SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 15 – A

DATE: December 12-13, 2012

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SUBJECT: Remedial Course Redesign Initiative

Over the past two decades, institutions around the country have aggressively targeted approaches that seek to increase the success for students requiring remedial/developmental coursework. Each October dating back to 1995, the Board of Regents has prepared the High School to College Transition Report in an effort to communicate with school districts in the state regarding the remedial needs of their students. These data indicated that the average percentage of students requiring some form of remedial coursework in either Math or English has remained the same (just under 30%) over the past ten years. While many consider college preparation as a significant impact on student success, a number higher education organizations around the country have more recently focused attention on the preparation that remedial coursework provides students to successfully complete the follow-up gateway course. Specifically, Complete College America’s Remediation: Higher Education’s Bridge to Nowhere depicts that 74% of remedial students at four year colleges complete the remedial course, only 37% are able to complete the associated college level course within two years. These data emphasize that to adequately address the remedial issues facing higher education, one must take a twofold approach for improving student performance: 1) reduce the number of students requiring remedial education out of high school; and 2) improve the success of remedial students in gateway courses.

During his budget address to the Legislature in December 2011, Governor Daugaard requested that $5.9 million dollars of one-time funds be awarded to the Regental system in FY13. During the Legislative process, the Board of Regents identified four projects that would be targeted using these funds including: 1) Student Success Initiatives; 2) Performance Improvement Funds; 3) a Performance Funding Pilot; and 4) NSU Advanced Placement. In the area of student success, the BOR sought to use $350,000 to make targeted improvements in the two remediation areas identified above, and current efforts underway in each of these areas are discussed below.

(Continued)

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information only.
Reducing the Number of Students Requiring Remediation.

While preparing the FY13 Budget Recommendations, Board of Regents sought one time funds (in addition to the base funding request for the center in FY13) to implement a two year pilot whereby the E-Learning Center at Northern State University would be engaged to provide remedial level courses for high school students during their senior year. The funds were to be used to offer developmental courses in Math, English, and Reading over a two year period. The budget item was not included in the Governor’s request to the Legislature, which facilitated continued collaboration between the Board of Regents and the Department of Education to design a program that would allow current high school students with the opportunity to complete remedial coursework prior to entering the Regental system.

In late October, the Department of Education sent letters to seniors in each school district who, based on their spring 2012 ACT scores, would need to complete some level of remedial coursework. Currently, the Regental system placement guidelines require students whose ACT sub-scores fall below 20 in Math and 18 in English to take remedial courses prior to entry into college-level courses. The letter from the Department of Education encourages students to explore this new opportunity available through the South Dakota Virtual School. This new program uses the Accuplacer assessment to generate online coursework through Pearson’s MyFoundationLab which is tailored specifically to the student’s developmental needs. These online remedial courses are scheduled to be available to students beginning January 2013 through the South Dakota Virtual School and will be offered in both 10-week and 12-month options. The courses will include flexible, open-ended enrollment and range in cost from $125-$175. Students must register for the courses through their local school district, similar to other online courses offered through the South Dakota Virtual School.

Remedial Course Redesign

In April 2012, a number of representatives from throughout the system attended a Complete College America (CCA) meeting in Phoenix, AZ which focused on redesigning remedial education. As a result of this meeting, a number of campuses began to actively pursue a number of options presented at this meeting including: 1) the integration of co-requisite remedial courses with the corresponding college level course; and 2) the utilization of multiple data points for making placement decisions. To further extend these efforts at a system level, Board staff worked with CCA to coordinate a meeting in South Dakota on September 17 that involved approximately 60 representatives from both the Regental institutions and Technical Institutes around the state. In particular, Stan Jones, the founder and CEO of Complete College America, and other content experts working with CCA coordinated the agenda.

