

Impacts of System and Statewide Developmental Education Reforms

Reimagining Developmental Education

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Presenters:

- Catherine Finnegan, Virginia Community College State System
- Jenny Schanker, Michigan Center for Student Success
- Shouping Hu, FSU
- Martha Ellis, Charles A. Dana Center

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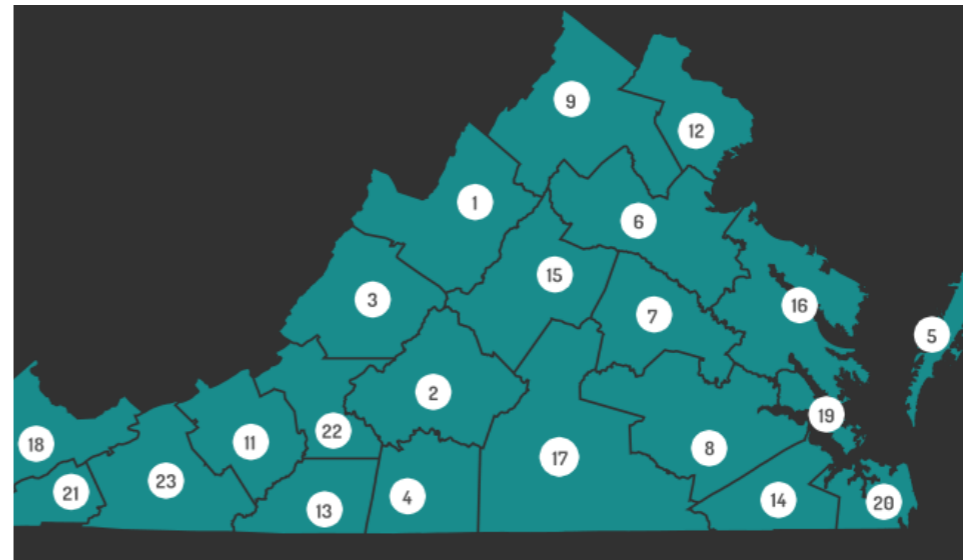
A Decade of Developmental Redesign In Virginia

Catherine Finnegan, Assistant Vice Chancellor,
Research and Reporting, Virginia Community
College System

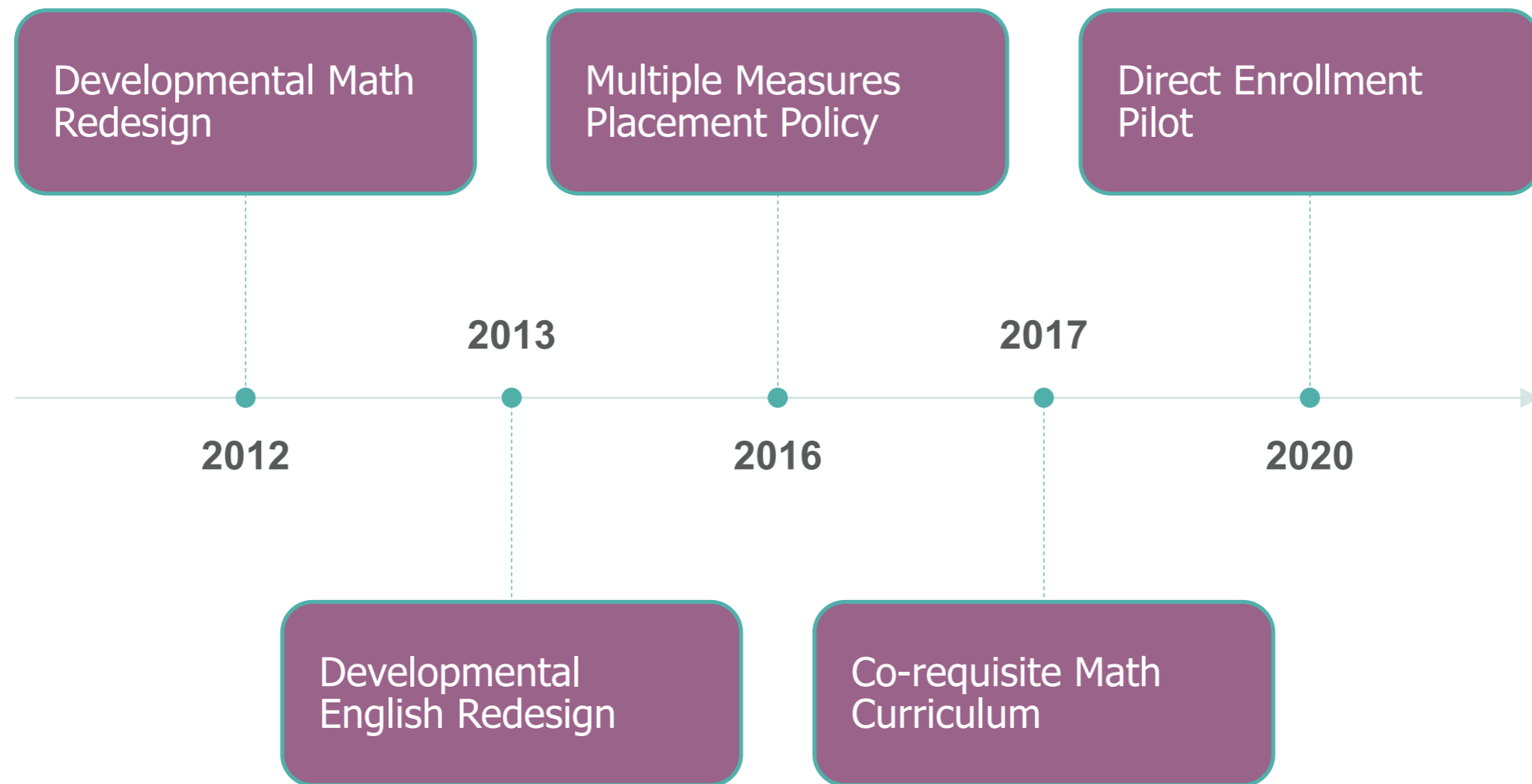
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Virginia Community College System

- 23 Colleges (40 campuses)
- 280,000+ credit and non-credit students annually
- Chancellor reports to governor appointed state board
- Presidents report to Chancellor



Virginia has a long history redesigning developmental education.

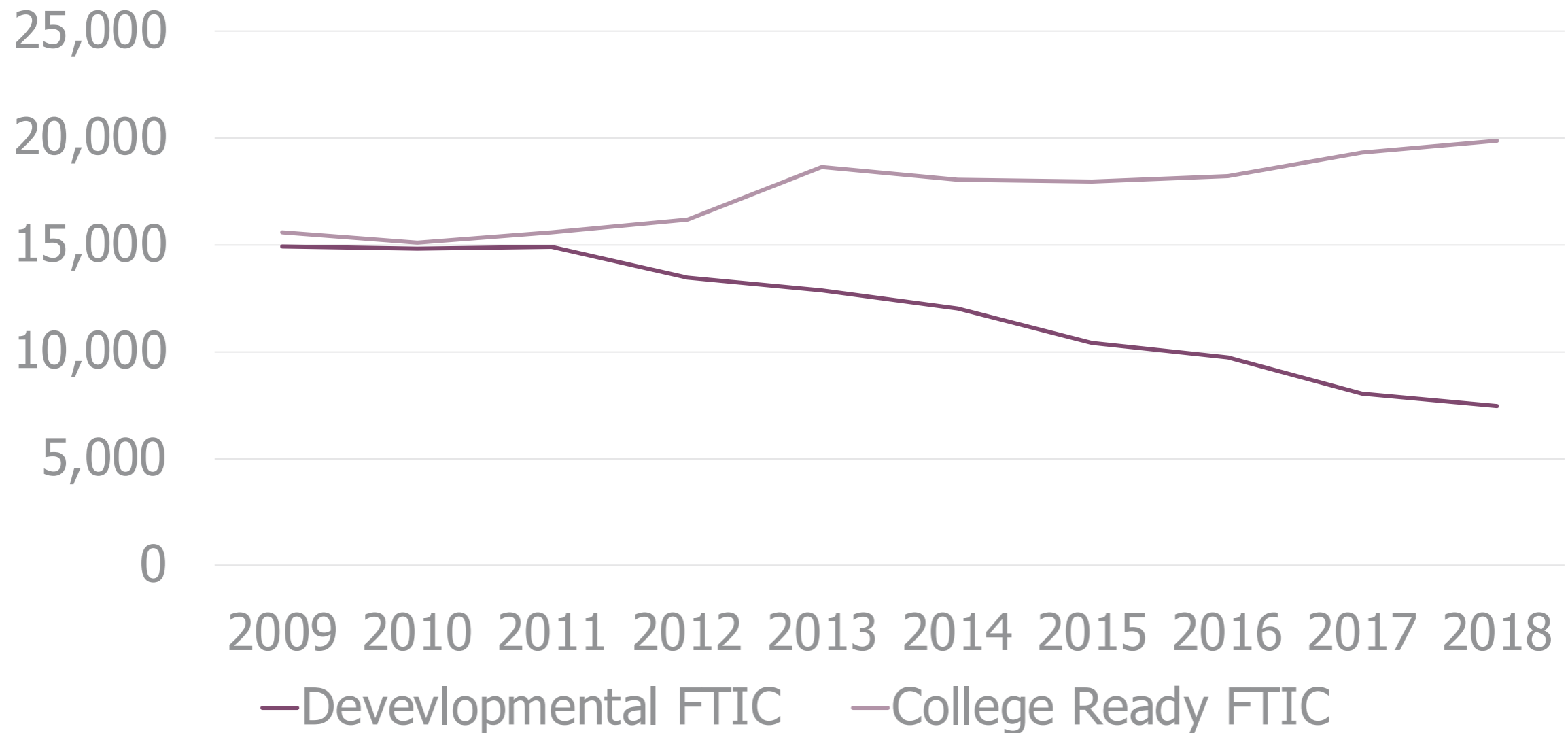


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**We have
made some
progress!**

