



AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

COLLEGE ACTION PLAN

DATA

*Additional data we need to collect

- Pima Community College (PCC) needs to institute longitudinal data and tracking of our developmental education students.
- Move to new ideas to consider PCC would like to collect the following data:
 1. What percent of students test into each level of developmental education in math, reading and writing.
 2. How many students test into each level of developmental education?
 3. What is the pass rate of those students testing into each level of developmental education?
 4. What is the completion rate of the developmental education sequence for each level of developmental education in a given time frame?
 5. What percent of those who complete each level of developmental education go on to complete a gateway course that is needed it for their program completion?

*Steps we need to take and share data

- Work with the Planning and Institutional Research (PIR) Office to establish a protocol that PIR always defines the data, explain the denominator. Additionally, we need to define the meaning of “gateway courses” at PCC.
- Map the College’s strategic goals with the program goals in order to provide opportunities to expand our evidence requirements to include data that helps us identify underlying factors in student success.
- We would like to work with developmental education experts such as Dr. Bryon McClenney to gather best practices on data collection and data definitions for developmental education courses.

STEPS TO REFINE COLLEGE BIG BETS

- 1) **Placement Prep and Instruments:** Ask College Discipline Area Committees (CDACs) to give suggestions on how to prepare students to take the placement test including writing direction

for students for a practice exam, consider accuracy of the placement; improve the process of placement.

- 2) **Curriculum Redesign:** Ask the CDACs to redesign curriculum. Developmental education courses that have not been redesigned yet: Writing 70; Reading; Math 86, Math 92, Math 122 in the traditional course-setting.
- 3) **Professional Development:** Support developmental education faculty such as instructional strategies that promote a student-centered classroom, instructional technology, how to embed soft skills (student success skills) into developmental education courses.
- 4) **Systematic wrap-around supports:** Provide systematic wrap-around supports for success in developmental education sequence such as bridge classes, additional advising, supplemental instruction, learning center and tutor utilization, technology-based supports.

NEW IDEAS TO CONSIDER (with the goal of applying these strategies to all FTIC students)

- Partner with Student Services to align pathways.
- Develop outreach efforts to the high schools AND other populations such as home schooled, charter, private and adult education students.
- Provide placement test prep for high school students.
- Have PCC counselors in the high schools to help with the placement prep.
- High school students should have access to PCC counselors for career planning and student progression plans.
- Develop additional career pathways in the high schools for PCC. We will consider partnering with existing career pathway options such as JTED. We should develop career pathway options for all students including adult students who need a fast career ready program.

STEPS TO TAKE BACK HOME

- Meet with Planning and Institutional Research Office (PIR). Request a PIR staff member to be designated to our developmental education program.
- Work with the PIR Office to establish how to explain data to faculty, thus, providing opportunities for faculty and staff to help guide the research agenda.
- Make a PIR cheat sheet on the definitions of collecting data.
- Share National Redesign of Developmental Education Summit notes and information with faculty and relevant administrators.
- Implement the Developmental Education Redesign Plan at PCC.

KEY INSIGHT FROM SUMMIT

- Longitudinal data and tracking are essential.