



Access and Equity in the CA Community Colleges

What Research Tells Us: Current Status & Possibilities

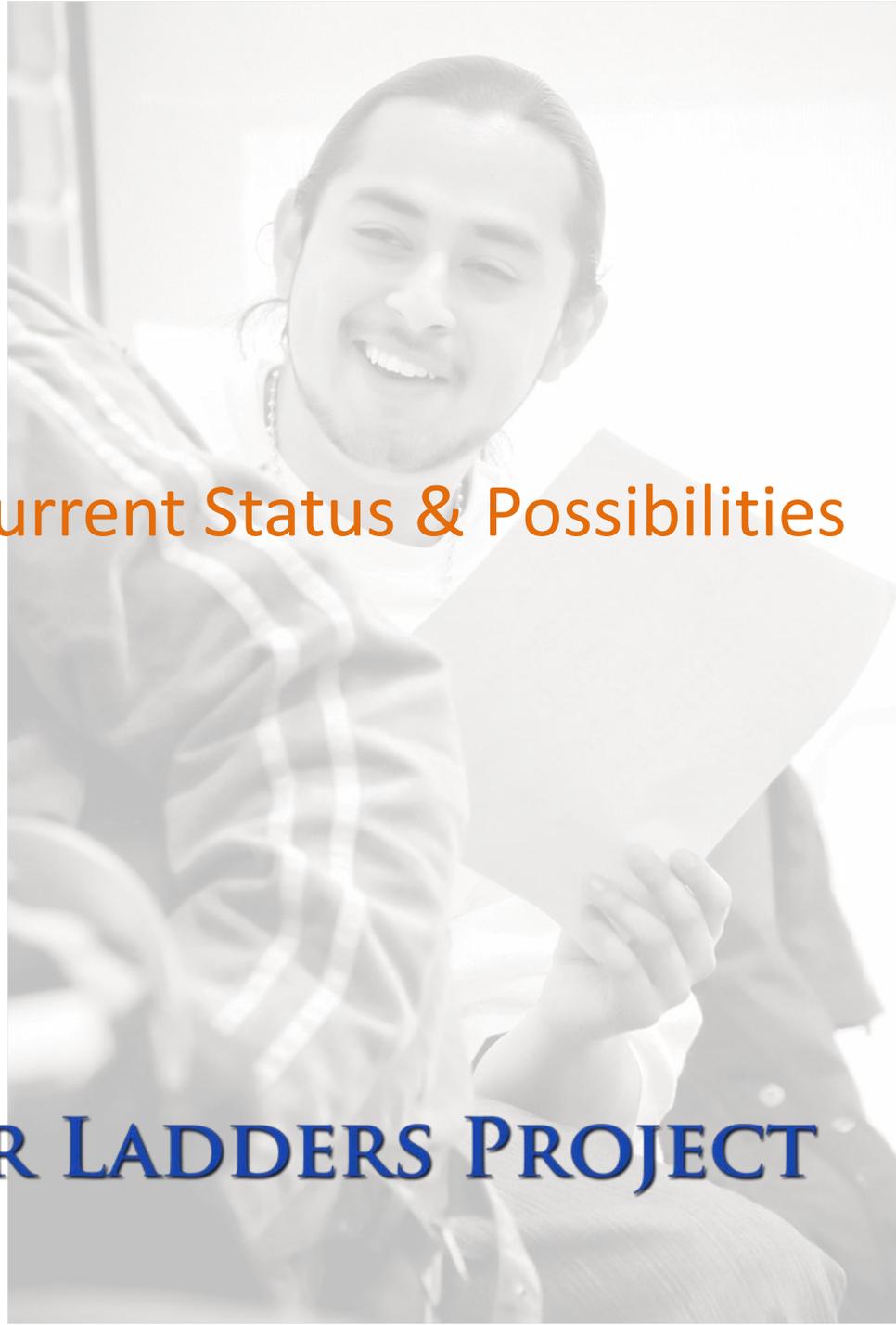
Linda Collins

Fullerton College

June 24, 2010



CAREER LADDERS PROJECT



The challenge:

- 70% of CCC students placed into remedial math. Only 10% successfully make it to college level math
- 42% of CCC students placed into remedial English. They have a 25% chance of making it to transfer level English

