Setting up Students for College Success: Avoiding the “Remediation Trap”

Foster Youth Education Summit
April 18, 2017
Today’s Presenters

DEBORAH PRUITT
Project Manager
John Burton Advocates for Youth

KEN SOREY
Senior Executive Vice President
Educational Results Partnership

Dr. LESLIE HENSON
English Professor, Butte College
Storyteller, California Acceleration Project
Matriculating into Community College

Deborah Pruitt
Project Manager
John Burton Advocates for Youth
Matriculation

#1 - Participate in Orientation
#2 - Complete the Assessment Process
#3 - Develop an Education Plan

Registration
What is Priority Registration & Who is Eligible?

• Priority Registration allows a student to register early so they can get into courses before they fill up

• Eligibility requirement for priority registration at community college and CSU’s expanded with SB 906:
  ▪ Effective January 1, 2017 eligibility expanded to youth who were in foster care on or after their 16th birthday and under the age of 26 (from “in foster care on or after their 18th birthday and under age 24”)

• Not all schools may be aware of the newly expanded eligibility
3 Steps to Priority Registration at CA Community Colleges

#1 - Participate in Orientation

#2 - Complete the Assessment Process

#3 - Develop an Education Plan

Priority Registration

Contact your college to learn more about the process or go to www.stepforward.cccco.edu
Other Groups Eligible for Priority Registration:

- Homeless youth until January 1, 2020 **
- Extended Opportunity Programs & Services (EOPS) participants
- Disabled Students Programs and Services (DSPS) participants
- CalWORKs participants
- Active duty military & recent Veterans

**Homeless youth is a student under the age of 25, who has been verified at any time during the 24 months immediately preceding their application for admission that meets the definition as in the federal McKinney-Vento Homeless Assistance Act.

**The addition of homeless youth is new as of January 1st due to SB 906 and not all colleges may have a system in place yet
When Does Matriculation Happen? When is Priority Registration?

Varies by school

• Orientation, assessment can occur during, senior year or summer bridge program, online

• Priority Registration:
  ▪ May be a month, a week, prior to regular registration ...
Start the process early

Be aware of deadlines

Can be difficult to find this information online, may need to call or go in person

Get connected to the FYSI Foster Youth Liaison and/or Foster youth campus support programs in the beginning of the process

Visit [www.cacollegepathways.org](http://www.cacollegepathways.org) to find the contact person by clicking the “Find Campus Support Programs” tab
Multiple Measure of Placement: Reimagining Student Capacity

Ken Sorey
Executive Vice President

*Educational Results Partnership*
www.edresults.org
Momentum points in the education-to-workforce pipeline are key to student success.

Lack of alignment in the pipeline perpetuates these choke points.

We can and must eliminate the choke points in the system.
Current assessment and placement practices are engines of inequity

Quantifying the contribution to inequity in completion (preliminary findings)

Preliminary findings from one large California District

Service Area Population → Enroll at Community College → Assess as College Ready → Credential Seeking Course Taking → Sufficient Academic Performance → Obtain Completion Credential

- **Not much inequity is observed through the lens of our traditional access measure.**
- **50% - 60%**
  - The biggest driver of inequity in outcomes emerges in our placement process.
- **15% - 25%**
  - We need to place some sustained attention on pathways and milestone completion.
- **15% - 25%**
  - Our traditional approaches just might be widening the gap.

Reality of Assessment and Placement

• Majority of students placed below transfer-level in ≥1 discipline
  - 68% nationally (Scott-Clayton & Belfield, 2015) bit.ly/CCRCPlacementAccuracy

• Cohort completion rates of transfer-level course drop by a third to half for every additional level placed below transfer (CCCCO Basic Skills Cohort Tracker: http://bit.ly/BSCohort)

• 50–60% of equity gap in outcomes occur during assessment and matriculation (Stoup, 2015: bit.ly/STOUP2015)
Evidence that Conventional Assessment is Flawed

Research increasingly questions effectiveness of current standardized assessment for understanding student capacity

- Little relation to college course outcomes

- Incredible variability in cutscores and 2-year colleges often use HIGHER cutscores than 4-year

- Underestimates capability of students of color, women, first generation college students, low SES
Growing Interest and Scale - California

Colleges continue to join the project and enthusiastically inquire about participating.

65 pilot colleges now committed, representing more than:

- >1,000,000 community college students
- >45% of community college students statewide
- >9% of all community college students nationally
### What’s Happening to Foster Youth?

