

**Working Together for Student Success:
Lessons from Ohio's College-
ABLE Partnership Project**

Working Together for Student Success: Lessons from Ohio's College-ABLE Partnership Project

Prepared by:

KAREN SCHEID

Developmental Education Initiative Program Manager

ADRIENNE GLANDON

Center on Education and Training for Employment, The Ohio State University

MARIA MOORE

Center on Education and Training for Employment, The Ohio State University

Ohio Board of Regents

**Center on Education and Training for
Employment, The Ohio State University**

June 2012

Project funded by the Bill and Melinda Gates and Lumina Foundations and administered by Jobs of the Future and MDC

CONTENTS

Section 1.....	5
About This Document.....	6
Acknowledgements	7
Preface	8
Introduction.....	9
Section 2.....	11
DEI Pilot.....	12
Study Design.....	15
Key Survey Data Analysis.....	17
Section 3.....	23
Characteristics of Successful DEI Partnerships	24
1. Demonstrated Support from the College Administration	24
2. Ensure that Every Entity from the College Required for Partnership Implementation is Represented in the Planning Process with ABLE Representatives.....	26
3. Establish and Follow a Firm and Consistent Student Referral Policy	28
4. Help Referred Students Identify Themselves as Post- Secondary Students	30
5. Assign a Staff Member to Help Students Transition between ABLE and College.....	32
6. Ensure that the ABLE Program and the College Agree on the Content to be Addressed in ABLE Remediation.....	34
7. Experiment with Delivery of ABLE Instruction for a Cohort of Students Referred by the College	36
8. Establish a System for Monitoring Student Progress and Sharing Information Across Systems	41

Section 4.....43

Opportunities for Partnerships Beyond the ABLE-College
Developmental Education Initiative 44

Recommendations for State-Level Action 49

Section 5.....52

Appendix A: Partnership Agreement 53

Appendix B: Relevant Communication..... 55

Appendix C: DEI Survey Instruments..... 76

Appendix D: Survey Results 87

Appendix E: Site Visit Protocol 116

Appendix F: Partner Materials..... 120

Appendix G: Partner Contact Information..... 140

Appendix H: OBR Interpretation of Open Enrollment..... 142

Appendix I: References..... 144

Section 1

Overview

ABOUT THIS DOCUMENT

This report contains five chronologically organized sections.

Section 1 offers acknowledgement to those who helped to make this report possible, the preface of why a college-ABLE partnership may lead to greater student success, and introduction to the Developmental Education Initiative (DEI).

Section 2 outlines the DEI pilot, the design for examining partnerships, along with key data analysis.

Section 3 presents a synthesis of data collected through the survey and onsite reviews in order to condense the findings into eight key characteristics of successful DEI partnerships.

Section 4 discusses additional partnership opportunities and considerations for state policy and support from the Ohio Board of Regents (OBR).

Section 5 contains the Appendices for the report. Some items include DEI protocols, survey instruments and results, case studies of the partnerships, an interpretation of open enrollment, and references.

ACKNOWLEDGEMENTS

This report presents results from the College-ABLE Partnership Project launched in July, 2010 by the Ohio Board of Regents as a part of Ohio's involvement in the Bill and Melinda Gates and Lumina Educational Foundations' Developmental Education Initiative (DEI) through MDC, Inc. It is a description of twenty-seven (27) developing Developmental Education Initiative partnerships between various State of Ohio Adult Basic and Literacy Education (ABLE) programs and the twenty-three (23) Ohio community colleges and four (4) branch campuses. The primary objectives of the study were to:

- understand principles of solid DEI partnerships,
- develop guidance for establishing and maintaining DEI partnerships,
- highlight ways to expand DEI partnerships, and
- recommend policy changes to support DEI partnerships.

A word of thanks goes to the ABLE practitioners and the community college and branch campus faculty and staff for their willingness to share their practices via surveys, phone calls, and site visits.

PREFACE

Why a College-ABLE Partnership May Lead to Greater Student Success.

Research indicates that improving developmental education outcomes is critical to increasing the likelihood of student credential attainment. Higher education institutions are exploring alternatives to traditional ways of providing developmental education, including partnering with Adult Basic and Literacy Education programs (ABLE) (Bailey, 2009; Collins, 2009; Endel, 2012; Zafft, et. al. 2006).

Exploring how ABLE and colleges could work together to provide remediation is a sound strategy to improve outcomes for those students in need of the most remediation. ABLE programs target instruction to specific learner needs as determined through assessments in addition to learning style inventories and learning disability screenings. In recent years, more ABLE programs have infused both career awareness and post-secondary-related information into day-to-day instruction. ABLE directly teaches learning strategies to help students improve their abilities to obtain, retain, and recall information as well as manage their learning experience. Too, by referring students most in need to an ABLE partner, colleges are able to focus more attention on helping students who need little or no remediation to complete their education.

Ohio ABLE classes are provided free of charge and given the high cost of remediation delivered by colleges, alignment of remedial services would greatly reduce post-secondary costs for students. According to the Ohio Higher Education Information System (HEI), **the total cost for remediation in Ohio in 2010 was estimated to be \$147 million.** Approximately \$54 million of that cost came from the State Share of Instruction (SSI) dollars paid to Ohio's public colleges and universities; the remaining \$97 million came from the tuition and fees paid by: a) the student, b) the state and federal government in the form of grants (e.g., federal Pell Grants or Ohio College Opportunity Grants), or c) by student loans. These funds would be considered dollars well spent if the completion data for students receiving college remediation approximated that for students who enter post-secondary college-ready. But, data indicate that is not the case.

INTRODUCTION

Why Rethinking How College Remediation is Delivered is Necessary.

The Developmental Education Initiative, referred to as DEI, is an outgrowth of the national Achieving the Dream project. DEI was undertaken to specifically address the need to improve developmental education outcomes and ultimately increase college completion for students.

Almost half of the nontraditional students in Ohio enrolled in at least one developmental education in Fiscal Year 2011.

(Source: Ohio Higher Education Information System)

There is a perceived failure of traditional developmental education approaches to move students forward in post-secondary education. This is a concern because large numbers of students begin their post-secondary studies with at least one developmental education course. The Education Commission of the States' Getting Past Go Project 2010 report revealed that 34% of all public college and university students and 43% of community college students need at least one course in remediation to be college-ready. Ohio's data for Fiscal Year 2011 indicate that 38% of all first time traditional students (those less than 20 years of age) enroll in at least one developmental education course their first year at college and 47% of all students 20 or older do so.

A sizable percentage of students who begin their post-secondary career in developmental education courses never obtain a credential. Complete College America's 2011 report, *Time is the Enemy* notes that "Remedial education has become the Bermuda Triangle of higher education. Most students are lost, and few will ever be seen on graduation day."

Data from the National Education Longitudinal Study (NELS) and the Community College Research Center (CCRC) confirm that students who enter college needing considerable remedial coursework are far less likely to complete a degree or certificate than students who do not need remediation. A NELS report revealed that only 10% of students whose placement scores indicated they should enroll in pre-collegiate math completed their developmental math sequence. While a CCRC report indicated that only 20% of students referred to any level of developmental education completed their math remediation sequence and subsequently enrolled in and passed a college credit math course. That figure is only 10% for students referred to the lowest level of

Only 10% of students referred to the lowest level of remedial math finish the sequence and progress into regular math class. For English, the figure slightly improves to 24%.

developmental math. For students referred to reading remediation, outcomes are only slightly improved. Thirty-seven percent of students referred to remedial education courses complete their sequence and enroll in and pass a college-level English course. For students referred to the lowest level of developmental education, the percentage is 24%. (Complete College America, September, 2011)

Ohio Picture

Ohio mirrors national data. When compared to students that need remediation, first-time, students who enrolled in Ohio public colleges and universities in 2004 were about twice as likely to earn any credential (57% compared to 26%). Those students were also three times as likely to earn a bachelor's degree (48% compared to 13%) (Ohio Higher Education Information System). Research has also indicated that the more developmental education courses a student must take the less likely he/she is to earn a credential. (Bailey, 2009)

Compared to students who need remediation, those who do not need remediation are twice as likely to earn a certificate and three times as likely to earn a bachelor's degree.

With the lagging success of students needing remediation, the Ohio Board of Regents (OBR) began to explore ways that remediation services could be aligned between Adult Basic and Literacy Education providers (ABLE) and community colleges. In 2009-2010, the Ohio Board of Regents convened a meeting with representatives from Adult Career Centers, Adult Basic and Literacy Education programs, community colleges, and state agency staff to develop recommendations for the Ohio General Assembly Controlling Board. One of the recommendations offered was to conduct a pilot project for colleges and ABLE programs to voluntarily coordinate the delivery of remedial education services to students.

Section 2

DEI Pilot

DEI PILOT

Invitation to Take Part in a College-ABLE DEI Partnership Pilot.

In June of 2010, Ohio community college provosts and ABLÉ program directors were invited to be a part of project to form partnerships that serve students needing considerable remediation. The purpose of the project was to experiment with ways to improve alignment of ABLÉ and community college programs and resources to better serve students who wanted to pursue post-secondary education, but who were are not yet college-ready. In addition, participating college and ABLÉ participants would:

- Agree to voluntarily coordinate the delivery of remedial education services to students beginning with the 2010-2011 academic year.
- Establish a standardized placement threshold. A student that scored below that threshold would be referred to ABLÉ; if the student scored at or above the level, he/she would be served by the community college.
- Provide the Ohio Board of Regents with updates on the formation and implementation of the partnership agreement through surveys, interviews, and meetings.
- Monitor the progress of referred students, specifically the number who return to community colleges and placed in a higher level than they would have been initially.
- Self-fund participation in the study through existing resources.
- Share information about the pilot and the approaches used with other designated pilot projects, as well as with the broader University System of Ohio community.

It was expected that information obtained through the project would also contribute to the development of a recommendation for a uniform, statewide developmental education placement policy. The placement policy would designate when referral to an ABLÉ program for remedial education would be a better alternative for a student.

Response to the Invitation to Participate in the Project.

It was estimated that five to seven of Ohio's community colleges and local ABLÉ programs would agree to participate in the pilot project. However, all twenty-three of Ohio's community colleges expressed an interest and sent representatives to an initial meeting that was held for community college representatives and their ABLÉ partners on July 30, 2010 in Columbus, Ohio.

Two Ohio colleges and their ABLÉ partners—Sinclair Community College and North Central Community College—had existing formal partnerships. Representatives from these colleges and ABLÉ programs generously agreed to share their experiences, mistakes, and successes with other meeting participants at the July 30 meeting. It should be noted that several partnerships between ABLÉ programs and community colleges have been in place informally as well.

The willingness of colleges and ABLÉ programs to explore more formal partnerships was enhanced considerably when the Ohio Board of Regents made it clear that this was a desired programmatic direction. It is also fair to say that not all colleges and ABLÉ programs were equally committed to the idea. But an interest in investigating partnership options was evident at the July 30 meeting.

AGREEMENTS TO PARTNER: Colleges and ABLÉ programs who wanted to be considered a part of the College-ABLÉ Partnership Project were asked to meet locally following the initial meeting to develop a formal partnership agreement and provide the OBR a copy of their agreement. A template was provided to them along with a list of factors to consider when developing their partnerships (see Appendix for Partnership Agreement template). Ultimately, all twenty-three of Ohio's community colleges submitted agreements. Some agreements were more detailed and strategic than others, but all indicated a willingness to forge a more formal relationship than what currently existed between the college and ABLÉ program.

It should be noted that while this project was initially directed toward Ohio's community colleges, some university branch campuses expressed an interest in involvement as well. Accordingly, an information session for branch campuses was held in October of 2010. As a result, four branch campuses, Miami University Hamilton; Ohio University-Chillicothe; University of Cincinnati Raymond Walters; and Kent State University Stark County submitted formal agreements.

PROJECT IMPLEMENTATION: Most partnerships began during the FY 2010-2011 academic year, with some not beginning until FY 2011-2012. As partners began the work of planning and implementing partnerships, barriers were encountered, lessons were learned, and adjustments made. Currently, partnerships vary considerably in their scope and strength as has been learned through site visits, telephone interviews, and surveys on which college and ABLÉ partners were asked questions related to the status of their partnerships. A brief overview of the survey and key findings are on page #, while the survey instruments and full results are located in the Appendix.

STUDY DESIGN

The following section describes the design and data collection for this formative review of DEI partnerships. The Ohio State University, Center on Education and Training for Employment (OSU-CETE) and Ohio Board of Regents staff collaborated to determine the approach to review the 27 DEI college-ABLE partnerships. It was determined staff would conduct a literature review, examine the Partnership Agreements, develop a survey, and conduct site visits and telephone interviews.

Two parallel online surveys were developed; one specific to community college partners and the other to ABLE partners. The surveys asked participants to describe items, such as methods of communication, collaboration, student referrals, professional development, and curriculum development. Selected survey analysis is provided on the following pages. The survey instruments and the entire quantitative and qualitative analysis have been included in the Appendix. OSU-CETE used telephone interviews to follow-up on survey responses as needed and verify the partnership structure based on a checklist.

The purpose of the site visits was to identify and illustrate factors that appeared essential for strong partnerships. Questions used in the site visit protocol were intended to elicit opinions about the factors that contributed to the strength and sustainability of the partnership and barriers confronted in development and implementation.

Four partnerships were selected for onsite reviews based on literature concerning building and sustaining program partnerships, and survey responses about their partnership development and implementation. Specifically, factors considered in site visit selection included:

- supportive referral policies;
- ABLE and developmental education curriculum integration;
- communication between partners;
- data tracking; and
- student and ABLE program integration in the post-secondary environment.

Data were collected by at least two researchers attending a large group review with both community college and ABLE represented. The

session involved in-depth questioning around factors identified as promising practices. The collected data was then analyzed against identified characteristics of successful partnerships.

A copy of the Partnership Agreement Form, surveys instruments, telephone interview checklist, and site visit protocol are located in the Appendix.

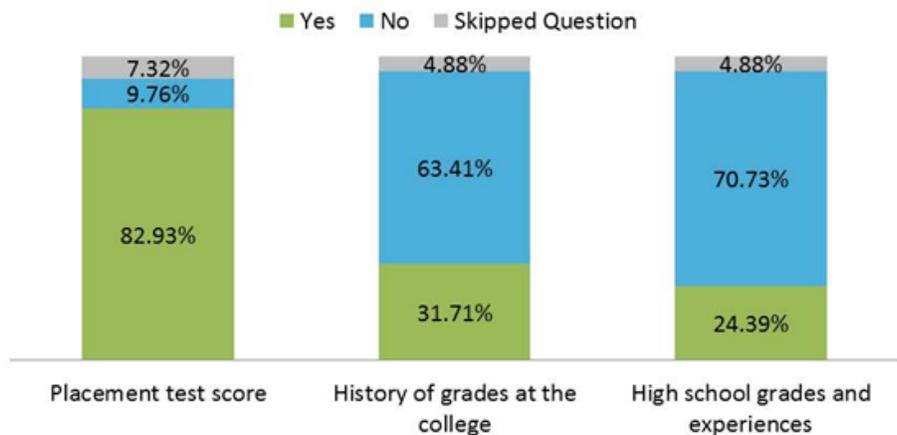
KEY SURVEY DATA ANALYSIS

This section summarizes selected survey responses obtained from the initial survey distributed to partnerships by OSU CETE in the fall of 2011. The majority of survey items required fill in the blank, yes/no, and descriptive responses. One item presented four statements and asked for level of agreement. The data analysis was primarily qualitative-determining key words and clustered themes. Some quantitative data was also collected and analyzed.

Referral Factors

Community college respondents were asked about factors considered when referring a student to ABLE for remediation. A majority (83%) responded that the score on a placement test contributed to the referral. Their responses are as follows.

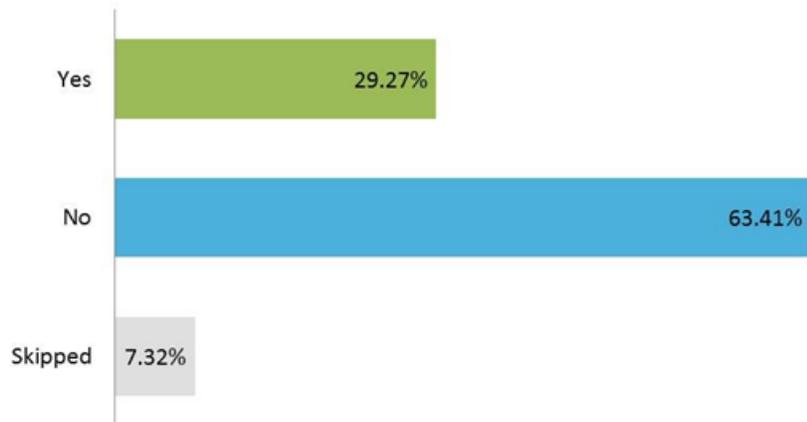
Factors considered when referring a student to ABLE



Additionally, a majority (63% and 71%) indicated that college grade history and high school grades and experience, respectively, were not referral factors.

When community college respondents were asked about referral to ABLÉ and if it was mandatory, 63.41% indicated that it was not mandatory at their institutions. The breakdown of these responses follows.

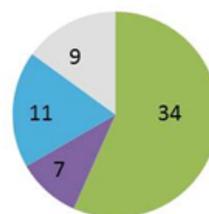
Is a student referred to ABLÉ required to follow the referral?



The survey also asked about methods used to inform students of their ABLÉ referral. The total responses are indicated in the following chart.

How students learn they are referred to ABLÉ

(Respondents were asked to mark all that apply)



- A counselor provides the information during a one-on-one session.
- The information is sent to the student.
- Information is provided to the ABLÉ program staff who then contacts the student.
- Other

The survey noted that most students learn of their referral to ABLÉ through a session with a college counselor.

ABLE and community college respondents were both asked about ways that they shared and developed curriculum. Table 1 offers the themes and number of responses to the shared curriculum item.

TABLE 1 (ABLE and Community College Question): Describe ways college faculty and ABLE staff jointly planned and/or shared curriculum to be used in the ABLE classroom.

KEY WORDS/THEMES	Response Count	
	College	ABLE
Sharing and Use of Developmental Education Curriculum and Materials	20	24
Planning and Sharing Meetings	4	21
One Individual Instructs ABLE Developmental Education or Mutual Job Shadowing	2	4
Identify Cut Scores and Expectations		3
No Change	9	1
Total	41	41

In addition, ABLE respondents were asked how instruction differed for referred students when compared to typical ABLE instruction. Those responses are summarized in Table 2.

Community colleges and ABLE program described in about 75% of their comments that they were working together to provide curriculum support for students in these DEI partnerships. The numbers in Table 1 above suggest a close match on how they worked through curriculum issues. One community college respondent indicated that “college faculty and ABLE staff met numerous times to plan the curriculum. During the term, both consulted on a regular basis. College and ABLE faculty reviewed together the students’ writing for the English class.” This suggests a high level of interaction between the two educational parties.

TABLE 2 (ABLE QUESTION): In what ways is the instruction provided for referred students different from the instruction provided in regular ABLE classes?

KEY WORDS/THEMES	Response Count
Use College Curriculum/Developmental Education Syllabi	19
Use Managed Enrollment/Schedule	3
Use Tutoring Model and Computers	3
Teach to the Test and/or Use ABLE as developmental education adjuncts	5
Use Contextualized Learning/Integrate into ABLE curriculum	2
No Change	5
No Response	4
Total	37

Table 2 suggests that 20 or about half (50%) of the ABLE respondents indicated that the college curriculum and syllabi for developmental education provided them the structure to help them teach at the community college level. Almost all ABLE respondents described some change to their traditional ABLE programs to meet the needs of students who needed to become college-ready (80%). There was consistency in the community college and ABLE responses around the sharing of developmental education syllabi and materials. One ABLE instructor responded to this question with, “instruction is geared toward student learning outcomes that match the COMPASS assessment. It is also delivered in the context of a traditional college classroom.”

ABLE programs have modified their programming to fit into the college context while also addressing the challenge of preparing students to pass into higher levels of developmental education or college-level courses. Some ABLE programs have continued using their ABLE curriculum to suit the needs of those students who have low educational functioning levels.

Both sets of respondents were also asked to provide a rating of their partnerships. An illustration of the responses is included below.

The majority rated their partnerships as good or excellent; few had a negative rating of their partnerships.

Respondents were also given a series of statements about their partnership and asked to indicate their level of agreement with each. The statements and percentage, and number of responses are included in Table 3. In the statement about both partners being committed to

making the partnership successful, there is a slight gap, but on all other categories, there is a close agreement. This suggests that both partners are seeing the DEI project as meeting its objectives.

Please rate your partnership on the following scale.

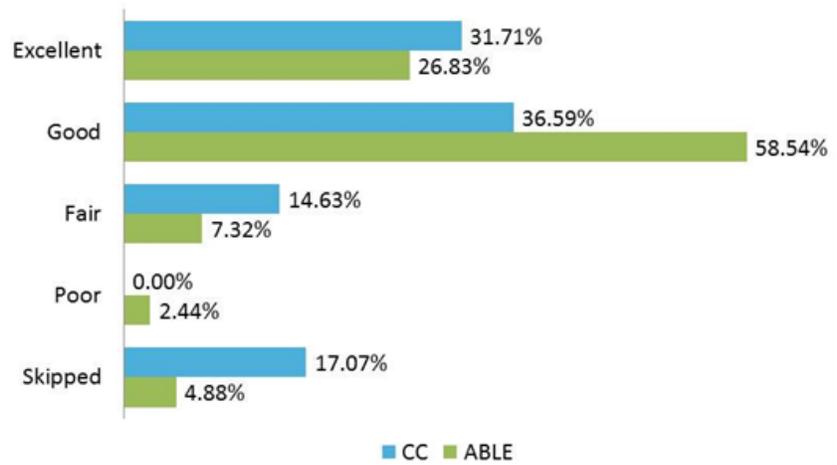


Table 3: Please indicate your level of agreement to each of the statements.

	Community Colleges (CC)		ABLE			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Response Count
Both partners, ABLE and the college, are committed to making the partnership successful	79.41% (27)	20.59% (11)	0.00% (0)	0.00% (0)	0.00% (0)	34
	59.0% (23)	33.3% (13)	5.1% (2)	2.6% (1)	0.00% (0)	39
(CC) The ABLE program is capable of providing the remediation that referred students need.	79.41% (21)	20.59% (11)	0.00% (0)	0.00% (0)	0.00% (0)	34
(ABLE) Our program is capable of providing the remediation that referred students need.	79.5% (31)	20.5% (8)	0.00% (0)	0.00% (0)	0.00% (0)	39
Faculty and administration at the college are well aware of the partnership and its goals.	32.35% (11)	58.82% (20)	8.82% (3)	0.00% (0)	0.00% (0)	34
	28.2% (11)	66.7% (26)	5.1% (2)	0.00% (0)	0.00% (0)	39
(CC) Our college would like to explore other ways to partner with the ABLE program.	51.50% (17)	36.4% (12)	0.00% (0)	0.00% (0)	12.1% (4)	33
(ABLE) Our ABLE program would like to explore other ways to partner with the college.	46.2% (18)	38.5% (15)	10.3% (4)	0.00% (0)	5.1% (2)	39
				Skipped Question		7
						2
				Answered Question		35
						39

When asked to rate their commitment to the partnership, 79% of community college respondents indicated strong agreement in comparison to 59% of ABLE respondents. There is a 20% gap in responses. For all other items, community college and ABLE respondents were more closely aligned. All the items garnered strong agreement with the exception of college faculty and administration partnership awareness. For this item college and ABLE respondents indicated agreement (59% and 67%, respectively).

Section 3

Characteristics of Successful Partnerships

CHARACTERISTICS OF SUCCESSFUL DEI PARTNERSHIPS

1. Demonstrated Support from the College Administration
2. Ensure that Every Entity from the College Required for Partnership Implementation is Represented in the Planning Process with ABLÉ Representatives
3. Establish and Follow a Firm and Consistent Student Referral Policy
4. Help Referred Students Identify Themselves as Post-Secondary Students
5. Assign a Staff Member to Help Students Transition between ABLÉ and College
6. Ensure that the ABLÉ Program and the College Agree on the Content to be Addressed in ABLÉ Remediation
7. Experiment with Delivery of ABLÉ Instruction for a Cohort of Students Referred by the College
8. Establish a System for Monitoring Student Progress and Sharing Information Across Systems

The Developmental Education Initiative is still reasonably young; but observation of those partnerships that have been developed and implemented point to several factors critical to the formation of strong working relationships between colleges and ABLÉ programs. Those factors have been synthesized into the eight characteristics of successful partnerships offered below. Potential barriers and suggestions to overcome those barriers are also offered. Section 5 of the report offers other possibilities for college-ABLÉ partnerships around remediation and state policies that could strengthen these agreements.

1. Demonstrated Support from the College Administration

The strongest demonstration of administrative commitment to partnership is evident when an institutional policy is adopted that requires students who need considerable remediation to attend ABLÉ. Some of the strongest partnerships observed almost always had mandatory referral policies.

Having support from the college president or provost is a key success factor for college-ABLÉ partnerships. Sinclair Community College, North Central Community College, and Columbus State Community College are examples where that support is evident. The administrative decisions in support of College-ABLÉ partnerships have come from an understanding that students who come to college with considerable remediation needs are better served by ABLÉ.