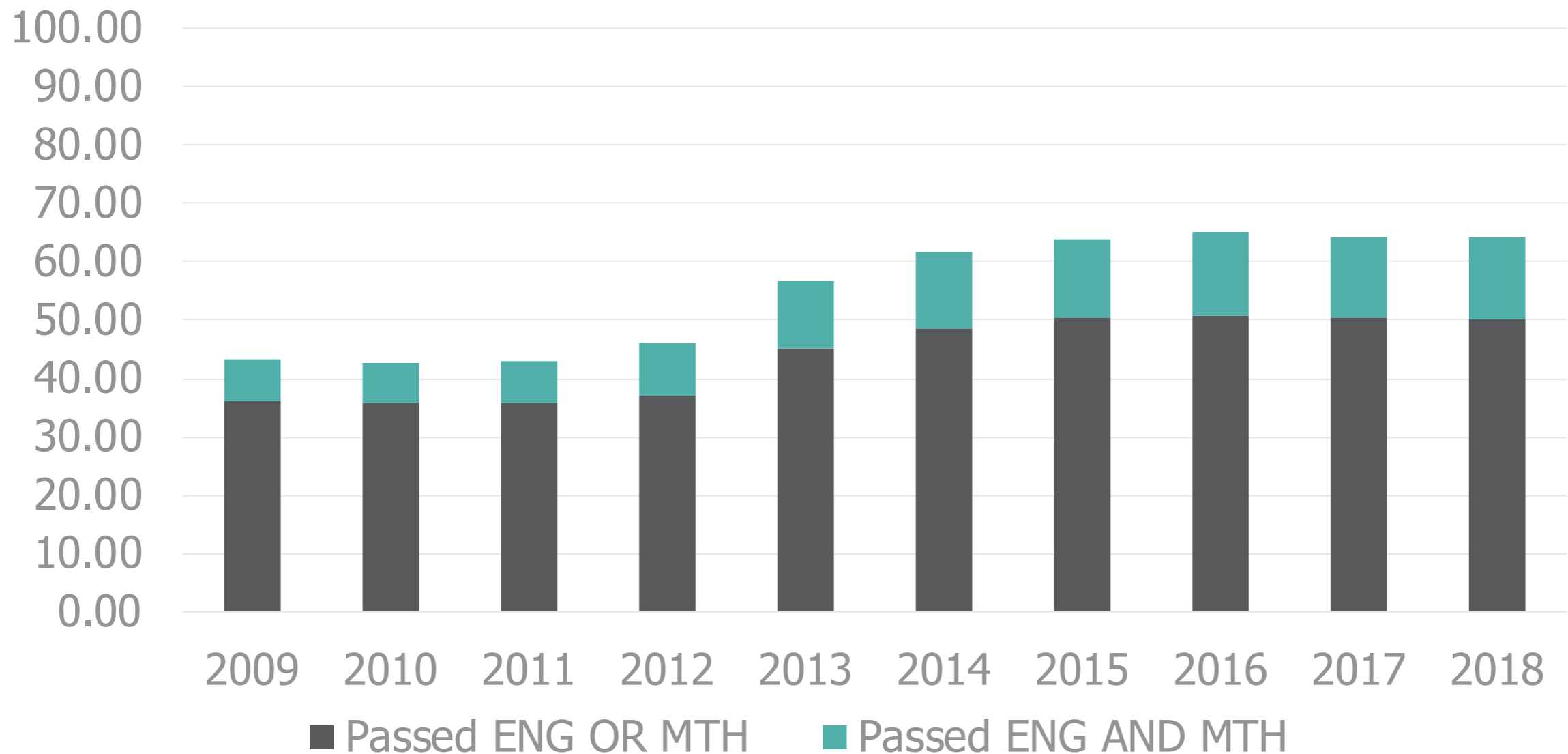
Fewer students are placed and enrolling in developmental courses

Developmental VS College Ready Students
Fall 2009-Fall 2018



More students are successfully completing college level math & English courses

Percentage of Entering Students Successfully Completing Math and English During First Semester



More students earn more credits faster

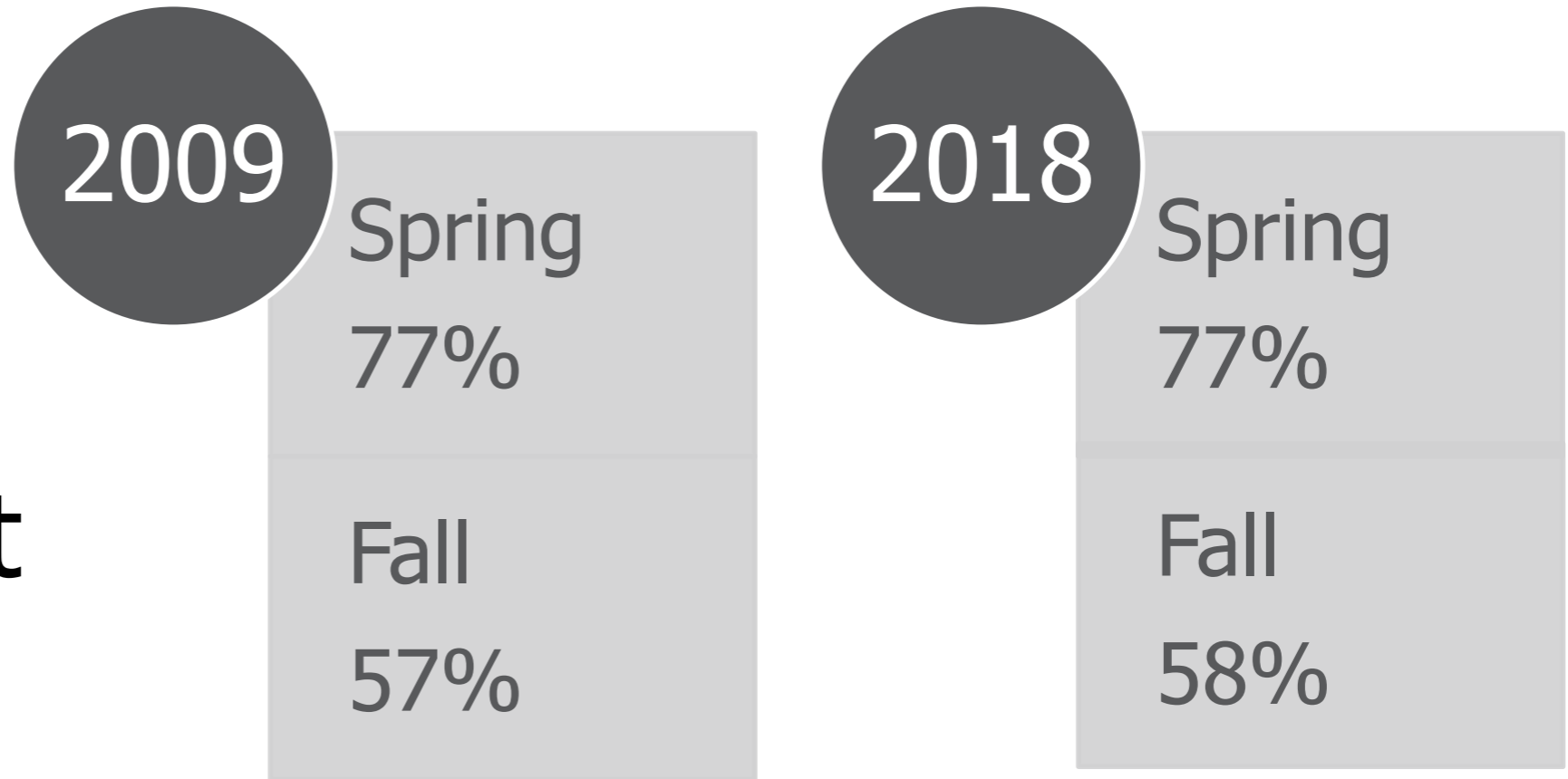
- Fall 2009 – 25% earned 12+ credits first semester
- **Fall 2018 – 54% earned 12+ credits first semester**
- Fall 2009 – 23% earned 24+ credits first year
- **Fall 2018 – 48% earned 24+ credits first year**





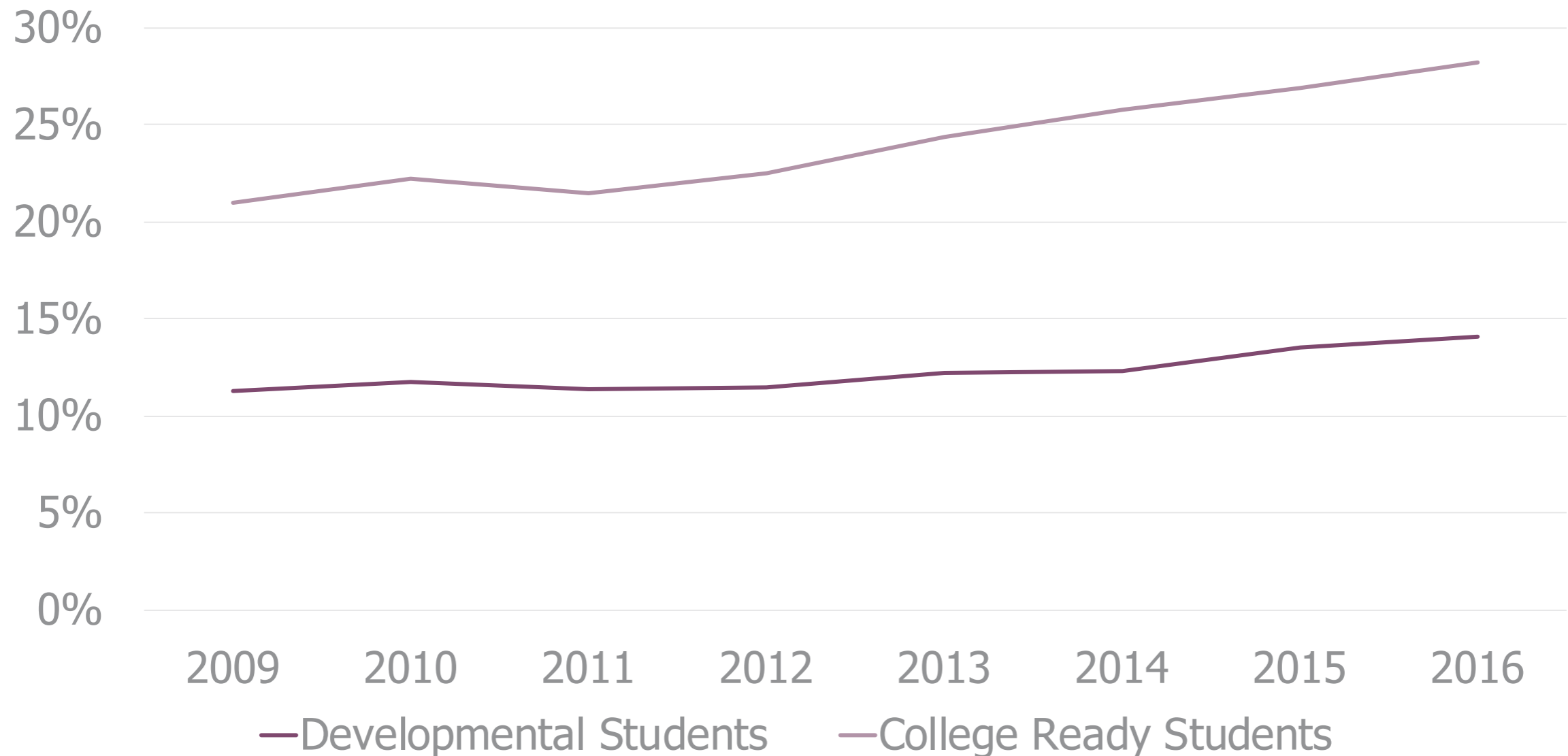
**We have
opportunity
to do more.**

Retention is stable, but it could be increased.



