

After 10 Years, Have Any Community College Reforms Worked?

Hunter R. Boylan, Ph.D.

Alexandros M. Goudas, Ph.D.

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Agenda

1. Introduction

Dr. Boylan

2. What has failed?

Dr. Goudas

3. What can we do?

Dr. Boylan

4. Q and A

Drs. Goudas and Boylan

**Basic
assumptions
of this
presentation**

**Reforms have had limited
success**

**Reforms have increased the
number of students
completing college-level
courses but have also
increased the number not
completing**

The Three Most Common Reforms

- Multiple measures assessment
- Corequisites and other accelerated models
- Mathematics pathways

Multiple Measures Assessment (MMA)

Multiple Measures
(Kopko et al., 2023)⁴

Figure 4.4

Change in Placement Among Program Group Students

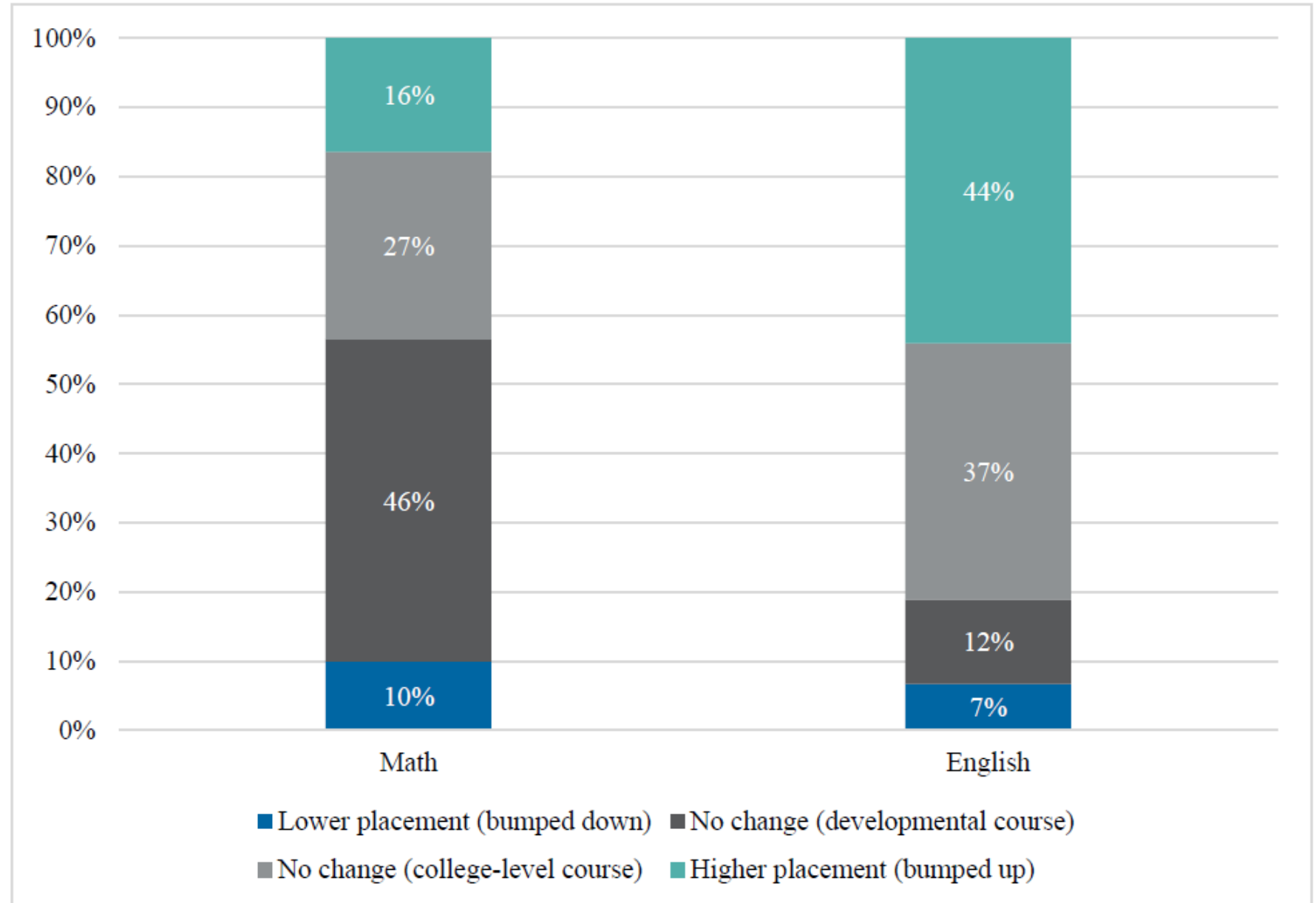
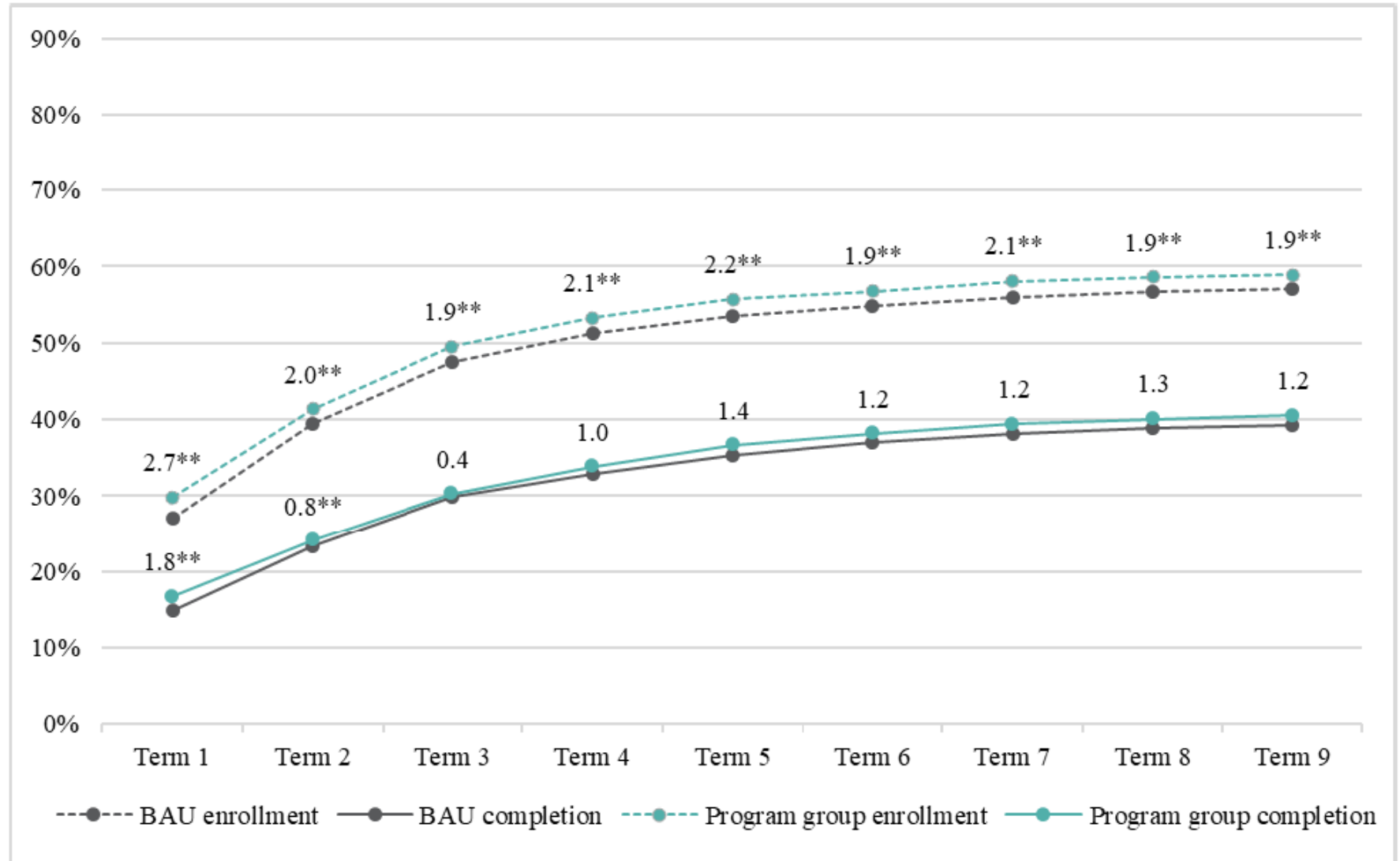


