Most Fail to “Get Past Go”

Progress on Remedial Sequence of ATD Students After 1 Academic Year

- Completed Sequence: 46%
- Partially Completed Sequence: 40%
- Did Not Begin Sequence: 15%

The Remedial Education Sequence

- Assessment
- Placement
- Enrollment
- Completion
Traditional Remedial 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

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*Using policy to improve developmental education and increase college college success*
Principle 1
Completion of gateway courses in a program of study is a critical measure of success
Too Few Complete Gateway Courses

Students Completing Remediation and College Gateway Course in 2-years

Complete College America, 2012
### Too Few Complete Gateway Courses

<table>
<thead>
<tr>
<th>Fall 2007 Remedial Math Course</th>
<th>Number of New Freshmen Enrolled</th>
<th>Passed First Remedial Course</th>
<th>Enrolled in Subsequent Remedial Math</th>
<th>Passed Subsequent Remedial Math</th>
<th>Enrolled College-Math within 3-years</th>
<th>Passed College Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 levels below college</td>
<td>510</td>
<td>61.2%</td>
<td>40.0%</td>
<td>30.6%</td>
<td>15.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>2 levels below college</td>
<td>1348</td>
<td>66.1%</td>
<td>47.0%</td>
<td>32.1%</td>
<td>23.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>1 level below college</td>
<td>1276</td>
<td>71.0%</td>
<td></td>
<td></td>
<td>64.7%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>
Principle 2

Enrollment in a gateway college course should be the default placement for most students.
Many “Placed” in Developmental Education Can Succeed in College-Level Courses

Jenkins, Smith Jaggars and Roksa, 2009
## A leaking pipeline

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Principle 3

The content in required gateway courses should align with a student’s program of choice
Curricular Pathways are Key

- Art
- English
- Humanities

- Psychology
- Political Science

- Science
- Technology
- Engineering
- Math

- College Math
- Statistics
- Algebra
- Calculus

Getting Past Go: Using policy to improve developmental education and increase college success
Principle 4
Provide academic support as a co-requisite with the gateway course
# Austin Peay’s Structured Assistance Results

<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>
Principle 5
Students with significant learning challenges need clear routes into technical programs or accelerated paths into programs of study.
## Los Medanos Path2Stats Course

<table>
<thead>
<tr>
<th>Student placement in math sequence</th>
<th>Path2Stats: % of students successfully completing Statistics</th>
<th>% of students who successfully complete college-level math course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-level</td>
<td>100% (3 of 3)</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>90% (18 of 20)</td>
<td>29% (93 of 320)</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>85% (22 of 26)</td>
<td>17% (49 of 292)</td>
</tr>
<tr>
<td>Pre-algebra or Arithmetic</td>
<td>31% (11 of 35)</td>
<td>5% (8 of 155)</td>
</tr>
</tbody>
</table>

**Getting Past Go**

Using policy to improve developmental education and increase college success
Principle 6
Multiple measures should be used to guide student placement
## Placement Exams vs. HS GPA

### Severe Error Rate: Alternative Placement Rules

<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>English - COMPASS</td>
<td>26.8%</td>
<td>12.3%</td>
<td>18.8%</td>
</tr>
<tr>
<td>English – Accuplacer</td>
<td>32.7%</td>
<td>16.5%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Math Level 1 - COMPASS</td>
<td>28.0%</td>
<td>10.9%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Math Level 1 - Accuplacer</td>
<td>21.2%</td>
<td>8.2%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Math Level 2 - COMPASS</td>
<td>15.8%</td>
<td>11.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Math Level 2 - Accuplacer</td>
<td>17.3%</td>
<td>9.2%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

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Belfield and Crosta, 2012
Assessment/Placement strategies

• Multiple Measures of Assessment
  ➢ HS GPA, HS Curriculum, Diagnostic Assessments, Measure of Student Motivation

• Assessment should inform student choices, not sort students into multiple levels

• Audit and standardize “intake” process

• Develop more holistic student supports for students

• Collaborate with K-12 to do early assessments
Principle 7

Students should start a program of study in their first year, without being deterred by remedial education or gateway courses.
When entering a program of study: Earlier is better

Jenkins, 2012
Accelerated Remedial 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
- Contextualized instruction in program of study

**Completion**
- Success is defined as completion of gateway course
- Enrollment in a program of study
- Earning a credential

Using policy to improve developmental education and increase college success
Scaling Statewide

**Strategy 1**

Institutions should be held accountable for success of students in gateway courses
Remedial Education Policy Framework

- Workforce Development
- College Completion
- Productivity
- Cost Control

Hurdles

Policy and Strategy

Data

Assessment-Placement-Delivery

Funding

Performance and Measured Outcomes

Continuous Improvement

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Accountability Strategies

• Set system and institutional benchmarks for success
• Require campuses to develop institutional plans for achieving benchmarks
• Identify and measure the effectiveness of all strategies against benchmarks
• If institutions don’t hit benchmarks – then must revise institutional plan
• Create incentives for institutions to effectively serve students through gateway courses and into programs of study.
Scaling Statewide

New system and state policies should be the result of successful innovation and a commitment to scale.
For More Information

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bvandal@ecs.org

http://GettingPastGo.org