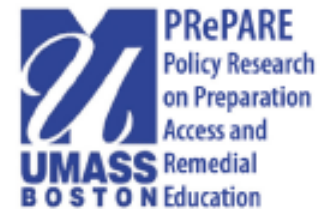




Using policy to improve developmental education and increase college success

Developmental Education as Key Strategy to Increase Attainment

Bruce Vandal, Education Commission of the States
December 10, 2010



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

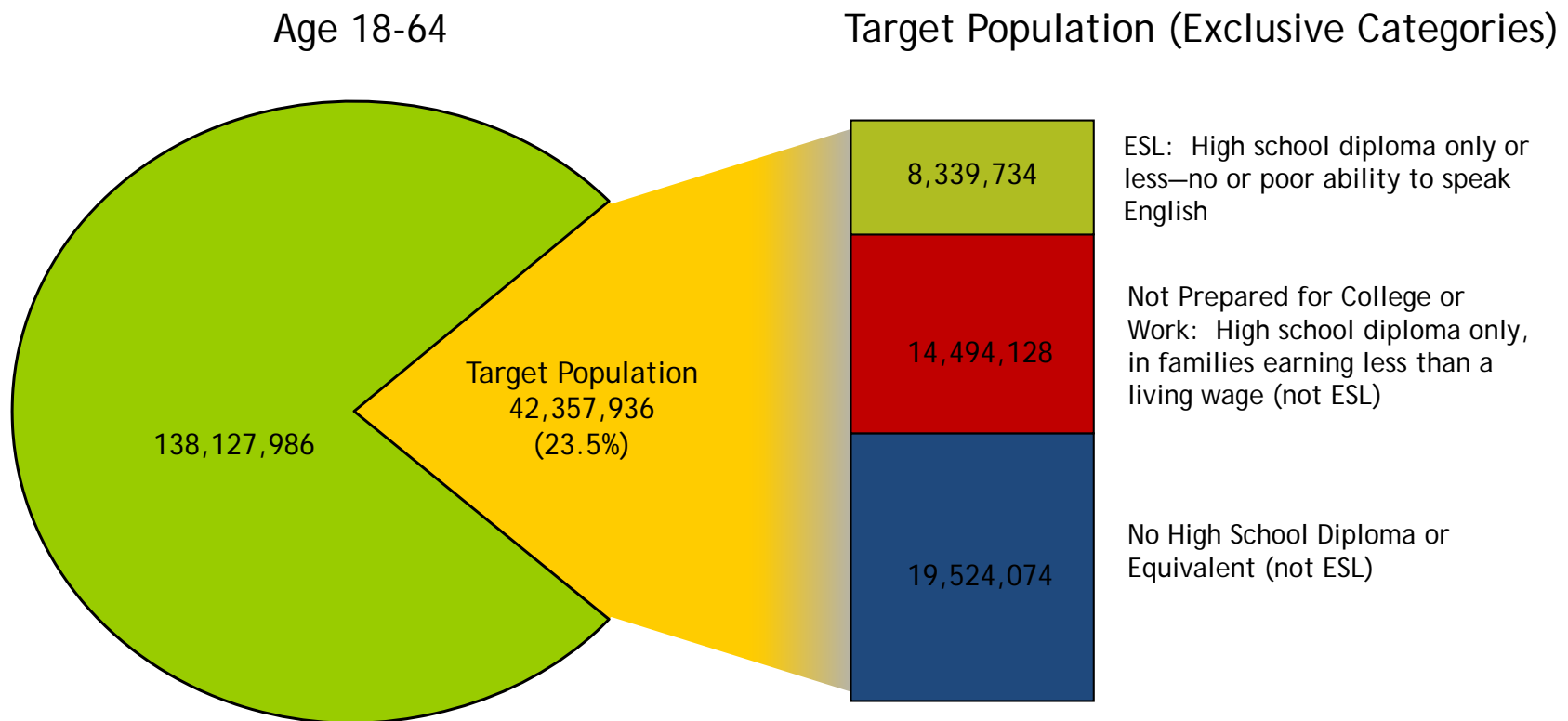
Less than 25% of community college students in remedial education earn a degree in 8 years. (Bailey, 2008)

- High cost to students and state

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



42 million have less than college education



Note: Incarcerated population not separated out.

