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

- Total: 8%
  - Not completed 23%
  - Not enrolled 12%
  - Passed 54%
  - Enrolled 77%
  - Passed 31%
  - Enrolled 43%
  - Passed 22%
  - Enrolled 16%
  - Not completed 2%
  - Not enrolled 9%
  - Not enrolled 7%
  - Not completed 6%
  - Not enrolled 9%
  - Not completed 12%
  - Not enrolled 11%
  - Not completed 23%
  - Not enrolled 23%
  - Not completed 15%

Referred to Level 3+ 1,507

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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

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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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