



ILLINOIS EQUITY  
IN ATTAINMENT

Powered by  
**PARTNERSHIP FOR**  
**COLLEGE COMPLETION**

2022 ILEA ANNUAL SUMMIT

# Equity Speaks: Focus on Developmental Education Reforms and Gateway Course Completion

---

**#2022ILEASUMMIT**





ILLINOIS EQUITY  
IN ATTAINMENT

Powered by  
**PARTNERSHIP FOR  
COLLEGE COMPLETION**

## 2022 ILEA ANNUAL SUMMIT

# Developmental English Reform at College of DuPage

---

Jill A. Salas, Interim Director of Diversity, Equity, and Inclusion

College of DuPage

**#2022ILEASUMMIT**

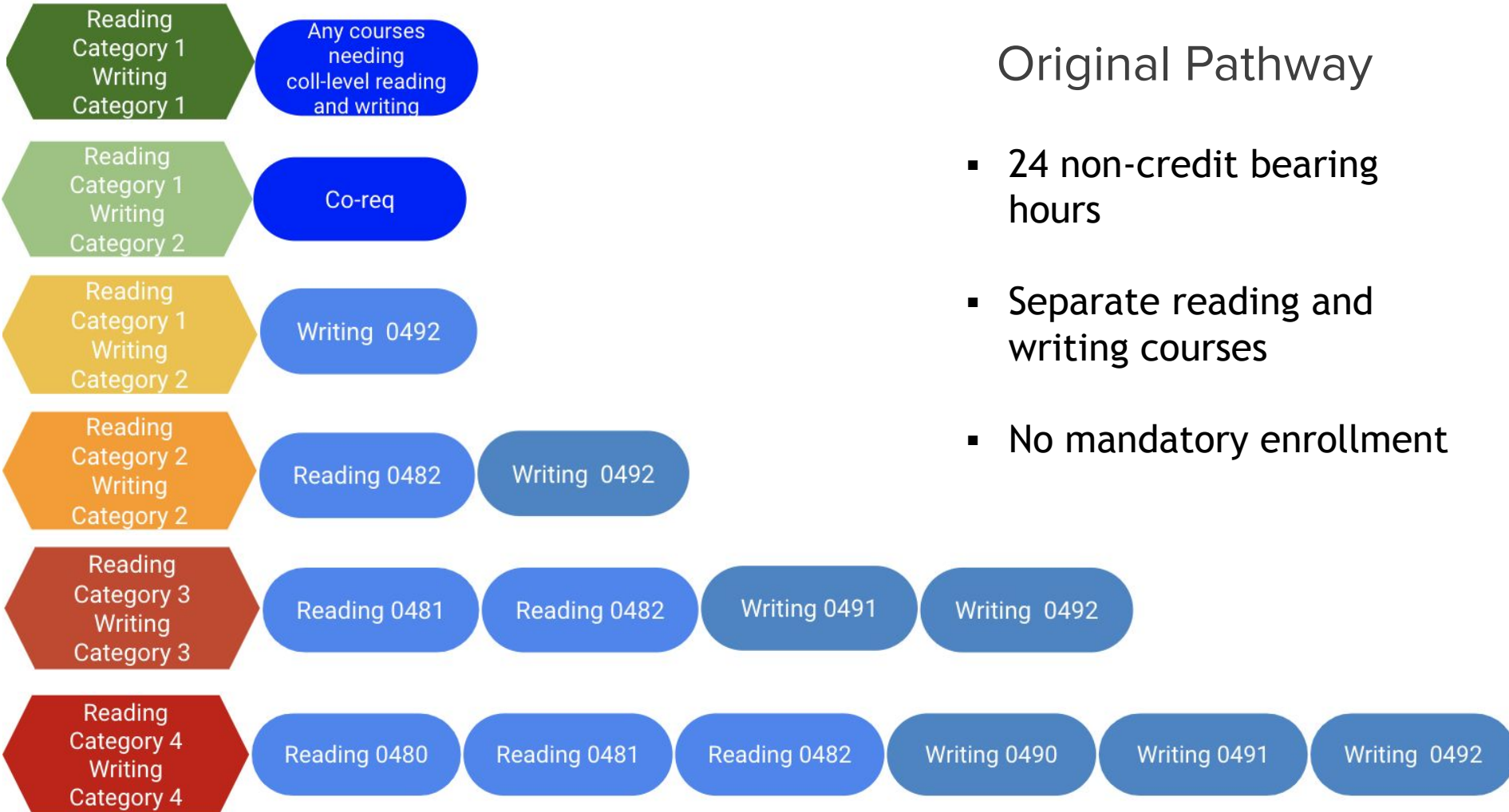


# Developmental English Model

## Multiple Measures Placement

- ▶ 2.6 and above high school GPA
  - ▶ NEW: Self-reported GPA on COD application
- ▶ ACT 20 and above
- ▶ SAT 950 and above
- ▶ SAT subscore 480 and above
- ▶ Successful completion of equivalent developmental English coursework
- ▶ Completion of 12+ college credits with C average and above (Reading placement only)
- ▶ Guided Self-placement
- ▶ Successful completion of high school transitions course

