



**Meeting Students Where They're At:
A Policy Path to Standalone
Pre-Transfer Classes**

Evolution of Remediation Policy Reform



Throughput: An inadequate metric

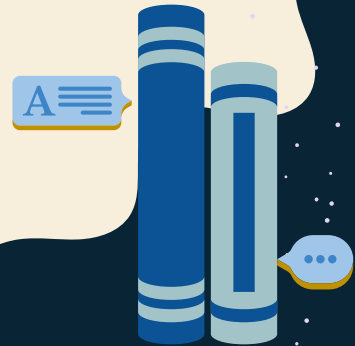
Throughput is measured by looking at the pass rates of two groups of students:

- Students who went directly into transfer-level math or English
- Students who started in foundational math and English before moving into transfer-level classes

Throughput compares apples and oranges– there are too many variables differentiating between the two groups of students and skewing the results

- Using throughput, the RP group found that no groups of students were “highly likely to fail” direct enrollment in STEM calculus, thus, there is no need to offer pre-transfer courses

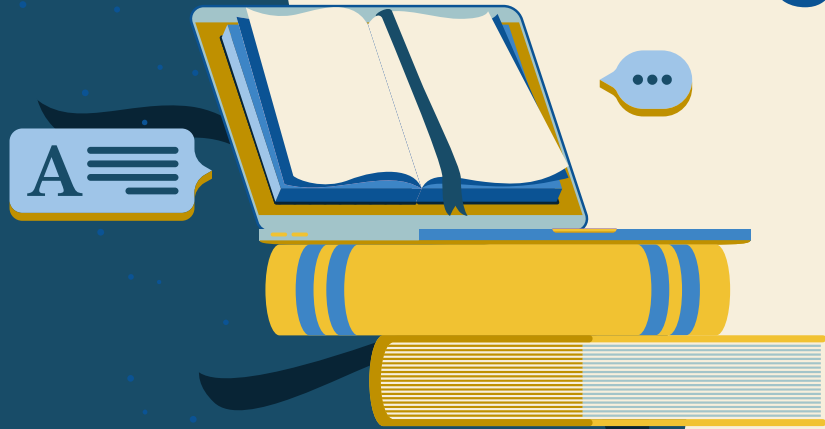
Given what we know now, does this study justify the elimination of pre-transfer courses?



Unintended Consequences



Concerns of exacerbating inequities



Equal or equitable?

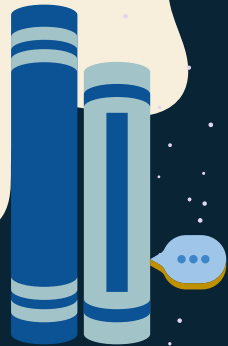
“Black and Latinx students were overrepresented in remedial courses, meaning that many Black and Latinx students were derailed from their goals of fulfilling transfer requirements and completing a degree.” - Campaign for College Opportunity

The reasoning falsely places the blame for education inequity on pre-transfer classes– remedial courses can be stepping stones for students who need them, not roadblocks.

