

P-20 and State Systems Strategies for Access, Movement, and Achievement

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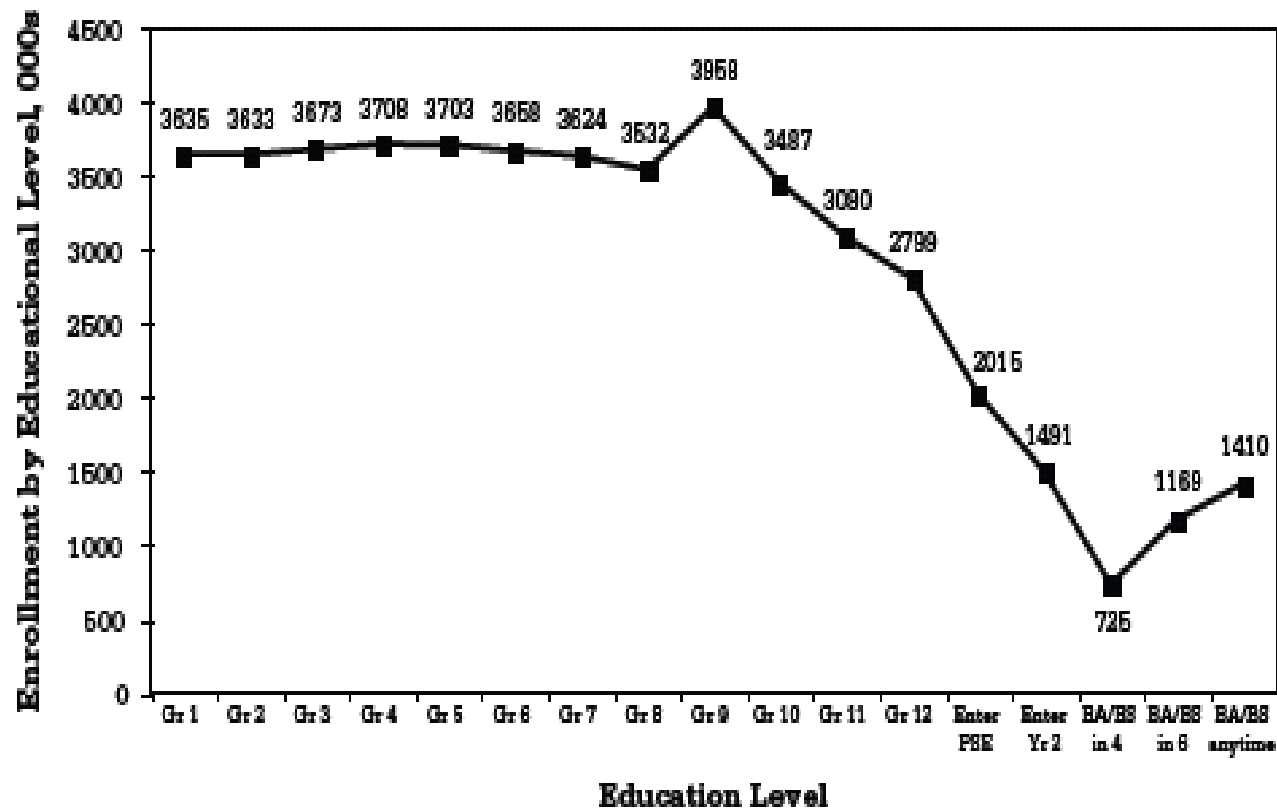
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Objectives

- Establish national context
- Missouri as a case study (CAI Initiative)
- Maryland as a case study (Closing the Achievement Gap)
- Benefits of a systemic approach & lessons learned
- State & National Recommendations

National Context

Educational Pipeline: Grade 1 Through Bachelor's



Source: Coming to Our Senses: Education and the American Future. Report of the Commission on Access, Admissions, and Success in Higher Education, College Board Advocacy, December 2008.

Lumina- Making Opportunity Affordable

- A multi-year initiative focused on increasing productivity within U.S. higher education, particularly at two- and four-year public colleges and universities.
- The initiative, supported by Lumina Foundation for Education, relies on partner organizations working within various states to develop, promote and implement policies and practices that will help achieve this goal.

Lumina MOA Approaches

- The United States needs educational models capable of reaching many more students, especially those toughest to serve.
- Many students arrive at college more poorly prepared than in the past and will need extra assistance to succeed.
- Often, these students are minorities, first-generation college-goers, students from low-income families and working adults.
- Serving these students, who will comprise the bulk of the U.S. workforce in years ahead, is likely to require new approaches.