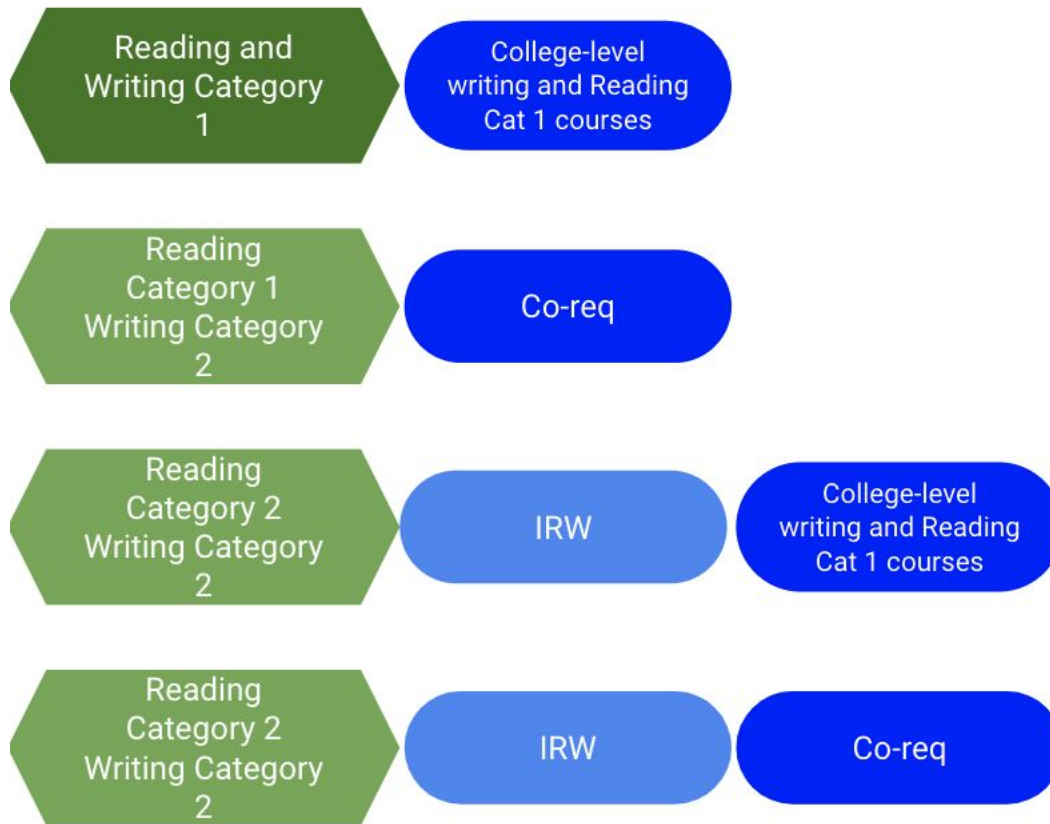
# Developmental English Model



## Original Pathway

- 24 non-credit bearing hours
- Separate reading and writing courses
- No mandatory enrollment

# Developmental English Model



## Revised Pathway

- 24 to 4, 5, or 9 credits
- Integrated Reading and Writing course replacing all standalone courses
- Opportunity to fast track successful IRW students into Comp I without co-req
- Added learning objective for reading instruction for ALP students who need continued support

# Developmental English Model

## Curriculum

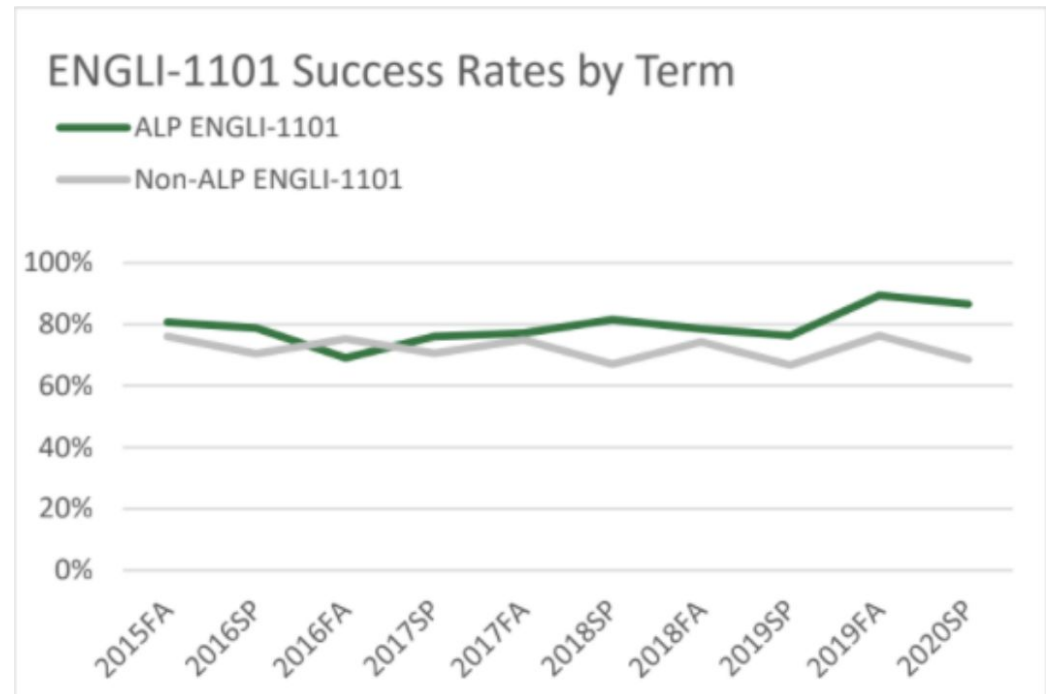
- ▶ Co-requisite Accelerated Learning Program (4 credits)
  - ▶ Students enroll in Composition I and a support course, both taught by same instructor
  - ▶ ALP course includes co-curricular experiences, holistic support, embedded tutoring, and reflective writing
  - ▶ NEW learning objective: reading support
- ▶ Integrated Reading and Writing (5 credits)
  - ▶ Metacognitive learning
  - ▶ Integrated, holistic support
  - ▶ Deemphasis on fictional literature, increased emphasis on multiple disciplines and rhetorical situations

