



National Center for Postsecondary Research
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REPLACING REMEDIATION WITH READINESS

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RETHINKING “REMEDIAL”

- Current definition is deficit-driven and specified by a very few data points, sometimes only one data point
- All students who fail to exceed the cut point are assumed to be unprepared to succeed in college
- By extension, all students who are “non-remedial” are presumed to be college ready
- Neither of these assumptions is strictly true
- If the focus remains on reducing the remedial rate, the larger issue of being college ready will never be engaged
- Instead, if each student is considered to be both ready and not ready for college to varying degrees, a rethinking of “remedial” becomes necessary

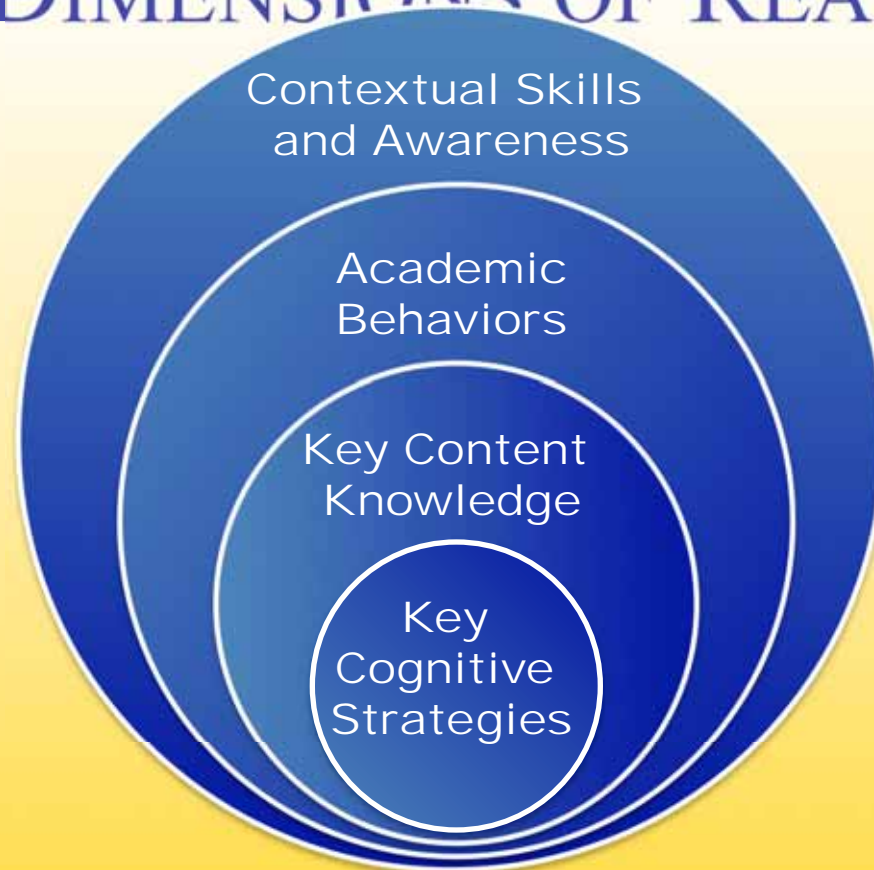


WHAT CONSTITUTES READINESS?

- Studies of entry-level college courses contrast *eligible* with *ready*
 - Eligibility is not designed to gauge readiness
- College is much different from high school in significant ways that are not fully accounted for by state standards and assessments, HSGPA, and entrance exams
- Readiness consists of four key dimensions, not simply content knowledge



