

COUNTDOWN
TO 2015

DEVELOPMENTAL STRATEGIES
TO ADVANCE READINESS IN THE COMMON CORE ERA

APRIL 21-23, 2014

CHARLOTTE MARRIOTT CITY CENTER

STATE SELF-ASSESSMENT

PURPOSE

To prepare for the work of the convening, we are asking state teams to complete the Countdown to 2015 *State Self-Assessment*. The *State Self-Assessment* will provide a key reference for each state team to consider the current status of developmental education and college readiness policies and institutional practices in your state. This assessment will guide you through the components of a statewide strategy to dramatically move students to college readiness and accelerated progress to a college credential and help you see where there may be gaps in your current state policy and practice.

ESSENTIAL ELEMENTS OF SUCCESS

Participation in the developmental education convening requires four essential elements:

- 1. State Team:** Your team should be comprised of key leaders and decision makers – *committed to attending the entire convening* – and with the commitment, authority and will to make critical decisions and move decisively.
- 2. State Self-Assessment:** The *State Self-Assessment* helps establish the necessary framework for an effective state plan and assesses a state's readiness and capacity for implementation.
- 3. State-Level Data:** You will need data on gateway course success and remedial education participation for all campuses and specific data for those campuses engaged in reform reveal areas of need and opportunity. This data will be used as the foundation for policy and practice solutions. States should submit state-level data, broken out between the two-year and four-year sectors, and spend time reviewing their data prior to the convening.
- 4. Pre-Convening Webinar and Conference Calls** – Convening partners will engage with the state team lead before the convening through a webinar to discuss and answer questions about the self-assessment (dates forthcoming shortly) and a conference call led by the convening partners with the state team to discuss areas of focus for the state team at the convening.

SUBMISSION DEADLINE

Participating states should complete and submit your *State Self-Assessment* by **March 21, 2014**.

SUBMISSION INSTRUCTIONS AND QUESTIONS

Please submit your completed *State Self-Assessment* to Bruce Vandal at

bvandal@completecollege.org AND Brinnie Ramsey at bramsey@education-first.com.

SELF-ASSESSMENT

Instructions:

States are not expected to submit lengthy reports in response to the Self-Assessment, but should seek to include all pertinent information in this document. Checking appropriate boxes and providing thoughtful but succinct additional information is encouraged. States are **required** to provide some narrative at the end of each section. We recognize that there may be variation within a state with regard to some of the information requested in this assessment. States should respond based on the general practice in the state, but characterize the nature of exceptions to the general practice in the “Additional Explanation” spaces. **Once completed, this document should not exceed 15 pages.**

This document is organized according to the six principal elements of an integrated approach to developmental strategies and readiness:

- Section I: Defining College Readiness
- Section II: Measures of College Readiness
- Section III: Transition Strategies for High School Students
- Section IV: Placement of Students into Gateway Courses
- Section V: Gateway Course Success Strategies
- Section VI: Clear Pathways Into and Through Postsecondary Programs of Study

The Key Questions delineated in each section are offered to inspire deeper thinking. To the extent possible states should attempt to answer each question. However, questions may be left blank if answers are unknown.

SECTION I: DEFINING COLLEGE READINESS

Has your state or is your state creating a uniform definition of college readiness for high school graduates? If so, please respond to the following key questions. If not, please explain (in the grey box at the end of this section) how you intend to ensure students, faculty, parents and policymakers understand the essential skills and competencies necessary for students to pursue any program of study at state postsecondary institutions. (Please type your text in the gray boxes. They will expand as you write.)

Key Questions	
Our state has a statewide definition of college readiness.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the purpose of your state’s college readiness definition to set a standard for exempting students from postsecondary remediation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the state’s definition include: <ul style="list-style-type: none"> performance on a college placement exam score? high school transcript information? articulated competencies in key subject areas? a combination of factors? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Did the development of the definition involve both K-12 and higher education leaders?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there agreement between the two sectors, and buy-in around the definition? <ul style="list-style-type: none"> If yes, is the agreement formalized in some way? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No

