Transforming Remedial Education

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RE-THINKING = FOUR KEY INSIGHTS

+ English and Math are hurdles for the majority of community college students
+ Most students deemed “unready” will never graduate
+ Placement tests are weak predictors
+ Standard sequence, particularly in math, is irrelevant to most students’ aspirations for college and career

Adapted from P. Burdman. (2013) Changing Equations: How Community Colleges are Re-Thinking College Readiness in Math
Colleges and practitioners are choosing reforms from one or more columns:

**Instructional Reforms**
Modify instruction; can be within standard curriculum
- Compress
- Modularize
- Contextualize
- Non-academic supports

**Placement Reforms**
Modify placement exams, practices or policies
- New placement tests
- New placement practices or policies

**Pathways Reforms**
Modify and tailor sequences to students’ fields of study
- Statistics-based pathways
- Quantitative literacy-based pathways

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FOR MORE INFORMATION

See LearningWorks summary:

“New Study of the California Acceleration Project: Large and Robust Gains in Student Completion of College English and Math”


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