Reimagining Developmental Education

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Integrating Developmental Education Reforms and Guided Pathways

Vicki Karolewics, Wallace State Community College
Denise King, Cleveland State Community College
Tammi Marshall, Cuyamaca College
Amy Brown, Community College Research Center

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Overview of guided pathways and mindset shifts

Amy Brown,
Community College Research Center

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A New Community College Business Environment…

- ↓ state funding → ↑ tuition
- ↑ performance funding models
- tight labor markets in many parts of the country
- ↓ traditional high school population
- ↓ prerequisite/developmental education enrollment (good for students, challenging for colleges)
- ↓ returns to skills training only; ↑ demand for degrees + demonstrated learning + experience
- ↑ competition from public and private four-year institutions and online providers

...Calls For a New Community College Business Model.

FROM	TO
Cheap, accessible college *courses* for **gen ed transfer or skills training**	Affordable, well-taught *programs* leading to **degrees + demonstrated learning + experience** needed for livable-wage, career-path employment

Guided Pathways in Practice

1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

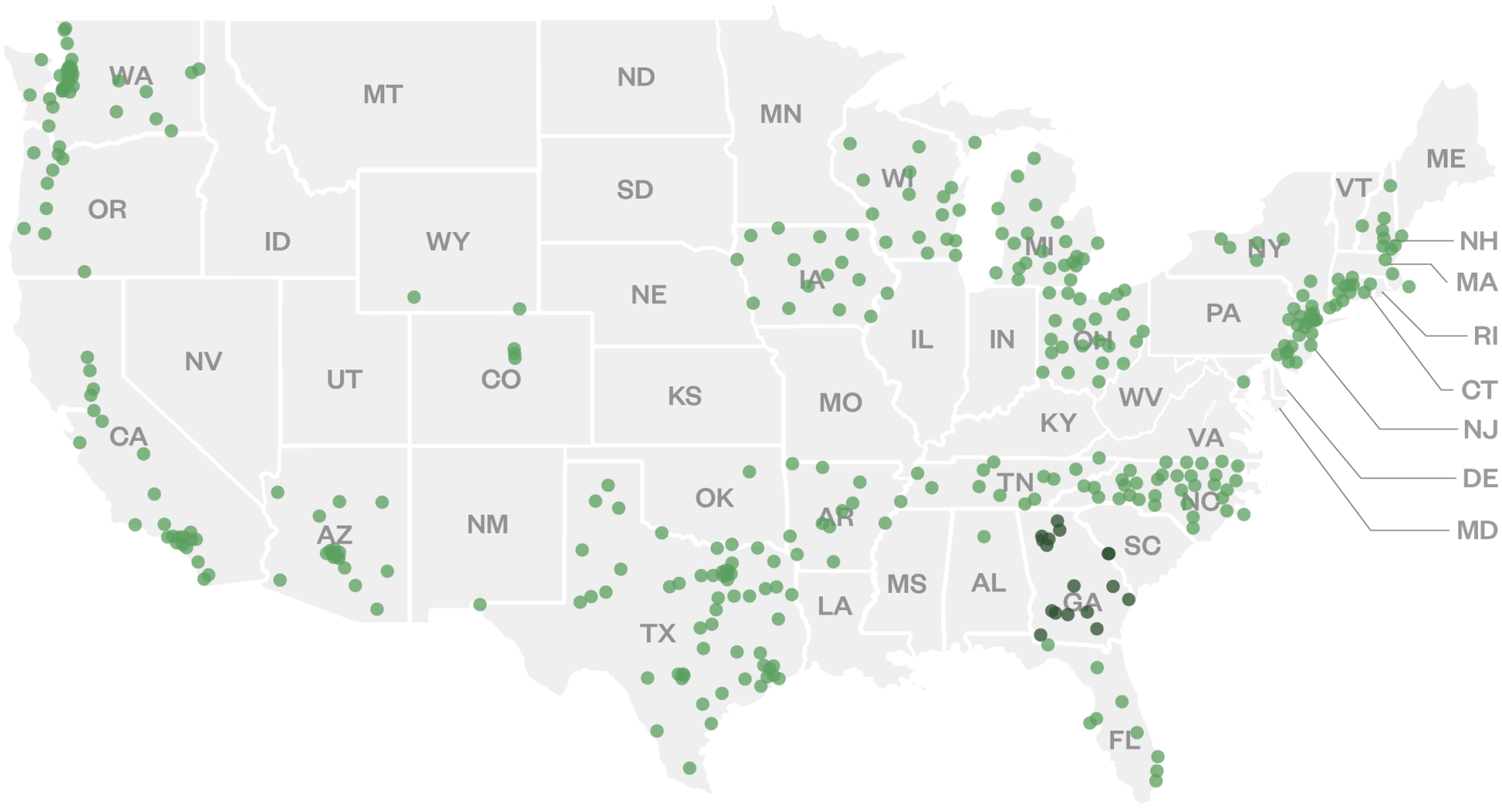
3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Predictable scheduling

4 Ensure students are learning

- Engaging introductory program courses
- Field-specific learning outcomes
- Embedded, field-relevant experiential learning

Colleges Implementing Guided Pathways: A National Movement

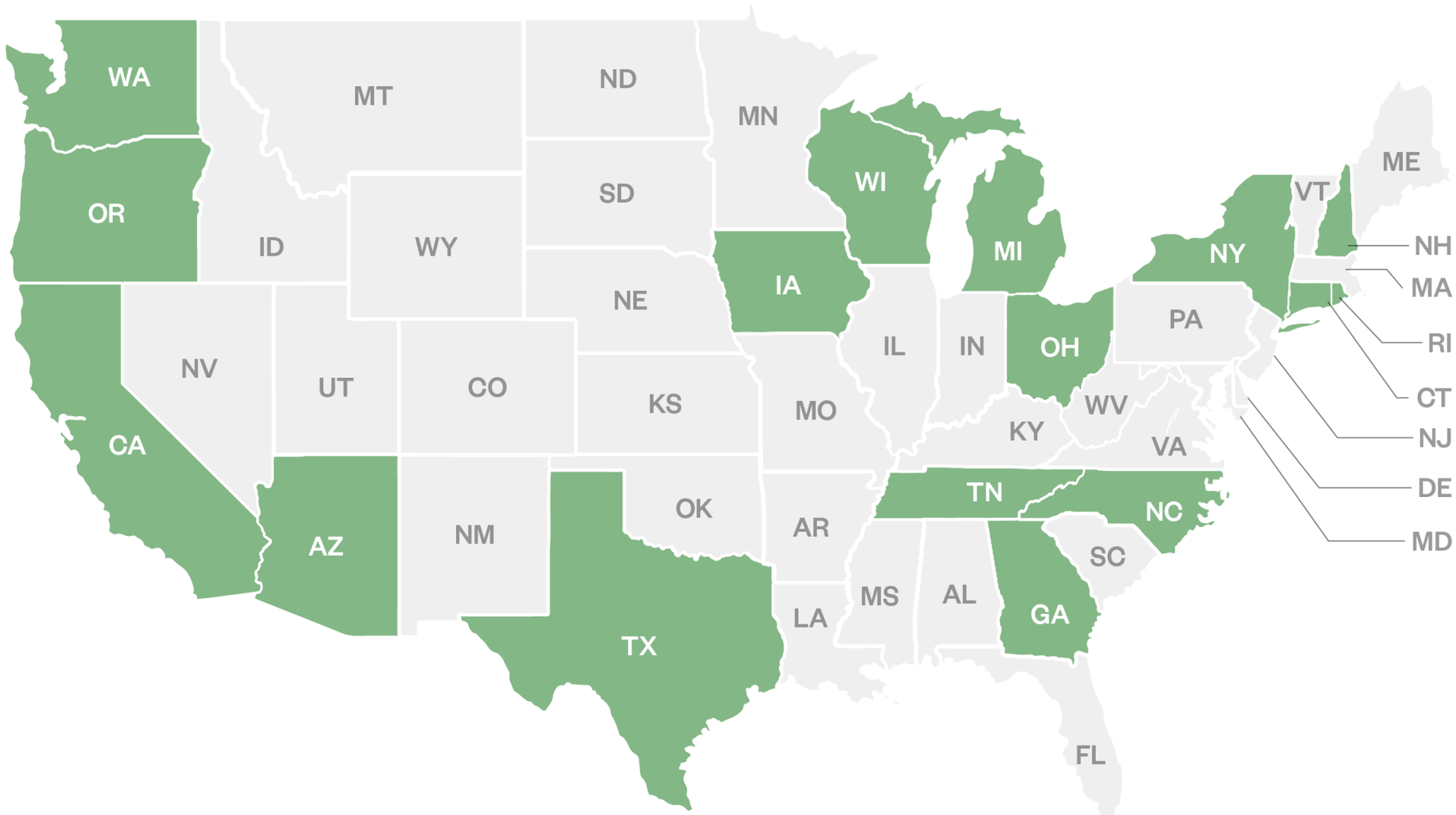


Community colleges implementing guided pathways as part of formal state or national initiatives

Four-year colleges implementing pathways practices as part of state initiatives

Updated October 2019

States with System-Wide Guided Pathways Initiatives



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Guided Pathways Mindset Shifts Related to Developmental Education Reform

FROM	TO
À la carte courses (distribution requirements + electives)	Program maps w/designated course sequences, critical courses, and co-curricular requirements
Standardized placement tests	Multiple measures + in-class diagnostic assessment
Algebra as default math requirement	Program- or field-specific math requirements
Academic support = prerequisite remediation in math and English	College readiness for all students = contextualized supports in college-level program foundation courses, including corequisite support in math and English
Students self-advise to register	Advisors monitor students' progress each term along educational plans

Transforming longstanding institutional change into college readiness leadership

Vicki Karolewics,
Wallace State Community College

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“…Every college is perfectly designed to produce precisely the results it is currently getting. …If we aspire to better results, we must imagine and implement better educational designs.”

