Framing for the 2013 Student Success Summit:
Core Principles for Transforming Remedial Education

For the past two years the Student Success Summit has been organized around the MCSS Student Success
Guiding Framework that focuses on five priority areas: access and alignment; entry and intake; teaching and
learning; acceleration and progression; and completion and success. While we still see these issues and how
students flow through the community colleges as important, we are taking a different approach this year. In
December 2012, a group of national organizations including the Charles A. Dana Center at University of Texas
– Austin, Complete College America, Education Commission of the States, and Jobs for the Future released a
joint statement entitled Core Principles for Transforming Remedial Education¹.

The intent of this document was to be a catalyst for national dialogue about reforming developmental
education based on what research suggests is working (or not) to move students successfully toward a
credential. In a similar vein, we are using the principles as the overarching framing of the 2013 Student
Success Summit. It is important to note that some of the narrative and ideas put forth in this joint statement
are provocative. Our purpose in using the joint statement to frame the 2013 Summit is less an endorsement of
all that the document suggests, but rather a proactive attempt to spur thoughtful dialogue among Michigan’s
community college and their partners around these ideas.

Seven Core Principles for Transforming Remedial Education

- **Principle 1** - Completion of a set of gateway courses for a program of study is a critical measure of success
toward college completion.

- **Principle 2** - The content of required gateway courses should align with a student’s academic program of
study — particularly in math.

- **Principle 3** - Enrollment in a gateway college-level course should be the default placement for many more
students.

- **Principle 4** - Additional academic support should be integrated with gateway college-level course content
— as a co-requisite, not a prerequisite.

- **Principle 5** - Students who are significantly underprepared for college-level academic work need
accelerated routes into programs of study.

- **Principle 6** - Multiple measures should be used to provide guidance in the placement of students in
gateway courses and programs of study.

- **Principle 7** - Students should enter a meta-major when they enroll in college and start a program of study
in their first year in order to maximize their prospects of earning a college credential.

¹ The Core Principles can be found at the following link: