The At-Risk Student Population You Might Be Overlooking: Working with Developmental Education Students

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The At-Risk Student Population You Might Be Overlooking: Working with Developmental Education Students

Lauren Colburn
Beth Fuchs
Today’s Goals

1. An overview of developmental education
   - What is it? What does it look like?

2. Working with developmental education students at UK
   - What worked

3. Future directions
   - Improvements moving forward
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1. An overview of developmental education
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“Remedial [or developmental] education consists of below-college-level noncredit courses and trainings in reading, writing, and math that are aimed at teaching students the academic competencies necessary to succeed in college-level coursework.”

Who participates?

40 out of every 100 students at public, 4 year institutions enrolled in at least 1 developmental education course between 2003-2009.

68 out of every 100 students at public, 2 year institutions enrolled in at least 1 developmental education course between 2003-2009.

How do they decide who needs it?

Should you eat that food you dropped on the floor?

- Was it sticky? No. Did anyone see you? → Yes.
  - No. Was it a boss/lover/parent? → No.
    - Yes. Was it expensive? → Yes.
      - Yes. Can you cut off the part that touched the floor? → Yes.
        - Yes. Eat it. 
        - No. Eat it.
      - No. Is it bacon? → Yes.
        - Yes. Eat it.
        - No. Is your cat healthy? → Yes.
          - No. Eat it.
          - Yes. Eat it.
        - No. Eat it.
    - Yes. Is it a raw steak? → Yes.
      - Yes. Eat it.
      - No. Did the cat lick it? → Yes.
        - No. Eat it.
        - Yes. Eat it.
      - Yes. Are you a puma? → Yes.
        - Yes. Eat it.
        - No. Eat it.
      - No. Are you a Megalosaurus? → Yes.
        - Yes. Eat it.
        - No. Eat it.
    - No. Is it an Emausaurus? → Yes.
      - Yes. Eat it.
      - No. Eat it.
- No. Eat it.
## Co-requisite versus Remedial Model

<table>
<thead>
<tr>
<th>KCTCS</th>
<th>COMPREHENSIVE UNIVERSITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion rates for a college-level English course, Fall 2017 (74% increase in success rates)</td>
<td>Completion rates for a college-level English course, Fall 2017 (25% increase in success rates)</td>
</tr>
<tr>
<td><strong>Traditional Developmental Education Model</strong></td>
<td><strong>Traditional Remedial Education Model</strong></td>
</tr>
<tr>
<td>34% completion rate within <em>two years</em> with an A, B or C</td>
<td>56% completion rate within <em>two years</em> with an A, B or C.</td>
</tr>
<tr>
<td><strong>New Corequisite Education Model</strong></td>
<td><strong>New Corequisite Education Model</strong></td>
</tr>
<tr>
<td>59% completion rate within <em>one semester</em> with an A, B or C</td>
<td>70% completion rate within <em>one semester</em> with an A, B or C.</td>
</tr>
</tbody>
</table>

“College-ready” versus “academic preparedness”

As measured by NAEP

ACADEMIC PREPAREDNESS
Content knowledge and skills in reading and mathematics

Not measured

NON COGNITIVE SKILLS
For example: motivation, persistence, self-efficacy, study habits

ENVIRONMENTAL FACTORS
For example: finances, support systems, rigor of course of study

= COLLEGE READINESS

Deficit thinking

“This thinking manifests in practice by believing that students who in any way do not conform to a “traditional” or privileged financial situation, home life, or route to education are not likely to succeed.”

Developmental Education in Kentucky
Beginning 2019-20, all public postsecondary institutions in Kentucky will use the indicators of readiness established by the Council on Postsecondary Education as measures of college academic readiness. Upon admission to a public postsecondary institution, students scoring at or above the established scores will not be required to complete developmental or corequisite coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

<table>
<thead>
<tr>
<th>Curriculum Pathway</th>
<th>ACT Score</th>
<th>SAT Score</th>
<th>KYOTE</th>
<th>GED College Readiness</th>
<th>ALEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (Writing)</strong></td>
<td>English 18 or higher</td>
<td>Evidence-Based Reading and Writing 480 or higher or 25 on the Writing and Language Test</td>
<td>Writing 6 or higher</td>
<td>Reasoning through the Language Arts 165 or higher</td>
<td>Not applicable as a placement score</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Reading 20 or higher</td>
<td>Evidence-Based Reading and Writing 480 or higher or 25 or higher on the Reading Test</td>
<td>Reading 20 or higher</td>
<td>Reasoning through the Language Arts 165 or higher</td>
<td>Not applicable as a placement score</td>
</tr>
<tr>
<td><strong>Mathematics (Quantitative Reasoning)</strong></td>
<td>Mathematics 19 or higher</td>
<td>Mathematics 500 or higher</td>
<td>College Readiness Mathematics 22 or higher</td>
<td>Mathematical Reasoning 165 or higher</td>
<td>ALEKS PPL 30</td>
</tr>
<tr>
<td><strong>Mathematics (College Algebra)</strong></td>
<td>Mathematics 22 or higher</td>
<td>Mathematics 560 or higher</td>
<td>College Algebra 14 or higher</td>
<td>Mathematical Reasoning 175 or higher</td>
<td>ALEKS PPL 46</td>
</tr>
<tr>
<td><strong>Mathematics (Calculus)</strong></td>
<td>Mathematics 27 or higher</td>
<td>Mathematics 650 or higher</td>
<td>Calculus 15 or higher</td>
<td>Not applicable as a placement score</td>
<td>ALEKS PPL 76</td>
</tr>
</tbody>
</table>
## College Readiness of Recent Kentucky High School Graduates Entering Kentucky Institutions