Kay McClenney

Wallace State Community College's Developmental Education Journey

2003 — Assumed presidency

2006 — Transitional Learning Division

2012 — Achieving the Dream (decentralized dev ed)

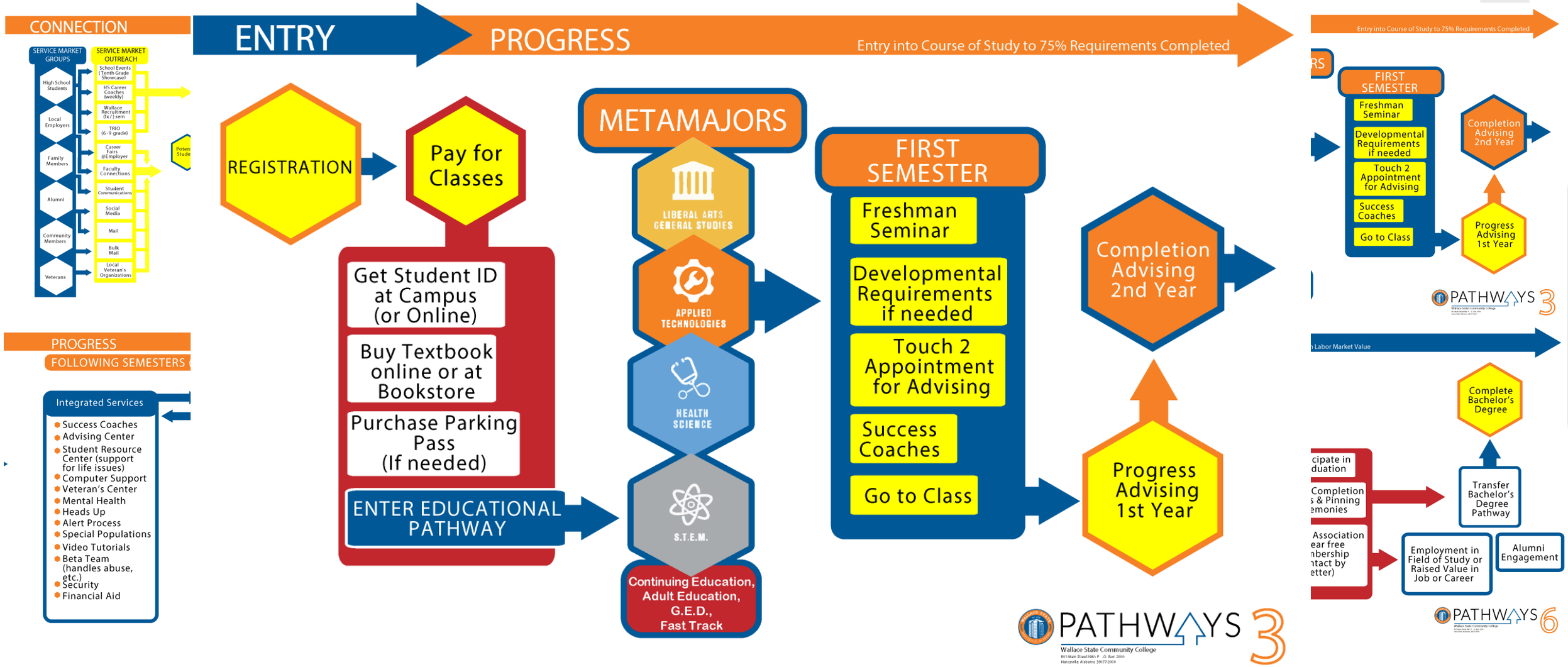
2015 — AACC Guided Pathways 1.0

2017 — ACCS College Readiness Task Force

2018 — Scaled redesign of corequisite & dev ed model

2019 — ACCS full implementation

Process Map Following the Student Experience



WSCC's Timeline of Guided Pathways Implementation Activities

GP AREA 1
Clarifying pathways to student end goals

GP AREA 2
Helping students get on a path

Fall 2014
Introduced 10th grade Showcase event

GP AREA 3
Keeping students on path

Fall 2013
Hired first success coaches through TAACCCT grant

GP AREA 4
Ensuring that students are learning

Summer 2014
Established Teaching and Learning Academy for new faculty

INSTITUTIONAL
Related policies/ processes/changes

Fall 2012
Joined Achieving the Dream

Spring 2013
Participated in AAC&U Roadmap Project

Spring 2014
Formed cross-functional coalition called Pipeline to examine "leakage" points in student progression

STATE
Policy developments

Pre-Implementation | **2015** | **2020**

Fall 2015
- Begin program mapping process
- Allocated funds to retain success coaches and hire new positions
- Joined AACC Pathways Project
- Alabama legislature created Board of Trustees to govern state community college system (it was previously governed by the State Board of Education)

Spring 2016
- Detailed program map for all programs
- Introduced meta-majors

Fall 2016
- Detailed full- and part-time maps
- Introduced a first-year experience course for new students
- Implemented meta-majors focused student orientation
- Piloted corequisite remedial courses
- Scaled meta-major assignments across general studies courses
- Developed new strategic plan for 2017-2022 that reflected the college's shift to guided pathways

Spring 2017
- Held transfer summit
- Held Humanities/Fine Arts Summit
- AL Community College System Chancellor created College Readiness Task Force, led by WSCC president, to recommend curricular and placement reforms for state's community colleges

Fall 2017
- Completed mapping and established process for iterative updating of maps
- Implemented first-year experience course at scale and with modules on meta-majors and embedded success coaches

Summer 2018
- Established Teaching and Learning Academy for adjuncts

Fall 2018
- Implemented multiple measures placement process (done statewide, led by WSCC)
- Implemented corequisite remedial coursework at scale

Spring 2019
- Implemented yearlong course schedule
- Alabama adopted performance (outcomes) based funding

Fall 2019
- All Alabama colleges will have begun to implement College Readiness Task Force recommendations
- Alabama plans to implement math pathways at WSCC and statewide

ACCS College Readiness Task Force

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Developmental Education Curriculum

AY 2005-2006	AY 2018-2019
• ENG092 Basic English I – 3 credit hours • ENG093 Basic English II – 3 ch • ENG101 English Comp I – 3 ch • RDG083 Intro Reading – 3 ch	• ENR098 Writing and Reading for College – 4 credit hours • ENG101 English Comp 1 – 3 ch • ENG099 Intro. to College Writing – 1 ch
• MTH090 Basic Mathematics – 3 ch • MTH098 Elem. Algebra – 3 ch MTH091 Dev. Algebra I – 3 ch MTH092 Dev. Algebra II– 3 ch • MTH100 Int. College Algebra – 3 ch	• MTH098 Elem. Algebra – 4 ch • MTH100 Int. College Algebra – 3 ch • MTH099 Support of Int. College Algebra – 1 ch

Three-Tiered, Multiple Measures Placement Using Decision Rules

1. ACT, then
2. High School GPA and course grades, then
3. Accuplacer

Screening Level 1:

ACT Placement Chart

Always use ACT scores to FIRST screen for placement.
Never skip this Level. Ensure that the ACT score is not over 5 years old.

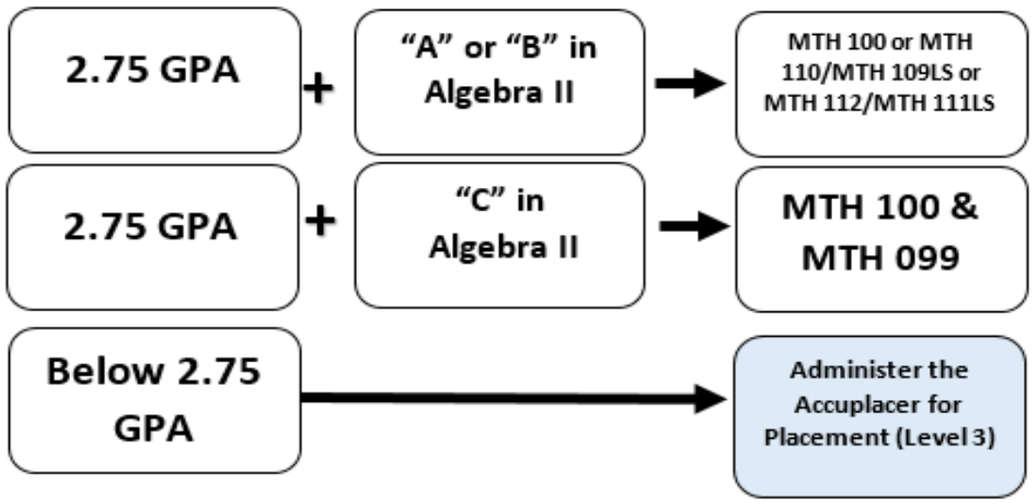
20+ in MTH	See Math Placement Guidelines**
19 in MTH 19 in ENG	MTH 100 or MTH 110/MTH 109LS or MTH 112/MTH 111LS ENG 101
18 in MTH 18 in ENG	MTH 100 or MTH 110/MTH 109LS or MTH 112/MTH 111LS ENG 101
17 in MTH 17 in ENG	MTH 100 & MTH 099 ENG 101 & ENG 099
Below 17 in MTH or ENG	Move to the High School GPA and Math/English Marker Chart for Placement (Screening Level 2)

NOTE: Composite ACT scores **MAY NOT** be used for placement in math and English courses.
Note that students with a score of 17 on the subject-matter ACT may qualify for exemption from the co-requisite placement on the basis of GPA or Accuplacer scores.

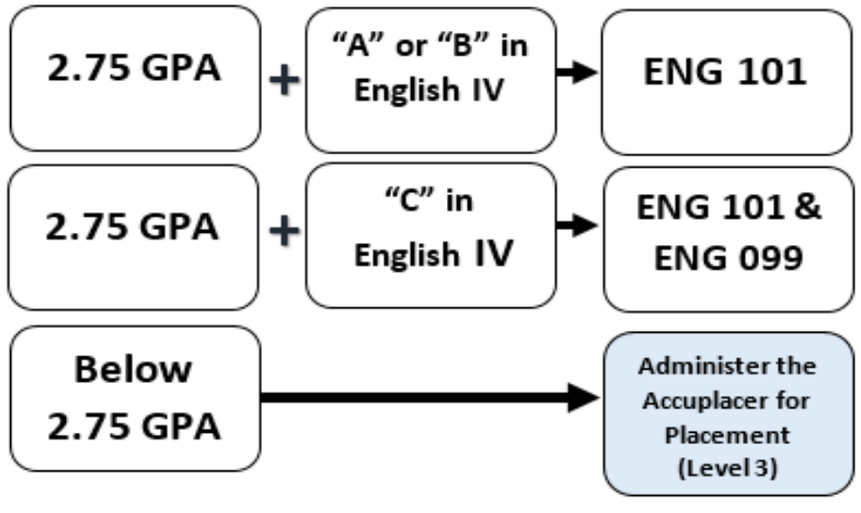
Screening Level 2:
High School GPA & Grade Markers

Always use Level 2 placement if an ACT score is not available or is over 5 years old.
If a student has under a 2.75 GPA, skip this step and move to Level 3 Placement (Accuplacer) to place the student. Never skip this step. All GPAs have to be reviewed.
NOTE: GPA and grades earned cannot be older than 5 years.

