

Reforming English Pathways at California's Community Colleges

February 28, 2018

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and Bonnie Brooks

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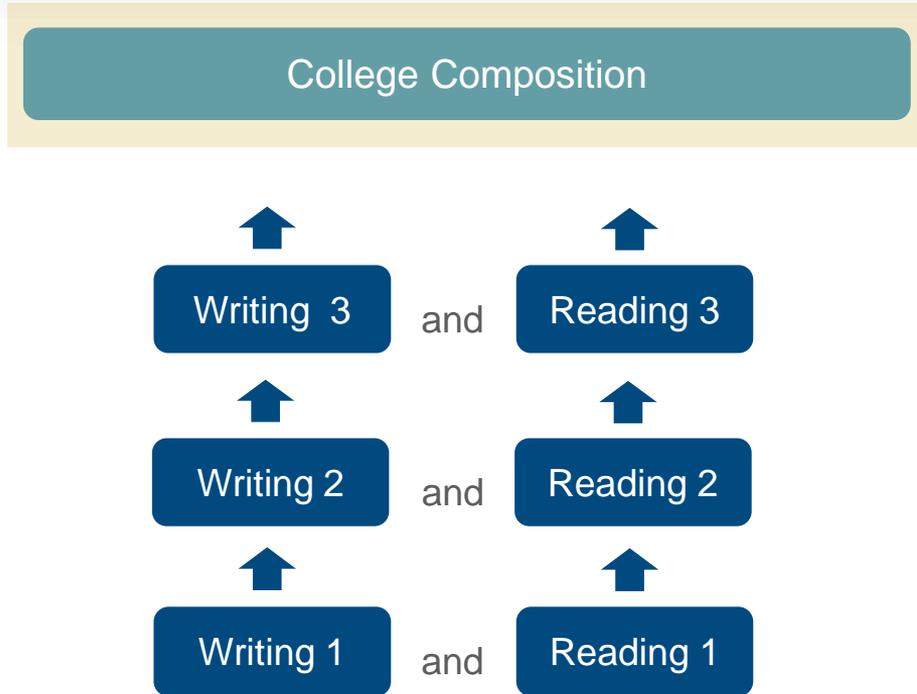
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Developmental education is an obstacle to college success

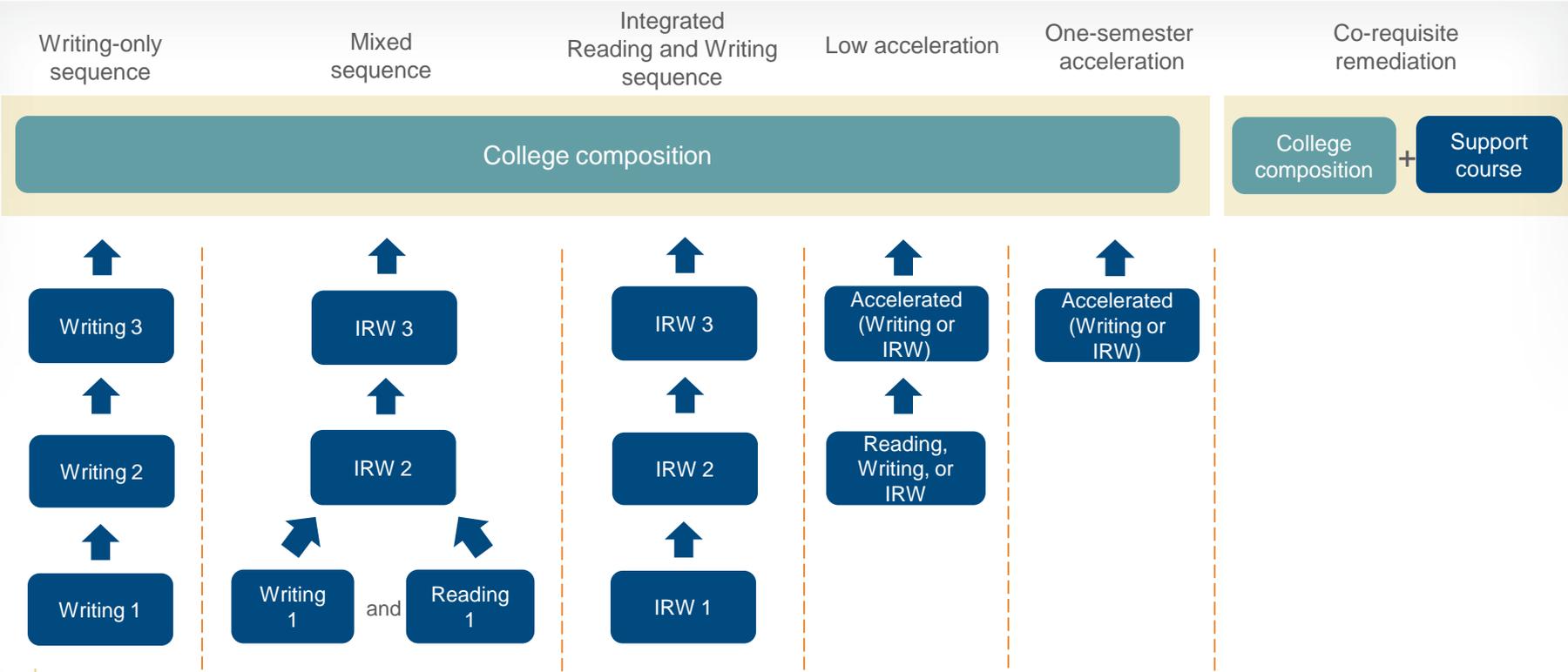
- The vast majority of students entering California's community colleges are deemed unprepared and placed into developmental (or remedial) education
- Very few complete college-level English or math, or transfer to a four-year college
- The structure of developmental education is a primary obstacle
- Colleges are experimenting with reforms
 - Improving assessment and placement
 - Streamlining developmental education course sequences