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

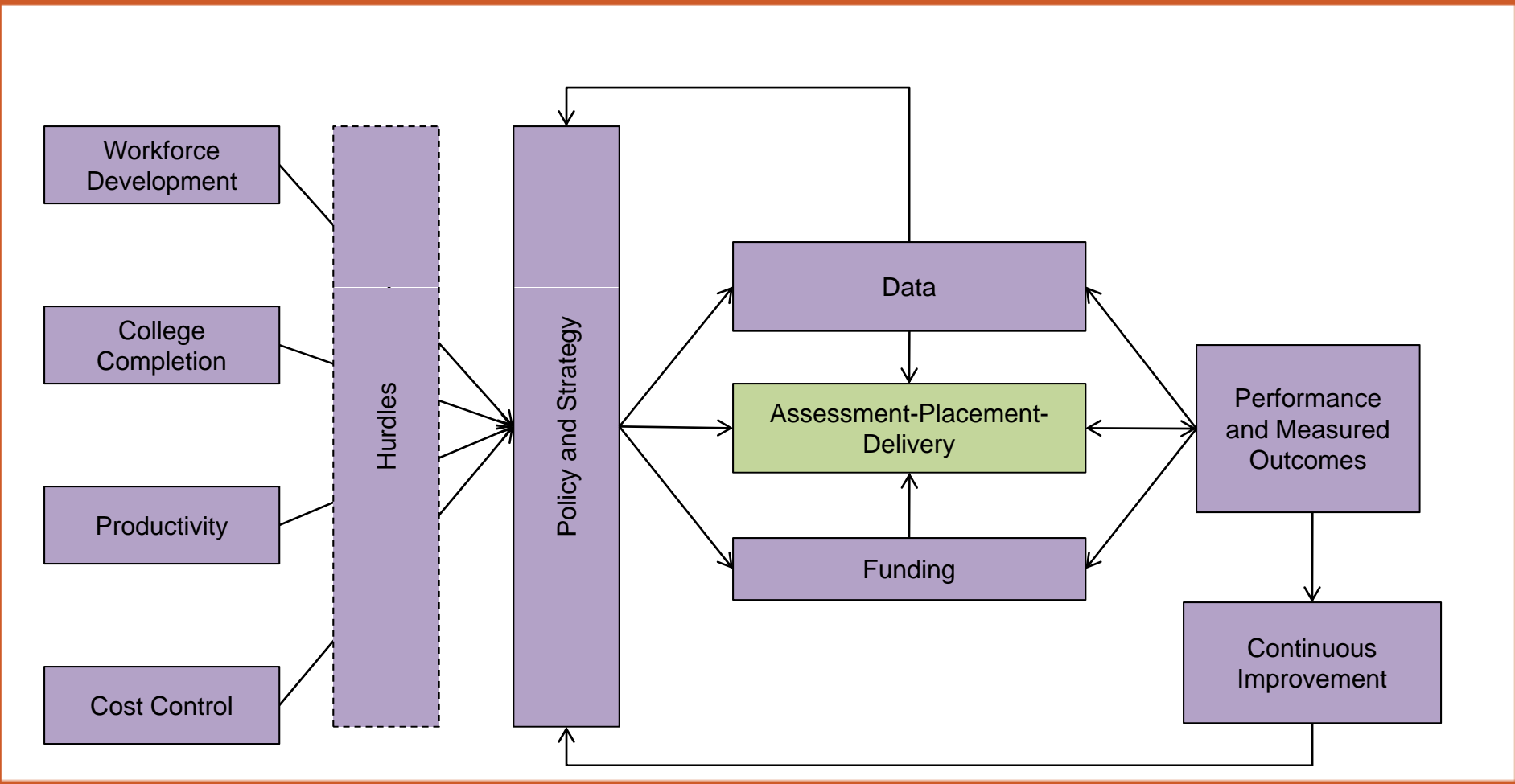
Getting Past Go

- Three year grant from Lumina Foundation for Education
- Partnership with Policy Research on Preparation, Access and Remedial Education (PRePARE) and Knowledge in the Public Interest
- Key Activities:
 - Database of state policies related to the funding, delivery and alignment of remedial education policy.
 - Online Jams to identify critical issues and policy levers for reforming remedial education.
 - Case studies to identify impact of policy on remedial education practice
 - Technical Assistance to states
 - Community of Practice of remedial education leaders



Using policy to improve developmental education and increase college success

Remedial Education Policy Framework

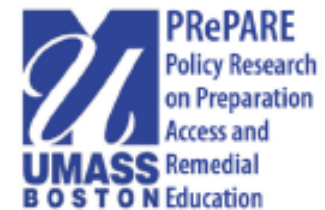


Using policy to improve developmental education and increase college success



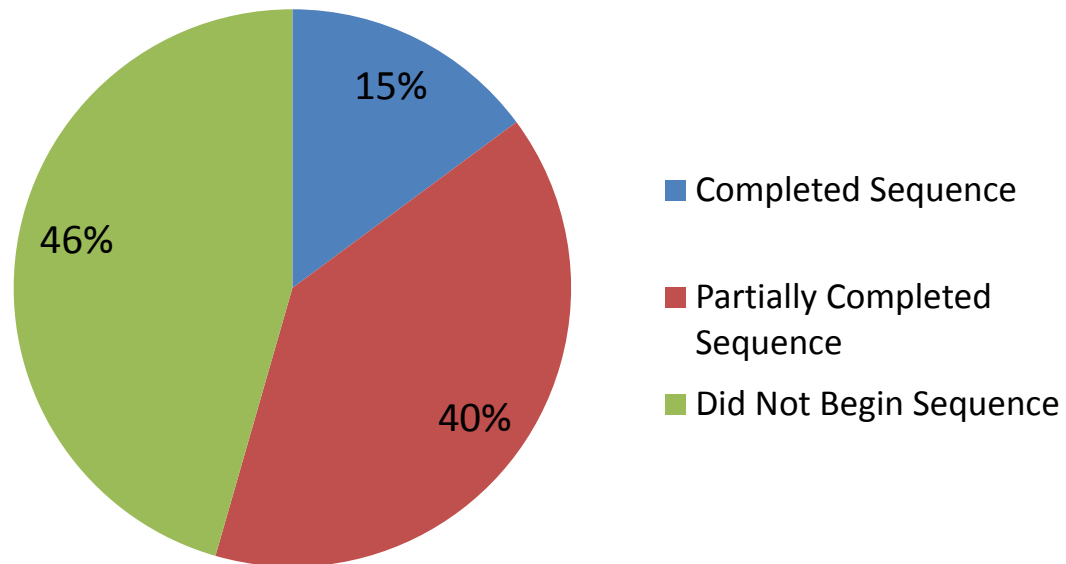
Using policy to improve developmental education and increase college success