Mathematics Placement Chart

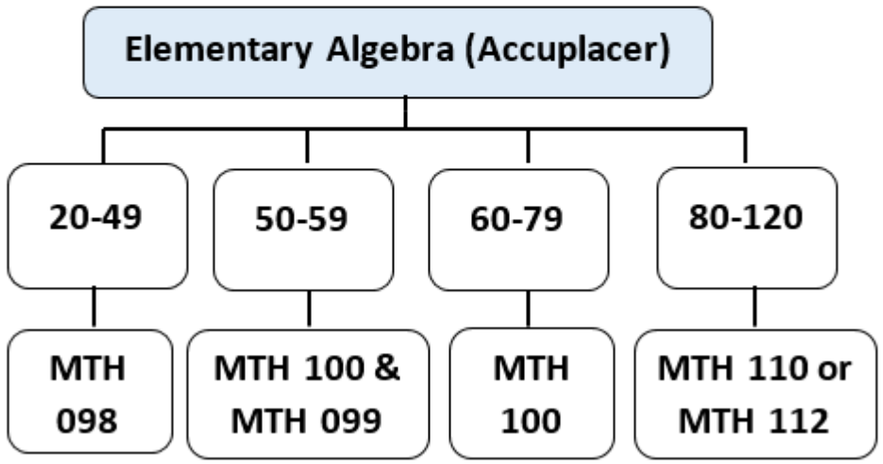


English Placement Chart



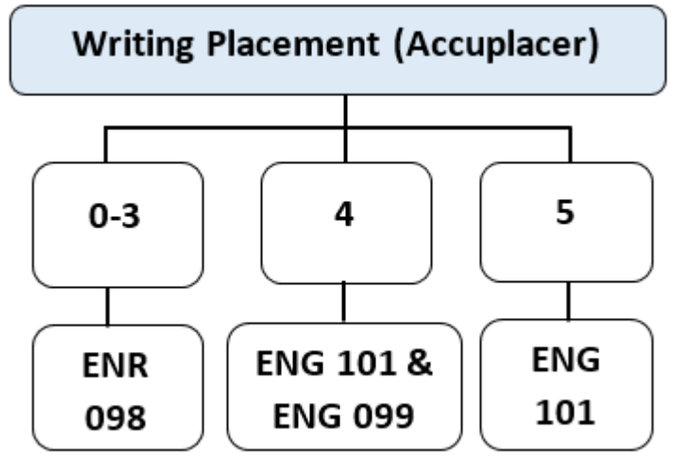
Screening Level 3:
Accuplacer Placement

Never use the Level 3 Placement unless a student did not clear Level 1 (ACT) and Level 2 (High School GPA with ENG/MTH Markers) screening. Only students with LESS than a 17 on the ACT and less than a 2.75 GPA should be tested via Accuplacer (and placed by those means).

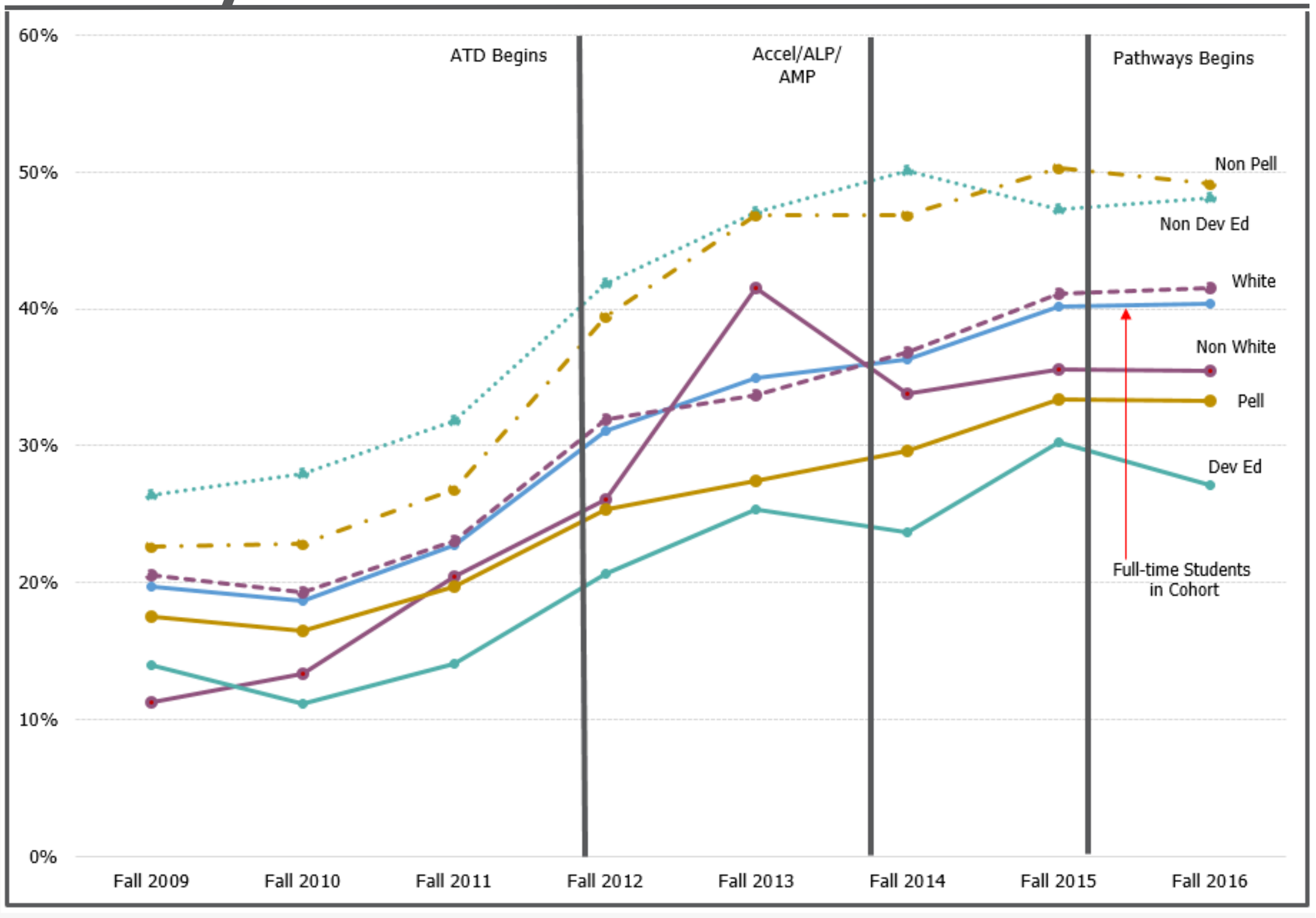


Note: MTH 116 has no applicable pre-requisite or placement score relevance.

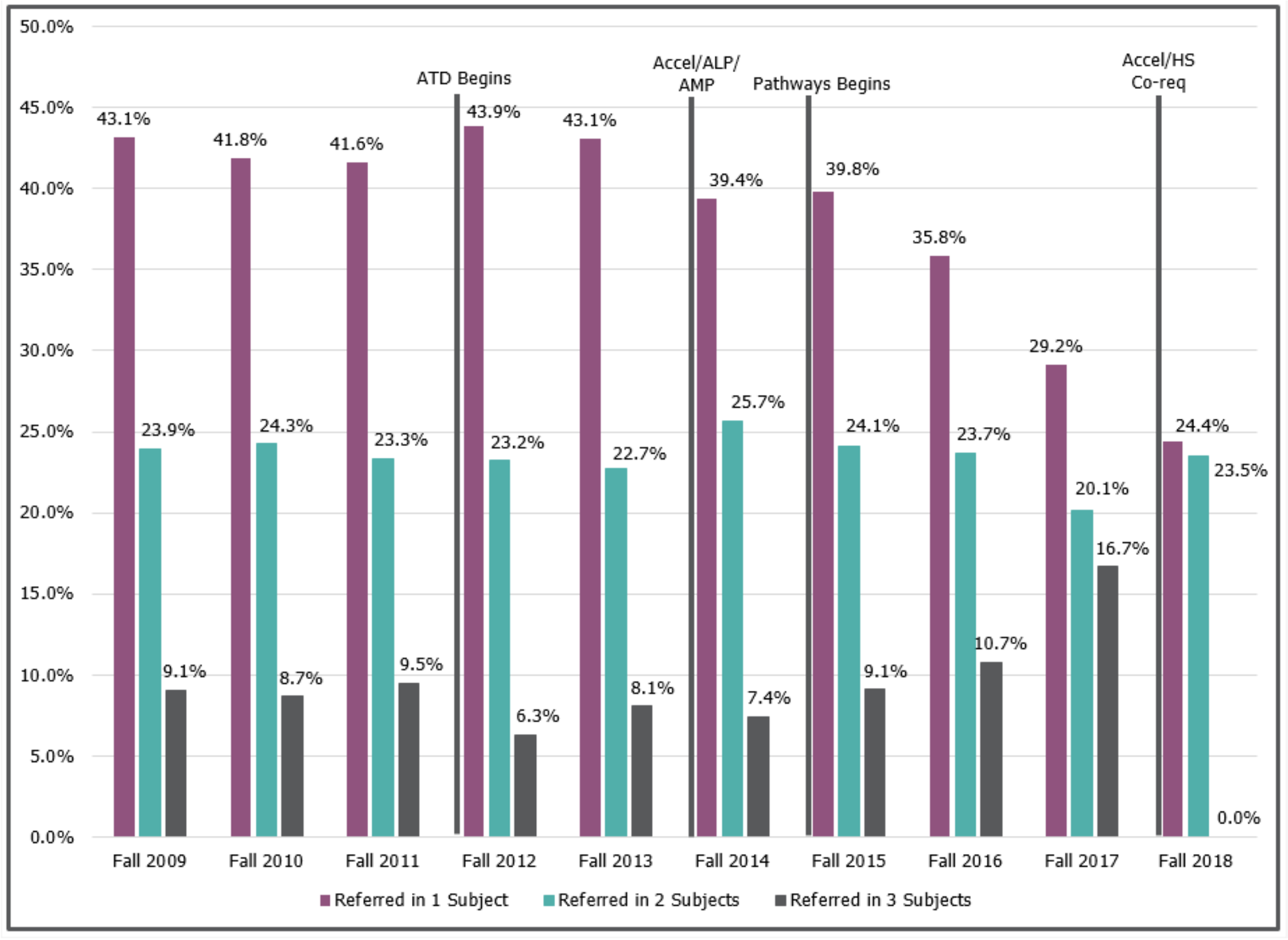
Math Course	*Classic Elementary Algebra*	*Next-Generation QAS (TABLE 2)*
MTH 098	*20-49*	*200-242*
MTH 100 w/MTH 099	*50-59*	*243-252*
MTH 100	*60-79*	*253-266*
MTH 110 or MTH 112	*80-120*	*267-300*



