What We Know About Remedial Education

We Tell It As One Story; But, it is really many stories

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What We Know About Demand

- The Good News

  - *The Toolbox Revisited* (NCES): % of four year college students taking remediation
    - 1982 HSGs: 47.5%
    - 1992 HSGs: 33.1%
What We Know About Demand and Success

- The Good News
  - Achieving the Dream Data Notes:
    - Completers of remediation:
      - As likely or more likely to pass subsequent course
What We Know About Demand and Success

- The Good News
  - Achieving the Dream Data Notes:
    - Completers of remediation:
      - And, more likely to persist to second semester
        - Completed remedial course: 86%
        - No need for remediation: 73%
        - Referred, but no remedial: 57%
What We Know About Demand and Success

- The Rest of the Story (Not so Pretty):

- Community College **DEMAND** greatly exceeds the four-year story
  - *The Toolbox Revisited*: “If the population included students who never attended a four-year college, this distribution would look very different.”
What We Know About Demand and

- The Rest of the Story (Not so Pretty):
- Community College *DEMAND* greatly exceeds the four-year story
  - *CCRC Community College Students’ Progression in Developmental Education*
    - 4 in ten with need completed needed courses
    - Half of those failed their first course
    - Most “non-completers” never enrolled
What We Know About Demand and Success: *The Rest of the Story*

From *Achieving the Dream Data Notes*

- 82% of cohort referred to developmental education
  - Whites: 77%
  - Latino: 86%
  - Black: 90%
  - Native Am: 94%
What We Know About Demand and Success: *The Rest of the Story*

From *Achieving the Dream Data Notes*

- 76% of those referred, took developmental education
  - Whites: 71%
  - Latino: 82%
  - Black: 79%
  - Native Am: 76%
What We Know About Demand and Success: *The Rest of the Story*

From *Achieving the Dream Data Notes*

- 54% of those who took developmental education successfully completed
  - Whites: 51%
  - Latino: 58%
  - Black: 54%
  - Native Am: 54%
What We Know About Demand and Success: *The Rest of the Story*

From *the Calcagno-Long Study*: (Juan Carlos Calcagno and Bridget Terry Long – 2008)

- Remediation results are very modest for students on the margin between college ready or not.
  - Improved persistence for Math
  - Improved credit accumulation for both Math & English
  - No impact on successful completion (degree, certificate, or transfer)
The Research Reflects The Problem: Not One Story; rather Many Stories

- The Late Adolescent/Young Adult Who Needs Remediation:
  - Didn’t take it
  - Took it but didn’t get it
  - Got it, but with a lot of help (IEPs)
The Research Reflects The Problem: Not One Story; rather Many Stories

- The Adult “Not-Traditional” Student Who Needs Remediation:
  - Didn’t take it or get it
  - Got it, but forgot it
The Research Reflects The Problem: Not One Story; rather Many Stories

- The Adult “Not-Traditional” Student Who Needs Remediation:
  - Didn’t take it or didn’t get it
    - Some can get it (ie: really sharp folks who never had a chance)
      - Anxious, but able
    - But many can’t, without monumental effort and expense
The Research Reflects The Problem: Not One Story; rather Many Stories

- The Adult “Not-Traditional” Student Who Needs Remediation:
  - Got it, but forgot it – Unique needs
    - Tailored “brush up”
  - Anxiety relief
The Research Reflects The Problem: Not One Story; rather Many Stories

- Not only who we are serving, but how
  - On the cheap
    - With only modest Community College support
    - Often, if not usually, with adjunct faculty
    - Seldom with “expensive” technology mediated instruction
  - Same old, same old
    - 50 minute classes with 20-30 students: all in one class; many at very different levels
  - Little attention to cognitive science
So, why doesn’t this work better.

It must be the students; right?