January 17, 2019
Task Force on Statewide Assessment

DHE Overview: Major Projects in Academic Affairs and Student Success AY 18-19

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and Student Success

MASSACHUSETTS
Department of
Higher Education

FY 19 Projects

1. Creating a Seamless System of Transfer

2. Open Educational Resources Working Group

3. New Program Approval Process: LOI Template

4. Transforming Developmental Education

5. Performance Incentive Fund Grants

Creating a Seamless System of Transfer

Creating a Seamless System of Transfer

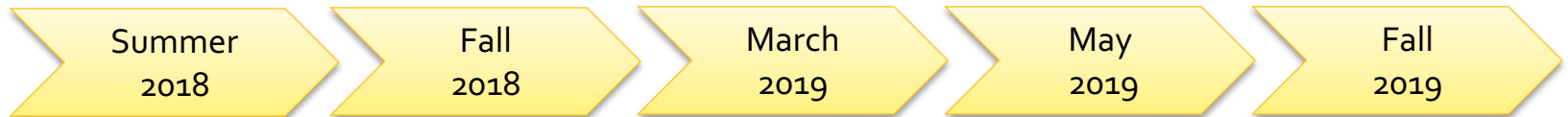| Course Equivalency Database	Gen Ed Foundation & STEM Gen Ed Foundation	A2B Pathways	Commonwealth Commitment	Reverse Transfer	Common Transfer Principles

Major Projects Overview Academic Affairs & Student Success
Transfer

	Summer 2018	Fall 2018	March 2019	May 2019	Fall 2019
Department of Higher Education	Convened group of campus reps to revise MassTransfer Policy Guidelines	• Review Cycle II A2B Pathways and align with math pathway • Statewide Reverse Transfer Workshop	Present Common Transfer Principles for four-year institutions		Review Cycles I and III A2B Pathways.
Board of Higher Education				**Board considers adopting Common Transfer Principles for 4-year Institutions**	
Higher Education Institutions		Campuses vet MassTransfer Policy Guidelines			Four-year institutions adopt/implement Common Transfer Principles

Open Educational Resources Working Group

OER Working Group: What are OER?

"Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their <u>free</u> use and repurposing"

- William and Flora Hewlett Foundation

OER Working Group: Why OER?

- **Tremendous cost savings to students**

- **High cost of textbooks** is negatively impacting student access, success, and completion

- **Students have access** to course material on day one

- **Faculty can customize course materials** to fit the needs of their students

- Open pedagogy **improves teaching and learning:** Students become active participants in the construction of knowledge

- **Supported by Legislature**

- **Builds on existing efforts** like Go Open

OER Working Group: Why now?

FY18: SAC
Priority/Resolution

"Last semester, **I dropped a course because I couldn't afford the required textbooks.** With students struggling to cover the costs of tuition and fees alone, OER expansion is an opportunity to help with the hardships students face in paying for college."

–**Marco Cobar,** Chair, DHE Student Advisory Council, testifying at DHE's legislative briefing on College Access & Affordability,
April 4, 2018

OER Working Group: Why now?

SAC Resolution

The SAC and the BHE **recognize OER to bring cost savings to students**, thereby advancing the mutual goals of increasing affordability, access, and student success

SAC hereby commits to continued **advocacy and support** of the OER initiative

SAC calls upon the BHE to work in conjunction with SAC and all public higher education institutions **to explore and identify opportunities for implementing OER on a broader scale**

OER Working Group: Charge

|		
Identify ways to increase the utilization of OER resources and pedagogy	Document the current level of participation in OER	Identify barriers that limit the ability to increase the utilization of OER
Develop a statewide OER policy to advance the utilization of OER at our public institutions, including how OER may enhance teaching and learning practices	Identify tools and approaches necessary to successfully implement the policy	Recommend how the OER Working Group may serve as an ongoing resource for the DHE to expand and deepen the utilization of OER statewide

