

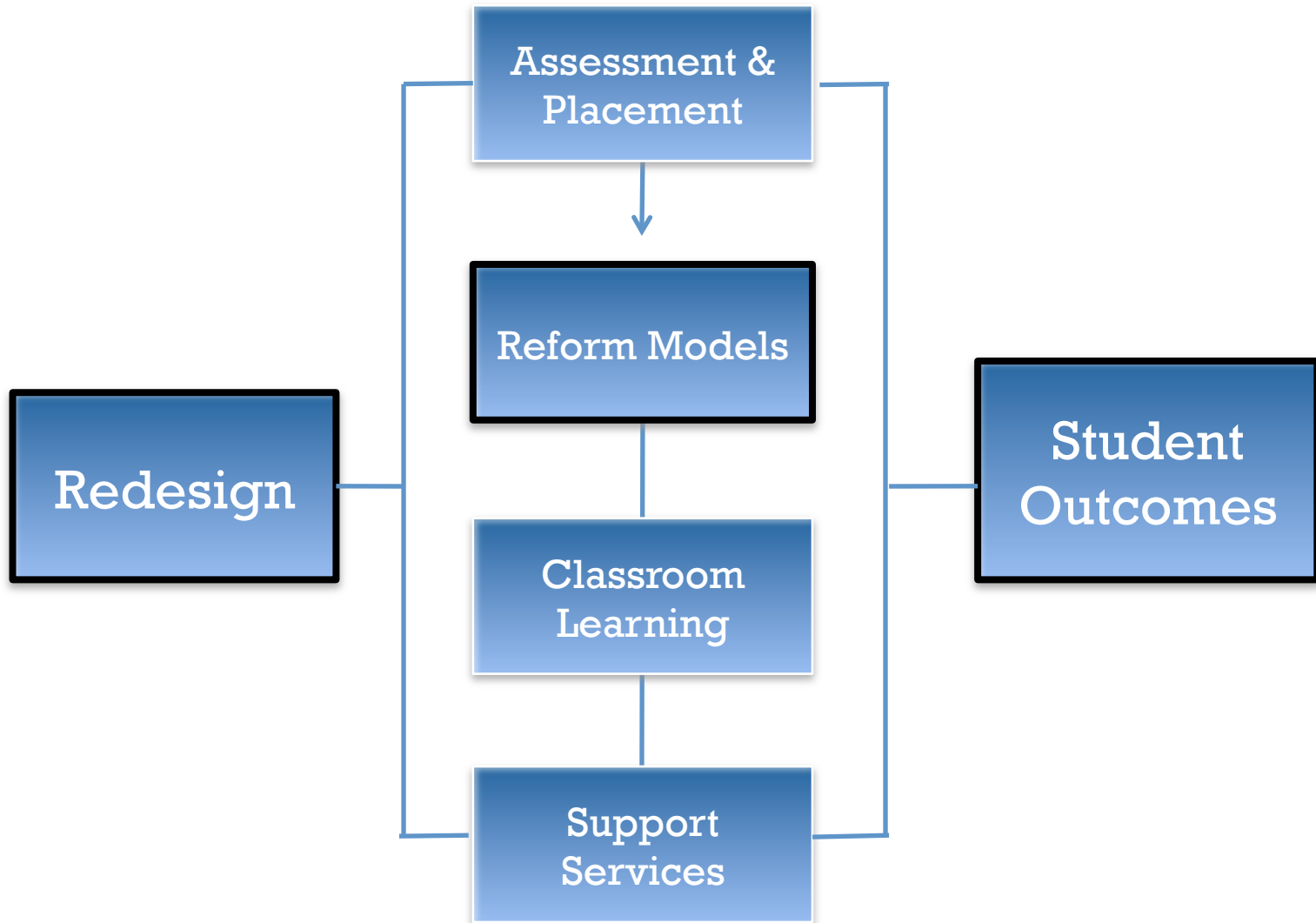
**UHCC Math & English Redesign - Interim Report**  
Bragg & Associates, Inc.

