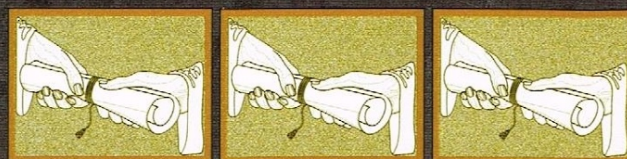


Reflections on the Past, New Directions for the Future

Thomas Bailey, President, Teachers College, Columbia University
George and Abby O'Neal Professor of Economics of Education
Director Emeritus, Community College Research Center, Teachers
College, Columbia University

WHAT WORKS:

*Research-Based Best Practices in
Developmental Education*



Hunter R. Boylan

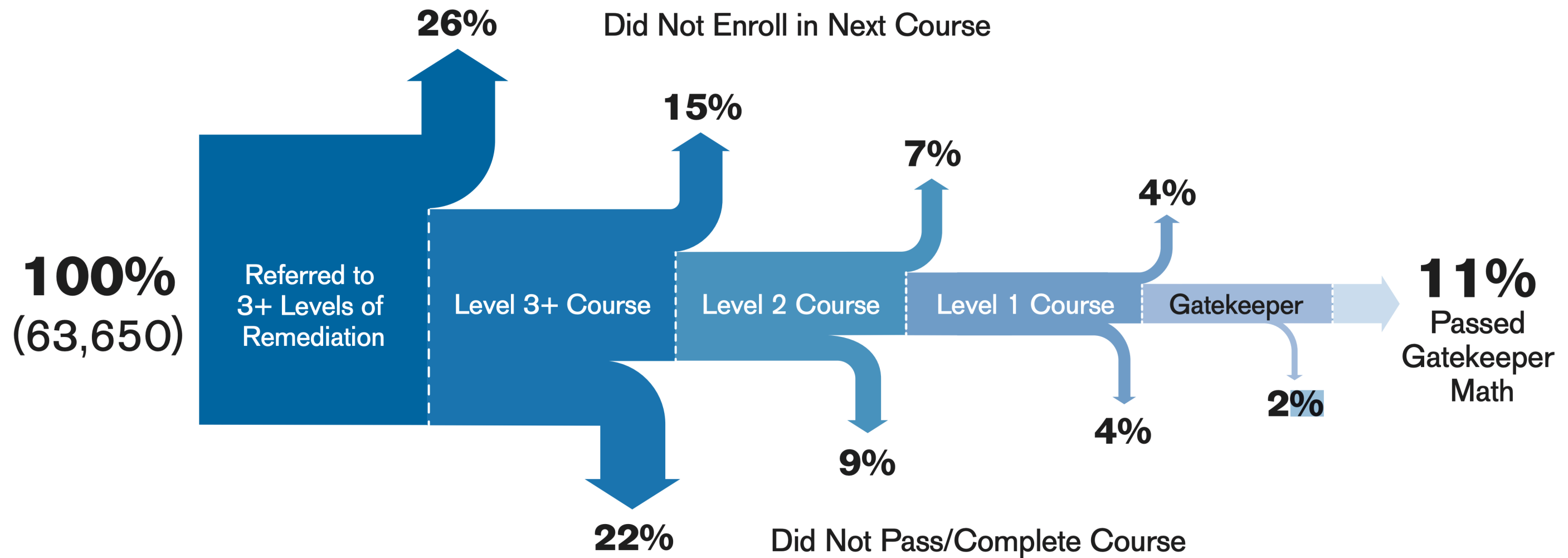
Continuous Quality Improvement Network
with the
National Center for Developmental Education
Appalachian State University

Dev Ed Reform Thinking in the 1990s

- Centralize program activities
- Coordinate Dev Ed activities & services
- Collaborate with other Academic Units
- Establish clearly defined mission, goals and objectives
- Dev Ed should be a priority
- Provide comprehensive support services
- Integrate Dev Ed and community outreach
- Mandatory assessment and placement
- Systematic Program Outcome and Formative Evaluation
- Emphasize professional development
- Provide extra tutoring and supplemental instruction when needed
- Involve professional associations
- Integrate adjunct faculty
- Monitor student performance and progress—through frequent testing opportunities
- Emphasize a developmental philosophy
- Integrate classrooms and labs
- Use learning communities
- Accommodate diversity through varied instructional method
- Use technology in moderation
- Use mastery learning
- Link developmental course requirements to college level requirements
- Share instructional strategies
- Teach critical thinking and learning strategies using active learning techniques

