

# PRACTICES EXCHANGE

## NEWSLETTER

MARCH 2018

<https://www.yeswemustcoalition.org>

Issue 11

### Institutional Resources/Practices

#### Reducing Student Costs via Open Educational Resources

We know that finances are a primary concern for our students. One way that **Coker College** (SC) works to reduce the overall cost of an education is to use Open Educational Resources (OER) instead of traditional textbooks from a publisher. In addition to saving money, using OER assures that every student has the course materials from the very first day of class.

The Coker College Mathematics Program has been using OER for several years with good results in MAT 101 and selected upper-division courses. OER is also being used in Calculus Physics and in Introduction to Business (for information about the Business course, see: <http://centerittuesdaytips.blogspot.com/2018/02/ba-101-oer-textbook-more-engaged.html>).

At the suggestion of Dr. Tracy Parkinson, Coker's Vice President for Strategic Partnerships, Dr. Cathy Cuppett, Director of the Center for Excellence in Teaching and Learning, is currently researching OERs in order to provide faculty in a variety of disciplines with a list of OERS to investigate, possibly during their Fall 2018 Faculty Week. She is also compiling a list of OERs in Biology for Coker's YWM partners to use in the NSF Grant on Collaborative Research (*Institutional Collaboration to Recruit, Retain and Graduate Low-Income Students in Biology*). If you are interested in exploring OERs, a good place to start is this list from a BlackBoard Higher Education webinar (<http://centerittuesdaytips.blogspot.com/2018/02/ba-101-oer-textbook-more-engaged.html>). To view the webinar itself, go to <https://community.blackboard.com/docs/DOC-4384-bits-recording-02222018-open-educational-resources-oers-to-support-instruction>.

For further information and/or questions about the above, contact Cathy Cuppett, Director of the Center for Excellence in Teaching and Learning. [ccuppett@coker.edu](mailto:ccuppett@coker.edu).

#### Alternative Approaches to Developmental Education

In the fall of 2010, **Clafin University** (SC) abandoned its traditional developmental studies program and implemented a holistic, integrative approach to meeting the academic needs of underprepared students. The decision to identify an alternative approach to developmental education was influenced by a legislative decision in the state of South Carolina to disallow state tuition assistance for developmental education at four-year institutions. At the time, 28% of Clafin University's freshman class had tested into developmental English, 38% in developmental math, and 20% needed remediation in both English and math. Rather than placing students in pre-college level developmental courses, special sections of college algebra (MATH 111) and English Composition (ENGL 101) were created to accommodate the developmental

education needs of the incoming class. Unlike the traditional English Composition and College Algebra courses that require 45 contact hours during the semester, the special sections were extended to meet five days a week for a total of 75 contact hours — providing instructors 30 additional hours to address issues of under-preparedness. The extended sections of the courses are taught by instructors who have participated in professional development in relevant pedagogy and the students are also supported by peer-mentors who have undergone appropriate training. Classroom instruction is supplemented with integrated activities in the University Writing Center, the Math Lab, and Freshman College Tutorial Services.

Assessment results show an increase in the retention rate of developmental students since the implementation of extended sections. For example, in the fall of 2009 the retention rate for developmental students was 51% compared to 69% for students who did not require developmental education. Since the implementation of extended English and Math, the academic profile of Claflin's entering students has not changed significantly. However, the overall retention rate has risen to 78% with no significant difference in the retention of students who enter with deficiencies in math and English.

For further Information contact: Mary Williams, Director, Panther STEPS.  
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## Yes We Must Coalition National Conference October 24–26, 2018, Austin, Texas

The Yes We Must Coalition is holding its second national conference, **Educating the New Student Majority: Collaboration and Innovation for Persistence and Completion**, from October 24–26, 2018, in Austin, Texas. Registration opens April 15, 2018. Information and forms will be available soon on the website (<https://yeswemustcoalition.org/meetings>).

## Submissions for Future Issues

YWM members are encouraged to submit examples of practices and/or resources to share with your YWM colleagues. We are particularly interested in examples of teaching and learning strategies you have found to be effective in promoting student success. Send brief descriptions and any accompanying materials to Nia Chester, YWM Program Manager.  
[niachester@gmail.com](mailto:niachester@gmail.com).