### Recent Graduates from Kentucky High Schools

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Institutions</td>
<td>65.90%</td>
<td>34.10%</td>
<td>70.90%</td>
<td>29.40%</td>
<td>77.40%</td>
<td>22.60%</td>
<td>82.20%</td>
<td>17.80%</td>
<td>83.80%</td>
<td>16.20%</td>
</tr>
<tr>
<td>KCTCS</td>
<td>28.50%</td>
<td>71.50%</td>
<td>34.40%</td>
<td>65.60%</td>
<td>53.50%</td>
<td>47%</td>
<td>44.10%</td>
<td>55.90%</td>
<td>46.20%</td>
<td>53.80%</td>
</tr>
<tr>
<td>Total</td>
<td>52.00%</td>
<td>48%</td>
<td>58.20%</td>
<td>42.10%</td>
<td>68.30%</td>
<td>31.70%</td>
<td>70.10%</td>
<td>29.90%</td>
<td>70.50%</td>
<td>29.50%</td>
</tr>
</tbody>
</table>

### Institution

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Kentucky University</td>
<td>55.80%</td>
<td>44%</td>
<td>64.30%</td>
<td>35.70%</td>
<td>77.40%</td>
<td>22.60%</td>
<td>82.10%</td>
<td>17.90%</td>
<td>85.70%</td>
<td>14.30%</td>
</tr>
<tr>
<td>Kentucky State University</td>
<td>15.60%</td>
<td>84%</td>
<td>23.20%</td>
<td>76.80%</td>
<td>12.20%</td>
<td>87.80%</td>
<td>24.10%</td>
<td>75.90%</td>
<td>33.10%</td>
<td>66.90%</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>47.80%</td>
<td>52%</td>
<td>56.20%</td>
<td>43.80%</td>
<td>73.60%</td>
<td>26.40%</td>
<td>78.90%</td>
<td>21.10%</td>
<td>80.80%</td>
<td>19.20%</td>
</tr>
<tr>
<td>Murray State University</td>
<td>60.40%</td>
<td>40%</td>
<td>65.40%</td>
<td>34.60%</td>
<td>74.40%</td>
<td>25.60%</td>
<td>79.60%</td>
<td>20.40%</td>
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<td>Northern Kentucky University</td>
<td>54.80%</td>
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<td>29.30%</td>
<td>76.70%</td>
<td>23.30%</td>
<td>84.00%</td>
<td>16.00%</td>
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<td>17.60%</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>88.40%</td>
<td>12%</td>
<td>91%</td>
<td>9%</td>
<td>93%</td>
<td>7%</td>
<td>92.50%</td>
<td>7.50%</td>
<td>93.80%</td>
<td>6.20%</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>78.50%</td>
<td>21%</td>
<td>82.30%</td>
<td>17.70%</td>
<td>88.10%</td>
<td>11.90%</td>
<td>92.40%</td>
<td>7.60%</td>
<td>90.20%</td>
<td>9.80%</td>
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<tr>
<td>Western Kentucky University</td>
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<td>53.20%</td>
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<td>53.70%</td>
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<td>63.80%</td>
<td>36.20%</td>
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<tr>
<td>KCTCS</td>
<td>28.50%</td>
<td>72%</td>
<td>34.40%</td>
<td>65.60%</td>
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<td>29.50%</td>
</tr>
</tbody>
</table>

Source: Kentucky Council on Postsecondary Education Comprehensive Database

Wednesday, March 2, 2016

What do you know about how your school handles developmental education?

How does your library engage with developmental education students?
Today’s Goals

1. An overview of developmental education
   What is it? What does it look like?

2. Working with developmental education students at UK
   What worked well

3. Future directions
   Improvements moving forward
Absent from the Conversation?

Katherine Gerlaugh and her colleagues have studied current practices in community college developmental education programs and have found that services outside the classroom have been important. While tutoring, academic advising, study skills workshops, orientations, and supplemental instruction have been identified, academic libraries have not been mentioned.

Robert H. McCabe has identified best practices of developmental education programs, which have linked to all areas of the college. While many different services have been discussed, academic libraries have garnered only a brief remark that students need to use library databases.

Hunter Boylan has identified institutions as exemplars of best practices and has explained that successful developmental education programs are unlikely to have high rates of student success without offering a broad range of support services. Again, academic libraries have not been mentioned.

In an earlier report, McCabe explained the importance of information competencies for graduates; yet academic libraries have been absent from the list of what has contributed to a successful program.

The Center for Student Success has studied basic skills education among California community colleges and has developed a guide to effective practices. While basic skills in reading, writing, mathematics, and studying have been included, basic library skills have been absent from the guide.

Martha Casazza has reviewed the history of developmental education and has explained that the most successful approach has been a comprehensive one. Once again, academic libraries have been absent.

What This Looks Like at UK

- Academic Preparation and Placement Program (APP)
  - UK 095 APP for Quantitative Reasoning and UK 096 APP for College Algebra
  - UK 120 APP Reading
  - UK 130 APP Writing
Students with an ACT English score below 18 are registered in the writing workshop.

This transitional writing class is designed to coach students in critical writing concepts as they evaluate how they view the writing process and themselves in relation to meaningful work.
Demographic Characteristics

- **54%** Pell Grant Recipients
- **48%** Minority
- **57%** First Generation

https://www.uky.edu/tl/data/Fall2017/APP
Learning Outcome for UK 130

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Specific
Measurable
Attainable
Realistic
Time-bound
What Worked

Less Lecture  Simplify  Learner Centered
keywords
I will run a half marathon in under two hours by May.
Discussion

Based on your experiences, what other instruction strategies might be helpful given the needs of this student population? What successes have you experienced?
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Steps for the Future

Communicate  Assignment Restructure  Integration
References


References

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- Collaborate icon by Freepik
Thank you!