

Transforming Remediation in North Carolina's Community Colleges

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NC Community College System

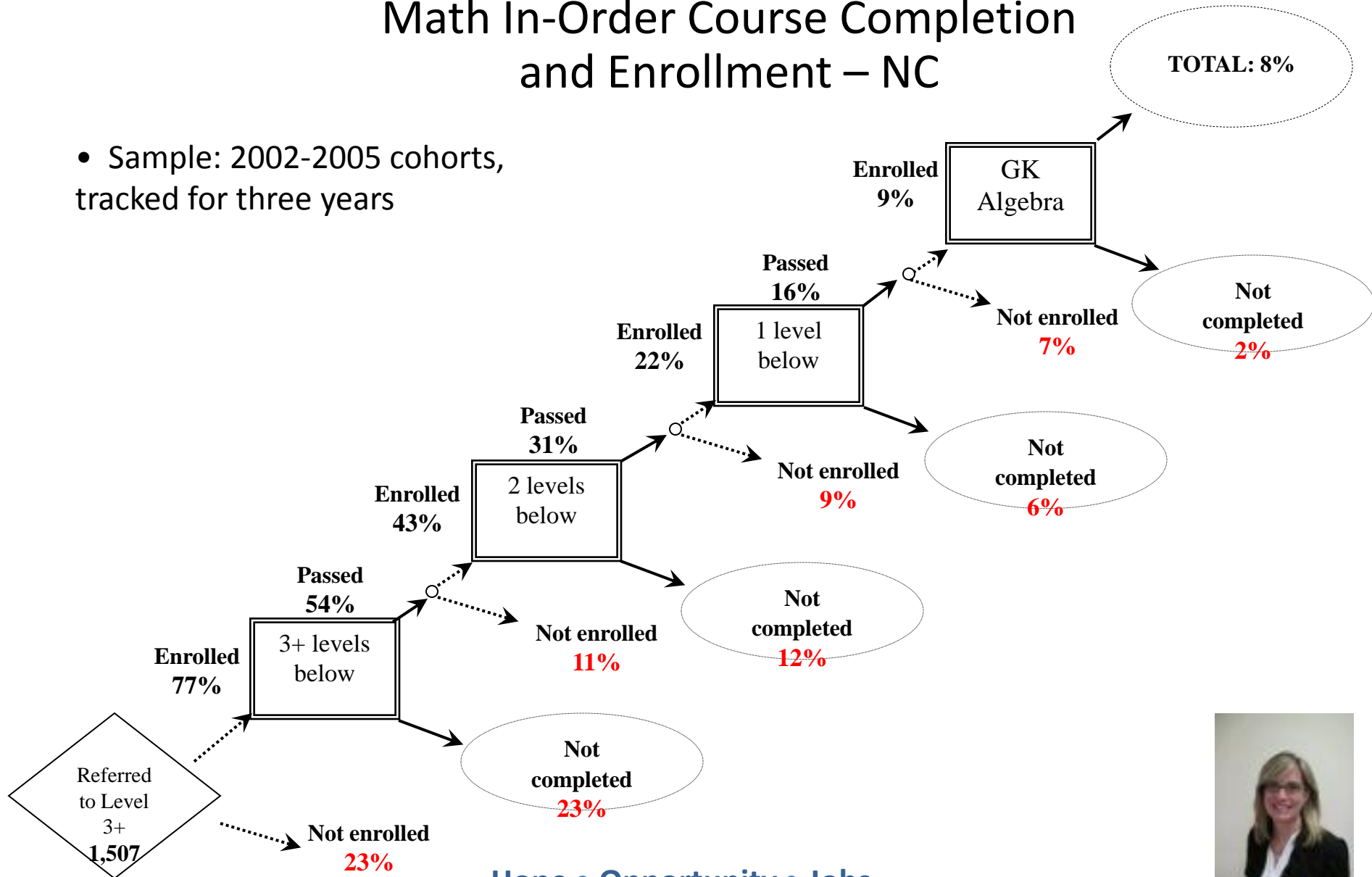


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Math In-Order Course Completion and Enrollment – NC

- Sample: 2002-2005 cohorts, tracked for three years



North Carolina's *Developmental Education Initiative*

Context:

- State System with 58 colleges and a Combined Course Library.
- Colleges have local Boards of Trustees who hire presidents
- 30+ member DEI State Policy Team to steer the effort
- Four Big Goals:
 - Reduce overall need for developmental education (K-12 alignment)
 - Reduce time to complete developmental education
 - Implement better tools for assessing and placing students
 - Improve data tracking and analysis capabilities



Curriculum Redesign

Process:

DEI State Policy Team adopted design principles and selected 18-member faculty teams to redesign curriculum

Outcomes:

Math faculty:

- Reduced developmental math curriculum by 1/3 by creating 8 one-credit hour modules. Students only take the modules they need based on diagnostic assessment.
- Emphasis on conceptual understanding and alignment with the Common Core
- Delivery methods & instructional materials are still local college choice



Curriculum Redesign

Outcomes:

English/Reading faculty:

- Integrated the two separate remediation disciplines and reduced curriculum content by about 50%. 8-week; 3 credit hour mini-mesters
- Co-requisite option for students near college ready



Placement Changes

- Multiple Measures for Placement
 - Students who graduated within 5 years and have an unweighted HS GPA of 2.6 or higher and 4 math courses bypass placement testing
- NC Diagnostic Assessment & Placement test (NC DAP)
 - Mini-tests for each of the 8 modules to identify discrete proficiency gaps
 - Integrated Eng/Reading assessment



Challenges

- Professional development to accompany new curriculum
- Colleges must develop new business processes for placement and enrollment, especially adapting to 4-week courses
- Financial aid, especially Veteran's Administration eligibility





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