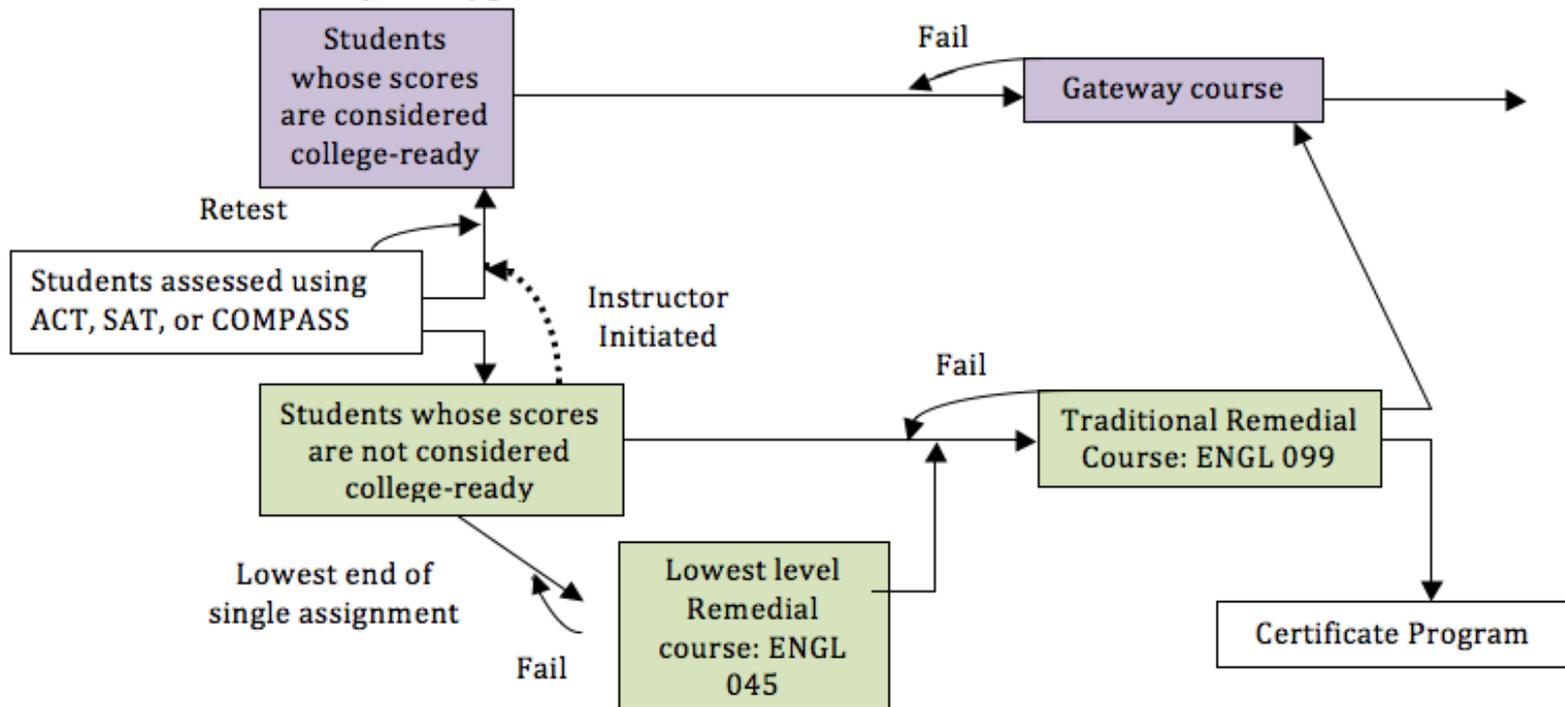


**Creating an Adaptive Remedial
System At
North Idaho College**



Current System

Current system/process:



Constraints of the Current System

- Evolved into a streamlined model based on optimization.
- Employs an initial placement assessment using a single tool that does not offer a complete picture of a student's capability.
- In addition, while the current model serves those students who need time to increase their skills, processes do not exist to further assess borderline students, nor do practices exist to accelerate the remediation process for students who simply need a “refresher.”
- Finally, because the process lacks variation, for the most part, it functions in a fairly rigid manner. This might be the reason for pass rates remaining stagnant.

