

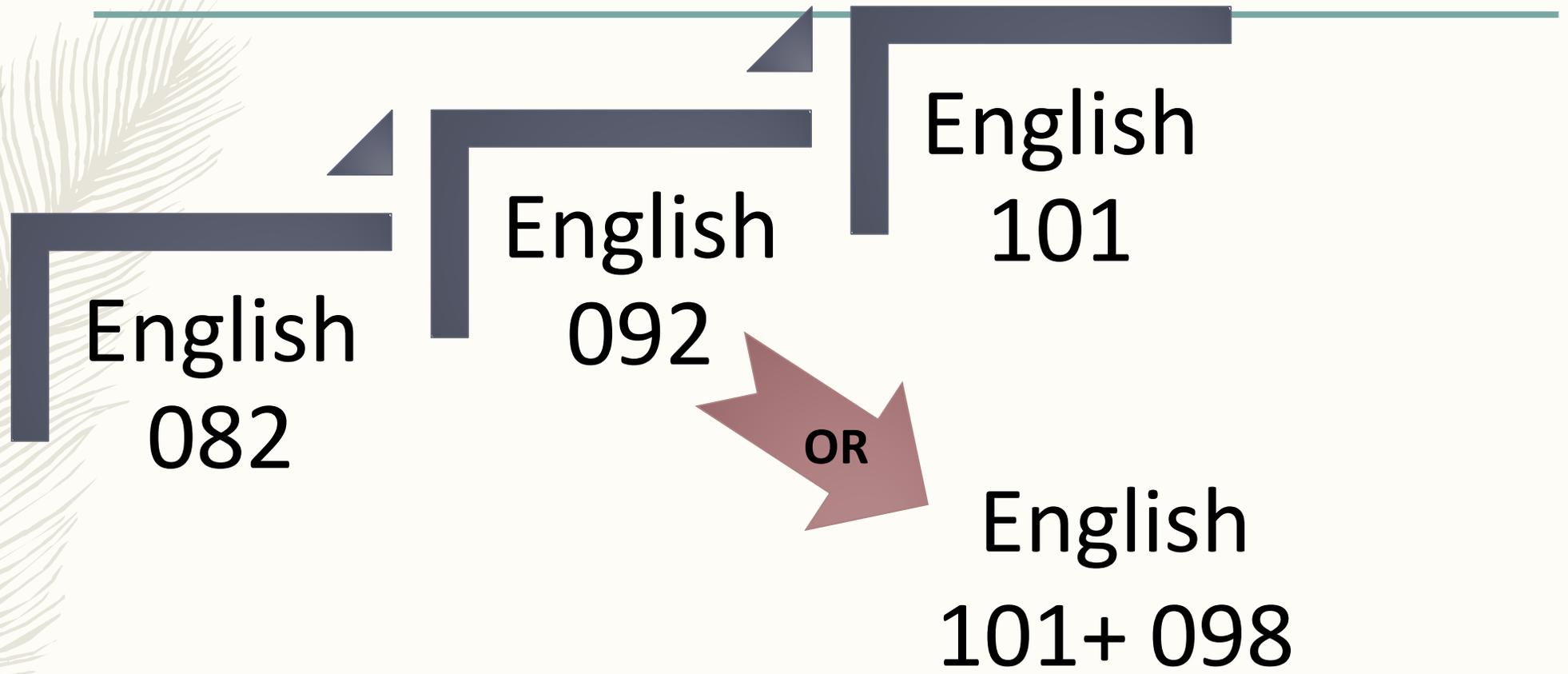


RCC Pre-requisite Model (Developmental English 2010)

Passing Rates:

- ENG 080 59%
- ENG 090 58%
- ENG 095 61%
- For every 100 students who placed into ENG 080, 21 passed into ENG 101 (first transfer-level English course).
- **79% were barred from enrolling in ENG 101.**