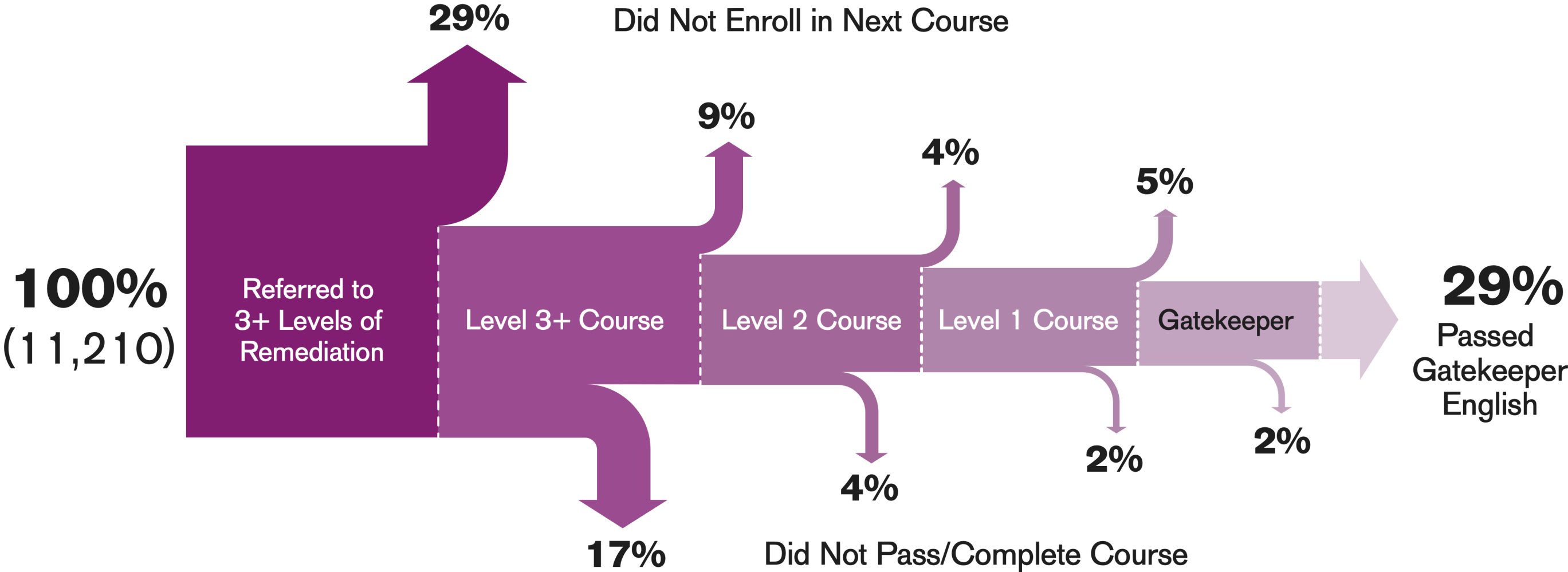
Dev Ed Sorting System

Student Progression Through the Developmental Reading Sequence

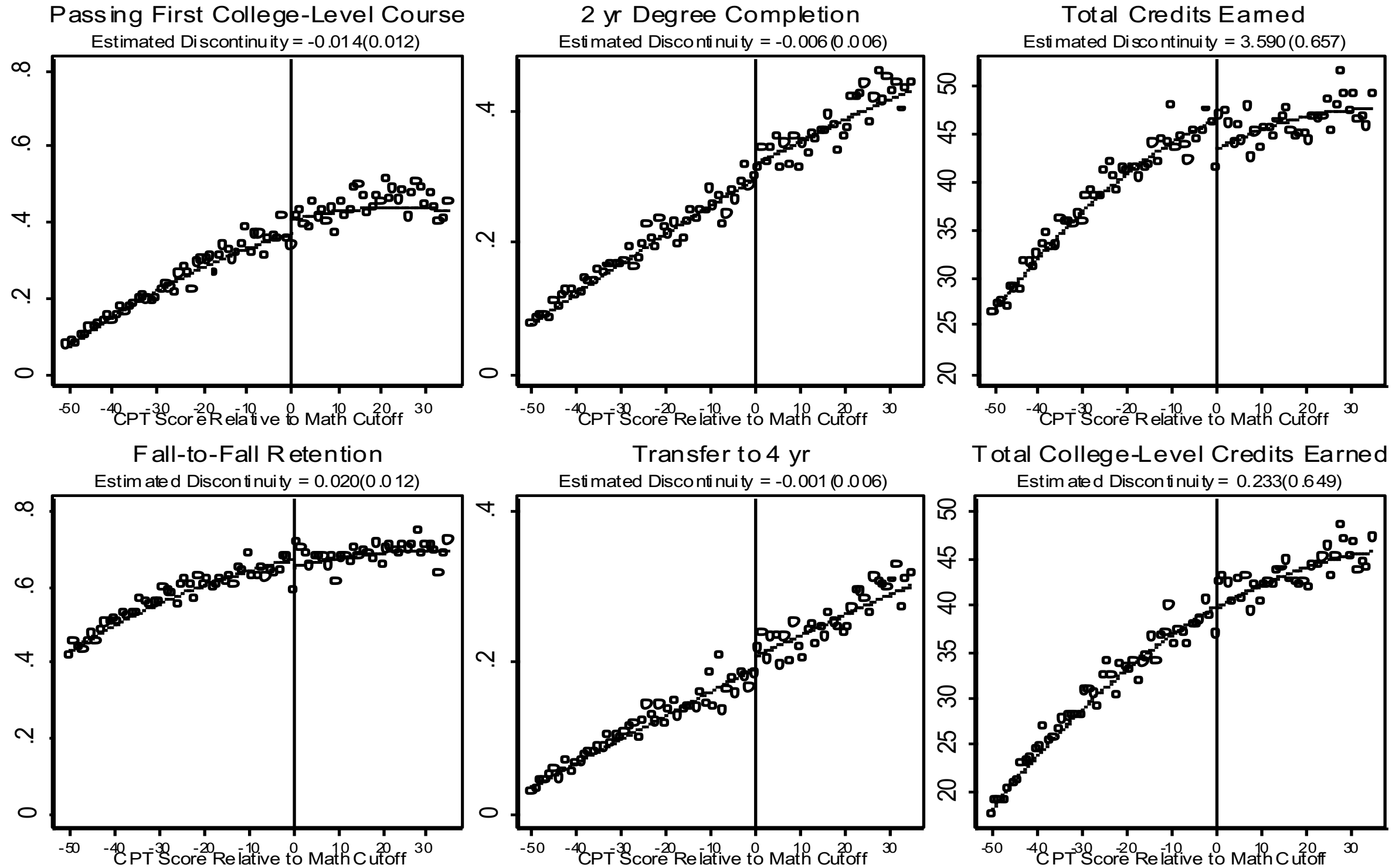


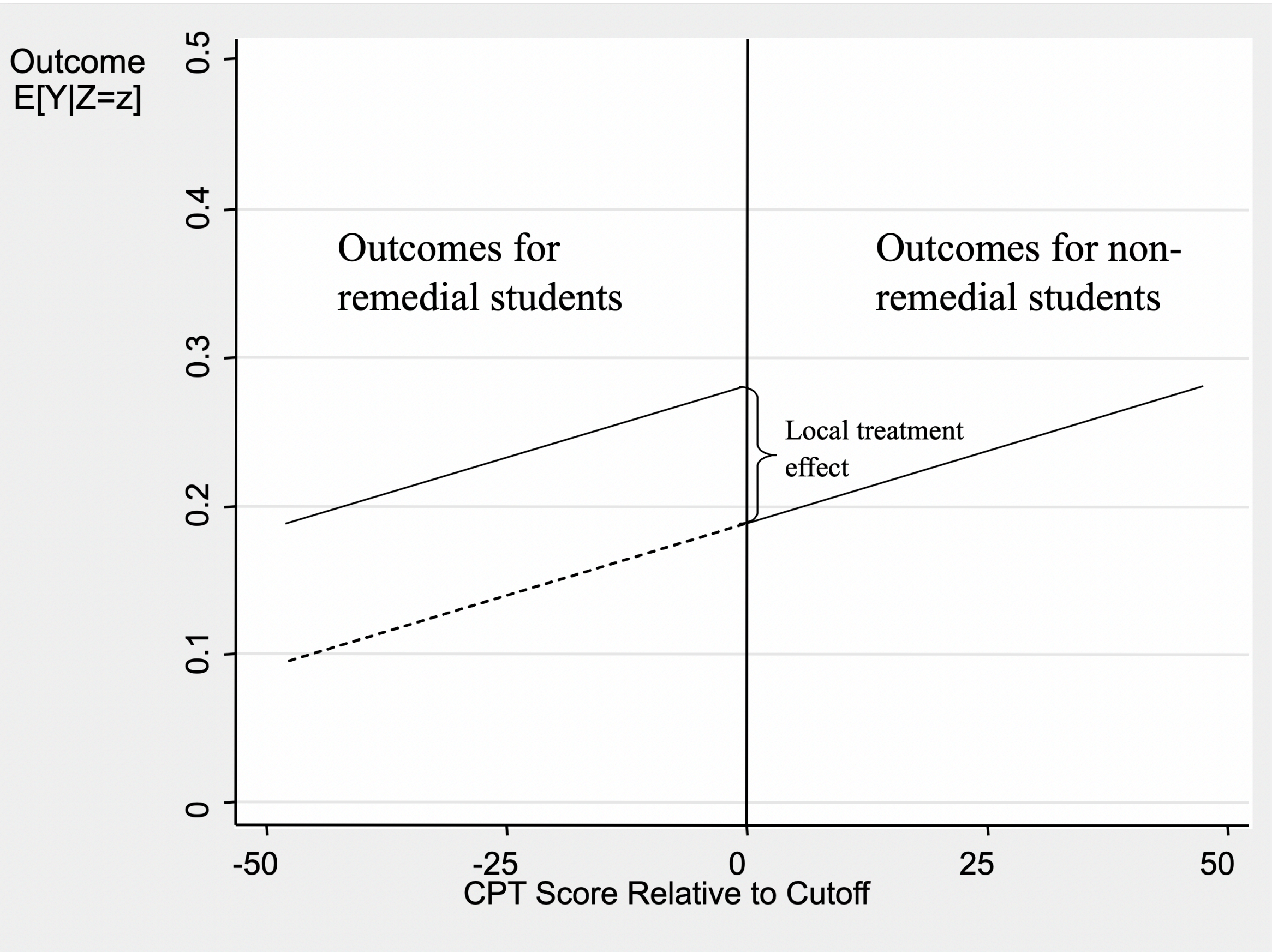
Dev Ed Sorting System

Student Progression Through the Developmental Math Sequence

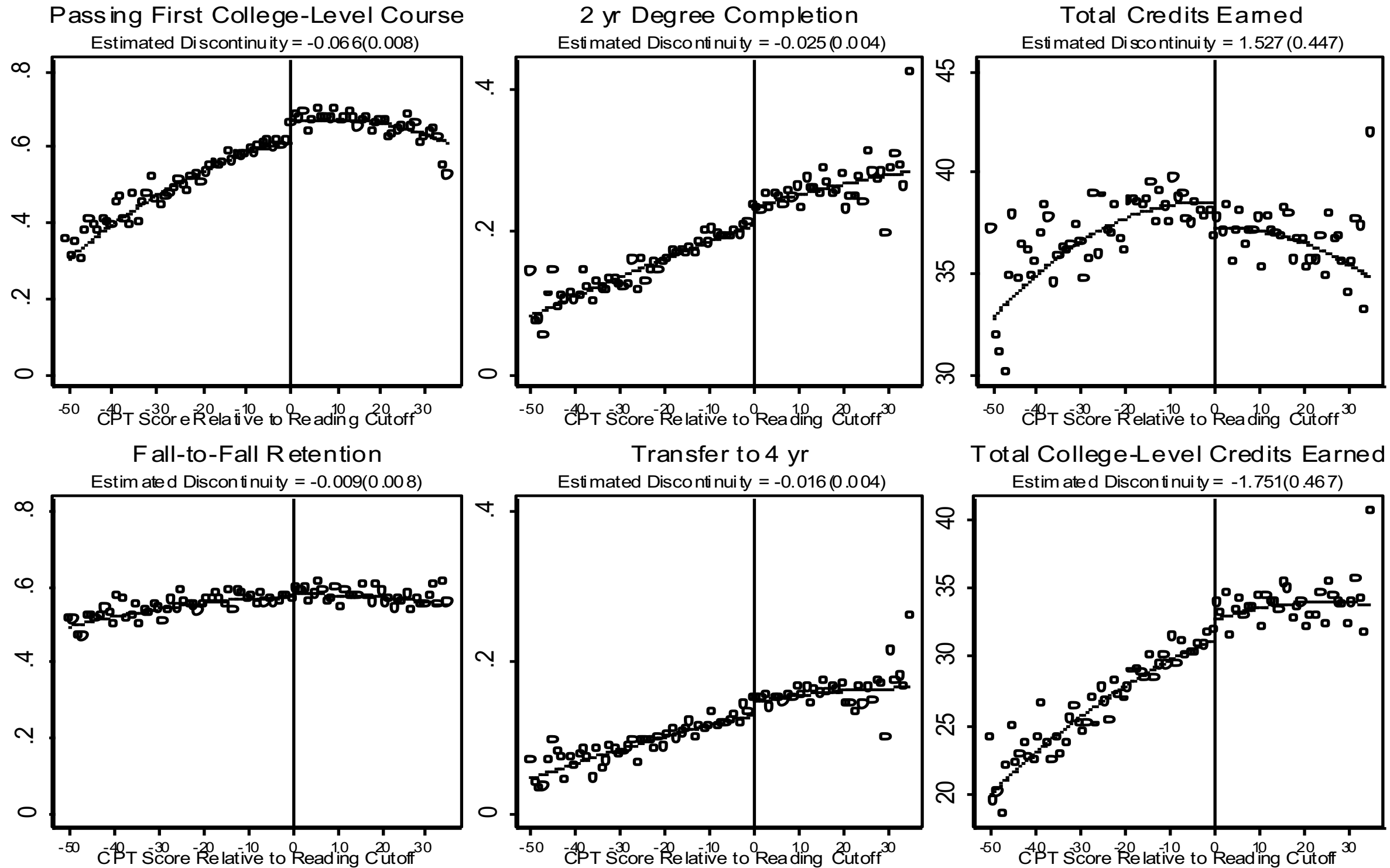


Educational Outcome by Math CPT Score and Estimated Discontinuity





