



CONNECTION

Practice to Policy: Using Evidence

Jennifer A. Spielvogel, PhD
Vice President,
Planning and Institutional Effectiveness
Cuyahoga Community College

“Smart Start”

What we know about developmental education:

- Completion of developmental course work is highly correlated with graduation success
- The efficiency and effectiveness of remediation through college-level coursework and graduation has become a focus of federal, state, and local attention for evaluating institutional performance

Tri-C Developmental Education Council members:

- Saw the need for preparation and remediation of target areas *before* students take their placement exams
- Developed COMPASS “test prep” sessions for math and English

Impact of Math Test Prep - 1st Term

Impact: Fall 2011 to Fall 2012				
<i>Placement</i>	Fall 2011		Fall 2012	
	N	%	N	%
Took Placement Test	4,356		3,765	
Placed into Math 0910	2,285	52%	1,534	41%
Placed into Math 0950	1,456	33%	902	24%
Placed into Math 0980	288	7%	316	8%
Placed into Bridge			630	17%
Dev Ed placement	4,029	92%	3,382	90%
Placed into College-level	327	8%	383	10%

Math Test Prep: Two Terms In

Impact: Fall 2012 to Fall 2013

<i>Placement</i>	Fall 2012		Fall 2013	
	N	%	N	%
Took Placement Test	3,765		3,266	
Placed into Math 0910	1,534	41%	942	29%
Placed into Math 0950	902	24%	407	12%
Placed into Math 0980	316	8%	106	3%
Placed into Bridge	630	17%	1465	45%
Dev Ed placement	3,382	90%	2,920	89%
Placed into College-level	383	10%	346	11%

Impact of English Test Prep - 1st Term

Impact: Fall 2011 to Fall 2012

<i>Placement</i>	Fall 2011		Fall 2012	
	N	%	N	%
Took Placement Test	4,260		3,692	
Placed into English 0960	103	2%	82	2%
Placed into English 0980	859	20%	596	16%
Placed into English 0990	1,805	42%	1,079	29%
Dev Ed placement	2,767	65%	1,757	48%
Placed into Bridge			337	9%
Placed into College-level	1,493		1,598	43%
Did not place into Dev Ed	1,493	35%	1,935	52%

English Test Prep: Two Terms In

Impact: Fall 2012 to Fall 2013

<i>Placement</i>	Fall 2012		Fall 2013	
	N	%	N	%
Took Placement Test	3,692		3,097	
Placed into English 0960	82	2%	49	2%
Placed into English 0980	596	16%	406	13%
Placed into English 0990	1,079	29%	378	12%
Dev Ed placement	1,757	48%	833	27%
Placed into Bridge	337	9%	478	15%
Placed into College-level	1,598	43%	1,786	58%
Did not place into Dev Ed	1,935	52%	2,264	73%

“Fast Forward to Success”

Fast Forward to Success is a new policy at Tri-C related to mandatory enrollment in developmental education that goes into effect in Spring 2014.

In 2012-13, a Tri-C Developmental Education Council work team, focused on *Stipulated Continuous Enrollment*, recommended:

“Students must be continuously enrolled in developmental sequences in reading, writing, and/or math during every semester they register until all required developmental courses for their degree or program are successfully completed.”

“Fast Forward to Success”

The *Council’s* statement aligned with a developmental education policy recommendation from the *Ohio Association of Community Colleges (OACC)* released in 2013 that read:

Data show students are less likely to persist and/or complete a credential if they delay developmental education course work. Requiring developmental education course work first will ensure students move from one “level” to the next without needing to return to remedial course work. Therefore, it is important to follow through with placement recommendations, registering students into recommended courses and/or support within their first term. Students should continue with their developmental education course work until the sequence is completed and immediately enroll in subsequent college-level course work.”

“Fast Forward to Success”

The *Council’s* statement also aligns with the College’s new **2013-2016 Strategic Plan** where one strategy is to:

“Refine processes, services, courses, and sequences to accelerate developmental education completion.”

“Fast Forward to Success”

Based on historical enrollment patterns, the new policy is projected to impact *nearly 1,000 students* who would not have enrolled in their development course in their first term.

The design process for successful implementation includes:

- Ensuring *adequate course sections* in developmental math and English on all campuses
- Using an *exception report* to identify students who place into developmental education but do not enroll.

“Fast Forward to Success”

During the current Fall Semester, the *Developmental Education Council* work team expanded to include:

- Faculty
- Enrollment staff
- Information Technology staff
- Deans
- Student Success Specialists
- Counseling faculty
- Learning Center Directors
- and other stakeholders

“Fast Forward to Success”

Welcome to Tri-C! We’re glad you’re here.

Your placement test scores indicate that you have placed into a foundational course (also known as a developmental education course). It is Tri-C’s policy that you enroll in this course in your first semester, because we know that enrolling and completing foundational courses increases your success as a college student.

We also require that you continue to enroll in foundational courses every semester until you have completed them. Enroll in the first one now and “fast forward” to success!

Suggested courses to take along with your foundational course this term will be provided to you.