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

UPDATED - 4/27/20

This template should be used by Illinois public community colleges and universities to create a developmental education (DE) implementation/improvement plan. This process enables institutions to document their progress to date, including describing promising practices and opportunities for improvement, as well as areas requiring attention to improve student success. This initial step in the DE implementation/improvement process should pull data from the state inventory of DE conducted by the ICCB and IBHE in January-February 2020 as well as institutional research and evaluation on DE implementation efforts to date. Using this self-study approach, community colleges and universities will create a meaningful strategic and operational plan to advanced DE and student success on their campuses. This DE plan will be submitted to the state by XXXX so that this information can be used to implement a coherent statewide approach to DE implementation/improvement. This information will also be used to increase capacity of the state to respond to institutional needs and coordinate professional development, technical assistance, and research and evaluation needed 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.

Emily: Our charge was to set a time frame for which all students enrolled in a developmental course maximize the likelihood that they would complete a college level course within two academic semesters. More clarity of the definition to identify measures used for student success. If they are creating a plan around a specific goal, what the measures would be for student success.

Tim: Feels the more vague wording helps the students and schools have freedom to individualize programs. We are talking about a diverse population but he can see striving for a goal. With developmental

Emanuel: Improvement is that more students would complete within the first two academic semesters. Must include a target to strive towards.

Meera: Keep it as general as possible at this stage.

Emily agrees that having it open does help but we should have a definition of student success or goal. Provide clarity. The more accordion approach to the template is beneficial. Possibly with links or with a hover component that would give additional information or links.

Sections of an Institutional DE Implementation/Improvement Plan

Section 1: Progress on Developmental Education Implementation/Improvement

Use this section to report on what the institution has already done to implement DE, multiple measures, student supports, and other changes related to advancing more effective DE models, policies and practices. Results on enrollments by year, successful aggregate course completions, as well as aggregate retention and program completions should be reported relative to the institution’s identified best practices.

Institutions should also report data on implementation and improvement of DE, as well as student
outcomes related to those changes. Examples of student success data include 1) DE course and gateway course enrollment disaggregated by subject (English/Language Arts and mathematics) race/ethnicity, gender, age grouping, and other variables of interest, 2) Successful DE course and gateway course completions (grade of C or better), disaggregated by student sub-groups, DE model and/or strategy, and other variables of interest; 3) DE course and gateway course completion course success averages; and 4) average time to successful completion of DE courses, gateway course, and degree completion, disaggregated by DE model, student sub-groups, and other variables of interest.

The task force recommends starting at XXX.

Meera voiced the concern that institutions will only be able to report the information they are able to collect.

Section 2: Goals and Intended Outcomes

This section focuses on setting institutional goals and intended outcomes to continue to advance DE implementation/improvement. The goals should be oriented toward improving student success outcomes and stated in a measurable way. They should represent the institution's intended actions to achieve improved DE and student success outcomes.

Emily—define student success (or give examples of student success definitions in a link) or hover text.

Section 3: Students and Student Engagement

This section should be used to describe the overall student population and student sub-groups that attend the institution. Descriptions of students by demographics; geography; academic preparation; transfer, employment, community, and other opportunities and options; and other characteristics should be documented. This section may also include a description of student supports and student engagement, including ways that students are included in implementation and improvement of DE over the short- and long-term.

Meera—it may not always be possible to get all the information that is requested here. It is fine as long as the institutions have the latitude to report what they have access to.

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

Emily—will the inventory be offered here? Hover or link?

Emanuel—What else would you like to include? The post developmental ed, how successful they are. What do we know about the students when they get through the developmental and gateway courses?

Marcus—gather information on the student success: credit accumulation, GPA, completion of certificate.

Tim—Request information about the support services connected to academic support. Writing, math tutoring centers, etc.
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
- 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?
  - Academic support services with examples
  - Faculty professional development of the instructors for the developmental education instructors
  - Avoid paring at risk students with at risk instructors

Section 5: Budget

This section should be used to create a budget for the implementation/improvement plan, specifying costs (monetary, human, space, and others) and source of revenue (known and unknown). Providing a realistic budget is foundational to the work of institutions on DE advancement and also important to give realistic and comprehensive picture of what this change will require will be useful to the institution as well as the state.

