MONTANA UNIVERSITY SYSTEM

Developmental Education Reform Taskforce
Final Report & Recommendations
May 8, 2013

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MUS Priority

• One of the top priorities of the BOR Two-Year and Community College Committee
• Conduct baseline analysis of MT Developmental Education Programs
• Analysis of existing developmental education reform efforts both nationally and in MT
• Develop recommendations to the BOR
Need for Remediation Reduces Likelihood of Graduation

National Statistics:
34% of all new entering college students enrolled in at least 1 remedial course. (U.S. Dept of Education)

Montana Statistics- Fall 2012:
28.5% of entering freshmen from MT high schools enroll in at least 1 remedial course, down from 37% in 2006. (MUS High School Follow-up Report)
Excellence in Action Now

**FVCC:** Course acceleration. Students complete both M061 and M065 in one semester.

**MCC:** Course acceleration. Students with appropriate COMPASS scores may complete WRIT 015 and WRIT 095 concurrently.

**UM Western:** Removing stop-out points. M090/M095 are taught as a linked course over two blocks.
Excellence in Action Now

**Helena College UM**: Co-requisite instead of prerequisite. Students needing dev ed in writing register for WRIT101 with WRIT 096 as a co-requisite lab.

**Gallatin College/MSU**: Integrate learning with basic skills/college success program by having a student cohort take M065, WRIT 095 and COLS 100 (Effective Academic Practices).
**Mathematics**

**Gallatin College** (spring): lab and mastery-based option for M096 Survey of Algebra; (fall) – M065 Pre-algebra linked with M066 Pre-algebra lab w/study skills, M085 Pre-Algebra computer-based, accelerated format incorporating mastery learning; also considering a non-algebra alternative for non-STEM students

**Helena College & Great Falls College:** accelerating and modularizing M090 Introductory Algebra and M095 Intermediate Algebra into one M098 course

**Helena College:** Co-requisite M091/M121 to embed Intermediate Algebra into the College Algebra curriculum

**Pilot Projects Underway/Planned**
Mathematics

Highlands College: combine computerized Hawkes Learning System with printed study guides, possibly “flipping” the classroom

UM Office for Student Success (summer): freshmen wanting to raise their math placement take a 4-week online remediation program (EdReady) with UM academic coaching. EdReady is a Gates Foundation-funded initiative.

UM Montana Math Sciences department (fall): Co-requisite, EdReady online lab for students needing moderate skills refresher for gateway courses.

Pilot Projects Underway/Planned
Aaniiih Nakoda College, Great Falls College, Helena College, Highlands College, possibly Missoula College, possibly City College:
Using a lab or co-requisite model to move more college-ready WRIT 095 Developmental Writing students directly into WRIT 101 College Composition.
Multi-Discipline

Fort Peck Community College, MSU Northern: Summer/Bridge/Boot Camp

Gallatin College, Helena College, MSU Northern: Cohort/Learning Communities

Pilot Projects Underway/Planned
Taskforce Recommendations to BOR
“College-ready students are those who have the academic and personal skills and behaviors to complete a college course successfully without the need for developmental education.”
1 Partner with OPI to create a college readiness communication platform.

- Target both first time high school freshmen and nontraditional adult learners.
- Help juniors understand what the ACT score says about college readiness.
- **Integrate** into MUS/OPI high school-to-college “Big Sky Pathways” and with **MCIS** (MT Career Information System)

College Readiness Recommendation
2 Create a common, MUS placement system using multiple measures.

Lack of *clarity and consistency* for students, counselors, and parents.

Common placement system made possible by CCN *common learning outcomes*.

**Admission to college** not regarded as synonymous with college-level coursework readiness.

**Placement** Recommendation
3 Create separate Developmental Education/Gateway councils for math and reading/writing.

- Increase communication and scalability of evolving best practices (course redesign, placement, and assessment)
4 Instructors of developmental education should have the same status across the system.

- All developmental education courses should be taught by college faculty whose supervision is integrated into the academic structure.
5 Create requirement for tracking of students enrolled in Dev Ed courses.

- Monitor successful completions of students moving from dev ed and on to gateway courses. Use multiple measures of success (e.g. grade, retention, degree attainment)
6 Create policy that encourages timely developmental completion.

- BOR to strongly recommend all entering students placed into a developmental math or writing course register for those courses during their first semester.

- Require they complete those initial courses by the end of the second semester. Intervene with, not suspend, those who do not.

- Campuses are to report to OCHE once a year regarding developmental education completion, progression, and student success.

Policy Recommendation
Allocate a portion of the performance based funding resources to support dev ed reform recommendations.

- Recommend implementation with the FY16 performance funding allocation.
Next Steps

Convene an MUS Developmental Education Council tasked with:
- Implementing recommendations
- Assessing pilot and ongoing project outcomes
- Reporting to the BOR on program outcomes

Amend Board Policies based on recommendations. Target May 2014
Questions & Discussion

Developmental Education Reform Taskforce
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May 24, 2013