

10-Year Roadmap Development

Challenge Area

**Student Readiness:
Remedial Postsecondary Education**

Washington Student Achievement Council

March 26, 2013

Prepared by Noreen Light, Council staff

Panelists

- **Gillies Malnarich, Co-Director, The Washington Center**

Underlying issues and national perspectives on remedial (developmental) education for recent high school graduates and older, returning adult students

- **Bill Moore, Policy Associate, State Board for Community and Technical Colleges**

Work underway in Washington State, including precollege math and English projects, and implementation of the Common Core State Standards

- **Randy Dorn, Superintendent of Public Instruction**

Potential impact of fully funding Basic Education on reducing the need for remedial education for recent high school graduates, and current efforts underway in the K-12 system to increase successful transitions for students to postsecondary pathways in education and careers

- About 3 out of 5 recent high school graduates who enter the community and technical college system enroll in remedial/precollege courses in English, mathematics, or both.
- Returning adult students often require brush-up coursework or precollege coursework.
- Students who arrive unprepared for college-level work are less likely to complete certificates and degrees.
- By 2020, 64% of jobs, nationwide, will require postsecondary education.

Strategies

- Reduce the number of students requiring remedial (precollege) coursework
- Accelerate the progression of students in precollege courses into college credit-bearing coursework





STUDENT READINESS

REMEDIAL POST SECONDARY EDUCATION

“Everyone is entitled to an education of quality.”



GILLIES MALNARICH, CO-DIRECTOR, WASHINGTON CENTER FOR
IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION
THE EVERGREEN STATE COLLEGE



- ⇒ Every child and adult will be able to succeed in his and her education
- ⇒ State's employers will have confidence in the availability of a well-trained and qualified workforce
- ⇒ State's policy-makers and taxpayers will have confidence in our plan and use of scarce resources

Critical Crossroads: A Call for Action, December 2012
The 2012 Strategic Action Plan for Educational Attainment
WASHINGTON STUDENT ACHIEVEMENT COUNCIL

READINESS



Reframing

STUDENT READINESS

REMEDIAL POST SECONDARY EDUCATION



DEVELOPMENTAL EDUCATION

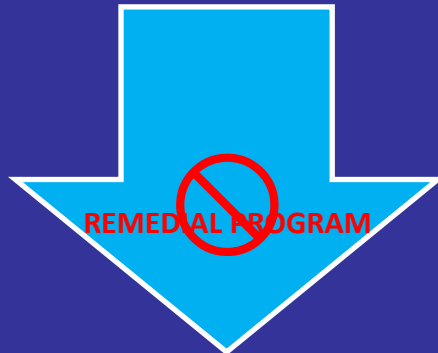


COLLEGE READINESS INTEGRATED WITH
COLLEGE-LEVEL STUDIES

FROM A REMEDIAL TO A DEVELOPMENTAL PARADIGM



“... give attention to fullest possible development of talent and to develop strengths as well as to correct weaknesses”



“... overcome academic deficiencies”

~ K. Patricia Cross. 1976. *Accent on Learning: Improving Instruction and Reshaping the Curriculum*



COLLEGE READINESS

INTEGRATED WITH COLLEGE-LEVEL STUDIES

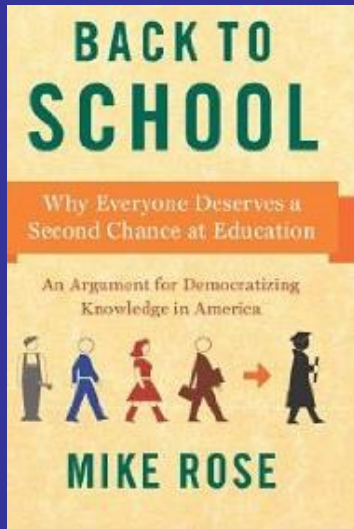
Get better at doing college-level work
by doing college-level work

Engagement + persistence = SUCCESS
Success after success = GRADUATION

CHALLENGE AND OPPORTUNITY: Rethinking the Role and Function of Developmental Education in Community College

~ Thomas Bailey, November 2008, CCRC Working Paper No. 14

1. Rethink assessment
 - ⇒ shift from placement management to diagnosis/analysis of needs
2. Abandon dichotomy between developmental and college-ready students for a wide range of students above and below current cutoff scores
 - ⇒ shift from stand-alone classes to integrated/contextualized curriculum
 - ⇒ turn generalized academic support into targeted support
3. Minimize time necessary to prepare students whose skills are weak for entry into college-level courses
 - ⇒ shift from stand-alone developmental courses to integrated curriculum
 - ⇒ use college-level material tied to areas of interest/intended pathways



“One of the great achievements of American higher education, an achievement uniquely ours, is its continued drive—not without conflict and contradiction—toward wider and wider inclusion. The community college has been especially valuable here, for over time it has achieved a remarkable level of access, open to all, often called “the people’s college.”

