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Community College

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Clatsop  
Community  
College



Chemeketa  
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COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE



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CENTRAL OREGON  
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TREASURE VALLEY  
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# Developmental Education Redesign: Decreasing Attrition and Time to Completion at Oregon's Community Colleges

## A Project of Oregon's 17 Community Colleges and the Department of Community Colleges and Workforce Development

August 7, 2014



RCC  
Rogue Community College



Portland  
Community  
College



UCC  
UMPQUA COMMUNITY COLLEGE



Oregon Coast Community College



SOUTHWESTERN  
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KLAMATH  
COMMUNITY  
COLLEGE  
KCC



MT. HOOD  
COMMUNITY COLLEGE



CLACKAMAS  
COMMUNITY COLLEGE

*Smart.*

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## A LETTER FROM ELIZABETH COX BRAND

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Dear Oregon Colleagues,

It has been my privilege to work with teams of faculty, administrators and staff from Oregon's 17 community colleges for the past several months. The Developmental Education Redesign Work Group, as we call these teams, met from November 2013 to June 2014 to address a significant challenge our nation faces: We are assigning too many community college students to long developmental education course sequences, guaranteeing that most of them will never matriculate to four-year institutions, complete associate degrees or earn certificates.

As the report points out, the way we have practiced developmental education seems logical: Take students whom we identify as not being college-ready, place them in course sequences designed to build their knowledge and skills, and finally allow them to take the college-level classes they need for their degree, certificate or matriculation. The reality is, however, this paradigm does not work and too many of these students never enroll in or pass gateway classes in reading and writing and mathematics.

We need to change this paradigm. We need to place fewer students into developmental education to start with and accelerate the rate at which the vast majority of those assigned to developmental education pass their gateway courses – usually by the end of their first year of enrollment.

This report contains the work group's solutions to this challenge: a set of recommendations for how community colleges can address the old paradigm and create a new one that leads to greater success.

There is no need for Oregon and its institutions of higher education to reinvent the wheel. There are many research-based practices that are working at some of our own community colleges and elsewhere in the United States.

We Oregonians like the Oregon way. I am proud that we arrived at these recommendations through an organic grassroots democratic process that I believe will yield broad-based support across Oregon's community colleges. I am hopeful that campus engagement in the recommendation-making process will ensure that the institutions and faculty, administrators and staff themselves will take responsibility for the serious redesign of developmental education and for the outcomes that redesign produces.

There are many people I would like to thank for either participating in or supporting this democratic process. In addition to thanking the members of the developmental education work group whom the report identifies by name and position in an appendix, I want to thank several other people who made significant contributions to the work group process and outcomes: Complete College America for providing our group with guidance and expertise; the experts Complete College America provided, including Peter Adams, Myra Snell, Dominique Raymond and Bruce Vandal; other experts, Michelle Hodara from Education Northwest, Irma Camacho from El Paso Community College and Nikki Edgecombe from the Community College Research Center; Linda Hutchins from the Oregon Department of Community Colleges and Workforce Development for her administrative and logistical support and for being a jack of all trades; Angie Hance from Education First for her graphic design of the final report and ongoing administrative and project management support; and Phil Gonring from Education First for helping me with meeting planning, facilitating the work group's discussions and writing the final report.

I also want to express my gratitude to the state leaders, higher education officials and members of governing bodies, college administrators and staff. Too many to identify by name, they provided invaluable feedback on the draft recommendations at a May meeting of the work group. They should know that the feedback resulted in important revisions to the recommendations.

The community college presidents have my profound gratitude as well. They supported the work group process and their campus teams and gave me invaluable feedback and support. I look forward to their leadership in the important second phase of this project: the implementation of the recommendations.

Finally, I would like to thank the members of the steering committee, who facilitated sessions, provided wisdom and guidance, and played an instrumental role in the development of the recommendations: Chareane Wimbley-Gouveia, Laura Hamilton, Phillip King, Doug Nelson, Jenni Newby, Karen Sanders and Billie Shannon.

Our work as Oregonians is only beginning. Let us roll up our sleeves and start implementing the recommendations.

I look forward to our ongoing work together.

