

Northwestern Michigan College

Action Project Declaration for: *Enhancing Developmental Education*

Date of Charter: *September 1, 2012*

Date of Update for Project 1-Year Extension: August 14, 2014

Target project completion date:	September 1, 2015
Actual project completion date:	
A. Title	Enhancing Developmental Education
<p>1. Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve :</p> <p>The goal of this project is to improve learner success rates in developmental education coursework.</p>	
C. AQIP Category	Helping Students Learn
<p>2. Describe your institution's reasons for initiating this action project now and for how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted systems portfolio:</p> <p>With the successful completion of our AQIP Enhancing Student Preparation Project and our AQIP Pathways to Completion Project, we are targeting our developmental education curriculum in order to improve success rates. NMC's strategic plan emphasizes the institutional priority of improving persistence and completion rates. In order to improve persistence and completion for all NMC's students, we need to focus improvement efforts in curricular areas demonstrating the lowest course success rates.</p> <p>The focus of this project is to determine and implement strategies to improve learning and success rates in developmental math and developmental English. Working in cooperation with the Learning Experiences AQIP Project that will focus broadly on the student learning experience, this project will focus specifically on how students can become successful in completing their developmental classes so that they are prepared to be full participants in college-level learning.</p>	
<p>3. List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress for each goal. Be sure to include formal evaluations when the project progress will be reviewed:</p> <p>Updated</p> <p>During our first 3.5 semesters, we have identified specific problems that are a hindrance to student success in developmental classes; we have evaluated previous developmental education initiatives started before this Action Project (e.g. 80% rule), scaled up previous pilots (e.g., PowerPath, OnCourse), launched new initiatives (e.g. math placement boot camp, Redesign), proposed new pilots (e.g., math combo courses, modularized math), and begun more strategic analysis of developmental education data (incl. our pipeline success rates).</p> <p>Beyond the original 2-year Action Project scope, a 1-year extension will allow us to implement 3-4 more major initiatives and evaluate their effectiveness in the plan, do, check, and adjust cycle of</p>	

continuous improvement; and to identify further impediments to developmental student success while simultaneously implementing new initiatives.

Appropriate improvement actions should lead to increased completion and success rates for students taking developmental education courses and proceeding through the pipeline toward credit-bearing classes. The primary metric for success will be course completion rates which are available on a semester basis.

4. Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration :

In cooperation with the Developmental Education Coordinating Committee, the Communications and Science/Math academic units will be charged with designing and implementing appropriate improvement efforts. The Educational Services Instructional Management Team, Curriculum Committee, and Faculty Council may have roles in the approval process.

5. Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when:

The project team is expected to manage the project with an A3 planning tool, consistent with institutional processes of planning. The team will report to the Vice President for Educational Services. Periodically, the team will report its progress to the President's Council and to the college community as fits with the outcomes identified on the A3. The team will also report annually on its progress to AQIP.

Outcome Measures

- Increase in course completion and success rates
- Increase persistence and completion rates
- Increase in the success rates of developmental education students moving on to college-level coursework in similar content areas

6. Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals:

The team will continue to review NMC's current developmental math and English curriculum to determine what further innovations can be developed to improve student success and evaluate developmental education initiatives in place (see "Rationale" above) and pending (see "Preliminary Plan" below). The project will continue to explore successful, impactful national practices to determine their applicability at NMC.

Developmental Education faces the same financial constraints as the rest of the college but temporary investments in personnel such as release time for team leadership, the expansion of equipment, and the alteration of curriculum are within the project scope to propose.

7. Provide any additional information that the institution wishes for reviewers to understand regarding this action project:

Updated

- *Summer 2014:* Plan and implement a new text/homework system for the Redesign sections offered in academic year 2014-2015.
- *Fall 2014:* Run the streamlined 2-in-1-semester developmental combo section (MTH 23 and 111) and monitor the two Redesign sections using new software/texts.
- *Fall 2014:* Run Bridge Math skills workshop pilot.
- *Fall 2014:* Continue planning for Spring 2015 implementation of the modularized 2-hour incremental credit developmental math courses.
- *Fall 2014:* Investigate multiple-measure-placement (MMP) models for future English MMP pilot.
- *Fall 2014:* Plan for Spring 2015 ENG 111/11 ALP pilot.
- *Spring 2015:* Run modularized 2-hour incremental credit developmental math courses; continue streamlined 2-in-1 combo course MTH 23+111 (adding MTH 08+23, depending on enrollment) and Redesign sections.

Fall 2014-Summer 2015: Continue to gather and evaluate data on how all programs to date may be changing the overall success rates, and adjust accordingly.

K. Project Leader and contact person	Co-chairs: Mark Nelson, Math Faculty in Science and Math Academic Area; Judy Chu, English Faculty in Communications Academic Area
Team membership	The team will be primarily comprised of the members on the Developmental Education Coordinating Committee: Judy Chu, Ernie East, Darby Hiller-Freund, Mike Gillett, Nancy Gray, Ashley Horak, Kari Kahler, Deirdre Mahoney, Mark Nelson, Deb Pharo, Kristen Salathiel, Kim Schultz, Stephen Siciliano, Megan Ward, and Chris Weber