Assessment and Placement Policies and Approaches



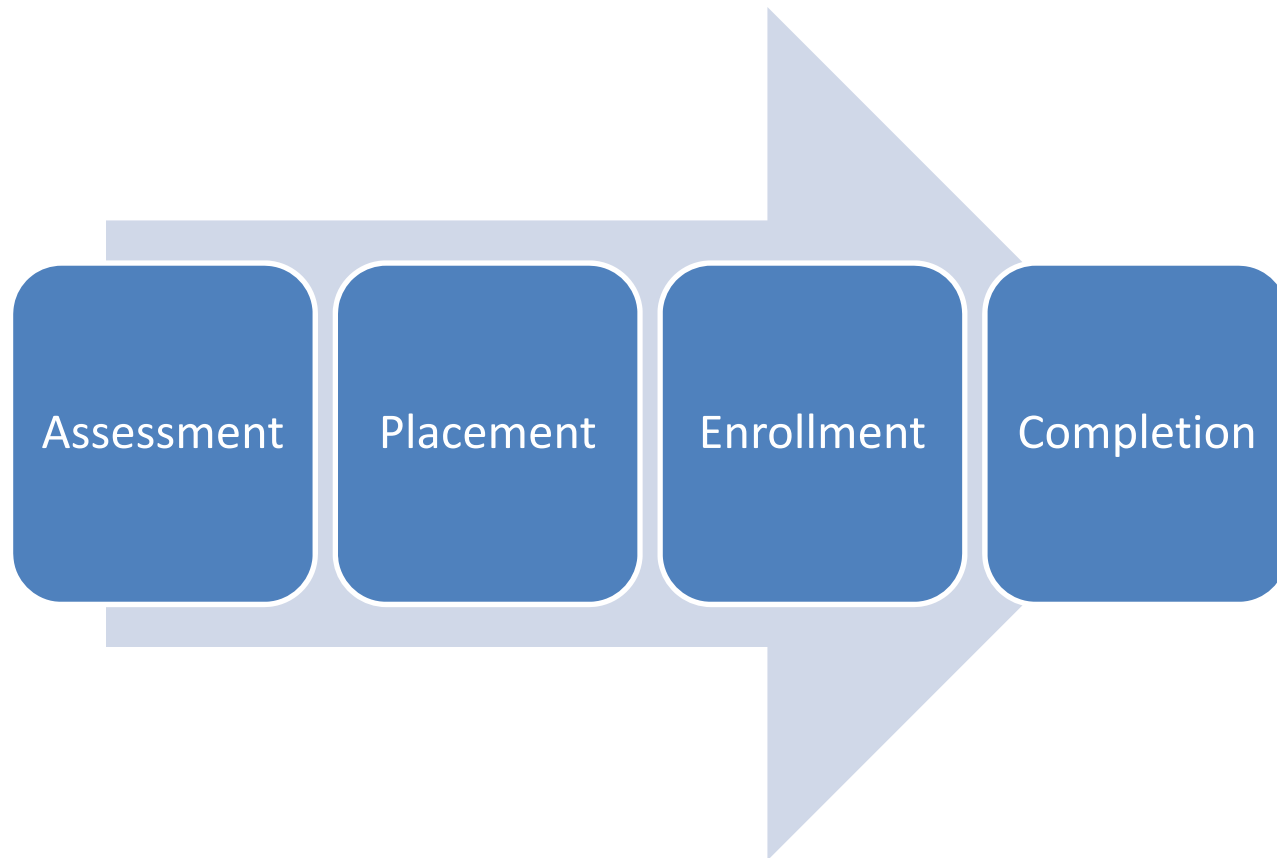
Most Fail to “Get Past Go”

Progress on Remedial Sequence of ATD Students After 1 Academic Year



Bailey, et al, 2008

The Remedial Education Sequence



The Goal:

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



Using policy to improve developmental education and increase college success

Assessment/Placement strategies

- Standardize assessments and cut scores
- Conduct secondary or diagnostic assessments to pinpoint deficiencies
- Collaborate with K-12 to do early assessments
- More effectively communicate assessments, cut scores and implications to prospective students

