

# DEVELOPMENTAL EDUCATION: OUR HISTORY

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# Developmental Education

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Our Definition & History in the U.S.



## The Issue

### Over a decade ago...

Developmental Education was offered in a **multi-level, multi-semester, pre-requisite, traditional** lecture model.

*Students enrolled in a sequence of remedial courses – unconnected and disjointed from college-level math.*



**Developmental, or remedial, education courses are designed to develop the reading, writing, or math skills of students deemed underprepared for college-level courses.**

**Developmental Education** – *the original definition*



## The Issue

**Data showed that student were not completing their developmental education courses because:**

*Students were not passing or were stopping out*

# DEVELOPMENTAL EDUCATION STATS IN THE U.S.

**60%**

of community college students take at least one remedial course.

30% of African American

**25%**

of students taking remedial courses at 4-year colleges drop out

**37%**

of remedial students at 4-year institutions go on to finish their introductory college course

**10%** of 2-year

students graduate within 3 years &

**35%** of students at 4-year graduate within 6 years

What do we do? How do we help?

# DEVELOPMENTAL EDUCATION STATS IN THE U.S.

**43 Million**

American adults ages  
16-65 can't read and  
are below the basic  
literacy level

**1.3 Billion**

is spent on on  
remedial education  
per year

**4 in 10**

Students are enrolled  
in a college  
remediation in districts  
with the highest  
concentration of  
students of color

**31%**

of community college  
remedial math  
students advance to  
college-level courses

What do we do? How do we help?

# Developmental Education - History

Institutions first started evaluating how students were placed into remedial courses.

**It was not enough...**



**A  
Decade  
of  
Changes**



# Developmental Education

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Three phases of change

## 3 Major Phases of Change in Dev. Ed.

1. Strengthening Student Support.
2. Alter Developmental Education Structure and content.
3. Whole-system comprehensive changes.



A  
Decade  
of  
Changes

# Strengthening Student Support.

This included work on

- Academic Advising
- Learning Communities
- Semester-long Orientation or introduction to the First-Year Experience course
- Offering placement assessments in High School

A  
Decade  
of  
Changes



# Alter Developmental Education Structure and content.

## A Decade of Changes

This included:

- Changes to placement tests.
- Changes to course structure.
  - compressing
  - modularizing
  - sequencing
  - Reducing
  - Combining



# Whole-system comprehensive changes

Included broader comprehensive, whole-college reforms that strategically integrate multiple interventions for students

- State Mandated Developmental Education Reforms
- Guided Pathways
- Math Pathways
- Accelerated

A  
Decade  
of  
Changes



# Change in Definition

**Developmental Education is a field of research, policy, and practice focused on student success at the postsecondary level.**

**Developmental Education** – *the current definition*



# Then

- Dev. Ed was a set of courses unrelated to support for students.
- Students took multiple levels of remedial courses.

What is the difference?

# Now

- Dev. Ed is attuned especially to college students who struggle, due to a variety of factors, in their first year.
- It includes course-based supports such as reading, writing, math study strategies, and frameworks courses.
- It includes non-course-based aspects of learning assistance such as tutoring, supplemental instruction, and mentoring.

What is the difference?

# Developmental Education

The field of **Developmental Education** has a multi-dimensional focus and is concerned with student issues of cognition, affect, identify, and other aspects of the college context.

# NOW



Developmental Education is about **student success** for college students – especially those underprepared for postsecondary educational context.



# Developmental Education

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Educational Trends

# Educational Trends

- **Dual Credit:** Program where high school students enrolls in a college course and receives concurrent academic credit for the course at the high school and college.
- **Early College High School:** Open-enrollment highs schools that allow students an opportunity to receive an associates degree at the same time they earn their high school diploma.

United States

# Educational Trends

- **College Prep Course:** Are courses designed to help students in the 12<sup>th</sup> grade who have not demonstrated college readiness in math or English.
- **Multiple Measures:** Multiple measures is when colleges incorporate 2 or more criteria for assessment and placement. For example, high school rank or Grade point average along with the placement test.

United States

# Educational Trends

- **Summer Bridge Programs:** Programs that offer underprepared and at-risk students the opportunity to progress towards their college-level coursework during the summer before freshmen year.
- **Compressed or Accelerated Courses:** This is where the courses that are offered outside of the standard semester term. Typically shortened such as a 4-week + 12-week model or an 8-week + 8-week model in a 16-week semester.

United States

# Educational Trends

- **Co-requisite Courses:** Where student enroll in both a college-level course and a developmental-level course at the same time in a single semester. *Mandated by state legislation in many cases.*
- **Holistic Approaches:** Where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format.

United States

# Educational Trends

- **Mastery-based or Individualized Instruction:** Where students must demonstrate a deep level of understanding on a topic before moving to another topic or subject area. This ensures that students understand the content fully.
- **Technology Enhanced:** Where technology is used to maximize the student learning experience.

United States

# Educational Trends

- **Flipped Classroom:** Where educators seek to increase student engagement and learning by having students complete reading at home and work on live problem-solving during class time.
- **Non-Course-Based Options:** Interventions that use learning approaches designed to address a student's identified weakness and prepare the student for college-level work. Are outside the traditional semester length and may included tutoring, supplemental instruction, or labs.

United States

# Educational Trends

- **Online Learning:** Where students complete their content online.
  - Synchronous: Where students are required to log in and participate in class at a specific time each week.
  - Asynchronous: Where students complete all work without meeting as a class.
  - Hybrid: Where students spend at least 50% of their time learning online and the rest of their time learning in the classroom.

United States

# FUTURE OF DEVELOPMENTAL EDUCATION



Multiple Measures & Alternative Placement during the pandemic



Equity and Inclusion



Pathways



Co-Requisite Models



Launch Years

# ARTICLES, REPORTS, & PUBLICATIONS



**Strong Start to Finish at** [strongstart.org](https://strongstart.org)

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**Complete College America: No Room for Doubt at** [completecollege.org](https://completecollege.org)

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**The Chronicle of Higher Education: Retaining Underserved Students at** <https://store.chronicle.com/products/retaining-underserved-students>

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**UT Dana Center: Launch Years at** <https://www.utdanacenter.org/our-work/k-12-education/launch-years>

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**Texas Higher Education Coordinating Board: Texas Success Initiative and Developmental Education at** <https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/texas-success-initiative-and-developmental-education/>

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Texas State University (n.d.). What is Developmental Education?

<https://www.education.txstate.edu/ci/dev-ed-doc/Important-Links/handbook/What-Is-Developmental-Education.html>

What to Become. (2022). 13 Upsetting stats about college remediation rates 2021.[Blog]

<https://whattobecome.com/blog/college-remediation-rates/#Conclusion>

Grace-Odeleye, Beverlyn and Santiago, Jessica (2019) "A review of some diverse models of summer bridge programs for first-generation and at-risk college students," *Administrative Issues Journal*: Vol. 9 : Iss. 1 , Article 4. Available at: <https://dc.swosu.edu/aij/vol9/iss1/4>