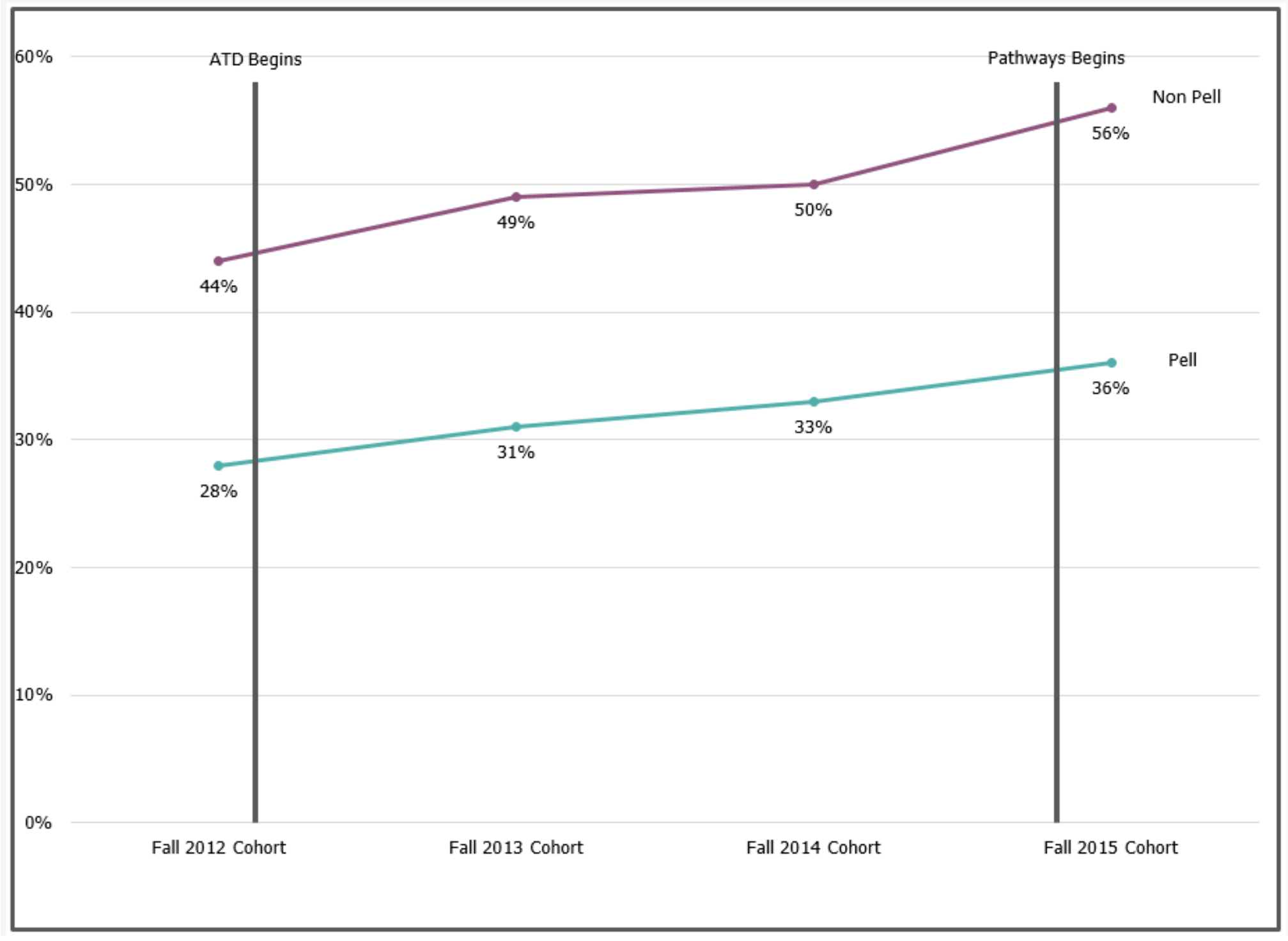
Trend Data for Award Completion, including Pathways FT Cohort



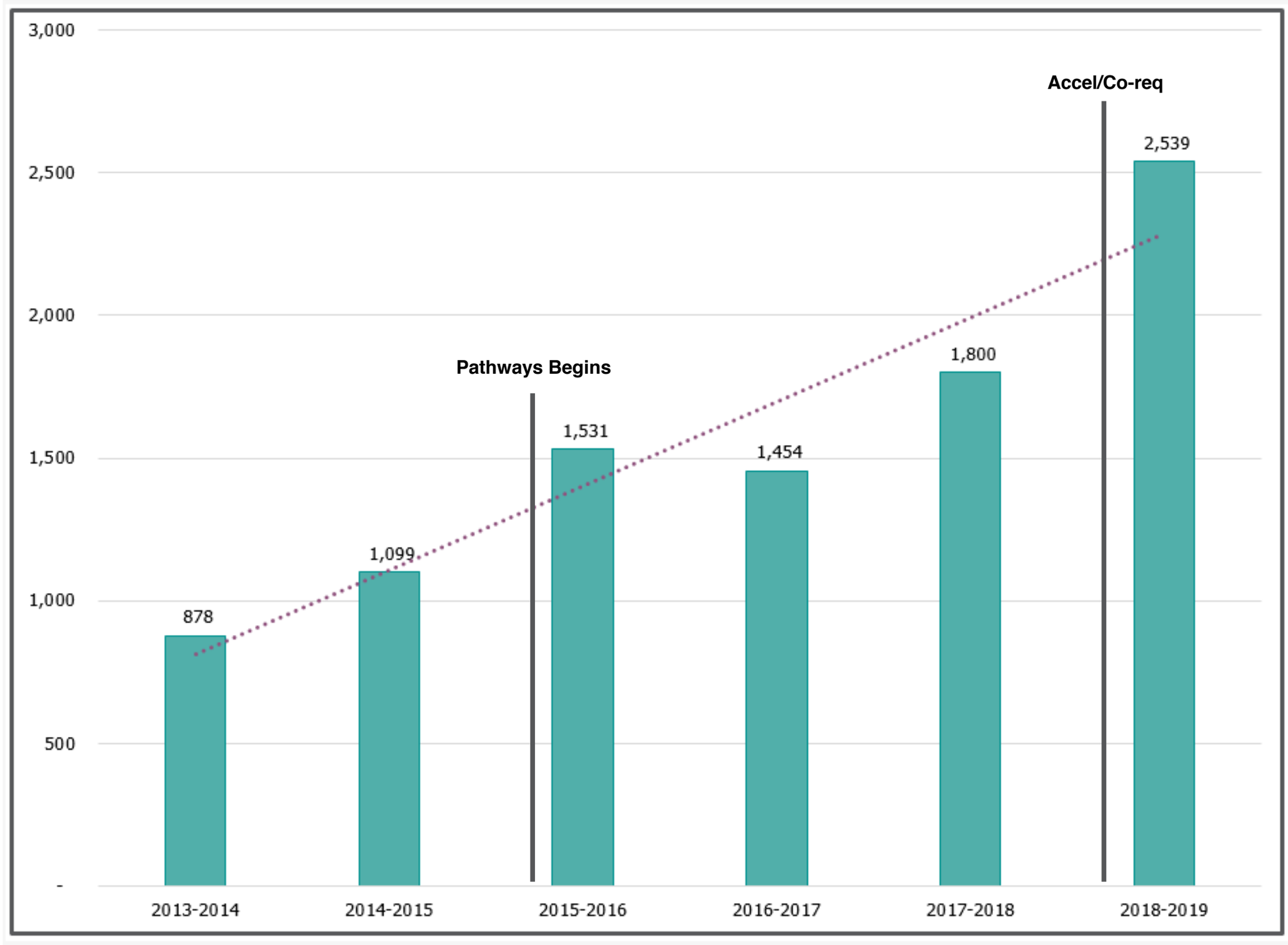
Students Referred to Developmental Ed in 1, 2, or 3 Subjects