Educational Outcome by Reading CPT Score and Estimated Discontinuity

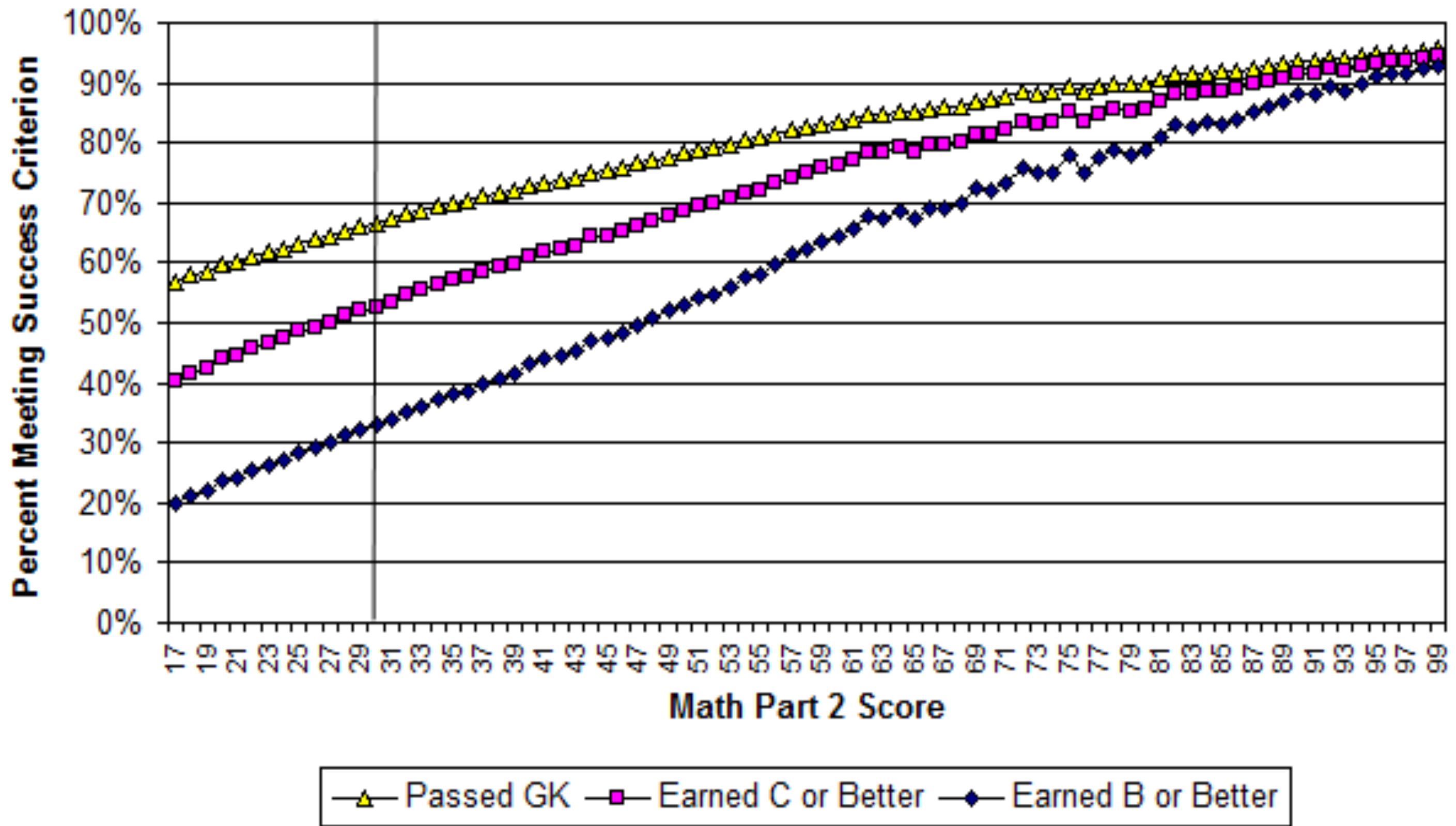


Overview of Findings on Outcomes for Developmental Students

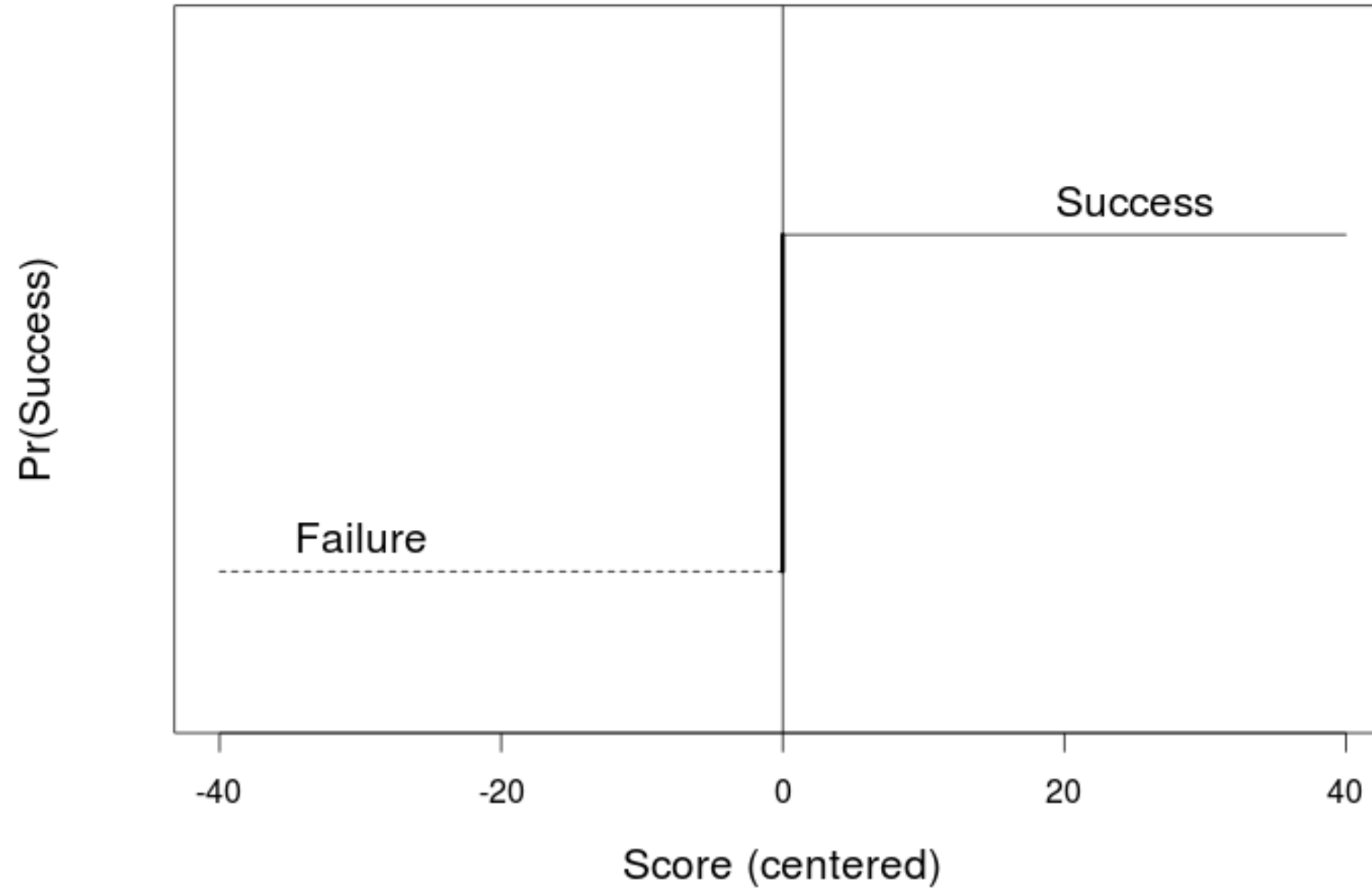
■ Positive ■ Negative □ Null

DEVELOPMENTAL MATH STUDENTS

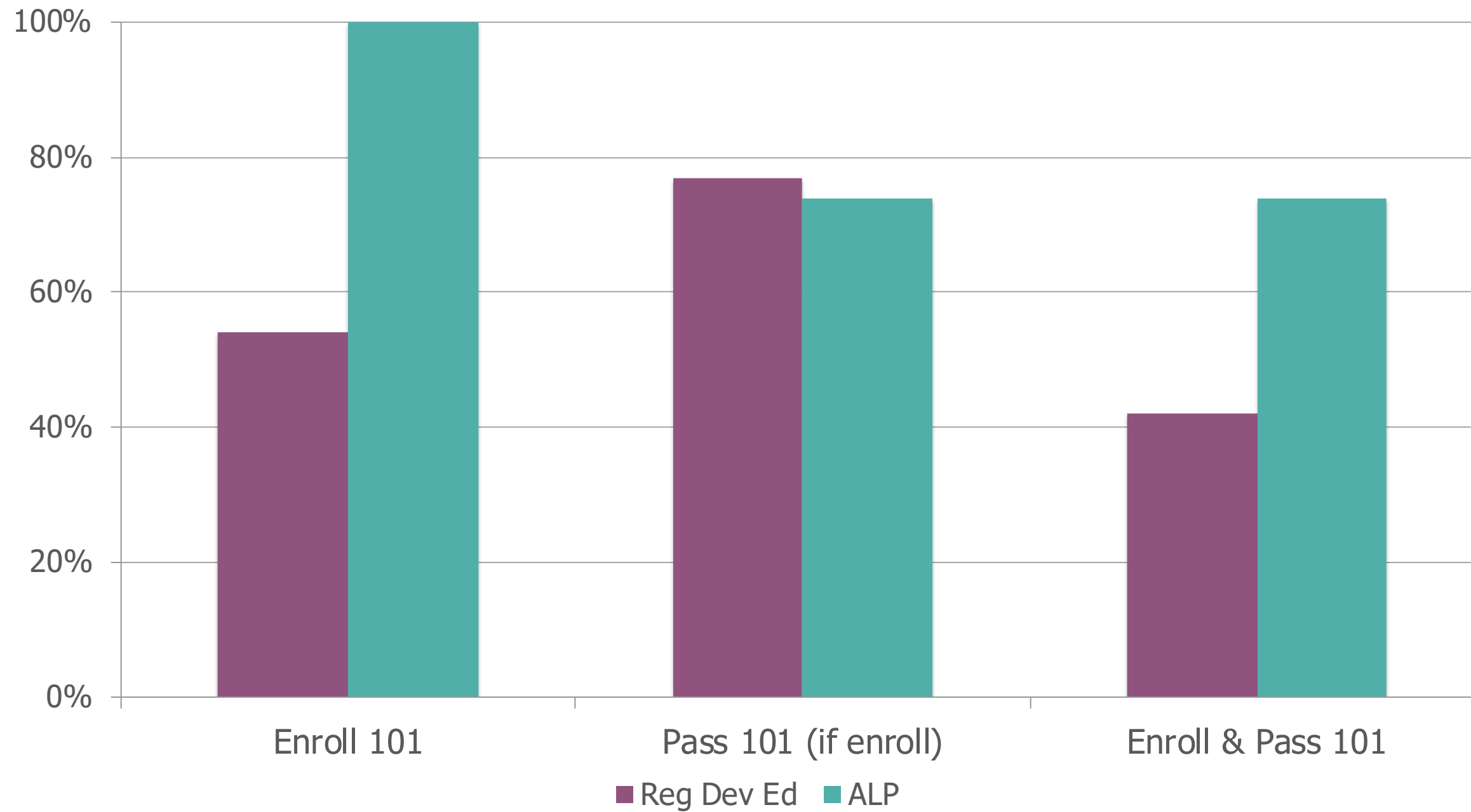
		Short-Term Impacts			Medium- & Long-Term Impacts		
Study	Level	Persistence	Passed College-Level Math	Grade in College-Level