



National Center for Postsecondary Research

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# **The Problem with Developmental Education and the Structure of the Conference**

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# NATIONAL CENTER FOR POSTSECONDARY RESEARCH

- Funded by the Institute of Education Sciences, U.S. Department of Education and other funders
- Partnership between Teachers College, MDRC, the Curry School at UVA, and faculty and students at Harvard
- Primarily focused on remediation and the high school to college connection
- July 1, 2006 to June 30, 2012
- Second in a series of conferences (last one Sept 2010)

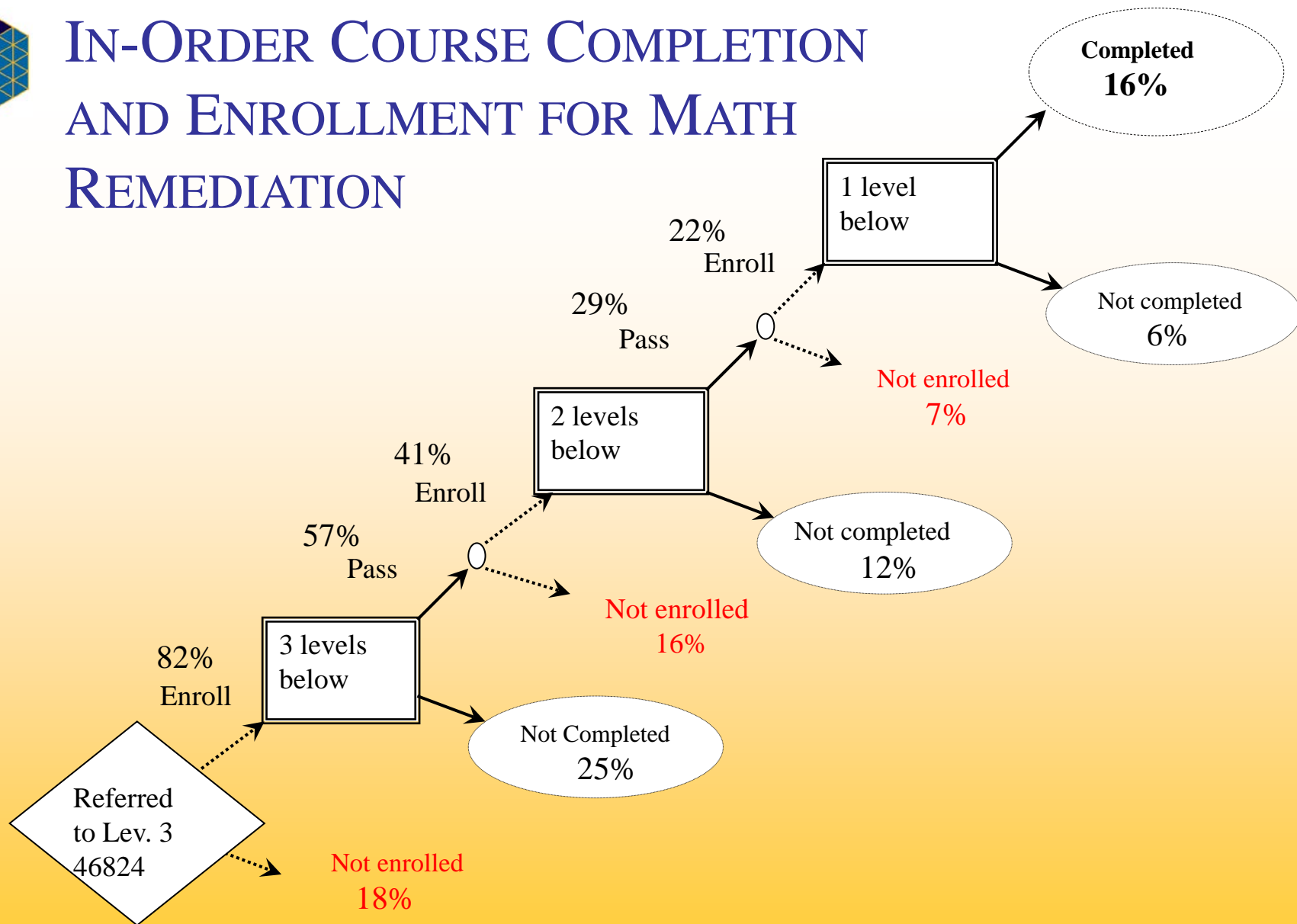


# DEV ED BASICS

- Most CC students do not complete their dev ed sequences
- Dev ed does not improve student outcomes, especially for stronger students
- The HS/CC connection is weak (high incidence)
- The assessment system needs reform
- Short-term focused reforms have modest positive effects that fade
- Educators are turning to more ambitious and comprehensive reforms



# IN-ORDER COURSE COMPLETION AND ENROLLMENT FOR MATH REMEDiation





# COMPLETION OF DE SEQUENCE AND 1<sup>ST</sup> COLLEGE LEVEL COURSES (MATH) (NOT CAUSAL)

<b>Referred Level</b>	<b>Completed DE Sequence</b>	<b>Complete Gatekeeper</b>
All Levels	30%	16%
1 Level Below	45%	21%
2 Levels Below	29%	15%
3 Levels Below	15%	8%



# EFFECT OF DE

- Mostly no or negative effects at the dev ed cutoff (Bettinger and Long; Calcagno and Long; Martorell and McFarlin; Scott-Clayton and Rodriguez)
- Varied but still mostly no or negative effects at lower levels (Boatman and Long; Melguizo et al.; Dadgar; Hodara; Hodara and Jaggars)



# CONCEPTIONS OF DE

- Development—Overcomes past academic weaknesses
- Discouragement—Causes students to exit
- Diversion—Consider the intrinsic value of dev ed



## SESSION 2: FOCUSED REFORM OF DE

- Learning Communities
- Many models of acceleration
- Integration with college-level courses
- Use of technology—especially for math





# SESSION 3: HIGH SCHOOL COLLEGE CONNECTION AND ASSESSMENT

- Most CC entrants are ill-prepared
- Many efforts to strengthen the HS/CC relationship
  - Dual enrollment, high school/CC partnerships, summer bridge programs, early assessment
- Thwarted by lack of a consensus about what constitutes “college ready”
- Problems reflected in the turmoil over assessment



# ASSESSMENT

- No consensus (Common Core?)
- No obvious cutoff point
- Weak diagnostic characteristics
- No focus on non-cognitive skills
- Significant misplacement, especially underplacement



# THREE TENSIONS IN DE REFORM

- Autonomy versus consistency
- Efficient versus effective assessment
- Supporting progression versus maintaining standards
  
- Consider negative side effects of DE



# SESSION 4: COMPREHENSIVE REFORM

- Scaling up small pilots
- Connecting dev ed to college-level programs—focus on the entire student experience
- Institution-wide reform—“innovating at scale”
- Comprehensive state-wide dev ed redesigns



# CONFERENCE AGENDA

- Agenda
  - Discrete Reforms of Developmental Education
  - Assessment and Strengthening the Relationship between High School and College
  - Comprehensive, College-Wide, and State-Wide Reforms
- Research plenary and practical break-outs



# MORE INFORMATION

Download event materials and learn more at  
[www.PostsecondaryResearch.org](http://www.PostsecondaryResearch.org)

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