SJR 41 Council Notes
November 1, 2019
Governors State University

Introductions (22 Council)

Council Present
Brian Durham (ICCB)
Stephanie Bernetoit (IBHE)
Senator Pat McGuire
Deb Bragg, facilitator
Marcus Brown (ICCB)
Nathan Wilson (ICCB)
Eric Lichtenberger (IBHE)
Emily Rusca (NIU ES)
Emily Goldman (PCC)
Wendy Yanow (Oakton)
Brad Peters (NIU)
Meera Komarraju (SIU)
Alison Reddy (UIUC)
Diane Koenig (IMACC/RVC)
Mike Boyd (KCC)
Tim Taylor (EIU)
Representative Aaron Ortiz
Lisa Helm (GSU)
Jackie McGrath (COD)
Mollie Foust (Governor's Office)
Sarah Labadie (Women Employed)
Emmanuel Awuah (ICC)
Keith Sprewer (CCC)
Normah Salleh-Barone (MVCC)
Bambi Jones (Lakeland)
Susan Grace (CCC)
Jessica Nastal-Dema (PSC)

Stephanie- 13 additional guess in the audience as well as 2 representatives from WBEZ

Brian - provided an overview and reminder of the focus of the council. Brian provided a brief overview of the work to be done, models to be explored and the importance of hearing from the students.

- **VOTE**: moved by Mike B. and Seconded by Meera K. to officially add Diane Koening to the Council as an official member of the council represented IMACC (Illinois Mathematics Association of Community Colleges)

- **Question** how will the process work, and how will the deliverables be completed? Through work from subcommittees, drafting of documents, staff, and committee members, this work will help form the documents for Council members to respond. Debra Bragg (consultant/facilitator) will define some of this work during today's sessions.

Senator McGuire – indicated he will not be in general assembly when the final report is complete. Proposing subject matter hearing at the January meeting at ICCB (does not require any legislative vote) and perhaps after final meeting so that when they receive the final report they will be able to receive it eagerly.

- Comment: Clarification around what satisfies as a developmental practice and broad understanding of what that is to include.
- Comment: Importance of being mindful that all models will require resources and be careful of recommendations that will turn into unfunded mandates.
- Comment: shared initial info with campus and was received well. Feedback was how can we assist student with not leaving high schools without this information

Student panel:
Nicolette Allen (PSC, PolSCi, scholar), Peter Brasley (GSU, Psych) Aaron West (GSU, Biology, associate from PSC) - Brian facilitated panel

Dedicated faculty helped students get through, personal motivational helped get them through but set back graduation, students can get lost in process

Placement tests tend to favor "traditional students" – for example, testing results may not be valid for international and non-native speakers.
Prep courses for placement tests could be helpful for – GED grads, 1st gen student; A prep course for exam would have helped and could have skipped one course.

Other comments from students:

- Need to reduce course repeats and number of courses to be taken in process
- Faculty can make a difference by being supportive and listening to students
- Have someone intercede and help students understand the process of what is happening and why they are required to take developmental classes (e.g. office hours, having a mentor – faculty or student, just in time assistance)
- TRIO, the Student Success Center are very helpful to students. Family systems offer support and help.
- In hindsight, should have visited advisor again - communication wasn't there for me
- Illness in family, but staff/faculty were supportive, but wasn't comfortable or sure how to share that information at first, but was much easier after first time.

Questions/Feedback from Council

- Was some unprepared about what to expect?
    - As 1st gen, didn't know what to expect, how to speak college lingo, credit, courses, etc.

    - Knew about retest policies
- Wasn't worried about expenses (FA available), but struggled with understanding content, retaking a course raised some concern, didn't know what to do with courses for which they didn't earn credit. In some cases, materials seem a bit of a refresher, leaving students uncertain why they were necessary
- Content was a bit of a refresher
- Switch from MLA to APA
- Enrollment: 12-15 credit-hour range; one was part time (6-9 credits at CC) – now full time. Didn't understand the difference at first. All pretty comfortable at 12 credits
- Change: When thinking of student, think through that big change and where the student might have been and that mindset and orientation to the new culture/mind set; education needs to be reformed at the primary level to avoid placing students into remedial altogether; make sure there is a good collaborative effort between teachers and students, including mentors, support services, etc.
- The size of college may make a difference.

Data update: see presentation (https://www.iccb.org/academic_affairs/wp-content/uploads/2019/10/Reform_Panel_SJR_41.pdf)

- Nathan Wilson (ICCB), Eric Lichtenberger (IBHE)
- Developmental education seems to have a detrimental effect, seemingly doesn't account for other variables. Caution: The data shown by ICCB/IBHE are correlational, not causational.
    - Doesn't account for switching programs.
    - Developmental course-taking slows credit accumulation.
    - CC students in Illinois are overwhelmingly are first-time full time students that are the focus of the data presentations
- Given that Latinx students are the largest growing group in English/Reading, it may make more sense to fortify developmental education than eliminate it
- Is there any indication about who is impacted by SES – working class, higher income?
- Takeaway: Seeing improvement in graduation rate and completion rate, but not able to make statements of "statistical significance" (Note, results are population and descriptive, not sampling for statistical significance)
- Longitudinal information and sharing data across systems is needed, but mostly not available.

