Alternate Placement:
Moving Students Forward
Presenters

- Ms. Marsha Suggs Smith, Chair, Board of Trustees
- Ms. Gloria Aparicio Blackwell, Trustee
- Dr. DeRionne Pollard, President
- Dr. Sanjay Rai, Senior Vice President for Academic Affairs
Presentation Focus

- Background information on Maryland and Montgomery College
- Developmental education from a statewide and national perspective
- What steps Montgomery College took to address developmental education
- Placement pilot outcomes
- Next steps
Maryland
<table>
<thead>
<tr>
<th>Rank</th>
<th>County</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Montgomery County</td>
<td>1,040,116</td>
</tr>
<tr>
<td>2</td>
<td>Prince George's County</td>
<td>909,535</td>
</tr>
<tr>
<td>3</td>
<td>Baltimore County</td>
<td>831,128</td>
</tr>
<tr>
<td>4</td>
<td>Anne Arundel County</td>
<td>564,195</td>
</tr>
<tr>
<td>5</td>
<td>Howard County</td>
<td>313,414</td>
</tr>
<tr>
<td>6</td>
<td>Harford County</td>
<td>250,290</td>
</tr>
<tr>
<td>7</td>
<td>Frederick County</td>
<td>245,322</td>
</tr>
<tr>
<td>8</td>
<td>Carroll County</td>
<td>167,627</td>
</tr>
<tr>
<td>9</td>
<td>Charles County</td>
<td>156,118</td>
</tr>
<tr>
<td>10</td>
<td>Washington County</td>
<td>149,585</td>
</tr>
<tr>
<td>11</td>
<td>St. Mary's County</td>
<td>111,413</td>
</tr>
<tr>
<td>12</td>
<td>Cecil County</td>
<td>102,382</td>
</tr>
</tbody>
</table>

## Demographics:

<table>
<thead>
<tr>
<th></th>
<th>Montgomery County</th>
<th>Maryland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>1,040,116</td>
<td>6,006,401</td>
</tr>
<tr>
<td>African American</td>
<td>19.1%</td>
<td>30.5%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>15.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.0%</td>
<td>9.5%</td>
</tr>
<tr>
<td>White</td>
<td>45.2%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Foreign Born Persons (2010-2014)</td>
<td>32.4%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Persons Under 18 years of age</td>
<td>23.4%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

[http://www.census.gov/quickfacts/table/RHI105210/24031/accessible](http://www.census.gov/quickfacts/table/RHI105210/24031/accessible)
About MC . . .

On September 16, 1946, the first Montgomery College classes were held in the evenings at an area high school with a student body of 186 men and women.

Today, the College has multiple campuses and serves nearly 60,000 credit and non-credit students from over 160 countries.

The county's 202 public schools serve more than 148,000 students with over 20,000 employees. Largest school system in Maryland and 17th largest in U.S.
Campus Locations

- Germantown*
- Rockville*
- Takoma Park/Silver Spring*

*Workforce Development & Continuing Education (WD&CE) office & classrooms located on the campus
Off Site Locations

- WD&CE
  - Gaithersburg Business Training Center
  - Westfield South Center
Fall 2015
Montgomery College Students at a Glance...

- Total Number of Students: 25,320
- Total Number of New First-time Freshmen: 5,395
- 64.9% Part-time
- Total Number of Students with Preparatory Needs: 7,812
- 52.7% Female
- Average Age: 25.2 Years
- Total Number of Credit Hours: 228,856
- 7,629 FTES

- 10,294 Spring 2015 MCPS Grads
- 2,592 at Montgomery College
- 25.2%

Race/Ethnicity:
- 26.1% Hispanic
- 26.1% White
- Asian: 13.4%
- Black: 30.8%
- Other: 3.4%

- 73% of students in fall 2014 returned in fall 2015
- 17.8:1 Student Faculty Ratio
- 18.2 Average Class size
- 9:0 Average Student Load
- 22% Enrolled in at least one online course
- 485 or 2% Concurrent-Enrolled (Still in High School)
- 887 Courses; 4,536 Sections
National Conversation

- Nearly 66% of community college students need developmental education.*

- The longer it takes a student to reach to college-level courses, the more likely they are to not complete.

- Of those taking developmental courses, 72% will not graduate within eight years.*

- Developmental courses are costly to the community and the student.

* Data Source: Achieving the Dream, College Readiness
http://achievingthedream.org/focus-areas/college-readiness
Maryland’s College and Career Readiness and College Completion Act of 2013 (CCRCCA)

Clear legislative intent and expectations

- Ensure students are college and career ready
- Expand access to early college
- Enhance transferability
- Drive timely college degree completion
CCRCCA Impacts

- Impacts all segments of public education
  - K-12
  - Public post-secondary institutions

- Sets big goals & creates *numerous* requirements with *significant* operational implications

- Demands enhanced K-16 collaboration & alignment
Key K-12 Provisions for CCRCCA

Goals and Requirements

- Algebra II competency for all students.

