Six Core Principles for Transforming Remediation

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Achieving the Dream (ATD) colleges and their dedicated faculties have devoted a great deal of time and effort over the past decade to strengthening developmental education. The promising practices that have emerged at ATD colleges and other institutions have helped inform these design principles, which unite common elements of diverse strategies. Achieving the Dream anticipates working closely with Network institutions to implement and scale practices that can help many more students succeed in and complete their learning journeys.

This document offers a few of many examples of ATD colleges employing practices that exemplify the new Core Principles.

Principle 1: Every student’s postsecondary education begins with an intake process that helps students choose their academic direction and identifies the support they need to pass relevant credit-bearing gateway courses in their first year.
College: Zane State College (OH)
Program Name: Developmental Education Advising
Program Description: Students who test and place into a developmental education course receive individualized advising, including counseling on courses and registration and close monitoring of prerequisites, attendance and completion. A College One Stop for intake allows students to talk to one advisor about all facets of their educational path from admissions to financial aid to class choices and individual needs.
Evidence: Zane State College's intensive advising program serves every developmental education student and helped raise student retention rates to as high as 96 percent.

Principle 2: Enrollment in college-level math and English courses or course sequences aligned with the student’s program of study is the default placement for the vast majority of students.
College: St. Petersburg College (FL)
Program Name: New Student Orientation
**Program Description:** The student experience begins with New Student Orientation (NSO), an event that acclimates students to the institution, equipping them with the necessary information and tools to be successful while creating a sense of excitement for the journey ahead. In 2011, data revealed that only 821 students attended the Fall NSO and, of these students, only 64% demonstrated course success. Reflecting on this information, St. Petersburg College (SPC) developed a more focused orientation for those students whose placement test scores require they take one or more remedial courses. In 2004, when Florida legislation proclaimed the majority of students were no longer required to take developmental education classes, SPC aggressively addressed this challenge by launching Smart Start in Fall 2015, a free, non-credit 4-week course led by advisors, covering topics such as library resources, academic standing and career services, etc. By leading the NSO, advisors develop relationships with students during their first engaging campus experience.

**Evidence:** Course completion rates for those enrolled in NSO increased from 64% in fall 2011 to 73% in fall 2014. Minority students in particular showed tremendous gains with an 80% course success rate for Hispanic students in 2014, up 15 percentage points from 2011.

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**Principle 3:** Academic and non-academic support is provided in conjunction with gateway courses in students’ academic or career area of interest, through co-requisite or other models with evidence of success in which supports are embedded in curriculum and instructional strategies.

**College:** The Community College of Baltimore County

**Program Name:** Accelerated Learning Program (ALP)

**Program Description:** Under the ALP model, students placed into upper-level developmental writing are “mainstreamed” into English 101 classes and simultaneously enrolled in a companion ALP course taught by the same instructor in the class period immediately following English 101. The aim of the ALP course, which has only ten students, is to help students maximize the likelihood of success in English 101. A similar program, AMP, has been developed for math.

**Evidence:** According to a 2012 study by the Community College Research Center (CCRC), of the 592 students who took ALP between fall 2007 and fall 2010, 82% passed English 052 and 74% passed English 101. Before ALP, only about 30% of students who tested into English 052 went on to pass the English 101 gateway course.

**College:** Kingsborough Community College and LaGuardia Community College (CUNY)

**Program Name:** Accelerated Study in Associates Programs (ASAP)

**Program Description:** Key program components include full-time enrollment, block scheduled first-year courses, cohort course taking, financial support, intrusive and mandatory advisement, a student success seminar, career services, and tutoring. The program is committed to graduating at least 50% of students within three years through provision of comprehensive support services and financial resources that remove barriers to full-time study, build student resiliency, and support timely degree completion. Currently less than 25% of CUNY community college students and only 16% of urban community college students nationally graduate within three years.
Evidence: Forty percent of the program group students had received a degree by the end of the three-year follow-up period, compared with 22% of the control group. At the end of three years, ASAP had increased the proportion of students who transferred to a four-year college; 25% of the program group was enrolled in a four-year college in the last semester of the follow-up period, compared with 17% of the control group.