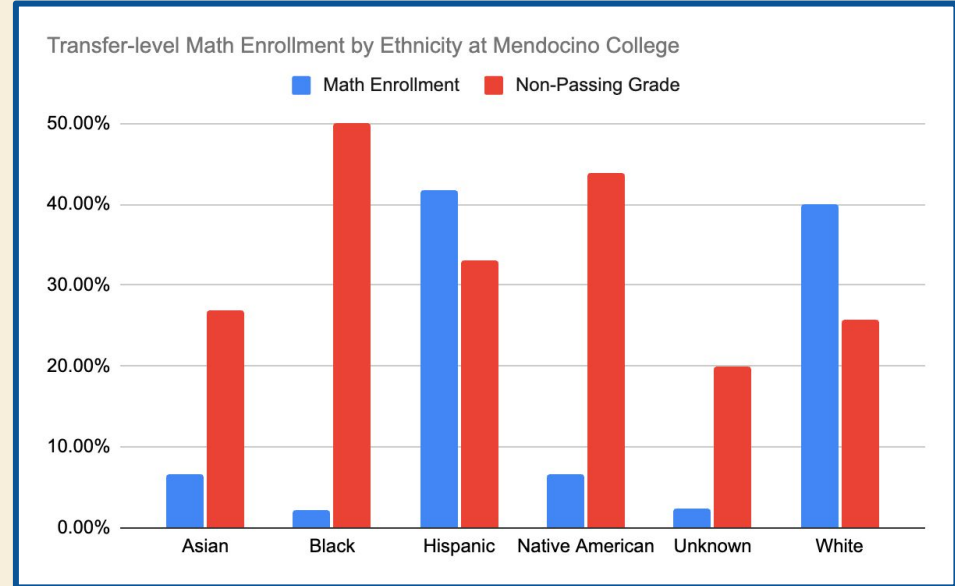
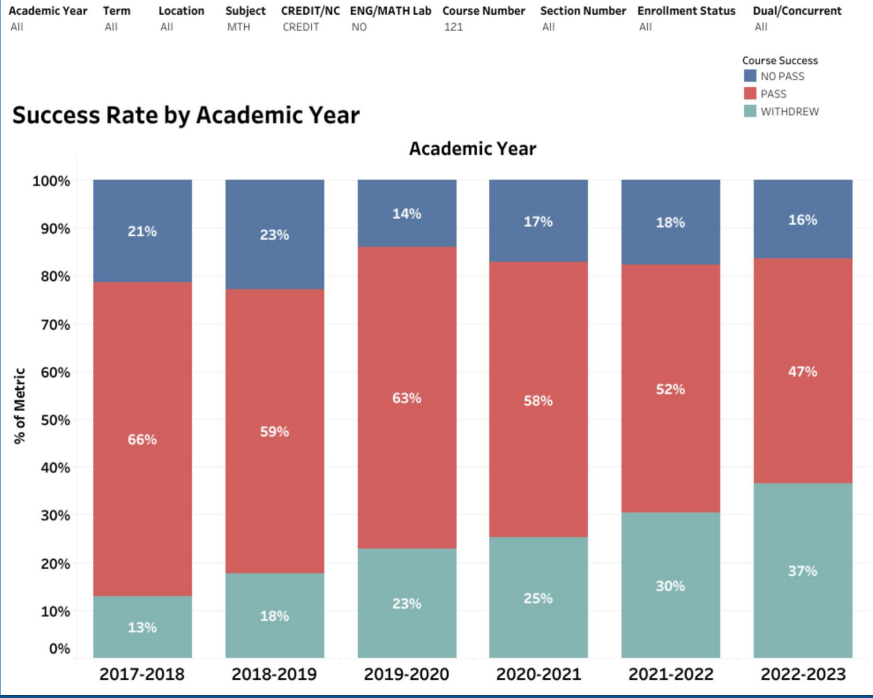
We need to re-evaluate whether this policy is equal or equitable.

- Equality means giving everyone access to the same resources or opportunities.
- Equity means providing different resources to people with different needs.

Giving everyone the same treatment regardless of their circumstances does not lead to equal outcomes.



Mendocino College: Disproportionate Impacts



Inaccessibility of courses students need



Reducing equitable access

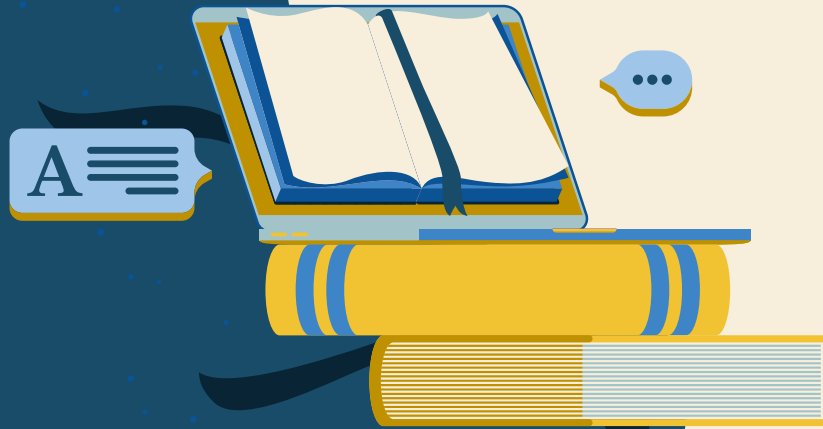
This model works for a lot of students, which is good, however, the subset of students it does not work for are faced with the following challenges:

- **Struggle** through foundational material while trying to master transfer-level coursework that they are unprepared for
- **Take a hit** to their GPA
- **Drop out** of these classes because no classes that meet their needs exist.

This also puts professors in a rock and a hard place.

As open access institutions, we have the responsibility to offer courses that meet students where they're at.

Challenges with the corequisite model



Corequisites: do they bridge the gap?

