

The Cost of Developmental Education at the University of Alaska

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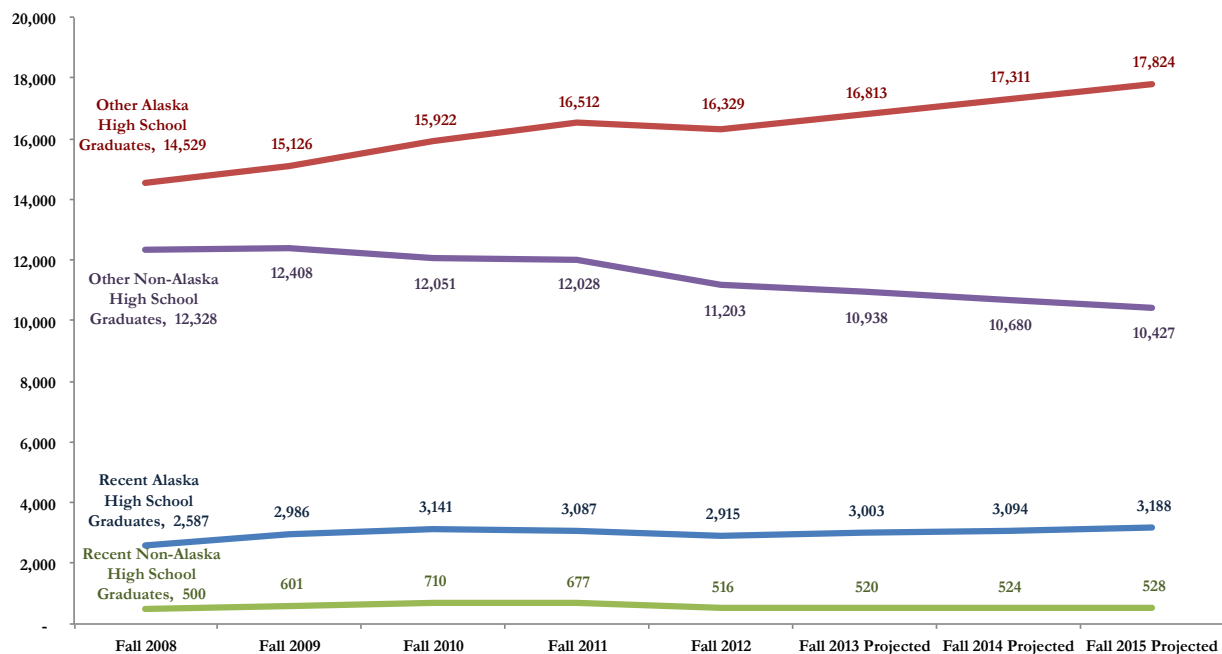
What is Developmental Education?

Developmental courses are those offered for credit but do not satisfy degree requirements because the content is below the collegiate level. While developmental courses are generally offered for credit and contribute toward meeting financial aid eligibility requirements for full- or part-time status, credits earned are not applied toward the student's degree.

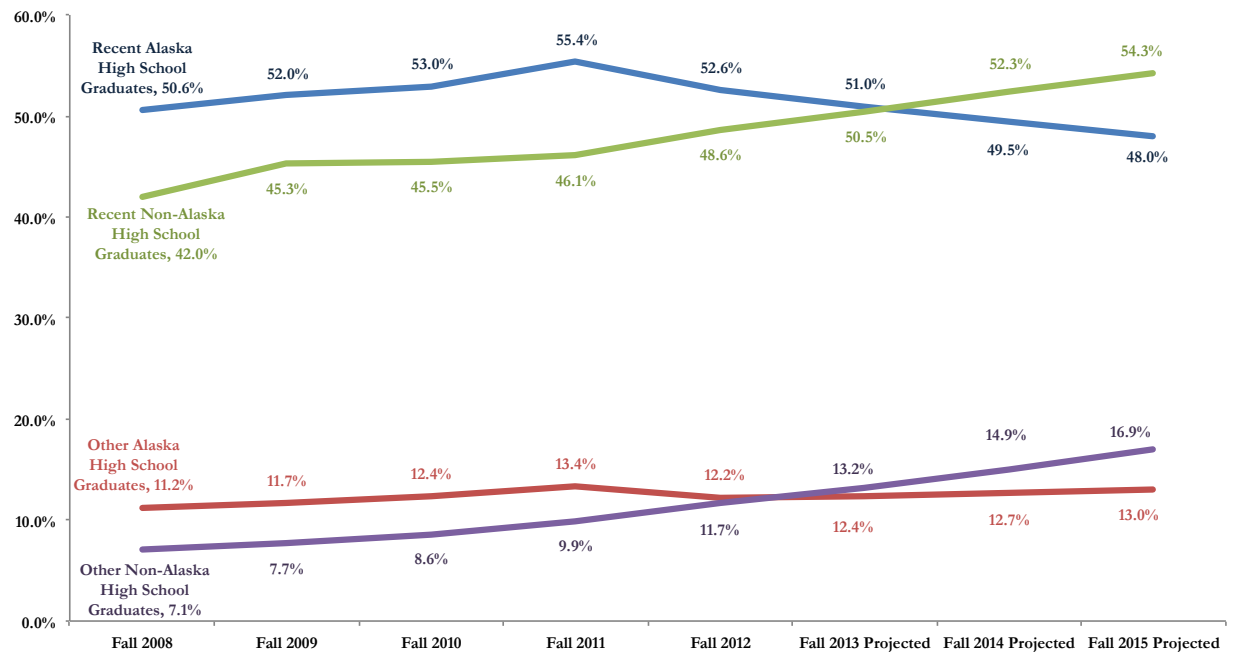
Who are the students in developmental education courses?