As cited previously, there is a clear relationship between the amount of remediation needed and the likeliness of obtaining a post-secondary credential. Several college leaders have begun to question the wisdom of enrolling students who need considerable remediation when the credential completion rate for these students has been very low. **Only 10% or less of students who enter post-secondary at the lowest levels of remediation obtain a post-secondary credential.** As one provost shared, in the name of access and wanting to help students, colleges have been enrolling individuals who were not close to being college-ready. These students did not do well and ended up leaving

college worse off than when they entered. More than one college administrator has mentioned during the course of this project that establishing partnerships to refer students most in need of remediation is the “right thing to do” for students.

From a college administrator:

I think we as an institution feel an obligation to help students...However, in the name of access, we were accepting large numbers of students. We were taking their money and sending them away worse off than when they came... We asked ourselves a question, “Can we provide a broader net and provide them a more comprehensive approach?” We found that opportunity in ABLE...It is true we are giving up revenue, but truthfully, it is the right thing to do.

This program impacts enrollment, yet we are hoping to see retention and success gains in the future. It is absolutely the right thing to do for students, but OBR must take a more forceful, visionary stance on this issue and align all community colleges and regional campuses around these issues.

College administrator

These administrators trust, too, that exploring partnerships is the right thing to do for their institutions. They believe that through referral arrangements, students who return to post-secondary will be better equipped to achieve, more likely to persist in their education, and more successful in obtaining a credential. Thus, from a business perspective, they are projecting that forgoing revenue now will result in greater revenue later.

POTENTIAL BARRIERS: There are two prevalent barriers to administrative support for partnership for referrals to ABLE. The first is the reluctance of administrators to forgo tuition that results from enrollment of any student who wants to attend. Since a sizable percentage of community college students receive tuition assistance in the form of Pell Grants and other need-based aid, some administrators rationalize that no harm is done to enroll any student regardless of his/her preparedness to achieve in a traditional college environment.

Second, some administrators of open access institutions mistakenly believe that they are required to enroll every individual regardless of his/her preparedness for post-secondary study.

SUGGESTIONS FOR ADDRESSING BARRIERS: Student outcome data for the institution may provide the strongest argument to support decisions for a different approach for students who need considerable remediation. The administrators who have made the decisions to strongly support partnerships have analyzed their institution’s enrollment, retention, and completion data and concluded that change is needed. Continuing to enroll these students when the likelihood of their success is so limited is not a good educational or business practice. Because college-ABLE partnerships are relatively new, long term data to determine the efficacy of this approach is not available. But initial results from partnerships are promising. Clearly not all students who are referred to ABLE advance and return to college, but colleges that have such data indicate that significant numbers of referred students return to college to enroll in the next level of developmental education classes and, in some cases, straight into credit-bearing classes. At the very least, these students saved costs that they would have paid in tuition. If they are eligible for need-based grants, they preserved their aid so that it is available to be utilized for higher level courses. This aid conservation is increasingly important as the number of eligible semesters have been reduced with recent changes to the Pell Grant program.

With respect to the open enrollment issue, the Ohio Board of Regents provided an interpretation of the requirement that any student be

served. That interpretation appears in the Appendix of this report. As that interpretation indicates, while the Ohio Revised Code requires the colleges to offer “an array of developmental education services” according to OBR legal staff, “the law does not require the community college to offer all levels of remediation.” One administrator from an open access college that has adopted a mandatory referral policy has indicated that her college concluded it was obliged to provide an education option to students, but it was not obligated to enroll students who were far from being prepared for college work. The partnership with ABLÉ programs enables colleges to offer a preferable educational option for such students while keeping them connected to the college and offering an avenue for future enrollment.

**Miami Valley CTC,
Kettering ABLÉ,
Sinclair Community
College Guiding
Principles:**

- Student-centered approach with necessary supports to diminish barriers to success
- Seamless
- Driven by goals set by students

Goals:

- Create a collaboration between local ABLÉ providers and Sinclair to build capacity in serving under-prepared nontraditional students in the college setting
- Assist under-prepared nontraditional students in moving to post-secondary options
- Increase the academic success and retention of under-prepared nontraditional students in post-secondary options

The *Guiding Principles* in their entirety are available in the Appendix of this report.

2. Ensure that Every Entity from the College Required for Partnership Implementation is Represented in the Planning Process with ABLÉ Representatives

It goes without saying, that for college-ABLÉ partnerships to be successful, both the college and the ABLÉ partners need to mutually agree to the partnership’s key components. If multiple ABLÉ programs are involved in the partnership, each needs to have a place at the table when key decisions are made about referral processes, student monitoring, and curriculum content. Miami Valley CTC and Kettering ABLÉ, along with their college partner Sinclair created their *Guiding Principles* which served to both focus the two parties on the work of college readiness and outline the partnership.

Equally important is ensuring that representatives from the college who will be instrumental to the success of the partnership are involved early in the planning process. Meeting and planning is essential for each partner to gain an understanding and appreciation for the other, to honestly engage in discussion about concerns or reservations that each may have about the planned partnership, and to identify barriers and ways to overcome them. After the fundamentals are decided, it is critical that both the college participants and the ABLÉ programs have a mutual understanding of and commitment to the partnership’s purpose and rationale.

Columbus State Community College, Central Ohio Technical College, and Owens Community College provide positive examples of wide-scale involvement by college and ABLÉ staff. In the case of Columbus State Community College, the planning group included a representative from

Partner Spotlight

Miami University-Hamilton, Hamilton City ABLE

Key Partners: Peter Haverkos, Director, The Office of Learning Assistance, Miami University Hamilton; Tawna Eubanks, Director, Hamilton City ABLE

The Hamilton City ABLE program and Miami University-Hamilton had an informal referral process in place for several years. The college-ABLE partnership pilot provided an impetus to create a formal, required referral program for students whose scores on the COMPASS fell below 26 in language, 61 in reading, or 24 in mathematics.

Students who scores fall below those levels must enroll and successfully advance in the ABLE Readiness classes before they are allowed to enroll in related academic coursework. A block is placed on the student record prohibiting them from enrollment in unauthorized courses. However, students are allowed to enroll in six credit hours of college classes that focus on study skill development, computer use, and other college success topics.

Students who enroll in the spring for the subsequent fall quarter have the opportunity to complete their readiness work in summer classes. Following remediation in the summer classes or in the classes held during the school year, students are retested in COMPASS. If they score high enough, they will be placed in a higher level of developmental education or in regular credit-bearing classes.

The ABLE teachers who instruct in the readiness classes establish a college-like environment to help

prepare students for what they will experience in college level courses. They utilize syllabi, tests, and out of class assignments. Both instructors also serve as developmental education instructors for Miami Hamilton.

The Assistant Director in the Office of Learning Assistance works with students who are referred to the ABLE Readiness program. She helps them to transition and receive a variety of additional supports in the areas of advising, test preparation, and mentoring.

While always looking to improve, both the university and ABLE program believe the partnership is benefiting students. Data from the partnership indicates that of the 185 students referred for the fall of 2011, 63 completed remediation prior to the fall session. Fifty-eight enrolled in the readiness program during the fall session, while 22 of those completed their readiness requirement during the session. Additionally, 20 were able to complete their Readiness requirement before the spring 2012 session began. Lastly, 39 enrolled in the Readiness program during the spring term.

The Miami-Hamilton and Hamilton City ABLE partnership is viewed so positively that it is going to be replicated at the Miami—Middletown branch. A partnership there is currently under development with the Middletown ABLE program.

each of the five partnering ABLE programs and also representatives from faculty, branch campuses, financial aid, disability services, admissions, and other areas of the college. Not all of these individuals were at the table when planning for the partnership began. The initial planning group was expanded as discussions progressed and it became obvious that the expertise and perceptions of others at the college were needed. As a result, the Columbus State partnership planning group is quite large. Wisely, notes are taken at each meeting to ensure that those not able to attend are kept up to date on discussions and decisions.

POTENTIAL BARRIERS: Frequently a partnership begins at the college by an individual who serves in the developmental education, student services, or other related department because of an interest that

There is good communication between college staff and ABLÉ staff. But, more college staff need to be aware of the project.

ABLE Administrator

We have classes in place, but we are struggling to get referrals from colleges.

ABLE Administrator

Without making ABLÉ participation mandatory, we have not had the numbers in the ABLÉ math course that I would like to see. There is so much more that could be done.

College Administrator

he or she has in exploring remediation options. Indeed, most if not all, partnerships start with individuals who want to improve outcomes for students who need remediation. But for the partnership to be effective and grow, high-level administrative support at the college is needed to signal the value of the partnership and that participation by all concerned at the college is a priority. Without that administrative endorsement it may be difficult to persuade college staff to devote time to planning for and implementing the partnership.

SUGGESTION FOR ADDRESSING THE BARRIERS: Securing administrative support often is a multi-step process, particularly at a large college. One step may be to identify college colleagues and peers that share the same vision. It is critical to compile data as well as examples of other colleges who have developed and are successfully implementing partnerships. Lastly, working up the chain of command and securing support of an immediate superior can help carry the message further.

All relevant parties should be convened to share perceptions and issues. Appearance at meetings by a high-level administrator helps to underscore the importance of the effort. As mentioned above, the taking of notes at each meeting at the Columbus State partnership has helped to keep members of that partnership abreast of planning details. Establishing a Ning or Wiggio on which meeting notes, meeting times, and other key information can be posted allows for easy access to meeting records.

Occasionally, an administrator may serve as a barrier to seeking the support of a provost or college president. Keeping this administrator aware of other colleges' partnerships, informing him/her of opportunities to attend meetings or workshops to learn more, and offering to arrange individual meetings with OBR staff or representatives from other colleges are strategies that may help address concerns and reservations.

3. Establish and Follow a Firm and Consistent Student Referral Policy

Strong partnerships depend upon the willingness of ABLÉ personnel to serve students who are referred to them. Likewise, colleges need to ensure that a sufficient number of students are referred to make ABLÉ involvement cost effective. In strong partnerships, the college and ABLÉ program(s) establish mutually agreed upon criteria for when a student will be referred to ABLÉ.

These criteria and the rationale for the partnership must be communicated and understood by the admission counselors at the college. Counselor buy-in is essential to ensuring that students who

The Miami University–Hamilton Partnership has instituted a policy that enables a student who is referred to ABLE an opportunity to retake COMPASS if his/her TABE scores exceed expected levels.

Initially, students are placed in ABLE classes if they score on the COMPASS below 60 in reading, below 25 in writing, or below 23 in math.

These scores roughly correspond to a 7.1 grade level equivalency (GLE) for reading, 8.0 GLE for writing, and a 6.2 GLE for math.

If the student's TABE scores indicate performance at or above the 8.0 GLE in reading, 9.0 GLE in writing, or 8.0 GLE in mathematics then he/she may retake the COMPASS.

If the student scores high enough on the retake, he/she may be enrolled in college courses.

New Pell Grant regulation makes a secondary credential a qualification for Pell eligibility.

meet the referral criteria find their way to and register in the ABLE program. Counselor support is particularly critical when ABLE referral is voluntary—when the student has a chance to follow or not follow the recommended referral to ABLE. But even when referrals are mandatory, the counselor plays a key role in helping the student understand the rationale and benefits of remediation within the ABLE program. Programs such as North Central, Columbus State, and Sinclair community colleges have helped to equip counselors with materials such as brochures that highlight the advantages to the student of utilizing the ABLE option to progress through at least the first level of remediation.

Several partnerships have concluded that voluntary referral programs do not work. When a voluntary approach was tried, too few students took advantage of the ABLE option for remediation. Sinclair, Columbus State, Owens, Rhodes, Miami Hamilton, and Lorain have mandated ABLE attendance while others are planning to in the coming year. North Central Community College also mandates ABLE referral if a student's reading score on the COMPASS falls below a specified level. But ABLE referral is voluntary if student scores fall below specified levels in math and writing. North Central is committed, however, to counseling students with low math and writing to attend ABLE instead of enrolling in developmental education classes. As a result, several students do take advantage of the ABLE option.

In some instances, such as at Sinclair, students referred to ABLE are not permitted to register in college-level classes while in ABLE instruction. Referred students attend both math and readiness classes; the latter of which incorporates reading and writing instruction. In other cases, such as at Miami University-Hamilton, students are allowed to concurrently enroll in six hours of selected college classes while attending ABLE. These are classes that help prepare students for further study such as computer literacy and study skills. When students who attend ABLE score high enough on a placement test retest, they may be enrolled in the college in a higher level of developmental education or in some cases straight into credit bearing classes. Students who do not advance far enough may re-enroll in the ABLE remediation.

To date, most partnerships have been reluctant to make referrals mandatory, and as a result these partnerships have fewer students attending ABLE for remediation. Mandatory referral may not be absolutely necessary for ensuring substantial number of students are referred to ABLE as is demonstrated by the North Central Community College policy. But, unfortunately, lack of commitment frequently accompanies voluntary referral process.

POTENTIAL BARRIERS: The reluctance to relinquish enrollment dollars and the belief that any student who wants to be enrolled in college needs to be are two key reasons colleges hesitate to make ABLE enrollment mandatory or to strongly recommend the option. These

factors were discussed in Section One: Secure Support from the College Administration.

Occasionally counselors in particular may be reluctant to refer students to ABLÉ because doing so would deny student financial assistance—particularly the Pell Grant. Counselors may believe that such aid is essential for the student to pursue post-secondary education.

North Central's unique Solutions program enables the ABLÉ students to feel like college students as they receive tutoring in the same tutoring center as the other college students. The other advantage is having students who have come through Solutions interact with the newer students to share stories and provide peer assistance.

SUGGESTIONS FOR ADDRESSING BARRIERS: Besides the suggestions mentioned in Addressing Barriers in the College Administration section, college counseling and admission staff should be made aware of the impact of new regulations for the Pell Grant. These regulations limit the number of semesters of availability of the grant. Need-based assistance is designed to help students achieve post-secondary credentials; that is its chief purpose. By utilizing ABLÉ instead of a college class for at least part of the remediation process, it allows the student to preserve grant dollars for actual college-level work.

As mentioned earlier, ABLÉ is tuition-free. So, no aid dollars are needed to offset tuition costs. It is true that students would not receive dollars that may be needed to help cover living expenses if all of a student's class time is spent in ABLÉ. But if the college's approach enabled the student to co-enroll in some college courses while in ABLÉ, the student would be eligible for some aid and that may be enough to allow him/her to pursue post-secondary work. Some programs currently using this approach include Miami University- Hamilton ABLÉ and Hocking Community College-Lancaster-Fairfield Community Action Agency ABLÉ

94.7% of community college survey respondents indicated ABLÉ classes are held on the campus.

When referral to ABLÉ is voluntary, both the college and the ABLÉ program must make extra efforts to present ABLÉ as a logical option for remediation. College counseling staff must be committed to pointing out the advantages of this option to students. But they cannot function in that role if they are not well-educated in the purpose and rationale for the referral agreement with ABLÉ. For its part, the ABLÉ program must demonstrate its commitment to equipping students to pursue post-secondary education and training. A first and achievable step in doing so is to ensure that all communications about the ABLÉ program (brochures, web sites, posters, etc.) reference ABLÉ's role in helping students transition to post-secondary education and training.

4. Help Referred Students Identify Themselves as Post-Secondary Students

It is critical that students who are referred to ABLÉ for remediation

by the college see themselves on a post-secondary path. Community colleges and ABLÉ partnerships can take several actions to reinforce ABLÉ as indeed a step to post-secondary credential attainment. Classes for a cohort of referred students can be held at the college following the college schedule. The partnership can provide a program identity for the ABLÉ program. Examples of this include Columbus State College's Cougar Edge, North Central's Solutions, Lakeland's First Rung, and Terra's FOCUS to help students see this option as something other than traditional ABLÉ. Giving referred students college privileges even if they are not enrolled in any college classes is critical to post-secondary identity. All colleges taking part in the partnership offer some privileges to ABLÉ students such as use of the learning lab, student parking, use of recreation facilities, and so on.

POTENTIAL BARRIERS: While most partnerships have resulted in colleges providing perks to ABLÉ students such as those mentioned above, more extensive support services such as access to tutoring, career

Partner Spotlight

Owens Community College and Owens Community College ABLÉ Program

Key Partners: Tamara Williams, Associate Vice Provost for Academic Services, Owens Community College; Verne Walker, Director, Office of Student Success, Owens Community College; Joyce Winters, Assistant Director, Office of Student Success and Director, ABLÉ Program; Jill Souza, ABLÉ Transitions Facilitator.

Owens Community College is an ABLÉ grant recipient, so its partnership to align services for students who may not perform at the college level represents an internal arrangement at the college. The partnership that has been established between the Office of Student Success and the

ABLÉ program—The Transitions Learning Community (TLC)—is a 10 week course designed for students who cannot enroll in classes because they have missed an enrollment deadline and/or

have placed in a developmental education class. Students who do not have a high school diploma or GED may also apply for the TLC program. Students enrolled in TLC are issued an Owens Student ID and have the same access to services as students enrolled in Owens classes.



The TLC program includes instruction in reading, writing, and math plus an integrated study skills boot camp. Participation in TLC is intended to equip students with an academic foundation which will enable them to enroll in and successfully complete college level courses. Students without

a high school credential will also prepare to earn a GED. In addition, students have the potential to earn college credit for the study skills course. That credit will be awarded to those students who build a portfolio that

covers all the student learning objectives outlined in the Study Skills 115 syllabus and will be awarded following a student's completion of the TLC class. Plans to expand in the fall of 2012 include instruction in technology use and enabling students to earn additional credit.

counseling, and disability support services usually are not available to ABLE students. These services are supported at the college by student fees and tuition, neither of which ABLE students pay unless they are co-enrolled. Thus, it is hard for colleges to justify granting access to ABLE students for such services even though they would benefit from them. A major exception is Columbus State Community College's decision to allow students referred to ABLE access to the college's disability services office.

With the enrollment surge at community colleges during the last several years, some colleges have found classroom availability difficult to come by, and a few colleges have been reluctant to provide space particularly if only a handful of students are expected to pursue the ABLE option. For their part some ABLE programs justifiably are reluctant to assign an instructor to a college site when only a few students are referred. In such instances students referred by colleges may be sent off campus to the regular ABLE program for remediation.

SUGGESTIONS FOR ADDRESSING THE BARRIERS:

Designing partnerships that allows students to co-enroll in ABLE and college benefits students from a financial aid perspective, also enables students' access to more extensive college support services. When co-enrollment is not feasible, the college and ABLE program may consider seeking special grant dollars to help support some services or earmarking dollars from existing government or foundation grants to do so.

Colleges who have adopted robust referral policies and have made the partnership a priority have found space on campus for ABLE classes. They see the provision of space as a plus for encouraging referred students to persist in post-secondary education. Likewise, ABLE programs see the value of establishing classes at the college to serve referred students when they know that an ample number of students will be referred.

My job allows me to best assess what adult services will best help a person achieve their personal, career, or academic goals. Often, I can offer transition solutions that an ABLE student has never considered before.

College Administrator

5. Assign a Staff Member to Help Students Transition between ABLE and College

Having an individual chiefly responsible for serving as a link or a liaison between the ABLE program and the college is a major benefit for students. Sinclair-Miami Valley CTC/Kettering ABLE, Miami Hamilton ABLE, and North Central-Mansfield City are partnerships that have designated an individual to serve as a bridge for students from college to ABLE and back.

At Miami University-Hamilton the Assistant Director of the Office of

Partner Spotlight

Sinclair Community College, Miami Valley CTC ABLÉ, Kettering City Schools ABLÉ

Key Partners: Teresa Demonico, Assistant Dean, Liberal Arts, Communication and Social Sciences, Sinclair Community College; Amy Leedy, Adult Education Director, Linda Bumiller, ABLÉ Coordinator, Miami Valley CTC; Cindy Smith, ABLÉ Director, Kettering Public Schools

The Sinclair Community College, Miami Valley CTC, and Kettering ABLÉ partnership, which began three years ago, has served as a model for other college-ABLÉ program partnerships in the state. The partnership has evolved from one that began as a voluntary referral program for students that needed considerable remediation in math, to one that now is a requirement for all aspiring Sinclair students whose scores on the Accuplacer Test fall below 23 in math or below 33 in reading.

When the partnership began, relatively few students were referred to classes by the college. It was clear that more work had to be done informing counselors of the program and its benefits. Later, the partners concluded that the program should become mandatory and expanded. Now in addition to the Math Readiness classes, College Readiness which include reading and writing instruction, are also provided.

Students referred to the readiness program typically test at the fourth, fifth, or sixth grade level equivalency on the TABE test. Data from the fall 2011 term indicate that of the 375 students who were referred by the college to ABLÉ, 198 actually enrolled. After a term, in the Readiness program, 72 (36% of those student who enrolled) post-tested at a level that would allow them to enroll at Sinclair in a higher level of developmental education, or

directly into credit bearing classes. Of this number, 57 (29%) actually enrolled in Sinclair the following term. As is true with other partnerships, students who do not advance sufficiently in one term may re-enroll in the Readiness program until their skills improve.

To help break down barriers between teaching staffs, job shadowing was employed. ABLÉ and developmental education staff also worked together to determine the curriculum that would be most appropriate for students referred to ABLÉ. Ultimately, the developmental education curriculum for lower level classes used by the college was adopted by the ABLÉ program.

One of the hallmarks of the partnership is the availability of a transitions counselor to help students referred by the college to ABLÉ understand the placement option, what to expect in the readiness classes, and next steps following remediation. This position is paid for by the ABLÉ grant through Miami Valley CTC.

The Sinclair Community College, Miami Valley CTC, and Kettering ABLÉ partnership continues to explore ways to improve outcomes for the students who desire postsecondary instruction. This includes introducing students to an array of career options and encouraging dual-enrollment in certificate programs at the college.

Learning Assistance is assigned to help students transition to ABLÉ and back to the college. Once a MU-Hamilton student takes his/her COMPASS and is assessed for ABLÉ, the Assistant Director actually walks the student over to the ABLÉ class on campus to emphasize the importance of ABLÉ. This also ensures that the student does not get lost in the transition. At Sinclair, a counselor supported with ABLÉ funds has the responsibility of helping students transition to ABLÉ. The counselor reviews the purpose of ABLÉ placement, discusses the benefits, and explains next steps following successful ABLÉ remediation.

The main job of these staff members is to help explain the ABLÉ option and how students can succeed in transitioning to college course work. But these individuals can also ensure that students are linked to other support services that may be available to the student at the college, e.g.,

disability services and counseling. These liaisons can also help provide information about community services to help students deal with barriers that often stand between them and their educational goals. All ABLE programs and many colleges maintain up-to-date information about community resources that can help students meet life challenges. Liaisons can play a valuable role in helping students connect to these resources.

In some instances liaisons serve fulltime in this capacity. That is true when several students are being referred to ABLE. In other partnerships, the liaison function is one of many responsibilities of the individual who holds that position.

POTENTIAL BARRIER: Finding the dollars to support such an individual is the most frequently cited barrier.

SUGGESTIONS FOR ADDRESSING THE BARRIER: Funding for a counselor or liaison position in some instances has come from ABLE dollars. Such is the case in the Sinclair partnership where the Miami Valley CTC ABLE program has provided the support for an individual to serve in this capacity. In other instances, such as North Central, the cost for a part-time position is shared between the Mansfield ABLE program and the college. The latter has earmarked some of its Ohio Job and Family Services dollars to support this position. The joint support option may be particularly viable for partnerships that involve several ABLE partners. In other instances, the college assigns this responsibility to an existing staff. This is the case at Miami University Hamilton, where the Assistant Director of Learning Assistance is assigned the task of helping students transition. When neither partner believes it has dollars to devote to fully support a liaison, cost sharing should be considered.

6. Ensure that the ABLE Program and the College Agree on the Content to be Addressed in ABLE Remediation

It is critical that community college and ABLE staff are in agreement with respect to what will be taught by ABLE to referred students. Examples of partnerships that have brought together ABLE staff and developmental education faculty to share and discuss curriculum include Hocking, Rhodes, and Stark State. Some partnerships, such as Sinclair's with Miami Valley CTC and Kettering ABLE, also engaged in a job shadowing endeavor so that ABLE instructors could obtain a better understanding of content offered in developmental education courses. Other partnerships such as that between the Central Ohio Technical

College and the CTEC, Coshoccon County Job and Family Services, and Knox county ABLÉ programs report that instructors visited each other's classes. In a few other partnerships, ABLÉ instructors have taken either the ACCUPLACER or COMPASS to obtain better insights into the type of information that students are asked on placement tests.

Several ABLÉ partnerships, most notably Sinclair-Miami Valley CTC/ Kettering ABLÉ and Terra-Vanguard Sentinel-Norwalk-Fostoria have adopted the developmental education curriculum for use in their ABLÉ classes. Other ABLÉ programs have modified their curriculum to ensure coverage of topics thought necessary by college faculty. As a Terra Community College administrator described, the FOCUS course was developed by the ABLÉ instructors who are also developmental education instructors at Terra.

Partner Spotlight

Columbus State Community College—Columbus City ABLÉ, Godman Guild ABLÉ, Southwestern ABLÉ, Tolles ABLÉ, and Delaware City ABLÉ

Key Partners: Nancy Case, Interim Dean, Community Education and Workforce Development; Barb Seib, Columbus Public Schools ABLÉ; Wendy Hansen-Smith and Kat Yamaguchi, Columbus ABLÉ Consortium; Sherry Minton, Southwestern City Schools; Gail Morgan and Candy Bettinger, Tolles CTC ABLÉ, and Cindy Wolfe, Delaware City ABLÉ

A partnership involving a major city community college and five ABLÉ programs is obviously complex and challenging. But partnerships agree that what has made it work is the strong leadership and coordination offered by the college.

