

MOMENTUM

COMPLETE COLLEGE AMERICA

BRUCE VANDAL

Senior Vice President Complete College America

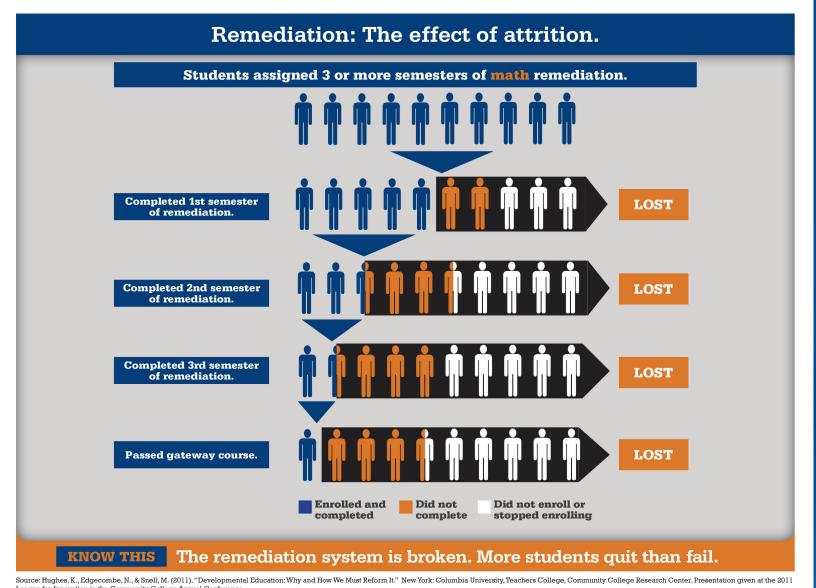
@CompleteCollege

COREQUISITE ACADEMIC SUPPORT

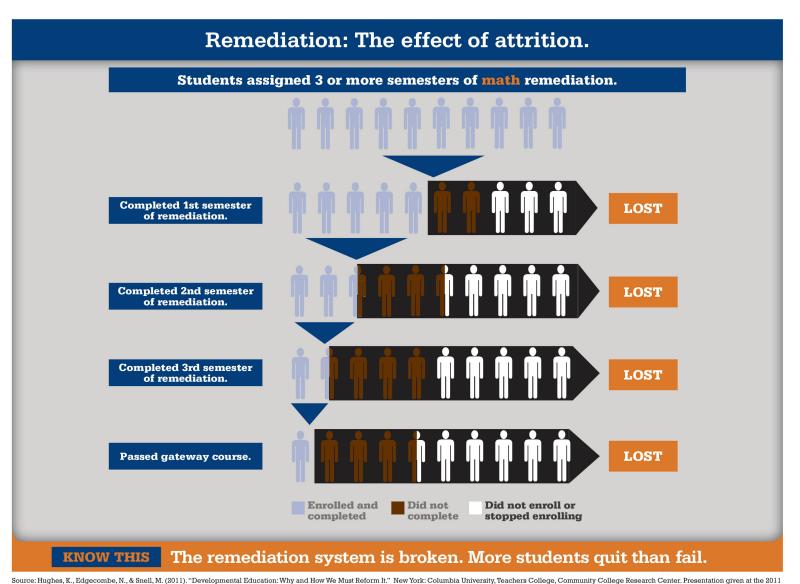
Remediation



Student attrition is at the heart of the matter...

