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COMMUNITY COLLEGE DISTRICT NO. 508  
FEBRUARY 13, 2020**



# **Developmental Education Update February 13, 2020**

# Background

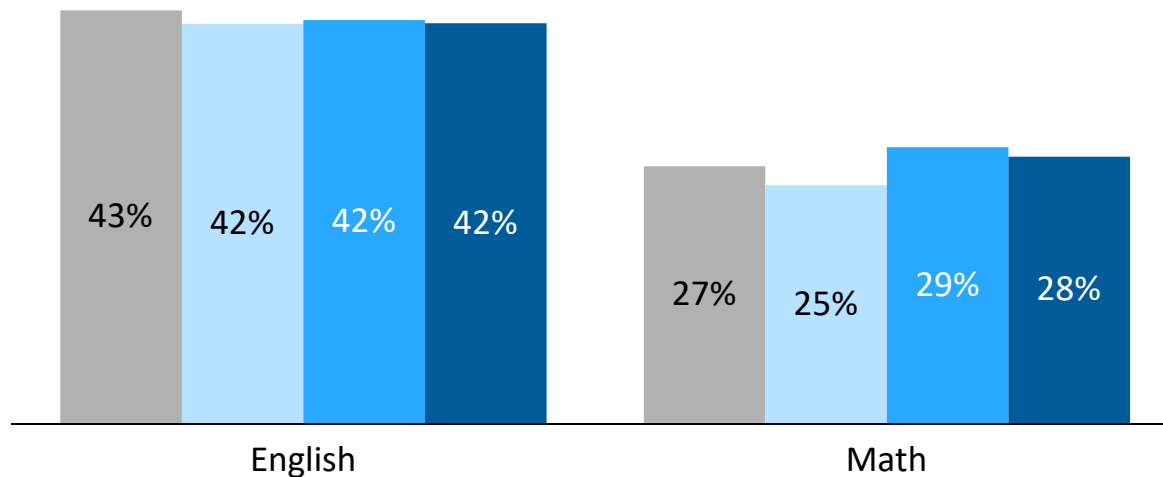
**CCC has assembled a Developmental Education Planning Committee. This committee is creating a plan to significantly improve developmental education outcomes.**

- **Performance measures:** For the first time, City Colleges of Chicago is implementing key performance indicators (KPIs) that address the goal of creating momentum up to and through the successful completion of college-level English and math in the first year.
- **Examining broad range of solutions:** The Developmental Education Planning Committee is taking a hypothesis-driven approach to prioritizing solutions that address placement, design, delivery, and holistic student supports.
- **Building off practices already underway at City Colleges:**
  - City Colleges has already made strides to implement innovative practices in developmental education. For example:
    - City Colleges offers co-requisite support courses in math and English at each college.
    - Each college offers a non-STEM math pathway.
    - Math faculty members have brought our math 090 course to Chicago Public School students, allowing students to progress directly into college-level math at CCC.
    - English faculty have streamlined the developmental sequence of courses by creating a 6 credit-hour integrated reading and writing course (ENG 096, Aligned Readng and Composition)

# The percentage of students taking and passing college level English and math in the first year has remained stable

## Taking & Passing College-Level English/Math in 1<sup>st</sup> Year

Fall 2015 (n ~ 6500)   Fall 2017 (n ~ 6500)  
Fall 2016 (n ~ 6100)   Fall 2018 (n ~ 6000)

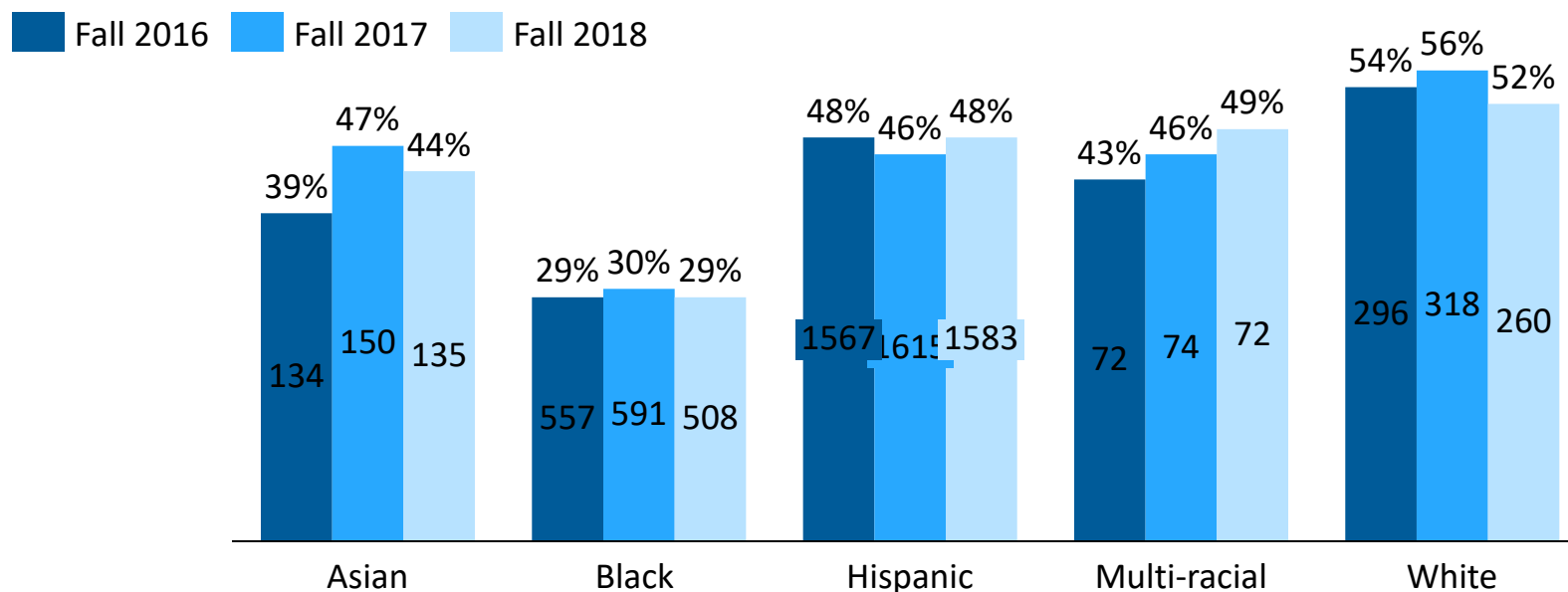


Methodology: Taking & Passing College Level KPI methodology as of 1/7/2020. See Appendix.

