Integrating TRUE Developmental Education Into Pathways

June 21, 2018
<table>
<thead>
<tr>
<th>Remedial</th>
<th>Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited to under prepared</td>
<td>• Addresses all students</td>
</tr>
<tr>
<td>• Works on a deficit model</td>
<td>• Works on a holistic model</td>
</tr>
<tr>
<td>• Focuses on academic skills only</td>
<td>• Focuses on skills, attitudes, environment</td>
</tr>
<tr>
<td>• “if you didn’t get it the first time, we will repeat it until you do.”</td>
<td>• “Let’s set up an environment where everyone can learn.”</td>
</tr>
<tr>
<td>• Based on “It was easy for me, so why isn’t easy for you? You must be lazy, dumb, poor, etc.”</td>
<td>• Based on adult learning theory and cognitive psychology</td>
</tr>
</tbody>
</table>
Integrating Education Into Pathways

June 21, 2018
Why the Fuss?
This guy. Mr. Obama. Thanks.

The Completion Agenda - 2010
Referral, enrollment, and completion in developmental education sequences in community colleges
In-Order Course Completion and Enrollment for Reading Remediation

- 3 levels below
  - Enroll 39%
  - Pass 56%
  - Not enrolled 69%
    - Enroll 69%
      - Referred to Lev. 3 7987

- 2 levels below
  - Enroll 35%
  - Pass 56%
  - Not enrolled 35%
    - Enroll 35%
      - Not completed 25%

- 1 level below
  - Enroll 25%
  - Not enrolled 75%
    - Not completed 4%

- Completed 22%

- Not completed 10%
Two Reactions
Factors

• Placement

• Lengthy sequences

• Instructional approaches
Hesitant Experimentation
Isolated and Sporadic

2000-2012 or so:

• Tutoring
• Supplemental Instruction
• Advising
• Success Courses
• Learning Communities
Isolated and Sporadic Results

2000-2012 or so:

• Tutoring
• Supplemental Instruction
• Advising
• Success Courses
• Learning Communities
2006 or so to 2018

• Acceleration
• Assessment
• Curriculum and Pedagogy
Acceleration
THOU SHALL DO COREQUISITE REMEDIATION

A lot of push back.
Early Attempt Results

ALP, CAP

• Positive results (coreq more than compressed)

IF

• Rigorous standards in all classes
• “Just in time” support
• Rethinking of content and pedagogy (CAP)
I-BEST

• Contextualization and acceleration

• Career and Technical Education

• INCREASED CHANCE (7%) OF ATTAINING CERTIFICATE OR DEGREE IN 3 YEARS
Assessment

• Test Preparation  [PC Test Prep Video]
• Multiple Measures
• Lowering Cut off Scores (Florida)
• Self-placement (CAP)
Questions

• Do Multiple Measures matter if they are placing into same sequences?

• Are Multiple Measures a *de facto* lowering of cut off scores?
Curriculum and Pedagogy

• Little research, but some idea of what works.
Embedding

- Math, literacy, success skills
- Self-efficacy skills
- Concepts instead of skills
Faculty Comments

• These students can’t write!

• Give me better students and I’ll get better results.

• Other?
Strategic Teaching

• Backward design (outcomes, assessments, activities)
• Problem-based learning
• Just-in-time teaching
• Collaborative learning
• Intentional teaching for affective development
Other Impactful Practices

• Pathways
• Math Pathways
• IRW
• CUNY START
• CUNY ASAP
Still Not Moving Graduation Rates

Obstacles
More Firepower!

And yes, sometimes you have to do more than think outside the box.

Occasionally you have to be willing to blow up the box!

We have dynamite ideas.
What if?

• It’s not all academic
• We’re not teaching what they need to know?
• English, reading, math are not only barriers
• Reforms do not focus on pedagogy
• Everyone must teach, not just deliver content
• Must continue throughout student lifecycle
Open Your Mind

- Rely on data, not anecdote
- Convince them they are scholars and treat them as such.
- Some people confuse keeping standards high with just being mean.
- There is no good reason to keep students out of college-level coursework.
- What is higher education’s real agenda?
Keep on Innovating
But above all...

Be Kind (to Yourself, Too)
All men dream, but not equally. Those who dream by night in the dusty recesses of their minds wake up in the day to find it was vanity, but the dreamers of the day are dangerous men, for they may act their dreams with open eyes, to make it possible –

T.E Lawrence
Thoughts?
Thank you

Robin Ozz, Ed.D.
Faculty Director of Developmental Education & Innovation
Phoenix College
Robin.ozz@phoenixcollege.edu
602-285-7818