



Developmental Education and Placement Practices at Michigan Community Colleges

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Impetus for the Survey

- Key Report: Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy
 - Achieving the Dream, American Association of Community Colleges, Charles A. Dana Center, Complete College America, Education Commission of the States, Jobs for the Future
- Quick Summary: Advocates, among other things, default placement at college level with co-requisite support for many more students, streamlined developmental education for lower-skilled students, early engagement with gateway courses aligned with selected program of study



Survey Design

- GPI and non-GPI Colleges were asked about their level of adoption of alternative models delivery of developmental education and placement testing
- Received responses from 23 GPI colleges and 4 other colleges
- Intention—survey the landscape of developmental education and placement reform in Michigan
- Limitations—survey respondents may not be aware of everything going on; placement practices in particular seem difficult to capture



Observations—Placement Practices

- Colleges seem to be relying on tests (ACT, Compass, SAT, Accuplacer) while considering their options
 - 9 colleges report not considering relying on test scores alone
- 18 colleges are considering, piloting or implementing a combination of test scores and high school GPA
 - 3 colleges report fully implementing this model for certain courses/students
- 13 colleges are considering or piloting a combination of test scores and behavioral/affective assessments
- 22 colleges report not considering relying on high school GPA alone



Observations—Models for English

- Co-requisite models dominate
 - 23 colleges are considering, piloting or implementing a corequisite model
 - 7 colleges report full implementation
- Compression is a clear alternative
 - 11 colleges are considering, piloting or implementing a compressed model
- Some colleges describe combining developmental reading and writing or lower and upper level developmental writing courses to accelerate completion of sequences



Observations—Models for Math

- Math experiments are mixed, but there are plenty of them
 - 16 modularization
 - 16 compression
 - 15 co-requisite
 - 14 pathway-specific
- Most are in the thinking, planning, piloting stage; very few (3) are at scale with any of these alternatives



Observations—Models for Reading/Other Gateway Courses

- Responses for most models are in the thinking and piloting stage
- Colleges seem most likely to be considering or piloting:
 - Integration (13)—reflects colleges working to combine developmental reading and writing as noted earlier
 - Co-requisite (11)—reading and/or student success course with a gateway course
 - Compression (7)—reflects combining of developmental reading levels
- Based on comments, colleges are making use of supplemental instruction for a variety of gateway courses



A few concluding thoughts...

- The “demise of Compass” and emerging research are generating thoughts and experiments in placement but not a lot of commitment as of yet
- Grant-funded dissemination of ALP model seems to have influenced many colleges to adopt and scale this model successfully
- In math and other courses, lots of experiments but no clear path forward has emerged



Questions and Discussion

