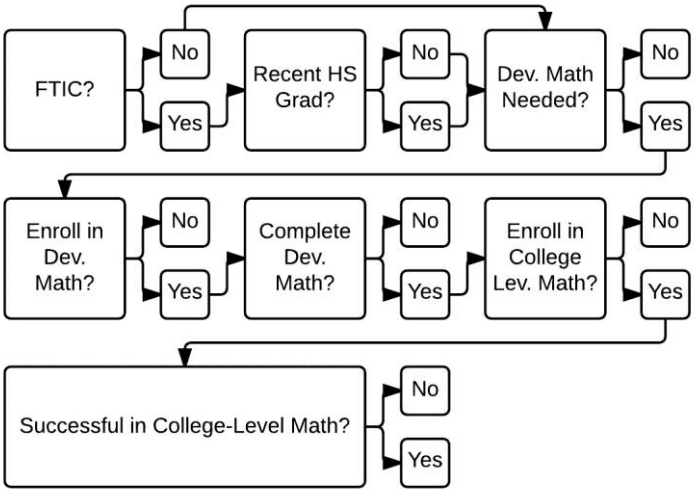
NATIONAL SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

Piedmont Virginia Community College

Action Plan

Data

In addition to student success and instructional effectiveness data, the team will review data targets as they correspond to the data logic map below.



Steps to Refine College Bets

The *Big Bets* as defined the preparation stage of the summit remain the same for PVCC. The attached Action Plan incorporates refinement of the *Big Bets* for the Developmental Mathematics Program Redesign @ PVCC.

Big Bets

1. *Implement fully competency-based/mastery-based developmental math instruction*
2. *Establish diagnostic-based instruction and course progression*
3. *Maximal/optimal usage of First Quadrant Math Center*

4. *Create a battery of effective learning options (e.g. online, hybrid, in-person)*
5. *K-14 alignment of developmental math curricula (including placement testing)*

New Ideas

The interdisciplinary PVCC team that attended the Summit identified the new ideas listed below.

- The team will review proprietary and OER sources for curricular and student support resources for developmental mathematics. Several vendors at the Summit presented products and tools that may form a strong foundation for vendor/college partnerships.
- The current system for successfully completing developmental mathematics courses involves a complex calculation that incorporates non-essential academic behaviors. A move to a mastery-based, competency-based model will allow for student demonstration of Developmental Mathematics progress.
- The current system for exemption from developmental mathematics coursework is heavily reliant on a single test with questionable reliability. Incorporating additional data metrics (e.g. high school GPA, VA Standards of Learning End of Course Examinations, SAT score) may provide a better indicator of readiness for college-level mathematics courses.
- The First Quadrant Math Center is an under-utilized yet highly effective resource. A new system for utilization of the center and referral for its services should be implemented.
- Student support services must be put into place to address a variety of topics including: students' course enrollment sequence; approval of developmental coursework; identification of needed support services; progress monitoring in developmental education coursework; and, advisor training for realistic career planning and sequencing relative to developmental education needs.

Key Insights

The interdisciplinary PVCC team that attended the Summit identified the key insights listed below.

- Developmental mathematics poses a nationwide challenge. This represents an opportunity for PVCC to collaborate with other institutions engaging in similar work. The challenge also offers PVCC an opportunity to become a state- and national-level leader in developmental mathematics redesign work.
- National attention on developmental education will increase the identification of successful programs or programmatic actions in a piecemeal fashion. As such, the PVCC team will need to engage in process of reflective collaboration and evaluation in order to incorporate a battery of successful practices into its own redesign work.
- Success in developmental mathematics must be a college-wide goal and effort. Through similar focus on developmental reading and writing work, PVCC has experienced considerable success. This same level of effort, collaboration, and integration will be required for developmental mathematics.
- The success of the redesign work will hinge upon a multidisciplinary approach involving a variety of college departments and all college levels from the Office of the President to the student level.

Action Plan: Developmental Mathematics Program Redesign @ PVCC

		Target Date
Data Identification and Management		
Objective 1.	Identify needed data points for the current developmental math program and for the Redesign	4/1/15
Objective 2.	Work with PVCC Office of Institutional Research, Planning, and Institutional Effectiveness to define a data gathering and management process.	5/1/15
Objective 3.	Begin the creation of a data-rich culture of program redesign.	4/1/15
Team Creation, Goal Setting, and Programmatic Research		
Objective 1.	Assemble a team representative of primary Redesign stakeholders	4/1/15
Objective 2.	Determine roles and responsibilities of team Redesign team members	4/1/15
Objective 3.	Promote, advocate, and facilitate a collaborative process for program Redesign extending from the Redesign team to the entire college community	Ongoing
Objective 4.	Review data, identify and gather missing data points, create a data articulation plan	4/1/15 & Ongoing
Objective 5.	Establish a data-based *burning platform* for program Redesign	5/1/15
Objective 6.	Conduct data-driven action research on best programs and practices for Developmental Mathematics	2/15/15 & Ongoing
Program Definition, Structure, and Implementation		
Objective 1.	Define the curricular structure of the program Redesign	9/1/15
Objective 2.	Define the academic support structure of the program Redesign	10/1/15
Objective 3.	Determine the need for and feasibility of implementation pilot/beta programs.	5/1/15
Objective 4.	Articulate timeline for spring 2016 full-scale implementation	9/1/15
Objective 5.	Identify the necessary resources (time, material, personnel, and financial) for full-scale implementation	9/1/15