Lessons from Reforming Remediation in California’s 116 Community Colleges

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Intro to California Reforms & First Year Results

? Question Break ?

Considerations for Placement & Corequisite Design in CT

? Question Break ?

Further Resources
Using High School Grades for Placement

Placement by Accuplacer:
Arithmetic, 2 years of remedial classes

Likelihood of completing transferable math in 3 years: 12%

Goal: Bachelor’s Degree in Music Conducting

High School Math: A in Algebra II

High School GPA: 4.0

Enrolled directly in Statistics, grade earned: A

Completed transferable math in 1 term, not 5

Follow Up: Transferred to California Institute of the Arts in Fall 2017

Source: Up to the Challenge
Replacing Remedial Courses with Corequisite Models

**Background:** High school dropout who’d been in and out of criminal justice system

**Goal:** To “be the solution not the problem” in his family, create a non-profit to help kids like him

**Placement via Standardized Test (Accuplacer):**
Elementary Algebra, a year of remedial math before he could enroll in transferable math course

**Corequisite Remediation:**
Enrolled directly in a section of College Statistics that had an additional 2 units of class time with his instructor for guidance, review, and collaborative activities with fellow students

**Grade in Statistics:** B

**Follow up:** Maintained a GPA of 3.6, Graduated and transferred to San Diego State University

Source: *Leading the Way: Cuyamaca College Transforms Math Remediation*
California Community Colleges Before AB 705

Very restrictive placement policies. Fewer than 25% of incoming students began in transferable gateway math & English courses.

Racially inequitable placement policies. Black and Latinx students disproportionately excluded from transferable classes and required to take multiple remedial classes.

Enrolling in remedial courses reduced completion. Every student group examined had lower gateway completion if they took even one remedial English/math course than if they began in a transferable course.
After AB 705:
Virtually all students have a legal right to enroll directly in transferable gateway English and math courses
California Context Under AB 705

**No placement tests in English/math**
High school grades are the primary means of placement (GPA, math taken)
Students can self-report high school grades (transcripts not required)

**New policy standard: Placement must maximize student completion**
Colleges must place students into courses where they have greatest likelihood of completing transferable English & math in 1 year (3 years for students in ESL programs)

**Community colleges are restricted from requiring remedial courses**
But not prevented from offering them – a factor that has undermined early results and driven ongoing racial inequity

**Decentralized implementation**
116 colleges retain local control over exact placement policies, curricula, pedagogy, corequisite and other support, and ratio of transferable vs. remedial courses offered
Dramatic Increase in Students Starting in Transferable College-Level Courses

% Students Beginning in Transfer-Level Course

- **Fall 2015**
  - English: 44%
  - Math: 26%

- **Fall 2019**
  - English: 95%
  - Math: 79%

RP Group
Completion Much Higher If Students Start in Transferable, College-Level Course

Completion of Transfer-Level Course in One Year (Throughput), 2019-20

95% of students began in transfer-level English, 79% of students began in transfer-level math.
1 in 5 students took transfer-level course with corequisite support.

RP Group and PPIC
Every Group Examined Has Higher Completion Starting in a Transferable, College-Level Course vs. One Remedial Course

- Students from different racial/ethnic groups
- Low-income students
- Foster youth
- Veterans
- Students with the lowest high school GPAs
- Students with disabilities
- English language learners who graduated from a U.S. high school (even if they only attended one year)
- B-STEM students who did not complete Algebra 2 in high school

State dashboard, Hayward 2021, RP Group
AB 705 Impact on Racial Equity in CA Community Colleges
Black & Latinx students have been disproportionately placed multiple semesters away from earning college credit in English & math.
Eliminated Structural Racism in College English Access

FIGURE 4
Racial/ethnic gaps in access to college composition narrowed dramatically in fall 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian American</th>
<th>White</th>
<th>Latino</th>
<th>African American</th>
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<tr>
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<td>30</td>
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<tr>
<td>2019</td>
<td>95</td>
<td>97</td>
<td>95</td>
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</tbody>
</table>
Significantly Reduced Structural Racism in Transfer-Level Math Access

FIGURE 22
Racial/ethnic gaps in access to transfer-level math courses narrowed substantially in fall 2019

<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
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<tr>
<td>2019</td>
<td>83</td>
<td>80</td>
<td>76</td>
<td>71</td>
</tr>
</tbody>
</table>

PPIC
Is Completion of Transferable Courses More Equitable? Measuring Racial Equity in Completion

Proportionality Index:
Compares a group’s representation among students who successfully completed a transferable gateway course to the group’s representation among first-time English/math takers. The closer the index is to 1, the more equitable the outcomes.

Example: If Latino students represent 30% of first-time English/math students and 30% of gateway completions, completion is equitable (index score: .30/.30 = 1.0). If only Latinos only represent 20% of completions, they are under-represented (index score: .20/.30 = .66).