More students are graduating on time, but more could.

Three Year Graduation Rates of Developmental and College Ready Students





We learned a few things along the way.

Here's what
we've learned
in a decade.

- Develop shared understanding of problem using data
- Determine scope of solution and set clear goals
- Identify promising models
- Secure support at all levels
- Leverage faculty leaders
- Examine policy for conflicts
- Leverage governance processes and existing structures
- Adopt a continuous improvement model with robust assessment
- Communicate, communicate, communicate!

- Direct Enrollment Pilot
- Self-Reporting of HSGPA
- Informed Self-Placement
- Just-in-time Instruction

Next Steps

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Thank you!

Catherine Finnegan

Virginia Community College State System

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A Coalition of the Willing:

The Landscape of Reform Efforts in Michigan

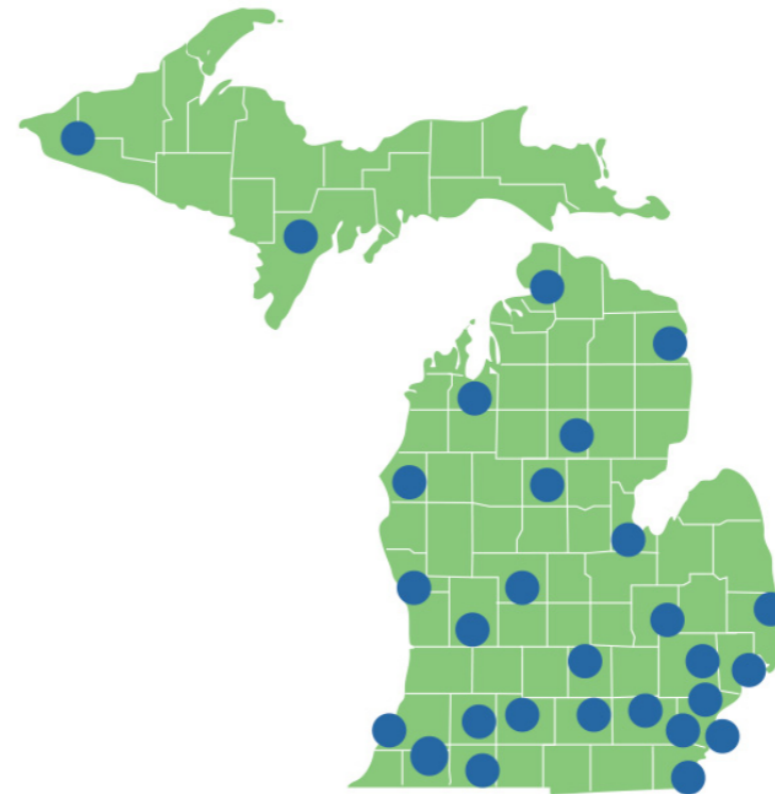
Jenny Schanker, Director of Research and Institutional Practice
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Michigan Community College Association

The Michigan Community College Association fosters collaboration, connection, and partnerships among the 28 Michigan public community colleges and their stakeholders.

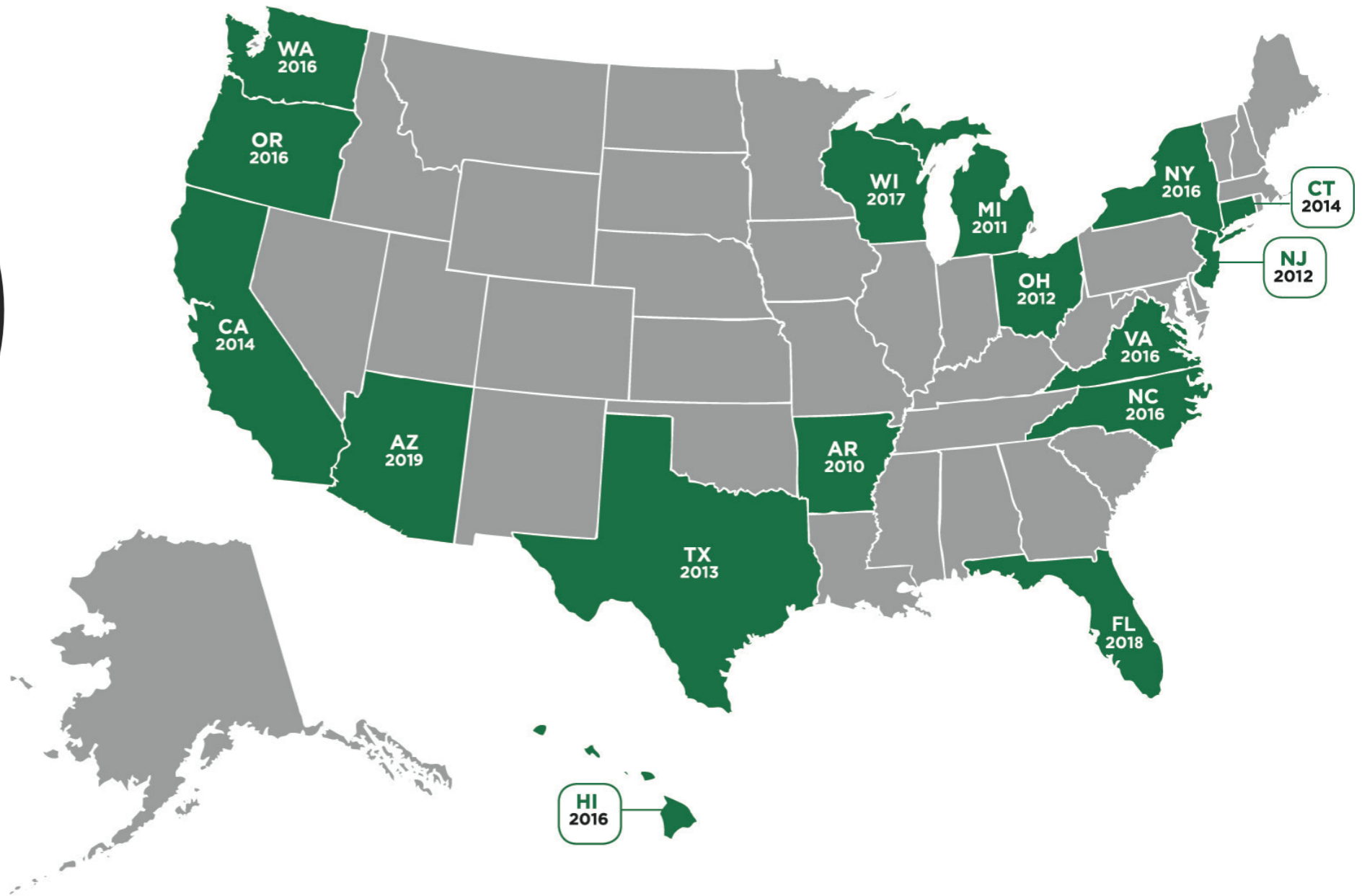
The MCCA provides strong legislative and public advocacy in Lansing and throughout Michigan, works to improve the image and credibility of community colleges, and advances numerous shared initiatives through the Michigan Center for Student Success, Michigan Colleges Online, and the Michigan New Jobs Training Program.



