Developmental Education (DE) Implementation/On-going Improvement Plan
Template for Illinois Public Community Colleges and Universities

UPDATED – 5/6/20
WITH NOTES by Jackie McGrath 5/8/20

Jackie: is our "answer" to the SJR 41 resolution that, we will ask the colleges and universities to write their own improvement plan?

Mike: yes—given that, we've discussed how diverse our institutions are throughout the state, this is a template that will let schools provide their own input in a way that allows us to learn from each other. It is kind of a pivot from earlier conversations, away from a prescriptive edict and towards something that makes it possible—it acknowledges—how to implement or support improvement across the state without some of those edicts? So, will it work? Is this an effective approach or not?

Sara: I like the approach, it is in line with what the majority of the taskforce would like to do; I see some refinements but overall I do think I can see it working but I see some refinements.

Jackie: this might be met with relief and even excitement—it will allow for diversity and won't disrupt any good work people are working on now.

Mike: it's in the right spirit and people can do this work, but the issue will be timing depending on priorities etc. (for example if you have a site visit next month).

This template is designed for Illinois public community colleges and universities to use to create a developmental education (DE) implementation/on-going improvement plan. Building on past accomplishments, institutions are encouraged to document their progress to date, including describing promising practices and opportunities for improvement to improve student success. This initial step in the DE implementation/on-going improvement planning process should include pulling data from other foundational work on DE redesign, including noting evolving DE reform efforts, using data that your institution submitted to the state inventory of DE conducted by the ICCB and IBHE in January-February 2020, utilizing self-study documents from accreditation, program review and recognition; as well as institutional research and evaluation on DE implementation. Using this planning approach, including building on past work and envisioning what should be done in the future to improve student success, community colleges and universities should create a meaningful plan to advance DE and student success on their campuses. This DE plan will be submitted to the state by INSERT DATE so that this information can also be used to implement a coherent statewide approach to DE implementation/on-going improvement. This information will also be used to increase the capacity of the state to partner in improving institutional needs and coordinate professional development, technical assistance, and research and evaluation to engage the state in an evidence-based approach to DE in public higher education statewide. Language in SJR 41 that supports Illinois' strategy for implementing and improving DE statewide appears in Appendix A.
SARA: add some sort of summary here in the preamble--move some of the language from the Resolution into the preamble.

Mike: when, why, how do we acknowledge each institution's cycle of work and where they are at? Can we add a note that timing is very important and if the state wants to have submission of a report a fair amount of caution should be used about why the school should do this at this time?

Lisa: is this a one and done or is this done annually?

Mike: spirit is it's not an annual report but also that there are updates?

Mike: make that more clear in the intro.

Sara: are there pieces you would say aren't part of the planning process?

Mike: To ask people to re-write that is not ideal.

Sara: is there an interim measure to provide some of the information? Could ICCB do some of that? Or maybe it's the task of a state agency to complete.

Mike: can we have sensitivity in terms of when schools submit these things? Sara's point is any projects we’re working on should provide information relative to these sections but it's wrong for us to ask for reports delivered in this fashion for work that is in process or already completed. Could the state agencies take our data and put it into these reports?

Mackenzie: it's a question about capacity. If you’re talking about data already collected, being able to link it within that document so someone can find the exhibit/data that would do it even if it's in a different report or database.

Mike: let’s acknowledge that institutions are at a certain place before they have to submit it, but Sara would wonder, if they can do it whenever they want, will they do it? But institutions are at really different places.

Sara: Instead of THIS PLAN WILL BE SUBMITTED TO THE STATE, maybe something like, a plan/document (links, various exhibits, report data) will be submitted. Something could be submitted to the state that speaks to this but it doesn’t have to be this exact form.

Diane: the other element is that at some point there needs to be clarification—what is a coherent state wide approach and how do these reports when pulled together lead to that approach other than a catalogue of what people are doing and what outcomes they're seeing? But then how do we reconcile that with the variety/context/student body that needs to be included?

