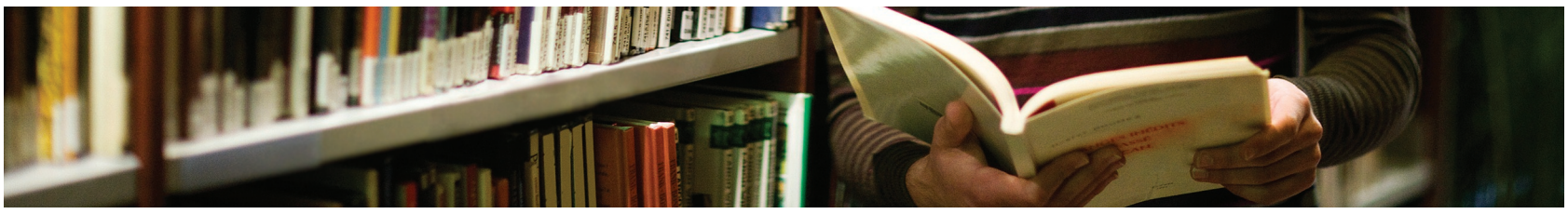

RETHINKING REMEDIAL EDUCATION: THE ROLE OF MSIs IN SERVING UNDER-PREPARED STUDENTS IN THE 21ST CENTURY

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For the United States to retain its competitive edge, we have been dared to contend with our "*Sputnik* moment," which confronts us with the imperative to successfully educate and graduate the highest proportion of college graduates in the world by 2025.[1] Although our belief in education remains steadfast, our faith in the *promise* of education is shaken by the reality that significantly high numbers of postsecondary entrants are ill-prepared for the demands of the college classroom and require some form of remedial intervention.[2] To engineer a surge in degree attainment among our nation's citizens, including those who are underprepared at the start, institutions of higher education must adopt innovative and intentional approaches to learning that facilitate student success for all.

Minority-Serving Institutions (MSIs)[3] are well-positioned to answer the call of the ambitious national college completion agenda set forth by President Obama, Lumina Foundation, and the College Board. MSIs have a unique orientation to serve and educate students who hail from the most underserved and disadvantaged communities. MSIs recognize the promise of the individual and invest substantial resources to realize that promise. Moreover, their deliberate consideration of students' familial, social, and political contexts has led to policies, instructional approaches, and support strategies that ensure access to opportunities, facilitate the acquisition of knowledge, and promote agency among historically underserved students.[4] For students who require remedial instruction, this comprehensive and holistic approach to educational attainment can spell the difference between success and failure.

Remedial education in postsecondary settings (also known as developmental education or basic skills) is a course or a sequence of courses for college-admitted students who, upon taking required placement exams, are found not to have the knowledge and skills necessary for success in college-level courses.[5] The purpose of this brief, the third in a series released by the Institute for Higher Education Policy (IHEP), is twofold: (1) To describe the emerging themes from the Lumina MSI-Models of Success initiative (**BOX 1**), and (2) to examine the context of remedial education and the discourse centered on the policy, practice, and role of postsecondary

[1]B. Obama, "The American Graduation Initiative," speech given at Macomb Community College in Warren, Mich., 2009. http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-on-the-American-Graduation-Initiative-in-Warren-MI/; B. Obama, remarks by the president on the economy at Forsyth Technical Community College in Winston-Salem, N.C. 2010. http://www.whitehouse.gov/blog/2010/12/06/president-obama-north-carolina-our-generation-s-sputnik-moment-now.

[2]National Center for Education Statistics. 2003. *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*, NCES 2004–010.Washington, DC: U.S. Department of Education.

[3]MSIs include Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and Asian American Native American Pacific Islanders-Serving Institutions.

[4]T. Parker. 2012. *The Role of Minority-Serving Institutions in Redefining and Improving Developmental Education.* Atlanta, GA: Southern Education Foundation.

[5]T. Parker, L. T. Bustillos, and L. B. Behringer. 2012. *Remedial and Developmental Education Policy at a Crossroads.* Denver, CO: Education Commission of the States.