# Fostering Buy-in

- ▶ Department-level Data
  - ▶ Course level success, persistence, retention, and completion
  - ▶ Success in Composition I
- ▶ Research and Discussion
  - ▶ CAPR Conference, CUNYStart Institute
    - ▶ Self-reported high school GPA
    - ▶ Metacognition, disciplinary literacy, inclusive pedagogy
  - ▶ CCRC, Complete College America
    - ▶ Corequisite models
    - ▶ Self-reported GPA
- ▶ Pandemic-driven decisions
  - ▶ Directed Self-placement
  - ▶ More discussions with school districts

# Equity-based Success 5-year data

- ▶ ALP Black and Latinx outperformed Black and Latinx non-ALP
- ▶ ALP Pell awarded outperformed Pell awarded non-ALP
- ▶ ALP First generation outperformed first generation non-ALP





# Lessons Learned and Challenges

- ▶ Intelligent risk-taking
- ▶ Getting the right people at the table
- ▶ Curriculum





ILLINOIS EQUITY  
IN ATTAINMENT

Powered by  
**PARTNERSHIP FOR  
COLLEGE COMPLETION**

**2022 ILEA ANNUAL SUMMIT**

**College of Lake County Gen Ed Math Pathway**

---

**Natalia Casper & Shyam Kurup**

**#2022ILEASUMMIT**

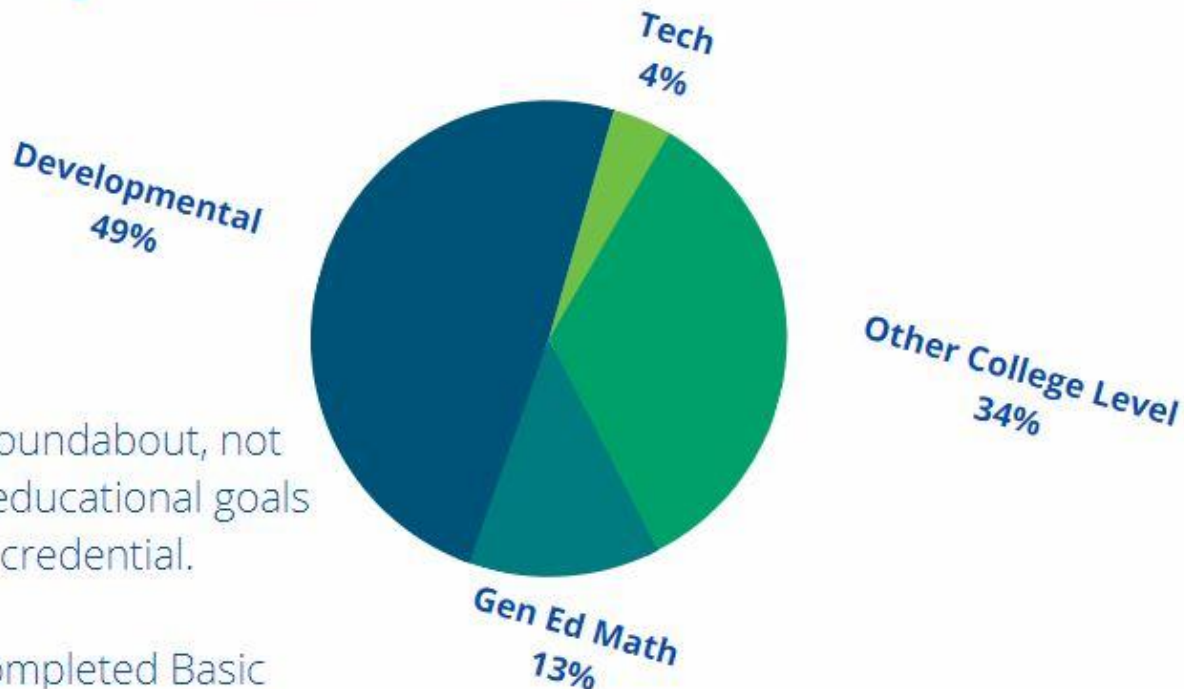


## History before the pathway - CLC Math Department's journey of self-reflection



Many CLC students were on a roundabout, not on the highway to meeting their educational goals and earning a life changing credential.

**75.7 %** of CLC students that completed Basic Algebra never ended up taking a college-level math course!



# Itzel's Story



OpenClipart: SVG ID: 77313

Itzel started at CLC in the fall of 2016 and took Intermediate Algebra. Itzel took the class three times and was unsuccessful each time.