<p>Is there alignment between placement standards at your state's flagship/most selective public postsecondary institution and measures of college readiness?</p> <ul style="list-style-type: none"> If not, explain the nature of the misalignment. There has been no formal dialog related to alignment since there is no formal definition in place and agreed upon by all sectors at this point. Lots of informal and anecdotal activity and agreement. Colleges and University have the same or very similar placement score cut-offs. Is there a need to create alignment? 	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does your state have an explicit strategy for communicating to students, parents, high school teachers and advisors your state's definition of college readiness?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Explain what you see as the greatest practical barrier to establishing a common, statewide definition of college readiness.</p> <p>There has been substantial change in the Wyoming Department of Education which has caused some challenges moving this kind of effort forward. In addition it is just difficult to get all of the partners (school districts, parents, Department of Education, community college and the University of Wyoming in situations when discussions and planing can take place. It takes time to educate all of the players so they are coming from the same information base base and are ready to hold productive discussions about definition and process.</p>	

REQUIRED NARRATIVE: Please provide a brief summary of the current status of efforts to create a common definition of college readiness. Please describe your timeline for its implementation.

Wyoming has adopted the Common Core and has developed a success curriculum for students who wish to receive the State Hathaway Scholarship and has adopted the Smarter Blanced Assessment. Wyoming has been granted Governing State status in the Smarter Balanced Assessment Consortium (SBAC). Because SBAC is developing a balanced system of assessment and learning aids that measure achievemnt and growth toward college and career readiness, it will help us develop our definition of college readiness.

During 2013 and early this year, a select committee within the Wyoming Department of Education worked on this issue and developed the following draft information.

Definition of a Wyoming Graduate:

As a reference for the discussion and to focus on the secondary population, the TLC revisited the discussion the group had in June 2013 that outlined desirable academic characteristics of a Wyoming graduate. Some of the discussion revolved around the distinction between graduation eligible and college or career ready. It is likely that the definition of graduation eligibility will more closely align with expectations for students entering the workforce immediately after high school (i.e., career ready). Although there was also some discussion of the potential for including non-cognitive or personality characteristics in the definition, the group consensus was to focus the operational definition of graduation expectations on the following:

- Student's ability to enter post-secondary work, training, or education without needing to take remedial coursework to be at a level of career or college ready.
 - o Career readiness and college readiness have different definitions; therefore, the definition of remedial coursework would be mitigated by these definitions.
 - o A lack of remedial coursework with respect to career readiness does not suggest that students would be prepared to enter into a given occupation without relevant domain-specific or on the job training.

•Academic expectations that span across all subject areas and are not limited to those promulgated by the State (i.e., Chapter 31, Sections 8 and 9).

Essentially, both the select committee and the board wanted a more broad definition to include non-cognitive factors (such as work ethic, for example). So...that is work we still have to do. Eventually, we need an accepted definition that aligns with the 2012 Marion/Domaleski report to the select committee on accountability.

Community colleges have refined placement scores for math, English and reading and have developed strategies for going beyond placement score information to appropriately place students in courses. The University of Wyoming has the same cut-off scores for math and remediation is done for them by one of the community colleges. Many of the colleges are also working with service area teachers and administration in the school districts to better match proficiency expectations in these courses. This will help to more formally define levels of proficiency needed to reach Gateway Courses and help to inform the College Readiness discussion.

Additional Explanation or Comments: "Guarantee College and Career Readiness" is one of the six defined focus areas for the Wyoming Department of Education.

SECTION II: MEASURES OF COLLEGE READINESS

Has your state adopted a statewide assessment that measures the college readiness of high school graduates? If so, is that assessment aligned to the Common Core State Standards or your state’s K-12 college readiness standards or definition? If so, please respond to the following key questions. If not, please explain (in the grey box at the end of this section) the primary mechanism your state will be using to measure whether high school graduates have met the state’s definition of college readiness.

Key Questions	
Will your state be using the PARCC, Smarter Balanced College and Career Readiness or other standardized assessment to measure college readiness of students?	<input type="checkbox"/> PARCC <input checked="" type="checkbox"/> Smarter Balanced <input type="checkbox"/> Other (Please specify:) <input type="checkbox"/> None
If your state intends to use the PARCC, Smarter Balanced College and Career Readiness Assessment or other standardized test, is there agreement on a score that will exempt students from being assessed and placed in postsecondary remediation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will your state use other measures of performance for high school graduates to exempt them from remediation such as: <ul style="list-style-type: none"> • high school GPA? <ul style="list-style-type: none"> ○ If so, what is the GPA you are using: Not fully determined yet. Still in pilot stage. • high school transcript information? <ul style="list-style-type: none"> ○ If so, what is the GPA you are using: Not fully determined yet. Still in pilot stage. • placement exams? <ul style="list-style-type: none"> ○ If so, which assessments and cut scores: ACT and/or COMPASS. See Attachment 1 & 2 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does your state have a strategy for how to communicate to parents,	