Sincerely,

Elizabeth Cox Brand  
Director of Research & Communications, CCWD

## INTRODUCTION

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Engines of the economy and the American dream, Oregon's community colleges generated opportunity for more than 344,000 students each of the last two years. These students are diverse in their interests but united in desire to improve the quality of their own lives and, consequently, the lives of all Oregonians: from the Central Oregon mid-career changer pursuing a new career in early childhood education to the Iraq War veteran earning an Associate of Applied Sciences Degree in Fire Science at Rogue; from the first generation college student at Treasure Valley studying renewable energy to Klamath's Aviation Science helicopter pilot-to-be who will someday fly rescue missions and organs for transplant; from the recent immigrant who came to America to study biomedical technologies at Portland Community College to the Chemeketa student heading for the hills outside of Salem for hands-on experience in vineyard management; from the Mt. Hood student who is reading Shakespeare, loving it and earning credits to transfer to Oregon State where she will study English and education and eventually teach at Hood River Valley High School to the mathematician-to-be at Blue Mountain who contemplates a career in engineering and cannot decide whether to become a Duck, a Beaver or a Wolf when she leaves her home in Baker County.

These students will soon join those who came before them, our community college graduates, certificate holders and transfer students, who are having a big impact on our state. They serve in our legislature and teach in our schools. They start and

run businesses. They design and build our buildings and fight our fires. They act in our theaters, service and repair the airplanes on which we fly and tend to us when we are sick. They teach and administer at our colleges, do our taxes, engineer our roads, treat the pets we love and make our communities safe. They are journalists and bloggers. They manage our state's great agricultural assets. They are our poets, our politicians, our police officers. They are vital to the state of Oregon.

The singular importance of Oregon's community colleges requires from time to time that we examine their service to our citizens and ask questions about the effectiveness of their programs: Are they doing as well as they can? Are

they keeping up with changing times, the 21<sup>st</sup> century student and new research on best practices? What can they do to get better? How should the state support them?

The Oregon Department of Community Colleges and Workforce Development (CCWD) recently undertook such an examination. Working with teams from Oregon's 17 community colleges, it focused not on all aspects of our colleges' missions and programs but on a

particular slice, albeit a very large and important one: developmental education. This examination mirrored that which many states – Colorado, Tennessee, Hawaii and Utah among them – have undertaken to address new and compelling research showing that the current structure of developmental education is not working. Long, course sequences common in developmental education programs are driving students out of our colleges.

Oregon community colleges must lead efforts in support of the success of our students and communities by practicing continuous quality improvement strategies, re-inventing developmental education and addressing known challenges. Knowing what we know now, through research and the assessment of best practices, it is our responsibility to make essential changes and work with our students in support of their completion.

*-Debra Derr, President, Mount Hood Community College*

This report presents a path forward for the reinvention of developmental education in Oregon, a challenge Debra Derr, the President of Mount Hood Community College, recently asked us to meet: “Oregon community colleges must lead efforts in support of the success of our students and communities by practicing continuous quality improvement strategies, re-inventing developmental education and addressing known challenges. Knowing what we know now, through research and the assessment of best practices, it is our responsibility to make essential changes and work with our students in support of their completion.”<sup>i</sup>

## WHY THE REDESIGN OF DEVELOPMENTAL EDUCATION?

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Developmental education as it is currently practiced should strike most as logical: Take entering students whose knowledge and skills are at the pre-collegiate level, enroll them in a sequence of courses designed to build their knowledge and increase their skills, make them college-ready through these courses and then finally allow them to enroll in college-level classes. While logical, this paradigm just does not work. It is undone by the realities of people, their lives and interests and the resources they have available to them. While long, four-, six- and even eight-quarter developmental education sequences may work in theory, they do not in practice. Students tire of remedial instruction. They are paying for college and want to feel like they are in college, not as if they are still in middle or high school. They run out of money. Family circumstances intervene. Perhaps they never quite grasp the intricacies of algebra and give up because passing intermediate and then college-level algebra seems too daunting. They simply can’t imagine passing all those courses, though they may have studied and worked with tutors for hours and hours. “I just want be a technical writer,” they gasp in frustration, hands in

the air, giving the universal sign for surrender. “What do I need algebra for?”

