Team Profile

This profile will be used to update the ICCB on your planned work, to create a profile for the PTR newsletter and website, and to prepare for your site visits and other supports provided by OCCRL.

1. College: Sauk Valley Community College
2. Team Leader: Jon Mandrell
3. Other Team Members: Michelle Barkley, Alan Pfeifer, Steve Nunez, Steve McPherson, Ken Ebserole, Robert Urbanski, Dana Fellows
4. Pathway/Program: Maintenance, Installation, and Repair/Multicraft Technology
5. Expected impact of the project on the pathway and/or student outcomes:

   Planned or tentative solution or improvement: Initially, our focus was on expanding our female recruitment into the manufacturing industry, as well as prepare all learners to overcome the barriers to completion that exist within mathematics. Additionally, our team last left off discussing the implementation of Project-based and service-learning.

   But, after our site visit in January, we have decided to pursue another direction that we believe will benefit the students, the program, and all of its stakeholders. Furthermore, we believe these efforts could be a best practice for other colleges to pursue. The group has decided to attempt to break down the developmental education barriers, particularly as they relate to this program. In doing so, we will strive for equitable outcomes, increase reading support, and better improve our integrative math practices. In all, this will improve all associated outcomes, particularly completion, retention, and persistence. From that, we are also building a bigger and better workforce for our area industries.

6. Key findings from your previous PTR project that inform this implementation project: Our previous project focused on reaching more female students, improving math outcomes, and also expanding our publications to have a non-traditional/female focus. But, we were also able to determine that many students were putting off their general education courses as they saw them as barriers. Within those courses, requirements of English and Mathematics existed. The need to assist students in preparing for these courses through developmental education was an opportunity this project provided and the program's faculty had a strong interest to integrate more math across the curriculum. We have begun to integrate math across the

curriculum, but we would like to increase this initiative. We see the integration of math across the curriculum and establishing new developmental education initiatives as being high-impact practices for completion and persistence rates.

7. How might the lessons learned from solving this pathway problem benefit other colleges? All colleges are searching for ways to improve equity and gender-based gaps among subgroups. Developmental education is perhaps one of the most critical topics facing all colleges today. Approximately 56% of incoming SVCC students are testing into at least one developmental education course, be it English or Math. This number is known to be higher at other institutions. Improving student success in developmental education can break down barriers to success for today's student, as well as the future. With millions of jobs open within the manufacturing field and the skills gap being a growing concern, this project provides an opportunity to close that gap. In addition, we are highly interested in integrating mathematics across the curriculum.
8. How does the solution you plan to implement align with your institutional goals or other projects? Our institutional goals focus upon serving the diverse learners of our community. Specifically, under the direction of a new president, the college has recently launched a new strategic direction to enhance learning outcomes for developmental education. This project presents an opportunity for us to improve upon our industry relations, institutional goals, and maximize our ability to ultimately strengthen our community's workforce. In addition, we are hopeful that our efforts could be replicated at other colleges to improve student success.