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)

- English 082
- English 092
- English 101
- English 101+ 098

OR
## RCC Co-Requisite Model: Success Rate over Time

### Accelerated English Success Rate

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<thead>
<tr>
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<th>F14</th>
<th>S15</th>
<th>F15</th>
<th>S16</th>
<th>F16</th>
<th>S17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 082</td>
<td>64%</td>
<td>57%</td>
<td>68%</td>
<td>59%</td>
<td>66%</td>
<td>58%</td>
</tr>
<tr>
<td>Eng 101/DC</td>
<td><strong>73%</strong></td>
<td><strong>79%</strong></td>
<td><strong>72%</strong></td>
<td><strong>80%</strong></td>
<td><strong>68%</strong></td>
<td><strong>76%</strong></td>
</tr>
<tr>
<td>Eng 101/EC</td>
<td>67%</td>
<td>53%</td>
<td>77%</td>
<td>68%</td>
<td>75%</td>
<td>62%</td>
</tr>
<tr>
<td>Eng 101 Total</td>
<td><strong>73%</strong></td>
<td><strong>67%</strong></td>
<td><strong>78%</strong></td>
<td><strong>73%</strong></td>
<td><strong>75%</strong></td>
<td><strong>71%</strong></td>
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</tbody>
</table>
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!
SUNY Guided Pathways
June 2018

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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
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
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