



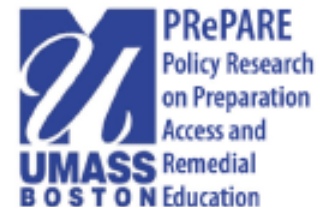
Using policy to improve developmental education and increase college success

# Innovation in Developmental Education in the U.S.

Dr. Bruce Vandal, Education Commission of the States



KNOWLEDGE  
IN  
THE PUBLIC  
INTEREST



# U.S. Seeks to Number 1 Postsecondary Attainment

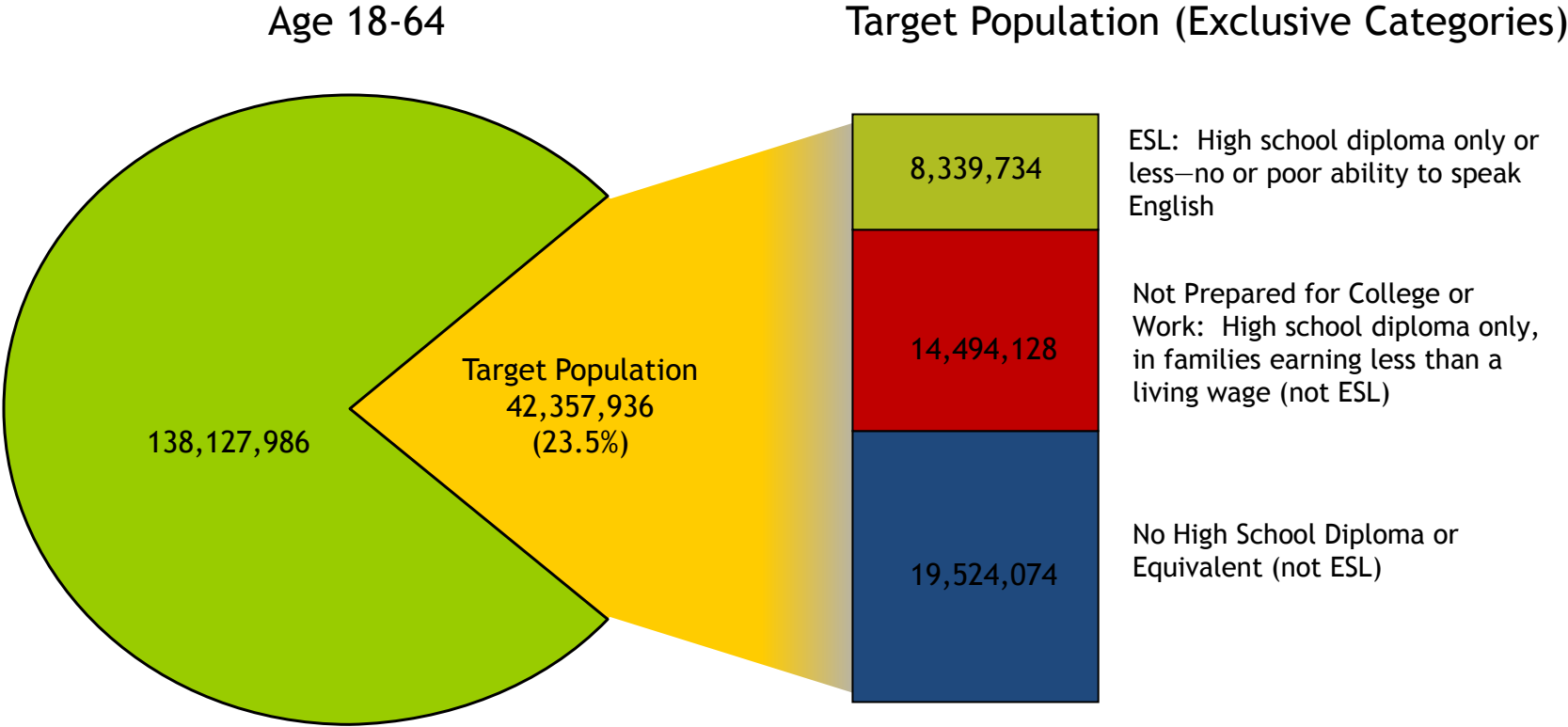
- President Obama has declared a goal for the United States to have the highest percent of people with a postsecondary credential by 2020.
- To reach the goal by 2025, U.S. would need to increase degree production by 53% or 781,000 additional credentials annually.
- Postsecondary education strongly aligned with livable wage jobs.
- Goal set at a time of decreasing public investment in postsecondary education.

# National Governor's Association College Completion Metrics

Progress Metrics	Outcome Metrics
Enrollment in developmental education	Degrees and certificates awarded
Success beyond developmental education	Graduation rates
Success in first-year college courses	Transfer rates
Credit accumulation	Time and credits to degree
Retention rates	
Course completion	



# 42 million candidates for postsecondary education



Note: Incarcerated population not separated out.

Source: U.S. Census Bureau, 2005 ACS; PUMS, Developed by NCHEMS



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# The Remedial Education Hurdle