The traditional developmental English pathway is long



- Transfer-level course
- Developmental English course

Reform pathways shorten the traditional sequence

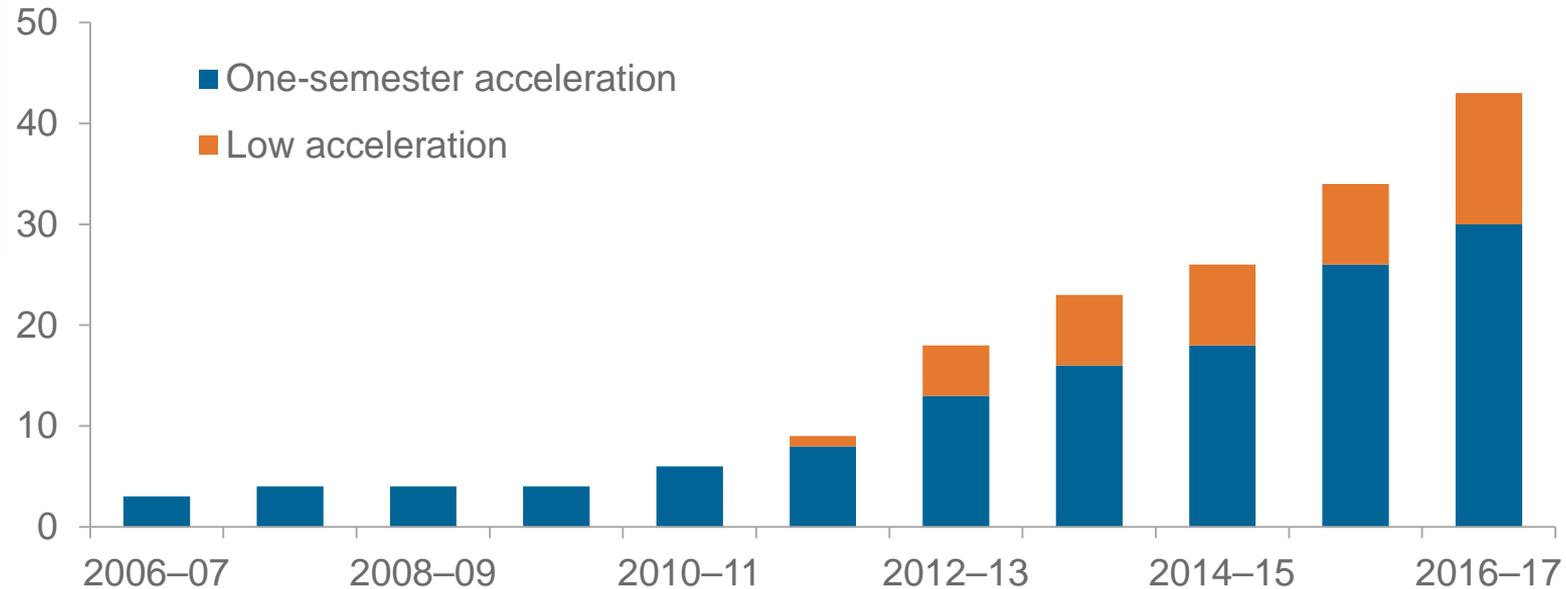


Accelerated pathways are a popular reform

- Two types of accelerated pathways:
 - One-semester acceleration (open access)
