

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





Rank	County	Population
1	Montgomery County	1,040,116
2	Prince George's County	909,535
3	Baltimore County	831,128
4	Anne Arundel County	564,195
5	Howard County	313,414
6	Harford County	250,290
7	Frederick County	245,322
8	Carroll County	167,627
9	Charles County	156,118
10	Washington County	149,585
11	St. Mary's County	111,413
12	Cecil County	102,382

United States Census Bureau / American FactFinder. "Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2015". 2015 Population Estimates Program. Web. March 2016. <http://factfinder2.census.gov>.



Demographics:

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

<http://www.census.gov/quickfacts/table/RHI105210/24031/accessible>



MONTGOMERY COLLEGE
MAKE YOUR MOVE

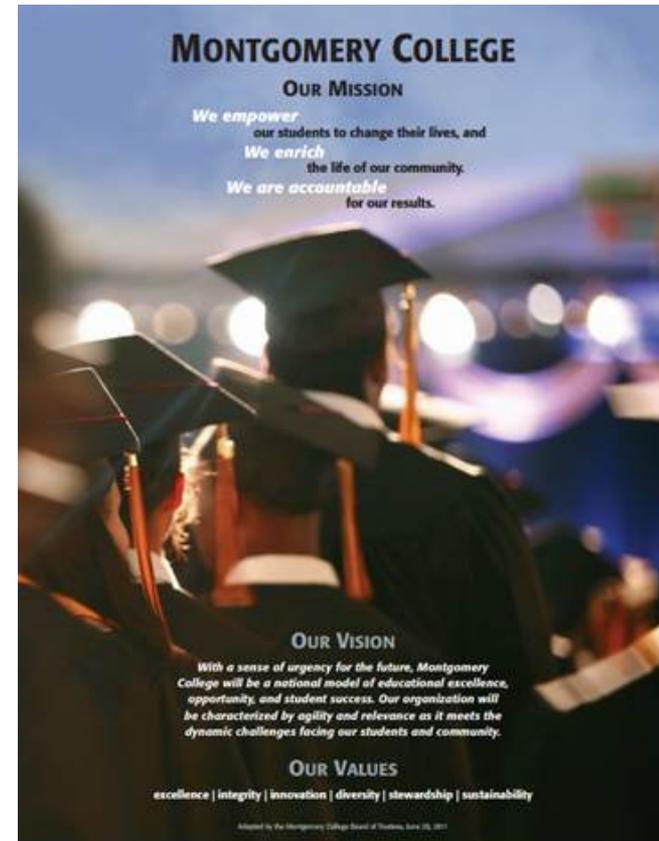


About MC . . .

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**



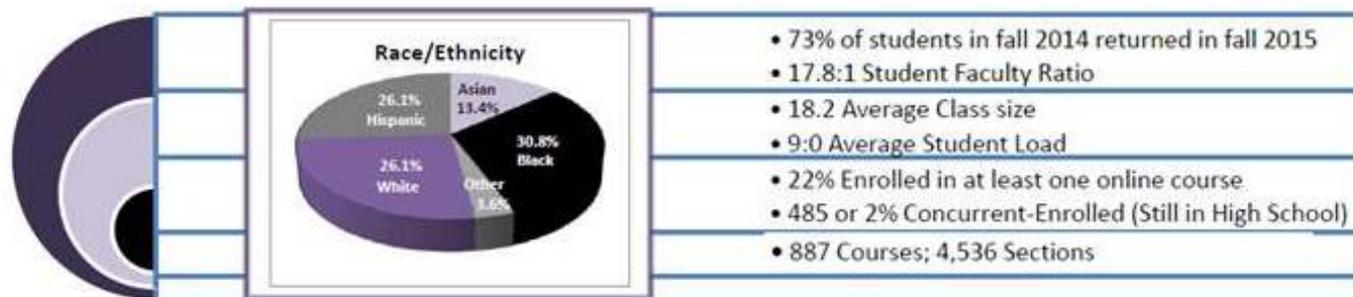
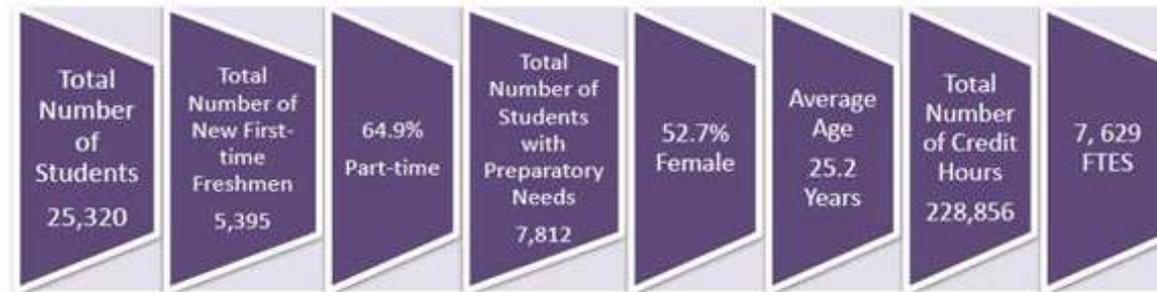
Off Site Locations

➤ WD&CE

- Gaithersburg Business Training Center
- Westfield South Center



Fall 2015
Montgomery College Students at a Glance...



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

	Needed Developmental Courses	Took Developmental Courses	Passed 1 st Att. (% who took)	Completed Developmental Courses (% who needed)
Math	62.5%	75.6%	42.1%	32.1%
English	29.0%	90.6%	76.7%	62.1%

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

	Math 110 N=716	Math 117 N=1039	Pilot N=49
A	26%	27%	12%
B	23%	25%	35%
C	21%	19%	24%
“C or better”	70%	70%	71%
D	8%	7%	8%
F	13%	13%	16%
W	9%	10%	4%

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

	English 101A N=1, 162	Pilot N=97
A	20%	17%
B	31%	36%
C	23%	33%
“C or better”	74%	86%
D	10%	5%
F	15%	9%
W	2%	0%

English 101A Pilot Student Overall Success

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

Number of Courses Taken	Passed Majority Courses with “C” or Higher	Unsuccessful in Majority of Courses Taken
1-3 Courses	25%	16%
4-5 Courses	44%	6%
6 or More Courses	5%	1%

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**



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