**Why did she keep taking Intermediate Algebra?**

# CHANGES TO COLLEGE ALGEBRA

## SAT Math Score Bands at CLC

**640-800**

Calculus I, Trigonometry, Business Calculus

**580-630**

Precalc, Business Stats, Finite Math

**Math ACT 22**

**Or**

**ALEKS score 46**

**530-570**

Gen Ed Math, College Algebra,  
Math for Elementary Teaching I

**510-520**

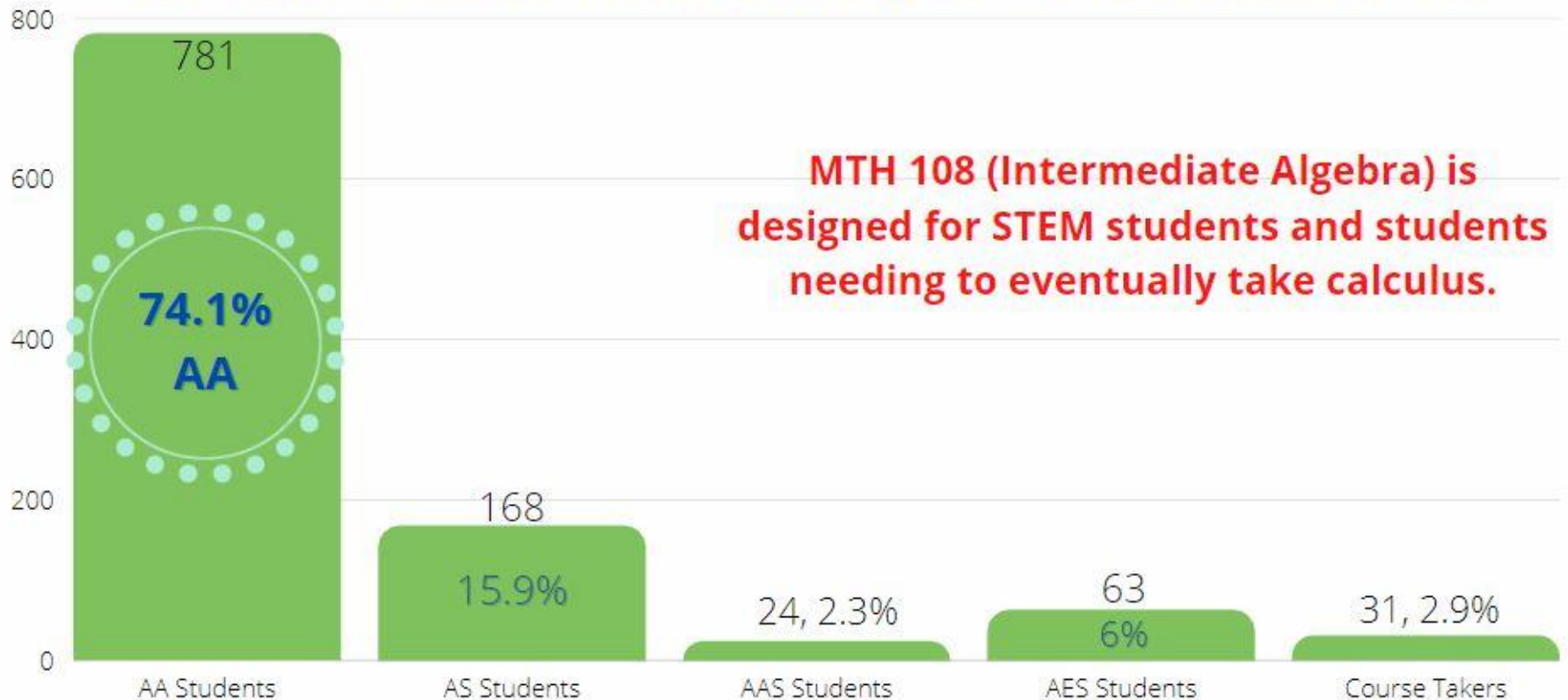
Intermediate  
Algebra

**490-500**

PMOE,  
Basic Alg.

- Adjusted Math ACT/SAT score bands in response to CAO draft document and definitions for college ready in math.
- Added extra credit hour for "just in time" review in College Algebra.
- Implemented Summer 2019.

## Students who placed into college level gen ed math but enrolled in Math 108 instead (Fall '15 to Summer '18)



# Success Rate of MTH 108 (Intermediate Algebra)

Success Rates of All MTH 108 Students by Major Fall 2017 through Fall 2018					
Course	Total Enrolled	Completion Rate	Withdrawal Rate	Passing Rate	Success Rate
Associate in Arts (13AB)	1,742	78.4%	21.6%	60.2%	48.2%
Transfer Course Enrollee	103	75.7%	24.3%	63.1%	55.3%
Other	702	81.8%	18.2%	65.4%	55.7%
<b>Grand Total</b>	<b>2,547</b>	<b>79.2%</b>	<b>20.8%</b>	<b>61.7%</b>	<b>50.5%</b>

Associate in Arts: 48.2%

# Bottleneck: Intermediate Algebra

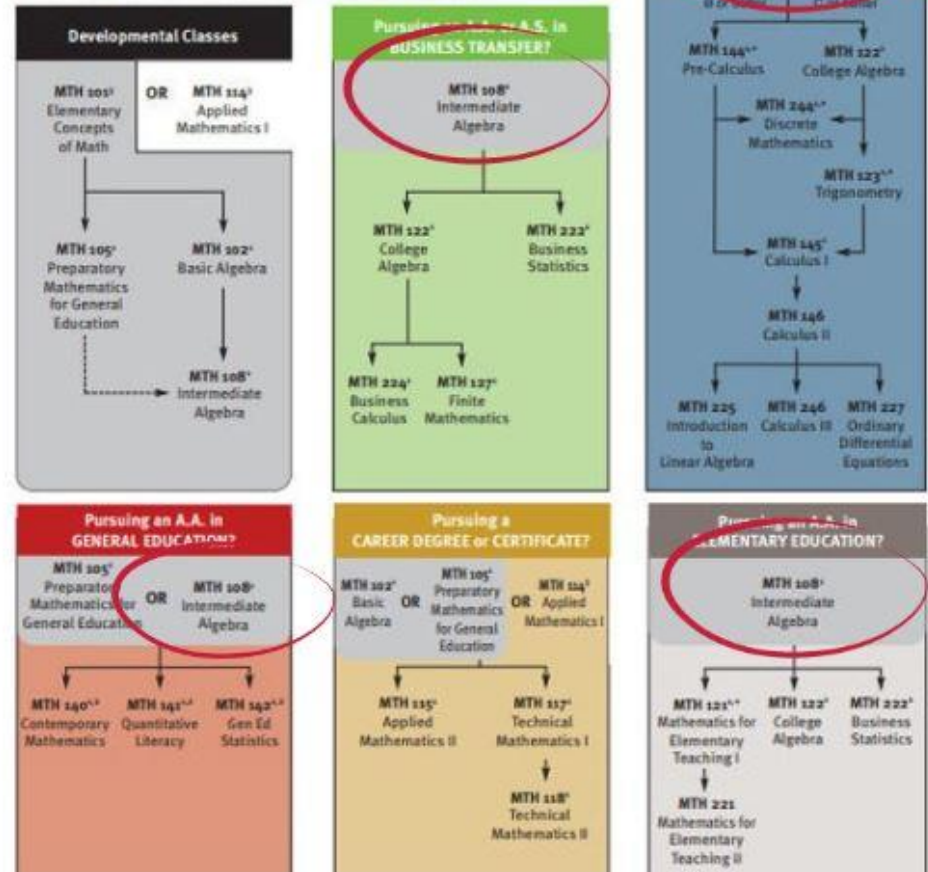
MTH 108 (Intermediate Algebra) was a high impact course with over 75 sections per year.