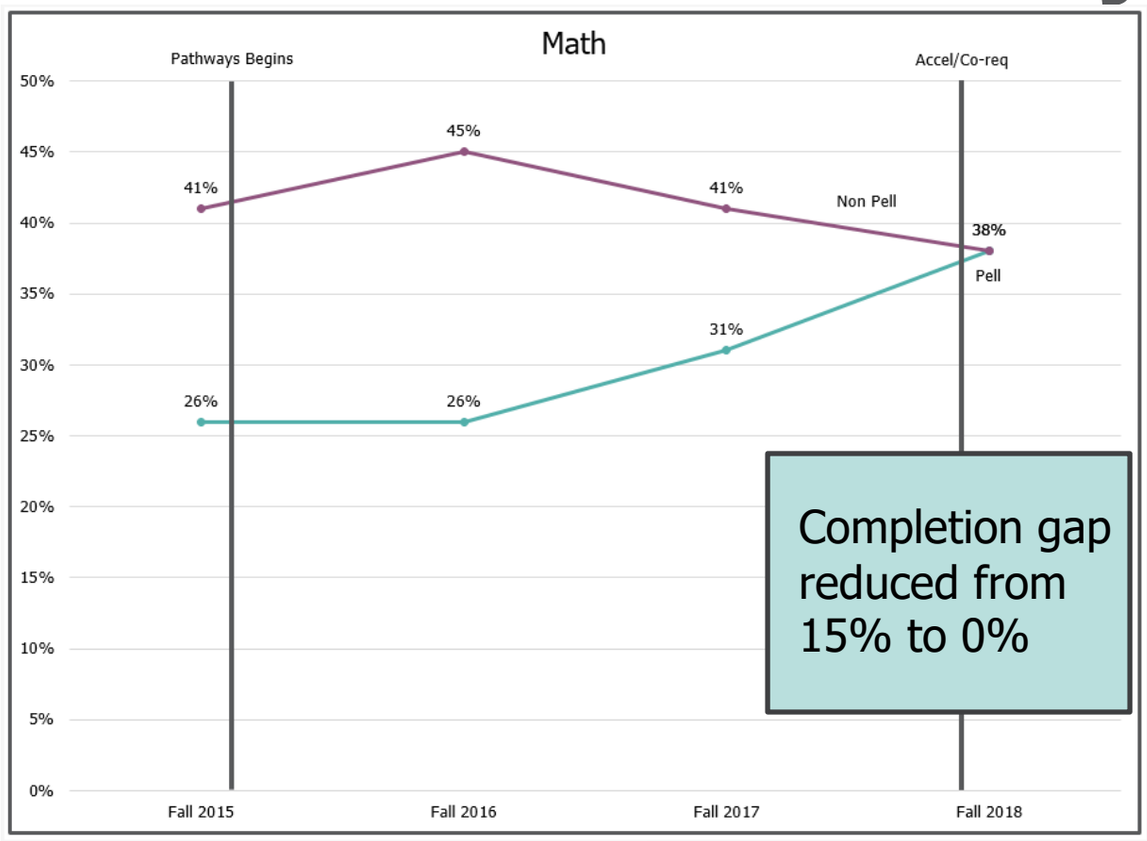
Pell/Non-Pell Awards

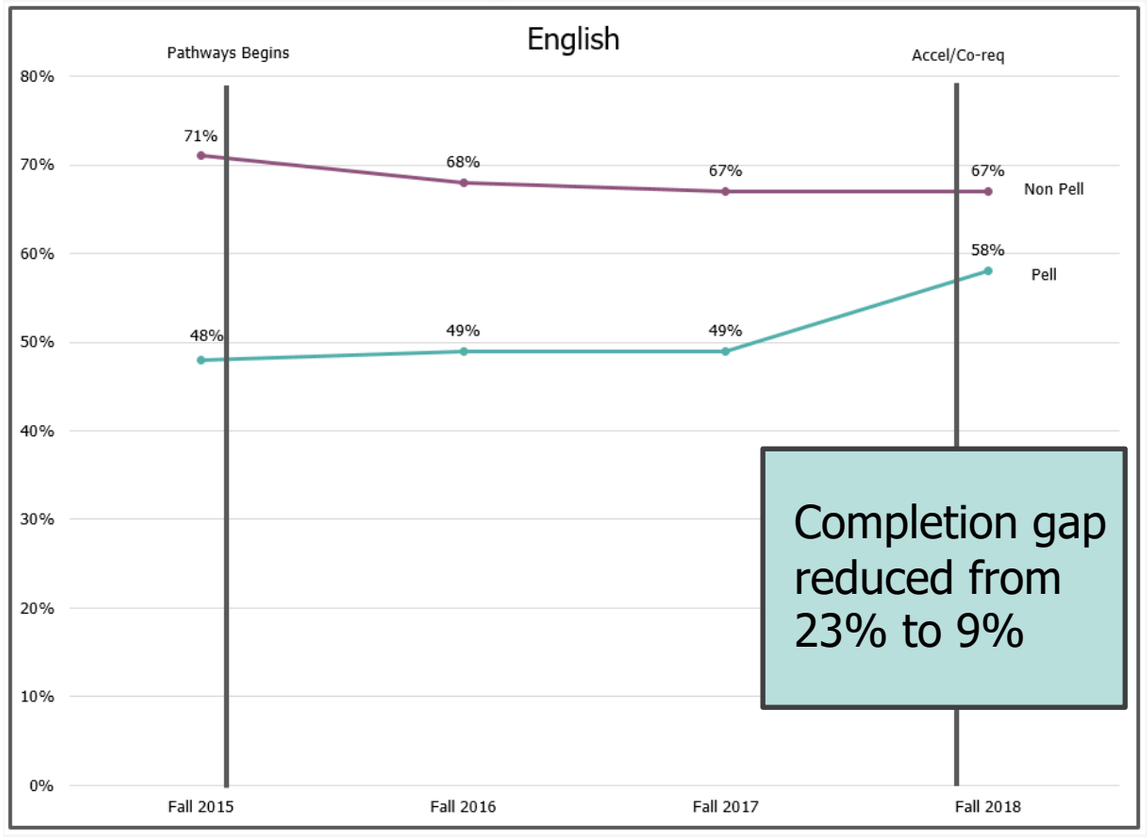


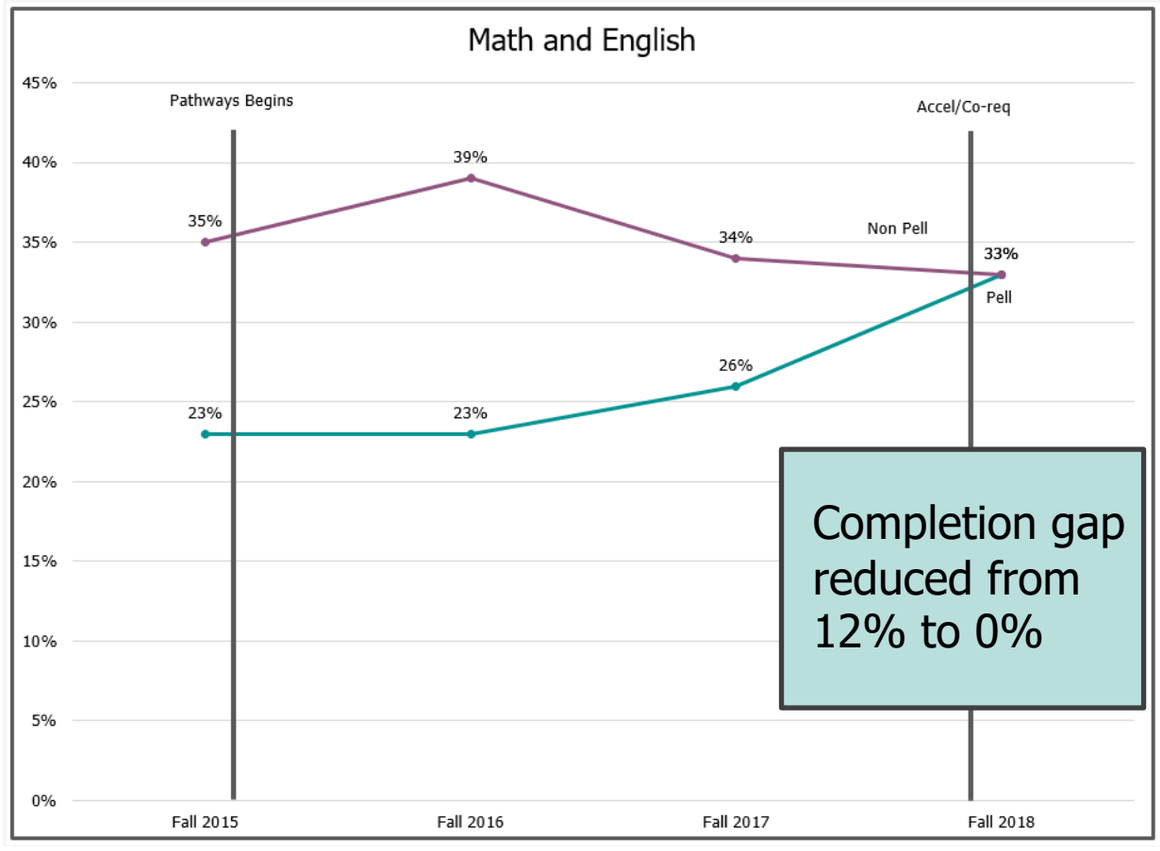
Total Awards



First Year Gateway Course Completion







Redesigning placement, curricula, and pedagogy to support student learning

Tammi Marshall,
Cuyamaca College

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Cuyamaca College's Journey

2011-2013

- Created PreStatistics & Accelerated English

Fall 2016

- Implemented placement changes, math pathways, and corequisite in transfer-level math
- Eliminated courses below Intermediate Algebra
- Piloted corequisite in English 1A

Fall 2018

- Implemented placement changes
- Scaled up corequisite in English 1A
- Created ESL BOOST

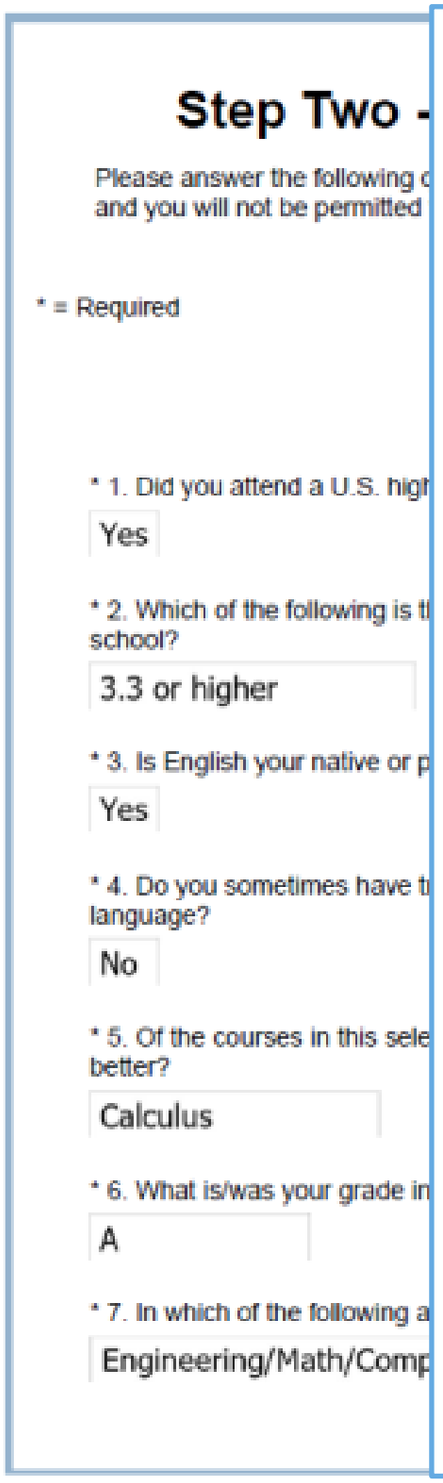
Fall 2019

- Implemented Academic & Career Pathways
- Began use of Guided Pathways program maps
- Used program of study to inform placement
- Eliminated all dev ed courses in English
- Eliminated PreStatistics

