



KANSAS BOARD OF REGENTS

Special Committee on Education

Developmental Education at Public Postsecondary Education Institutions

November 30, 2021

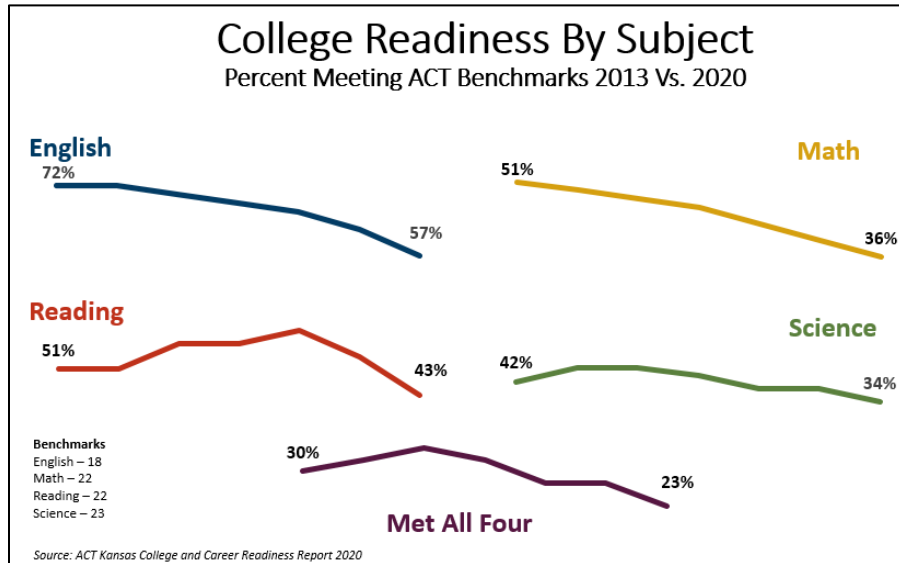
Blake Flanders, PhD
President & CEO, Kansas Board of Regents

Good afternoon Chair Williams and Members of the Committee. Thank you for the opportunity to appear before you today to discuss developmental education at our public institutions of higher education.

Developmental education courses, sometimes referred to as remedial courses, are designed to advance the reading, writing or math skills of students who are identified as underprepared for college-level courses. This identification process typically relies on standardized tests. Offering these noncredit courses allows institutions to open their doors to students who might otherwise not attend higher education. Traditional remedial courses are non-credit and do not count toward a degree. Students who are not college ready must complete these courses before they are eligible to take common credit bearing general education courses such as English Composition and College Algebra. In some cases, non-college ready math students are required to spend as much as a year and a half in traditional non-credit remedial math courses before they are eligible to enroll in College Algebra.

We have seen college readiness for Kansas high school graduates decline since 2013, based on ACT benchmarks. As you are well aware, Kansas high school juniors and seniors can now take the ACT at no cost to the student (starting with the Class of 2019). States that have implemented similar policies have seen the benchmark percentages decrease as more students take the test. Kansas is now seeing a similar trend.

★ LEADING HIGHER EDUCATION ★



Kansas now falls below the nation in every subject area assessed by the ACT test by about 1 percentage point. In previous years, Kansans had scored above the nation. ACT also recently changed its policy to allow students to retake a single subject without retaking the entire test, starting September 2020. The impact of this change may improve benchmarks for the Class of 2021.

The goal of developmental education is to improve students’ skills to increase their chances of success in a credit-bearing, college-level program of study. Although developmental education courses have been offered for decades, we have begun to pay more attention to the growing data that show the weaknesses in how we deliver developmental education can have an impact on our students’ college completion.

