BASIC SKILLS COORDINATOR’S FEBRUARY 2015 TELEPHONE MEETING

Eric Nelson, PhD
Community College Chancellor’s Office, Academic Affairs Division

February 13, 2015
12:00 PM – 1:00 PM
Chancellor’s Office Update

- OEI Common Course Management System Vendor Selected
- Common Assessment Initiative Vendor Selected
- Baccalaureate Degree Program Update
- Basic Skills Allocations and Expenditures
OEI Common Course Management System Vendor Selected

- Instructure and Canvas selected
- Next steps is contract negotiations
- Eight (8) full launch colleges
Common Assessment Initiative
Vendor Selected

 Unicon, an IT consulting, technology services and open-source support company, will develop a standardized, flexible platform for student assessment and administration.

 Link-Systems, an educational technology company, will be responsible for curricular content and assessment development in Reading and English, English as a Second Language and Mathematics.
Baccalaureate Degree Program Update
Initial Approved 15 Baccalaureate Degree Pilot Colleges

- Antelope Valley Airframe Manufacturing Technology
- Bakersfield Industrial Automation
- Crafton Hills Emergency Services & Allied Health Systems
- Cypress Mortuary Science
- Feather River Equine and Ranch Management
- Foothill Dental Hygiene
- Mira Costa Biomanufacturing
- Modesto Respiratory Care
- Rio Hondo Automotive Technology
- San Diego Mesa Health Information Management
- Santa Ana Occupational Studies
- Santa Monica Interaction Design
- Shasta Health Information Management
- Skyline Respiratory Therapy
- West Los Angeles Dental Hygiene
Basic Skills Allocations and Expenditures
INCREASING STUDENT COMPLETION OF TRANSFER-LEVEL ENGLISH & MATH

CALIFORNIA ACCELERATION PROJECT
WEBINAR FOR BSI COORDINATORS
FEBRUARY 13, 2015

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CAP Director
English Instructor
Chabot College
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http://cap.3csn.org
Supporting Colleges Statewide

• All 112 California colleges have participated in CAP outreach and workshops about the need to transform remediation
• 47 colleges have worked with CAP to offer English and Statistics pathways that
  – Reduce students’ time in remediation by at least a semester
  – Align remediation with college-level requirements, including offering a redesigned pathway for students taking Statistics
  – Use high-challenge, high-support pedagogy
  – Make no changes to rigorous, transfer-level course (only remediation is changed)
• 10,000 students enrolled in accelerated pathways at CAP colleges in 2013-14
Evaluation by the RP Group

A new quasi-experimental study examined student outcomes at 16 community colleges piloting accelerated remediation with CAP in 2011-12, focusing on:

- Completion of transferable math & English requirements
- Accelerated students compared with students in traditional remediation
- Students tracked for 2-3 semesters after intervention (depending on cohort)
- Accelerated group included 2,489 students (1,836 in English, 653 in math)
Results

Using statistical methods to control for pre-existing differences in student characteristics, they found:

• In English, students’ odds of completing a transfer-level course were **2.3 times greater** in high-impact models of acceleration than students in traditional remediation.

• In math, students’ odds of completing a transfer-level math course were **4.5 times greater** than students in traditional remediation.
Eliminating Achievement Gaps in CAP Math Pathways
Completion of Transfer-Level Math within 1.5-2 years
(Descriptive data, no statistical controls)
Emerging Direction: Reconsidering Placement to Broaden Access to College-Level Courses

A CCRC study of a large, urban community college district found that a large percentage of students placed into remediation could succeed in a college-level course if allowed to enroll directly (succeed = C or higher). The study estimated that:

- 51-69% of incoming students could succeed in college English
- 55-63% of incoming students could succeed in college math

Another CCRC study found that placement tests are poor predictors of students’ performance at college level. Placement tests in English/reading explained less than 2% of the variation in students’ grades; in math, they explained only 13%.
Broadening Access to College-Level Courses → Increasing Completion & Narrowing Equity Gaps