Figure 4.1

College-Level Math Course Outcomes (Among Students in Math Subsample)



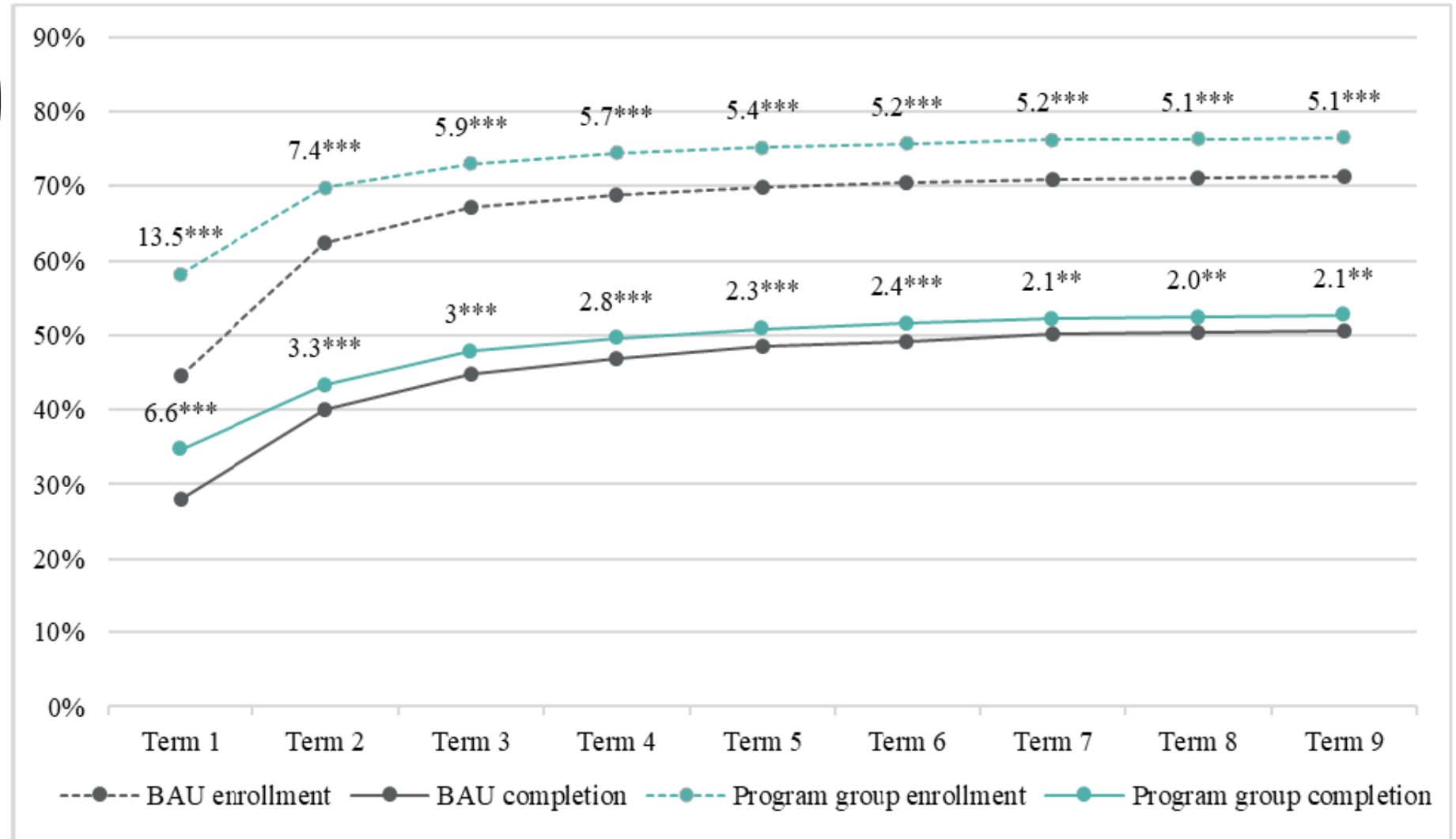
NOTE: Data labels represent impact estimates, or the percentage-point difference between the mean outcomes for business-as-usual and program group students.

