2019
COLLEGE CHANGES EVERYTHING®
CONFERENCE

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Reducing Remediation: Opening College Access and Accelerating College Success

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Agenda

1. The traditional approach to developmental education
2. The need for reform
3. Where we go from here
4. Reforms in practice

Traditional Developmental Education Model

Developmental education in Illinois was intended to be an approach to education that focuses on helping students achieve their full potential, through **accessible pathways to college completion.**

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Traditional Developmental Education

Costs students and the state millions of dollars each year

Most developmental courses do not count as college credit

Prolongs time to degree

Long course sequences add multiple points of attrition

Sources: ICCB Data
Center for American Progress, 2016

Nearly half of Illinois high school graduates who enroll in community college require remedial education

Majority of students won't get to take a gateway college course, and only 19% of all students placed in remediation will graduate

Black, Latino, and low-income students are disproportionately impacted by poor outcomes associated with traditional developmental education

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Two Facets of the Problem

OVER-PLACEMENT

- No uniformity across institutions
- High stakes placement exams
- More reliable measures

UNDER-COMPLETION

- Multiple levels
- Curriculum not aligned
- Financial aid runs out
- Psychological barriers

Two Solutions

Evidence-based reform efforts aim to improve placement practices by using more reliable measures of readiness and implementing developmental education delivery models that maximize student success.

BETTER PLACEMENT

Place fewer college-ready students into non-credit bearing coursework through multiple measures for placement.

STRUCTURAL REFORMS

Scale evidence-based reforms such as co-requisite support, accelerated learning programs, PMGE, and emporium models.

Better Placement

Better placement practices more accurately place students in college-level coursework and place fewer students overall in developmental education coursework

- Multiple measures of readiness for college-level coursework
- Use high school performance measures such as cumulative GPA
- Less reliance on high-stakes placement exams
- Ensure transfer credit across institutions
- Accept transitional math and English credit

Current Reform Efforts

- Multiple Measures for Placement
- Commitment among community colleges to implement placement recommendations
- High school + community colleges implementing transitional math and English

New Structures

Evidence-based reforms improve student success in gateway math and English courses and increase the likelihood of on-time program completion, without reducing rigor.

- Co-requisite support models
- Accelerated Learning Program (ALP)
- Preparatory Mathematics for General Education (PMGE)
- Summer bridge
- Emporium model

Current Reform Efforts

- Institutional change
- Senate Joint Resolution 41

Reform in Practice

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Reform Commitment

- Reduce Enrollment in Developmental Education
- Strengthen College Readiness
- Improve Success, Retention, and Completion