Leverage Points: Creating Elasticity

-  Develop a clear purpose for the system
-  Develop Multiple placement tools
-  Create multiple pathways
-  Incorporate tutoring and mentoring into the model

The System's Hierarchy

- 🌐 Values: Meta purpose
- 🌐 Mission: Purpose/outcome
- 🌐 Function: What the design has to do to create outcome
- 🌐 Means: Activities

Mission

-  Create a system that gives marginally “underprepared” students the tools they need so that they have an opportunity to succeed in a gateway composition course in their first semester.

Function/Design

- 🌐 Identify students who have the potential to be college-ready and succeed in gateway courses
- 🌐 Create multiple pathways
- 🌐 Begin to address “holes” in skills (deficiencies)
- 🌐 Develop critical thinking and fluency skills need to succeed in college-level courses (Gen. Ed. Foundations)
- 🌐 Include advising and mentoring of students toward pathways based on their interests and/or skills

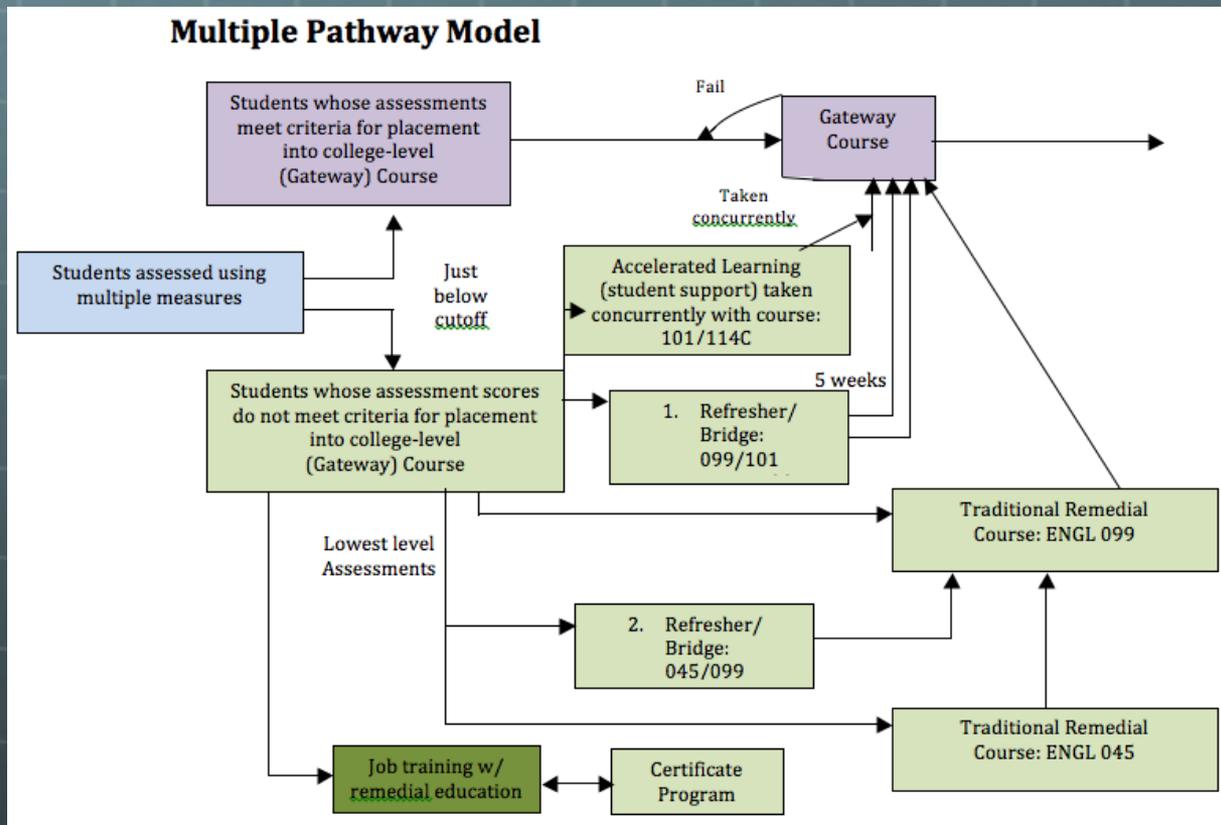
Activities: Boots on the Ground

- 🌐 Develop 114C curriculum which included
 - 🌐 Tutoring
 - 🌐 Mentoring
 - 🌐 Advising
- 🌐 Develop a five week “refresher” course, English 099A, curriculum and assessments
 - 🌐 In-class assessment(s) essays
 - 🌐 Objective assessment: COMPASS eWrite

