



Developmental Education: What Policies and Practices Work for Students?

**National Conference held at Teachers College, Columbia University
Made possible by funding from the Institute of Education Sciences (IES)
of the United States Department of Education**

Wednesday, September 22nd, 2010
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5:00-7:00pm	Opening reception for conference participants, <i>Everett Lounge</i>
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Thursday, September 23rd, 2010

7:00-8:00am	Registration and Breakfast, <i>Cowin Conference Center, Horace Mann Breakfast available in Horace Mann (HM) 144 and 146. Enjoy your meal in HM 138, 140, 150, or 152. No food or beverages are allowed in the Cowin Auditorium.</i>
8:00-9:00am	Keynote Address, <i>Cowin Auditorium</i> Welcome: Thomas Bailey Introduction of Keynote Speaker: Susan Fuhrman, President, Teachers College Keynote Speaker: Martha Kanter, Under Secretary, U.S. Department of Education Audience Q&A
9:00-10:00am	Panel 1: Overview of the Problem of Developmental Education, <i>Cowin Auditorium</i> <i>Developmental Education Outcomes</i> , Thomas Bailey <i>Does Remediation Work for All Students? How the Effects of Postsecondary Remedial and Developmental Courses Vary by Level of Academic Preparation</i> , Angela Boatman & Bridget Terry Long <i>The Role of State Policy in Improving Outcomes in Developmental Education</i> , Michael Collins
10:00-10:15am	Break <i>Coffee and snacks available in HM 144 and 146.</i>
10:15-11:45am	Panel 2: Assessment and Placement, <i>Cowin Auditorium</i> <i>Assessing Developmental Assessment in Community Colleges: A Review of the Literature</i> , Katherine Hughes & Judith Scott-Clayton <i>Best Practices in Setting Cut-Scores in Postsecondary Education</i> , Deanna Morgan

	<p><i>One-Shot Deal: Students' Perceptions of Assessment and Course Placement at the California Community Colleges</i>, Andrea Venezia, Kathy Bracco, & Thad Nodine</p> <p><i>Replacing Remediation with Readiness</i>, David Conley</p> <p>Audience Q&A</p>
11:45am-12:00noon	<p>Break (choose which breakout session to attend)</p> <p><i>Coffee and snacks available in HM 144 and 146.</i></p>
12:00-1:00pm	<p>Breakout discussions:</p> <p>B1A: <i>College Board Diagnostic</i>, Jonell Sanchez, HM 138</p> <p>B1B: <i>California Early Assessment Program</i>, Sonia Ortiz-Mercado, HM 140</p> <p>B1C: <i>College-Ready Standards</i>, Bill Moore, HM 150</p> <p>B1D: <i>Noncognitive/Affective Assessments</i>, Hunter Boylan, HM 152</p>
1:00-2:00pm	<p>Lunch</p> <p><i>Lunch available in HM 144 and 146. Enjoy your meal in HM 138, 140, 150, or 152.</i></p>
2:00-3:30pm	<p>Panel 3: Developmental Education Models, Cowin Auditorium</p> <p><i>Building Foundations for Student Readiness: A Review of Rigorous Research and Promising Trends in Developmental Education</i>, Elizabeth Zachry & Emily Schneider</p> <p><i>Developmental Summer Bridge Programs: Implementation and Early Evidence from a Random Assignment Study</i>, Heather Wathington</p> <p><i>Learning Communities for Students in Developmental Education: Early Impact Findings from Three Colleges</i>, Mary Visser</p> <p><i>Video-Based Supplemental Instruction</i>, Kim Wilcox & Glen Jacobs</p> <p><i>Washington State's Integrated Basic Education and Skills Training (I-BEST) Model</i>, Davis Jenkins</p> <p>Audience Q&A</p>
3:30-3:45pm	<p>Break (choose which breakout session to attend)</p> <p><i>Coffee and snacks available in HM 144 and 146</i></p>
3:45-4:45pm	<p>Breakout discussions:</p> <p>B2A: <i>Developmental Summer Bridges</i>, Conchita Hickey, HM 138</p> <p>B2B: <i>Learning Communities</i>, Rachel Singer & Gillies Malnarich, HM 140</p> <p>B2C: <i>Video-Based Supplemental Instruction</i>, Cathy Unite, HM 148</p> <p>B2D: <i>I-BEST</i>, Tina Bloomer, HM 150</p> <p>B2E: <i>"Getting Past Go" and Tennessee Board of Regents Developmental Studies Redesign</i>, Bruce Vandal, HM 152</p>