OER Working Group: Who will serve?
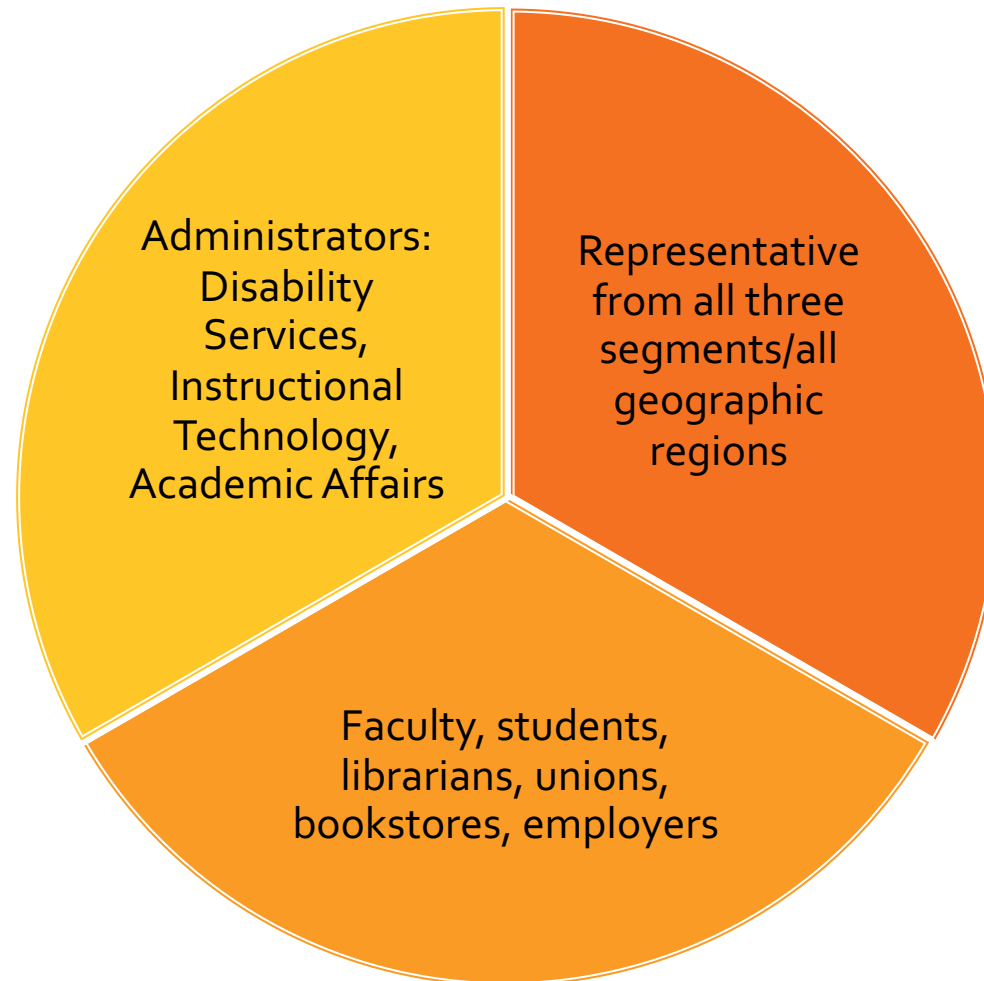
Major Projects Overview Academic Affairs & Student Success
OER Working Group: Timeline
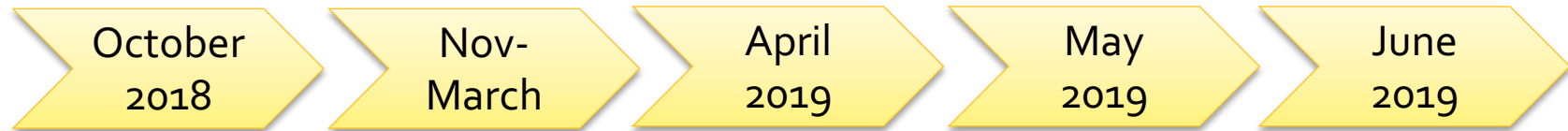
	October 2018	Nov-March	April 2019	May 2019	June 2019
Department of Higher Education	Finalize charge and send invitation letters	Convene working group	Assemble Report and share with campuses	Finalize Report	
Board of Higher Education					**Consider Report & Recommendations**
Higher Education Institutions			Comment on Recommendations		

New Program Approval Process: LOI Template

Revised Program Approval Process

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│  Campus Prepares    │ ──► │  Local Approval     │ ──► │  Campus Submits     │
│  LOI                │     │  Process for LOI    │     │  LOI to BHE         │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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┌──────────────────────┐        ┌────────────────────────────────────────┐
│                      │        │  Fast Track: Authority delegated to     │
│  AAC reviews LOI,    │  ────► │  Commissioner and DHE staff to review   │
│  provides feedback,  │        │  full proposal. Campus prepares full    │
│  and votes: Fast     │        │  proposal, submits to local BOT, and    │
│  Track or Standard   │        │  then to Commissioner.                  │
│  Process             │        └────────────────────────────────────────┘
│                      │        ┌────────────────────────────────────────┐
│                      │  ────► │  Standard Process: AAC provides         │
└──────────────────────┘        │  feedback and institution follows       │
                                │  standard process. This would involve   │
                                │  coming before BHE a second time with   │
                                │  a full proposal.                       │
                                └────────────────────────────────────────┘
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Program Approval Process for Public Institutions
Development of LOI Template

	July-Sept 2018	Oct 2018	Nov-Dec 2018	Jan 2019	Fall 2019
Department of Higher Education	LOI Template distributed to Campuses for feedback. Feedback incorporated in draft.		LOI template to Campuses for Feedback		Prepare to Implement new process for AY19-20
Board of Higher Education		**Discuss new draft of LOI Template at AAC**		**New LOI Template Finalized by AAC**	Calibrate new process with performance measurement and strategic planning
Higher Education Institutions			Review draft and provide feedback		Begin submitting academic program proposals under new procedure

Transforming Developmental Education

The Use of Alternative Placement Measures in Massachusetts

The Need for a Comprehensive Approach

State University Students

For every 100 students enrolling in dev'l math in 2015 (n= 1,405)…

Only 56 completed a credit-bearing math course by 2017.

The Need for a Comprehensive Approach

Community College Students

For every 100 students enrolling in dev'l math in 2015 (n= 8,142)...

Only 24 completed a credit-bearing math course by 2017.

Transforming Developmental Education
A Comprehensive Approach

- In order to reduce remediation and increase student success, Massachusetts has adopted a three -pronged approach:
  - Assessing students properly for credit-bearing courses by **utilizing multiple measures**;
  - Ensuring students are completing **the appropriate mathematics for their major**;
  - Giving students who require remediation **access to co-requisite courses** in mathematics, reading, and writing.

Developmental Education

| Alternative Placement Measures | Multiple Mathematics Pathways | Co-requisite Support |

