

Study Session on Developmental Education



May 19, 2015

Board of Trustees

Academic and Student Affairs Committee

Minnesota State Colleges and Universities

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Overview of Presentation

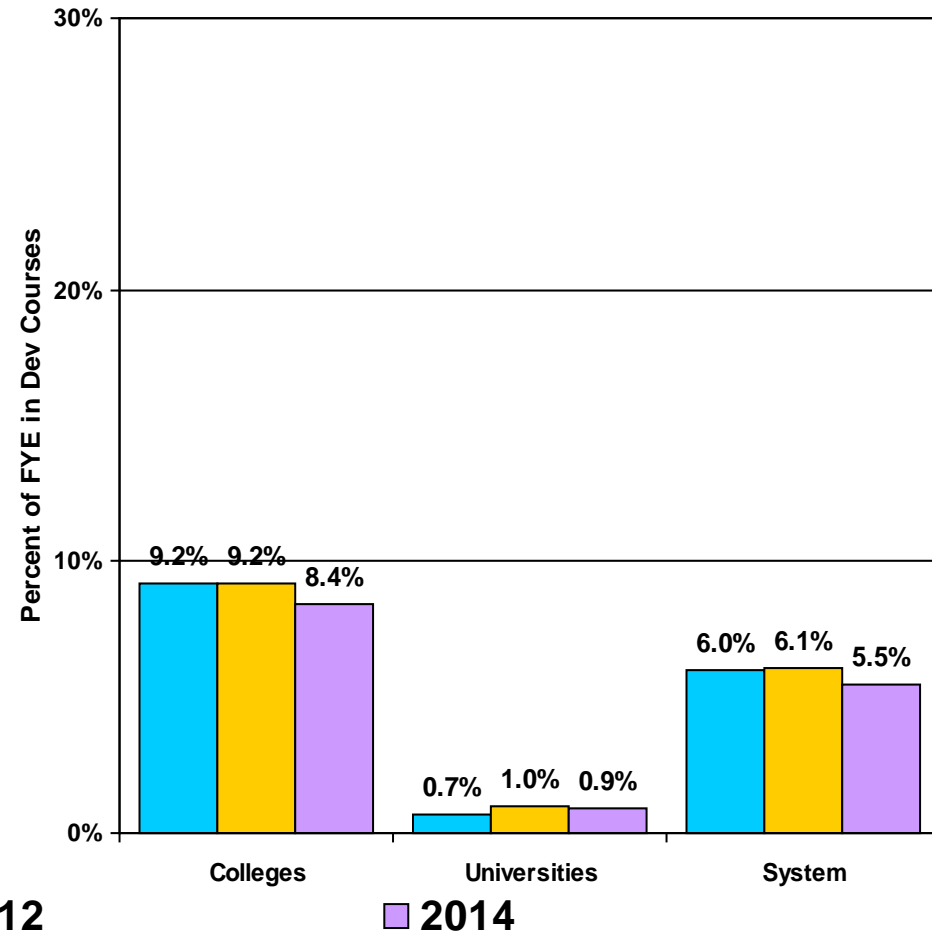
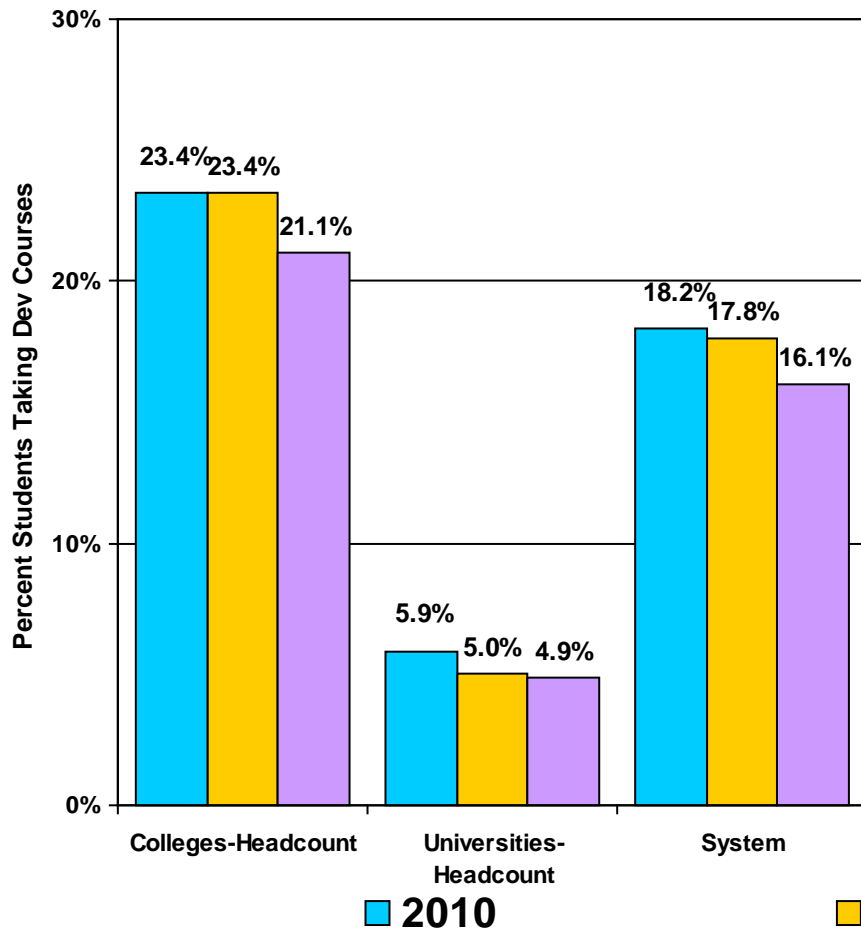
1. What is developmental education?
2. Why offer developmental education?
3. Who does developmental education serve?
4. How do we deliver developmental education?
5. Which models work for which kinds of students?
6. How are we innovating to improve student success?
7. What models or approaches have been proposed by advocacy groups and what are the implications for MnSCU students?