Activities: Boots on the Ground

-  Work with Advising and Testing to identify students
-  Meet with potential students at Orientation, Advising, and Registration (OARS) sessions
-  Place students into English 101/114C or English 099ABC based on placement criteria
-  Offer instruction

Multiple Pathway Model



Pilots

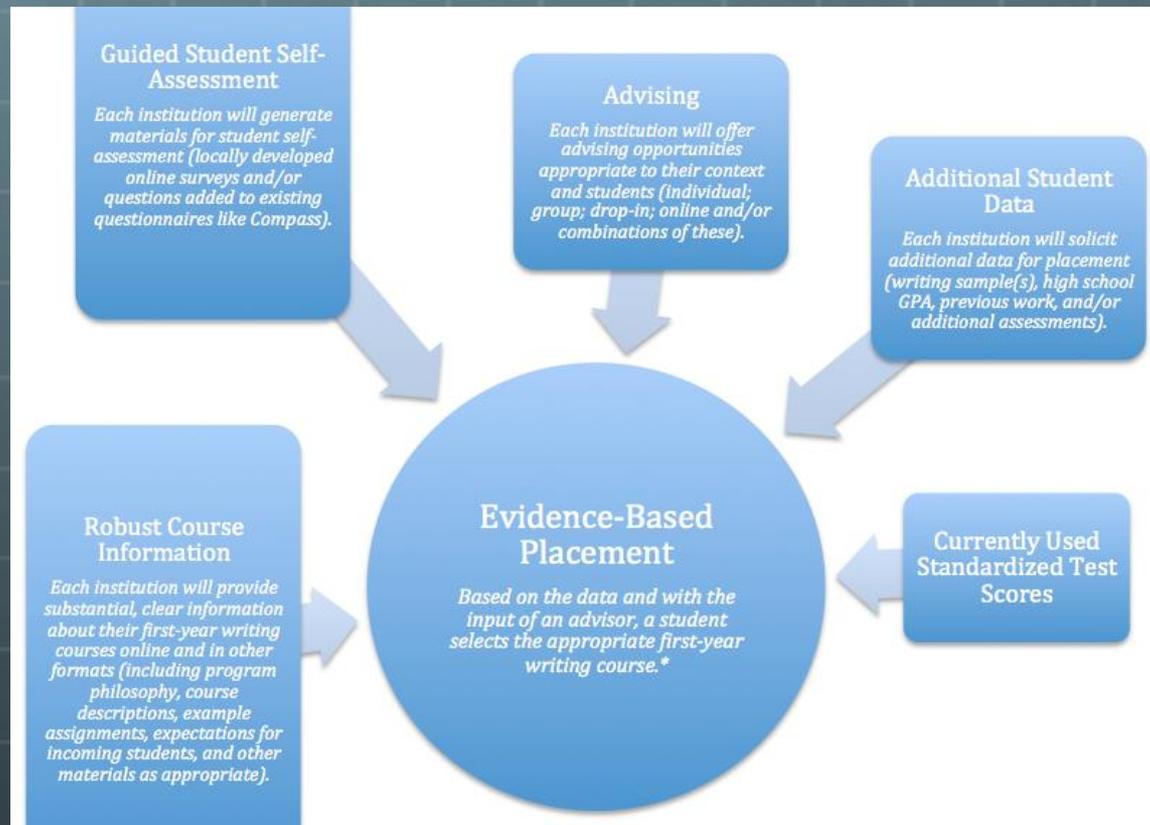
Goals

-  **Answer four fundamental questions:**
-  **Is the COMPASS Reading score predictive of success in a gateway English course?**
-  **Does a support course aid students who are borderline college-ready? (Students who place college-ready in Reading, but remedial in Writing)**
-  **Will a short refresher course prepare students, whose placement into remedial English is mid-range, for an English gateway course?**
-  **Do accelerated learning and bridge course environments adequately prepare students for gateway courses across disciplines as measured by grades in gateway courses?**