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Box 1: Lumina MSI-Models of Success

As of 2008, Minority-Serving Institutions (MSIs) include Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic-Serving Institutions (HSIs), and Asian American Native American Pacific Islander-Serving Institutions (AANAPISIs). The Lumina MSI-Models of Success program began in fall 2009 and will continue until fall 2012. To dramatically increase college completion, especially among first-generation students, low-income students, and students of color, the program is partnering with more than 25 MSIs and other organizations to improve and document increased postsecondary attainment. Participating institutions and organizations embrace a collective MSI success agenda.

The Lumina MSI-Models of Success program has five objectives:

1. Improve the capacity of MSIs to collect, analyze, and use data to inform decisions that will promote student success.
2. Create a collective voice for policy advocacy on behalf of MSIs.
3. Strengthen policy and practice to improve remedial education.
4. Increase MSIs' commitment to transparency and effectiveness in improving student learning outcomes.
5. Increase the postsecondary completion of traditionally underserved students, especially men of color.

As the key intermediary for the initiative, IHEP provides technical assistance and support for the eight other grantees. IHEP also assists with the documentation and dissemination of project findings to inform the higher education success policy agenda at the federal, state, and institutional levels.

settings to address underprepared students.

Missing from this discourse to date is the prominent role MSIs play in preparing students for college-level coursework and the extent to which MSIs' distinctive institutional cultures stimulate student success inside and outside the classroom. This brief highlights promising practices and strategies in remedial education across postsecondary settings and those specifically implemented by MSIs. Although the majority of innovations in remedial education seem to be directed toward the community college setting, this brief illustrates efforts implemented by MSI grantee institutions at both two- and four-year colleges. It also articulates the potential of these innovations in remedial education to ensure access, sustain persistence, and facilitate successful outcomes, all of which will yield increased degree attainment for a significant proportion of students.

REMEDIAL EDUCATION IN THE 21ST CENTURY

Recent data show that approximately one-half of college students are required to enroll in at least one remedial course.[6] However, the percentages differ across institutional type. The vast majority of students needing remediation are enrolled in two-year colleges. In a recent study, 90 percent of 100,000 community college students at six community colleges enrolled in at least one developmental course.[7] At four-year institutions, more than 20 percent of students are identified as needing remedial instruction. The reasons for this lowered percentage may be due to the fact that four-year institutions do not offer remedial education courses or are more selective. As such, remedial education means different things for different students, in different institutional and contexts. Further variance by states and by systems shows remedial education enrollment percentages as low as six percent and as high as 72 percent across institutions. When disaggregated by race and ethnicity, the data show that students of color are overrepresented among remedial education enrollments.[8] Demographic data further show that students identified as needing remedial education are both low achieving and high achieving; come from urban, suburban, and rural environments; and come from families of all socioeconomic status (SES) levels. For instance, at least one-quarter of students in remedial education come from high SES families.[9]

[6]National Center for Education Statistics. 2009. *Digest of Education Statistics.* Washington, DC: National Center for Education Statistics.
[7]Scott-Clayton, J. and O. Rodriguez. 2012. *Development, Discouragement, or Diversion? New Evidence on the Effects of College Remediation.* NBER Working Paper No. 18328. As described in Fain, P. "Broken but Useful," *Inside Higher Ed,* http://www.insidehighered.com/news/2012/08/21/remediation-may-serve-useful-purposes-study-finds.
[8]National Center for Education Statistics. 2009. *Digest of Education Statistics.* Washington, DC: National Center for Education Statistics.
[9]P. Attewell, D. Lavin, T. Domina, and T. Levey. 2006. "New Evidence on College Remediation," *Journal of Higher Education* 77, no. 5: 886–924.

The demographic profile of students needing remediation is further complicated by adult learners and non-traditional students, whose reasons for requiring remediation often differ from traditionally aged students who enroll in college directly from high school. Non-traditional students account for as much as 73 percent of the college-going population; most are aged 25 and over[10] and they often have delayed college entrance, attended school part time, or worked at least 35 hours a week. A significant proportion of these students take either remedial education courses or adult basic education courses, with the goal of attaining the foundational skills needed to transition into college-level courses. With adult learners, these placements may be for many reasons, some of which may include being away from an academic environment for an extensive amount of time, needing an academic "refresher," or gaining new non-cognitive skills to be successful in the college environment.

