3/12/14
To Committee for Student Equity
Regarding Equity Plan Goal Ca
From David Clay

This is a short list of resources on Community College Placement that I have consulted recently.

**Accelerated Programs in nearby Community Colleges**

**Skyline College Accelerated English**

Skyline offers an accelerated path of developmental English, combining their English 828 and 826. The accelerated course is 5 units, and uses a supplemental Learning Center Skills courses as support. Students in developmental Math self place into the Math program with the advice of a counselor who uses multiple measure, including High School transcripts to assist in placement. Further data is needed here for assessment of the placement process.


**Writing in the End Zone - College of San Mateo**

The Writing in the End Zone Learning Community is open to developmental students of any level.

[http://collegeofsanmateo.edu/learningcommunities/writingintheendzone.asp](http://collegeofsanmateo.edu/learningcommunities/writingintheendzone.asp)

James Carranza reports Success rates for WEZ African Americans of 73.2% in English 838, and 70% in English 100 (from F’04 - Spr ’11). Pacific Islanders do just as well. These rates are roughly 20% higher than campus averages.

(Source: Interviews with James Carranza, Professor in English, Interim Dean CSM Language Arts Division. Presentation by James Carranza and Teeka James on October 17 in the CIETL Center.)

**Daraja - Chabot College**

The Daraja program reports substantially higher rates of success and retention than control groups of students who are not in the program. Support for all of the classes in the program is provided by a strong counseling component, and the campus Umoja program.
http://www.chabotcollege.edu/daraja/staff.asp

The acceleration philosophy used here is, Acceleration in Context:

<http://the-initiative.accelerationincontext.net/>

Acceleration in Context is working with about 35 college teams across Math English ESL and Counseling,

**California Acceleration Project - Chabot College**

The CAP program has tracked its successes with accelerated English and Math programs since 2004. In comparing rates of success in transfer English for students who began their development work in accelerated classes, and those who began in non-accelerated courses, the program reports pass rates of 45% for the accelerated cohorts and 23% for the non-accelerated cohorts. (Based on cohorts from 2004 - 2007 in English) Data for pass rates of students of varying placement levels in available at: Hern, "Exponential Attrition and the Promise of Acceleration in English and Math"


**California and National Sources**

**Columbia Teachers College: Community College Research Center**


"Core Principles for Transforming Remedial Education, a Joint Statement"

Charles A. Dana Center, Complete College, Inc. Education Commission of the States, Jobs for the Future 2012

Assessing Developmental Assessment in Community Colleges: A Review of the Literature
Katherine L. Hughes Judith Scott-Clayton
August 2010
Community College Research Center Working Paper No. 19

Research Looks at Value of Community College Placement Exam
Caralee Adams  Education Week April 9, 2012

http://ccrc.tc.columbia.edu/Publication.asp?UID=1026

COVER STORY: Making The Cut, Colleges, State Re-Examine Placement Tests By Paul Bradley, Editor, Community College Week:

What Works Now: Predictive Placement at Long Beach City College

This is a thorough examination of Grade Point Average based placement.


"Large numbers of community college students are being placed into remedial courses they don’t need, according to new studies that questions the value of the two primary standardized tests two-year colleges use to place students: the COMPASS and the ACCUPLACER."
The research, which analyzed data from a large, urban community college system and a statewide two-year system, found that up to a third of students who placed into remedial classes on the basis of the placement tests could have passed college-level classes with a grade of B or better.

http://www.insidehighered.com/news/2012/02/29/too-many-community-college-students-are-placing-remedial-classes-studies-find#ixzz2vjODzCfw

**The latest ALP overview including new CCRC data**

Posted on January 2, 2013 by Admin

*The Community College of Baltimore County*

http://alp-deved.org/2013/01/the-latest-alp-overview-including-new-ccrc-data/

The Community College Research Center at Columbia University’s most recent study found that, while 38.5% of students who followed a traditional developmental writing path successfully passed ENG 101, 74.7% of students who took the ALP path passed ENG 101. CCRC also found that the positive effects of ALP persist into later years: “we also found that ALP students were significantly more likely to persist to the next year, as well as to attempt and complete more college-level courses and credits than non-ALP students.”

Also about the Community College of Baltimore County’s Accelerated Learning Program:

“**Lessons Learned From Five Years of Developmental Education Acceleration Conference:** Achieving the Dream Annual Institute on Student Success”

CCRC, Feb 6, 2013. Conference Presentation


The Accelerated Learning Program at Community College of Baltimore College places advanced developmental students into transfer English and requires co-enrollment in a 3 unit support class.

The program has been studies for 5 years by the Columbia Teachers College research group. The Model has been adopted by more than 100 colleges nationally.