Transforming Developmental Education
A Phased Approach
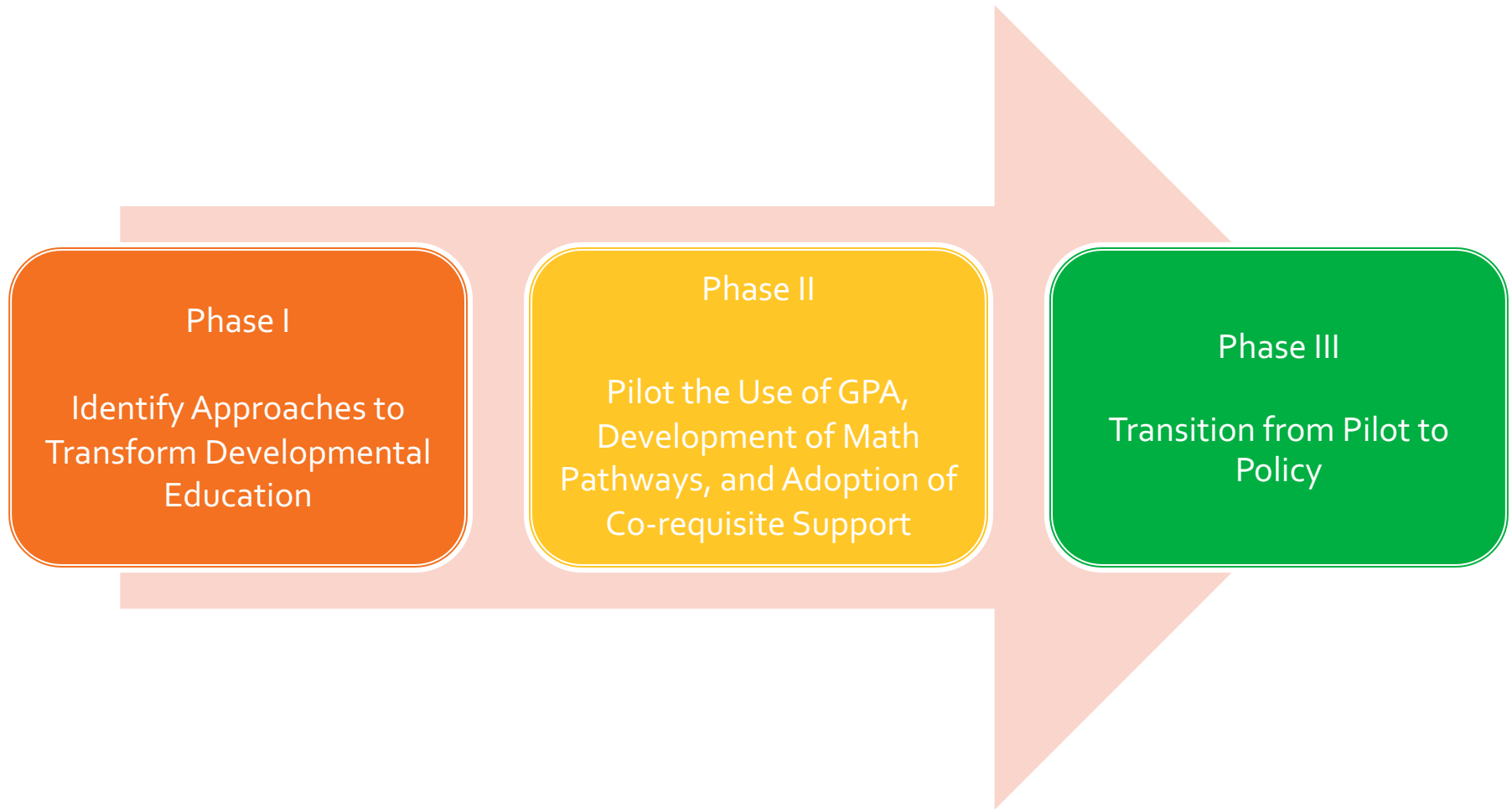
Phase I

Identify Approaches to Transform Developmental Education

Phase II

Pilot the Use of GPA, Development of Math Pathways, and Adoption of Co-requisite Support

Phase III

Transition from Pilot to Policy

- The Board of Higher Education hereby amends the 1998 Common Assessment Policy to allow institutions of public higher education to use the following standards to place students directly into college-level, credit-bearing English and mathematics courses:

  - 2.7 cumulative high school GPA for students who have graduated from high school within the past ten years to place directly into a college-level, credit-bearing English course
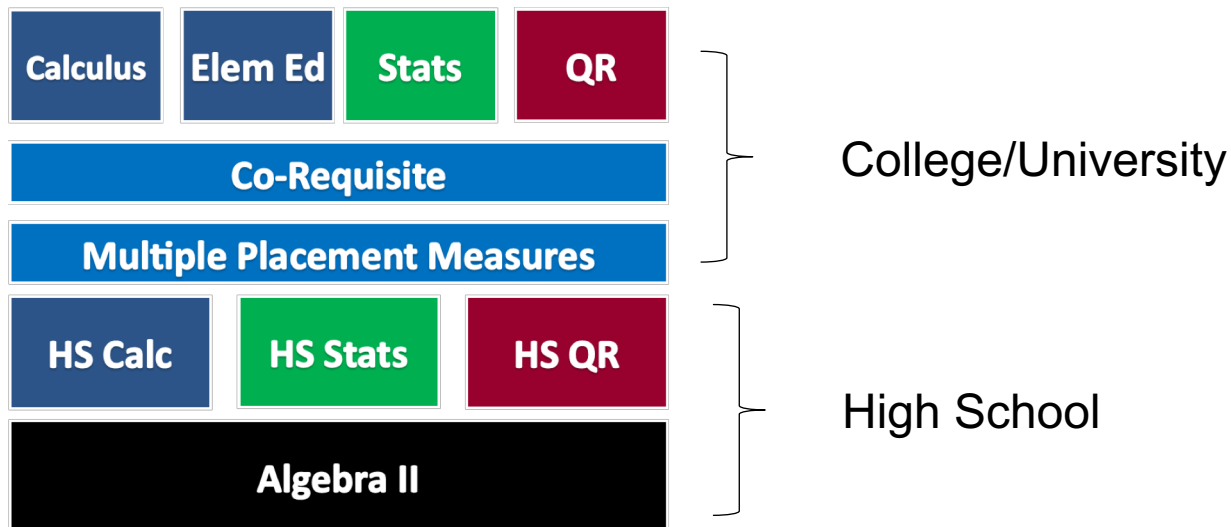
  - 2.7 cumulative high school GPA for students who have graduated from high school within the past three years to place directly into a college-level, credit-bearing mathematics course

Designing Mathematics Pathways

- Actions

  - Develop four math pathways: Calculus, Elementary Education, Quantitative Reasoning, and Statistics.

  - Align with statewide MassTransfer Associate-to-Bachelor (A2B) maps.

  - Scale the co-requisite model.

  - Develop a course completion indicator ("flag") for all courses that satisfy Quantitative Reasoning requirements.