# + Evaluation Goals

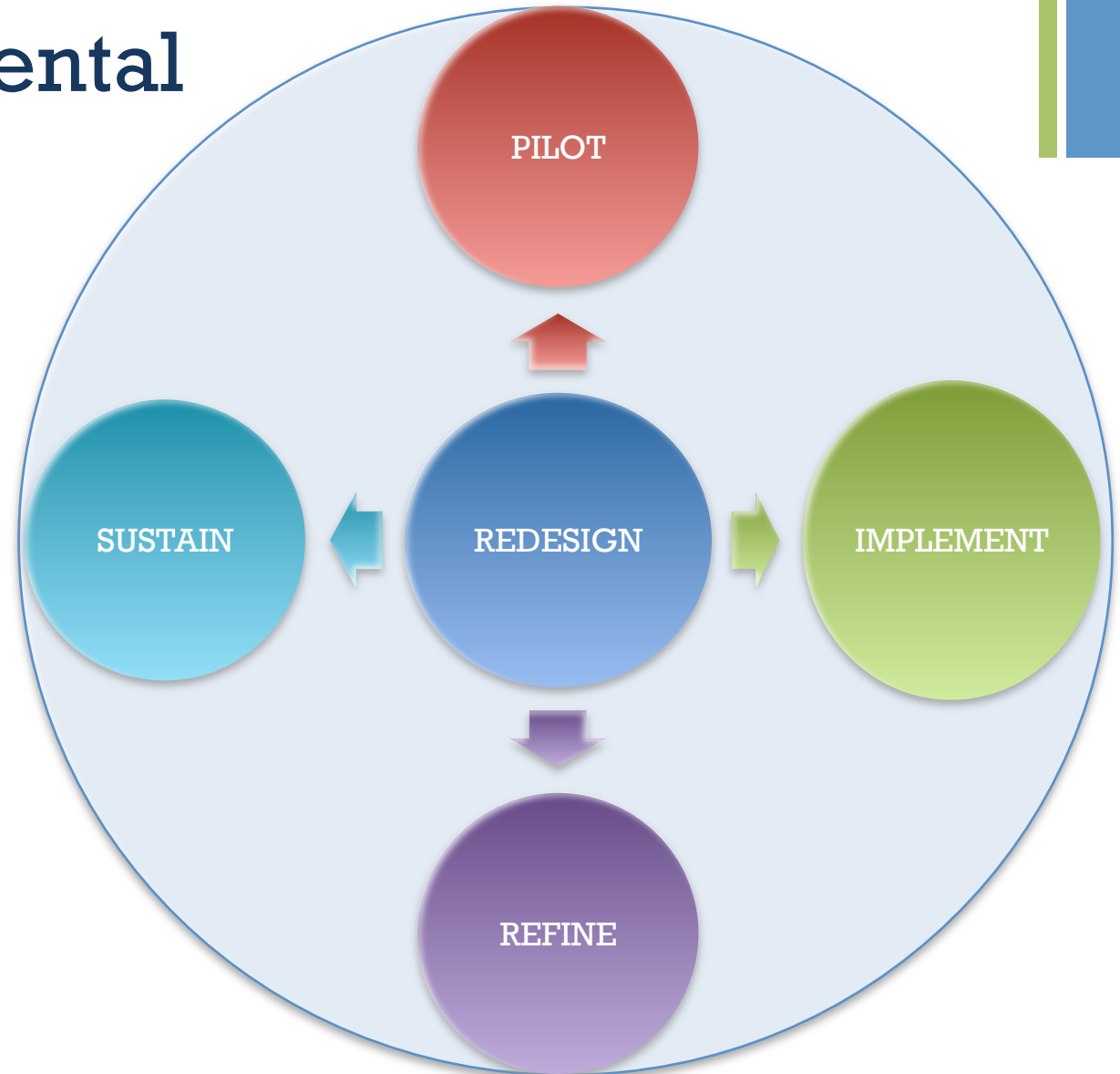


- Document perceptions of how well new assessment and placement processes are working
- Document perceived effectiveness and efficiency of reform models
- Document perceived effectiveness and efficiency of classroom learning and support services
- Document perceived effectiveness and efficiency of supplemental student supports

# + Theory of Change



# + Critical Friend & Developmental Evaluation



# + Methods

- Pre-visit review of implementation and outcomes data
- 1-day visit by 1-3 evaluators to all 7 colleges
- On-site data collection:
  - One-on-one and small group interviews with faculty, student services, and administration (avg 45 minutes) (total approx. 180 persons interviewed)
  - Classroom observations at 3 colleges (math & English)
  - Student interviews – 3 campuses (approx. 50 students)
  - Questionnaire (~140 responses)
- PowerPoint slides reviewed and modified by each campus
- PowerPoint Interim Report – October 31





# English Redesign Results



# English Redesign

## Assessment and Placement

### Multiple measures:

- Faculty and counselors do not know how students are placed and, as a result, do not know whether the new placement policy is working as intended
- Faculty on all campuses request more data and time to understand if the new placement policies are working

### Concern about student populations:

- Faculty tend to perceive that non-traditional, ESL and other student groups are not well-served



# English Redesign

## Models

- 4 colleges' faculty perceive 1-level below college is working
- Various versions of coreq/ALP are basis of this redesign approach

However,

- English 2-levels below college are not perceived as successful (yet)
- Many faculty observe that under-prepared students are dropping out of courses or failing out of college altogether and they worry about these students
- Faculty in all 7 colleges say redesign is still evolving, and they need time to adapt redesign to serve students best





