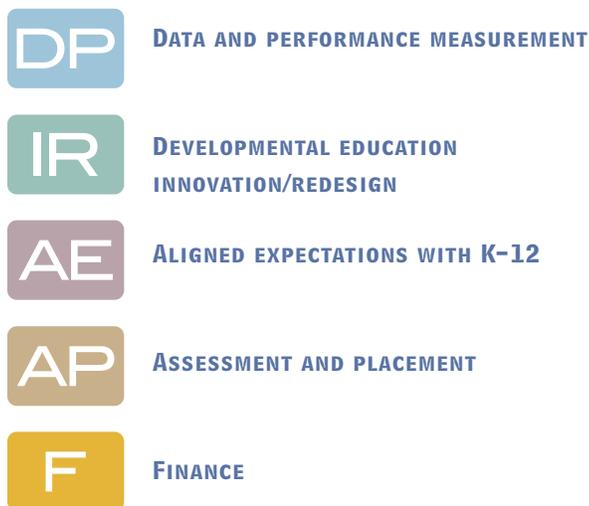


DEVELOPMENTAL EDUCATION INITIATIVE (DEI)

The DEI State Policy Framework specifies five policy levers that state policymakers have at their disposal to support more effective ways of changing the organization and delivery of developmental education. The policy levers are:



The Self-Assessment Tool asks detailed questions about whether states have specific policies in place within each policy lever. The operating philosophy behind the tool is that if a state answers “yes” to every question, that state is operating in a policy environment that maximizes student success in developmental education.

The Self-Assessment Tool provides two main services. It helps states evaluate their current policy environments and discuss needed policy changes in order to better support improved persistence and completion for students who place into developmental education. It also is used to track policy changes over time for the DEI states, providing data on the scope and magnitude of policy changes already underway.

The DEI builds on the foundation of *Achieving the Dream: Community Colleges Count*, which also uses a state policy framework and a self-assessment tool. The DEI Framework and Tool are adapted to the particular challenges associated with helping students in need of developmental education move efficiently and effectively toward their postsecondary credential goals.

An in-depth description of the DEI State Policy Framework can be found under “State Policy” at: <http://www.deionline.org/resources>.

INSTRUCTIONS:

- > Please answer all questions with: “Yes,” “No,” “Under Discussion,” or “In Process” for 1) the year your state entered *Achieving the Dream*; 2) 2009; and 3) 2010.
- > “State” is defined as the governing authority for community colleges in your state. Please see the Glossary for more details.
- > If a question is truly not applicable, please answer “N/A” in the comments column.
- > If a policy change is a high priority for your state by 2012, please put “Yes” in that column.
- > Comments and details are welcome but not required.



1. DATA AND PERFORMANCE MEASUREMENT: To improve outcomes for developmental education students, states can set goals for improved institutional outcomes, use appropriate performance indicators to measure progress, and make progress transparent to key stakeholders. Strategies to do so include establishing:

- > Robust data systems
- > Comparative analyses of effectiveness
- > Statewide platforms for sharing results for continuous improvement
- > Performance goals, including intermediate benchmarks
- > Public reporting of developmental education results

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Goals, Performance Measurement, and Reporting						
1	Has the state's governing authority for community colleges (hereafter "state") set clear targets and goals for completion for developmental education students (i.e., credential, degree, or transfer)?					
2	Does the state's community college data system disaggregate developmental education outcomes by subgroups and report on them at least annually? (Examples of subgroups include gender, race, income, and the percentage of a cohort that completes a sequence or takes gatekeeper math or English courses.)					
3	Does the state's community college data system link to the K-12 data system?					
4	Does the state's community college data system link to the four-year college data system?					
5	Does the state's community college data system link to the adult education data system?					
6	Does the state's community college data system link to the workforce data system?					

Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
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Goals, Performance Measurement, and Reporting (continued)

7	Does the state's community college data system include placement scores?					
8	Do the state's performance measures include intermediate measures that identify key academic achievement points or predictors of long-term success?					