Environmental Scan: Summary of Key Issues Facing CCCs.
Center for Student Success, Research and Planning Group, 2005





Nationally:

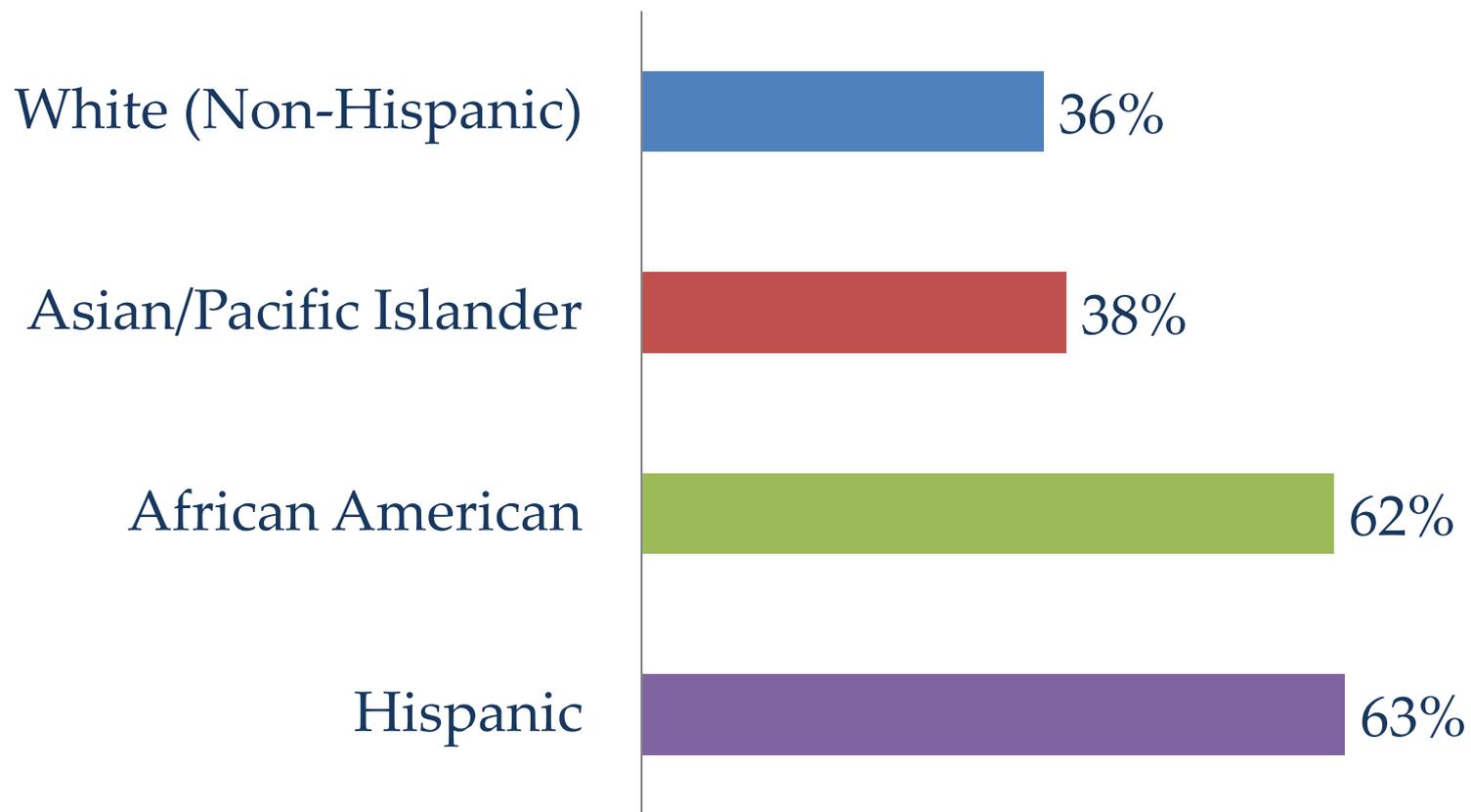
Only 20% of students referred to math remediation and 37% referred to reading complete the first college-level course within three years.