POLICIES AFFECTING REMEDIAL EDUCATION

Different states and higher education systems have used various remedial education policies to address the complex issue of underpreparation. Some specifically target traditional college students; others address the unique needs of non-traditional adult learners.[11]Though reasons abound to explain the great need for postsecondary remedial education—from inadequate K–12 preparation to inconsistent articulation between education sectors—over the past 30 years such policies have reduced, eliminated, or shifted where and how remedial instruction is offered. These actions by state and/or system leaders were often prompted by debates over the high costs associated with instruction that should have been learned in K–12 or whose presence on postsecondary campuses compromises academic quality.[12]

As a result, 21 states have implemented policies that prevent or limit four-year institutions from offering remedial courses, placing the responsibility for remedial instruction on community colleges.[13] Underlying these actions is the belief that it is more central to community colleges' mission to meet the needs of students who do not have basic reading, writing, or mathematics skills.

However, as noted previously, remedial education does not solely affect a particular segment of students (i.e., low-income, students of color, high income). The heterogeneity of this student population suggests that the policies engineered in the previous century are too simplistic a response to the issue of underpreparation. Not only are community colleges already overburdened with competing demands and high student populations, but research points to the fact that community colleges require enrollment in remedial courses far more than four-year institutions, even among students with similar academic abilities.[14] Consequently, students who are on the margins of eligibility for college-level coursework may be derailed from attaining postsecondary credentials by unnecessary and onerous requirements.

"Though reasons abound to explain the great need for postsecondary remedial education—from inadequate K–12 preparation to inconsistent articulation between education sectors—over the past 30 years such policies have reduced, eliminated, or shifted where and how remedial instruction is offered."

[10]National Center for Education Statistics, *Nontraditional Undergraduates. 2002.* NCES 2002–012. Washington, DC: U.S. Department of Education.
[11]S. Choo, D. Jenkins, and M. Zeidenberg. 2011. "New Evidence from a Causal Analysis of Washington State's I-BEST: A Difference-in-difference Approach," paper presented at the American Educational Research Association Annual Meeting, New Orleans, La.
[12]Breneman, D.W., & Harlow, W.N. 1998. *Remedial Education: Costs and Consequences.* Washington, DC: Thomas B. Fordham Foundation.
[13]Education Commission of the States. 2012. *Getting Past Go,* http://gettingpastgo.org.
[14]Attewell et al. 2006.

PROMISING INSTITUTIONAL PRACTICES

There are many fundamental issues in the system that create barriers for students entering into remedial education like improper assessments of students' abilities, the cost associated with non-credit bearing courses, and at times misalignment of remedial education and college rigor—all factors that can hinder time to completion. To address these issues, institutions seek strategies to circumvent these barriers such as pedagogical modifications and comprehensive institutional supports that facilitate student engagement and degree attainment[15] (**FIGURE 1**). New and emerging research points to a number of innovations currently being implemented across postsecondary settings that are geared toward helping students avoid or accelerate through remedial education requirements.

- Institutions employ dual enrollment, early assessment, and summer bridge programs to identify the need for remedial instruction early enough that students can take the requisite steps to improve skills before formally beginning the college experience.

- Acceleration models are courses that either condense semester-long courses by several weeks, break up traditional curricula into skill-based units, or mainstream students directly into college-level courses with additional supports.

- Pedagogical changes include the delivery of instruction that moves away from a discrete skill-based approach and instead focuses on building student content mastery in academic or vocational subjects while shoring up basic skills.

- Other pedagogical approaches include the use of learning communities, where students engage in more active learning and collaborative engagement with peers that offer them the opportunity to develop and hone their emerging academic and study skills.

- Institutional supports include the availability of services outside of the classroom, such as tutoring, financial literacy support, supplemental instruction, intrusive advising, and student success courses, all of which aim to address potential barriers to student success.

Even though much of this research emphasizes the work of community colleges—especially given the trend to move remedial instruction to the two-year system—there is evidence that innovation is taking place within four-year settings, most notably in MSIs.