The team planning the partnership began meeting monthly following the launch of the college-ABLÉ partnership initiative in July, 2010. Initially the team was composed of the ABLÉ program directors, Case and a few other college representatives. But, as planning proceeded others from the college were added when it was realized that their input was needed if the partnership was going to work. Currently, besides the original members, the team consists of representative from admissions, financial aid, disability services, faculty, branch campus, developmental education among others.

Cougar Edge is the name that had been given to the partnership with ABLÉ. When originally launched the program was not mandatory for students. As a result, very few students took advantage of the ABLÉ option. With support from the college President, Vice President of Academic Affairs and Vice President of Student Affairs that all changed in October 2011.

Now, any student whose COMPASS scores are less

than scored less than a 26 in Math and less than a 52 in Reading are required to attend ABLÉ and advance. Students who score low in only one area are not required to enroll in Cougar Edge are also informed of the ABLÉ option and its advantages.

Courage Edge is actively promoted by admissions staff as saving the student \$1,347 in tuition, fees and books costs. Other benefits noted include students working at an appropriate pace, no grades reported on credit transcripts, convenient locations, and no use of financial aid funds.

Three of the ABLÉ partners—Columbus City, Columbus ABLÉ Consortium, and Tolles-- provide instructors at the main campus in downtown Columbus, Southwestern City serves students at the Grove City location and Delaware ABLÉ will provide services to students at the new Delaware Campus, and The other two ABLÉ programs will offer classes at the branch instructors

Members of this partnership would agree that getting to where they are now has taken considerable hard work and honest discussion. Continued leadership, inclusiveness, flexibility and a widely held belief that this is the right thing to do will help the partners face the other challenges that they will face as the fully implement Cougar Edge.

This mutual planning work around curriculum, besides clarifying instructional direction, helps to build trust and better understanding of the other system. At OU-Chillicothe, ABLE partner-Pickaway-Ross CTC is currently piloting an online math tutoring program. The content of the program aligns with the content of OU-C's developmental education courses.

Several partnerships report that the ABLE instructor at the college sites also serves as developmental education faculty. This arrangement was referenced by Terra Community College, Miami Hamilton, and Belmont Technical College. Obviously such an arrangement should result in considerable content alignment between ABLE remediation and that which is offered in the colleges' developmental education classes.

Collaboration between ABLE and college faculty could be enhanced further by seeking opportunities to provide joint professional development around curriculum and instruction issues. Southern State Community College is one partnership that has reported the occurrence of such mutual professional development.

POTENTIAL BARRIER: Time appears to be the major barrier to engaging in discussions about and/or production of curriculum.

SUGGESTIONS FOR ADDRESSING THE BARRIER: Most discussion of curriculum alignment occurs at the beginning stages of the partnership during regularly scheduled meetings among partners. The actual work of alignment will take more time but could be accomplished by a subset of ABLE and developmental education faculty.

Regular meetings of partners may also serve as a venue for brief professional development opportunities and a place to identify more extensive professional development needs. The ABLE Professional Development Network may be of assistance in helping plan and deliver cross-system training.

We plan to increase communications between ABLE teachers and developmental education faculty through professional development and ongoing meetings. ABLÉ is a strong advocate for the partnership; however, we are still educating faculty and staff on the values and benefits of ABLÉ.

College Administrator

7. Experiment with Delivery of ABLÉ Instruction for a Cohort of Students Referred by the College

Most ABLÉ programs in partnerships where ABLÉ attendance has been mandated by the college have made adjustments to make their classes more college-like. For example, they have adopted stricter attendance policies, managed enrollment, syllabi, final exams, and out of class assignments.

Frequently ABLÉ has arranged class terms to coincide with those of the

Partner Spotlight

North Central Community College-Mansfield City ABE Partnership

Key Partner Members: Peg Moir, Vice President of Learning Support & Retention; Barb Keener, Manager of Tutoring and Transition Services North Central State College; Dee Bell, Administrator, Mansfield City ABE; Dan Dickman, Ohio Department of Job and Family Services

North Central State Community College has well developed partnerships with numerous entities within the Richland County area including The Ohio State University-Mansfield Campus, Richland County Job and Family Services, the local career center, and the Mansfield ABE Program.

The Solutions program, North Central's partnership with the Mansfield ABE, has proven to be a successful endeavor, not just for the college and ABE, but most importantly for the students who participate. The partnership, which began in its current state as a part of North Central Community College's Developmental Education Initiative.

Students who score 59 or less on the reading section of the COMPASS test must attend the Solutions program housed at the tutoring center within the college and staffed by an ABE instructor. Students who score low on the math and language section of the COMPASS are also strongly encouraged to attend the Solutions class. A counselor who is co-supported by the college and ABE helps transition students to and from Solutions.

Unlike some of the other partnerships, referred students essentially receive one-on-one tutoring by ABE instructors. When students enter Solutions they are pretested with the TABE and provided an individual learning plan as is done in all Ohio ABE programs. When the student's posttest indicates

that sufficient progress has been made, the student is retested with COMPASS, and if he/she scores high enough is allowed to enroll in a higher level developmental education class or straight into a college level class.

Students in Solutions are offered the opportunity to participate in Quickstart to build their soft skills and develop success strategies for college. Taking these two courses together as a cohort, builds relationships among students as peers. Both classes are free to the student.

Over the three years of its DEI grant, North Central Community College has measured the outcomes of Solutions students compared to a similar group of students who chose to bypass Solutions and enroll in a developmental education class. The college's data indicate that Solutions students, when compared to a cohort of students who did not attend Solutions, had higher developmental education completion and persistence rates.

The program from the start has had the backing of the North Central Community College President. The strong administrative support and wrap around services available to students, due in large measure to the Job and Family Services presence on campus, and the evident willingness of all team members to put the student and his/her needs first make this partnership a model worth emulating.

college. In some cases, such as with the Stark State Community College –Canton City ABE partnership, ABE classes have been divided into mini sessions within a college term. This enables a student who initially enrolls in a college class but then experiences difficulty, to drop the class and enter ABE remediation during the term. The students can continue their remediation without sitting out the remainder of the term. Such scheduling will be important to consider as colleges move from quarters to semesters.

Several ABE programs, particularly those partnering with Southern State, Lorain, Sinclair, Hocking, and Miami Hamilton have also separated their classes by subject area. This allows for more focused instruction on

reading, math, or writing.

The Miami Valley CTC ABLÉ and Kettering ABLÉ programs that are partnering with Sinclair have utilized AmeriCorps volunteers in the classes of referred students. This strategy allows for assistance to be provided one-on-one within the classroom to struggling students as needed.

The Mansfield ABLÉ program that is partnering with North Central Community College takes a different approach from the classroom model. Students instructed by ABLÉ instructors at the college in the Solutions program primarily receive individual tutoring with occasional small group instruction. In this partnership, some ABLÉ students are co-enrolled in higher level developmental education classes in other subjects or in credit-bearing classes. The Solution students also have an opportunity to attend a free quarterly workshop on college success skills called Quickstart. Those who successfully complete the requirements can earn proficiency credit for the college's three credit success course.

Owens Community College is also offering students referred to ABLÉ by the college the opportunity to receive credit for successful involvement in the Transitions Learning Community (TLC). The students are given the opportunity to build a portfolio that covers all the learning objectives of the college's Student Success Class. If the student is determined by a non-ABLÉ instructor to have met the objectives, then college credit is awarded to the student once he/she tests out of the ABLÉ class. If this effort proves successful, the partnership plans to also include a technology class in the future.

Some ABLÉ programs, Hamilton City, for example, have made a distance education option available to students to accelerate their progress. These distance students are given access to an instructional program outside the ABLÉ classroom, thus enabling them to pursue self-study to supplement their in-class work.

The Miami Hamilton-Hamilton ABLÉ program also offers a summer term for students who are required to attend ABLÉ. Students who complete their ABLÉ remediation can retake the COMPASS test before fall term and if they have advanced sufficiently, they may enroll in college classes.

Another approach being tried by the Sinclair-Miami Valley CTC/ Kettering partnership is providing career counseling in areas such as the Machinist and State Tested Nurse Aide programs available at Sinclair. The ABLÉ counselor and instructors can direct students toward career options that they may not have been aware of or considered. These students continue their ABLÉ Readiness training but also are encouraged to enroll in workforce training programs in which they may earn a credential. Once they finish their work-based training and their ABLÉ remediation, they can stay at Sinclair to continue their college educational

Partner Spotlight

Hocking College, Hocking County Job Services Center, and Lancaster-Fairfield Community Action ABLÉ

Two Hocking College faculty members, Scott Mong, Fire Science, and Kathy Pittman, Arts and Sciences, have been teaching collaboratively with contextualized instruction since fall 2009. The goal is to raise retention rates for Fire Science students in both their technical program and in a Communications I (COMM) course by providing academic instruction with a student based approach.

Pittman uses the Emergency Medical Technician (EMT)/Fire Science text and other resources to teach reading, writing, and technical vocabulary skills to first-year Fire Science students. Mong and Pittman work closely together to coordinate instruction and monitor student progress. Students are required to complete all coursework and write a 650-word essay, graded by a COMM faculty committee at quarter's end. All 15 Fire Science students successfully completed the COMM I course in fall 2009.

In fall 2010, Lancaster-Fairfield Community Action, Hocking County Job Services Center, and Hocking College combined resources to establish a unique Adult Basic Literacy Education (ABLE) pilot project involving the Fire Science/COMM I contextualized learning class. Amy Guda and Sue Hendley, ABLE instructors, taught math and study skills to the Fire Science students, individually and in small groups. Thirteen out of 15 students (86%) successfully completed all COMM I requirements.

The pilot project continued in fall 2011. The ABLE instructors began teaching two math classes using Fire Science math texts with the students. The goal was for students to have an opportunity to review

and strengthen math skills before they actually enroll in college level math courses. Seventeen students participated in the math classes and were pre and post tested with the Test of Adult Basic Education (TABE). All students who participated showed growth, but seven students raised their math skills significantly enough to enable them to enroll in math courses above the developmental education level.



For COMM I, fall 2011, 19 students regularly attended the Fire Science contextualized learning class and 16 students successfully completed all COMM I requirements. The course success/retention rate for fall 2011 was 84%.

Student reviews of the pilot program have been favorable with many Fire Science students requesting that a COMM II contextualized learning class be developed. Hocking College administrators and faculty are currently planning to increase the number of Fire Science students to be served in autumn 2012 and hope to expand contextualized instruction to other technology areas in the near future.

goals with a career-related training accomplishment.

Hocking Community College also has experimented with connecting remediation with career instruction. A cohort of students in the EMT/Fire Science programs at the college are receiving remediation by staff from the Lancaster-Fairfield Community Action Agency ABLE program. ABLE teachers teach math classes from EMT/Fire Science students using the Fire Science math text. ABLE instructors provide instruction in communication skills to this cohort of students.

Both the Sinclair and Hocking partnerships build upon research that indicates that the sooner a student becomes engaged in a program of study, the more likely he/she will progress to completion. Approaches that combine basic skills instruction with education and training within a career area have met with success when utilized with ABLE students who enter remediation at the intermediate or higher educational functioning levels. This approach may also be successful in improving persistence and completion for students at lower levels of remediation as well.

What is clear from these examples is that ABLE programs in successful partnerships realize adjustments may need to be made in traditional ABLE classroom policies, procedures or methods to better meet the needs of students with a post-secondary goal. These adaptations may lead to opportunities for the students to accelerate progress, enter early into a program of study, earn college credit, and succeed in post-secondary.

POTENTIAL BARRIERS: Lack of students referred to ABLE is a barrier to programs adapting instruction for referred students. When few students are referred, the ABLE program cannot justify instructing referred students as a cohort and as a result may be less willing to try changing approaches to accommodate few students.

Another potential barrier presents itself when referred students represent a wide range of skill attainment. Some students come to college struggling with the most basic reading and arithmetic skills. ABLE instructors find it difficult to accelerate students and infuse post-secondary oriented processes and activities into the ABLE classroom when referred students represent a wide range of skill levels.

Finally, some ABLE programs may hesitate to experiment with different instructional approaches because they fear that their ABLE reporting outcomes may suffer.

SUGGESTIONS FOR ADDRESSING THE BARRIERS: Changes in referral policies as discussed previously will help create larger cohorts of referred students. To address the range of skill issue, partners could agree that students whose placement scores and subsequent ABLE test score places them at a very low skill level would be better served in a regular ABLE class. If enough students are at this very low level,

consideration could be given to establish a class grouped by this skill level.

Identifying and monitoring additional ABLÉ outcomes that support college readiness and the completion agenda could help create an atmosphere conducive to trying approaches that support students to engage in college course work as quickly as possible. For example, in current federal reporting, ABLÉ programs are not given any special credit for students who are co-enrolled in college while obtaining remediation in ABLÉ or who drop out of a college-level class and then attend ABLÉ for remediation during the same term. Reporting indicators could be established by the state ABLÉ program to capture such program activity.

8. Establish a System for Monitoring Student Progress and Sharing Information Across Systems

As is clear from the preceding characteristics, partnerships require that colleges and ABLÉ programs work together to establish and implement strong collaborations. It is critical that both partners also be involved in reviewing program data and monitoring progress of those referred. Doing so requires that both partners establish clear processes for how and when this sharing will occur. For example, ABLÉ program staff should be provided referred students' initial college placement test and any retest scores. Further it would be helpful for ABLÉ programs to be kept informed of student progress as they move through the post-secondary system at least for a year or two. The community college representatives should periodically be provided with information on the progress of referred students as well. Reports by class could be produced periodically from ABLÉ's data management system (ABLELink) and discussed during partnership meetings.

POTENTIAL BARRIERS: Colleges and ABLÉ programs believe that they are not allowed to share student information without student consent. Because of this, both colleges and ABLÉ programs may be reluctant to establish data sharing procedures.

SUGGESTIONS FOR ADDRESSING THE BARRIERS: New FERPA regulations appear to allow for educational programs to share student educational records for audit or evaluation purposes without expressed consent of students. Previous FERPA guidance seemed to limit an entity from sharing data with another entity not under its control. But, the new regulations indicate that "educational agencies and institutions are permitted to nonconsensually disclose personally

identifiable information to ‘authorized representatives’ of state and local educational authorities....” Authorized representatives are defined as “any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 99.31(a) (3) who is involved in Federal or State supported education programs.” Educational program is defined as, “any program that is principally engaged in the provision of education, including, but not limited to early childhood education, elementary and secondary education, post-secondary education, special education, job training , career and technical education, and adult education.” The new FERPA regulations may be viewed at the following web site.

http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea_overview.pdf.

Obviously the new guidelines do not negate the need for dealing with shared data in a sensitive, confidential, and secure manner. For example, records with student identifiable information should not be transmitted via email, and records must be appropriately destroyed following their specific use. Yet, the new regulations do appear to offer greater flexibility in the sharing of student information for evaluation purposes. Partnership arrangements would seem to fall within that category.

Section 4

Beyond DEI

OPPORTUNITIES FOR PARTNERSHIPS BEYOND THE ABLE-COLLEGE DEVELOPMENTAL EDUCATION INITIATIVE

The College-ABLE DEI Partnership focused primarily on colleges referring students to ABLE believed to need considerable remediation. For the most part, ABLE programs in partnerships with colleges, instruct referred students as a cohort. These classes are generally held at the college and are aligned to the college schedule. Typically classes for referred students employ managed enrollment and strict attendance policies.

Some of the partnerships have gone beyond the above arrangement and are trying other remediation approaches with the goal of improving student outcomes. Some of these examples have been referenced earlier in the discussion of instructional delivery but will be described in more detail below.

It is expected that as partnerships are strengthened, they will experiment with other strategies to improve remediation and completion outcomes.

Linking Remedial Education With Career Instruction

This year Sinclair Community College and Miami Valley CTC/Kettering partnership has initiated an effort to co-enroll students who are referred to the ABLE program for remedial instruction in the machinist certificate program at Sinclair. The purpose in doing so is to accelerate the progress of these students along a path to credential attainment. In this program, students in the Machinist program receive their basic skills instruction from ABLE through the referral agreement. As interest in the program grows, the partnership plans to offer remedial instruction that is more contextualized to the skills that these students will need as they progress through their skills training at colleges.

There are multiple ways in which colleges and ABLÉ programs could partner to promote stronger academic skills-career linkages. If the number of students within a career area or cluster needing remediation is large enough, a separate class could be formed and the basic skills curriculum would be presented within the context of their career program or cluster similar to what is being done at Hocking Community College in conjunction with the Lancaster/Fairfield Community Action ABLÉ program. ABLÉ teachers work with students currently enrolled in the Firefighter/EMT at Hocking College course of study to help them improve their math and language arts skills. The ABLÉ teachers utilize the same curriculum as used in the core classes of the student's area of study thus providing skills instruction to students within a context that is meaningful.

Another option for connecting skills instruction to programs of study involves developing strands of supplemental work to be utilized while learning basic skills within a career context. Materials could be provided to students depending upon their career area of study. Using this approach would allow students from several career areas to be presented with the same curriculum but then receive extended work within their chosen career context.

Embedding a basic skills instructor within the technical class as is done with the I-BEST model developed in Washington State has also shown to be effective (Wachen, et. al. 2006). ABLÉ instructors team with career course instructors and as needed provide direct instruction in basic skills relevant to the content being taught by the career course instructor. When not directly teaching, the ABLÉ instructor provides one-on-one assistance to students.

In each of these approaches, students receive basic skills instruction tuition free, but are also enrolled in the college in the career courses. Obviously, considerable up-front curriculum co-planning would be required in each of these approaches as well as adjustments in instructional delivery. However, it is expected that engaging students earlier in a program of study and presenting basic skills instruction within a relevant context will result in greater student retention and credential completion.

Summer Bridge Program

The Miami University-Hamilton, Hamilton ABLÉ partnership offers students who test into the remediation class and who apply for fall quarter, the chance to remediate in a summer ABLÉ program. A few

Ohio community colleges offer tuition-based courses as summer bridge programs and boot camps, giving students the opportunity to complete some or all of their remediation prior to fall semester. In some instances, as is the case for the Columbus State Community College's summer boot camp program, a student pays tuition for one developmental education course but may receive credit for multiple courses depending on his/her COMPASS retest score.

Colleges and ABLÉ programs could partner to offer summer learning options through traditional classes, online learning, or a combination of both. These courses could be targeted to all levels of students needing remediation not just those who are believed to be multiple courses away from college readiness. ABLÉ would be tuition free. Summer remediation options can be an effective way to provide students with a chance to begin their college education in credit bearing or higher-level developmental education courses.

School Year Refresher Programs

Colleges and ABLÉ programs may be able to partner to provide no cost skill refresher courses for students at any time during the school year. Adult students who have been away from formal schooling for some time may be the prime candidates for such an effort. Many ABLÉ programs currently offer transition classes that are targeted to adult learners with a post-secondary goal. These programs such as Go Prepared, which is offered by ABLÉ programs in Franklin, Madison, Union, and Logan Counties, is aimed at ABLÉ students whose TABE scores are in the intermediate to high range.

The Miami Valley CTC ABLÉ program has an instructor embedded at the Academic Resource Center (ARC) at Sinclair. The primary goal of the ARC is to offer prospective students an opportunity to improve their basic skills in math, reading, and writing prior to enrolling in college. Students in the ARC work on computers using Plato software. The ABLÉ instructor who is available in the ARC part-time provides one-on-one assistance to those ARC students who also have received ABLÉ orientation and pretesting. Some of these students are also studying for their GED as they enhance their college readiness skills.

Formal agreements to refer students to ABLÉ should also be considered for students who desire to pursue post-secondary education but who do not have a secondary credential. The new Pell Grant regulation makes a secondary credential a qualification for Pell eligibility; thus students without a secondary credential and in need of remediation may

appreciate an opportunity to satisfy both needs in a non-tuition course.

Partnering around English for Speakers of Other Languages (ESOL)

Providing instructional services to students needing English language instruction is another area that is ripe for partnership between colleges and ABLÉ programs. Most ABLÉ programs have an ESOL component, particularly in urban areas.

A study of ESOL programs at Ohio's two year colleges conducted by OSU CÉTE revealed that 14 of Ohio's twenty-three community colleges offer courses for ESOL students. However, there is considerable discrepancy as to where the courses are housed, how many courses are offered, what content is covered in each course, and whether or not the course counts as credit.

The OSU CÉTE report recommends the development of partnerships between colleges and ABLÉ programs. A sharing of information about their ESOL services would lead colleges and ABLÉ programs to a better understanding of services that they each provided. Beyond that, more formal partnership could lead to identification of service gaps, a sharing of information about instructional strategies and methodologies, the development of joint professional development opportunities, and policies related to which students may benefit from ABLÉ services and which would be more appropriately served by the college.

It should be noted that while many ABLÉ programs have an ESOL component, they cannot by law serve students with an F-1 Visa.

Use ABLÉ to Supplement College Instruction

Providing students with supplemental instruction to accelerate progress through developmental education has been found to be an effective instructional strategy. This approach involves requiring students who are enrolled in a college class to take a supplemental course to receive tutoring, extra practice, and other assistance that they may need to ensure mastery of content. Generally, students must enroll in and pay tuition for supplemental classes.

In the past, some colleges have expressed an interest in utilizing ABLÉ programs to provide supplemental service. However, the U.S. Department of Education's Office of Vocational and Adult Education (OVAE)—the governing agency for ABLÉ funds—had indicated that

if a student was enrolled in a college course, he/she could not receive instruction while in ABLE for the same subject area. In other words, a student enrolled in a college writing class and paying tuition for that class could not receive extra assistance for writing from ABLE instructors. Recently, however, OVAE has indicated that such an arrangement may no longer be prohibited. If this is the case, then agreements could be formed between ABLE programs and colleges for supplemental instruction to be provided by ABLE.

It is expected that as colleges and ABLE programs work more closely together to provide remediation, more opportunities for aligning remedial services will emerge.

RECOMMENDATIONS FOR STATE-LEVEL ACTION

Fiscal Support

For college and ABLÉ partnerships to be sustained, a mechanism for providing state fiscal support is required. The logical place to look for such support is the State Subsidy for Instruction (SSI). Could the SSI dollars that are saved by referring students to ABLÉ as opposed to being enrolled in developmental education classes be utilized for this purpose? It is estimated that about a third of all developmental education enrollments are in classes that would be categorized as the lowest level of developmental education (Ohio Higher Education Information System). If this is the case, approximately \$15 million of state dollars would not be used in state subsidies. Could these dollars instead be employed to support both ABLÉ programs for their instructional services and colleges for the additional support services (counseling, disability services, etc.)?

Currently students referred to ABLÉ are absorbed into the ABLÉ programs. This causes, in some instances, the reduction of services to traditional students who request services directly from ABLÉ, i.e., those not referred by the college. It is estimated that expanding ABLÉ enrollment to the extent needed for those requiring remediation would double ABLÉ's current statewide enrollment.

Establishing a special funding category that would fund both partners would strengthen the concept of co-ownership of the referred student. It would also ensure that students needing considerable remediation would be provided with the support that would give them the best chance to complete a credential.

Uniform Assessment and Placement Policies

It is recommended that the state adopt a uniform standard for how a college should assess students and establish criteria for when they should refer a student to ABLÉ. Too often, colleges administer placement tests

to students immediately without the student having the opportunity to refresh his/her knowledge of what is to be tested. Most colleges on their web sites and through other means inform students that a placement test will be required and often offer information about where the student can seek more information about the test. Colleges can make clear the educational implications of the test results. Strongly encouraging students to familiarize themselves with the content that will be tested, as well as how it will be administered would be of particular assistance to adult students who may have previously mastered content but with passage of time have forgotten it. Colleges could also provide test preparation classes or online review sessions at no cost to the students. The bottom line is only students who truly need remediation should be required to obtain it.

Advocate for a Statewide Focus on Student Completion

The Ohio Board of Regents has underscored the critical need to improve education levels of Ohioans if the state is to remain economically competitive. Doing so requires state leadership and action on several fronts. Ambitious efforts are underway to ensure that students in K-12 are truly prepared for post-secondary work. Ultimately, as these measures succeed, the need for postsecondary remediation will be decreased. But most of the current cost for remediation (75%) is earmarked for the remediation of non-traditional students, those pursuing post-secondary education after they have been away from formal schooling for an extended time. It is critical that means be explored to improve the educational outcomes for these students as well.

Several strategies to improve outcomes have shown merit, including, accelerating instruction, modularizing content, imbedding remediation into career courses, and offering supplemental instruction. The approach of aligning remediation provided by ABLE with that offered at the college level, particularly for students needing considerable remediation, also improves outcomes.

As this report indicates, all of the state's community colleges have been willing to at least begin discussions with their ABLE partners on how to make remediation work for students who have post-secondary goals but middle or elementary school skills. Some Ohio colleges and university branch campuses and ABLE programs have forged and begun implementing ambitious plans to serve these students. Indications of strong state support for these initiatives is critical to ensure that

other colleges move forward in exploring, planning, and implementing remediation alignment.

