



DEVELOPMENTAL EDUCATION REDESIGN IN OREGON

This is the fourth newsletter in a series that will highlight the efforts of Oregon's 17 community colleges to redesign developmental education and increase student success. These efforts address recommendations the Developmental Education Redesign Work Group consisting of teams from the 17 campuses developed between November 2013 and June 2014. [Click here](#) to read the report.

Technical Assistance Support Update

It has been nearly two years since Oregon's Developmental Education Redesign Work Group released its recommendations to redesign developmental education at Oregon's community colleges and nearly two academic years since campuses began implementing them. The Oregon Community College Association (OCCA) has been committed to making sure that the report is not yet another one that gathers dust on a shelf. Elizabeth Cox Brand, Director of Student Success and Assessment at OCCA, explains why OCCA has been providing campuses support as they make the recommendations a reality:

"Two years ago we released a set of comprehensive recommendations to redesign developmental education in Oregon to make sure more students succeed. We knew that if the recommendations were going to get traction and not simply be great ideas that no one ever implemented then we'd need to find ways to support campuses and keep them thinking and talking about the recommendations so they actually happen. So we brought together teams from each of the 17 campuses and helped them create implementation plans. For the past two years we've also convened team leads from each of the 17 campuses on a quarterly basis to review progress, modify the plans, solve problems, develop strategies and basically support each other. The meetings are also a reminder to everyone that the work is important and we need to keep plugging away."

During the 2015-16 academic year, OCCA introduced coaching as an additional technical assistance activity to support campuses.

"We understood going in that for some 'coaching' was a dirty word because of past unsuccessful relationships with coaches that may not have provided the assistance campus staff needed. But we also knew that outside third-party assistance is sometimes a key to success," says Cox Brand.

While not every campus took OCCA up on its offer of a coach, many did. Coaching took a variety of forms. Sometimes coaches did research on topics such as placement options and what other community colleges are doing to measure the success of their developmental education reforms. Other times campus leads used coaches

for thought-partnership as they navigated complex institutional politics and even disagreement with some of the redesign recommendations.

Coaches also provided their team leads with some project management, organizing information, developing objectives and agendas for team meetings, updating work plans, drafting correspondence, helping leads develop next steps for strategy implementation or monitoring implementation progress.

Lane Community College has been working with its coach, Thalia Nawi of Education First, since November. Kathie Hledik, Lane's Dean of Mathematics, and her redesign team have focused Nawi's coaching on updating the campus-wide developmental education redesign plan, including revising goals, identifying project leads and setting deadlines. She's had one in-person meeting and biweekly phone calls with Nawi, who has helped her develop meeting agendas and discuss challenges facing Hledik's team.

In April, Nawi co-facilitated with Hledik a day of in-person working sessions at Lane, allowing Hledik to focus on her primary responsibilities for the work, not the facilitation of the group. Says Hledik of her relationship with her coach, "She helps us keep things on track and helps me delegate tasks. The most important support she provides is just being a shoulder to lean on."

Ben Kaufmann, developmental education redesign team co-lead and Academic Advisor at Oregon Coast Community College, describes a similar experience working with his coach: "Her being a sounding board has been really valuable. She has been appropriately pushing me to develop our work plan and set deadlines."

Kaufmann and a small group of colleagues are leading the development of a new process to place students, one that would rely on multiple measures and not a single standardized test. For math placement, Oregon Coast instructors now contact students shortly after the test to have a conversation about the student's previous math courses, high school grade point average and other measures to inform the placement decision. Kaufmann suggests that coaching has been helpful to him as he works on this effort. He notes that the coaching's greatest value-

add was giving him the ability to have frequent, one-on-one conversations with his coach. He says, "It's been challenging to schedule the in-person visits given all of our schedules, and those haven't always felt as productive. The phone conversations, however, have been completely invaluable."

At Southwestern Oregon Community College, Academic Dean Rod Keller is leading the campus' plans to integrate reading and writing into a new accelerated developmental education course this fall and has been relying on his coach, Paolo DeMaria, for help. Of his coach, he says, "He has the big picture perspective of developmental education redesign when it's easy for us to focus on the weeds, distractions, and details and sometimes force unconnected puzzle pieces into place. He helps us guide diverse personalities who work in wandering directions into an overarching student success committee. He helps us determine a balance among institutional, professional, and student needs."

A survey completed by team leads like Keller revealed that 67% of campuses would like a coach for the 2016-17 academic year, while 33% said they would consider it. None completely ruled it out.

"It's clear to me that many but not all campuses wanted or needed coaches to advance their implementation plans. And that's okay," says Cox Brand. "I'm really happy to learn this form of technical assistance was useful to some campuses."

OCCA will continue to offer coaching to interested campuses in the 2016-17 school year should resources remain available.

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-Rod Keller, Southwestern Oregon Community College

Co-Requisite Courses in Developmental Writing

During its 2016 session, the Oregon legislature passed and Governor Brown signed into law SB 5701, which provides funding for numerous programs and purposes. One purpose is to foster the development of co-requisite courses for developmental education writing. Co-requisite writing programs enroll students in developmental and college-level writing courses at the same time. Enrolled students receive additional support to boost their understanding of college-level material.

SB 5701 appropriated \$600,000 to support this work. The Higher Education Coordinating Commission (HECC) will be administering the funds and OCCA is asking campuses whether they are ready to either implement/scale pilots in spring 2017 or to plan for future implementation. Those ready to implement in 2017 will receive \$80,000 to support their work. Those ready to plan will receive \$30,000.

To date, Lane, Chemeketa, Blue Mountain, Linn Benton, Southwestern and Oregon Coast have committed to implementation in 2017. Central Oregon, Clackamas and Tillamook Bay have committed to planning.

Campuses taking advantage of the boon provided by SB 5701 will have the opportunity to spend time with one of the nation's leading thinkers and practitioners of co-requisite programs: Peter Adams from the Community College of Baltimore County. Peter has already had an important impact on the developmental education redesign work in Oregon, having spent in 2013 several hours with the Developmental Education Redesign Work Group discussing accelerated learning, including co-requisite efforts. He will be meeting with Oregon campuses sometime in the first quarter of the 2016-17 academic year.

If you're interested in participating in this work and your campus is not listed as one that wants to implement or plan, please contact Elizabeth Cox Brand.

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