

Developmental Education as Key Strategy to Increase Attainment

Bruce Vandal, Education Commission of the States August 29, 2011









The Remedial Education Hurdle

High percentage of students in remedial education

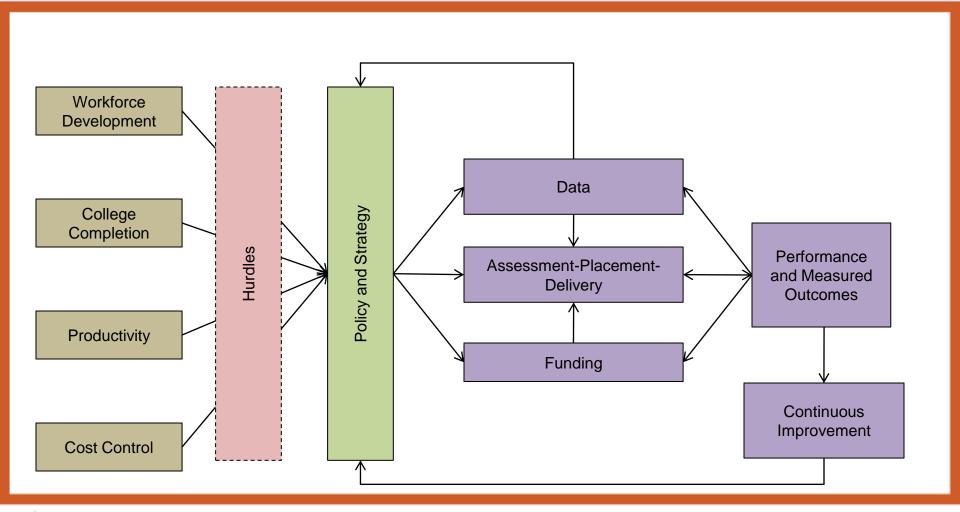
40% of all students, 58% of community college students (Attewell et.al, 2006)

- Low college attainment rates

 Less than 25% of community college students in remedial education earn a degree in 8 years. (Bailey, 2008)
- High cost to students and state \$2.3 2.9 billion. (Strong American Schools, 2008)



Remedial Education Policy Framework







Assessment and Placement Policies and Approaches



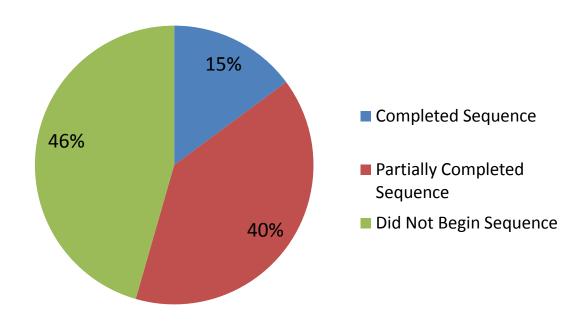






Most Fail to "Get Past Go"

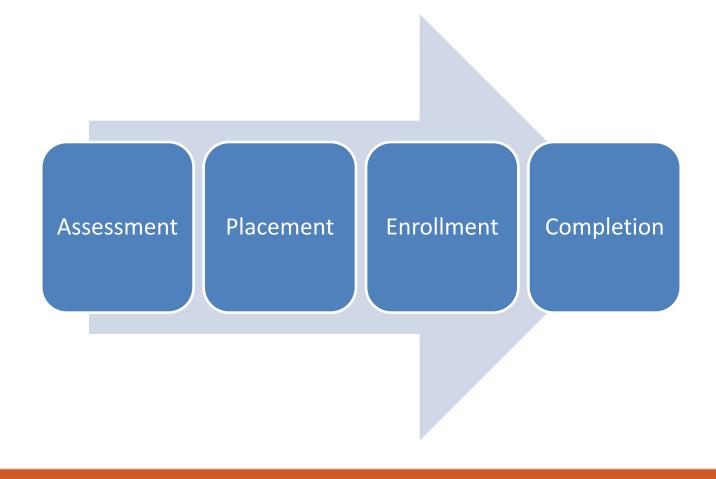
Progress on Remedial Sequence of ATD Students After 1 Academic Year



Bailey, et al, 2008



The Remedial Education Sequence





The Goal:

Move students as quickly and effectively through their remedial education sequence and their first college level course.