Centers of Excellence

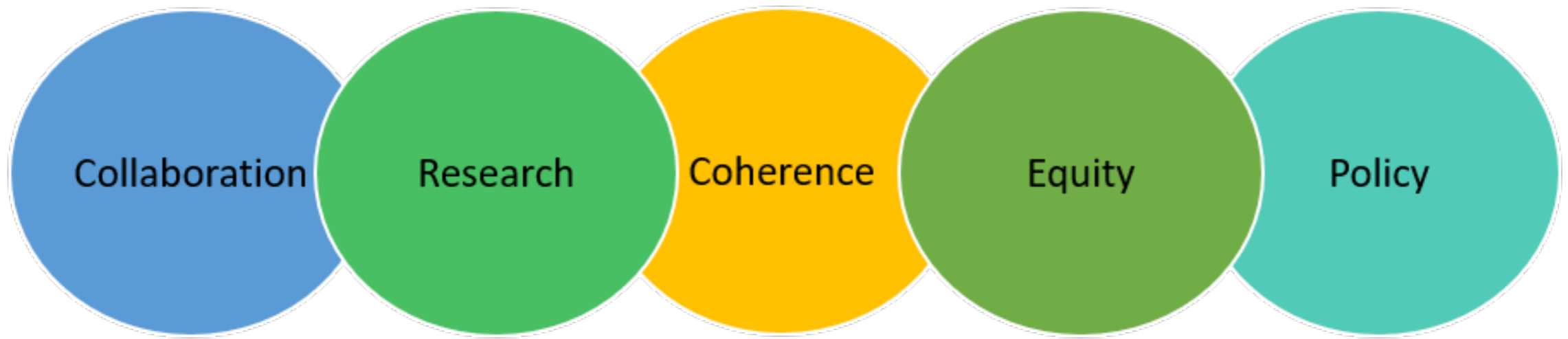


Student
Success
Center
Network

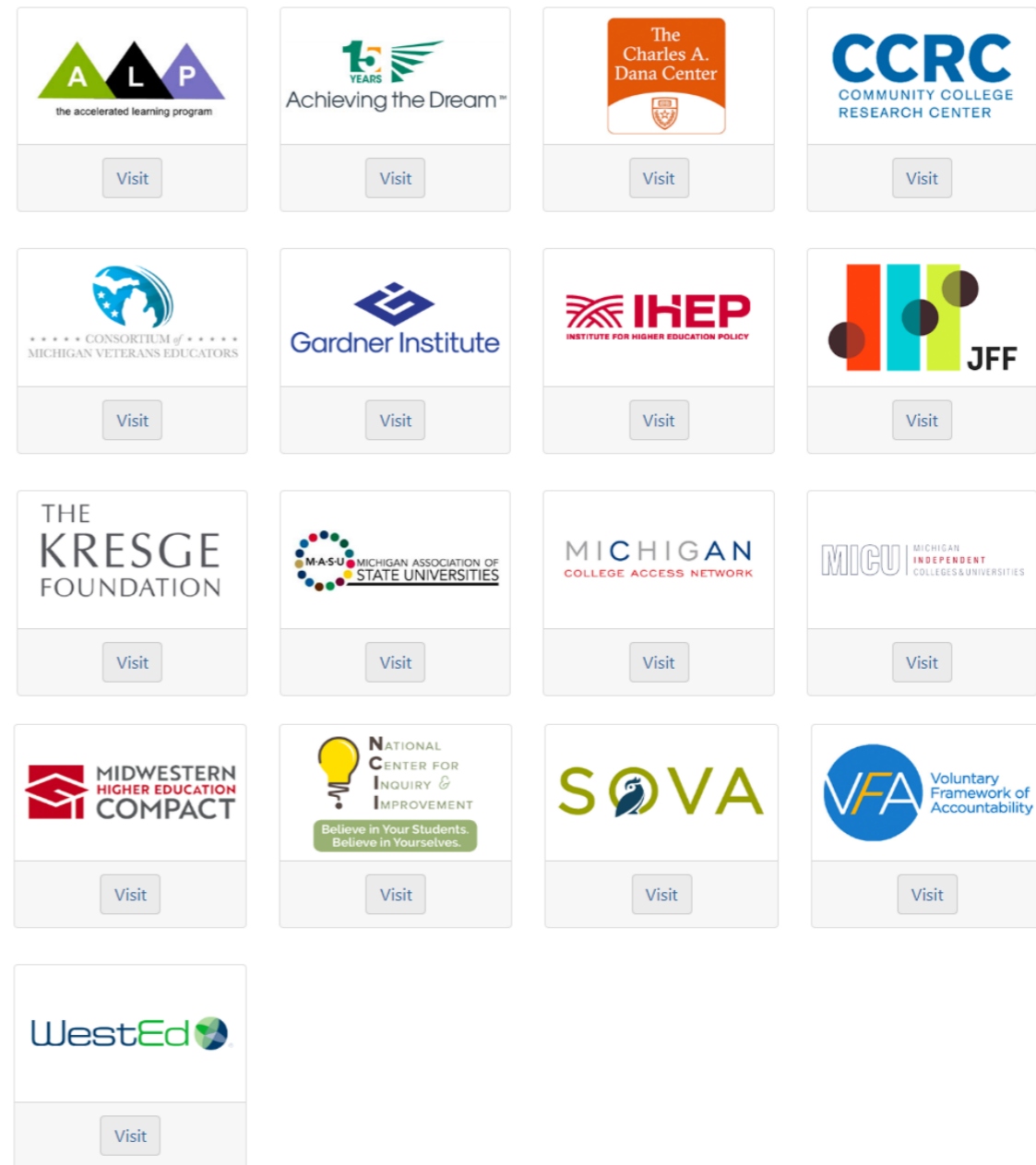


Building a
Future
That Works

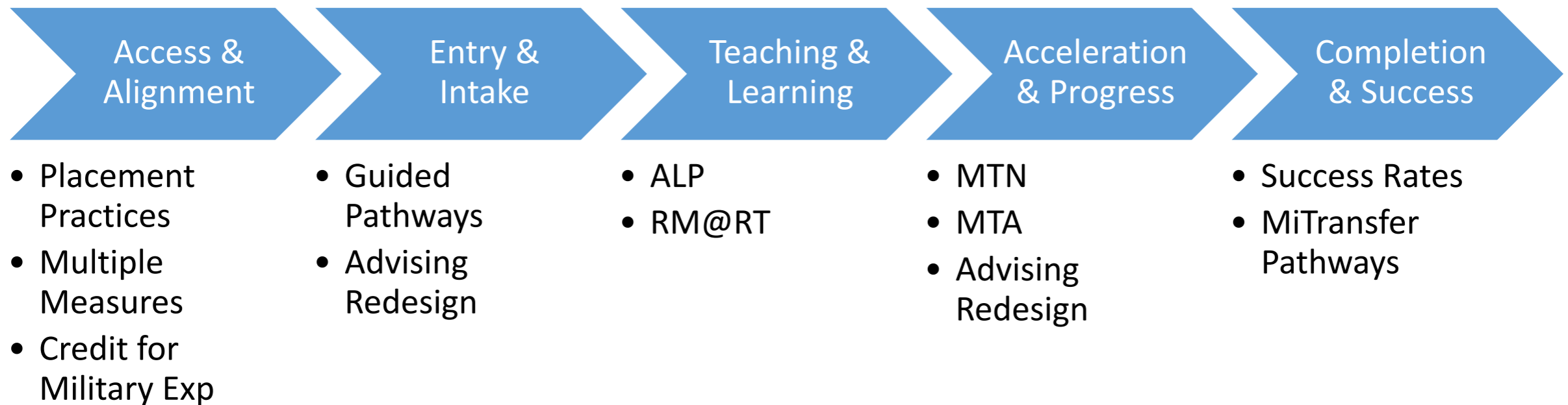




Key Partners and Funders



Coherence Framework



Gateway Course Momentum in Michigan*

Fall 2016 Michigan VFA Cohort (n=13)	Passed College- Level English in Year 1	Passed College-Level Math in Year 1	Passed College-Level English & Math Y1
Count	11,034	5,592	4,438
Average %	52%	26%	21%
Range	40.5%-61%	16.8%-44.6%	13.8%-34.3%

*13 colleges submitted data for the Early Momentum Metrics (KPIs) for the Fall 2016 VFA cohort



February 2019 Survey Results

College	Piloting Co-Req Eng	Scaling/At Scale Co-Req Eng	Piloting Co-Req Math (Any)	Scaling/At Scale Co-req Math (any)	Piloting Co-Req Read (inc. IRW)	Scaling/At Scale Co-Req Read (inc. IRW)	Multiple Placement Measures (beyond tests)	Interest in Support for Implementation
Alpena		X					X	X
Bay		X						X
Delta	X		X		X		X	X
Glen Oaks		X	X					X
Gogebic		X						X
Grand Rapids		X				X		X
Henry Ford		X		X				X
Jackson		X		X		X	X	X
Kalamazoo Valley		X				X	X	
Kellogg		X						X
Kirtland								X
Lake Michigan		X			X	X	X	X
Lansing		X				X	X	X
Macomb								X
Mid Michigan								X
Monroe								X
Montcalm		X	X	X			X	X
Mott		X				X		X
Muskegon		X						X
North Central Michigan		X		X			X	
Northwestern Michigan		X						X
Oakland								X
Schoolcraft							X	X
Southwestern Michigan		X				X	X	
St. Clair County								
Washtenaw								X
Wayne County								
West Shore		X				X		X



Bills To Watch

2019-2020 Session

Updated October 11, 2019

SJR A	Sponsor: Barrett Revises the Michigan Constitution by eliminating reference to higher education as a permissible use for the School Aid Fund.	Bill Status: 1/15/2019 Introduced and referred to Senate Appropriations Committee.
SB 26	Sponsor: McBroom Creates requirements as to what is to be considered in certain tax tribunal determinations in assessment disputes.	Bill Status: 1/15/2019 Introduced and referred to Senate Finance Committee.
SB 39	Sponsor: McBroom Sets requirements under the Tax Tribunal Act for what is to be considered in certain tribunal determinations in assessment disputes.	Bill Status: 1/16/2019 Introduced and referred to Senate Finance Committee.
SB 86	Sponsor: Hertel Creates a state tax credit for the payment of certain student loans.	Bill Status: 2/5/2019 Introduced and referred to Senate Finance Committee.
SB 104	Sponsor: Runestad Revises remedies for Open Meetings Act violations.	Bill Status: 2/7/2019 Introduced and referred to Senate Judiciary and Public Safety Committee.
SB 134	Sponsor: LaSata Provides appropriations for community colleges for Fiscal Year 2019-20.	Bill Status: Public Act 52 of 2019.
SB 267	Sponsor: Ananich Provides for a Michigan Opportunity Scholarship tuition assistance program for certain undergraduate students attending certain colleges, universities and junior and community colleges.	Bill Status: 4/17/2019 Introduced and referred to Senate Appropriations Committee.
SB 268	Sponsor: Horn Would create a Michigan Reconnect Grant Act providing a financial aid program for certain residents seeking associate degrees of industry-recognized credentials from certain educational and jobs training programs.	Bill Status: 4/17/2019 Introduced and referred to Senate Appropriations Committee.
SB 362	Sponsor: Hertel Modifies the Healthy Michigan Plan recipients' workforce engagement monthly reporting requirements.	Bill Status: Public Act 50 of 2019.



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Thank you!

Jenny Schanker
Michigan Center for Student Success

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Evaluation of Florida's Developmental Education Reform

Shouping Hu, Ph.D.