Critical Questions: Assessment - Placement

Should you:

1 = Not Important, 5 = Very Important	Average
Require a diagnostic assessment to pinpoint deficiencies?	4.17
Consider a common assessment for all institutions?	3.96
Require all students to be assessed?	3.96
Require all students below the cut score be placed in remedial education?	3.96
Consider a cut score that fully exempts students from remedial education?	3.89
Have common cut scores for all institutions?	3.87
Increase your cut scores?	3.15



Using policy to improve developmental education and increase college success

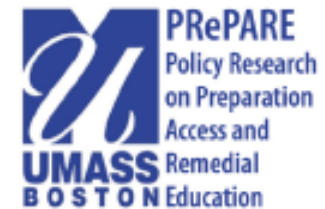


Using policy to improve developmental education and increase college success

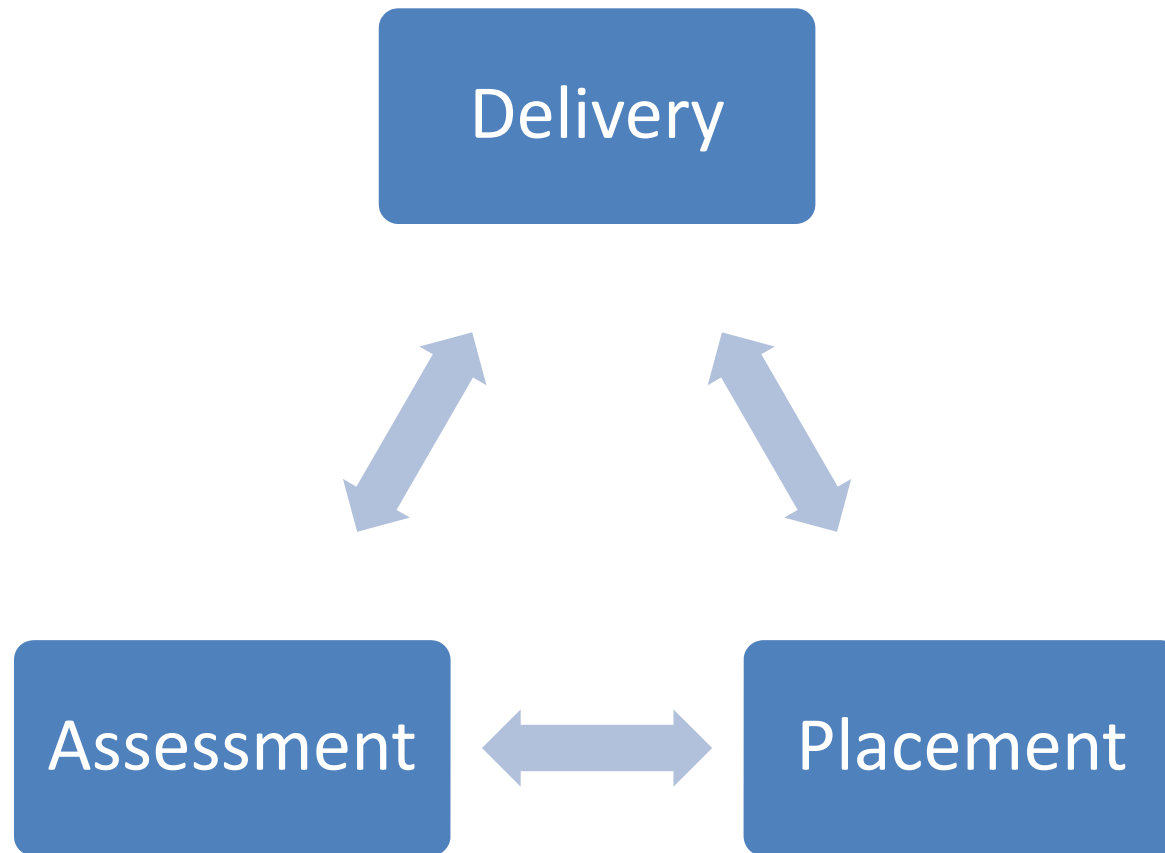
Instructional Delivery: From Competencies to Completion



KNOWLEDGE
IN
THE PUBLIC
INTEREST



Aligning Delivery with Assessment and Placement



Instructional Delivery Strategies

- Articulating competencies
- Modularize the curriculum
- Matching 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)



Using policy to improve developmental education and increase college success

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!



Using policy to improve developmental education and increase college success

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)



Using policy to improve developmental education and increase college success

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.