College: Valencia College (FL)
Program Name: Learning in Community (LinC)
Program Description: The LinC approach pairs two courses that are team taught by two instructors from different disciplines. The same cohort of students is enrolled in both courses and a Success Coach is assigned to work in the course throughout the semester. There is a shared syllabus and integrated learning assignments and assessments. Multiple disciplines participate, but math paired with student success is most common
Evidence: According to a 2015 academic review, the percentage of students who successfully completed their developmental math requirements within three years rose from 52% for the fall 2005 cohort to 61% for the fall 2012 cohort. Overall, students are 3.5% more successful in LinC than non-LinC courses.

Principle 4: Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, will enroll in rigorous, streamlined remediation options that align to the knowledge and skills required for success in gateway courses in their academic or career area of interest.
College: Pierce College District (WA)
Program Name: Precollege Education Math Pathways
Program Description: At Pierce College, the Math Department is implementing a number of innovative strategies to improve student success in Precollege Math including: increasing Precollege Math supplemental instruction (SI); offering a computerized Math Lab on each campus that offers artificial intelligence-based software that continually adapts to each student’s growing mathematical knowledge; a Precollege Math learning center or prescribed tutoring system; a redesigned Precollege Math/Adult Basic Education sequence which incorporates automatic and productive persistence outcomes; common math attitudes survey and common math skills pre- and post-tests for Math 096; and the alignment of placement testing with local high school math coursework.
Evidence: The percentage of students completing college-level math within one year increased from 15% in 2011 (before redesign) to 33% in 2014 (after redesign). Also, these gains were seen across all ethnicities.

College: Athens Technical College (GA)
Program Name: Redesign Learning Support Courses in Mathematics (My MathLab by Pearson)
Program Description: Athens Technical College’s My MathLab emporium model is combined with one-on-one faculty support to allow students to move through math modules at their own
pace. Highly motivated students are able to complete more than one course within each term. After the first semester, the instructors decided to modify the redesign from the 40-student lab setting to the 20-student computer classroom setting.

**Evidence:** Successful dev math completion for those taking Math 0097, the lowest developmental math level, rose from 44% in fall 2012 to 60% in fall 2014.

**College:** Houston Community College (TX)

**Program Name:** Prepare for Math

**Program Description:** In fall 2012, Houston Community College offered four-week Prepare for Math (PREM 0200) and Prepare for Reading/Writing (PRER 0200) courses targeted to students who took the COMPASS placement test and scored within a designated range just below the official cut score for the next level course. Rather than enrolling the students in the 16-week version of the lower-level course, the students were enrolled in a four-week lab with individualized instruction to prepare them to retest and possibly place into the next level course for a Second Start 12-week semester.

**Evidence:** Over 50% of the math students scored at least one level higher, 55% of the writing students scored at least one level higher, and 61% of the reading students scored at least one level higher.

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**Principle 5:** Every student engages with content in their required gateway courses that is aligned with their academic program of study—especially in math.

**College:** Brazosport College (and Austin Community College, El Paso Community College, Kilgore College, Lone Star College-Kingwood, Midland College, Alamo Colleges District-Northwest Vista, South Texas College, and Temple College) (TX)

**Program Name:** New Mathways Project

**Program Description:** The New Mathways Project (NMP), developed by the Charles A. Dana Center at the University of Texas-Austin, consists of three new math pathways: Statistics; Quantitative Literacy; and Science, Technology, Engineering, and Mathematics (STEM). It aims to allow community college students who place into developmental mathematics courses to complete a credit-bearing, transferable mathematics course relevant to their future major or career goals in one academic year. As part of this project, colleges agreed to deliver a developmental math course, Foundations, and a student success course, Frameworks, designed to foster completion generally and for the math sequence specifically.