- Enrollment in math or math-related course *each year* in high school.

- College readiness assessed no later than 11th grade.

- Transitional courses or experiences developed by local school systems and community colleges for those assessed as not college ready.
Key Provisions for CCRCCA

Enhance and expand college access during high school

- Changes to dual enrollment

- Role of public school systems in making students aware of requirements

- Public schools report number of students and courses to the governor and the general assembly
## Developmental Education at MC

<table>
<thead>
<tr>
<th></th>
<th>Needed Developmental Courses</th>
<th>Took Developmental Courses</th>
<th>Passed 1st Att. (% who took)</th>
<th>Completed Developmental Courses (% who needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>62.5%</td>
<td>75.6%</td>
<td>42.1%</td>
<td>32.1%</td>
</tr>
<tr>
<td>English</td>
<td>29.0%</td>
<td>90.6%</td>
<td>76.7%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

Source: Montgomery College Scorecard, April 2016
Developmental Education Subcommittee

- Convened in Fall 2013 to review and provide recommendations for improving the retention and completion of students starting in developmental courses based on data.

- Reviewed developmental education placement practices, especially use of ACCUPLACER.
Subcommittee Recommendations

- Thorough review of assessment and placement process
- Consider using additional information for placement (such as placement essays)
- Mainstream students testing into developmental courses into college-level courses with support services
Montgomery County Council
Office of Legislative Oversight
Recommendations

- Embed tutoring
- Mainstream developmental student into college-level classes
- Modularize math curricula
- Integrate technologies for instruction
- Co-requisite model for placement
- Deeper review of high school transcripts
Background:

- National models exist for this with recommendations from:
  - The Community College Research Center
  - *What Excellent Community Colleges Do* by Joshua Wyner
  - *Redesigning America’s Community Colleges* by Thomas Bailey, et. al

- A close examination of public school courses assured us that we had proper alignment.

- Students are misplaced by Accuplacer; this is designed to help ensure accurate placement.

- No additional support is given to these students, so we can test their college readiness.
Alternate Placement Pilots

- Minimize the time and cost for completion by moving students into college-level courses more quickly, reducing the number of developmental classes
- Increase retention and persistence
- Accelerate high school students who may have been placed into developmental courses through ACCUPLACER, but met specific conditions.
  - College-level placement based on a review of high school transcripts.
  - English/Reading: a grade of “B” or higher in AP English, Honors English 12, or Modern World History
  - Math: a grade of “B” or higher in Algebra II
Math Placement Pilot

- Recent high school graduates were invited to register for one of two introductory general education mathematics courses, MATH 110 (Survey of College Mathematics) or MATH 117 (Elements of Statistics), if they meet certain criteria.

- Students who need other coursework still needed to complete developmental mathematics.
## Math – Fall 2015

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math 110 N=716</th>
<th>Math 117 N=1039</th>
<th>Pilot N=49</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26%</td>
<td>27%</td>
<td>12%</td>
</tr>
<tr>
<td>B</td>
<td>23%</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>C</td>
<td>21%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>“C or better”</strong></td>
<td><strong>70%</strong></td>
<td><strong>70%</strong></td>
<td><strong>71%</strong></td>
</tr>
<tr>
<td>D</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>F</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>W</td>
<td>9%</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>
English and Reading Placement Pilot

- Recent Montgomery County Public School (MCPS) graduates were invited to enroll in a college-level English class, ENGL 101A (Introduction to College Writing), if they met pilot criteria.
## English – Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>English 101A N=1, 162</th>
<th>Pilot N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>B</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>C</td>
<td>23%</td>
<td>33%</td>
</tr>
<tr>
<td>“C or better”</td>
<td>74%</td>
<td>86%</td>
</tr>
<tr>
<td>D</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>F</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>W</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
English 101A Pilot Student Overall Success

- 74% of pilot students passed the majority of their classes.

<table>
<thead>
<tr>
<th>Number of Courses Taken</th>
<th>Passed Majority Courses with “C” or Higher</th>
<th>Unsuccessful in Majority of Courses Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Courses</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>4-5 Courses</td>
<td>44%</td>
<td>6%</td>
</tr>
<tr>
<td>6 or More Courses</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Writing Intensive Course Success

- 53% of pilot students took writing intensive courses (history, sociology, psychology and philosophy) earned “C” or higher
- 19% of pilot student were not successful in writing intensive courses
- 23% of pilot students did not take writing intensive courses
Developmental Education Testimonials

- https://www.youtube.com/watch?v=2J6kGLWdiR4&app=desktop
Next Steps

- Create easier pathway to sharing of information/data between the College and local high schools
  - 49 out of 867 in Math
  - 97 out of 600 in English

- Develop communication to potential students in collaboration with high schools to scale up

- Partner with other intervention programs to reach target audience

- Examine other factors (such as time since the course was taken, GPA, etc.) to see if we can adjust our criteria to improve future success to an even greater level
Contact Information

Office of the Senior Vice President for Academic Affairs
240-567-7169
laurie.savona@montgomerycollege.edu