

**STARLINK**®

An Agency of Texas Association of Community Colleges

*presents*

# **DEVELOPMENTAL EDUCATION:**

**INSURING ACADEMIC SUCCESS**

**Participant Packet**

**NEW FEATURE  
FOR AUDIENCE  
INTERACTION--  
SEE PAGE 4  
FOR DETAILS**

**APRIL 18, 2006  
2:30 - 3:30 PM ET  
1:30 - 2:30 PM CT**

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## AGENDA

Introduction ..... Bob Ray Sanders  
Moderator

Developmental Education: National Perspective ..... Byron McClenney  
Community College Leadership Program  
The University of Texas at Austin

Developmental Education: Local Perspective ..... Becky Garlick  
Blinn College

Video ..... Houston Community College System

Importance and Use of Data ..... Panel

Student Success Courses ..... Panel

Video ..... Broward College

Student Services for Developmental Education Students ..... Panel

Video ..... N. W. Vista College

Learning Communities ..... Panel

Close ..... Bob Ray Sanders

(Following the television presentation, there will be a 30-minute audioconference during which you may speak with the panelists directly. See page 4 for specific instructions on connecting to the audioconference line.)

## NEW FEATURE

In response to requests for shorter programs and more discussion time, we have added a new discussion feature to this program. The panel will be available to respond to your questions and comments for an additional 30 minutes following the telecast.

### INSTRUCTIONS FOR JOINING THE AUDIOCONFERENCE DISCUSSION:

Call 1-800-745-0371

You will hear the greeting, "Welcome to Meeting Place. To attend a meeting, press 1." Press 1 to attend a meeting, and continue to follow the prompts given.

Enter the meeting ID number, 7788, followed by the # key

Say your name and location when prompted followed by the # key

Press 1 to join meeting

A moderator will guide the discussion and ask for questions.

NOTE: Our telephone bridge limits the number of participants to 47 at any one time. If you are unable to access the discussion please wait a few minutes and try again.



**The toll-free telephone number for participating in the phone conference is:**

**1.800.745.0371**



**You can also submit your questions via email. Send them to [starlink@dccd.edu](mailto:starlink@dccd.edu). (You will have to attend the audioconference to hear the responses.)**

Please use this space to jot down any questions you may have.

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## PRESENTERS



**Byron N. McClenney** joined the Community College Leadership team at the University of Texas at Austin following 32 years as a community college chief executive and a 42-year career as an educator. He has served as a consultant to institutions, state higher education systems, state governments, and professional associations in 45 states and internationally.



**Becky Garlick** is Chair of the Parallel Studies Division at Blinn College in Brenham, Texas and teaches developmental reading, study strategies, and education courses. She is an award winning teacher and former President of the Texas Association for Developmental Education. Currently Becky also serves on the League for Innovation's Bridge Partnership Steering Committee.

## MODERATOR



**Bob Ray Sanders** is a professional communicator with major achievements in print journalism, Radio/TV, and higher education. He is Vice President and Associate Editor of the *Fort Worth Star-Telegram* and distinguished lecturer at Texas Woman's University. For many years BobRay served as host and producer of KERA-TV's award-winning "News Addition."

## WHAT PROFESSORS AND TEACHERS THINK\*

**84%**

of professors and

**65%** of teachers

say that high-school graduates are unprepared or only somewhat prepared for college.

**6%**

of professors and

**36%**

of teachers say students are very well prepared in writing.

**65%**

of professors and

**66%**

of teachers say students don't do enough homework.

**4%** of professors and **37%** of teachers

say students are very well prepared in math.

The facts are stunning. More than 40 percent of students arrive on college campuses needing remedial work. Only about half of the high-school graduates who enter college have pursued a college-preparatory curriculum.

Colleges and universities spend billions of dollars a year trying to bring those unprepared students up to speed. But most of those institutions play only a minor role in the movement to reform the schools. The whole nation is suffering as a result. America is fast losing its lead in critical fields.\*

\*"Copyright 2006, *The Chronicle of Higher Education*. Reprinted by permission."\*

## INDICATORS FOR DEVELOPMENTAL EDUCATION

Byron McClenney, Community College Leadership Program, The University of Texas at Austin

Assumption: Cohort tracking with disaggregated data

### Entry Assessment (Cut Scores)

- -Percent of all FTIC (full- or part-time) who test into reading, writing, and math remediation (one or all)

Percent of those testing into remediation who actually enroll in developmental courses during the first semester

Successful course completion (first semester) for those testing into remediation

- Those in developmental courses
- Those not in developmental courses

Fall to Spring retention

- In developmental courses
- Not in developmental courses

Fall to Fall retention

Completion of developmental (remedial) sequence

Completion of gatekeeper courses (and/or 12 hours)

# DEVELOPMENTAL EDUCATION: STATEWIDE DATA PROFILE

## TEXAS HIGHER EDUCATION COORDINATING BOARD

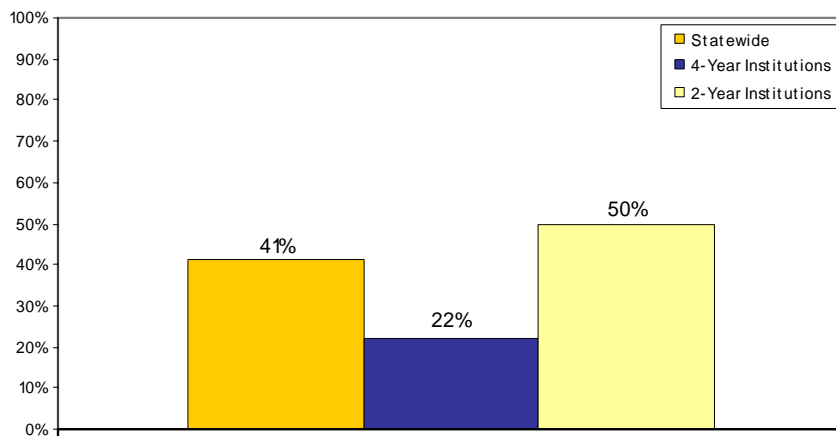
### Developmental Education: Statewide Data Profile