[15] E. Z. Rutschow and E. Schneider. 2011. *Unlocking the Gate: What We Know About Improving Developmental Education.* http://careerladdersproject.org/docs/unlocking%20the%20gate%20full.pdf. New York, NY: MDRC.

FIGURE1: Promising Practices in Remedial Education

Strategy	Description
Dual Enrollment Programs	High school students take college courses while enrolled in high school.
Early Assessments	High school students take college placement exams to determine college readiness in advance and develop a course of action to become college ready.
Summer Bridge Programs	Students have an opportunity to attain skills and knowledge needed for college -level coursework before fall enrollment.
Fast-Track Courses	Courses are accelerated, often allowing students to complete up to two semesters' worth of work in one semester.
Modularized Courses	Students take a series of short, skills-based segments, often self-paced, until they are able to prove mastery and advance to the next module.
Mainstreaming	Different models exist, but the premise is that students are allowed to enroll in college-level courses that are either modified (may range up to two semesters) or offer instructional supports.
Supplemental Instruction	Structured tutoring is designed for a particular course led by a trained tutor or course instructor.
Enhanced Advising	College advisors serve as mentors, meeting regularly with students to monitor progress; faculty and student services staff collaborate and communicate in an "early alert" model to identify students at risk of failure and develop plans for assistance.
Student Success Courses	One-semester courses introduce students to student life, teach them about student academic and social support services, and develop skills that will make them successful college students.
Contextualized Learning	Students have direct academic and/or vocational course access while simultaneously enrolled in remedial coursework; in some instances, academic content is integrated in remedial coursework.
Learning Communities	Students co-enroll in remedial courses and college courses that are integrated and provide basic skill development alongside the acquisition of course content.

SOURCE: Rutschow and Schneider 2011.

MSIs' COMMITMENT TO INNOVATION AND INGENUITY

MSIs are well positioned to advance new models for remedial instruction that are comprehensive and adhere to their mission of supporting the needs of historically underserved students. Given that MSIs educate many low-income, first-generation college students, and students of color[16] it is clear that the national college completion agenda relies heavily on these vital institutions for graduating close to half of the students of color in the next decade. MSIs' important role includes remedial education as a critical strategy to maintaining access and paving the way to degree completion for populations that have traditionally been underserved.[17]

MSIs' commitment to the academic success of students of color means that these institutions have and continue to invest resources to support new models of learning, especially for remedial education. For example, research conducted[18] for the *Getting Past Go* project points to the leadership role that MSIs have assumed in delivering remedial instruction. From faculty who look beyond test scores to focus on the student's potential to succeed, to institutional commitment to academic and support services that enable students to acquire the confidence and motivation to move beyond labels, MSIs view remedial coursework as a strategy for success. Their reframing of remedial instruction from the deficit perspective to a more nuanced understanding of college preparation permeates the campus environment and initiatives, prompting students to be more invested in their learning.

For the past three years, two of the Lumina MSI-Models of Success grantees—California State University, Monterey Bay (CSUMB) and Salish Kootenai College (SKC)—have developed and implemented strategies similar to those described previously. They have developed new pedagogies, implemented unique course strategies and improved student placement, all of which has led to a better experience for students on their campuses. Through the work they understand that broader forces must be considered, from faculty involvement to reorganization within the institution. Thus, both grantees have addressed policy and system considerations that can derail the successful implementation of these innovations. They are demonstrating the kind of leadership needed to meet the challenges of educating and graduating high-need student populations.

CROSS-SYSTEM COLLABORATION

CSUMB is an HSI in Monterey Bay, Calif. SKC is a Tribal College and University (TCU) in Pablo, Mont. Funding from the Lumina-MSI Models of Success Program enabled these four-year institutions to engage in unique partnerships with their feeder institutions with the goal of improving the success of low-income, first-generation college students enrolled in remedial courses.

The partnership among CSUMB, Cabrillo College, and Hartnell College, known as the Collaborative Alliance for Postsecondary Success (CAPS), brings together at least 10 faculty representatives from each campus to exchange best practices and collectively develop innovative courses to ensure success for students enrolled in remedial math and writing. SKC partnered with Fort Peck Community College, another TCU, to conduct an action research project to identify the factors contributing to the retention and success of American Indian students who require remedial instruction. Each institution formed a Developmental Education Task Force of administrators, faculty, and staff.