Friday, September 24th, 2010

8:00-8:30am	Breakfast <i>Breakfast available in HM 144 and 146. Enjoy your meal in HM 138, 140, 150, or 152.</i>
8:30-9:00am	Reflections on the First Day: Thomas Brock, <i>Cowin Auditorium</i>
9:00-10:30am	Panel 4: Pedagogy and Classroom Strategies, <i>Cowin Auditorium</i> <i>Pedagogy and Classroom Strategies: Overview</i> , Nikki Edgecombe <i>The Quandaries of Basic Skills in Community Colleges: Views from the Classroom</i> , Norton Grubb <i>Improving Developmental Mathematics Education in Community Colleges: A Prospectus and Early Status Report on the Statway Initiative</i> , Jenna Cullinane & Uri Treisman <i>Contextualized Reading-Writing Intervention Study</i> , Dolores Perin Audience Q&A
10:30-10:45am	Break (choose which breakout to attend) <i>Coffee and snacks available in HM 144 and 146</i>
10:45-11:45am	Breakout discussions: B3A: <i>Views from the Classroom</i> , Laura Hope, <i>HM 138</i> B3B: <i>An Alternative Pathway: From Developmental Math to Statistics</i> , Susan Wood, <i>HM 140</i> B3C: <i>Contextualized Reading-Writing Intervention</i> , Negar Farakish, <i>HM 150</i> B3D: <i>Online Learning</i> , Shanna Smith Jaggars, <i>HM 152</i>
11:45am-12:45pm	Lunch <i>Lunch available in HM 144 and 146. Enjoy your meal in HM 138, 140, 150, or 152.</i>
12:45-1:30pm	Address, <i>Cowin Auditorium</i> Introduction of Speaker: Thomas Brock Speaker: John Easton, Director, Institute of Education Sciences
1:30-3:00pm	Panel 5: Reactions and Next Steps, <i>Cowin Auditorium</i> Ann Person Kay McClenney James Applegate Moderator: Thomas Bailey Audience Q&A

Breakout Descriptions

The breakout sessions are designed to offer conference participants the opportunity to delve more deeply into a panel presentation topic. Panelists will be available to answer questions about the research presented, while facilitators specially chosen for their experience and expertise in the topic area will provide additional information and their own perspective.

Below are descriptions of each of the breakout sessions and the name of the expert that will facilitate the session. Please note that breakout sessions B1D, B2E, and B3D present additional, related topics that could not be included in the panel sessions.

Assessment and Placement Breakout Sessions

B1A: College Board Diagnostic

Jonell Sanchez will introduce the new College Board Diagnostic and engage participants in a discussion about the use of diagnostics in the developmental education setting. As diagnostic tests give guidance on a student's strengths and weaknesses rather than yielding a standardized cutoff score, how might such tests be used in the current environment where most colleges still need to place large numbers of students based on a single score? Participants will also have the opportunity to ask Deanna Morgan questions about her work with colleges over the years on setting cutoff scores.

B1B: California Early Assessment Program

Could California's Early Assessment Program (EAP) ameliorate some of the problems experienced by students that are described in Andrea Venezia's paper? Sonia Ortiz-Mercado will describe the implementation and impact of California's Early Assessment Program and engage participants in a discussion about the role of early assessment in reducing the need for remediation. Participants will also have the opportunity to further discuss students' perceptions of assessment and placement with Andrea Venezia.