*More than 200,000 undergraduates in Texas' public colleges and universities are underprepared for college-level coursework.*

- *Underprepared students*
- *Program effectiveness*
- *Best practices*
- *Funding*

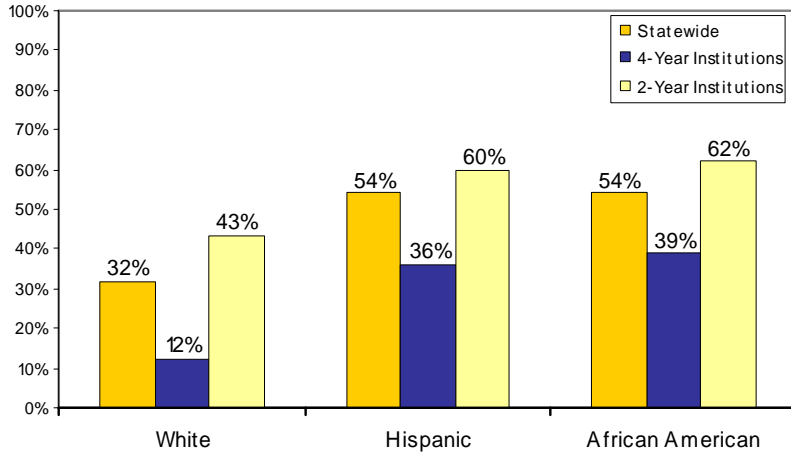
### Underprepared Students

In Texas, over 40% of all new students were underprepared for college.



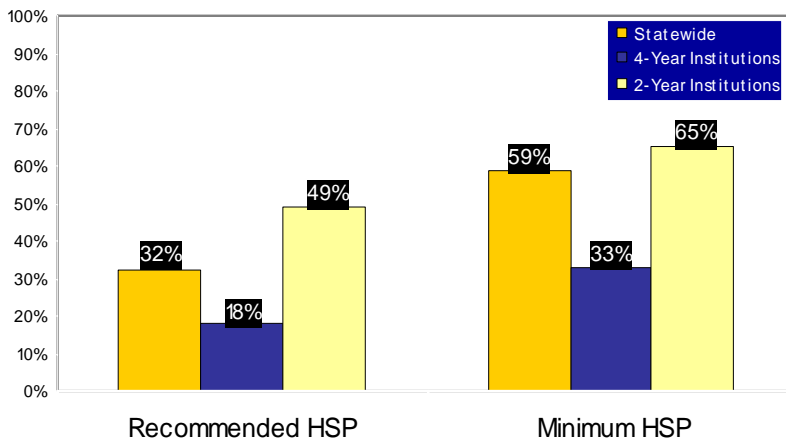
Source: Fall 2002 FTIC, THECB TASP LBB Performance Measure FY2005

Hispanic and African American Students are overrepresented in underprepared populations.



Source: Fall 2002 FTIC, THECB TASP LBB Performance Measures FY2005

Statewide, students who completed a more rigorous high school curriculum were half as likely to be underprepared for college.

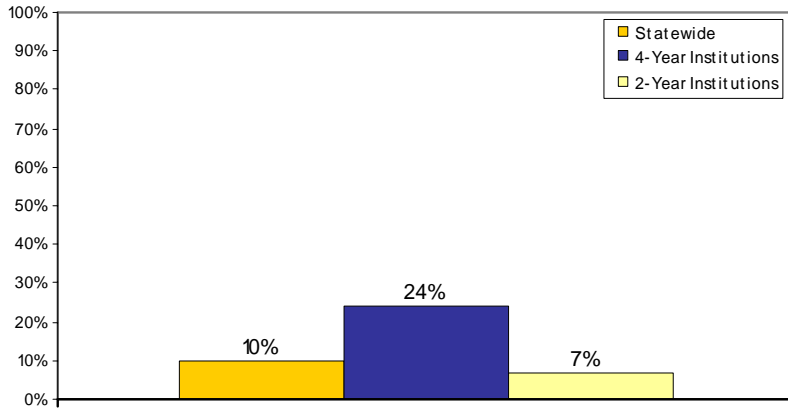


\*RHSP=Recommended or Distinguished High School Program  
MHSP=Minimum High School Program

Source: Fall 2002 FTIC, THECB TASP LBB Performance Measures FY2005

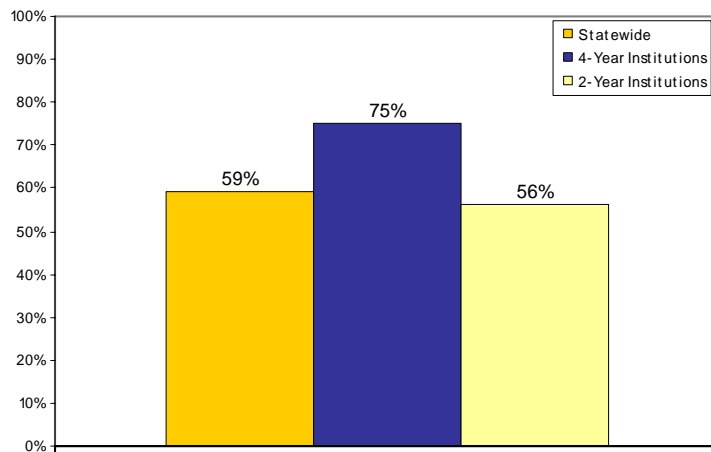
## Program Effectiveness

Only 10% of all new underprepared students, who took developmental courses, gained college-readiness in their first year.