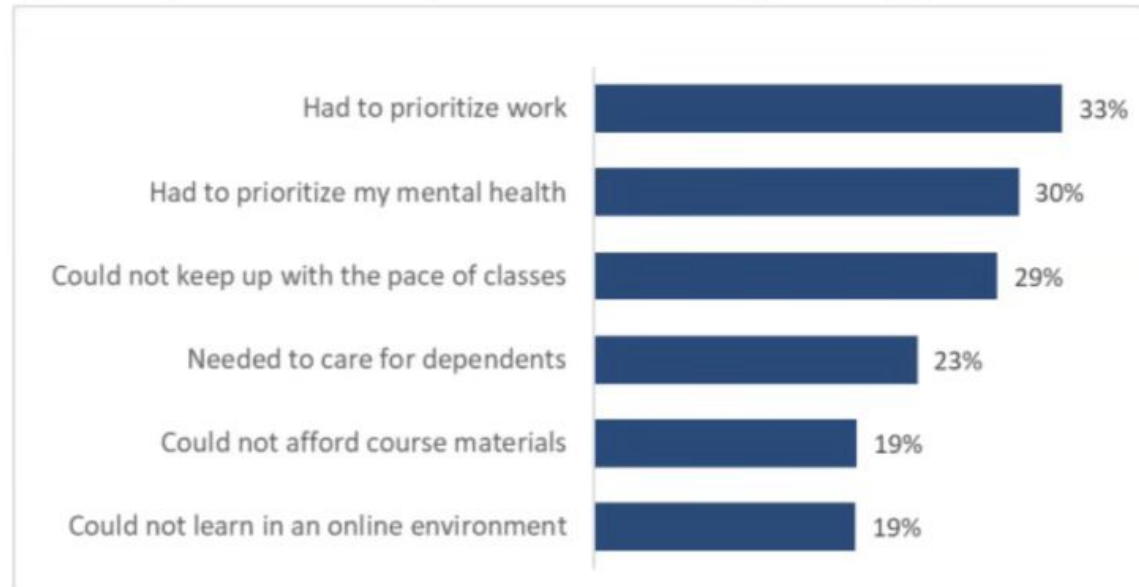
- Corequisite model often contain an **overwhelming amount of material**
 - “Building the plane while it’s taking off”
 - **Significant investment of time and energy**—a luxury that many students cannot afford
- Tennessee’s removal of pre-transfer coursework
 - “Students placed below the college-readiness threshold were **8.1% less likely to continue enrolling in the state’s public college system** and **28.8% less likely to earn a credential** (mostly certificates) within three years of the initial enrollment.
 - “Students are initially passing more courses, but are also **more likely to drop out** and less likely to earn credentials.”

A cookie cutter education doesn’t work for diverse student populations.



Why are our students struggling?

Figure 6. Top Reasons Previously Enrolled Students Dropped Class(es)



[2022 California Community College Chancellor's Office Student Enrollment Survey](#)



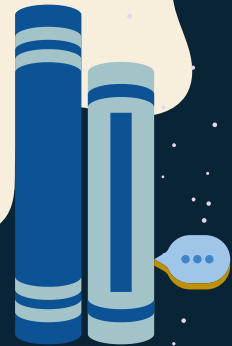
FACCC's Plan: Student Agency and Equitable Access



Standalone Pre-Transfer Course Access

"FACCC seeks to enact legislation clarifying that California Community Colleges students can access (and California Community Colleges can offer) standalone foundational pre-transfer courses to promote student agency and equitable access."

- Open the door to allow students to access courses that meet them where they are at
- We do not want to go back to the days of lengthy remedial pathways, but we need to make sure students who are not succeeding under the current model have options
- Collect drop data and interdisciplinary data to show the full picture



Community conversation:

As discipline experts, what are your thoughts?



Local data collection parameters

3 semesters from 2018, 2020, and 2022 of

- students who **received a grade** in transfer-level math
- students who **withdrew** from transfer-level math courses
- students who were enrolled in transfer-level math courses on the first day of class, but **dropped before the NGR date**
- **demographic data** for all students studied

Determine the percentages of

- Success
- Non-success
- Withdrawal and Withdrawal with NGR

over time and across demographics

You are looking for **students with no prior math enrollments**- check all campuses' enrollment in the college's district to ensure it's a first-time math attempt.

To avoid replication among NGR students:

- Ensure they did not drop one class and enroll in another
- If they dropped multiple classes they should only be counted once

Talk to your institutional researchers!

Get informed and involved!

Advocates Listserv



FACCC Membership