- High percentage of students in remedial education

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

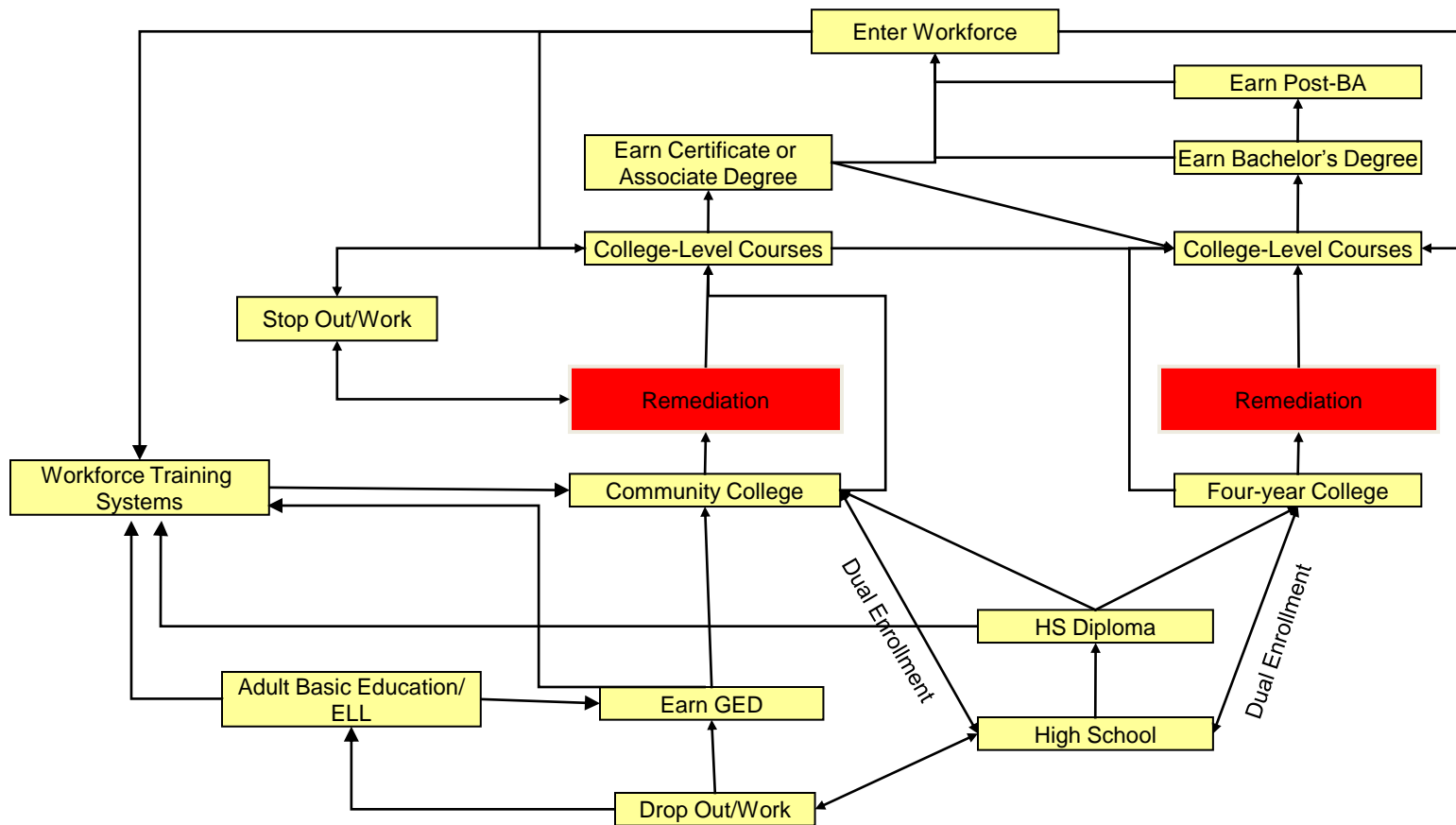
- Low college attainment rates

*Less than 25% of community college students in remedial education earn a degree in 8 years. (Bailey, 2008)*

