

ITEM 137-106-R1107

Recommendation To Consider Policy On Developmental Education

THAT:

The Board of Regents adopt a policy on Developmental Education, as recommended by members of the Remediation Workgroup formed by the Board of Regents in September 2006.

EXPLANATION:

The adoption of policies on proficiency admissions in writing and mathematics was initiated by Board Item 89-003-R1195 Proficiency Admission Requirements and Developmental Education in the Montana University System (1995). That item envisioned the purpose of proficiency admissions as reducing the need for remedial courses and shifting them from four-year to two-year programs, except where the "needs for developmental education are not being met in the immediate region."

Discussions regarding proficiency admissions invariably led to questions about data on remediation, which revealed the lack of consistent definitions, placement practices, course-numbering, and treatment of these courses. As a result of these questions, in September of 2006, the Regents authorized the formation of a Remediation Workgroup to draft a policy designed to establish: 1) which courses are to be counted as remedial; 2) which institutions should offer remedial courses; 3) what codes will consistently name and identify remedial courses; and 4) how to utilize consistent placement practices. In addition, an annual report on remediation was to be produced. This policy achieves those directives. It also uses the term "developmental," preferred by most providers of this coursework.

In recent years, the Board has endorsed the concept of "Provisional Admissions" for students seeking four-year degrees, but needing developmental coursework in their first few semesters. The proposed policy recognizes the need for campuses to provide the necessary coursework to students who are provisionally admitted.

ATTACHMENTS:

Proposed Policy
Remediation rates using the 2006 Working Definition "below core."