Source: OpenBook, Student Classes & Student Terms / Data as of 10/22/2019/ Analysis as of 10/24/2019 / Further Questions, Contact: Nadia Richardson

# Taking and Passing College-level English by Race/Ethnicity

English Taking and Passing Rates by Ethnicity at CCC

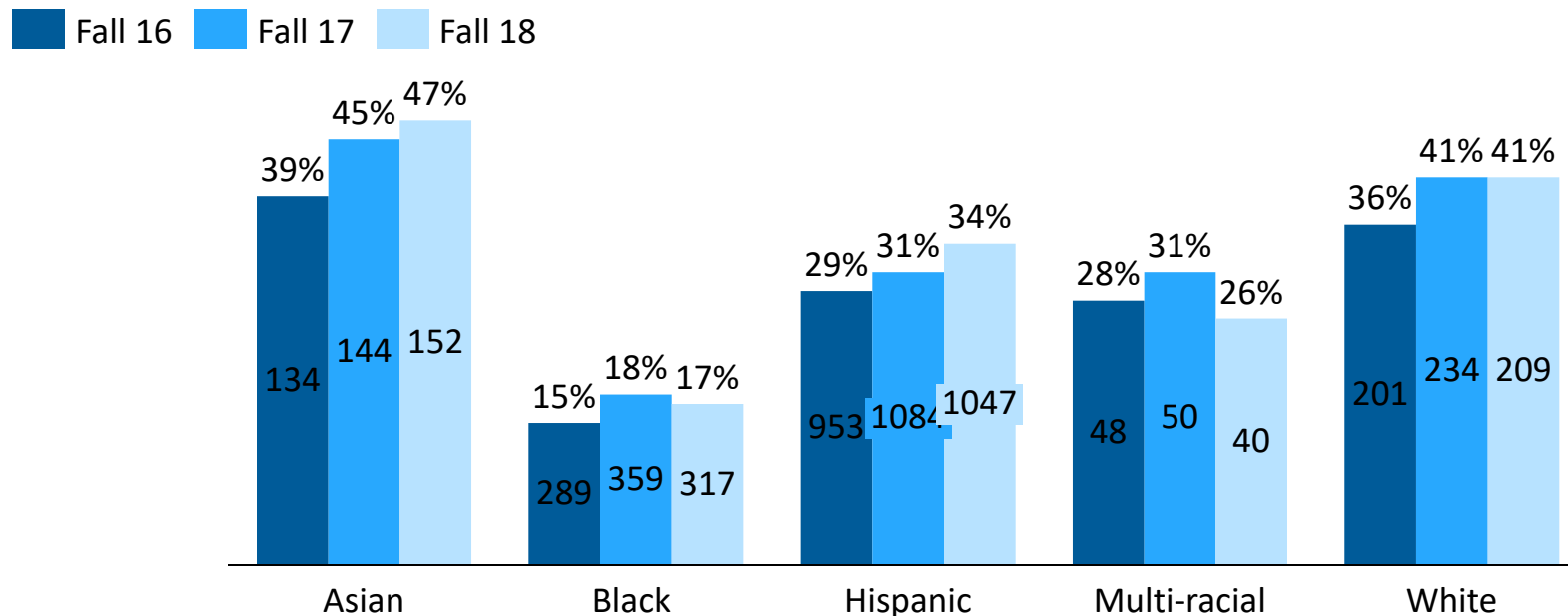


Analysis Notes: Students are considered passing with a grade of A, B, or C.

Source: CCC OpenBook, Student Terms and Student Classes/ Data as of 07/12/19/ Analysis as of 07/12/19/ Further Questions, Contact: Nadia Richardson

# Taking and Passing College-level Math by Race/Ethnicity

## Math Taking and Passing Rates by Ethnicity at CCC

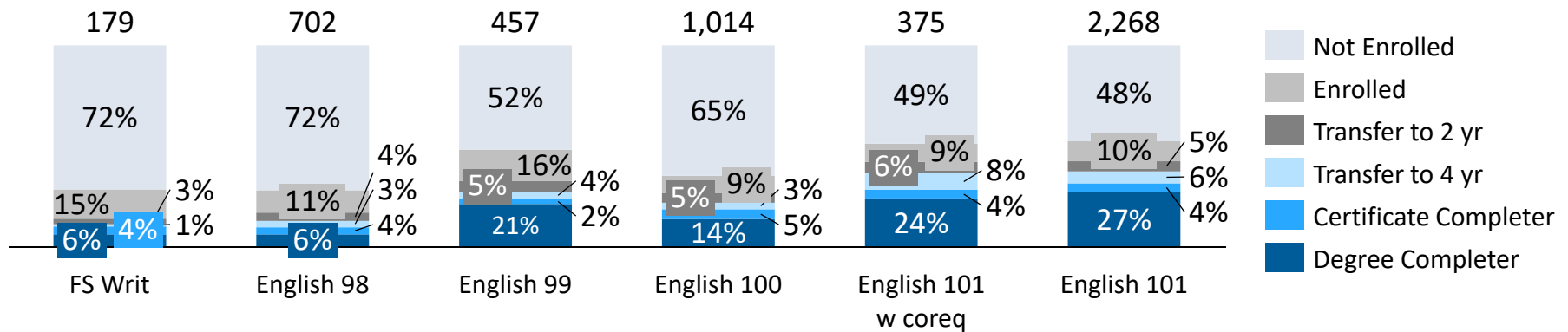


Analysis Notes: Students are considered passing with a grade of A, B, or C.

