

AACC Summit on the Redesign of Developmental Education Bevill State Community College Action Plan

DATA

Additional Data we need to collect

On average 4,000 students come to BSCC each fall. Approximately 1,400 of those students are new to BSCC. Of these 1,400, 1,000 are first time in college. On average, of the new students who took the COMPASS, 14% were referred to developmental reading, 49% were referred to at least one developmental English class, and 82% were referred to at least one developmental math. Additionally, 700 of the new BSCC students who were placed into at least one developmental class, did not enroll in it in the first semester. From those who did enroll in developmental classes, 50% were successful in the course they took over a 9 semester period (three years).

- What is the profile of the students who did not enroll in developmental?
- What is the profile of the students who did enroll in developmental?
- What is the profile of those who succeeded in developmental courses?
- What is the profile of those students who did not succeed in developmental courses?
- What is the profile of students who are not required to take developmental courses?

Steps we need to take to share data

The institutional researcher along with the Dean of Students and the Dean of Instruction will host a “Data Summit” on each campus that invites faculty and staff to learn more about Bevill State’s student population and their success rates.

STEPS TO REFINE COLLEGE BIG BETS

The College identified four big bets that have been implemented in recent years with the hope of increasing retention and success in developmental education. Those big bets were:

- Quality Enhancement Plan – The College’s QEP focused on developmental mathematics retention and completion through active learning strategies and supplemental instruction is in its final year. The college is completing the 10 page impact report for our SACSCOC 5th year submission. Most promising of these strategies was the implementation of active learning geared specifically for mathematics instruction. These specific strategies can be expanded into other math classes beyond the MTH098 and 100 courses that were the focus of the QEP.
- Emporium Model of Dev Math delivery – After researching the emporium models being used by several institutions, the BSCC math faculty developed an emporium model for our lowest developmental math, MTH090. Using Pearson’s MyMathLab online program, the math faculty created modules that included all the content needed to complete MTH090. It is a mastery based course which includes proctored tests. Comparing the pass rates of students that took MTH090 before the emporium to the students using the emporium model we found a 7% increase. There was a 5% increase in the pass rate for the next level math course for the emporium students. We hope to continue this trend as we review, assess, and adjust our course. Revisions of the course include adoption of a specific textbook that more closely mirrors the modules created by our faculty.
- New Student Success Course (ORI107) – This course continues to be evaluated by the instructors and by students using the college-wide adopted evaluation of instruction. The college is considering the adoption of a locally produced text-book that can be tailored to specific success skills that our student population needs.
- Fast Tracking Dev English delivery – Since this method was first piloted this past fall, we are still assessing its effectiveness. Results from the first semester were promising. Based on student

focus groups and success rates, the course is being revised and implemented by additional instructors. One challenge is to determine how best to replicate and expand the pilot to other instructors on multiple campuses. We initially required the students to take nine credit hours together to create a cohort. We need to reduce the number of hours while still maintaining the learning community experience. Future assessment will include tracking students' success rates in ENG102 and comparing these students' success with students who participated in the traditional delivery method. Finally, the College is engaging in overall discussions of how to support developmental students in all courses as mentioned in the new ideas section below.

NEW IDEAS TO CONSIDER

- The College currently awards Ambassador scholarships each year. These students are leaders in the student body and represent Beville State at college and community events. We should consider assigning them as mentors to new freshmen and possibly linking them with the ORI107 courses.
- From discussions with other colleges at the Developmental Education Redesign Summit, we learned that there are grants from AmeriCorps to help with hiring personnel who can serve as student success coaches. The college has already put this grant process in place for the coming fall semester.
- Peer reviewing advisors was also an idea that we obtained from discussions with other colleges at the Redesign Summit. In our plans to improve advising, this was mentioned as an idea of how to identify master advisors.
- The College should investigate alternate pathways in math education for STEM and non-STEM majors.
- Early alerts should include a congratulatory message for successful students in addition to the warning for struggling students.

STEPS TO TAKE BACK HOME

The participants in the AACC Developmental Education Redesign Summit returned to the College with the intent to refine a long-term plan that had already been introduced through analysis of Achieving the Dream Data. This initial plan was to implement one-stop centers on each campus that would serve students in a holistic manner. Specific steps to implement this plan had not been developed. From the Developmental Education Redesign Summit, the following steps are needed to continue with this plan:

- Investigate possible grant opportunities with AmeriCorps
- Separate academic testing from admissions testing
- Redefine the role of the admission testing personnel to include student success coaching
- Train the admissions personnel using NACADA's model
- Explore the role of sophomore Ambassadors as mentors to new students
- Define the role of the student success coach and determine number needed on each campus
- Determine the balance between success coaches and academic advisors
- Brainstorm about how to implement the goals of the one-stops while facility renovations are in progress
- Define a master advisor and create a job description

KEY INSIGHT FROM SUMMIT

- The College must commit funding for redesigning how we address student success. We cannot rely on chasing grant funding.
- We must clarify how to provide a comprehensive student experience in spite of our initiative overload.
- Partnerships with K-12 systems are critical to addressing developmental education problems early.