Proposed
Developmental Education Models

Student Success Council Task Force on Developmental Education

- All VCAAs & VCSAs.
- UHCC Academic Affairs.
- Representatives from System Banner, STAR, Financial Aid, Registrars, Counseling, P-20, Workforce Development, Faculty Senates and IR.
- 4 Math & 4 English faculty from various campuses (including KCC's English faculty, Reid Sunahara).

Significant Developments

- From placement to diagnostics

- More and different student support services

- Acceleration through Dev Ed

    – The Task Force discussed and brainstormed these components of student success in meetings at Windward CC June 22-25, 2015

From Placement to Diagnostics

- COMPASS is going away November 2016.
- Agreement from both math & English to continue to use existing information such as ACT/SAT scores, SBAC (Smarter Balanced), HS GPA, etc.
- Move toward diagnostic assessment to identify skill gaps in math & English (exact diagnostic still needs to be identified).
- Move toward diagnostic assessment for college success – motivation, grit, etc. (exact diagnostic still needs to be identified).
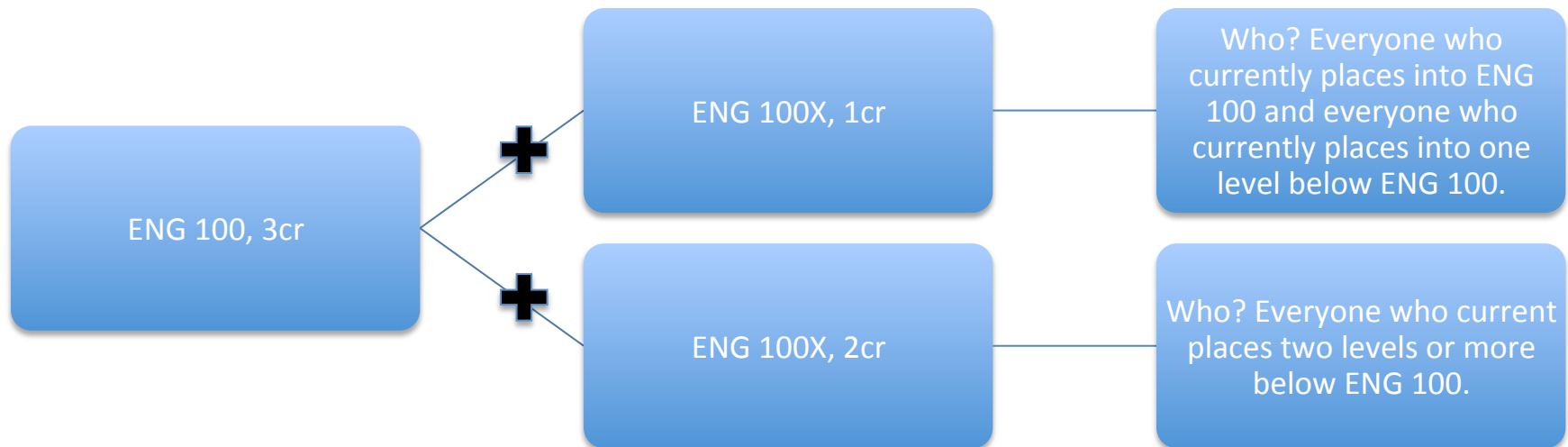
More Student Support Services

- Need to inventory each campus to determine gaps and make decisions on how to reallocate resources.
  - For KCC this means looking at all support in instructional and non-instructional areas.
- Expand and clarify role of Academic Coaching.
  - For KCC this means continuing and deepening collaboration between Academic Support & Student Affairs – expanding coaching model.
- Better partnerships between faculty & support services.
  - Consider pairing faculty with a support staff (Coach) so students have a team to support them.

English

- Students who are placed one or two levels below college-level will complete ENG 100 in one semester.

- Student success support is key for all students.

- Diagnostic assessments will help determine individual learning needs and help to determine how much support a student needs outside of ENG 100.

English

ENG 100, 3cr

+

ENG 100X, 1cr

Who? Everyone who currently places into ENG 100 and everyone who currently places into one level below ENG 100.

+

ENG 100X, 2cr

Who? Everyone who current places two levels or more below ENG 100.

Math

Model	Description	STEM/Non-STEM
Linear Sequential Model (Acceleration)	• Part of Term Compressed Courses to plan for one-level below. Students finish in 1 semester, all students finish within 1 year. • Paired Pre-Requisite Course and a 100 Course	STEM and Non-STEM (Recommended primarily for STEM)
Co-Requisite	• Students enroll in college-level course with additional supports • Build co-requisite course content, credit could be variable	STEM and Non-STEM (Recommended primarily for Non-STEM)

One Level (or more) Below
Linear – Non-STEM

FALL
MATH 75 or 90V (1-8 wks) / MATH 100/115 (9-16 wks)

One Level (or more) Below
Co-Requisite – Non-STEM

FALL
MATH 100/115 (3 credits)
MATH 100/115X (1 credits)

Two or More Levels Below
Linear - STEM

FALL	SPRING
MATH 24 (1-8 wks) / MATH 25 (9-16 wks)	MATH 103 (1-8 wks) / MATH 135 (9-16 wks) or other, or MATH 103 could be a regular

Two or More Levels Below
Co-Requisite - STEM

FALL	SPRING
MATH 26 or 82 (4-5 credits)	MATH 103 (3 credits)

FALL	SPRING
MATH 26 or 82 (4-5 credits)	MATH 103 (3 credits)
	MATH 103X (1 credit)

Example Schedule of One-Level Below Linear - STEM

Recommended (Sample) Schedule:		
MTWR, 900-1015	MATH 25 (3 credits) 1-8	MATH 103 (3 credits) 9-16
TR 1030-1145	ENG 100 (3 credits)	
MW 1030-1145	ENG 100 X (1 credit)	
TR 130-245	IS (3 credit) or other	

Example Schedule of One-Level Below Co-Requisite - STEM

Recommended (Sample) Schedule:	
MW, 900-1015	MATH 103 (3 credits)
TR, 900-1015	MATH 103X (1 credit)
TR, 1030-1145	ENG 100 (3 credits)
TR 130-245	IS (3 credits) or other
MW, 130-245	Other

Next Steps

Summer 2015

- Sub-groups to meet and discuss things like: Banner changes, Enrollment Management, Support courses, SLOs, Curriculum, Services, STAR, Diagnostic tools etc.

- Task Force will meet again in August to solidify plan and recommendation.

- Policy language to be finalized.

Fall 2015 to Spring 2016

- Communication to larger campus via VPCC and team.

- Curriculum actions to be approved.

- Begin behind the scenes work in Banner/STAR.

- Faculty & Staff professional development.

- Communication to external stakeholders (high schools, etc.).