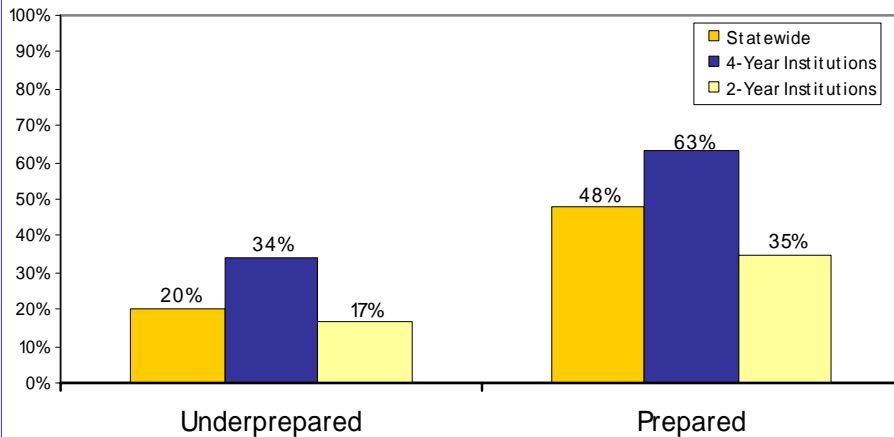
Source: Fall 2002 FTIC, THECB TASP LBB Performance Measures FY2005

Almost 60% of all new underprepared students persisted from Fall to Fall.



Source: Fall 2002 FTIC, THECB TASP LBB Performance Measures FY2005

One-fifth of all new underprepared students earn a certificate or degree within six years, compared to almost one-half of prepared students.



Source: THECB Analysis of CB001, CBM002, and CBM009

## **“Best Practices”**

Based on a literature review of state and national best practices

**Institutional Commitment**

**Centralization**

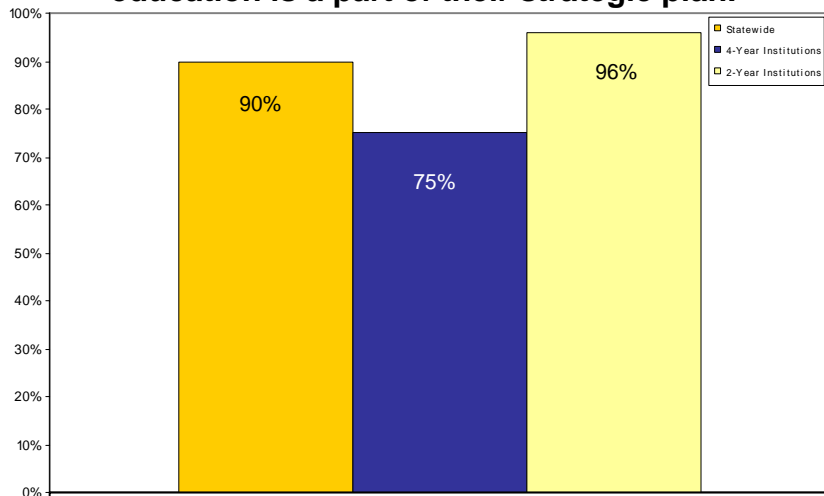
**Academic Advising**

**Alternative Interventions**

**Program Evaluation**

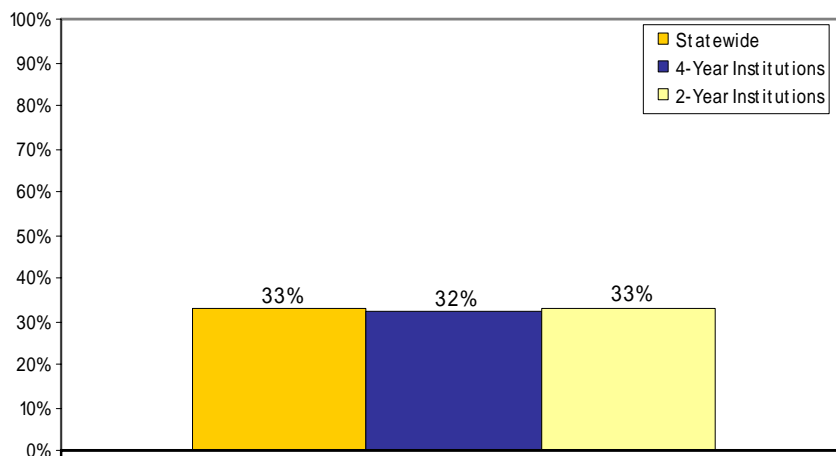
## Institutional Commitment

90% of institutions reported that developmental education is a part of their strategic plan.



## Centralization

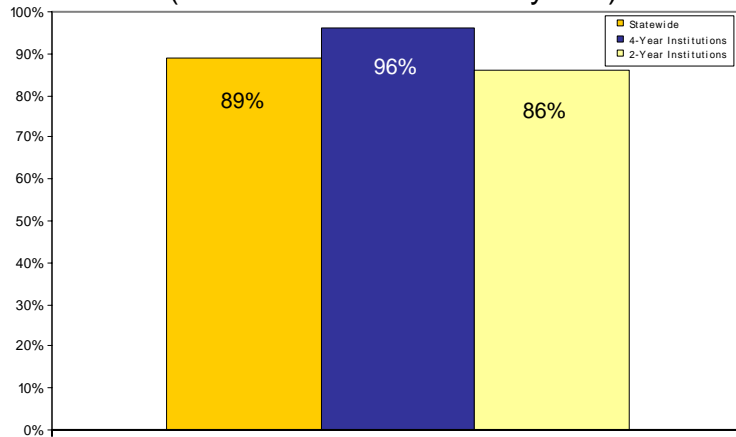
33% of institutions stated that their developmental courses are organized within a centralized unit.



