Recommendation 3

The third recommendation would be to expand partnerships between community colleges and high school. According to Tinto and Riemer (2001) four out of ten students enter college with some form of developmental education need. Many students enter college with no more than sixth-grade level skills in reading, writing, and mathematics. McCabe (2001) suggested the community colleges establish a close working relationship with the K-12 schools to assist with programs designed to prepare students for college. The Institute For Higher Education Policy reported several strategies to reduce the need for remediation in higher education: aligning high school requirements with college content and competency expectations; early intervention and financial aid programs targeted at students at the K-12 level that link mentoring, tutoring, and academic guidance with a guarantee of college financial aid; student follow-up and high school feedback systems; and K-12 school reform. In addition, Roueche and Roueche (1999b) recommended the community colleges, working in partnership with the high schools, provide technological and instructional support to students interested in attending the institution, thereby achieving remediation of incoming students prior to admittance to the college.

To maximize the effectiveness of remediation programs, it is essential that high schools, community colleges, and universities work collaboratively to achieve the common goal of producing successful graduates in a cost effective, time efficient, learning centered environment.