Without goals hard to set a budget

Section 6: Research and Evaluation

Use this section to describe your institution’s plan for collecting data related to student success that aligns with and supports your DE Implementation Plan. This section should also align to Program Review and Recognition processes that community colleges conduct in association with the ICCB and XXXX that universities carry out in association with the IBHE. Also in this report, institutions should detail the research and evaluation efforts that are going on to gather data on implementation and improvement of DE, as well as student outcomes related to those changes. Examples of student success data include 1) DE course and gateway course enrollment disaggregated by subject (English/Language Arts and mathematics), race/ethnicity, gender, age grouping, and other variables of interest, 2) Successful DE course and gateway course completions (grade of C or better), disaggregated by student sub-groups, DE model and/or strategy, and other variables of interest; 3) DE course and gateway course completion course success averages; and 4) average time to successful completion of DE courses, gateway course, and degree completion, disaggregated by DE model, student sub-groups, and other variables of interest.

Tim- set institution own goals from what was noticed in section 1.

Note Advisory Council reviewers – the above list of outcomes will be refined to reflect additional work by SJR 41 and the ICCB and IBHE to ensure a consistent list of outcomes, measures and operational definitions for all the above.

Section 7: Supports, Resources, and Technical Assistance
This section should provide a description of what additional resources and support institutions need to implement/improve DE and student success. Institutions should describe in this section the professional development needs of their leadership, faculty and staff; any technical assistance that is required to carry out implementation/improvement actions, etc. Similar to budget, providing a realistic and comprehensive picture of what this change will require will be useful to the institution as well as the state.

Emily—Wonder if section 7 should be before section 5. It could affect budget. Also, are we going to make the recommendation where the institutions have a repository to refer to?

Is this the implementation plan that we are going to submit to the legislature? Or is this one piece of it? Give to institution and the legislature?

We create the repository

Success center

**Design Team Questions:**

- What do you think of this approach? What do you think of using an improvement framework, beginning with self-study that builds on the inventory and past work to identify gaps in DE programs and areas to improve to close equity gaps and improve overall student outcomes?
- Specific to this process, do the sections of this template look right to you? What is missing? What should be omitted? What should be refined?
- Are there ways to enhance the template to make it more useful for institutional planning – should it be organized differently, should there be explicit links to strategic plans, etc.?
- Are there ways to enhance the template to make it more useful to the state – should it be organized differently? Presented differently?
- Are we beginning to get where we want to be with this approach?
- Emily likes this approach. We have specific members of the institution who should be part of the equity work. Include a recommendation of who should be part of this process. We talk about student but we haven’t included developmental faculty and college faculty. Also, collaboration between the communication faculty and the math faculty. Do we want to include in the structure who included in the process so that it is not one person and then not shared throughout the institution?
- Tim—depends on the culture of the institution of the cross-content talk. Good recommendation to include more people.
- When comparing Dev Ed initiatives and the reported success rates, the curriculum also needs to be compared. If the material in the gateway course has been compromised where the success is showing vast improvement of success rate, we aren’t really comparing apples to apples. This could be detrimental to the students further in their academic career.
Appendix A

This Developmental Education Implementation Plan Template should be used to describe the implementation policies, processes, and outcomes associated with developmental education (DE) to be undertaken by public community colleges and universities in Illinois. In accordance with Illinois Senate Joint Resolution (SJR 41), “the advisory council to deliver to the Illinois Community College Board, the Illinois Board of Higher Education, and the General Assembly on or before July 1, 2020, a detailed plan for scaling developmental education reforms, such that institutions improve developmental education placement measures and such that, within a timeframe to be set by the advisory council, all students who are placed in developmental education are enrolled in a developmental education model that is proven to maximize their likelihood of completing a college-level course within their first two academic semesters; and be it further resolved, that for the purposes of this resolution, ‘improved placement measures’ is defined as measures that give greater opportunities to enroll directly into college-level classes, reducing the overall percent of students placed into developmental education, preferably through decreased reliance on high-stakes tests and increased use of high school GPA as a determining measure; and be it further resolved, the implementation plan should include specific benchmarks and an estimate of funding required to meet established benchmarks that institutions must meet to stay on track to full-scale implementation on the timeframe set by the advisory council” (pp. 4-5).