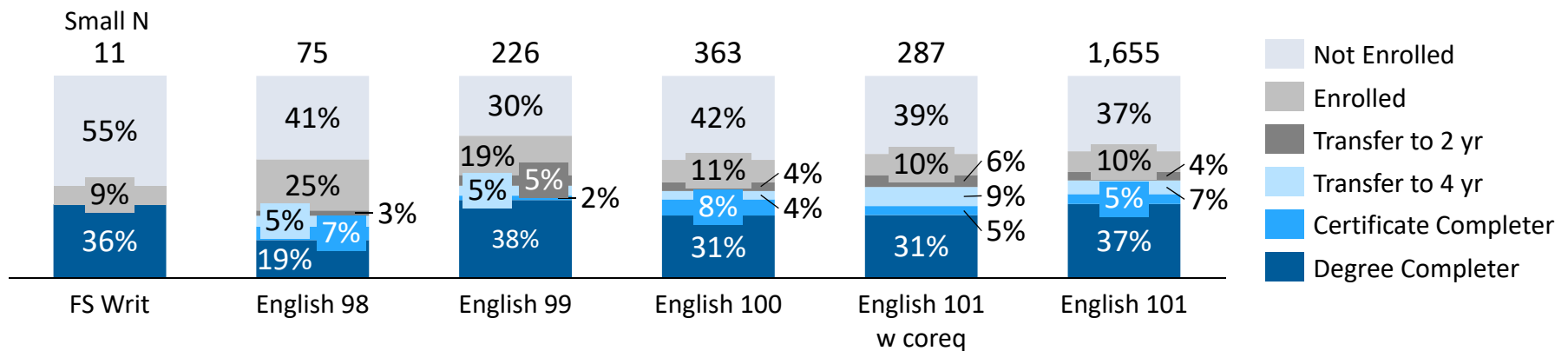
Source: CCC OpenBook, Student Terms and Student Classes/ Data as of 07/12/19/ Analysis as of 07/12/19/ Further Questions, Contact: Nadia Richardson

# Students Who Take and Pass College Level English in the First Year Have Significantly Improved Outcomes

OM+ 4-yrs post-entry by first English course taken, FA15 cohort



OM+ 4-yrs post-entry by first English course taken, FA15 cohort passed in 1-yr

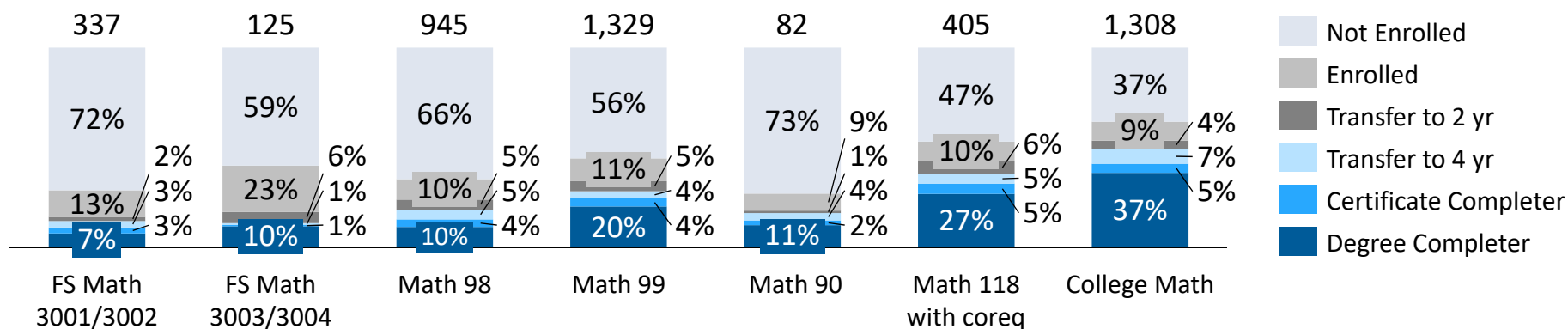


Notes: \*CCC Outcome Measures methodology used to calculate outcomes. FS Read not used to establish FS placement in methodology.

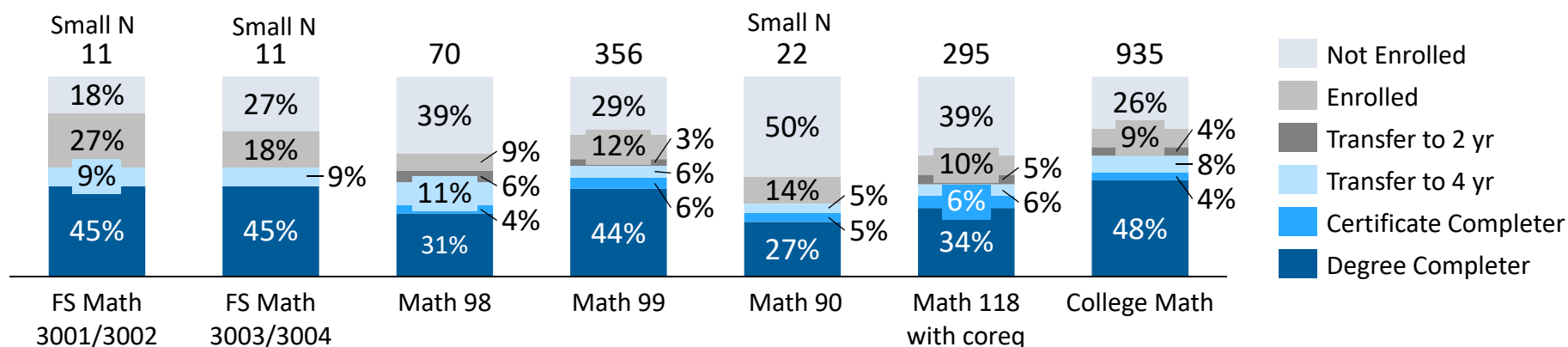
Source: OpenBook, OM Data Sheet and Student Tests/Accessed June 2019 for OM, 8/2/2019 for Students Tests/Further Questions: Whitney M. Marks

