



MONTANA UNIVERSITY SYSTEM
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

2500 Broadway – PO Box 203201 – Helena, Montana 59620-3201
(406) 444-6570 – FAX (406) 444-1469

Developmental Education Reform Council

October 25, 2013

Recommendations

Attendees: Co-Chair and Deputy Commissioner for Two-Year and Community College Education John Cech, Office of the Commissioner of Higher Education (OCHE); Co-Chair and Deputy Commissioner for Academic Research and Student Affairs Neil Moisey, OCHE; Vice Chair and Executive Director of the Office of Student Success Sharon O'Hare, Extended Learning Institute, UM Missoula; College!NOW Program Coordinator David Hall, OCHE; Associate Provost Ron Larsen, MSU Bozeman; Associate Dean and CAO Heidi Pasek, Great Falls College; Deputy Superintendent Dennis Parman, Office of Public Instruction; and Vice Provost for Academic Affairs Matt Redinger, MSU Billings.

Unable to Attend: Vice President of Instruction and Student Services Kristen Jones, Flathead Valley Community College; and Academic Dean/VP Denise Runge, Helena College.

The Developmental Education Council met on October 25, 2013 at the Office of the Commissioner of Higher Education for a planning session. The Council agreed on the following regarding implementation of the recommendations presented to the Board of Regents (BOR) in May 2013 by the Developmental Education Reform Taskforce.

College Readiness

1. Montana University System (MUS) and Office of Public Instruction (OPI) work together to develop common goals and strategies related to communication regarding College Readiness, including:

- First-time high school freshmen going to college;
- Integration into the MUS/OPI high school-to-college “Big Sky Pathways” Carl D. Perkins initiative;
- Nontraditional adult learners, including adults pursuing high school equivalency;
- Integration with Montana Career Information System (a web-based career and educational advising system for students); and

MONTANA STATE UNIVERSITY ~ Campuses at Billings, Bozeman, Great Falls, and Havre

THE UNIVERSITY OF MONTANA ~ Campuses at Butte, Dillon, Helena, and Missoula

Dawson Community College (Glendive) ~ Flathead Valley Community College (Kalispell) ~ Miles Community College (Miles City)

- Joint communication with parents, teachers, counselors, and students regarding college readiness expectation. Now that all high school juniors will take the ACT, MUS should provide guidance on how to interpret the scores with regard to college readiness, and suggest coursework to take during the senior year to increase college readiness.

College Readiness Goals: MUS and OPI together develop common goals and strategies related to communication regarding College Readiness, including:

- First-time high school freshmen going to college;
- Integration into MUS/OPI high school-to-college BSP Perkins initiative;
- Non-traditional adult learners;
- Integration with MCIS or other electronic/web-based pathway portal; and
- Joint communication with parents, teachers, counselors, students.

Time frame: By end of February 2014, OCHE and OPI will have met three times and will have a set of goals finalized for delivery to this Council before it goes to the BOR. Within these goals, deliverables should begin in the K-12 community in the fall of 2014.

Placement and Assessment

2. Create a common placement system using multiple measures.

The 2012/2013 Task Force found that MUS campuses use a variety of placement mechanisms to place students into developmental and college-level math and composition courses. Even those campuses using the same placement mechanism have different cut-off scores for the same course. There is little to no reciprocity of placement; if a student takes a placement test on one campus and then transfers to another MUS institution, they may be required to take the receiving campus' placement test. Now that every developmental and college-level math course has defined common learning outcomes, a common placement mechanism used throughout the system is both feasible and advisable.

Placement & Assessment Goals: Create a common placement system using multiple measures. Council will seek engagement of champions from across the MUS to form a committee to review and make recommendations to the Developmental Education Council. Deputy Commissioners Cech and Moisey will contact the MUS chief academic officers to nominate someone in each area to serve on this committee; other sources may include reading/writing FLOC members and math FLOC members; and possibly include Montana Digital Academy Director Bob Currie. The committee should also include representation from the Developmental Education Council.

Time frame: Convene committees in spring 2014, with the Council ready to report to the BOR Fall 2014.

Developmental Ed Course Redesign

3. Create two Developmental Education/Gateway Discipline Councils (reading/writing and math) with the goal to increase communication and scalability of best practices and course redesign pilots.

Developmental Ed Course Redesign Goals: Create Developmental Education/Gateway Discipline Councils (reading/writing and math) with the goal to increase communication and scalability (implementation) of best practices including co-requisite, guided pathways, and course redesign pilots.

Note: The Complete College Montana Team returned from the national Complete College America (CCA) meeting in Salt Lake City on October 29, 2013. One of the outcomes from this meeting was a commitment from CCA to provide access to other systems which have successfully reformed developmental education programs as well as scaled up the implementation of developmental education guided pathways and co-requisite models. This opportunity would complement and support the work of the discipline councils.

Measurables: Measure degree of communication and degree of participation; include communication examples, like list serves or annual training/conferences; did councils get created?

Time frame: Spring 2014 through December 2014.

4. Create consistency across the system by requiring that all developmental education be taught by college faculty or part-time faculty whose supervision is integrated into the academic structure. The goal is to increase communication, align qualifications, and encourage opportunities for developmental education faculty to also teach gateway courses assuring vertical integration.

Student Success and Advising

5. Create a requirement for campus long-term tracking of students enrolled in developmental courses to gateway courses and on to completion using multiple indicators of success.

The Task Forces recommends each college develop a plan that engages developmental students from their first contact with the college through the completion of their remedial sequence and the completion of their first college-level course in the discipline. Colleges should identify how they are helping students plan for success through their:

- assessment and placement,
- orientations,
- academic goal setting and planning, and/or
- the registration process.

Colleges will demonstrate how they initiate success for students by providing:

- accelerated or fast track developmental education,
- a first year experience,
- a student success course, and/or
- learning communities.

MONTANA STATE UNIVERSITY ~ Campuses at Billings, Bozeman, Great Falls, and Havre

THE UNIVERSITY OF MONTANA ~ Campuses at Butte, Dillon, Helena, and Missoula

Dawson Community College (Glendive) ~ Flathead Valley Community College (Kalispell) ~ Miles Community College (Miles City)

Colleges will also describe the intentional strategies that they have in place to sustain success, such as:

- class attendance,
- alert and intervention programs,
- experiential learning beyond the classroom,
- tutoring, and
- supplemental instruction.

What a college offers students depends on:

- the resources and services that a college determines can be effective for their students, and
- can be provided given the resources of the college.

Student Success & Advising Goals:

Goal 1: Create a requirement for campus long-term tracking of students enrolled in developmental courses to gateway courses and on to completion using multiple indicators of success. Link into Performance-Based Funding Metrics.

Goal 2: Create policy strongly recommending all entering students who are placed into a developmental math or writing course register for those courses during their first semester and require they complete those initial courses by the end of the second semester. Campuses would be required to report to the Office of the Commissioner of Higher Education once a year regarding developmental education success and progression, including the intervention strategies being used with students who fail to successfully complete the developmental education sequence.

Goal 3: Campuses will be required to develop an annual plan and report to the OCHE once a year regarding developmental education success and progression, to include the intervention strategies being used with the students who fail to successfully complete the develop education sequence.

Time frame: Developed in concert with Performance-Based Funding metrics and linkage to Complete College Montana (early spring 2014).

Resources to Support Reform

7. As we move into the second phase of the Performance Based Funding, recommend the BOR allocate a portion of the performance based funding resources to support developmental education reformation recommendations.

Next Steps:

This council's next meeting is scheduled to occur during the next BOR meeting in Bozeman, November 21.