GATEWAY COURSE SUCCESS
Gateway not “gatekeeper”
Principles of Reform
Too many students start college in remediation.
Too many entering freshmen need remediation.

51.7% of those entering a 2-year college enrolled in remediation

19.9% of those entering a 4-year college enrolled in remediation

Source: Fall 2006 cohorts
If you’re African American, Hispanic, or a low-income student, you’re more likely to be headed toward the remediation dead end.

**Percentage of students needing remediation**

<table>
<thead>
<tr>
<th>Category</th>
<th>2-year colleges</th>
<th>4-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>67.7%</td>
<td>39.1%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>58.3%</td>
<td>20.6%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>46.8%</td>
<td>13.6%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>48.9%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Source: Fall 2006 cohorts
DROPOUT EXIT RAMP #2

Too few complete gateway courses.
Gateway courses can be a roadblock for the vast majority of all students — regardless of race, age, or income.

Percentage who did NOT complete remediation and associated college-level courses in two years

<table>
<thead>
<tr>
<th>Category</th>
<th>Two-year colleges</th>
<th>Four-year colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>85.6%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76.2%</td>
<td>64.6%</td>
</tr>
<tr>
<td>White</td>
<td>76.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Other</td>
<td>74.9%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Ages 17–19</td>
<td>75.4%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Ages 20–24</td>
<td>83.3%</td>
<td>75.7%</td>
</tr>
<tr>
<td>Ages 25+</td>
<td>80.9%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Low-income</td>
<td>79.9%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

Source: Fall 2006 cohorts
DROPOUT EXIT RAMP #3

Too few remedial students ever graduate.
Most remedial students never graduate.

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts.
DROPOUT EXIT RAMP #4

Remediation isn’t working.
Most remedial students don’t make it through college-level gateway courses.

Source: Fall 2006 cohorts
The Remedial Education Sequence

- Assessment
- Placement
- Enrollment
- Completion
The Traditional Remedial Education Sequence

**Assessment**
- Take single standardized exam

**Placement**
- Cut score determines placement in one or more levels of remedial education

**Enrollment**
- Students take 1 or more courses consecutively before enrolling in gateway courses

**Completion**
- Success is defined as completion of remedial course
Principle 1
Completion of gateway courses for a program of study is a critical measure of success toward college completion.
Remediation: The effect of attrition.

Students assigned 3 or more semesters of English remediation.

- Completed 1st semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Completed 2nd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Completed 3rd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Passed gateway course.
  - LOST

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.

- Completed 1st semester of remediation.  
  - Enrolled and completed  
  - Did not complete  
  - Did not enroll or stopped enrolling  
  - LOST

- Completed 2nd semester of remediation.  
  - Enrolled and completed  
  - Did not complete  
  - Did not enroll or stopped enrolling  
  - LOST

- Completed 3rd semester of remediation.  
  - Enrolled and completed  
  - Did not complete  
  - Did not enroll or stopped enrolling  
  - LOST

- Passed gateway course.  
  - Enrolled and completed  
  - Did not complete  
  - Did not enroll or stopped enrolling  
  - LOST

**KNOW THIS** The remediation system is broken. More students quit than fail.
Principle 2

The content in required gateway courses should align with a student’s academic program of study.
Create Curricular Pathways – Aligned to Programs of Study

- Art
- English
- Humanities

- Psychology
- Political Science

- Science
- Technology
- Engineering
- Math

- College Math
- Statistics
- Algebra
- Calculus
Principle 3
Enrollment in a gateway college-level course should be the default placement for many more students.
Many “Placed” in Developmental Education Can Succeed in College-Level Courses

- Reading: 76% (College-Level), 74% (Took Developmental Ed), 74% (Skipped Developmental Ed)
- Writing: 75% (College-Level), 75% (Took Developmental Ed), 74% (Skipped Developmental Ed)
- Math: 78% (College-Level), 72% (Took Developmental Ed), 68% (Skipped Developmental Ed)
Principle 4
Additional academic support should be integrated with gateway college-level course content – as a co-requisite, not a pre-requisite
## Austin Peay’s Structured Assistance Program

<table>
<thead>
<tr>
<th></th>
<th>Traditional- DSPM 0800</th>
<th>Traditional – DSPM 0850</th>
<th>Traditional College Ready</th>
<th>Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Thought and Practice</td>
<td>11.6%</td>
<td>43.5%</td>
<td>85%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Fundamentals of Statistics</td>
<td>7.5%</td>
<td>28.8%</td>
<td>56.2%</td>
<td>61.2%</td>
</tr>
</tbody>
</table>
## One-Year Course Pathway

### Charles Dana Center Statway Course

<table>
<thead>
<tr>
<th>First Semester Completion</th>
<th>Second Semester Persistence</th>
<th>Traditional Gateway Math Completion</th>
<th>Statway Gateway Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>88%</td>
<td>12%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Embedded Remediation