Conclusion

The results from the DEI partnerships have initially been helpful in developing a better system to address remedial education in Ohio. To have total, 100% participation, of all 23 community colleges and four branch campuses with local ABLÉ programs involved in this initiative was an incredible outcome. For those partnerships that have been working together for a while to share their successes and failures has been helpful. They helped to identify the eight partnership characteristics of successful college and ABLÉ remedial programs. These characteristics have provided a useful framework for helping newer partnerships develop. The exemplar programs who have been working through their DEI partnerships for a longer period of time have also found opportunities for improvement or extensions of their current work. By referring students most in need of remediation to the ABLÉ partner, college should be able to focus more attention on helping student who need little or no remediation to complete their education.

Section 5

Appendix

APPENDIX A

Partnership Agreement

Partner College and ABLÉ Program(s):	
Date Submitted:	
College and ABLÉ Contacts:	
Indicate by name and title the college and ABLÉ staff members that participated in the development of the agreement:	
Describe the means and methods used to inform other college and ABLÉ program staff of the agreement	
What criterion will be used to determine that a student should be referred to ABLÉ?	
Will all students who meet that criterion for ABLÉ referral be served by ABLÉ? If not, explain	
Approximately how many students do you estimate will be referred to ABLÉ per academic year during the 2010-2011 academic year?	

<p>When during the 2010-2011 academic year will the agreement begin to be implemented?</p>	
<p>Will ABLE classes be held at the college? If so, will they be aligned to the academic schedule of the college?</p>	
<p>How will ABLE classes be organized? Will they be single or multiple subject classes?</p>	
<p>Will ABLE students at the community college receive any college privileges, e.g., access to learning lab, reduced parking, etc., even if they are not enrolled in a college class?</p>	
<p>How will a determination be made that a student is ready to transition back to the community college?</p>	
<p>What are the anticipated costs to the ABLE program(s) and to the community college for implementing this agreement?</p>	

APPENDIX B

Relevant Communication

1. INITIAL MEETING

University System of Ohio
Creating Opportunities



Participation in ABL-Community College Partnerships Pilot
July 30, 2010—State Library of Ohio

Ohio Board of Regents
The Ohio State University
University System of Ohio

Pilot Outcomes

- Identification of best practices for developing and sustaining ABL-community college agreements for serving students who are not college ready

Ohio Board of Regents
The Ohio State University
University System of Ohio

Pilot Outcomes	<ul style="list-style-type: none">○ Recommendation for a uniform statewide developmental education placement policy○ Determine state policies and decisions that could support ABE-community college agreements
	

Pilot Outcomes	<ul style="list-style-type: none">○ Determine the instructional approaches and support services that are most successful in helping students transition from ABE back to community colleges 
	

Pilot Environment	<ul style="list-style-type: none">○ Structured experimentation
	<ul style="list-style-type: none">○ Brainstorming for ideas○ There are no “failures” – all projects will help us learn
	

Participation Requirements	<ul style="list-style-type: none">○ Voluntary
	<ul style="list-style-type: none">○ Self-funded○ Student referral threshold established
	

Participation Requirements

- Information to be shared with OBR and other colleges and ABE programs
- Progress of students monitored and reported to OBR

Ohio Board of Regents
The Ohio State University | University System of Ohio
Ohio Department of Education

Developing Agreement



Ohio Board of Regents
The Ohio State University | University System of Ohio
Ohio Department of Education

Developing Agreement

- Who should be involved in developing the agreement
- Who needs to approve the agreement at the college and at the ABLÉ program



Developing Agreement

- How will faculty and instructors not involved in developing the partnership be informed of it?
- What assessment will be used to determine that the student should be referred to ABLÉ?



Developing Agreement	<ul style="list-style-type: none">○ Are other criteria used to determine students who will be referred to ABLE?○ How many students do you anticipate being referred to ABLE?
	

Developing Agreement	<ul style="list-style-type: none">○ Will enrollment in ABLE be mandatory for referred students?○ What process will be put in place to transfer college placement scores for students referred to ABLE to ABL programs?○ When will the agreement begin to be implemented?
	

Developing Agreement

- Will ABLE classes be held at the college?
- Will ABLE classes for referred students be organized differently than regular ABLE classes?



Developing Agreement

- If ABLE classes utilize managed enrollment will they occur on the same schedule as college classes?
- How will content in the ABLE program be aligned with that offered at the college level?

Developing Agreement

- Will opportunities for joint meetings and/or professional development activities be available for ABLE and college instructors?



Developing Agreement

- Will students who are referred to ABLE classes and who are not enrolled in other college classes receive any college privileges and/or services?



Developing Agreement

- How will a determination be made that the student should be transitioned back to college for higher level dev ed or credit classes?



Ohio Board of Regents
Department of Education | University System of Ohio

Developing Agreement

- What are the anticipated costs for implementing the agreement?
- What sources of funds will support the implementation of the agreement?

Ohio Board of Regents
Department of Education | University System of Ohio

Developing Agreement

- How will both the community college and ABLÉ program(s) benefit from this agreement?

Next Steps

- Meet as a team
- Identify additional local issues that need to be addressed
- Complete and submit to OBR the Community College-ABLE Partnership Agreement Description by August 30, 2010.

2. UPDATE MEETING



**DEVELOPMENTAL EDUCATION INITIATIVE
UPDATE**

College-ABLE Partnership Pilot Meeting
July 7, 2011



Ohio Board of Regents
Ensuring a Future for Ohio



Pilot Purpose

- Align remediation services for students who are not college-ready
- Save dollars for students and the state
- Find a better instructional option for students who need considerable remediation
- Help colleges concentrate on serving higher achieving students



Ohio Board of Regents
Ensuring a Future for Ohio



Pilot Background

- Pilot project is a part of the Ohio Developmental Education Initiative funded by the Gates and Lumina Educational Foundation
- Recommended by the 2010 consultation that focused on developing and submitting to the legislature recommendations for integrating workforce development financing



Pilot Background

- Invitation to take part in pilot sent to all community colleges and ABE programs in June, 2010
- Pilot launched July 30, 2010 for community colleges
- Information session for branch campuses held in October, 2010
- Partnership agreements submitted to date:
 - All 23 community colleges
 - Four branch campuses
- Most agreements have begun to be implemented



What Do Agreements Look Like?



Agreement Features

- A referral point based upon placement test score--generally students most in need of remediation
- ABLE classes held at colleges
- ABLE classes on college schedules
- Colleges provides perks to students
- Referred students treated or planned to be treated as a cohort in most of the agreements



Agreement Features

- Referral to ABLÉ is voluntary in most agreements, i.e., students are allowed to choose whether or not to go to ABLÉ
- Some ABLÉ programs place students in regular ABLÉ classes
- Some agreements show few college staff involved in the partnership
- Ongoing ABLÉ-college staff communication strategies frequently not evident



Categories of Agreements-Group A

- Relationship often predated pilot
- Strong referral commitment by the college and clear referral procedures
- Agreements have been adapted as needed
- Support for agreement extends beyond immediate participants
- Willingness of ABLÉ program(s) to serve the referred students
- Sense of joint ownership of student
- Agreed to curriculum





Possible Next Steps-Group A

- Scrutinize data that you are collecting about student outcomes
- Continue to adjust agreements as needed
- Identify other ways ABLE and colleges can align services
- Publicize your good works
- Grow institutional support



Categories of Agreements—Group B

- ABLÉ program and college share a service vision and goal of improving student outcomes
- Multiple meetings have been held to craft agreement
- Plans often need adjusting when implemented
- Partners working to make agreements succeed





Possible Next Steps—Group B

- Don't be afraid to start somewhere—don't let perfection stand in the way of progress
- Identify specific problem areas and develop strategies to try to resolve them
- Seek champions in high places
- Explore ways ABLÉ staff and college faculty can work and learn together



Categories of Agreements—Group C

- Tentativeness on part of one or more partners
Sometimes--
 - Unresolved past issues
 - Lack of knowledge of how the other works
 - Lack of trust
- Do not yet envision themselves as a team
- Few involved in developing the agreement





Possible Next Steps—Group C

- Put concerns on the table and talk them through
- Learn from other partnerships that have worked through similar issues
- Involve others from the college and ABLÉ programs
- Ask for help



Categories of Agreements—Category D

- Participating because everyone else is
- Few serious discussions of how to partner have occurred
- Lack of buy in
- “It won’t work here”
- “This to shall pass”





Possible Next Steps—Category D

- Keep aware of what is happening with other college-ABLE partnerships
- Listen closely to priorities expressed by OBR
- Try to think beyond today



Emerging Best Practices

- Firm referral policies by colleges
- Designated staff available to help referred student transition to ABLE
- Referred students taught as a cohort and cohort should be at a similar skill level
- Clear expectations for when a student is ready to transfer back to the college
- ABLE instructors and college faculty collaborate on curriculum





Emerging Best Practices

- College provides some privileges to students
- Strong support from administration
- Regular communication occurs between partners
- Classes held on campus
- Student outcomes closely monitored



Next Steps--OBR

- Continue to articulate that this alignment process is a priority for colleges and for ABLE
- Identify and publicize models of good partnerships
- Explore other types of partnerships such as those between ABLE and AWE
- Identify fiscal and policy supports to ensure success





Next Steps--Partnerships

- Make sure that all who need to know about the agreement do
- Find ways to bring ABLÉ and college staffs together to mutually plan and review implementation
- Identify ways partnerships can be strengthened
- Identify a person to serve as a bridge for students between the college and ABLÉ
- Explore other ways to work together to ensure students are ready for postsecondary work



APPENDIX C

DEI Survey Instruments

1. ABLE SURVEY INSTRUMENT

Introduction

The Center on Education and Training for Employment (CETE) is interested in gathering information about your work with the Developmental Education Initiative Partnership Pilot. The survey inquires about procedures for student referrals, curriculum and instruction, and partnerships.

Data collected through this survey and other means will inform guidelines and recommendations to support partnerships among ABLE and colleges.

Please complete the survey by Monday, October 31st. If you have any questions or concerns, please contact Adrienne Glandon, 614-688-3720 or Glandon.8@osu.edu.

Student Referrals

When did colleges begin to refer students to your ABLE program?

Please describe how do you obtain college placement scores from referred students?

Approximately how many students were referred to your ABLE program during the 2010-11 school year?

Of the students referred, how many returned to the college for placement in a higher level of developmental education or into creditbearing classes?

Classes

How many ABLÉ classes did you plan to provide at a college during 2010-11 school year?

How many were actually provided at the college during that period?

Student Transitions

Has a staff member been identified to assist referred students with transitioning back to college after ABLÉ remediation?

Yes No

If yes, how is this staff member funded?

Is a student's score on an ABLÉ test, e.g., TABÉ a factor when determining if a student is ready to transition back to college?

Yes No

If you indicated yes for score on an ABLÉ test, please provide the test name and score.

Is a student's score on a college placement test, e.g., COMPASS a factor when determining if a student is ready to transition back to college?

Yes No

If you indicated yes for score on a placement test, please provide the test name and score.

Curriculum and Instruction

Describe ways college faculty and ABLÉ staff jointly planned and/or shared curriculum to be used in the ABLÉ classroom.

Have your discussions with college staff influenced your decisions about curriculum or instructional methods for classes of referred students?

Yes No

Are you teaching referred students as a cohort?

Yes No

In what ways is the instruction provided for referred students different from the instruction provided in regular ABLÉ classes?

Professional Development

Describe joint professional development efforts between ABLÉ and college faculty.

Partnerships

Please rate your partnership on the following scale.

Excellent Good Fair Poor

Please explain your rating.

Please indicate your level of agreement to each of the statements.

	Strongly agree	Agree	Disagree	Strongly Disagree	Not applicable
Both partners, ABLE and the college, are committed to making the partnership successful.					
Our program is capable of providing the remediation that referred students need.					
Faculty and administration at the college are well aware of the partnership and its goals.					
Our ABLE program would like to explore other ways to partner with the college.					

Other comments?

Please provide your name and contact information.

Thank you for your participation in the survey. As mentioned earlier, data collected through this survey and other means will inform guidelines and recommendations to support partnerships among ABLE and colleges.

2. COMMUNITY COLLEGE SURVEY INSTRUMENT

Introduction

The Center on Education and Training for Employment (CETE) is interested in gathering information about your work with the Developmental Education Initiative Partnership Pilot. The survey inquires about procedures for student referrals, curriculum and instruction, and partnerships.

Data collected through this survey and other means will inform guidelines and recommendations to support partnerships among ABLÉ and colleges.

Please complete the survey by Monday, October 31st. If you have any questions or concerns, please contact Adrienne Glandon, 614-688-3720 or Glandon.8@osu.edu.

Student Referrals

Do you consider the following factors when referring a student to ABLÉ?

Score on a placement test

Yes No

If you indicated yes, please provide the test name and score that triggers a referral.

History of grades at the college

Yes No

If you indicated yes, please elaborate.

High school grades and experiences

Yes No

If you indicated yes, please elaborate.

How does a student learn that he/she is being referred to ABLE? (Mark all that apply)

A counselor provides the information during a one-on-one session.

The information is sent to the student.

Information is provided to the ABLE program staff who then contacts the student.

Other (please specify)

Is a student who is referred to ABLE required to follow the referral?

Yes No

If it is not required, please explain why.

How is the student encouraged to attend ABLE classes if it is not required?

When did you begin to refer students to ABLE?

How many classes are planned for this school year?

Are ABLE classes to which students are referred held on campus?

Yes No

If yes, approximately how many classes were held on campus last school year?

Approximately how many students were referred to ABLE during the 2010-2011 school year?

Of the students referred, how many returned to the college for placement in a higher level of developmental education or into creditbearing classes?

Student Transitions

Has a staff member been identified to assist referred students with transitioning to ABLÉ?

Yes No

If yes, how is this staff member funded?

Has a staff member been identified to assist referred students with transitioning back to college after ABLÉ remediation?

Yes No

If yes, how is this staff member funded?

Is a student's score on an ABLÉ test, e.g., TABÉ a factor when determining if a student is ready to transition back to college?

Yes No

If you indicated yes for score on an ABLÉ test, please provide the test name and score.

Is a student's score on a college placement test, e.g., COMPASS a factor when determining if a student is ready to transition back to college?

Yes No

If you indicated yes for score on a placement test, please provide the test name and score.

Are there other factors considered?

Yes No

If you indicated yes, please elaborate.

Curriculum and Instruction

Describe ways college faculty and ABLE staff jointly planned and/or shared curriculum to be used in the ABLE classroom.

Professional Development

Describe joint professional development efforts between ABLE and college faculty.

Partnerships

Please rate your partnership on the following scale.

Excellent Good Fair Poor

Please explain your rating.

Please indicate your level of agreement to each of the statements.

	Strongly agree	Agree	Disagree	Strongly Disagree	Not applicable
Both partners, ABLÉ and the college, are committed to making the partnership successful.					
The ABLÉ program is capable of providing the remediation that referred students need.					
Faculty and administration at the college are well aware of the partnership and its goals.					
Our college would like to explore other ways to partner with the ABLÉ program.					

Who at the college (other than yourself) has been actively involved in planning and implementing the partnership with ABLÉ? Please provide their name(s) and a title(s).

Are the college president and/or provost supportive of the college's partnership?

Yes No

If yes, give examples of how that support has been demonstrated.

What college services are available to students who are referred to ABLÉ (e.g., free parking, access to counselors)?

Other comments?

Please provide your name and contact information.

Thank you for your participation in the survey. As mentioned earlier, data collected through this survey and other means will inform guidelines and recommendations to support partnerships among ABLE and colleges.

APPENDIX D

Survey Results

1. ABLE SURVEY INSTRUMENT

Student Referrals

When did colleges begin to refer students to your ABLE program?

KEY WORDS/THEMES	Response Count
Prior to 2000 (or comment suggested some time)	2
Between 2000 to 2010	9
From 2010 to Present with DEI Partnership	27
Skipped Question	3
Answered Question	38

Please describe how do you obtain college placement scores from referred students?

KEY WORDS/THEMES	Response Count
From the College Admissions or Placement Office	22
Direct from the Student	4
ABLE was Given Access to College Database	6
ABLE Does NOT Receive Test Scores	4
DEI Instructors	2
Skipped Question	3
Answered Question	38

Approximately how many students were referred to your ABLÉ program during the 2010-11 school year?

KEY WORDS/THEMES	Response Count
ABLE Program Reported 0 Students Referred	9
ABLE Program Reported 1-50 Students Referred	14
ABLE Program Reported 51-100 Students Referred	3
ABLE Program Reported Over 100 Students Referred	5
ABLE Program Reported They Did Not Track This	5
Skipped Question	5
Answered Question	36

Note: Total number reported by ABLÉ programs as students referred was approximately 1650.

Of the students referred, how many returned to the college for placement in a higher level of developmental education or into creditbearing classes?

KEY WORDS/THEMES	Response Count
ABLE Program Reported 0 Students Referred	5
ABLE Program Reported 1-50 Students Referred	22
ABLE Program Reported 51-100 Students Referred	2
ABLE Program Reported Over 100 Students Referred	0
ABLE Program Reported They Did Not Track This	2
ABLE Program Reported They Do Not Have Data Yet	4
Skipped Question	6
Answered Question	35

Note: Total number estimated by ABLÉ programs as students returning to college was approximately 350.

Classes

How many ABLÉ classes did you plan to provide at a college during 2010-11 school year?

KEY WORDS/THEMES	Response Count
ABLE Planned zero (0) Classes/Planning Year	3
ABLE Planned 1-5 Classes at the College	22
ABLE Planned 6-10 Classes at the College	6
ABLE Planned 11-15 Classes at the College	5
ABLE Planned over 15 Classes at the College	3
Skipped Question	2
Answered Question	39

Note: Total number of classes PLANNED by ABLÉ programs was approximately 200.

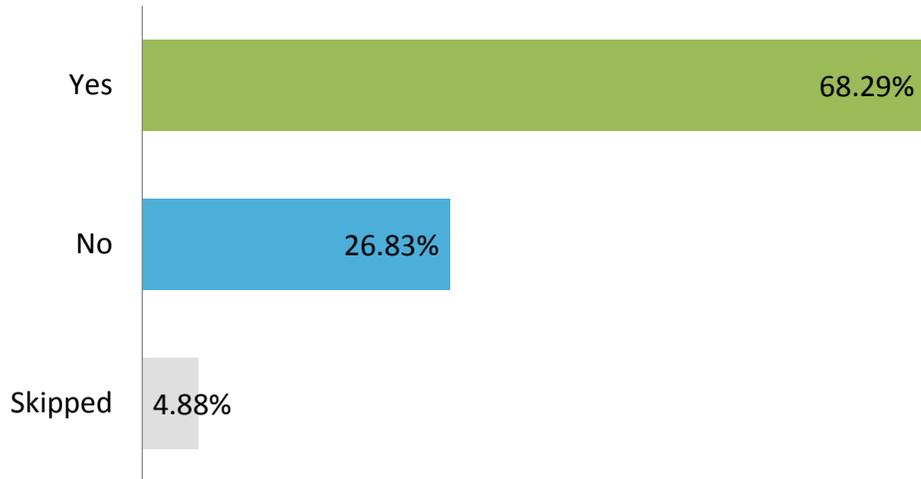
How many were actually provided at the college during that period?

KEY WORDS/THEMES	Response Count
ABLE Delivered Zero (0) Classes/Planning Year	8
ABLE Delivered 1-5 Classes at the College	21
ABLE Delivered 6-10 Classes at the College	5
ABLE Delivered 11-15 Classes at the College	3
ABLE Planned over 15 Classes at the College	2
Skipped Question	2
Answered Question	39

Note: Total number of classes delivered by ABLÉ programs was around 150.

Student Transitions

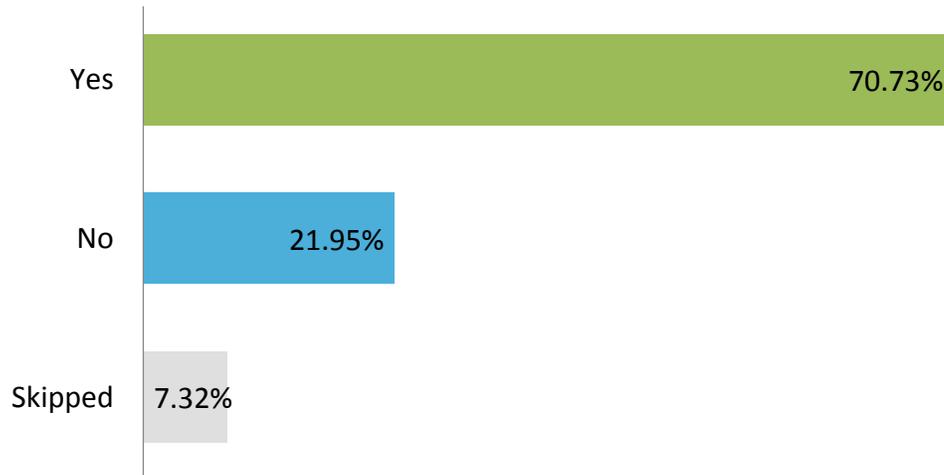
Has a staff member been identified to assist referred students with transitioning back to college after ABLÉ remediation?



If yes, how is this staff member funded?

KEY WORDS/THEMES	Response Count
ABLE Funded	22
College Funded	4
Joint Funded (e.g., ODJFS, CC)	5
Grants	2
Skipped Question	8
Answered Question	33

Is a student's score on an ABLÉ test, e.g., TABE a factor when determining if a student is ready to transition back to college?

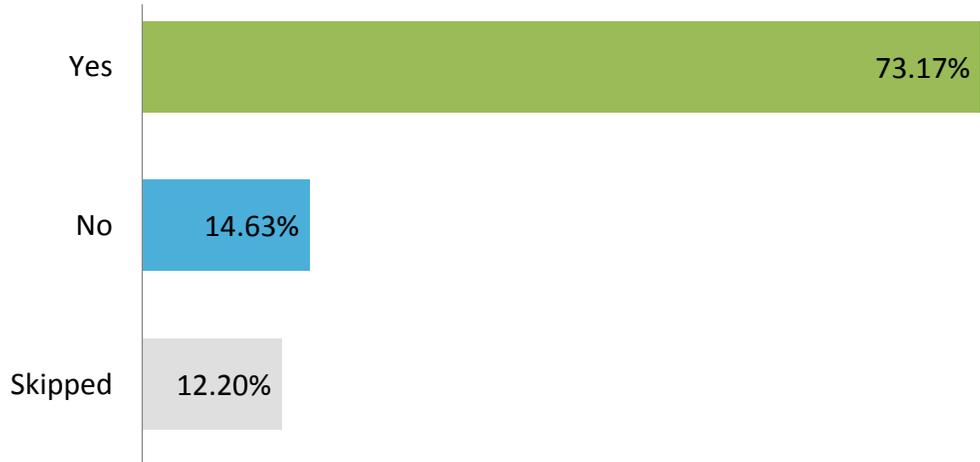


If you indicated yes for score on an ABLÉ test, please provide the test name and score.

KEY WORDS/THEMES	Response Count	Range of Scores
TABE (with score indicated)	13	Mathematics 6.4-8.6 grade level equivalency, 578 scale score
		Reading 6.9-7.4 grade level equivalency
		Writing 8.0
		Content not specified 6.6-12.9 grade level equivalency, 5-6 educational functioning level
TABE	11	n/a
Other	5	n/a
	Skipped Question	0
	Answered Question	29

Some of the other comments indicated an educational functioning level, but no test was specified.

Is a student's score on a college placement test, e.g., COMPASS a factor when determining if a student is ready to transition back to college?



If you indicated yes for score on a placement test, please provide the test name and score.

KEY WORDS/THEMES	Response Count	Range of Scores
ACCUPLACER (cut score determined by college)	3	n/a
COMPASS (cut score determined by college)	16	Math 22-42
		Reading 35-69
		Writing 20-35
Other	10	n/a
	Skipped Question	1
	Answered Question	29

Responses that fell into the other category were mostly scores without an associated test.

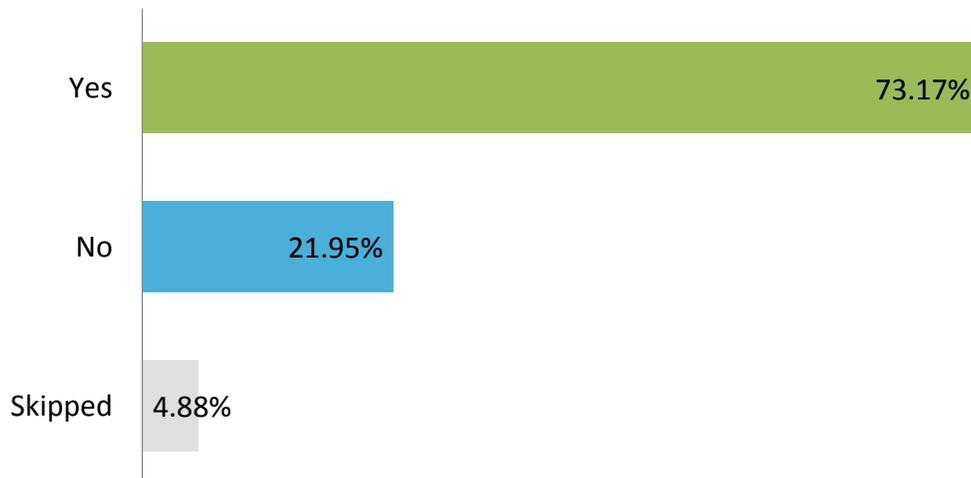
Curriculum and Instruction

Describe ways college faculty and ABLÉ staff jointly planned and/or shared curriculum to be used in the ABLÉ classroom.

