

Building momentum for postsecondary success

Understanding Impact: ROI Framework for Developmental Education

JFF State Policy Network Meeting

Austin, TX – January 31, 2019







Building momentum for postsecondary success

@_Strong_Start

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By the Numbers

The Status Quo:

50: Percent of students attending two-year institutions who are placed in ineffective developmental (remedial) courses

33: Percent of students attending four-year colleges who are placed in ineffective developmental courses.

35: Percent of four-year students in developmental education who graduate within six years.

15: Percent more African-American and Latino students enroll in developmental education courses than white students.

An Evidencebased Future:

60: Percent of students who pass math and English in one year using corequisite approaches – compared to 22 percent nationally

51: Percent increase in students being placed into college level math after implementing multiple measures

70: Percent of developmental education math students who earn college credits when developmental math course is integrated with collegelevel statistics class.



Why We Are Different

Strong Start to Finish's Goal

Significantly increase <u>the number</u> <u>and proportion</u> of low-income students, students of color and returning adults who succeed in college math and English and enter a program of study in their first year of college.

Every student deserves a strong start to finish.

When students get off to a strong start in their first year of college, nearly 70 percent frequently pass math and English in one semester – making them much more likely to graduate career-ready.





How We Work



Systems that commit to actionable, evidence-based policies and practices that help all postsecondary systems and metropolitan regions give more college students a strong start. Our collective knowledge so that actionable, evidencebased policies and practices that remove existing barriers to success for low-income students, students of color and returning adults can be implemented at scale.

Deepen

A network designed to support the implementation of actionable, evidencebased policies and practices.



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Target Populations in Ohio

Adults 25+
Students of Color
Economically Disadvantaged
Rural



Interconnected Structures to Impact Completion

- 1. Learning Network
- 2. Implementation Forums
- Campus-Level Action and Success Supports (CLASS) grants



Goal for number of students completing college-level mathematics and English by 2021





Commitment to Priority Actions

- 1. Clearly structured programs of study for all majors;
- 2. Align gateway math and English courses to major;
- 3. Implement co-requisite remediation at scale;
- 4. Build advising structures to help meet the goal.





Benefits to the Institutions--SSTF

- Learning Network
- Implementation Forums
- Sova Solutions: Climate Scans
- Campus-level Action and Success Supports (CLASS) grants



Understanding Impact: A Holistic Return on Investment Framework



Progress through a state higher education system

Student Progression Through the Developmental Math Sequence²¹





Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model



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Randomized Controlled Trial (conducted Fall 2013)



Under Impact: A Holistic Return on Investment



Impact is best understood through a holistic definition of return

This comprehensive definition was applied to developmental education reforms at 4 case study institutions

Through this study, identified crosscutting drivers of success that can be leveraged by other institutions

Holistic lens on return has 3 key components



Overview of case study institution reforms









	Co-req pathway math reform	Emporium pathway math reform	Co-req w/ courseware math reform	Placement English reform
Undergraduate enrollment	9k	69k	26k	18k
% Pell eligible	47%	26%	51%	26%
% diverse	42%	37%	47%	24%
Enroll. /completer	Reduced 46 to 4	Reduced 30 to 11	Reduced 11 to 3	Reduced 8 to 4
Cost / completer	~64% decrease	~37% decrease	~30% decrease	~69% decrease



Drivers of successful reform consistent across studies



Use co-requisite models whenever possible



Engage and support a broadset of stakeholders



Implement at scale, with minimal piloting



Make data-informed decisions in design and improvement



Return on Investment in Ohio

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Value of information in Ohio

- Not just expenses, but revenue
- Performance-based Funding
 - Course Completions
 - Completion of Developmental Education
 - Completions of Degrees and Certificates
- Increased tuition revenue from retention



Value of Information to an Institution

- Sinclair
 - Math Pathways, Multiple Measures, Co-requisites
- Results
 - 400 more students (36%) completed gateway math in one year
 - PBF increases
 - Increased likelihood they will graduate
 - Increased tuition revenue



