

Remedial Education Policy Review

Policy Guiding Principles:

Colorado Statewide Remedial Education policy values clear communication between the primary stakeholder groups, (1) students, (2) K-12 and higher education, (3) the public. The policy is informed by data, best practices and alignment with P-12, high school graduation guidelines, statewide admission standards, and transfer policy. For each of the stakeholder groups the policy is flexible and actionable to allow multiple pathways to educational success. The policy promotes a shared sense of responsibility and ownership among stakeholders.

Policy Goals:

The Remedial Education policy is designed:

1. To prepare students to be successful in credit bearing math and English courses.
2. To provide accurate and timely information regarding course, degree and support options for students identified as under-prepared.
3. To provide transparency by informing stakeholders, (1) students, (2) K-12 and higher education, (3) the public about outcomes of remediation.

Questions to consider:

Assessment

1. Need to have more targeted diagnostic tools/assessment to identify skill and knowledge deficiencies.
 - Accuplacer is a “binary” determination of remediation
2. Need to standardize remedial courses around the state
 - Syllabus, content, expected outcomes
3. Agreed that the institutions- rather than the state- should be able to determine what diagnostics to use and which level of remedial, which pathways
 - But, group did think there should be some guidance from the state for consistency among higher education
4. How will higher ed evaluate and place students without standardized test scores or without the “usual” tests
 - Students who have not taken a state-reported assessment in 2 or more years prior to admission to higher ed
 - myriad of assessment at higher ed level may make it difficult for high schools
5. How do we incorporate mastery into remedial courses?
6. Are there appropriate non-cognitive assessments?