

**ACADEMIC AFFAIRS COUNCIL**

**AGENDA ITEM: 6.S**

**DATE: February 25, 2010**

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**SUBJECT: Pearson e-College/Remediation**

During the fall semester, there was a discussion about the range of services Pearson e-College provides to support developmental and entry level course offerings (see AAC agenda item 6.R, September 2009, [http://www.sdbor.edu/administration/academics/aac/documents/09-09AAC\\_6.R\\_remed\\_pearson\\_e-college.pdf](http://www.sdbor.edu/administration/academics/aac/documents/09-09AAC_6.R_remed_pearson_e-college.pdf) ).

The mathematicians have been discussing the use of MyMathLab Plus at the system level as a driver to promote more student success with remedial math. Pearson integrates this into MyFoundationsLab, an integrated product that deals with developmental reading, writing and math with study skills incorporated. As the discussions with the mathematicians unfolded, staff from the campuses involved more broadly with remediation have asked if the system could explore this option too.

There has been recently a number of studies published pointing to the lack of success of students placed into traditionally operated remedial programs. The following quote, from *Diploma to Nowhere* (<http://www.deltacostproject.org/resources/pdf/DiplomaToNowhere.pdf>) published by Strong American Schools, is a good example to characterize the issue.

“But perhaps the most worrisome thing about remedial education is that students who enroll in these classes are much more likely to drop out. Of students from the high school class of 1992 who enrolled in college and took no remedial education courses, 57 percent earned a bachelor’s degree within eight years. Of the students who enrolled in one or two remedial courses, only 29 percent graduated with a bachelor’s degree, and of those who took three or four remedial courses, just 19 percent received a bachelor’s.”

“While more students take remedial math, a student’s need for remedial reading makes him or her much more likely to drop out. Some experts refer to college remedial reading as the educational kiss of death. One study found that of the students who took remedial reading, more than two thirds were in three or more other remedial courses and only 12 percent eventually earned a bachelor’s degree.<sup>31</sup> For the students in remedial reading, the issue is unfortunately simple—if you can’t read well, you can’t perform well in any other college classes. Without basic literacy, students are stuck without a collegiate future.”

Members of the council should be prepared to discuss this in concept. If there is interest, this can be referred to an ad hoc task force which would be coordinated at the system level.

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**RECOMMENDED ACTION**

**Discussion and direction for next steps.**