No wonder why **MTH 108** became the math “gateway” class!

## Math Course Sequence by Program of Study

The sequence of math courses you take depends on your program of study and your level of skill in mathematics. The following charts can help you determine the sequence of math courses you take as well as the prerequisites required. Where you start in the sequence will be based upon prerequisites and/or your score on the CLC Math Placement Test.

**NOTE:** The courses within the gray boxes are **DEVELOPMENTAL CLASSES** and do not apply toward any associate degree or career certificate program.





# Itzel's Story



OpenClipart: SVG ID: 77313

Itzel started at CLC in the fall of 2016 and took Intermediate Algebra. Itzel took the class three times and was unsuccessful each time.

*Why did she keep taking Intermediate Algebra?* Because that is what we advised her to do!

She met the prerequisite for a gen ed math course and was an AA student.

# Looked at CLC's most popular sub-plans

## Top transfer subplans at CLC

- Business
- Psychology
- Criminal Justice
- Pre Med
- Education
- ~~Math-Computer-Science~~
- Accounting
- Art
- Social Work

## **Associate in Arts (AA)**

**(One General Education  
Math Course)**

MTH 140  
or  
MTH 141  
or  
MTH 142

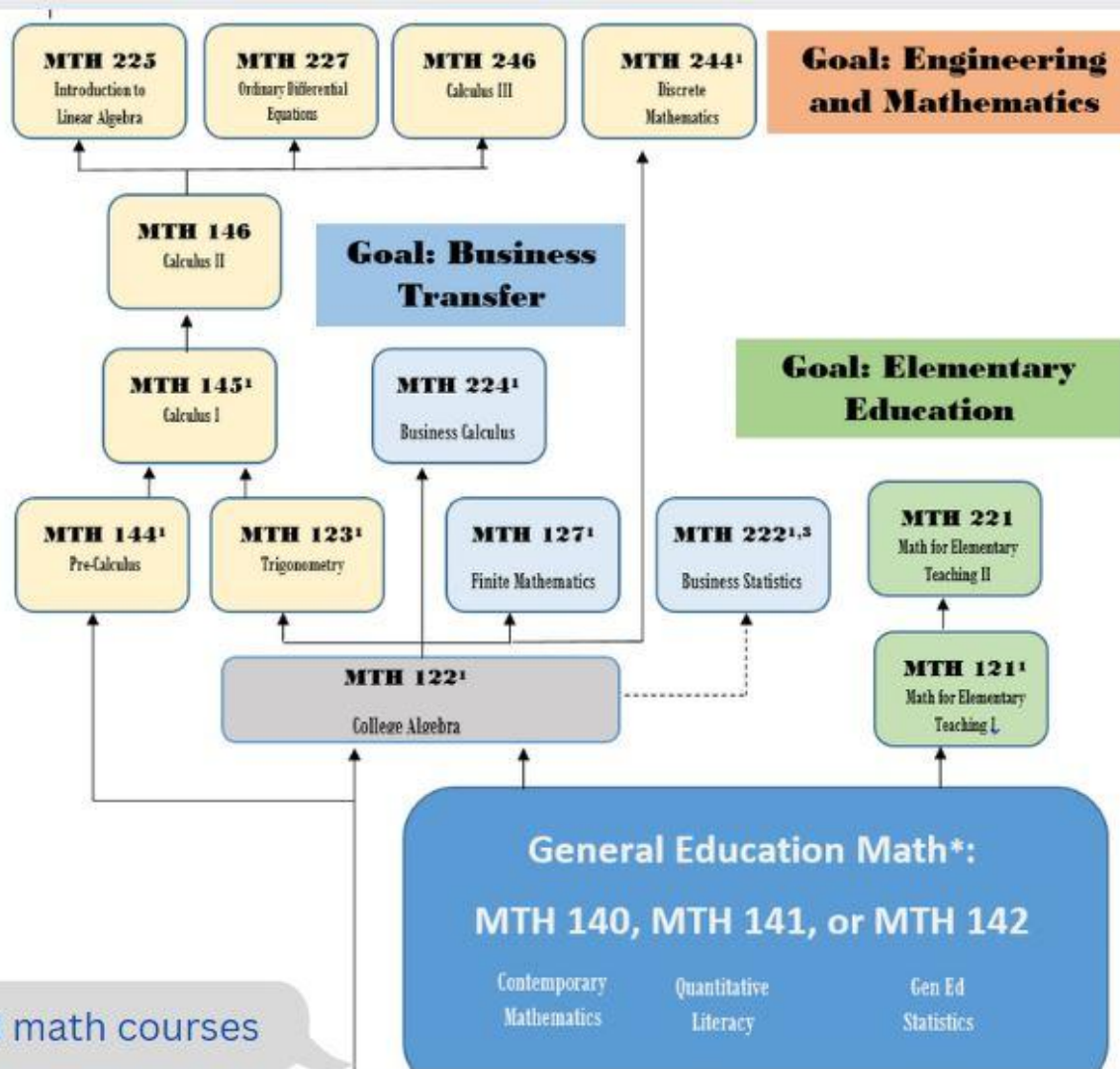
# Gateway Shifted

As a result, we added  
Gen Ed Math as a  
**pre-requisite for  
College Algebra!**  
Effective Fall 2019.

- Capitalized on the existing prerequisite for gen ed math. CLC accepts C or better in approved high school algebra I and II AND "Basic Algebra Readiness" to meet the prerequisite for a gen ed math course.
