Developmental Education

September 2016 – August 2017 Strategic Plan Goals

Increased emphasis was placed on improving developmental education in 2015 and 2016. The college’s Taskforce for Developmental Education was created in June 2015 to study best practices and methods of organization. Based on recommendations from the Taskforce, meetings were scheduled with mathematics and English faculty to discuss different approaches to developmental education. These discussions included Jamie Holley, lead instructor for the college’s accelerated QEP developmental mathematics courses. Additionally, the college’s Strategic Planning Committee created a Developmental Education Subcommittee to determine how improvements in developmental education fit in the college’s planning process. In spring of 2016, Alan Davis accepted an expanded leadership position as Associate Dean of Developmental Education and Distance Education. A strategic plan for developmental education will be included in future two-year planning cycles.

**2015 – 2016 Accomplishments**

Alan Davis, Jamie Holley and Lillian Owens attended the ALADE conference at Northwest Shoals Community College, where different models for developmental education were discussed.

Alan Davis, Lillian Owens and Shannon Ginn served on the state level committee tasked with choosing a new placement test provider for all ACCS schools, and setting placement criteria for English and mathematics courses.

Alan Davis and Liesl Harris served on a state level committee tasked with piloting high school SREB mathematics and English courses designed to reduce the need for collegiate developmental education. Jefferson State’s partner high schools are Shades Valley and Fultondale. Jefferson State hosted a three-day SREB training session attended by faculty and staff from area community colleges and partnering high schools. Alan Davis, Jamie Holley, Liesl Harris, Montez Gross, Barbara Wood, and Leslie Reeves attended these sessions.

Nanette Easterling served on a state level committee tasked with standardizing content in developmental mathematics courses. The committee produced revised plans of study that are being implemented in the 2016-17 academic year.

Faculty and staff from Jefferson State’s academic and Adult Education areas visited Calhoun Community College to study Calhoun’s FastTrack summer program, which gives high school graduates placing in developmental education courses an opportunity to earn developmental course exemptions based on performance in intensive, no-cost classes.

Jefferson State launched the Summer Boost Program in July 2016. Students at the Jefferson Campus participated in an intensive six-week program designed to create opportunities for exemptions from fall 2016 developmental English and mathematics courses. 32 of 38 students who started the Boost instructional component gained improved placement, with 31 gaining exemption from at least one developmental class.

Alan Davis, Connie Caskey and members of the Communications Department attended ENG 094 training sessions at Calhoun Community College. Members of the Communications Department at the Jefferson Campus and Shelby-Hoover Campus are preparing to pilot ENG 094 in spring 2017.

Alan Davis participated in several NROC webinars, and communicated with Scott Beckett of Jacksonville State University to learn how JSU is using NROC resources in its developmental mathematics and English courses.

Alan Davis met with mathematics faculty to discuss Taskforce recommendations, and to discuss fall 2016 implementation of new developmental mathematics plans of study.

The college piloted experimental courses giving spring 2015 high school seniors an opportunity to complete MTH 098 before graduating. Participation was low, but the success rate was high.

**Remaining and Revised Strategic Plan Goals for September 2016 – August 2017**

**Goal 1:** Work with mathematics faculty to implement new plans of instruction for developmental mathematics.

1. Objectives
2. Implement new plans of study for MTH 090, MTH 098 and MTH 100.
3. Refine areas where colleges have discretion in choosing material the can be included.
4. Method of Assessment - The objectives will be met when
	1. Results of fall 2016 – summer 2017 implementation are assessed and adjusted as recommended.
	2. Departmental MTH 090 and MTH 098 finals are administered in all sections.
5. Additional Funding Requests
6. No funding is requested.

**Goal 2:** Work with English faculty to offer ENG 094 in spring 2017.

1. Objectives
2. Gain Curriculum Committee approval to offer ENG 094 in spring 2017.
3. Offer spring 2017 sections of ENG 094 at the Jefferson and Shelby-Hoover Campuses.
4. Method of Assessment - The objectives will be met when
	1. At least one section of ENG 094 is offered in spring 2017.
5. Additional Funding Requests
	1. No funding is requested.

 **Goal 3:**  Work with Adult Education Department to promote Career Pathways options to students in developmental education courses.

1. Objectives
2. Create materials that make students in developmental education courses aware of Career Pathways opportunities and participation requirements. These could include brochures, flyers and email messages.
3. Method of Assessment - The objectives will be met when
	1. Materials that make students in developmental education courses aware of Career Pathways opportunities and participation requirements are distributed to target audience.
4. Additional Funding Requests
5. No funding is requested.

**Goal 4:** Work with Adult Education Department to offer 2017 Summer Boost Program courses at the Jefferson Campus and Shelby-Hoover Campus.

1. Objectives
2. Promote 2017 Summer Boost Program in high schools near the Jefferson Campus and Shelby-Hoover Campus.
3. Offer mathematics and English opportunities at both locations.
4. Design the program with weekly ORI 101 meetings.
5. Develop improved online resources for students.
6. Determine optimal class size and the number of instructors needed.
7. Method of Assessment - The objectives will be met when
	1. 2017 Summer Boost mathematics and English courses are offered at the Jefferson Campus and Shelby-Hoover Campus. Target enrollment is 50 students at Jefferson Campus and 50 students at Shelby-Hoover Campus.
8. Additional Funding Requests
9. Three part-time instructors were hired for the 2016 Summer Boost Program, and three full-time employees provided instruction. Class sizes were very small, and could be increased, but more instructors will be needed to meet targeted enrollment.
10. Adult Education funds were used to provide instructors for the 2016 Summer Boost Program. The college should be prepared to contribute funds for part-time instructors and instructional resources, as needed, for Summer Boost 2017.

**Goal 5:** Pursue NROC Project Membership.

1. Objectives
2. Assess the instructional resources available through the NROC Project, and their potential uses in placement preparation, developmental mathematics and developmental English.
3. Determine the advantages of paid institutional membership over simply free NROC resources.
4. Method of Assessment - The objectives will be met when
5. A decision on purchasing NROC Project 1-year membership is achieved.
6. Additional Funding Requests
7. $4,800.00 is the current estimate for NROC Project’s annual membership fee based on Jefferson State’s FTE.

**Goal 6:** Promote implementation of flipped classroom instruction in developmental mathematics.

1. Objectives
2. Research best practices for flipped classroom instruction.
3. Determine how JSCC faculty are currently using flipped classroom instruction.
4. Determine instructional resources needed to implement flipped classroom instruction in developmental mathematics.
5. Method of Assessment - The objectives will be met when
6. A developmental mathematics course based on flipped classroom methodology is successfully offered.

1. Additional Funding Requests
2. $5,000 for additional document cameras and components for lecture capture could be needed.

**Goal 7:** Explore classroom redesign options that could lead to instructional improvements.

1. Objectives
2. Research the relationship between classroom design and instructional methodology.
3. Visit institutions that have redesigned classrooms to implement new instructional methods.
4. Request estimates for different classroom design options.
5. Method of Assessment - The objectives will be met when
6. A decision on the importance of classroom redesign is reached.
7. Additional Funding Requests
	1. No additional funding requested at this time. However, if this project is undertaken, it is not unreasonable to assume that cost could approach $30,000.