  - Partner with the Department of Elementary and Secondary Education

Transforming Developmental Education
A Key Component: 9-16 Alignment

- **Redesigning high school mathematics courses**
- **Building partnerships** between IHEs and K-12 districts
- November 2018: 9-16 Math Pathways Alignment Summit
- Spring 2019: Regional 9-16 Math Pathways Alignment Meetings

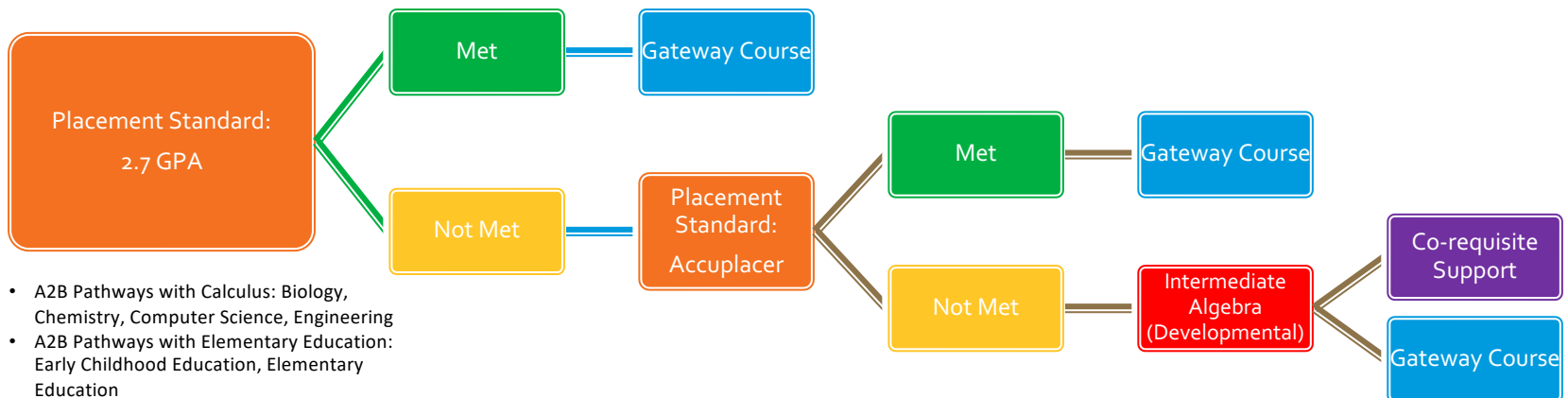| Calculus	Elem Ed	Stats	QR

Co-Requisite

Multiple Placement Measures

College/University

HS Calc	HS Stats	HS QR

Algebra II

High School

Designing Mathematics Pathways

A Comprehensive Approach to Developmental Education Reform

Quantitative Reasoning and Statistics

Placement Standard: 2.7 GPA
- Met → Gateway Course
- Not Met → Placement Standard: Accuplacer
  - Met → Gateway Course
  - Not Met → Co-requisite Support / Gateway Course
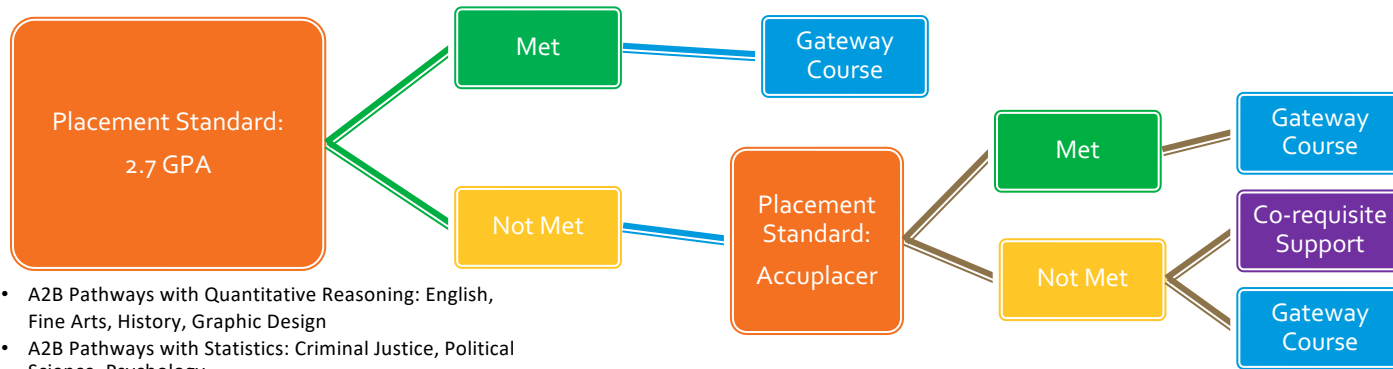
- A2B Pathways with Quantitative Reasoning: English, Fine Arts, History, Graphic Design
- A2B Pathways with Statistics: Criminal Justice, Political Science, Psychology

Calculus and Elementary Education

Placement Standard: 2.7 GPA
- Met → Gateway Course
- Not Met → Placement Standard: Accuplacer
  - Met → Gateway Course
  - Not Met → Intermediate Algebra (Developmental) → Co-requisite Support / Gateway Course

- A2B Pathways with Calculus: Biology, Chemistry, Computer Science, Engineering
- A2B Pathways with Elementary Education: Early Childhood Education, Elementary Education

Transforming Developmental Education
Next Steps

	October 2018	Nov. 2018	Dec. 2018	Spring 2019	F2019-F2020	F2020-F2021
Department of Higher Education	Present recommendations on use of GPA as alternative practice measure			Present recommendations on comprehensive redesign in January	Begin collecting data on completion by math pathway	Review placement guidelines
Board of Higher Education			**Consider revising 1998 Common Assessment Policy to allow for use of GPA**	**Vote on recommendations on comprehensive redesign in March**		
Higher Education Institutions		Vet UMDI final report and recommendations on GPA recommendations		Vet recommendations on redesign in January/February	Develop placement guidelines which incorporates GPA, co-req, and math pathways	Implement recommendations on comprehensive redesign

