Mississippi Association of Developmental Educators

Annual Conference

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Jackson State University
Jackson, MS
The State of Developmental Education in Mississippi

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Academic and Student Affairs
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SBCJC
“Both community colleges and four-year institutions have important roles to play in ensuring educational opportunity for all, and the availability of developmental education will always be a part of this effort.”

Alene Russell, Senior State Policy Consultant
American Association of State Colleges and Universities
The Mississippi Report Card on Higher Education

- Preparation: D-
- Participation: D
- Affordability: F
- Completion: B

National Landscape

• 100% of community colleges offer remediation to students
• 81% of four-year institutions offer remediation to students

Source: National Center for Education Statistics, 1996
National Landscape

• Demand for developmental studies has increased in recent decades

• 35 – 40% of first-time postsecondary students are placed into developmental courses (NCES, 2003)

• 1/3 of recent high school graduates are only minimally prepared for college (Greene & Foster, 2003)
National Landscape

- Remediation rates are highest at community and junior colleges
- Almost 60% of first-time community college students took at least one developmental course
- 50% of first-time students at four-year institutions took at least one developmental course
- 10 states focus their remediation efforts at two-year colleges

Source: Education Commission of the States (ECS) State Policies on Community College Remedial Education
National Landscape

Critics see Developmental Education as:

- Reducing degree completion rates and transfer probabilities
- Lowering student self-esteem and student/faculty expectations.
- Diminishing the prestige of degrees
- The responsibility of the K-12 educational system

Source: McCabe, 2000
Supporters see Developmental Education as:

- A second chance for students
- A *relatively* low-cost policy solution with high social benefits for the workforce
- Facilitating access to postsecondary education for economically disadvantaged and first-generation college students
- A gateway to entry into college-level courses

Source: McCabe, 2000
• Average National Composite ACT Score is 21.1

• 1/3 of ACT-tested students did NOT take the ACT recommended college preparatory core

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
ACT College Preparatory Core

- 4 years of English
- 3 years of mathematics (Algebra I and II, Geometry)
- 3 years of science (Biology, Chemistry, and Physics)
- 3 years of social studies

Source: ACT, Making the Dream a Reality, 2008
• Average Mississippi Composite ACT Score is 18.9

• 45% of ACT-tested students did NOT take the ACT recommended college preparatory core

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
ACT College Readiness Benchmarks

- Benchmarks are minimum scores that predict
  - 50% chance of a B or higher grade in entry-level college courses
  - 75% chance of a C or higher grade in entry-level college courses

<table>
<thead>
<tr>
<th>ACT Test</th>
<th>ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td>Reading</td>
<td>21</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
</tr>
</tbody>
</table>
ACT Preparatory Core - Mississippi

- In 2008 high school graduating class 55% reported taking courses that would be considered “core or more”

  2% who took “less than core” were college ready

  4% who took the minimum core were college ready

  32% who advanced beyond the minimum core were college ready

- Students who took the ACT recommended college prep. core were more likely to be college-ready
### ACT National Profile

- 22% of high school graduates taking core or more met or surpassed the ACT College Readiness Benchmarks in all four subject areas.

<table>
<thead>
<tr>
<th>Subject</th>
<th>ACT Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>68%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
</tr>
<tr>
<td>Reading</td>
<td>53%</td>
</tr>
<tr>
<td>Science</td>
<td>28%</td>
</tr>
<tr>
<td>All four</td>
<td>22%</td>
</tr>
</tbody>
</table>

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
9% of high school graduates taking core or more met or surpassed ACT’s College Readiness Benchmarks in all four subject areas.

<table>
<thead>
<tr>
<th>Subject</th>
<th>ACT Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>19%</td>
</tr>
<tr>
<td>Reading</td>
<td>35%</td>
</tr>
<tr>
<td>Science</td>
<td>13%</td>
</tr>
<tr>
<td>All four</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
Percentage of HS Graduates Taking Core or More who Met or Surpassed ACT’s College Readiness Benchmarks

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
ACT Core VS Non-Core

- National - 22% of high school graduates taking core or more met or surpassed ACT’s College Readiness Benchmarks in four subject areas.

