

# Complete College America



## Core Principles for Transforming Remedial Education

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# Core Principles for Transforming Remedial Education

**COMPLETE  
COLLEGE  
AMERICA**



**Education Commission**  
of the **S t a t e s**



**JOBS FOR THE FUTURE**



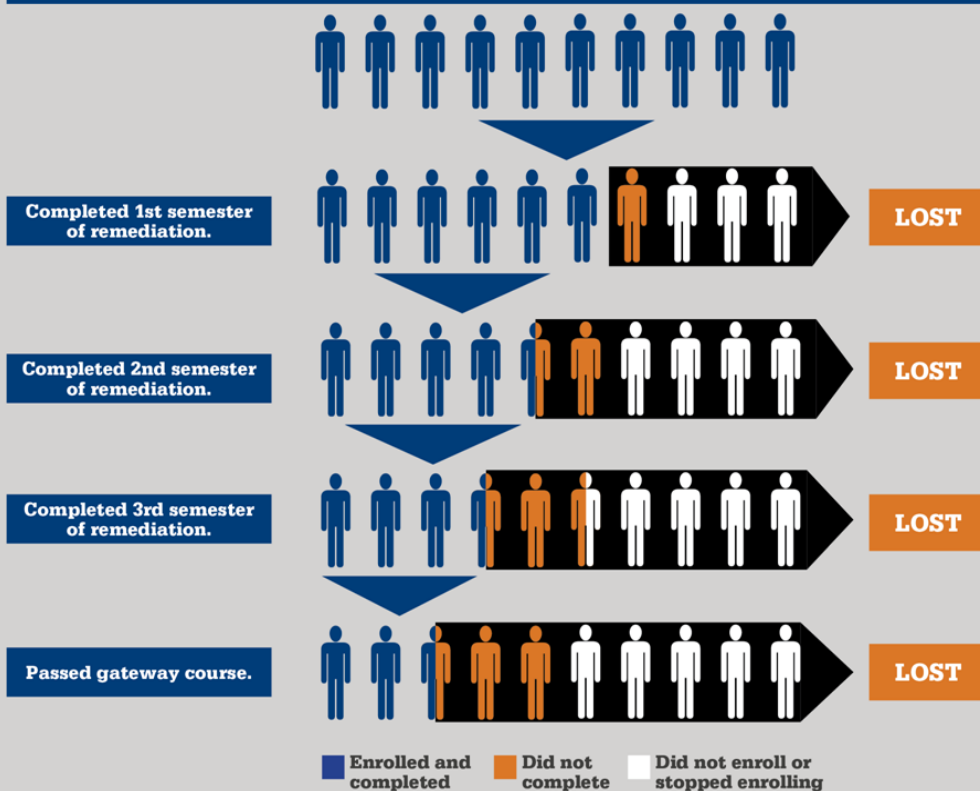
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# Student Attrition in Remedial Education

## Remediation: The effect of attrition.

Students assigned 3 or more semesters of English remediation.



### KNOW THIS

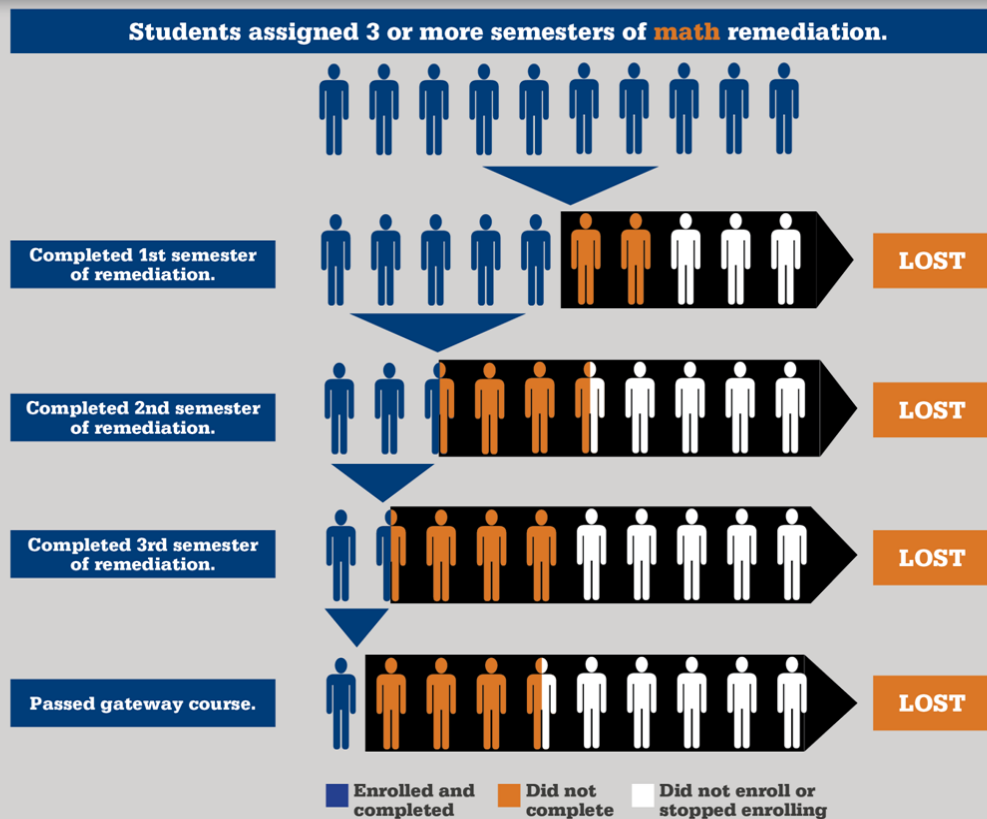
The remediation system is broken. More students quit than fail.