What is developmental education?

- Board Policy 3.3
 - Requires each institution to have a course placement policy
 - Requires a system endorsed placement instrument
- System Procedure 3.3.1
 - Defines developmental & college-level courses
 - Identifies the system endorsed instrument
 - Provides for exemptions from placement testing for certain students
 - Establishes minimum scores for placement into college level courses

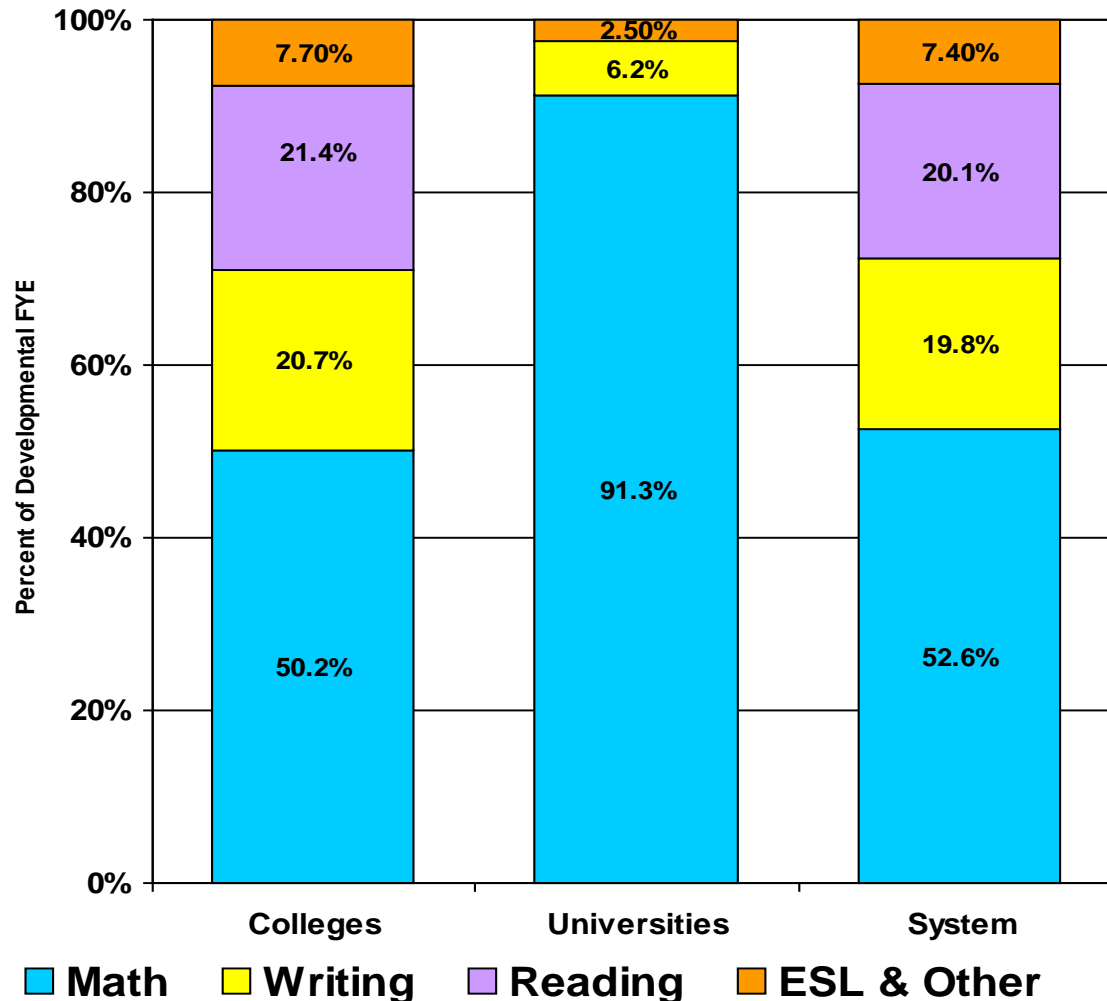