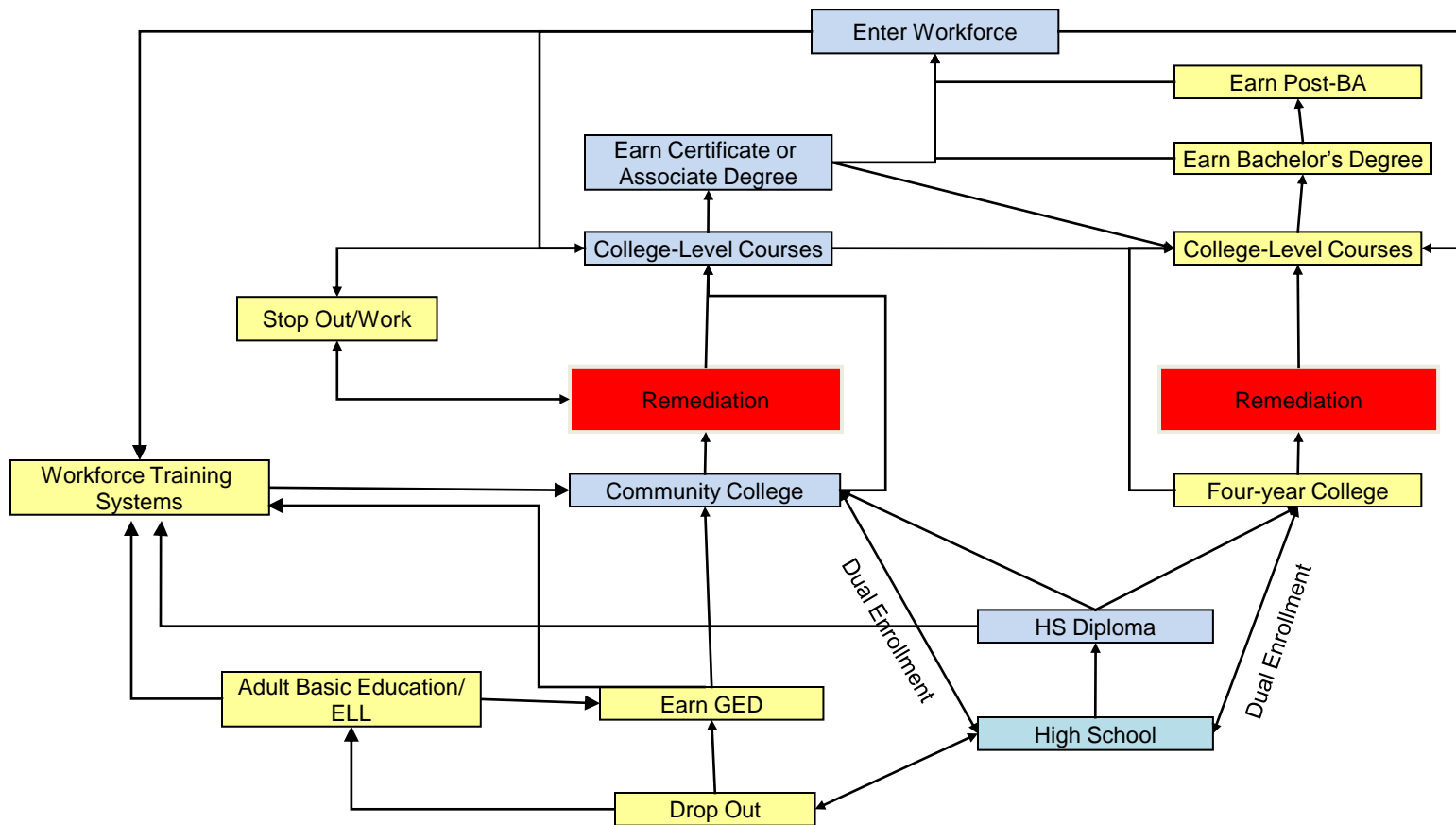
- High cost to students and state

*\$2.3 – 2.9 billion. (Strong American Schools, 2008)*

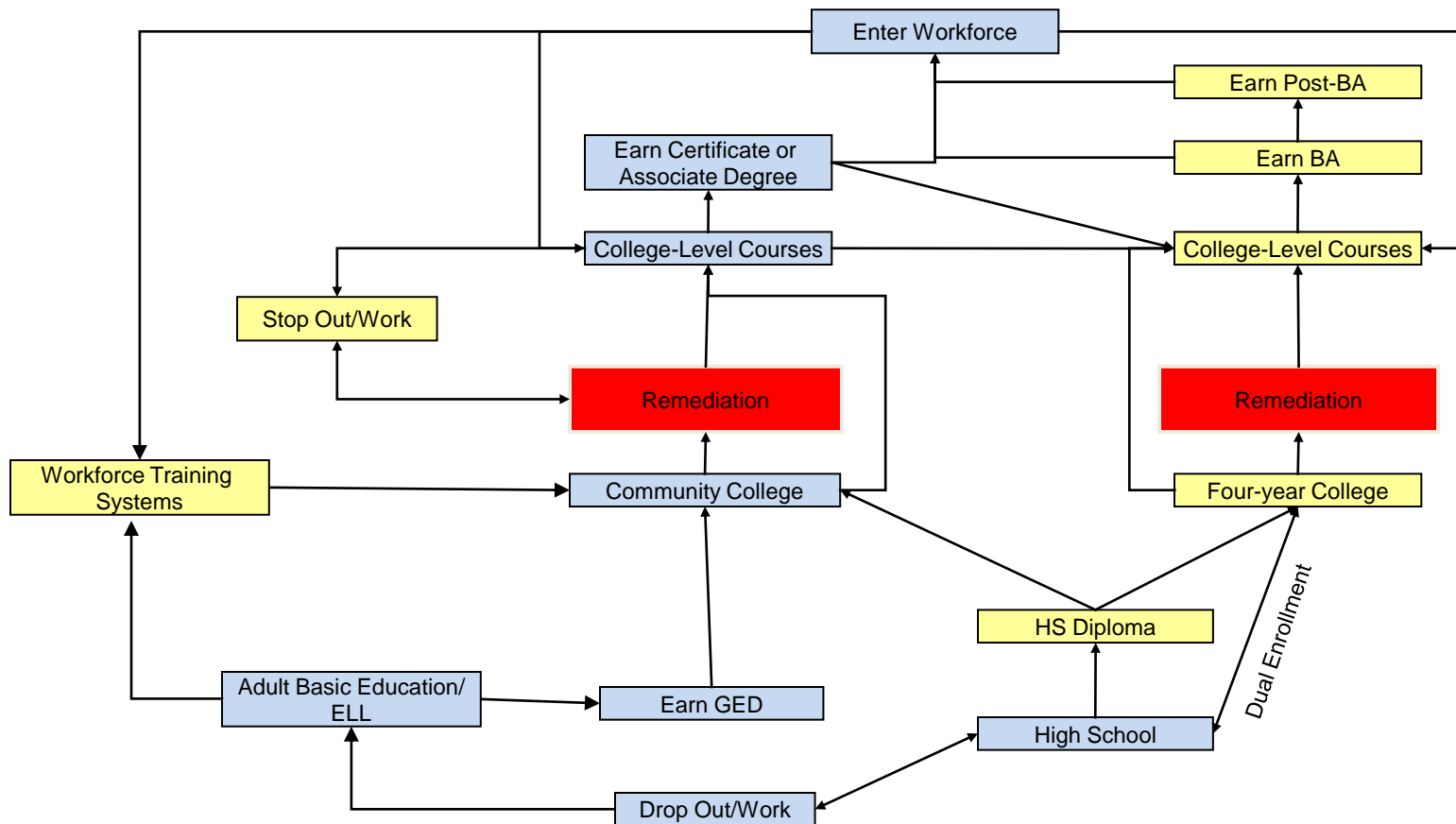
# The Postsecondary Education to Workforce Maze