## Academic Advising

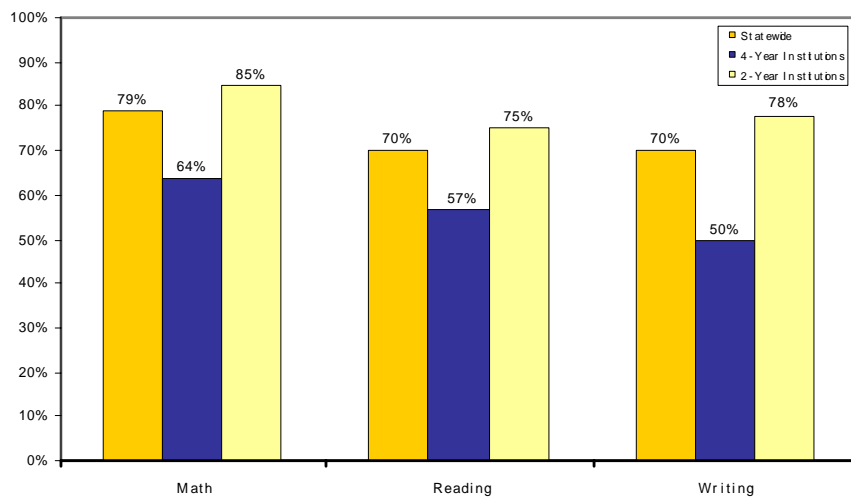
Almost 90% of institutions stated that academic advising is mandatory for all underprepared students.

(Down about 10% over 4 years)



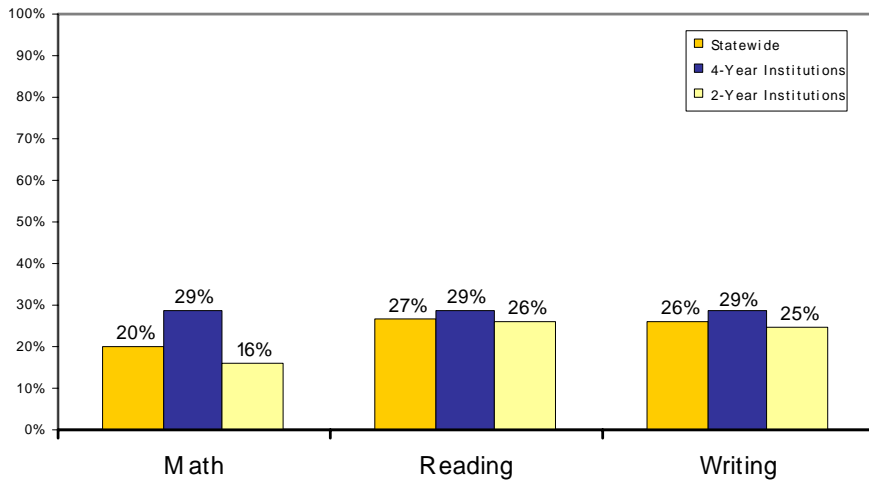
## Alternative Interventions

70% or more institutions reported offering **Computer-Aided Instruction** for underprepared students.



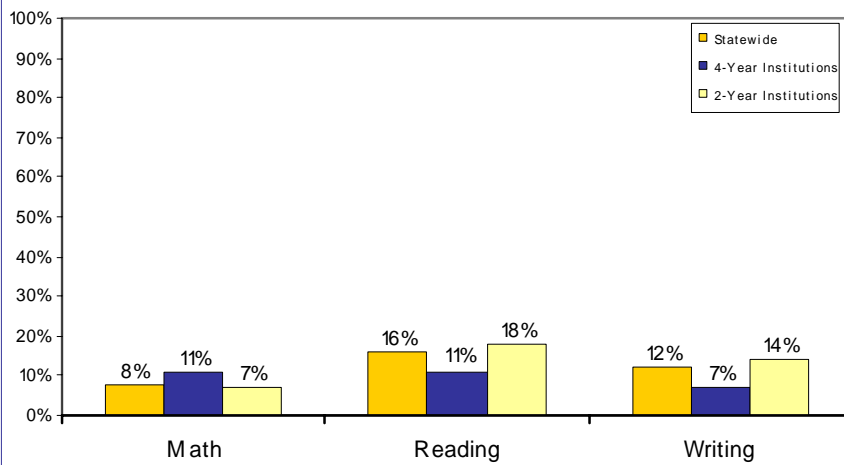
## Alternative Interventions

Fewer than 30% of institutions reported offering **Learning Communities** for underprepared students.



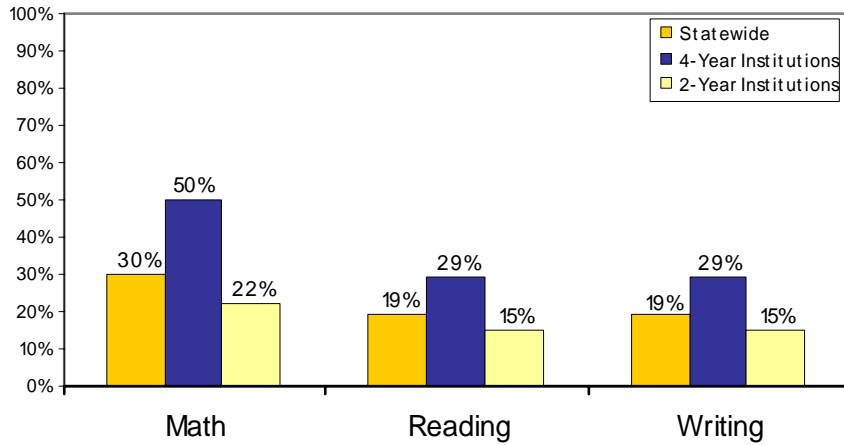
## Alternative Interventions

Few institutions reported offering **Paired or Linked Courses** for underprepared students.



