

Shared Governance Recommendation

From the Placement and Assessment Committee

- In consultation with the Placement for Success Strategy Team
- Supported by Dean's Council and Faculty Senate
- Recommended to the President by the Provost

Recommended Action to the President

Beginning in Fall of 2013, all new degree seeking students (full or part-time) will be required to demonstrate ability in English, reading and math via ACT scores, Compass placement test scores and/or transfer college credit.

Students who cannot demonstrate ability at college-level upon entry into the college will be required to enroll in at least one appropriate developmental course each semester until all developmental coursework is completed.

Achieving the Dream Research

- Students who completed all of their developmental education requirements by the end of the first year of enrollment were more likely to persist to the second year (Cleary, 2005).
- Only 15% of Florida students who failed to complete developmental coursework remained in college within a two-year time frame (2008).
- Students who completed developmental coursework were as likely to complete academic programs as their college-ready peers.

Achieving the Dream encourages policies that result in students enrolling in needed developmental courses immediately upon matriculation and then provide support to help them succeed in these courses.

State Initiatives

- Ohio
 - Mandatory developmental education course placement and continuous enrollment until developmental courses are completed.
- Florida
 - Students must enroll in needed developmental courses within the first 12 credit hours of instruction.

Illinois Peers

- Many require enrollment in needed reading classes
- Many require developmental math or English courses as prerequisites to a variety of college-level courses
- Many are considering a policy similar to Harper's proposal

Harper Data

- 69% of students who enrolled in ENG 101 in their first semester successfully complete it.
- Those who enroll in their second or third semester have similar success rates.
- For those who enroll in their fourth semester or later, the success rate drops to 50% or below.
- Similar results are found in entry-level math courses.

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Next Steps

Configure the Banner system

- Move from requiring testing of only full-time students to testing all degree seeking students.
- Make enrollment in at least one needed developmental course an enrollment requirement.

Outcomes

- Short term – may discourage some enrollment
- Long term
 - ✓ Increased enrollment
 - ✓ Increased persistence, success and completion

Associated Initiatives

- High school partnership to decrease the number of high school graduates needing developmental education
 - Early testing
 - Enrolling in math senior year
 - Dual credit opportunities
 - Curriculum alignment
- Accelerated pipeline for developmental courses
 - Supplemental instruction
 - Math preparation followed by a 12-week math course
- Tracking and intervening with developmental students from the initial semester of enrollment
- Reconfiguring the new student flow

Questions?