

## Developmental Education Redesign Action Plan

<b>Goal</b>			
To make developmental education at Brookdale Community College a true on-ramp to the Pathway to Completion			
<b>Big Bets</b>	<b>Responsible Party</b>	<b>Data Needed</b>	<b>Timeline</b>
1. Change language college-wide regarding under-prepared students	Basic Skills Coordinators and Donna Flinn.	<ol style="list-style-type: none"> <li>All communications to high school seniors and entering freshman electronic or hard copy.</li> <li>Review of peer institutions</li> </ol>	Discussion over Academic Year 2016 with action in Spring 2016.
2. College-wide data year	Governance Councils, Basic Skills Coordinators, Planning and Institutional Effectiveness	<ol style="list-style-type: none"> <li>Disaggregated longitudinal cohort data (NJ Success Model);</li> <li>demographics;</li> <li>faculty data books;</li> <li>completion, retention, graduation reports;</li> <li>CCSSE, SENSE, SSI, and Graduating Student Surveys</li> </ol>	Scholars' Day 2015 through Scholar's Day 2016.
3. ALP scaled for most	Carl Calendar/Donna Flinn, Planning and Institutional Effectiveness	ALP success rates; longitudinal tracking of ALP students.	July 1, 2015 for Fall scale up Longitudinal Data reported and added to existing reporting cycle (TBD)
4. Reading-Redesigned curriculum including Pathways, Mindset and Success Elements	Carl Calendar/Barbara Barrella, Brooke Batchler, Reading Department Faculty and Staff.	Completion and Retention rates four semesters out for READ 091 and 095 students 2011-2014 to compare to Fall 2014 pilot.	Review Reading success data for Fall 2014 pilot. Expand pilot for 2015-2016, based on data.
5. Math – two “on ramps,” for STEM and non-STEM students	STEM dean/James Poinsett	Data from existing math pilots Research from other community colleges Longitudinal tracking of students in pilots	Target of Fall 2016 for identification of two pilot on ramps
<b>Core Team:</b>			
Carl Calendar, Barbara Barrella, Beth Boylan, Donna Flinn, James Poinsett, Charles Mencil, Maureen Murphy ( <i>ex officio</i> )			

**Other Brookdalians who need to be included:**

Governance Councils, Basic Skills Committee, David Stout, Bill Burns, Institute Deans, Sarah McElroy, History and Psychology faculty, VP Learning

**Implications For Professional Development:**

- Training necessary for English faculty, especially adjuncts
- Training for all employees in BCCAIS website
- Curriculum Development (two \$1000 grants) for Reading including Mindset activities, Summer 2015
- Training support for all Reading Adjuncts, Summer 2015, food for workshops
- Support for math faculty in research and investigation

**Evidence Of Success** (*How will we know that we are making progress? What are our benchmarks?)*

1. The college will develop qualitative assessments of both students and employees to measure change in perception of under-prepared students by March 2016.
2. Governance Councils will demonstrate understanding of college-wide student performance data.
3. 68% of students placing into developmental English will have completed English 121 within two years (up from 58%)
4. The Reading Department will develop research design to integrate mindset and Pathway information into both READ 091 and 095 classes, as well as affective domain assessment for FYE integration.
5. The Mathematics Department will have developed a research design for two on ramps for students to be piloted in Fall 2016.

**Evaluation Process** (*How will we determine that our goal has been reached? What are our measures?)*

The goals are to increase completion and retention in developmental classes by at least five percent and to increase the percentage of students succeeding in at least one Gateway class by 10%. The long term goal is to increase graduation rates. The team will work with Planning and Institutional Effectiveness to develop measures by the end of Fall 2015.