During any given semester about 5,000 students (15% of UA headcount) take a developmental course. A majority of UA students taking developmental coursework are not recent high school graduates (nearly 30%); the majority are post-traditional students commonly working adults often with families (about 70%). However, proportionally more recent high school graduates require remediation than other students seeking undergraduate degrees. Figure 1 below and Figure 2 on the following page show the total number of students in each group and the proportion of each who take developmental coursework, respectively.

Figure 1. Undergraduate Headcount by Student Category
Fall 2008 - Fall 2012 and Projected Fall 2013 - Fall 2015



**Figure 2. Developmental Participation by Student Category
Fall 2008 - Fall 2012 and Projected Fall 2013 - Fall 2015**



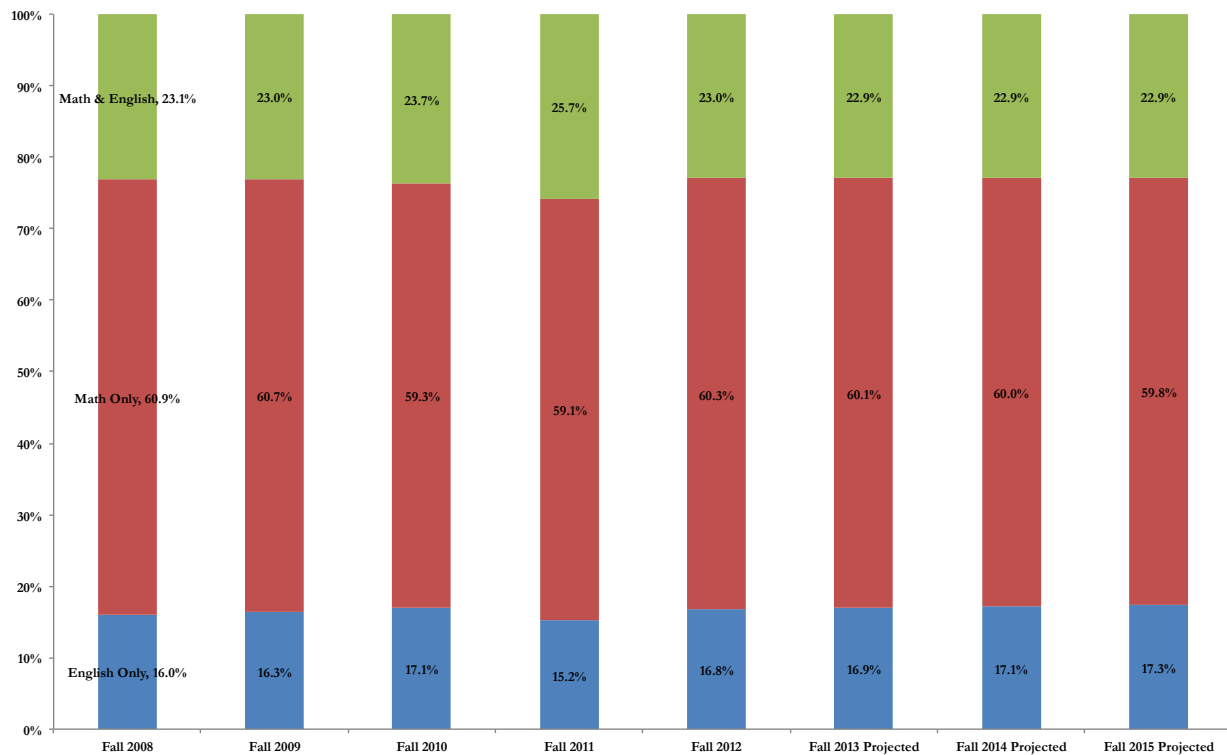
What kind of developmental education is needed?

