

ACTION AREA 3

Redesigned Freshman-Year Experiences To Meet Student Needs

The data are clear that students who are placed in developmental education coursework upon enrolling in community college have a much lower chance of completing their degrees. So even as they are working with K–12 systems to support higher standards and smoother transitions for students, a growing number of community colleges are simultaneously rethinking how they can better support entering students to ensure that they persist and ultimately earn their postsecondary certificates or degrees.

Community colleges' student populations include a large number of nontraditional students, including those who are working while attending college, single parents, and those who are changing professions or re-entering the workforce after a long absence. This diverse population means that community colleges can benefit from redesigning the student experience to accommodate students' differing needs and reduce time to degree.

These efforts specifically include redesigning developmental education as an accelerated and contextualized on-ramp to programs of study. Academic supports include co-requisite courses that allow students

who need remediation to take remedial and college-level courses concurrently so they do not become discouraged about how long it will take to earn their degrees.

Effective strategies also include systemic changes such as developing guided pathways to help students understand exactly what courses they will need to take and in what order to meet their educational goals. Structured schedules also are a way to keep students on track and connect them with their faculty and one another. Community colleges are also specifically addressing math pathways in the freshman year and incorporating statistics and differentiated placement practices, determined by the student's course of study.

PROMISING PRACTICES



LEHIGH CARBON COMMUNITY COLLEGE Customizing Remedial Education To Meet Student Needs

In 2014, Lehigh Carbon Community College (LCCC) in Pennsylvania launched two unique programs to dramatically change the way it delivers developmental education in English and math. Through these programs, the school provides customized learning to meet students' individual needs and shorten their time to degree.

In English, the school offers the Accelerated Learning Program (ALP), which is used by more than 200

colleges across the country. In ALP, students enroll in a double class session that includes both a credit-bearing English course and a companion course that provides one-on-one customized support to improve students' writing skills. LCCC modified the national ALP model by creating one consistent syllabus and course pacing guide for all faculty to use concurrently.

The Mathematical Literacy Program is a six-credit, single-semester course that replaces three, three-credit courses. At the start of the course, students take a diagnostic exam to determine their particular gaps in basic mathematics and algebra. They then receive an

individualized curriculum designed to fill those gaps. Lectures are delivered online while an in-classroom instructor can step in to answer questions as needed. Students move as quickly or as slowly as they need to get through the material, based on their mastery of 22 objective levels.

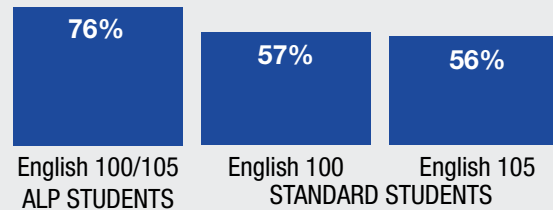
The programs, implemented with funding from a Title III grant, were piloted in 2014–15 on two campuses and were expanded in 2015–16 to four campuses. The math and English faculty led the development and implementation of the new courses, but a key to success was involving a cross-sector team including advising, academic affairs, admissions/placement, institutional research, and other faculty to ensure a smooth rollout and to address any ongoing implementation issues. Next steps include continuing to scale up and implement the programs in very urban and very rural campuses.

FIND OUT MORE

www.lccc.edu

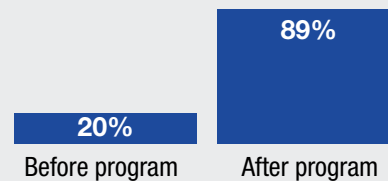
ALP Students Outpace Students in Standard Developmental Classes

Overall Success Rate in English 100 and English 105, Fall 2014



Developmental Education Dramatically Improves Student Knowledge and Skills in Math

Average Score of Program Completers on Diagnostic Exam



IVY TECH COMMUNITY COLLEGE Reducing Time to Degree To Improve Completion Rates

Currently, only 4 percent of community college students in Indiana complete an associate degree within two years. This low completion rate is due to a number of factors, including outside demands such as child care and work that lengthen the time it takes students to earn a degree. To help improve completion rates and fulfill the Indiana Commission for Higher Education’s “15 to Finish” Initiative, which is focused on encouraging more students to take at least 15 credits each semester, Ivy Tech Community College offers the Associate Accelerated Program. The goal of the program is to reduce the time to earn an associate degree from two years to 11 months.