# Students Who Take and Pass College Level Math in the First Year Have Significantly Improved Outcomes

OM+ 4-yrs post-entry by first math course taken, FA15 cohort



OM+ 4-yrs post-entry by first math course taken, FA15 cohort passed in 1-yr

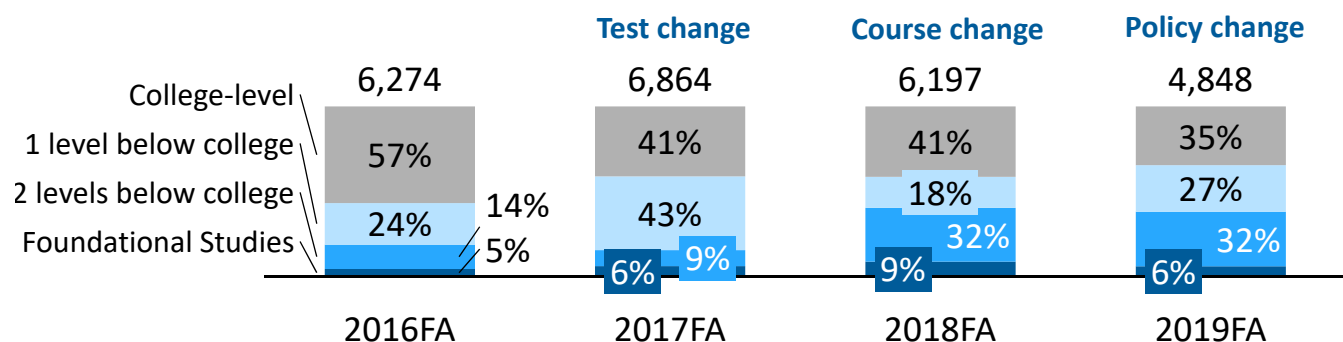


Notes: \*CCC Outcome Measures methodology used to calculate outcomes. SAT, ACT, Compass, and Aleks were used for placement.

Source: OpenBook, OM Data Sheet and Student Tests/Accessed June 2019 for OM, 8/2/2019 for Students Tests/Further Questions: Whitney M. Marks

# In Fall 2019, 65% of new, credential-seeking students had remedial needs in English; 62% in Math

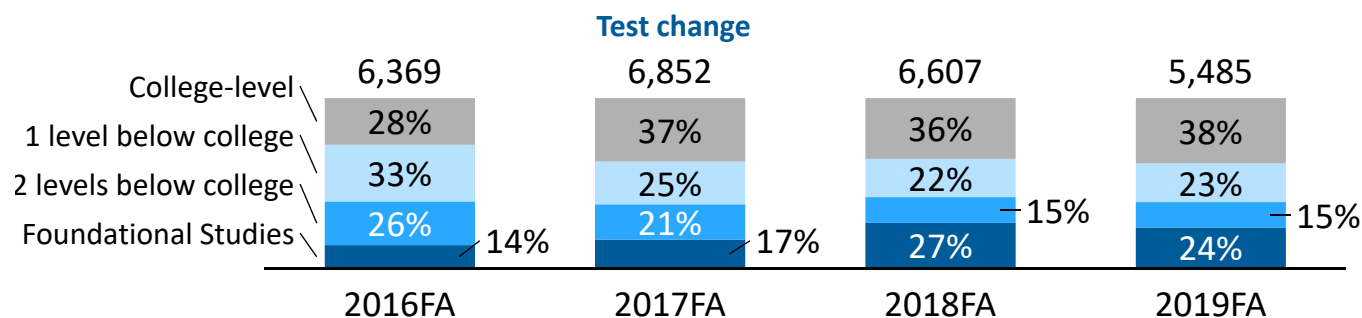
## Remedial need in English for new, credential-seeking students



## Notes

- In Fall 2018 and 2019, 1 level below college is the co-req. In 2017, this also included accelerated courses (like Arc).
- Because of changes in the English course sequence, YOY comparisons of placement are not “apples-to-apples.”

## Remedial need in Math for new, credential-seeking students



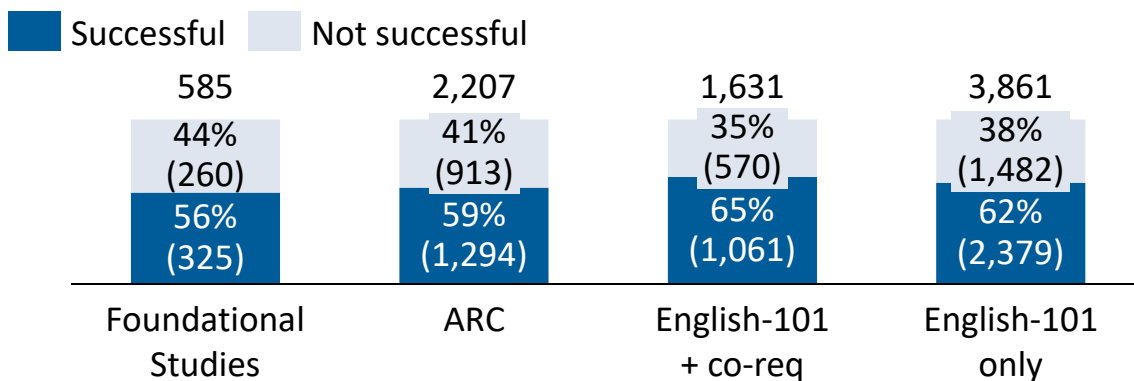
Methodology: See Appendix

Source: OpenBook, Student Tests / Data as of 10/22/2019/ Analysis as of 10/24/2019/ Further Questions, Contact: Nadia Richardson