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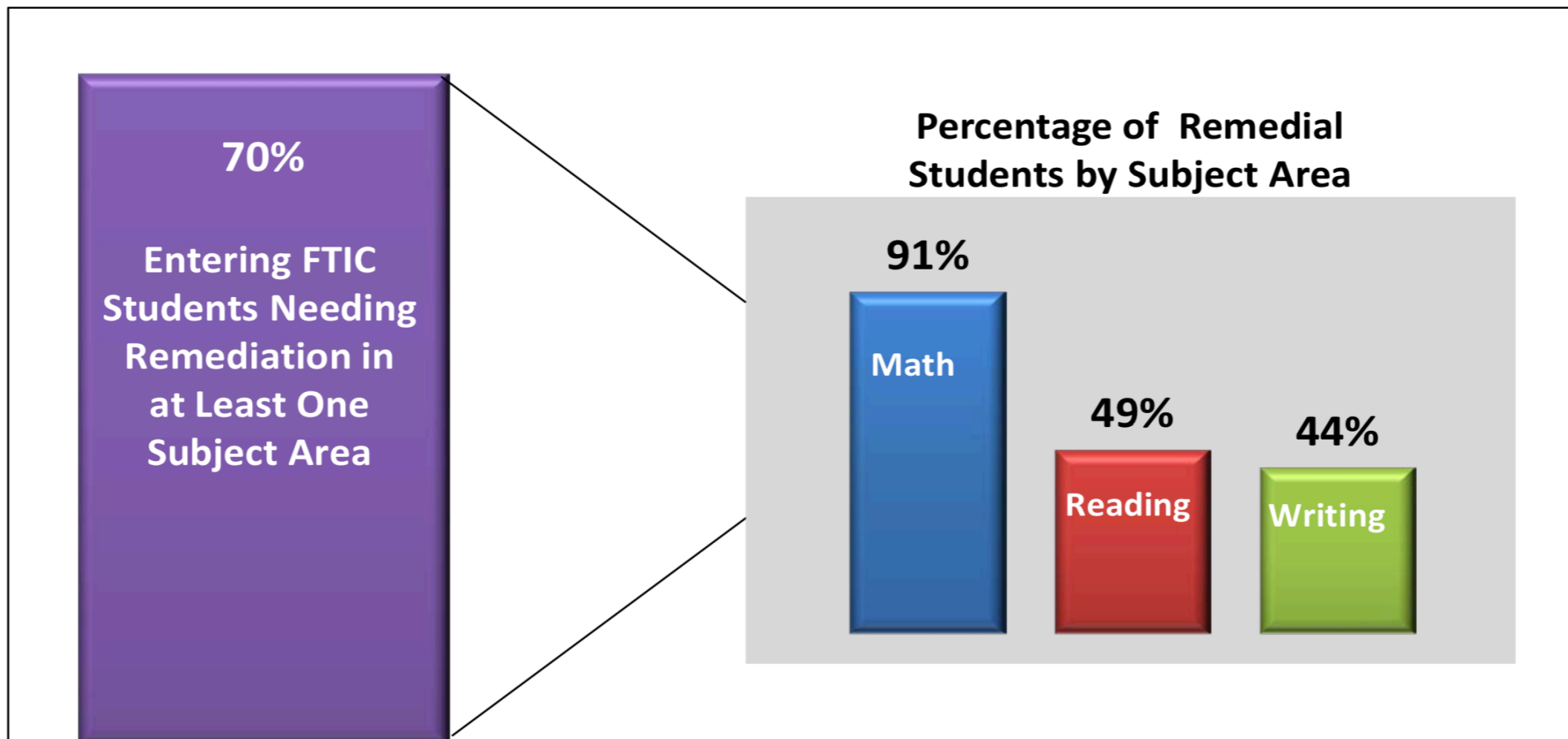


Today's Presentation

- Overview of SB 1720 (Developmental Ed Legislation)
- Impact on student outcomes based on analyses of data from Florida K-20 Education Data Warehouse
- Conclusions and next phases of our work



Prior to the Reform



Source: OPPAGA analysis of Department of Education, Florida College System data, 2011-12 FTIC students.



Senate Bill 1720

- Required several significant changes simultaneously
- Developmental education tests and placement are optional for **exempt** students
 - Students who entered 9th grade in a FL public school in 2003/04 or later and earned a standard high school diploma
 - active duty military



Senate Bill 1720

- Four modes for developmental education instruction
 - Modularized
 - Compressed
 - Contextualized
 - Co-Requisite
- Enhanced advising and student support services



Data

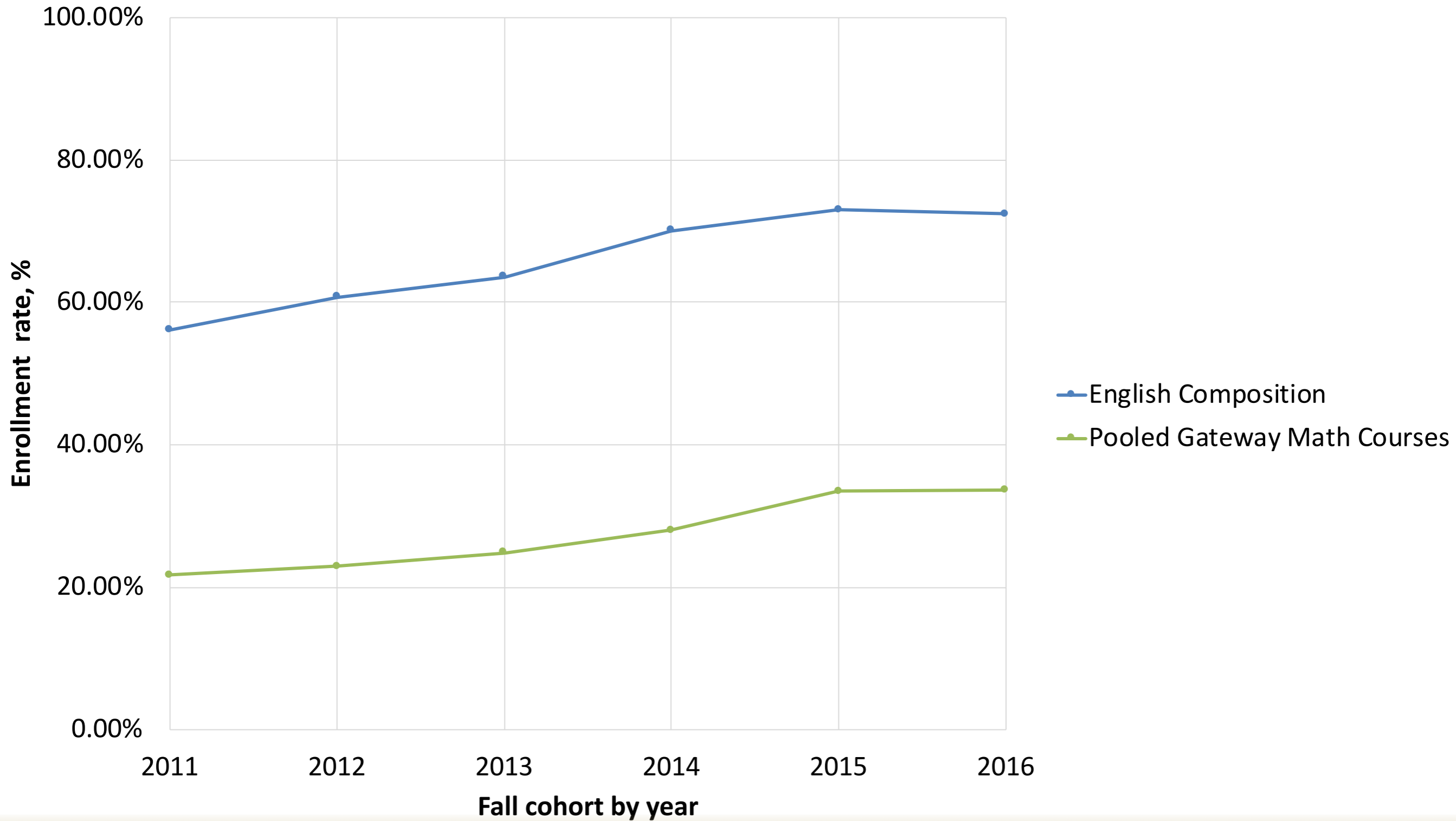
- Six cohorts of first-time-in-college (FTIC) students who began their studies in fall semesters 2011-2013 (pre-reform) and 2014-2016 (post-reform)
- Outcomes
 - College course enrollment rates (math & English)
 - Shares of students in each cohort passing gateway math & English
 - Credits attempted and earned in the first year of enrollment