“At equity” = 1.0. “Near equity” = 0.85 - 0.99. “Below equity” = 0.85 & below.
## Improved Black and Latinx Representation in Gateway Completion

<table>
<thead>
<tr>
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<th>2015</th>
<th>2019</th>
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<tbody>
<tr>
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<th></th>
<th>2015</th>
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<tbody>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATINX</td>
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<td>.78</td>
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<tr>
<td>BLACK</td>
<td>.48</td>
<td>.67</td>
</tr>
</tbody>
</table>

PROPORTIONALITY INDEX: “At equity” = 1.0. “Near equity” = 0.85 - 0.99. “Below equity” = 0.85 & below.

Gaps in completion rates remain that will require further attention.
Please use the chat box

to pose questions and offer comments
Considerations for Placement Policies and Corequisite Design in Connecticut
Sample Placement Rules: English

All English students begin in transferable, college-level composition.* Their overall high school GPA determines whether they receive additional corequisite support.

- **GPA \( \geq 2.6 \)**: Regular college composition
- **GPA 1.9 – 2.59**: College composition with corequisite support
- **GPA < 1.9**: College composition with corequisite support, consider additional supports such as case management with a counselor

* No students placed into stand-alone developmental English; some students still take separate ESL courses to learn the English language but not if they graduated from a U.S. high school

Placement rules developed through analysis of statewide high school & community college dataset [Multiple Measures Assessment Project](#)
Sample Placement Rules: Statistics/Liberal Arts Math (SLAM)

All students begin in a transferable, college-level statistics or liberal arts math course. Their overall high school GPA determines whether they receive additional corequisite support.

- **GPA $\geq 3.0$**: Regular college-level SLAM course (no coreq)
- **GPA 2.3 – 2.9**: College-level SLAM course with corequisite support
- **GPA < 2.3**: College-level SLAM course with corequisite support, consider additional supports such as case management with a counselor

Placement rules developed through analysis of statewide high school & community college dataset [Multiple Measures Assessment Project](https://www2.cctc.edu/mmap/)
Sample Placement Rules: Business & STEM Math (B-STEM)

All students begin in transferable, college-level business or STEM math (e.g., Applied Calculus, Pre-Calculus) without repeating courses previously taken. Overall high school GPA and prior math coursework determines if they receive corequisite support.

- **GPA ≥ 3.4**: Regular college-level B-STEM course (no coreq)
- **GPA 2.6 – 3.39**: College-level B-STEM course with corequisite support
- **GPA < 2.6**: College-level B-STEM course with corequisite support, consider additional supports such as case management with a counselor

B-STEM students who did not complete Algebra 2 in high school should receive corequisite support

Placement rules developed through analysis of statewide high school & community college dataset [Multiple Measures Assessment Project](#)
Corequisite Design Options

- **Enhanced Courses**: Students who need extra support take a single, higher-unit version of the college-level course (cohort)

  - May require longer timeline for new course approval by transfer institutions

- **Linked Corequisite Courses**: Students who need extra support enroll in two linked sections – college-level course + support course (typically 1-2 credit hours) (cohort)

  - IT programming & registration difficulties common

- **Linked Corequisites, ALP Model**: College-level course is a mixed group of students who do/don’t receive extra support; extra support typically in small class size (comingled)

  - Scaling challenges of small class size (finances, room scheduling) – few CA colleges use this model

In all models, we recommend the same instructor teach the parent course and support AND that any remediation is tailored to the higher-level coursework
What Works in Corequisite Models?
Professional development in high-challenge, high support pedagogy and equity-minded teaching

In interviews with English and math faculty at colleges with successful corequisite models, faculty cited the following elements they had adopted from professional development offered by California Acceleration Project:

- Additional time with instructor & classmates
- Just-in-time remediation
- Collaborative classroom setting
- Relevant and rigorous curriculum
- Addressing the affective domain

Several colleges with strong outcomes with Black students also cited professional development in equity-minded instruction, including implicit bias, equitable grading, culturally sensitive teaching, and building relationships with students

Public Policy Institute of CA, 2020; CAP Teaching Resources
Please use the chat box to pose questions and offer comments
Further Resources

Dashboard of transferable, college-level English and math completion in all CA community colleges

PPIC study of outcomes from first term of AB 705 implementation

PPIC study of math outcomes in the second year of AB 705 implementation

Multiple Measures Assessment Project research that was the basis for AB 705 placement rules

RP Group study of placement for students who didn’t complete Algebra 2

RP Group findings about placement for English language learners who graduated from U.S. high school

Analysis of placement validation studies completed by colleges after first year of AB 705 implementation; none of the system’s colleges could reliably validate placing students into remedial math

CAPacity Gazette California Acceleration Project newsletter with stories from community colleges transforming placement and remediation

Study Comparing Different Corequisite Models in Georgia