A Test of Leadership: Charting the Future of U.S. Higher Education

A Report of the Commission Appointed by Secretary of Education Margaret Spellings
September 2006

Key Findings:

- Access to American higher education is unduly limited by the complex interplay of inadequate preparation, lack of information about college opportunities, and persistent financial barriers
 - While about one-third of whites have obtained bachelor's degrees by age 25–29, for example, just 18 percent of blacks and 10 percent of Latinos in the same age cohort have earned degrees by that time.
- Affordability is directly affected by a financing system that provides limited incentives for colleges and universities to take aggressive steps to improve institutional efficiency and productivity
- Accountability- A lack of useful data and accountability hinders policymakers and the public from making informed decisions and prevents higher education from demonstrating its contribution to the public good.

Coming to Our Senses: Education and the American Future.

College Board, December 2008

Key Findings:

- The United States ranked 21 out of 27 advanced economies in high school graduation rates
- High school graduation rates have fallen from 77% in 1971-72 to 67% today
- The rate at which American students disappear from school between grades 9-12 has tripled in the last 12 years
- Only 26% of African Americans, 18% of Latino and Hispanic Americans and 24% of Native Americans and Pacific Islanders have at least an associate degree

2006 Closing the Expectations Gap

Achieve, Inc

Key Findings:

- College Professors and Employers report 42% of graduates not ready for college level work and 45% of graduates not ready for jobs beyond entry level
- More than two thirds of new jobs require some postsecondary education
 - 10% No high school diploma
 - 22% High school diploma
 - 36% Some postsecondary
 - 31% Bachelor's degree
- Out of every 100 9th graders, 68 graduate HS on time, 40 immediately enroll in college, 27 are still enrolled sophomore year, and 18 graduate college on time

Curriculum: National Context

- **Secondary to Postsecondary**
 - Mastery for access
 - Example: Texas College Readiness Standards
- **Postsecondary Courses**
 - Quality in Undergraduate Education
 - Indiana's Transfer Portal

Missouri as a case study:
The curriculum alignment
initiative (CAI)

Key Questions

- Why is curriculum alignment important?
- What does curriculum alignment mean?
- What are key transitions in student learning pathways?
- Who has responsibility for curriculum alignment?
- What results do we want to achieve and how does this impact policy?

Missouri Context

- Coordinating Board State
- Public Institutions
 - 13 four-year
 - 20 two-year
 - 1 technical college
- All institutions have separate governing boards

CAI Drivers

- Robust transfer policies
- Inattention to HS-college transition point
- Significant remediation
- Legislation
- P-20 focus
- Secondary course-level expectations (CLEs)

Vision

- Smooth transition points
- Send consistent messages to student pipeline
- Raise rigor and improve postsecondary success
- Demonstrate effectiveness of local autonomy

CAI Membership

Over 400 educators and representatives from:

- K-12
- Missouri Department of Elementary and Secondary Education (DESE)
- Two- and four-year institutions
- Public and independent institutions
- Missouri Department of Higher Education (MDHE)