<table>
<thead>
<tr>
<th>College Preparedness</th>
<th>All Foster Youth</th>
<th>% Foster Youth</th>
<th>All Non Foster</th>
<th>% Non Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>First college course ever attempted in the community college system in either Math, English or ESL was below transfer level</td>
<td>20,258</td>
<td>90 %</td>
<td>1,158,828</td>
<td>81 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in Math was below transfer level</td>
<td>16,540</td>
<td>88 %</td>
<td>943,310</td>
<td>78 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in English or ESL was below transfer level</td>
<td>15,060</td>
<td>73 %</td>
<td>801,054</td>
<td>62 %</td>
</tr>
<tr>
<td>First Math course attempted was below transfer level, and who then completed a transfer level course in Math within 2 years</td>
<td>2,049</td>
<td>12 %</td>
<td>190,582</td>
<td>20 %</td>
</tr>
<tr>
<td>First English or ESL course attempted was below transfer level, and who then completed a transfer level course in English within 2 years</td>
<td>4,626</td>
<td>31 %</td>
<td>334,701</td>
<td>42 %</td>
</tr>
</tbody>
</table>
MULTIPLE MEASURES

HOW IT WORKS

- Utilizes high school transcript data, and multiple variables to better predict student success in college-level courses.

- Engages faculty with data to fundamentally change placement practices at colleges and universities where under-placement and over-reliance on a single test is rampant.
MULTIPLE MEASURES

WHY IT MATTERS

- Significantly reduces the number of students placed into remedial classes and/or moves them up in the course sequence.

- Saves students years of time and large amounts of money.

- Increases students likelihood of completing a degree, certificate transfer.
MULTIPLE MEASURES

High school variables that predict success in college-level courses:

• English
  • Cumulative HS GPA
  • Grade in last HS English
    • C+ or better in AP English class
  • Score on English CST*
  • Non-remedial status in HS English

• Math
  • Cumulative HS GPA
  • Enrollment and grades in Geometry, Algebra II, Trigonometry, Pre-calculus, Statistics, Calculus
  • Score on math CST and level
  • Delay*

*CST is the California Standards Test used until 2013
POTENTIAL STATEWIDE TRANSFER-LEVEL PLACEMENT

English (n=103,510)
- Current: 38%
- Disjunctive MM: 61%

Math (n=143,253)
- Current: 31%
- Disjunctive MM: 42%
Las Positas Preliminary F2016 results: English

**Transfer-Level Placement**

- F2015: 35%
- F2016: 78%

**Success Rate**

- F2013: 75%
- F2014: 70%
- F2015: 75%
- F2016 (all): 76%
- F2016 (MM only): 77%
Spring/Fall 2016: Mira Costa

Placement into Transfer-Level English

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reform</th>
<th>Post-Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>62%</td>
<td>77%</td>
</tr>
<tr>
<td>Asian</td>
<td>65%</td>
<td>79%</td>
</tr>
<tr>
<td>African American</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52%</td>
<td>69%</td>
</tr>
<tr>
<td>PI</td>
<td>59%</td>
<td>67%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>83%</td>
</tr>
</tbody>
</table>
Mira Costa Transfer-Level English Success rate by year/placement type

- S2016:
  - Pre-Reform: 65%
  - Post_Reform: 69%
  - Compass: 64%
  - MMAP: 71%

- F2016:
  - Pre-Reform: 68%
  - Post_Reform: 75%
  - Compass: 70%
  - MMAP: 80%
  - EAP: 72%
Success Story: Cañada College

Transfer-level Placements

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td>191</td>
<td>192</td>
<td>123</td>
<td>134</td>
</tr>
<tr>
<td>MMAP</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Transfer-level Success Rates

<table>
<thead>
<tr>
<th></th>
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<th>English</th>
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<tr>
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<td>MMAP</td>
<td>68%</td>
<td>75%</td>
</tr>
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Not All Colleges Have Changed: Most Still Use the Test

- Assessment is high-stakes for their future
- Encourage FY to take the test seriously
  - Ex. Study and prepare, eat breakfast, sleep the night before
- If there are pre-screening or options for which test to take, encourage the student to not settle for the easier one
- Other resources for preparing for the test:
  - College websites for sample tests and test prep opportunities
  - Kahn Academy
  - Summer Bridge programs at colleges
  - College workshops
- If another school offers test prep, any student can usually attend
- If the results are not great:
  - Check out college’s retesting policy and if there are “boot-camps” for assisting students with gaps and allow for a re-take of the test
But, Many Colleges are Considering High School Transcripts

- Many are just using the state model and it’s automated.
- Others have a questionnaire and require verification. This may require support for FY students to acquire transcripts.
- Some are relying on self-reported data from the college application.
- Others do it on site: again the student needs help getting the documents to advocate for themselves.
- If there are choices, inquire about local colleges that are using multiple measures and other options for access to higher courses and/or acceleration.
A Look into Remediation: Improving Completion and Equity Among Foster Youth

Dr. Leslie Henson
English Instructor, Butte College
Storyteller, California Acceleration Project

http://www.AccelerationProject.org
Student Success Scorecard

Statewide, more than three-quarters of incoming students are classified “unprepared.”

### Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracking years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

<table>
<thead>
<tr>
<th></th>
<th>COLLEGE PREPARED</th>
<th>UNPREPARED FOR COLLEGE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td>73.2%</td>
<td>41.7%</td>
<td>49.2%</td>
</tr>
<tr>
<td>MALE</td>
<td>67.3%</td>
<td>39.2%</td>
<td>46.9%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDER 20</td>
<td>72.3%</td>
<td>42.7%</td>
<td>50.9%</td>
</tr>
<tr>
<td>20-24</td>
<td>60.1%</td>
<td>31.6%</td>
<td>37.2%</td>
</tr>
<tr>
<td>25-39</td>
<td>52.2%</td>
<td>32.2%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>
Colleges’ Traditional Approach to Students We Think are Under-Prepared

- Require students to take 1-4 semesters of remedial courses (more if they start in ESL)
- In up to four different subjects
  - Math
  - English
  - Reading
  - and/or ESL
- Most courses do not earn degree/transfer credit
The more remedial courses a student must take, the less likely that student is to ever complete college English or Math.

## Outcomes for Students Placed 3 Levels Below in Math

### Basic Skills Progress Tracker - Parameter Selection Area

- **Select College**: Cuyamaca
- **Select Cohort Term**: Fall 2010
- **Select End Term**: Spring 2013
- **Select Basic Skills Subject**: Mathematics

### Report Data & Format Area

#### Cuyamaca Total

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Students</th>
<th>Attempts</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>190</td>
<td>131</td>
<td>107</td>
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### Disappearing Students: English-Writing in California

<table>
<thead>
<tr>
<th>Students’ Starting Placement English-Writing</th>
<th>% Completing Transfer-Level English in 3 Years</th>
</tr>
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<tbody>
<tr>
<td>One Level Below</td>
<td>48%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>34%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>19%</td>
</tr>
</tbody>
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Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students
## Disappearing Students: Mathematics in California

<table>
<thead>
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<th>% Completing Transfer-Level Math in 3 Years</th>
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<tr>
<td>Three or more Levels Below</td>
<td>6%</td>
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</table>

Across CA, more than half of Black and Hispanic students in remedial math begin here.

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012
The Research

Students are much more likely to complete if they...

Begin directly in transferable, college-level courses
  • Regular transfer-level English/math, or
  • Transfer-level courses with “co-requisite” support (e.g., 2 or 3 extra units to help them succeed in the course)

Begin in “accelerated” courses one-level-below a transferable English/math course
  • Integrated reading and writing
  • Pre-statistics course for students pursuing majors that aren’t math-intensive (e.g., not STEM or Business)
Success for Accelerated Students: 
Evidence from Butte College

Students who start in Butte’s accelerated English course are more successful than students who start in the traditional remedial English course. More pass their first English course, and more go on to pass transfer-level English.

Source: Basic Skills Cohort Tracker, Fall '15-Fall '16

[Graph showing first course and transfer English course success rates for accelerated and traditional remedial programs.]

Accelerated (n=348)
Traditional remedial (n=115)
Success for Co-Requisite Students:
Alex Arguello’s Story

Alex’s struggles in high school didn’t mean he couldn’t succeed in college.

• Cs and Ds in high school

• Took co-requisite lab paired with transfer English. Earned a B.

• Went on to earn an A in Critical Thinking and Composition
Success for Students Starting in Transfer-Level English:

Joey Jerome’s Story

Joey benefitted from starting in transfer-level English.

• Took high school classes for students with learning differences

• Allowed to start in transfer English. Earned a B.

• “Getting to start in a college English class made me think, ‘Oh yeah, I can do it.’”
Success for Students Starting in Transfer-Level Statistics:

Krista Karkar’s Story

Krista didn’t need remedial algebra to succeed in statistics.

• Dropped senior year math.

• Tested into Elementary Algebra. Allowed to start in transfer statistics. Earned a B.

• “I thought maybe I should start with baby steps. Then I decided this is college, so I should just go for it.”
Bottom Line Advice for Students:  
*Avoid Taking Multiple Remedial Classes If Possible*

Work with the designated foster youth coordinator to investigate these placement options on campus:

- How can the student prepare for the test? What are their options for retaking if they didn’t perform well?

- Can the student be placed in English and math based on high school transcript info (e.g., GPA, classes taken)?

- Can the student submit a “pre-requisite challenge” to start at a higher level of the English/math sequences?
Bottom Line Advice for Students:  
*Avoid Taking Multiple Remedial Classes If Possible*

Work with the designated foster youth coordinator to determine whether the campus has accelerated options for remediation:

- Integrated reading and writing courses, instead of separate courses in each area
- Options for completing remediation in one semester, not two or more
- Pre-statistics course instead of multiple algebra courses
- Co-requisite models where students begin directly in college-level English or math with extra support
Don’t Be Afraid to Accelerate

Remember that every remedial course a student takes reduces their likelihood of earning a degree or transferring.

Even if students don’t think they’re good at math or English, the research shows they will be MUCH better off if they avoid taking multiple remedial classes.

If students are nervous, they should seek out campus tutoring and build regular appointments into their schedule, not start in a lower level course.

Keep in mind that the counselors and faculty on campus may not be aware of the data on the failure of traditional remediation or knowledgeable new approaches; some still believe that remedial courses would be helpful, so student advocates need to keep their goals in mind and avoid remedial courses as much as possible.