What has become increasingly clear over the past few decades, however, is that access is a necessary but not a sufficient condition for achieving a robust and democratic system of higher education. It is not enough to let people in the door; we have to create the conditions for them to thrive once inside.”

~ Mike Rose, 2012

COLLEGE READINESS OR BEING “PREPARED” FOR COLLEGE

HIGH SCHOOL GRADUATES

1st generation



- align graduation standards with college-readiness skill sets
- use multiple measures to assess student strengths
- require academic advising for all students every term
- end remedial de-contextualized dev ed coursework

RETURNING TO LEARNING

2nd chance

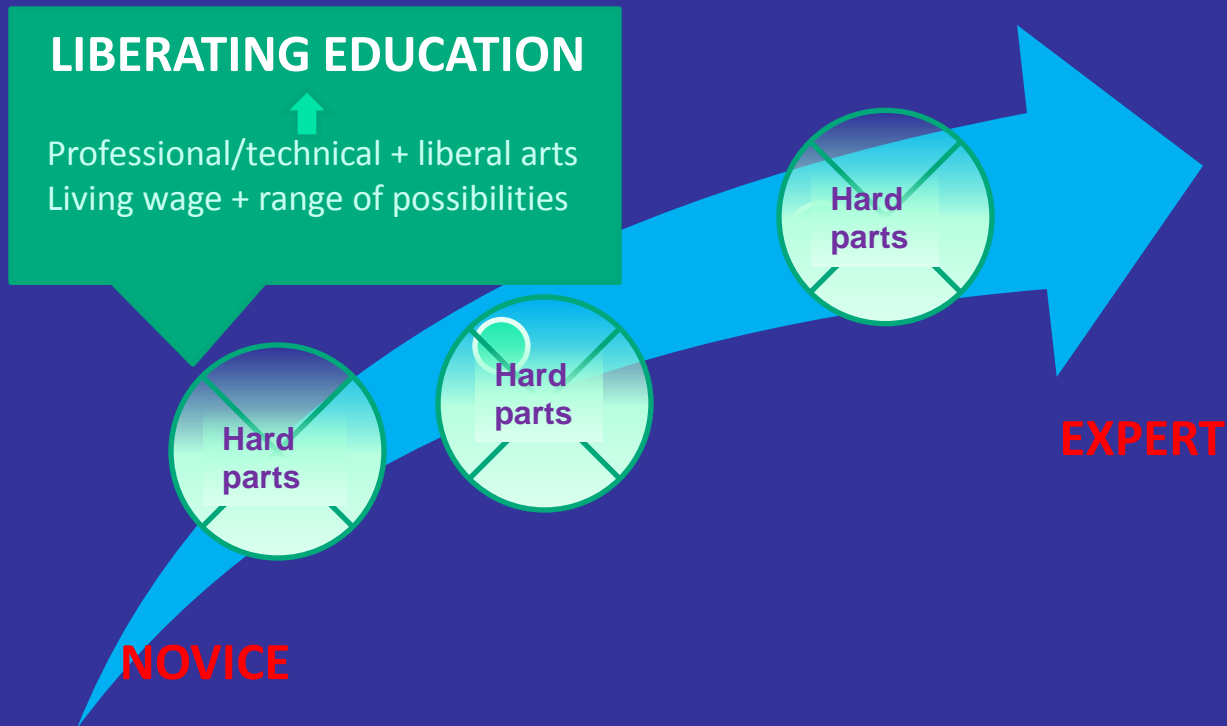


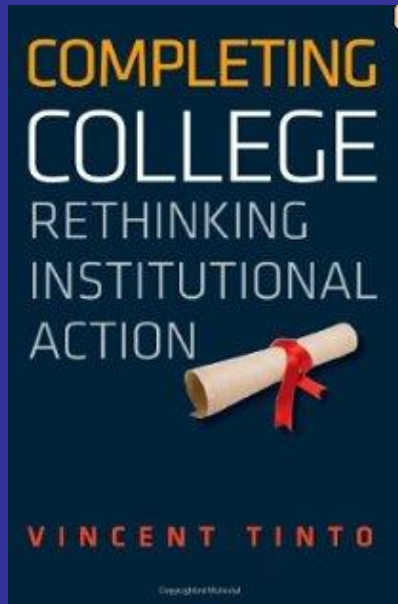
- use contextualized assessments to analyze learning needs
- embed academic support in program work
- design learning communities tied to educational pathways
- integrate reading, writing, & mathematics in curriculum



- ⇒ Adopt a developmental, learning-how-to-learn framework for all students
- ⇒ Implement an educational pathway approach to curricular redesign

HIGH EXPECTATIONS RIGOROUS CURRICULUM
LEARNING IN COMMUNITY





“The classroom is the building block upon which student retention is built and the pivot around which institutional action for student retention must be organized.