 - Low acceleration (has a prerequisite)
- Often entail structural, curricular, and pedagogical reforms
 - Reducing exit points
 - Integrating reading, writing, and critical thinking
 - Employing “backward design” from the college-level course

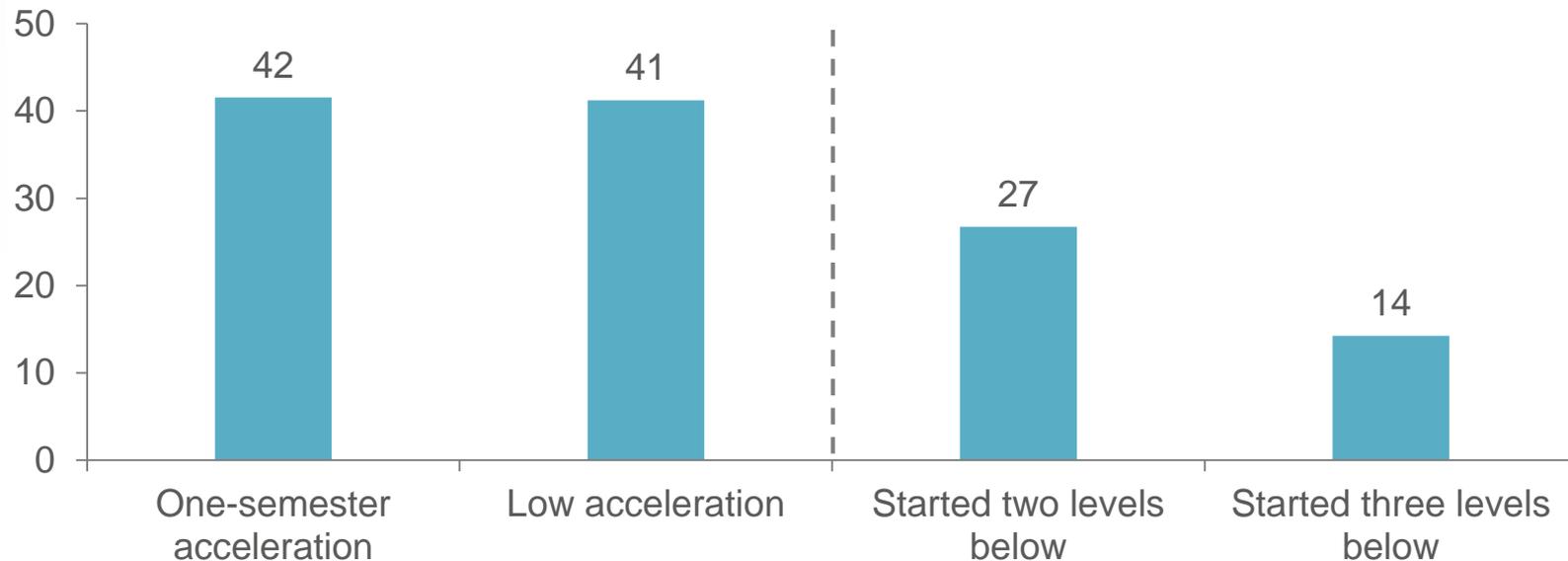
The number of colleges offering accelerated pathways is increasing rapidly

