

Developmental Education Policy and Reforms: A 50-State Snapshot

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DE policies are emergent and mostly in continual flux.

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ABSTRACT: *The article provides recent state and system wide developmental education (DE) policy mandates and reforms for all 50 states. The rationale is to determine how states are refining the assessment, placement, instruction, and advisement of students deemed noncollege ready and who are advised or mandated to enroll in traditional or innovative DE instruction. This research extends previous DE policy research published from Education Commission of the States and other policy analysis organizations, research centers, foundations, and independent researchers. We used purposeful sampling to collect data from multiple sources (e.g. legislative statutes and mandates, state or system wide policy documents, agency records, etc.). Basic findings include 42 states that address, in some form, DE policy; 38 states that address DE assessment policy; 37 states that address DE course placement policy; 32 states that address DE instructional reform policy; and 29 states that address advising policy, in which 18 of those state policies are specific to students enrolled in DE. We also present a policy snapshot for each state. Trends from the research include standardized assessments being widely implemented with many states allowing for multiple measures of assessment as well as advising to configure placement into DE. Corequisite models of instruction are also becoming more common as an alternative to prerequisite DE stand-alone courses scaffolded by learning support. We posit that DE policies are emergent and mostly in continual flux and recommend the field would benefit from a common and consistent set of DE data for all 50 states.*

Postsecondary institutions in the United States are undertaking far-reaching reforms to widen college access and improve college readiness. Yet, few issues in higher education have triggered as much debate as how to remedy students' lack of college preparation in basic skills (Boylan et al., 2017). Many postsecondary institutions require students, upon entry to college, to demonstrate literacy and numeracy proficiency, typically based on standardized assessments. However, scores on entry assessments have not been highly correlated as predictors of students' skill mastery and have,

according to researchers, incorrectly placed many incoming students into developmental education (DE) for students not meeting assessment cut scores (Barnett & Reddy, 2017; Parker et al., 2010). Across the country, students from historically underserved populations are overrepresented in DE instruction. Nearly 70% of students beginning at public two-year institutions and 40% of those beginning at public four-year institutions took at least one DE course during their undergraduate careers. At public two-year institutions, about half of DE course-takers (49%) completed DE courses they attempted, compared with 59% of those at public four-year institutions (Chen, 2016).

Multiple-level, noncredit courses implemented to ameliorate problems associated with students' poor academic preparation in reading, writing, and mathematics—and especially those courses that use a remedial paradigm—have been criticized as student outcomes have not met student persistence, retention, and certificate and degree completion expectations (e.g., Bailey & Phillips, 2016; Goudas & Boylan, 2013). As a result, states have implemented many policy changes to address this issue. We have endeavored to identify recent DE policies for all 50 states and specify nationwide trends. Given our focus on identifying the policies and their trends, it is beyond the scope of this research to address why (e.g., economic, demographic, etc.) various policies are being implemented in these states.

Remedial Versus Developmental Education

Lack of college readiness is not a new phenomenon. Harvard was the first—established in 1636—requiring students to receive private tutoring for fluency in the required languages of the classical curriculum (Arendale, 2002). In the 1800s, preparatory academies emerged offering instruction to prepare students before enrolling in college. From the 1900s through 1970s, as enrollment in college systems became more diverse by ethnicity, gender, and social class, remedial courses became more formalized and integrated within postsecondary institutions (Arendale, 2002). The term *remedial*, derived from Late Latin *remedialis*, was originally a medical term for healing and curing. The educational

use of the term remedial as “concerned with improving skills” appears as early as 1879 (Online Etymology Dictionary, n.d., para. 1). As suggested by the term, remedial instruction has operated from a medical model perspective: the learner’s specific weaknesses are diagnosed, appropriate instruction is prescribed, and evaluation is applied to determine the effects (McGrath & Spear, 1991). Remedial interventions began to appear in colleges in the 1860s and focused primarily within the cognitive domain (Arendale, 2010).

By the 1970s, educators began to develop a new paradigm that guided their efforts, one that encompassed the “Student Personnel Point of View” (Higbee, 2001). This philosophical perspective embraces the student holistically, seeing personal and academic growth as linked and “understanding that the improvement of academic performance [is] tied to improvement in students’ attitudes, values, and beliefs about themselves, others, and the educational environment” (Higbee, 2001, p. 30). According to Boylan (1995), the transformation from remedial education to DE has resulted in combining personal and academic development into coursework and services: “Developmental education is not a euphemism for remediation. It is a far more sophisticated concept involving a combination of theoretical approaches drawn from cognitive and developmental psychology” (p. 1). Yet, many institutions still model their DE instruction from the remedial models of the past. This confusion prompts researchers and policymakers to readily interchange the terms and imply that remedial and DE are the same. Compounding the issue, several state- and/or system-level constituents use other terms in describing DE instruction (e.g., transitional, foundational, basic skills, learning support, etc.). For this report, we use the umbrella term of DE since higher education in general continues to use these terms interchangeably.

Policy on Developmental Education

According to Parker et al. (2010), “The policy debate surrounding remedial and DE has reached another crossroads, revealing the paradox of needing remedial education to serve academically underprepared students while simultaneously arguing over its appropriateness in higher education” (p. 3). This paradox is conveyed in the plethora of reports, blogs, memos, and articles—many self-published—from research centers (e.g., MDRC and Community College Research Center), policy analysis organizations (e.g., Education Commission of the States, Center for the Analysis of Postsecondary Readiness, National Governors Association, Complete College America), foundations (e.g., Lumina Foundation, Bill and Melinda Gates, Rockefeller Foundation, Carnegie Foundation, Kresge Foundation), and independent researchers on policy recommendations and reforms

and the lack of efficacy of traditional forms of DE. See, for example, some earlier widely cited reports such as *Help or Hindrance? The Effect of College Remediation on Academic and Labor Market*, a regression discontinuity design study on Texas students scoring just below and above the cut-off score on placement exams. Researchers concluded that developmental courses had a minimal or negative impact on the years of college completed, academic credits attempted, receipt of an academic degree, and labor market performance (Martorell & McFarlin, 2011). *Remediation: Higher Education’s Bridge to Nowhere* (Complete College America, 2012) posited that too many entering students need remediation, most do not make it through college-level gateway courses, and most never graduate. This article also promoted corequisite courses.

According to the Education Commission of the States (ECS), “Setting common policies on remedial education and course placement is one strategy states can use to communicate a consistent message about college readiness expectations” (Glancy et al., 2014,

Policy researchers must be diligent about consulting all parties...who have interest in the resulting policy.

p. 31). State or system-level policy can also ensure that colleges implement reforms by monitoring institutional efforts (Banuelos, 2012). Additionally, Bardach and Patashnick (2020) have posited that the primary goal of policy research is to understand the problem that policy is attempting to address and to advocate for reasonable and responsive actions. Because policy research promotes action, researchers must be aware that the recommendations they make may become open to politically motivated criticism; therefore, policy researchers must be diligent about consulting all parties (e.g., agencies, documents, experts) involved or who have interest in the resulting policy. Our research DE policy mandates adhered to the methods Bardach and Patashnick recommended: The research team consulted as many viable published sources as possible from each state to confirm the documented evidence of state policy.

Methodology

This project began as a research component of a doctoral course on DE policy offered at a four-year university in the southwestern United States. This course, taught in a 15-week semester format each year, has addressed the policy and politics of planning, funding, implementing, and evaluating DE and learning support programs in postsecondary education. As class projects in 2013

and 2016, student-administered DE policy surveys were distributed over several mediums, including email and telephone conversations with DE state leaders and state and/or system wide coordinating boards or agency personnel seeking answers on DE policy questions generated by the doctoral students. The survey answers were analyzed to identify data points that could be confirmed through reputable documentation (national and state policy documents); unfortunately, inconsistencies emerged between survey responses and documented evidence.

Beginning in Fall 2016 and continuing through 2020, several students from the 2016 course volunteered to form a research team with two faculty members in order to formalize the research project for possible publication. The project, because it did not involve human subjects research, was exempt by the institution’s Institutional Research Board approval process. Because of the inconsistencies between the survey and document data, the research team relied on document data from published scholarship or official reports. The team used purposeful sampling to collect data from multiple sources (e.g. policy documents, agency records, annual reports, and any other official document data available online). Our primary strategy for data collection was to retrieve information available from online document sources, review the collected data as a research team, and determine if there were inconsistencies in the data. The research methods for this study were not developed to match typical qualitative traditions in that it was not structured as a case study, phenomenology, a grounded theory, nor ethnography but adapted and implements strategies from several of those traditions.

We first identified postsecondary overall governance structures for each state (e.g. coordinating and/or governing boards, administrative services or agencies). If none existed for the state, we then identified system wide postsecondary governance structures. The current study reports data confirmed and fully cited except when no print source could be identified for the five research questions posed for each state. Throughout the process, the research team members read through hundreds of higher education websites, policy documents, state statutes and mandates, state higher education coordinating board mandates, and state agency policy websites. We reviewed the documented evidence numerous times; therefore, the data collection, recollection, and analysis was ongoing with a final review of policy for each state completed in Summer 2020. The *Education Commission of the States* (2018) website, “50-State Comparison: Developmental Education Policies,” served as a roadmap and, from there, we sought updated information and summaries (snapshots) were crafted for current policies and initiatives to fill the gaps in information for each state. This recursive

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approach assured the team had the most current data available at that moment, hence the title of this report as a *snapshot*. Our intent was to establish a baseline from which to measure trends in DE policy.

