



National Center for Postsecondary Research

www.PostsecondaryResearch.org

Virginia Statewide Developmental Education Reform: Preliminary Analysis of Early Implementation

Nikki Edgecombe

Community College Research Center



Comprehensive Developmental Education Reform in Virginia

- VCCS strategic planning process identified reforming developmental education as a priority for improving student outcomes
 - Beginning in 2008 various taskforces and committees engaged in planning for math and English redesigns
 - Math implementation began January 2012
- CCRC partnered with VCCS to look at early implementation
 - Visited 8 colleges spring 2012



Developmental Math Redesign: Essential Elements

- Developmental math curriculum is revised to reflect pre-requisite needs for college-level math courses
- Content is organized in nine one-credit units
- Diagnostic assessment places students into appropriate units
- Required units vary by program of study
- Colleges must adhere to redesign framework but have discretion over instructional delivery

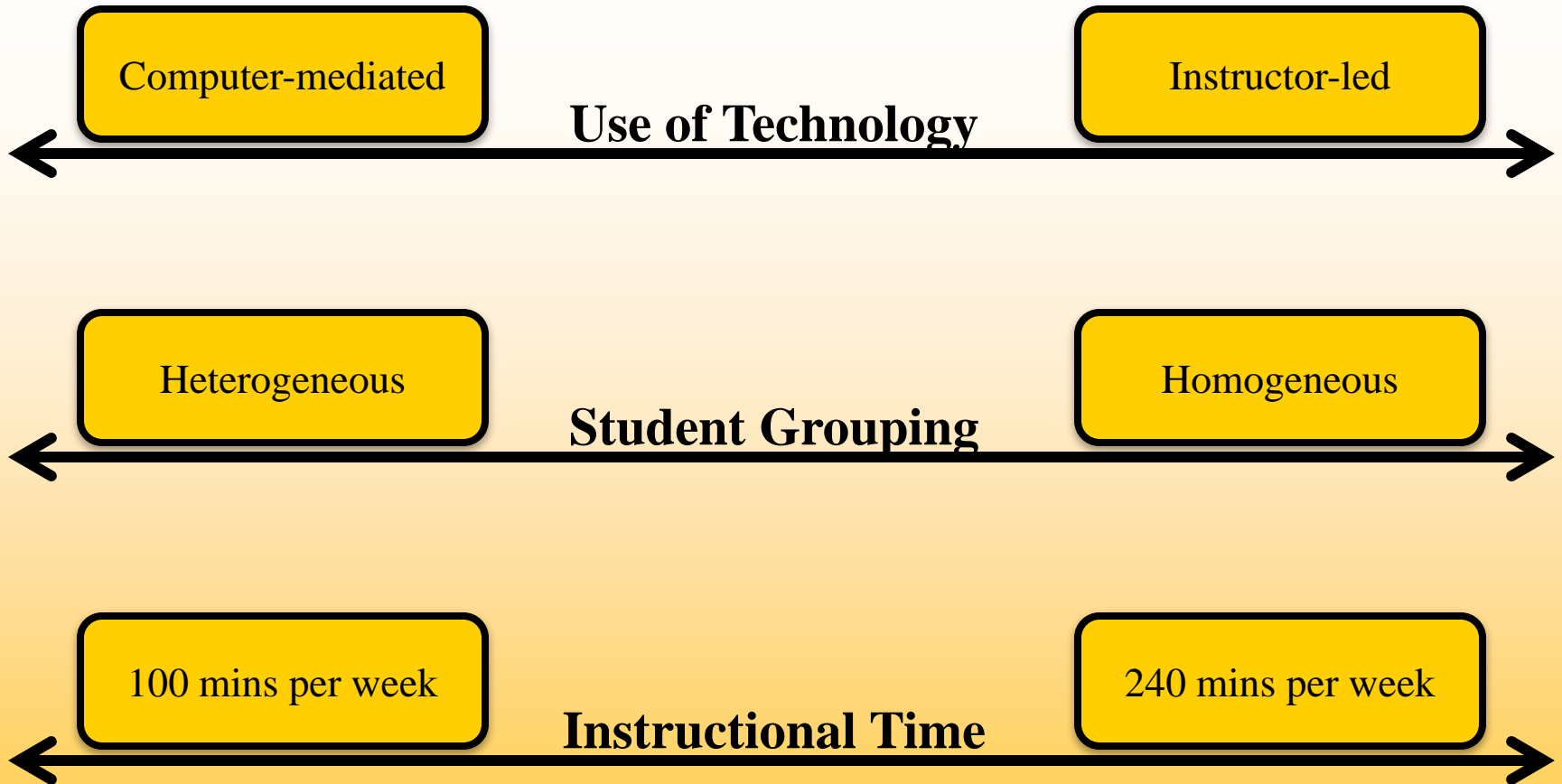


Implementation Decisions

- Implementation of the redesign varies widely across colleges along a number of dimensions
 - Classroom/staffing configuration
 - Use of technology
 - Role of instructor
 - Integration of academic support resources
 - Student grouping
 - Instructional time
 - Definition of proficiency
 - Curricular materials
- Variation provides insight into local contexts as well as potential levers for improvement



Implementation Variation



What is the effect of this variation on unit completion, student learning, and performance in subsequent courses?



Opportunities Generated Through Comprehensive Reform

- Strategic planning process engaged faculty, administrators and others in substantive conversations about goals and purpose of developmental education
 - Stakeholders report ongoing increased communication within and across colleges
- Emergence of college-level and statewide formative assessment and continuous improvement efforts
 - Faculty are reviewing data, honing curricula, and refining elements of course structure
 - Change in faculty role makes pedagogy visible
 - Developmental Math Implementation Support Team (DMIST) provided constructive feedback and planning



MORE INFORMATION

Download event materials and learn more at
www.PostsecondaryResearch.org

NCPR IS FUNDED BY THE INSTITUTE OF EDUCATION SCIENCES OF THE U.S. DEPARTMENT OF EDUCATION and is a partnership of the Community College Research Center, Teachers College, Columbia University; MDRC; the Curry School of Education at the University of Virginia; and faculty at Harvard University.