2019

PERFORMANCE
INCENTIVE FUND

Encouraging Collaboration
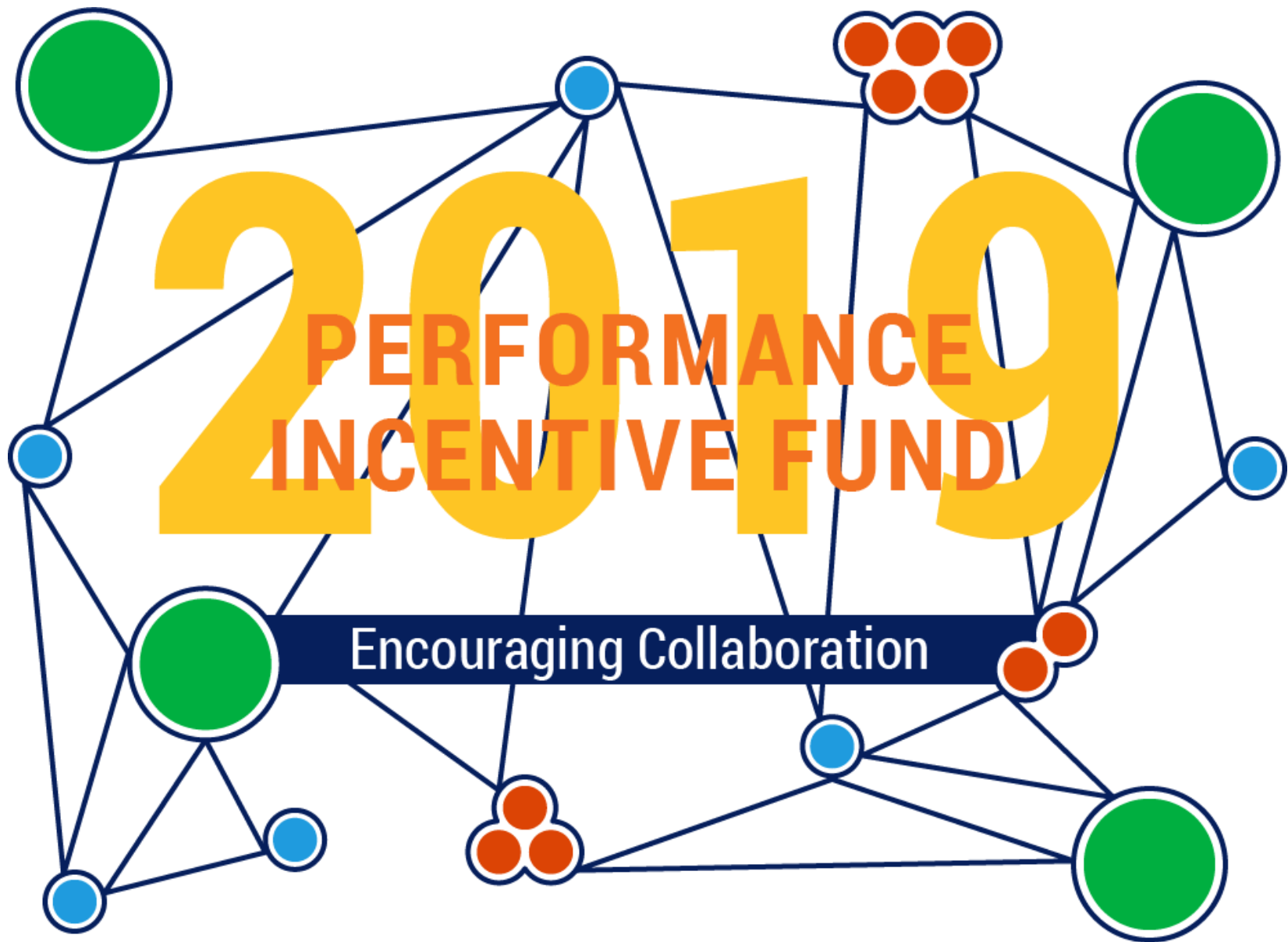
PIF Overview

Systemwide Initiatives

- Student Learning Outcomes Assessment

- Civic Learning and Engagement

- *MassTransfer*
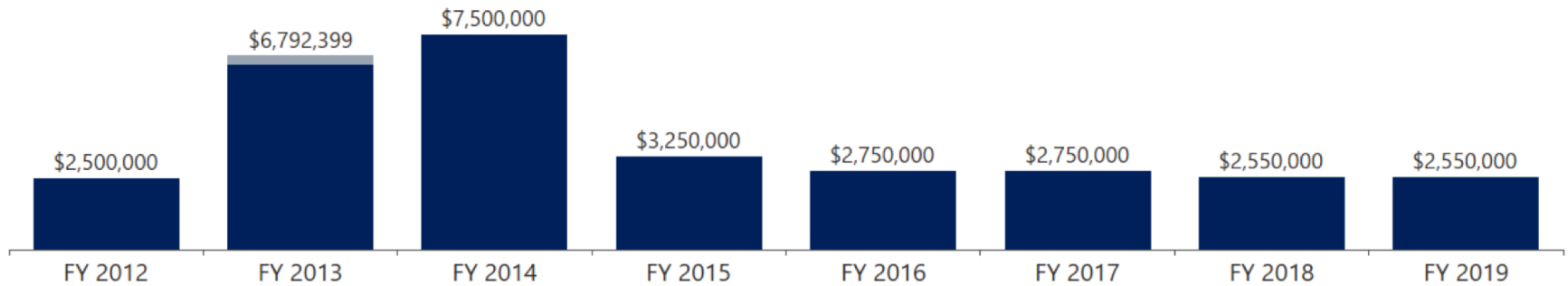
- Developmental Education Reform

Campus & Consortium Grants

PIF Overview

State Appropriations
Since FY 2012

$2,500,000	$6,792,399	$7,500,000	$3,250,000	$2,750,000	$2,750,000	$2,550,000	$2,550,000
FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019