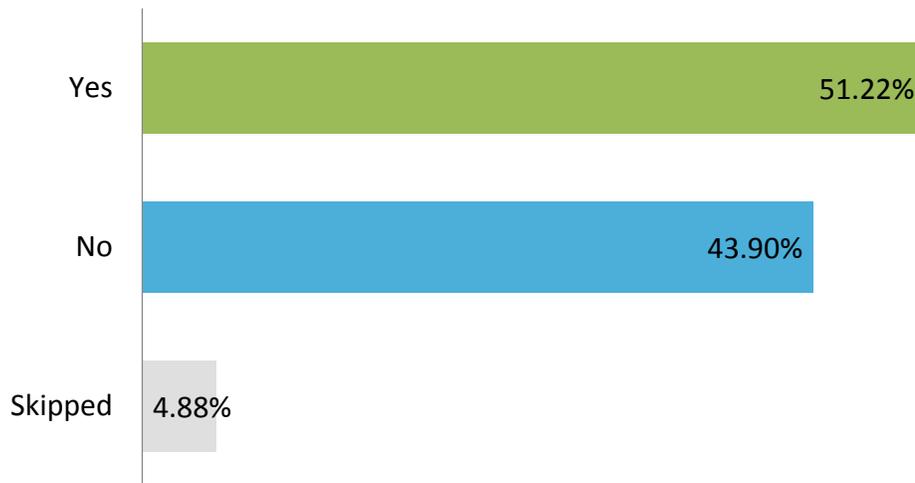
KEY WORDS/THEMES	Response Count*	
One Individual Instructs ABLÉ Developmental Education or Mutual Job Shadowing	4	
Sharing and Use of Developmental Education Curriculum and Materials	24	
Identify Cut Scores and Expectations	3	
Planning and Sharing Meetings	21	
No Change	1	
	Skipped Question	3
	Answered Question	38

*Some content of responses spanned across more than one theme and were counted more than once.

Have your discussions with college staff influenced your decisions about curriculum or instructional methods for classes of referred students?



Are you teaching referred students as a cohort?



In what ways is the instruction provided for referred students different from the instruction provided in regular ABLÉ classes?

KEY WORDS/THEMES	Response Count
Use College Curriculum/Developmental Education Syllabi	19
Use Managed Enrollment/Schedule	3
Use Tutoring Model and Computer	3
Teach to the Test and/or Use ABLÉ as Developmental Education Adjuncts	5
Use Contextualized Learning/Integrate into ABLÉ Curriculum	2
There is no Difference/Use ABLÉ Curriculum	5
Skipped Question	4
Answered Question	37

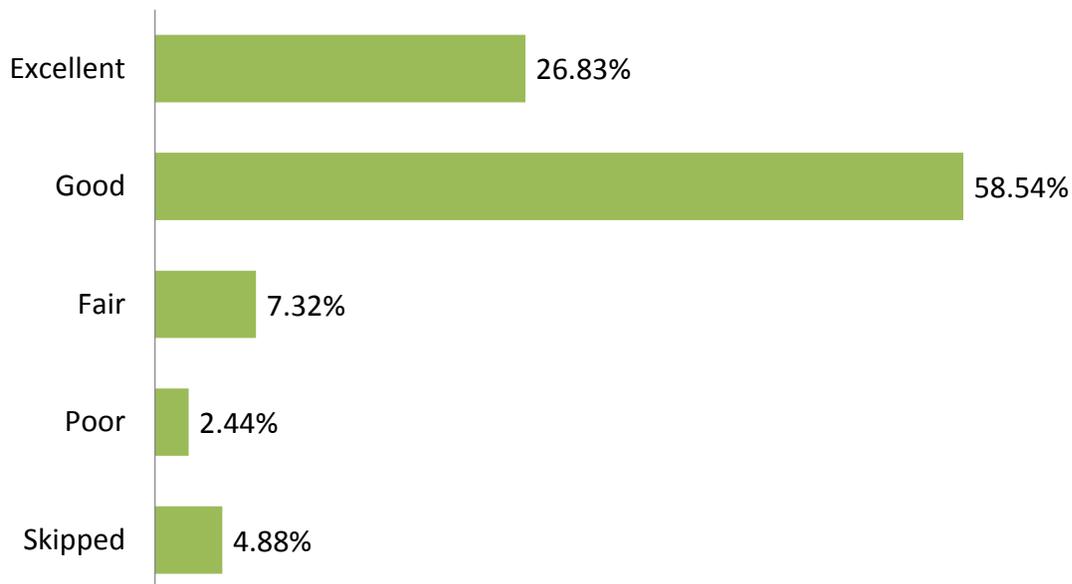
Professional Development

Describe joint professional development efforts between ABLE and college faculty.

KEY WORDS/THEMES	Response Count
No Professional Development was Provided/Nothing Official	10
Professional Development is Planned	4
Provided as Part of Joint Meetings/Teambuilding/or in Curriculum Development	20
College & ABLE Attended Bridges out of Poverty or Other Grant Funded PD	3
Skipped Question	4
Answered Question	37

Partnerships

Please rate your partnership on the following scale.



Please explain your rating.

KEY WORDS/THEMES	Response Count	
Communication (both positive and constructive comments)	13	
The Partnership is Committed to Working Through Issues	17	
The Partnership has Concerns Over Funding, Time, and/or Legislature	3	
Partners Aren't Fully Committed to Partnership	4	
	Skipped Question (Of those who answered yes)	3
	Answered Question	36

Please indicate your level of agreement to each of the statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Response Count
Both partners, ABLE and the college, are committed to making the partnership successful.	59.0% (23)	33.3% (13)	5.1% (2)	2.6% (1)	0.0% (0)	39
Our program is capable of providing the remediation that referred students need.	79.5% (31)	20.5% (8)	0.0% (0)	0.0% (0)	0.0% (0)	39
Faculty and administration at the college are well aware of the partnership and its goals.	28.2% (11)	66.7% (26)	5.1% (2)	0.0% (0)	0.0% (0)	39
Our ABLE program would like to explore other ways to partner with the college.	46.2% (18)	38.5% (15)	10.3% (4)	0.0% (0)	5.1% (2)	39
	Skipped Question (Of those who answered yes)					2
	Answered Question					39

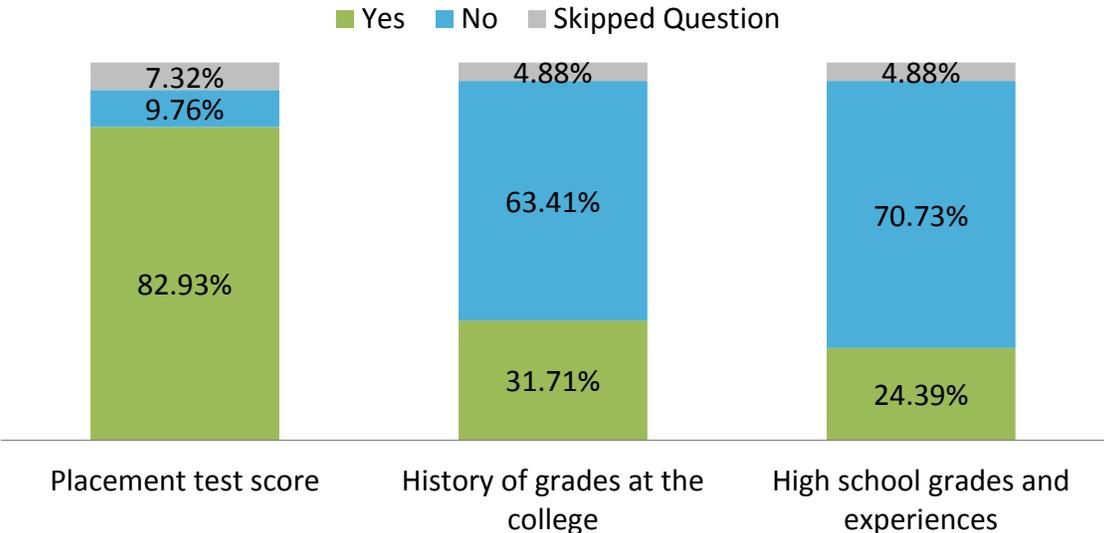
Other comments?

Please provide your name and contact information.

2. COMMUNITY COLLEGE SURVEY INSTRUMENT

Student Referrals

Do you consider the following factors when referring a student to ABLE?



If you indicated yes for score on a placement test, please provide the test name and score that triggers a referral.

TEST NAME	Response Count	Range of Scores
COMPASS	9	n/a
COMPASS (with score indicated)	13	Mathematics 21-41
		Reading 52-62
		Writing 12-32
		Content not Specified 25-45
Accuplacer	1	>22
TABE	4	> 8.0
Other		
	Skipped Question (Of those who answered yes)	3
	Answered Question	31

If you indicated yes for history of grades at the college, please elaborate.

KEY WORDS/THEMES	Response Count
Failure or difficulty with developmental education classes	10
	Skipped Question (Of those who answered yes)
	3
	Answered Question
	10

If you indicated yes for high school grades and experiences, please elaborate.

KEY WORDS/THEMES	Response Count
College considers Grades or GPA, High School Rank and HS Experiences	5
If no diploma or GED, referred to ABLE	5
	Skipped Question (Of those who answered yes)
	2
	Answered Question
	8

How does a student learn that he/she is being referred to ABLE? (Mark all that apply)

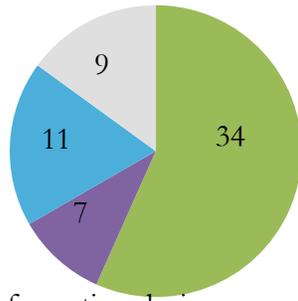
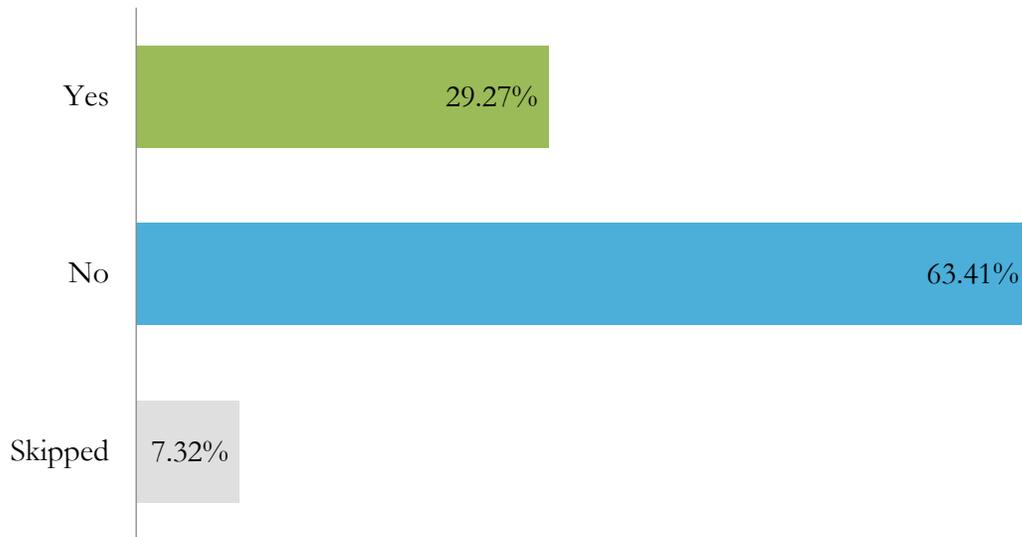


Figure 12

- A counselor provides the information during a one-on-one session.
- The information is sent to the student.
- Information is provided to the ABLE program staff who then contacts the student.
- Other

Comments provided by those who marked other mostly related to testing and counseling as a means of student referrals. For example, students will meet with counselors at the testing center or academic advisors to obtain referrals. Some also mentioned that the referral is automatically generated on the test results.

Is a student who is referred to ABLE required to follow the referral?



If it is not required, please explain why.

KEY WORDS/THEMES	Response Count*
No college policy to mandate ABLÉ or Viewed as Student's Choice	18
This is a pilot program	3
Funding/Financial Aid	7
Skipped Question (Of those who answered no)	14
Answered Question	27

*It should be noted that only 26 respondents indicated that referral to ABLÉ was not required, however 27 chose to respond. In addition, the content of one response spanned across more than one theme.

How is the student encouraged to attend ABLÉ classes if it is not required?

KEY WORDS/THEMES	Response Count*
By either the ABLÉ or Developmental Education Instructor	9
Advising/Counseling Office at the College	12
ABLÉ is provided as a free option	2
Student must have GED/HS Diploma and/or pass test	6
Skipped Question (Of those who answered yes)	13
Answered Question	28

*It should be noted that only 26 respondents indicated that referral to ABLÉ was not required, however 28 chose to respond. In addition, the content of one response spanned across more than one theme.

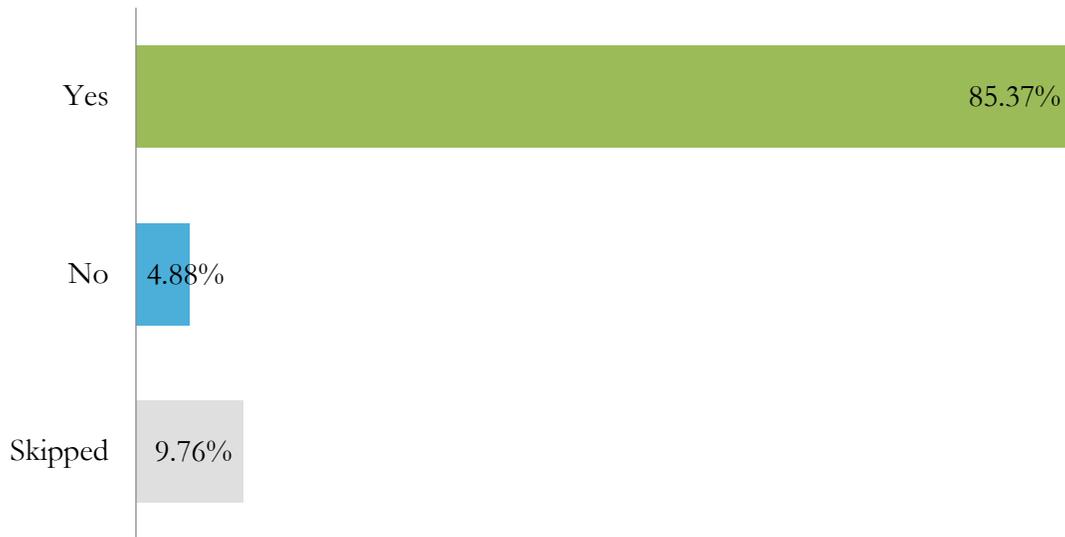
When did you begin to refer students to ABLE?

KEY WORDS/THEMES	Response Count
Before 2000	0
2001 – 2009	14
2010 – Present	20
Don't know	2
	Skipped Question (Of those who answered yes)
	6
	Answered Question
	35

How many classes are planned for this school year?

KEY WORDS/THEMES	Response Count
1-5 Classes	17
6-10 Classes	5
Over 10 Classes	3
Don't Know	7
	Skipped Question (Of those who answered yes)
	9
	Answered Question
	32

Are ABLÉ classes to which students are referred held on campus?



If yes, approximately how many classes were held on campus last school year?

Table 25: If yes, approximately how many classes were held on campus last school year?

KEY WORDS/THEMES	Response Count
No Classes	2
One Class	5
Two Classes	2
Four Classes	5
Five to Nine Classes	4
Ten or More Classes	5
Unsure	2
Other	6
Skipped Question (Of those who answered yes)	4
Answered Question	37

Other comments related class location or to frequency rather than quantity of classes.

Approximately how many students were referred to ABLE during the 2010-2011 school year?

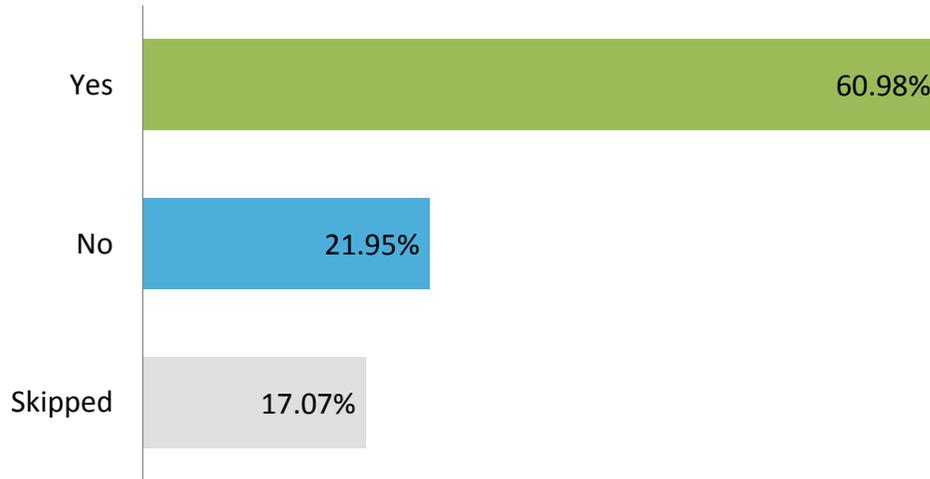
KEY WORDS/THEMES	Response Count	
1-25	6	
26-50	4	
51-150	3	
151-300	5	
55-2,000	4	
Does Not Have Data	6	
None/Not Applicable	4	
	Skipped Question	9
	Answered Question	32

Of the students referred, how many returned to the college for placement in a higher level of developmental education or into creditbearing classes?

KEY WORDS/THEMES	Response Count	
1-10	5	
15-20	3	
50-80	4	
Does Not Have Data	12	
None/Not Applicable	6	
	Skipped Question (Of those who answered yes)	10
	Answered Question	31

Student Transitions

Has a staff member been identified to assist referred students with transitioning to ABLÉ?

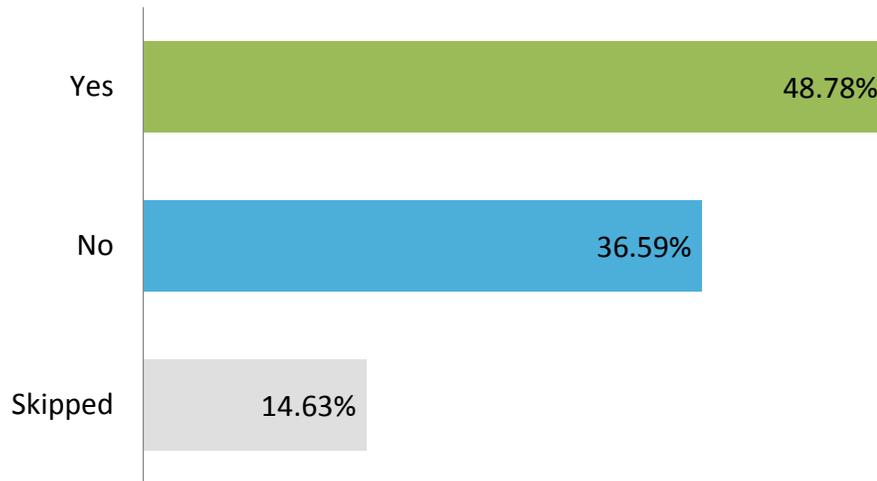


If yes, how is this staff member funded?

KEY WORDS/THEMES	Response Count
College Funds	13
ABLE Instructional Grant	3
Other funding source/grant	4
Split Between ABLÉ and College	4
Skipped Question	17
Answered Question	24

Note some responses that indicated the staff member was funded by the college through additional duties to an existing position.

Has a staff member been identified to assist referred students with transitioning back to college after ABLE remediation?

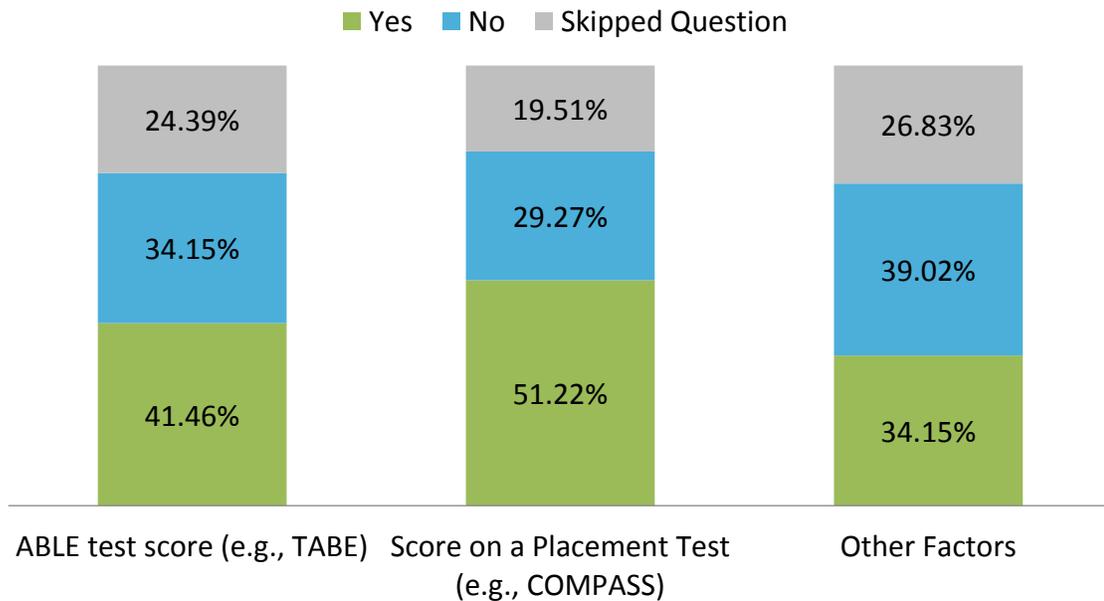


If yes, how is this staff member funded?

KEY WORDS/THEMES	Response Count
College Funds	10
ABLE Instructional Grant	4
Other funding source/grant	2
Split Between ABL E and College	3
Skipped Question	20
Answered Question	21

Note some responses that indicated the staff member was funded by the college through additional duties to an existing position.

Is a student's score on an ABLE test, e.g., TABE a factor when determining if a student is ready to transition back to college?

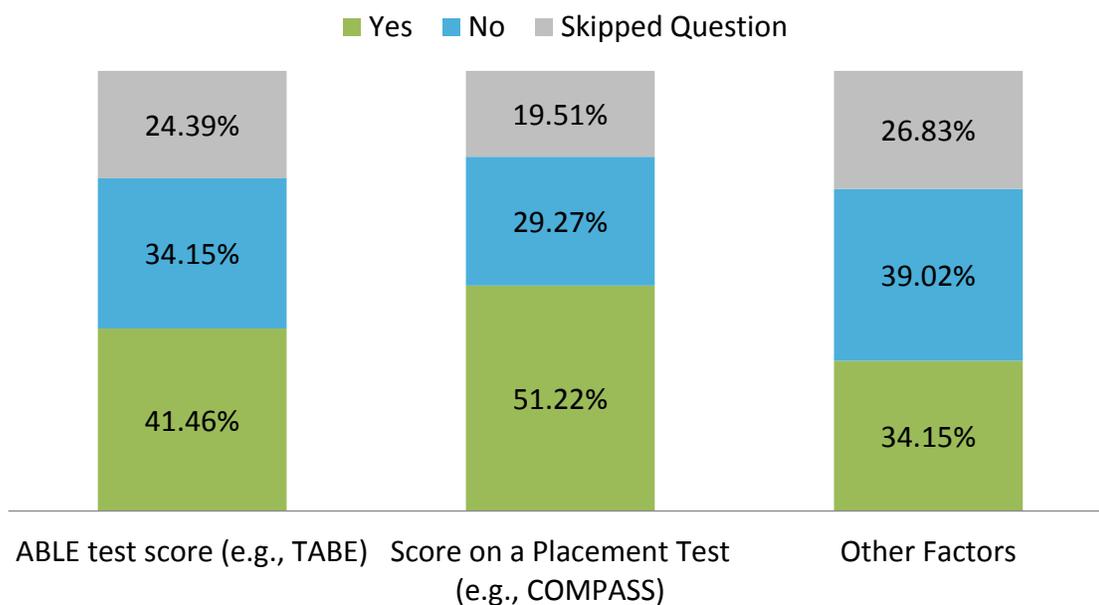


If you indicated yes for score on an ABLE test, please provide the test name and score.

TEST NAME	Response Count*	Range of Scores
TABE	9	n/a
TABE (with score indicated)	6	Mathematics 6.4 GLE
		Reading 7.4-10.7 GLE
		Writing 8.1
		Content area not specified 7.0-12.9 GLE
GED Test (score not indicated)	1	n/a
COMPASS	1	69 Writing, 82 Reading, Varies for Math
Not Determined	3	n/a
	Skipped Question (Of those who answered yes)	3
	Answered Question	31

*It should be noted that 17 respondents indicated that an ABLE test was a factor, however 20 provided a response.

Is a student's score on a college placement test, e.g., COMPASS a factor when determining if a student is ready to transition back to college?

