

Achieving Success

March 2011 • Issue 14



Achieving
the Dream™

DEVELOPMENTAL
EDUCATION
INITIATIVE

Accelerating Achievement

We welcome new subscribers, particularly potential readers in state offices, two-year institutions, and education research and policy organizations. Please refer anyone you think should receive this free newsletter to our registration page on the Jobs for the Future website: www.jff.org/media/newswire/subscribe

If you have questions about the newsletter, its content, or subscribing, please contact Katrina Reichert: kreichert@jff.org.

FEATURE

Welcome to the new *Achieving Success*

Welcome to the inaugural issue of JFF's newly redesigned newsletter, *Achieving Success*! We hope you find the streamlined content and new look both helpful and informative.

Why redesign *Achieving Success*? The Achieving the Dream team produced its first state policy newsletter in 2005 as an easy way to access information about community college policy issues, as well as to promote collaboration and knowledge sharing across states. As Achieving the Dream grew and the Developmental Education Initiative was launched, the newsletter evolved as well. We recently surveyed readers to better understand your interests and how you use *Achieving Success*. Based on the results, we sharpened our focus on ATD/DEI state policy progress and accomplishments, while continuing to provide up-to-date resources and information on state higher education policy issues.

We are keeping the things that work—such as providing easy access to relevant resources and keeping readers abreast of ATD/DEI state activities. However, reader feedback suggests that we use *Achieving Success* as a platform for reporting more deeply on state successes and lessons learned, while shortening the overall length and publishing more often.

Changes include:

- **New feature section.** Each issue will begin with a feature—a profile of new JFF publications, a Q&A with an education expert, or a guest editorial.
- **Frequency.** Production will increase to bimonthly in order to provide you with timely information on the great work of state policy teams.
- **Length.** Less is more. The new *Achieving Success* will not exceed six pages.
- **State updates.** As mentioned above, each issue will highlight the states' progress, framed by the Developmental Education Initiative's three-part strategy: *Data-Driven Improvement*; *Investments in Innovation*; and *Policy Supports*.

We are confident that you will find the new *Achieving Success* rejuvenating and valuable in your work to help more community college students succeed.

If you have questions about *Achieving Success*, or would like to provide us with feedback on our new look, please contact Katrina Reichert, kreichert@jff.org.

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Michigan Community College Association's Center for Student Success: Using Data to Facilitate Continuous Institutional Improvement



The newly created Center for Student Success, launched by the Michigan Community College Association, will serve as a hub for student success efforts in the state and tighten the links across practice, research, and policy. By using the Center to build state-level capacity, MCCA will bridge the gap between campus-based innovations and the state's aggressive goal of doubling college completion rates. The Kresge Foundation has awarded the MCCA \$1 million over three years to make the Center's vision a reality in Michigan.

A primary goal of the Center for Student Success is to leverage the development of a statewide P-20 student-level longitudinal data system to identify an appropriate set of measures at Michigan's community colleges can use to gauge improvement. In July 2010, the Michigan Department of Education received a three-year \$10.6 million Institute for Education Sciences grant. Although a longitudinal system is never truly "finished," the department is developing and implementing the initial system in three phases. It plans to generate the first reports for federal compliance by September 2011.



Tied to the P-20 data system is the development of a data extraction process using Docufide (e-transcripts) as the "data collector" and "host" for the data system. The Michigan Center for Educational Performance and Information, Docufide, and a postsecondary working group has been collaborating to specify the student academic record data elements for collection and the format for uploading files into the repository.

By engaging with those creating this P-20 longitudinal data system, MCCA and the Center for Student Success will create a statewide platform for sharing results and benchmarking for continuous institutional improvement. Core to this work will be the convening among community colleges of an ongoing P-20 longitudinal data system taskforce. The convenings will ensure that the data collected will be useful for institutional-level decision-making and improvement efforts. Once operational, the P-20 data system will enable the Center for Student Success to play a role in assessing current institutional performance and better understand the impact of improvement efforts. By building the state-level capacity and platform for sharing results, the Center plans to play a catalytic role in helping Michigan community colleges move from anecdote to evidence in identifying successful models and pathways to success.

For more information, please contact: Chris Baldwin at cbaldwin@mcca.org.

Developing and Implementing a Statewide Redesign of Developmental Math in North Carolina



NC Community Colleges
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The North Carolina Community College System has initiated a redesign of its developmental math sequence in order to achieve better outcomes for the colleges' largest population of academically underprepared students.

