Developmental Education Working Group Recommendations and Annual report

IDEA Conference, October 26, 2018

Iowa Department of Education

Community Colleges & Workforce Preparation
Prosperity Through Education

Primary Impetus for Statewide Dev Ed Efforts

FUTURE READY IOWA ALLIANCE – Fall 2017

Recommendation Two

Better align and expand the ecosystem of support for Iowans beginning college or career training, or returning to complete…
…focus on low income & underrepresented minorities.

❖ **2C: Improve Remediation…**

  ➢ **Remedial coursework in HS**

  ➢ **Postsecondary remediation…**

    ✓ **Condensed periods**

    ✓ **Not retaking courses**

    ✓ **Co-requisite Approach**

Recommendation Four: Scale effective delivery approaches…
4F: Maximize and expand concurrent enrollment opportunities…

Developmental Education Working Groups – Members (10-17)

High School – *Five Pilots*:

Goals: *Identify components of effective transition model; develop recomms. to scale across Iowa.*

David Ford *(MBAEA*)*
John Hansen *(ICCC)*
Betsy Kuecker *(Grundy Center HS)*
Susan Langan *(Cedar Falls HS)*
Ann Lawler *(EICCs)*
Michael Lentsch *(DMACC)*
Linda Mannhardt *(MBAEA)*
Tom Mueller *(HCC)*
Steve Pettit *(SE Polk HS)*
Todd Prusha *(KCC)*
Jerry Schutz *(Grundy Center HS)*

* MBAEA = Mississippi Bend AEA

Developmental Education Working Group:

Goals: *Review Dev Ed offerings; address inequities and opportunities for improvement; identify best practices; develop recomms. for consistent, high-quality programs and services statewide.*

DMACC - Jennifer Doke-Kerns *(Faculty)*
EICC – Joan Kindle *(CAO)*
HCC - Linda Allen *(President)*
ICCC – John Hansen *(Academics)*
IHCC - Noel Gorden *(Academic Services)*
ILCC - Lisa Stich *(Academics)*
IVCCD – Nate Chua *(Student Services)*
IWCC – Dan Kinney, Sr. *(President)*
KCC - Jennifer Bradley *(Academics)*
NIACC – Dalila Sajadian *(Academic Services)*
NICC - Renee Wright *(Faculty)*
NCC – Sarah Breems-Diekevers *(Adult Ed)*
SCC – Susan Reid *(Faculty)*
SWCC – Bill Taylor *(CAO)*
WITCC - Juline Albert *(CAO)*

BOARD OF REGENTS – Rachel Boon *(CAO)*

College Transitions *(Pilots)*

EASTERN IOWA
COMMUNITY COLLEGES
CLINTON ◆ MUSCATINE ◆ SCOTT

IOWA CENTRAL
COMMUNITY COLLEGE

KIRKWOOD COMMUNITY COLLEGE

DMACC
DES MOINES AREA
COMMUNITY COLLEGE

HAWKEYE
COMMUNITY COLLEGE

EFFECTIVE TRANSITION PROGRAM COMPONENTS

Strong Partnerships

Assessment Tools

Program Delivery

Alignment Model

11th Grade

① Standard High School Math and English Courses aligned with College Readiness Competencies