Research Questions

1. Does state or system wide policy address DE?
2. Does state or system wide policy address the assessment of students for DE?
3. Does state or system wide policy address course placement?
4. Does state or system wide policy address DE instructional reform?
5. Does state or system wide policy address advising for students in DE?

Results and Discussion

This section provides a synopsis of results followed by a discussion. Our results are also displayed in table form. Table 1 (Abbreviated Snapshot of State-By-State DE Policies) offers yes and no answers to each of our five research questions. The Appendix affords an extended-results display with a short summary for each state's snapshot to holistically describe the states' policies, practices, innovations, and reforms.

Does State or System Wide Policy address DE?

Asking our first research question provided us with a beginning point in pursuing DE policy. We identified 42 states that addressed some aspect of policy related to DE with a majority requiring DE interventions for students not meeting college readiness based on assessment cut scores (see Table 1 and Appendix). Although we could not identify state or system wide DE policies for eight states, we did find evidence of DE offerings in each of the 50 states. For example, since New Jersey's postsecondary institutions are all governed by local boards, the state's Center for Student Success is leading community colleges' DE reform initiatives to create accelerated learning programs such as corequisite instruction, summer bridge programs, and boot camps. Other DE instruction for New Jersey included integrated reading and writing and compressed courses at both two- and four-year institutions (Office of the Secretary of Higher Education, 2020).

Does State or System Wide Policy Address DE Assessment?

We determined that 38 states had state or system wide policies that address DE assessment which ranged considerably in depth and breadth (see Table 1 and

Appendix). Postsecondary systems in three states—Alabama (Alabama Community College System, 2019), Alaska (Alaska Admin. Code tit. 20, § 17.250 [1990/1992]), and Vermont (Vermont State Colleges [VSC], 2007)—address DE assessment only by stating that assessment must occur. In contrast, several states mandate the use of a specific assessment for incoming students to determine college readiness (e.g., ACCUPLACER, ALEKS, ACT, SAT, and Smarter Balance). Four states have developed their own state placement tests for DE assessment, including Florida's Postsecondary Education Readiness Test (PERT) (Fla. Stat. § 1008.30, 2002/2019), North Carolina's Reinforced Instruction for Student Excellence (RISE, 2019), the Texas Success Initiative Assessment (TSIA) (19 Tex. Admin. Code §§ 4.51-4.63, 2003/2018), and the Virginia Placement Test (Virginia Community College System, 2017).

For the 12 states we identified as having no state or system wide DE assessment policy, this lack of policy did not necessarily signify a lack of

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assessment. For example, in Maine, community colleges have voluntarily standardized the use of ACT and ACCUPLACER scores (Johnson, 2016). At Rhode Island two-year colleges, students take the ACCUPLACER for both math and reading placement (Community College of Rhode Island, 2020).

Does State or System Wide Policy Address DE Placement?

The majority of states (37) address DE placement through statewide or system wide policy (see Table 1 and Appendix). Our analysis revealed that these policies tend to follow one of two routes for DE placement. In the first, institutions may use a predetermined set of criteria to place a student in appropriate coursework such as minimum standardized test scores, high school achievement measures, or combinations of the two (Ganga & Mazzariello, 2019). The second route we identified is a waiver placement system in which institutions begin with a predetermined set of criteria to exempt students from DE assessment (Ganga & Mazzariello, 2019). Nonexempt students then undergo DE assessment and are placed using either the DE assessment score alone or in combination with other measures of college readiness.

We identified seven states that continue to use a single standardized test score for DE placement. For example, the following states use ACCUPLACER

scores for DE placement: Hawai'i (Quigley, 2016), Indiana's two-year system (Ivy Tech Community College of Indiana, 2019), Massachusetts (Massachusetts Department of Higher Education, n.d.), Minnesota (Minnesota State, 2019), and South Dakota's 4-year system (South Dakota Board of Regents, 2020).

The use of multiple measures appears in several DE placement policies, but state policies defined multiple measures differently. One state policy may mandate multiple measures placement based on cognitive and noncognitive measures or based on a standardized test score considered in conjunction with other measures, such as the student's high school GPA, work experiences, or military service. South Carolina's placement policy, for example, requires two-year institutions of higher education (IHE) to use both cognitive and noncognitive measures for student placement but allows local institutions to decide on the measures they will use (Commission on Higher Education, 1995). Math placement policy in Illinois' two-year institutions requires that institutions use at least one measure in addition to a standardized test score while allowing IHE to select the measures they use (Postsecondary and Workforce Readiness Act, 2016/2018).

Some states, however, mandate a multiple measures placement based on a student meeting only one of several criteria listed; criteria are typically minimum scores on a variety of standardized tests and sometimes include minimum measures of high school achievement, such as overall GPA or grades earned in specific high school classes. For example, Oklahoma and Texas policies list several possible measures that in Oklahoma include "past academic performance, educational goals, study skills, values, self-concept and motivation" (Oklahoma State Regents for Higher Education, 2016b, p. 191) and in Texas include HSGPA/class ranking; prior academic/workplace experiences, noncognitive factors, or family-life issues (19 Tex. Admin. Code §§ 4.51-4.63, 2003/2018).

Our analysis of state and system wide postsecondary DE placement policy confirms a trend towards assessment policy that incorporates more than one measure for course placement. Approximately 18 of the 37 states with DE assessment, close to 50%, require some type of multiple measure for either college level placement or DE assessment exemption and/or DE placement.

Does State or System Wide Policy Address DE Instructional Reform?

We identified 32 states with a state or system wide policy that either addressed or mandated DE instructional educational reform (see Table 1 and Appendix). Kentucky serves as a noteworthy example of robust planning for reform. In 2009, Kentucky

Table 1**Abbreviated Snapshot of State-by-State DE Policies**

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or system Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Alabama	Y	Y	Y	Y	Y
Alaska	Y	Y	N	N	Y*
Arizona	Y	Y	Y	N	N
Arkansas	Y	Y	Y	Y	Y
California	Y	Y	Y	Y	Y
Colorado	Y	Y	Y	Y	Y
Connecticut	Y	Y	Y	Y	Y*
Delaware	N	N	N	N	N
Florida	Y	Y	Y	Y	Y
Georgia	Y	Y	Y	Y	Y
Hawaii	Y	Y	Y	Y	Y*
Idaho	Y	Y	Y	Y	N
Illinois	Y	Y	Y	Y	N
Indiana	Y	Y	Y	Y	Y*
Iowa	Y	Y	Y	Y	Y
Kansas	Y	Y	Y	N	Y*
Kentucky	Y	Y	Y	Y	Y
Louisiana	Y	Y	Y	Y	Y
Maine	N	N	N	N	N
Maryland	Y	N	N	N	Y*
Massachusetts	Y	Y	Y	Y	Y*
Michigan	N	N	N	N	N
Minnesota	Y	Y	Y	Y	Y
Mississippi	Y	Y	Y	Y	Y
Missouri	Y	Y	Y	Y	Y
Montana	Y	Y	Y	Y	Y
Nebraska	Y	N	N	N	N
Nevada	Y	Y	Y	Y	Y*
N. Hampshire	N	N	N	N	N
N. Jersey	N	N	N	N	N

N. Mexico	N	N	N	N	N
N. York	Y	Y	Y	Y	Y
North Carolina	Y	Y	Y	Y	N
North Dakota	Y	Y	Y	Y	N
Ohio	Y	Y	Y	Y	N
Oklahoma	Y	Y	Y	Y	Y*
Oregon	N	N	N	N	Y*
Pennsylvania	Y	N	N	N	N
Rhode Island	N	N	N	N	N
South Carolina	Y	Y	Y	Y	N
South Dakota	Y	Y	Y	Y	N
Tennessee	Y	Y	Y	Y	N
Texas	Y	Y	Y	Y	Y
Utah	Y	N	N	N	N
Vermont	Y	Y	Y	N	N
Virginia	Y	Y	Y	Y	Y*
Washington	Y	Y	Y	N	N
West Virginia	Y	Y	Y	Y	Y
Wisconsin	Y	Y	Y	N	Y
Wyoming	Y	Y	Y	Y	Y
YES	42	38	37	32	18/29
NO	8	12	13	18	32/21
TOTAL	50	50	50	50	50

Note: * indicates states with advising policy for all students.

directed its educational systems to align academic standards with college readiness requirements and reduce the need for DE coursework. Key strategies are being implemented by guiding principles (Kentucky Council on Postsecondary Education [KCPE], 2015) that address: transitional coursework; aligning postsecondary and secondary intervention programs; college and career readiness advising using Individual Learning Plans; and strategies for postsecondary college persistence and degree completion with bridge programming, accelerated

learning models, corequisite coursework, and student support and intervention systems.