... If we hope to make significant gains in retention and graduation, institutions must focus on the classroom experience and student success in the classroom and align classrooms one to another in ways that provide students a coherent pathway that propels them to program completion.

In doing so, institutions must also focus on the acquisition of knowledge and skills students require for life after college. Lest we forget, the goal of retention is not only that students stay in college and graduate, but that they learn while doing so.”

GILLIES MALNARICH, CO-DIRECTOR

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Re-Thinking “Remediation” in Washington Community & Technical Colleges: What We’re Doing, What We’re Learning

Dr. William S. Moore

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What We're Doing

Direct to
College

- Better K-12 alignment
- Better placement assessment process

Co-
Enrollment

- Linked courses
- “Just-in-time” support

Targeted
Content

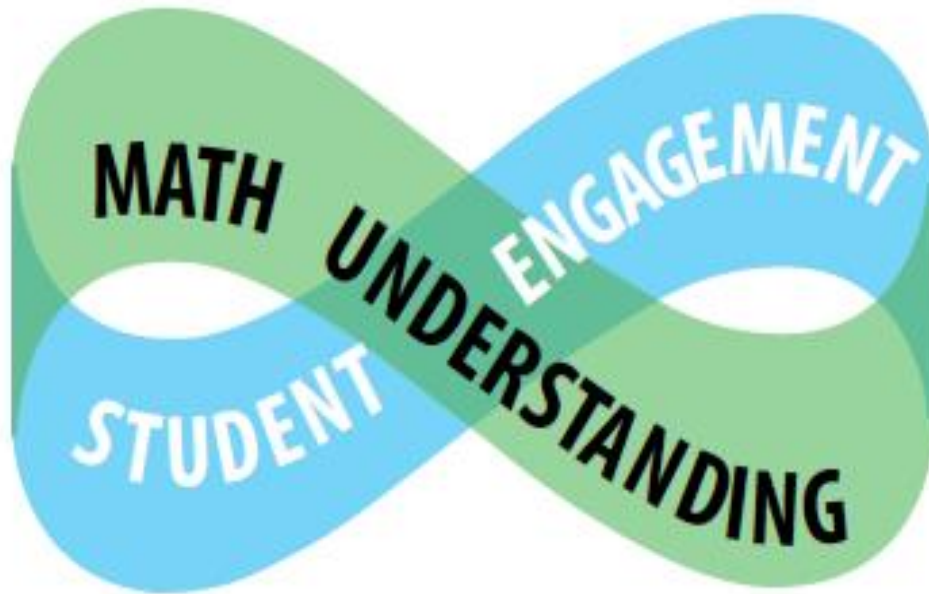
- Contextual learning
- Modules & pathways

Acceleration Strategies for College-Level Success

What We're Learning

Student Completion Initiative

Re-Thinking Precollege Math Project



I-BEST Pathways



A person wearing a white shirt and glasses is writing on a chalkboard. The chalkboard is filled with mathematical content. At the top left, it says 'Calderón problem' and 'Continuum'. Below that is a diagram of a domain Ω with a boundary $\partial\Omega$. To the right, there's a boxed section titled 'The crucial definition' containing the equation $\gamma(\epsilon) = -\frac{1}{10} \log$. Below this, there's more text: 'and $\gamma \equiv 1$ '. At the bottom, there's a large equation:
$$b(k) = \begin{cases} \int_{\partial\Omega} e^{ikx} (\chi_1 - \chi_2) \psi_b dS & \text{for } |k| < \frac{1}{2} \end{cases}$$

Changing Classrooms, Not Just Courses



Professional Learning as "Open Source Teaching"

A photograph of a lush tropical garden. A path made of dark, rectangular stone slabs is set into a bed of light-colored gravel. The path leads from the foreground into the background, flanked by dense, vibrant foliage. On the left, there are large green leaves and bright red flowers. On the right, there are more green plants and a large, bright red flower with a yellow center. The background shows more greenery and a glimpse of a blue sky.

**“...How
does
your
garden
grow?”**