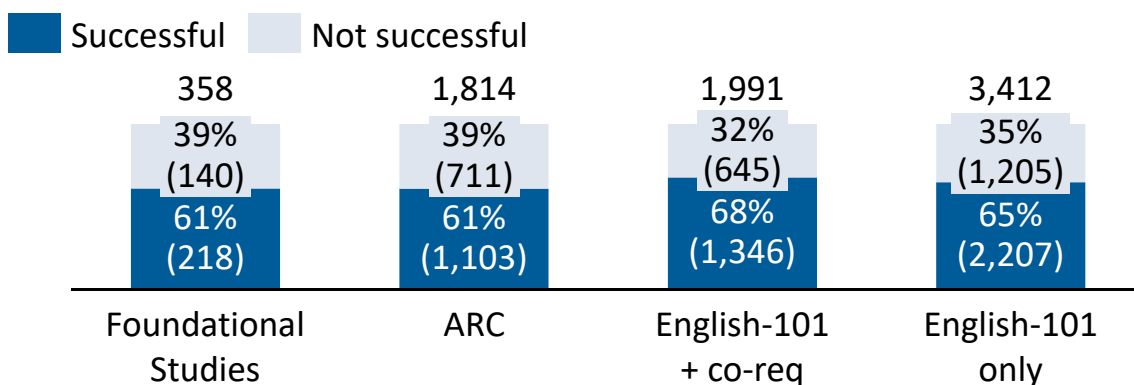


# English course success rates improved in Fall 2019 at all levels

## FA18 English course success for all students



## FA19 English course success for all students

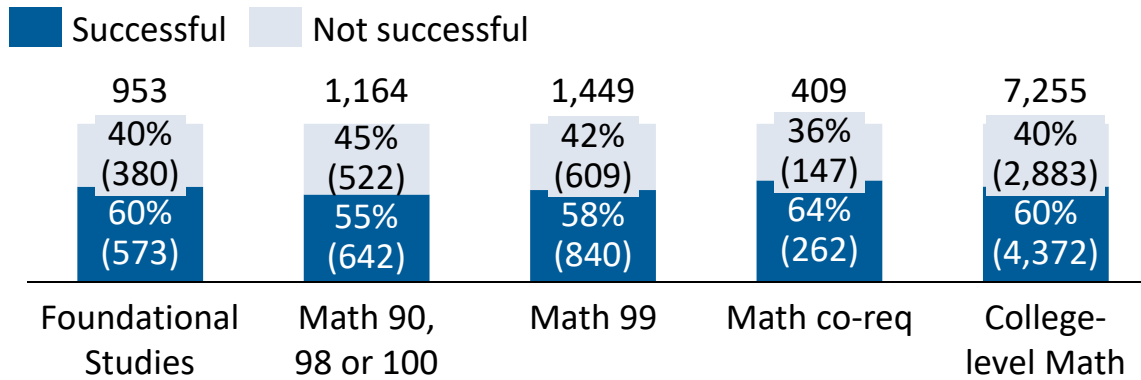


Course enrollment not based on placement. Success defined as final grade of A, B, C, or S. Early College students have been excluded from college-level success rates for Fall 2019 because, at the point of analysis, grades had not yet been submitted for these students.

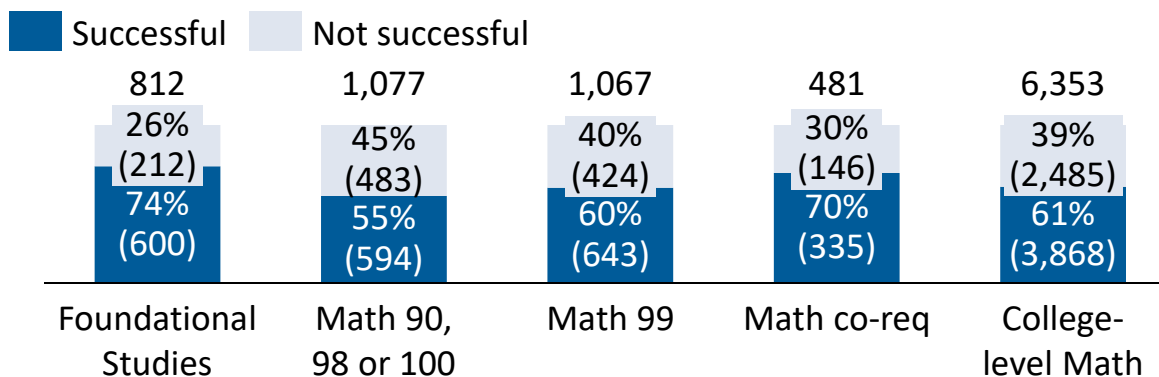
Source: OpenBook, Student Classes & Student Terms / Data as of 1/15/2020 / Further Questions, Contact: Delilah Perez, Whitney Marks, Nadia Richardson