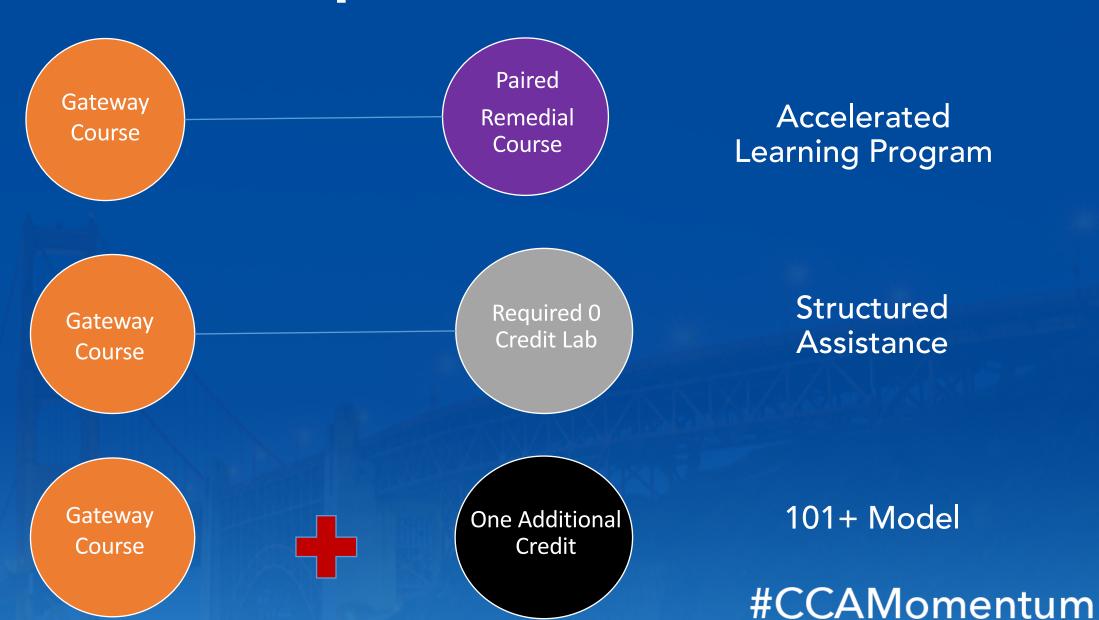


League for Innovation in the Community College Annual Conference.

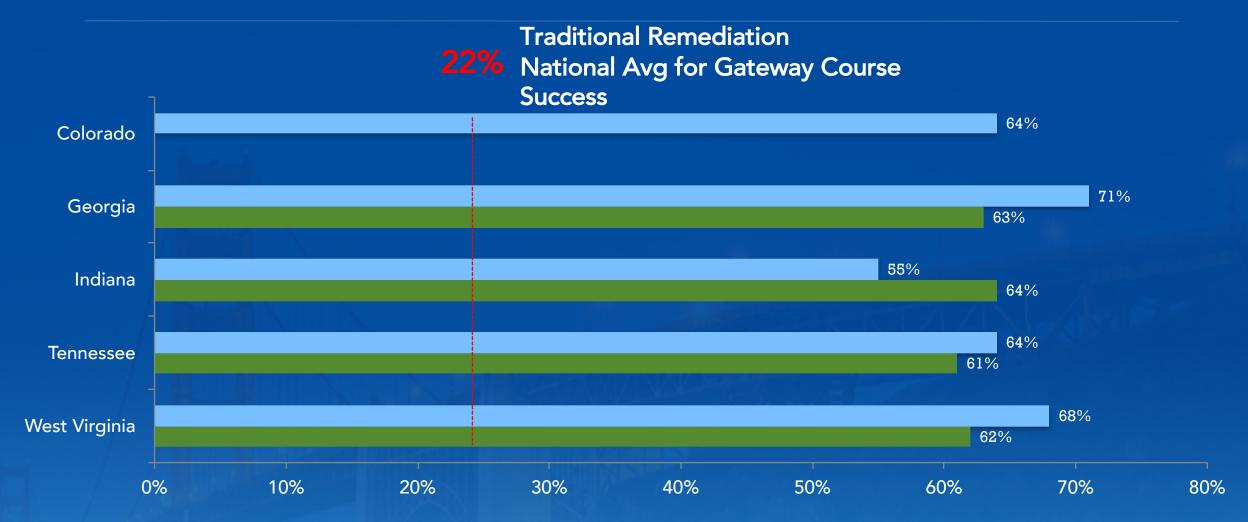


Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 20 League for Innovation in the Community College Annual Conference.