Percent of students and FYE in developmental courses peaked with recessionary enrollment increase and has decreased since



Source: System Office Research – Academic and Student Affairs

Developmental education courses and FYE enrollment are primarily in Math



Fiscal year 2014 developmental FYE enrollment

Source: System Office Research – Academic and Student Affairs

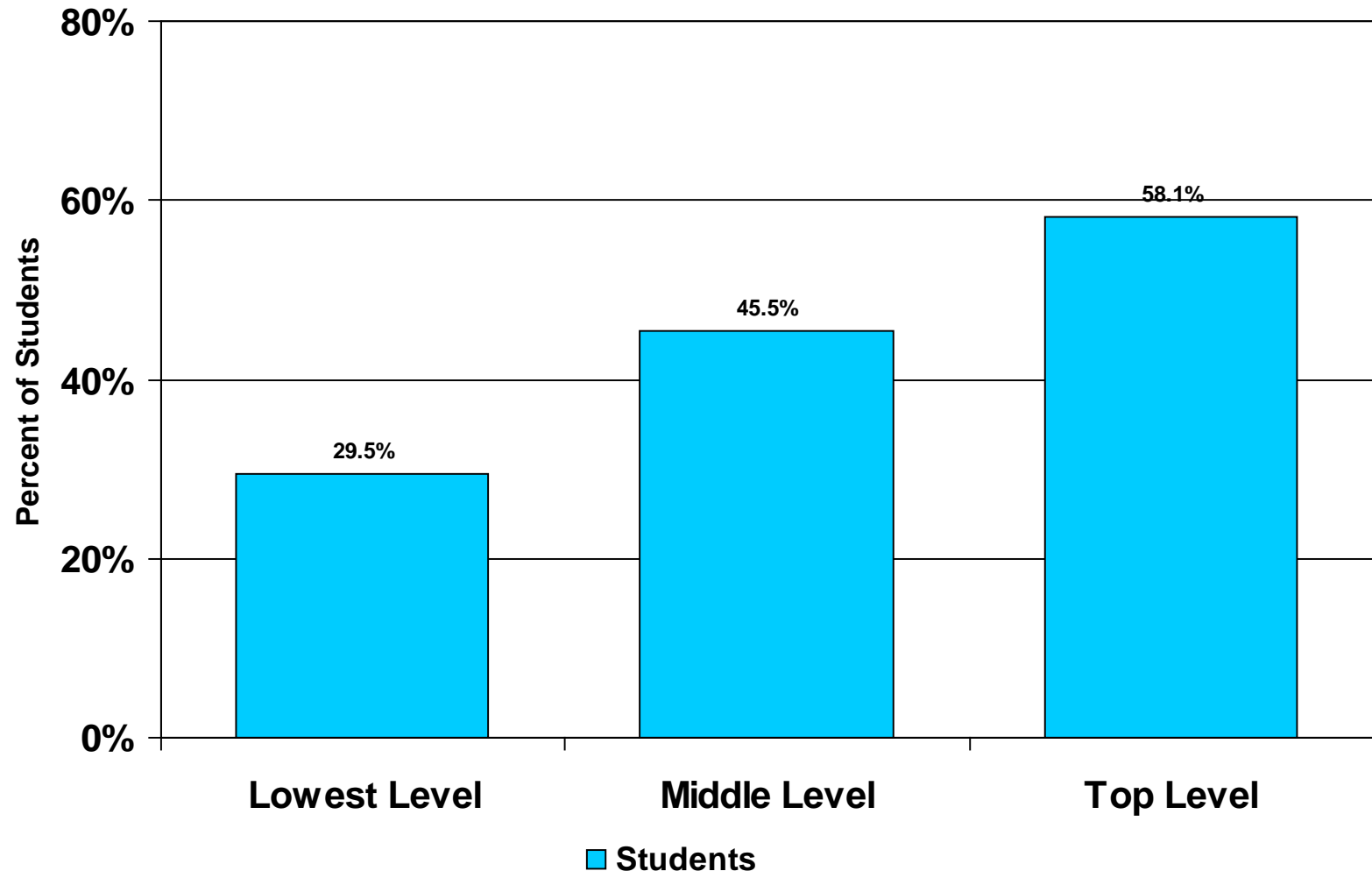
Why offer developmental education?