Plans and goals are often put in place by groups of state experts on content, pedagogy, and policy along with other stakeholders brought together to guide DE strategy and implementation. For example, the state of Montana has been striving for DE curriculum reform based on recommendations from an education task force charged with assessing DE in the state and offering recommendations for positive changes in the structure of DE pedagogy,

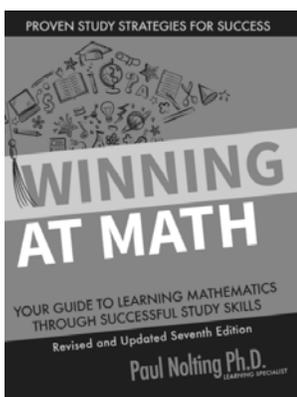
including implementing corequisite and contextual course models (SPEC Associates, 2015). In Massachusetts, the Task Force on Transforming Developmental Math Education was established in 2012 to provide solutions for postsecondary institutions to increase DE math completion rates (Massachusetts Department of Higher Education, n.d.). Both Montana and Massachusetts operate under a DE legislative mandate; other states such as Alabama do not but nevertheless utilize expert

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work groups to guide DE state goals and planning (Alabama Community College System, n.d.).

Additional exemplars of instructional reform are North Carolina, Virginia, and Oklahoma. North Carolina's DE Initiative redesign policy team, formed in 2009, has moved the state into the forefront of DE reform. The team's three broad objectives are as follows: (a) decrease DE referrals, (b) reduce time in DE, and (c) align DE across colleges and with college-level courses (Kalamkarian et al., 2015). Virginia's College and Career Readiness Standards, revised 2009-2010, are designed to ensure that standards in reading, writing, and mathematics are taught in every high school classroom to strengthen college and workforce preparation. The Virginia reforms also included (a) defining college- and career-ready performance expectations aligned to standards, (b) providing elective capstone courses to support students who need additional instruction before leaving high school, (c) providing technical assistance and professional development (PD) to Virginia's educators, (d) aligning assessments to the revised standards, and (e) identifying accountability measures and incentives for schools to increase the percentage of high school students who graduate college and career ready (Virginia Department of Education, 2010).

Oklahoma is touted as a national model by Complete College America (CCA) for promoting

innovations for college readiness, transforming DE instruction with corequisite math and English course redesign models, creating pathways to certificates and degrees, and expanding adult degree completion efforts, among others. Other programs that encourage, prepare, and support students for college are Oklahoma's Promise, which provides scholarships to thousands of Oklahoma students, and Gaining Early Awareness and Readiness for Undergraduate Programs (the federally funded GEAR UP program), which targets and supports middle and high school students for college (Oklahoma State Regents for Higher Education, 2016a).

Finally, much DE innovation and reform is occurring preemptively before college. In Wisconsin, for example, various institutional reforms include early high school math placement exams and, if needed, interventions before college entry; the use of new multiple placement approaches (high school GPA, ACT scores, etc.); and boot camps and summer bridge programs. DE reforms are being piloted and adopted by various institutions, including mainstreaming with support, fast-track, vertical and emporium, flipped classrooms, math pathways, integrated reading and writing, and corequisite course models (University of Wisconsin System, 2018).

Does State or System Wide Policy Address Advising for Students in DE?

We identified 29 states that address advising policy, 18 of which are specific to students enrolled in DE (see Table 1 and Appendix). Wisconsin (University of Wisconsin System, 1997, 2018) and Texas (19 Tex. Admin. Code §§ 4.51-4.63, 2003/2018), for example, mandate advising for all students placed into DE. In Colorado (Colorado Commission on Higher Education, 2018), mandated advising is required for students at the beginning of their placement into DE in order to notify students of their need for DE coursework, the options available to them, and in which courses they ought to register. Kentucky, interestingly, has two separate advising policies which establish advising protocols for metamajors and their career pathway models (KCPE, 2015). In addition, a statute mandates that incoming students with a HSGPA of 2.0-2.49 must establish a learning contract with an advisor (13 Ky. Admin. Regs. 2:020, 1985/2018).

Policies creating pathway models, which often include an advising component, are a rising trend in DE. Examples can be found in states such as Minnesota (Academic and Student Affairs, 2018), Kentucky (KCPE, 2015), and New York (Duncan-Poitier, n.d.).

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Currently, 11 states do not have an advising policy directed intentionally toward students in DE. However, they do have general advising policies which target broader student populations that would, by definition, contain at least some students in DE. For example, in Indiana, Ivy Tech, the only community college system in the state, requires all incoming first-semester students to be advised and adhere to an individualized academic completion plan (Ivy Tech Community College of Indiana, 2017). Finally, several states have DE best practices that, although not policy driven, include advising. For example, Arizona (Thies et al., 2019) has reforms at multiple 2- and 4-year institutions that include proactive advising; in Maine (University of Maine System, 2016), some institutions have DE initiatives that include focused advising.

Special Issues and Limitations

It is important to recognize and acknowledge some of the issues and limitations related to conducting a 50-state study of DE programs and policies. Some state policies were not easy to capture with a *yes* or *no* answer choice. There were exceptions to many policy rules. Our analysis of policy documentation revealed that a holistic analysis and presentation of data was necessary to gain a clearer and more accurate picture of the status of DE policy nationwide. In addition to frequent gray areas, assessments used by some states are in constant flux. COMPASS, for example, is an assessment no longer used after 2016.

Determining which states leave decision-making and report compilation to the state agency that oversees higher education and which ones defer to the higher education system entities proved especially challenging to our research team members as well. Through the process of trying to gather and confirm data, several topics became obvious as points of debate: for example, exceptions and special conditions regarding placement policy, the role of advising, development of assessments, and the benefits of mandating the abolition of DE coursework.

Finally, policies are rapidly changing, and we want to make readers aware that some of the information might be dated by the time this article is published, hence the term snapshot in the title. States in which policies are set at the state level (as opposed to at the system level) may require legislative action to change policy. States that allow systems or individual institutions to set policy may be able to make changes more quickly. Regardless of the policy-making process, reports such as this state-by-state snapshot can quickly be deemed dated.

Conclusions and Implications

States are moving into P-16 collaborations with many addressing the specific transition from

secondary to postsecondary education. Many states are incorporating collaborative strategies and interventions such as alignment of college readiness standards; assessing college readiness in 10th or 11th grade; and creating targeted interventions such as transition courses, summer programs, and boot camps for those who still need support before they graduate from high school.

We also noticed several trends regarding postsecondary institutions' use of assessments for placements. Although many of these states allow students to select from a menu of assessment instruments, some states have created their own assessments whereas others are moving toward or have made the move to more holistic and multiple placement methods including high school GPA, work experience, and writing samples, among others. Likewise, most states have a state wide or system wide policy for placement related to assessment and have policies mandating DE for students whose assessment results indicate a need for precollege work in basic skills.

Several states have DE best practices that, although not policy driven, include advising.

Additionally, some states, such as New Hampshire, Utah, and Vermont, reference economic or demographic shifts as reasons for recent policy changes (e.g., Coates & Koenig, 2019; Gittell, 2015; Utah System of Higher Education, 2015). We surmise that many states and systems are also implementing new policy and reforms to promote access, inclusion, and racial equality but found little evidence of such wording within the actual language of the policy documents. Most rationales are in ancillary reports, websites, news releases, etc. Reports from Connecticut and Iowa, for example, mentioned historically underserved groups as a motivation for updating DE policy (Developmental Education Working Group, 2018; Guided Pathways Holistic Student Support Redesign Team, 2019). Another noteworthy example is a news article that addressed the University of California System discontinuing their SAT/ACT requirements due to concerns about testing bias against certain socio-economic and ethnic groups (Wilner, 2020). Also significant is that the University of California System is one of many systems eliminating SAT/ACT testing in their admission process to reduce racial, class, gender, and cultural bias—often associated with standardized testing. According to the National Center for Fair and Open Testing, two-thirds of all 4-year postsecondary institutions in the U.S. will not require ACT or SAT scores for fall 2021 admissions (FairTest, n.d.).

Although we suspect that most first-year students do get advised, few states have policies mandating advising (26%) for students whose scores indicate a need for DE services. Of the states that require advising, the advising takes an array of forms, from rather general requirements for students to meet with general academic advisors in some institutions to more intrusive advising in others. Career pathway advising is also becoming more common within two-year institutions.

Most states still offer DE instruction courses and programs at both two-year and four-year colleges. Curricular reform at some level is widespread among the 50 states as corequisite, integrated, and various other accelerated models are being implemented to reduce the time students spend in DE; the goal is to increase students' persistence, retention, and success. However, a few states have attempted to eliminate DE courses and programs altogether by eliminating funding or putting opt-out policies in place. Although states have grappled with this opt-out issue for over a decade, most states are holding firm about mandatory placement for students whose test scores indicate the need for help in basic skills. For the minority of states that are moving towards the elimination of DE altogether, the move seems to be driven by a concern that DE itself is a cause of students not progressing or not finishing their degrees, and is a response to a growing belief that DE is not beneficial to students.

Clearly, most states have grappled with decisions about delivery of DE programs. State legislators are obligated to make difficult decisions about education in general and DE in particular. One implication that this study acknowledges is that there is little consistency by geographic region regarding the rules that govern these programs. There seem to be no trends that correspond to any one region of the country. A second point, that many states have made or changed policy recently, indicates that DE programming is becoming a pressing issue to state policymakers. Most of the policies related to offering DE in postsecondary institutions have been enacted in the past few years; DE policies and college readiness initiatives continue to be emergent and in continual flux. The field would benefit from a common and consistent set of DE data for all 50 states. The answers to our research questions and summaries allow for an overview that will serve as a baseline for longitudinal research to explore future policy reforms and trends.

