

**Taskforce on College & Career Readiness (TCCR)  
Meeting Minutes  
July 31, 2015**

**In Attendance**

Rusty Monhollon	MO Department of Higher Education
Jennifer Plemons	MO Department of Higher Education
Sharon Helwig	MO Department of Elementary & Secondary Education
Skip Crooker	University of Central Missouri
Tom Dieckmann	St. Louis Community College
Tony Barbis	University of Missouri
Jayne Blandford	St. Charles Community College
Chris Breitmeyer	St. Charles Community College
Janet Gooch	Truman State University
Vicki Schwinke	Linn State Technical College
Jeremy Kintzel	Missouri Department of Higher Education
Elaine Bryan	MO Department of Elementary and Secondary Education
Michael Muenks	MO Department of Elementary and Secondary Education
Paula Glover	Moberly Area Community College

**Absent**

Tara Noah	North Central Missouri College
Jeff Cawlfeld	Missouri University of Science & Technology
Carla Wheeler	Sedalia Public Schools
Tabatha Crites	Mineral Area Community College
Dana Ferguson	Columbia Public Schools
Richard Pemberton	Linn State Technical College
Rita Gulstad	Central Methodist University
Jane Greer	University of Missouri – Kansas City
Melody Shipley	North Central Missouri College

**1. Call to Order**

Rusty called the meeting to order and thanked everyone for their attendance. The taskforce recently acquired several new members, and Rusty introduced these new members.

**2. Updates & Reports**

**2a. Review of Last Meeting**

Rusty asked if anyone had any corrections to the June TCCR minutes. No one had any corrections, and the June TCCR minutes were considered approved.

## **2b. Missouri Mathematics Pathways Taskforce**

Rusty mentioned that the Math Pathways Report had recently been released at the previous June 5 CBHE meeting. The CBHE endorsed the report at this meeting. The Report has received quite a bit of press coverage, and has been picked up by various news outlets. Rusty has done several interviews for the Report. MU has a graduation requirement that all students take College Algebra, and for some institutions this is a roadblock. The article in the Columbia Missourian, however, mentioned that MU is receptive to the math pathways initiative and will start holding meetings on their campus about the changes that need to take place there.

Rusty mentioned that we need to bring some K-12 representatives as well as independent institution representatives onto the math pathways taskforce. Their participation will be vital to the project going forward as we look towards implementation. K-12 will need to help with preparing the curriculum/pathways and to ensure they are aligned.

Jennifer provided everyone with an update on the upcoming Mathematics Summit. She mentioned that the Summit is currently planned to take place on Friday, September 18 in Columbia. She mentioned that the program is arranged in such a way that the morning sessions will be devoted to exploring mathematics pathways, and the afternoon session will include a panel with presentations by panel members and a discussion following. The afternoon session will examine course redesign, such as corequisite models, etc.

## **3. Old Business**

### **3a. MDHE Coordinated Plan**

Rusty mentioned that the steering committee for the coordinated plan met on Wednesday and Thursday of this week and dived into three workgroups. The three workgroups included excellence and sustained quality, student success, and access and affordability. Funding and overall support for higher education was mentioned, and there was a lot of overlap between the three workgroups. Rusty mentioned that many of the workgroups discussed providing clear pathways for students so that they may obtain their educational goals. There was a lot of conversation about financial aid and scholarships, and how best to reshape or revise financial aid and state aid to students so that more students can have more access and affordability. The coordinated plan steering committee meets again in September and will share the results of the coordinated plan report to the CBHE at that time.

### **3b. High School College Prep Program**

Rusty guided the taskforce into a conversation about college prep programs in the high school. Paula has talked extensively with Moberly High School, but the person she was speaking with has transitioned to another district. Conversations they have had on their campus include dumping intermediate algebra into their model that they would then provide to students starting in the Spring semester. Do we expect students to pay for this course when it's something they should be getting for free in the high school? There are logistical and monetary details that have to be discussed and figured out before we can bring

this to scale. Are we simply just doing what the high school is not doing or is not prepared to do? Are there other things that Higher Ed can do to address this attainment gap?

