

# AACC Summit on the Redesign of Developmental Education

## Jackson College Action Plan

1. Data
  - a. Additional data we need to collect and/or update –
    - i. What % of our DE sections are being taught by adjuncts?
    - ii. Need to track DE students separately from non-DE students for fall-to-winter retention, fall-to-fall retention, and completion.
    - iii. % of students that start in DE math; how many complete the DE math course; how many pass with at least a 2.0; how many enroll in a gateway math class; how many complete the gateway math class; how many pass with at least a 2.0.
    - iv. How many students are “engaged” in a program by the end of their first year?
  - b. Steps we need to take to share data – Continue sharing data through the Foundation Studies Committee (i.e., student success council). Share with all faculty during learning days. Share with campus community during convocation.
  
2. Steps to Refine College Big Bets
  - a. Create a plan that would allow SI to be required of all students in MAT020. Staffing/budget implications need to be submitted by 2/27, but no later than 3/9.
  - b. Provide a vehicle for students placing into a beginning algebra level course to complete a college level math (gateway) course in the same semester.
  - c. Pilot 2 options for ensuring all students with a DE hold can complete composition through a blended course model. 1) Talk with lead DE writing faculty about piloting students in a BC with both Reading and Writing holds. 2) Scale up blended courses with Reading so all students with a ENG 085 Reading hold can take their Reading requirement with a college-level course first semester and then take a writing blended course in second semester.
  
3. New Ideas to Consider
  - a. Getting first semester DE students registered for their second semester prior to the conclusion of their first semester classes.
  - b. Explore an expanded 6-credit version of MAT13X for students who (1) complete the pre-requisite without a B or better, (2) change math pathways after completing a college level math class in another pathway, (3) place at the beginning algebra level but have other indicators such as high school transcripts that indicate that they have the potential to succeed in the college level course.

- c. Review Dana Center's Quantitative Literacy class for our QuantPath rather than Finite.
  - d. Use Dana Center's Statistics course to benchmark ours against as well as the new MTA requirements.
4. Steps to Take Back Home:
- a. Need to incorporate our Big Bets into our pathways work so we are no longer focusing on individual strategies, but embedding them as automated supports for students throughout their path.
  - b. Invite the Dana Center in to consult with Math Department on strategies to ensure all DE students can get through a gateway Math in first year.
  - c. Use the "big meeting strategy" during learning days in fall 15 to focus on Pathways.
5. Key Insight from Summit: This is not easy work. It is long work. There is no one strategy that will work for all students or all colleges. We need to actively engage as many stakeholders as possible, but can't wait for 100% buy-in before moving. Need to begin developing faculty leaders at all levels to ensure succession planning is in place for our senior leaders. Need to knock down silos and bring all perspectives to the table. Need to stop talking in terms of % change, but rather talk about the number of students' lives we've changed.