B1C: College-Ready Standards

Bill Moore will facilitate a discussion around David Conley's reconceptualization of assessment and remediation, drawing on his own experience in Washington State with the design of new college-ready math standards, curriculum, and assessment materials. Participants will have the opportunity to ask David Conley questions and discuss the benefits and challenges of designing and implementing comprehensive and aligned state-level standards, curriculum, and assessments.

B1D: Noncognitive/Affective Assessments

A fair number of noncognitive and affective assessments exist, but are they being used? And for what purposes? Hunter Boylan will describe several different noncognitive and affective assessments. Participants will discuss the possible benefits of using these alternative assessments and how they can be realistically and effectively implemented in the developmental education setting.

Developmental Education Models Breakout Sessions

B2A: Developmental Summer Bridges

Conchita Hickey will facilitate a discussion about the Developmental Summer Bridges (DSB) program and share her experience with the design and implementation of the DSB program on her campus, Texas A&M International University. Participants will have the opportunity to ask Heather Wathington about the findings from the DSB experimental study and to consider the feasibility of implementing DSB on their campuses.

B2B: Learning Communities

Rachel Singer will speak about the expansion of learning communities on her campus, Kingsborough Community College in Brooklyn, NY, and Gillies Malnarich will describe the pedagogy and integrative work underlying successful learning communities. Participants will consider the institutional and instructional challenges of implementing learning communities for students placing into developmental education classes and have the opportunity to hear more about the learning communities experimental studies from Mary Visser.

B2C: Video-Based Supplemental Instruction

Cathy Unite and Kim Wilcox will facilitate a discussion about supplemental instruction (SI) and the more structured version of SI, video-based supplemental instruction (VSI). Participants will learn more about this alternative form of instructional delivery and discuss the benefits and challenges of using VSI in the developmental education setting.

B2D: I-BEST

Tina Bloomer will facilitate a discussion about I-BEST and share her experiences with the design and implementation of I-BEST at Washington State community colleges. Participants will have the opportunity to ask Davis Jenkins about the findings from the I-BEST studies and to engage in a discussion about implementing the I-BEST model on their campuses.

B2E: "Getting Past Go" and Tennessee Board of Regents Developmental Studies Redesign

Bruce Vandal will present initial findings from "Getting Past Go," a collaborative effort among state leaders in postsecondary education that seeks to leverage developmental education policy to increase college attainment rates. Participants will discuss how state policy can support effective models of developmental education. In addition, participants will hear about results from the Tennessee Developmental Studies Redesign at the Tennessee Board of Regents that was implemented with support from the National Center for Academic Transformation.

Pedagogy and Classroom Strategies Breakout Sessions

B3A: Views from the Classroom

Laura Hope and Norton Grubb will facilitate a discussion about traditional pedagogical practices being used in the developmental education classroom and the barriers to instructional change on college campuses. Participants will be asked about their own experiences with effective and ineffective pedagogy and their ideas surrounding how developmental education instruction can be improved.

B3B: An Alternative Pathway: From Developmental Math to Statistics

Susan Wood will facilitate a discussion about the proposal to change the developmental math course sequence from a pathway into college-level algebra to a pathway into college-level statistics. Participants will consider how much algebra students need and the implementation challenges and possible consequences of a statistics pathway. Participants will also have the opportunity to ask Uri Treisman about the Statway Initiative specifically.

B3C: Contextualized Reading-Writing Intervention

Negar Farakish and Dolores Perin will provide examples of the Content Comprehension Strategy Instruction (CCSI), and participants will have an opportunity to discuss the feasibility of the intervention in their classrooms. In particular, four dimensions of the intervention will be discussed: contextualization of reading and writing skills in the subject matter of degree-credit courses, the focus on explicit reading and writing strategies, the use of curricular supplements for underprepared students, and possible adaptations of the CCSI for use inside the developmental education classroom.

B3D: Online Learning

Shanna Jaggars will describe findings from her literature review on the effectiveness of online learning. Participants will discuss how online learning should be implemented to best promote developmental education student access and progression. Some of the questions posed will be: What kinds of improvements need to be made to online pedagogies? How are these improvements similar to or different from improvements that should be made in face-to-face classrooms?