Corequisite Models

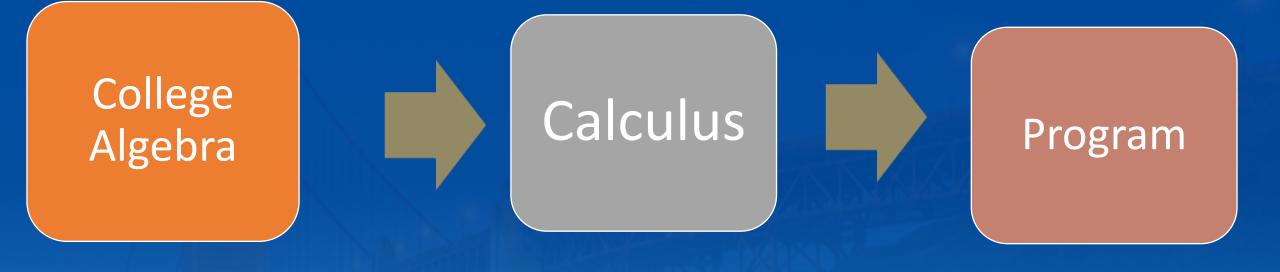


One Semester Gateway Completion Corequisite Support At Scale



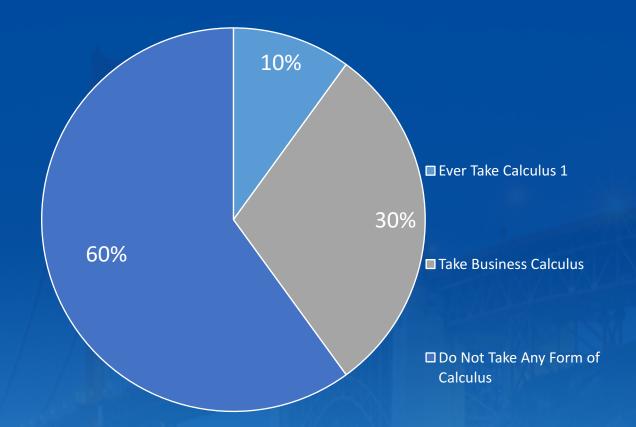
MATH PATHVAYS

College Algebra's Purpose Is Preparation for Programs Requiring Calculus



Only 10% of Students in College Algebra Enroll in Calculus

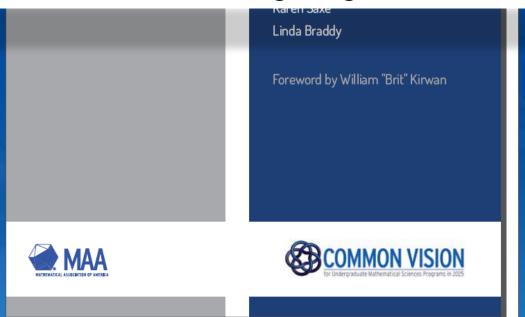
Students Who Take College Algebra



Dunbar, S. 2005. Enrollment flow to and from courses below calculus. In A Fresh State for Collegiate mathematics: Rethinking the Courses below calculus, N.B. Hastings et al. (Eds.). Washington DC: MAA Notes, Mathematical Association of America.

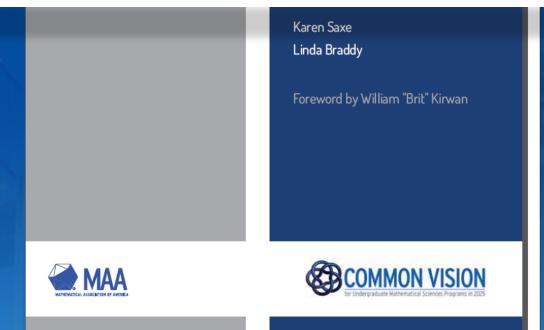
A COMMON VISION

college algebra courses serve two distinct student populations: the overwhelming majority for whom it is a terminal course ..., and the relatively small minority for whom it is a gateway to further math. Neither group is well-served by the traditional ... college algebra course.