CAI Structure

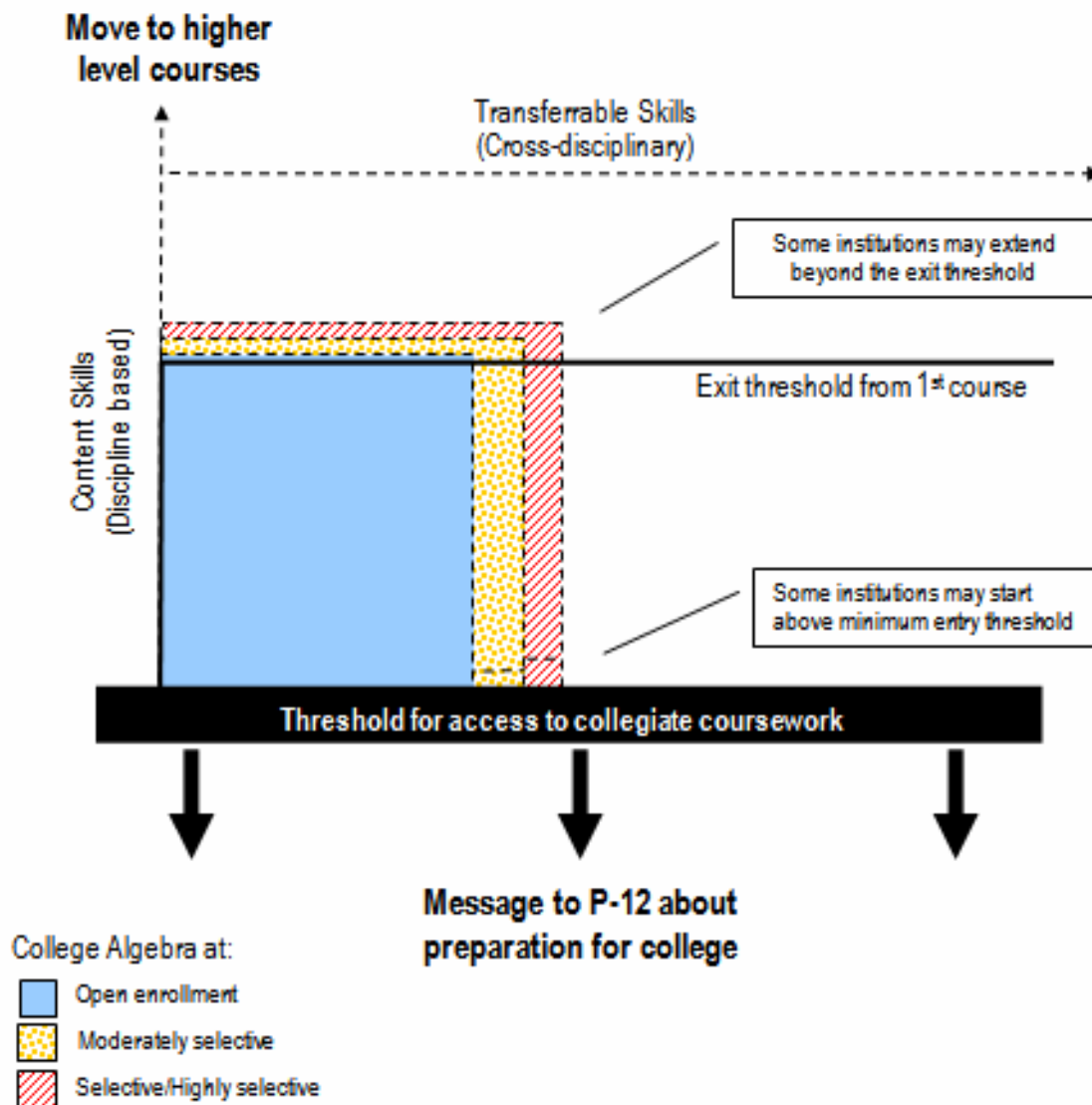
- Steering Committee
- Voluntary Educator Workgroups in:
 1. Arts and Humanities
 2. Engineering and Technology
 3. English and Communication
 4. Foreign Languages
 5. Mathematics
 6. Science
 7. Social Sciences
 8. Cross-Disciplinary Competencies

Points of Transition

- Clear need to work at multiple levels
- Competency Areas:
 - Entry-Level
 - Cross-Disciplinary
 - Optimal
 - Exit-Level

For a full list of the competencies, visit dhe.mo.gov/casinitiative.html

Entry- and Exit-Level Competencies for 1st College Course Across Diverse Institutions



CAI versus Other Initiatives

- Broadens scope
 - Entry and exit competencies
 - Threshold and optimal competencies
 - Both discipline and cross-disciplinary
- Linked to K-12 education
 - Mandated alignment with K-12 assessments
 - Gap analyses of competencies
- Seeks to pull back lens to all critical transitions and relate to individual institutions

