Transforming Remediation: Lessons from the Front Lines of Change in the Nation's Largest System of Higher Education

Strong Start to Finish Ohio
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Early reform efforts in California (2010-2017)
Sweeping policy changes under AB 705 (2017)
? Question Break ?
First-year results of the new policies (2019-2020)
? Question Break ?
2009-2017: Era of Voluntary Dev Ed Reform in CA CCs
Placement Reform and Accelerated & Corequisite Developmental Education
Using High School Grades for Placement
College of the Canyons – Fall 2016

Placement by Accuplacer:
Arithmetic, 2 years of remedial classes

Likelihood of completing transferable math in 3 years: 12%

Goal: Bachelor’s Degree in Music Conducting

High School Math: A in Algebra II

High School GPA: 4.0

Enrolled directly in Statistics, grade earned: A

Completed transferable math in 1 term, not 5

Follow Up: Transferred to California Institute of the Arts in Fall 2017

Source: Up to the Challenge
• Students qualified for Statistics through test OR high school measures (GPA, grades in Algebra I or II – self-report, no transcript required)
• Eligibility for College Statistics more than quadrupled, increasing from 15% to 71% of incoming students
• No changes to curriculum, no corequisite support provided -- students were simply allowed to enroll in the existing course
• Success rate in course remained steady
• For students who started in Statistics but previously would have been excluded, 66% succeeded on their first attempt
• This completion rate was five times higher than among students who started in a non-transferable (remedial) course a year earlier -- 66% in one semester vs. 13% in one year.

Source: Up to the Challenge
Replacing Remedial Courses with Corequisite Models
Cuyamaca College – Fall 2016

**Background:** High school dropout who’d been in and out of criminal justice system

**Goal:** To “be the solution not the problem” in his family, create a non-profit to help kids like him

**Placement via Standardized Test (Accuplacer):** Elementary Algebra, a year of remedial math before he could enroll in transferable math course

**Corequisite Remediation:** Enrolled directly in a section of College Statistics that had an additional 2 units of class time with his instructor for guidance, review, and collaborative activities with fellow students

**Grade in Statistics:** B

**Follow up:** Maintained a GPA of 3.6, graduated and transferred to San Diego State University
Cuyamaca College – 2016-17

• Self-reported high school grades used to place students into 5 math pathways (General Ed, STEM, Business, Education, CTE)

• Corequisite support offered for first-tier transferable college-level courses (just-in-time remediation through 2-unit linked courses)

• All remedial math classes 2, 3, and 4 levels below transfer-level eliminated

• 100% eligible for College Statistics (regular or w/ support)

• 59% eligible for transfer-level business/STEM math (regular or w/ support)

• Lowest possible placement: Intermediate algebra with concurrent support (one-level-below transfer-level math, only for students in B-STEM pathways)

• With corequisite models, completion for students considered “underprepared” increased from 10% to 67% in a year.

Source: Leading the Way: Cuyamaca College Transforms Math Remediation
Early CA Implementers of Corequisite English 2016-17

Public Policy Institute of California
Completion of Transfer-Level English in One Year

<table>
<thead>
<tr>
<th>College</th>
<th>Traditional Remediation</th>
<th>One-Semester Acceleration</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuyamaca</td>
<td>35</td>
<td>0</td>
<td>96</td>
</tr>
<tr>
<td>Fullerton</td>
<td>31</td>
<td>49</td>
<td>79</td>
</tr>
<tr>
<td>Mira Costa</td>
<td>33</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>Sacramento City</td>
<td>30</td>
<td>0</td>
<td>67</td>
</tr>
<tr>
<td>San Diego Mesa</td>
<td>34</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>Skyline</td>
<td>18</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Solano</td>
<td>34</td>
<td>41</td>
<td>72</td>
</tr>
<tr>
<td>West Hills Coalinga</td>
<td>24</td>
<td>0</td>
<td>69</td>
</tr>
</tbody>
</table>

Source: Authors’ analysis of COMIS data.

Notes: In the calculation of throughput rates we restrict the analysis to transfer seeking students for which the co-requisite or the one-semester accelerated course was their first course. Porterville College is not included because we only have one term of data.

Source: PPIC 2018
Early CA Implementers of Corequisite Math 2016-17

Public Policy Institute of California
Completion of Transfer-Level Math in One Year

Source: PPIC 2018
HAVE YOU HEARD THE GOOD NEWS?
Incremental vs. revolutionary improvements...

Where you are now

Where you can get with incremental improvements

Big Frickin’ Wall

Where you NEED to be
AB 705 (Irwin) – Assessment and Placement
Unanimously passed CA legislature, signed into law Oct. 2017

- Requires colleges to use high school grades as the primary means of assessment
- Restricts colleges from placing students into remedial courses that delay/deter their progress unless evidence suggests they are “highly unlikely” to succeed in a transferable, college-level course
- Set a new standard for placement: Colleges must “maximize probability that a student enter and complete transfer-level coursework in English and math within a one-year timeframe” (3 years for students in ESL pathways)
AB 705 Core Standard:

Students should be placed into the course where they have the greatest likelihood of completing transferable, college-level English/Math within one year.
Completion of College Statistics

Multiple Measures Assessment Project

- **Starting one remedial course below college statistics (Statewide)**
- **Enrolling directly in college statistics (Statewide)**
- **Enrolling directly in college statistics with coreq support (5 colleges)**