- Learned that a gen ed math course already meets the prerequisite for other courses such as introductory courses in biology, chemistry, physics, computer science, and accounting.

# College-Level Math into 4 Categories

- Gen Ed Math
- Elementary Ed
- Business Math
- STEM



# TIMELINE

1  
**2018**  
CAO draft document:  
Self-reflection of  
definition of  
college readiness  
in math

2  
**2018-2019**  
Resulting  
changes to  
College Algebra  
course and  
prerequisite  
measures

3  
**EARLY MAR '19**  
Discovery of the  
Intermediate  
Algebra  
roundabout and  
the effect on AA  
students

4  
**MAR '19**  
Questioned and  
researched why  
college ready AA  
students took  
dev. ed. math

5  
**APR '19**  
General  
Education Math  
Pathway Concept  
formed



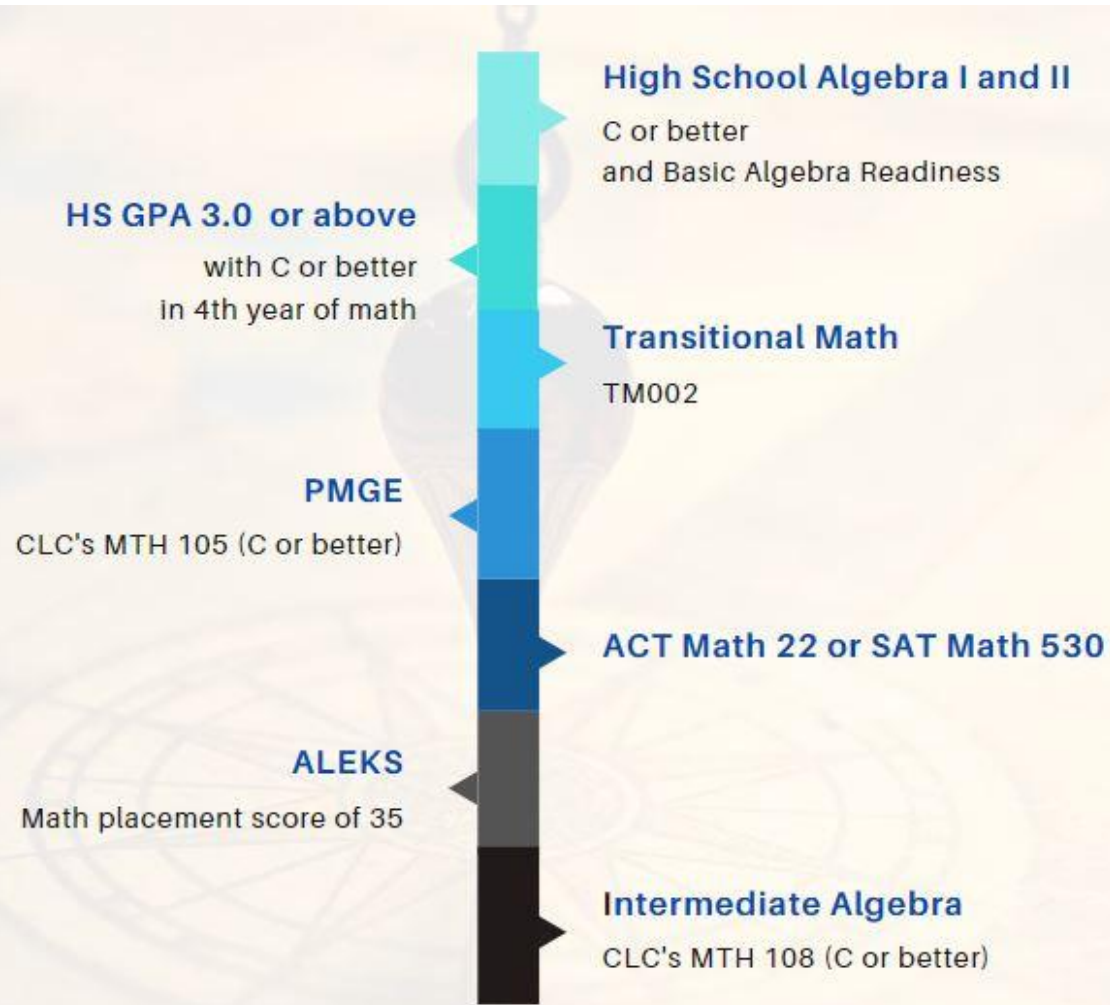
A brief history of  
a game-changing  
design

# Gen Ed Math Makes a Better Entry Point for the Majority of AA Students

- **Gen Ed Math students are taught**
  - **Critical Thinking Skills**
  - **Ability to Reason Quantitatively**
  - **Solve Real World Application Problems**
  - **College Ready Soft Skills**
  - **Cross-Discipline Projects**
- **Students who successfully complete gen ed math can go on to take College Algebra and a variety of introductory courses in biology, chemistry, physics, computer science, and accounting.**
- **Students deemed college ready in math at CLC may not need to “go back” to take dev ed math.**

# GEN ED MATH

Multiple Measures



# Itzel's Story



Itzel started at CLC in the fall of 2016 and took Intermediate Algebra. Itzel took the class three times and was unsuccessful each time. It cost \$1500 to take MTH 108 three times.