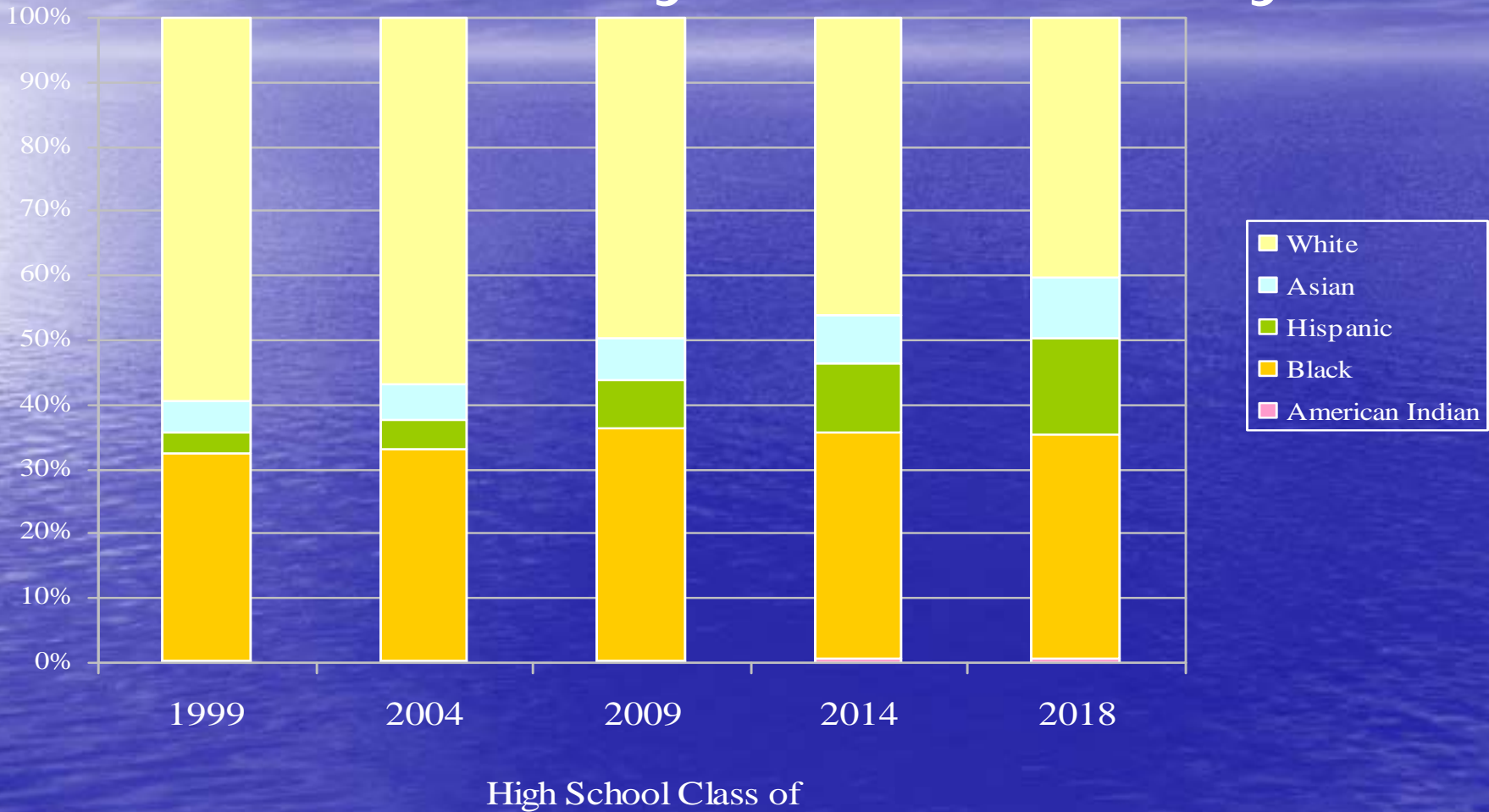
Maryland Case Study

- The USM Chancellor Brit Kirwan has identified three legacy issues:
 - Closing the achievement gap
 - Competitiveness in STEM education
 - Sustainability and the Environment
- The Chancellor has tasked the institutions with closing the achievement gap by 2015

