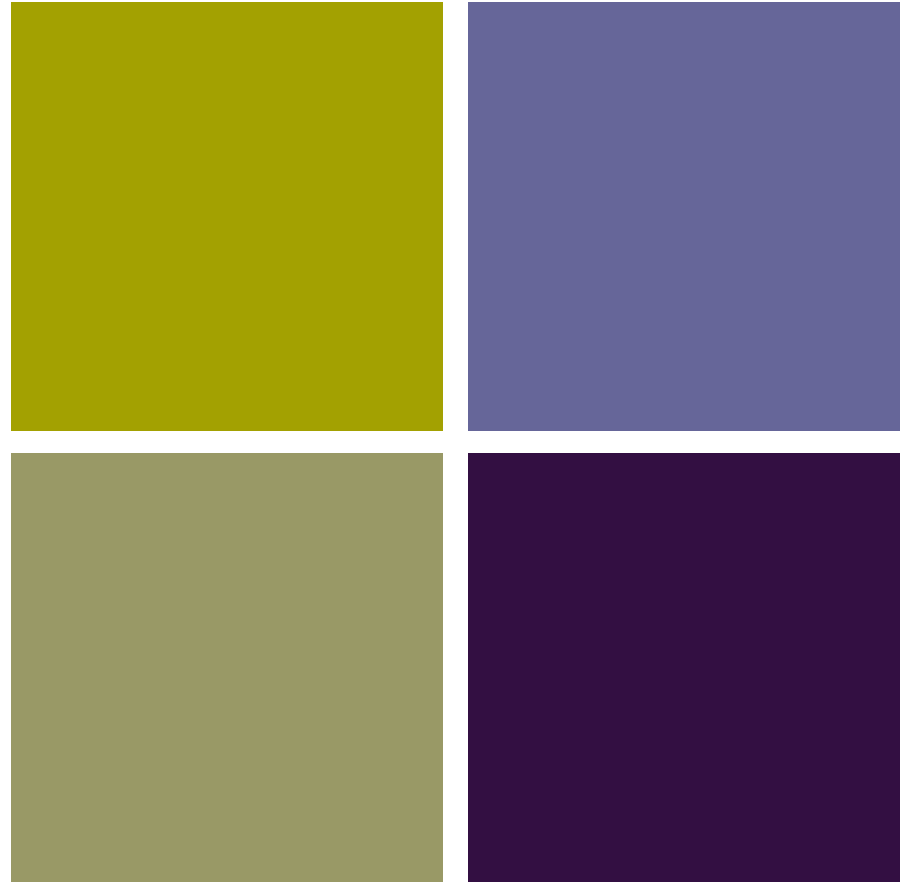




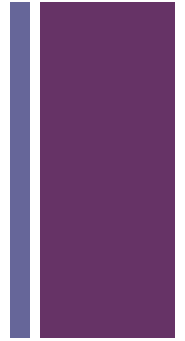
# Developmental Education: Where are we today?



Leticia Tomas Bustillos

Presentation to the Walmart Foundation, AIHEC,  
HACU & NAFEO Student Success Collaboration

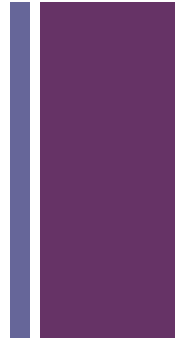
September 13, 2012



The education of the remedial student is the most important educational problem in America today, more important than educational funding, affirmative action, vouchers, merit pay, teacher education, financial aid, curriculum reform, and the rest. Providing effective remedial education would do more to alleviate our most social and economic problems than almost any other action we could take.

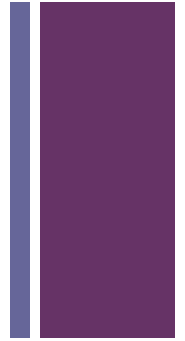
*- Alexander Astin*

## + Questions Still Asked Today



- Does DE belong in higher education at all?
- Should it only be taught at the community colleges?
- Is it in the public's best interest to support DE financially?
- Does DE help students perform better and stay in higher education longer?