Assessment/Placement strategies

- Standardize assessments and cut scores
- Conduct secondary or diagnostic assessments to pinpoint deficiencies
- Collaborate with K-12 to do early assessments
- More effectively communicate assessments, cut scores and implications to prospective students





Instructional Delivery: From Competencies to Completion

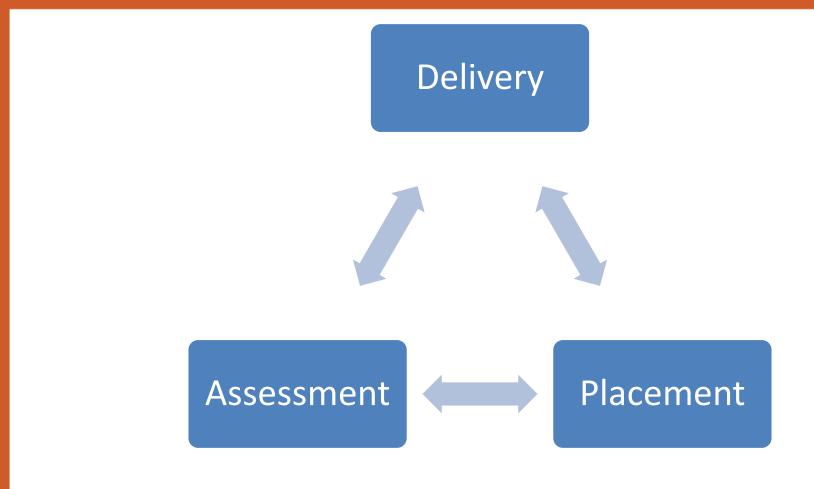








Aligning Delivery with Assessment and Placement





Instructional Delivery Strategies

- Articulating competencies
- Modularize the curriculum
- Matching competencies to academic program requirements
- Differentiate instruction based on level of students deficiencies
- Setting time/credit limits to remedial education



Developing a Game Plan

- The Layup

 Just short of the cut score
- The Three Pointer

 1-2 levels below college-level
- The Half-Court Shot

 3 or more levels below college-level
- The Bench

 High school students below college-level



The Layup: Just Below College

Research Says:

- 37% never start sequence, 45% complete in math (Bailey, et.al., 2008)
- Impact of remediation for those just below cut score unclear but in some cases the delay caused by remediation may be detrimental. (CCRC, 2009)

- Enroll borderline students into college level courses, with additional academic support.
- CC of Baltimore County Accelerated Learning Program (English)
- Austin Peay University Structured Assistance Program (Math)



The Three-Pointer: 1-2 levels below

Research Says:

• 45% start but don't finish sequence, 32% complete in math (Bailey, et.al., 2008)

- Customized, self-paced, competency-based program through use of technology and one-on-one support.
- Cleveland State (TN) Do the Math Program (Math)
 Increased completion, learning and enrollment in college-course. (Schutz, 2010)

 AND DECREASED COSTS!



The Half-Court Shot- 3 levels below

Research Says:

- 67% start, but don't complete, 17% complete in math (Bailey, et.al., 2008)
- 10% of students placed 3 levels or below college level in math complete a college-level math class (Bailey, 2008).

- Combine basic skills content with career, college-level courses.
- I-BEST at WA State Board of Community and Technical Colleges. Probability of credential 50% greater for I-BEST Students. (Jenkins, et.al., 2009) Benefits reaped by students in both ESL and ABE/GED programs. (Jenkins, et.al., 2009)



The Bench: High School Students

Research Says:

• 10% in top quartile in academic skills and 14% who took most advanced HS curriculum enrolled in remediation (Attewell et.al., 2006)

- Early Assessment and Intervention Programs in High School.
- California State Early Assessment Program

 Reduced remedial English by 4.3% and Math by 6.2% (Howell, et.al., 2009)

 Did not reduce applications to Sacramento State.