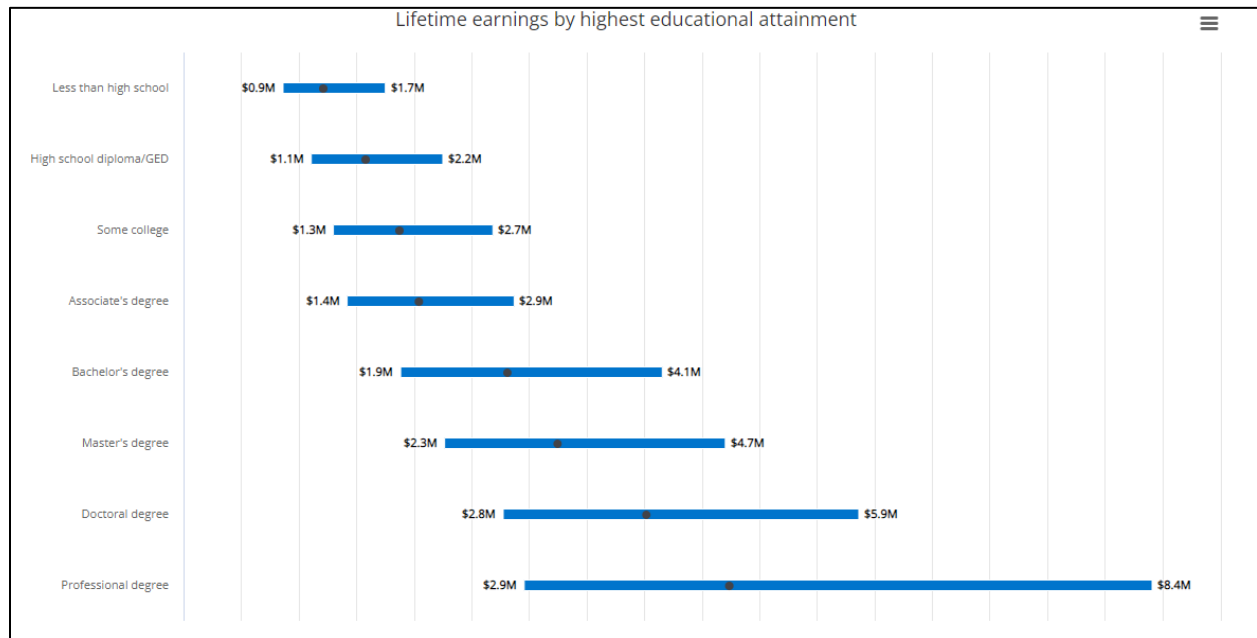
Any obstacle that slows students’ progress toward a degree has long-term implications for students and states and the Kansas Board of Regents is determined to promote use of practices that have demonstrated success in assisting students in advancing toward a degree or credential. Last year’s Future of Higher Education Council made several recommendations, the first of which was that the Board of Regents implement and incentivize systemwide corequisite remediation in math and English.

Corequisite remediation allows students who need additional support in college-level math and English to enroll in credit-bearing courses and receive extra assistance. In most cases, students take an additional support course that is paired with the traditional college course or attend supplemental lab sessions. Research clearly demonstrates that students who are not college ready perform significantly better in corequisite remediation versus traditional remediation. Students who participate in corequisite remediation are far more likely to complete general education English and math courses and persist to the second year of college than students who participate in traditional remediation.¹

¹ <https://www.tbr.edu/sites/tbr.edu/files/media/2016/12/TBR%20CoRequisite%20Study%20-%20Full%20Implementation%202015-2016.pdf>

As just one example, in Tennessee, the percentage of non-college ready math students who successfully completed a college-level math course increased from 12% to 61% – a 49 percentage point gain – through implementing corequisite remediation.² Using the corequisite model is a win for students and the state – it saves the state money, increases affordability for students, and fosters student success. Based on these outcomes, several states, including many in the Midwest, have mandated that public colleges and universities offer corequisite remediation as the predominant instructional model to serve non-college ready students.

Kansans who do not have a postsecondary credential carry a cost to our state’s economy. Their lifetime earnings potential is limited, and their options for changing careers are diminished. Our employers have consistently expressed their need for a better trained workforce. We know that those who do complete a degree or earn a credential, their lifetime earnings improve.³



Source: Georgetown University Center on Education and the Workforce analysis of the US Census Bureau, American Community Survey (ACS), 2009–2019. Note: The figure is based on data for 25- to 64-year-olds working full-time, full-year.