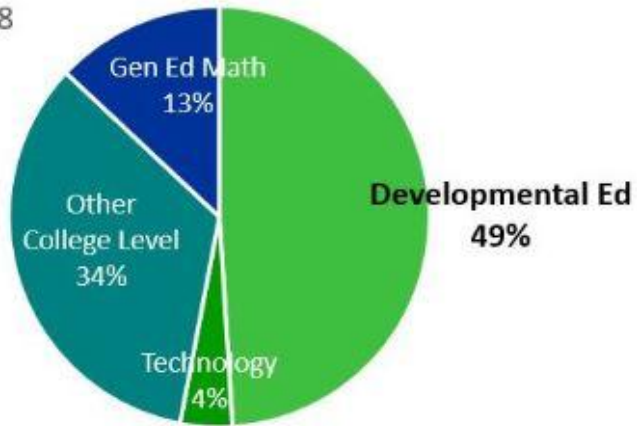
Why did she keep taking Intermediate Algebra?  
Because that is what we advised her to do!

She met the prerequisite for a gen ed math course and was an AA student. This is what opened the door for her.

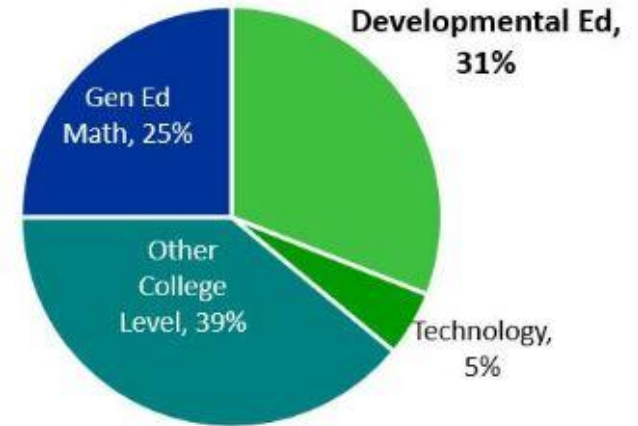
She took MTH 141, Quantitative Literacy, and earned a C. She graduated (Dec 2019).