There are 3 levels of developmental coursework offered: nearly college ready, some remediation needed, and significant remediation needed. A majority of students need just one or two courses in math and/or English to raise them to collegiate level. About 90% of baccalaureate seeking students needing developmental coursework of any kind, need developmental math. As shown in Table 1 below, 46% of fall 2012 recent high school graduates seeking a 4-year baccalaureate degree required preparatory coursework.

Table 1. Degree-Seeking Undergraduates Requiring Remediation by Level, Fall 2012

	2-Year or Lower		4-Year	
	Recent High School Graduates	Others	Recent High School Graduates	Others
Any Remediation	511 (58%)	1,374 (21%)	791 (46%)	1,356 (11%)
Nearly College-Ready (Level 3)	210 (24%)	468 (7%)	532 (31%)	825 (7%)
Some Remediation (Level 2)	225 (26%)	583 (9%)	193 (11%)	384 (3%)
Significant Remediation (Level 1)	76 (9%)	323 (5%)	66 (4%)	147 (1%)

Figure 3. Developmental Participation by Subject
Fall 2008 - Fall 2012, Projected Fall 2013 - Fall 2015



Assumptions

- Figures 1 and 2 include non-degree seeking undergraduates.
- The annual number of Alaska High School Graduates is projected to be at a low in 2013 at 7,160 graduates, with virtually no change through 2015, then slowly increasing to a new high of 8,600 by 2028¹.
- Implementation of the Alaska Performance Scholarship is expected to increase high school graduation rates, lower the percentage of students needing developmental education, and increase the proportion of Alaska High School graduates attending UA. These combined effects are projected to increase the number of recent Alaska High School graduates attending UA by about 3% per year, while at the same time reducing the proportion of these students who need remediation by less than 3% per year. The number and proportion of other groups who attend UA and need remediation are expected to continue similar trends into the future as have been observed in the recent past, i.e., continuing average annualized change for these groups.
- To date 22.6% of Alaska Performance Scholarship (APS) eligible students require developmental education compared to 65.2% of non-APS students. APS is still early in its implementation so its full effect is not known but early results, like this, are very positive.
- New Alaska English/Language Arts and Mathematics Standards were adopted in June 2012 and are expected to positively impact student preparedness but these are not yet implemented.

¹ See <http://www.wiche.edu/info/knocking-8th/profiles/ak.pdf>

- The relative distribution of developmental participation by subject shown in Figure 3 assumes the annualized average change occurring between fall 2008 and fall 2012 will continue through fall 2015.

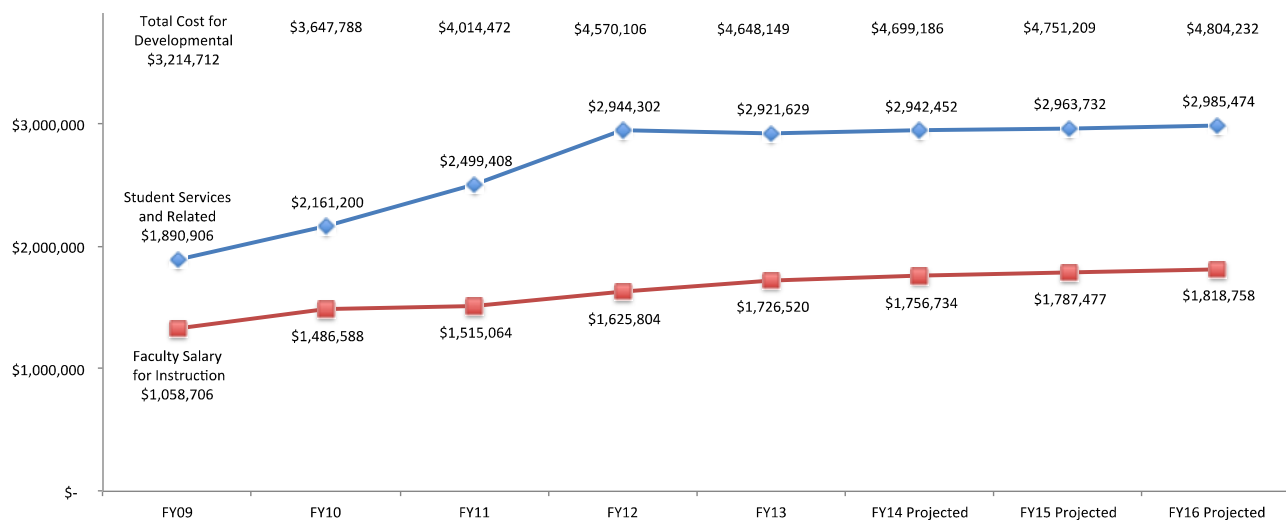
What is the Cost of UA Developmental Education for Alaska's Underprepared High School Graduates?