² <https://completecollege.org/spanningthedivide/>

³ <https://cew.georgetown.edu/cew-reports/collegepayoff2021/>

While the information in the chart is from a national report, I have attached data specific to graduates of our System, looking two years past graduation (Attachment 1). That information is aggregated from graduates of all academic programs. If you are interested in greater detail, including program of study, I encourage you to visit our website and navigate to our Kansas Higher Education Statistics page:

www.kansasregents.org => Data => KHEStats => Employment & Wages

Next, I have provided you with the information we have on the numbers of Kansans attending our institutions enrolled in developmental education courses (Attachment 2). The first page identifies all Kansas high school graduates enrolled in our institutions and the percentage of those high school graduates who enrolled in math, English or reading developmental courses for academic years 2015-2019, then we identify those in math and then English or reading.

Then the last spreadsheet we provide you is an estimate of the state's share of what it costs our institutions to deliver these courses (Attachment 3). The public two-year colleges receive state funding from our non-tiered course credit hour aid appropriation. The cost model takes into account the community colleges' local property tax levies that generate approximately \$280 million and student tuition, while the technical colleges rely on the state aid and student tuition. The cost model rate for the state's share of providing the courses over the five years is shown, and for estimation purposes, was applied in the same manner to the public universities. Please note that this is only the state's share of the cost model and would not include the other revenue sources available to finance the cost of course delivery.

The amounts shown for the state universities would be financed only from student tuition, fees or other campus resources, as required by K.S.A. 76-7,151. Washburn University would have the flexibility to use any available campus resources – their state aid allocation or student tuition and fees.

The Board of Regents is ready to work with you on improving outcomes for all Kansans. Thank you for the opportunity to appear before you today. I am happy to stand for questions.

Kansas Board of Regents

Median Wages of Graduates Employed in Kansas by Award Type

Time from Completion: After 2 Years

State Universities Summary

		Completion Year				
		2014	2015	2016	2017	2018
Institution Type	Award Type					
State Universities	Certificates	\$66,156	\$47,940	\$67,545	\$50,294	\$71,095
	Associate Degrees	\$37,557	\$35,825	\$42,200	\$34,509	\$47,239
	Bachelor's Degrees	\$38,563	\$39,393	\$40,941	\$42,024	\$44,564
	Master's Degrees	\$48,828	\$48,894	\$49,932	\$51,207	\$53,820
	Doctoral Degrees	\$69,545	\$71,677	\$72,529	\$74,269	\$75,682
	All Awards	\$42,243	\$43,050	\$44,578	\$45,848	\$48,033

Municipal University Summary

		Completion Year				
		2014	2015	2016	2017	2018
Institution Type	Award Type					
Municipal University	Certificates	\$57,254	\$38,622	\$61,928	\$48,163	\$35,202
	Associate Degrees	\$34,800	\$32,023	\$35,846	\$38,400	\$40,920
	Bachelor's Degrees	\$40,468	\$41,340	\$42,077	\$44,579	\$45,557
	Master's Degrees	\$46,387	\$57,817	\$53,432	\$55,320	\$49,495
	Doctoral Degrees	\$54,682	\$58,304	\$59,226	\$66,640	\$63,157
	All Awards	\$41,689	\$42,386	\$44,247	\$46,078	\$46,186

Technical Colleges Summary

		Completion Year				
		2014	2015	2016	2017	2018
Institution Type	Award Type					
Technical Colleges	Short-Term Certificates	\$18,738	\$18,978	\$20,348	\$20,889	\$21,158
	Certificates	\$33,059	\$34,295	\$34,453	\$37,091	\$36,589
	Associate Degrees	\$37,868	\$39,708	\$41,116	\$43,942	\$43,530
	All Awards	\$27,752	\$28,362	\$29,102	\$31,544	\$32,095

Community Colleges Summary

		Completion Year				
		2014	2015	2016	2017	2018
Institution Type	Award Type					
Community Colleges	Short-Term Certificates	\$20,179	\$19,876	\$20,270	\$21,927	\$22,892
	Certificates	\$30,662	\$32,033	\$33,523	\$34,181	\$34,754
	Associate Degrees	\$33,339	\$34,098	\$35,424	\$36,093	\$37,728
	All Awards	\$27,396	\$28,616	\$29,672	\$31,096	\$32,034

