



AACC Summit on the Redesign of Developmental Education

San Jacinto College Action Plan

Data

Additional data the college needs to collect:

- Track data for those students that enrolled in a math class in the fall but not in the spring so that a follow up call can be made to determine why they did not enroll the next semester. Since math is sequential, taking a semester off can be non-productive. Also, a new rule for continuous enrollment in math is being programmed into our computer system which will assist with this issue.
- We are an institution that is rich in data, however, appropriate data does not always get to the end user (instructor). College Prep department chairs are sharing data and we need a system that provides specific information to instructors who can use it to guide their instructional practices. An example would be, the completion rates of INRW students that took COMP I. that data is available, however, the faculty are not always aware of how their students did when they moved on to another level. Disaggregating the data would help.
- The college has implemented a Differential Placement process. Data has not been analyzed to determine the effectiveness of using the specific multiple measures currently being used for that program. This review is currently in progress.
- Data for the College Success Initiative (CSI) is slow to be produced. We need to analyze that data and in larger groups develop strategies on how to improve that initiative. Several factors to consider:
 - How many of our FXs are students that sign up for a variety of reasons and just do not show up?
 - What course of action can be implemented that would be meaningful and reduce repeats?
 - While the meetings between advisors, teacher of record are valuable do they really get to the heart of “why” a student has repeated and failed? Can we determine a more productive course of action? Perhaps an NCBO that discovers how the student is trying to learn math (cognitive and non-cognitive values) what are their obstacles, and identify specific resources they could use before re-enrolling in a math course.

Steps to Refine College Big Bets

- Increase the availability of data to all end users.

- There is a need for consistency across the district. College Prep embraces the idea of the one college concept, however, we discovered that we do things differently on each campus. Some examples are:
 - Non-course Based Options (NCBO) section identifiers entered differently on each campus
 - Start times for classes (8 am, 8:05 am, and 8:30 am) across the college and sometimes differs on each campus.
- Develop a plan for the use of NCBO for repeaters.
- Examine the use of NCBOs for all students.

New Ideas to consider

- The Kahn Academy offers a program that we could use for our NCBOs.
- Students repeating the student success course and mathematics, as identified by data (CSI), could utilize the NCBO format before they re-enter the course to determine how to learn (metacognition) rather than just content. We heard Dr. McClenney talk about “students don’t know what they do not know so it is important to help them with that process.
- Also, for the CSI students, the NCBO probably needs a career component to help them actually explore career options. They may be taking a math class that is not necessary for certain credentials. Identifying where they are going (completion by design) will facilitate the path they use to get there.

Steps to take back home

- Have a meeting tomorrow to check how we are teaching the NCBO across the district in mathematics (2/4/2015)
- Convening a meeting of the three campus department chairs and leads to look at the consistency issue (2/17/2015).
- Determine what data has been shared, request from faculty what data they feel they need, and provide that data for them (ongoing but by the end of the semester most data will be available).
- Create more opportunity for cross college discussion

Key insight from summit

- JFF talked about the scope of the student experience from entry through credentialing into career. We might consider conversation and examination as to the extent that our college really looks at this.
- The team got to hear a lot of good things that are happening across the nation in community colleges, understood why we have been working so hard to change things at our institution, and recognized we still have a ways to go to be better.
- Dr. Boylan spoke on the importance of knowing why an intervention worked. Data tells us only part of the story; however, if we understand the pedagogy behind the initiative, the research base it was built on, and the expected outcome then our data will inform us more accurately.