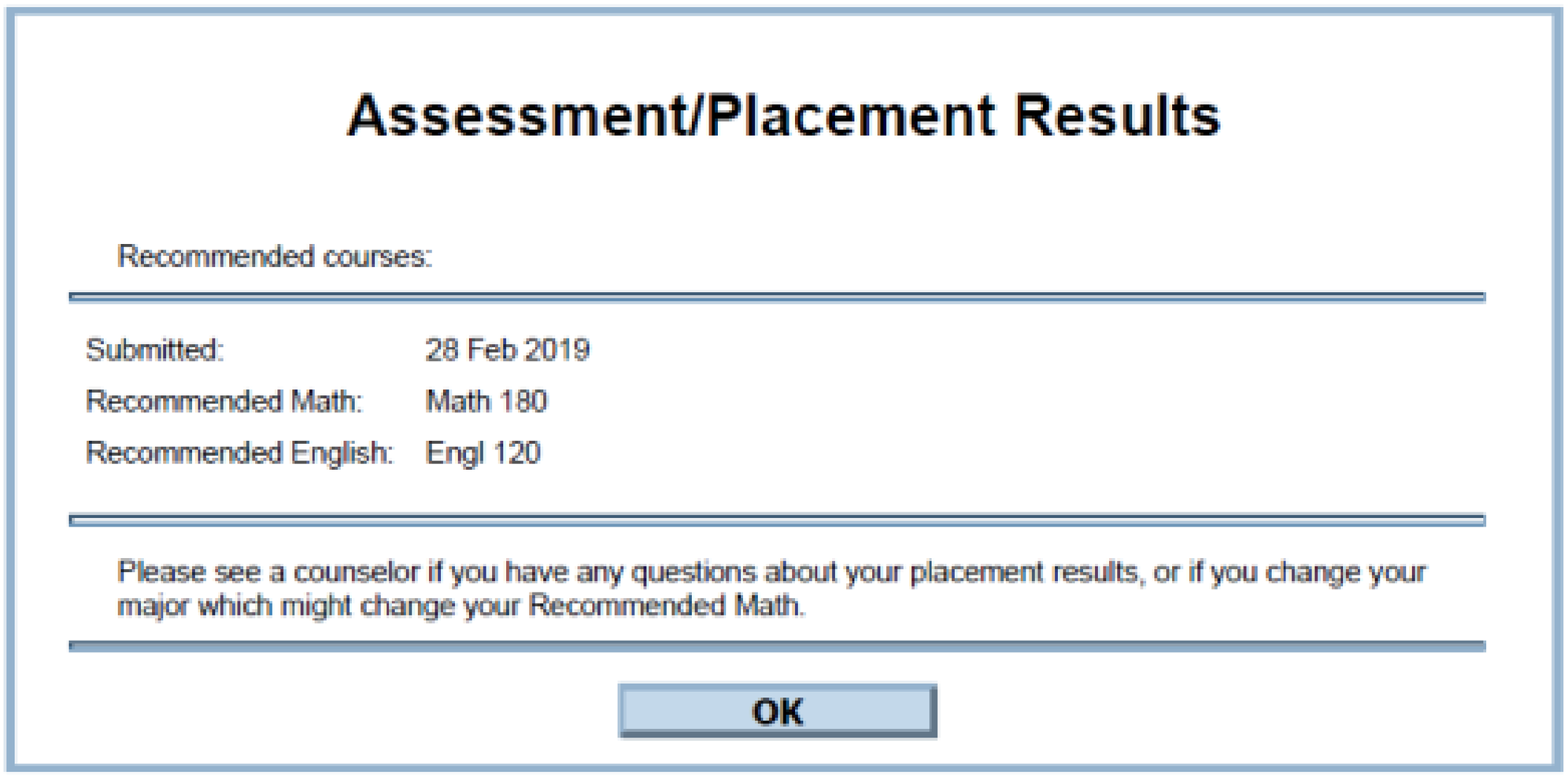
Cuyamaca College's Philosophy
Don't remediate, accelerate!

- Recognize students' high school work in course placement
- Replace one-size-fits-all remedial courses with direct enrollment into transfer level courses with tailored corequisite support
  - ✓ Math pathways approach
  - ✓ Cohort model – same instructor, back-to-back scheduling, just-in-time remediation
- Teach with "brains-on" activities in a collaborative, community-oriented space with attention to the affective side of learning
  - ✓ Use culturally relevant material

Redesigned Placement Process



Question 7: Guided Pathways/ Math Pathways Placement



Languages, Philosophy, Communication, etc.)

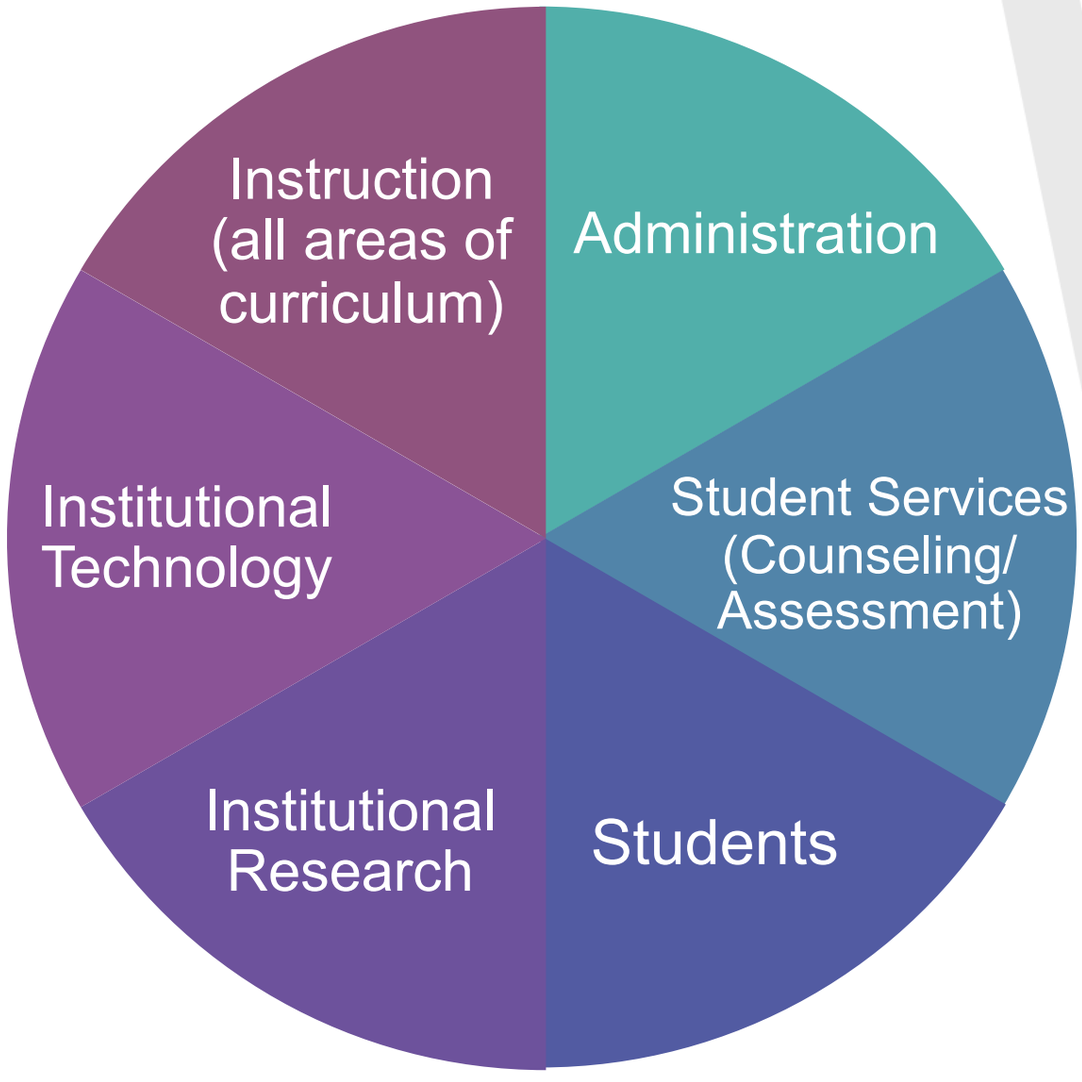
- I am thinking of something else

Motivations for Reform Work

- Support student beliefs that they can succeed and achieve their goals
- Increase retention, success, and persistence
- Close equity gaps
- Streamline math from high school to college
- Create the conditions for students to reasonably complete their programs in two years