This meeting focused on strategies that would increase the success of entering students who require remediation. It has been found that the longer it takes students to complete remediation and enroll in college-level courses, the less likely it is that they will be retained and graduate. Content experts supported by CCA led a series of presentations on new approaches for remedial delivery. At the end of this session, campuses were made aware of a funding
opportunity to support pilot programs targeting the redesign/expansion of existing remedial efforts. The goal is to provide an opportunity for campuses to use these funds to bring new/refined approaches to scale. Board staff developed an RFP (see Attachment I) and asked for proposals from the campuses regarding remediation redesign. The purpose of these proposals is for campuses to find new and innovative ways for students to enter into credit-bearing, college-level courses as soon as possible, therefore allowing students to complete remediation more quickly. This gives students fewer exit points where they are likely to drop out, which can help increase student success. The Board of Regents has made $300,000 available for proposals, and each campus’ proposal(s) should range from $25,000 to $50,000. Campuses will be expected to maintain a descriptive record of work and to carry out formative or summative assessments that will support the pilot or ongoing development of the project. The Board office also plans to hold a seminar in early January, where each institution will be able to present their proposal and engage in discussion with others proposing redesign in the same area. The details of this seminar will be provided to the BOR in future meetings.
Attachment I

Developmental Education Conference
South Dakota Board of Regents and Complete College America

Capital University Center
925 E Sioux Avenue
Pierre, SD 57501

September 17, 2012
10:00 a.m. – 3:30 p.m.

9:30 – 10:00 a.m. 
Registration

10:00 – 10:30 a.m.
St. Mary’s Auditorium (106M)
Welcome and Introduction
Dr. Jack Warner
Executive Director
South Dakota Board of Regents

National Perspective
Stan Jones
President
Complete College America

South Dakota Overview
Sam Gingerich
Vice President for Academic Affairs
South Dakota Board of Regents
Paul Turman
Vice President for Research & Economic Development
South Dakota Board of Regents

10:30 a.m. – 12:00 p.m.
St. Mary’s Auditorium (106M)
Panel Discussion with Q&A
Key Principles of Developmental Education Reform;
Stan Jones
Co-Requisite Delivery; Lessons Learned
Peter Adams
Director of Accelerated Learning Program
Department of English
Community College of Baltimore County
Bruce Vandal
Director
Postsecondary & Workforce Development Institute
Education Commission of the States
Dr. Loretta Griffy
Associate Professor of Mathematics
Austin Peay State University

12:00 p.m.
Lunch
12:45 p.m. – 1:45 p.m.  
1.) Bruce Vandal  
2.) Peter Adams  
3.) Loretta Griffy  

**Session A Breakouts**  
St. Mary’s Auditorium (106M)  
American State Bank Room (111M)  
Delta Dental Room (103M)

10 Minute Break

1:55 p.m. – 2:55 p.m.  
1.) Bruce Vandal  
2.) Peter Adams  
3.) Loretta Griffy  

**Session B Breakouts**  
St. Mary’s Auditorium (106M)  
American State Bank Room (111M)  
Delta Dental Room (103M)

3:00 p.m. – 3:30 p.m.  

**St. Mary’s Auditorium (106M)**  
Wrap Up
Remedial Course Innovation & Redesign

Request for Proposals

Section I: Overview & Background

South Dakota has established ambitious college completion goals for the next decade and beyond. Central to this effort is a goal to become internationally competitive in college completion by 2025. Currently, 41% of South Dakotans age 25 to 44 have a college degree while high-performing countries show a 55% attainment rate. To attain this standard despite a declining state population, South Dakota needs an additional 8,221 degrees, or 411 per year, beyond current production. To reach this goal, the Board of Regents has a multi-faceted plan to increase enrollment, retention and completion rates at its institutions.

Efforts here in South Dakota are consistent with initiatives underway across the country as Governors in 31 states have joined with Complete College America to improve completion and educational attainment. Complete College America has advanced a number of successful strategies that have emphasized reducing student time to degree. The Regental system has implemented a number of these strategies including reducing the total credit hours required for graduation, piloting a performance funding model relying on outputs rather than inputs, and reducing course options serve as barriers to completion. In addition to these strategies, Complete College America has advanced several guidelines for states as they attempt to transform remedial education. For example, these guidelines include:

- Establishing a common definition of what constitutes readiness for success in the first year of college and monitor results to enable the state, state systems, and campuses to understand how placement policies relate to college completion.
- Providing students with opportunities to enroll in full-credit, first-year college-level courses by offering additional tutoring and supports, including delivering remediation as a co-requisite, not a prerequisite.
- Customizing remedial programs for students in need of further development.