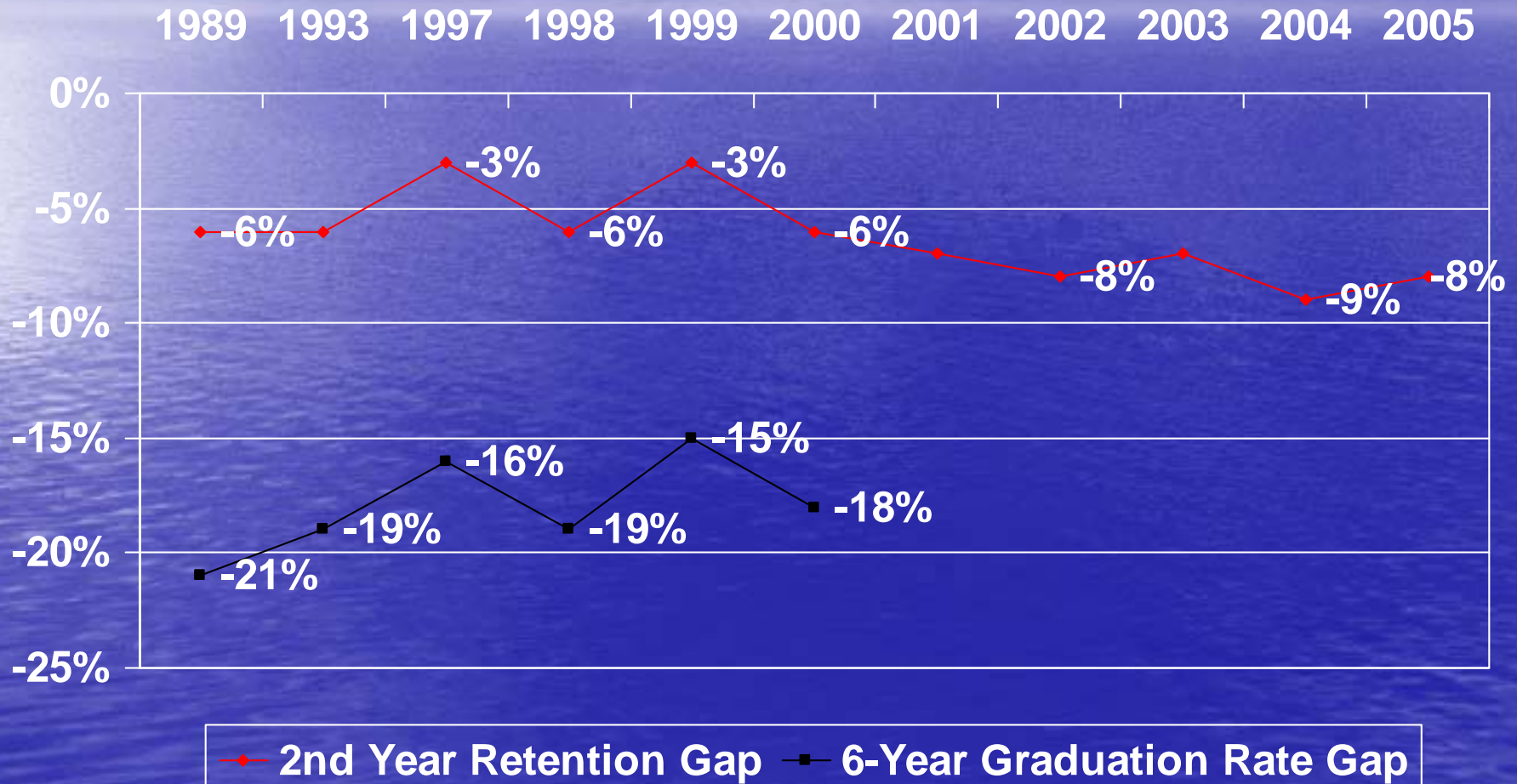
University System of Maryland

- 13 Institutions of Higher Ed
 - 11 Degree Granting Institutions
 - 2 Research Institutes
- 200,000 Students
- Governed by a Board of Regents
- Member of the Governor's P-20 Leadership Council

