Creating a Roadmap for Scaling Up Acceleration in Developmental Education

Presented by
Dr. Beth Fischer, Director of Institutional Research and Planning

Becky Ament, Associate Dean of Developmental Education and the First-Year Experience

ZANE STATE COLLEGE
Situated in Southeastern, Appalachia, Ohio
- High poverty
- High unemployment
- Low levels of education
- Serves over 3,000 students
- 59% Female
- Median Age: 26
- 91% Caucasian
The National Agenda to Increase College Graduation Rates

Developmental requirements have become a deterrent to persistence. Move students to college-level more quickly.

Redesign the delivery of developmental education courses to reduce the completion time.
ADVANCE to College Level
Zane State College’s course redesigns for accelerating developmental education

- **Linked Courses** -
  Contextualized application of developmental skills in college-level general education courses

- **Compressed Math Courses** -
  Targeted review of computation skills based on diagnostic test and next level of developmental math in one term
The Role of Advising in Scaling Up the ADVANCE Program

In this session we will describe three major stages in the evolution of the ADVANCE Program since its beginning in winter 2010.

For each of the three stages we will share

- the advising model
- the student outcomes
- lessons learned from qualitative and quantitative data
- the subsequent changes to policies and procedures
Standard advising process similar to any optional course.

- Case management process for recruitment
  - 100% optional
  - Very little promotional effort
- Only one advisor recruiting for ADVANCE courses
- Classes do not appear on “live” course schedule
- Strictly upper third of Accuplacer range for possible candidates
18% of the New Student Population was served.
Project ADVANCE Success Rates
Phase I

Percentage of Students

<table>
<thead>
<tr>
<th>Course Persistence</th>
<th>Successful Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCE</strong></td>
<td><strong>Traditional</strong></td>
</tr>
<tr>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>88%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Graph showing the percentage of students in the Project ADVANCE for Course Persistence and Successful Completion, compared to traditional methods.
Phase I Outcomes

- Project ADVANCE students earned more total credit hours in their 1\textsuperscript{st} year.

- Project ADVANCE students earned more college-level credits within their 1\textsuperscript{st} three quarters.

- Project ADVANCE students were more likely to complete 20 hours of college credit within their 1\textsuperscript{st} three quarters.

- Students that successfully complete English or Math through ADVANCE are on average 8\% more likely to succeed in their subsequent college-level course.
Percent of Students Placing into ADVANCE Range on Accuplacer

- Reading: 9% Fall 2009, 13% Winter 2011
- English: 20% Fall 2009, 14% Winter 2011
- Math: 34% Fall 2009, 17% Winter 2011

Fall 2009 (Baseline Data)
Winter 2011
Outcomes: Qualitative Data
from Student Focus Groups conducted in January and March 2010

Varying levels of satisfaction about advising information

- Some students reported they did not understand what they were getting into.
- Linked courses did not have the level of integration students expected.
- Faculty team work was not apparent.
- Students were worried about the workload and the pacing of the compressed math courses.

In response, the advisor and the faculty made adjustments to be more supportive.
Amanda Hudson
on the Sociology/Writing Linked Course

Amanda
What would you do to improve and scale up this initiative?
Second Year Advising Model

Several adaptations aided in the awareness of ADVANCE courses

- Training for fellow advisors on ADVANCE options and criteria
- Increases in marketing of program
  - Class visits by the professional tutor
  - Flyers and video around campus
  - Linked and compressed courses are viewable on Zane State College website
- Math placement document to steer potential students to appropriate courses (See Appendix A)
- Expansion of qualifying criteria for ADVANCE courses (upper half)
**ADVANCE Marketing**

**BETTER TOGETHER: BIO 101 & COM 092**

(Principles of Biology) (ADVANCE Study Skills Lab)

go together like fall and football

Visit the Student Success Center to get enrolled for fall 2011!

**Benefits of taking two PAIRED courses together:**
1. Fewer Assignments – some major assignments count for both courses
2. Connected Course Content – developmental skills directly applied in college course
3. Supportive Friendships – developed because the same students are in both courses
4. Degree Credits – acquired more quickly because course are together rather than back to back

**BETTER TOGETHER: Compressed Math Courses**

go together like money in a piggy bank

Visit the Student Success Center to get enrolled for fall 2011!

**Benefits of taking two levels of math in one course together:**
1. Save $$
2. Save mucha dinero
3. Save some dough
Project ADVANCE Enrollment Phase II

- Eligible; Enrolled
  - N=148
- Eligible; Not Enrolled
  - N=198
- Not Eligible
  - N=408

20% of the New Student Population was served
Project ADVANCE Success Rates Phase II

- Course Persistence:
  - ADVANCE: 88%
  - Traditional: 93%

- Successful Completion:
  - ADVANCE: 88%
  - Traditional: 76%
Analyses will look at the following success indicators:
- Total credit hours in 1st year
- Total college-level credit hours in 1st three quarters
- Successful completion of college-level course
## Comparison Chart
### ADVANCE Program