Spring 2013

- English 099ABC: Three five week courses.
- English 101 with a one credit support course: 114C
 - Followed Community College of Baltimore County model: Students integrated into 101s (8 students per class)

Evidence-based Placement



Initial Placement 099ABC: Multiple Assessments

- 🌐 **COMPASS Reading scores (ACT and SAT)**
- 🌐 **Below college-level: COMPASS <79, ACT <17, SAT <469**
 - 🌐 **Ideally COMPASS Reading 75 – 79**
 - 🌐 **High school GPA 2.00 >**
 - 🌐 **Real-world experience (non-traditional student)**
 - 🌐 **Interview with Advisor**

Initial Placement 114C: Multiple Assessments

- COMPASS Reading scores (ACT and SAT)
 - College-level: COMPASS 80>, ACT 18>, SAT 470>
 - Just below college-level: COMPASS <79, ACT <17, SAT <469
 - High School GPA: 3.00>
 - Real-world experience (non-traditional student)
 - Interview with Advisor

Statistics: English

099ABC

- English 099ABC: Two sections: maximum of 15 students.
-  Section 01: $n = 12$
-  Section 02: $n = 11$
-  From the two sections of 23 students, 8 students (35%) tested out after the first 5 week component and enrolled in late-start English 101.
-  Remaining students in process of completing English 099BC

Statistics: English

101/114C

Four sections of 114C: max 8 students per section: $n = 32$

- 🌐 Total: $n = 27$
- 🌐 Passing as of today 20/27
- 🌐 5 of the 7 NPs stopped attending; however, they were passing the course.

Challenges: Instructors' Perspectives

- 🌐 “The challenge I have faced with my students is that we can't control for the life challenges and struggles that many of our students.”
- 🌐 “The biggest challenge that I've seen in the 099 class is one of retention.”
- 🌐 “ Underprepared students score high enough to seem to be ready for the class, but are not ready for the rigors of college.”
- 🌐 “The Biggest hindrance I've seen that is most of these students' personal lives/problems seem to be getting in the way--or these students are not able to manage the stuff of life and school very well, and this is a hindrance to their success.”

Students' Perspectives

-  "It's more than just an English thing, you help us organize everything. Everyone should have this their first semester. We can speak openly in our group, and we get to share our difficulties. And sometimes when I can't word it, someone else can. And then I realize we're all going through the same stuff together. I'm really going to miss this next semester. I hope I can still come see you."
-  "The extra time has helped me out a lot, especially in terms of accountability."

Students' Perspectives

- 🌐 Three of my four students have told me how happy they were that they did not have to spend a semester in English 099 and that they found the extra “back up” they received from our 114 sessions to be helpful. One of them said that 114 boosts her confidence. All three of these students are doing very well in English 101.

Programmatic and Logistic Challenges

- Advising details and financial aid hurdles, if the students pass out and drop below the minimum number of credits for full time
- Adapting course curriculum of 099 to essentially a new course—the focus and especially pace changes
- The speed of the late-start English 101 was difficult for students who tested out of 099.
- Financial Aid
- Logistics of scheduling 099AB and 114C courses

Moving Forward: Fall 2013

- Transforming all English 099s into 099As – 099Bs so that all 099s are “refresher” courses for the first 5 weeks
- Creating 5 -6 sections of 101/114C for those on Accelerated pathway
- Creating an English 045 “refresher” course
- Looking at ways to incorporate 114s for all students struggling in 101 and 102 courses
- Looking at ways to develop a “quazi” self-advising/placement component