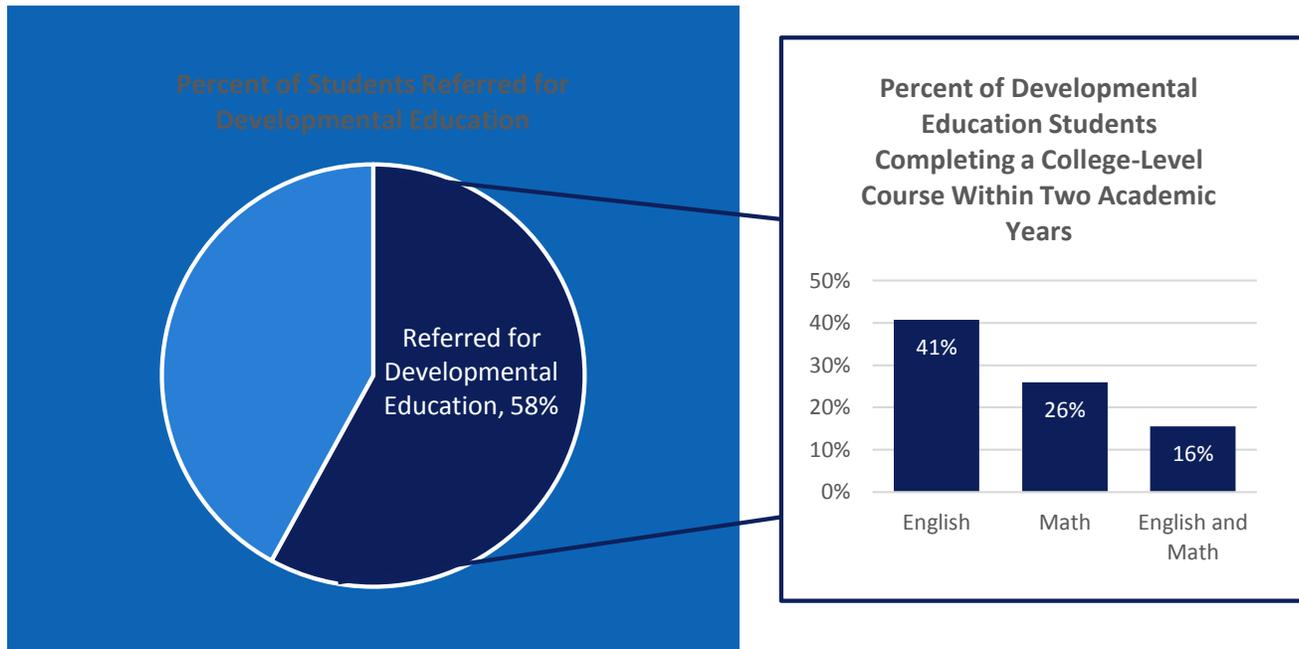
If we were honest, we would probably respond, “You don’t.” But we can’t say that because in Oregon algebra is the gateway course for engineers **and** for English teachers and, as a result, is another exit point for students who might otherwise go on to careers as teachers, child care providers, social workers, journalists, or college administrators.

Nationally, community colleges and four-year institutions refer 60% of all entering students to developmental education.<sup>ii</sup> For Oregon’s community colleges in 2012-2013, that figure was 58.33%, 63% for students entering community college from high school and 68.96% for African American students.<sup>iii</sup> These students are far less likely to earn a college credential. The more developmental education courses a student takes to get to a college-level course, the less likely that student is to graduate.<sup>iv</sup>

Data reveals that the vast majority of developmental education students do **not** complete a corresponding college-level course – a course at the first level of college credit – within their first two academic years. For English, that number is 59.19%. For math, it is 74%. For students taking both developmental education courses in math **and** English, the number jumps to 84.5% who do not complete.<sup>v</sup>

And providing more time to complete a degree has very little impact. Giving a full-time community college student an extra year to earn an associate’s degree increases the graduation rate by only 4.9%.<sup>vi</sup>

**Figure 1: Developmental Education in Oregon Community Colleges**



Data compiled by Complete College America for CCWD on June 1, 2013.