Charge: Debra Bragg

- See information for session/handout
- Goal: Increase numbers who complete credentials. Reduce students who take Developmental Education. Address instructional modes and institutional variation but uniformly improve student results to address inequities for underserved student groups
- Reduce costs; Recognize investments colleges and university have already made,
- Recognize investments the Illinois legislature has already made
- Recognize a common multiple measure framework

Lessons from *Strong Start to finish, ECS*

- Innovative Course Models
- Common Criteria for college-level Placement and Common standards for College-Readiness
- Improved reporting using disaggregated data by student sub-groups
- Professional development (DB research)

Results of Majors Models

- Compression Model (putting multiple developmental education courses together)
- Corequisite remediation Model (ALP)
- Emporium Model

Addressing Academic Preparedness in Service of College Completion (Edgecombe & Bickerstaff, 2018)

- Demonstrates that support is needed all the way through, not just lifting gateway course attainment or speeding up Developmental Education completion.
- Multiple Measures Placement Using Data Analytics (Interim Results) - Barnett et all (2018)

Reform Models: See handout

City Colleges – focused on English and scales up project in SP2013

- Pilot ended with current developmental ed. structure and replaced it with a new format
- Integrated Reading and Writing
- Increased the number of students who placed higher in English. In addition, students who took corequisite remediation, placed out

SIU – students who failed placement exam (online) twice were placed into Math 106 (college algebra corequisite remediation) rather than Math 108 (college algebra)

- Ultimately found that students were better off doing co-remediated course than to do a separate sequence of course

UIUC – needed to focus on who needed to be in corequisite remediation and what course

- Focused on college algebra, developed alternate course to college algebra in 2017
- Had a focus on follow-on courses (some different, though not statistically different). Near comparable success

Lewis and Clark -- reformatted Developmental Education courses and are finding that students who take the courses are outpacing other students who were placed in the course.

Challenges

- Cost
- Time
- Model has to make sense for the effort
- Have to have faculty investment and continue to look at data and change as we see data trends
- Faculty have to continue to meet other performance markers (research, publication, etc) also have to be able to do the work.

- Be mindful that the work becomes person-centric and portability and scalability become tenuous
- We need to work with schools to address not just symptoms but causes as well

Placement Issues

- CCC changed because the exam aligns with the outcomes expected for the class, administered online, read a passage and answer 5 question and then essay. Then self-placement and then 4 background questions (why are you hear, spoken languages, etc)
    - Grid at each level
    - Read to write rubric for placement
    - Diagnostic on first day of class
    - Much less shifting on first day

Closing thoughts

- Have faith that the students can do this while at the same time do no harm. Paired with robust data system to know where and how to place; decide how to assess and stick with it
- Exciting to find what works including what works with faculty
- Don't want to lose students who can be successful, and has to have an institutional fit
- One size does not fit all, do big dives into data to determine how to best address college needs

Benchmarking Report

1. Inventory of all instructional models
2. Analysis of placement and success in gateway courses
3. Placement policy and practices (including cut scores)

Design Teams

1. Approaches/Models – Diane Koenig, Chair
2. Implementation/Scaling – Michael Boyd, Chair
3. Information (data) – Alison Reddy, Chair
4. Student Voices/Perspectives – Bradley Peters, Chair

Takeaways from Design Teams work

Approaches/Models

- What currently exists
    - What works in the state, but also what doesn't work?
- The importance of diverse models
    - School populations, locations, inputs are different across state
- What programs are scalable
- Students being able to self-serve or be identified in pathways
- Schools are going to come into this at different levels.
    - If everyone has to accomplish the same things, there will be disparity in how they can perform
- Look at models, cost and approached with college and career and catalog of professional development.

Implementation/Scaling

- Differences in Models and Approaches (interchangeable)
- What will the support be for each model and impact for scaling up
- Catalog of conditions in which creation of a culture can change
    - Professional development
    - College and career readiness initiatives
- Challenge of resourcing this effort
    - Think hard and creatively about current funding model
        - Tuition, appropriation, etc
        - If the goal is to reduce, then there is less funds available in which to get the dollars from
- Timing of interventions
    - Tension of building excitement for program.
    - Where in the pathways of reform will these interventions be inserted?

Information (data)

- Placement courses and services
    - Who is being place, who's not, cost, credit and courses associated
    - Success in class and follow-up class
    - Who is standing in front of the class
    - Any differences by race, SES, enrollment in developmental education courses
- Hard to do comparisons because many have been implemented, but no one has really done same things – making *meaning* across the state (comparing "apples to wrenches")
- Making *meaning* of courses, not just something to get through

Student Voices/Perspectives

- Discussed having a student panel at each session, including being sure we reflect the diversity of students who are impacted
- Survey that could be distributed at 2- and 4-year schools to gain student voice before they start and after the complete.

Closing Comments:

Will meet in January in Springfield

Stephanie: lots to do and lots to build from. Inspired by the work happening in the room.

Ended without public comment.