- We believe that the current challenges around developmental education provide an opportunity for us to re-affirm and redouble our commitment to access, not to move away from it.
- We are deeply concerned that efforts to change developmental education could result in a two-tiered system where those who are at the higher end of preparedness are mainstreamed and others are redirected elsewhere, denied access to post-secondary education. We value pathways to higher education for all students.
- We recognize that developmental education must serve a wide spectrum of students with various backgrounds and ability levels and that there are not simple, one-size-fits-all solutions. We value creativity and diversity in our approach. While the sense of urgency is universal, the approach that works best for a student depends on the specific needs of that student.
- We are committed to helping all of our students to meet their academic goals and succeed. We recognize that developmental education may be a necessary component of that path towards success for some students.

Why offer developmental education? (Cont'd)

- We believe that what has worked well in the past to improve student success may not necessarily work now and in the future. We support innovations and discovering new approaches to developmental education.
- We believe that a strong support system for students is central to their success.
- We believe that efficiency is not always the answer for our most vulnerable students.
- We acknowledge that curricular changes are best led by faculty.
- We believe that student success is a shared responsibility, requiring student commitment and engagement, as well as engagement by faculty, academic support staff, and the institution itself.
- We believe that data about the effectiveness of interventions should inform decision-making about which solutions should be used for which kinds of students.
- Our commitments are to student access, success, and affordability. Developmental education should be designed to advance these commitments: ensure access, improve success, and increase affordability.