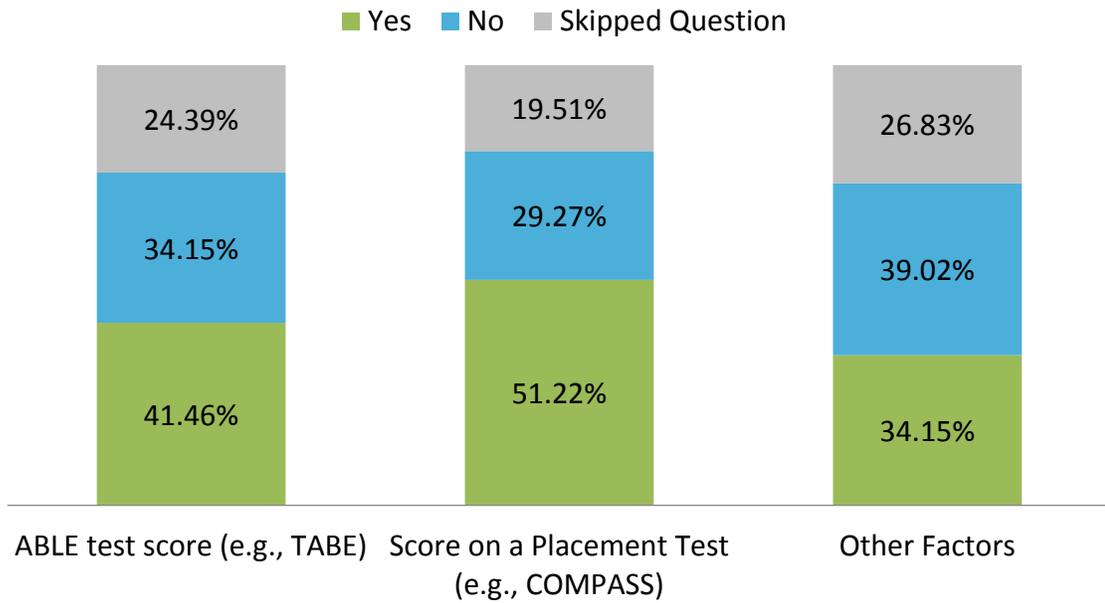


If you indicated yes for score on a placement test, please provide the test name and score.

TEST NAME	Response Count*	Range of Scores
COMPASS	7	n/a
COMPASS (with score indicated)	8	English/Writing 26-35
		Mathematics 24-36
		Reading 61-80
		Content area not specified 25-45
Accuplacer	2	n/a
Accuplacer (with score indicated)	1	>22
Other tests (includes college developed exams)	2	n/a
Unknown/Undetermined	2	n/a
	Skipped Question (Of those who answered yes)	0
	Answered Question	

*It should be noted that 21 respondents indicated that an ABLE test was a factor, however 22 provided a response.

Are there other factors considered?



If you indicated yes, please elaborate.

KEY WORDS/THEMES	Response Count
Progress in Class	12
Other	4
Skipped Question (Of those who answered yes)	0
Answered Question	16

*It should be noted that 14 respondents indicated that other factors are considered, however 16 provided a response.

Comments falling into the other category included instructor recommendations, ACT scores, and individual student needs and goals. One responded indicated that there was no set policy in this regard.

Curriculum and Instruction

Describe ways college faculty and ABLÉ staff jointly planned and/or shared curriculum to be used in the ABLÉ classroom.

KEY WORDS/THEMES	Response Count*	
ABLE Instructors are also Developmental Adjuncts or Mutual Job Shadowing	6	
Sharing and Use of Developmental Education Curriculum and Materials	11	
Identify Cut Scores and Expectations	2	
Planning and Sharing Meetings	17	
No Change	3	
	Skipped Question	11
	Answered Question	30

*Some content of responses spanned across more than one theme and were counted more than once.

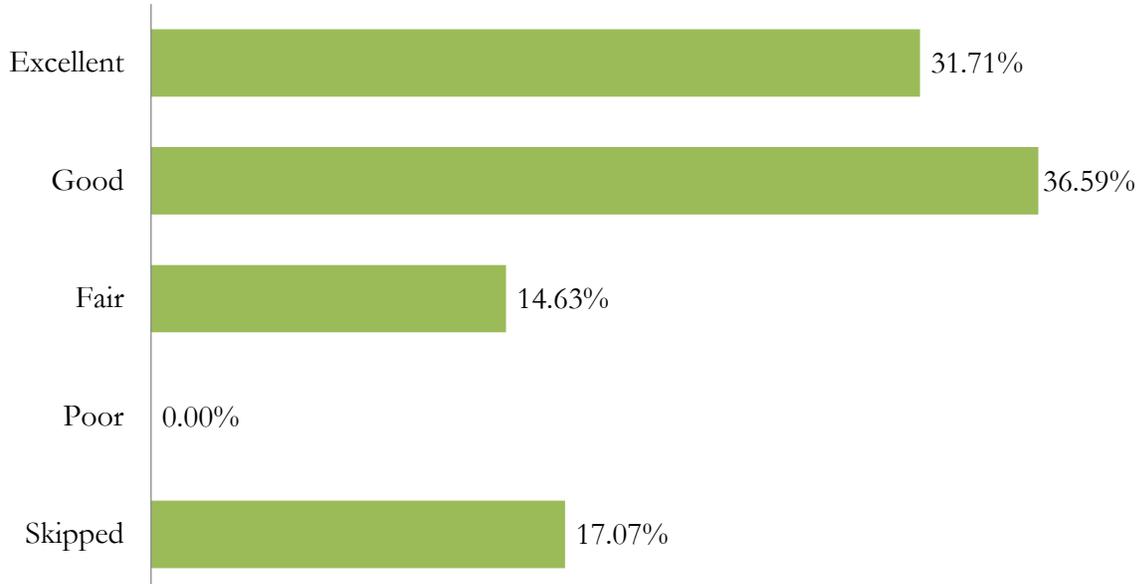
Professional Development

Describe joint professional development efforts between ABLÉ and college faculty.

KEY WORDS/THEMES	Response Count*	
Joint Meetings are used for PD with ABLÉ and Community College	10	
College or ABLÉ invites other to Professional Development offered from institution	7	
Currently No Formal Professional Development Between	7	
ABLE Adjuncts receive Professional Development from College as faculty	5	
	Skipped Question	12
	Answered Question	29

Partnerships

Please rate your partnership on the following scale.



Please explain your rating.

KEY WORDS/THEMES	Response Count*
Quality Communications between partners – Reason for both positive and negative outcomes	16
People who make up the partnership	6
Funding cited for barrier to partnership	3
Could do more if ABLE was mandatory	2
Skipped Question	14
Answered Question	27

Please indicate your level of agreement to each of the statements.

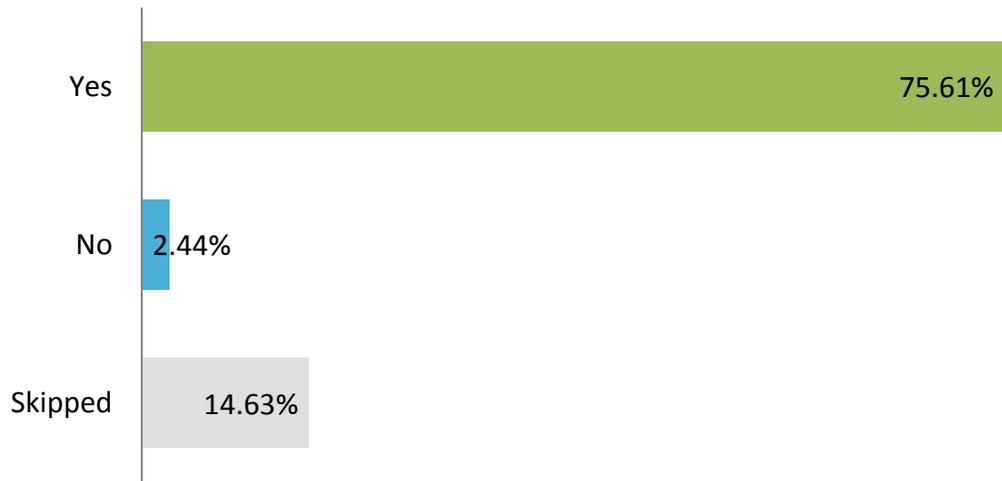
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Response Count
Both partners, ABLE and the college, are committed to making the partnership successful.	79.4% (27)	20.6% (7)	0.0% (0)	0.0% (0)	0.0% (0)	34
The ABLE program is capable of providing the remediation that referred students need.	61.8% (21)	32.4% (11)	5.9% (2)	0.0% (0)	0.0% (0)	34
Faculty and administration at the college are well aware of the partnership and its goals.	32.4% (11)	58.8% (20)	8.8% (3)	0.0% (0)	0.0% (0)	34
Our college would like to explore other ways to partner with the ABLE program.	51.5% (17)	36.4% (12)	0.0% (0)	0.0% (0)	12.1% (4)	34
Skipped Question (Of those who answered yes)						7
Answered Question						34

Who at the college (other than yourself) has been actively involved in planning and implementing the partnership with ABL? Please provide their name(s) and a title(s).

KEY WORDS/THEMES	Response Count*
ABLE Administrator	5
Academic Advisor	8
Assessment Coordinator	5
Dean of Humanities/Arts and Sciences/Developmental Education	19
Director of Admissions	5
Director of Student Success	3
Director of Student Success	4
Disability Services	3
English Faculty	5
Enrollment Manager	3
Math Faculty	6
Provost	2
Retention Coordinator	4
VP of Academic Affairs	4
Faculty	11
Skipped Question	9
Answered Question	32

*The majority of responses listed multiple individuals.

Are the college president and/or provost supportive of the college's partnership?



If yes, give examples of how that support has been demonstrated.

KEY WORDS/THEMES	Response Count*	
Assist in awareness building	4	
Attend meetings	8	
Financial/In-kind	13	
Policy	4	
	Skipped Question	12
	Answered Question	29

What college services are available to students who are referred to ABLE (e.g., free parking, access to counselors)?

KEY WORDS/THEMES	Response Count*
Assessment services	1
Labs/tutoring	7
Student privileges (e.g., transportation, library, advisors)	25
	Skipped Question
	8
	Answered Question
	33

Other comments?

Please provide your name and contact information.

Thank you for your participation in the survey. As mentioned earlier, data collected through this survey and other means will inform guidelines and recommendations to support partnerships among ABLE and colleges.

APPENDIX E

Site Visit Protocol

REVIEW THE INTERVIEW GUIDE FOR STUDENTS/INSTRUCTOR and DEI PARTNERS
in FOCUS GROUP

Asking students the following questions:

- Why did you decide to take advantage of the ABLE option (for students whose participation is voluntary)?
- What is your opinion of the instruction you are receiving in ABLE?
- If you have taken college courses—including developmental education courses previously—how does ABLE instruction compare?
- Do you feel you are making progress as quickly as you would like?
- Are you glad that the ABLE option is available to you?
- Motivating factors for attending postsecondary
- Satisfied with instruction and services?
- What is your personal goal in continuing to pursue a college education?

Asking partners the following questions

NOTE: TO START ASK EACH PRESENT TO COMPLETE THE CHECKLIST (added in Partnership Types/Levels)

General Questions for Focus Group:

- Describe your program model and how it works from the perspective of an adult student participant.
- Explain the funding for this program and the role of financial aid (Pell Grant, etc.) in making DEI work.
- How did this partnership get started? (History of how it evolved or came about)
- What is each partner's role? Is the DEI Program receiving support from the top? Is this important? Why?
- How do you think the partnership is going/progressing?
- What is your partnership's instructional approach? Traditional ABLE taught cohort? Other?
- What is your recruitment strategy? Do you work with ODJFS or other potential feeder groups?

Specific Inquiry into Referral Policies:

- Describe the referral process. Who at the college is in charge of the referral –is there one person? If not how have others who may be involved been informed of the purpose of the partnership? How is the referral option presented to the student? How is the issue about no financial aid dealt with by those referring students?
- What are the strengths and weaknesses of the referral process?
- Are there ways that it could be more streamlined?
- Do you have any recommendations for others developing their process?

Planning Processes

- Is there regular communication within the partnership?
- Is the communication structured (e.g. monthly staff meetings)?

Student Counseling and Advising

- Describe your counseling/advising process (e.g., awareness building, goal setting)
- Student Privileges
- From the survey: What college services are available to students who are referred to ABLE (e.g., free parking, access to counselors)?

Administrative Support

- What supports (policy and guidance) is needed from the state to aid in your partnership or to facilitate partnerships as a whole across the state?
- Is there any professional development that would benefit your partnership?

Partnership/Other

- What do you think some common barriers for partnership are (either experienced, or anecdotal)? Are there proven strategies to overcome these?
- Other ways to accelerate student progress while minimizing costs?
- Could this partnership be duplicated?
- Items of note in the survey

For college staff: What are your main concerns about your partnership with ABLE? In your opinion, is the ABLE program fulfilling its part of the partnership? What recommendations (advice) would you give other programs?

For ABLE staff: What are your main concerns about your partnership with the college? Do you think the college is doing all it can to make the partnership work? What recommendations (advice) would you give other programs?

CHECKLIST PROVIDED TO ALL PARTNERS IN FOCUS GROUP TO COMPLETE

Group #: 13 Partner Name: _____ Program: _____

Circle if your program has a:

Firm referral policies from the college?	Yes	No
Designated staff available to help referred student transition to ABLE?	Yes	No
Referred students taught as a cohort?	Yes	No
If as a cohort, are all students at a similar skill level?	Yes	No
Clear expectations for when a student is ready to transfer back to the college?	Yes	No
Are ABLE instructors and college faculty collaborating on Dev Ed curriculum?	Yes	No
Does the college provide some privileges to ABLE students?	Yes	No
Is there strong support from administration on both sides?	Yes	No
Is there regular communication occurs between partners?	Yes	No
Are classes held on the college campus?	Yes	No
Are student outcomes closely monitored?	Yes	No

Describe and rate your ABLE-CC Partnership using the following descriptions:

Circle: How would you describe where this DEI partnership formation is along this continuum?

Level 1 (Awareness) Level 2 (Referral) Level 3 (Coordination) Level 4 (Integration)

Where... **LEVEL 1: Awareness** — ABLE and CC programs are aware of their respective GED and DEV ED services, but the partnership is limited and there is no overlap of instruction.

LEVEL 2: Referral — ABLE and CC programs refer potential students to each other’s programs without formal follow-up. Partners informally discuss with each other what is taught in respective programs, but maintain their program identity. Partners informally discuss student needs to best help them succeed. Programs can be co-located.

LEVEL 3: Coordination — ABLE and CC services are coordinated with formal DEI agreements in place. DEI partners are co-located and offer contextualized instruction based on student need.

LEVEL 4: Integration — ABLE and CC are completely and formally integrated. Partners work together to develop a DEI program of study, curriculum, program and course goals, etc. DEI programs may include co-teaching and highly contextualized instruction.

Circle which “Partnership Model” best describes your DEI ABLE-CC Partnership?

Democratic partnership model is where everyone comes together, but progress is slow with independence being important.

Cooperative service provider model which uses a pyramid structure with higher education is at the top and assumes an important driving role—not because higher education is the most critical partner, but because the partnership’s goal is to improve access to postsecondary education institutions. K–12 is in the middle of the pyramid, and community-based organizations comprise the supporting bottom layer.

Professional collaboration which features higher education, K–12, and community-based organizations all working together, but with intentional points of strategic intersection.

Community-based collaboration this is the case where higher education and K–12 are intimately involved to address the community’s problem and the community-based partnership actually becomes an organization that drives the work - grassroots model where community-based organizations are proactive in helping educational institutions reach out to communities in more constructive ways.

Who do you identify as the Partnership’s Leader? _____

What data are used to make strategic program decisions? _____

Any Comments other about the partnership:

APPENDIX F

Partner Materials

1. COLUMBUS STATE

Cougar Edge is...
the best way to start prepared!

Benefits include:

- ▶ Appropriately Paced
- ▶ No Cost
- ▶ Convenient Locations
- ▶ No Grades
- ▶ No Financial Aid Penalty

Cougar Edge Partners

- Ohio Board of Regents—ABLE
- Columbus City Schools
- Delaware Area Career Center
- Godman Guild Association
- South-Western City Schools
- Tolles Career & Technical Center
- Columbus State Community College



Cougar Edge



Start Prepared!

To register **call (614) 287-5858**
or visit the
Non-Credit Registration Office
in the
Center for Workforce Development,
315 Cleveland Avenue,
Room 1090




Cougar Edge = College Success!

A New Developmental Education Program

If your COMPASS placement indicated the need for developmental coursework (e.g., DEV 040, DEV 041, DEV 030) before college-level courses, you may be required to take Cougar Edge.

If you placed into DEV 30 **and** DEV 40, you will be required to successfully complete the Cougar Edge program prior to enrollment in credit-bearing coursework.

If you placed in DEV 40, DEV 41 **or** DEV 30, you may choose to take Cougar Edge prior to enrolling in credit-bearing coursework. The Cougar Edge program has many exciting advantages.

No Cost

The Cougar Edge program is free for students!

The approximate cost for 12 credit hours of developmental coursework (tuition, fees, books, and supplies) = **\$1,347**

Cougar Edge = **\$0**

Convenient Locations

Cougar Edge courses are conveniently located at Columbus State Community College's Columbus and Delaware campuses and other off-campus centers.



Individualized Pace

Cougar Edge courses are paced for successful completion. Take the time you need to improve your skills!

No Grades

Cougar Edge coursework is not recorded on your credit transcript. You can concentrate on learning the material without the added stress of grades.

No Financial Aid Penalty

Cougar Edge **does not** use federal financial aid. This program is not available to students who have already received financial aid payments for the current quarter.

No Wait

Cougar Edge classes are offered at a variety of times and locations.





2. HAMILTON CITY



205 Phelps Hall
Miami University Hamilton
1601 University Blvd.
Hamilton, OH
513-785-1811

Cost: \$0 - FREE

WHY?

1. To make your transition to college successful.
2. To provide you with the skills necessary to thrive.
3. To help you best utilize limited financial aid.





Miami University Hamilton
Office of Learning Assistance
102 Rentschler
1601 University Boulevard
Hamilton, OH 45011
Phone: 513-785-3139
Email: muhla@muohio.edu
www.ham.muohio.edu/ola

Miami University
Hamilton
Office of Learning
Assistance
785-3139

**College
Readiness
Program**



www.ham.muohio.edu/ola

We care about your success. Based on the COMPASS assessment results and a variety of other factors available to your advisor, you will be enrolled in 6 credit hours of college level course work while you complete the following program:

First steps . . .

- Attend the ABLE orientation - bring your COMPASS results.
- Take the TABE test.
- Complete preparatory school work, approximately 30 hours.
- Take the TABE test again to show that you are ready to handle the academic demands of college.

Sharon



Nancy



Next steps . . .

- Retake the COMPASS (at no cost to you).
- Meet with Pete or Sue, your advisors, to become a full time college student.



Pete



Sue

Frequently Asked Questions:

Q: What if I complete the ABLE program and do not test into college level courses?

A: You may continue to use the services at ABLE until you are ready to move to college level courses.

Q: What if I have to stop attending?

A: After an assessment, we will determine where you will restart.

Quick Questionnaire

_____ I have been out of school for more than 5 years.

_____ I have many family commitments.

_____ I have to work over 30 hours while I go to school.

_____ I hate to read.

_____ I didn't work very hard in high school, but I got by.

_____ I have children under the age of 6.

_____ I tend to move a lot.

If you checked 3 or more of the above questions, you might need some additional support in order to be successful in college. Collegiate demands are greater and more intense than high school demands. The Office of Learning Assistance is here to help you make the transition and to connect you with services that will help you succeed.





**HAMILTON CITY ABLE
ADULT EDUCATION
FREE**

READING, WRITING, AND MATH CLASSES

**INDIVIDUALIZED INSTRUCTION
COMPASS TEST PREPARATION
DISTANCE LEARNING OPTIONS
FREE TO YOU**



Adult Basic and Literacy Education

ABLE at Miami

*Miami University Hamilton
1601 University Blvd.,
Hamilton, OH 45011
Phelps Hall- Room 205
9:30 AM - 3:30 PM
Monday - Thursday*

Walk-in Lab Hours

M-T-W-Thr - 11:00 to 2:00

Other Hamilton City School's ABLE sites:

- ***High Street ABLE***
*633 High Street #205
Hamilton, OH 45011
513-894-0301
9:00 AM - 3:00 PM
Monday - Friday*
- ***Workforce One of Butler County***
*4631 Dixie Hwy (Rt. 4 in Fairfield Crossing)
Fairfield, OH 45014
513-894-0301
8:30 AM - 1:00 PM Monday - Friday
5:00 PM - 9:00 PM Monday - Wednesday*

Post testing after minimum thirty hours

***New student orientation and introduction
for MUH ABLE students:***

Tuesdays 9:30 to 11:30

205 Phelps

(completed on Friday, if necessary)

Call 785-1811 for an appointment.

***Students can also attend ABLE orientation
at Workforce One on Rt. 4 in the Fairfield
Crossing Plaza near Goodwill.***

***5:00 PM - 9:00 PM Monday and Tuesday
Arrive at 5:00 PM any Monday.***



Students interested in **distance learning** must first complete an ABLE orientation. Students then can study at home using their own computers to improve basic skills. Some in-classroom time is also required when using the distance learning option.

ABLE classes are **FREE** to adults 18 and older!

3. MIAMI VALLEY

Sinclair Community College/ABLE Pilot

Guiding Principles:

- Student-centered approach with necessary supports to diminish barriers to success
- Seamless
- Driven by goals set by students

Goals:

- Create a collaboration between local ABLE providers and Sinclair to build capacity in serving under-prepared nontraditional students in the college setting
- Assist under-prepared nontraditional students in moving to post-secondary options
- Increase the academic success and retention of under-prepared nontraditional students in post-secondary options

The support for this Project continues from the four partners: MVCTC, Sinclair, Kettering and Project READ. The pilot began in the fall of 2008. The above guiding principles and goals continue to provide the foundation for the project. Two of the original partners, Dayton Public Schools and the Miami Valley Literacy Council no longer have ABLE Programs. Their service areas have been assumed by the Miami Valley Career Technology Center.

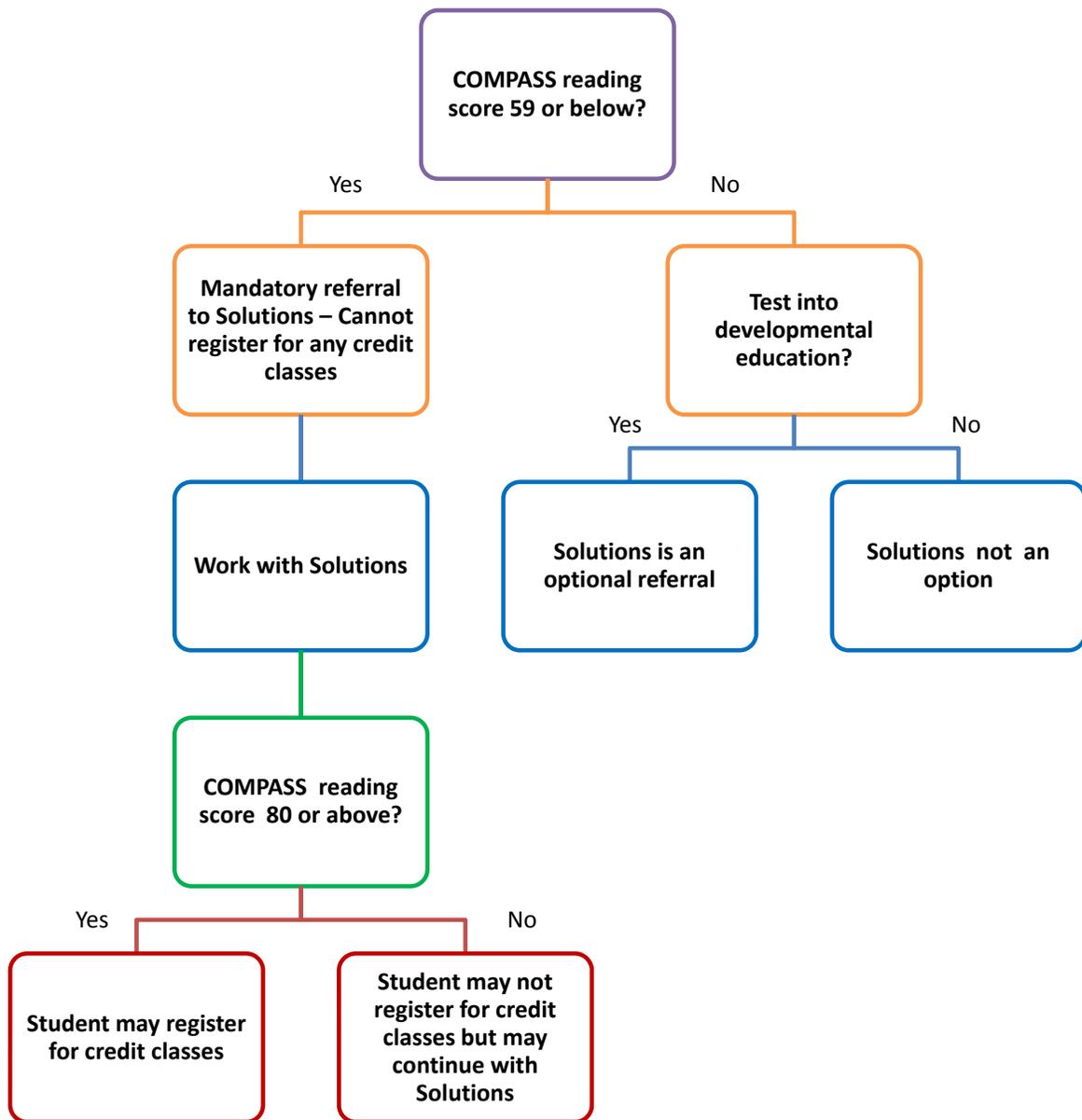
The pilot continues to develop and make changes and improvements. Quarterly meetings occur among and between the partners and an annual review was completed in June. While ongoing commitment is needed to maintain and sustain the project, letters would seem to reflect a more shallow level than is evidenced by the depth of the project activities. The partners realize that ongoing communication should be fostered for new employees of each organization and for additional department involvement as the project grows and evolves.

