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.
Traditional Developmental Education

$ Costs students and the state millions of dollars each year

Prolongs time to degree

Most developmental courses do not count as college credit

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.
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
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

IF YOU CHANGE NOTHING, NOTHING WILL CHANGE.

thingsweforget.blogspot.com
Reform Commitment

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

- Critical Areas to Address
- Understanding Students
- Inventory of Programs & Services
- Implementing Best Practices
Critical Areas to Address

- Leadership & Support
- Pedagogy or Instructional Delivery
- Curriculum
- Support Services
- Placement
Critical Questions to Ask

- What percentage or how many students place into different levels of developmental (DE) math, English, reading?
- What levels of math or English do students need to complete their degrees, certificates, or transfer goals?
- What are the success, retention, and persistence rates of students in DE and their subsequent college level courses?
- 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?
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).
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)
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

<table>
<thead>
<tr>
<th>MAT 020/120 Overall Retention Rate</th>
<th>90%</th>
</tr>
</thead>
</table>

**MAT 020/120 Overall Success Rates by Math Placement – 2018 Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 095</td>
<td>80%</td>
</tr>
<tr>
<td>MAT 099</td>
<td>76%</td>
</tr>
<tr>
<td>MAT 161 or Other Credit Level Math</td>
<td>89%</td>
</tr>
</tbody>
</table>

**MAT 120 Overall Success (Math Department Program Review Data)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>85.89%</td>
</tr>
<tr>
<td>2014</td>
<td>91.94%</td>
</tr>
<tr>
<td>2015</td>
<td>80.72%</td>
</tr>
<tr>
<td>2016</td>
<td>92.81%</td>
</tr>
<tr>
<td>2017</td>
<td>86.36%</td>
</tr>
</tbody>
</table>

**SUCCESS RATE = GRADE C OR BETTER**

**RETENTION RATE = TOTAL ENROLLED STUDENTS MINUS STUDENTS WHO WITHDREW FROM CLASS**
## Co-Requisite Math

<table>
<thead>
<tr>
<th>Tuition</th>
<th>$107/credit hour</th>
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</thead>
<tbody>
<tr>
<td>MAT 090</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>MAT 095</td>
<td>4 credit hours</td>
</tr>
<tr>
<td>MAT 099</td>
<td>4 credit hours</td>
</tr>
<tr>
<td>MAT 161</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>MAT 120/020</td>
<td>5 credit hours</td>
</tr>
</tbody>
</table>

Minimum cost to student to complete credit math requirement based on placement (tuition only)

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Cost</th>
<th>Minimum semester(s) to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 090</td>
<td>$1,498</td>
<td>4 semesters minimum to complete</td>
</tr>
<tr>
<td>MAT 095</td>
<td>$1,177</td>
<td>3 semesters minimum to complete</td>
</tr>
<tr>
<td>MAT 099</td>
<td>$749</td>
<td>2 semesters minimum to complete</td>
</tr>
<tr>
<td>MAT 120/020</td>
<td>$535</td>
<td>1 semester minimum to complete</td>
</tr>
</tbody>
</table>

Overall Student Savings $18,618
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