Conditions for Reform Work

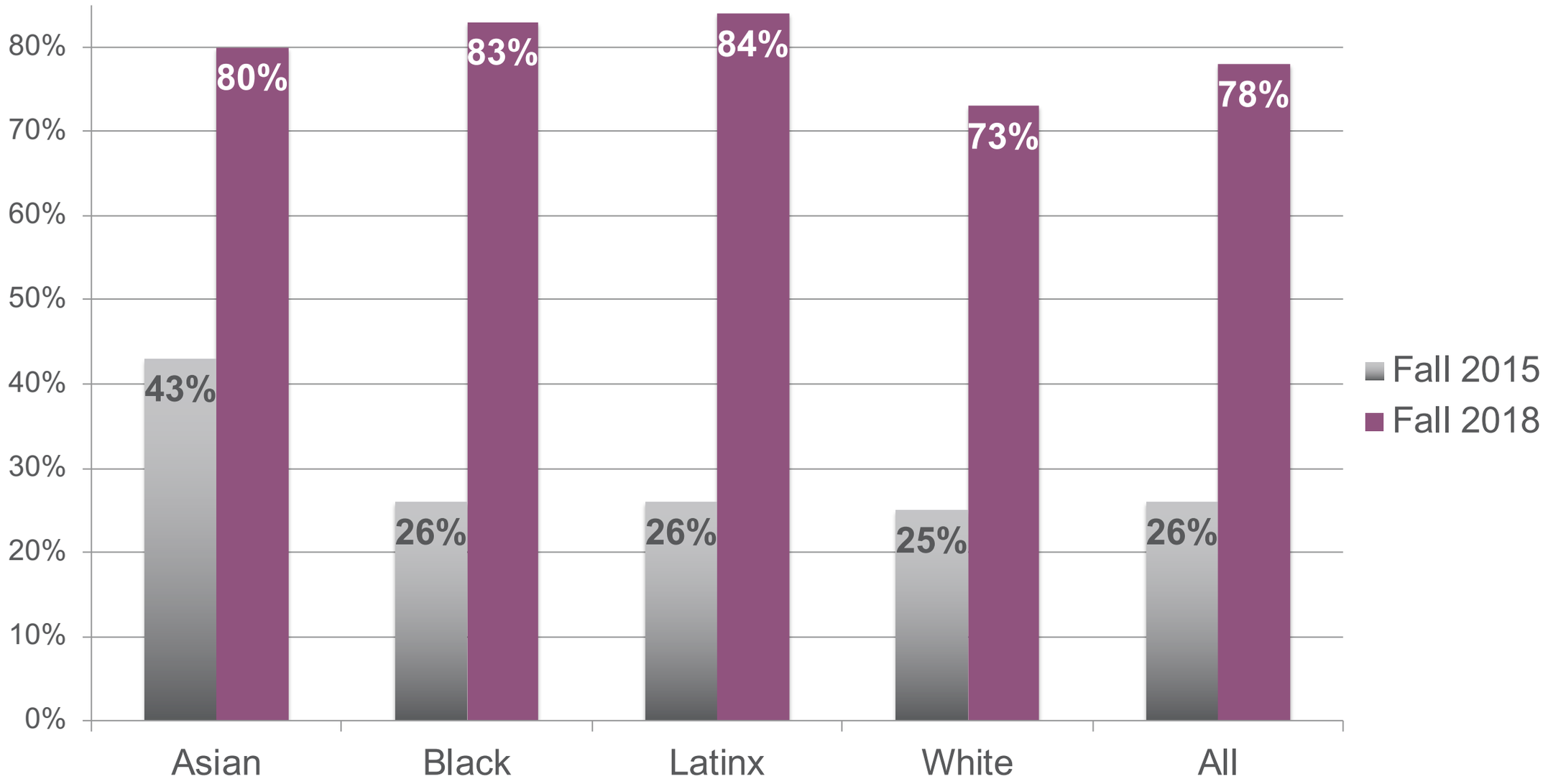
- Whole-college engagement – breaking down silos so that ALL players participate
- Negotiation of old beliefs vs. new perspectives
- Systems, processes, and technology to support implementation and scaling AND attention to special cases
- Continuous improvement



Paradigm Shifts in Teaching & Learning

- Activity-based math classroom
- Culturally responsive teaching & learning
- Intentional support for the affective domain
- Increased expectations for students, teachers, staff, and administrators
- Professional development focused on instructional improvement
- Community of Practice (COP)

Direct Enrollment in Transfer-level Math

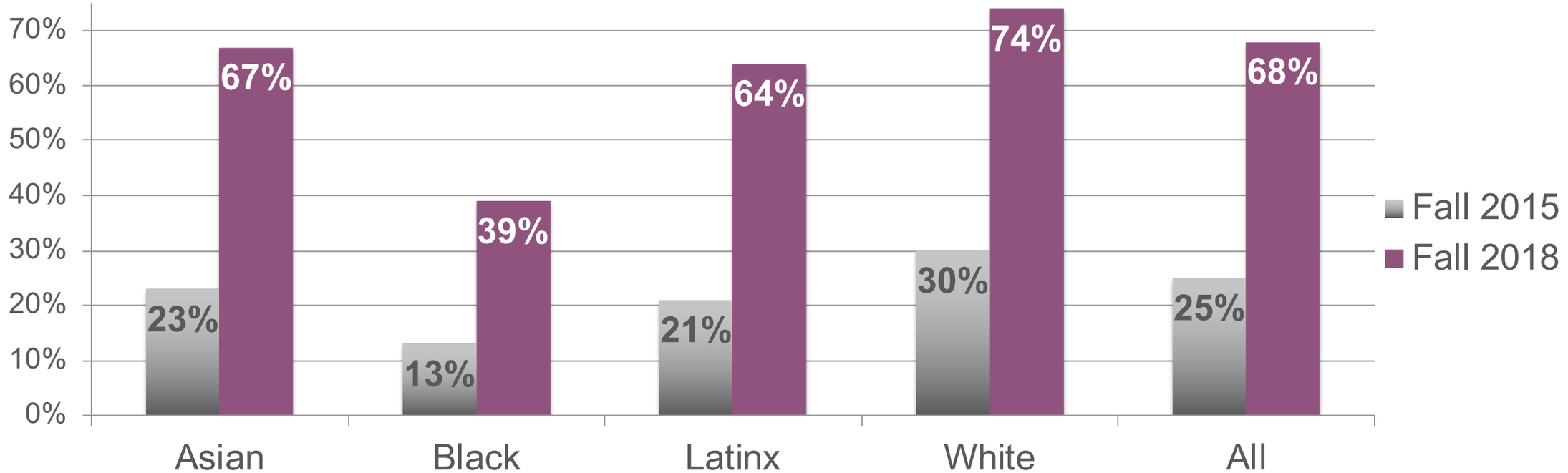


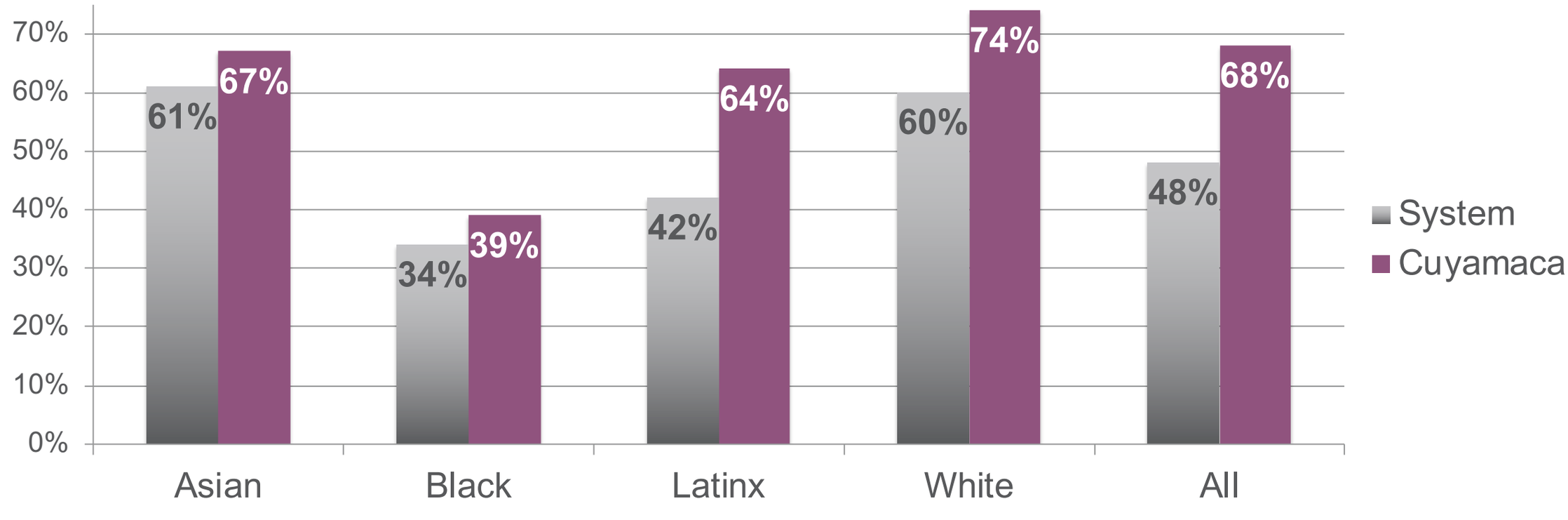
Source: PPIC, *What Happens When Colleges Broaden Access to Transfer-Level Courses?*, 2019.

One-term Throughput in Transfer-Level Math

Source: PPIC, *What Happens When Colleges Broaden Access to Transfer-Level Courses?*, 2019.

One-term Throughput in Transfer-Level English





Source: PPIC, *What Happens When Colleges Broaden Access to Transfer-Level Courses?*, 2019.

Scaling and refining corequisite reforms and completion practices

Denise King,
Cleveland State
Community College

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Cleveland State Community College's Developmental Education Journey

2000-2007 Traditional course sequence as prerequisite

2008-2013 Competency-based Emporium model

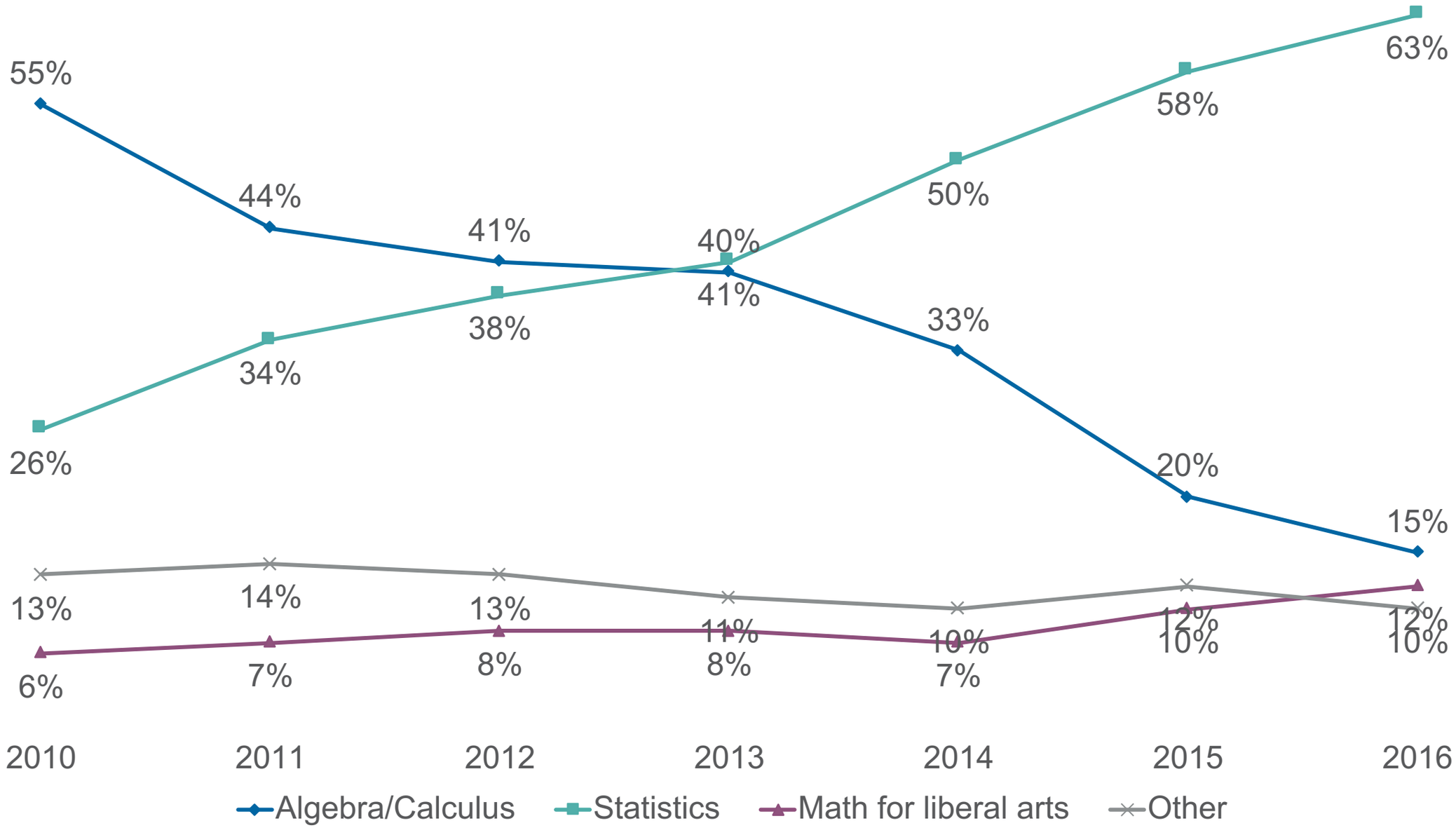
2013-2015 TBR system-wide standardization