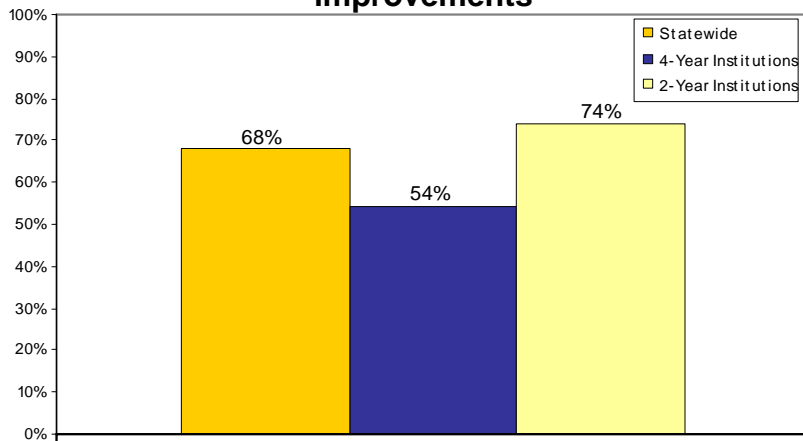
## Alternative Interventions

30% or fewer of institutions reported offering **Supplemental Instruction** for underprepared students.



## Evaluation

Almost 70% of institutions stated that they evaluate the effectiveness of their developmental efforts and make improvements



## Funding

### Developmental Education Appropriations

Over a six year period:

- Developmental semester credit hours have increased by nearly 20%
- Developmental appropriations have decreased 5%

## Summary

### Developmental Education

- *Underprepared students*
  - Students who completed a more rigorous high school curriculum were better prepared for college.
- *Program effectiveness*
  - Few underprepared students gained college-readiness in their first year.
- *Best practices*
  - Although the majority of institutions reported that developmental education is a part of their strategic plan, many were slow to adopt best practices.
- *Funding*
  - While semester credit hours are increasing, developmental education appropriations are decreasing.

**COMMISSIONER'S SUMMIT**

**Ensuring Academic Excellence:  
Developing Pedagogies of Success  
Campus by Campus**

**November 15-16, 2005**

**Renaissance Hotel**

**Austin, Texas**

**Registration Deadline: November 1, 2005**

**<http://www.thecb.state.tx.us/events/CommissionersSummit/>**

## COHORT TRACKING

Byron McClenney, CCLP-UT

Cohort tracking of entering students is fundamental to creating effective programs in developmental education. The following questions apply:

- What percentage of an entering cohort needs to take one or more developmental courses?
- How many of those taking developmental courses are successful (GPA of 2.0) in the first term?
- How many are retained for the next term?
- How do the previous two rates compare to those in the original cohort who did not require remediation?
- What is the fall-to-fall retention rate for the developmental portion of the cohort?
- What percentage of the developmental portion of the cohort completes the developmental sequence?
- How do those who complete the developmental sequence perform in subsequent courses such as English composition and college algebra?
- How do those from the original cohort who did not need remediation perform in the same courses?
- How do graduation rates (three-year to six-year) for the developmental portion of the cohort compare to the rates for those in the cohort who did not need remediation?
- What is the average number of terms (or years) required for students to complete the developmental sequence?
- Are there differences in outcomes within the cohort on the basis of race, ethnicity, gender, or age?

## 25 STEPS TO EFFECTIVE DEVELOPMENTAL EDUCATION

Byron McClenney, CCLP-UT

1. Make student success in developmental education an institution-wide commitment.
2. Establish a goal to ensure that students who come under-prepared for college-level work are able to succeed at rates at least as high as those who came fully prepared.
3. Carefully coordinate the various units involved in the delivery of developmental courses.
4. Establish consistency between exit standards for developmental courses and entry standards for college-level courses (assumes clarity with the standards or competencies).
5. Careful selection of faculty and staff who will work with developmental students is critical.
6. Provide professional development for all faculty and staff who work with under-prepared students.
7. Face the issues of mandatory assessment and placement, late registration, and simultaneous enrollment in college-level courses.
8. Recognize the importance of orientation or a college success course at the beginning of the developmental sequence.
9. Incorporate learning communities and other cohort experiences.
10. Recognize that at-risk students need structure in courses and support services.
11. Integrate the work of tutors (peer and professional) with the carefully selected faculty members.
12. Recognize the potential of open or on-line labs (reading, writing, and math) to support instruction.
13. Use a variety of teaching methods (group projects, mediated learning, etc.).
14. Recognize the potential for computer-based (assisted) instruction which can be matched with tutoring to deliver “high tech – high touch” services.
15. Avoid confusion between language acquisition (ESL or ESOL) and the need for basic skills remediation among second language learners.
16. Consider case management (advocate/coach) for the most at-risk students.
17. Provide supplemental learning opportunities, particularly for skill practice.
18. Commit to program evaluation which includes cohort tracking as described in the attachment.
19. Find the most appropriate computer-adaptive tests for entry assessment and supplement with writing samples if resources permit.