<p>students, etc. the purpose of the PARCC, Smarter Balanced or other statewide college readiness assessment and how to interpret individual student's scores?</p> <ul style="list-style-type: none"> Please summarize: Initial activity has primarily been through the website and focused on educating people on what Smarter Balanced is. More work will certainly need to be done. 	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Does your state have a communications strategy to set expectations among policymakers and the general public for when the first set of results from new assessments will be announced?</p> <ul style="list-style-type: none"> Please summarize: Has not been completely articulated yet 	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>In anticipation of results showing higher percentages of students scoring below college ready, is it your intention to have a clear strategy in place for how to meet the needs of students who test below college ready?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Does your state or will your state create statewide, district level and high school level reports on the college readiness of students?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>How will those reports be used to improve college readiness of students in your state? Each district will develop their own plan</p>	

REQUIRED NARRATIVE: Please provide a brief summary of current efforts to implement college readiness assessments, the communication strategy and your timeline for action.

State Assessment and the Transition to Smarter Balanced

The state assessment system has undergone significant changes in the past two years as a result of statutory changes in school accountability as well as adoption of new content standards, which are the Common Core State Standards (CCSS) in English language arts and mathematics.

Per 2012 statute, the Proficiency Assessments for Wyoming Students (PAWS) was changed to eliminate grade 11 and to eliminate constructed response items. The writing component was separated from PAWS in 2012, and it is now administered in late spring, two weeks after the PAWS window is concluded. Known as the Student Assessment of Writing Skills (SAWS), this assessment must provide trend data and specifically address writing as a response to literary and informational text.

WDE staff have worked with the test vendor (Educational Testing Service, or ETS) to design test blueprints and write test items to ensure the PAWS is aligned to the state's adopted standards, as required under the Elementary and Secondary Education Act (ESEA). The WDE sought input from the Wyoming Curriculum Directors Association as it developed a two year transition plan for the PAWS to fully cover the Wyoming standards by 2015. The transition plan is depicted graphically below.

The 2012 PAWS likely had some alignment with the new standards, but once the CCSS were adopted, WDE intentionally selected 2013 operational items from the item bank which cover CCSS whenever possible. Depending on the grade and subject, alignment on the 2013 test varies. Test blueprints for 2014 were designed so that all of the items on the test will address the new standards, but not all of the new standards will be assessed. The transition plan will ensure Wyoming has a fully aligned PAWS in 2015, with all of the standards assessed.

The content shift in 2014 is major and warrants a standard-setting. This means that new cut scores will be established, defining what students need to know and be able to do to earn scores in each of the four performance levels (advanced, proficient, basic, below basic). Since the 2

CCSS are more rigorous than the 2008 standards, WDE expects that there will be an overall decline in proficiency rates in 2014. If the WDE administers the PAWS instead of a Smarter Balanced Assessment Consortium (SBAC) test in 2015, the 2014 cuts will be re-visited and potentially adjusted following the 2015 administration. It's important to note that 2015 is the first year of implementation for the SBAC, and while the WDE contract with ETS covers test development for 2015, it does not cover test administration in 2015. The

SBAC assessments in English language arts and mathematics will be fully aligned to the CCSS, and they will establish common cut scores across all participating states so that results are comparable.

At the high school level, statute requires standardized measures of college and career readiness in grades 9 - 11. In 2013, the ACT Plus Writing replaced the grade 11 PAWS, and EXPLORE and PLAN were instituted in grades 9 and 10, respectively. In grade 12, individual students have the option of taking the COMPASS, so districts/schools must offer seniors the opportunity to take it at least once.

Under ESEA, states are required to test students in English language arts/reading and mathematics once a year in grades 3 – 8 and in one grade at high school. Since the ACT Plus Writing replaced the PAWS at grade 11, it was necessary to establish cut scores for the four performance levels. Working with the Legislature’s consultants from Center for Assessment, the WDE established cut scores for the reading, math, and science subtests of the ACT that are comparable to the grade 11 PAWS performance levels. These cut scores are presented in the table below:

These cut scores are inarguably low, but WDE will conduct a standard-setting meeting in 2014 to establish new cut scores. In this way, performance in 2013 will be roughly comparable to 2012, but the expectations for student performance in high school will be raised in 2014, consistent with raising the expectations/cut scores for students in grades 3 – 8 on PAWS.