Strategic Investment Impacts Series



Overview

Total Enrollments Per Completer

Calculating a Return on Investment Outcome

Christopher M. Mullin

STRATEGIC INVESTMENT

IMPACTS

from STRONG START TO FINIS

For many students, the path to completing a foundational, gateway course is lengthened by a sequence of developmental education courses.³ While these courses were designed to help students, the fact is that most students who start a developmental education sequence never complete the sequence, let alone move on to complete a gateway course needed to enter a program of study.²

A body of research now shows that for many students who would have traditionally been placed in a developmental education course sequence, registering directly into a gateway course with appropriate designed support—through a corequisite, compressed, or modularized/emporium gateway course structure—is likely a better decision.³ As a result, institutional leaders have successfull reduced a student's time to complete a gateway course while increasing their likelihood to graduate from a program of study.⁴

While we, as leaders, understand this to be true, we are often unaware of sound methodological approaches to express the impact of developmental education reforms on the campus to vested stakeholders.

One way to understand and communicate impact is to calculate the Total Enrollments per Completer.⁵ Total Enrollments per Completer reflect the number of enrollments it took students at an institution to complete a gateway course. The ideal number is one (1), where each student initially enrolls in a gateway course and successfully completes the course.

For institutions that choose to empower students with an academic standing lower than that of academically advanced peers, the idea of Total Ernollments per Completer is likely not one (1). But it should not be too far from that number, either.

While a national number to benchmark against is not yet available, institutions like the Community College of Denver have reached a Total Enrollment per Completer number of 4 after implementing reforms where previously it was 46.⁶

The purpose of this brief is to help leaders illustrate both their institution's outcomes prior to any reforms and, for institutions that have implemented reforms, the impact of implemented developmental education reforms at their institution. To meet this purpose, this *Strategic Impact Investments* brief presents three interrelated parts. Part 1 is a step-by-step guide, with accompanying worksheets, to calculate an institution's Total Enrollments per Completer. Part 2 offers a set of questions to lead a dialogue with senior staff once the first part is completed. Finally, Part 3 suggests ways to communicate the information with internal and external stakeholders.

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Worksheet 1: Pre-Reform Calculation for Total Enrollments per Completer

Subject:	Math _	_ English Rea	dingWriting
Year/cohort used for Pre-Reform Analysis:	(i.e. fall 20	12)	
Existing Developmental Education Course Sequence with aligned Gateway Course:	(i.e. Mat 0028, then MAT 0048, then MAT 0068 and ending in gateway course ALG 1001)		
Calculating Total Enrollments per Complete	r		
Description of the Steps	Sample data	What is being calculated?	Insert data for institution in boxes below
<u>Step 1</u> In the green square to the right, please enter the number of students (head counts, not full-time equivalents) enrolled in the first developmental education course.	<u>58</u>	Developmental Education Enrollment	
Step 2. Next, enter the number of students who took the first developmental education course and then took the next developmental education course in the sequence.	<u>32</u>	Developmental Education Enrollment	
<u>Step 3.</u> Now, enter the number of students who took the first and second developmental education courses and then took the third developmental education course in the sequence.	<u>18</u>	Developmental Education Enrollment	
<u>Step 4.</u> For the last enrollment number, please enter the number of students who took the first, second, and third developmental education courses and then enrolled in a gateway course.	12	Gateway Enrollment	
<u>Step 5.</u> Enter the number of students who then passed the gateway course after completing the developmental education sequence.	8	Gateway Completer	
<u>Step 6.</u> Add up the numbers in the green boxes (Steps 1 through 4) and enter it in the pink box.	<u>120</u>	Total Enrollments	
<u>Step 7.</u> Divide the number in the pink box (Step 6) by the number in the orange box (Step 5) to arrive at the Total Enrollments per Completer.	<u>15</u>	Total Enrollments per Completer	

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Three parts

- Calculation
- Leadership Dialogues
- Communicating Findings



Understanding Impact Activity

- Step 1. Calculate an ROI measure
 - Total Enrollments per Completer,
 - Weighted Average Instructional Cost per Credit Hour
 - Access Rate Gaps
- Step 2. Leadership Dialogues
 - Review the questions in the Strategic Investment Impacts Brief.
 - What questions would you add?
- Step 3. Communicating outcomes
 - Use the "Recommended Process" in the SII brie to develop a one-pager using your data.





• Groups Share out.



Questions?

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