

THE CALIFORNIA ACCELERATION PROJECT: IMPROVING COMPLETION AND EQUITY AMONG STUDENTS CONSIDERED “UNDER-PREPARED”

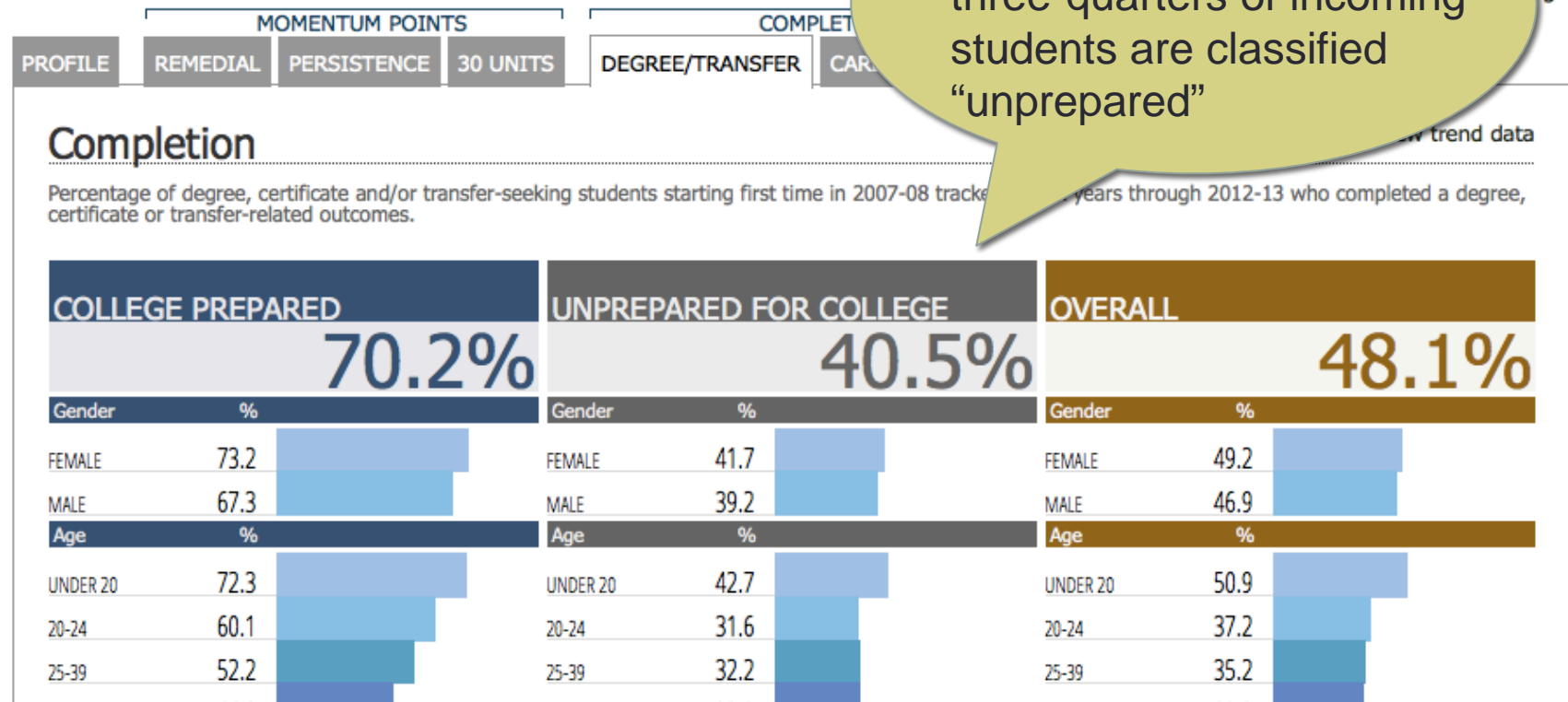
APRIL 5, 2016 – BOARD OF TRUSTEES MEETING
CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

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<http://cap.3csn.org>



Student Success Scorecard

Statewide



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 Unintended Consequence

The more remedial courses a student must take, the less likely that student is to ever complete college English or Math.

Bailey, Thomas. (February 2009). Rethinking Developmental Education. *CCRC Brief*. Community College Research Center. Teachers College, Columbia University.

Disappearing Students: English-Writing in California

Students' Starting Placement English-Writing	% Completing Transfer-Level English in 3 Years
One Level Below	48%
Two Levels Below	34%
Three or more Levels Below	19%

Statewide data, Basic Skills Cohort Tracker, Fall 2009

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students

Disappearing Students: Mathematics in California

Students' Starting Placement Mathematics	% Completing Transfer-Level Math in 3 Years
One Level Below	35%
Two Levels Below	15%
Three or more Levels Below	6%

Statewide data, Basic Skills Cohort Tracker, Fall 2009

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

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

Select Starting Cohort Level

Three Levels Below Transfer

Customize cohort (Optional)

View Report

Export To ->

 Excel
 CSV
 Text

Records Per Page: 10

 Simple Layout
 Advanced Layout

Report Data & Format Area

Report Area

	Fall 2010-Spring 2013											
	+ Three Levels Below Transfer			+ Two Levels Below Transfer			+ One Level Below Transfer			+ Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> Cuyamaca Total												
Mathematics	175	190	131	107	126	87	66	79	55	15	19	10



The California Acceleration Project

Co-Founded in 2010 by two community college faculty

- Katie Hern, Chabot College English Instructor
- Myra Snell, Los Medanos College Math Instructor

A statewide initiative that supports community colleges to transform placement policies and curricula to reduce or eliminate students' time in remedial courses.

- All 113 CA colleges have participated in CAP workshops
- 61 colleges have implemented accelerated English and math pathways with CAP support

Fiscal sponsor: the Foundation for CA Community Colleges

Third Party Evaluation by the RP Group

Researchers examined the first 16 colleges to offer accelerated pathways with CAP (2,500 students). Using statistical methods to control for pre-existing differences in student characteristics, they found:

- Students' odds of completing transfer-level English were **2.3 times greater** in high-impact models of acceleration than students in traditional remediation
- Students' odds of completing a transfer-level math course were **4.5 times greater** than students in traditional remediation
- The achievement gap was eliminated for African-American students in completing transfer-level math.

CAP Three High-Leverage Strategies

Changing Placement Policies:

Colleges broaden access to transfer-level courses, and make access more equitable, by adjusting cut scores, using robust multiple measures, and requiring algebra-based testing and remediation only for access to courses that require substantial algebra.

Implementing Co-requisite Models:

Students classified as “below transfer level” are allowed to enroll in a transfer-level course with extra concurrent support, saving them at least a semester of stand-alone remediation and reducing their chances of dropping out (e.g., “1A-plus” models: students co-enroll in English 1A and 2 additional units with the same instructor).

Redesigning Remedial Courses:

Multi-level sequences in English and math are replaced with accelerated courses that are well aligned with the transfer-level requirements in students’ chosen pathway.

Good News

The California Acceleration Project has just received a \$300,000 grant from the Irvine Foundation to help colleges implement and scale up these high-leverage strategies.