Using policy to improve developmental education and increase college success

Critical Questions: Delivery

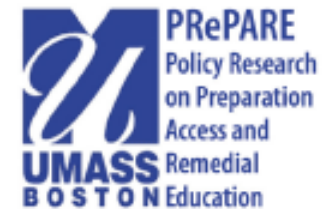
Should:

	Average
There be defined competencies that students must demonstrate to complete remedial education?	4.39
Policy articulate the need for differentiated delivery models depending on placement level?	3.80
Adult basic education align with remedial education programs?	3.74
Institutions to customize instruction to address specific student deficiencies?	3.69
Instruction only be delivered on the competencies required for a student to enter their desired academic program?	3.52

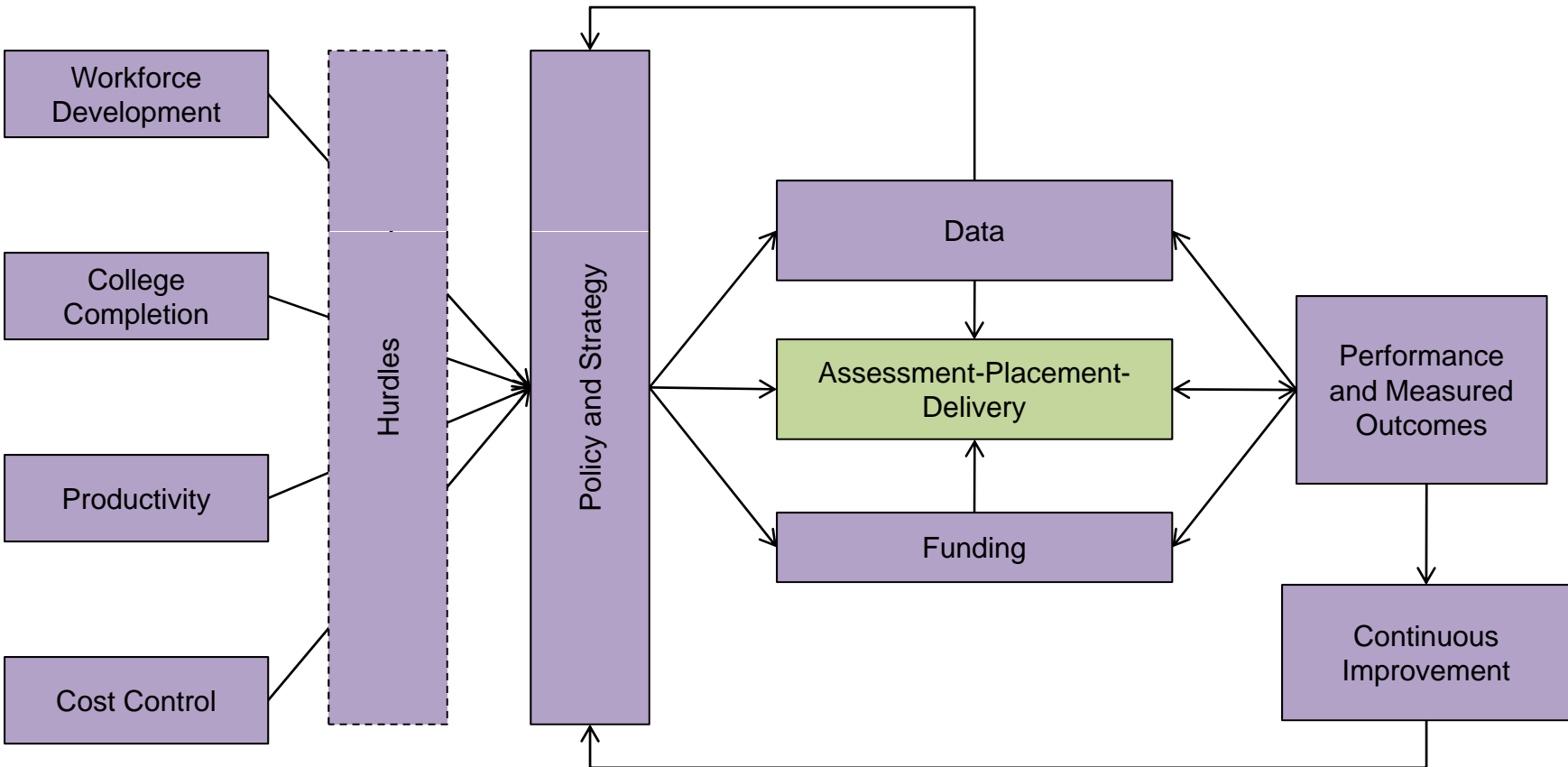


Using policy to improve developmental education and increase college success

Accountability and Continuous Improvement



Remedial Education Policy Framework



Using policy to improve developmental education and increase college success

Goal:

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

Accountability/Continuous Improvement Strategies

- State/system strategic plans with performance benchmarks
- Track momentum points and completion
- Institutional plans, system goals
- Continuous improvement strategy at system and institutional level
- Performance funding

Critical Questions: Accountability

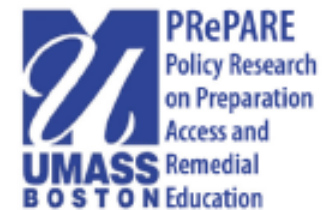
Should you(r):

	Average
System or state measures of effectiveness include remedial education indicators?	4.07
Require institutions to submit implementation plans for remedial education?	3.93
Require campuses to reform the delivery of remedial education if they don't achieve system or state benchmarks?	3.91
Incorporate indicators related to remedial education in performance funding models?	3.46