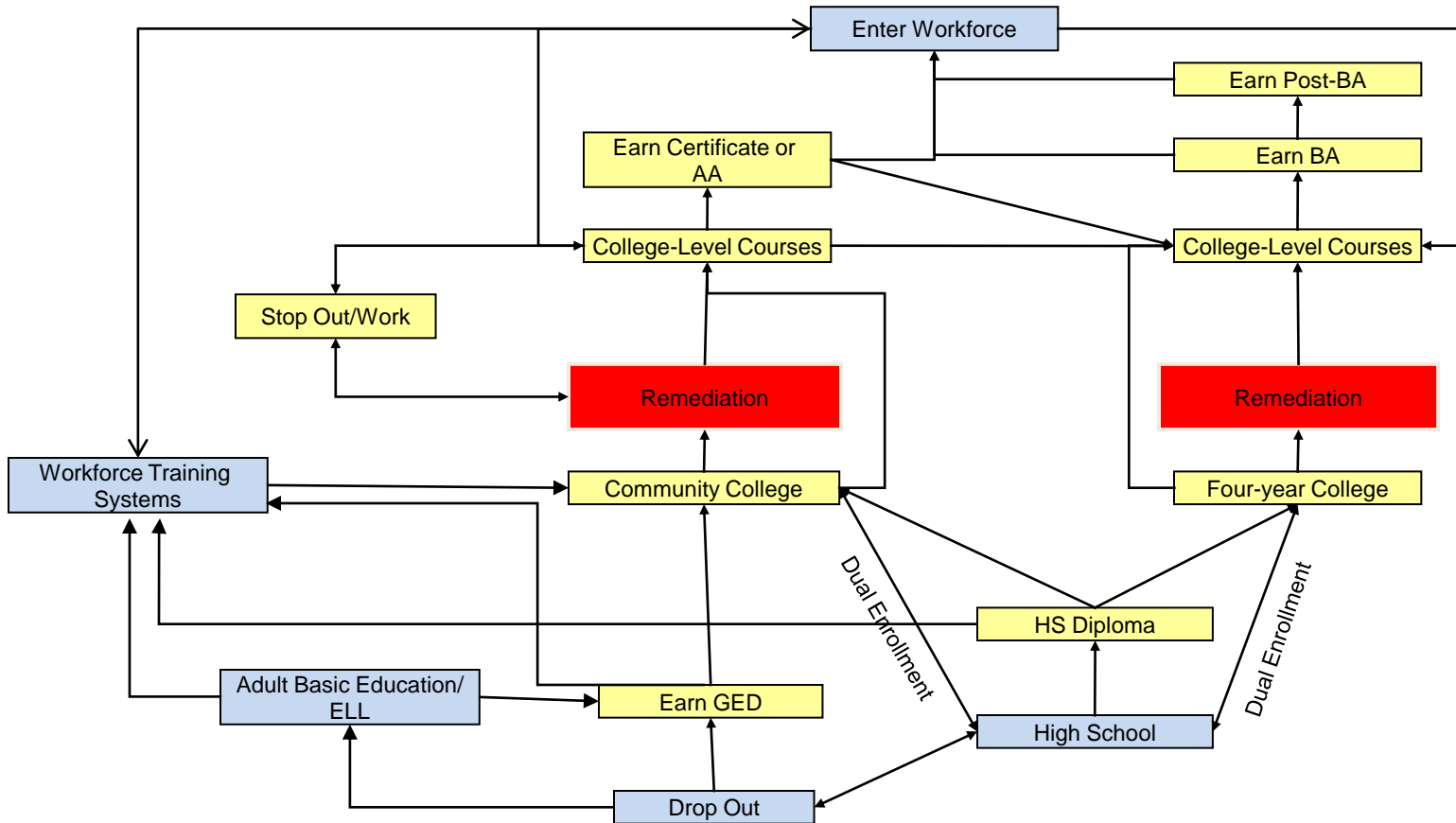
# The Community College Path



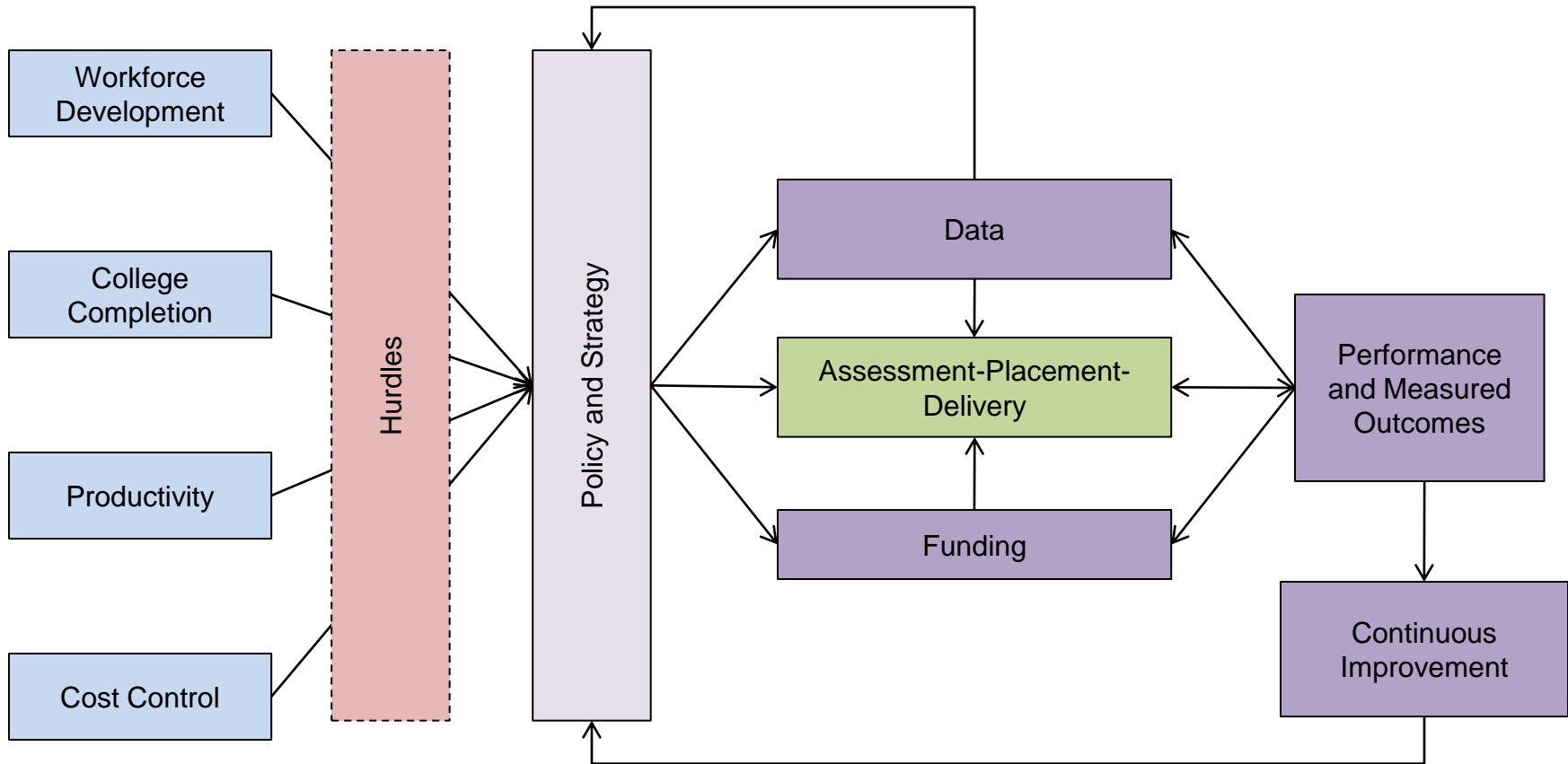
# The Adult Basic Education Path



# Workforce Training Path

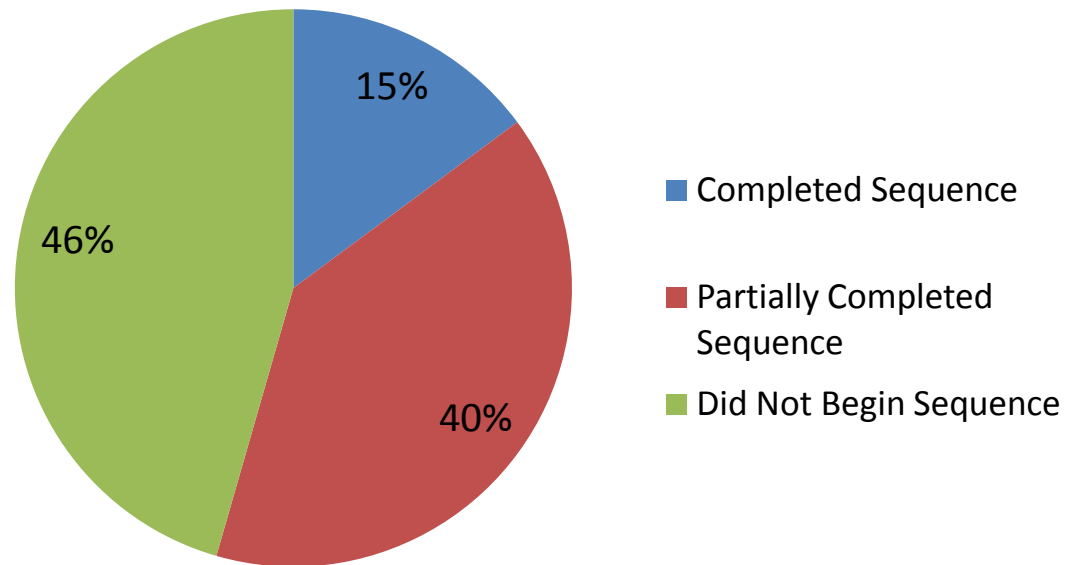


# Remedial Education Policy Framework



# Most Fail to “Get Past Go”

Progress on Remedial Sequence of ATD Students After 1 Academic Year



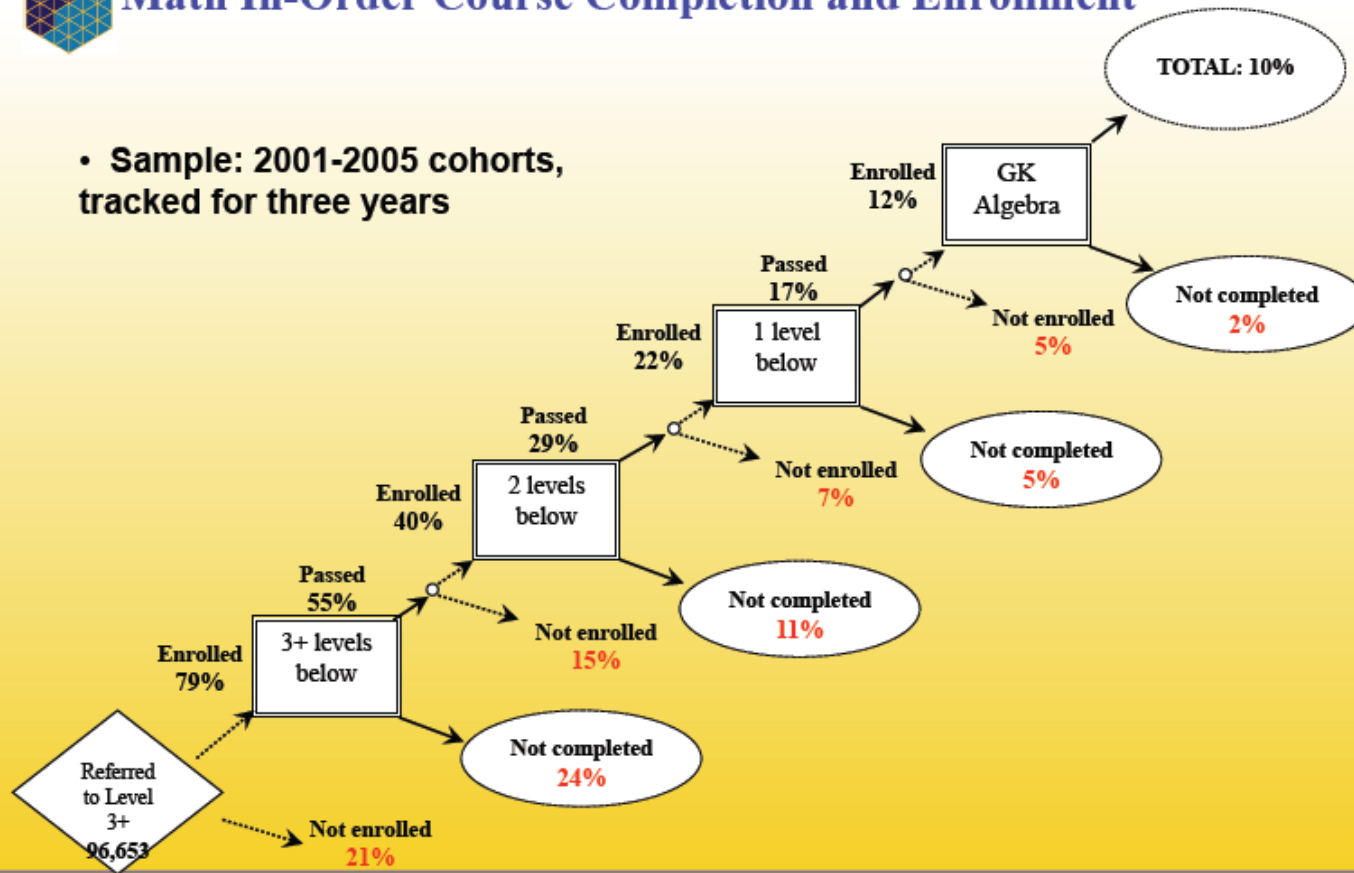
Bailey, et al, 2008

# A Slow, Leaking System

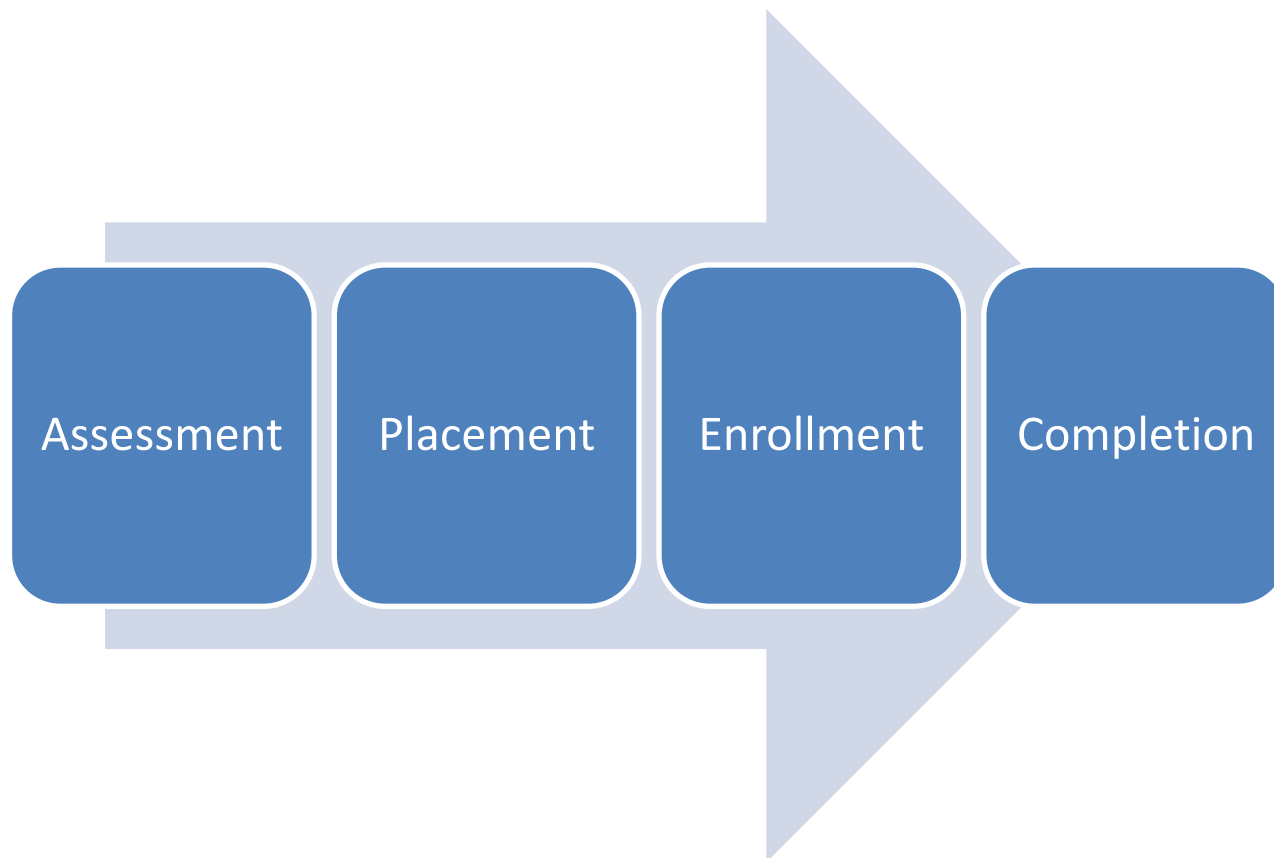


## Math In-Order Course Completion and Enrollment

- Sample: 2001-2005 cohorts, tracked for three years



# The Remedial Education Sequence



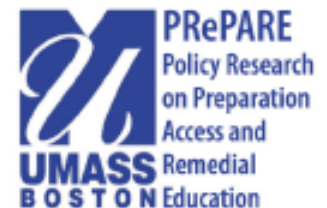
# The Goal:

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



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# Assessment and Placement Policies and Approaches



# Assessment and Placement in U.S.

- Each state and system determines what is deemed “postsecondary ready”
- Primary assessments are private instruments (ACT, SAT, COMPASS, Accuplacer)
- States, systems or institutions set a “cut score” to determine placement
- Students scoring below the cut score are flagged for placement

# Assessment/Placement Challenges

- No clear articulation of postsecondary ready standards.
- Assessment and placement process is convoluted and opaque.