Most students in developmental courses start at the top level

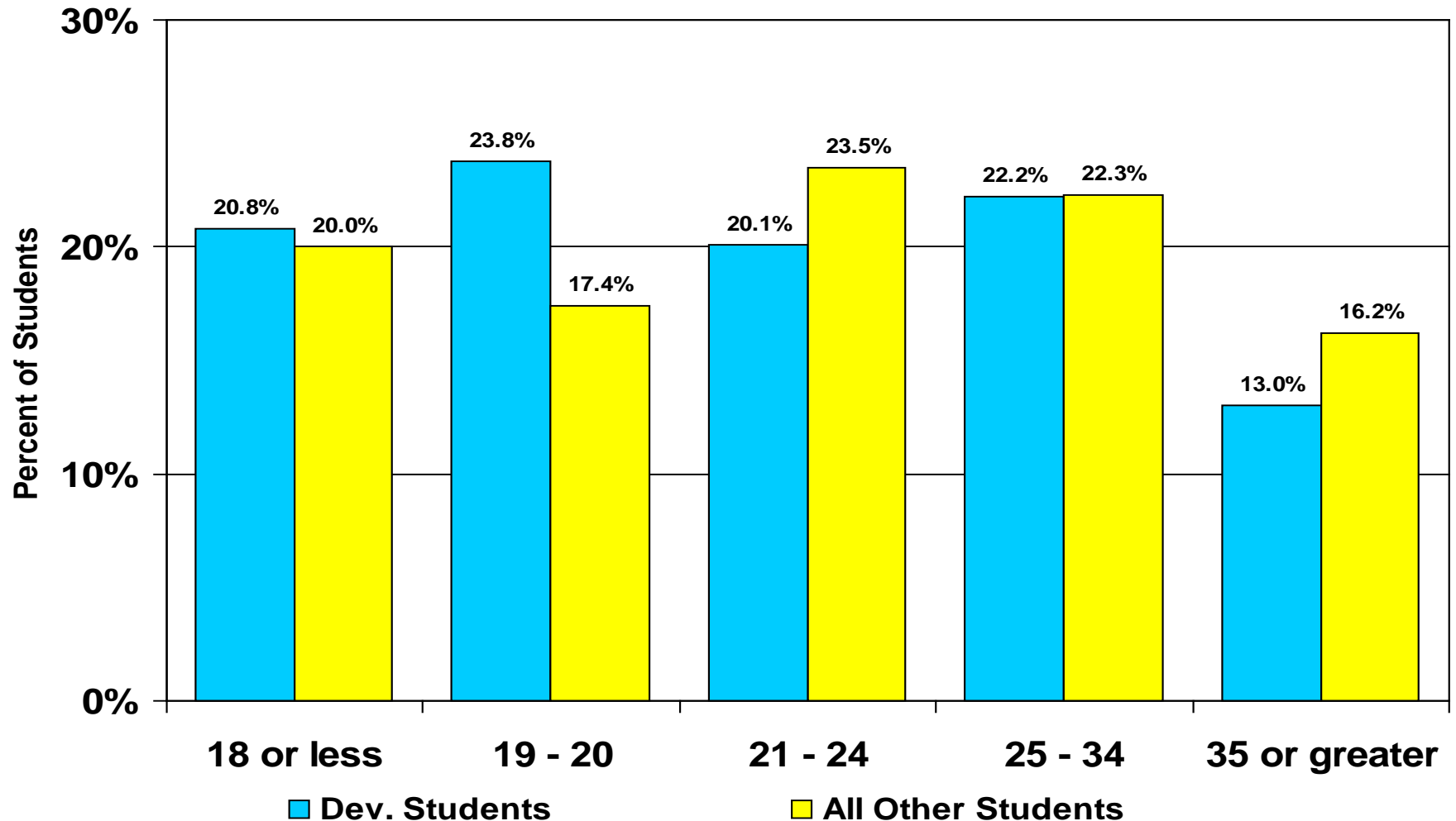


Fiscal year 2014 students

Source: System Office Research – Academic and Student Affairs



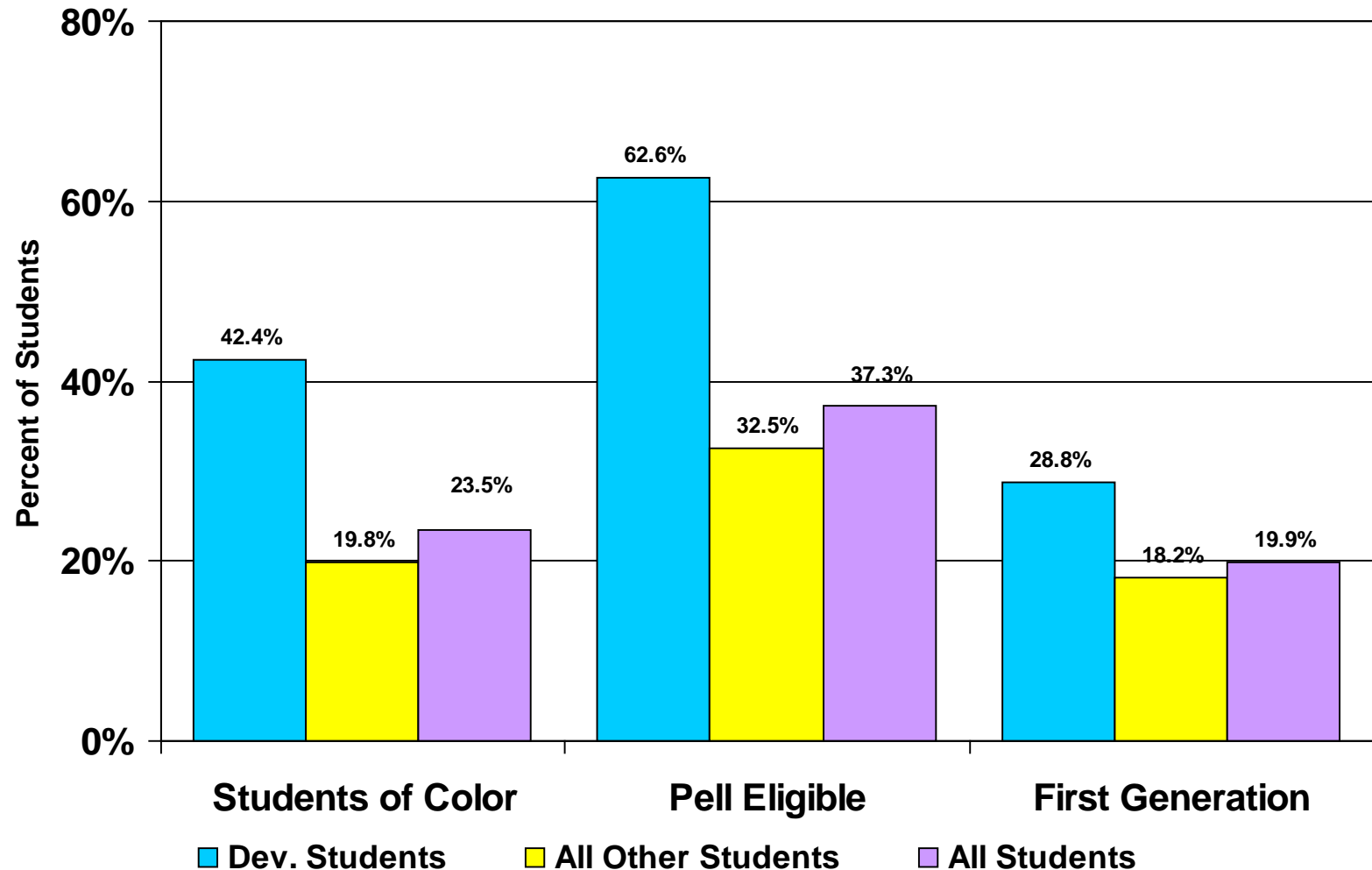
Students in developmental courses are more likely to be younger



Fiscal year 2014 students

Source: System Office Research – Academic and Student Affairs

Students in developmental courses are much more likely to be underrepresented students



Fiscal year 2014 students

Source: System Office Research – Academic and Student Affairs



How do we deliver developmental education?

Which models work with which students?

How are we innovating to improve student success in developmental education?

MnSCU Faculty Members

- Cullen Bailey Burns, English faculty, Century College
- Will Baumann, Math faculty, MState-Wadena
- Deanna Forsman, History faculty, North Hennepin Community College
- Maythee Kantar, Communication/Writing/Arts faculty, Metropolitan State University
- Adam Klepetar, Director of First Year Programs, St. Cloud State University
- Laurel Watt, Reading faculty, Inver Hills Community College

Other Considerations

- Models and approaches advocated by advocacy groups and implications on MnSCU students





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