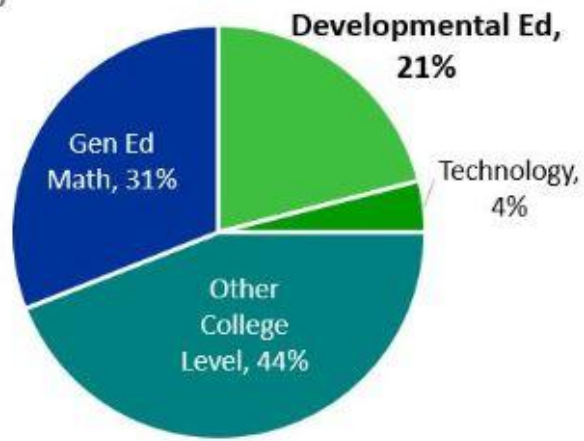
Fall 2018



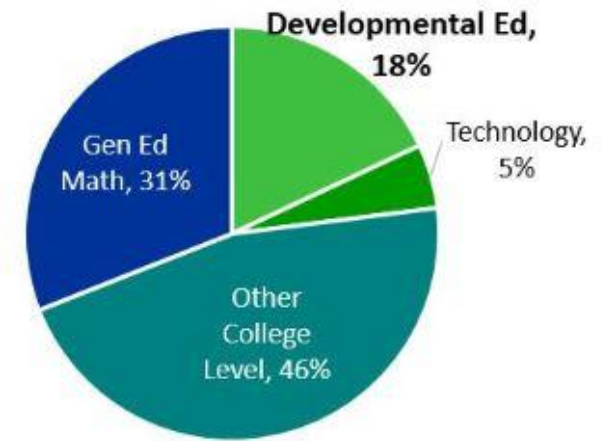
Fall 2019



Fall 2020

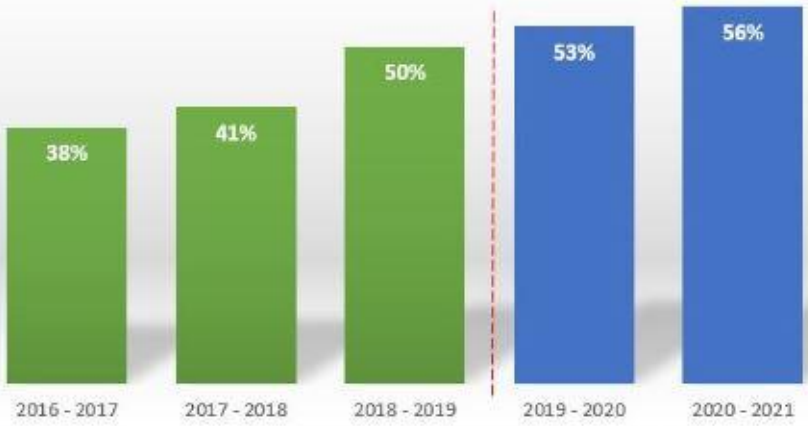


Fall 2021



# Impact on Success Rates (C or better)

College Algebra Success Rates by year



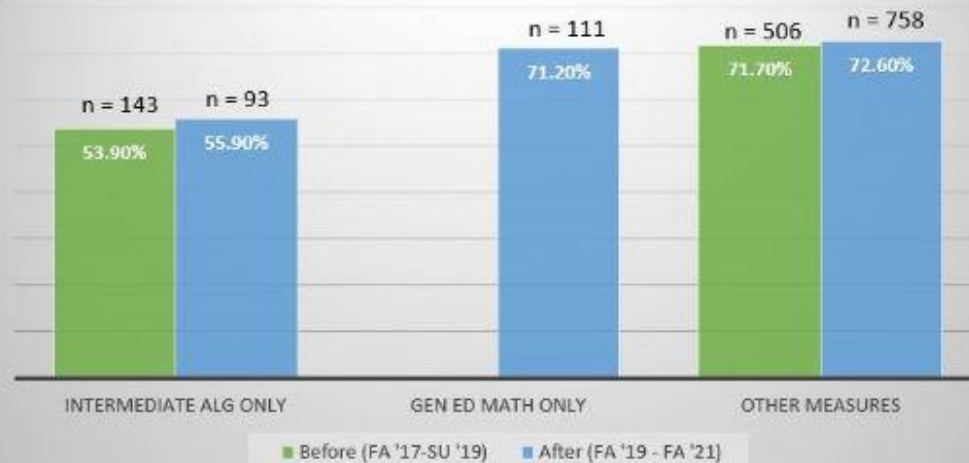
Gen Ed Math Success Rates by year



## Financial Accounting Success Rate



## BIO 161 Gen Bio I Success Rates

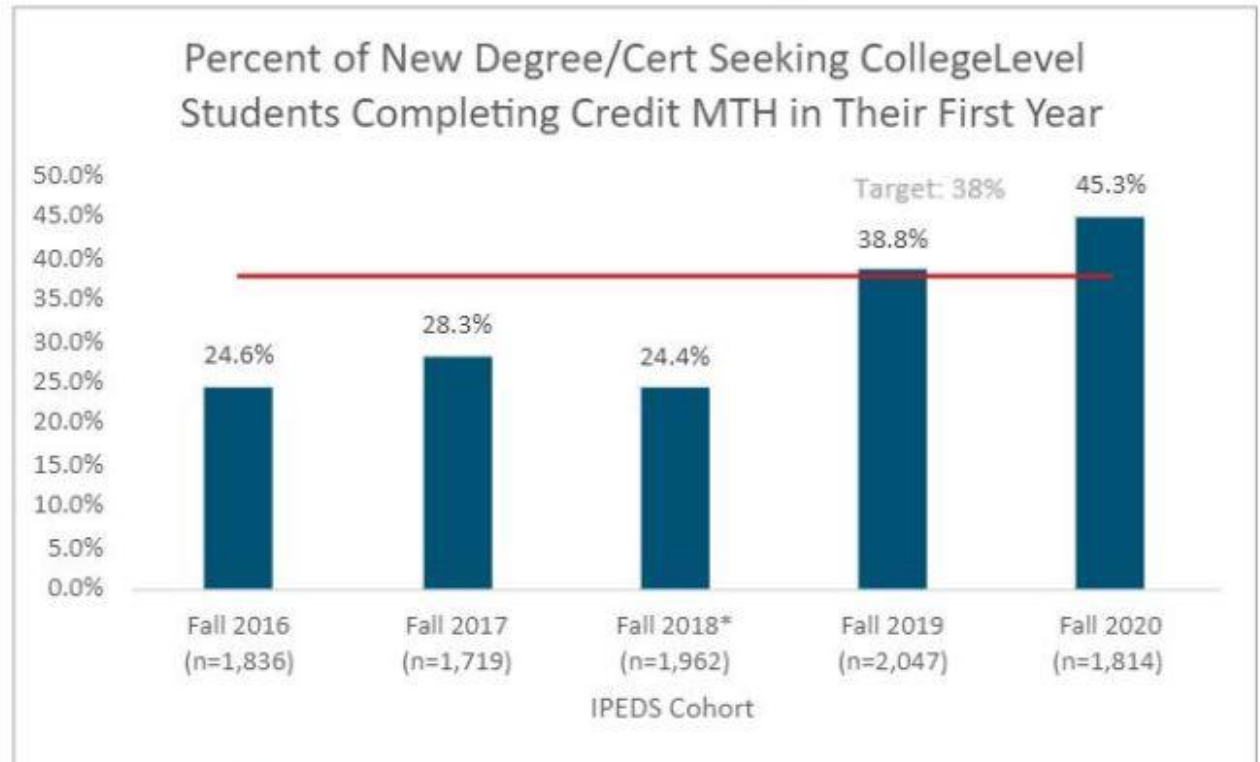


# Celebration!

## What is a CLC Scorecard?

A Scorecard is a tool to measure organizational performance that links strategies to measurable outcomes. CLC maintains a set of 6 Scorecards that align with the pillars in its Strategic Plan.

### Percent of degree/cert seeking students who successfully completed credit math in first year



Source: IEPR, IPEDS Cohorts

## Current Efforts

- Gathering disaggregated data with a lens towards equity
- Integrating department wide faculty professional development
- Lead Teachers coordinating across Gen-Ed Math and College Algebra
- Addressing the lack of instructors qualified to teach college level math
- Zero textbook cost for most developmental math and all Gen Ed Math courses