

AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

COLLEGE ACTION PLAN



DATA

*Additional data we need to collect:

1. Track students whose placements are consistent with their placement test scores versus students whose placements (based on proactive, holistic advising) were not consistent with the placement test score alone to determine whether their completion rates in developmental courses and gateway courses are different.
2. Perform regression analysis to determine which variables used to holistically advise and place students are the best predictors of success in developmental and gateway courses.
3. Compare success rates in credit statistics course to determine whether those students who tested college-ready perform better or worse than students who take MATH 0308 (the developmental education math course designed to prepare students to take the credit statistics course).
4. Track the English 1301 success rates of students completing IRW courses versus students placed directly into English 1301.

*Steps we need to take to share data

1. Involve Student Success Data Committee in the development of the requests above, and have the Student Success Data Committee disseminate the data to the appropriate Student Success Council committee and to the relevant departments.

STEPS TO REFINE COLLEGE BIG BETS

BIG BET 1: PSYC/EDUC 1300

1. PSYC/EDUC 1300 (student success course): Since this course was placed into the core curriculum as of Fall 2014 (versus being a prerequisite/corequisite for developmental education courses), we need to improve enforcement mechanisms to ensure that students successfully complete the course within the first 12 hours attempted.

2. Consider reinstating PSYC/EDUC 1300 as a prerequisite/corequisite for developmental math courses (i.e., MATH 0310 in addition to MATH 0308).

BIG BET 2: ACCELERATED DEVELOPMENTAL EDUCATION PATHWAYS

1. Need to promote alternative math pathways by further educating the student population and the advisors (especially those placed in the high schools).
2. Make a more intentional effort to identify meta-majors, and develop associated math pathways.
3. Work with the high schools to tie different math pathways to different high school endorsement tracks.
4. Increase the number of fast-track (eight-week) classes in all areas.
5. Conduct an ongoing review process of current non-course-based options (NCBO's) to determine which are effective and which need to be eliminated, scaled up, or modified.
6. Develop and implement a non-course-based option to support "bubble students" taking college algebra. (NOTE: "Bubble students" are those students whose placement test score did not rise to the cut score level to be placed in credit courses but who are placed in those courses anyway due to other factors considered in the proactive, holistic advising process.)
7. Consider whether the Speaking, Reading, and Writing Center can expand its mission to more intentionally and specifically serve "bubble students."

BIG BET 3: PROACTIVE, HOLISTIC ADVISING

1. Complete guidelines for proactive, holistic advising.
2. Complete plan to evaluate proactive, holistic advising.
3. Scale up career assessment and planning processes for all students.
4. Meet with faculty leadership to discuss how proactive, holistic advising will work.
5. Meet with IR/IT to discuss what data needs to be captured on an ongoing basis in order to evaluate the effectiveness of the advising process with regard to placement decisions.

BIG BET 4: CURRICULAR ALIGNMENT WORK

1. Convene ABE, developmental education, and credit faculty leads to continue to align curricula/assessments among these components.
2. Continue to meet with ISD faculty to ensure that House Bill 5 college preparatory courses, offered in the senior year of high school, enable students to be placed directly into gateway courses and to be successful in those courses.

3. Make intentional efforts (having integrated developmental education faculty into credit departments) to close the gaps between the curricula of developmental education courses with curricula of credit gateway courses.

NEW IDEAS TO CONSIDER

1. Track student attendance as a leading indicator to offer opportunities to intervene earlier and to improve retention and course completion rates.
2. Make visits to faculty office hours a mandatory part of the intervention plan when students are referred to Early Warning.
3. Implement improved data input to better capture all data related to placement test scores and the proactive, holistic advising process to enable us to determine which factors are the best predictors of success in gateway courses.
4. Use the Student Success Council committees as a brain trust to focus their efforts on the “big bets.”

STEPS TO TAKE BACK HOME

1. Review this action plan with the Student Success Council and its six committees, the President and the Cabinet, Instructional Leadership Council, the Student Services Leadership Council, and the departments directly involved in its implementation.
 2. Give the Student Success Council the responsibility for identifying which committee will develop recommendations pertinent to the “big bets.”
 3. Task the Institutional Effectiveness Council with ensuring that all interventions are integrated into the appropriate unit plans so that they can be tracked and evaluated.
 4. Meet with IR to discuss the data needed as well as processes to collect this data in an ongoing, systematic manner.
 5. Meet with IT to discuss the mechanisms for enforcing requirements (for example, PSYC/EDUC 1300 in first twelve hours attempted, input of attendance data, etc.).
 6. Plan meetings with local ISD’s to educate them about alternative math pathways and to help them link different endorsement tracks (part of House Bill 5 in Texas) to the different math pathways.
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KEY INSIGHTS FROM SUMMIT

1. Err on the side of overplacement, not underplacement, at least with respect to traditional placement test scores.
2. Accelerate, accelerate, accelerate. (Move students through the developmental sequence into credit as quickly as possible.)
3. Develop supports to ensure that accelerations are effective.
4. Proactive, holistic advising is the key to setting students up for success at the beginning of their academic career, thus making it essential for instruction and student services to work closely together in this process.
5. Evaluate, evaluate, evaluate.

Overall insight: Accelerate, support, and evaluate!