Distribution of PIF Funds by Category
Since FY 2012

Campus Grants

Consortium Grants

Systemwide Initiatives
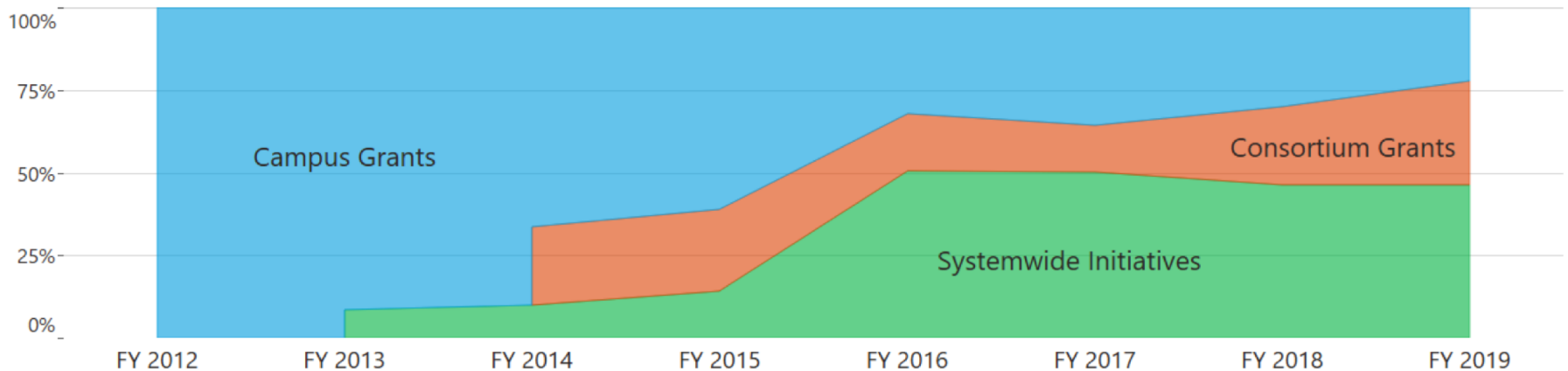
FY19 Campus & Consortium Grants

New Approaches to Affordability and Student Success

- PLA Consortium $200,000
- OER Collab. $150,000
- Bunker Hill $100,000
- Mass Maritime $49,217
- Westfield $99,746
- Massasoit $59,525
- Salem $100,000
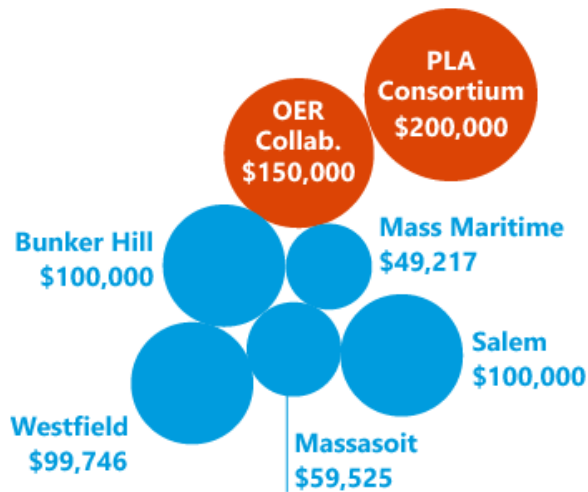
Co-Requisite at Scale and Multiple Math Pathways

- Fitchburg $61,612
- MassBay $100,000

Competency-Based Pathways in Early Education

- CBE for ECE $198,414

100 Males to College

- Worcester $50,000
- Brockton $50,000
- Framingham $50,000
- Salem $50,000
- Springfield $50,000
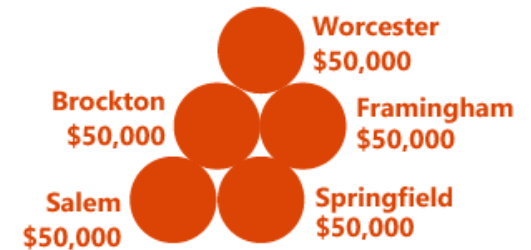
= Campus Grant
= Consortium Grant

Massachusetts Open Education: Achieving Access for All
OER Regional Trainings Events

- **Understanding OER** (introduction, open licensing, shared examples of OER, and discussion of OER adoption models)

- **Teaching and Learning with Free and Open Educational Resources** (ways to find and use free, CC licensed and public domain content, and incorporating open pedagogy)

- **The Value of Open** (benefits of OER and open pedagogy, examples of OER initiatives, research on OER, and data on the impact of OER)

- **Implementing and Scaling OER Initiatives** (collaboration, starting your initiative, policy, strategies, structure and process, and communicating about OER)

- **Faculty receive $200 stipend** for attending and reviewing an Open Education textbook in their field

Regional Trainings

- **Northern Essex Community College**
  - February 1, 2019

- **University of Massachusetts Amherst**
  - February 8, 2019

- **Bridgewater State University**
  - March 12, 2019

- **Worcester State University**
  - March 14, 2019

Intensive Day of OER Development

- **Launch Event:** Faculty will work in teams to pool resources and experiences to curate, adapt and develop materials for MassTransfer courses

  - May 23, 2019 @ NEOER Summit at UMass Amherst
  - Limited to 70 faculty members statewide who will receive a $1,000 stipend for their work
  - Mass Open Education project will seek applications from community college and state university instructors to work as part of a team to develop OER course materials for aMass Transfer Compact general education course
  - More information will be available in January

Why PLA?