Reading Statistics

 **Initial Placement and course completion and success rates**

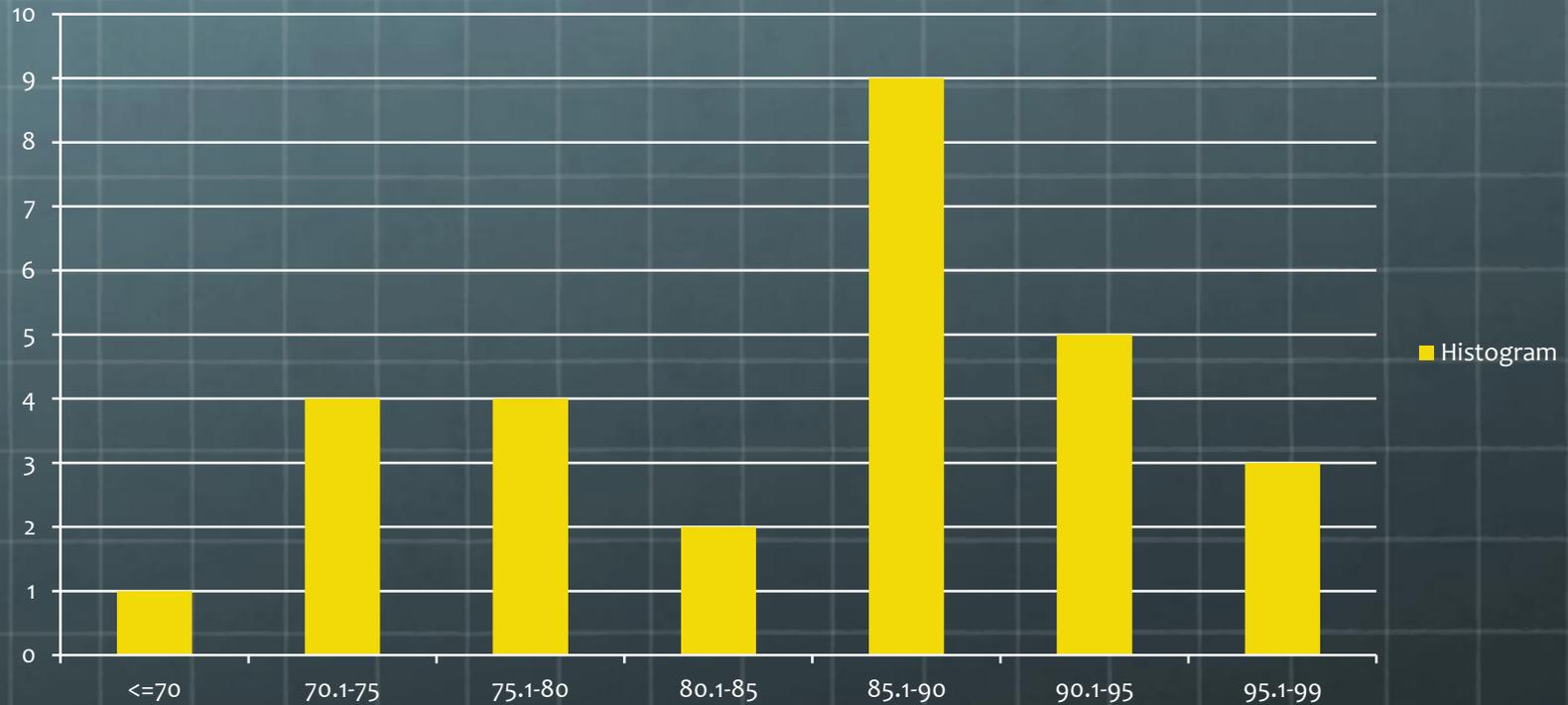
Reading Proficiency and College Success in Reading Intensive Courses

Reading/Grade Comparison	2007	Grade Dis	2008	Grade Dis	2009	Grade Dis
Students Scoring > 80 (College Ready)	Mean	2.8	Mean	2.86	Mean	2.69
All placements tests: no remedial	s	1.307606	s	1.169855	s	1.341641
19 and Under	SE	0.066044	SE	0.060736	SE	0.064775
	CI	0.132088	CI	0.121472	CI	0.12955
Completion % including Withdraws	Pass	76%	Pass	78%	Pass	75%
	Fail/W	24%	Fail/W	22%	Fail/W	25%
Success rate B>	62%	W/o Ws	63%	w/o Ws	59.20%	w/o Ws