Mike: feasability and desirability and viable—how much coherence is possible in that framework? What about progress and improvement? All schools are stating goals? That they think about it from a student perspective That they are tracking the budget and doing ongoing research in evaluation to make sure those things are happening? An approach that followed those things would be more cohesive than a lot of what’s been happening.

Sara: this idea of Student Success Centers might be a helpful approach
Mike: what is a coherent approach? if that is indicated by sections on this document? are the sections right? have we thought about everything here?

Sara: is there a cover page for the General Assembly? Maybe it is the appendix? Some kind of piece that lays out what the complete report would look like? It includes the inventory and other things that have been done and sets the scene?

Mackenzie: when we get this completed, a brief overview will be at the front, so they’ll have an idea.

Sara: on section 3, is it about certain student demographics?

Mike: something should show different schools have different populations?

Lisa: or evens sub-sets within one institution?

Mike: what’s the purpose of section 3 being there?

Sara: caution around assumptions around demographics and what we’re experiencing? For example, if they’re more rural, is that a challenge (ex: access to remote learning and broadband?)? For example, academic preparation might be an example? It’s not the same thing across the state?

Mike: my initial assumption was my reaction re: the dev ed at one of the public universities, and what I thought when I watched that is students were selected by application to that very program; they were students who recognized the need, applied for it, and were selected for it. That’s wonderful but at an open-access school, that’s a very different project. I would want to know that as I’m learning about models from other colleges and how successful they are. So I would look to say, can I do that model at my school or is there a factor that would suggest this model might not work?

Lisa: I’d also throw in majors: art majors vs. education vs. STEM majors.

Section 4:

Section 4: Intended Advancement in DE Implementation/On-going Improvement to Accomplish Intended Changes

This section should provide details on DE advancements that institutions intend to make in DE, including specific implementation strategies, timeline for these strategies, targets for changes in program, course and student enrollments and outcomes, etc.

The section should also specify relative to the changes how any and all DE models and student success strategies selected by institutions will be implemented to accomplish the goals and intended outcomes set forth in Section 2 above. Key elements of institutional advancements include:

• DE models and related strategies
• Placement methods SARA: this is mentioned but if 2 pieces of the puzzle are success and placement? and improved measures? Does this need to be spelled out even more?

JACKIE: Do we need a COVID19 section in this template for schools to update/describe what happened, what plans changed, how they improvised? Now that tests are canceled, etc. we have confounding factors here in terms of placement.
DIANA: given the challenges about online proctoring, testing centers, etc. it becomes a major equity issue as well. So that needs to be part of the conversation.
SARA: what will we see if we are placing people using not tests? How might that shift our perspective on those placement models anyway?
• Student advising strategies, including admissions, college major choice, career assessments, student orientation, etc.
• Data collection on DE and student success
• What else would we want to include?

Lisa: I’d like to differentiate between pre-admission and admission.

**Section 5:**

Jackie: is this a list of real costs, or is this a wish list proposing into the future?

Sara: is this with or without the fair tax?

Mike: we have to think about ways to pay for it? If we continue to let mandates come unfunded, we get results? This is about the early stages of an improvement project?

Sara: maybe we need another section that would be about obstacles or challenges? Maybe the answer is always budget? But if we’re thinking about a coherent state wide framework, maybe it’s about identifying what the challenges are? How do we acknowledge those challenges and provide an opportunity for the GA to say, we hear you?

Mike: Title a section about risks, challenges, and limiting factors?

Sara: do we need a COVID19 section?

Jackie: yes

Jackie: will this satisfy the interests who developed the resolution?

Mike: I think so

Jackie: the resolution does make it possible for the Taskforce to recommend this approach.

Sara: bullet #3 do we want to recognize that links and ways to leverage what’s already been done could be more explicitly stated throughout the plan?

Debra: another good point---and another one is, provide examples to institutions for what sections of this plan might look like? So there are models that are concrete and people can see (let’s say a whole data section?) that might be hard for one institution to do but if they see a model then that might make it possible.