Transforming Developmental Math to Eliminate Equity Gaps and Facilitate Student Completion

AACC Pathways Institute
Integrating Redesigned Developmental Education into Pathways
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Increasing Remedial Pipeline Success Rates: Let Them in, and They Will Succeed

A compilation of research indicating that changes in placement policy coupled with curricular reform will dramatically increase the rates at which disproportionally affected students successfully complete transferable math and English classes.

Questions or comments? Please contact Terrie Nichols (terrie.nichols@gcccd.edu).

Closing the Door to Education’s Promise

For students who arrive at a community college seemingly underprepared to succeed in a college-level English or math class, we have set up layers of remedial courses to help them get up to speed and successfully complete the college-level gateway course. However, these remedial pipelines, which were created with the best of intentions, are actually slamming the door shut for the majority of basic skills students.

### Nationwide Data
256,672 First-time degree-seeking students from 57 colleges participating in Achieving the Dream

<table>
<thead>
<tr>
<th>Level Below Transfer</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42%</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>24%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Three year timeframe

### Closing the Door to Education’s Promise in California

<table>
<thead>
<tr>
<th>Level Below Transfer</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48%</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>34%</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>19%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Basic Skills Cohort Tracker, Fall 2009 through Spring 2012

The national and statewide data demonstrate that the more levels below transfer a student starts in the remedial pipeline the less likely the student is to successfully complete the college-level gateway course.
Early Results of Promising Placement Practices

24% Place into Transfer-Level Math Pre-Multiple Measures (Fall 2015)

84% Place into Transfer-Level Math Post-Multiple Measures (Fall 2016)
Early Results of Promising Placement Practices With an Equity Lens

**African American/Black Students**
- Pre-Multiple Measures (Fall 2015): 9%
- Post-Multiple Measures (Fall 2016): 73%

**Latinx Students**
- Pre-Multiple Measures (Fall 2015): 21%
- Post-Multiple Measures (Fall 2016): 85%
Paradigm Shift in the Classroom

- The activity-based math classroom
- Ongoing formative assessment
- Intentional support for the affective domain
- Change expectations: students, teachers, staff, and administrators
- Faculty Training
Early Results of Promising Corequisite Practices

10% Of Students who Begin in Developmental Math Complete Transfer-Level Math

67% Of Students Complete Transfer-Level Math within 1 Year

Traditional Remediation (2015/16) vs With Corequisite Support (2016/17)
Early Results of Promising Corequisite Practices
With an Equity Lens

African American/Black Students
- 6% Successful Completion Transfer-Level Math
- 55% Successful Completion Transfer-Level Math

Latinx Students
- 15% Successful Completion Transfer-Level Math
- 65% Successful Completion Transfer-Level Math

Traditional Remediation (2015/16) vs. With Corequisite Support (2016/17)
OUR SHARED RESOURCES!

https://app.box.com/s/vkpu5kutm8lz5ozm65flpjcbvug8vpfs