*"Both Credit for Prior Learning (CPL) and Competency Based Education (CBE) programs **appear to boost interest in pursuing coursework among adults** who live in the Commonwealth."*

—Maguire Associates

Data: PLA Impacts Student Success

CAEL: *Refueling the Race to Post-Secondary Education*
- ✓ Students that leverage PLA are **2.5X more likely to complete a college degree**
- ✓ Positive benefits were across all student demographics

Regardless of:
- ■ Race
- ■ Financial aid status
- ■ Age
- ■ Type of institution enrolled in

NSCC Data:
- ✓ Annually **430** students access PLA
- ✓ Average **8** credits
- ✓ Saves an average of **$1,600**
- ✓ **17%** of our graduates last year had leveraged some form of PLA
- ✓ Roughly **260 courses** mapped to a **PLA** option
- ✓ **Ranked 1st in Massachusetts for serving the adult learner and 16th nationally**

Performance Incentive Fund: Encouraging Collaboration
PLA Timeline

2018

PIF Funded MACC PLA
Consortium:
All 15 CC's

2017

Maguire Associates:
Massachusetts DHE:
Adult Learner
Quantitative Research

Launch of "My
Experience Counts"
website

2016

Prior Learning Initiative:
PLA policies inventory,
professional
development, and best
practices

Scaling PLA Initiatives from TAACCCT Grant

TAACCCT Grant

- ✓ **Creation of Statewide PLA Website**
- ▪ Self assessment tool
- ▪ E-portfolio linked to college CPL specialist
- ✓ **Regional Professional Development of Faculty and Staff**
- ▪ **250+** trained
- ▪ **5** regional trainings

PIF PLA Consortium Grant

- ✓ Ensuring campus updates to new statewide website
- ✓ Alignment to common cut scores for challenge exams for Mass Transfer Foundation Courses
- ✓ Alignment for industry recognized credentials to technical courses
- ✓ Common policies around CPL
- ✓ Common pricing of PLA for students
- ✓ Common coding and transcription of credit
- ✓ Statewide faculty repository of trained portfolio reviewers to compete with CAEL

Further Developing MA CC Consortium Development

Consortium of the 15 Community Colleges **most effective catalyst** to accomplishing next steps to enhance each college enrollment and **most cost efficient mechanism** to achieve individual college ROI/surplus.

HBS Study 2015

- Common coding
- Common marketing plan
- Partner with DHE for PLA alignment with MassTransfer (cut scores)
- **600,000** Massachusetts residents with some college but no degree to comeback and finish their degree through CPL and community college sector
- Application for ECCF Funds 75,000 over 2 years

Why CBE for Early Childhood Educators?

*Competency-Based Education for Early Childhood Educators supports campus efforts to adapt academic programming to students' mastery of **key learning objectives for early childhood (birth–age 8) educators***

Why CBE for Early Childhood Educators?

- Aligned with BHE Goals of **Developing Better Integration with P–12, Incubating Innovation**

- Continues collaborative work between DHE/EEC designed to **address educational opportunity gaps** where they are constructed—in early childhood

- Creates a **foundational CBE ECE certificate program** and provides a **pathway to Director 2 EEC Certification**

- **Maximizes resources** and **reduces duplication** of efforts

CBE for ECE Timeline

MASSACHUSETTS
Department of
Higher Education

2018–2019
- Focus on accreditation issues
- Closer collaboration with EEC and employers
- Targeted strategy to address wage issue

2017–2018
- Professional development & resources offered to campuses—faculty trainings, accessibility tutorial, accreditation webinar
- Deliverables completed—faculty-written OER textbook, crosswalk standards and courses, employer needs assessment
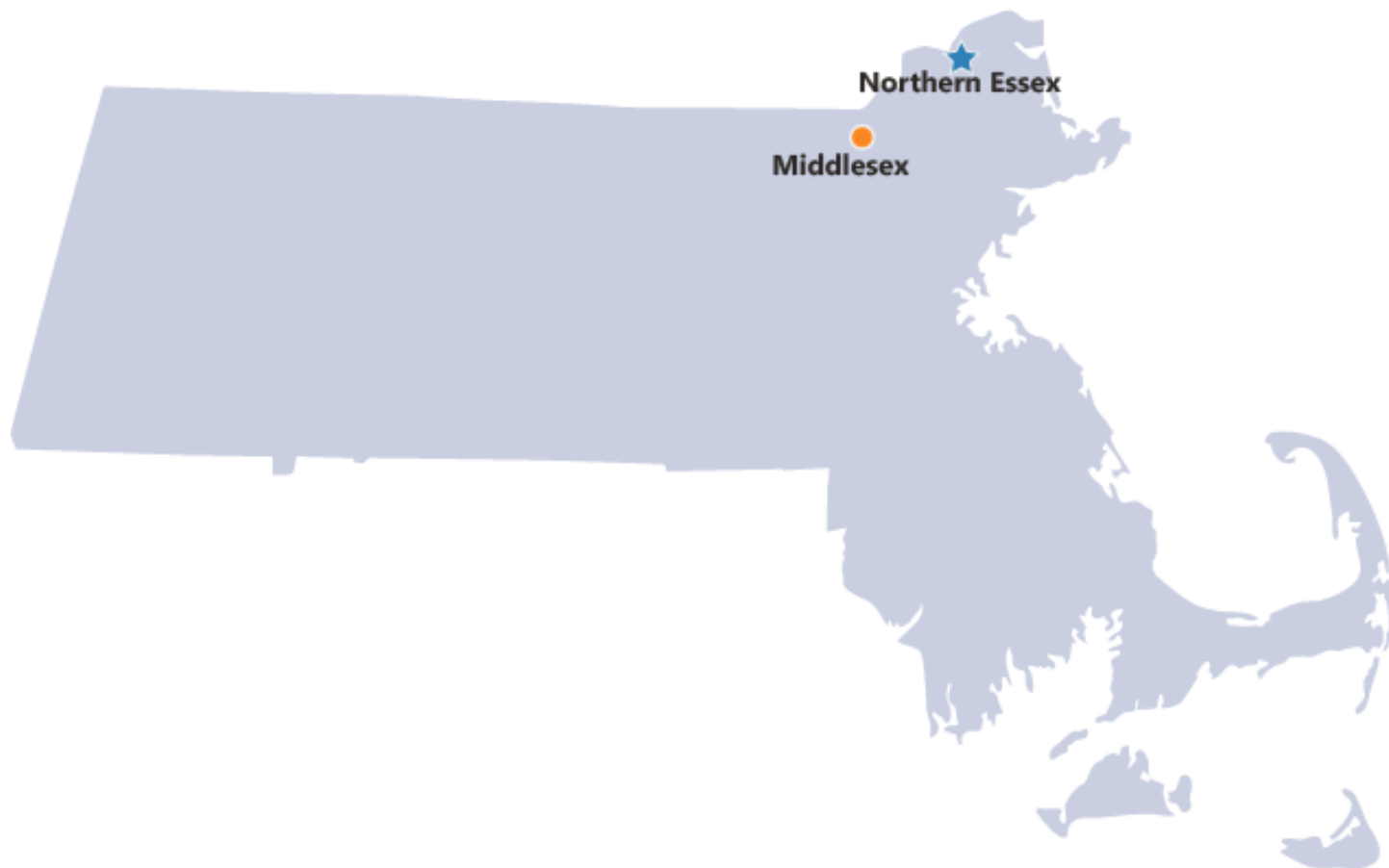
2016–2017
- Launch of PIF project to develop faculty capacity
- ECE Mass Transfer Pathways
- Explore Early EdU training to credit/competency bearing