*** $p < .01$, ** $p < .05$, * $p < .10$.

Multiple Measures (Kopko et al., 2023)⁴

Figure 4.2

College-Level English Course Outcomes (Among Students in English Subsample)



NOTE: Data labels represent impact estimates, or the percentage-point difference between the mean outcomes for business-as-usual and program group students.

*** $p < .01$, ** $p < .05$, * $p < .10$.

Multiple Measures (Kopko et al., 2023)⁴

Corequisites and Other Accelerated Models

Corequisites
(Douglas et
al., 2022)⁷

One of the most cited studies on corequisites is Logue et al. (2016, 2019)^{5,6}. The 7-year follow-up came out in 2022 (Douglas et al., 2022)⁷. The abstract misleads readers into thinking the 7-year results showed large effects on graduation:

“The current study examined the 7-year results of a randomized controlled trial of corequisite remediation with college-level statistics. *Students assigned to the corequisite group were 50 percent more likely to complete associate’s degrees within 3 years, and 100 percent more likely to complete bachelor’s degrees within 5 years [emphasis added].* Corequisite students also earned, on average, \$3,000–\$4,500 more in years 5 to 7” (abstract).

Corequisites
(Douglas et al., 2022)⁷

**Remedial:
41%**

**Coreq Grad Rate
After 7yrs: 44%**

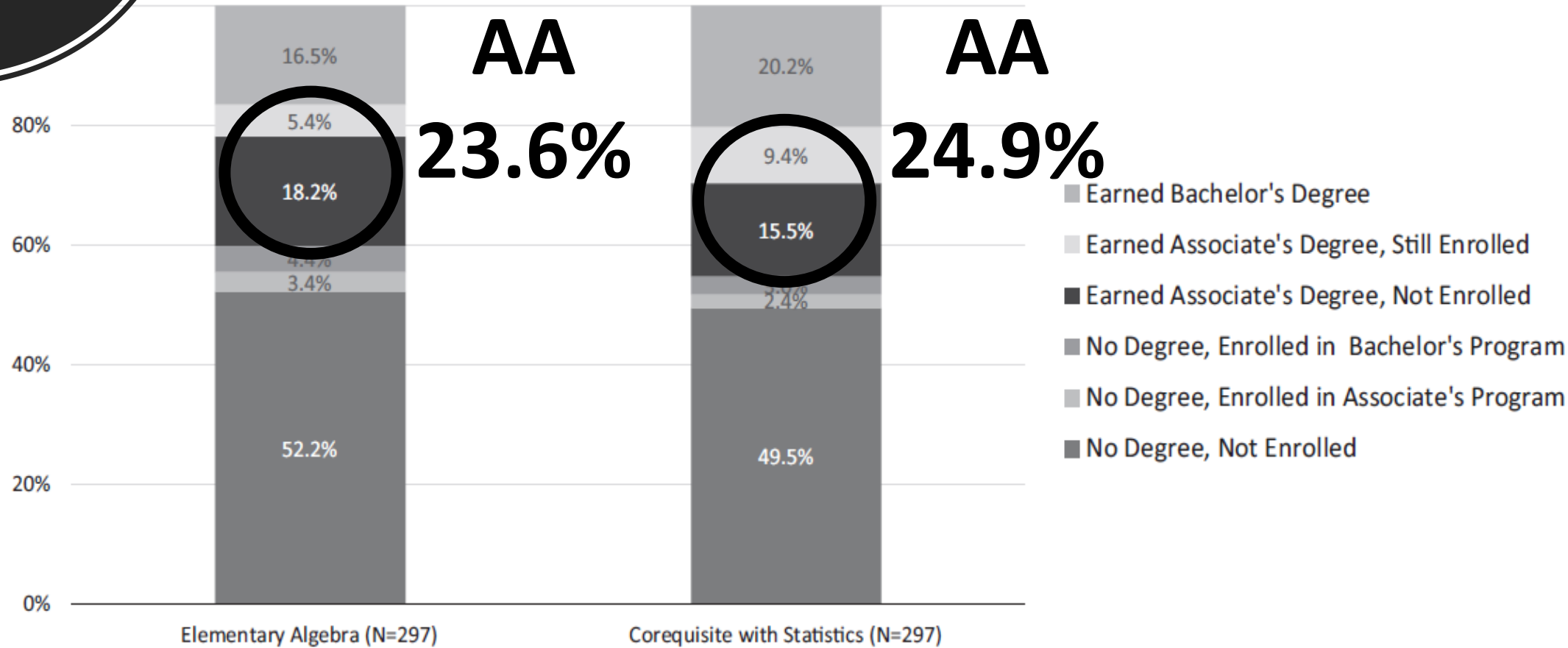


FIGURE 1. *Student disposition in fall 2020 by treatment status.*

Mathematics Pathways

DCMP
Math
Pathways
(Schudde &
Keisler,
2019)¹⁰

“Enrolling in and passing non-algebra college math coursework explained the majority of the increase in college math completion” (p. 16).

“Participating in DCMP has a small negative relationship with taking and passing college algebra, lowering the probability of each by about 1 percentage point” (p. 16).

“The observed increase in college-level math course enrollment and completion among DCMP students may partially stem from students taking non-algebra college-level math, a key component of the DCMP model” (p. 11).

**There is no evidence
that reforms promoting early
momentum actually lead to increased
graduation rates**

***In fact, we now know some reforms
are lowering graduation rates***

Corequisites
in TN
(Ran & Lee,
2024)¹³

In a groundbreaking study on the 10-year results from the full implementation of corequisites in Tennessee, Ran and Lee (2024) analyzed student outcomes at all levels, as opposed to students just beneath the cutoff in Ran and Lin (2019), the initial study on TN corequisites