- Assessments are inexact measure of readiness, but treated as if they are
- Assessment cut scores are arbitrarily set, undermine the validity of the exams
- Assessments don't pinpoint deficiencies
- Assessment/Placement process does not consider non-cognitive aspects of success
- Evidence suggests that for many who score near cut score – remediation deters progress

# Assessment/Placement Strategies

- Standardize assessments and cut scores
- Conduct secondary or diagnostic assessments to pinpoint deficiencies
- Decouple placement from “cut scores”
- More effectively communicate assessments, cut scores and implications to prospective students
- Collaborate with secondary education to do early assessments

# Common Core State Standards

- Voluntary System of Common Core Academic State Standards Developed.
- Two federally funded assessment consortia developing new secondary assessment intended to align secondary with postsecondary readiness
- New assessments intended to be used for assessment and placement

# Florida Leads the Way

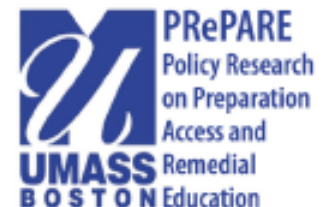
- Developed Postsecondary Education Readiness Test (PERT)
- Aligned with Common Core State Standards
- Delivered to Secondary Students in 11<sup>th</sup> grade
- Includes a secondary diagnostic assessment
- Aligned with secondary education developmental courses
