

AACC SUMMIT ON THE REDESIGN OF DEVELOPMENTAL EDUCATION

COLLEGE ACTION PLAN

Washington State Community College

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DATA

***Additional data we need to collect**

While WSCC does a good job of collecting student success data on our full-time students, we discovered that we lack data on the success of part-time students. We plan to improve our data collection and analysis for part-time students.

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

Our data is often compartmentalized. We will begin to share data more broadly and consistently, especially with the following campus groups: Completion Plan Team, Advising Action Project Team, Data Action Team, Committee on Student Learning, and the Executive Committee.

STEPS TO REFINE COLLEGE BIG BETS

As a result of our participation in the AACC Developmental Education Summit, we plan to implement the following six changes to our processes. For each process we have designated a specific point person to work with one or more teams or committees to design and implement the changes.

We plan to:

1. Strengthen our Institutional Research Department so that we are able to access data more accurately and quickly when tracking student success outcomes – President Bradley Ebersole working with the Executive Committee and the Data Action Team
2. Refine our Institutional Dashboard and Key Performance Indicators to reflect student success outcomes for both full-time and part-time students – Nick Arnold, Information Systems Specialist, working with the Data Action Team
3. Redesign our advising processes to include advising worksheets for a broader range of pathways to degree completion: (1) a developmental education pathway as part of the program of studies, (2) the standard 2-year program of studies for full-time students, and (3) a 3-year program of studies for part-time students – Amanda Herb, Vice President for Enrollment and Student Success, working with the Advising Action Project Team.
4. Refine our current “Brush-up” workshops for those students who wish to retest for placement by incorporating resources from the Kahn Academy – David Scheimann, Director of the Center for Student Success, working with math faculty.

NEW IDEAS

1. Refine our developmental math pathways to include a pathway for students headed into STEMM fields of study as well as students headed into non-STEMM fields. This change would be

similar to the STATWAY approach that was presented at the Summit – Allen Shore, Department Chair for Mathematics, working with the math faculty, the Completion Plan Team, and the Advising Action Project Team

2. Revise our developmental education placement system by broadening the factors used to make placement decisions – Mark Nutter, Vice President for Academic Affairs, working with the Placement Task Force, the Advising Action Project Team, and the Executive Committee
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STEPS TO TAKE BACK HOME

We plan to:

1. Assign a specific individual as a point person to work with one or more college teams or committees to implement the six process improvements listed above. (This step is complete.)
 2. Hold quarterly meetings of the team that attended the AACC DE Summit to track the implementation of these improvements and ensure that the changes are completed within one calendar year (by March 2016).
 3. Set specific targets for improvement in the following categories.
 - a. Number of in-coming students requiring developmental education.
 - b. Percentage of students, both full-time and part-time, successfully completing developmental math.
 - c. Percentage of students, both full-time and part-time, successfully completing the first college-level math (gateway) course after completion of developmental math.
 - d. Percentage of students, both full-time and part-time, successfully completing developmental English.
 - e. Percentage of students, both full-time and part-time, successfully completing the first college-level English (gateway) course after successful completion of developmental English.
 4. Track data over the next three academic years to gauge success of the six process improvements.
 5. Explore the value and possible application of the co-requisite model of teaching developmental education.
 6. Use continuous quality improvement processes to institutionalize those processes which result in success and either discontinue or make changes to those processes which are ineffective.
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KEY INSIGHT FROM SUMMIT

While we found that we were already using many of the promising practices that were shared at the Summit, we also realized that WSCC was not paying sufficient attention to the learning outcomes of part-time students. We also realized that we do not need make major changes to our processes; instead, we will implement a few targeted changes and improvements, track success of all students, and set specific goals for improvement.