Reporting and Use

9	Do the community college data system's reports allow for comparisons among peer institutions to identify institutions that are achieving the best results with high-priority student subgroups? (These can be defined by students' characteristics or the size of their in-state or out-of-state student bodies.)					
10	Does the state disseminate data/reports on student outcomes to a variety of stakeholders at least annually (e.g., trustees, parents, college leaders and faculty, policymakers, business leaders)?					
11	Does the state report on intermediate measures that identify key academic achievement points or predictors of long-term success at least annually?					
12	Can the state's community college data system compare the persistence and completion of those who participate in developmental education to those who test into, but do not enroll in, developmental education?					



2. DEVELOPMENTAL EDUCATION INNOVATION/REDESIGN: To improve outcomes for developmental education students, states can encourage colleges to redesign developmental education courses and sequences to help students avoid developmental courses if possible, have easier access to flexible delivery options, and get the academic and nonacademic supports they need to move quickly toward proficiency and success in credential programs. Examples of strategies that colleges are pursuing include accelerated delivery, contextualization, and learning communities. States can encourage innovation and support their colleges through:

- > Funding and other incentives for innovation
- > Statewide sharing and learning
- > Research on innovation outcomes
- > Encouraging student supports
- > Public reporting of developmental education results

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Encouraging Innovation						
13	Has the state established a workgroup or task force focused on developing innovations for developmental education?					
14	Does the state provide funding to encourage institutions to be innovative and test new strategies for improving outcomes for developmental students?					
15	Aside from funding, does the state provide other incentives/ resources to encourage institutions to be innovative and test new strategies for improving outcomes for developmental students (e.g., data analysis, competitive awards)?					
16	Does the state incent institutions to develop plans for improving student outcomes in developmental education?					
17	Has the state taken concrete action to move away from systems based on traditional, semester-length courses to allow for proficiency-based innovations such as self-paced options or the modularization of developmental education courses?					

Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
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Scale, Dissemination, and Learning Across Colleges

18	Does the state disseminate the best available research on innovations' impacts on student outcomes through conferences, etc?					
19	Does the state collect and analyze data on student outcomes for new in-state programs, practices, or strategies (e.g., a specialized study of a college's pilot of modularization)?					
20	Does the state support professional development activities that help faculty transition to new curricula, structures, and delivery models (e.g., modularization)?					
21	Does the state have a plan for sustaining innovations that research shows are working?					

Student Supports

22	Does the state incent colleges to provide orientation for students entering developmental education?					
23	Does the state incent colleges to provide academic advising for students entering developmental education?					
24	Does the state incent the creation of clear, directed pathways to graduation, such as time-to-degree contracts, encouragement of full-time status, and/or degree mapping/educational plans?					



3. ALIGNED EXPECTATIONS WITH K-12: To improve outcomes for developmental education students, states can reduce the need for developmental education among incoming students through better alignment with K-12 systems. Strategies to do so include establishing:

- > A definition of college readiness
- > Early assessment
- > Collaborative structures
- > Aligned standards and expectations
- > Academic catch-up prior to enrollment

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Aligned College Readiness Standards and Assessments						
25	Are college readiness standards clearly defined by statute, rule, or policy?					
26	Is a high school exit test, which is aligned with college entrance standards and used for college placement, required by statute, rule, or policy?					
27	Is a college preparatory curriculum for all high school students seeking a standard diploma set as the default by statute, rule, or policy?					
Early Assessment/Developmental Education Avoidance						
28	Is a college readiness diagnostic test, administered in junior or senior year to high school students, required by statute, rule, or policy?					
29	Is there a statute, rule, or policy enabling students to remediate academic deficiencies before high school graduation?					
30	Are innovations designed to improve college readiness (e.g., dual enrollment, summer bridge, or early college high schools) supported through statute, funding, or other policy supports?					

Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
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Cross-Sector Collaborative Structures

31	Does the state provide feedback reports to high schools regarding the college performance of their high school graduates?					
32	Does the state incent community colleges to participate in partnerships with K-12 districts to improve college readiness and measure the results of these partnerships?					