These figures are dream-dashing for countless Oregon citizens and a danger to Oregon’s well-being. To add insult to injury, as a nation, for only a modicum of success, we invest more than \$2 billion dollars each year in developmental education at community colleges and \$500 million at four-year colleges.<sup>vii</sup>

It’s no wonder that Complete College America calls developmental education “the Bermuda Triangle of higher education. Most students are lost and few will be seen on graduation day.”<sup>viii</sup>

There is good reason to hope, however. Across the country, individual practitioners, whole departments, entire campuses, state legislatures and higher education governing bodies are inventing new paradigms for developmental education. They are designing and implementing approaches to decrease attrition and time to completion and turning on its head current data that tells us that what we are currently doing is just not good enough. In Oregon, there are practitioners, administrators, departments and

even campuses that have joined this movement and engaged in the redesign of developmental education at their institutions. CCWD seized on this important moment in time to convene practitioners from all 17 of Oregon’s community colleges.

## CCWD’S APPROACH

In November of 2013, CCWD convened teams of faculty, student support services personnel and administrators from all 17 Oregon community colleges. The purpose of what came to be called the Developmental Education Redesign Work Group was to examine developmental education practices throughout Oregon and the United States and make recommendations on the implementation of best practices that result in greater student success for students in Oregon. CCWD charged the group to pursue four goals:

- To identify practices that can decrease time to completion (i.e., to degree, certificate or matriculation)

- To identify practices that can decrease student attrition from point of placement test to completion
- To identify strategies to decrease attrition and time to completion for subgroups of students (e.g., ABS and ESL students, GED recipients)
- To identify state or community college policies that can promote student completion and decrease attrition

To address the goals the work group met monthly – sometimes twice a month. The first series of meetings the group devoted to learning about the current paradigm for developmental education and the challenges it presents to students. It met with national developmental education leaders and reform pioneers Myra Snell from Los Medanos Community College in California and Peter Adams from Baltimore County Community College. It learned from top researchers Nikki Edgecombe from the Community College Research Center and Michelle Hodara from Education Northwest. It listened to Irma Camacho, a former administrator from award-winning El Paso Community College, talk about how the Southern Texas campus became a national model for developmental education reform. It also spent a day with Bruce Vandal from Complete College America, the nation’s foremost advocate for the reform of developmental education.

Further, the group enjoyed learning from Oregon’s own faculty and staff who are implementing new and cutting edge programs in student services, mathematics and writing. Oregon presenters included faculty from Linn-Benton, Mt. Hood, Central Oregon, Blue Mountain and Southwestern Oregon campuses.



The work group considered solutions that other campuses across the country and within our state have implemented successfully: accelerated learning models including the use of co-requisites and integrated coursework (for instance, courses combining reading and writing); alternative assessment and placement practices designed to more accurately place students and reduce the number of students placed into developmental education; successful student service supports such as effective advising programs or learning communities such as those fostered by the AVID program; and the creation of alternative pathways and gateway courses, such as a paths leading from developmental mathematics to college-level statistics, not algebra.

After learning from national experts and state colleagues, the group spent three months asking and answering tough questions:

- Does algebra really need to be a gateway course for all college students, even if someone wants to become a journalist or a high school English teacher?
- Can students build skills usually taught in discrete developmental education classes while simultaneously enrolled in a college-level course in the same discipline?
- If we accelerate learning, how do we maintain the rigor we applied in the past?
- Do our placement instruments really give us an accurate picture of our students’ abilities? Are there better more comprehensive ways to decide where a student should start his or her college education?

They asked many other questions and spent the final few months crafting, debating, revising and polishing recommendations in response to them.

As they neared the finish line, representatives from Oregon's higher education governing bodies, state legislators and legislative staffers, college administrators and other stakeholders offered feedback on the draft recommendations during a May meeting at Chemeketa. The work group revised the recommendations based on that feedback and then revised them one last time after a review by the entire work group. A compelling set of recommendations for the redesign of developmental education emerged from the process.

## THE RECOMMENDATIONS

The Developmental Education Redesign Work Group worked deliberately, thoughtfully and often with great passion to achieve its goals. It asks all 17 campuses to consider each recommendation deliberately. The group felt so strongly about its recommendations that many participants argued that they should be mandatory.

The reality is, however, that Oregon has 17 community colleges, each with its own governing board and each with its distinct context and expectations for local control.

Left for the second phase of the project is the development of performance metrics that campuses will use to measure the progress they are making against the goals they establish, such as those that aim to increase the percentage of students completing college-level gateway courses after one academic year.