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NOTE: References for the Appendix are posted on and National Center for Developmental Education website:

www.ncde.appstate.edu/jde

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Appendix

Developmental Education (DE) State Profiles

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or System Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Alabama	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes ¹
Alabama Community College System ([ACCS], 2019) requires its institutions to offer DE and allows institutions autonomy for assessment and placement procedures. ACCS institutions are encouraged to use the ACCUPLACER for placement (Southern Regional Education Board [SREB], n.d.-a). Students must complete DE coursework before enrolling in college-level gateway courses. Colleges may choose methods of DE instruction that best meet the needs of their students, and students placed in DE courses must receive advising and a plan of study (ACCS, 2019).					
¹ ACCS, 2019					
Alaska	Yes ^{1, 2}	Yes ¹	No	No	Yes*
State policy requires that all public postsecondary institutions assess incoming students and that public 2-year institutions provide DE to students not meeting college level academic requirements (Alaska Admin. Code tit. 20, § 17.250, 1990/1992). University of Alaska (UA) policy also requires community colleges and universities to provide DE (University of Alaska Board of Regents [UABR], 1996). Although not policy driven, in practice, UA institutions use standardized test scores for DE placement (Academic Advising Center, 2018; UA Anchorage [UAA], n.d.; University of Alaska Southeast Juneau Testing Center, n.d.).					
¹ Alaska Admin. Code tit. 20, § 17.250 (1990/1992); ² UABR, 1996 (Policy states that UAA, UAF, and UAS will develop procedures for students to meet with advisors prior to registration.)					
Arizona	Yes ¹	Yes ¹	Yes ¹	No	No
Per Arizona Board of Regents ([ABR], 2019) policy, public universities may require students not meeting admission standards to “submit scores from college admission standardized tests for placement in basic proficiency courses” (p. 4) and require these students to “participate in special programs designed to strengthen academic preparedness for university-level courses” (p. 7). While not policy driven, DE reforms at various 2- and 4-year institutions include multiple measure, proactive advising, modularized courses, integrated reading and writing (IRW), corequisite courses, Integrated Basic Education Skills Training (I-BEST), bridges/boot camps, and accelerated instruction (Thies et al., 2019).					
¹ ABR, 2019					
Arkansas	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ³
Arkansas statute directs institutions to assess freshmen for placement into DE, gives the Arkansas Higher Education Coordinating Board (AHECB) authority to establish assessment and placement parameters, and tasks the AHECB to work with Institutions of Higher Education (IHE) to reform DE delivery and instruction (Ark. Admin. Code § 6-61-110, 1991/2019). Arkansas Division of Higher Education (ADHE, n.d.) guidelines state that each IHE must use a standardized test score along with at least one other measure for placement and include a narrative that includes how the institution may be addressing student support. Each institution must develop a matrix of measures to evaluate student abilities in math, English, and reading. Students are placed into coursework which may be co-requisite, fast-track, or semester-long DE, college level or college level with required support, or adult education (AHECB, 2016). Guidelines are given for offering advising to students in DE (ADHE, n.d.).					
¹ Ark. Code Ann. § 6-61-110 (1991/2019); ² AHECB, 2016; ³ ADHE, n.d.					
California	Yes ^{1, 2, 3, 4}	Yes ^{2, 3, 4}	Yes ^{2, 3, 4}	Yes ^{3, 4}	Yes ^{2, 3}
State statute requires California Community Colleges (CCC) institutions to use high school (HS) records for course placement (Cal. Code of Reg. tit. 5, § 55531, 2013) and offer DE through a corequisite model (Cal. Educ. Code § 78213, 1990/2019). Students without HS records can self-place (Cal. Educ. Code § 78213, 1990/2019), and all average students below college readiness levels receive focused advising (Cal. Code of Reg. tit. 5, § 55531, 2013). California State University (CSU) must offer academic support options for non-college ready students (Cal. Code of Reg. tit. 5, § 40402.1, 1980/2004). CSU places students using two or more of the following measures: HS English/math courses and grades; HS grade point average (GPA); college GPA; and standardized test scores. Some students may be placed into and attend a summer bridge program and/or participate in fall corequisite coursework. Corequisite courses provide basic skills support through concurrent supplemental instruction, stretch classes, or tutoring (Forbes, 2017). We identified no DE policy for the University of California System.					
¹ Cal. Code of Reg. tit. 5 § 40402.1 (1980/2004); ² Cal. Code of Reg. tit. 5 § 55531 (2013); ³ Cal. Educ. Code § 78213 (1990/2019); ⁴ CSU, 2017					
Colorado	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ¹
Colorado statute mandates DE be provided if students indicate the need. Only 2- and select 4-year institutions of higher education (IHE) may provide prerequisite DE. By fall 2022, institutions may provide prerequisite DE to 10% or less of students; all other DE must be provided through corequisite gateway courses with supplemental academic instruction (Colo. Rev. Stat. § 23-1-113, 1993/2019). Institutions may create local policy allowing students to decline DE placement (Colorado Commission on Higher Education [CCE], 2018). IHE must use the higher of a standardized test score or a measure that is not a test score for placement. System policy provides guidelines for cut scores (Colo. Rev. Stat. § 23-1-113, 1993/2019; CCE 2018). Institutions are required to incorporate advising for students in DE at the beginning of the placement process (CCE, 2018).					
¹ CCE, 2018; ² Colo. Rev. Stat. § 23-1-113 (1993/2019)					

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or System Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Connecticut	Yes ^{1, 2}	Yes ²	Yes ²	Yes ^{1, 2}	Yes*
<p>A 2012 state statute greatly changed the way that DE may be offered at IHE. First, multiple measures rather than a single ACCUPLACER test score must be used for placement into college-level versus DE coursework. Second, colleges must provide DE in three levels, which from the lowest to the highest level are transitional strategies, intensive support, or embedded support. Transitional strategies must be offered free to the student, may be provided by local adult education partners, and do not count toward degree. Intensive support DE courses, which prepare students for college-level coursework in one semester, do not count toward a degree or transfer. Finally, embedded support is offered through a corequisite model and earns credit toward a degree or transfer (Conn. Gen. Stat. Ann. § 185b-10a-157a, 2012/2014; Connecticut State Colleges & Universities [CSCU], 2013). A holistic case management advising proposal is being considered to ensure that all students have an assigned advisor, with support of faculty and staff, at CSCU community colleges to support each student's guided pathway (Guided Pathways Holistic Student Support Redesign Team, 2019).</p> <p>¹Conn. Gen. Stat. Ann. § 185b-10a-157a (2012/2014); ²CSCU, 2013; *Office of Higher Education, 1999 (A faculty advisor or committee must assist each student with the design of his/her program.)</p>					
Delaware	No	No	No	No	No
<p>All HS students in Delaware must take the SAT, and public universities and the Delaware Technical Community College (DTCC), the state's only public 2-year college (not considered a system [Education Commission of the States, 2019]), use minimum SAT cut scores, among other factors, to exempt students from DE placement (SREB, n.d.-b). Institutional policy at DTCC caps student DE hours at 3 hours per semester and disallows the use of financial aid for DE classes (DTCC, n.d.-a). DTCC students who are not college ready must take the ACCUPLACER test to determine DE course placement. DTCC's developmental hold policy identifies students in DE classes who are at risk for failure and places a registration hold until they receive advising (DTCC, n.d.-a). DTCC's DE includes corequisite and other accelerated course models (DTCC, n.d.-b).</p>					
Florida	Yes ¹	Yes ^{1, 2}	Yes ^{1, 2}	Yes ¹	Yes ¹
<p>In 2014, state legislation restructured DE within the Florida College System (FCS) (Fla. Stat. § 1008.02-1008.30, 2002/2019). DE assessment and placement became optional for active military and for any Florida public HS graduate who attended public HS as a 9th grader from 2003-2004 onward. Non-exempted students, including graduates of private school, home school, HS certificate, out-of-state and out-of-country HS, must be assessed with the PERT placement test and then enroll in DE if their test scores indicate they are not college-ready. Colleges in the FCS must offer course options in math, reading, and writing in at least two of the following formats: modularized, compressed, contextualized, and corequisite. FCS must use placement test scores along with other measures of student achievement to advise students of all available DE options (Fla. Stat. § 1008.02-1008.30, 2002/2019). Some State University System of Florida [SUSF](n.d.) IHE may offer DE but typically contract with FCS institutions.</p> <p>¹Fla. Stat. § 1008.02-1008.30, 2002/2019; ²SUSF, n.d.</p>					
Georgia	Yes ^{1, 2, 3}	Yes ^{1, 3}	Yes ^{1, 2, 3}	Yes ³	Yes ^{2, 3}
<p>Technical College System of Georgia (TCSG) and University System of Georgia (USG) use the term learning support (LS) to represent DE (TCSG, 2020; USG, 2019). USG students in LS take corequisite courses that are paired with gateway English and math (USG, 2019). TCSG colleges must evaluate students' readiness and place students into coursework using policy-defined assessments and cut scores (TCSG, 2020). While USG has both a general advising policy, students who do not meet standard admissions criteria are enrolled in corequisite courses consisting of college coursework with required LS and advising (USG, 2019). However, non-exempt students may choose ACCUPLACER testing to determine if they can enroll in regular college coursework. (USG, 2019).</p> <p>¹TCSG, 2020; USG, ²n.d., ³2019</p>					
Hawaii	Yes ^{1, 2, 3}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ¹	Yes*
<p>The University of Hawai'i System (UHS) assigns the role of DE to community colleges (University of Hawai'i [UH], 2014). University of Hawai'i Community College (UHCC) (Office of the Vice President for Community Colleges [OVPC], 2018) and UHS (Quigley, 2016) policy requires all campuses to evaluate student academic readiness using predefined college readiness indicators that include standardized test scores and high school performance measures. Students without evidence of college readiness must undergo ACCUPLACER testing. According to policy, UHCC campuses must place non-college ready students into either an adult education and literacy program or into corequisite math and English (OVPC, 2018). Though not policy, UHCC's Student Success Pathway Framework includes intrusive academic and career advising for all students, along with DE math and English redesign (e.g. math pathways and corequisite) (Student Success Council, 2017).</p> <p>*Counseling, Advising, and Support Services, n.d. (Policy requires advising for all incoming students.); ¹OVPC, 2018; ²Quigley, 2016; ³UH 2014</p>					
Idaho	Yes ^{1, 2}	Yes ²	Yes ^{1, 2}	Yes ²	No
<p>While the Idaho State Board of Education (ISBE) does not require the use of specific assessments or placement cut scores, ISBE policy requires that each IHE develop and submit its assessment (2019) and placement policy to the ISBE (ISBE, 2016). The policy allows IHE to offer standalone prerequisite DE through 2020 while they develop and pilot accelerated models such as corequisite courses or support and emporium models. Beginning in 2021, IHE may offer but may not require students to complete prerequisite standalone DE before they enter corequisite or gateway courses (ISBE, 2019).</p> <p>ISBE, ¹2016, ²2019</p>					
Illinois	Yes ¹	Yes ¹	Yes ²	Yes ¹	No
<p>State statute directs the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education to place the emphasis for DE at public 2-year colleges and reduce its role at public universities. Community colleges must also place students into math coursework using multiple measures and employ strategies to reduce DE (Postsecondary and Workforce Readiness Act, 2016/2018) including: corequisite, emporium, and pathway models (S. J. Res. 0041, 2019). While not policy, community colleges currently follow the Community College Chief Academic and Student Services Officers (2018) multiple measures framework for math and English placement.</p> <p>¹Postsecondary and Workforce Readiness Act, 2016/2018; ²S. J. Res. 0041, 2019</p>					