2010–2015
- Cross Agency work to Advance certificate and degree attainment
- Report endorsed by DHE, EEC, ESE Commissioners

Expansion of the Initiative

Scaling Up: FY 2017 Participating Campuses

Expansion of the Initiative

Scaling Up: FY 2019 Participating Campuses

FY18 Grant Outcomes

- Crosswalk of MassTransfer ECE Foundational Course Outcomes

- Environmental scan of employer needs & readiness for CBE

- Open access tools to assist campuses in rolling out CBE academic programs

Vision

- Community colleges contribute **viable solutions** to the current early educator crisis AND build **sustainable on-ramp** for future

- Early educators have greater access to higher learning through **stacked, competency-based credentials**

- New opportunities for **linguistically and racially diverse practitioners**

- Partnerships with **employers**

FY18 Grant Outcomes

- Increased faculty knowledge of CBE

- New CBE credential

- New Child Growth and Development open textbook

- Review & pilot of EarlyEdu Alliance courses
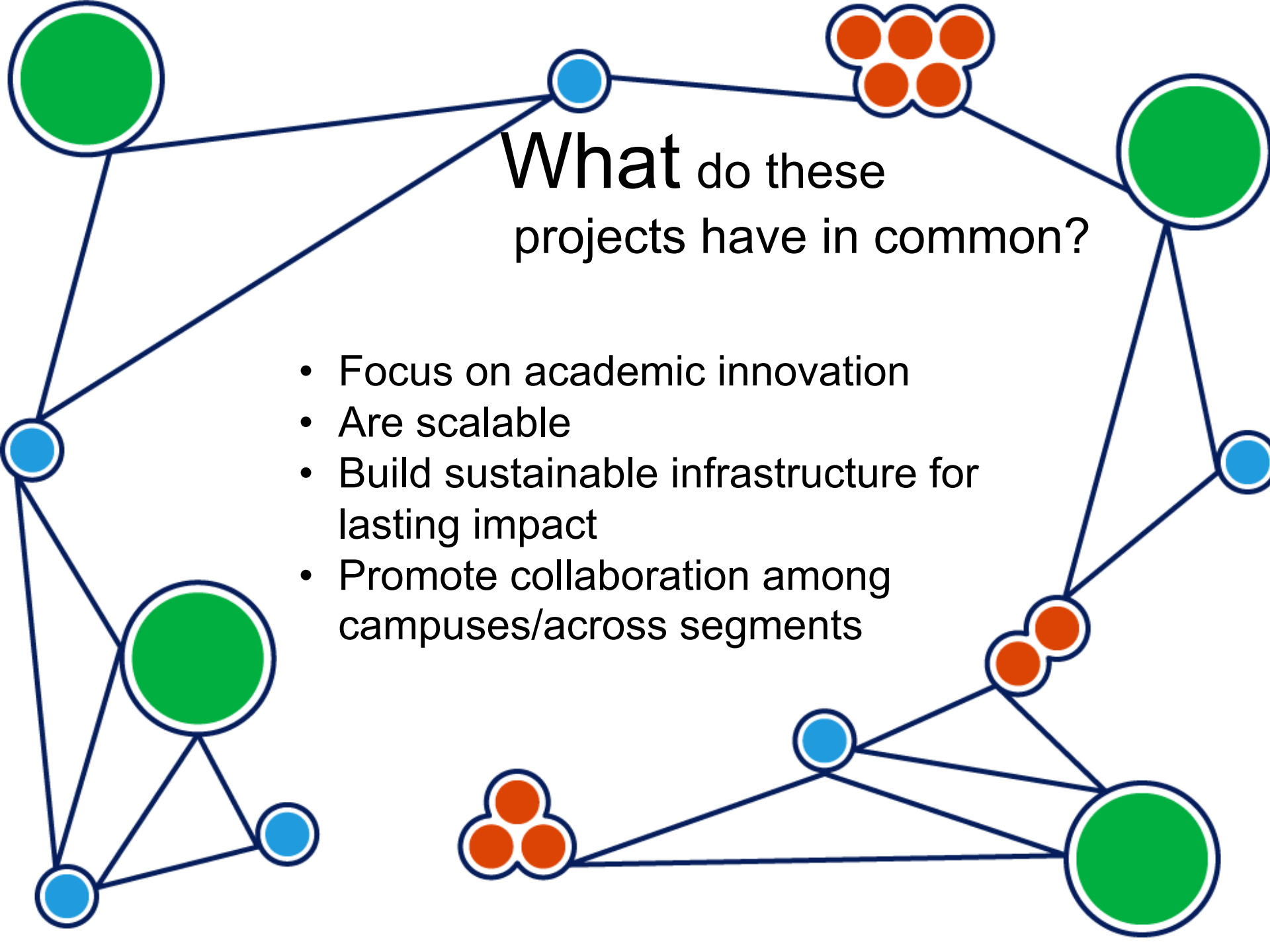
What do these projects have in common?

- Focus on academic innovation
- Are scalable
- Build sustainable infrastructure for lasting impact
- Promote collaboration among campuses/across segments