Using policy to improve developmental education and increase college success

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*

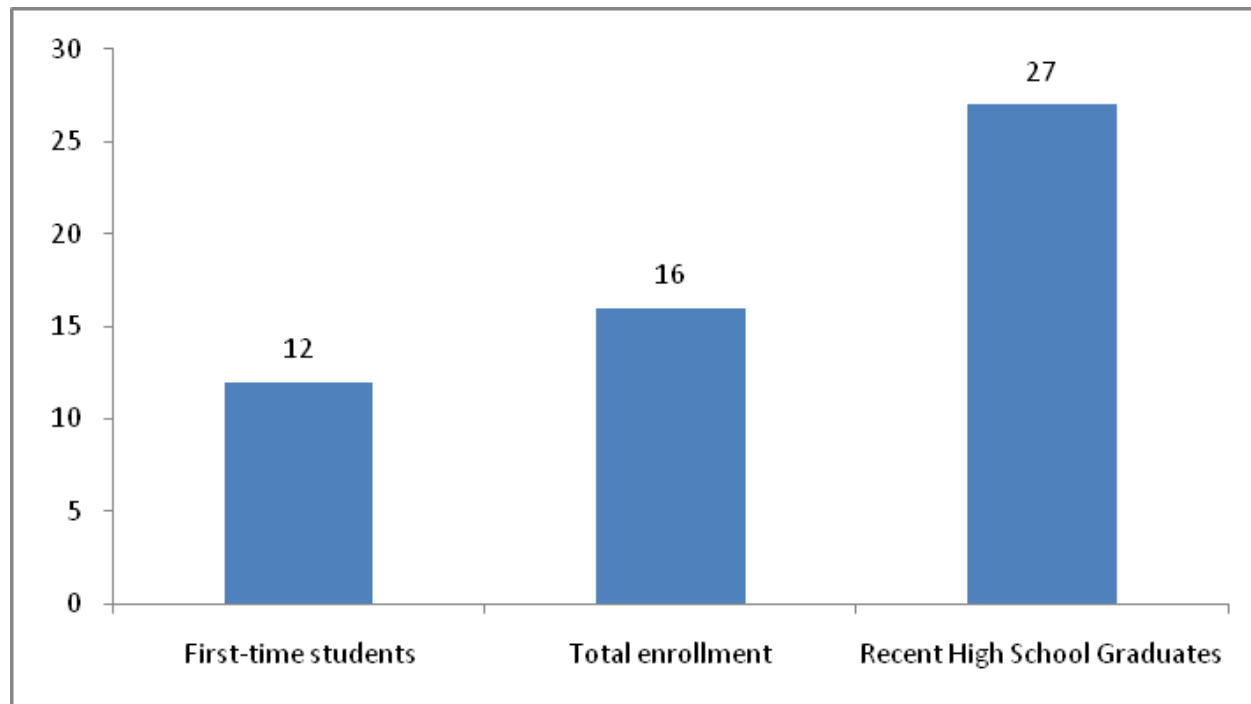
How well are they performing?

- % Complete sequence in one academic year.
- % Complete first college-level course
- % Transfer or enter degree program
- % Graduate in 150% time



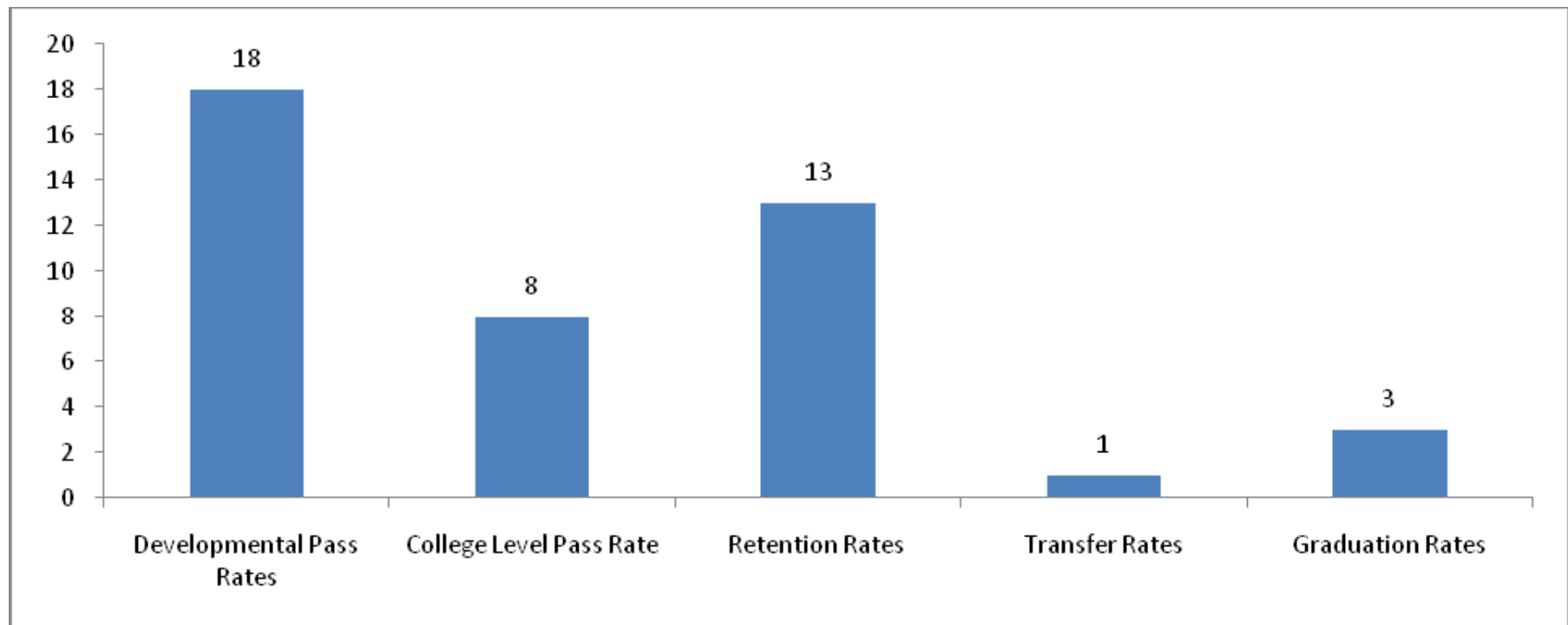
Who is in Developmental Education?