T. Bailey, et. al. Referral, enrollment and completion in developmental education sequences in community colleges. Economics of Education Review 29 (2010). P. 261





Percentage of Students Taking Remedial Courses, by Race/Ethnicity



Adelman, C. (2004)

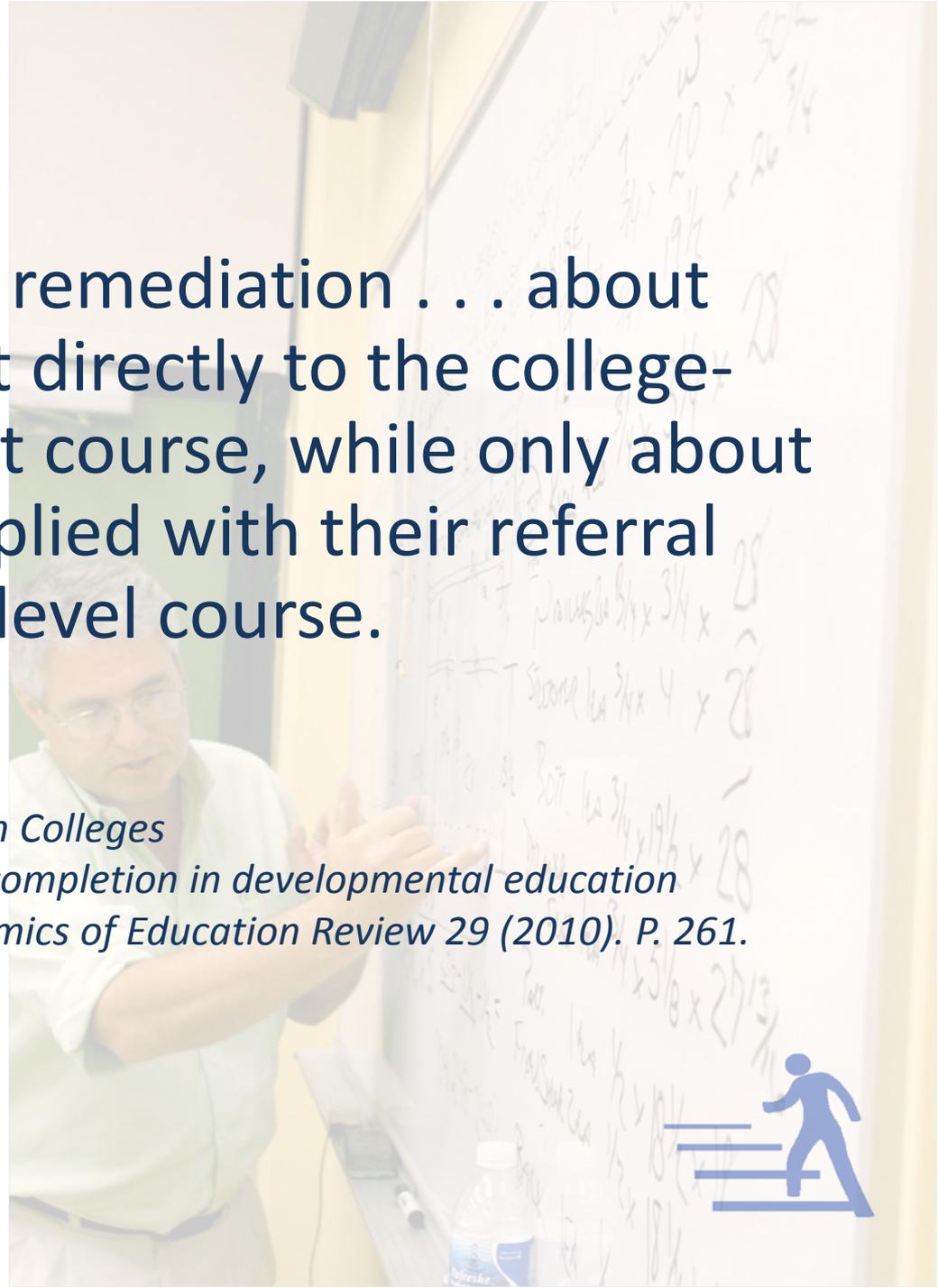
Excerpted from *Complete College America, Inaugural Hearing*, July 3-4, 2010





Of students referred to remediation . . . about 72% of those who went directly to the college-level course passed that course, while only about 27% of those who complied with their referral completed the college-level course.

