

Need for Developmental Education at Postsecondary Institutions

National Association for Developmental Education (NADE) Resolution

(Approved March 1, 1998 by NADE Executive Board; Revised and Approved July 31, 1998;
Revised and Approved December 4, 2010)

Resolution

Whereas, NADE's comprehensive definition of developmental education includes, but is not limited to, tutoring, learning assistance, personal/career counseling, academic advisement, and coursework;

Whereas, the goals of developmental education are to (a) make possible educational opportunity for each postsecondary learner, (b) develop the skills and attitudes necessary for the attainment of academic, career, and life goals, and (c) increase student retention and educational goal attainment rates;

Whereas, NADE's intentions are to support and advance developmental educators' efforts to help underprepared students prepare, prepared students advance, and advanced students excel;

Whereas, educational opportunity requires student access to developmental education services and programs at all postsecondary institutions;

Whereas, despite many decades of high school reform, at many postsecondary institutions, at least one-half of their first-year classes are underprepared;

Whereas, many adult and reentry students need developmental education services and programs to successfully prepare for and complete college credit courses;

Whereas, data show that developmental programs contribute to the retention and graduation rates at postsecondary institutions;

Whereas, business and industry are working with developmental programs to assist students to adapt to the changing culture and demands in today's workplace;

Therefore, be it resolved that the National Association for Developmental Education supports and encourages strong, comprehensive developmental education programs and services for students at all postsecondary institutions.

Background

The need for developmental education is well documented. According to data from the American College Testing Program (2010), the following percent of entering students are not ready in these areas: English (34%); mathematics (57%); and reading (48%).¹ In addition, data collected by the National Center for Education Statistics of the U.S. Department of Education (NCES) shows that in 2008-09, 99.6% of all degree-granting public two-year and 74.5% of all degree-granting public four-

year institutions offered remedial services.² According to Dennis Jones from the National Center for Higher Education Management Systems, 32 states will need to reach beyond traditional high school graduates—to adults and other nontraditional students—to increase their college attainment rates to the levels required to be number one in the world.³ In many, if not most circumstances, these students will have to complete remedial education to have any chance of earning a postsecondary credential.⁴

¹ACT profile Report-National: Graduating Class 2010. www.act.org/news/data.html

²National Center for Education Statistics of the U.S. Department of Education, Digest of Education Statistics: 2009, Table 330

³*Linking Education with Economic and Workforce Development*, presented at Education Commission of the States Steering Committee Meeting, April 22, 2009.

⁴Getting Past Go, *Rebuilding the Remedial Education Bridge to College Success*, May 2010. www.gettingpastgo.org/docs/GPGpaper.pdf