The cost of providing developmental instruction and support to students who need remediation is paid for by a combination of tuition revenue and State general fund support. Historically, about half the annual increase in instructional faculty and support staff salaries is covered by State general fund with the remainder covered by university sources such as tuition.

Students pay UA tuition for developmental courses, however in high school there is no direct cost to students.

University Expenditures

Figure 4. Developmental Education Costs
FY09 – FY13 and Projected FY14 – FY16

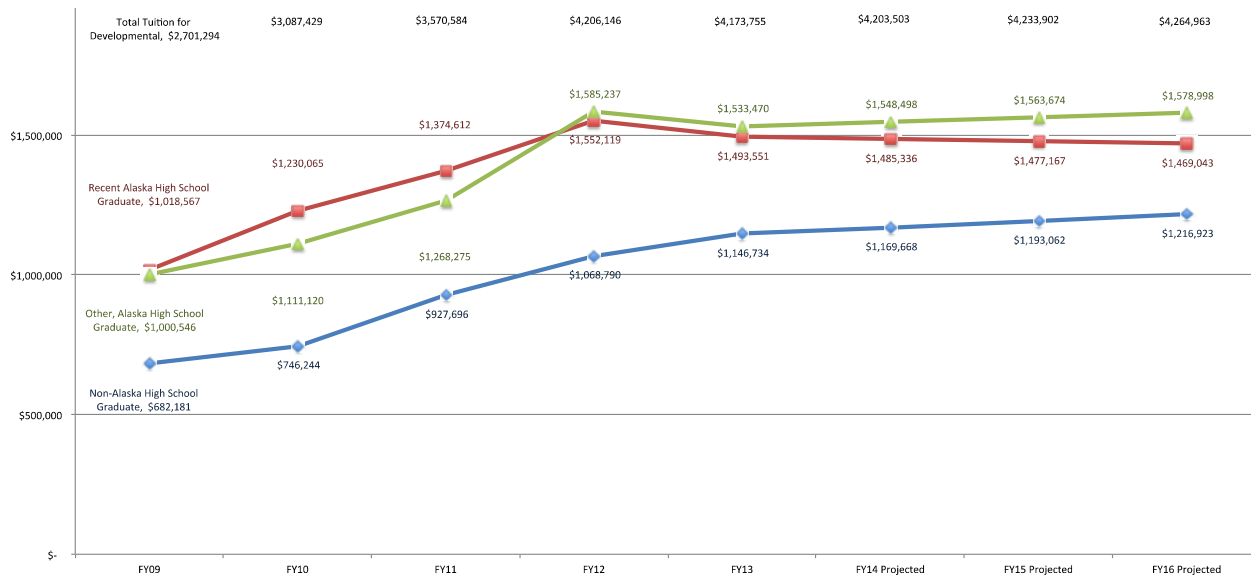


Faculty salary figures include the cost of providing employee benefits. Student services and related costs include academic support, admissions, registration, library services, and other student services. These costs cover academic advising and tutoring activity, which is more intensive for developmental education students. There are other costs associated with developmental students that are more difficult to directly quantify, including space allocation and maintenance.

Student expenditures - tuition

Figure 5 on the next page illustrates tuition paid by three groups of students; recent Alaska high school graduates, non-recent Alaska high school graduates, and high school graduates from other states.

Figure 5. Tuition Paid for Developmental Courses by Student Type
FY09 – FY13 and Projected FY14 – FY16



UA net revenue from developmental education

The difference between the total cost of delivering developmental education displayed in Figure 4 and the total tuition paid by students taking developmental courses displayed in Figure 5 is covered by State general funds.