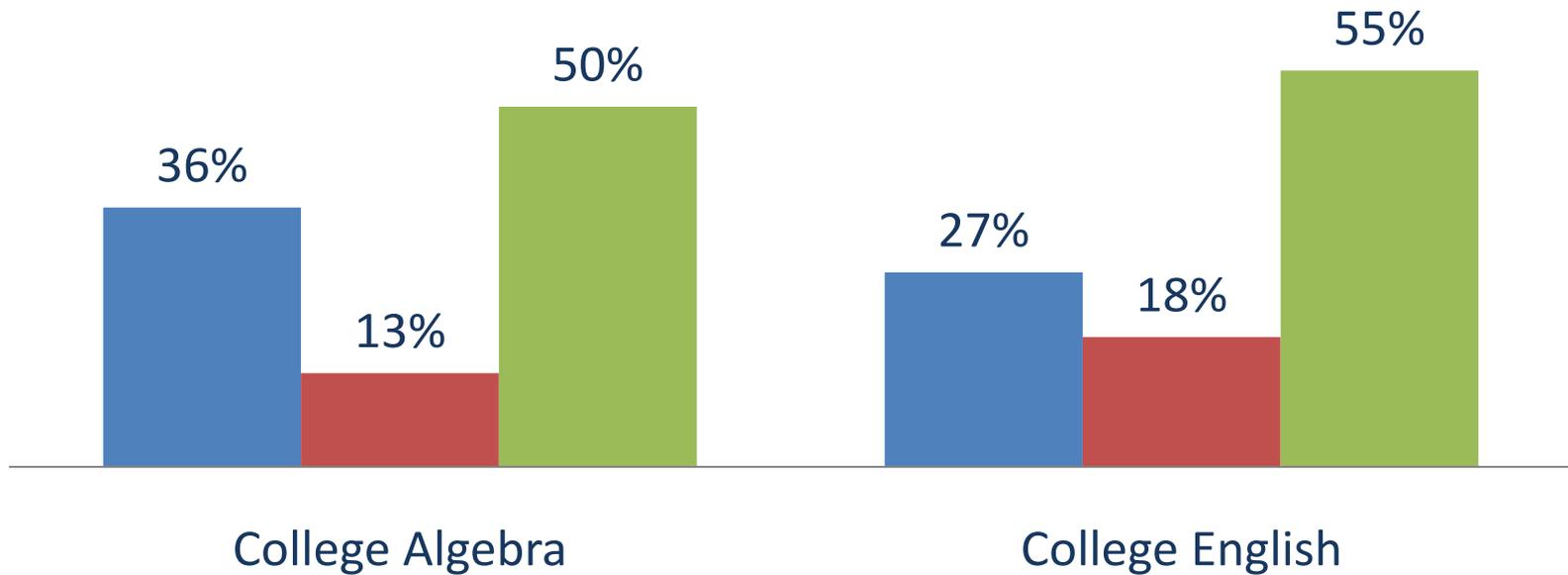
National Study of 57 Achieving the Dream Colleges
T. Bailey, et. al. Referral, enrollment and completion in developmental education sequences in community colleges. Economics of Education Review 29 (2010). P. 261.





Among students who *do complete* a remedial sequence, many don't have success in first college-level course

■ Did not Enroll in Gatekeeper Course ■ Enrolled, but not passed ■ Passed



Bailey, T., et al (2008)

Excerpted from Complete College America, Inaugural Hearing, July 3-4, 2010





Large scale national studies

- Florida and Texas: no positive effect of remediation on college credit accumulation, completion, or degree attainment.
- Texas:
 - No evidence students taking remedial reading or math more likely to earn degree than comparable students going straight into academic classes
 - In some colleges, significantly less likely to complete at least one year of college or earn a degree.

P. Schmidt. Three New Studies Question the Value of Remedial Courses. Chronicle of Higher Education, July 4, 2008.





And students may do just as well in first college-level courses if they skip remediation altogether

Percentage of Students who Passed Gatekeeper Courses



Jenkins, D., Smith Jaggars, S. & Roksa, J. (2009). *Promoting gatekeeper course success among community college students needing remediation: Findings and recommendations from a Virginia study (Summary Report)*. New York: Community College Research Center.