**Evidence:** Successful completion of developmental math instruction and advancement to credit-bearing math course increased from 24.3% for the fall 2006 cohort to 38.3% for the fall 2010 cohort at Brazosport. The gap between Hispanics and Caucasians closed over this time period as well. Hispanic students currently have a higher completion rate. Also, in Brazosport’s Mathematics Pathways model students testing into developmental classes have two pathway options: the traditional algebra-based pathway leading to College Algebra; or the Statistics pathway, leading to either a college level course in Statistics or a college level course in Industrial Mathematics. The latter course is applicable to several of their workforce education programs.
**Principle 6:** Every student is supported in staying on track to a college credential, from intake forward, through their institution’s use of effective mechanisms to generate, share, and act on academic performance and progression data.

**College:** Northeast Wisconsin Technical College (WI)

**Program Name:** Gateway Course Improvement

**Program Description:** Faculty teams attended professional development programs including “Got Evidence,” On Course principles, the Starfish Early Alert system, and completed training to learn about engagement strategies and classroom assessment techniques. The Starfish Early Alert system has been fully implemented during this academic year, providing instructors in gateway courses a powerful communication and tracking tool that can be used in real-time. Referral processes to supplemental instruction sessions are particularly focused on success in the gateway areas.

**Evidence:** Gateway course pass rates have increased to 70.7% in 2013-2014 (up 7.6% since 2009-2010). Overall course pass rates have increased to 81.7% of credit hours completed, surpassing the college’s goal of 80%.

**College:** South Texas College (TX)

**Program Name:** Gateway Course Improvement

**Program Description:** South Texas, a larger college with three campuses, had to redefine its target population when it realized that caseloads were too high for effective advisement. Rather than providing intensive case management advising to all developmental education students, the college targeted developmental education students who attended a face-to-face orientation and had eight or fewer transfer credits, reducing caseloads and improving the quality of interactions. Individual campuses made additional refinements in assignment protocols to “right-size” caseloads, thus improving the quality of interactions. In fall 2014, the college formally launched its Degreeworks program, a comprehensive, web-based academic advising and degree audit tool that students and their advisors can use to navigate curriculum. Degreeworks allows students to build planned course schedules several semesters in advance and to review past, current and planned coursework while providing information on completed and outstanding requirements necessary to complete a degree/major/minor/concentration. The college now serves all its students using DegreeWorks.

**Evidence:** Developmental math completion within 2 years increased from 38% for the fall 2009 cohort to 46% for the fall 2011 cohort. Fall-to-Fall persistence had decreased from 55.7% in 2011 to 51.6% in 2012. With special focus on increasing first-time-in-college (FTIC) student success and persistence, Fall-to-Fall persistence of full-time FTIC’s increased to 52.8% in 2013 and, with college-wide efforts involving academic and student services, the persistence increased again to 59.2% in 2014.

**College:** Rose State College (OK)

**Program Name:** Early COMPASS Placement Test in Partnership with High School
Program Description: The college Math Department worked with a local high school to administer the COMPASS test early in the semester to help the high school math instructors determine their students’ strengths and weaknesses. The test was administered again later in the year to identify change in students’ performance.
Evidence: The number of students placed into developmental education courses two levels or more below college-level fell from 65% in fall 2010 to 50% in fall 2015.

College: Harper College (IL)
Program Name: Partners for Success - COMPASS Math Project
Program Description: Harper College and its three feeder high school districts set out to increase the percentage of first-time freshmen beginning college in credit-bearing courses. They created Partners for Success: COMPASS Math Project to address five goals:
- Identify students at-risk of not being college-ready in math before the senior year;
- Increase math enrollment in the senior year;
- Align high school Algebra II and Harper College Intermediate Algebra curricula;
- Identify multiple methods to qualify for college credit mathematics; and
- Offer dual credit general education as a senior year math option.
Evidence: The percentage of district high school graduates who enroll in college-level math within one year of high school graduation rose from 46% in 2010, the year the initiative began, to 73% in 2014. Also, the percentage of full- or part-time, first-time, credential-seeking students who complete dev math requirements within 2 years rose from 28% for 2009-10 cohort to 39% for 2012-13 cohort.