2015 System-wide adoption of corequisite model

Fall 2017 Guided Pathways program maps implemented

Math Pathways in Tennessee

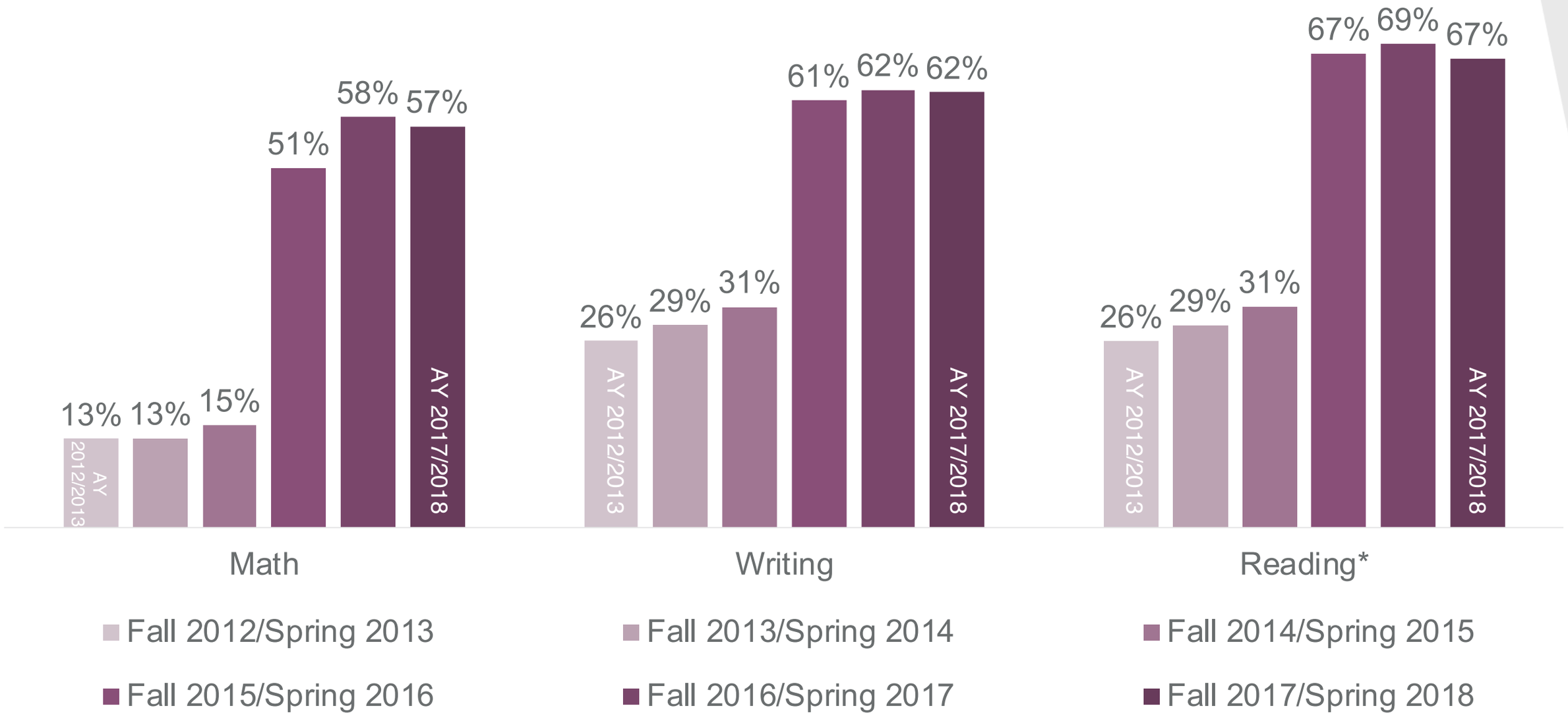
Math course taken by first-time TBR college students: cohort 2010-2016



Ran, F. & Lin, Y. (forthcoming). The effects of corequisite remediation: Evidence from a statewide reform in Tennessee. CCRC Working Paper.

College-Level Course Completion for TBR Corequisite Students

within two terms of learning support enrollment

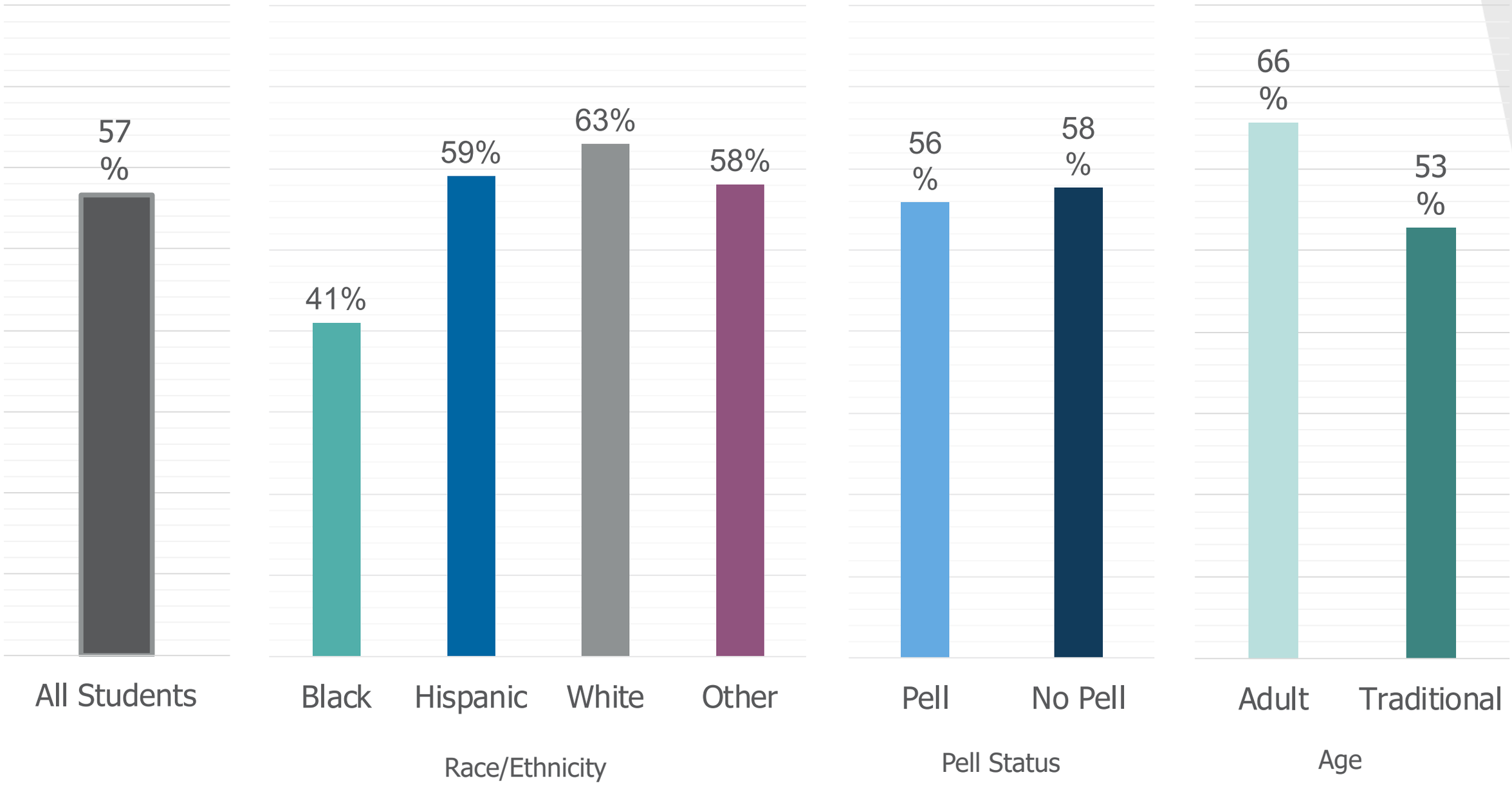


** For reading, Fall 2012 through Fall 2014 data is derived from writing data due to lack of common college-level reading definition.*
Note: College-level Math = MATH1000+; College-level Writing = ENGL1010; College-level Reading is institution-defined.

Source: Chris Tingle, Tennessee Board of Regents, 2019.

Paired College-Level Math Course Pass Rates for TBR Corequisite Students, Fall 2018

in same term as corequisite enrollment



Note: For race/ethnicity, "Other" includes Asian, Alaska Native, American Indian, Hawaiian/Pacific Islander, Multiracial, and Unknown.

Source: Chris Tingle, Tennessee Board of Regents, 2019.

Cleveland State's continued work

- Developing corequisite + pathway program maps
- Designating the best math course and best term placement in maps
- Exploring contextualization

Discussion

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Thank you!

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