A COMMON VISION

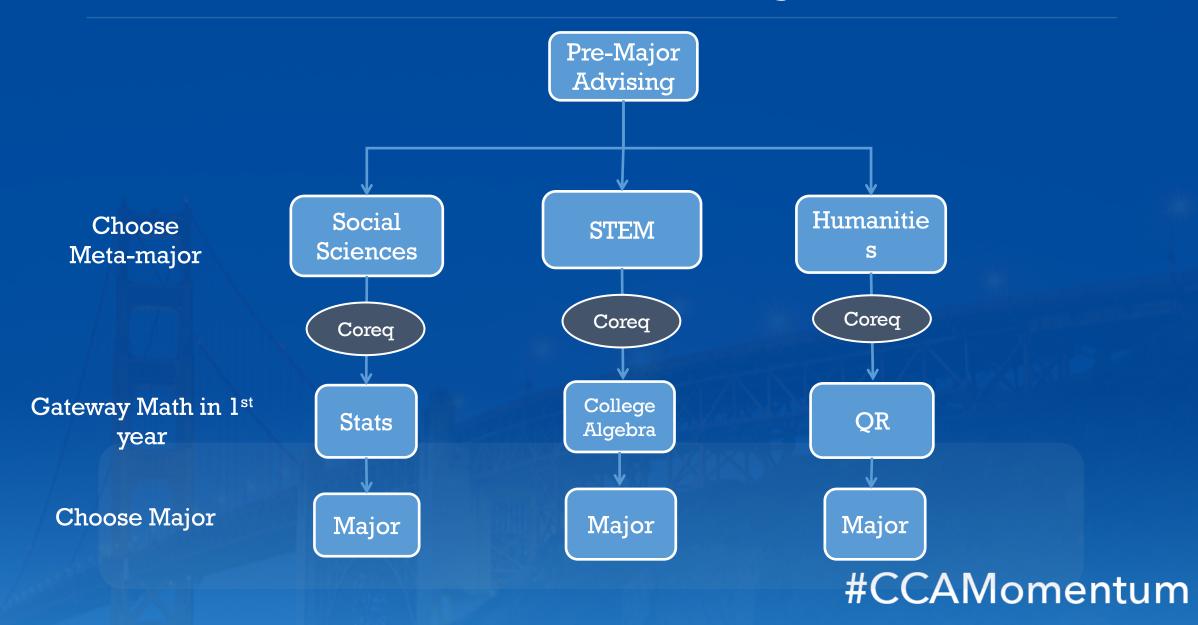
The mathematical sciences community must begin to think in terms of a broader range of entry-level courses and pathways into and through curricula for all students,



Math Aligned to Majors

- Applicable to Program of Study Requirements
- Transferable into Programs of Study at Receiving Institutions
- Designed to be delivered with a <u>Corequisite</u> for Underprepared Students
- A Key Component of Pre-Major <u>Advising</u>

A Model Pathway



Momentum for Coreq and Math Pathways



Core Principles for Transforming Remediation within a Comprehensive

Student Success STRATEGY

A JOINT STATEMENT



- Community College Research Center
- Jobs for the Future
- The Dana Center
- Achieving the Dream
- National Association for Developmental Education
- Public Agenda
- Education Commission of the States
- American Association of Community
 Colleges
 #CCAMomentum