# + Investments in Developmental Education

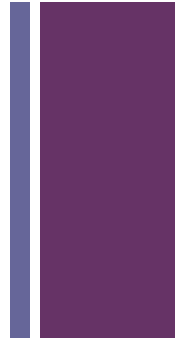


- Achieving the Dream
- Mathway & Statway
- Complete College America
- Gateway to College Network
- ECS's Getting Past Go
- IHEP's Pathways to College Network
- JFF Breaking Through



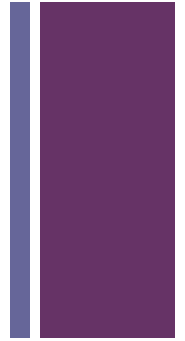
Carnegie Foundation  
Gates Foundation  
Kellogg Foundation  
Kresge Foundation  
Hewlett Foundation  
Lumina Foundation  
Walmart Foundation

# + State-Based Initiatives



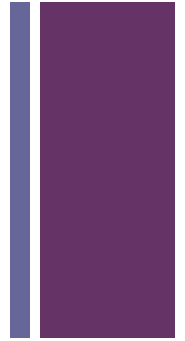
- California's Basic Skills Initiative and Executive Order 665
- Tennessee's Developmental Studies Redesign
- Washington's Integrated Basic Education and Skills Training
- Kentucky's SB-1
- Virginia's Achieve 2015
- Colorado's Achievement Plan for Kids (CAP4K)

# + Strategies in Developmental Education



- Interventions to Avoid DE
- Accelerating Student Progress in DE
- Contextualized Instruction
- Supplemental Supports
- Other Strategies

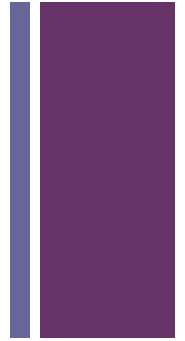
# + Interventions to Avoid Developmental Education



- College-readiness assessments
  - CSU Early Assessment Program
  - CSU Early Start Program
  - EPAS
  - UTEP College Readiness Initiative
- Dual enrollment and early college high school
  - College Now
  - Middle/Early College High School
- Summer Bridge Programs
  - 3-5 week courses
  - “Boot Camps”



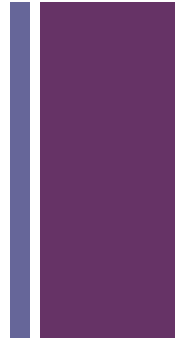
# Accelerating Students Through Developmental Education



- Fast Track Courses
  - Two semesters in one
  - 5-week DE courses, re-take placement exam, compressed college course
- Self-Paced, or Modularized Courses
  - Self-paced: frequent assessment to building skills through increasingly challenging content
- Mainstreamed Courses
  - Enrollment in college-level coursework with additional supports

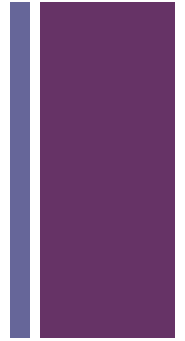


# + Contextualized Learning



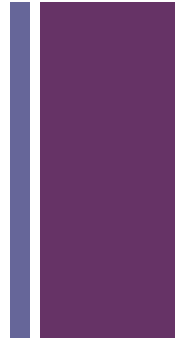
- Contextualized Instruction
  - Basic skill improvement within the context of academic or vocational subject matter
  - Integrated learning environments promoting the acquisition of content knowledge
- Learning Communities
  - Cohort enrollment of students in two or more courses
  - Collaboration between instructors and alignment of course content
  - Overlapping syllabi and joint assignments

# + Supplemental Supports for Students Enrolled in Developmental Education



- Intensive Tutoring
  - Individual assistance or small group learning
  - Generalized or specialized
  - Housed in stand-alone centers or in learning assistance centers
- Supplemental Instruction
  - Structured tutoring directly connected to particular courses
  - Additional course section that is instructor-led or peer-led
  - Active or collaborative learning approaches

# + Supplemental Supports for Students Enrolled in Developmental Education



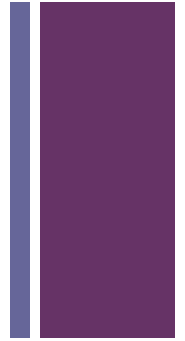
## ■ Intensive Advising

- Reduced case loads for advisors
- Advisor Teams
- Advisors/Faculty/Staff as mentors
- Early-alert systems
- Mandatory meetings, consistent email communication