- Mississippi - 9% of high school graduates taking core met or surpassed ACT’s College Readiness Benchmarks in four subject areas.

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
2008 Mississippi High School Graduates Meeting the Four ACT College Readiness Benchmarks

Source: ACT, Measuring College Readiness: Mississippi Graduating Class of 2008
LANDSCAPE – CJC’s
• Developmental education courses offered fall, spring and summer

• Mandatory placement into developmental courses based on ACT subtest scores or other placement tests (e.g., Accuplacer, Writeplacer, Compass)

• Increasing enrollment in developmental courses – in part because more CJC’s have adopted mandatory placement policies
LANDSCAPE – CJC’s

- 13 developmental courses offered within the CJC system
- **Math (3)**: Fundamentals of Mathematics, Beginning Algebra, Intermediate Algebra
- **English (2)**: Beginning English, Intermediate English
- **Reading (3)**: Reading Comprehension I, II & III
- **Communication (2)**: Basic Speaking, Comm. Skills
- **Health (1)**: Foundations of health
- **Life & Learning Skills (2)**: Essen. Coll. Skills I & II
LANDSCAPE – CJC’s

Enrollment by Gender – Fall 2007

- All courses
- Developmental courses

male (%)
female (%)
Enrollment by Race – Fall 2007

- All courses
- Developmental courses

Black (%) vs. White (%)
LANDSCAPE – CJC’s

- CJC’s operate autonomously – each college has its own Board of Trustees
- The State Board for Community and Junior Colleges is a coordinating board
- CJC’s are free to determine their individual needs and adopt policies that best suit the populations they serve
LANDSCAPE – CJC’s

• Wide variation in placement policies among the CJC’s

College Algebra placement: ACT math score 16 - 20
English Comp. I placement: ACT English score 15 - 18
LANDSCAPE – CJC’s

Composite ACT Score Distribution
Fall 2007
Composite ACT Score Distribution
Fall 2007

16 – 20 = 49% of students
15 – 18 = 42% of students
LANDSCAPE – CJC’s

• Wide variation in placement policies among the CJC’s

College Algebra: ACT math sub-score 16 – 20
English Comp. I: ACT English sub-score 15 – 18

remember:
ACT Math Benchmark: 22
ACT English Benchmark: 18
SBCJC – Suggestions for Improvement

• Increase communication among CJC’s
• Strengthen relationships with senior colleges and K-12 schools
• Enhance recruitment of students requiring developmental education
• Improve support programs
LANDSCAPE - IHL
Postsecondary students who enrolled in remedial courses are less likely to earn a degree or certificate than students who had no remediation. Glass half full or half empty?
1995 Remedial Decree

- Nine-Week Summer Developmental Education Program
- Year-long Academic Support Program
Admission Criteria for First-time Freshmen
Fall 2007

Source: Office of Research and Policy, MIHL, October, 2008
### IHL Developmental Education Enrollment Percentages

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>7641</td>
<td>8,003</td>
<td>8,103</td>
<td>8,562</td>
</tr>
<tr>
<td>First, Time/Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Education Percentages*</td>
<td>37%</td>
<td>36%</td>
<td>34%</td>
<td>36%</td>
</tr>
</tbody>
</table>

* Intermediate enrollment figures contain freshmen students as well as other students who elect to take the intermediate courses. These percentages may be slightly inflated due to the inclusion of these additional students. Source: IHLMIS, 2008
Figures include students who are required to enroll in Intermediate courses according to Board policy as well as a handful of students who elect to enroll in Intermediate courses on their own. Source: Policy Research and Planning, IHL_MIS, 06/26/2008.
Percentage of IHL Freshmen Enrolled in Developmental Courses
Fall 2007

