



AACC Pathways Institute Integrating Redesigned Developmental Education into Pathways

Survey on the Core Principles for Transforming Remediation

In late 2015, six national organizations released a joint statement, *Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy*. Those organizations, including three of the national partners in the Pathways Project (in bold): the **American Association of Community Colleges**, **Achieving the Dream**, the Charles A. Dana Center, Complete College America, Education Commission of the States, and **Jobs for the Future**. The **Community College Research Center** also is extensively involved in the *Core Principles* work, as are **SOVA** and the **National Association for Developmental Education**.

The *Core Principles* focus on helping community colleges transition from a system that serves some students well to a system that serves *all* students well, and they reflect much of what has been learned through research and college experience over the past decade. Still, a great deal is yet to be learned, and the partners expect that the *Principles* will need to be updated in the coming three-four years.

The *Core Principles* document may be downloaded at this link:
https://strongstart.org/sites/default/files/core_principles_nov9.pdf

A major challenge for colleges focused on implementing pathways at scale—for *all* students—is to intentionally and fundamentally redesign developmental education, in accord with the *Core Principles*, as embedded academic skill building or, for the least prepared students, the accelerated and contextualized onramp into college-level meta-majors or programs of study.

Instructions

[SEE SUPPLEMENTAL INSTRUCTIONS IN THE ADVANCE WORK COVER MEMO.]

1. Organize and invite participation by small groups comprised of individuals representing each of these categories: President/Chancellor and his/her senior

leadership team; developmental education faculty (full- and part-time); faculty (full- and part-time) teaching freshman-level gatekeeper courses in math, English, psychology, biology, introduction to accounting, anatomy and physiology, history, etc.; advisors/student success coaches, etc.; deans/program leaders; leaders of work to redesign the college intake/entering student experience. *Ensure that team members who will attend the AACC Institute are included in the groups.*

2. Ask that each invited group participant read the *Core Principles* document in advance of group meetings. <http://www.core-principles.org>

3. Ask group members individually to *review and then complete* the following survey.

4. Facilitate conversations first within and then across the small groups about the following questions:

- Where do you see convergence and divergence of perceptions across (or within) the small groups?
- What is the consensus view of institutional strengths?
- What is the consensus view of the most significant barrier(s)?
- What is the consensus view of highest-priority needs for professional development or technical assistance?
- What do you see as the most important next steps for your institution?

5. Summarize the large-group discussion by responding to these questions in an **Institutional Summary version** of the survey.

SURVEY RESPONDENTS:

Please indicate your position within the institution:

- President/Chancellor's leadership team**
- Dean/ Program Leader / other Administrator**
- Developmental Education Faculty** __Full-time __Part-time
- Gatekeeper Course Faculty** __Full-Time __Part-time
- Advisor/ Counselor/ Student Success Coach, etc.**
- Leader of college work to redesign student intake/ entering student process**
- Other:** _____

OR:

□ Institutional Summary

Q1. To what degree are these principles implemented at your institution?

	Not Implemented	Low	Moderate	High	Fully
<p>Principle 1: Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year</p>	<input type="radio"/>				
<p>Principle 2: Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.</p>	<input type="radio"/>				
<p>Principle 3: Academic and non-academic support is provided in conjunction with gateway courses in students' academic or career area of interest, through co-requisite or other models with evidence of success in which supports are embedded in curriculum and instructional strategies.</p>	<input type="radio"/>				
<p>Principle 4: Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, will enroll in rigorous, streamlined remediation options that align to the knowledge and skills required for success in gateway courses in their academic or career area of interest.</p>	<input type="radio"/>				
<p>Principle 5: Every student engages with content in their required gateway courses that is aligned with their academic program of study—especially in math.</p>	<input type="radio"/>				
<p>Principle 6: Every student is supported in staying on track to a college credential, from intake forward, through their institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.</p>	<input type="radio"/>				

Q2. Please describe 2-3 of the strongest examples of these principles in action in your institution.

Q3. Please describe at least one major obstacle your institution faces in the implementation of each principle.

Principle 1: Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

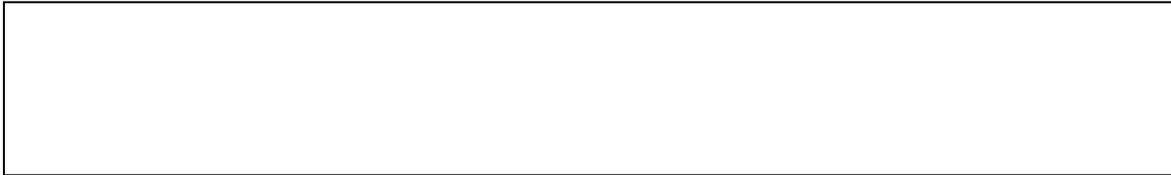
Principle 2: Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

Principle 3: Academic and non-academic support is provided in conjunction with gateway courses in students' academic or career area of interest, through co-requisite or other models with evidence of success in which supports are embedded in curriculum and instructional strategies.

Principle 4: Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, will enroll in rigorous, streamlined remediation options that align to the knowledge and skills required for success in gateway courses in their academic or career area of interest.

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Principle 5: Every student engages with content in their required gateway courses that is aligned with their academic program of study-especially in math.

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Principle 6: Every student is supported in staying on track to a college credential, from intake forward, through their institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

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Q4 Please indicate the extent to which your institution is *integrating* the *Core Principles* into the design of pathways, eliminating stand-alone developmental education courses in favor of accelerated approaches that get students quickly into college-level courses, embedding academic supports in pathways, and contextualizing work to students' programs of study.

	Not Integrated	Low	Moderate	High	Fully
<p>Principle 1: Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year</p>	<input type="radio"/>				
<p>Principle 2: Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.</p>	<input type="radio"/>				
<p>Principle 3: Academic and non-academic support is provided in conjunction with gateway courses in students' academic or career area of interest, through co-requisite or other models with evidence of success in which supports are embedded in curriculum and instructional strategies.</p>	<input type="radio"/>				
<p>Principle 4: Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, will enroll in rigorous, streamlined remediation options that align to the knowledge and skills required for success in gateway courses in their academic or career area of interest.</p>	<input type="radio"/>				
<p>Principle 5: Every student engages with content in their required gateway courses that is aligned with their academic program of study—especially in math.</p>	<input type="radio"/>				
<p>Principle 6: Every student is supported in staying on track to a college credential, from intake forward, through their institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.</p>	<input type="radio"/>				

Q5 Please describe briefly the one or two strongest example(s) of *how* your institution is *integrating* the *Core Principles* into the design of pathways, eliminating stand-alone developmental education courses in favor of accelerated approaches that get students quickly into college-level courses, embedding academic supports in pathways, and contextualizing work to students' programs of study.

Q6 What is your institution's highest-priority professional development or technical assistance need related to integration of redesigned developmental education in design and implementation of pathways? Please specify who would benefit from the professional development or technical assistance.

Principle 1: Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

Principle 2: Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

Principle 3: Academic and non-academic support is provided in conjunction with gateway courses in students' academic or career area of interest, through co-requisite or other models with evidence of success in which supports are embedded in curriculum and instructional strategies.

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Principle 5: Every student engages with content in their required gateway courses that is aligned with their academic program of study-especially in math.

Principle 6: Every student is supported in staying on track to a college credential, from intake forward, through their institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

Q7 What are your institution's highest-priority next steps in *integrating* redesigned developmental education (in accord with the *Core Principles*) into your work on design and implementation of pathways *at scale*?