# Math course success rates improved in Fall 2019 at all levels

## FA18 Math course success for all students



## FA19 Math course success for all students



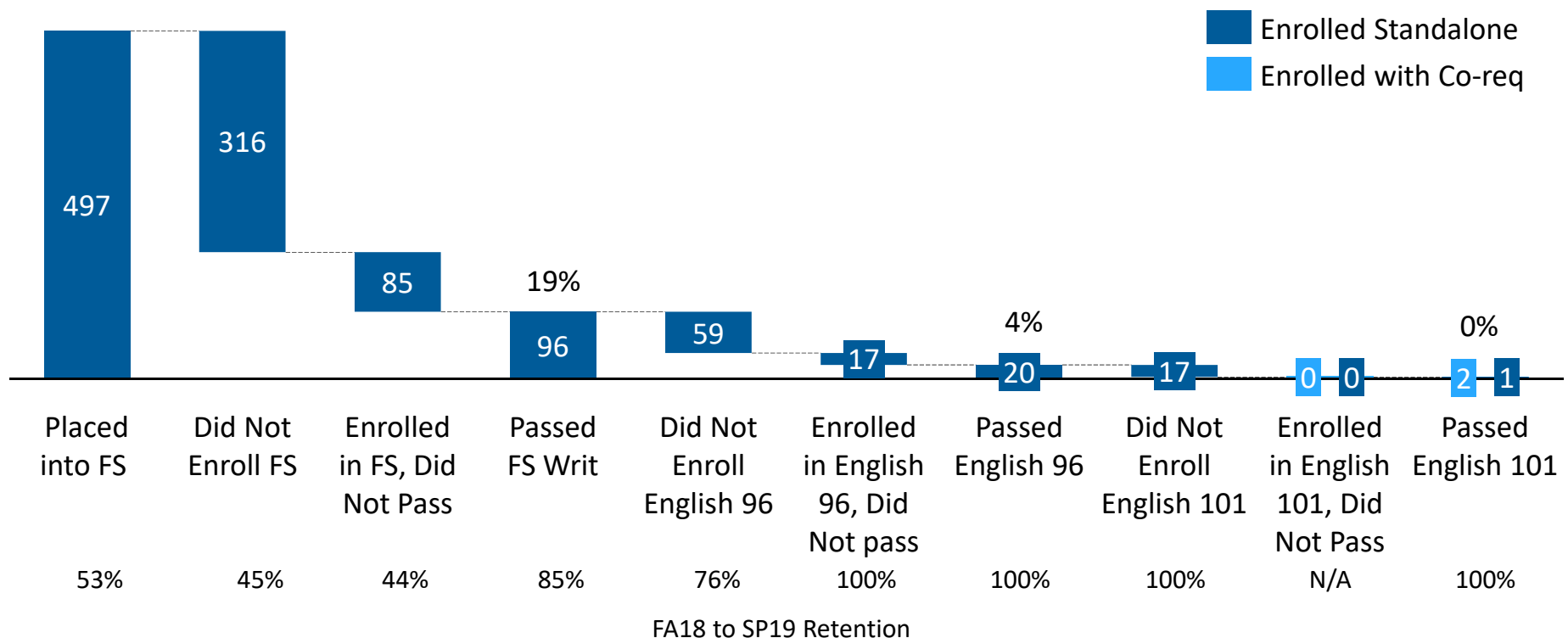
Course enrollment not based on placement. Success defined as final grade of A, B, C, or S. Early College students have been excluded from college-level success rates for Fall 2019 because, at the point of analysis, grades had not yet been submitted for these students.

Source: OpenBook, Student Classes & Student Terms / Data as of 1/15/2020 / Further Questions, Contact: Delilah Perez, Whitney Marks, Nadia Richardson

# A sequential approach to preparing students for college-level English contains multiple attrition points.

## Waterfall from FS Placement to English 101, FA18 Cohort

- 64% of students who placed into Foundational Studies did not enroll in a FS English in the first year
- Students who passed Foundational Studies had a noticeably higher retention rate than those who did not enroll or pass the course



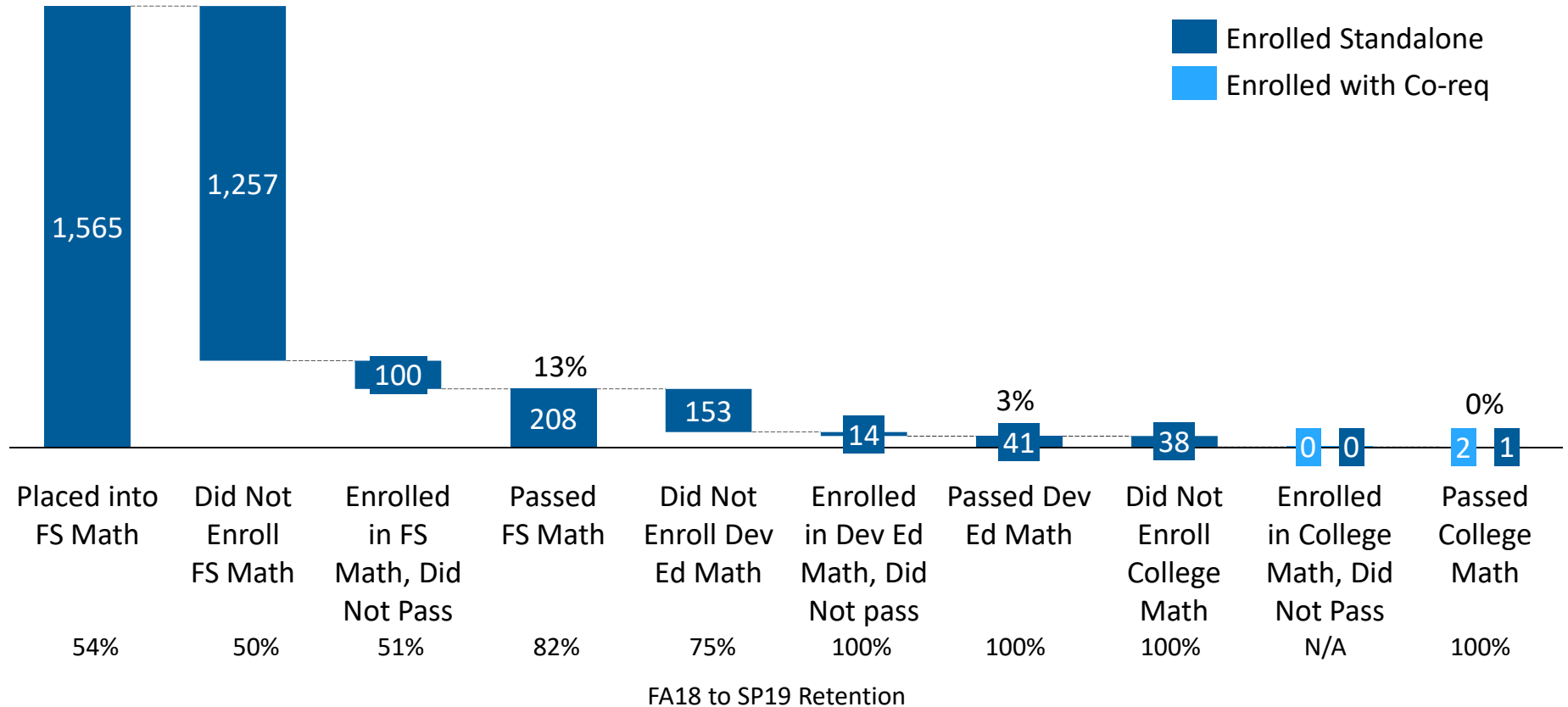
Notes: Waterfall course enrollment is within any term in student's first year

