

# **Accelerating Developmental Education at North Central State College**

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# Developmental Course Placement at NCSCC

Placement in any developmental course = 66%

Math 54%

Writing 41%

Reading 25%



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# NC State Success Strategy



**Helping students to achieve their goals**

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# Developmental Courses

- Help students to address skill gaps and provide a pathway to success

## **BUT**

- Do add time and cost to the student's education
- May discourage the student and become an obstacle instead of a safety net



# Key Acceleration Methods

1. Math Boot Camps & Writing Workshops
2. Solutions
3. Paired English Courses—Dev Ed & College Level
4. Supplementary Instruction Labs



# 1. Math Boot Camps

- Refresher courses in developmental math
- Allow students to retake the COMPASS placement test to place into a higher-level class
- Reduce the need for developmental classes



## Successes—Boot Camps

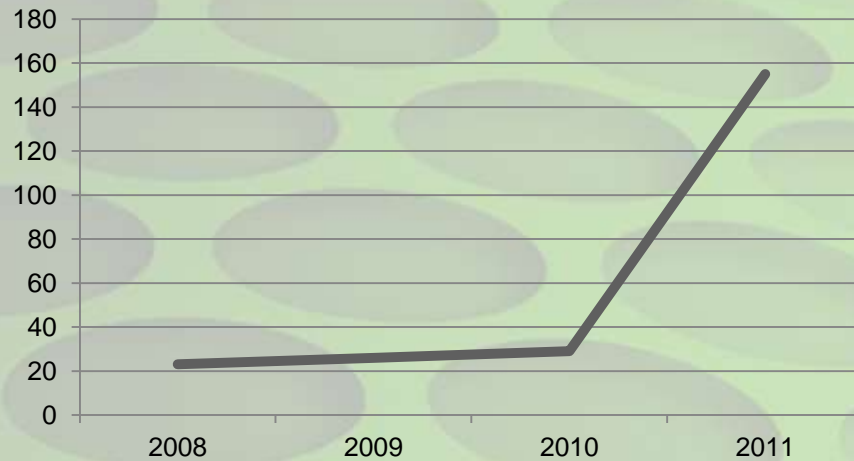
Over nine quarters:

- 46% of eligible students retesting have improved by at least one level
- 31% tested at college-ready level
- Savings to students of \$23,368
- Has served 175 students

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# Students' Participation in Boot Camps Growing



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# Writing Workshops

- Twelve-hour workshops
- Review of basic skills and an introduction to academic writing
- Chance for students to retake the COMPASS Writing test for placement in a higher level English course
- Has served a total of only 32 students



# Successes—Writing Workshops

Over four quarters:

- 61% of eligible students retesting have improved by at least one level
- Estimated savings to students of \$9,652.



# Challenges

- Numbers are small
- Need to expand the intervention
- Need to communicate the opportunity to students more effectively

Cooperative approach working with high schools and vocational centers is promising



## 2. Solutions

- Pre-enrollment option
- Developmental students
- Math, English, Reading, and FYE
- ABLE, NCSC, and Job and Family Services
- Accelerated Learning Model



# Challenges

## Academic

Meeting the individual needs of students

Examples

## Environmental

Tutoring Center-shared resources for scale-up

Student IDs

Fees Paid stickers

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# Successes—Solutions

- 177 students post tested Compass
- 111 of those that tested, moved up at least one developmental level (63%)
- Success rates of students who enrolled in classes:

Students who jumped at least one developmental level: **73%** successful

Students who did not jump at least one developmental level: **77%** successful



# 3. Paired English

- Students taking developmental writing and college English courses together
- Half the students from the remedial section join one college English class and half join another college-level class
- Students have the same instructor for both the developmental and the college-level course
- Option offered for five quarters since fall 2010



# Challenges

- Scheduling and registration
  - Have expanded hours in writing course from 2 to 4
  - Have created a pseudo-course number for registration
- Communicating the power of the option to students, faculty, and staff—number served small (total of 49)
- Not ideal for students testing at lowest levels on COMPASS Writing





# Successes—Paired Courses

- **67%** of enrollees have successfully completed both courses with a C- or above over the four quarters of the program
- Compared with completion rate of 39.4% for students taking the two courses sequentially within a year
- Have used 2 instructors—one full-time and one adjunct



## 4. Supplementary Lab

- Resulted from OBR-recommended cut scores
- At-risk students required to take 2 hours of supplementary lab per week with the same instructor and a small cohort of students
- Addresses problem of students' not seeing a tutor regularly
- Lab precedes the college-level class



# Challenges

- Scheduling and registration
  - Having students register for 2 corequisite
  - Have created a pseudo-course number for registration
- Communicating the option to students—done through our Student Success advisers after COMPASS tests
- Making the option more available to other at-risk students



## Successes—Labs

- Attendance in the labs has been excellent (50% of the student's grade is based on attendance and participation)
- Students' and instructors' responses have been very positive
- Pilot during summer 2011 and extended to 5 sections fall 2011
- No data yet available on successful course completions



# Your Questions

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