Source: Edgecombe, N. (2011). "Accelerating the Academic Achievement of Students Referred to Developmental Education" (CCRC Working Paper No. 30). New York: Columbia University, Teachers College, Community College Research Center.



# Student Attrition in Remedial Education

## Remediation: The effect of attrition.



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Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.



# Principles of Reform

## PRINCIPLE 1

- Completion of a set of gateway courses for a program of study is a critical measure of success toward college completion.



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# The Goal

Students complete gateway math  
and English courses in one  
academic year.



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# Principles of Reform

## PRINCIPLE 2

- The content in required gateway courses should align with a student's academic program of study — particularly in math.



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# Math Aligned to Program of Study

**Health Sciences**  
**Social Sciences**  
**Liberal Arts**  
**Education**  
**Business**

Quantitative Reasoning/  
Statistics

Degree

4-Year Transfer

Certificate

License

**STEM**

College Algebra/  
Precalculus

Degree

4-Year Transfer

Certificate

License





# Principles of Reform

## PRINCIPLE 3

- Enrollment in a gateway college-level course should be the default placement for many more students.



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# ☑ Principles of Reform

## PRINCIPLE 4

- Additional academic support should be integrated with gateway college-level course content — as a co-requisite, not a prerequisite.



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# ☑ Co-requisite Remediation

- Single Semester Co-requisite
  - ✓ Austin Peay State University Structured Assistance
  - ✓ CC of Baltimore City's Accelerated Learning Project
- One-Year Course Pathway
  - ✓ Carnegie Statway/Quantway
  - ✓ Dana Center New Mathways
- Embedded or Parallel Remediation in Career Technical Programs
  - ✓ Tennessee Technical Colleges
  - ✓ Washington I-BEST



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# Principles of Reform

## PRINCIPLE 5

- Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.



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# Low/No Cost, Accelerated Options

- Accelerated Paths
  - California Acceleration Project
- Competency-Based Options
  - Core Skills Mastery
  - Pearson's My Foundations
  - ALEKS
- Colorado's Soft Landing



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# ☑ Co-requisite Remediation

## PRINCIPLE 6

- Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.



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# Multiple Measures

- North Carolina – GPA at 2.6 or above exempts students from remediation.
- Long Beach State – Senior year course success as measure of readiness for gateway courses.
- Colorado and Austin Peay State University using “Grit” measure.
- Dana Center and Carnegie Foundation incorporating non-cognitive measures.



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# ☑ Principles of Reform

## PRINCIPLE 7

- Students should enter a meta-major when they enroll in college and start a program of study in their first year in order to maximize their prospects of earning a college degree.



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# Meta-Majors

- Students must choose a meta-major — broad clusters of majors

## **STEM**

**Health Sciences**

**Social Sciences**

## **Liberal Arts**

**Education**

**Business**

- No student is “unclassified” — those who can’t decide are defaulted into Liberal Arts



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# Math Aligned to Program of Study

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# The Challenge

Can states transform developmental education policy and practice to:

- Deliver academic support for the majority of students as a co-requisite;
- Develop STEM, Non-STEM transfer, and technical education pathways in math;
- Use high school GPA and other non-cognitive variables to guide student choices into the right gateway courses for their desired program of study;

...so that the vast majority of students successfully complete gateway courses in their program of study in one academic year?



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