Accountability and Continuous Improvement

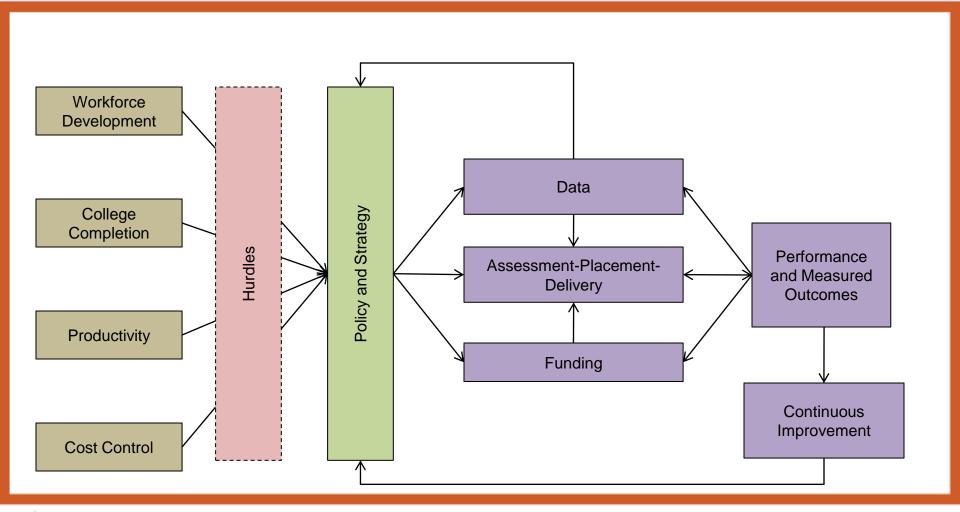








Remedial Education Policy Framework





Goal:

For states and systems to more effectively leverage investments in remedial education to increase college completion and beyond.



Accountability/Continuous Improvement Strategies

- State/system strategic plans with performance benchmarks
- Track momentum points and completion
- Institutional plans, system goals
- Continuous improvement strategy at system and institutional level
- Performance funding





Effective Data Collection and Reporting









Data: Knowing Your Population

Who participates in developmental education?

- Recent high school graduates
- Adults
- Completed rigorous HS curriculum
- Scores on placement tests

How well are they performing?

- % Complete sequence in one academic year.
- % Complete first college-level course
- % Transfer or enter degree program
- % Graduate in 150% time

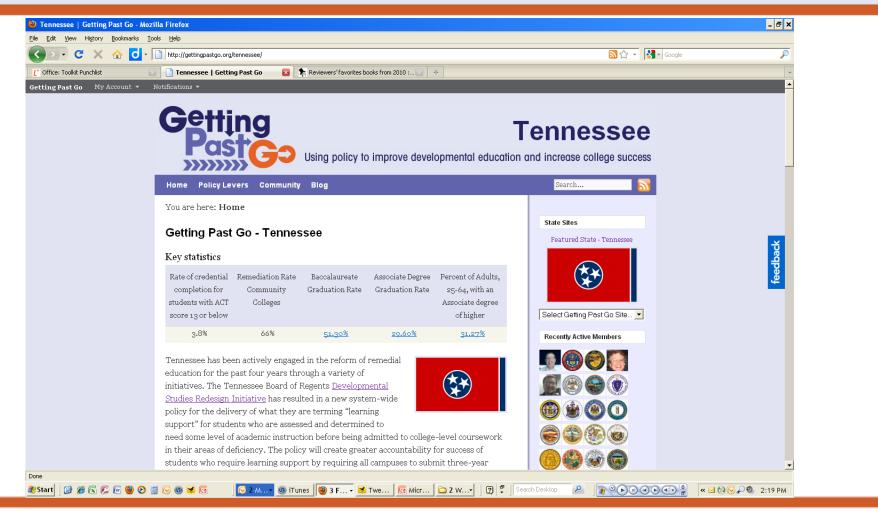


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For More Information

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