4. ASSESSMENT AND PLACEMENT: To improve outcomes for developmental education students, states can accurately assess college readiness and place students who need developmental education in courses and interventions that maximize their chances of college success. Strategies to do so include:

- > Standardized assessment and placement policies > Diagnostics to differentiate need and intervention
- > Policies prescribing early elimination of academic deficiencies
- > Alternatives to developmental education for students near a certain cut score

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Requirements Related to Assessment, Placement, and Course Taking						
33	Does state policy require all entering students to take assessment tests for placement into college courses?					
34	Does the state specify permissible assessment tests?					
35	Does the state's assessment/ placement policy take into account other student performance measures (e.g., high school transcripts, non-cognitive/ affective measures such as study skills)?					
36	Does state policy require institutions to use common cut scores or ranges to assign students to developmental courses?					
37	Does state policy require institutions to place students into developmental education based on assessment results?					
38	Does state policy require that students placed into developmental education begin developmental courses in the first year of their academic career?					

Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
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Requirements Related to Assessment, Placement, and Course Taking (continued)

39	Does state policy allow students to take college-level courses at the same time that they take developmental education courses?					
40	Does state policy limit the number of college credits that students can take before they complete remediation?					
41	Does state policy limit the number of developmental education credits per student that the state will fund?					
42	Does state policy outline a cut-score floor for students entering developmental education (below which they are directed to enter Adult Basic Education)?					
43	Does the state's assessment/ placement policy allow for certain exemptions and some level of local autonomy?					

Student Support

44	Does state policy require that placement/assessment tests be made available in advance to students who want to familiarize themselves with and prepare for these tests?					
45	Does state policy direct institutions to offer alternatives to developmental education for students who place near the cut score?					



5. FINANCE: To improve outcomes for developmental education students, states can remove financial barriers and create incentives for institutions to introduce, test, and scale up innovations that significantly improve results and adequately support students with financial aid. Strategies to do so include:

- > Funding equity with college-level courses
- > Performance funding
- > Expanded financial aid eligibility
- > Weighted funding strategies
- > Financial aid for persistence

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Funding						
46	Does the state fund developmental education courses at the same level as or higher than gatekeeper, college-level courses in the same discipline?					
47	Is there a state performance funding system that specifically rewards institutions for students' progression through developmental education and into college-level coursework in a timely manner?					
48	Is there a state performance funding system that specifically rewards institutions for persistence and retention of developmental education students after completing a developmental education sequence (e.g., achievement points along the way to graduation)?					
49	Is there a state performance funding system that specifically rewards institutions for improved completion rates of developmental education students?					

		Year Entered ATD (2004 or 2005)	2009	2010	High Priority for 2012?	Comments (Optional)
Financial Aid						
50	Is the state trying to increase the uptake of federal financial aid (e.g., support for financial aid staff, systemwide protocols for supporting student applications)?					
51	Do state financial aid policies provide support in addition to tuition and fees?					
52	Is the state's need-based aid program supportive of developmental education students (e.g., students can use state aid to pay for developmental education courses, part-time students are eligible for aid, and/or the state allows them to exceed the federal 150 percent time-to-degree limit)?					
53	Does the state's need-based aid program reward student progress and completion (e.g., aid is structured in multiple disbursements that are tied to persistence, incentives encourage students to increase enrollment intensity from part- to full-time, transfer scholarships to hold down costs for years 3 and 4)?					
54	Does the state conduct research on the effect of financial aid receipt on persistence and completion?					
55	Does the state give guidance to institutions for interpreting federal financial aid requirements in ways that allow for non-course-based strategies?					

STATE POLICY FRAMEWORK

SELF-ASSESSMENT TOOL GLOSSARY

Term	Definition	
Complete	To transfer or receive a credential or degree, as defined by <i>Achieving the Dream</i> and the <i>Developmental Education Initiative</i> .	
Incent	For a state to offer a reward (financial or other); or to demand compliance with a state policy.	
State	CT	Connecticut Community College System
	FL	Florida Department of Education
	NC	North Carolina Community College System
	OH	Ohio Board of Regents
	VA	Virginia Community College System
	TX	Texas Higher Education Coordinating Board