

Designing Meaningful Developmental Education Reform

Michelle Hodara
Education Northwest

**Transforming Remediation: Understanding the Research, Policy,
and Practice**



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System-wide Consistency vs. Institutional Autonomy

THE CASE FOR SYSTEM-WIDE CONSISTENCY

- Communicates consistent, clear college-ready standards to students and high schools.
- Facilitates tracking performance across colleges & transfer between colleges.
- Reduces inequity and confusion for students.

THE CASE FOR INSTITUTIONAL AUTONOMY

- No clear evidence on what developmental policy is most effective.
- May guarantee little more than uniform implementation of ineffective policy.
- Colleges have flexibility to tailor policies to their students.



Consistency that honors autonomy

“You have to have grassroots buy-in. You have to give everyone time to digest. Then you have to give them opportunity to give feedback. It was the academic officers’ job to go back and make sure that this was showing up in department meetings...The final decision was made at the presidents’ council but not without the complete confidence of the academic officers and faculty.”

-NJ Community College Administrator



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Efficient vs. Effective Assessment

THE CASE FOR EFFICIENT ASSESSMENT

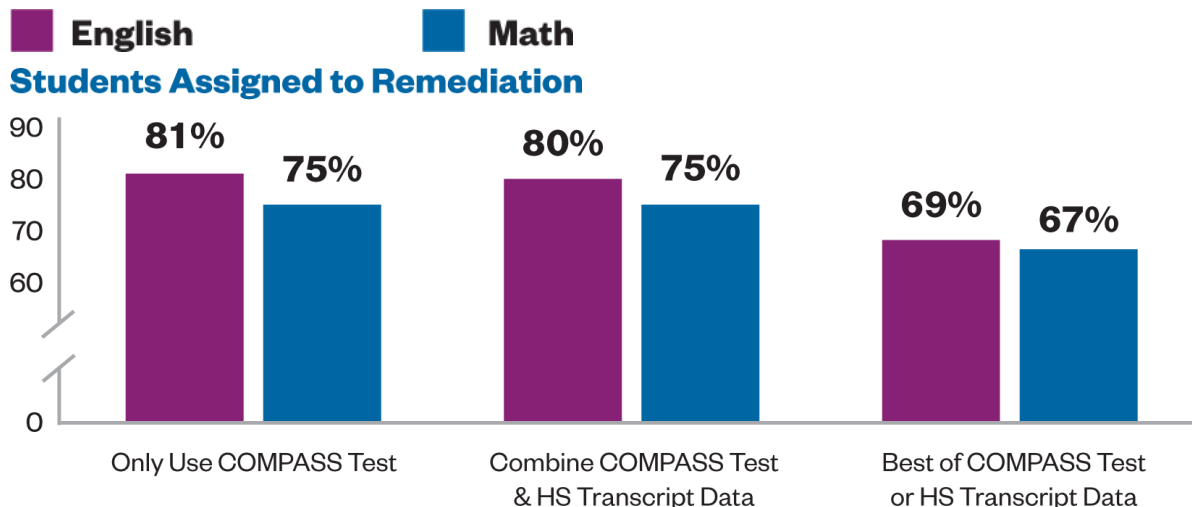
- Colleges must evaluate thousands of incoming students every year.
- Computer-adaptive placement tests are quick, inexpensive, and can almost instantaneously determine the placement for each student.

THE CASE FOR EFFECTIVE ASSESSMENT

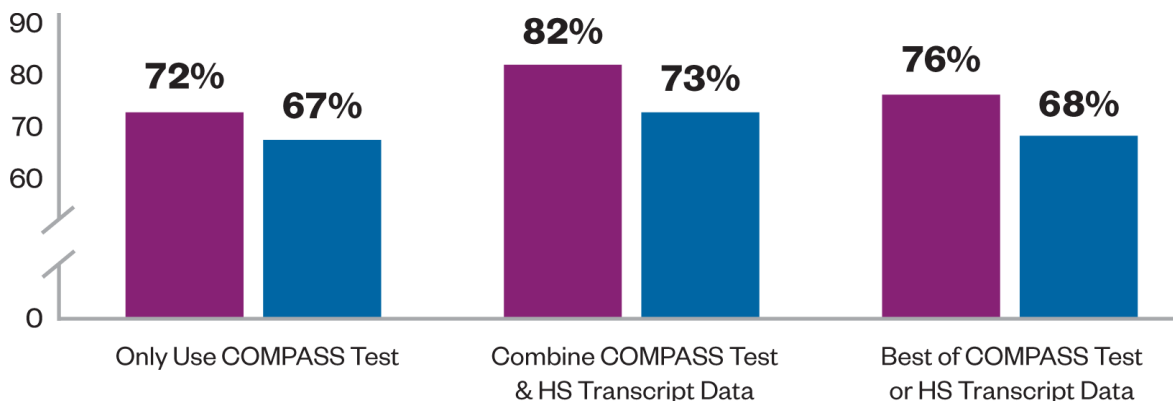
- Current tests not aligned with content students need to know to pass college-level classes.
- Tests do not assess non-cognitive competencies.
- Tests do not provide information to be able to offer targeted interventions.



Urban System: Using High School Transcript Data Could Lower Remediation Rates While Increasing College-Level Success Rates



Students Assigned Directly to College-Level Courses Who Receive a C or Better



Supporting Progression vs. Upholding Standards

THE CASE FOR SUPPORTING PROGRESSION

- National push to increase college completion hampered by high rates of remediation.
- Only 28% of developmental students go on to earn a credential.
- Traditional sequence structure deters college progression.

THE CASE FOR UPHOLDING STANDARDS

- Reforms designed to support progression may result in both
 - Greater numbers of under-prepared students in college-level classes.
 - Choice between relaxing standards or failing large numbers of students.



Acceleration Models May Improve Developmental Student Progression

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Questions to ponder...

- Do you see any value in creating statewide consistency around determining students' readiness for college-level coursework vs. need for remediation? Who would need to be involved to create a centralized policy?
- How would you re-design the placement process for your subject area? Who should be involved in the process? How could you get them involved?
- What kinds of accelerated developmental pathways would work for your college/department? How would you go about establishing and measuring learning goals?



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To download the report:

<http://ccrc.tc.columbia.edu/publications/designing-meaningful-developmental-reform.html>



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