Additional Explanation or Comments: None

SECTION III: TRANSITION STRATEGIES FOR HIGH SCHOOL STUDENTS

Is your state developing transition strategies into higher education for high school students based on an assessment of their college readiness? If so, please respond to the following key questions. If not, please explain (in the grey box at the end of this section) how do you intend to utilize results from college readiness assessments to ensure students enter higher education academically prepared?

Key Questions	
<p>Is your state designing a range of strategies for students based on their performance on college readiness assessments to include:</p> <ul style="list-style-type: none"> • immediate entry into college-level courses through dual credit/dual enrollment or early college? • enrollment for college ready high school students? • expectations that students enroll in rigorous college preparation courses with an exemption from postsecondary remediation upon successful completion? • transition courses for students who test below college-ready that address math and/or English deficiencies identified through the college readiness assessments? • opportunities for high school students, through dual enrollment or another mechanism, to complete postsecondary remedial and/or college level gateway courses during their senior year? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Is your state providing a guarantee to students that if they complete high school transition courses they will not be placed into stand alone, prerequisite remedial education courses?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<p>Are you reassessing students after they complete high school transition courses to provide them the opportunity to be exempted from remediation? If so, what kind of instrument are you using?</p> <ul style="list-style-type: none"> • Retake college readiness exam? • Specially designed end-of-course exam? • College placement test like Accuplacer or COMPASS? • Other? Please describe: Also use ACT and do not retest. 	<table> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No								
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No								

REQUIRED NARRATIVE: Please provide a summary of the state’s efforts to use college readiness assessment data to design interventions that will enable students to earn college credit and/or address academic deficiencies while still in high school. Please describe your timeline for action.

This has been a primary focus area for the community colleges. The goal is to develop and utilize multiple measures of assessment for college readiness in math, English and reading and to make the process as simple as possible for students. Colleges are also working closely with school districts to facilitate the process. It is not clear yet how assessments through Smarter Balanced may be utilized but it will be considered.

All of the community colleges offer dual and concurrent enrollment at varying levels and students are able to get a jump start on gateway. See Appendix 3 for numbers from FY13.

Additional Explanation or Comments: Many different initiatives are in process at this time

SECTION IV: PLACEMENT OF STUDENTS IN COLLEGE GATEWAY COURSES

If your state has or is developing statewide policies or guidelines for colleges and universities on the placement of students into gateway college-level courses, please respond to the following key questions. If your state has no policy and has no plans to create one to guide the placement of students into college level courses, please explain (in the grey box at the end of this section) your current system and how institutions communicate placement policies to new entering students.

Key Questions							
<p>Do you track the following data for students who are assessed as not being college-ready?</p> <ul style="list-style-type: none"> • Percent of new entering students who place into remedial education (even if they do not enroll)? • Percent of new entering students who actually enroll in remedial education their first academic year? • Percent of students who complete gateway college-level math and English courses in one year, two years? 	<table> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No						
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No						
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<p>Are new entering students who are not placed into college-level courses, required to enroll into stand alone, prerequisite remedial instruction?</p>	<table> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No				
<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No						
<p>To better understand the number of “attrition points” for students, how long are the remedial education course sequences in math and English for:</p> <ul style="list-style-type: none"> • community college students who test at the lowest level? 	<table> <tr> <td><input type="checkbox"/> One course</td> </tr> <tr> <td><input type="checkbox"/> Two courses</td> </tr> <tr> <td><input checked="" type="checkbox"/> Three courses</td> </tr> <tr> <td><input type="checkbox"/> Four courses</td> </tr> <tr> <td><input type="checkbox"/> More than 4</td> </tr> </table>	<input type="checkbox"/> One course	<input type="checkbox"/> Two courses	<input checked="" type="checkbox"/> Three courses	<input type="checkbox"/> Four courses	<input type="checkbox"/> More than 4	
<input type="checkbox"/> One course							
<input type="checkbox"/> Two courses							
<input checked="" type="checkbox"/> Three courses							
<input type="checkbox"/> Four courses							
<input type="checkbox"/> More than 4							