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or System Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Indiana	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ¹	Yes*
Ivy Tech delivers the bulk of DE instruction for the state (Ivy Tech Community College of Indiana [ITCCI], n.d.). As a system, ITCC has instituted policy for DE assessment and placement. Incoming Ivy Tech students may establish college readiness through minimum ACT, SAT, or PSAT scores or a recent Indiana HS GPA of 2.6 or above. Students not meeting college standards take the ACCUPLACER (ITCCI, 2019b) and are placed into prerequisite or corequisite coursework—the latter being recognized as a “national model” (Indiana Commission for Higher Education, 2015, p. 15; ITCCI, 2019a). Additional DE reform at Ivy Tech includes accelerated learning programs, emporium and self-paced models of instruction (Wills, 2014). While not specific to students in DE, all incoming first-semester students adhere to an individualized academic completion plan (ITCCI, 2017). ITCCI, *2017 (policy requires advising for all students), ¹ 2019a, ² 2019b					
Iowa	Yes ^{1, 2, 3}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ²	Yes ²
Currently, community colleges provide the majority of DE instruction and use a variety of assessments and cut scores for course placement (Division of Community Colleges and Workforce Preparation [DCCWP], 2007). Iowa statute mandates that community colleges “adopt proven DE strategies to identify and address the needs of students, shorten the time to completion, prepare students for academic success, and reduce the financial burden for students underprepared for postsecondary coursework” (Iowa Admin. Code r. 281-21-4[4], 2010/2018). This statute, while respecting the authority of Iowa’s community colleges, requires that IHEs adopt DE best practices (e.g., multiple measures, accelerated and corequisite course delivery, intrusive advising, and enhanced student support services) (Developmental Education Working Group [DEWG], 2018; Community Colleges & Workforce Preparation, 2019). ¹ DCCWP, 2007; ² DEWG, 2018; ³ Iowa Admin. Code r. 281-21-4(4) (2010/2018)					
Kansas	Yes ¹	Yes ¹	Yes ¹	No	Yes*
DE is offered at 2- and 4-year institutions, although DE courses may not be counted towards a degree or paid for through state general funding (Developmental Education Working Group [DEWG], 2014). Kansas Board of Regents (KBR) policy guidelines include the use of ACCUPLACER among other approved assessments, and “institutions should use at least one other measure in addition to placement testing before placing students in developmental instruction” (Placement/Assessment Committee of the Developmental Education Working Group [PACDEWG], 2018, pp. 5, 6). While no specific policy was identified, IHE are implementing pilots for DE recommended reforms that include curricular redesign, compressed courses, mainstreaming with support, contextualized instruction, and an emporium model (DEWG, 2014). Every institution must report the impact advising has on retention and graduation rates (KBR, 2020). ¹ PACDEWG, 2018; KBR, *2020 (Policy requires advising for all students.)					
Kentucky	Yes ^{1, 2, 3, 4}	Yes ^{1, 2, 3, 4}	Yes ^{1, 2, 3, 4}	Yes ^{1, 4}	Yes ^{1, 4}
Kentucky statute requires all public IHE to administer placement testing for students not meeting the Kentucky Council on Postsecondary Education’s (KCPE) (2019) college readiness indicators. Universities may offer DE only through credit-bearing corequisite courses, whereas 2-year colleges may enroll students in one prerequisite DE course prior to their enrollment in corequisite or regular coursework (13 Ky. Admin. Regs. 2:020, 1985/2018). Kentucky IHEs have established advising protocols for their meta-major and career pathway models (KCPE, 2015), and policy establishes advising within their corequisite model, and states that incoming students with a HSGPA of 2.0-2.49 must establish a learning contract (13 Ky. Admin. Regs. 2:020, 1985/2018). The KCPE’s (2015) guiding principles recommends placing students into DE using multiple measures, with most students enrolling in embedded support or corequisite models. Kentucky Community and Technical College System (KCTCS) (2019) DE policy complies with state statute and KCPE (2015) guiding principles but includes detailed information on student placement into corequisite, developmental, or adult education classes based on cut scores on a myriad of standardized assessments. KCPE, ¹ 2015, ² 2019; ³ KCTCS, 2019; ⁴ 13 Ky. Admin. Regs. 2:020 (1985/2018)					
Louisiana	Yes ^{1, 2, 3}	Yes ^{1, 2, 3}	Yes ^{1, 2, 3}	Yes ^{1, 2, 3}	Yes ¹
The Louisiana Board of Regents (LBR) has established uniform guidelines for assessment and placement policy based primarily on scores from the ACT, SAT, ACCUPLACER, or Louisiana HS end-of-course exams. Institutions may develop alternate assessment and placement systems with institutional validation and LBR approval (LBR, 2019). Only 2-year colleges and Historically Black Colleges and Universities (HBCU’s) may offer traditional DE instruction. However, all universities may enroll students scoring 3 points below the minimum cut scores in an entry-level English or math course with academic support in the form of supplemental instruction, corequisite courses, or tutoring. Regional universities may accept students who need one DE course, but students must concurrently enroll in DE at 2-year colleges or HBCU’s (LBR, 2020). In response to ACT 619, the LBR urges institutions to create a “one-stop” approach that combines student services, including advising, across the institution (LBR, 2017). LBR, ¹ 2017, ² 2019, ³ 2020					
Maine	No	No	No	No	No
As of 2016, all public IHE in Maine offered DE except the University of Maine Orono and the Maine Maritime Academy (University of Maine System [UMS], 2016). While not policy driven, students admitted to public IHE who do not meet minimum SAT cut scores undergo ACCUPLACER testing for DE placement. The Maine Community College System (MCCS) has standardized SAT and ACCUPLACER cut scores for 2-year colleges, but universities develop their own guidelines (Johnson, 2016). UMS and MCCS institutions deliver DE in a variety of formats including standalone prerequisite courses and college-level courses with embedded, corequisite, or supplemental instruction (Johnson, 2016; UMS, 2016). Some universities offer summer bridge programs, accelerated math DE, and focused advising for course placement and learning support (UMS, 2016).					
Maryland	Yes ^{1, 2}	No	No	No	Yes*
DE is offered at most University System of Maryland (USM) IHE and required by state statute at all public community colleges, with community colleges serving greater numbers (Md. Code Ann. Educ. § 10-210, 1988/1991). A memorandum of understanding established standardized college readiness assessments and cut scores for HS students to be deemed college ready (Sadusky & Couch, 2019). Maryland’s College and Career Readiness and College Completion Act (CCRCCA) (2013) requires completion of DE courses within the student’s first 24 credits earned, and students can take DE courses before or concurrently with credit-bearing coursework. Many institutions have implemented DE reform including corequisite, accelerated, and pathway models (MHEC, 2019). *. ¹ CCRCCA, 2013 (All students must work with an advisor to make a degree plan.); ² Md, Code Ann., Educ. § 10-210 (1988/1991)					