Excerpted from *Complete College America, Inaugural Hearing*, July 3-4, 2010





Do the math

100 students start 3 levels below college-level

75% pass the first course (75 students)

75% of them enroll in next course (56 students)

75% of them pass course (42 students)

75% enroll in next level (32 students)

75% pass that course (24 students)

75% enroll in next level (18 students)

75% pass the college-level course (13 students)

Only 13 will pass the college-course.





Contextualized Teaching and Learning

Many people learn better and faster, and retain information longer, when they are taught concepts in context.

- Makes it relevant
- Engages and motivates hard-to-reach students
- Increases learner confidence & enthusiasm
- Enhances interest in long-term goals & education

*Basic Skills as a Foundation for Student Success
in CA Community Colleges, p. 58.*





Contextualized learning

Students in contextual math compared to standard math courses:

- 327% more likely to pass contextual course
- 387% more likely to pass degree applicable coursework in the same semester
- 400% as likely to pass transfer-level course in the same semester

Effectiveness of Contextual Approaches to Developmental Math in CCCs
W. C. Wiseley, Univ. of Pacific, May 2009



Contextualized learning

Students in contextual math compared to standard math courses:

- 167% more likely to pass degree applicable coursework in the subsequent semester
- These effects are more pronounced for Black and Hispanic students.

Effectiveness of Contextual Approaches to Developmental Math in CCCs
W. C. Wiseley, Univ. of Pacific, May 2009



I-BEST – Integrated Basic Education & Skills Training

- WA state “tipping point” – 1 yr PSE + certificate
- Address basic skills concurrently w/ for credit Career Technical Education
- 5 X’s college credits; 15 Xs more likely to complete
- Obama cites I-BEST in April 2010 speech



Career Advancement Academies

- Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18 –30 years old)
- Demonstration project: Independent Evaluation, Data Tracking, Technical Assistance, Community of Practice
- 29 colleges in three regions of state (East Bay, Central Valley, and Los Angeles)
- Partnerships with employers, workforce boards, unions, community orgs, adult education/ROCPs
- Partnership: CCCCO and philanthropy