When considering the demographic constraints facing South Dakota, it becomes critical to ensure that a larger portion of at-risk students are able to advance toward degree completion. A crucial aspect of any completion agenda must be to further increase the success rate for incoming students who require remedial coursework in Math, English, & Reading. When examining just incoming freshmen, nearly thirty-five percent entering the Regental system each year are required to enroll in some form of remedial coursework. Of those students, only 70.5% will complete remediation, 43.2% will complete the associated entry-level course in two years, and only 37.7% of remedial students with graduate within six years. To help address this completion rate, the Board of Regents FY13 budget request sought $350,000 in one-time funds to assist campuses in their efforts to create innovative, scalable programs that allow for a more flexible approach to remediation and help students reach credit-bearing courses more quickly.
Section II: Funding & Eligibility

The Board of Regents is making $300,000 of the FY13 one-time funds available for successful campus proposals that seek to redesign or create innovative approaches remedial education at their institution. Regental institutions are encouraged to submit proposals that range between $25,000 to $50,000, and present approaches that can be brought to scale during the 2013-14 academic year.

The Board of Regents FY13 budget request to improve student success aligns with Governor Daugaard’s South Dakota Wins initiative, which outlines four potential remedial redesign options that include:

- A two-week fall “Math Jam” at the start of the semester: This will be for entering freshmen with ACT Math remediation scores. The “Math Jam” will include modules to help students learn arithmetic and basic Algebra. Students will then take the COMPASS and those placing out of remediation will join a college-level math class reserved for successful Math Jam students.

- A two-week math “boot camp” recovery program for freshmen and sophomores who fail or withdraw from a math course the previous semester. This on-campus program will offer four hours of daily instruction via in-person delivery and online content and follow-up by tutor/mentors to help struggling students prepare to re-take remedial or college-level math.

- A co-requisite course for students who have ACT or COMPASS scores that place them close to the standard required for college-level work. The co-requisite course will combine freshman college-level English with remedial services and supplemental instruction. As a result, students will attend class five days a week, with two days devoted to intensive skill-building activities. The goal is for students to finish a college-level course their first semester.

- A course for students whose placement scores indicate a need for intensive reading and writing services. This course will provide small class sizes with teacher-led and online content to improve reading levels and student writing. The goal is for these students to begin college-level English after one semester.

In addition to the options described above, each institution is encouraged to develop new/innovative proposals that will address the unique at-risk student populations at their campus. Institutional objectives for improving remediation should be to provide a more customized experience for students of different skill levels in Math, English and Reading. Not all students have the same developmental learning needs, and remediation courses should not treat them as such. Corequisite courses, additional tutoring and supports for students, modularized courses, intensive courses, and recovery programs for struggling students are all additional options for remediation innovation/redesign. Additionally, placement policies for remedial students can also be redesigned if alternatives might demonstrate that changes can best serve students at all skill levels. Regardless of the institutional approach, each proposal should have the capability to be brought to scale, and attempt to align with the CCA remediation guidelines listed above.
Section III: Submission Process

Each Regental institution is eligible to submit one proposal, and an additional round of funding may result if not all funds are allocated through the initial RFP process. Proposals must be received by 5:00 p.m. CT on October 22, 2012. The grant awards will be announced on October 31, 2012. Proposals and required attachments should be submitted electronically to Dr. Sam Gingerich (Sam.Gingerich@sdbor.edu). Each proposal should include the following content requirements, and comply with the format and length requirements specified.

**Content**
- Cover Page (see RFP Attachment I)
- Project Description – maximum of five pages
  - Summary of Current Remediation Strategies
  - Targeted Redesign/Innovation Strategies
  - Projected Scalable Outcomes
- Budget Description – maximum of one page

**Format & Length**
- Maximum of five single sided pages (excluding cover page and budget)
- Double spaced with Times New Roman 12 point font
- Page number in the upper right hand corner
Remedial Course Innovation & Redesign

Cover Page

Section I: Project Direction

Project Coordinator: __________________________ Email Address: __________________________

Mailing Address: __________________________________________

City: ______________________ State: ________ Zip Code: __________

Project Title: ________________________________________________

Section II: Project Summary


Section III: Authorized Institutional Representative

Name: ________________________________

Title: __________________________________________

Email: ________________________________

__________________________ (Signature) ____________ (Date)