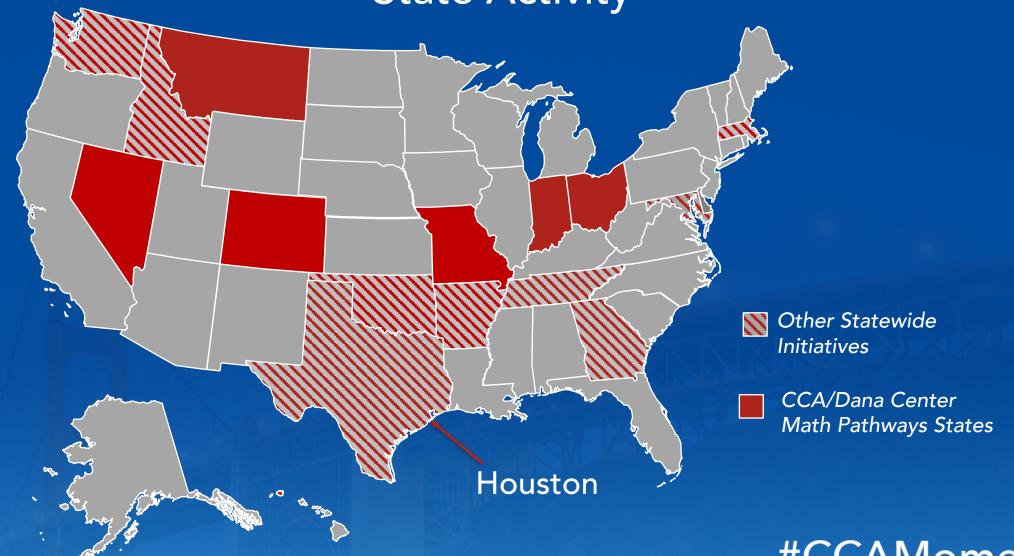


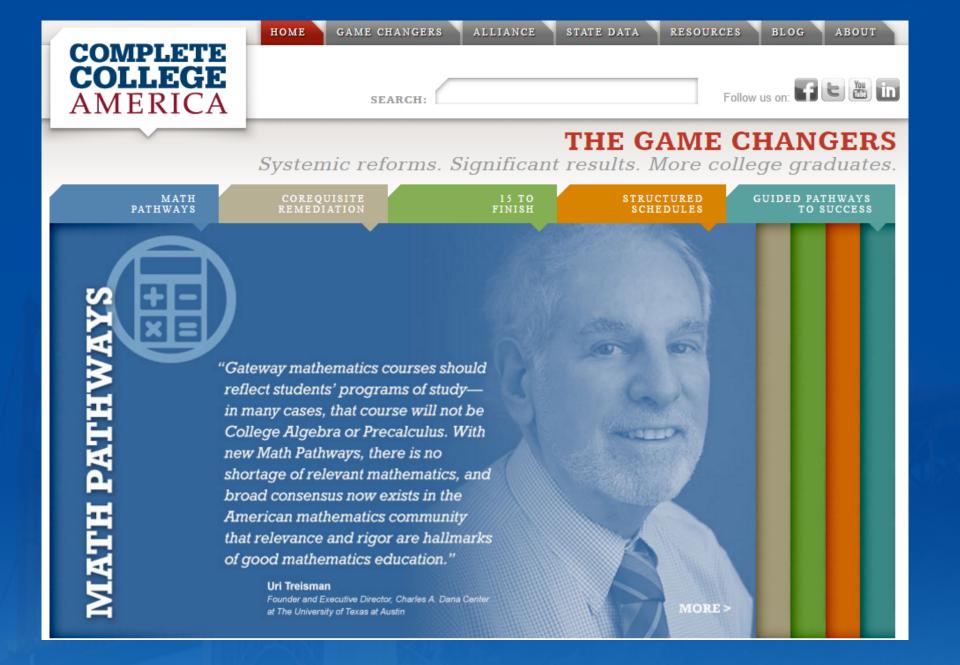




Math Pathways States

State Activity



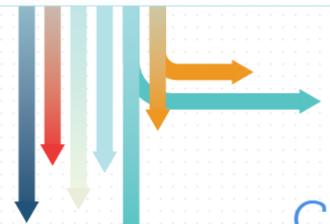












COURSE CORRECTION: SOLVING THE PROBLEM OF COLLEGE ALGEBRA FOR ALL

New Pathways for Making College Math Relevant for Students' Futures

Denver, Colorado

Metropolitan State University Corequisite College Algebra: 60% Corequisite Math Modeling: 66% Corequisite Quant Reasoning: 87%