Though the Developmental Education Redesign Work Group cannot mandate its recommendations, it can strongly urge each of Oregon's community colleges to engage in a process through which a team of administrators, developmental education and transfer faculty and student services personnel consider action on **all** of the campus-level recommendations before deciding on which goals it will focus as it begins the redesign of developmental education on its campus.

The Developmental Education Redesign Work Group also made recommendations that require cross-campus collaboration. Specifically, the math and placement recommendations call for convenings to address the development of new pathways and potentially common assessment and placement practices. The Oregon Community College Association (OCCA) already plans to move forward with these recommendations with the full support of the work group.

Left for the second phase of the project is the development of performance metrics that campuses will use to measure the progress they are making against the goals they establish, such as those that aim to increase the percentage of students completing college-level gateway courses after one year.

## MATHEMATICS

Long developmental math sequences are a barrier to success for countless students. Eliminating these sequences and accelerating student enrollment in college-level gateway courses can be achieved through a variety of strategies: redesigning curricula to reduce the number of required courses or the amount of time required to complete them, requiring or rewarding early and sustained attempts at math coursework, modifying pedagogy, incorporating support services to increase course success rates, and training students in college success strategies, among other approaches. Although each institution must adopt

practices and policies appropriate to their local context, one strategy that is likely to have a large positive impact is for each campus to establish a separate, more accelerated pathway through developmental math for students in non-STEM degree fields.

Non-STEM students must have access to mathematics experiences appropriate to their chosen career paths. Alternate mathematics pathways will reduce the number of exit points and decrease time to graduation. Therefore, the Developmental Education Redesign Work Group urges each campus and the state of Oregon to consider strongly the following recommendations:

1. Create an alternate non-STEM pathway appropriate for the student population and mission of each college. These pathways would offer courses that prepare students to succeed in a college-level liberal arts mathematics course such as Math 105, Contemporary Math.
2. Change the requirement to “any transferrable 100-level mathematics course that satisfies the Associate of Arts Oregon Transfer (AAOT) degree must have a prerequisite of Intermediate Algebra or a Quantitative Literacy course.” Currently, for a mathematics course to satisfy the Associate of Arts Oregon Transfer (AAOT) degree, it must have a prerequisite of Intermediate Algebra, Math 095. This implies that all degree-seeking students, regardless of degree field, must complete the traditional pre-calculus course sequence before attempting a gateway mathematics course.
3. Agree that Math 105 fulfills the Baccalaureate Core Requirement in Mathematics for all non-STEM four-year degrees at all Oregon public colleges.



4. Convene under the leadership of OCCA mathematics faculty representatives from Oregon two-year and public four-year institutions during the fall to clarify and improve consistency in the outcomes for Math 105 and ensure that Math 105 provides appropriate and sufficient mathematics education for non-STEM students.

## READING AND WRITING

In crafting recommendations for reading and writing, the Developmental Education Redesign Work Group considered many of the same issues that are associated with developmental education in mathematics. Typically, for instance, students placed into developmental education must pass a long sequence of developmental reading and writing courses to complete a degree. Multiple exit points interfere with student success, retention and completion. As in mathematics, campuses often do not offer alternate pathways in reading and writing for professional and technical students, providing yet more exit points. Finally, the curriculum that campuses implement in developmental education does not always align to college-level work. As a result of these concerns, the Developmental Education Redesign Work Group strongly recommends that campuses consider the recommendations that follow.<sup>ix</sup>

### Acceleration

Institutions should consider strongly the adoption of models that accelerate learning to reduce exit points and support students' entry into college courses, including career and technical courses. Students must be encouraged, advised and allowed to complete developmental education classes in one to two terms. In the accelerated model, students do in

fact complete their developmental coursework in this much briefer span of time while they are simultaneously introduced to college- and/or transfer-level coursework. In all models for acceleration, college-level work must be included and contextualized in the curricula and focus on reading as meaning-making, writing as inquiry, and the development of academic literacies including information literacy.

Various models for acceleration from which institutions can choose include:

- Integrating reading and writing courses
- Combining levels of reading or writing (i.e. Reading 80 with Reading 90)
- Providing an option of a reading and writing developmental course co-requisite with a college-level course
- Enhancing the combined course or co-requisite models by creating intentional learning communities so that students experience a culture of success



Although the goal should be acceleration for the vast majority of students, campuses should continue to offer developmental sequences for students who really need them.