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



Critical Questions: Data and Reporting

Should you:

	Average
Track data on the success of remedial education students?	4.78
Track data on ALL students in remedial education?	4.70
Generate a state report on participation and success of remedial education?	4.39
Use your data on the success of students in remedial education to drive continuous improvement?	4.63
Track data on the cost of remedial education?	4.15
Publish individual high school/district reports on graduates' participation in college remedial courses?	3.65

GettingPastGo.org

The screenshot shows a Mozilla Firefox browser window displaying the Getting Past Go website. The browser's address bar shows the URL <http://gettingpastgo.org/>. The website's header features the logo "Getting Past Go" with the tagline "Using policy to improve developmental education and increase college success". A navigation menu includes links for Home, About, Policy Database, Policy Levers, Resources, Community, and Blog. A search bar is located on the right side of the navigation menu. The main content area features a large image of a young man with glasses looking out a window. Below the image is the article title "Join the Discussion on the Florida Postsecondary Education Readiness Test (PERT)" and the date "November 30, 2010". The article text invites users to join a post-webinar discussion on December 2 at 2:30 pm eastern. A "Continue reading" link is provided. On the right side of the page, there are several sections: "Supporting documents for the 12/2/10 Webinar are HERE", "State Sites" with a "Featured State - Tennessee" and a Tennessee state flag image, a "Select Getting Past Go Site..." dropdown menu, "Research the Getting Past Go Database at Socrata" with a link to gettingpastgo.socrata.com, and "Policy Lever Groups" with sub-links for "Assessment and Placement" and "Instructional Delivery". A vertical "feedback" button is located on the right edge of the browser window. The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the time 2:17 PM.

Getting Past Go State Pages

The screenshot shows the Getting Past Go Tennessee website. The browser window title is "Tennessee | Getting Past Go - Mozilla Firefox". The address bar shows "http://gettingpastgo.org/tennessee/". The website header features the "Getting Past Go" logo and the text "Using policy to improve developmental education and increase college success". The navigation menu includes "Home", "Policy Levers", "Community", and "Blog". A search bar is located on the right side of the navigation menu.

Below the navigation menu, the page content is divided into several sections:

- You are here: Home**
- Getting Past Go - Tennessee**
- Key statistics**
- State Sites**
- Featured State - Tennessee**
- Recently Active Members**

Rate of credential completion for students with ACT score 13 or below	Remediation Rate Community Colleges	Baccalaureate Graduation Rate	Associate Degree Graduation Rate	Percent of Adults, 25-64, with an Associate degree of higher
3.8%	66%	51.30%	29.60%	31.27%

Tennessee has been actively engaged in the reform of remedial education for the past four years through a variety of initiatives. The Tennessee Board of Regents [Developmental Studies Redesign Initiative](#) has resulted in a new system-wide policy for the delivery of what they are terming "learning support" for students who are assessed and determined to need some level of academic instruction before being admitted to college-level coursework in their areas of deficiency. The policy will create greater accountability for success of students who require learning support by requiring all campuses to submit three-year



Done

Start | 2 M... | iTunes | 3 F... | Twe... | Micr... | 2 W... | Search Desktop | 2:19 PM

Getting Past Go State Database

Getting Past Go | Public Education Data - Mozilla Firefox

http://gettingpastgo.socrata.com/

Home Getting Past Go Hello, Bruce Vandal Administration Sign out

It looks like your domain is not configured yet.
Please visit the administration panel and choose some content to be featured right here.