<table>
<thead>
<tr>
<th>GPA Category</th>
<th>Starting Remedial Course</th>
<th>Enrolling in College Statistics</th>
<th>Enrolling with Coreq Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA &lt; 2.3</td>
<td>8%</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>GPA 2.3-3.0</td>
<td>17%</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td>GPA ≥ 3.0 OR ≥ 2.3 with ≥ C in precalculus</td>
<td>45%</td>
<td>58%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Completion of Transferable BSTEM Math
Multiple Measures Assessment Project

Starting one remedial course below transferable (Statewide)

Enrolling directly in transferable (Statewide)

Enrolling directly in transferable w/ coreq support (1 college)

- GPA ≤ 2.6 and no precalculus: 13%
- GPA ≤ 2.6 & enrolled in precalculus: 28%
- GPA ≥ 3.4 or ≥ 2.6 & enrolled in precalculus: 62%
- GPA ≥ 3.4 or ≥ 2.6: 75%
- GPA ≥ 3.4 & enrolled in precalculus: 76%
- GPA ≥ 3.4 & enrolled in precalculus w/ coreq support: 95%
Completion of English Composition
Multiple Measures Assessment Project

- Starting one course below college English (Statewide):
  - GPA < 1.9: 12%
  - GPA 1.9 - 2.59: 22%
  - GPA ≥ 2.6: 58%

- Enrolling directly in college English (Statewide):
  - GPA < 1.9: 43%
  - GPA 1.9 - 2.59: 45%
  - GPA ≥ 2.6: 96%

- Enrolling directly in college English with coreq support (13 colleges):
  - GPA < 1.9: 12%
  - GPA 1.9 - 2.59: 22%
  - GPA ≥ 2.6: 40%

MMAP 2019
Are there some students who benefit from starting in a stand-alone remedial course?

California-wide research shows that students have 2-3 times higher completion of college-level courses if they enroll directly than if they start in a remedial class, including every sub-group examined to date:

- All racial/ethnic groups
- Low-income students
- Students with disabilities
- Students with low high school GPAs
- Students who did not complete Algebra 2 in high school
- Non-native English speakers who graduated from U.S. high schools

**Bottom line:**
If such students exist, we can’t locate them.

Sources: [CAPacity Gazette 2019](#), [MMAP webinar 2018](#)
Before AB 705

Placement policies blocked the gates of transferable, college-level math & English.

Fewer than 20% of incoming students in CA community colleges had access.
After AB 705

Virtually all students can enroll directly in transferable, college-level English and math
Please use the chat box to pose questions about the preceding slides.
Students Enrolling Directly in Transferable, College-Level Courses

English Cohort: Fall 2015 = 166,225; Fall 2016 = 169,028; Fall 2017 = 172,461; Fall 2018 = 175,717; Fall 2019 = 181,259
Math Cohort: Fall 2015 = 163,735; Fall 2016 = 165,771; Fall 2017 = 167,429; Fall 2018 = 162,450; Fall 2019 = 145,822

MMAP 2020
Number of Students Successfully Completing Transferable English & Math in One Term
Completion of Transferable, College-Level Courses in One Term, Pre- and Post-Reform

Cohort = students taking English or math for the first time (remedial or transferable)
English Cohort = F15 = 664,900; F19 = 725,036
Math Cohort = F15 = 654,940; F19 = 583,288

MMAP 2020
ENGLISH Completion by Race/Ethnicity

Cohort = students taking English for the first time (remedial or transferable)
English Cohort = F15 = 664,900; F19 = 725,036
Math Cohort = F15 = 654,940; F19 = 583,288
MATH Completion by Race/Ethnicity

Cohort = students taking English for the first time (remedial or transferable)
English Cohort = F15 = 664,900; F19 = 725,036
Math Cohort = F15 = 654,940; F19 = 583,288

MMAP 2020
What about students with disabilities or weak high school backgrounds?

One-Term Completion of Transferable, College-Level Course

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled Students</td>
<td>18%</td>
<td>47%</td>
</tr>
<tr>
<td>- English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled Students</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td>- Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest GPA - English</td>
<td>10%</td>
<td>33%</td>
</tr>
<tr>
<td>Lowest GPA - Math</td>
<td>3%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Disabled students are those receiving services under Disabled Student Programs and Support. Lowest High School GPA in English is below 1.9. Lowest High School GPA in math is below 2.3. DSPS Cohort = F15 = 1,669; F19 = 1,465.

MMAP 2020
Ongoing Areas for Attention

• Inequitable implementation is driving inequitable results: closing the AB 705 loophole on continued remedial classes
  – In fall 2020, only 15 of 114 colleges offer less than 10% remedial course offerings in both math and English
  – Black and Latinx students more likely to be at colleges maintaining large remedial math offerings.

• Addressing other drivers of low completion and inequity, e.g.,
  – Support for student basic needs (e.g., housing, food insecurity)
  – Faculty mindsets (e.g., deficit orientation, fixed mindset, tolerance for low course success rates)
  – Implicit bias in the classroom

• New interventions for students with poor outcomes, e.g.,
  – Case managers for students w high school GPAs below 2.0

Source: Still Getting There (forthcoming CAP report)
Please use the chat box to pose questions about the preceding slides.