② Assessment with Diagnostic Tool for Placement

12th Grade

③ Intervention Course

③ Concurrent Enrollment or Advanced HS Course

④ Re-Assess

⑤ Advising Tools

College Transitions' Recommendations

1. **Common Assessment and Diagnostic Tool**
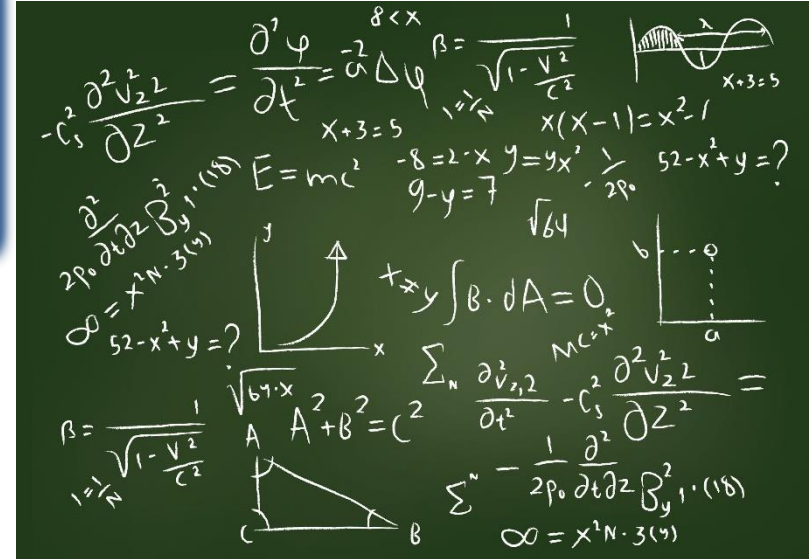

High School Transcripts

2. **Development of a Statewide Electronic High School Transcripts System**

College Transitions' Recommendations

3. **Educate Students and Parents on the Importance of Math during Senior Year**

Meaningful Course Taking

4. **Ensure the Completion of a Math Course during Senior Year**

College Transitions' Recommendations

5. **Collaborate beyond the School District and Community College**
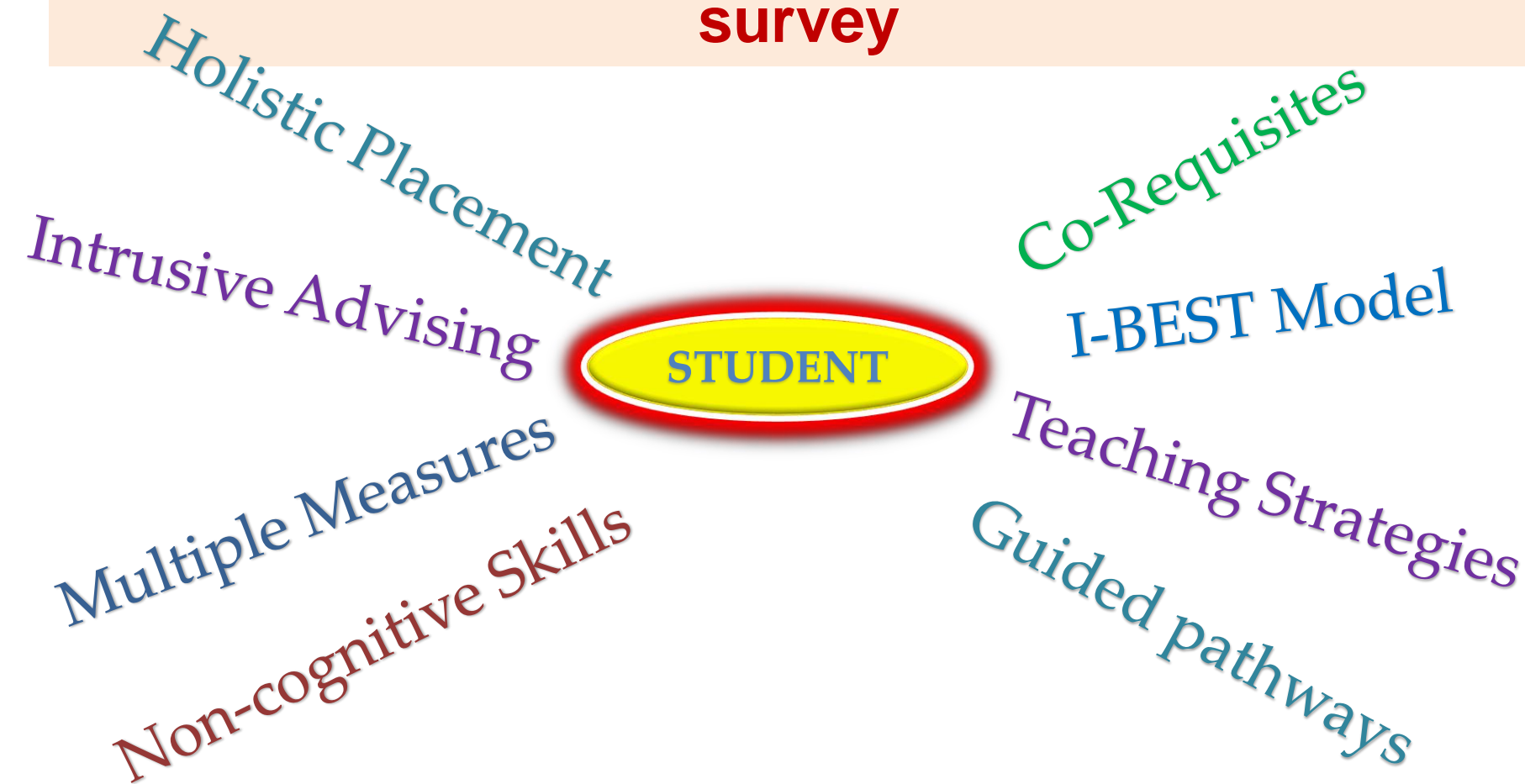6. **Utilize a Regional Approach to Pool and Share Resources**