In October 2010, NCCCS adopted an ambitious set of *Math Redesign Principles*, which lay out the framework for the curricular redesign. The revised math sequence and structure will be more flexible and streamlined, so that students move more quickly through the developmental curriculum and into credit-bearing courses. NCCCS aims to roll out the redesign statewide in fall 2012.

To lead this effort, the DEI State Policy Team in North Carolina established a statewide DEI Math Redesign Taskforce, which includes 18 faculty members from across the state. The taskforce will drive the curriculum redesign, placing a strong emphasis on faculty input and instructional innovation. In a recent report to the State Board of Community Colleges, NCCCS President R. Scott Ralls states, "Through the Developmental Education Initiative, faculty are leading discussions about the integration and contextualization of developmental math... and about the role and importance of modularized instruction. I believe the fruits of these faculty-led efforts will be fundamental to our SuccessNC goals." The Redesign Taskforce has attended numerous conferences and workshops to inform the redesign efforts, looking to other community college state systems, such as Virginia's, for input and guidance.

Multiple assessment and placement studies are underway in an effort to further support the revised curriculum. The Community College Research Center is conducting a study of multiple measures of placement, and this will inform policy recommendations to the state

IN BRIEF: A SUMMARY OF THE NCCCS REDESIGN PRINCIPLES

- Implement modular structure (discrete topics or units of study)
- Design a faculty professional development plan for implementing new curriculum
- Streamline content and reduce curricular redundancies
- Implement new diagnostic assessment tools and policies that link to modules
- Employ evidence-based decision-making
- Ensure that central curricular themes include problem solving, critical thinking, and conceptual understanding
- Develop a research and evaluation framework

board, as well as guide the selection or development of diagnostic assessments when the math redesign process is complete. In addition, the Redesign Taskforce is asking colleges across the state to participate in a study that examines outcomes for students who are taking developmental math through accelerated courses, using the Emporium model, or as part of learning communities. The results will be useful to colleges interested in innovative delivery options to accompany the redesigned developmental math curriculum.

For more information, please contact: Cynthia Liston at cynthialiston@nc.rr.com.

The Potential of Partnerships Between Community Colleges and ABLÉ Programs in Ohio



The Ohio Board of Regents is conducting a study of a set of Community College-Adult Basic and Literacy Education (ABLE) partnerships that aim to serve students by aligning remedial services. Last summer, the Ohio Board of Regents convened community colleges and ABLE programs. Twenty-two of 23 Ohio colleges have since submitted formal agreements to develop such partnerships, and later this year, a convening of partnership pilots will assess progress, share lessons, and articulate obstacles.

The purpose of the study is to experiment with ways to improve the alignment of ABLE and community college programs and resources to better serve students who want to pursue postsecondary education but are not yet college-ready. Recommendations will be generated for a uniform standardized placement threshold to determine which students would be more appropriately served in ABLE as they begin their remediation. The Board of Regents will also provide for programmatic supports and procedures that appear to be most effective in helping students who are returning to community college to place into higher levels of developmental education or directly into credit-bearing classes.



In January, the Board of Regents asked colleges and their ABLE partners to respond to a set of questions focused on the process used to develop their partnership, including barriers to partnering and ongoing communication processes. So far, results show that the *strongest partnerships* are those involving the key decision makers at the college level—not just from the developmental education department. Several colleges included representatives from the advising, testing, financial aid, and academic areas in the planning process. Support from the colleges' administrative leadership yields stronger partnerships.

Also this year, project evaluators from the Ohio State University and the Board of Regents visited the college partnership at Sinclair Community College in Dayton. Sinclair's partnership began in 2008, and the college has served as a lead institution for Ohio's participation in the Developmental Education Initiative. Teresa Demonico, assistant dean and professor at Sinclair, emphasizes the importance of stakeholder buy-in. "Any institution can be a very large ship, and sometimes trying to steer that ship off its standard course can be a huge challenge." Ms. Demonico goes on to say, "We all believed that the partnership would be better for students—so we kept talking, tweaking, and working together, and eventually the persistence paid off."

With an extensive evaluation planned for 2012, the Ohio Board of Regents will then determine whether the college/ABLE partnership model succeeds in more rapidly moving students who begin college with considerable remediation needs into credit-bearing classes. Already though, Sinclair Community College's experience since 2008 demonstrates that ABLE/Community College partnerships can derive policy implications upon which the Regents may act.