- Diagnostic assessment results tied to customized, technology-based instructional tools.





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# Instructional Delivery: From Competencies to Completion



# Developmental Instruction in the U.S.

- Community Colleges are primarily responsible for developmental instruction
- Delivered using traditional 12-week semester courses
- Courses do not apply to postsecondary credential requirements
- Students pay tuition and access financial aid to pay costs
- No agreed upon competencies for developmental instruction
- No alignment among community colleges, adult education and workforce systems
- Students can be placed into multiple levels of developmental education
- Often taught in isolation to academic programs

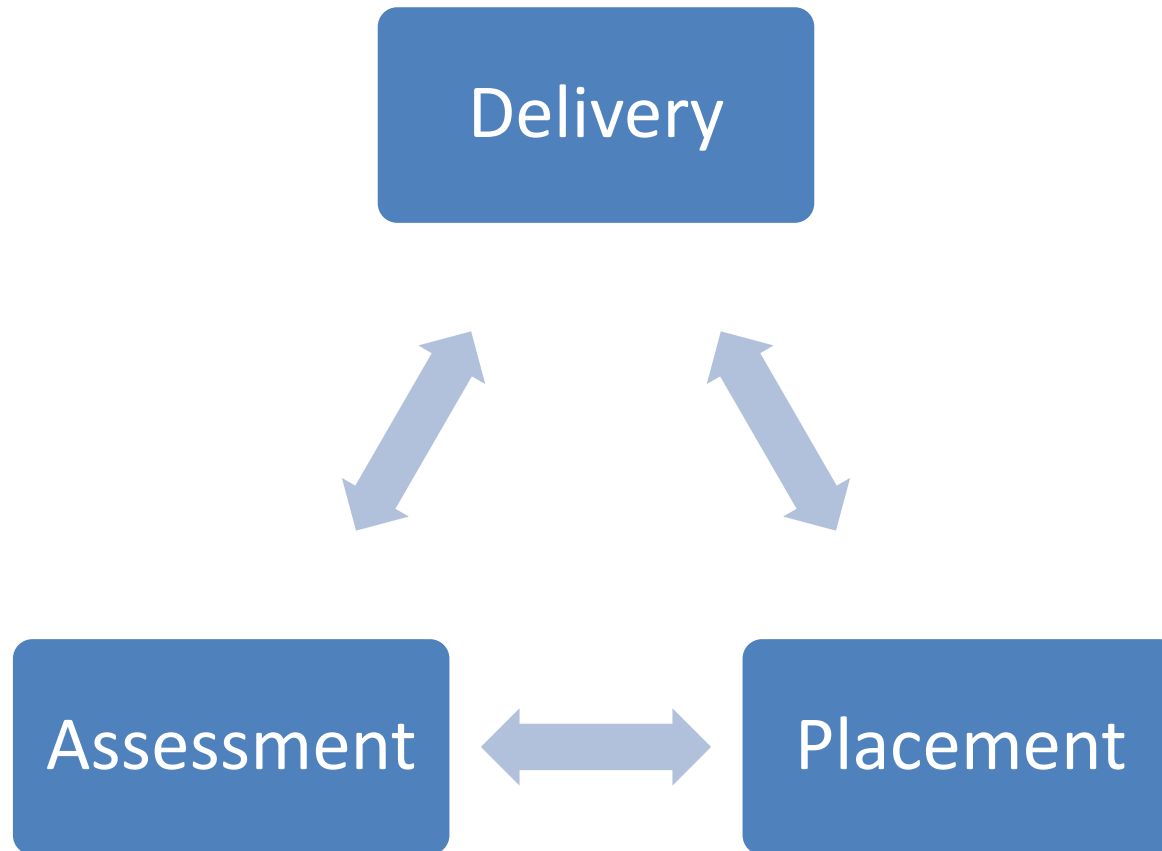


# Developmental Instruction Challenges

- Students fatigue from multiple courses – drop out
- Students increase time to degree/deplete their financial aid
- Lack of alignment to expectations for academic programs means students often complete instruction not required for their major course of study
- Course structure does not allow for customized, accelerated instruction
- Course completion, rather than competencies as measure of success discourages alternative delivery models
- No alignment with adult education and workforce create tremendous barrier to student access