20. Stress the development of critical thinking skills across the curriculum.
21. Provide prompt feedback on student performance including frequent testing.
22. Develop links with ABE/GED providers (on or off campus) and foster transitions for students.
23. Consider NADE certification.
24. Review the work of Roueche, Boylan, McCabe, Tinto and Adelman.
25. Expand and enhance pre-enrollment (and concurrent) activity with the public schools

## AWARDS EARNED AND TRANSFERS OF COLLEGE PREPARATORY STUDENTS WITH RELATIONSHIP TO STUDENT LIFE SKILLS COURSE Florida Community College System, 1999-2004

Did not take Student Life Skills Course (SLS)

Needing any remediation — 17,316 students

Awards Earned ————— 2,568 students (14.8%)

Awards or transfer ————— 2,802 students (16.2%)

With SLS

Needing any remediation — 8,580 students

Awards earned ————— 1,922 students (22.4%)

Awards or Transfer ————— 2,158 students (25.1%)

Based upon the information contained in the Florida Student Life Skills Study, the following statements appear to be true:

- \* Taking SLS courses improves a student's probability of earning an award or transferring
- \* This improvement is true for all classes of remedial need
- \* This improvement holds for both full-time and part-time students
- \* This improvement holds for Pell and non-Pell students
- \* This improvement holds for all preparation levels including the most qualified as determined by CPT scores.

## STUDENT SUPPORT SERVICES

### Student Support Services

- Assessment
- Advising and Placement
- Tutoring and Mentoring (Peer and Professional)
- Case Management/Coaching

### Student Support Services

- Study Groups/Student Support Groups
- Counselors in Learning Communities
- Financial Aid Outreach and Enhancement
- First-Year Experience

## FIRST ALERT SYSTEM

### First Alert System

- Designed to identify students who are having difficulty within the first six weeks of school.
- Instructors refer students to Counseling Services.
  - Low/failing test/quiz scores
  - Excessive absences

### First Alert System

- Counselors send students a letter that contains information about available services. The letter encourages student to come in for an appointment.
- If necessary, counselors contact students via email or phone to discuss problems and assist them in finding solutions.

## LEARNING COMMUNITIES

### Intentional Structuring of Student Time and Learning Experiences to Build Community

- Common Cohort of Students
- Collaborative Environment
- Learning Community Theme

### Shared Learning Experience Leads Students to Develop Supportive Peer Groups

- Block Scheduling
- Linked Courses
- Cluster Courses

## DATA NOTES: KEEPING INFORMED ABOUT ACHIEVING THE DREAM DATA (Feb. 2006)

### What Is a Cohort?

A cohort is a group of people studied over time. The individuals in the group have at least one statistical factor — such as when they started college — in common.

The Achieving the Dream 2002 student cohort is the group of credential-seeking students that attended Achieving the Dream institutions for the first time in fall 2002. This cohort will be tracked until 2008.

Tracking a cohort over time makes it possible to compare the progress and outcomes of different groups of students (e.g., groups defined by race, age or other demographic characteristics) and to determine if there are gaps in achievement among groups of interest.

### The Developmental Math Dilemma

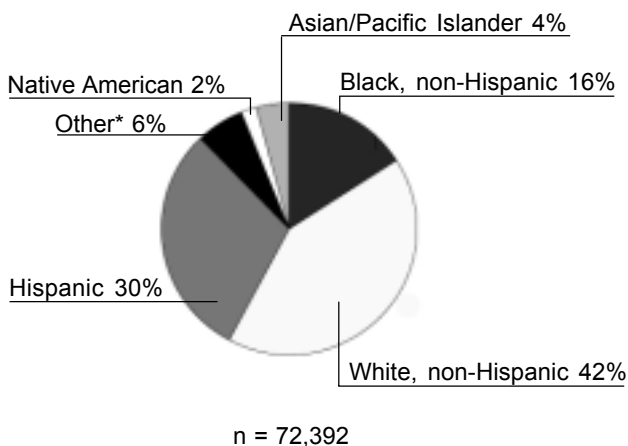
One goal of Achieving the Dream is to increase the percentage of community college students who complete developmental courses and continue on with credit-bearing classes. Developmental math is one of the biggest barriers to student success: It is the developmental class most students are required to take but are least likely to complete.

Data collected from the 35 Achieving the Dream colleges document this problem. The following analysis examines developmental math referrals, attempts and completions from the 2002 student cohort over two academic years, fall 2002 through spring 2004. During this period, the colleges had not yet begun any new practices related to Achieving the Dream.

### What Does the Cohort Look Like?

Colleges in selected states with large portions of Pell Grant recipients and students of color were asked to apply to participate in the initiative. Figure 1 displays the distribution of the 2002 cohort by race/ethnicity. Colleges in Texas, New Mexico and Florida represent a significant portion of the cohort; the Virginia, North Carolina, Ohio and Connecticut colleges represent fewer students in the population. This geographic distribution helps explain the fact that Hispanic students are the largest group of students of color (30 percent), while black students constitute 16 percent, followed by Native Americans at 2 percent.