Gary, Indiana

Northwest Region, Ivy Tech Corequisite Math: **64%**

Mt. Gay, West Virginia

Southern WV CTC
Traditional Remedial English: 15%

Corequisite English: 64%

CVHEC

Memphis, Tennessee

Southwest CC

Traditional Remedial English: 15%

Corequisite English: 64% Minority Students: 62%

States at Scale in Coreq

States Currently Moving Coreq to Scale

Brunswick, Georgia

College of Coastal Georgia

Traditional Remediation: 12%

Corequisite: 73%

GATEWAY COURSE SUCCESS THE POWER OF MOMENTUM IN MATH AND ENGLISH

HEIDI ESTREM

ERIC GAZE

Director, First-Year Writing Program
Boise State University

Director, Quantitative Reasoning Program
Bowdoin College

MIKE OEHRTMAN

SUZETTE ROBINSON

Associate Professor, Mathematics
Oklahoma State University

Director of Academic Program
University of Hawaii Community Colleges

• Drunk drivers account for 1/3 of all accidents...

• So soher drivers are twice as dangerous?

Fraction of Accidents due to:	
Drunk Drivers	1/3
Sober Drivers	2/3

25-34 year olds get in 10 times as many accidents as 16 year olds...

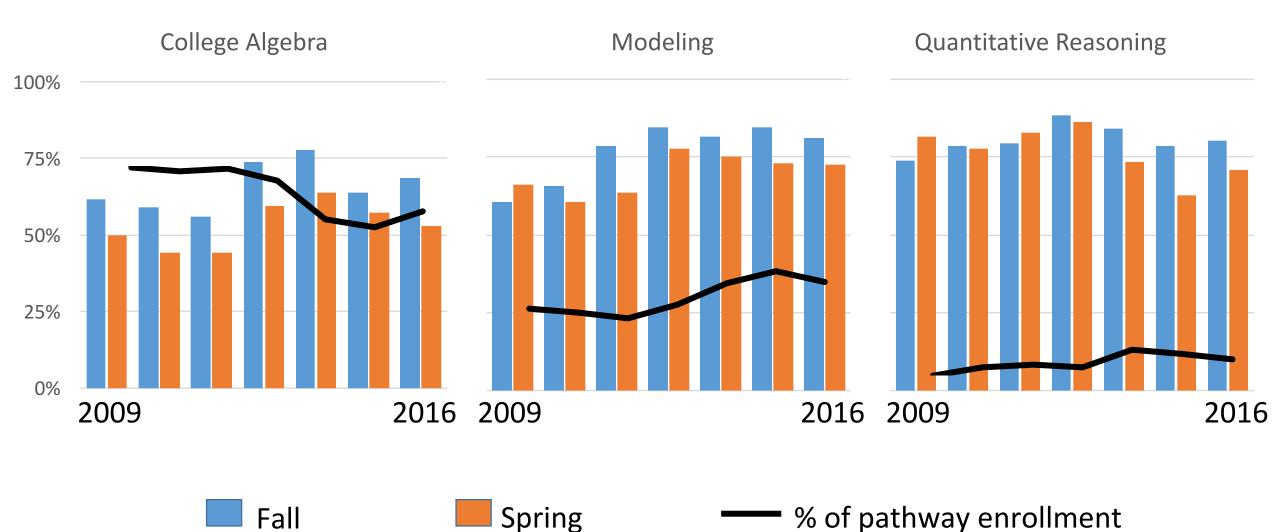
	# accidents 2009:	# drivers:
16 year olds	300,000	1,311,000
25-34 year olds	3,270,000	36,694,000