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or System Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Massachusetts	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes*
<p>In 2019, the Massachusetts Department of Higher Education (MDHE) amended its placement policy to exempt students from DE placement testing based on minimum HSGPA or SAT cut scores. Non-exempt students must undergo ACCUPLACER testing for English and math placement. Massachusetts Board of Higher Education (BHE) (2019) requires IHE to submit placement policies that include institutionally developed cut scores and at least one other measure for student placement into DE prerequisite and corequisite coursework. MDHE's approval of DE pilots has resulted in reforms that include alternative placement measures, alternative math pathways, accelerated math interventions, and corequisite math courses (MDHE, n.d.).</p> <p>*¹BHE, 2019 (BHE requires IHEs to provide students with advising materials for placement options.)</p>					
Michigan	No	No	No	No	No
<p>Between 1989 and 1999, the Michigan Department of Education and Michigan State Board for Public Community and Junior Colleges conducted five survey studies among Michigan's public community colleges to obtain assessment, placement, advisement, instructional best practices, collaborations, and retention and success data related to remedial/developmental efforts (Iseda, 2010). Michigan's Community College Association has since put forth recommendations for the state's 28 community colleges and utilizes the Michigan Center for Student Success to lead reform initiatives such as career guided pathways, multiple measures for course placement, corequisite course remediation for college-level composition, and The Right Math at the Right Time (math pathways) (Schanker, 2019).</p>					
Minnesota	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}
<p>In 2015, legislation required the Board of Trustees of the Minnesota State Colleges and Universities (BTMSCU), overseeing public 2- and 4-year institutions, to develop a comprehensive plan for students' college completion with components including DE corequisite models of instruction, intrusive advising, use of early alert systems, meta-majors, math pathways, etc. (Academic and Student Affairs, 2018). Also directed by the state legislature in 2017, the BTMSCU outlined required DE and college-level assessment and placement scores and defined DE instructional models (Academic and Student Affairs, 2018; Minnesota State [MS], 2019). Students not meeting minimum scores on the ACT, SAT, or Minnesota Comprehensive Assessment must take the ACCUPLACER for course placement. MS policy allows colleges flexibility to set their own cut scores and to use multiple measures for placement (MS, 2019). Minnesota's DE curriculum has been redesigned with accelerated, compressed, corequisite, integrated, and stretched instruction (MS, 2019).</p> <p>¹Academic and Student Affairs, 2018; ²MS, 2019</p>					
Mississippi	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes*, ¹
<p>Mississippi Board of Trustees of State Institutions of Higher Learning [MBTSIHL], (2020) policy states that students with deficiencies in math, reading, or English, determined by ACT or SAT cut scores, must complete a summer development program to be eligible for fall admissions. Exemptions for DE placement can be considered based on HS performance and other academic experiences but must be approved by a Chief Academic Officer (MBTSIHL, 2020). Students completing the summer program and students who are required to take two or more DE courses, referred to as intermediate courses, are required to enter a year-long student support program, which includes both academic advising and career counseling support. Intermediate courses can be delivered using corequisite instruction. Although the Mississippi Community College Board has no DE-related policy, 14 of the 15 Mississippi public community colleges have standardized DE assessment and placement practices (SREB, n.d.-c).</p> <p>*¹MBTSIHL, 2020 (Policy requires advising for all students.)</p>					
Missouri	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes ¹
<p>Missouri's Coordinating Board for Higher Education (CBHE) policy funds best practices in DE curriculum, delivery, and advising (CBHE, n.d.). IHE must assess and place incoming students who provide no prior test scores into college level, developmental, or adult literacy instruction using cut scores on ACT, SAT, Smarter Balance, ACCUPLACER, ASSET, or institutionally developed assessments. Cut scores for standardized tests are uniform, but the CBHE may allow IHE with research-based evidence to raise or lower these cut scores locally. The CHBE strongly encourages IHE to place students using cut scores along with additional measures such as high school performance. The CBHE recommends self- or mastery-based instruction for lower levels of DE and bridge, corequisite, or competency-based instruction for higher levels of DE (CBHE, n.d.).</p> <p>¹CBHE, n.d.</p>					
Montana	Yes ^{1, 2, 3}	Yes ¹	Yes ¹	Yes ³	Yes ²
<p>The Montana Board of Regents for Higher Education (MBRHE) adopted Montana's 2012 DE Task Force's recommendations to reform DE placement, assessment, course redesign, and advising (SPEC Associates, 2015). MBRHE designates community colleges as the primary providers of DE but allows universities to provide DE (MBRHE, 2014). Colleges must administer math and writing skills assessment to students without assessment scores, and institutions develop their own procedures for course placement and universities may offer provisional admission to students not meeting minimum cut scores on SAT, ACT, AP, IB, CLEP or required HS math courses with minimum GPAs (Office of the Commission of Higher Education, 2017). All public IHE must advise students who fail to complete required DE coursework within their first two semesters or who do not earn a C- or above in gateway math or English courses within their first three semesters or 32 credits earned (MBRHE, 2014).</p> <p>¹Office of the Commission of Higher Education, 2017; ²MBRHE, 2014; ³SPEC Associates, 2015</p>					
Nebraska	Yes ¹	No	No	No	No
<p>According to state statute, community colleges are the primary providers for DE instruction in Nebraska; however, some 4-year institutions have limited offerings. Each of the six community colleges decides its own assessments, cut scores, placement policies, and instructional approaches for DE. While the state has adopted college and career readiness standards, no policies exist that govern placement, reporting, nor advising for non-college ready students (Neb. Rev. Stat § 85-1413, 1991/2014). A statewide initiative, sponsored by Partnerships for Innovation, created common learning objectives and placement scores for DE classes. The Nebraska Developmental Education Consortium (NDEC) will build upon this groundwork for additional multi-modal collaborations and reforms (NDEC, n.d.).</p> <p>¹Neb. Rev. Stat § 85-1413 (1991/2014)</p>					

States	Does State Wide or System Wide Policy Address DE?	Does State Wide or System Wide Policy Address DE Assessment?	Does State Wide or System Wide Policy Address DE Placement?	Does State Wide or System Wide Policy Address DE Instruction Reform?	Does State Wide or System Wide Policy Address Advising for Students in DE?
Nevada	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes*
Nevada System of Higher Education (NSHE) (2020) policy allows institutions to select from multiple placement measures that include college admissions and placement exams, HSGPA, and course selection and performance in the senior year of HS, as well as preparation for the intended postsecondary program of study. Institutions may develop additional placement options. Options for students needing DE instruction include corequisite coursework, including labs, modular instruction, and stretch course models. STEM students needing DE math support can be placed into a three-semester sequence leading to gateway college algebra; however, by Fall 2021, DE may only be offered in a corequisite format. * ¹ NSHE, 2020 (Beginning Fall 2020, all incoming students must meet with an advisor before course enrollment and periodically throughout their degree plan.)					
New Hampshire	No	No	No	No	No
While no statewide or system wide DE policies exist, examples of DE reform include Nashua Community College's use of Khan Academy and ACCUPLACER boot camps (Chan et al., n.d.). Under the NEBHE (n.d.), this pilot was part of the Developmental Math Demonstration Project. According to Complete College America (n.d.), New Hampshire has initiatives implementing math pathways and corequisite instruction and is currently working on academic pathway maps with proactive advising. According to Gittell (2015), Community College System of New Hampshire will be implementing contextualized DE.					
New Jersey	No	No	No	No	No
No statewide or system wide policy specific to DE exists because postsecondary institutions are governed by local boards. A statewide Student Success Working Group was created in 2017 and recommends alternatives to DE (Office of the Secretary of Higher Education [OSHE], 2020). The state's Center for Student Success is leading community colleges DE reform initiatives to create accelerated learning programs (e.g., corequisite instruction, summer bridge programs, boot camps) and more career exploration options for students (Student Success Center Network & Center for Student Success, n.d.). DE reforms at both 2- and 4-year institutions include IRW and compressed courses (OSHE, n.d.). Note that only participating postsecondary institutions receiving Educational Opportunity Fund (EOF) state grants must provide assessment, DE instruction, and advising for all EOF-eligible students (N.J. Admin. Code § 9A:11-4.8, 2017).					
New Mexico	No	No	No	No	No
Most (non-research) universities and community colleges offer open enrollment, and each is responsible for deciding college entry assessments, cut scores, admission requirements, and placement in DE or gateway courses. The New Mexico Department of Higher Education has set goals for common course numbering and alignment of lower division coursework, developing meta-majors and transfer modules, and implementing co-requisite DE course models and math pathways (New Mexico First [NMF], 2018). A statewide Town Hall convened by NMF (2018) included recommendations on the use of multiple measures, competency-based instruction, corequisite models, "early alert" systems, writing center support, and a statewide data sharing system. Additional recommendations included the use of paired courses, extended instructional time, stretch models, other forms of accelerated learning (NMF, 2018).					
New York	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ²
Both City University of New York (CUNY) and State University of New York (SUNY) 2- and 4-year IHE provide DE. Policy directs all public IHE to use DE best practices, including placement via multiple measures, and implementing corequisite and accelerated instruction. Community colleges shall consider monthly advising for all students needing DE (N.Y. Educ. Law § 6303-a, 2012). CUNY 2-year colleges may offer DE year-round, whereas 4-year colleges may do so only during the summer semester (CUNY, 2009). For CUNY students not meeting minimum SAT, ACT or New York State Regents (NYSR) scores, student DE placement is based on proficiency indexes combining HSGPA and subject-specific SAT and NYSR scores. Innovations such as CUNY Start and Math Start provides advising and accelerated approaches (Cruz, 2019). SUNY DE instruction includes guided career pathways, math pathways, and English corequisite models (Duncan-Poitier, n.d.). ¹ Cruz, 2019; ² N.Y. Educ. Law § 6303-a, 2012					
North Carolina	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	No
Per policy, community colleges must first use student HS transcripts for college course placement, with standardized test scores used only if transcripts are older than ten years or not available (North Carolina Community College System [NCCCS], 2016). Students deemed not college ready take North Carolina's Reinforced Instruction for Student Excellence (RISE) placement test (RISE, 2019). In fall 2020, all community colleges will implement the RISE model, which reforms DE by placing students into one semester transitions math and English DE or gateway courses with or without corequisite support and recommended advising (RISE, 2018). RISE courses will also be offered to students requiring support in their senior year of HS (Academic Programs, n.d.). Because the University of North Carolina System (2020) policy restricts incoming students not meeting admissions criteria to 1% of new students, most universities subcontract DE to community colleges (Kalamkarian et al., 2015). ¹ Kalamkarian et al., 2015; ² NCCCS, 2016					
North Dakota	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ²	No
The North Dakota State Board of Higher Education (NDSBHE) requires public postsecondary institutions to assess incoming students using minimum cut scores on state approved assessment exams for placement (NDSBHE, 2018a, 2018b). Approved assessments include ACT, SAT, ACCUPLACER, Smarter Balanced, and ALEKS (for math) along with others. Campuses may also elect to use minimum cut scores on the ACT, SAT, ACCUPLACER, or Aspire for placement into reading and the ACT or Aspire for science. Incoming freshman ages 25 and above are exempt from the assessment and placement policy (NDSBHE, 2016). Students not meeting the cut scores are required to take either a traditional DE course or a corequisite course (NDSBHE, 2018). Leaders from Envision 2030, the state's strategic initiative hosted by North Dakota University System, developed recommendations to continue to reduce the need for DE in college (Alvarez et al., 2017). NDBHE, ¹ 2018a, ² 2018b					