Leadership oversight and institutional assessment of acceleration efforts must include developmental education, transfer and CTE faculty.

## Backward Design

The developmental education course of study must be constructed from college-level curriculum, an approach that begins with the desired outcomes

and uses state standards to work backwards through the curriculum design process to achieve those outcomes. A key component of backward design is that developmental course work resembles what college-level courses expect students to do. A course that focuses on basic grammar and sentence structure must teach those skills within the context of doing college-level work – reading higher level text and writing complex papers, for instance.

Course design also should embed research-based student success practices that affect progression and completion, such as grit, a growth mindset and habits of mind.

To implement the backward design mandate, colleges should create structures in which conversation among all faculty members who teach reading, writing and literacy curriculum can occur. This includes reading and writing subgroup participants in the developmental education work group and representatives from developmental education reading and writing departments, college-level English departments – where they are distinct from developmental education staff – ABE/GED/ESOL departments, paired “content” areas,

the Oregon University System and local high schools.

## STUDENT SERVICES

The purpose of the Developmental Education Redesign Work Group’s Student Services recommendations is to address both academic and non-academic barriers to success that all college students, but especially developmental education students, may experience. The recommendations are based on current evidence-based and proven practices that should be integrated, employed

strategically and sustained over time. For instance, strong advising programs typically integrate developmental instruction into a clear academic plan for students that includes, in Oregon's case, quarter by quarter course schedules that lead into and through programs of study and accelerate students through developmental education and into gateway courses. These strategies also emphasize the creation of social relationships, clarify aspirations and enhance commitment, develop college know-how and make college life more feasible.

The student services recommendations focus on four areas: foundational student support, advising, student orientation and the first year experience. Institutions should consider strongly each of the recommendations.

## Foundational Student Support

- Develop and implement admissions, registration and financial aid practices that support successful retention and completion for all developmental education students
- Develop and implement financial literacy practices that support student success and minimize student loan debt
- Develop and implement tutoring and other supplemental instructional practices to support successful retention and completion of all developmental education students
- Develop and implement practices to address significant and under-recognized barriers to student success, including childcare, transportation and financial challenges, physical and mental health issues, the absence



of adequate information and student disabilities

## Advising

- Create a mandatory advising process for all developmental education students
- Deliver advising to all developmental education students through professional advisors and/or faculty who have received training in the CAS professional standards and/or current research in advising best practice
  - Implement a system designed to monitor student progress on an ongoing and consistent basis, and identify and address underperformance. (e.g., early alert systems)

## Orientation

- Create a mandatory orientation for all developmental education students. Mandatory orientations for developmental education students should be distinct from initial advising and include evidence-based student success strategies
- Identify learning outcomes for each student success strategy, regularly assess these outcomes and make appropriate adjustments to the orientation curriculum

## First Year Experience

- Create a mandatory first year experience program and set of activities for all developmental education students that include evidence-based student success strategies to provide academic, career and social support throughout the students' first year (e.g., AVID)

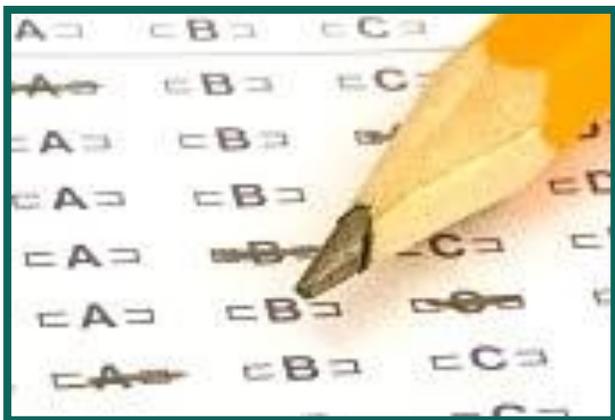
Development and implementation of such successful student support strategies require

broad-based collaboration among many partners, including but not limited to, counselors and other student development professionals, faculty, librarians and community partners.

