

AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION
COLLEGE ACTION PLAN (due February 20, 2015)
LINCOLN LAND COMMUNITY COLLEGE – SPRINGFIELD, IL

DATA

*Additional data we need to collect

We determined that we need more specific data on developmental courses in regard to

- distribution of students into all of the different developmental courses
- students on the “cusp” who are close to the next level in all of the different developmental courses
- students who test into developmental courses but do not enroll in a timely manner
- FT faculty/PT faculty ratio in regard to the developmental courses

When conducting annual reviews on developmental math, reading, and English programs, we need useful data on student learning outcomes in addition to completion and success data.

We need access to longitudinal data, tracking student progress through all of their developmental math and English/reading coursework and subsequent college-level courses.

*Steps we need to take to share data

We share data, but we determined that we need to be more persistent and strategic when sharing developmental education data; set a “theme” for the academic year and follow through. Also need a place on the portal to store this data and notes regarding assumptions on the data.

We determined that we need to disaggregate developmental education results.

We determined that we need to be more purposive in engaging the part-time faculty in conversations about developmental education.

STEPS TO REFINE COLLEGE BIG BETS

Math modularization is probably already “scaled up”, but we need to focus on improvements we can make within the modularized environment (such as competency-based approach).

More consideration of multiple measures in placement.

Don't overlook the high school connections, especially with the EdReady big bet.

NEW IDEAS TO CONSIDER

We are interested in investigating the integration of developmental reading and writing.

We would like our faculty to visit other institutions with implemented programs; get professional development there.

We are interested in initiatives that help students develop their academic tenacity.

STEPS TO TAKE BACK HOME

Submit EdReady into the current planning/budgeting process.

Developmental EGL and RDG faculty need to have some focused meeting; continue with co-requisite big bet.

Implement “floor” on lowest level of developmental EGL & RDG classes; come up with strategies to address repeatability and students who do not meet the “floor.”

Initiate discussions regarding use of multiple measures in placement.

Identify tool to access longitudinal data on the student level; plan ways to increase communication to the various “majors.”

Professional development ... professional development ... professional development ...did we say that professional development is key?

KEY INSIGHTS FROM SUMMIT

It is critical that we frame developmental redesign efforts into the larger student success context at the college, especially in initiatives regarding student “pathways.”

We need to make sure that we are strategic with developmental redesign efforts - not tactical.

Need to design for scale from the beginning; do not get dazzled by “boutique” programs.

Not everybody needs the same developmental math ... or English or reading for that matter.