The authors' findings are extremely important because it is the first study on the effects of a statewide full-scale implementation of corequisites and mathematics pathways:

Corequisites
in TN
(Ran & Lee,
2024)¹³

“The proportion of students earning degrees at the associate level or higher did not change significantly before and after the corequisite reform” (p. 24).

“After the corequisite reform, remedial students accumulated similar amounts of college-level credits while enrolling in fewer courses overall, making the allocation of time and financial aid resources more efficient. However, these positive effects on early college-level credit accumulation did not lead to improved downstream outcomes. We found that remedial students, particularly those with lower placement scores, were more likely to drop out and were less likely to earn short-term certificates” (p. 29).

***If Tennessee had done nothing, they
would have higher graduation rates
today***

**The solution is to offer stand-alone
prerequisite remediation for students
who need it, especially with wrap-
around supports**

**Come to my presentation on
Friday at 2:45 PM in IMPERIAL 5C
For a longer version of this presentation**

**Subscribe to my Substack
for more research:
alexgoudas.substack.com**

What do we do now?

Collaborate with other units

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graph TD; A[Collaborate with other units] --- B[Counseling]; A --- C[Advising]; A --- D[Career/placement]; A --- E[Other academic departments];
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Counseling

Advising

Career/placement

Other academic departments

**Adopt the
techniques
that do
work**

**Expand your program's
outreach**

[https://www.growleady.io/blog
/how-do-you-build-community-
outreach](https://www.growleady.io/blog/how-do-you-build-community-outreach)

**Use proven types of peer
assisted learning**

[https://www.arendale.org/peer
-learning-resources](https://www.arendale.org/peer-learning-resources)

**Train your
faculty and
staff
rigorously**

**Every professional association in
the country has training and
certification programs**

<https://cladea.info>

**Use AI to
reduce
case loads**

**Purdue offers free AI resources
and training for educators**

<https://guides.lib.purdue.edu/ai>

Demonstrate caring

Know your students

Provide frequent feedback

https://www.ihep.org/wp-content/uploads/2024/08/SEB-fed-policy-resource_v5.pdf

**Build
belonging
among
students**

Q and A



Enjoy the conference!