## ASSESSMENT AND PLACEMENT

Most Oregon students who enroll in a community college, like their peers in other states, must take high-stakes placement examinations such as COMPASS and ACCUPLACER. The stakes attached to these assessments could not be higher. Using examination cut-off scores, institutions typically place students in either developmental or college-level courses. Given the success rates of students placed in developmental education, these tests quite literally determine the fate of millions of American and thousands of Oregon students each year. Yet emerging research is clear that these placement examinations are not as accurate as we think:

“Placement tests are associated with severe error rates; three out of every ten test takers is either assigned to developmental education, despite being predicted to get at least a B in college-level English, or assigned to college-level English, despite being predicted to fail the course.”<sup>x</sup>



Research in fact suggests that placement decisions based on high school grade point averages are far more accurate than those based on traditional examinations and that using multiple measures to place students could cut serious misplacement by 15 percent.<sup>xi</sup>

The Developmental Education Redesign Work Group developed two sets of recommendations, one on placement practices and another on test preparation, to address these challenges.

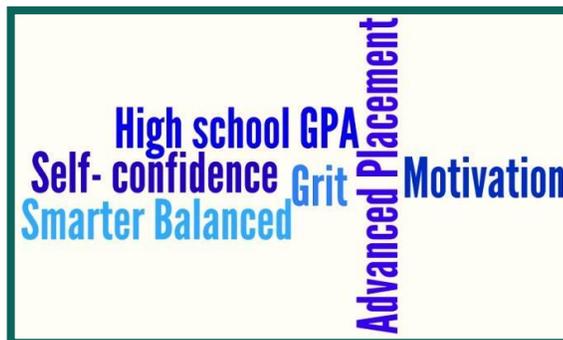
### Statewide Common Placement Practices

To create a statewide system that uses effective placement processes and strategies that recognize students arrive at community colleges with different education backgrounds, life experiences, skills and goals, Oregon community colleges should consider strongly the creation of a set of common practices and commitments for the placement of students. These should be designed to more accurately place students and more intentionally err on the side of enrolling students into college-level courses or the accelerated and co-requisite models recommended above.

Therefore, the Developmental Education Redesign Work Group recommends that a body of community college, university, and high school representatives with appropriate expertise convene in Spring 2015 to consider recommendations to the state that promote the following shared practices among institutions:

- Using multiple measures to place students, including non-cognitive measures (for example, work schedule, child care situation, motivation, self-confidence and grit); the GED, Smarter Balanced, Advanced Placement and IB exams, Engage, high school transcripts and/or grade point average

- Using common "decision zones" for placement, with decision zones defined as a range of scores and non- cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses
- Identifying common course outcomes for similar courses in developmental education and gateway English and math courses
- Exploring how supplemental learning activities (e.g. tutoring, math labs, study groups, self-paced faculty developed activities, use of computer labs, library, student services activities) factor into placement decisions
- Assessing the effectiveness of the common placement processes and/or instruments or measures on a regular basis



## ESSENTIAL SUPPORTS FOR OTHER RECOMMENDATIONS

The Developmental Education Redesign Work Group understands that faculty, staff, departments and whole campuses cannot implement the reading and writing, mathematics, student services and placement recommendations without essential supports, some provided or funded by the state, some by the institutions themselves and still others

from outside organizations, such as OCCA. For instance, many part- or full-time faculty will find it difficult to shift from one developmental education paradigm to another. Neither the state nor the community colleges themselves can push a button and expect

all faculty and staff to implement immediately and with quality co-requisite courses or other accelerated models, reading and writing classes with newly backward-designed curriculum, or approaches to learning communities, such as the one constituted in the AVID program at Mt. Hood. Faculty and staff will need professional development delivered through a variety of means, including professional learning communities, explicit training sessions followed up by ongoing support – potentially coaching by other faculty members – and other creative approaches to adult learning. Faculty, staff and administrators will also need student success data to tell them what approaches to developmental education are most effective and whether those approaches promote greater equity of outcomes among all students. To this end, the Developmental Education Redesign Work Group proposes several recommendations in the area of professional development and data collection.

### Test Preparation Practices

- Colleges that administer high stakes placement examinations should strongly consider having a test/placement preparation program that meets the following standards:
  1. The program improves students' knowledge of the content, format, policies and purpose of the placement
  2. The program promotes messaging that exam preparation is appropriate
  3. The program provides study materials that include guidance on how to review for the exam
- Institutions that require placement tests should also consider mandating that students review test preparation materials before taking the test; the placement test should take place only after review of the materials is completed.

