



Developmental Education

Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming (Effective Date: 6/12/2015)

Unit/Department: Academic Affairs

CPE Contact

Aaron Thompson, Vice President

Email: aaron.thompson@ky.gov

Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming

Higher education has always been a promising pathway to opportunity. Across our state and nation, higher education policymakers and institutions are implementing new ways to improve college completion rates without sacrificing quality or access. The purpose of developmental education and intervention programming is to enable students to build the foundational skills needed for success. It is clear that improving the success of students placed in college developmental and transitional programming is a priority. If remediation can take place within the context of co-requisite, credit-bearing courses rather than non-credit bearing courses, then remediation time and financial resources will be minimized and the student will be on target to meet educational and career goals.

In December 2012, the Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, and Jobs for the Future released a joint statement on core principles for transforming developmental education. These principles provide clear direction on how institutions and states should proceed in implementing program models for student success. Kentucky educators incorporated these principles in our Guiding Principles for Developmental Education and Intervention Programming transformation listed below.

- 1) The rigor and relevance of all coursework must be made evident to the students, faculty, academic advisors, and student support personnel.
- 2) Default placement for all students not meeting benchmarks is placement in a content area, credit-bearing course in the first semester of enrollment.
- 3) Remediation content should be embedded into the credit-bearing content area course and the additional credit hour generation for the content enhanced course should not exceed two credit hours for English (writing) and reading or mathematics. If a co-requisite linked course model is implemented then the co-requisite linked course should not exceed two credit hours for English (writing) and reading or mathematics.
- 4) Default placement for students not meeting literacy benchmarks (reading and/or writing) should be placement into a credit-bearing enhanced course that generates not more than two additional credit hours to the content course.
- 5) Students not meeting benchmark scores in both English (writing) and reading should be placed into coursework integrating these content area needs.
- 6) Default placement for students not meeting mathematics benchmarks should be in credit-bearing quantitative reasoning courses linked to the degree pathway of the student. Quantitative reasoning pathways should include a foundational pathway for occupational programs; statistical pathways for most health care, behavioral and social sciences, and business management programs; broad-based general education pathways for most liberal arts programs; and algebraic pathways for science, technology, engineering, and mathematics (STEM) pathways. The enhanced credit-bearing course or linked course should not carry more than two additional credit hours.

- 7) In the case of students with very low placement indicators, currently defined to be an ACT score of 15 or lower, or an equivalent placement score, the student may be advised to take one course (not more than three credit hours) that is linked to the credit-bearing course in the same semester or offered as a prerequisite.
- 8) All students must have access to credit-bearing content courses at the beginning of the second academic semester.
- 9) For students with very low placement indicators, academic and student support bridge programming should be strongly encouraged.
- 10) Exploratory students should be guided to a default general education program of study.
- 11) The progress of all students, especially those students not meeting readiness benchmarks, must be closely monitored; additional supports need to be incorporated for those students not progressing to credential or degree.

Considerations as these Guiding Principles are implemented:

- 1) Conduct a policy audit reviewing the college admission regulation and institutional placement policies.
 - a) The audit must identify possible barriers for implementation of the enhancements to developmental education programming models.
 - b) The process must define modifications so that policy barriers do not stand in the way of moving forward with implementing new developmental education and intervention program models.
- 2) Provide professional learning opportunities for faculty, advisors, and counselors for the new developmental education and intervention program models.
 - a) Specific connections between the Individual Learning Plan (ILP) for secondary students and the student meta-majors or career pathways should be used, where available, by academic advisors and career counselors.
 - b) Council staff will arrange to have professional development available by summer 2015.
 - c) Intervention programming for postsecondary and middle and high school coursework needs to be aligned.
- 3) Create quantitative reasoning pathways for foundations coursework (needed for credential, career, and occupational pathways) and for a statistical pathway in addition to the two existing mathematics pathways for liberal arts and STEM.
- 4) Meeting implementation needs:
 - a) Create an understanding of information and data needed to resolve issues in implementing accelerated and co-requisite program models.
 - b) A progression study has been designed to better understand student progress through credit-bearing courses and persistence and completion. This study will include the implications for student progress given placement into multi-layer, non-credit-bearing coursework and information on student progress when enrolled in co-requisite and accelerated program models. We

- will need to continue to collect data from institutions on program models to better track and make decisions about effective program modeling.
- c) What do we need to do?
 - 1) We need to remain current on monitoring the progress of all students, especially those student not meeting benchmarks.
 - 2) We need to provide incentives for implementing new models of developmental education.
 - 5) Use of additional indicators of potential success in placement considerations, such as GPA and previous coursework.