These collaborations have produced many results, from shared instructional strategies to the identification of structures that hinder rather than promote student success. One of the most notable outcomes of these partnerships is the opportunity to connect across sectors with peers who encounter the same challenges and uncertainties. The desire to take quick action to address a problem may lead institutions to implement a strategy or program without fully comprehending the problem being addressed. As a result, the strategy or program may not have the desired effect. In contrast, these collaborations fostered the beginnings of what Witham and Bensimon[19] describe as a "culture of inquiry."

"MSIs' important role includes remedial education as a critical strategy to maintaining access and paving the way to degree completion for populations that have traditionally been underserved."

[16]U.S. Government Accountability Office. 2009. *Low-Income and Minority-Serving Institutions: Management Attention to Long-Standing Concerns Needed to Improve Education's Oversight of Grant Programs*. Washington, DC: U.S. Government Accountability Office.
[17]Parker, Bustillos, and Behringer 2012.
[18]T. L. Parker, M. S. Barrett, and L. T. Bustillos. *Remedial and Developmental Education Policy: A Five-State Case Study Report*. Denver, CO: Education Commission of States, in progress.
[19]K.A. Witham and E.M. Bensimon. 2012. "Creating a Culture of Inquiry Around Equity and Student Success," *Creating Campus Cultures: Fostering Success Among Racially Diverse Student Populations,* ed. S.D. Museus and U.M. Jayakumar, 46-67. New York, NY: Routledge.

These inquiry groups, consisting of administrators, staff, and faculty across disciplines and programs, gave institutional leaders the opportunity to examine the problem of underpreparation and the policies and practices currently being used to mediate it. They examined institutional data to understand students and their outcomes, and engaged in critical self-reflection by recognizing that action is not free from personally held values and beliefs. As cross-system and cross-disciplinary partners, they did not blame "the others" for their students' lack of preparation; instead, partners assumed ownership of the challenge and worked to devise solutions with impact.

INTEGRATED ACADEMIC AND SUPPORT SERVICES

As previously noted, the number of students who need remedial instruction in at least one subject is alarmingly high. The Developmental Education Task Force at SKC and Fort Peck had to contend with as many as 80 percent of their student population requiring remedial instruction. After exchanging extensive dialogue, examining available data, and sharing experiences in and out of the classroom, task force members understood that the challenge of remediation went beyond the classroom and extended into other areas of student life. They implemented a two-pronged approach to address academic strategies and social supports.

Task force members have conducted a thorough analysis and revision of assessment and placement procedures to place students more accurately in courses and ensure that they receive services aligned with their skills and abilities. At SKC, faculty and staff have also designed a set of credit-bearing courses that meet both general education requirements and the needs of developing learners. Examples include an "Introduction to Natural Sciences," "Introduction to Health Sciences," and a special section of "Introduction to Humanities and History of American Indians." In these courses, students meet the same course requirements, but the course supports students who are gaining college-ready skills, are not yet strong readers, or have difficulty in writing.

In addition, SKC instituted the Department of Academic Success to serve as the coordinating umbrella for remedial education and student support services. This department is responsible for testing and placement, assigning students to proper class levels, providing faculty support, and coordinating the Summer Bridge Program. The department also supports the needs of non-traditional students by providing Adult Basic Education and literacy instruction and GED preparation. Among its most important functions is to advise students about non-cognitive concerns such as time management, study skills, motivation, and self-regulated learning.

With its multidisciplinary emphasis, the Developmental Education Task Force's work is seen as a collaborative, institution-wide effort, rather than a mandate from an individual department. This approach creates a greater sense of institutional support and buy-in. Moreover, its efforts have produced improved student outcomes. Before the task force identified policies and practices that impede student success, nearly 50 percent of students required remedial instruction in reading, math, and language. As a result of institution-wide changes, SKC has seen a 30 to 40 percent increase in the number of students who pass remedial courses. SKC has seen similar increases in the pass rates of gateway courses, from a low of 5 percent to the current rate of 30 percent.

