

SECTION 5.
LEARNING OUTCOMES

6. Describe developmental education placement and delivery at your institution. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why
- How you assess the effectiveness of developmental education courses, placement policies, and delivery models
- How students are currently placed (or, if placement is not allowed by state policy, how the institution otherwise tries to guide students into the appropriate level math and English courses)
- What models of developmental education delivery are in place (co-requisite, accelerated, etc.) and at what scale
- What proportion of all first-time students are enrolled in developmental education courses (if applicable)

Maximum word count: 500

In the last 2 years, we have revolutionized our approach to developmental education. Faculty at Los Medanos College are leaders in the acceleration movement in the state of California. In a short time, we have transformed from a relatively traditional sequence of pre-transfer level courses in English and math to a model that places the majority of our students directly into transfer level English and math with a co-requisite support course, based on multiple measures assessment and high school GPA. There is now only one course in English offered below transfer level Freshman Composition, and only a limited number of sections of that accelerated course is offered. About 90% of entering students will now go directly into transfer level English, with or without the support of a co-requisite course. In math, 75% of incoming students are now eligible for a transfer level math course in their first semester due to co-requisite support and multiple measures placement. Previously, only about 25% of incoming students were eligible for a transfer level math course. Institutional Effectiveness Performance Indicators already show a significant increase in the percentage of students completing transfer level English and math courses within 2 years. The percentage rose in Math from 39% in 2011-2012 to 51.4% in 2015-2016. In English, the percentage rose from 49.3% in 2011-2012 to 62.2% in 2015-2016. LMC is the recipient of a Basic Skills Transformation Grant from our state Chancellor's Office; the goals of that grant are explicitly to ensure that all entering students complete transfer level math and English within one year, at most. It is also an explicit goal to fully integrate support services with instruction for students in those courses. This funding has enabled us to provide extensive and comprehensive professional development for all faculty teaching in math and English. Faculty leaders with reassigned time hold workshops on curriculum development, pedagogy and assessment. Innovations such as portfolio assessment are underway, and funding has been used to introduce new technologies into classroom instruction. We are currently in year 2 of this three year grant, and are now in the process of hiring an external evaluator to help us with gathering both quantitative and qualitative data to assess the effectiveness of our new model. We are encouraged by national and state data, and our own preliminary data, that suggests this shift will profoundly benefit all students, and most especially result in more equitable outcomes for students of color and others populations of students with historically lower rates of persistence and completion.