Math	Persistence	College-Level Credits Earned	Credential and/or Transfer
TENNESSEE ¹⁰	UPPER	NEG		NULL (conditional)	NULL	NULL (conditional)	NEG (credential)
TEXAS ¹¹	UPPER	NULL					NULL
OHIO ¹²	UPPER				NULL		POS (transfer)
LUCCS ¹³	UPPER		NEG	NEG	NULL	NULL	NULL
FLORIDA ¹⁴	UPPER	NULL	NULL			NULL	NULL
VIRGINIA 1 ¹⁵	LOWER vs. MIDDLE		NULL				NEG (credential)
TENNESSEE	LOWER vs. MIDDLE	NULL		NULL (conditional)	NULL	NULL (conditional)	POS (credential)



DE Assessment in Theory



CCBC ALP (1 year follow-up)



Comprehensive Reform: **ASAP**



- Financial incentives: tuition waiver, free textbooks, monthly transit cards
- Consolidated full-time schedule
- Cohort design
- Regular structured advisement for courses and careers
- Extra academic assistance: mandatory tutoring for students deemed at-risk

Guided Pathways in Practice

1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Predictable scheduling

4 Ensure students are learning

- Engaging introductory program courses
- Field-specific learning outcomes
- Embedded, field-relevant experiential learning

Guided Pathways Mindset Shifts Related to Developmental Education Reform

FROM

TO

À la carte courses (distribution requirements + electives)



Program maps w/designated course sequences, critical courses, and co-curricular requirements

Standardized placement tests



Multiple measures + in-class diagnostic assessment

Algebra as default math requirement



Program- or field-specific math requirements

Academic support = prerequisite remediation in math and English



College readiness for all students = contextualized supports in college-level program foundation courses, including corequisite support in math and English

Students self-advise to register



Advisors monitor students' progress each term along educational plans

Research

- Instruction
- Effective teaching with heterogeneous classes
- Students with very weak skills
- Remember “college ready”
- Implementation and scaling
- Institutional effectiveness

Reimagining Developmental Education

CAPR \ 2019

Thank you!

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#CAPR2019