The recruitment process for the program starts in high school. Students are nominated for the Associate Accelerated Program by their guidance counselors, and they receive counseling and support to ensure that they are ready for college without the need for remediation. To qualify, students must have a minimum GPA of 2.5, have a

Associate Accelerated Program Increases Completion Rates

Fall 2011 Cohort, Percentage of Ivy Tech Students Who Earned Degree



strong attendance record, and be under 21 years old. They also must sign a pledge to be on campus from 9 a.m. to 5 p.m. on weekdays and not work during the week. While federal grants cover tuition and expenses, a parent/guardian must agree to provide housing and board.

Associate Accelerated Program courses begin days after high school graduation and include 60 hours a week of engagement, including class time, service learning, and homework, which are organized in blocks to facilitate scheduling. Students attend classes with other members of their program cohorts, and all classes and supports are in a single building to provide easy access and build camaraderie. The close bonds formed by the program's intensity are key to student success.⁵

Started in 2010 on two campuses with a grant from Lumina Foundation and the Indiana Commission for Higher Education, the Associate Accelerated Program has now expanded to 14 campuses and has enrolled more than 600 students. As of 2014, the program has a 66

percent graduation rate, one of the highest graduation rates in the nation for first-generation college students. The ultimate goal is to produce 1,000 graduates a year.

Almost nine out of 10 program students earn a degree or are still enrolled after 12 months — a rate five times higher than the average for all Ivy Tech students. In addition, many students aim to use the program as a springboard for further learning. Seventy percent of program participants report that they plan to earn a workforce credential and start a career in their chosen field while pursuing additional postsecondary education.

FIND OUT MORE

www.ivytech.edu/asap/



NEW YORK Increasing Degree Completion Through Redesigned Remediation, Block Scheduling, Intensive Advisement, and More

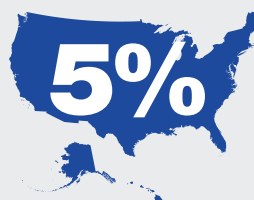
State University of New York (SUNY): Of the 13 million community college students from across the country who end up in developmental mathematics courses, only 5 percent go on to earn college-level credit within one year.⁶ At the community colleges within the SUNY system, up to 70 percent of students enroll in remedial courses each year, with most requiring multiple levels of mathematics.⁷

To combat this remedial mathematics challenge, two community colleges in New York (Onondaga and Westchester), along with a cohort of other institutions, implemented new Quantway and Statway courses. Their goal was to increase the percentage of students who achieve math credit within one year of continuous enrollment from 5 to 50 percent.

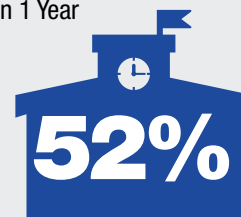
Statway is a year-long pathway to and through college statistics that takes students from developmental math through a college credit-bearing course in mathematics in one year and serves as a gateway to further academic study. Quantway is a two-semester pathway that replaces the developmental algebra sequence and allows students to earn credit for a college-level quantitative reasoning math course.

Statway Helps Students Earn College Credit More Quickly

Percentage of Developmental Math Students
Who Earn College Credit within 1 Year



Community college
students nationwide

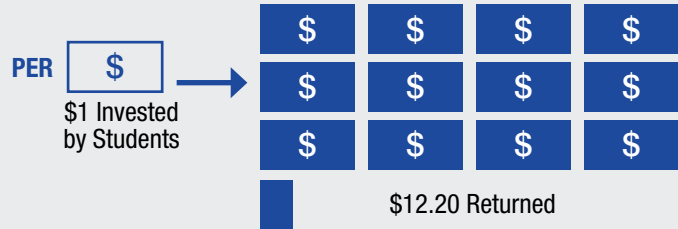
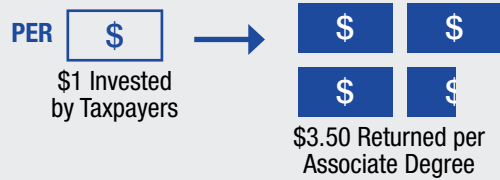