Search & Browse Datasets and Views Most Relevant

	Name	Popularity	Type
1.	State Developmental Education Policies Education policy, comprehensive, remedial education, higher education, community colleges Summaries of State Policies on Developmental Education. Sortable by policy level, policy type, year, state and agency	636 views	PDF
2.	Assessments and Placement Cutscores Education assessment, placement, cut scores, remedial education, math, reading, writing, english Assessments and Cut Scores used to place students into developmental education	619 views	PDF
3.	Tennessee Education policy, comprehensive, remedial education, higher education, community colleges Summaries of State Policies on Developmental Education. Sortable by policy level, policy type, year, state and agency	671 views	PDF
4.	State and System Reports by Datapoints Education reports, data, participation, completion, college success, cost, productivity State and System Reports on Developmental Education by major datapoints to include: participation, completion of developmental education courses,	125 views	PDF
5.	Developmental Education Assessment, Placement and Completion Requirements Education placement, completion, assessment, remedial education, developmental education State and System Policies for Assessment, Placement and Completion of Developmental Education	134 views	PDF
6.	Instructional Delivery Strategies Education instruction, interventions, developmental education, remedial education, postsecondary, higher education, delivery Database of policies that outline specific strategies for serving students enrolled in developmental education.	26 views	PDF
7.	State and System Developmental Education Reports Education reports, data, participation, completion, college success, cost, productivity Summaries of state and system reports on student participation, completion and subsequent success in higher education for students placed into	68 views	PDF
8.	Accountability Education cost, accountability, performance, measures, benchmarks, continuous improvement, plans State and system policies for holding institutions accountable for the delivery of developmental education. Includes performance measures, continuous	50 views	PDF
9.	Institutional Limits for Delivery of Developmental Education Education limits, four-year institutions, funding Policies limiting institutions ability to deliver developmental education. Includes restrictions to four-year institutions to delivery developmental education.	52 views	PDF
10.	Tennessee Remedial Education Reports Education reports, data, participation, completion, college success, cost, productivity State and System Reports on Developmental Education by major datapoints to include: participation, completion of developmental education courses,	71 views	PDF

1 2 3 4 5 6 7 8 9 ...

Done

Start iTunes 3 F... 2 W... Search Desktop 2:23 PM



Using policy to improve developmental education and increase college success

View State Policies

The screenshot shows a Mozilla Firefox browser window displaying the 'State Developmental Education Policies' page. The browser's address bar shows the URL: <http://gettingpastgo.socrata.com/Education/State-Developmental-Education-Policies/Szve-3pvy>. The page header includes the 'Getting Past Go' logo and navigation links: Home, Getting Past Go, Hello, Bruce Vandal, Administration, and Sign out. Below the header, there is a search bar and a 'Find in this Dataset' option. The main content area displays the following policy details:

Regulatory System/Agency	Florida Department of Education
State	Florida
Policy Name	Common placement testing for public postsecondary education
Policy link	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.30.html
Policy Citation	Florida Statutes 1008.30
Year	2008
Policy Level	State
Institution Type	All Institutions

Policy Overview Requires common placement test that can be given to high school and college students. Will be aligned with K-12 standards, outlines provisions to allow high school students to enroll in dual enrollment, indicates which institutions can offer developmental education, asks postsecondary institutions to partner with high schools for early assessments and interventions. Prevents four-year institutions, with exceptions, from providing developmental education. Four-year institutions can enter into contracts with community colleges for developmental education.

At the bottom of the page, there is an 'Edit Layout' button and a pagination indicator showing 'Viewing row 16 of 201'. The footer includes the copyright notice '© 2010 Education Commission of the States', links for 'Education Commission of the States', 'Privacy Policy', and 'Contact Us', and a 'Powered by Socrata' logo. The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the time '2:25 PM'.

Discussion Forums

The screenshot shows a Mozilla Firefox browser window displaying a forum page. The browser's address bar shows the URL: <http://gettingpastgo.org/groups/common-core-assessment-group/forum/topic/developing-a-common-core-aligned-assessment/>. The forum page title is "Developing a Common Core Aligned Assessment (27 posts)".

Navigation links include: ← Group Forum, Group Forum Directory, [Edit Topic](#), [Sticky Topic](#), [Close Topic](#), and [Delete Topic](#).

The first post is by Lisa Levinson, dated 1 week ago, with the text: "Join the discussion about developing this assessment." Below this, it lists experts: "Our Experts on this topic leading this discussion are: Mr. Matthew Schultz, Director of Psychometric Services, McCann Associates" and "John Hughes, Associate Vice Chancellor for Evaluation, Division of Florida Colleges, Florida Department of Education".

The second post is by John Hughes, dated 5 days, 1 hour ago, with the text: "Hi All".

The third post is by susan, dated 5 days, 1 hour ago, with the text: "John Would Accuplacer have worked with FL to adapt to your needs?".

The fourth post is by John Hughes, dated 5 days, 1 hour ago, with the text: "We asked in our ITN for vendors to 'customize' their test to our competencies. Only".

A vertical "feedback" button is visible on the right side of the forum content area.



Using policy to improve developmental education and increase college success

For More Information

Bruce Vandal

bvandal@ecs.org

<http://GettingPastGo.org>



Using policy to improve developmental education and increase college success