<ul style="list-style-type: none"> Four-year institution students? 	courses (How many?) <input type="checkbox"/> One course <input type="checkbox"/> Two courses <input checked="" type="checkbox"/> Three courses <input type="checkbox"/> Four courses <input type="checkbox"/> More than 4 courses (How many?)
Have you tracked the success of students in gateway courses based on where students are placed in the remedial course sequence?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
How are assessment results used to place students along the remedial education sequence in math? English? ACT and COMPASS score cutoffs are determined and utilized for course placement.	
Do your community colleges have a “floor” or a low-end cut score where students’ skills are below the level required for entrance into the lowest level course in your remedial education sequence?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have you articulated specific basic skills competencies students must acquire in order to enroll in gateway college-level math and English courses? <ul style="list-style-type: none"> Do you use a diagnostic tool to identify student competencies? Are students required to complete only the competencies they are deficient in or do they begin at the first competency and are given opportunities to test out, one at a time? 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No

REQUIRED NARRATIVE: Please provide a brief summary of current and planned placement efforts and a timeline for the implementation of any reforms. Strategies vary by institution as do the number of classes that could be required, the diagnostic tools utilized and whether it is competency or course based.

A sampling of college activities is listed below:

At Central Wyoming College, English has moved to a co-requisite model that serves over 90% of the developmental composition needs. We took it to scale on our Riverton campus this past year and will incorporate it at all sites and online this fall. Math has two separate tracks – “quant-way” and “stat-way” so that students who need either, depending on program, will get it but not have to take unnecessary credits. We will implement a co-requisite model for Math 1000 this fall and serve over 95% of the students with developmental needs. We are finalizing a plan to serve students on the math 1400 track, but details are not finalized.

Currently, Casper College is piloting accelerated and alternative-pedagogy developmental math courses. Effective Fall 2014, we will use high school GPA in addition to ACT or Compass scores for placement directly into college-credit math. Also effective Fall 2014, the ACT-English score for admission to college-credit composition courses will move from 21 to 18, and we'll collapse our several levels of separate developmental English and reading classes into two levels of English/Reading combined."

Eastern Wyoming College developed a class we are calling Bridge Reading which is more of a “mastery” type class in a laboratory setting. This will be piloted for fall. We have combined one section with Math 0900, 0920, and 0930 taught concurrently—students can progress at their own rates. Other sections are still taught individually; however, we are employing more technology in the math

classes—ie My Math Lab. Math faculty and English faculty are having further discussions on how to best meet the needs of our students. Of course, we did change our ACT English cut score to 18—along with the rest of the state. We are encouraging all of our high school partners to provide COMPASS testing early in the spring which will allow for retakes, or some short-term study sessions to better prepare the students for COMPASS. We will hold our Summer Bridge program for two weeks in August—something that has been successful for us regarding students’ gains in English and Math.

Northern Wyoming Community College district has developed alternative math and English placement paths with multiple ways to enter the first college-level gateway course. They have also developed transition strategies to be used as a part of the advising process.

In the spring 2014 semester, Northwest College implemented a co-requisite College Algebra course. The course is a combination of the highest level math developmental course and College Algebra. The class meets 2 hours a day, and is team taught by the developmental instructor and the college algebra instructor (both are fully qualified to teach either course). Northwest College hired an experienced instructor to oversee developmental courses in writing. The instructor has been working at Tallahassee Community College in Florida, where new approaches in developmental instruction have been developed and tested. We intend for this instructor to also work with service area high school faculty on writing expectations for entering students. Northwest College has increased the number of peer tutors for mathematics, and the Peer Tutoring Center has experienced significant increases in number of students and tutoring sessions compared to last year. Northwest College is planning to offer review sessions for Compass test content over the summer.

Western Wyoming Community College currently utilizes the modular math lab concept with full-time faculty teaching within the lab. The effort is currently under review to streamline registration and advancement through levels and to provide even great support to students as they move through the various levels. The institution uses ACT and COMPASS cut-off scores and is investigating the use of high school grades as a part of the placement process. In English, the College piloted a corequisite model which was very successful this year and will roll out a new curricular approach to putting more students directly in college-level English for Fall 2014. Both areas are developing plans to work more closely with local school districts for a more seamless approach to student college readiness and transition. Western is offering COMPASS review sessions and pre-fall semester Institute for students who test to two or more developmental areas to fast-track skills building. The majority of the students in the program advance at least one course by the end of the Institute.