SUNY Statway students

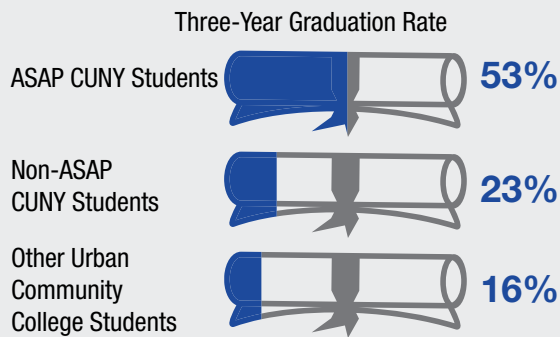
The pilot was a success, with 57 percent of students in Quantway completing their developmental math requirements in one semester, and 52 percent of Statway students receiving college credit in one year. In December 2015, SUNY committed to offering the programs at all 30 of its community colleges and any four-year campuses over the next three years.

SUNY's effort to support 20,000 students through redesigned remedial mathematics is part of a larger initiative to boost degree completion to 150,000 graduates by 2020. This effort also has the potential to affect the way students spend state resources, as approximately 20 percent of financial aid — \$93 million in 2009–10 — was used to pay for remediation at SUNY community colleges.⁸

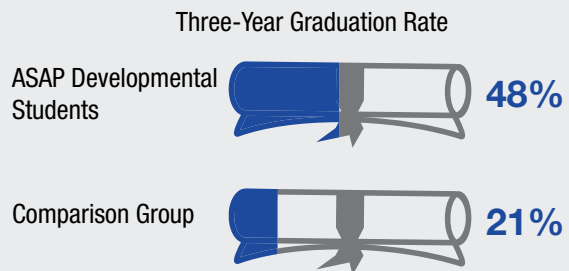
ASAP Benefits Taxpayers and Students



ASAP Increases Graduation Rates ...



... Even Among Developmental Students



City University of New York (CUNY): The CUNY Accelerated Study in Associate Programs (ASAP) is designed to help motivated community college students earn their degrees as quickly as possible, with a goal of graduating at least 50 percent of students within three years. To participate in ASAP, students must commit to attending college full time and have no more than two developmental course needs based on their skills assessment test scores. They also must commit to participating in mandatory program services and plan to graduate within three years.

To support students, the program provides comprehensive and mandatory advisement, academic support, and career-development services. All students work with one adviser from entrance through graduation who meets with students monthly for individual and group sessions. ASAP students also receive consolidated course schedules (i.e., morning, afternoon, evening, or weekend schedules) throughout their time in the program to help balance their school, work, and domestic responsibilities.

Launched in 2007 with funding from the New York City Center for Economic Opportunity, more than 12,780

students have enrolled in the program to date across nine participating CUNY colleges. CUNY's goal is to serve up to 25,000 ASAP students by 2018–19, including a full-college expansion at Bronx Community College to serve most incoming first-time, full-time freshmen.

Results show that the program works. The ASAP three-year graduation rate (53 percent) is more than double the graduation rate for non-ASAP CUNY students (23 percent) and three times the national average for other urban community colleges (16 percent).⁹ The program also improves outcomes for students with developmental needs. A random assignment study found that ASAP more than doubled three-year graduation rates for developmental education students (48 percent for ASAP students vs. 21 percent for comparison group students).¹⁰

FIND OUT MORE

SUNY www.suny.edu/suny-news/press-releases/dec2015/12-7-15/chancellor-zimpher-announces-18-million-to-support-math-competency-decrease-remediation.html

CUNY www.cuny.edu/asap