THE UNIVERSITY OF IOWA

Workplace Learning Connection

GREATNESS STEMS FROM IOWANS

7. **Increase Efforts on College and Career Readiness**

GET ON THE PATH to being COLLEGE and CAREER READY!

UNIVERSITY   TECHNICAL   CAREER

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DEWG: Improve Postsecondary Student Success

Community College Efforts Already Underway… survey

Holistic Placement

Co-Requisites

Intrusive Advising

I-BEST Model

STUDENT

Teaching Strategies

Multiple Measures

Non-cognitive Skills

Guided pathways

…but there's ALWAYS room for improvement, expansion, and collaboration!

1. **Demonstrate a Statewide Commitment to Reform Developmental Education…**

   ↑ *Student Completion*   ↓ *Financial Burden*

Commitment

Collaboration

Consensus

IAC Ch. 21

Improve Student Success Recommendations

Sub-Recommendation:
State Student Success Center

Good Start:
Great Lakes Foundation Planning Grant ($80K)

GUIDED PATHWAYS

Pathways

Improve Student Success Recommendations

2. Multiple Measures for Student Placement

Guidelines:

- ☐ Designated Shelf Life
- ☐ Placement Tests
  - ✓ *Diagnostic*
  - ✓ *Aligned learning modules*
- ☐ Award credit – AP, CLEP, CE
- ☐ Non-cognitive skills assessment
  - ✓ *Self-management skills*
  - ✓ *Commitment to college*
  - ✓ *Support System*
  - ✓ ***GRIT***

(Potential AIR grant Spring '19)

13 Improve Student Success Recommendations

Sub-Recommendation:
Support High School to College Transitions

3. Student and Academic Support Services

PRE & RE-Assessment

Intrusive Advising

Embedded Tutors

Summer Boot Camps

Monitor
Attendance
Performance

Support Services
Child Care
Housing
Emergency $$

Improve Student Success Recommendations

4. Accelerated and Integrated Teaching Strategies

I-BEST Model
Integrated Education & Training

Co-Requisite Model
Accelerated Learning Program
Dev Ed + College Level

Preparatory Academic Labs
Math Pathways
Reading Apprenticeships

Improve Student Success Recommendations

Sub-Recommendation:
Quality Programming and Instruction

Faculty & Student Services Staff need...
PROFESSIONAL DEVELOPMENT

- ❖ Co-requisite Curriculum Development
- ❖ Integrating Basic Skills Development
- ❖ Working with At-Risk Students
- ❖ Research on Student Learning
- ❖ Motivating Various Generations