# English Redesign

## Classroom Learning and Supports



- Faculty work together collaboratively to adopt, implement and monitor redesign over time
- Classroom teaching emphasizes active-learning, critical-thinking, and other constructivist pedagogy
- Students are engaged in scaffolded writing with faculty and tutor support
- One-on-one meetings held by faculty with students are increasing and perceived as productive (but take more time)
- Career-planning, goal-setting, note-taking, and college success is integrated into English redesign
- Faculty express most concern about how to teach and retain the least well-prepared students (with reading being a major concern)



# English Redesign

## Supplemental Support Services

- In colleges where there is good communication between English faculty and counselors/advisors, there is a perception that students benefit
- Some campuses are experimenting with embedding or better integrating counselors/advisors in classes and where this is done, students are perceived to benefit
- There is variation in availability of tutors among the colleges (and sometimes within colleges). When available, embedded tutors tend to be perceived as working well
- Faculty tend to have a positive view of Purpose First, My Success, Learning Centers, and other structured supports but there is little or no data to support these strategies



# English Redesign

## Overall - Summary

- Many faculty have prior experience in dev ed reform and these experiences contribute to their perceptions of how the redesign is going; they also contribute to faculty perceptions of needing time to adapt and learn
- On all campuses, English redesign is not viewed as done – faculty continue to modify and seek data on the impact of the changes they are making or seek to make
- Pedagogical changes are recognized as a major focus of redesign in English, and these changes would benefit from more systemic research and documentation



# Math Redesign Results



# Math Redesign

## Assessment and Placement

### Multiple measures:

- Counselors/advisors apply measures differently (within and across campuses)
- Systematic methods of recording student placement do not appear to exist, diminishing the potential to evaluate the new placement policy

### Placement:

- Faculty do not understand how students are placed
- Inconsistent placement in STEM and Non-STEM math pathways
- Self-placement allows students to enroll in courses they choose (may or may not align to ability) and avoid course-taking altogether in year one



# Math Redesign

## Models

- No consensus across campuses about which math redesign models are working but 2 colleges were more positive about their models than others
- Tutoring (embedded and supplemental) appears to play a major role in redesign but not well documented
- Wide range of approaches to curriculum structure (cohorts, courses and credit hours), pedagogy, and supports make evaluating impact difficult
- Faculty on all campuses request more time for the redesign models to evolve with more data



# Math Redesign

## Classroom Learning and Supports

### Redesign evolution:

- Faculty perceive prior efforts at redesign are not valued by the system
- Faculty vary in support for redesign; Some say it is evolving but working fairly well; Some do not think it is better than previous reforms

### Reformed teaching:

- Pedagogical changes include active learning and problem-based learning (both of which started before redesign and continue on some campuses)
- Faculty use other instructional practices, including short lecture, one-on-one, small group work, and extra scheduled sessions

### Student population:

- Some faculty express concern that redesign is increasing inequities among student groups



# Math Redesign

## Supplemental Support Services

### Supplemental services integration:

- Supplemental support services are not well-integrated on some campuses, appear to be an after thought

### Student services:

- Student registration, orientation, FYE, and MySuccess vary across campus (required on some campuses but not on others)
- Variation across campuses in how counselors/advisors interact with students in support of their math course-taking

### Tutors:

- General view that tutors are an important component of the redesign approach
- Variation in how tutors are connected to the courses within and across campuses (embedded or via learning center)







# Math Redesign

## Overall – Summary

### Faculty support:

- Variation exists across campuses in faculty load compensation
- Faculty understand the need for change but worry about how some student populations are being affected
- Some faculty worry about whether the colleges are moving away from the open access mission

### Data:

- Better data are needed to guide redesign decisions; Many faculty express a lack of confidence in the data
- Some campuses have capacity to analyze their own data and want more opportunity for inquiry, analysis and improvement