<table>
<thead>
<tr>
<th>Phase</th>
<th>Eligible</th>
<th>Enrolled</th>
<th>Persisted</th>
<th>Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (2 quarters) 2010</td>
<td>85 (22%)</td>
<td>71 (83%)</td>
<td>65 (90%)</td>
<td>57 (88%)</td>
</tr>
<tr>
<td>II (3 quarters) 2010-11</td>
<td>198 (25%)</td>
<td>148 (75%)</td>
<td>131 (88%)</td>
<td>116 (88%)</td>
</tr>
</tbody>
</table>
Outcomes: Qualitative Data
from Student Focus Groups at Midterm Winter 2011

Common student challenges

**Linked courses** – different grading expectations from each instructor, better coordination of developmental skills to college-level course requirements

**Compressed math courses** – fear of not remembering concepts covered in class, keeping up with homework load.

Following a meeting of faculty and the advisor analyze the focus group reports, there were additional revisions in the advising information and faculty support.
Leilani Delbert
on the Computation Skills/Beginning Algebra condensed math course

Leilani
What would you do to scale up and improve this initiative?
Further advances were made to the promotion and recruiting processes

- Full integration of fellow advisors into recruitment and enrollment of ADVANCE courses
  - Offered MTH 098, COM/BIO, & ENG/SOC to Zane State College’s Cambridge Campus
- Courses are on “live” course schedule but still in-person registration of courses
- Promotional ideas were replicated and expanded
- Semi-mandatory approach to course recruitment
18% of the New Student Population was served
## Comparison Chart
### ADVANCE Program

<table>
<thead>
<tr>
<th>Term</th>
<th>Eligible</th>
<th>Enrolled</th>
<th>Persisted</th>
<th>Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>90 (20%)</td>
<td>68 (75%)</td>
<td>62 (91%)</td>
<td>55 (89%)</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>135 (27%)</td>
<td>88 (65%)</td>
<td>84 (95%)</td>
<td>57 (68%)</td>
</tr>
</tbody>
</table>
Ayla Franklin
on the Biology/Study Skills Linked Course

Ayla
# Limitations of Enrollment in ADVANCE

<table>
<thead>
<tr>
<th>Reason for Non-Enrollment</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Scheduling Issue</td>
<td>15 %</td>
</tr>
<tr>
<td>Not Interested</td>
<td>13 %</td>
</tr>
<tr>
<td>Undecided Student</td>
<td>12 %</td>
</tr>
<tr>
<td>Took Other ADVANCE Course</td>
<td>11 %</td>
</tr>
<tr>
<td>Course(s) Not Needed for Degree</td>
<td>9 %</td>
</tr>
<tr>
<td>Conditional Start Status (limited enrollment)</td>
<td>8 %</td>
</tr>
<tr>
<td>Technical Course Needed Instead</td>
<td>8 %</td>
</tr>
<tr>
<td>Could Not Contact</td>
<td>8 %</td>
</tr>
<tr>
<td>ADVANCE Option was Closed (max enrolled)</td>
<td>8 %</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
</tbody>
</table>
What would you do to scale up this initiative?
Our Vision for the Future

We will continue …

- to offer ADVANCE courses beyond the DEI grant funding into the semester system.

- to optimize enrollment by
  - analyzing data on enrollment limitations
  - maintaining the semi-mandatory advising practice and current eligibility criteria
  - encouraging ongoing communication and strong collaborative relationships between the advising personnel and the developmental education department.

- to promote student awareness
Lesson Learned About Scaling Acceleration

Pre-enrollment programs serving students in the lower half of the placement test range are also accelerating some students progress to college-level:

- QuickStart
- MathStart

Presentation on QuickStart: Today at 3:30
MathStart will be discussed in our Spotlight Session – Thursday at 3:15
Questions for Us?

ADVANCE

ADVANCE is a program that will help you complete developmental education classes and earn more degree credits in the first year through Compressed Math and Linked Courses.

Compressed Math Courses

Compressed courses are two courses of developmental math that are compressed into the time and price of one course. Compressed courses enable you to reach college level classes faster while saving money on tuition.

Options include:
- MTH 094-ADVANCE Pre-Business Math
- MTH 096-ADVANCE Pre-Algebra
- MTH 098-ADVANCE Beginning Algebra

Linked Courses

Linked courses are two separate courses that meet two days a week, back-to-back in the same quarter. Linked courses save you time and help you build supportive relationships with other students. Linked courses have related assignments that count toward both courses. You must enroll in both courses in the set.

The four sets of linked courses include:

Set 1: SOC 101 Introduction to Sociology & ENG 097 ADVANCE Writing Lab
Set 2: BUS 153 Consumer Economics & MTH 096 ADVANCE Pre-Business Math Lab
Set 3: BIO 101 Principles of Biology & COM 092 ADVANCE Study Skills Lab
Set 4: BUS 161 Microeconomics & MTH 097 Beginning Algebra

- 4 (degree) credit hours
- 2 (non-degree credit hours)
- 6 total contact hours a week

Talk with an advisor TODAY for enrollment qualifications.

ZaneState.edu
Start HERE. Go ANYWHERE!

Contact Information:
Becky
bament@zanestate.edu

Beth
bfischer@zanestate.edu