FACULTY QUALIFICATIONS

MORE PD for PART-TIME STAFF

16 Annual Dev Ed. Report

- **IDOE planned to deliver data on state of community college developmental education annually before DEWG created.**
- **Key areas to review: Demographics, Credit hours/Courses; Developmental Math Need; Course Success, Student Outcomes, VFA metrics, and Postsecondary readiness efforts.**
- **Cohort approach for some of the data (Fall 2013, Fall 2014, Fall 2015 and Fall 2016)**
- **Relisting of the DEWG best practices and innovative strategy examples provided by 15 community colleges**

Key data results

See handout page 2:

- Developmental education decreasing in numbers, courses, and credits
- Key profile characteristics of developmental education student
- Equity issues
- Success measures defined (2013-14 cohort results)
- Pathway of a developmental education student.

Iowa Postsecondary Readiness & Dashboards

Table 1: Iowa Remedial Math & English 1 Year after High School Graduation		
Category	Math	English
All HS Graduates	13.0%	5.6%
Female	14.6%	5.6%
Male	11.2%	5.5%
Asian	6.6%	7.0%
Black	31.7%	21.7%
Hispanic	20.2%	10.1%
White, Non-Hispanic	11.7%	4.4%
FRL Eligible	22.4%	12.3%
Non-FRL Eligible	10.3%	3.7%
Data reflects only Iowa public two- and four-year institutions for the 2015-2016 graduating class		

https://reports.educateiowa.gov/postsecondaryreadiness

COMMUNITY COLLEGES & WORKFORCE PREPARATION
PROSPERITY THROUGH EDUCATION

19 Recommendations Research

How do the 5 statewide Dev. Ed. recommendations (particularly the use of consistent multiple measures, intrusive advising and supports, and accelerated and integrated teaching strategies) influence student outcomes?

Which placement measure combinations show most correlation to student success?

Which intrusive advising and supports have the best return on investment?

Which accelerated and integrated teaching strategies enhance student outcomes?

How can the state Student Success Center build upon these successes?

Demographics

Why is the percentage of racial and ethnic minority students so much higher among Dev. Ed. students as compared to the total student population?

Not only is the percentage of minorities enrolled in Dev. Ed. significantly higher than that of total enrollment and non-Dev. Ed., a disproportionate number of Dev. Ed. students are black.

Future Research

Course Taking

Does age influence enrollment? Those students 25 years and older were identified as ESL/ELL at a much higher rate than the other age groups and showed a higher rate of enrollment in a CTE program of study.

The percentage of students taking Dev. Ed. courses who are enrolled in CTE programs has decreased from 27.2 percent in the 2013 Cohort to 23.7 percent in the 2016 cohort. Why is CTE enrollment down?

Success Rates

Over the six year cohort, many students who had "developmental need", as identified by placement test scores, did not follow the advice to take Dev. Ed. courses. How do their success rates (retention, persistence, completion, transfer) compare to those who took Dev. Ed. courses?

In general, Dev. Ed. course success is trending higher in the first year for each successive cohort. In addition, Dev. Ed. persistence is trending higher and is comparable, if not higher, to non-Dev. Ed. student persistence. What is influencing success and persistence rates?

Future Research

Success Rates

Of Dev. Ed. students who did not graduate or transfer, those who were 25 years or older had the highest retention to the fourth term of 20.0 percent. The retention rate of this subgroup was also higher than that of all the sub-cohorts for non-developmental students. How does age impact retention?

Future studies could follow course completion and graduation/transfer outcome differences among the students that place at various Dev. Ed. course levels below transfer.   Does course level place impact outcomes?

"I am always doing that which I cannot do, in order that I may learn how to do it." --Pablo Picasso

"If we knew what it was that we were doing, it would not be called research, would it?" –Albert Einstein

"A stumbling block to the pessimist is a stepping-stone to the optimist" –Eleanor Roosevelt

Questions?

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