For more information, please contact: Karen Scheid at kscheid@regents.state.oh.us.

Data-Driven Improvement: Michigan's Center for Student Success

Creating Reports Using Longitudinal Data: How States Can Present Information to Support Student Learning and School System Improvement. Data Quality Campaign. November 2010.

Information is more likely to be used if it is timely, user friendly, readily available, easy to interpret, and if it addresses questions users need answered. For most stakeholders, data must be organized into reports to make the information easy to understand. This paper discusses reports that states can create using longitudinal data effectively. Such reports can show information on individual students or aggregate-level information on groups of students. In addition, reports can contain snapshot data—information on a group of students at a moment in time—or longitudinal data—information on the same students over multiple points in time.

<http://www.dataqualitycampaign.org/resources/details/1065>



Data Quality Campaign National Event: Maximizing the Power of Education Data While Protecting the Privacy, Security, and Confidentiality of Student Information.

The imperative to use data to improve the efficiency and effectiveness of education systems has never been greater. Efforts to use data must be accompanied by strong policies and practices to protect the privacy, security, and confidentiality of student data. Join the Data Quality Campaign on April 28, 2011, at a national event in Washington, DC, to discuss these critical issues, as well as developments in state and federal policy, best practices and emerging solutions, and remaining challenges.

April 28, 2011 12:30 PM. 3:30 PM. Washington, DC

Register here: <http://www.dataqualitycampaign.org/events/details/287>

Investments in Innovation: North Carolina Developmental Math Redesign

Accelerating the Academic Achievement of Students Referred to Developmental Education (CCRC Working Paper No. 30, Assessment of Evidence Series) Nikki Edgecombe. February 2011.

Acceleration involves the reorganization of instruction and curricula in ways that facilitate the completion of educational requirements in an expedited manner. It is an increasingly popular strategy at community colleges for improving the outcomes of developmental education students. This paper reviews the literature on acceleration, assesses the effectiveness of various models, and discusses the challenges involved in implementing such models.

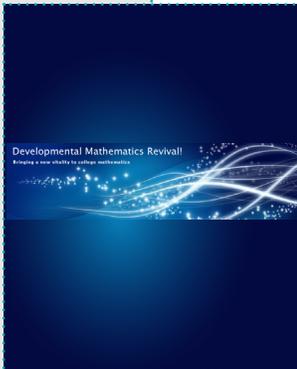
<http://ccrc.tc.columbia.edu/Publication.asp?UID=867>

RESOURCES CONTINUED

What Community College Developmental Mathematics Students Understand About Mathematics. James Stigler. Carnegie Foundation for the Advancement of Teaching.

Because the research literature did not cover what mathematical knowledge students have, James Stigler undertook fieldwork to learn more about students' understanding of basic mathematics, and student perceptions of what they believe it means to do mathematics.

http://www.carnegiefoundation.org/sites/default/files/elibrary/stigler_dev-math.pdf



New Blog on College Developmental Education For Math

Jack Rotman, a professor of mathematics at Lansing Community College and chair of the developmental mathematics committee of the American Mathematical Association of Two-Year Colleges, has started a blog that addresses the challenge of ensuring student success in developmental math.

View the blog here: http://www.devmathrevival.net/?page_id=21

Policy Supports: Ohio ABLE/College Partnerships



Community College Regional Summits

Following up on the White House Summit on Community Colleges held in October 2010, the Obama Administration is holding four Community College Regional Summits. They are designed to support community colleges' efforts to spur local economic growth through training programs, partnerships, and technology-driven learning. The final summit will be held on April 15 at the San Diego Community College District in San Diego.

For more information on the summits, please visit: <http://www.ed.gov/news/press-releases/duncan-announces-four-community-college-regional-summits-aimed-boosting-college->

Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education. CLASP. Marcie Foster, Julie Strawn, & Amy Ellen Duke-Benfield. March 2011.

Having a postsecondary education broadly defined as a credential beyond a high school diploma continues to be one of the most important factors in getting a good job and advancing in the workforce. This report describes strategies that state policymakers can use to strengthen connections between basic skills education and postsecondary education to help lower-skilled adults and out-of-school youth attain the postsecondary credentials they need to advance in the labor market.

<http://www.clasp.org/postsecondary/publication?id=0929&list=publications>



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