## ■ Student Success Courses

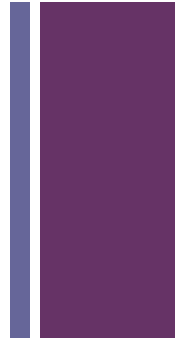
- Learning communities supporting academic and social integration into college-life
- Focus on developing study skills and knowledge of college expectations

# + Other Strategies to Facilitate Student Success



- Technology Aids
  - Supplement classroom instruction
  - Adaptive to individual student learning needs
- P-20 Alignments
  - Common Core Standards Initiative
- Curricular Redesign
  - Statway/Quantway: emphasis on statistics, mathematical literacy and quantitative reasoning to better prepare students in nontechnical fields
  - Habits of Mind: modeling desired intellectual attitudes and behaviors to increase student academic capital

# + Issues Still To Be Resolved in Developmental Education



## ■ Placement Exams

- Validity of assessments? Diagnostic?

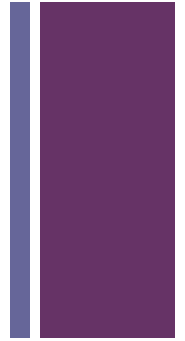
## ■ Adjunct Faculty

- Pros? Cons?

## ■ Classroom Instructional Practice

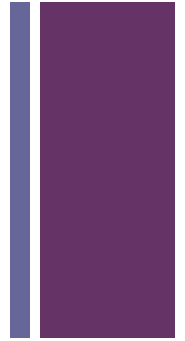
- Attention to pedagogy and practice?

# + Issues Still To Be Resolved in Developmental Education



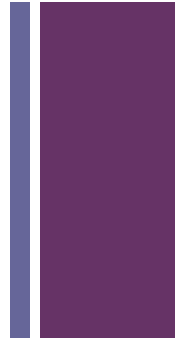
- Professional Development
  - Inquiry, observation, coaching, mentoring, lesson exemplars, student surveys
- Data Collection and Evaluation
  - What is measured? What gets done?
- Other System-Wide Issues
  - Policy
  - Procedures
  - Practices

# + Leading to Successful Developmental Education



- Institutional Mission Statement and Principles
  - Assessment and placement
  - Principles of instruction
  - Cultural responsiveness
  - Coordination, collaboration, and alignment
  - Student guidance and support
  - Faculty guidance, support and expectations
- State Policy and Support
  - Advocacy
  - Demonstration of Evidence
  - Voice

## + Role of the MSI's

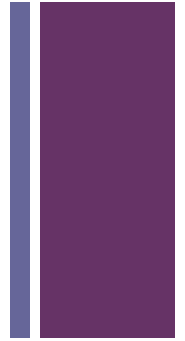


- Open access entry points for underserved students
- Commitment to the academic success of ALL students
- Holistic approach to learning and support
- Recognition of students' potential to succeed

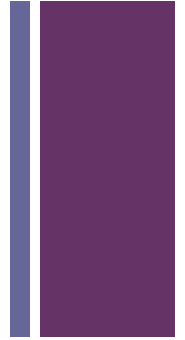




# Questions We Should Be Asking



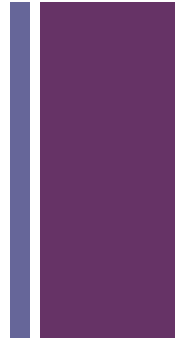
- Who are the learners of the 21<sup>st</sup> century—and how should we be teaching, given who our students are?
- How can we best provide students with the developmental experiences that will enable them to thrive in college?
- How do we develop successful interdisciplinary and cross-institutional collaborations?
- How do we share our lessons with legislators and policymakers who determine where and how to use resources to educate our students?



For us to stand back and disavow responsibility for the fact that these people need remediation is not only self-serving but it's just inaccurate...it's shortsighted in terms of the state interest. Why do we want a bunch of people with marginal literacy flooding into cities and towns of our state? We have a self-interest in educating these people well and valuing that part of our work.

*- Alexander Astin*

# + Contact



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310.488.5306