Maryland Public High School Graduates by Race/Ethnicity

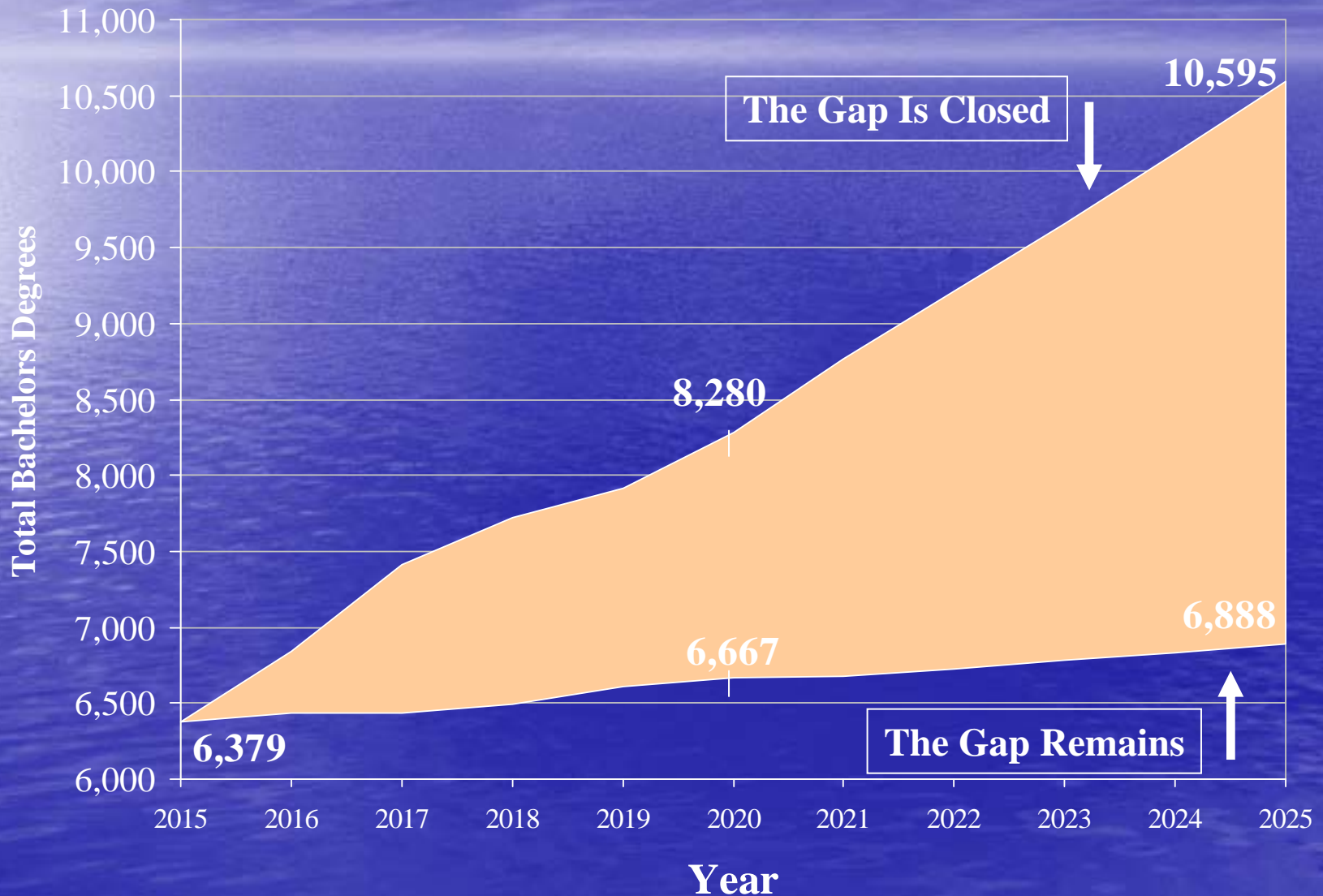


Retention and Graduation Rate Gaps Between All First-Time Freshmen and African-American Students



The Opportunity Gap

Bachelors Degrees to Minority Students



Maryland's Strategy

- Day Long Conference and Planning Group
November 14, 2007
- Campuses were tasked with creating a plan to close the achievement gap in Maryland

Questions to the Campuses

- How did the institution define its achievement gap?
- What is the institution proposing to do to address its achievement gap?
- What has the institution determined to be the measures of success in closing the achievement gap?
- What is the institution's timeline for closing the achievement gap?
- What resources does the institution have and need for success?

Sample Campus Response

UNIVERSITY SYSTEM OF MARYLAND						
Executive Summary of Institutional Achievement Gap Reports						
Institution	Achievement Gap	Initiatives	Measures of Success	Timeline	Resources for Success	
					Current	Proposed
	How did the institution define its achievement gap?	What is the institution proposing to do to address its achievement gap?	What has the institution determined to be the measures of success in closing the achievement gap?			NP means Not Provided
Institution #1	Retention and graduation rates of African Americans, Hispanics, and Pell Grant recipients are considerably lower than those of White students. Data indicated a large number of first-time first-year students fail entry-level math and science courses. Math and problem-solving skills are major stumbling blocks, especially for minority students.	Institution #1 has identified strategies encapsulating multiple initiatives. Strategies include: <ul style="list-style-type: none"> • Intentional Advising Early Warning Program, Mid-Semester Advising, Mid-Year Advising • Math Readiness 1. Full Placement Testing System 2. STEM Readiness 3. Curriculum Revision C. Additional Services and Training Develop a Center for Student Achievement 	-Decrease in Failure Rate -Decrease in Incidence of Academic Probation -Increase in Graduation Rate	A. Fall 2008 B. 1. Pilot: Fall 2008 2. Depending on funding 3. Fall 2009 C. Opening Fall 2008 Full implementation of programs Fall 2010		A. \$70,000 B. 1. Pilot = \$2,000 Implement = \$12,000 2. \$25,000 3. NP C. \$250,000