## Professional Development and Data Collection

Oregon higher education governing bodies should consider strongly the following recommendations:

- Provide an oversight committee that promotes ongoing research-based support in student success for all community colleges
- Provide ongoing research and professional development resources to facilitate the redesign of developmental education
- Provide for all colleges an entity dedicated to the collection, analysis and dissemination of data to inform the redesign of developmental education

Individual community colleges should consider strongly the following recommendation:

- Use whenever possible existing resources to provide professional development for the continuous improvement of the implementation of best practices in developmental education identified by the collection, analysis and evaluation of data

Oregon higher education governing bodies and individual colleges should consider jointly the following recommendations:

- Agree on common state-level metrics to measure progress and collect data to provide all parties with insight into what approaches to developmental education lead to student success
- Disaggregate this data to ensure equitable education opportunities for under-resourced, underserved, underrepresented and historically excluded student populations

- Agree on what data the parties will collect, who will collect it and how, and finally how the parties will interpret it for comparative purposes

## CONCLUSION

The Developmental Education Redesign Work Group's recommendations will gather no dust. Already planning has begun to bring campus teams together to develop plans to implement the recommendations and metrics for success. Meetings of math faculty from two- and four-year institutions will soon follow, with a goal of developing common outcomes for Math 105. Parties interested in the conversation about the assessment and placement recommendations will gather in the late fall or early spring to begin the process of determining whether community colleges should share common practices and discuss decision zones for placement that would allow the latitude for judgment that cut-off scores do not. Campuses, math faculty, placement specialists, administrators and other faculty and staff will have their hands full.

### FINAL RECOMMENDATION

That the state commission recognize and support an Oregon developmental education advisory group that includes faculty from developmental education, transfer and CTE faculty, student services personnel and campus administrators.

There is also work for others, including the legislature, which can appropriate funds to advance certain recommendations – particularly those involving professional development and data collection. Of course, for our state higher education bodies, there is the issue of whether to allow multiple pathways for reading and writing and mathematics, meaning, for instance, that sometime soon, Oregon’s decision makers should call the question on whether algebra should be a gateway course for non-STEM degrees and certificates.

Finally, we hope state higher education governing bodies will address the group’s last recommendation, stated here for the first time for emphasis as we call for action: *that the state commission recognize and support an Oregon developmental education advisory group that includes faculty from developmental education, transfer and CTE faculty, student services personnel and campus administrators.* Doing so will ensure that there exists a group to maintain our momentum and continue to advance developmental education redesign across Oregon.

We noted previously that Oregon is not among the first states to confront an old developmental education paradigm in need of reform. We joined pioneering states as momentum built.

Nevertheless, moving forward we can embody our state motto: “Oregon flies with her own wings.” We simply cannot afford to skim the ground as we take flight. While we understand that there is an Oregon way of addressing this national challenge, we should make the choice to fly high among the national leaders in decreasing attrition and time to completion. Our citizens are depending on us and our state’s future will be the better for our soaring.

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accessed June 26, 2014,

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<sup>iii</sup> Data compiled by Complete College America for CCWD on June 1, 2013.

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<sup>v</sup> Data compiled by Complete College America for CCWD on June 1, 2013.

<sup>vi</sup> Complete College America, *Time is the Enemy* (2011), accessed July 11, 2014,

[http://completecollege.org/docs/Time\\_Is\\_the\\_Enemy.pdf](http://completecollege.org/docs/Time_Is_the_Enemy.pdf).

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<sup>viii</sup> Complete College America, *Time is the Enemy* (2011), accessed July 11, 2014,

[http://completecollege.org/docs/Time\\_Is\\_the\\_Enemy.pdf](http://completecollege.org/docs/Time_Is_the_Enemy.pdf).

<sup>ix</sup> For a list of principles the Reading and Writing sub-committee of the Developmental Education Redesign Work Group used to craft its recommendations, please see the CCWD website at:

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## APPENDIX A: GUEST PRESENTERS AND CONTRIBUTORS

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<b>NAME</b>	<b>TITLE</b>	<b>ORGANIZATION</b>
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## APPENDIX B: WORK GROUP PARTICIPANTS

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\*\*Observer

*Names in italics indicate Steering Committee members*

## APPENDIX C: RESOURCES

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