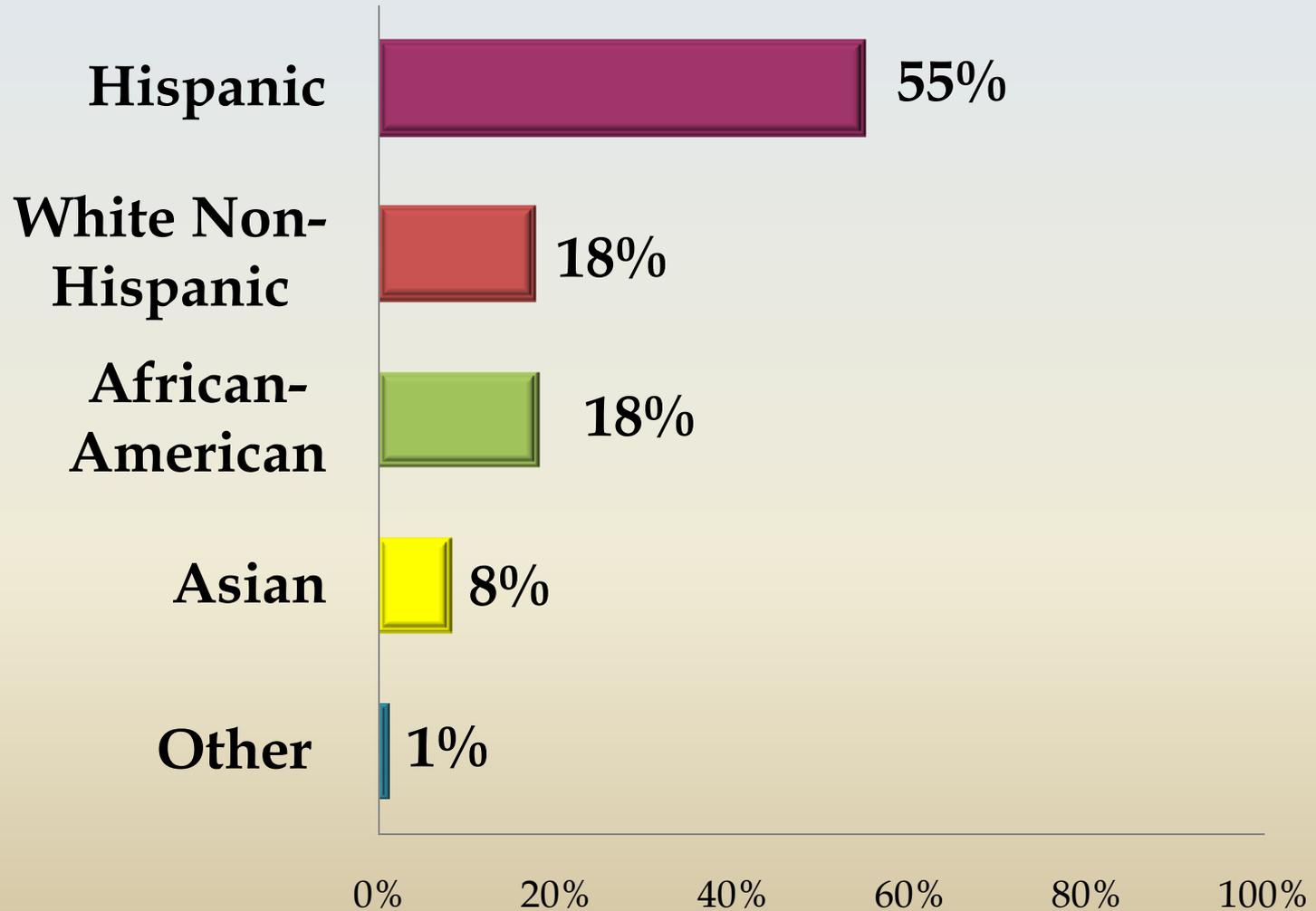


Essential Program Elements of Career Advancement Academies

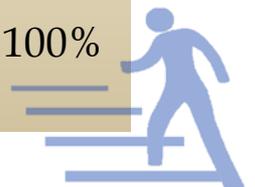
- Clearly defined career pathways with attention to transitions
 - options for both continuing education and employment
 - strong connections with employers
- Integrated basic skills and career technical education: contextualized and accelerated approaches
- Cohort-based learning communities
- Support services
 - embedded in the learning community
 - leverage external supports/benefits
- Address needs and barriers for targeted students



Ethnicity breakdown CAA students: Fall 2007- Spring 2010



Percentages are based upon matched MIS data provided by Cal PASS .



Course Success and Retention* Rates

CAA students FA 07 – FA 09 **

Region	Success	Retention
East Bay	64%	86%
Central Valley	80%	94%
Los Angeles	82%	91%
Total	78%	92%

- * Course success is defined as achieving a grade of A, B, C, P or Cr in attempted units.
Course retention is defined as completing the course (grade of A,B,C,D,F*,CR,NC,I*,P,NP)
- ** Not all data is available and will be updated.

Source: Public/Private Ventures and Cal-PASS, April 2010



Acceleration strategies

- Students who take a 1 semester pre-collegiate English course at Chabot college pass college English at a rate double that of comparable students who take a 2 semester course.
- Open access w/ no minimum placement score
- Students self place into 1 or 2 semester course.
- Katie Hearn, Chabot College

Katie Hearn, with Myra Snell, Exponential Attrition and the Promise of Acceleration in Developmental English and Math. Forthcoming, RP Group Newsletter, June 2010