- The ILP is quite different from the proposed advising tool. The purpose of the career mapping tool for the Readiness students is twofold. Referring to the guiding principles for the pilot, first the mapping tool is a version of the more advanced mapping tool used by college level Sinclair students. This follows the guiding principle for a *seamless* process as we assist under-prepared nontraditional students in moving to post-secondary options. Secondly, the pilot continues its student-centered approach with necessary supports to diminish barriers to success. While the academic levels of readiness students are quite low, designing processes similar to college level experiences will increase the academic success and retention of under-prepared nontraditional students in post-secondary options.
- This tool will become a part of the ongoing Readiness pilot, thus the need to recruit or offer the tool as an option are not relevant.
- MVCTC AWE is always an integrated part of all ABLE initiatives. Perhaps that is why its role is not separately apparent to the outsider. AWE Post Secondary options are a part of the goal setting and career exploration for Readiness students as are other ABLE benchmarks, i.e. employment, job retention and other post secondary options.

Hopefully these explanations have addressed the concerns of the reviewers and established the need and context for the use of a mapping tool in the transition process.

4. NORTH CENTRAL

Mansfield ABLÉ – NC State College Adult Transition Pilot 2010-11



Solutions Adult Transition Program



- Collaborative effort among North Central State College, Mansfield City Schools Adult Basic Literacy Education, and Richland County Job and Family Services
- Unique pre-college program designed for students who have tested into developmental education in reading, writing, or math
- Co-located and integrated into the Tutoring Center at NCSC
- No cost to student
- Provides self-paced, individualized instruction for students; students not penalized by failing grades if they have slow progress and may continue from quarter to quarter if necessary
- Only requirement is a high school diploma or GED and residence in Richland, Ashland, Crawford, Knox, Marion or Morrow counties
- Participation is mandatory for those students with a COMPASS reading score of 59 or below; they must re-test at a minimum of 80 before they are able to enroll in classes at NCSC
- Mentoring support and guidance continued when students enroll and progress is monitored quarterly so that issues can be addressed

Quickstart

- Pre-college alternative option to FYE 161 (First Year Experience)
- No cost to student
- Student receives proficiency credit for FYE 161 if completed successfully
- Students typically co-enroll in Solutions and Quickstart
- Curriculum includes:

Basic Computer Skills	Study Skills
Campus Tour	Career Exploration
Learning Styles	Time & Money Management
College Terminology	Campus Resources
Understanding Critical Thinking	Advising Support
Review of Basic English & Math Skills	Development of Individual Learning Plan
Financial Aid Support	Development of Personal Resources
- Completing the class before enrolling in college better prepares the students for the challenges of the first quarter

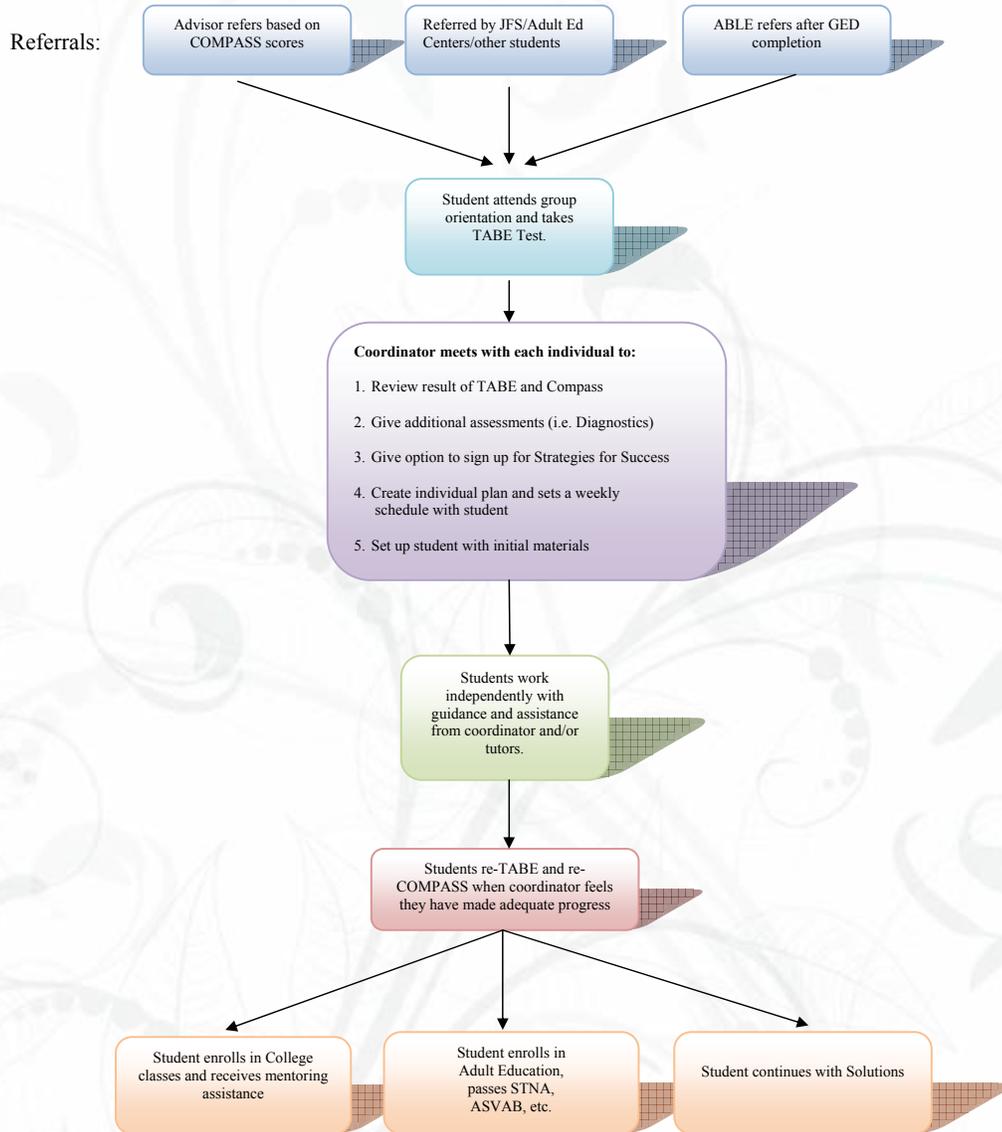
For More Information

Julie Korbas 419-755-4579 jkorbas@ncstatecollege.edu Kee Hall room 1137	Charis Bower 419-755-4716 cbower@ncstatecollege.edu Fallerius, room 119
--	--



Achievers & Dreamers

Solutions Flowchart



North Central State College joined the Achieving the Dream initiative in 1995. Achieving the Dream focuses on student achievement, with an emphasis on low-income students and students of color. Our work with Achieving the Dream has helped support countless students from throughout the region with remedial instruction, tutoring, advising and the opportunity to progress toward their college education.





Annual Report Narrative & Financial Report

Name of Institution: North Central State College

Submission Date: 5-16-11

Name and E-mail of Contact Person for this Report: Margaret (Peg) Moir;
pmoir@ncstatecollege.edu

Section 1: Annual Report Narrative

Implementation

1. The **Assessment/Placement** intervention is behind its timeline for recommendations on digital literacy, with pilot recommendations for certain majors now being implemented for fall 2011 with the potential for scale-up in to all majors late in FY 2012. Note the Ohio Board of Regents does not recognize computer literacy as “developmental” coursework, and these will count against statewide limits on credit hour loads for majors. Consequently, we are looking at a multi-step solution including tutoring and non-credit workshops for scale up efforts.

The college has only partially implemented the Case **Management Advising** intervention. While it revised its pre-registration advising into multiple sessions in spring 2010, it did not assign dedicated case manager advisors for developmental students until winter 2011. Further, several functions of Retention Zen software (early alert, student contract and action plan/tracking) were not activated until early May 2011 due to ongoing technical difficulties with the software. While some developmental faculty has been trained on using early alerts, full faculty training is not expected until fall 2011 convocation.

The **Tutoring Center** director has opted to provide live training instead of the virtual training first proposed in the grant. She has certification pending to be a “master tutor” from the College Reading and Learning Association. Integration of Center services with developmental faculty and section is improving but still somewhat inconsistent. The Center has expanded its services to NC State satellite locations in downtown Mansfield and Shelby, as well as providing online tutoring via a state consortium.

The **Solutions Adult Transition** program has co-located next to the Tutoring Center, with NC State tutors helping the Solutions director provide academic services to her increasing caseload. The student success workshop is now offered on a quarterly basis year-round, and a proposal is pending before the State of Ohio to expand this program to other area locations.

The **PLATO Courseware Expansion** initiative changed its methodology for math courses from 100% self-paced to a hybrid model with embedded accountability milestones. The initiative is somewhat behind in engaging faculty from reading and writing disciplines to leverage the

courseware, though informal training is starting to take place. Other parts of the DEI initiative are also making use of PLATO, including the Solutions program and potentially the Assessment/Placement initiative.

Math Boot Camps introduced quarterly camps for the lowest developmental level this year. The **Secondary to Post-secondary** intervention focused its efforts on delivering math boot camps to the pilot high schools taking part in the Year 1 curriculum alignment discussions. It still remains a long-term goal to embed alignment issues within high school curriculum, particularly 4th-year math course. The focus remained on initial core of 4 high schools for Year 2 project, with goals to expand in year 3 to other schools and possibly other subject areas.

2. We have not chosen to discontinue any interventions.

3. Ohio's changing political environment at the state level and the state's budget woes have been challenges and will continue to be so as we look for support for our work and resources to sustain our strategies into the future. Recovering the cost for some of our interventions, particularly those that are offered at no cost to the student, is an ongoing concern. And, as the focus shifts to a completion agenda, we must align our DEI work so that it best supports completion goals.

Our state has aligned Adult Basic Education, adult workforce providers, and postsecondary institutions under the jurisdiction of the Ohio the Board of Regents. The reorganization means that these entities now need to move from a competitive stance to a collaborative stance. Since these new partners are still developing a shared set of goals and values, our priorities are not always the same. For this reason, the college is providing the lion's share of the funding for the Solutions adult transition experience and our Solutions scale up is not progressing as quickly as it could if it were a top budget priority for our ABLE partner. In addition, we are still working to determine the best way to involve our adult workforce partners in our DEI work.

Within the college, there are competing responsibilities or distractions for faculty and staff that detract from their time and ability to fully immerse themselves in this work. Changes in academic administrative personnel have impeded the scale-up progress of at least one of our interventions. For some of our community partners such as ABLE or secondary school personnel, the challenges have been finding common ground (we are not always driven by the same priorities), coordinating people's time, and finding funding to fully support our work.

We purchased new software In order to support our work in tutoring and case management advising. New software programs have brought unexpected glitches that require college IT/IR and company technical support to spend time diagnosing and resolving. Between the issues we experienced when a software vendor went bankrupt, and our own capacity issues in Information Technology, the progress of our case management advising intervention has been much slower than we would like.

4. As noted in 2010 Annual Report, we completely revised evaluation approaches by working with a consultant to develop logic models based on each intervention. These logic models established the inputs, activities, outputs, and outcomes (short, medium and long-term) for each intervention. We believe this helped the intervention teams better plan and implement

the interventions, as well as measure. We materially refined all the evaluation plans, to the point that it would be overwhelming to address individual changes in the spreadsheet. Based on these logic models, teams collaborated with the consultant to develop more refined evaluation plans and “data templates” to efficiently capture the required data on a regular basis. One major change in all evaluations is that instead of grouping one task for each question, each evaluation offered only a few overall questions linked to several tasks. This approach to more generalized questions makes the evaluation easier to link to the logic model and comprehend.

5. While we believe it is a much improved evaluation due to the logic model approach, it has been (and continues to be) a learning process. This is especially true in balancing effective and efficient evaluation given limited institutional resources. Some items that were originally placed into the revised evaluation plans were discontinued. For purposes of DEI, we felt the main “target” subgroup had to be academically underprepared students. While we continue to disaggregate at the level of AtD milestones, there was concern whether attempting to disaggregate at the intervention level would have achieved a reasonable return on research investment. Also, certain ad-hoc tasks were dropped if they did not add material value to the evaluation question. We experienced such deletions in virtually all the intervention plans, and will likely continue to add/detract certain tasks as we continue in this.

6. **A** - Interventions to accelerate developmental education (Solutions, Campus and High School Math Boot Camps). These three interventions help students accelerate or even avoid developmental coursework through retesting on COMPASS. All three have seen significant improvements. Further, as federal financial aid regulations more closely tie aid disbursement to course success, such interventions will become more crucial. Expansion examples include: **Solutions** set a goal to serve 110 new persons during FY 2011. From spring quarter 2010 through winter quarter 2011, it served 116. The decision to relocate the Solutions program next to the Tutoring Center and share tutoring services has allowed it to provide capacity that it could not otherwise have. Solutions is now increasing collaboration with the PLATO lab, which also relocated this year to the same academic building. Further, Solutions students in a focus group stated the program is under-marketed, and could boost enrollment even more with improved communications to the area GED programs, high schools and human services agencies – a step NC State is taking in part through providing Solutions information to its partners in the Secondary to Post-Secondary DEI Intervention.

The **math boot camps** have a goal to serve 125 students annually. From summer quarter through spring quarter 2011, campus-based boot camps have served 99 students (78 in the target group and 21 students in the non-target group). The college also adapted its Secondary to Post Secondary intervention toward a math boot camp for the high schools, first offered in spring 2011 at four area high schools. These camps served 56 students. Taken together, math boot camps have impacted 155 students in the region the past year.

B - Two interventions directly impacting the classroom were the **Tutoring Center** and **PLATO expansion**. From spring 2010 to winter 2011, the Tutoring Center served 359 unique developmental students out of 1,381 unique developmental students, or 16% of all developmental students for any amount of time. On a duplicated basis, it served 512 students

out of 2,825 students or 18%. This compared to a baseline comparison of 2007-08, when the college served 110 duplicated students, or 6% of duplicated developmental enrollments. This far exceeded the college goal of serving 275 unique developmental students, and it is likely this number is underreported as IR has to disqualify several names in early reporting from the Tutoring Center due to technical problems with log-in software.

The college desired to see significant use of the Tutoring Center in both the math and developmental writing disciplines. While the Center does offer reading tutoring, given the manner the college has structured its reading program significant supplemental instruction is available via the PLATO lab and few reading students seek additional tutoring. In the grant year, 20% of developmental math students and 17% of developmental writing students (both numbers duplicated) sought tutoring help. The TC has set a minimum desired threshold for students to receive 2 hours of math tutoring and 1 hour of writing or reading to maximize effectiveness. Of the 380 developmental math students tutored, 212 received at least two hours of tutoring. Of the 122 developmental writing students, 93 received at least one hour of tutoring.

The college had set a goal of serving 1,000 students (duplicated) through **PLATO** courseware in 2010-11. From spring 2010 to winter 2011, it has served 943 students duplicated (642 math, 108 writing and 193 reading). This represented 33% of all duplicated enrollments (64% of reading classes, 34% of developmental math classes and 9% of writing classes). Two writing professors actively use PLATO as a learning supplement in class. The college is interested in utilizing PLATO for other DEI interventions. Nearly 50 students in the Solutions program are using PLATO to increase basic skills in the language arts. Further, the pending update of PLATO greatly increases its diagnostic ability as a COMPASS prep tool, allowing students to focus on areas of weakness. This aligns well with recommendations of the DEI Assessment/Placement Policy intervention to enhance COMPASS prep.

C – Two interventions related to policy and procedure – Assessment/Placement and Case Management Advising – are impacting every developmental student and even potential students. For example, the A/P workgroup has issued proposals that applying students attest to understanding the “high stakes” nature of placement testing, and go through a practice test. Further, the pre-registration process now more effectively prepares these potential students for success by breaking out advising sessions rather than “cramming” placement testing, results debrief, advising and registration into one visit. While all developmental students had long been required to meet quarterly with an advisor, the switch to a case management process allows for more effective service. From spring 2010 through winter 2011, advisors met with 1,957 new potential students of whom 81% progressed through this new process to the final registration session. Further, 781 developmental students during this period met with advisors later in the quarter to review results of the Noel Levitz College Student Inventory and address risk factors – representing nearly 90% who made debrief appointments as part of their success class.

7. SD1 – Assessment and Placement

The Assessment/Placement workgroup issued their recommendations in spring 2011, so it is too early to link student outcomes. The recommendations have been incorporated within the college’s new strategic planning process, including a potential long-term funding source

through a college application fee. The most significant policy change – a tiered English placement policy to comply with Ohio’s statewide placement policy – has already been approved by the curriculum committee. New placement proposals in English, math and computer literacy offer a more flexible, tiered structure for placement that appears to balance access and quality. The evaluation plan for this intervention has also been aligned to the college’s overall strategic planning metrics, as well as the core AtD intermediate milestones.

SD2 – Solutions Adult Transition Program (actual annual savings of \$19,642 from acceleration)

One novel element to this initiative supplementing the math, reading and writing instruction was the free quarterly workshop on college success skills. From spring 2010 through winter 2011, there were 55 pre-college students who attended the workshop. Of those 55, 72% completed the work requirements sufficient to earn proficiency credit for the college’s 3-credit success course. In terms of cost savings, this represents a potential savings of \$13,380 (120 credit hours plus \$75 book cost). Twenty nine students who completed his workshop during the period have enrolled, for an **actual cost savings of \$9,700.**

During the grant year period, 38 unique students (35% of new Solutions entrants in that time) increased at least one developmental level in their COMPASS post-test. Note that some Solutions students who tested out of developmental math might not have to take college-level math depending on their major.

Further, 43 former Solutions students enrolled at NC State within spring 2010 to winter 2011. Of those 43 unique students, 25 had increased a developmental level in at least one subject and immediately attempted a developmental course for that subject (representing 44 subjects). The success rate amongst those 25 students was 18 passing at least one course (representing 23 subjects). Consequently, the developmental acceleration resulted in a success rate of 72% (18/25) as well as a cost savings to the students passing their “placed up” class of **\$9,942 (95 credit hours at \$86.50 plus minimum \$75 book cost for 23 classes).**

We compared the performance of Solutions students enrolling at NC State with the AtD Fall 2009 cohort for developmental course/sequence completion, English gateway completion and persistence. The performance of the Solutions students far exceeds cohort averages.

Solutions Data: Started Solutions in Summer 2009 and College in Fall 2009

	Completed* Any Dev Math	Completed Dev Math Seq.	Completed* Any Dev Writing	Completed Dev WRT Seq	Completed* Dev RDG	Completed Gateway ENG 101	Fall to Fall Persistence	Fall09 to Winter 10 Persistence
Fall 2009 Solutions cohort	78%	50%	75%	62.5%	77%	44%	55.5%	83.3%
2009 AtD Cohort	56%	30%	65%	58%	60%	44%	48.0%	77.7%

*Includes those testing out of a DevEd class while in Solutions

SD2S – Math Boot Camp (actual annual savings of \$8,600 from acceleration)

The Math Department has set a goal that 50% of eligible camp students who retest would move up at least one developmental level. From summer quarter 2010 to spring quarter 2011, 72 eligible students attended the camp and retested on COMPASS. Of those 72, 29 (40%) increased at least one developmental level and 13 post-tested college ready. In addition, 14 students outside of the target group retested after going to camp, or whom five (36%) improved at least one developmental level.

Of students (target and non-target) who attended the boot camp and enrolled at NC State in spring 2010 through winter 2011, 12 met the program requirement for their major by testing out of developmental math in the post-test COMPASS. This alone represents at **minimum \$6,090 savings in tuition and book costs**. Also, five students who tested up immediately attempted their course and succeeded. This represents at **minimum \$2,537 in tuition and book costs**.

We compared the performance of students who were eligible for the boot camp treatment (based on initial COMPASS score) and attended versus those eligible and did not attend. The subsequent academic success of attendees far exceeds that of those electing not to attend. Of those 72 eligible students attending camp during the period, eight finished their program math requirement by testing out of developmental 30 achieved immediate course success for a cumulative success rate of 53%. Of those 512 eligible students who did not attend boot camp, six completed their program requirement by retesting on COMPASS and 132 achieved immediate course success for a cumulative success rate of 27%.

SD2 – Secondary to Post-Secondary (potential annual savings of \$19,800 from acceleration)

Fifty-six students who pre-tested actually attended the camp and post-tested, representing 49% of all students invited. The following tables compare the results of the high school math boot camps with the first six quarters of math boot camps on campus at NC State. Fifty-four percent of high school students retested did improve at least one level, including 13 (26%) post-testing college ready. Results of post-tests for the high school boot camps were also compared to the COMPASS results of students previously matriculating to NC State from the pilot districts, as well as all recent high school grades/dual credit students at NC State. The boot camp group had a higher post-test developmental placement rate (78%) than the pilot benchmark matriculator group (59%), though it placed more students in the higher levels developmental than the comparison groups.

Final Placement	MTH 100	MTH 102	MTH 103	ALL DEV	COLLEGE
Boot Camp	14%	42%	22%	78%	22%
Pilot Benchmark Matriculators	16%	35%	9%	59%	41%
All Recent HS Grads/Students	27%	40%	13%	80%	20%

If one assumes that each developmental level increase equates to \$433 in tuition/fees per math class plus book cost, these increases represent a total potential savings of \$19,812. In addition,

many of the high school students who did not test out of development stated an interest in attending the campus-based math boot camps when they enroll.

SD2 – PLATO courseware expansion

From spring 2010 through winter 2011, students in lecture-based math courses have succeeded at a slightly higher rate (59%) than those in PLATO-based courses (57%). However, there has been significant improvement since the math department added additional homework accountability measures to the grading structure in fall 2010, when the success of PLATO-based courses was 63% versus 56% for lecture. The success rates did drop in winter 2011 (56% PLATO vs. 57% lecture), though the performance gap was much narrower than prior to curriculum reform.

When PLATO performance is broken down to the course level, there is concern that lecture-based student in the lowest level developmental outperformed PLATO-based students in course success 51% to 38%. Performance in MTH 100 has worsened for both groups of students. Next year when NC State converts to semesters, students placing into the lowest level will have the option to take the current MTH 100 quarter curriculum over the entire semester (or combine it with MTH 102). Based on DEI data for PLATO and Tutoring, the math department is preparing a data request that could result in students scoring under a certain COMPASS threshold being required to take an entire semester of MTH 100.

Reading and writing success rates in PLATO have also been inconclusive when compared to lecture. Lecture-based reading has a greater success rate (58% to 54%) as does lecture-based writing (64% to 59%). However, Nelson-Denny pre/post test results in reading show a much higher improvement in reading sections that are PLATO-based. The English chair has surveyed all faculty on their opinions of PLATO and is working with IR to establish a student focus group to gauge potential on better utilizing the courseware for student success, including potential trainings by the PLATO team leader.

SD3 – Tutoring Enhancement

In the last four quarters, students who received no developmental math tutoring had a 58% success rate, students who received less than 2 hours a 59% success rate, and students with more than 2 hours a 61% success rate. When studying grade distributions, tutored students are clustered around B/Cs, while non-tutored students have a wider dispersion including more As, Fs, and Ws. The greatest success is at the middle developmental level, where students with more than 2 hours of tutoring had a 71% success rate. Unfortunately, students receiving tutoring in the lowest level math are faring worse in success than those who receive no tutoring. Along with the potential for requiring an entire semester of MTH 100, the college is also considering the potential for mandatory referrals to Solutions for students under a certain COMPASS threshold – a policy already implemented for low reading scores.

In the last four quarters, students who received no developmental writing tutoring had a 63% success rate, students with less than 1 hour of tutoring had a 72% success rate, and those with more than 1 hour had a 70% success rate. Tutoring has the most impact at the lowest developmental level, where 18 students tutored in the period had an 89% success rate, compared to 56% for non-tutored students. We compared sequence completion results for fall 2009 cohort students who received tutoring (above desired hourly thresholds) and those who did not. Fifty percent of tutored cohort students completed and math sequence, compared to

28% of non-tutored. Further, 62% of tutored cohort students completed the writing sequence, compared to 58% of non-tutored.

We also compared performance of developmental tutored students (at desired hourly thresholds) from the Fall 2009 cohort with those from the same cohort who were eligible and not tutored. Of the 30 tutored cohort math students, 50% completed their sequence compared to 29% for non-tutored students. Of the 26 tutored cohort writing students, 62% completed the sequence compared to 58% for non-tutored eligible cohort students. The fall-to-fall persistence rate for tutored cohort students was 57%, compared to 45% for non-tutored students.