**Figure 1.** Distribution of students in the 2002 Achieving the Dream cohort by race/ethnicity

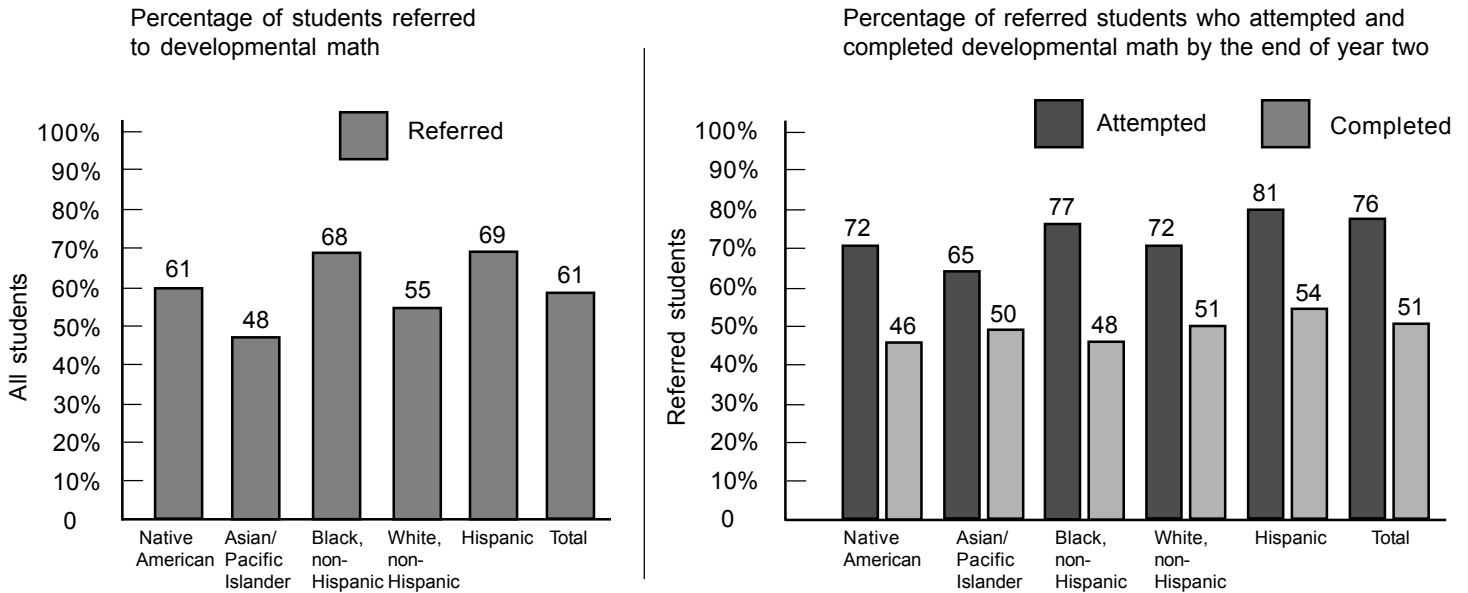


\*"Other" includes nonresident aliens, others and students with missing race/ethnicity codes.

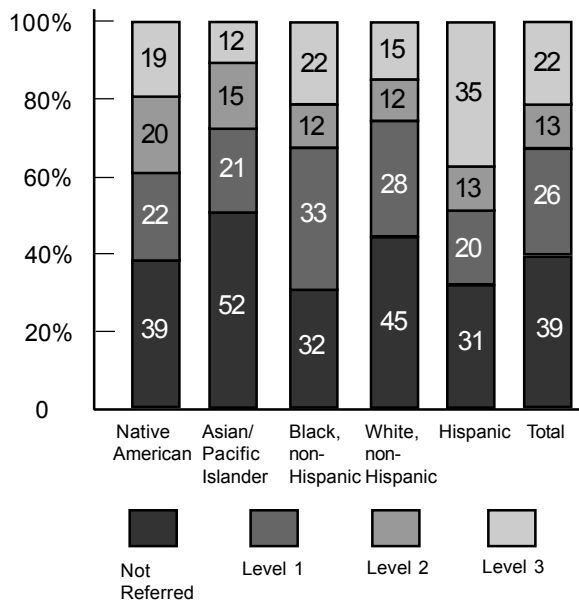
### Who Was Referred to Developmental Math?

Figure 2 shows that 61 percent of students in the 2002 cohort were referred to developmental math.<sup>1</sup> Hispanic and black students were most often referred to developmental math (69 percent and 68 percent, respectively). Sixty-one percent of Native Americans were referred to developmental math — the same as the average for the cohort. The percentage of students referred to developmental math ranged from 27 percent to 89 percent among individual institutions.

**Figure 2.** Percentage of students in the 2002 Achieving the Dream cohort who were referred to, attempted and completed developmental math courses

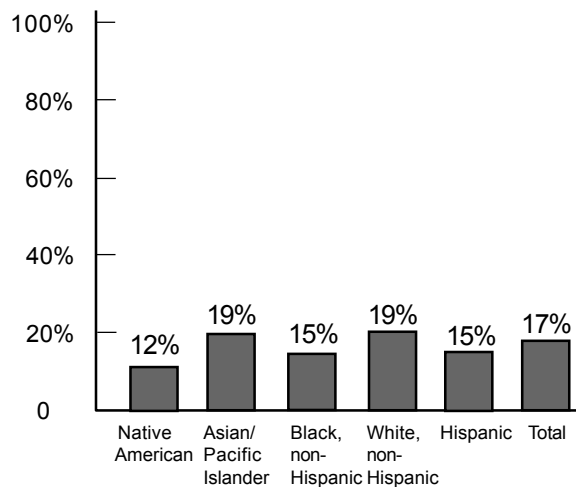


**Figure 3.** Distribution of students in the 2002 Achieving the Dream cohort by developmental math referral level and race/ethnicity\*



\*for institutions reporting data on math referral levels  
 Note: Due to rounding, totals may not equal 100 percent.

**Figure 4.** Percentage of students in the 2002 Achieving the Dream cohort who completed all developmental math requirements by the end of year two\*



\*for students with a reported math referral level  
 Note: Figures represent the percentages of each race/ethnicity that completed developmental math, not a distribution across races/ethnicities. The totals do not equal 100 percent.

Figure 3 displays the percentage of students referred to level 1, 2 or 3 of developmental math (students referred to level 3 developmental math require the most developmental work, while students referred to level 1 require the least). With the exception of Asian/Pacific Islander students, learners of color were more likely to be referred to level 3 than were white students.

## Who Attempted Developmental Math Courses?

Among the students referred to developmental math (see Figure 2), Hispanic students were the most likely to enroll in developmental math courses. Eighty-one percent of Hispanic students referred to developmental math attempted at least one developmental math course within two years of enrolling. The average for the cohort was 76 percent.

## And What about Successes?

Of the 2002 cohort students that attempted developmental math course(s), 51 percent successfully completed at least one developmental math course within two years. Success rates were lowest for Native American students, 46 percent. Forty-eight percent of black students successfully completed at least one developmental math class, while 54 percent of Hispanic students (higher than the cohort average) completed at least one developmental math course.