Long Beach City College
Used multiple measures to triple and quadruple the % of incoming students qualified for college math and English. Course success rates remained steady. Student completion of college English & math increased dramatically. Equity gaps narrowed.
http://www.lbcc.edu/promisepathways/

Butte College
Changed placement process to double % incoming students starting in college English. Completion of college English increased for all students and more than doubled for Black and Hispanic students.
http://cap.3csn.org/2014/12/01/the.promise.of.broadening.access.to.college.level.english/
What’s Coming Up…

One-Day Regional Workshops
Introduction to the promise of English & math acceleration
• February 20, Sacramento City College
• March 20, Moreno Valley College
To register, go to http://3csn.org

CAP Community of Practice
The California Acceleration Project is an initiative of 3CSN, the California Community Colleges’ Success Network, funded through a grant from the state Chancellor’s Office. Additional support provided by the California Education Policy Fund and LearningWorks
NONCREDIT

Basic Skills Students and Faculty Professional Development

Madelyn Arballo
BSI Advisory Committee, Non-Credit Representative
Diversity of NC* programs

- All colleges have at least 1 NC FTE
  - Student support activity
- 25 colleges generate 500+ FTEs
  - Combination of student support and some CDCP and basic skills courses
- 10 colleges generate 1,000+ FTEs
  - Student support and full compliment of CDCP and basic skills courses

*NC=Noncredit
Noncredit or CDCP

- CDCP – Career Development or College Prep, includes ESL, Adult Basic Education (ABE), NC vocational

- Noncredit Non-CDCP – egs., campus tutoring, older adult programs, parent education, programs for adults with disabilities

Noncredit serves both noncredit and credit students in a variety of ways
13-14 System Wide BSI FTES

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<tbody>
<tr>
<td>13-14 State BSI FTES</td>
<td>124,102</td>
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<tr>
<td>Credit</td>
<td>78,581</td>
<td>63%</td>
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<td>Noncredit</td>
<td>45,521</td>
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## Noncredit BSI 13-14

<table>
<thead>
<tr>
<th>% of Campus BSI Allocation from NCR FTEs</th>
<th># of Colleges</th>
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<tr>
<td>Over 30%</td>
<td>38</td>
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<tr>
<td>Over 50%</td>
<td>22</td>
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<tr>
<td>Over 60%</td>
<td>14</td>
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<tr>
<td>90-100%</td>
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Factors Impacting Noncredit Student Programs

Legislative
  • AB 86 Regional Consortia – http://ab86.cccco.edu/
  • Equalization of NC CDCP rate – may lead to BSI growth
  • Noncredit SSSP implementation and campus Student Equity
    (NCR SSSP Contacts: Liza Becker, Mt. SAC; Vaniethia Hubbard, NOCCCD)

Policy & Procedure
  • Accreditation

Instruction and Student Outcomes
  • College and Career Readiness Standards for Adults
  • Noncredit Progress Indicators and Scorecard
Recognition of Noncredit Effectiveness
Shift in Attention to Need for Systemic Support

- Optimal timing and clarity of need
- Pathways for noncredit basic skills students to work and higher education
- Outreach critical because majority of NC faculty are adjunct; FT faculty heavy load
- Utilizing existing NC experts and developing faculty global knowledge
- Foundational support for smaller, newer programs
Existing Professional Learning
NC Experts

- Colleges* with comprehensive, structured PD directed to NC faculty (to name a few):
  - Santa Ana
  - NOCCCD – School of Continuing Ed
  - Mt. SAC ESL Program

*Colleges with BSI campus allocations with over 65% from NC students.
Next Steps for Creating a Professional Learning Community of NC Basic Skills Practitioners

How?
- Leverage partnerships and funding from established BSI support to support PLC

What?
- Identify and utilize NC experts to lead NC practitioners
- NC expert leaders survey NC faculty on PD needs
- Noncredit/Credit Bridge

Why?
- To promote basic skills students’ progression
Thank You
Future Agenda Items and Presentations

- Agenda items submissions and ideas
- Campus focus segment
- Meeting evaluation segment for future meetings
Questions?