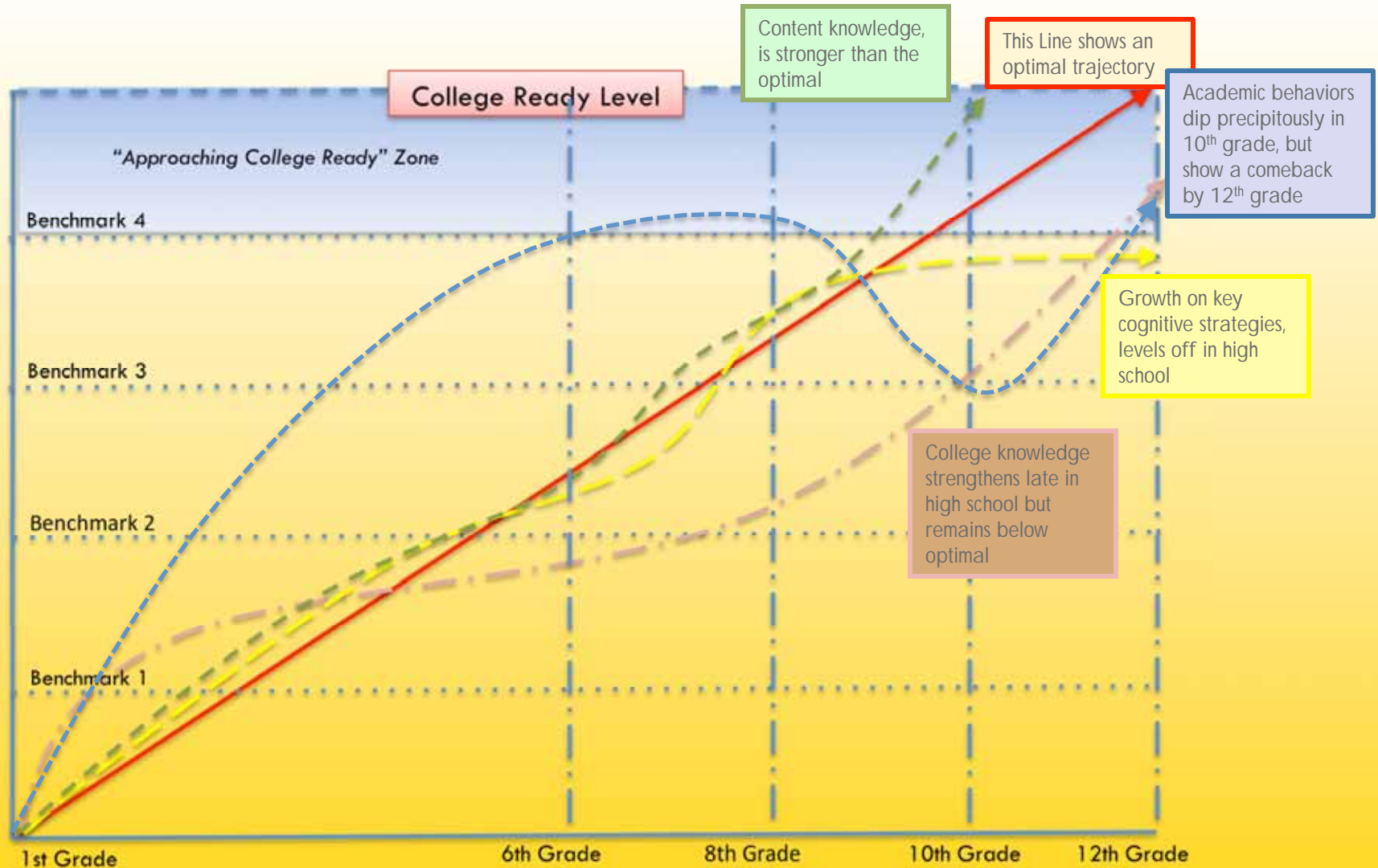
FOUR DIMENSIONS OF READINESS



Conley, D. (2007). *Redefining College Readiness*. Eugene, Oregon:
Educational Policy Improvement Center



TRACKING READINESS FOR AN INDIVIDUAL STUDENT



This student is likely to have a GPA and test scores that make her or him eligible for college. However, the student may nevertheless struggle in entry-level courses.



THE PLACEMENT TEST PROBLEM

- Two basic types: commercial, home-grown
- May be subject to misclassification errors near the cut scores
- Not necessarily representative of the full skill set students need for success in most entry-level courses
 - E.g., specialized reading skills and strategies, data analysis and interpretation
- Overemphasized by policymakers as a measure of readiness



STUDENT READINESS PROFILES

- In place of remedial/not remedial
- Each student would have a profile
- Profiles would gauge readiness in all four dimensions
- Colleges would use profile data to provide necessary support services to incoming students
- Individual students would use profiles to identify services they needed



EXAMPLE DATA FOR PROFILE

- Content knowledge
 - Consortia assessments of Common Core
 - State end-of-course exams
 - Better placement tests
 - Better hs and college in-class measures
- Key cognitive strategies
 - Complex in-class tasks and assignments
 - Culminating projects with specified criteria
 - Diagnostic tasks as a placement component



EXAMPLE DATA FOR PROFILE

- Academic behaviors
 - Teacher reports
 - Student self-reports
 - Inferred from complex tasks, assignments
- Contextual skills & awareness
 - Knowledge tests, required website tutorials
 - Student self-reports
 - Inventories of support services accessed



IMPLEMENTATION CHALLENGES

- Wider range of data in all four dimensions
- Ability to transmit data from secondary to postsecondary system
- Institutional commitment to use profile data as framework for support services
- Expectation or requirement for students to access support services
- Student willingness to use profile to enhance readiness



OTHER USES

- Comprehensive profiles offer much better data on readiness for policymakers
- Profiles promote better connections between high schools and colleges
- Postsecondary faculty can refer to class profiles when designing and adapting courses to meet student needs
- Profile can also set the baseline for the value-added of postsecondary programs



MORE INFORMATION

Download event materials and learn how to participate in the online follow-up discussion:

[www.PostsecondaryResearch.org/
conference/afterevent.html](http://www.PostsecondaryResearch.org/conference/afterevent.html)

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