SD3 – Case Management Advising

With ongoing difficulties of fully implementing this intervention due to Retention Zen software problems, we have chosen to provide very limited outcome data at this point. In fall 2010, NC State offered the Survey of Entering Student Engagement to measure opinions of new students to the college. This survey included a special focus session on academic advising and planning, and results were provided back comparing responses of developmental students vs. non as well as comparing results of all NC State students versus AtD consortium colleges. With the caveat that only one portion of this intervention was implemented in fall 2010 (splitting out advising sessions), the results were encouraging from both comparisons. When compared with other AtD colleges, NC State students were overwhelmingly more positive in their responses. Further, developmental NC State students were overwhelming more positive than non-developmental students. We intend to continue tracking satisfaction via new surveys developed when multi-session advising was implemented.

8. Professional development in 10-11 included:

- June 1, 2010 - SENSE workshop Austin TX. 1 attended.
- July 30 2010 - DEI Core Team Leader co-presented with local ABLE Director at Ohio Community College-ABLE Project Pilot meeting; topic was “Forming and Implementing Community College and ABLE Partnerships for Student Success.”
- August 2 & 3 2010 – DEI Project Directors meeting, Chapel Hill NC.
- August 3, 2010 - Math Curriculum workshop lead by TA’s Terri Bennett and Bruce McComb. 19 attended
- August 19 2010 - Webinar “PLATO: Academic Success for Your Students.” 4 attended.
- September 9, 2010 - Math Curriculum workshop lead by Terri Bennett and Bruce McComb, 16 attended
- September 11 2011 – Adjunct faculty professional development “Working With Under-Resourced Learners: Using the Bridges Out of Poverty Model.” 18 attended.
- September 16 & 17 2010 Fall Convocation – topics included “The Status of Our DEI Work at North Central State,” “The Influence of Economic Class on Teaching and Learning in Higher Education” as well as “Project Based Learning” and “Hybrid/Blended Courses.” Approximately 95 faculty and staff attended.
- September 30, 2010 PLATO Postsecondary Webinar: “Developmental Education.” 3 staff participated
- September 2010 – March 2011 8 tutor trainings held for up to 14 participants

- NACADA - October 2010- National Academic Advising Conference, Orlando, Fla. - 3 SSC attended
- October 3-5 2010 – COMBASE conference, Portland OR – DEI Core Team leader presented on DEI and Achieving the Dream.
- October 10, 2010 - Math Curriculum workshop lead by Terri Bennett and Bruce McComb, 15 attended
- October 23 2010 – Repeat adjunct faculty professional development “Working With Under-Resourced Learners: Using the Bridges Out of Poverty Model.” 5 attended.
- November 3, 4, 5 2010 – Ohio Association for Developmental Education conference. 8 faculty and staff attended. In addition, two presentations were made by North Central State College: “Hard Knocks: Developing and Implementing a One Week Writing Intensive Boot Camp” and “Creating A Successful Pre-College Preparation Program for Developmental Education Learners.”
- November 11 2010 - TutorTrac software training, Redrock Software - 9 attended; at-risk advising - 9 attended.
- November 2010 – Webinar “Using the AtD Data Access Tool.” 2 attended.
- December 15, 2010 Ohio Association of Community Colleges “Building Ohio’s Community College Success.” 6 staff attended.
- December 15, 2010 – National Academic Advising Association webinar “Cultivating Potential in At-Risk Students” 9 staff participated.
- January 26 2011 – Webinar “PLATO: Developmental Level Success.” 5 attended.
- January 27 2011 – Webinar “PLATO Learning Environment.” 3 attended.
- February 8 2011 - DEI Project Directors meeting in Indianapolis, IN. 3 staff attended.
- February 9-11 2011 – national Achieving the Dream Strategy Institute in Indianapolis, IN. 10 attended. North Central State College presented on “Creating a Successful Pre-College Preparation Program for Developmental Education Learners” and also participated in the Success Fair activity.
- February 11, 2011 - Trained secondary partners on COMPASS administration and delivery - 8 attended
- March 2 2011 – Overview of the PLATO PLE. 3 attended.
- March 3 & 4 2011 – Ohio Association of Community Colleges Statewide Symposium: “The Student Success Agenda.” 6 attended.
- March 4, 2011 - College Faculty trained Secondary Teachers on Math Boot-Camp strategies - 10 attended
- March 3-5, 2011 - Bridges Out of Poverty training. 3 attended.
- March 18, 2011 - "Online Academic Advising" Ashland University. 4 attended
- March 27-31 2011 – Association for Tutoring Professionals conference. 1 attended
- April 12, 2011 - Worked with Secondary and Post Secondary follow up to Math Boot-Camp and accomplishments. 16 attended.
- May 6, 2011 - Student Zen training, on campus - 10 attended
- May 11, 2011- Webinar, "Intrusive Academic Advising: An Effective Strategy to Increase Student Success" - 8 participating
- May 17 2011 – Campus Community Forum: Educating the African American Male

- May 18 & 19 2011 – 4 staff will attend the Active Learning Institute “Fundamentals of Cooperative Learning” training at Patrick Henry Community College. The team will then make a recommendation as to whether this training is one that we might bring to campus for an on-site professional development activity.
- May 18, 2011 – Brown Bag Lunch Lecture: Improving First-generation and Minority Student Success.
- May 19 2011 - Webinar “The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement.” 9 will participate.
- June 16 & 17 2011 – Conference on Acceleration in Developmental Education in Baltimore MD. 2 staff attending. Ms. Pamela Henney will be presenting on “Paired Courses and Changing Pedagogy” and Ms. Deborah Hysell and MDC’s Abby Parcell will collaborate in a presentation introducing the SCALERS model and highlighting the work of the DEI colleges and states.
- June 22-24 2011 – DEI Project Directors meeting. 3 staff will attend.

9. **Bruce McComb** (an Achieving the Dream Data Facilitator) has been engaged to help us learn to develop better logic models for use in planning, implementation, communication and especially evaluation of key initiatives. Our intention is to continue to develop faculty and staff capacity so that all the college's programs and initiatives, including those in our overall strategic plan, can be evaluated. Mr. McComb has provided technical assistance to our Assessment and Placement team. He has helped guide them through the production of a deliverable committee report and set of recommended policies and procedures. These have been incorporated into the newly revised college strategic initiatives. Mr. McComb has also provided technical support to the Secondary to Postsecondary Alignment team as they finalized their planned intervention and evaluation plan, and finished up evaluation planning work with our case management and Solutions teams as well. Mr. McComb has provided significant technical assistance to our Planning Advisory Committee and various interdisciplinary institutional teams as we worked to interpret the Ends Policy created by our Board of Trustees and to develop and align the strategic initiatives (the Means) to achieve those ends. Mr. McComb is working with our Institutional Research staff on the evaluation of our DEI work.

Ms. Jacki Stirn (Achieving the Dream Data Facilitator) has provided technical assistance to our Institutional Research staff in order to improve our IR capacity.

Ms. Terri Bennett provided technical assistance with the Secondary to Postsecondary Alignment intervention. Ms. Bennett is well versed in the secondary education structure in Ohio, particularly the math curriculum. She assisted in the planning and facilitation of workshops for college and secondary instructors to address college readiness issues related to mathematics.

Ms. Elizabeth Nickoli provided technical assistance with the Secondary to Postsecondary Alignment intervention. She coordinated the efforts of the college faculty with the secondary instructors for the intensive math refresher.

Mr. Alex Leader from Infinium LLC provided technical assistance regarding Student Zen software.

Mr. David Monaghan from PLATO Learning provided technical assistance regarding the new PLATO Learning Environment and Assessment features.

10. Our Board of Trustees and President have encouraged new thinking and made changes in policies, practices and resource allocations to improve student success. Our Board and President are fully engaged in the Carver Policy Governance model. As a result, our board has developed new Ends policy that guides our college. Most of the Ends policies are student-centered with student success as the expected result. Strategic focus teams reviewed student outcomes data and then identified gaps. Based on the gap analysis, strategic initiatives were identified. An action plan was developed for each strategic initiative. Our DEI work was the foundation for several of our strategic initiatives. For example, one strategic focus is entitled "Improve Preparation for College" and features our DEI work with secondary to postsecondary transition that addresses academic preparation for college. Another strategic focus is "Improve Student Success" and is built on the recommendations of our Assessment and Placement policy review team as well as on existing work to increase successful completion of developmental sequences and gateway courses while closing success gaps among groups.

Cost-benefit information is being used to prioritize strategic initiatives so that the college budget team can make funding decisions. Throughout the process, our strategic planning team has ensured that the strategic initiatives of the college align with and move us toward our desired Ends. Metrics are being selected so that the Board and the rest of the college community, via a "dashboard," can see the extent to which Ends have been achieved. Our Ends policy development and strategic alignment is a significant accomplishment in terms of systemic institutional improvement for the college.

Our board of trustees has committed to a student success agenda and in September 2010, attended Ohio's Governance Institute for Student Success developed by CCLP-University of Texas at Austin and ACCT. Our board has since passed a resolution embracing the College Completion Challenge.

Specific examples of policies and practices include a new policy that prohibits late registration, a policy that adds a computer literacy assessment for entering students, and a policy that establishes a mandatory referral to our Solutions adult transition program.

11. We are very encouraged by the progress that we see students making in developmental mathematics. Over 80% of our 2009 student cohort attempted a developmental math course in their first year of college, compared to just 30.6% of our 2002 student cohort. About 56% of our 2009 student cohort completed at least one developmental mathematics course in their first year, as compared to only 18.6% of our 2002 cohort. And about 30% of our 2009 student cohort completed their developmental math sequence in their first year of college, compared with only 10% of the 2002 cohort.

In addition to the progress in developmental mathematics, our DEI work on acceleration strategies is saving our students significant time and money, as was noted in our response to question #7.

12. We continue to experience institutional research and information technology capacity challenges. Users are clamoring for prompt access to data and reports in order to assist with decision-making. A program to allow end users to create and run their own reports is in the very early stages of development. The IR & IT departments have a backlog of data requests and

do not have a system to record and prioritize such requests. Cohort data integrity issues (stemming in part from our conversion to a new MIS) have also been detected, leading to a thorough but time-consuming quality control review by IR/IT.

To address these things, the Institutional Research Department has been undergoing a significant improvement effort. The Director of Institutional Research & Grants was fully dedicated to Institutional Research beginning in fall 2010, and the IR Coordinator was also relieved of minor fiscal administrative duties for her division. The IR staff was assigned to work space adjacent to the IT office. Both IR and IT now report to the same Vice President. Now the IT and IR departments are developing a college-wide data warehouse or repository. Still, progress is slow. The college will focus additional attention and resources to improve performance in this area in the next fiscal year.

13. We would like to note a number of items for MDC.

- ✓ Our Noel-Levitz College Student Inventory (CSI) results for our 2009 and 2010 student cohorts indicate a significant spike in serious risk factors disclosed by our students. We have experienced capacity challenges in our service and support areas as a result. We are considering using the LASSI or ACT's College Readiness Survey to help us make assessment and placement decisions. If you are aware of other colleges that are making placement decisions based on students' "success skills" or "soft skills" we would be interested in that information. If you can recommend technical assistance in this regard we would appreciate that as well.
- ✓ We plan to procure technical assistance and additional software capability for our Information Technology and Institutional Research staff.
- ✓ North Central State College is transitioning from an academic calendar based on quarters to one based on semesters. This process has consumed a lot in the way of people's time and focus, as well as tangible resources. In order to prepare for our first semester in fall 2012, we have had to re-think and make changes to virtually everything that we do. We are now challenged with the advising that needs to be done with each student in preparation for the transition. Again, if you can recommend technical assistance in this regard it would be useful.
- ✓ The loss of federal funding for Perkins means that our regional Tech Prep Consortium will dissolve effective June 30, 2011. Our Consortium has taken the lead on our Secondary to Postsecondary Alignment work, and has been the convener, coordinator and coach for the S2PS work this year. We are still working to determine how we will address this loss of leadership.
- ✓ On a positive note, we would like to point out that we have a solid, stable DEI Core Team with members who are and have been actively engaged in this work. There is a collective enthusiasm and a readiness to do the work. We have multiple DEI interventions in place, and every intervention leader is an active part of our core team. The core team meets regularly to share updates and review data on student progress. Intervention leaders serve as sounding boards and supports for one another, and often find better and more efficient ways to integrate or align strands of DEI work.

APPENDIX G

Partner Contact Information

Participating College/Branch and ABLE Contacts

Team	Partnership Institution	Type	Contact Name	Email or Phone
1	Mid-East Career & Technology Center	ABLE	ABLE Director	740-454-7242
	Belmont	CC	Karen Taylor	ktaylor@btc.edu
2	Clark State	CC	Amy Sues	suesa@clarkstate.edu
	Springfield City Board of Education	ABLE	Kelly Wiggins	kwiggins@spr.k12.oh.us
3	Great Oaks Institute of Technology & Career Development	ABLE	Jill Shuller	shullerj@greatoaks.com
	Cincinnati State	CC	Soni Hill	soni.hill@cincinnatiastate.edu
4	Columbus City Schools	ABLE	James Ries	jries@columbus.k12.oh.us
	Delaware Area Career Center	ABLE	Cindy Wolfe	wolfec@DelawareAreaCC.org
	Tolles Career & Technical Center	ABLE	Gail Morgan	gailgmorgan@hotmail.com
	Columbus State	CC	Nancy Case	ncase1@csc.edu
	South-Western City Schools	ABLE	John Bowen	john.bowen@swcs.us
	Godman Guild Association	ABLE	Kat Cochrane-Yamaguchi	kat.yamaguchi@godmanguild.org
5	COTC	CC	Cindy Carbone	ccarbone@cotc.edu
	Career & Technology Education Center	ABLE	Holly Pletcher	hletcher@c-tec.edu
	Coshocton County Job & Family Services	ABLE	Jandi Adams	adamsj01@odjfs.state.oh.us
6	Cuyahoga Community College	ABLE	Belinda Richardson	belinda.richardson@tri-c.edu
	Cuyahoga CC	CC	Christopher Spradlin	christopher.spradlin@tri-c.edu
	Parma City School District	ABLE	Susan Sheehan	sheehans@parmacityschools.org
7	Eastern Gateway Community College	ABLE	Alisha Zack	azack@egcc.edu
	Trumbull Career & Technical Center	ABLE	William Gerrity	bill.gerrity@neomin.org
	Eastern Gateway Community College	CC	Christina Wanat	cwanat@egcc.edu
8	Greenville City Schools	ABLE	Kathy Stammen	kstammen@greenville.k12.oh.us
	Edison	CC	Loleta Collins	lcollins@edison.edu
	Upper Valley Career Center	ABLE	Peg Morelli	morellip@uppervalleycc.org
	Edison	CC	Scott Britten	rbritten@edison.ohio.edu
9	Hocking	CC	Bonnie Allen-Smith	Smith_b@hocking.edu
	Lancaster -Fairfield Community Action Agency	ABLE	Valerie Irion	virion@faircaa.org
10	Painesville City Local Schools	ABLE	Carol Darr	cdarr150@hotmail.com
	Auburn Career Center	ABLE	Mary Ann Kerwood	mkerwood@auburncc.org
	Lakeland	CC	Randy Jeffries	rjeffries@lakelandcc.edu
11	Lorain	CC	Dorothy Johnson	djohnso2@lorainccc.edu
	Lorain County Community College	ABLE	Roberta Reinhardt	rreinhar@loraincc.edu

12	Marion Technical College	ABLE	Cheryl Hagerty	hagertyc@mtc.edu
	Marion Technical College	CC	Dave Webster	websterd@mtc.edu
13	Mansfield City Schools	ABLE	Dee Bell	dbell@mansfield.k12.oh.us
	North Central	CC	Barb Keener	bkeener@ncstatecollege.edu
14	Four County Career Center	ABLE	Anne Howard	abuchman@fourcounty.net
	Northwest	CC	Jamilah Jones	jjones@northweststate.edu
15	Owens Community College	ABLE	Joyce Winters	joyce_winters@owens.edu
	OWENS Community College	CC	Vern Walker	verne_walker@owens.edu
16	Putnam County Educational Service Center	ABLE	Jack Betscher	jbetscher@pm.noacsc.org
	Apollo Career Center	ABLE	Joyce Tracy	joyce.tracy@apolloc.org
	Rhodes	CC	Kathy Hennessy	hennessyk@rhodesstate.edu
	Lima City Schools	ABLE	Laura Ball	lball@limacityschools.org
	Ohio Hi-Point Career Center	ABLE	Sharon Halter	shalter@ohiohipoint.com
17	Athens Meigs Educational Service Center	ABLE	Jessica Pennington	91_jpennington@seovec.org
	Rio Grande	CC	Ken Porada (Dave Lawrence)	kporada@rio.edu; Lawrence@rio.edu
	Gallia-Jackson-Vinton JVSD	ABLE	Lili Call-Roush	lilimroush@eurekanet.com
18	Kettering City School District	ABLE	Katie Miller	katie.miller@ketteringschools.org
	Miami Valley Career Technology Center	ABLE	Linda Bumiller	lbumiller@mvctc.com
	Sinclair	CC	Teresa Demonico	teresa.demonico@sinclair.edu
19	Southern State Community College	ABLE	Karyn Evans	kevans@sscc.edu
	Southern State Community College	CC	Ryan McCall	rmccall@sscc.edu
20	Stark State	CC	Cheri Rice	crice@starkstate.edu
	Canton City Schools	ABLE	Jane Meyer	meyer_j@ccsdistrict.org
21	Norwalk City Schools	ABLE	Donna Fairfax	fairfaxd@norwalk-city.k12.oh.us
	Fostoria Community Schools	ABLE	Kelly West	kwest@fostoriaschools.org
	Terra	CC	Nancy Sattler	nsattler@terra.edu
22	Mid-East Career & Technology Center	ABLE	ABLE Director	740-454-7242
	Washington State	CC	Karen Peters	kpeters@wscc.edu
23	Mid-East Career & Technology Center	ABLE	ABLE Director	740-454-7242
	Zane State	CC	Justin Kish	jkish@zanestate.edu
24	Ohio U At Chillicothe	Branch	Joyce Atwood	atwoodj@ohio.edu
	Pickaway-Ross Career & Techonology Center	ABLE	Maria Barada	marie.barada@pickawayross.com
25	Miami U at Hamilton	Branch	Pete Haverkos	haverkpi@muohio.edu
	Hamilton City School District	ABLE	Tawna Eubanks	Tawna_Eubanks@fc.hamilton-city.k-12.oh.us
26	Canton City Schools	ABLE	Jane Meyer	meyer_j@ccsdistrict.org
	Kent State at Stark	Branch	Lisa Hart	lhart@kent.edu
27	Great Oaks Institute of Technology & Career Development	ABLE	Jill Shuller	shullerj@greatoaks.com
	UC-Blue Ash Formerly Raymond Walters	Branch	Marlene Miner	marlene.miner@uc.edu

APPENDIX H

OBR Interpretation of Open Enrollment

Michelle Chavenne, Assistant General Counsel at the Ohio Board of Regents, provided interpretation below regarding requirements of open access colleges vis a vis referring students to ABLÉ for remediation as opposed to enrolling students in developmental education courses.

The best help is in ORC 3333.20 <http://codes.ohio.gov/orc/3333.20>, which is copied below for convenience. This section is amplified in rule 3333-1-23, <http://codes.ohio.gov/oac/3333-1-23>, but the rule doesn't expand on the service standards listed in (A)(1)-(9). See (A)(2) below, as it contains a requirement that the community college offer an array of developmental courses. However, even with the clear requirement to have developmental courses, the law does not require the community college to offer all levels of remediation; just an effective array. It seems reasonable that a community college would permit the ABLÉ centers to provide the basic remediation courses rather than offer them. Or even to grant conditional admission based on completion of certain courses. I'm not sure how conditional admission works and if that grants the student status as a community college student if the student is only taking basic remediation at an ABLÉ center. I assume that the community college may grant the benefits and privileges of being a community college student to those students required to begin their career taking ABLÉ courses if they wanted.

Michelle Chavenne

3333.20 Educational service standards for community colleges, university branches, technical colleges and state community colleges.

(A) The chancellor of the Ohio board of regents shall adopt educational service standards that shall apply to all community colleges, university branches, technical colleges, and state community colleges established under Chapters 3354., 3355., 3357., and 3358. of the Revised Code, respectively. These standards shall provide for such institutions to offer or demonstrate at least the following:

- (1) An appropriate range of career or technical programs designed to prepare individuals for employment in specific careers at the technical or paraprofessional level;
- (2) Commitment to an effective array of developmental education services providing opportunities for academic skill enhancement;
- (3) Partnerships with industry, business, government, and labor for the retraining of the workforce and the economic development of the community;
- (4) Noncredit continuing education opportunities;
- (5) College transfer programs or the initial two years of a baccalaureate degree for students planning to transfer to institutions offering baccalaureate programs;
- (6) Linkages with high schools to ensure that graduates are adequately prepared for post-secondary instruction;
- (7) Student access provided according to a convenient schedule and program quality provided at an affordable price;
- (8) That student fees charged by any institution are as low as possible, especially if the institution is being supported by a local tax levy;
- (9) A high level of community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel.

(B) The chancellor shall consult with representatives of state-assisted colleges and universities, as defined in section 3333.041 of the Revised Code, in developing appropriate methods for achieving or maintaining the standards adopted pursuant to division (A) of this section.

(C) In considering institutions that are co-located, the chancellor shall apply the standards to them in two manners:

- (1) As a whole entity;
- (2) As separate entities, applying the standards separately to each. When distributing any state funds among institutions based on the degree to which they meet the standards, the chancellor shall provide to institutions that are co-located the higher amount produced by the two judgments under divisions (C)(1) and (2) of this section.

APPENDIX I

References

References

- Achieving Success. (May, 2011). New publications from jobs for the future. (Issue 15). Washington, DC: Achieving the Dream: Developmental Education Initiative.
- Bailey, T., Jeong, D.W. and Cho, S-W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of education review*. (29), 255-270.
- Bailey, T. (February, 2009). Rethinking developmental education in community college. Brief No. 40 ISSN 1526-2049. New York, NY: Community College Research Center.
- Bill & Melinda Gates Foundation. (June 22, 2009). Community colleges and states selected to boost graduation rates by improving remedial courses and strategies. [Http://gatesfoundation.org](http://gatesfoundation.org).
- Brothen, T. and Wambach, C.A. (Winter, 2004). Refocusing developmental education. *Journal of Developmental Education*, 28 (2), 16-20.
- Brown, S. (Spring, 2011). Baltimore city community college developmental education redesign report. Baltimore: MD: Baltimore City Community College Developmental Education Committee.
- Calculating cost-return for investments in student success. (December, 2009). Published by Walmart, Lumina Foundation for Education, Delta Project and Jobs for the Future.
- Complete College America. (September, 2011). Time is the Enemy. (Bermuda Triangle reference p. 14). http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf.
- Collins, M.L. (June, 2009). Setting up success in developmental education: How state policy can help community colleges improve student success outcomes. Boston, MA: Jobs for the Future.
- Endel, B. ABE to Credential: A breaking through initiative. Boston, MA: Jobs for the Future. From April 3, 2012 from www.jff.org/projects/current/education/abe-credentials/1172.
- Garza, H. (Spring, 2005). Evaluating partnerships: Seven success factors. National Council for Community and Education Partnerships. XI, (1) from: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/complementary-learning/evaluating-partnerships-seven-success-factors>
- Green, J.P. (September, 2000). The cost of remedial education: How much Michigan pays when students fail to learn basic skills. Midland, MI: Mackinac Center for Public Policy.

- Hawley, J.D., Chiang, S.C., and Lechman, K. (2010). The organization and operation of developmentaleducation in Ohio: Survey results for the developmental education initiative. Columbus, OH: Ohio Board of Regents.
- Ohio Association of Community Colleges. (June, 2011). Developmental education policy recommendations. From <http://www.ohiocommunitycolleges.org/assets/images/public-pages/pages/2498a07ea52e0907b8669cd436be0e2f.pdf>
- Ohio's Higher Education Information System. Data pulled March, 2012 from OHEIS files.
- McClenney, B. (April, 2007). 25 Steps to effective developmental education. Silver Springs, MD: Achieving the Dream: Community Colleges Count.
- P-12 Project. (October, 2007). Partnership best practices: A review of literature. Columbus, OH: The Ohio State University.
- Saxon, D. P. and Boylan, H.R. (Winter, 2001). The cost of remedial education in higher education. *Journal of Developmental Education*, 25 (2), 2-8.
- Scheid, K. (April 12, 2011). Guest post: Asking the right questions: Aligning basic literacy and developmental education classes in Ohio. *Accelerating Achievement* - <http://deionline.blogspot.com>.
- The Chronicle of Higher Education. (November 8, 2009). Are too many students going to college? Washington, DC: The Chronicle Review.
- U.S. Department of Education, Office of Vocational and Adult Education. (February, 2010). Postsecondary education transition: A summary of the findings from two literature reviews. Washington, D.C.
- Wachen, J., Jenkins, D., and Van Noy, M. (May 9, 2011). Integrating basic skills and career-technical instruction: Findings from a field student of Washington State's I-BEST Model. 39 (136), Sage: *Community College Review*.
- Zafft, C., Kallenbach, S. and Spohn, J. (December, 2006). Transitioning adults to college: Adult basiceducation program models. NCSALL Occasional Paper. Boston, MA: National Center for the Study of Adult Learning and Literacy at Harvard Graduate School of Education and National College Transition Network at World Education, Inc.