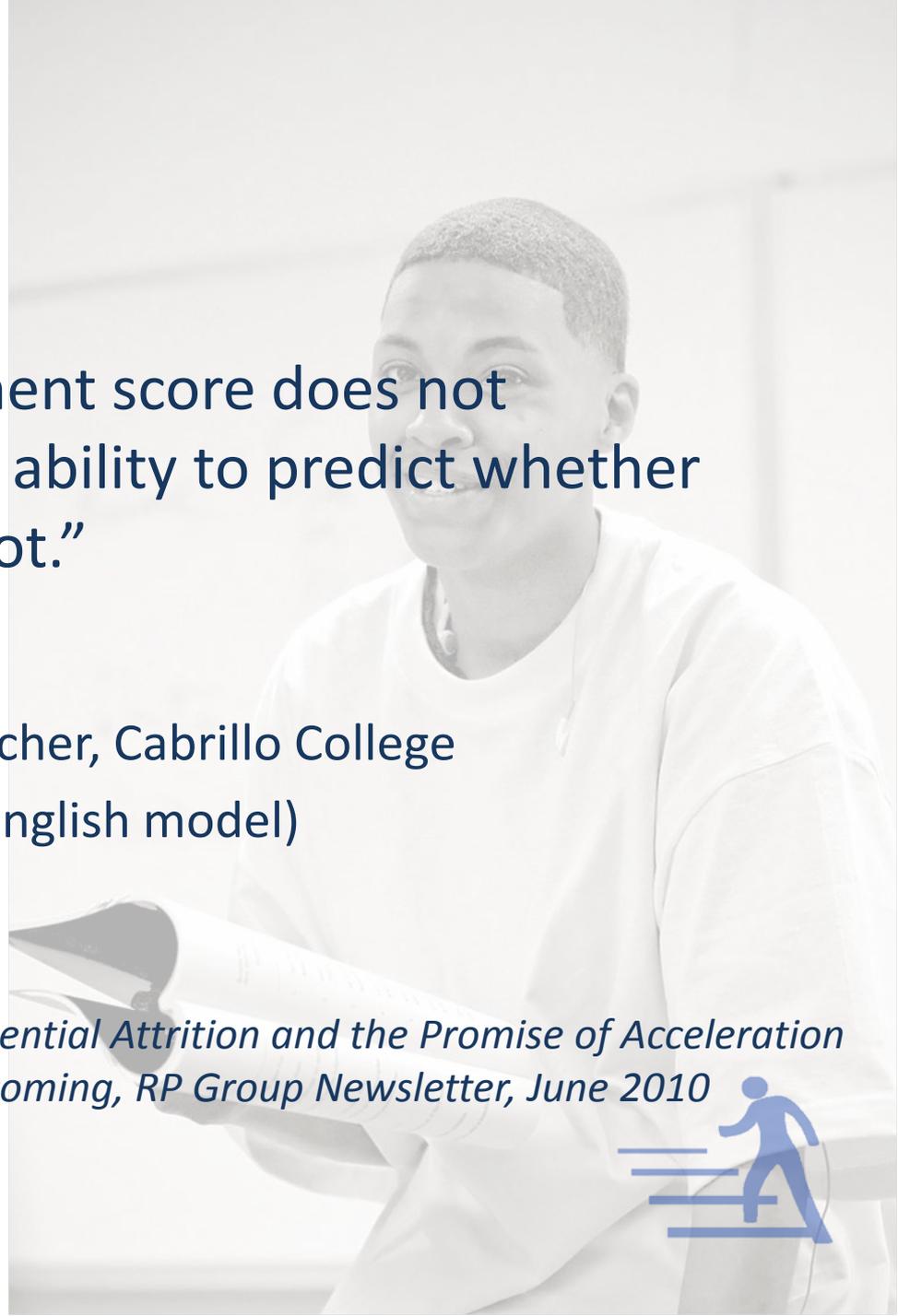


Assessment?

“Knowing a student’s placement score does not meaningfully enhance our ability to predict whether that student will pass or not.”

Craig Hayward, Institutional Researcher, Cabrillo College
(referencing Chabot’s accelerated English model)

Quoted in K. Hearn, with Myra Snell, Exponential Attrition and the Promise of Acceleration in Developmental English and Math. Forthcoming, RP Group Newsletter, June 2010





The wrong pre-requisites?

Statpath – Myra Snell, Los Medanos College

- 1 semester, no minimum placement score
- Backwards design from statistics not calculus.

Statway – Uri Treisman and Carnegie Foundation for Teaching and Learning

Katie Hearn, with Myra Snell, Exponential Attrition and the Promise of Acceleration in Developmental English and Math. Forthcoming, RP Group Newsletter, June 2010





Insist on Student Success

- More research and evidence, not less
- Don't foreclose innovations: Contextual learning, learning communities, concurrent enrollment
- Reframe and shorten the sequence
- Accelerate, don't remediate
- Differential instruction and scaffolding
- Fewer pre-requisites, not more
- Provide students more, not fewer, challenges
- Question our assumptions





CAREER LADDERS PROJECT

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