Additional Explanation or Comments: Appendix 4 provides a summary of current progress for community college students who test into developmental coursework.

SECTION V.: GATEWAY COURSE SUCCESS STRATEGIES

Describe your state’s large-scale efforts to increase the success of students in gateway, college-level math and English courses for those students who are assessed as not college-ready., your approach to reform, and timeline for implementation.

Key Questions	
Does your state track the gateway course success rate of all students? Of students who are placed into remedial education?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is policy in place that will hold institutions accountable for increasing the success of students in gateway courses?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is funding to the institution tied to student success in gateway courses? To student completion of remedial education?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>Are institutions held accountable for student success in gateway courses within one academic year of enrolling in college? Two academic years?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Are your remediation reform efforts designed to reduce long remedial education course sequences that lead to high levels of student attrition?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are your efforts designed to accelerate student progress through the college-level gateway course?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Is your state utilizing the co-requisite remediation model where students receive academic support while learning gateway, college-level content?</p> <ul style="list-style-type: none"> • If so, which corequisite models have been implemented? <ul style="list-style-type: none"> ○ Single semester model where students receive academic support while enrolled in college-level gateway courses through one of the following: <ul style="list-style-type: none"> ▪ Additional instructional hours in the gateway college level course ▪ Co-enrollment in the gateway class and related remedial course (ex. CC of Baltimore County's Accelerated Learning Program) ▪ Enrollment in college-level course with a required lab/tutoring for students assessed below college-ready ▪ Accelerated remedial course followed by accelerated gateway course in the same semester. ○ Two semester model where students receive academic support while learning college-level gateway content. (ex. Statway/Quantway, California Acceleration Project – PathtoStats) 	<p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>How many campuses are utilizing any of these models? All of the campuses are using some of the models. They differ by institution How many sections are being offered across all campuses during the current semester? This information is not readily available How many students are currently being served each semester? See Appendix 2 and 5</p>	
<p>If you are using corequisite remediation, what percent of students assessed below college ready are placed into a single semester corequisite strategy? Institution-specific information A two-semester corequisite strategy? Institution-specific</p>	
<p>What percent of students, who are placed into corequisite models, complete gateway courses in one academic year? Corequisites are relatively new to us and are not being tracked at the state-wide level yet.</p>	
<p>Do any colleges use a modularized, competency-based prerequisite remedial education model? If so, are there multiple exit points into various college-level gateway courses?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Have your institutions aligned the content in remedial education courses and gateway college courses with the skills needed in the chosen program of study?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

For example: Do you have separate math pathways in statistics, quantitative literacy and college algebra for students, based on their chosen program of study?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If differentiated gateway math gateway courses exist – is it clear which college-level gateway math courses meet degree requirements (not simply general education credit) for each program of study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are transfer/articulation agreements transparent about which math and English gateway courses transfer into each program of study at the receiving institutions?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does your state utilize strategies to deliver remedial instruction to students parallel to instruction in technical certificate programs for students with the greatest academic needs? If not, is remedial education still a prerequisite for entrance into technical certificate programs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Do institutions employ other strategies beyond those described above in order to address student readiness deficiencies?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there strategies you are employing for students whose knowledge is so low that they do not place into existing academic support/remedial models? <ul style="list-style-type: none"> • Please describe the students who fall into this category and how you intend to serve them. All of the institutions have an adult basic education program that is designed to meet the needs of those who test below the first remediate course in our curriculum. <ul style="list-style-type: none"> ○ Are you implementing accelerated, no/low cost models available on the college campus? ○ Are they being referred off campus to other services like adult basic education? ○ Are you using technology and competency based models for these students? 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

REQUIRED NARRATIVE: Please provide a brief summary of current reform efforts and your timeline for implementation. Wyoming joined the Complete College America effort in late 2012 and has developed goals and draft metrics for tracking success. One of the goals is to work to ensure that students complete the first college-level math and English courses within the first 30 credit hours of their college program. The State Legislature has also been very interested in the developmental issue and has proposed a variety of ways to address the success issue in our State. Assessment metrics for all of the initiatives are being formulated and will be tracked annually. Performance funding for community colleges is currently based only upon course completion metrics. The University of Wyoming does not currently have a performance-based funding piece.