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Instituting Change

- Critical Areas to Address
- Inventory of Programs & Services

- Understanding Students

- Implementing Best Practices

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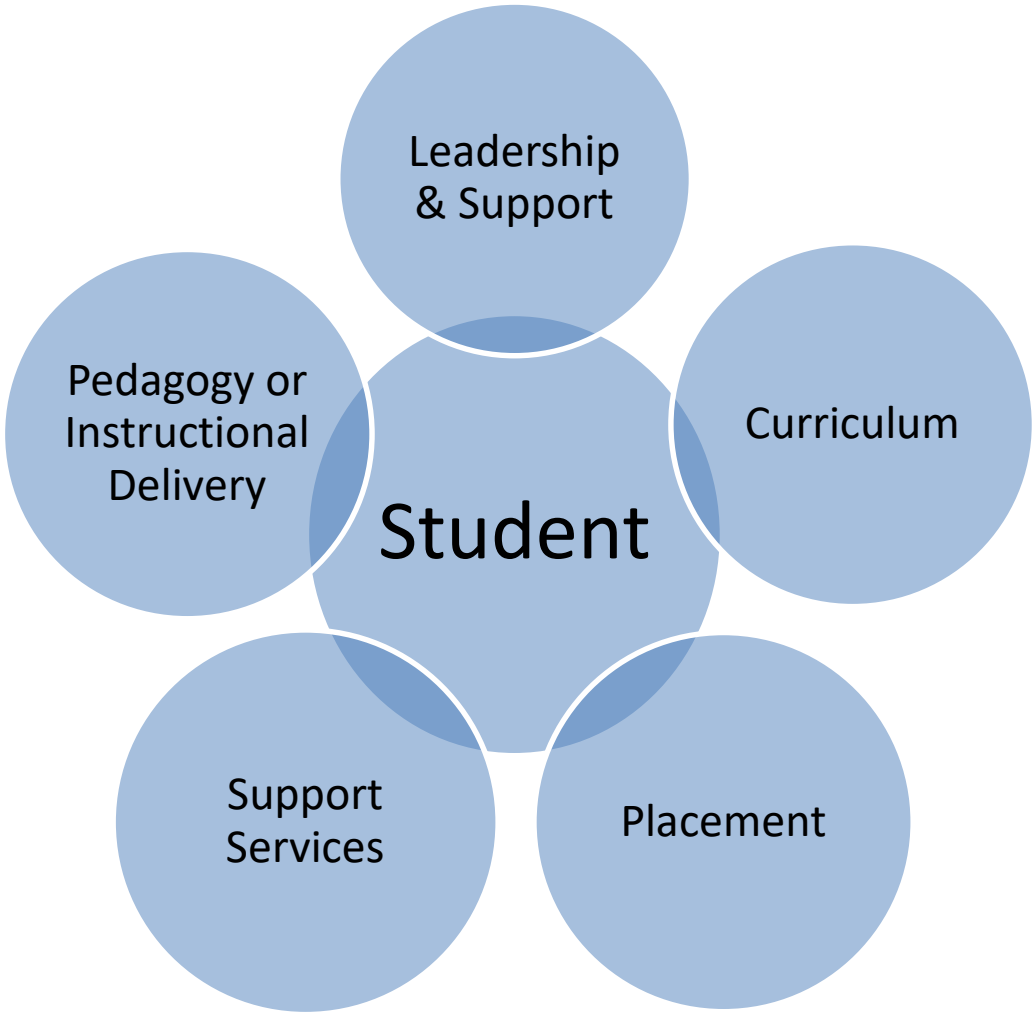
Critical Areas to Address



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Critical Questions to Ask

What percentage or how many students place into different levels of developmental (DE) math, English, reading?

What are the success, retention, and persistence rates of students in DE and their subsequent college level courses?

What levels of math or English do students need to complete their degrees, certificates, or transfer goals?

How many students take DE math or English immediately after enrolling in college or postpone DE classes?

Critical Questions to Ask

How many students repeat DE courses due to failure or withdrawal?

What are the backgrounds of our students?

What college readiness programs should we develop to address college level reading, writing, and math skills of students?

How do we identify and address characteristics and factors that motivate and hinder student success?

Critical Questions to Ask

- What course delivery formats will best support students needs?
- How effective are existing academic support services on student success?
- Should we impose registration limits or requirements on DE students?
- What strategies will improve DE completion rates and reduce the number of DE requirements for students?
- How effective are our placement measures?

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Reform in Practice

Innovation Ideas

- Developmental education learning community
- Non-traditional course formats
- Interactive format for teaching, utilizing scaffolding techniques
- Professional development
- Contextualizing curriculum and making it relevant
- Partnerships and curriculum alignment with local high schools
- Integrate academic support services
- Assessment practices (multiple measures)