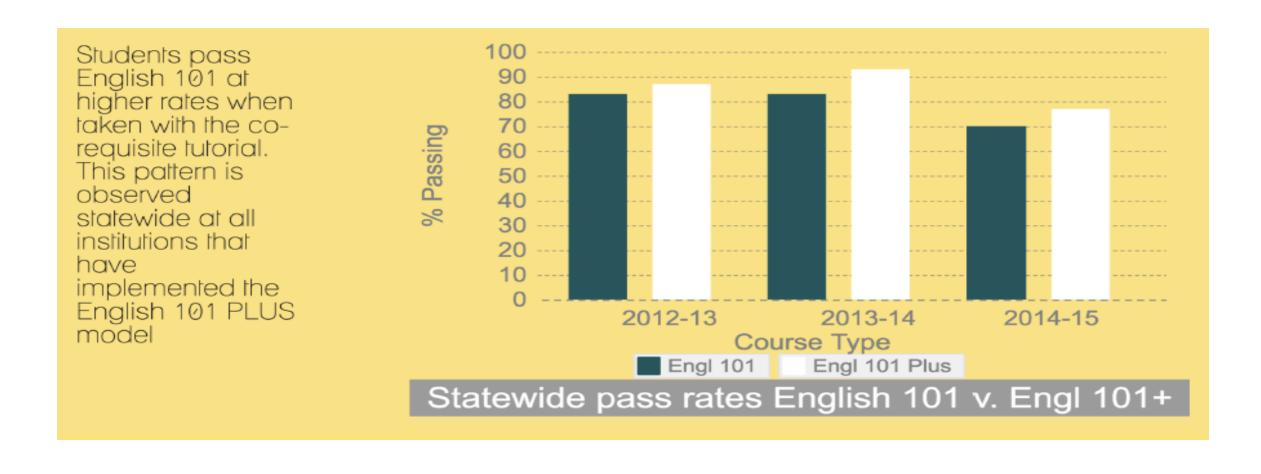
	# accidents 2009:	# drivers:
16 year olds	229	1,000
25-34 year olds	89	1,000

Quantitative Literacy: Communicating (Reading and Writing) with Numbers NOT just Arithmetic and Algebra



Pathway success rates (C or better)



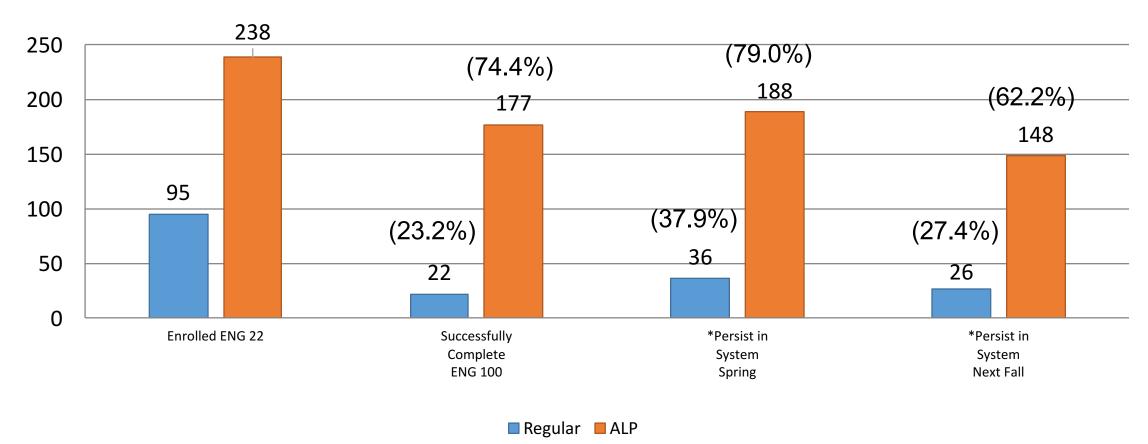


Kelly-Riley, Diane. "English 101 Plus Across Idaho" Data Story. SLDS Grant Report. Summer 2016.