SECTION VI: CLEAR PATHWAYS INTO AND THROUGH PROGRAMS OF STUDY

If you are implementing strategies to increase the percent of students who declare and enter a postsecondary program of study by the end of their first academic year, please respond to the key questions. If you are not implementing strategies to this end, please please explain (in the grey box at the end of this section) whether your state has set any other goals related to improved degree completion generally or in specific programs of study and who you intend to achieve them.

Key Questions	
<p>Are high school students asked to identify prospective programs of study?</p> <ul style="list-style-type: none"> • Are students provided information on which institutions offer specific programs of study and the admission requirements for those institutions? • Are students encouraged to enroll in high school courses, accelerated learning options like AP courses or dual credit that are aligned with their prospective programs of study? 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In college, when do students have to declare a major/enter a program of study? Students are encouraged to declare a major early on but for open-door institutions, it is difficult to force them to commit.	
<p>Are you creating groupings of similar majors/meta-majors where students can complete a set of college-level courses within a broad discipline that would meet the requirements of each of the programs of study within that meta-major?</p> <ul style="list-style-type: none"> • If students are undecided about a program of study are they expected to declare a meta-major upon initial enrollment at the institution? 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Once students select a meta-major, are students required to enroll in a survey course in their meta-major to understand possible program choices within their meta-major?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are all new entering students required to meet with an academic advisor to select a meta-major or program of study?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Do postsecondary institutions produce and share semester-by-semester academic maps for students that illustrate a clear path of courses to take to earn a college credential on time? (4 years for a bachelor's degree 2 years for an associate degree)	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Once students choose a program of study, are there milestone courses students must enroll in and complete each semester to stay on track to graduation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Do campuses have default registration for students who have declared a program of study, meaning students are automatically registered for courses on their academic plan and must receive permission from an academic advisor to enroll in courses that are not on their academic plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Do campuses engage in proactive/intrusive advising with students who are not following their program of study or are not succeeding in milestone courses in their program of study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the campus utilize technology to alert students when they miss class, do not register in appropriate courses or are otherwise exhibiting behavior that signals students are at risk of falling off their program path?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No

REQUIRED NARRATIVE: Please provide a brief summary of efforts to increase the percent of students who enter a program of study in one academic year and timeline for implementation. This is very much institution-specific in terms of detailed strategies. At the highest level, the CCW team has been to training on guided pathways and meta-majors and a conference in being held in June for student services and academic affairs people to talk more about guided pathways. Several institutions have moved fully in this direction and all of discussing future strategies. Several have also fully embraced the meta-major concept while others are still in the discussion stage.

Intrusive advising and student support is being addressed at every level. Colleges have revamped advising programs, added staff and expectations for students. Several are now doing required advising. The University of Wyoming has added a freshman experience class that will be required for all students. Most of the community colleges already had one.

Additional Explanation or Comments: None

STATE LEVEL DATA

Each state should provide the following data for the most recently completed academic year for which data is available as part of its self-assessment. States should feel free to clarify the parameters of data elements as necessary. State's may choose to attach a separate spreadsheet if they prefer.

Percent of high school students who are college-ready based on college entrance exams (ACT, SAT). 20
Percent of Prospective students who are recent high school graduates who took college placement exams (Accuplacer, COMPASS) and were placed into remedial education by the higher education institution that delivered the assessment. 54
Percent of new entering students who enroll in remedial education their first academic year. 51
Percent of students who complete gateway college-level math and English courses in one academic year, two academic years. 39% within 1 year; 45% within 3 academic years
Gateway course success rate after one year and two years for students based on their initial placement? 27.19%
What is the performance of students who are placed one, two, three or more levels below the college-level course? 24.56%
College completion rate of students placed into remedial education compare to students who are placed directly into college-level courses? 16.63 with remediation; 24.04 for all (150% of time). 53% for UW
Second year retention rate of students placed into remedial education compare to students who are placed directly into college-level courses? 54.9% with remediation; 68.18 for all (Fall to Fall), UW 84.3
First year credit accumulation of students placed into remedial education compared to students who are placed directly into college-level courses? 43.62% of all community college students compared to 30.74 of those in remedial completed 24 credit hours in the first year For UW 68.65 completed 24 credit hours.
Percent of new entering postsecondary students who enter a program of study by the end of their first academic year? NA
Percent of students who complete at least nine semester credits or three college-level courses that meet requirements of a program of study in one academic year? NA

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