Washington I-BEST Model

• Integrate ELL and Adult Basic Skills Instruction into career certificate courses
• I-BEST students 50% more likely to complete a certificate than traditional students
• Expansion to degree programs
Principle 5

Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.
# Accelerated Pathways

## California Acceleration Project – Path2Stats

<table>
<thead>
<tr>
<th>Student Placement</th>
<th>Path2Stats Completion of College-Level Stats</th>
<th>Traditional Sequence Completion of College-Level Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra</td>
<td>90%</td>
<td>29%</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>85%</td>
<td>17%</td>
</tr>
<tr>
<td>Pre-Algebra/Arithmetic</td>
<td>31%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Early Assessment and Intervention

California Early Assessment Program

• Reduced probability of needing remediation in Cal State System
  ✓ 6.1% in English
  ✓ 4.1% in Math

• Did not reduce rate of application for students deemed “Not College Ready”
Principle 6
Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.
Probability of Gatekeeper Success
## Placement Exams and HS GPA

### Proportion of Variation Explained

<table>
<thead>
<tr>
<th>Subject</th>
<th>Placement Test Only</th>
<th>HS GPA Only</th>
<th>Placement Test &amp; HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B or higher in CL-Math</td>
<td>.12</td>
<td>.10</td>
<td>.17</td>
</tr>
<tr>
<td>C or higher in CL-Math</td>
<td>.07</td>
<td>.08</td>
<td>.11</td>
</tr>
<tr>
<td>Passed CL (D- or higher) Math</td>
<td>.04</td>
<td>.06</td>
<td>.07</td>
</tr>
<tr>
<td>Grades in first CL-Math</td>
<td>.13</td>
<td>.12</td>
<td>.18</td>
</tr>
<tr>
<td>B or higher in CL-English</td>
<td>.02</td>
<td>.04</td>
<td>.05</td>
</tr>
<tr>
<td>C or higher in CL-English</td>
<td>.01</td>
<td>.04</td>
<td>.05</td>
</tr>
<tr>
<td>Passed CL (D- or higher) Eng</td>
<td>&lt;.01</td>
<td>.03</td>
<td>.04</td>
</tr>
<tr>
<td>Grades in first CL-English</td>
<td>.02</td>
<td>.06</td>
<td>.07</td>
</tr>
</tbody>
</table>
Principle 7

Students should enter a meta-major when they enroll in college and start a program of study in their first year, in order to maximize their prospects of earning a college degree.
When entering a program of study: Earlier is better

- Still Enrolled with 30+ Credits in Year 5
- Bachelor's
- Transfer no Award
- Bachelor's
- Cert or Associate from Other Institution
- Transfer with Award
- Associate Only
- Certificate Only

<table>
<thead>
<tr>
<th>Year</th>
<th>Still Enrolled with 30+ Credits in Year 5</th>
<th>Bachelor's</th>
<th>Transfer no Award</th>
<th>Bachelor's</th>
<th>Cert or Associate from Other Institution</th>
<th>Transfer with Award</th>
<th>Associate Only</th>
<th>Certificate Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>62.13%</td>
<td>12.18%</td>
<td>21.13%</td>
<td>34.04%</td>
<td>32.80%</td>
<td>12.05%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Year 2</td>
<td>62.13%</td>
<td>12.18%</td>
<td>21.13%</td>
<td>34.04%</td>
<td>32.80%</td>
<td>12.05%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Year 3</td>
<td>62.13%</td>
<td>12.18%</td>
<td>21.13%</td>
<td>34.04%</td>
<td>32.80%</td>
<td>12.05%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Year 4</td>
<td>62.13%</td>
<td>12.18%</td>
<td>21.13%</td>
<td>34.04%</td>
<td>32.80%</td>
<td>12.05%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Year 5</td>
<td>62.13%</td>
<td>12.18%</td>
<td>21.13%</td>
<td>34.04%</td>
<td>32.80%</td>
<td>12.05%</td>
<td>0%</td>
<td>10%</td>
</tr>
</tbody>
</table>
A New College Success Sequence

**Assessment**
- Use of multiple tools to include HS curriculum, HS GPA and diagnostic academic assessment

**Placement**
- Placement provides information to both faculty and student about options
- Maps student progress through a program of study

**Enrollment**
- Co-Enrollment in Remedial and College-Level Course
- Single semester remedial option
- Contextualize instruction in program of study

**Completion**
- Success is defined as completion of gateway course
- Enrollment in a program of study
- Earning a credential
Four steps for states to take now to close remediation exit ramps

1. Start college students in college-level courses with built-in, co-requisite support.
2. Encourage students to enter programs of study when they first enroll.
3. Embed needed academic help in multiple gateway courses.