COLLEGE COURSE ENROLLMENT RATES

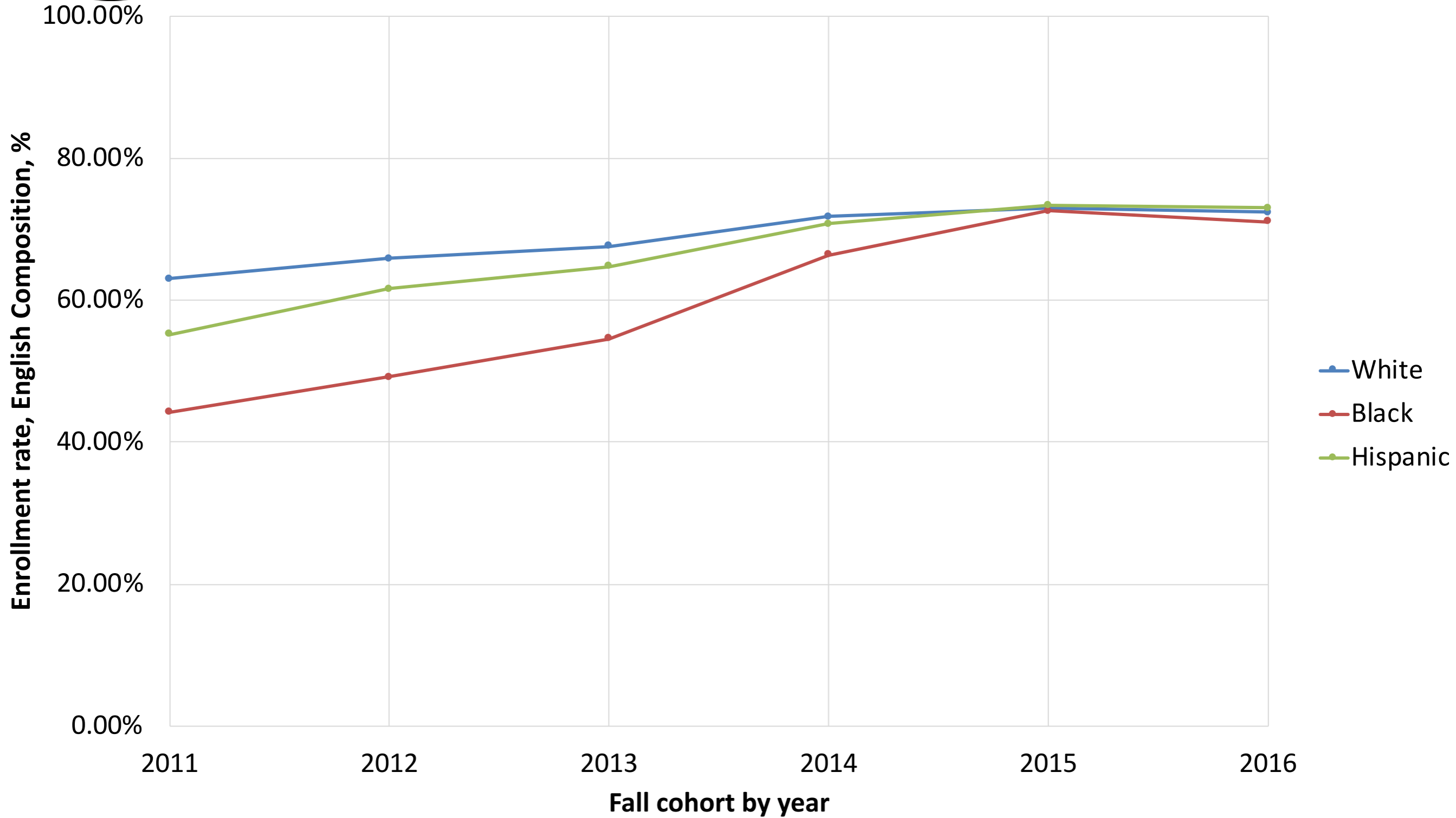


College Course Enrollment Rates, Overall



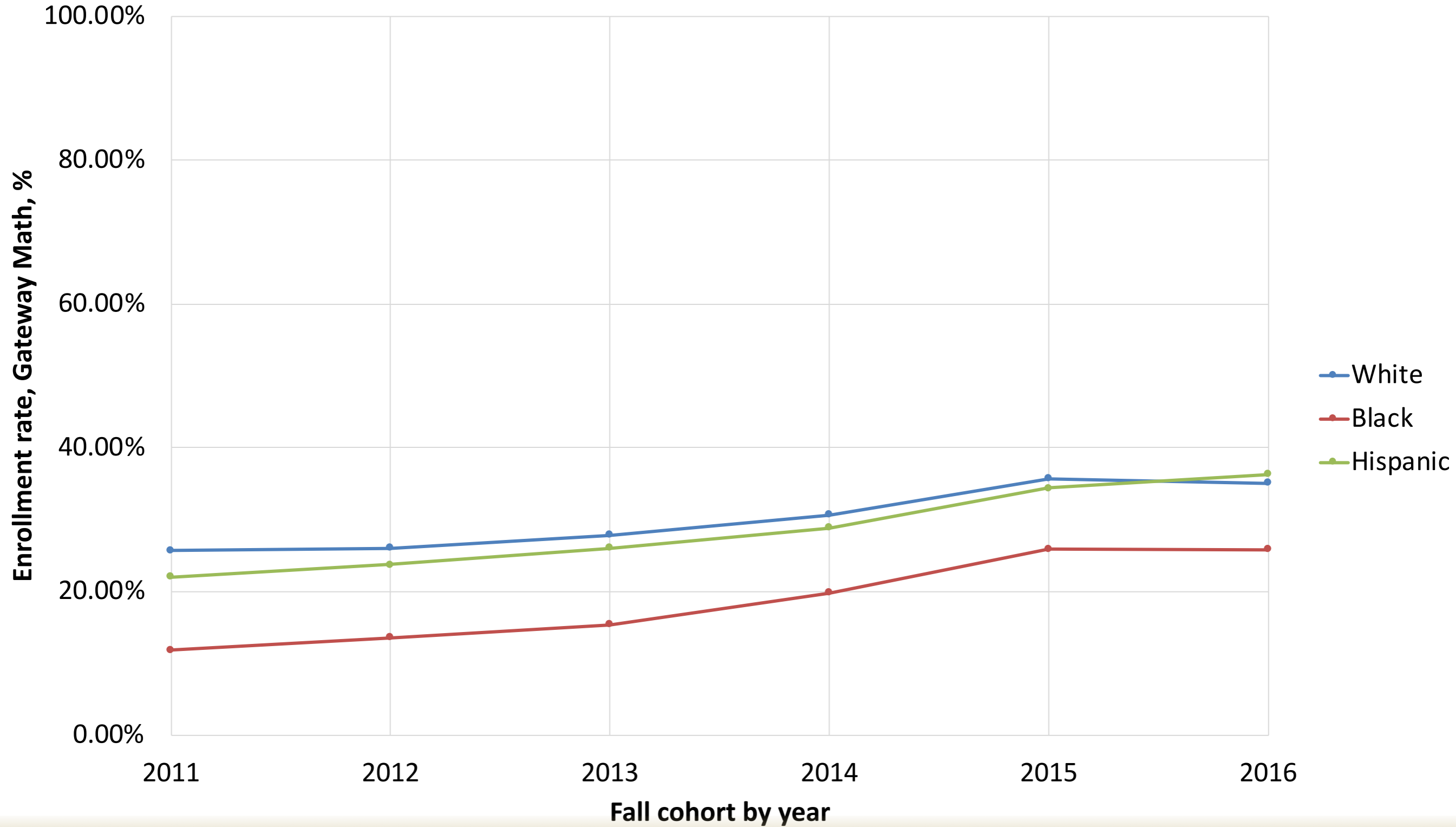


College English Enrollment Rates, by Race/Ethnicity





College Math Enrollment Rates, by Race/Ethnicity

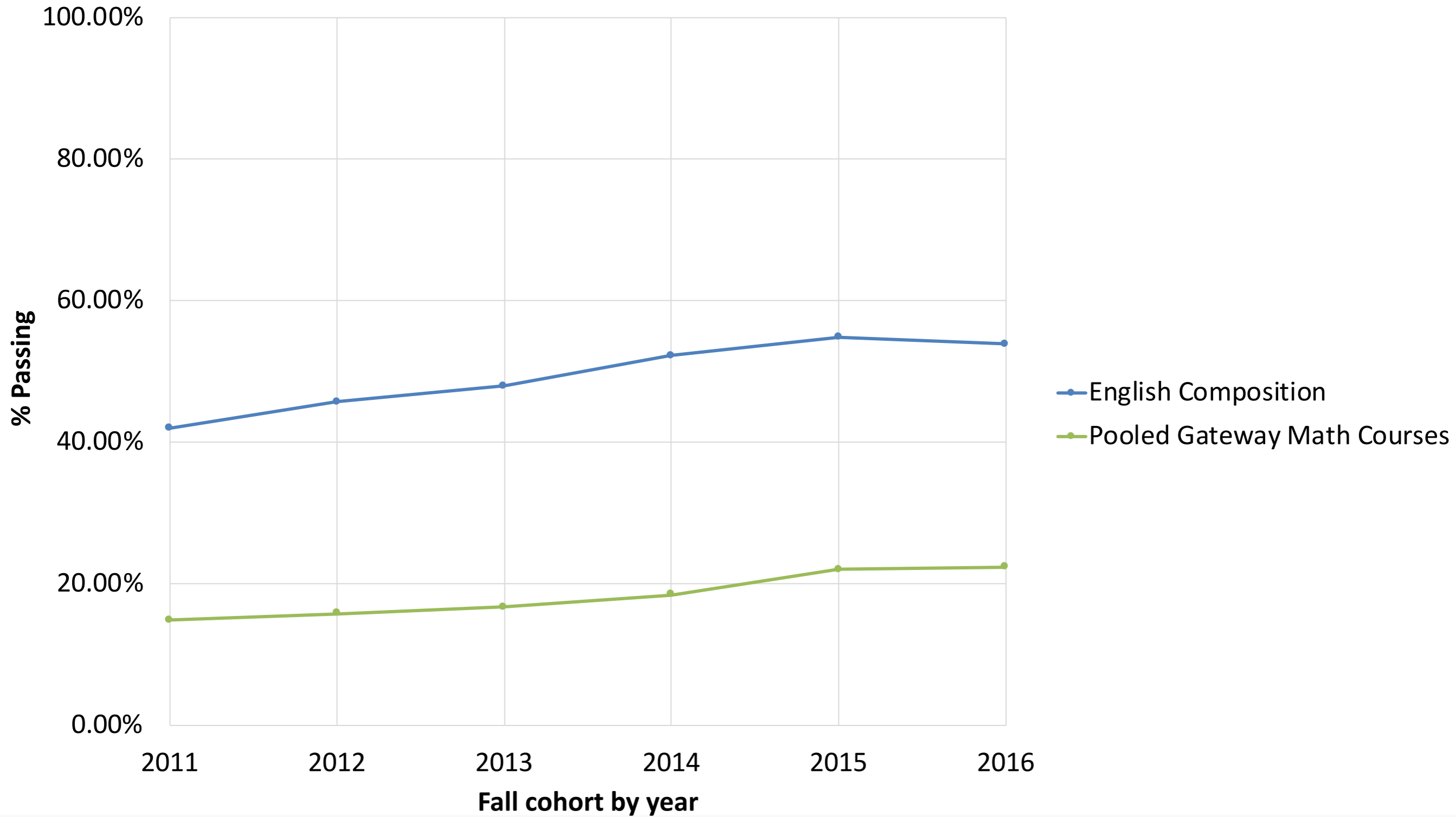




SHARES OF STUDENTS IN EACH COHORT PASSING GATEWAY COURSES

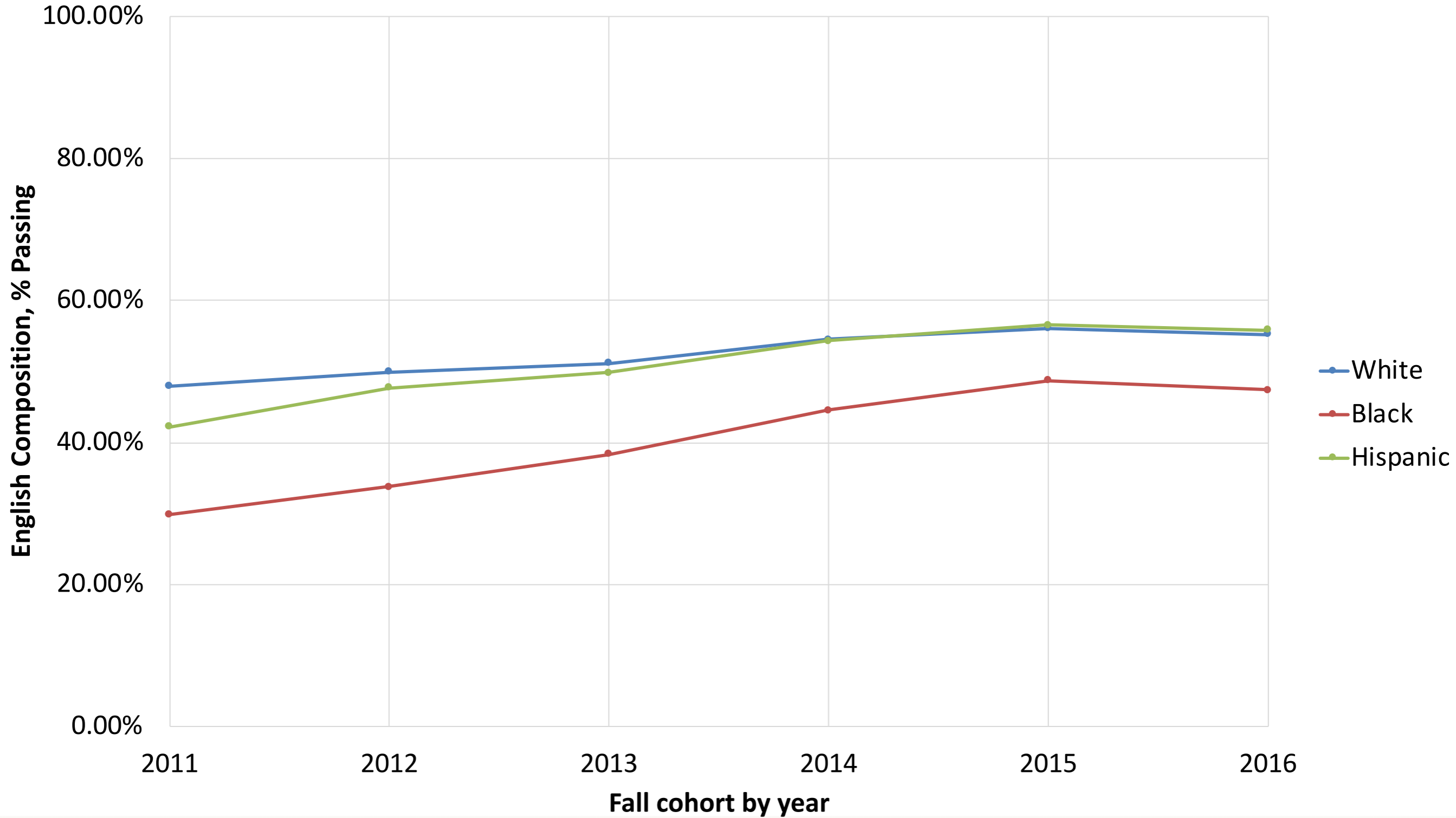


Overall



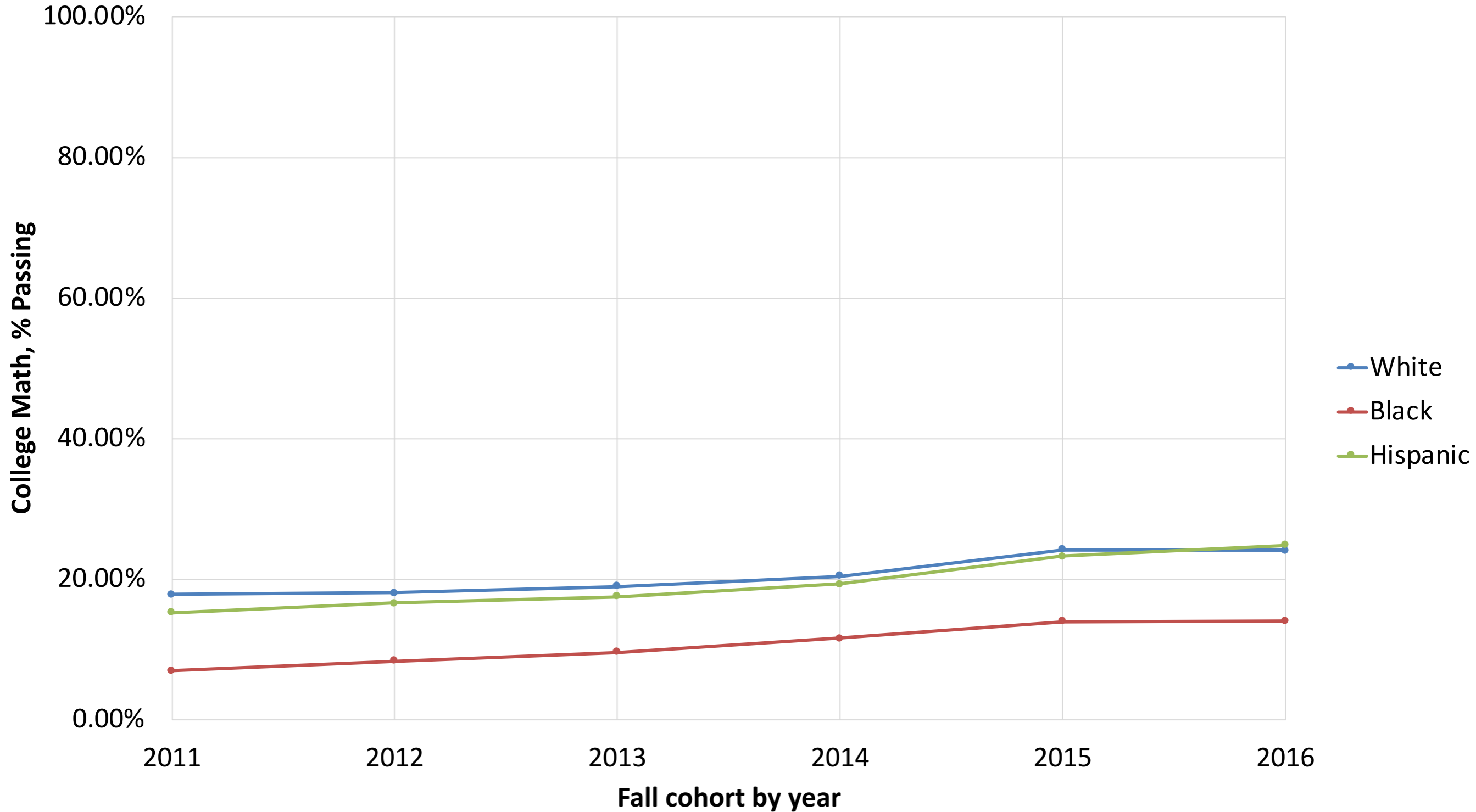


English by Race/Ethnicity





College Math by Race/Ethnicity

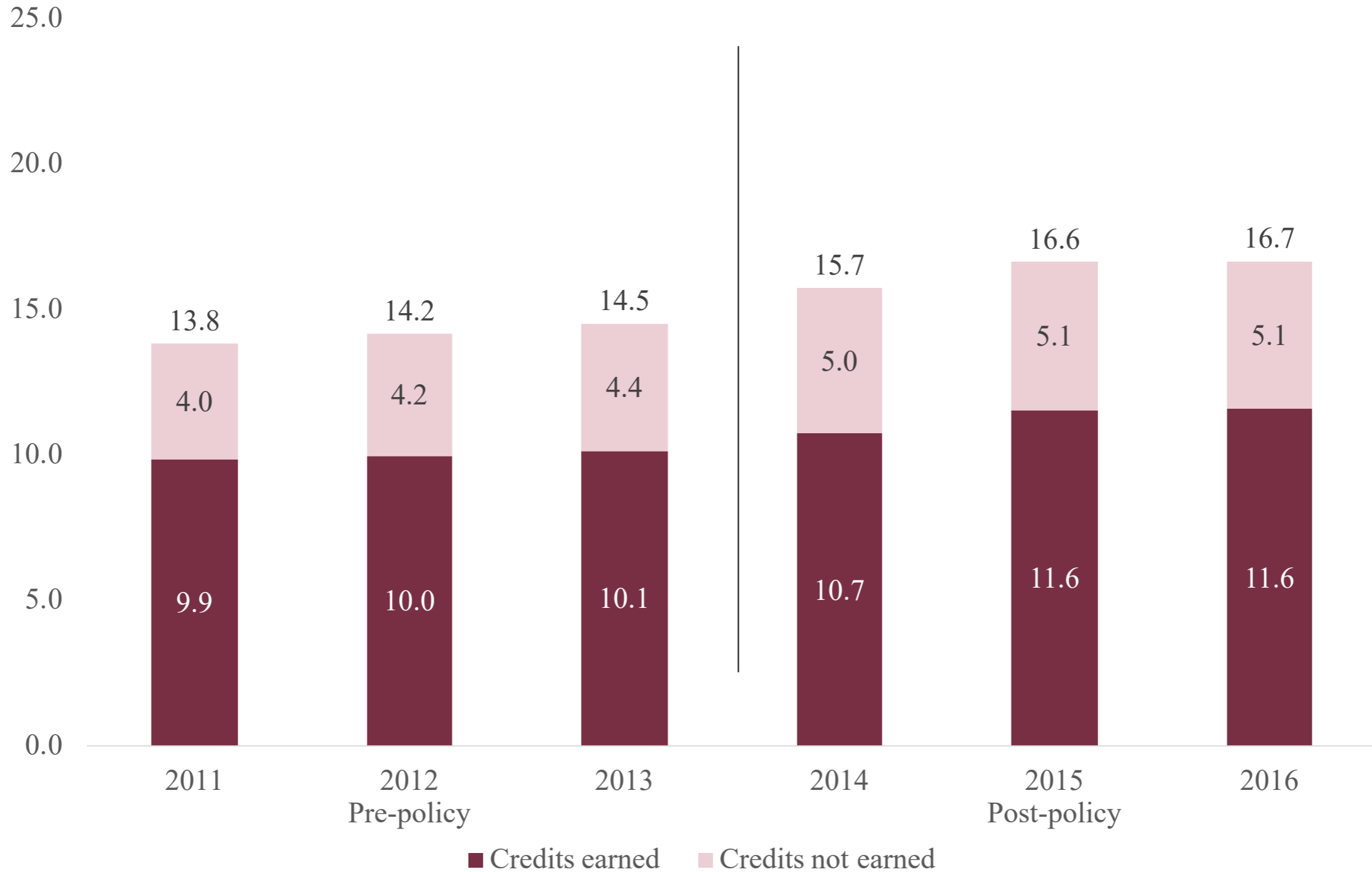




CREDITS ATTEMPTED & EARNED

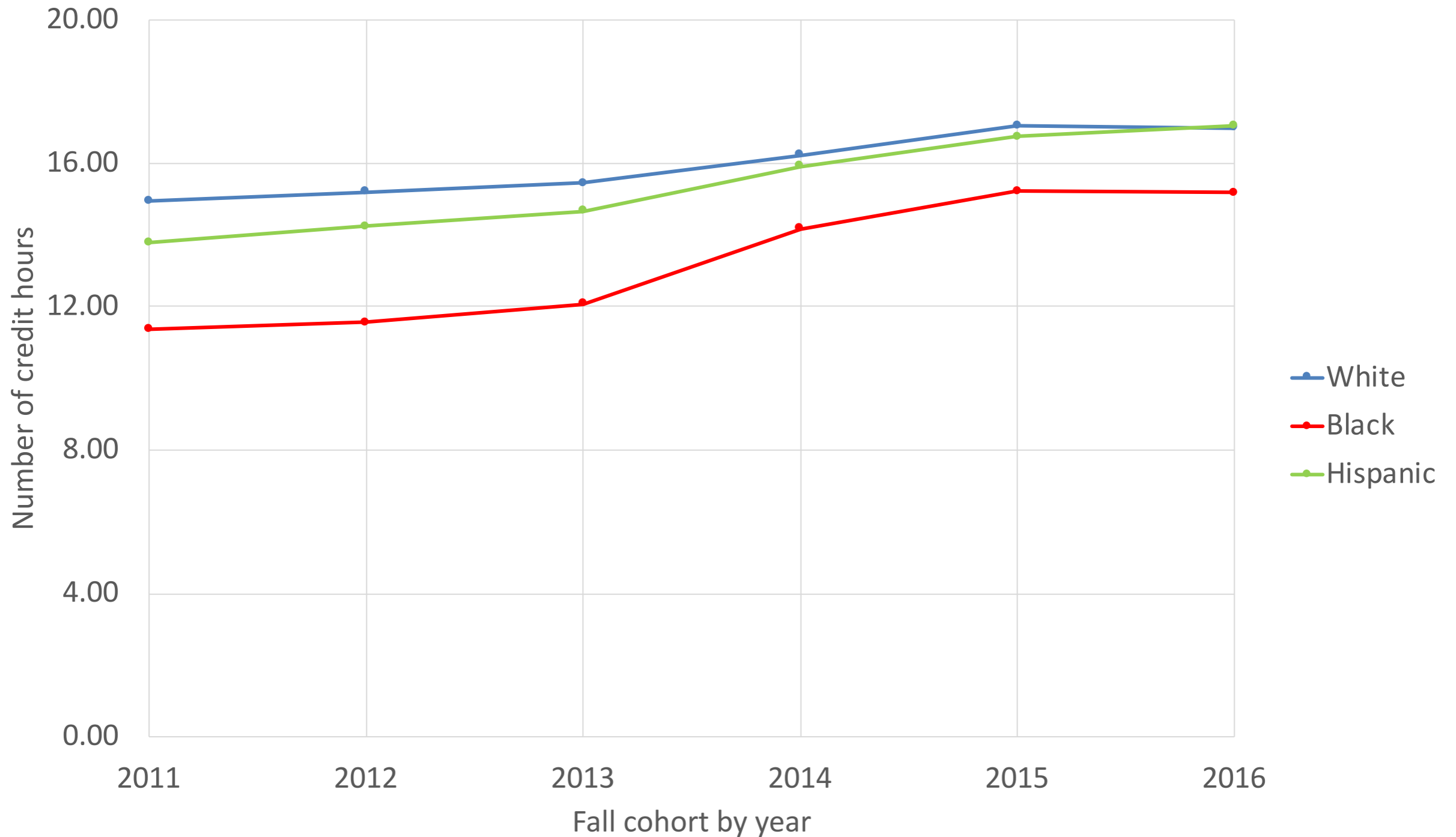


Credits Attempted and Earned in First Year of Enrollment



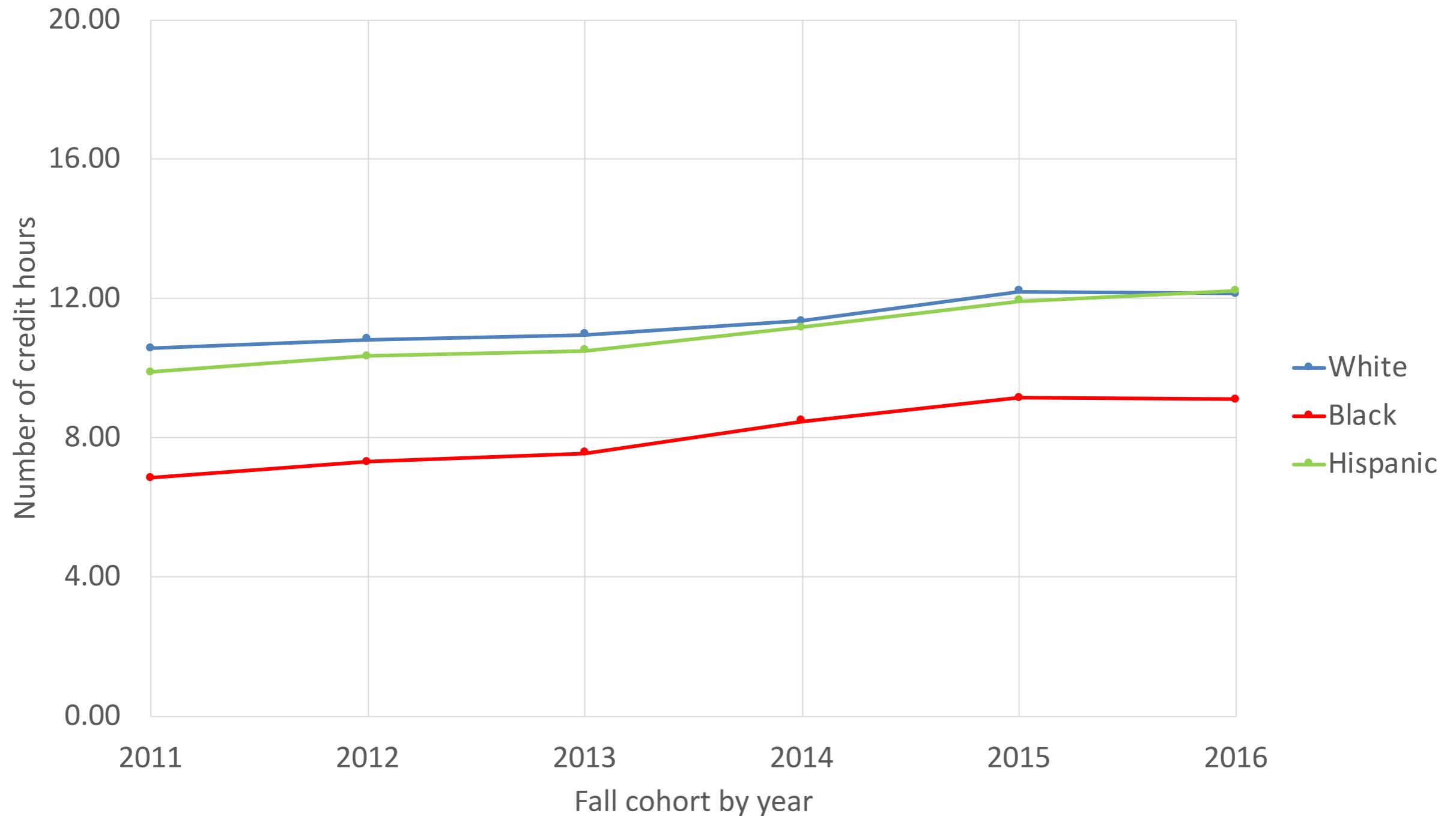


College Credits Attempted in First Year of Enrollment, by race





College Credits Earned in First Year of Enrollment, by race





Summaries

- Increased momentum for postsecondary success
- Improved educational equity



Next Phases of Our Work

- Longer-term student outcomes (e.g., postsecondary credentials)
- Career readiness outcomes (e.g., attainment of computing related credentials)
- Institutional changes and continuous improvement (e.g., Guided pathways, math redesign)



Questions

- Center for Postsecondary Success
 - centerforpostsecondarysuccess.org