# Aligning Delivery with Assessment and Placement



# Instructional Delivery Strategies

- Articulating competencies
- Document competencies as measure of success – not courses
- Customize and modularize the curriculum
- Offer co-requisite or mainstreaming approaches
- Match 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)
- Students near cut score, take remediation – perform better than those who don't take remediation. (Long and Bettinger, 2006)

## *Solution:*

- 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)

## *Solution:*

- 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)
- Little research on college completion of low-skilled. (Bailey, 2008)

## *Solution:*

- 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:*

- 40% of all students, 58% CC students placed into remediation (Attewell et.al., 2006)
- 10% in top quartile in academic skills and 14% who took most advanced HS curriculum enrolled in remediation (Attewell et.al., 2006)

## *Solution:*

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

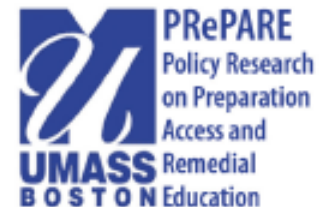
*Reduced remedial English by 4.3% and Math by 6.2% (Howell, et.al., 2009)*

*Did not reduce applications to Sacramento State.*

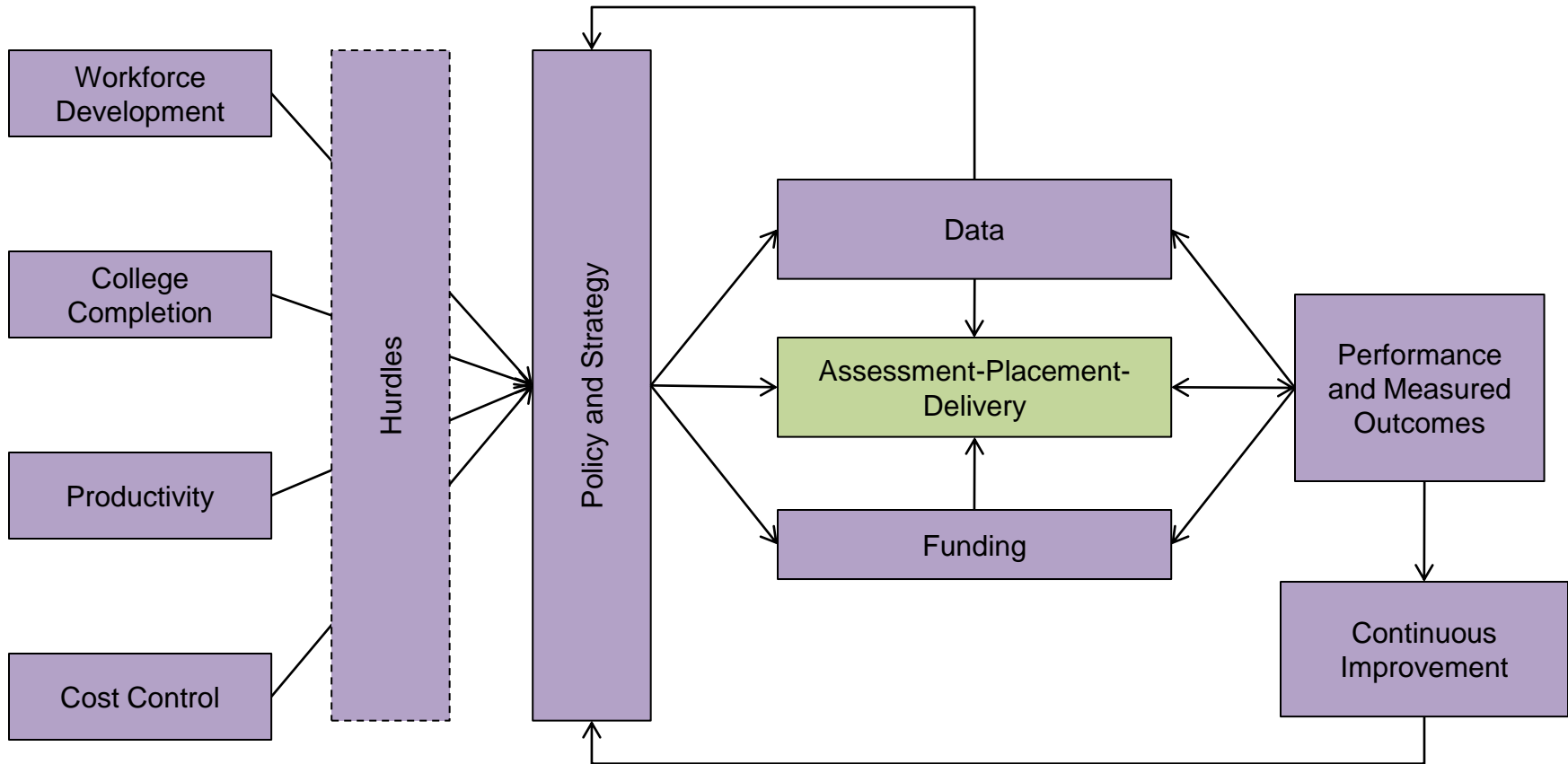


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# Accountability and Continuous Improvement



# Remedial Education Policy Framework



# Goal:

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

# Accountability and Continuous Improvement Strategies

- Include performance benchmarks for developmental education in strategic plans
- Track momentum points and completion
- Institutional plans, system goals
- Continuous improvement strategy at system and institutional level
- Performance funding

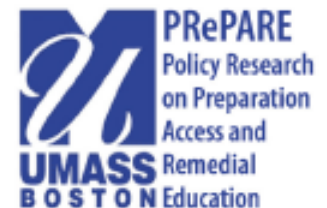
# Innovation in Accountability

- State of Ohio performance based funding system rewards institutions for success of students in developmental education
  - *Success in developmental education sequence within one academic year*
  - *Completion of college level course*
- State of Tennessee requires institutional plans, based on best practice and aligned with state benchmarks.
  - *Plans reviewed by system's chief academic officer*
  - *Must make progress against performance benchmarks*
  - *Aligned to performance funding system*



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# Effective Data Collection and Reporting