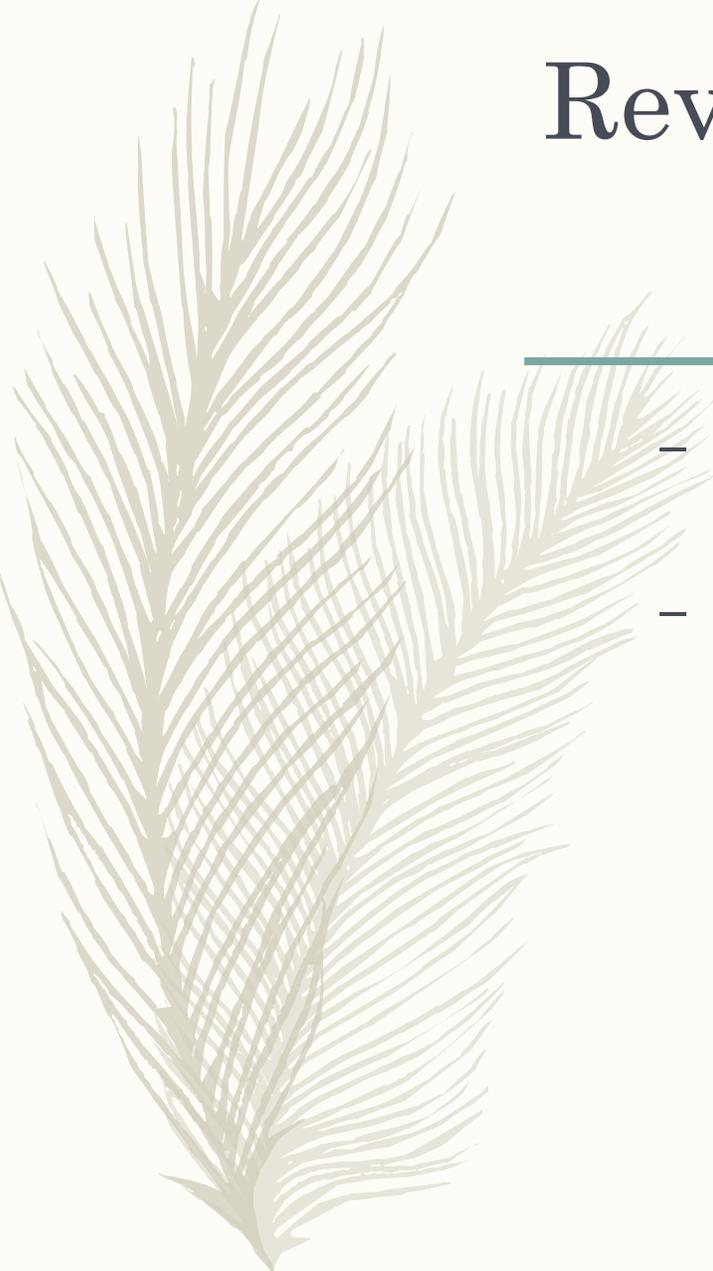
RCC Developmental English Curricular Pathway (2013)



RCC Co-Requisite Model: Success Rate over Time

Accelerated English Success Rate

	F14	S15	F15	S16	F16	S17
Eng 082	64%	57%	68%	59%	66%	58%
Eng 101/DC	73%	79%	72%	80%	68%	76%
Eng 101/EC	67%	53%	77%	68%	75%	62%
Eng 101 Total	73%	67%	78%	73%	75%	71%



Revising RCC English Placement

- Accuplacer scores sole criteria for ENG 101
- Placement in ENG 092, 095 and ENG 096
- New Options: SAT, ACT, or English Regents
- Courses no longer offered; students now place into ENG 082, 101 + 098, or 101
- CAPR Study using multiple measures: **HS GPA strongest predictor of success**
- Using CAPR: ENG 101 placement jumps from 60% to 79%: stable success rate!

Monroe Community College

STATE UNIVERSITY OF NEW YORK

SUNY Guided Pathways June 2018



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Inspiring every day.



Why Guided Pathways?

- Initial idea in 2013
- Academic home for students
- Clear pathway from the beginning
- Contextualized support along the path

A Model: Criminal Justice

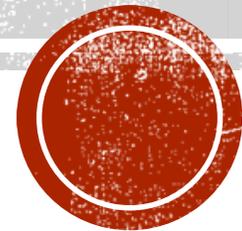
- Block Schedules with Learning Communities
- Developmental English, College Success, Criminal Justice
 - Faculty teaching all courses communicate and plan
- College Success course taught by a criminal justice faculty member
 - Contextualizes course content
 - Expert in pathway advisement

Co-requisite Model

- ALP 101 & ENG 101
- Pilot moving to full scale – using multiple measure (high school GPA and Accuplacer – have used regents & ACT/SAT)
- Data
 - **100% of the ALP students attempt ENG 101, versus only 39.5% of the sequential TRS 105 students**
 - **54.5% of the ALP students earn a C or Better, versus only 18.5% of the sequential TRS 105 students**

J'AI PEUR!

- that we don't have a unified vision of college readiness
- that most community colleges are not really open access institutions, but practice a two-stage admission process where over 50% of students are paying for courses before they can be fully admitted
- that we presume community college success & completion primarily has to do with academic preparation
- that for a variety of good reasons community colleges rely on a 90-minute standardized test & that, because it produces numbers, it is valid & reliable (vs. the 230,000 minutes represented on the hs transcript)
- that we believe there is curricular alignment between high school coursework, the test, dev ed courses, & college classes
- that we are overplacing students in dev ed who could achieve a C or better in college courses
- that we are not respecting student choice



THE DATA IS DISTURBING

- In a USDE study (2016) 68% of FTFT community college students (2003-2009) were required to take one dev ed; 48% were required to take 2 or more; 59% were required to take at least one math.
- 48% of students with a strong academic preparation were required to take one or more dev ed courses! HUH????
- 75% of poor, or Black, or Hispanic students are required to take an average of 3.5 dev ed courses.
- Only 49% of those placed into dev ed courses complete them all.
- Number of dev ed placements is negatively correlated to student completion at SCCC at 150% of time.
- With results like this, we better be sure it is the right decision!



...AND PATHWAYS?

- Which comes first: placement or pathways?
- Are we considering curricular alignment from
hs, through holistic placement assessment,
through dev ed, to cc coursework, to 4-year transfer?
- What placement considerations are being given to our
more mature students? Veterans?
- Dev ed as imbedded support as opposed to stand alones
- Respecting, and not blaming, our secondary partners
& working with them to address issues
- Consideration of grit, resilience, and a work ethic
- Creating varied math sequences for the program needs
- Fully informed students