Source: OpenBook, Student Tests & Student Classes/accessed 8/6/2019/Further Questions: Nadia Richardson

# A sequential approach to preparing students for college-level Math contains multiple attrition points.

## Waterfall from FS Math Placement to College Math, FA18 Cohort

- 80% of students who placed into Foundational Studies Math did not enroll in the course within the first year



Notes: Waterfall course enrollment is within any term in student's first year

Source: OpenBook, Student Tests & Student Classes/accessed 8/6/2019/Further Questions: Nadia Richardson

# Solutions

CCC is working with CPS to scale **transitional math** and pilot **transitional English**. Successful performance in transitional coursework allows students to enter CCC college-ready.

- Approximately 2000 students this year are enrolled in one of two transitional math classes at CPS high schools (Quantitative Literacy or Pre-Algebra).
- Transitional math course success rate is approximately 60%.

**Developmental Education Planning Committee** is developing proposals based on the committee's hypothesis-making. The committee will report out to the Chancellor in April 2020.

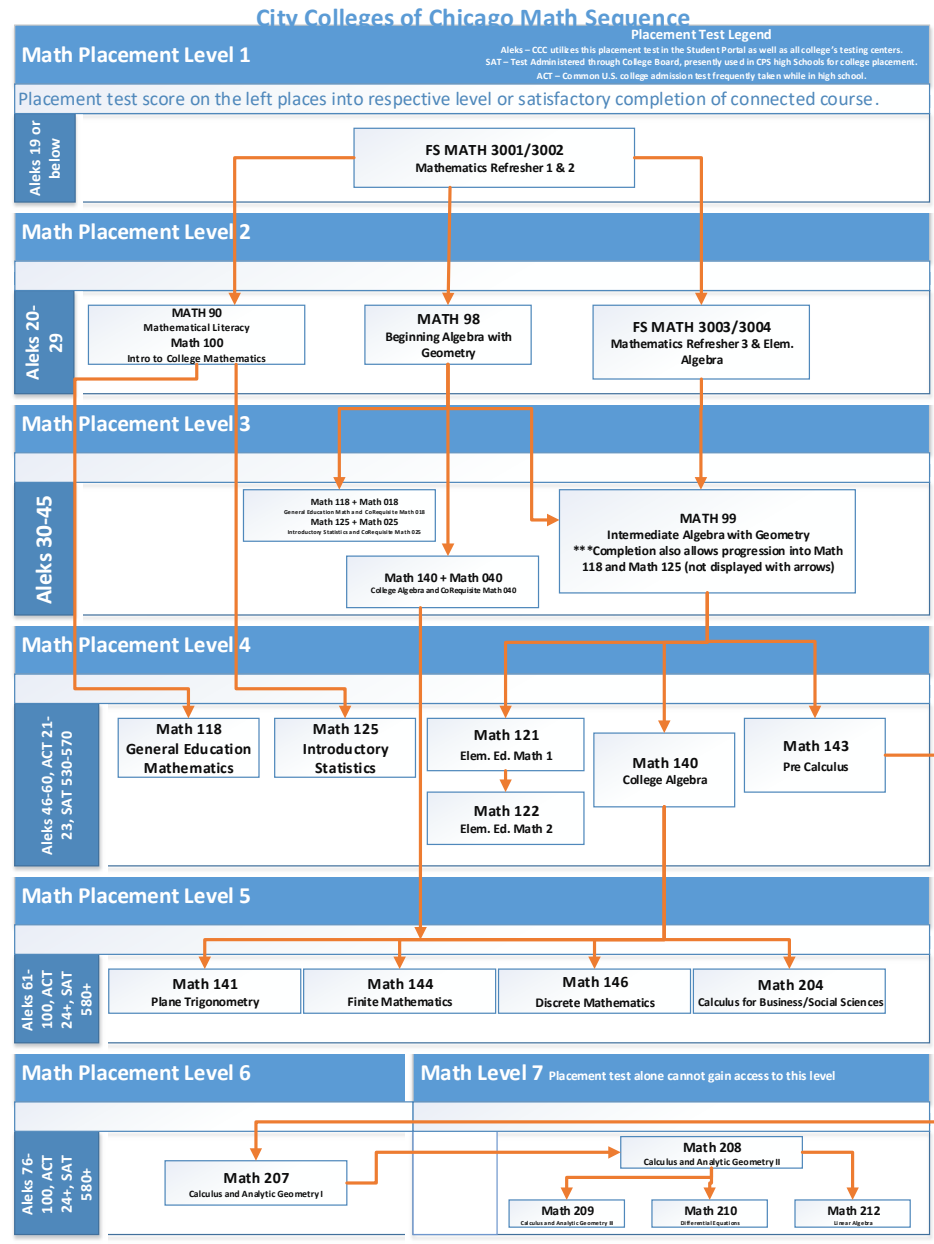
## **Sample of hypotheses:**

- If students are advised to begin their math and English sequences in their first semester, at whatever level they are placed, they will have a greater likelihood of persisting to the next semester.
- Our messaging to students and how we talk to them about their placement and their "college readiness" can have a significant impact, positively or negatively, on their sense of belonging and their persistence.
- Using high school GPA will more accurately place students at the highest level at which they have a reasonable chance to succeed.
- Student progression can be accelerated if students are allowed to demonstrate their competency and transition into college-level coursework at any one of multiple frequent points.