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Ohio	Yes ^{1, 2, 3}	Yes ³	Yes ³	Yes ³	No
<p>A 2007 statute prohibits most universities from offering non-credit standalone DE courses (Ohio Department of Higher Education [ODHE], 2019; Ohio Rev. Code §§ 3345.061-33.45.062, 2007/2017); to comply, the Presidents of Ohio’s Public Colleges and Universities [POPCU] (2019) created statewide standards for remediation-free status allowing new students to demonstrate college readiness via minimum ACT, SAT, Accuplacer, MapleSoft T.A., ALEKS, or PlaceU cut scores. Additionally, students are offered corequisite support or supplemental instruction for STEM specific pathways. IHE may lower minimum cut scores but not raise them and are encouraged to use a test score along with HSGPA or HS instructor or counselor recommendation. While not policy, ODHE (2019) has strongly recommended advising for students—especially those moving into pathways models and corequisite math courses. ¹ODHE, 2019; ²Ohio Rev. Code §§ 3345.061-33.45.062 (2007/2017); ³POPCU, 2019</p>					
Oklahoma	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ²	Yes*
<p>While responsibility for DE instruction is assigned to community colleges, Oklahoma State Regents for Higher Education (OSRHE) (2016a) policy requires all public IHE to provide DE to students not meeting minimum cut scores on ACT or HS college readiness assessments. DE course placement must be made via multiple measure evaluation of a student’s standardized test scores and “past academic performance, educational goals, study skills, values, self-concept and motivation” (OSRHE, 2016a, p. 191). OSRHE (2016b) required state-supported IHE to submit plans for DE placement and course design and encouraged development of corequisite courses that included gateway courses with required Supplemental Instruction, mandatory lab or tutoring, sequenced accelerated courses, or stretched gateway classes that integrate remedial content over 2 semesters. IHE have implemented their “own variant of multiple mathematics pathways” using new math courses that replace traditional College Algebra for nonmath majors (OSRHE, 2019b, para. 3). OSRHE, *, ¹2016a (All students must meet with an academic advisor.), ²2019a</p>					
Oregon	No	No	No	No	Yes*
<p>Whereas each community college is autonomous regarding DE reform in Oregon, the majority have utilized many of the Dev ED Redesign Work Group’s recommendations for multiple measures placement, math pathways, IRW and corequisite DE courses, new student services, assessment and placement, DE advising, professional development, and data collection (Oregon Student Success Center [OSSC], 2017). All public IHE have signed agreements to recognize high school Smarter Balanced college readiness scores for college level placement. Oregon’s (Higher Education Coordinating Commission, n.d.). House Bill 2998 directed the HECC and public IHE to improve transfer pathways between Oregon’s public community colleges and universities and report on best practices for advising students regarding foundational curricula; unified statewide transfer agreements; methods for identifying a student’s major course by a student’s second year; strategies and resources enhancing student advising; and academic support services, with an emphasis on assisting students with high rates of incompleteness (Oregon Council of Presidents [OCP], 2018). *OCP, 2018 (All public IHE must implement best practices in advising for all students.)</p>					
Pennsylvania	Yes ¹	No	No	No	No
<p>The only Pennsylvania DE policy identified appears in state legislation that requires all public postsecondary institutions to provide remediation “when required, for adjustment to collegiate demands” (Pa. Code title 22 § 31.33, 1982/2006). However, the Pennsylvania Department of Education (PDE) states that “community colleges are at the forefront of remedial and developmental education” (PDE, n.d., para. 5). The Pennsylvania State System of Higher Education (2014) lists DE as one of its student success strategies in its higher education strategic plan. Penn State Undergraduate Admissions (n.d.) provides an example of innovative DE services with its comprehensive studies’ alternative admissions program, which provides diagnostics and placement into basic skills courses, tutoring, counseling, and financial support for financially challenged students who need academic support. ¹Pa. Code title 22 § 31.33, 1982/2006)</p>					
Rhode Island	No	No	No	No	No
<p>While no state or system wide DE policies were identified, Community College of Rhode Island (CCRI) requires placement testing for math and English for students not meeting institutional minimum college level cut scores (CCRI, 2020). Currently, CCRI offers DE mathematics as a corequisite course and DE English in standalone format (CCRI, n.d.-a, n.d.-b), whereas RIC offers DE mathematics as a summer bridge or as a standalone DE course (RIC, n.d.-a, n.d.-b). <i>Special note:</i> Per state legislation, only those colleges that award the Rhode Island Promise funds to students must use multiple measures placement practices, create pathways linking DE material to programs of study, and provide embedded academic and non-academic support, such as intrusive advising for students at risk (Mullaney, 2019).</p>					
South Carolina	Yes ^{1, 2}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ¹	No
<p>State policy mandates that DE can only be offered by two-year institutions. However, policy encourages these institutions to consider mainstreaming developmental students using supplemental instruction for support in college level courses (e.g., University of South Carolina’s two-year regional campuses have adopted corequisite mainstreaming instruction). While there is no statewide or system wide policy for specific assessment and placement criteria, the policy addresses assessment and placement by stating that assessments should include student cognitive and affective characteristics (e.g., attitudes, emotions, perceptions) and that technical colleges should develop common criteria for competencies based on common assessment instruments; each college should determine minimum placement criteria (State Board for Technical and Comprehensive Education [SBTCE], 2007; Commission on Higher Education [CHE], 1995). CHE (1995) policy mandates that DE courses should meet at least four times per week and should emphasize mastery learning while incorporating metacognitive skills. ¹CHE, 1995; ²SBTCE, 2007</p>					