Students Scoring < 80	Mean	1.73	Mean	2.04	Mean	1.89
Remedial in at least two areas	s	1.443874	s	1.3488	s	1.4287
Enrolled in at least two Remedial courses	SE	0.106444	SE	0.1034	SE	0.10392
19 and under	CI	0.212888	CI	0.2069	CI	0.20785
Completion % including Withdraws	Pass	46%	Pass	55%	Pass	51%
	Fail/W	54%	Fail/W	45%	Fail/W	49%
Success rate B>	29.50%	w/o Ws	39%	w/o Ws	34%	w/o Ws

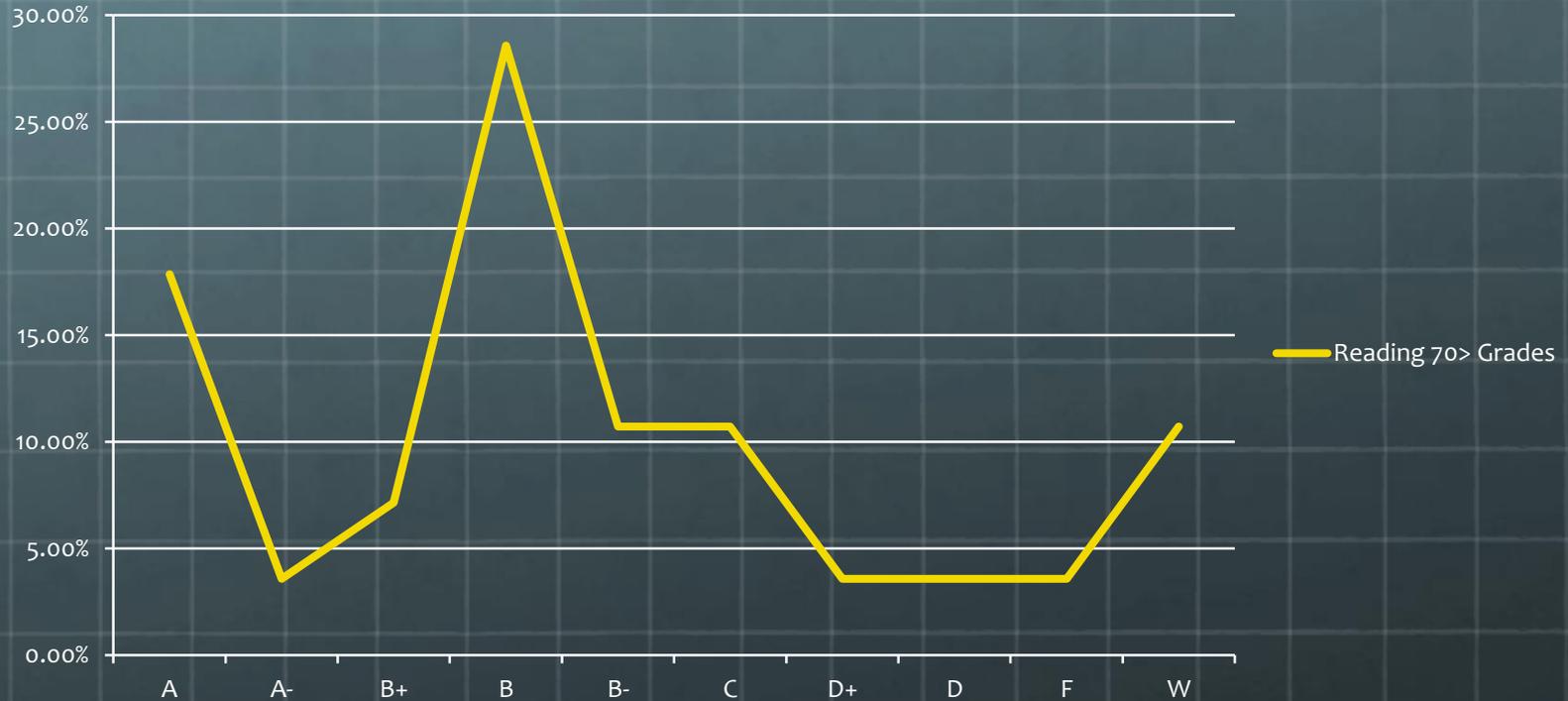
Reading Score Distribution: Fall 2012

Histogram



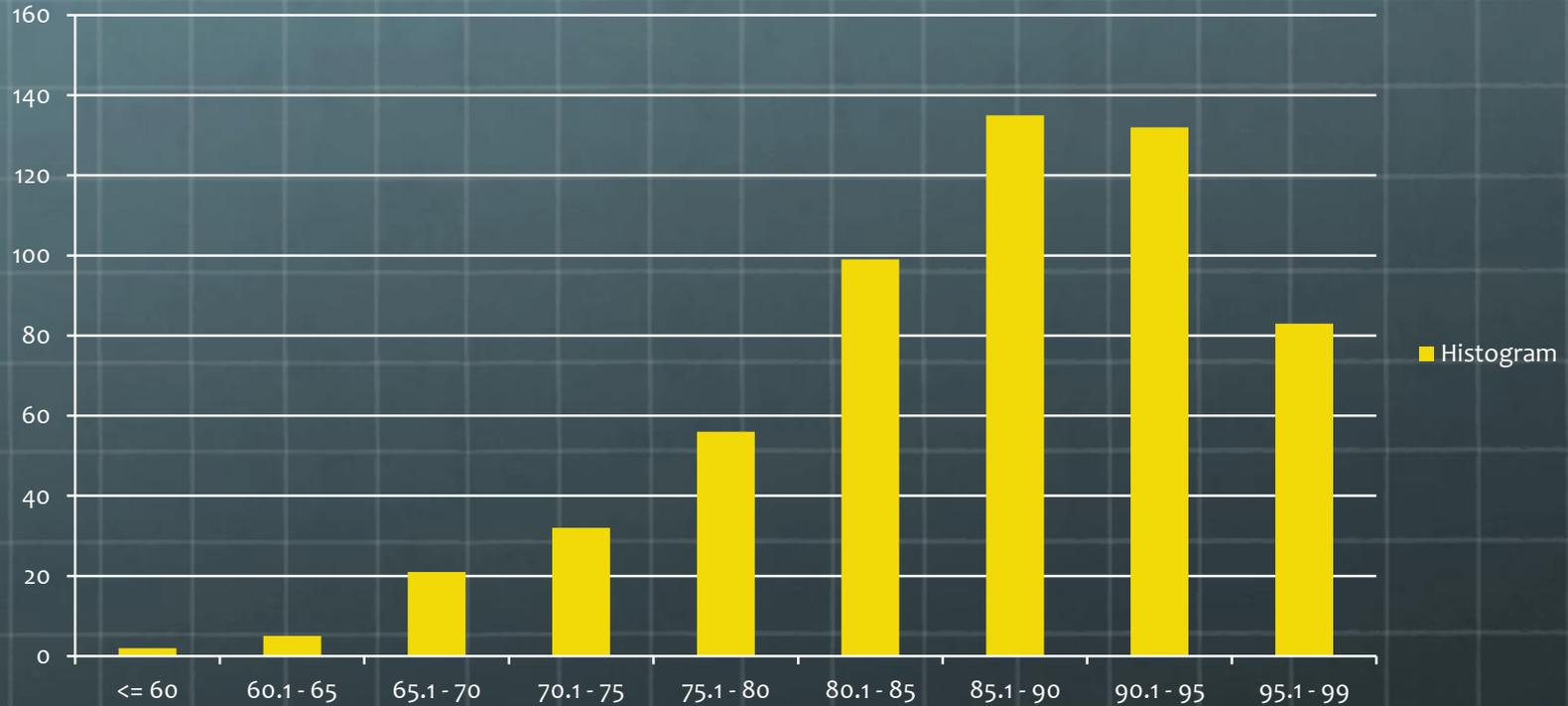
eWrite/Reading Grade Distribution: Fall 2012