UHCC System 2015-2021

Success and Persistence Impacts for Students "Regular" vs. ALP: Fall 2015 LCC

ENG 22 (Regular vs ALP) Enrollment, Successful Completion, Persistence--Freq

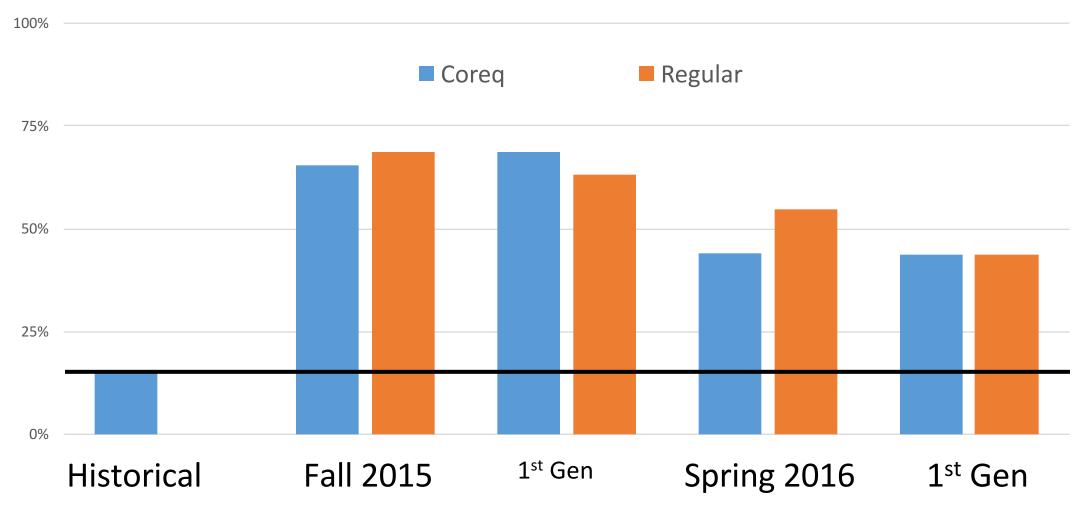


Source: LEE Office Planning, Policy, and Assessment **26***Includes students other than "Successfully Complete ENG 100"

Accelerated Learning Program (ALP)



College Algebra Corequisite Pilot Pilot Success Rates



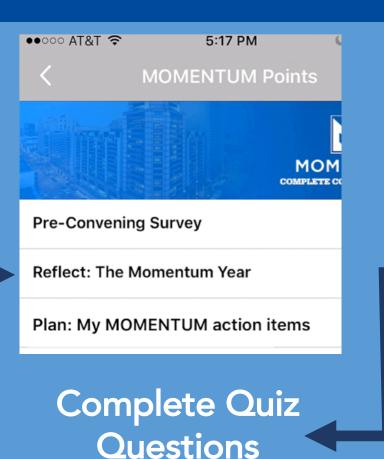
GATEWAY COURSE SUCCESS THE POWER OF MOMENTUM IN MATH AND ENGLISH

TIME TO REFLECT & ACT

Tap icon for MOMENTUM POINTS



Choose option starting with "Reflect:"



TIME TO REFLECT & ACT -

1.	My key takeaway from this session is:
2.	I consider remediation to be a core issue for an equity agenda: ☐ Yes ☐ No
3.	I can start on math pathways by: □ Surveying program faculty □ Looking at current math course offerings □ Asking math faculty for recommendations □ Looking at which math courses transfer for credit
4.	I think the greatest hurdle to implementing math pathways would be: Faculty opposition