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South Dakota	Yes ¹	Yes ¹	Yes ¹	Yes ¹	No
<p>South Dakota students are provided with a range of college pathways and a rigorous HS curriculum to promote college and career readiness (Select Dakota, n.d.). The South Dakota Board of Regents (SDBR) (2020) policy reformed assessment, placement, and DE course delivery methods and now mandates placement based on cut scores from several standardized tests (SAT, ACT, Smarter Balanced, and ACCUPLACER). Postsecondary institutions can create pilot programs for DE curriculum models (SDBR, 2020). Beginning in the fall of 2019, university students may select DE instructional format options (e.g. corequisite instruction with supplemental instruction) that best meet their needs (Rush & Toman, 2018; SDBR, 2020).</p> <p>¹SDBR, 2020</p>					
Tennessee	Yes ¹	Yes ¹	Yes ¹	Yes ¹	No
<p>HS seniors can enroll in The Seamless Alignment and Integrated Learning Support (SAILS) program, which embeds college readiness competencies into senior year math and English courses (Tennessee Higher Education Commission [THEC], 2016). Tennessee statute states that 4-year universities may not offer DE but may coordinate with 2-year colleges to offer DE for their students (T.C.A. § 49-7-147, 2010). The Tennessee Board of Regents [TBR] (2010) policy mandates that all 2- year IHE offer learning support in the form of corequisite courses. Students are placed into a corequisite course if they do not meet the cut-off score from either the SAT, ACT, ACCUPLACER or show completion of the HS SAILS program (THEC, 2016). While no policy mandates advising, the Tennessee Student Assistance Corporation recommends intrusive advising for students not meeting academic standards (THEC, 2020).</p> <p>¹TBR, 2010</p>					
Texas	Yes ¹	Yes ¹	Yes ¹	Yes ¹	Yes ¹
<p>All Texas public IHE must provide Texas Success Initiative (TSI) assessment, placement, and DE non-course-based instruction and IWR and corequisite college-level DE courses. Students exempt from TSI placement testing must have minimum SAT, ACT, or Texas secondary exam scores, or are military, have a degree, or are not seeking a degree. Each institution must serve at least 75% of its non-exempt student population through corequisite coursework, and by 2023, 2-year colleges must serve students with below HS skills level with adult education services. Institutions must use multiple measures for placement that include the TSI score with HSGPA/class ranking; prior academic/workplace experiences, non-cognitive factors, or family-life issues. Institutions must support non-exempt students with mandatory advising and development of individual plans for academic success (19 Tex. Admin. Code §§ 4.51-4.63, 2003/2018).</p> <p>¹19 Tex. Admin. Code §§ 4.51-4.63 (2003/2018)</p>					
Utah	Yes ^{1, 2, 3}	No	No	No	No
<p>Utah state legislation requires and funds DE at community colleges (Chapter 8 & 53B-16-202, Laws of Utah 2020). Additionally, "...no more than two remedial courses will be provided students at regular tuition in the four-year colleges; and remedial courses at universities will be provided when additional student fees are assessed to cover the instructional costs" (Utah System of Higher Education [USHE], 2015, p. 4). Math redesign is occurring in various formats throughout the state, including pathways and corequisite math courses (USHE, 2017a). The USHE recommends that its IHE use multiple measures (e.g., HSGPA in combination with ACCUPLACER cut scores for math course placements) (USHE, 2016).</p> <p>¹Chapter 8 & 53B-16-202, Laws of Utah 2020; USHE, ²2015, ³2017b</p>					
Vermont	Yes ¹	Yes ¹	Yes ¹	No	No
<p>IHE may offer up to two semesters of DE courses to students needing support (Vermont State Colleges [VSC], 2007). Policy addresses DE by requiring all member institutions to address students' academic needs with a basic academic skills program that includes assessment, placement, and DE instruction and support (VSC, 2007). System policy, however, does not specify specific types of assessment, minimum cut score for placement, or DE instruction (VSC, 2007). VSC is currently supporting the use of the corequisite model and bridge programs to improve math scores (Coates & Koenig, 2019).</p> <p>¹Vermont State College, 2007</p>					
Virginia	Yes ^{1, 2, 3}	Yes ^{1, 2}	Yes ^{1, 2}	Yes ²	Yes*
<p>In 2012, Virginia Community College System (VCCS) began implementing a system wide major redesign of its DE course offering (Edgecombe, 2016), and per policy, DE is offered in corequisite format only (VCCS, 2017). VCCS institutions place incoming students into college or corequisite coursework using the highest of several measures that include HS cumulative and course specific GPA or minimum cut scores on the ACT, SAT, or GED. Students not qualifying for college level placement take the Virginia Placement Test (VCCS, 2017). Students placed into one or more corequisite courses must take a student success course (VCCS, 2017). DE math reforms include math pathways and modular curricula, and DE English reforms include accelerated IWR instruction (Kalamkarian et al., 2015).</p> <p>¹Kalamkarian et al., 2015; VCCS, ²2017 (All VCCS students are assigned an academic advisor.), ³2019</p>					
Washington	Yes ¹	Yes ¹	Yes ¹	No	No
<p>Washington has no state policy mandating public IHE to offer DE. However, state statute directs the Washington Student Achievement Council to work with universities and the Washington State Board of Community and Technical Colleges (WSBCTC) to encourage the use of multiple measures for pre-college DE course placement (Wash. Rev. Code § 28B.77.020, 2012/2019). Students with college-ready HS Smarter Balanced Assessment scores are considered college-ready at all public IHE; those not college ready may take a HS Bridge to College class. Students earning a B or above in the HS Bridge to College class are also exempted from DE at 2-year IHE and Eastern Washington University. Other public universities are considering using HS Bridge to College classes as a placement tool. Community and technical colleges use a variety of DE interventions, including standalone DE classes, math pathways, competency-based education, targeted tutorials, and integrated basic education skills training (WSBCTC, 2017).</p> <p>¹Wash. Rev. Code § 28B.77.020 (2012/2019)</p>					

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West Virginia	Yes ^{1, 2, 3, 4}	Yes ^{3, 4}	Yes ^{3, 4}	Yes ^{3, 4}	Yes ⁵
<p>West Virginia statute directs the West Virginia Higher Education Policy Commission (WVHEPC) and the West Virginia Council for Community and Technical College Education to jointly develop and implement standardized DE assessment, placement, and curriculum (W. Va. Code § 18B-1B-4, 2019; W. Va. Code § 18B-2B-6, 2019). Per state regulations and WVHEPC policy (W. Va. Code R. § 133-21, 2016/2019), institutions must place students with minimum cut scores on the ACT, SAT or ACCUPLACER into college level classes. With Chancellor approval, institutions may also use multiple measures, such as HSGPA or locally developed assessments when making placement decisions. Institutions must place students deemed below college ready into credit-bearing corequisite courses or in college level courses that provide supplementary academic support (e.g. supplemental, lab-based, additional, or accelerated instruction, modular curriculum, summer bridge programs and tutoring) (W. Va. Code R. § 133-21, 2016/2019; W. Va. Code R. § 135-21, 2019). Four-year IHE who conditionally admit students who are not college-ready must provide them with academic and student service programs (W. Va. Code R. § 133-23-5, 2013/2015). W. Va. Code § ¹18B-1B-4 (2019), ²18B-2B-6 (2019); W. Va. Code R. § ³133-21 (2016/2019), ⁴135-21 (2019), ⁵133-23-5 (2013/2015)</p>					
Wisconsin	Yes ^{2, 3, 4}	Yes ^{2, 3}	Yes ^{2, 3}	No	Yes ^{1, 2}
<p>Wisconsin Technical College System (WTCS) assessments include ACCUPLACER and ACT (WTCS Office, 2020a). WTCS provides three levels of “secondary-level” instruction: DE, remedial, and general education. Students unable to enter postsecondary due to skills deficiencies enroll in DE coursework, remedial courses target specific areas of deficiency, and general college courses provide brush-up content aligned with gateway courses (WTCS Office, 2020b). WTCS’s Student Success Center improves student outcomes by supporting guided pathways, student success best practices, and effective data utilization (WTCS Office, 2020c). Per University of Wisconsin System ([UWS], 1997) policy, UWS IHE must offer DE to admitted students not meeting institutionally determined placement scores. UWS (1997, 2018) policy states that IHEs must advise students enrolled in remedial coursework. However, UWS (2018) established college readiness cut scores for math based on the UWS Math Placement Test. While not policy driven, UWS institutions are utilizing multiple measure math placement, summer bridge programs, corequisite, and math pathways, and WTCS institutions are using IRW, modularized, emporium, or corequisite math, and contextualized or accelerated English (WTCS Student Success Center, 2018; UWS, 2018). UWS ¹1997, ²2018; WTCS Office, ³2020a, ⁴2020b</p>					
Wyoming	Yes ^{1, 2}	Yes ¹	Yes ¹	Yes ¹	Yes ¹
<p>State policy requires all community colleges to offer DE (Wyo. Stat. § 21-18-202, 2000/2019). Wyoming Community College Commission (WCCC) uses standardized ACT scores for initial math course placement, although some colleges place students based on SAT or English placement exam scores; while the University of Wyoming System (UW) uses a combination of ACT or SAT scores and minimum HS GPAs for college level course placement (WCCC & UW, 2011). Though not in policy, students below college readiness levels in math take the ALEKS math placement test (Department of Mathematics and Statistics [DMS], n.d.). All colleges offer two levels each of DE English and mathematics (WCCC & University of Wyoming [UW], 2011). In addition to standalone prerequisite DE, various community colleges are piloting college level gateway courses with corequisite support (WCCC, 2018). Per UW (2018) policy, “students admitted with support” (p. 3) must participate in the Learning Resource Network (LeaRN) transition programs, which currently provide corequisite gateway course placement and advising for the student’s first fall semester (LeaRN Programs, n.d.; UW, n.d.). ¹UW, 2018 (students admitted with support are placed into LeaRN—a summer bridge program with advising; see also LeaRN Programs, n.d.; UW, n.d.); ²Wyo. Stat. § 21-18-202 (2000/2019)</p>					

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