Sources: KHEDS Academic Year Collection, KDOL Wage Records

Attachment 2

	Kansas High School Graduates Entering Postsecondary Education By High School Graduation Year					Percent of Kansas High School Graduates Enrolled in Developmental Education Math, English or Reading By High School Graduation Year				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
	State Universities									
Emporia State University	606	531	498	559	568	23.8%	19.4%	16.3%	13.8%	14.3%
Fort Hays State University	679	726	733	710	743	11.9%	13.2%	10.2%	10.7%	12.4%
Kansas State University	2,709	2,739	2,543	2,601	2,336	1.1%	1.1%	1.1%	1.0%	0.9%
Pittsburg State University	637	590	585	617	535	13.7%	13.6%	12.3%	10.5%	11.2%
University of Kansas	2,244	2,265	2,255	2,235	2,186	14.4%	11.2%	9.4%	6.6%	7.2%
Wichita State University	1,065	1,132	1,147	1,239	1,180	13.9%	13.8%	17.6%	16.4%	16.9%
State Universities Totals	7,940	7,983	7,761	7,961	7,548	10.2%	9.0%	8.7%	7.5%	8.1%
Municipal Institution										
Washburn University	633	696	734	583	604	27.2%	29.0%	28.3%	19.4%	17.1%
Municipal Institution Totals	633	696	734	583	604	27.2%	29.0%	28.3%	19.4%	17.1%
Community Colleges										
Allen Community College	306	255	232	256	315	37.6%	34.5%	36.2%	37.1%	27.9%
Barton Community College	453	388	409	404	420	24.9%	24.7%	29.8%	29.5%	32.9%
Butler Community College	1,481	1,573	1,381	1,360	1,330	28.4%	27.1%	34.3%	31.9%	32.9%
Cloud County Community College	297	308	292	251	278	30.3%	33.1%	28.4%	36.3%	39.9%
Coffeyville Community College	289	215	223	288	261	32.5%	31.6%	32.7%	39.2%	37.2%
Colby Community College	125	119	156	146	129	24.0%	31.1%	21.2%	20.5%	34.9%
Cowley Community College	464	260	318	339	397	18.5%	13.1%	31.1%	20.9%	25.2%
Dodge City Community College	245	295	236	251	183	42.4%	35.6%	19.5%	27.1%	^
Fort Scott Community College	289	257	267	267	234	36.0%	34.6%	27.3%	33.3%	32.5%
Garden City Community College	307	242	191	134	93	45.3%	31.8%	36.1%	37.3%	40.9%
Highland Community College	386	405	360	346	292	-	12.1%	13.3%	15.9%	18.5%
Hutchinson Community College	882	954	802	742	783	34.4%	34.8%	24.1%	23.0%	16.1%
Independence Community College	196	208	115	109	76	33.2%	40.9%	26.1%	30.3%	23.7%
Johnson County Community College	1,814	1,957	2,003	1,888	1,963	46.6%	48.6%	47.8%	48.0%	38.0%
Kansas City Kansas Community College	688	631	702	681	626	40.7%	40.7%	38.9%	38.3%	24.4%
Labette Community College	172	191	217	194	204	34.3%	37.2%	41.5%	34.0%	38.7%
Neosho County Community College	267	296	263	258	262	18.0%	18.6%	16.3%	15.9%	6.5%
Pratt Community College	181	204	181	159	180	51.4%	40.2%	34.8%	29.6%	27.8%
Seward County Community College	222	218	203	195	195	50.0%	44.0%	48.8%	48.7%	41.5%
Community Colleges Totals	9,064	8,976	8,551	8,268	8,221	34.2%	34.6%	34.5%	34.3%	29.9%
Technical Colleges and Institutions										
Flint Hills Technical College	91	88	85	82	111	^	5.7%	^	14.6%	8.1%
Manhattan Area Technical College	93	89	56	79	75	^	5.6%	^	^	^
North Central Kansas Technical College	156	200	159	145	149	9.6%	14.0%	15.1%	17.9%	18.1%
Northwest Kansas Technical College	50	45	53	57	62	24.0%	28.9%	34.0%	28.1%	16.1%
Salina Area Technical College	66	65	63	74	73	^	9.2%	^	17.6%	^
Washburn Institute of Technology	150	143	187	207	170	3.3%	^	^	^	^
Wichita State University Campus of Applied Sciences and Technology	178	278	315	403	448	21.3%	10.4%	11.7%	12.2%	7.1%
Technical Colleges and Institutions Totals	784	908	918	1,047	1,088	9.7%	9.8%	9.6%	11.1%	7.2%
Grand Totals	18,421	18,563	17,964	17,859	17,461	22.6%	22.1%	21.8%	20.5%	18.6%