Overall:
- Mathematics: 28% (US) vs. 31% (IHL)
- English: 22% (US) vs. 15% (IHL)
- Reading: 11% (US) vs. 12% (IHL)

Intermediate Course Enrollment
Fall 2007

 Unduplicated Total Enrollment
3357

1284
2649
1003
679

English Algebra Reading Support Lab

Note: Total enrollment is unduplicated and counts students one time, regardless of their number of Intermediate courses. Source: Policy Research and Planning, IHL_MIS, 06/26/08.
Intermediate Course Enrollment by Ethnicity

2007

Source: Policy Research and Planning, IHL_MIS, November 2008

- Intermediate English: 54%
- Intermediate Algebra: 63%
- Intermediate Reading: 55%
Intermediate Course Enrollment by Gender

2007


Intermediate English
Male: 54%
Female: 63%

Intermediate Algebra
Male: 54%
Female: 63%

Intermediate Reading
Male: 55%
Female: 55%
### Landscape – IHL Retention Percentage Rates

#### Summer Developmental Program - Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>73.7</td>
<td>73.4</td>
<td>69.3</td>
<td>71.8</td>
</tr>
</tbody>
</table>

#### Intermediate Courses - Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>68.6</td>
<td>64.9</td>
<td>65.5</td>
<td>65.6</td>
</tr>
</tbody>
</table>

#### First-time, Full-time Freshmen - Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>76.6</td>
<td>75.1</td>
<td>74.6</td>
<td>75.5</td>
</tr>
</tbody>
</table>

*Intermediate enrollment figures contain freshmen students as well as other students who elect to take the intermediate courses. These percentages may be slightly inflated due to the inclusion of these additional students. Source: IHLMIS, 2008*
Six Year Graduation Rates for Summer Program Students and All Students
Fall 1997 through Fall 2000 Cohort

IHL Initiatives for Improvement
Initiatives

1. Addressing the Achievement Gap
2. Academic Advising and Tutoring
3. Opportunities for Remediation
4. Retention Strategies
5. Completion Strategies
Addressing the Achievement Gap

- Enhance recruitment of underrepresented students
- Improve advising and tutoring
- Develop academic and social support programs
- Expand early interventions
- Strengthen collaboration with CJC and P-12
- Improve campus-wide efforts for greater retention
- Continue participation in the NASH A2S Initiative
Academic Advising and Tutoring

- Appoint a task force on advising and tutoring services
- Utilize student satisfaction inventories to identify areas for improvement
- Review the student-advisor assignment process
- Increase availability of 24/7 tutoring services
- Provide professional development for advisors
- Establish university-wide advising centers
- Make appropriate and comprehensive advisement a campus-wide priority
Opportunities for Remediation

- Adopt the philosophy that every student who enters the institution will be successful
- Assess performance and effectiveness of developmental programming
- Increase faculty-student contact hours in advising and counseling
- Improve professional development for all faculty
- Focus on at-risk populations such as first generation college students
- Strengthen the linkage between academics and campus life
Retention Strategies

- Make retention a campus-wide priority
- Appoint a campus coordinator to monitor retention year-to-year across sub-groups
- Develop the first year experience for both freshmen and transfer students
- Review alternate housing systems such as the residential college, honors college, and other cohort approaches
- Utilize course redesign methodologies
- Evaluate success rates and set specific goals for student sub-groups
Completion Strategies

- Develop system of monitoring students for completion
- Conduct frequent individual and group update sessions on progress
- Review scheduling and advisement for barriers to completion
- Refine early intervention programs to involve peers
- Evaluate frequency of course offerings
- Increase # of on-line, evening, weekend, and intersession courses
- Determine program accountability strategies for completion
- Expand student support services
Collaboration and Coordination

• Provides multiple perspectives
• Improves use of state resources
• Allows more successful implementation

AND....

Imperative for the future of Mississippi!!
Moving Mississippi Forward Through Greater Collaboration

One State.
Many Institutions.
One Goal:
Educating Mississippi’s Population!

Are we up to the challenge?
Questions?
Resources