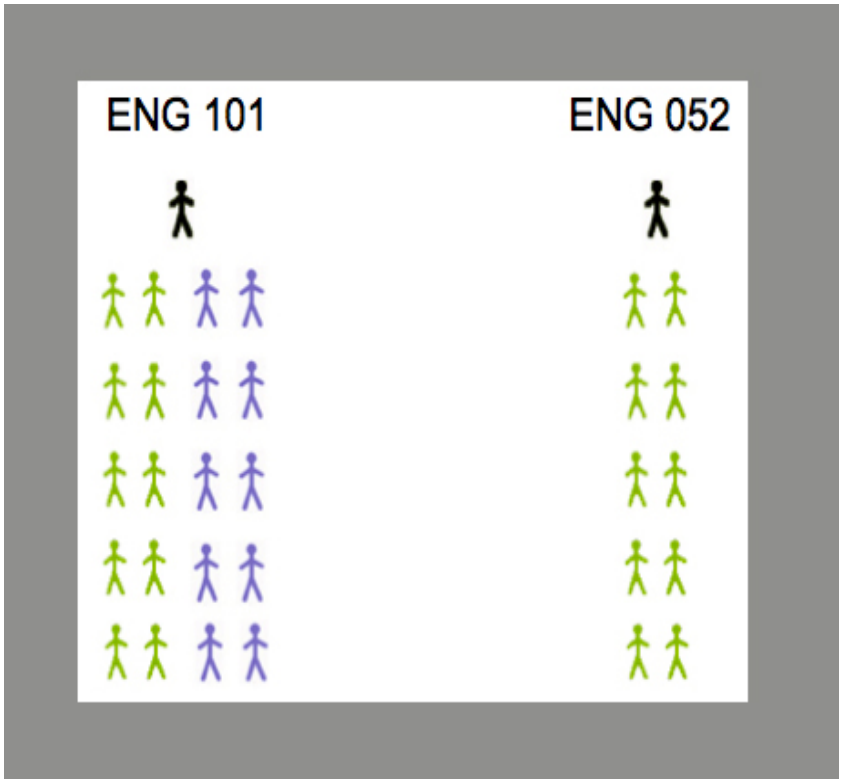
Co-Requisite Remediation Developmental English

Accelerated Learning Program (ALP) Model by Community College of Baltimore County
http://alp-deved.org/

- Single semester, college level gateway writing course linked or paired upper level DE writing course
- Both courses taught by the same instructor
- The college level English course has 24 students, 12 of which have placed in college level and 12 of in developmental
- The developmental section is made up of these 12 students (max).

Accelerated Learning Program Model

ENG 151 ENG 095



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Game Changer for Non-STEM Students

Co-Requisite Remediation Developmental Math

Complete College America Model Adopted by Illinois Community College Board

https://completecollege.org/

- Single Semester, college level gateway course
- Students receive additional academic or instructional support while enrolled in first year college level instruction
- Initiative started with Bridging the Gap grant sponsored by Illinois Community College Board (2017-2018 Academic Year)

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Co-Requisite Math

Save Students Money $

- Students will only pay for 2 credit hours of developmental mathematics (with no cost for textbook or calculator), instead of up to 8 developmental credit hours

Save Students Time

- Students may eliminate a delay of up to 2 semesters before starting college level math.

Co-Requisite Math

MAT 020/120 Overall Retention Rate	
	90%

MAT 020/120 Overall Success Rates by Math Placement – 2018 Fall Semester	
MAT 095	80%
MAT 099	76%
MAT 161 or Other Credit Level Math	89%

MAT 120 Overall Success (Math Department Program Review Data)	
2013	85.89%
2014	91.94%
2015	80.72%
2016	92.81%
2017	86.36%

SUCCESS RATE = GRADE C OR BETTER

RETENTION RATE = TOTAL ENROLLED STUDENTS MINUS STUDENTS WHO WITHDREW FROM CLASS

Co-Requisite Math

Tuition	$107/credit hour
MAT 090	3 credit hours
MAT 095	4 credit hours
MAT 099	4 credit hours
MAT 161	3 credit hours
MAT 120/020	5 credit hours
Minimum cost to student to complete credit math requirement based on placement (tuition only)	
MAT 090	$1,498 4 semesters minimum to complete
MAT 095	$1,177 3 semesters minimum to complete
MAT 099	$749 2 semesters minimum to complete
MAT 120/020	$535 1 semester minimum to complete
Overall Student Savings	$18,618

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Savings for Students (2018 Fall Semester)

Co-Requisite Math

Success Stories

$30,174 already spent by students in these 3 sections trying to complete developmental mathematics path and pass a credit-level math class.

Highest amount spent by 1 of these students was $2,568 and they were not yet at credit level. This student successfully passed co-requisite MAT 020/120.

Questions

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