Reimagining Developmental Education

Maintaining Momentum in Uncertain Times: A Meeting of the CACG Network

Boulder, Colorado • June 18, 2013
JFF's mission is to help young people and adults struggling most in today's world succeed in education and careers. We are committed to ensuring that all low-income youth and adults attain postsecondary credentials with value in the labor market.

To accomplish this, JFF focuses on three key goals:

1. Accelerate the number of low-income high school students who graduate college and career ready with post secondary momentum

2. Accelerate post secondary attainment and career advancement through education and career pathways leading to credentials with value in the labor market

3. Significantly alter the national conversation so that aligned education and career advancement systems are the expected norm and supported in national and state policy and capacity
WHERE WE’VE WORKED

Achieving the Dream
Community Colleges Count

DEVELOPMENTAL EDUCATION INITIATIVE
Accelerating Achievement

Completing by Design
assistance team

Breaking Through

Accelerating Opportunity

Credentials that Work
<table>
<thead>
<tr>
<th>Controversy</th>
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<tbody>
<tr>
<td>Divergent views on the definition and purpose of strategies to support</td>
<td>Debate on standardized versus flexible assessment policies and</td>
<td>Dispute over what works to improve outcomes.</td>
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<td>academically underprepared students.</td>
<td>broad variation of performance metrics.</td>
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DEVELOPMENTAL EDUCATION COMPLETION RATES ARE LOW

25% of developmental education students complete a credential within 8 years of enrollment

40% of students who are college ready
According to Perin and Charron (2006), evidence on developmental education is typically:

- Literature that highlights a weak evidence base
- A national study conducted in the 1990s
- Single institution studies
- A small number of quantitative studies featuring rigorous statistical methodology
<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>Assessment Studies</td>
<td>- Assessment tests are high stakes</td>
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<tr>
<td>• Venezia &amp; Nodine 2010</td>
<td>- The connection between cut scores and completion is weak</td>
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<tr>
<td>• Hughes &amp; Scott-Clayton 2011</td>
<td></td>
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<tr>
<td>Quantitative Studies</td>
<td>- There is no difference in completion for students just below</td>
</tr>
<tr>
<td>• Bettinger &amp; Long 2007</td>
<td>and just above cut score</td>
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<tr>
<td>• Martorell &amp; McFarlin 2008</td>
<td></td>
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<tr>
<td>Longitudinal Study</td>
<td>- It is the sequences not the courses</td>
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<td>• Bailey &amp; Cho 2008</td>
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KEY FINDING FROM SEMINAL LONGITUDINAL STUDY

DEI STATE POLICY

- Built on Achieving the Dream’s focus on building a culture of evidence to identify promising programs and practices for improving student outcomes
- DEI states worked to create policy conditions that encourage the identification, dissemination, and implementation of strategies that improve completion for students who test into developmental education
- Participating states: CT, FL, NC, OH, TX, & VA
• Data and Performance Measurement
• Developmental Education Innovation/Redesign
• Aligned Expectations (P-16)
• Assessment and Placement
• Finance
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<tr>
<th>Data and Performance Measurement</th>
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<tr>
<td>&gt; Intermediate benchmarks</td>
<td>&gt; Accelerated delivery strategies</td>
<td>&gt; Definition of college readiness</td>
<td>&gt; Standardized assessment and placement policies</td>
<td>&gt; Funding equity with college-level courses</td>
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<td>&gt; Comparative effectiveness analysis</td>
<td>&gt; Supplemental instruction</td>
<td>&gt; Aligned standards and expectations</td>
<td>&gt; Diagnostics to differentiate need and intervention</td>
<td>&gt; Weighted funding strategies</td>
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<td>&gt; Statewide platform for sharing results for continuous improvement</td>
<td>&gt; Learning communities</td>
<td>&gt; Early assessment</td>
<td>&gt; Policies prescribing early elimination of academic deficiencies</td>
<td>&gt; Financial aid for persistence</td>
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<td>&gt; Public reporting of developmental education results</td>
<td>&gt; Student success course/orientation</td>
<td>&gt; Remediation prior to enrollment</td>
<td>&gt; Alternatives to developmental education for students near a certain cut score</td>
<td>&gt; Financial aid eligibility</td>
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<td>&gt; Performance incentives</td>
<td>&gt; Case management</td>
<td>&gt; Curricular alignment</td>
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DEI STATE POLICY STRATEGY

A Data-driven Improvement Process

A State-level Innovation Investment Strategy

Policy Supports

HELP STATES ACCELERATE THE CREATION AND SCALE OF NEW SOLUTIONS THAT DRAMATICALLY IMPROVE OUTCOMES
Intermediate Measures
- Persistence
- Credit accumulation
- Progression rates

Final Measures
- Graduation rate
- Transfer
- Labor market outcomes
Innovation at Scale

- Virginia Developmental Math Redesign
- North Carolina Developmental Education Redesign
- Texas New Mathways Project
KEY STRATEGY COMPONENT

- Performance Funding (OH and TX)
- Redesign assessment and placement policies (FL, VA, NC, & TX)

A Data-driven Improvement Process
A State-level Innovation Investment Strategy
Policy Supports

REMOVE BARRIERS TO INNOVATION
• Over 50% of students who entered a program of study in first or second term earned a certificate, degree, or transferred to a 4-year institution without a credential

• Students who entered programs of study in the second academic year completed credentials, degrees, and transferred at a rates between 30% and 35%

Source: CCRC Working Paper No. 32 April 2011
Core Principles for Transforming Remedial Education: A JOINT STATEMENT

Charles A. Dana Center
Complete College America, Inc.
Education Commission of the States
Jobs for the Future

DECEMBER 2012
Core Principles for Transforming Remedial Education

Principle 1. Completion of a set of gateway courses for a program of study is a critical measure of success toward college completion.

Principle 2. The content in required gateway courses should align with a student’s academic program of study — particularly in math.

Principle 3. Enrollment in a gateway college-level course should be the default placement for many more students.

Principle 4. Additional academic support should be integrated with gateway college-level course content — as a co-requisite, not a pre-requisite.
Principle 5. Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.

Principle 6. Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.

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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<th>Consensus</th>
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<td>Boutique programs and pilot projects that reach a small segment of an institution’s or a state’s community college students cannot generate large-scale improvement or dramatically different performance.</td>
<td>The front end of the college experience is a critical area for improved processes, new approaches, and innovation.</td>
<td>Getting students over the initial hump, i.e., the first year and developmental education, is not enough. Institutional and program redesign must address the entire community college experience.</td>
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THE COMPLETION PATHWAY

**CONNECTION**
From interest to enrollment

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

**ENTRY**
From enrollment to entry into program of study

- Help students choose program pathway and track entry
- Build prescribed “on-ramps” customized to largest program areas

**PROGRESS**
From program entry to completion of program requirements

- Clearly define and prescribe program paths and course learning outcomes
- Monitor students’ progress

**COMPLETION**
Completion of credential of value for further education and (for CTE) labor market advancement

- Align academic program outcomes with requirements for success in further education and (for CTE programs) in the labor market

Source: Davis Jenkins, CCRC