – Who should be tested? How and when should testing occur?</p> <p>Senior-Year Interventions – What should the interventions include? Can interventions be required of dual enrollment students? Should interventions be provided at Fordson, HFCC, or both?</p>

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February 1, 2009

Transition to College

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<b><i>Accomplishments</i></b>	<b><i>Current Activities</i></b>	<b><i>Next Steps</i></b>	<b><i>Lessons Learned Issues/Concerns</i></b>
<p>The Transition to College subcommittee met twice in Fall 2008 and three times in Winter 2009. In addition, the HFCC members met three additional times to develop the new senior-year intervention course for Fall 2009.</p> <p>Subcommittee contacted other ATD schools with similar projects to review their interventions and results. K. Schopmeyer contacted El Paso Community College and spoke by phone, and met in person at ATD Strategy Forum, with the EPCC vice president. This provided considerable information about effective college-readiness initiatives in Texas.</p> <p>K. Schopmeyer met frequently with the Principal and Assistant Principals of Fordson HS, throughout 2008-09.</p> <p>K. Schopmeyer met with Fordson principals and faculty coordinators for English and</p>	<p>Initial data analysis is being completed in the Spring and Summer 2009. This will include measures of placement testing and success of Fordson students attending HFCC during FA 2006 and WI 2007, to provide baseline data.</p> <p>Analysis of the results of the junior-year ACT/College Prep class will occur in the Spring 09 semester.</p> <p>Preparation for COLL 105 to be launched in Fall 2009 is occurring in the Spring and Summer of 2009.</p> <p>Preparation for Fall 2009 semester to implement College Orientation sessions for dual enrollment students, with emphasis on college success and the AtD interventions.</p>	<p>The 2008-09 year schedule includes the following:</p> <ol style="list-style-type: none"> <li>1. Orientation sessions for Fordson students and parents for dual enrollment and college preparation.</li> <li>2. COLL 105 – Language Skills for College Success running three sections for 63 students in the Fall.</li> <li>3. Review and modification, as needed, for COLL 105 after the Fall semester results.</li> <li>4. Development of a math course, comparable to COLL 105, addressing Math Skills for College Success.</li> <li>5. New junior year cohort will include students taking Fordson’s ACT/College prep class in Winter 2010.</li> <li>6. Preparation for COMPASS placement testing for all dual enrollment students.</li> <li>7. Analysis of data up to this point, including the cohort graduating in 2010.</li> </ol>	<p>Instead of using COMPASS placement testing for Fordson students, the PLAN and ACT scores are being used to place students into intervention classes.</p> <p>Rather than require students to complete the junior- and/or senior-year interventions, counselors are strongly encouraging target students to enroll.</p> <p>Successful implementation of this program will require more communication with high school students, parents and faculty/staff. Orientation to college meetings are being planned for Fall 2009 with Fordson High School.</p> <p>Support from school district officials is important as transition programs are developed and implements.</p> <p>There are very substantial challenges associated with compiling and analyzing data.</p>

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<p>math regularly throughout 2008-09.</p> <p>Fordson High School developed the junior year intervention, an ACT/College Prep class designed for students with PLAN scores somewhat below proficiency. The course enrolled nearly 150 students in the Winter semester at Fordson. (Winter 2009)</p> <p>Kim Schopmeyer, Becky Chadwick and Imad Fadlallah, Fordson High School Principal, attended the AtD Strategy Institute in San Francisco in February 2009 and made a presentation on The Transition to College Initiative. The presentation was well-received and generated valuable discussion.</p> <p>K. Schopmeyer requested Senate to modify the COMPASS testing procedures to require all dual enrolled students to complete the reading and writing tests before taking dual enrolled classes.</p>			<p>The school district and college use different data systems, including two different ID numbers. Merging data across the two systems is very time-consuming. In addition, the data set are very complex, which makes the analysis more difficult. There is no easy way to operate with the data in a single data file. This requires the Institutional Research office play a larger role in the analysis than previously anticipated.</p>

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<p>(Fall 2008). The Senate approved the motion to required all dual enrolled students to take COMPASS test, starting no later than Fall 2010. (Winter 2009).</p> <p>K. Schopmeyer met with Fordson counselors, who agreed to strongly encourage students to enroll in the course for Fall 2009.</p> <p>The College Council approved COLL 105-Language Skills for Student Success, the intervention course for Fordson seniors who placed 4 points below proficiency in Reading on the ACT. Three sections are scheduled for the Fall 2009 semester.</p>			