 - Shouping Hu, Director (shu@fsu.edu)

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Thank you!

Shouping Hu Ph.D.
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Leadership: Policy and Practice

Martha Ellis, Ph.D.
Charles A. Dana Center
UT Austin

What are the Dana Center Mathematics Pathways (DCMP)?

- Mathematics pathways are structured so that:
 - All students, regardless of college readiness, enter directly into mathematics pathways aligned to their programs of study.
 - Students complete their first college-level math requirement in their first year of college.
- Students engage in a high-quality learning experience so that:
- Strategies to support students as learners are integrated into courses and are aligned across the institution.
- Instruction incorporates evidence-based curriculum and pedagogy.

States in which we work

- Arkansas
- California
- Colorado
- Connecticut
- Georgia
- Hawaii
- Indiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Missouri
- Montana
- Nevada
- New Mexico
- North Carolina
- Ohio
- Oklahoma
- Texas
- Virginia
- Washington
- West Virginia
- Wisconsin

Change at scale requires work at multiple levels of the system



National

- Present models and evidence of effectiveness
- Collaborate with professional associations
- Foster discussion and learning in the field

State

- Organize 2- and 4-year faculty to take leadership roles
- Coordinate with statewide systems and organizations and align state policies

Institutional

- Develop and provide implementation tools and professional learning services
- Support cross-institutional collaboration and engage local leaders

Classroom

- Mobilize and engage faculty
- Develop and provide professional learning services and course materials

Our Process

- Empowering local leaders
- Honoring past work and building upon the knowledge gained from that work
- Establish inclusive and respectful structures and processes to engage people across systems, two- and four-year and K-12 sectors, and stakeholder groups.

Driving Systemic, Sustainable Change

- Process that is:
 - Student Centered
 - Faculty Led
 - Administratively Supported
 - Policy Enabled
 - Culturally Reinforced

Collaborators for Policy and Institutional Leadership

- Achieving the Dream
- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of Public Land-Grant Universities
- Aspen Institute
- Complete College America
- Education Commission of the States
- HCM Strategists
- Jobs for the Future
- National Association of System Heads
- NASPA
- SOVA

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Thank you!

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