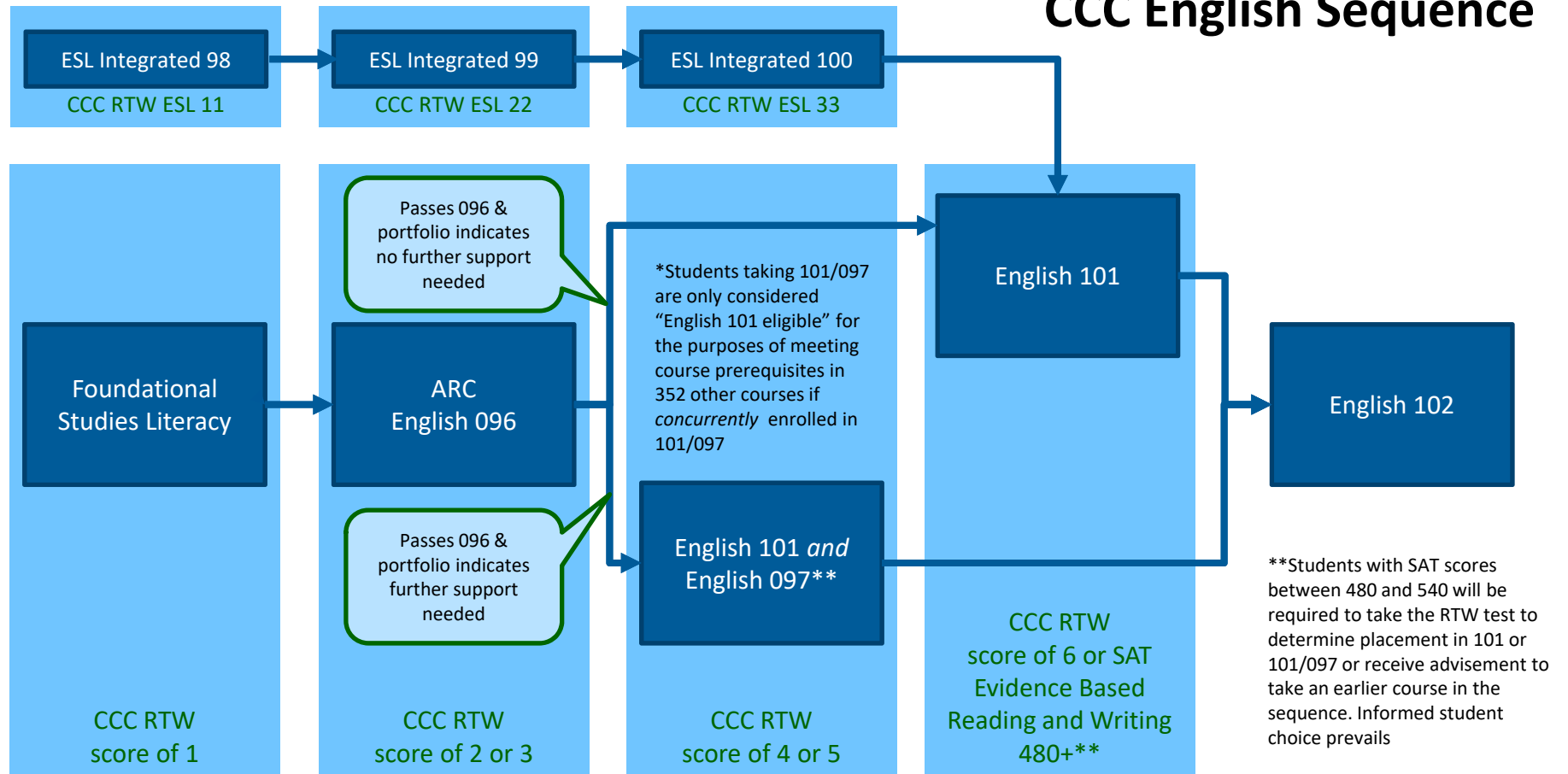


# Appendix

# Math Sequence



## CCC English Sequence





# Methodology notes:

## Taking & Passing

- COHORT: all degree-seeking students new to college in a given fall,
  - including prior Early College students who have matriculated to credential-seeking but not yet completed college-level Math and/or English,
  - including summer starters that also enroll in fall.
  - Reported by Home College in student's 1<sup>st</sup> Fall.
- MEASURE OF SUCCESS: Earning a C or better in a Math/English course with PCS code of Baccalaureate/Transfer
- EXCLUDES BY SUBJECT: students who previously completed gatekeeper through Dual Credit, Dual Enrollment, AP exam or IB exam.

## Remedial Needs:

- Students with first credit term in a given fall, declared in a credential-seeking program.
- 2016FA – 2019FA: Placement Grid as of 05/09  
([https://cccedu.sharepoint.com/:p:/g/DO/ds/teamsite/EeYn2AE\\_hHtCm2jSJhrYVwMBRF-qgUM5DCcSwaH-l6h1g?e=tVtJNR](https://cccedu.sharepoint.com/:p:/g/DO/ds/teamsite/EeYn2AE_hHtCm2jSJhrYVwMBRF-qgUM5DCcSwaH-l6h1g?e=tVtJNR))
- This excludes students who have prior credit enrollment at CCC and students who did not test in the subject.