## What Does This Mean?

Although approximately half of the students who were referred to developmental math completed at least one math class within two years, the fact that they completed a class does not mean that they met all of the requirements for college-level math. Nearly half of the students referred to developmental math had to take two or three classes to qualify for college-level math (see Figure 3).

At the end of two years, only 17 percent of those in the 2002 cohort who had been referred to any developmental math met all of the qualifications to continue on to college-level math. Figure 4 shows the percentage of learners who completed the coursework and met requirements. Nineteen percent of white students, 15 percent of both Hispanic and black students, and 12 percent of Native Americans completed the required developmental math.

## Achieving the Dream's Access Database

Achieving the Dream colleges can use the Access Database created by JBL Associates to compare their institutions with initiativewide statistics on these measures. The initiativewide data can provide rough benchmarks, enabling a college to compare its student performance with student performance at institutions with similar student populations. Such a comparison might help a college identify areas of the curriculum or groups of students needing special attention.

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<sup>1</sup>for colleges reporting data on developmental math referrals; six colleges, or 13 percent of the student cohort, did not report this referral information and were not included in this analysis.

**COMMISSIONER'S SUMMIT:  
ENSURING ACADEMIC EXCELLENCE:  
DEVELOPING STRATEGIES OF SUCCESS CAMPUS BY CAMPUS**

In ongoing efforts to work with institutions to improve the quality of education and increase student success, the Commissioner of Higher Education held a statewide developmental education summit on November 15-16, 2005, *Ensuring Academic Excellence: Developing Strategies of Success Campus by Campus*. The purpose of the summit was to bring together Texas educational leaders to discuss the state of developmental education and to share ideas for improving the quality of education for underprepared students.

This unique format, differing from the traditional conference, provided the educational leadership teams from colleges and universities and several K-12 schools a forum for engaging in discussions with educational experts about the actions that must be taken to improve the academic success of underprepared students. Educational leaders of Texas responded very well to the THECB's broadened leadership in promoting and monitoring the quality of education for the students of Texas. Over 400 Chancellors, Provosts, Presidents and Vice Presidents and other educational leaders across Texas participated in the Summit's policy discussions which centered on such topics as P-16 initiatives, bridge partnerships, making the high school senior year more meaningful, creating a curriculum and culture of inclusion, strategies for successful developmental education programs, underprepared student engagement, evaluating the effectiveness of developmental programs and institutional accountability.

For more Summit and Developmental Education information, go to the THECB DE Website at THECB > Outreach and Success > Success Initiatives > Developmental Education

## **ENSURING ACADEMIC EXCELLENCE: DEVELOPING STRATEGIES OF SUCCESS CAMPUS BY CAMPUS**

### **Summary of Actionable Ideas from November, 2005 Summit**

#### **Most common response across all questions:**

- Improve data sharing
- Make developmental education an institutional priority
- Provide incentive funding and full formula funding of developmental education
- One college-readiness test

#### **Please provide at least one actionable idea that will:**

##### **1) Ensure academic excellence**

- *Most common comment:* One test - one definition of college readiness for high school graduation and college entrance
- Begin developmental education in high school. Increase quality and intensity of high school curriculum
- Professional development or credentialing of developmental faculty

##### **2) Improve student preparedness and success**

- *Most common comment:* Four years of math, science and English in high school
- Vertical curriculum alignment, Accelerated learning
- Providing information about financial literacy and financial aid

##### **3) Strengthen P-16 partnerships**

- *Most common comment:* Establish local P-16 Councils
- Define college-readiness and share the related data
- Foster a more collaborative effort between TEA & THECB

#### **How can successful innovations and alternative practices be initiated or expanded to reach more students?**

- *Most common comment:* Share/mandate/fund/reward best practices
- Take the College Connection Program statewide
- Need more money for research and evaluation of programs

#### **What policies could be deleted/added/modified to eliminate barriers to academic excellence and provide incentives for practices that promote student preparedness and success?**

- *Most common comment:* Funding equity
- K-12 accountability system – postsecondary matriculation measures; HE accountability system – student success and developmental education measures
- TEA and CB publish joint grant opportunities

## **UPCOMING PROGRAMS**

### **MONTHLY STREAMING VIDEOS**

April 2006

STUDENT SERVICES: ASSESSMENT, ADVISING AND TRANSFER

May 2006

EDUCATING THE 'NetGen': STRATEGIES THAT WORK

June 2006

TEACHING FOR STRATEGIC LEARNING

July 2006

TEACHING CRITICAL THINKING SKILLS ACROSS THE CURRICULUM

August 2006

TEXAS COLLABORATIVE FOR TEACHING EXCELLENCE

### **PRELIMINARY TOPIC IDEAS FOR FY 2007**

DISTANCE LEARNING — 2 PROGRAMS

(1) Teaching math and science online

(2) Student services online

HEALTH SCIENCE TOPIC

CLASSROOM MANAGEMENT

CLASSROOM TEACHING STRATEGIES

SOCIETY FOR SUCCESS AND LEADERSHIP — 6 PROGRAMS TBD

DEVELOPMENTAL EDUCATION — 6 PROGRAMS -- TOPICS TBD



## EVALUATE “DEVELOPMENTAL EDUCATION”

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you.

	<u>Excellent</u>			<u>Poor</u>	
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Moderator	5	4	3	2	1
Panelists or Instructor	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1
Local site activities were held?	_____ YES		_____ NO		

1. Institution name: \_\_\_\_\_

2. My current position is: (circle one)

a. Faculty

c. Classified Staff

b. Administrator/Professional Staff

d. Other \_\_\_\_\_

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

**Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243.**