The approach that St. Charles has taken involves communicating with the local high schools and speaking to them about the importance of curriculum alignment. They have not yet moved in the direction of offering college prep courses in the high school. If students do not take the college prep curriculum that the high school offers, and they then decide they want to go to college, these types of college prep courses would help them be able to do so. If we can get the students to take college algebra in the high school then the remedial problem will likely not be so bad. St. Charles previously had math faculty going into the high school to speak to students about the importance of the math they need, and they often gave them assessments, etc. They feel that this approach has also helped students in the past.

What about the scalability of this type of initiative? It may work really well in the rural areas, but not so much in the urban areas as some community colleges do not have the faculty and staff needed to commit to this type of project. Paula mentioned that you could hire the high school faculty to administer and oversee the courses, and pay them in such a way that resembles the dual credit model. The key is that these courses are not for college credit. Colleges could give the modules, etc. to the high schools so as to bolster that curriculum alignment. However, you do sort of lose control of the curriculum when doing it this way. Institutions will likely want control of the modules and the curriculum, especially if it's going to be for placement.

Tony mentioned a recent article regarding developmental education courses and student debt load. The amount of money that students spend on college remediation courses is adding to the total debt load of students. Having a better way of providing remedial education and reducing the costs of education to students is essential and something we need to work towards in Missouri.

Rusty mentioned that the taskforce often spends a lot of time talking about remedial math, but that we do not often discuss remedial English and writing. Most taskforce members mentioned that the situation is pretty dire for English/writing courses as well. Also, often because of a reading or learning disability, students end up in developmental math courses and developmental English courses. If we could fix reading by 3<sup>rd</sup> grade, then we might not see the remedial crisis that we have. We really need to explore more ways to partner with and support K-12. It goes back to universal Pre-K.

#### **4. New Business**

##### **4a. Remedial Education Data Reporting**

Jennifer went through the qualitative survey assessing accountability. She asked if any taskforce members had questions or concerns on the questions that are currently included in the survey. She mentioned that she largely took some of the questions from the 2012-2013 survey that Heather Mosley-Lindhardt had completed previously. We essentially want to know some of the same information, so the survey did not have to change all that much. A few questions regarding threshold were included, as well as more questions regarding institution's placement practices.

Jeremy discussed the data reporting template that he drafted for the taskforce. He asked taskforce members if the categories he included made sense or were appropriate for the template. Several taskforce

members expressed concerns on the category of accelerated courses and whether there was a good reason to possibly separate them out? Several members mentioned that the length of time is important for these accelerated courses, so it may be helpful to break them apart in terms of timeframe. Jeremy asked taskforce members to provide him with some information on the types of accelerated courses that are offered on their campuses. For example, what are some breakdowns in hours per week for these accelerated courses? Several taskforce members mentioned that they would send Jeremy some information regarding various course structures that they have on their campus so as to better define “other” in the survey.

We also need to include reading in the template.

#### **4b. Adult Education & Threshold Scores**

Elaine mentioned that they work with students who have dropped out of high school and prepare them to get their high school equivalency as well as prepare them for college level curriculum. She mentioned that she would like to get the word out to more two and four-year institutions so that they are aware that we have many adult education programs in the state that are working towards reducing remediation at the postsecondary level. Individuals can get remediated for free at these Adult Education and Literacy programs because it is state funded. She is hoping that this will be an avenue that institutions will use in order to remediate students. Partnerships between AEL programs and institutions needs to be on the college campus because many students will not travel, even if it’s a mile away. Students want to be on the college campus.

St. Charles has AEL on its campus, and that has been very beneficial for them. Some of the models are not on college campuses, but it would be better if they were. Elaine mentioned that they currently have adult education programs operating on 8 college campuses, but could put more classes on campuses. They would only need a classroom, and would not need storage space. When the taskforce speaks about implementing threshold scores, it would be beneficial if institutions could then send those students to these AEL programs, assuming they are on the college campus. If they are in high school and either drop out or graduate, and go to a college campus and test into remediation, then the AEL programs will take these students in and will remediate them.

It may be helpful to send out a letter to institutions (CAOs) regarding these AEL programs across the state, and provide them with the information about these programs.