FACULTY DEVELOPMENT

Exchanging information, developing professional networks, and sharing instructional strategies were vital to the success of these two projects. The Developmental Education Task Force at SKC provided professional development opportunities for faculty teaching remedial courses, identifying promising strategies to help low-level learners succeed. In addition, SKC sponsored the Tribal College Developmental Education Symposium, which brought together administrators and faculty from across the 36 TCUs to discuss issues and trends in developmental education specific to tribal members. The symposium gave participants an opportunity to share experiences, discuss practices, and consider how non-cognitive skills could be addressed within the classroom. Just as important, participants were asked to develop an action plan at the conclusion of the symposium to take back to their home institutions with the goal of "Building Success" in remedial education.

The CAPS project took a more in-depth look at practice and pedagogy across sectors and disciplines. Faculty from the English and writing departments met jointly with faculty from the math department to discuss what it meant to teach in a remedial education context. Both full- and part-time instructors were invited to attend. These differing personalities, with their own unique cultures and perspectives, initially produced many concerns to be addressed that required trust and willingness to challenge one's own thinking. As Jennifer Fletcher noted, "There would be no shortcuts to trust-building."[20]

[20]J.Fletcher. 2012. "Making Cross-Disciplinary, Intersegmented Partnerships Work: The Collaborative Alliance for Postsecondary Success, (CAPS)," unpublished manuscript. Monterey Bay, CA: California State University, Monterey Bay.

Trust-building began with the first of two five-day summer institutes in 2010 and 2011. Faculty members came together to review key literature relevant to designing effective curriculum and shared instructional practices in order to improve individual pedagogy, increase student retention, and promote student learning. Equally important was the expectation that faculty knowledge acquisition could yield effective practices for both the vertical and lateral transfer of learning. They asked critical questions of themselves and of their institutions to understand the "why" behind the action. "Why do you use that placement test? What's the logic behind your course numbering system? How do you know when your students are ready to move on? What do you mean, you don't have an English department?"[21]

Following the summer institutes, faculty continued to meet with their peers within and across institutions to discuss their experiences with implementing new pedagogy, curricula, course strategies, and technology. They shared test questions used on their campuses, reviewed samples of student work, identified patterns of student responses, and created lesson exemplars to address common misunderstandings.

Math faculty created a cross-campus final exam that included the topics most essential to college-level math courses, as well as diagnostic exams that helped identify students' strengths and weaknesses. They developed a shared assessment test for the gateway courses of beginning Algebra, intermediate Algebra, and college level pre-calculus. Finally, math faculty engaged in peer observation as an additional strategy to learn more directly from their peers—a strategy more common to K–12 than to higher education.

Writing focused on understanding the "soft skills" that students often lack. These skills, or "habits of mind," include engagement, curiosity, risk taking, motivation, and persistence; they are often perceived to be natural to the successful student, but in reality they can be "explicitly taught and consciously acquired."[22] Thus, faculty developed a collection of lesson exemplars that focus on these necessary habits, guiding instructors through the process of modeling and mentoring, consciously working with students to develop these skills while simultaneously building their academic competence and confidence.

Research points to the dearth of faculty development opportunities and the impact they have on changing everyday practice. The teams' systematic approach to faculty development not only showcases the various strengths and experiences of their diverse groups, but has cultivated an assets-based approach to remedial education. SKC faculty have a greater sense that they are much better at administering their remedial education program. CAPS participants have renewed energy and commitment to improving practice among these institutions. Above all, faculty members across projects understand how critical faculty development improves practice and advances student engagement

MSIs AND THE 21ST CENTURY STUDENT

The efforts of these MSIs point to the need for accurate student placement, coordination of campus efforts, evidence-based practices and pedagogies, faculty involvement in change efforts, and an institution-wide commitment to changing the paradigm. However, the institutions' experiences also raise larger issues about the future of remedial education. For example, the CAPS team at CSUMB posed the following questions as a result of their work:

- Who are the learners of the 21st century—and how should we be teaching them?
- How can we best provide students with the developmental experiences that will enable them to thrive in college?
- How do we develop successful interdisciplinary and cross-institutional collaborations?
- How do we share our lessons with legislators and policymakers who determine where and how to use resources to educate our students?

