



*National Center for
Developmental Education*
www.ncde.appstate.edu

Developmental Education: What Makes a Difference and How Much Difference Does it Make?

**Presented to the Michigan Developmental
Education Consortium**

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The Perfect Storm Striking Developmental Education



There are economic, political, and social elements contributing to the current trend of remediation bashing and developmental education reform efforts.

The storm components



- Public concerns over the increasing cost of higher education.
- Business and industry concerns over the availability of trained college graduates for the workforce.
- Family concerns over the amount of debt students incur as a result of attending college.

The storm components



According to the College Board...

- The annual cost of attending a 4-year public college has increased by 214% in the last 20 years.
- The annual cost of attending a 2-year community college has increased by 165% in the last 20 years.

The storm components



According to the Georgetown Center on Education and the Workforce...

the labor pool will be 3,000,000 short of the number of associate + degree holders needed to maintain the economy and reduce income inequalities by 2018.

The storm components



According to the Institute for College Access and Success...

- The average debt load of a 2014 college graduate was almost \$29,000.
- In 2015 total college student debt reached over 1 trillion dollars.



Who graduates from college?

- **77%** of students from the top income quartile graduate from college by age 24.
- **9%** of students from the bottom income quartile graduate from college by age 26.

The Bottom Line

- **America's largest untapped resource is its poor.**
- **We need to get more of the poor through college.**
- **We need to do it faster.**

Developmental Education Is...

The integration of courses and support services guided by the principles of adult learning and development.

Saddlemire, 1975; Cross, 1976, Casazza & Silverman, 1996; Boylan & Bonham, 2014

The reform movement...

- Specifically attacks stand-alone remedial courses.
- It does not attack what professionals in the field know as developmental education.

Complete College America

- **Advocates the elimination of remedial courses and**
- **Promotes co-requisite remediation.**
- **Reports that students in co-requisite remediation complete college English at twice the rate of those enrolled in a traditional sequence of English remediation.**



The National Center for Academic Transformation advocates...

- **The Emporium Model** – emphasizes more time on task, individualized instruction, and the use of computer software to teach material to students.
- **Claims to increase remedial math completion by 51%.**

The Community College Research Center advocates...

- **Guided pathways** – provides students with clear and specific career and disciplinary pathways guided by intrusive advising. Not sufficient data available to evaluate at present.
- **Integrated reading and writing** – reading and writing used to reinforce each other in the same remedial course. Although students made gains in reading and writing, they were still not college ready in these two subjects.

The Community College Research Center advocates...

- **Accelerated learning** – any one of a number of techniques designed to reduce the amount of time spent on remediation. Reports 8% improvement in Virginia through modular math.
- **Multiple measures** – the use of high school grades to place students in courses. Reduces placement in remedial courses by up to 60%. Increases completion as well as failure rates.

CUNY Accelerated Study in Associate Programs (ASAP)

- Provides financial supports (subway fair, stipends for books, free tuition & fees.
- Provides comprehensive and intrusive academic advising, career counseling, and mentoring.
- Provides systematic tutoring.

CUNY Accelerated Study in Associate Programs (ASAP)

- Provides preferential registration to accommodate life schedules.
- Provides counseling and support services to facilitate transition to 4-year institutions or the work force.

CUNY Accelerated Study in Associate Programs (ASAP)

- **63% of ASAP students earned an associate degree or transferred to a university within three years.**
- **48% of developmental students earned an association degree within three years.**
- **ASAP students graduate at twice the rate of non-ASAP students.**



The Reforms that Work Best...

- **Combine courses and support services.**
- **Attend to both affective and cognitive domains.**
- **Take students' life circumstances into consideration.**
- **Involve faculty.**



So what do we need to do?

- Evaluate your own outcomes.
- Advocate with campus policy makers.
- Advocate with legislators.
- Be a participant in change, not a victim of it.



So what do we need to do?

Decide where to draw the line!

- **Reject any reform that reduces access.**
- **Reject any reform not grounded in learning theory.**
- **Reject any reform that does not include professional development.**



So what do we need to do?

- **Reject any reform that does not consider the needs of minority, first generation, and low income students.**
- **Reject any reform that does not include a plan to evaluate its efficacy.**

Teddy Roosevelt said...

- Do what you can
- With what you have
- Where you are.



A vibrant rainbow arches across a blue sky filled with white, wispy clouds. Below the rainbow, the calm surface of a blue ocean reflects the colors of the spectrum. The overall scene is bright and cheerful.

Have a good Day!