Assumptions for Cost Calculations

- Faculty pay for those teaching developmental courses increases an average of 1.75% per year from FY14 forward; this figure is a mix of adjunct and regular faculty salary increases. More than 40 percent of the faculty who teach developmental courses are part-time adjunct faculty. Collective bargaining agreements with faculty unions are in negotiation and any future salary increases have not been agreed upon.
- Tuition rates increase an average of 2% per year from FY14 – FY16 for developmental coursework. These rates are set by the Board of Regents and have not yet been set for FY15 or FY16.

Opportunity costs

- Many students give up on post-secondary education when they find out they are placed in developmental education.
- Graduation rates are lower (10, 18, and 24 percentage points lower for those nearly college ready, some remediation, and significant remediation, respectively)
- Time to graduation is lengthened by one or more years for those needing remediation
- In FY12, 83.4 percent (20,321) of FY02-FY11 UA graduates were employed in Alaska and had an FY12 average salary of about \$47,100. Students placed in developmental education are typically delayed in completing their programs and getting employed by one or more years and so they do not earn this income during that period.

What can UA do to help better prepare Alaska high school graduates for postsecondary education?

- Raise math preparation level of K-12 teacher graduates
- Improve curricular alignment with K-12 to facilitate easier transitions to UA (pace is a problem)
- Encourage high school students to complete an Alaska Performance Scholarship curriculum
- Improve student success rates in developmental and collegiate mathematics courses through curricular reform and support mechanisms (see promising pedagogies below).
- Encourage K-12 & UA dual enrollment

Course placements are determined based on common, nationally normed tests used across the UA system.

UA is actively working on improvement strategies that depend on cooperation between K-12 and the university. UA's participation in development of a statewide longitudinal data system called ANSWERS, which is funded by the US federal government, is a major step in developing a collaborative environment that could benefit educational and workforce programs throughout the state. The ANSWERS data system will strengthen our ability to understand and make policy decisions that encourage college completion and workforce success in Alaska.

What can the State and Department of Education and Early Development do to better prepare Alaska high school graduates for postsecondary education?

UA is committed to working in partnership with the Alaska Department of Education and Early Development to overcome the challenge of underprepared high school graduates. We have established constructive working relationships between the State Board of Education and the UA Board of Regents and between Commissioner Hanley and UA President Gamble.

- Consider actions like those in Maryland Senate Bill 740, Arkansas House Bill 1838, Indiana House Bill 1005, and Utah Senate Bill 175.
- Have every student enrolled in an APS/college prep curriculum unless a parent opts him or her out.
- Require four years of math in high school - ensure that a full-range of APS prep courses are available in every district using the Alaska Learning Network or similar alternative as needed
- Raise the math background of teacher hires over the next five to ten years
- Implement college ready assessment for all students no later than 11th grade so deficiencies in math and English (reading and writing) can be addressed in the later years of high school
- Facilitate K-12 & UA dual enrollment (e.g., Washington State Running Start Program)
- Develop a plan, in consultation with UA, to improve college and career counseling provided to students in middle and high school – beyond improving college preparation this is important to improve the post-secondary going rate in Alaska, which is among the lowest in the nation
- Increased use of peer tutoring programs in high schools using technology where needed
- Expand teacher mentoring to all new teachers and extend it from two to three years – high teacher turnover has a strong negative impact on student learning outcomes, especially in rural Alaska
- Provide consistent incentives and improved living conditions for teachers to work in rural Alaska

What promising new developmental education pedagogies is UA investigating and experimented with that other states have examined?

- Mainstreaming developmental students who are close to the current placement requirements, i.e. level 3 students, but require additional support for these students.
- Providing intensive one-semester sessions in math and English to more quickly qualify developmental students for collegiate level coursework. Modular approaches are also being tried where a student completes one credit at a time rather than failing a 3 credit course and having to repeat the entire 3 credit course over again.
- Using existing, or develop new, alternative curricular pathways for students, particularly in mathematics, such as the Carnegie Quantway and Statway approaches. See <http://www.carnegiefoundation.org/>.
- Improving the quality of the placement processes through technology driven review sessions for students, informing students of the consequences of placement testing so they will prepare better, and using information beyond placement scores to determine initial course placement.

UA institutions are experimenting with many different approaches to developmental education, which together encompass nearly all of the successful models that have been implemented at other colleges and universities. All are being carefully and systematically evaluated.