

AACC Summit on the Redesign of Developmental Education

Davidson County Community College

College Action Plan

DATA

*Additional data we need to collect

1. Longitudinal impact of current policy/process for students who repeat dev ed course more than once
2. Number taking DMA 010 and DMA 020 more than twice
3. For DMA 010 students – how many modules have they complete and how long has it taken them, for DMA 030 students – how far have they gotten and how long has it taken them.
4. Number of students progressing to AAS degree from certificate

*Steps we need to take to share data

Share with deans, associate deans and faculty for DMA courses.

STEPS TO DEFINE COLLEGE BIG BETS

1. What do we do for students unable to progress out of DMA 010 and DMA 020
What are the alternatives?
If year round PELL is available, offer DMA 010 and DMA 020 in summer only, if unsuccessful, then do career guidance, (academic plan = adult basic skill)
 2. First gateway course paired with review – 4 week review before beginning 12 week gateway math content
 3. Develop team – faculty lead, with representatives from advising, ABE, institutional research, student success team
 - a. To explore options for these students
 - b. Require career assessment if placed into DMA 010 or DMA 020
 - c. Develop academic plan
 - d. Develop structure for required interventions
 - e. Consider College Transition Center (include evening and Saturday)
 - i. Need professional development for this staff (by dev ed faculty)
 - ii. Courageous conversations around career path and academic plan
 4. Develop team around DMA 030-050
 - a. Plan for students moving through DMA 030-050
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NEW IDEAS TO CONSIDER

“Bundling”

Courageous conversations with students
Establishing benchmarks and assessment to evaluate the change

STEPS TO TAKE BACK HOME

1. Explore opportunities to use Title III to redesign the redesign
 2. Develop some of those career pathways for students with ABE skills
 3. Utilization of Kahn Academy – nursing, prep and curriculum
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KEY INSIGHT FROM SUMMIT

Have advisers go into final dev ed course to register for gateway curriculum course

We need to be able to get “deep” data

Consider a different name for dev ed – “transition center”

Need for courageous, realistic conversations with students