### Professional development:

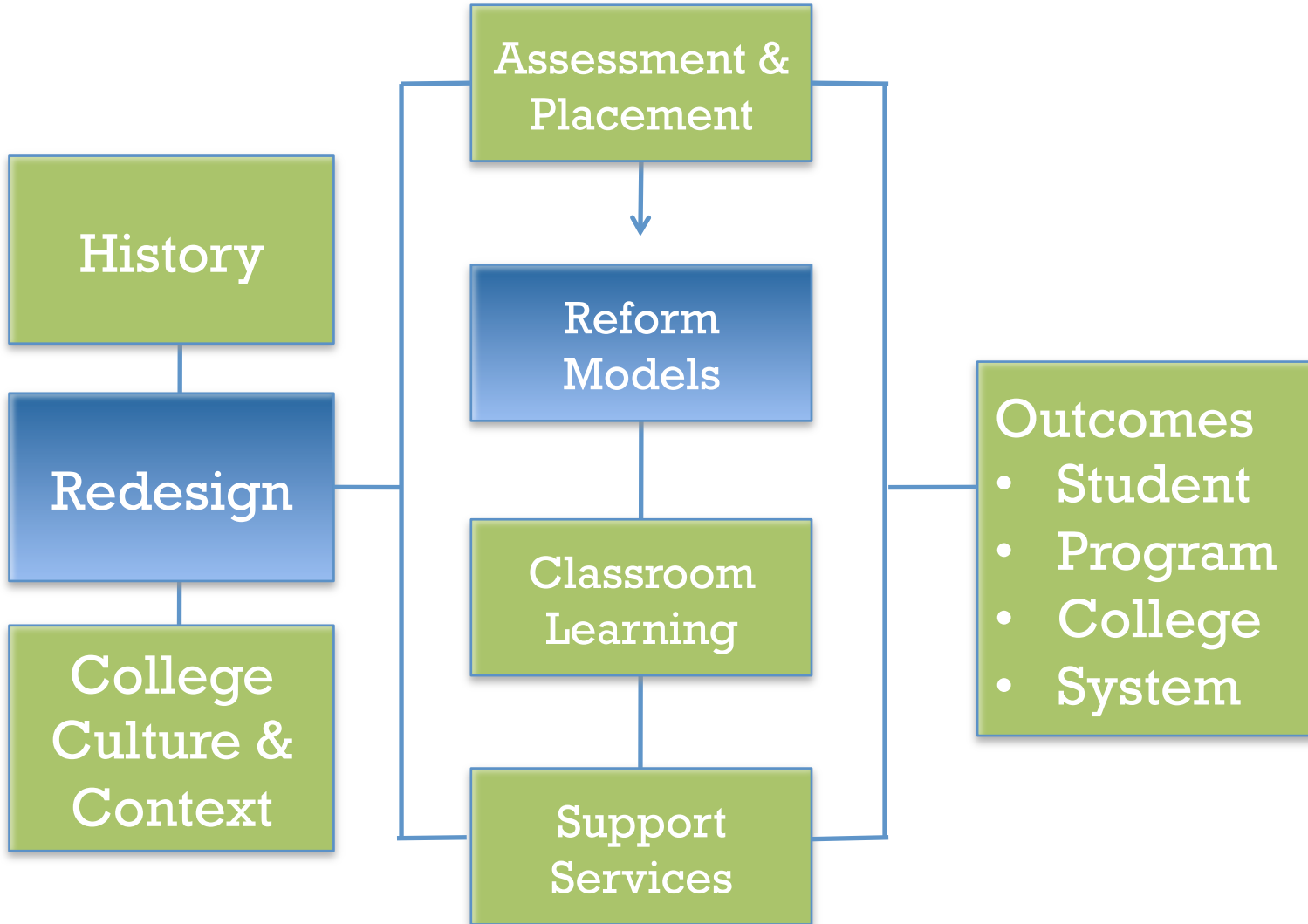
- Faculty perceptions of the availability and utility of professional development varies widely



+

Redesign Take-Aways

# + Theory of Change



# + Redesign

## Challenges

- **Data:** Campus personnel want to see more longitudinal impact research on student success, and they worry about data quality, knowing there has been limited time for follow-up evaluation
- **Implementation:** Greater variation in the implementation of redesign models than our evaluation team anticipated
- **Students:** Many student populations are perceived as not being well-served by redesign (Adult, part-time, Native, ESL, CTE, lower-ability, and others)
- **System timing:** There is a lack of understanding about the redesign roll-out timeline

# + Redesign

## Questions to move forward

- ◆ What else do we need to know about math and English redesign in terms of:
  - ◆ Placement and assessment?
  - ◆ Models?
  - ◆ Instructional practices?
  - ◆ Student supports?
  - ◆ Other areas?
- ◆ How will we know what's happening with redesign going forward, and how can future research be better integrated with campus efforts and more impactful?
- ◆ What should student success look like in 1 yr, 2 yrs, and beyond?

# + Redesign

## Guiding Principles for Redesign (Examples)

- Enhance student learning, outcomes and success
- Ensure changes do not lower academic standards
- Use inquiry (data) to guide change processes and report on performance on continuous basis
- Ensure redesign closes outcome gaps among student groups
- Provide clear, intentional, and strategic communications
- Allocate resources to support and sustain redesign
- Ensure professional development supports redesign
- Other?



## CONTACT:

Debra D. Bragg, Ph.D.

President, Bragg & Associates, Inc.

Chicago, IL & Seattle, WA

PH: 217-377-3100

EMAIL:

[Bragg.Associates.Inc@gmail.com](mailto:Bragg.Associates.Inc@gmail.com)

Twitter: @Braggassociates