

AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE

ACTION PLAN



DATA

* **Additional data we need to collect**

Longitudinal data by cohort

Student data by course

Data for each intervention – over time

Data by degree program over time (graduation/persistence/retention rates)

* **Steps we need to take to share data**

Faculty meetings

Data summits – held at the end of each semester

Boat of Trustee meetings

Data gathered for each cohort at entry, mid-term, and at the end of each semester. This data should be shared with all stakeholders at each of these points.

STEPS TO REFINE COLLEGE BIG BETS

Current Big Bets to Improve Outcomes

1. Mandated Placement and Orientation
2. Voluntary ACCUPLACER preparation
3. Accelerated Developmental Mathematics Courses
4. Combination of Intro to Algebra and College Level Mathematics courses in one semester

Refining/Reconsidering College Big Bets

1. Review meeting notes and recommendations from attendees;
2. Discuss promising practices;
3. Analyze current practices – determine efficacy;
4. Link current and proposed “big bets” to research data;
5. Determine costs – budget impact;
6. Discuss with faculty;
7. Develop implementation plan;
8. Determine data to be gathered.

NEW IDEAS TO CONSIDER (POSSIBLE BIG BETS)

1. Data management system with IR function
2. Mandated Orientation for all incoming students
3. Collaboration between K-12 (Common Core Standards) and UDC-CC
4. Curriculum Redesign to include Co-requisite remediation Math and English
5. Faculty Innovations Center founded upon Collective Faculty Responsibility
6. Eliminate Developmental Education as a Standalone Function (DECISION)
7. Focus on Degree Completion and not Developmental Education
8. Revise placement strategies to include diagnostics of student knowledge and skill in math and English
9. Integrated learning to combine mathematics and English as an accelerated course
10. Reimagine the First Semester Experience for all FITC students:
 - a. All FITC students will be default scheduled into the following courses
 - i. Comprehensive First Semester Experience – Career exploration-the city is the classroom, identification of major or meta major, development of education plan – First Year Seminar (must be redeveloped)
 - ii. Public Speaking
 - iii. Co-requisite remediation with supplemental instruction – College Math Course
 - iv. Co-requisite remediation with supplemental instruction – College Level English Course

STEPS TO TAKE BACK HOME

1. Faculty Professional Development for accelerated instruction
2. Inclusion of adjunct faculty in training
3. Data collection and analysis is key
4. Be bold and focus on promising practices not best practices
5. Cost out implementation plan to include professional development for faculty-have them drive implementation
6. Complete the development of Meta Majors

KEY INSIGHT FROM SUMMIT

1. Full-scale adoption of initiatives in place of “pilot” programs
2. Student Success advisors are critical in all phases of program development and implementation
3. Rethink the use of ACCUPLACER as the sole measure of placement
4. Assess what student know and can do and not and develop modules/lessons to address these areas
5. Gather data every step of the way