SOURCE: Kansas State Department of Education and Kansas Board of Regents P20 Data System

Consists of Kansas high school students who were enrolled in a developmental education course at a Kansas public postsecondary institution the year following high school graduation.

Grand Totals are duplicative of students enrolled in multiple institutions.

Statistical disclosure control: "-" Indicates no data reported, "^" indicates cells too small for statistical reliability.

1/19/2021

#3252

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Colby Community College	125	119	156	146	129	16.8%	23.5%	13.5%	17.8%	20.9%
Cowley Community College	464	260	318	339	397	^	7.3%	22.6%	13.9%	20.4%
Dodge City Community College	245	295	236	251	183	35.5%	6.4%	6.4%	4.8%	^
Fort Scott Community College	289	257	267	267	234	36.0%	34.6%	27.3%	33.3%	32.5%
Garden City Community College	307	242	191	134	93	33.6%	6.6%	^	25.4%	24.7%
Highland Community College	386	405	360	346	292	-	12.1%	7.8%	6.6%	4.8%
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Manhattan Area Technical College	93	89	56	79	75	^	^	^	^	^
North Central Kansas Technical College	156	200	159	145	149	^	3.5%	4.4%	3.4%	7.4%
Northwest Kansas Technical College	50	45	53	57	62	24.0%	28.9%	24.5%	28.1%	16.1%
Salina Area Technical College	66	65	63	74	73	^	^	^	14.9%	^
Washburn Institute of Technology	150	143	187	207	170	^	^	^	^	^
Wichita State University Campus of Applied Sciences and Technology	178	278	315	403	448	18.5%	7.2%	8.6%	9.4%	3.1%
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Grand Totals	18,421	18,563	17,964	17,859	17,461	18.0%	17.4%	17.7%	17.0%	14.8%

SOURCE: Kansas State Department of Education and Kansas Board of Regents P20 Data System

Consists of Kansas high school students who were enrolled in a developmental education course at a Kansas public postsecondary institution the year following high school graduation.

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	State Universities									
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Kansas Board of Regents
 Developmental Education
 Headcount and Credit Hours
 Cost Model Rate Applied for Available Years

Sector	Headcount Academic Year					Credit Hours Academic Year					Cost Model				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	AY 2016 \$172	AY 2017 \$183	AY 2018 \$199	AY 2019 \$207	AY 2020 \$208
State Universities	1,911	1,558	1,498	1,326	1,352	8,633	6,958	6,741	6,252	6,116	\$1,484,876	\$1,273,314	\$1,341,459	\$1,294,164	\$1,272,128
Municipal University	466	485	463	328	250	1,665	1,701	1,653	1,167	783	\$286,380	\$311,283	\$328,947	\$241,569	\$162,864
Community Colleges	11,610	11,170	10,769	10,090	8,632	51,790	50,616	48,902	45,914	39,478	\$8,907,880	\$9,262,728	\$9,731,498	\$9,504,198	\$8,211,424
Technical Colleges	584	590	636	646	487	2,409	2,331	2,304	2,257	1,639	\$414,348	\$426,573	\$458,496	\$467,199	\$340,912
Total	14,571	13,803	13,366	12,390	10,721	64,497	61,606	59,600	55,590	48,016	\$11,093,484	\$11,273,898	\$11,860,400	\$11,507,130	\$9,987,328

Source: KHEDS AY Collection

Headcount includes only those classified as Kansas Residents.

Cost was based upon the 2-year cost data from the Postsecondary Tiered Cost Model, but for estimation purposes was applied to the University and Municipal sectors as well.