# Data: Knowing Your Population

## Who participates in developmental education?

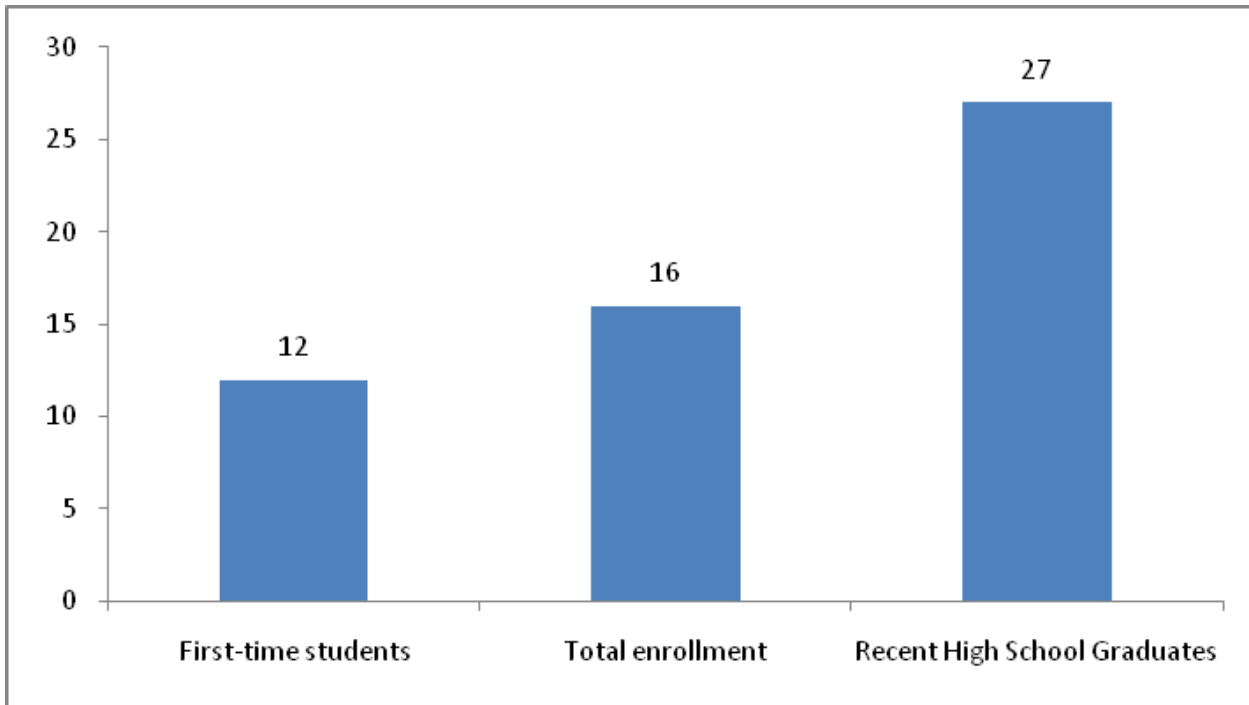
- *Recent high school graduates*
- *Adults*
- *Completed rigorous HS curriculum*
- *Scores on placement tests*

## 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

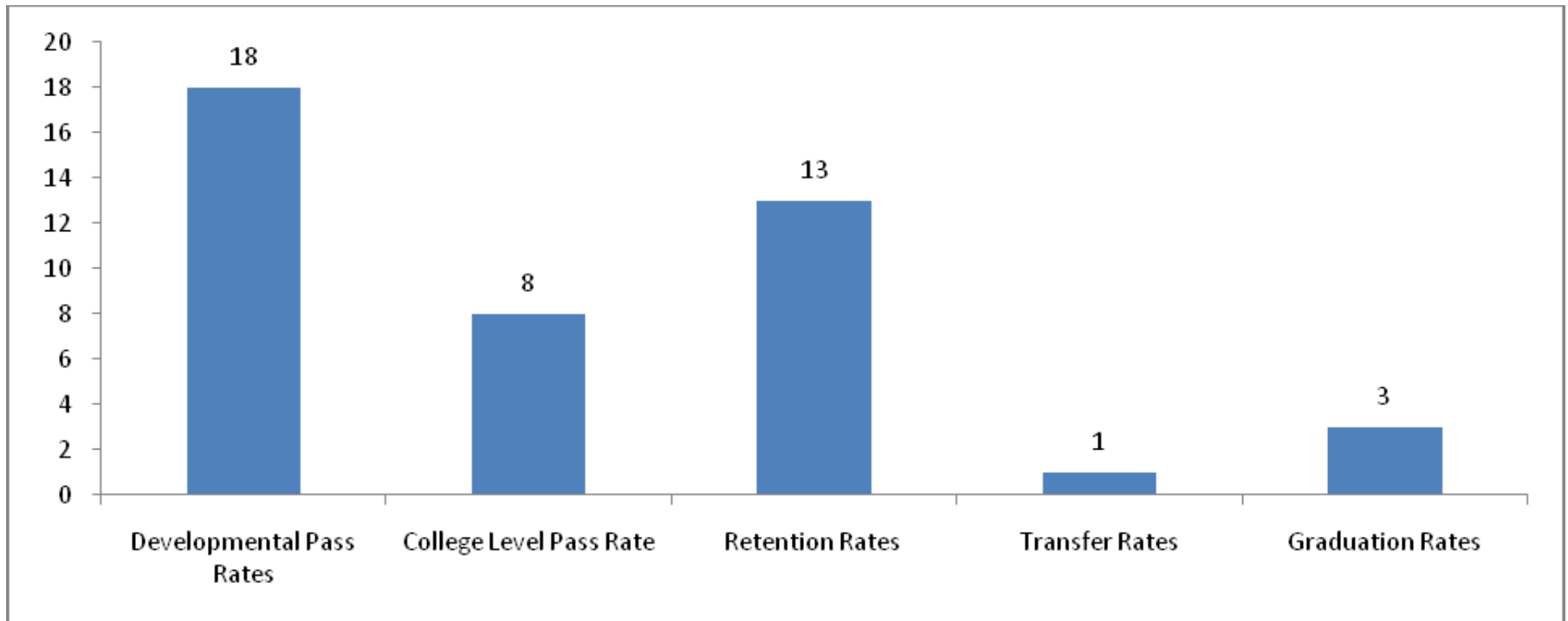
# Who is in Developmental Education?

Populations tracked in state and system developmental education reports



# How well do they do?

State and System Reports Tracking Student Success Data in Developmental Education



# Data and Reporting Strategies

- Track data on the success of remedial education students
- Track data on ALL students in remedial education
- Generate annual report on participation and success of remedial education
- Use your data on the success of students in remedial education to drive continuous improvement
- Use your data on the success of students in remedial education to drive continuous improvement
- Track data on the cost of remedial education
- Publish individual high school/district reports on graduates' participation in college remedial courses

# For More Information

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