These questions are particularly illuminating for both learning in higher education as a whole and remedial education specifically. Who are the students walking through the doors of higher education, and how do we need to modify our instructional practices and institutional policies to address their realities? Although institutions expect that a certain level of student preparation will enable college success, not all students come to college adequately prepared and remedial education may be our most important work. In trying to rectify the misalignment between K–12 and higher education and the social, academic, and financial inequities that influence the need for remediation, remedial education may be the most important work. As Alexander Astin points out, "For us to stand back and disavow responsibility for the fact that these people need remediation is not only self-serving but it's just inaccurate…it's shortsighted in terms of the state's interest....We have a self-interest in educating these people well and valuing that part of our work."[23]

[21]CSU Monterey Bay has an interdisciplinary Humanities and Communication Division and a campus-wide distributive writing program, but does not offer a traditional English major.
[22]J. Fletcher. 2012. "Habits of Mind in the College Writing Class: A Whole Semester Approach," unpublished manuscript. Monterey Bay, CA: California State University, Monterey Bay.

The goal of increasing the number of college graduates to the highest proportion of educated citizens in the world demands attention to the needs of historically underserved populations as the learners of the 21st century. Evidence shows that the nation's fastest-growing demographics have had minimal success in degree attainment, prompting President Obama to remark, "We don't just need to open the doors of college to more Americans; we need to make sure they stick with it through graduation."[24] How we open those doors has been and continues to be subject to debate, especially for remedial education.[25]

During these turbulent times, MSIs maintain their commitment to historically underserved students, providing the necessary instruction and support services, including remedial education, that move students from the open door all the way through graduation. Their innovations and strategies are driven by the unique needs of students they serve, the high academic requirements the students bring to the college setting, and the critical need to foster their success and drive. Without this commitment to remedial education at MSIs and other higher education settings, research suggests that large proportions of high school graduates would never receive degrees.[26] We need to identify the most promising, most innovative practices to ensure the success of students who are far from college ready when they arrive at postsecondary settings. MSIs are an excellent place to start.

[23]K. Mills. 1998. "The Freshman Mind Yields Its Secrets to a Dedicated Sleuth." *Los Angeles Times.* http://articles/latimes.com/1999/apr/18/opinion/op-28498.
[24]B. Obama, 2010. "Remarks by the president on higher education and the economy at the University of Texas at Austin." http://www.whitehouse.gov/the-press-office/2010/08/09/remarks-president-higher-education-and-economy-university-texas-austin.
[25]Parker, Bustillos, and Behringer 2012.
[26]Attewell et al. 2006.

BOX 2: LUMINA MSI-MODELS OF SUCCESS GRANTEES*

American Indian Higher Education Consortium, Alexandria, Va.

California State University-Monterey Bay, Monterey, Calif.
- Hartnell College, Salinas, Calif.
- Cabrillo College, Aptos, Calif.

Florida International University, Miami, Fla.
- Miami Dade College, Miami, Fla.

Jackson State University, Jackson, Miss.
- Alcorn State University, Alcorn, Miss.
- Dillard University, New Orleans, La.
- Hinds Community College, Utica, Miss.
- Miles College, Fairfield, Ala.
- Tougaloo College, Tougaloo, Miss.

Salish Kootenai College, Pueblo, Mont.
- Fort Peck Community College, Poplar, Mont.

Southern Education Foundation, Atlanta, Ga.

University of North Carolina System, Chapel Hill, N.C.
- Elizabeth City State University, Elizabeth City, N.C.
- Fayetteville State University, Fayetteville, N.C.
- North Carolina A&T State University, Greensboro, N.C.
- North Carolina Central University, Durham, N.C.
- UNC-Pembroke, Pembroke, N.C.
- Winston-Salem State University, Winston-Salem, N.C.

University of Texas-El Paso, El Paso, Texas
- El Paso Community College, El Paso, Texas
- Prairie View A&M University, Prairie View, Texas
- Texas A&M International University, Laredo, Texas

***Those in bold indicate the lead institution or organization*.**

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