Number of colleges offering accelerated pathways



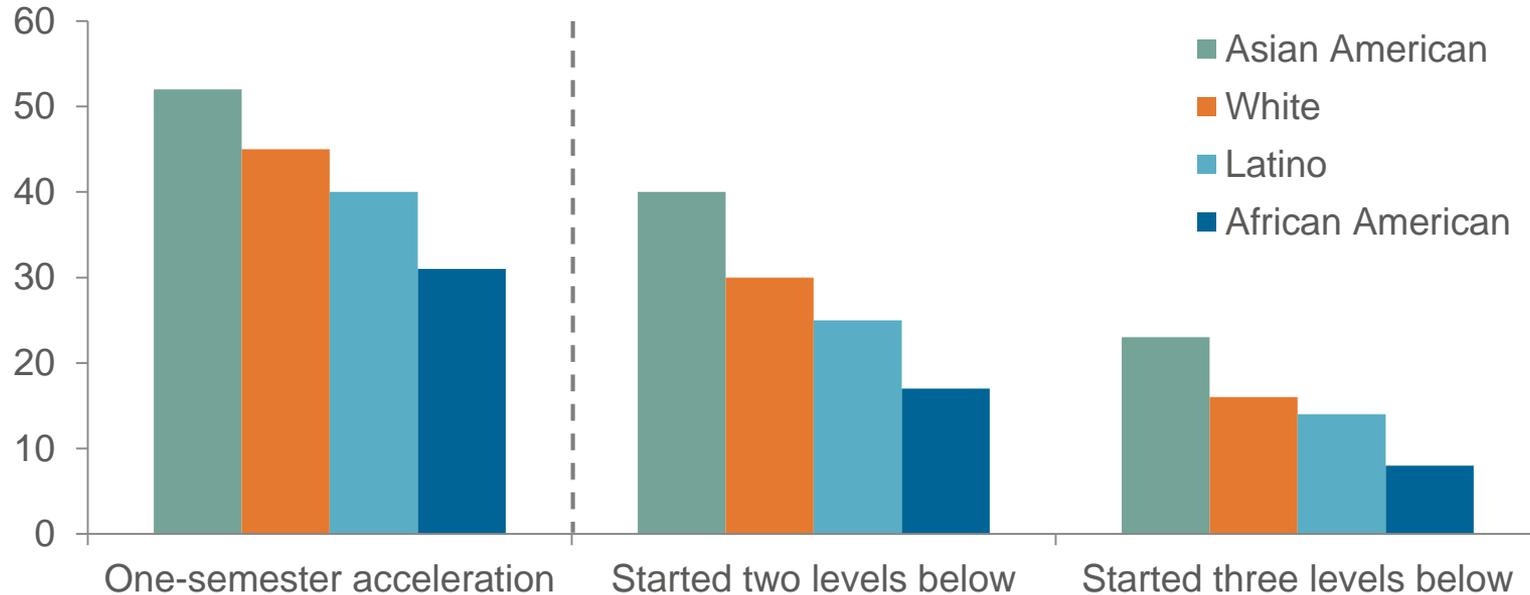
Students who take accelerated pathways have better outcomes...

Percent of students successfully completing college composition within two years



... but equity gaps remain large

Percent of students successfully completing college composition within two years



Co-requisite remediation is a promising approach

- Evidence from other states shows larger gains from co-requisite remediation than what we find with one-semester acceleration
- Only eight colleges offered co-requisite remediation in 2016–17
 - Combined enrollment of about 2,500 students
- But we expect these numbers to grow significantly
- Ongoing PPIC research will assess the effectiveness of co-requisite remediation in our state

More work needs to be done

- Only a few colleges are offering reform pathways at scale; most colleges continue to offer multilevel sequences
- Professional development is key
- Reducing equity gaps should be a main consideration
- AB 705 provides a tremendous opportunity for adopting and scaling up reforms

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Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.