Vicki mentioned that at State Tech a student who has a 15 mathematics subscore goes directly into AEL. It has affected about 30 students on their campus. St. Charles has a threshold, too, and they had a certain course, but it was not very helpful to students. They only had a threshold for mathematics, however.

Rusty mentioned that the taskforce needs to begin the process of determining where to set the threshold statewide. He reminded the taskforce that the reason for deciding to set a threshold was because students who had very low academic preparation were coming into institutions and being placed into remedial courses, but were also being placed into some college-level, credit-bearing courses such as history, etc. Given that they were being placed into remedial courses and not doing very well in those courses, the likelihood that they would be successful in the credit-bearing courses was not very high either. They should not have been placed in credit-bearing courses at all. These students take up an enormous amount

of time, and they aren't able to succeed in their dev ed courses, much less credit-bearing courses. We need to have this two-tiered approach, and corequisite models can help those students who are marginally underprepared.

Tom mentioned that at SLCC they have had the conversation about threshold and mission. Everybody that walks through their doors should be able to attend is the sentiment that is shared among faculty at his institution. Rusty mentioned that the mission of a community college should not necessarily be to accept every single student, however. What we are saying is that you cannot take college level-courses until you demonstrate a minimum level of academic competency. They are not being turned away, but are instead being helped by another means in order to shore up their academic skills. .

Rusty asked the taskforce whether we want to identify a single number for the threshold score, say a composite number? At some point we will have the statewide status of ACT scores for juniors; the seniors ACT report will be released in August. There is a breakdown of subscores as well. You can get the total number of students scoring a 15 in Missouri. DESE will soon have the 11<sup>th</sup> grade ACT files, we should then be able to run some queries and figure out how many students scored 15 and below on their subject tests. Missouri high school going rate is about 70%. The question then becomes are we looking at a composite score, or subject scores? If a student scores really low on the reading, then they cannot take those history or other social sciences courses. Before our next meeting, can we make a request of DESE to see the distribution of scores before our meeting on September 25? At what grade level are we comfortable admitting students? At the eighth grade level?

This conversation will be important for our September 25 TCCR meeting. It will be the primary topic of discussion.

#### **4c. Complete College America Corequisite Project**

Rusty sent a request out for this initiative a few weeks ago, and has heard back from a number of institutions. It is very similar to the math pathways project. There is no direct funding to the state, but CCA will provide resources and guidance. They will bring their experts and staff to Missouri to help with the implementation. The requirement is that we have a substantial number of our students affected by scaling up the corequisite model. There are a few key institutions that need to be part of the conversation. SLCC, MCC, and Ozarks need to be at the table. Ideally we would like to have all the community colleges and open-enrollment four-year institutions at the table.

#### **5. Announcements**

Sharon mentioned that the state standards were legislated to be reviewed, and workgroups have been put together to do that to develop standards. There is an elementary workgroup for the various four subject areas: English, mathematics, social studies, and sciences. They've had a group over the last year going through those documents, and will share information by Oct 1. Sharon mentioned that DESE is to solicit feedback on these standards from academic researchers. Who are these academic researchers? National people? Colleagues at DESE think that they are better suited to have Missouri faculty and scholars review what the workgroups have put together regarding the standards. Sharon is looking to organize this review before the next school year. DESE has been charged with creating a Missouri test, and the timeline for that is Spring 2018. The standards are to be completed by May of 2016. Sharon would like to invite

individuals from the taskforce to participate in the review of the workgroup products that are to be put forth October 1. She mentioned that DESE needs to begin organizing people who are interested in participating with the goal of having the review done by March 2016. She mentioned that this will be a very important endeavor, and DESE really need experts in higher ed to weigh in on these standards. Jennifer and Rusty will forward information to higher education faculty and the taskforce once Sharon shares this information with them.

Announcements:

Rusty mentioned that the dual credit policy revision completed, now we are starting to pull together the statewide dual credit advisory group. It will oversee, monitor and help interpret the dual credit policy. He sent out a request for nominees for this advisory group. We've changed the composition, we did originally have four from higher education, we cut down to three and trying to get K-12 people on the council, Superintendents, etc.

## **6. Adjournment**

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