Reading 70> Grades

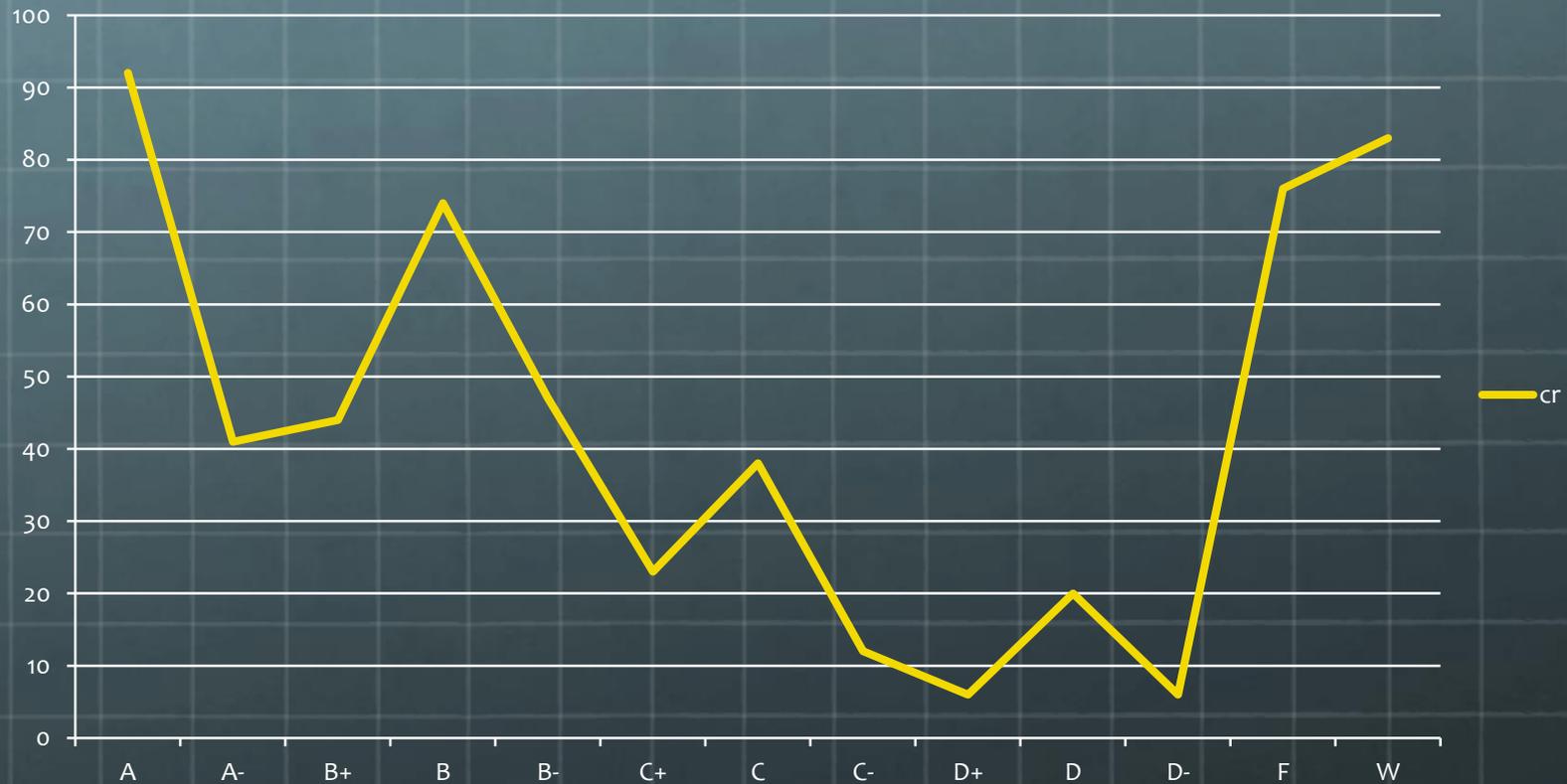


Reading Score Distribution: Fall 2012

Histogram



Reading Score: Grade Distribution: Fall 2012



Reading Score: Grade Distribution: Fall 2012