Public Policy Implications

- Placement
- Assessment
- Transferability of Credit
- Dual Credit
- Teacher Education

Ripple Effect

- Individual Institutions
- Institutional Consortia
- Statewide Initiative on Assessment

Learning Assessment in Missouri Postsecondary Education (LAMP)

- Statewide approach to study of student learning assessment in MO
- Driven by CAI and MDHE Coordinated Plan, *Imperatives for Change*
- Cross-sector institutional leadership (2-year/4-year/independent)
- Volunteer members represent cross-section of disciplines and institutional functions, including K-12 representatives

Overcoming Challenges

- Engage all constituents directly
- Gain ownership throughout system
- Reinforce professionalism
- Confront cultural differences
- Emphasize continuous improvement
- Address underlying anxiety
- Focus on collaboration
- Measure milestones in long-term process

Keys to Success

- Campus teams (not an individual representative) are vital- everyone had a responsibility and the entire institution/system was tasked
- System leadership is an important motivator
- In a system, institutions can learn from each other and must share best practices

Lessons Learned

- Power of legislation
- Confronting myths early
- Value of inclusiveness
- Understand horizontal and vertical tension
- Use of gap analysis
- Conflict resolution strategies
- Flexibility in deadlines

National Recommendations

Spellings Commission, September 2006:

- The U.S. commit to an unprecedented effort to expand higher education access and success by improving student preparation and persistence, addressing nonacademic barriers and providing significant increases in aid to low-income students
- The entire student financial aid system be restructured and new incentives put in place to improve the measurement and management of costs and institutional productivity
- The creation of a robust culture of accountability and transparency throughout higher education
- America's colleges and universities embrace a culture of continuous innovation and quality improvement by developing new pedagogies, curricula, and technologies to improve learning, particularly in the area of science and mathematical literacy
- The development of a national strategy for lifelong learning that helps all citizens understand the importance of preparing for and participating in higher education throughout their lives
- Increased federal investment in areas critical to our nation's global competitiveness

National Recommendations continued...

College Board, December 2008:

- Align the K-12 Education System with International Standards and College Admissions Expectations
- Improve Teacher Quality and Focus on Recruitment and Retention
- Keep College Affordable
- Dramatically Increase College Completion Rates

National Recommendations continued...

2008 Closing the Expectations Gap- Achieve, Inc:

- The American Diploma Project
- Align high school standards with real world expectations
- Align high school graduation requirements with college and career expectations
- Align high school and postsecondary assessments
- Develop P-20 longitudinal data systems
- Develop accountability and reporting systems that promote college and career readiness

Benefits of Systemic Approach

- Can leverage state-level priorities
- Synergy results from dialogue, impacts individual institutional change
- Shift at state level reaches multiple institutions
- Highlights importance of collective responsibility for global competitiveness
- Competencies approach shifts responsibility to students
- Reduces obstacles with high student mobility
- Synergism in curriculum conversations through breaking down barriers and stereotypes

HOW STATE AND INSTITUTIONAL SYSTEMS CAN IMPACT EACH OTHER

- Provides opportunity to strengthen K-12/HE relationships at local level and impact both cultures long term
- Informs state level administrators of persistent/new gaps in student preparation
- Creation of model programs/best practices can inform other institutions across the state

State Systems Change:

Curriculum Alignment Initiative

- Defines content-related (e.g. math) and cross-disciplinary (e.g. study skills) entry competencies
- Examines gaps between K-12 and HE competencies
- Defines optimal competencies for entry into professional fields (e.g. engineering)
- Defines competencies for exit from beginning general education courses (e.g. Introductory Biology)

Institutional Systems Change:

Closing the Achievement Gap

- Focus on underperforming groups
- Improves teacher supply, especially in STEM fields
- Increase financial aid resources
- 1st generation student guidance, support, and mentoring
- Fostering supportive services for students and outreach for K-12 students

- Better aligns curriculum across the K-12/HE transition—better prepared students for postsecondary education
- Brings higher education and K-12 administrators together at both state and local levels
- Motivates institutions to develop, promote and sustain solutions that fit their unique mission and context