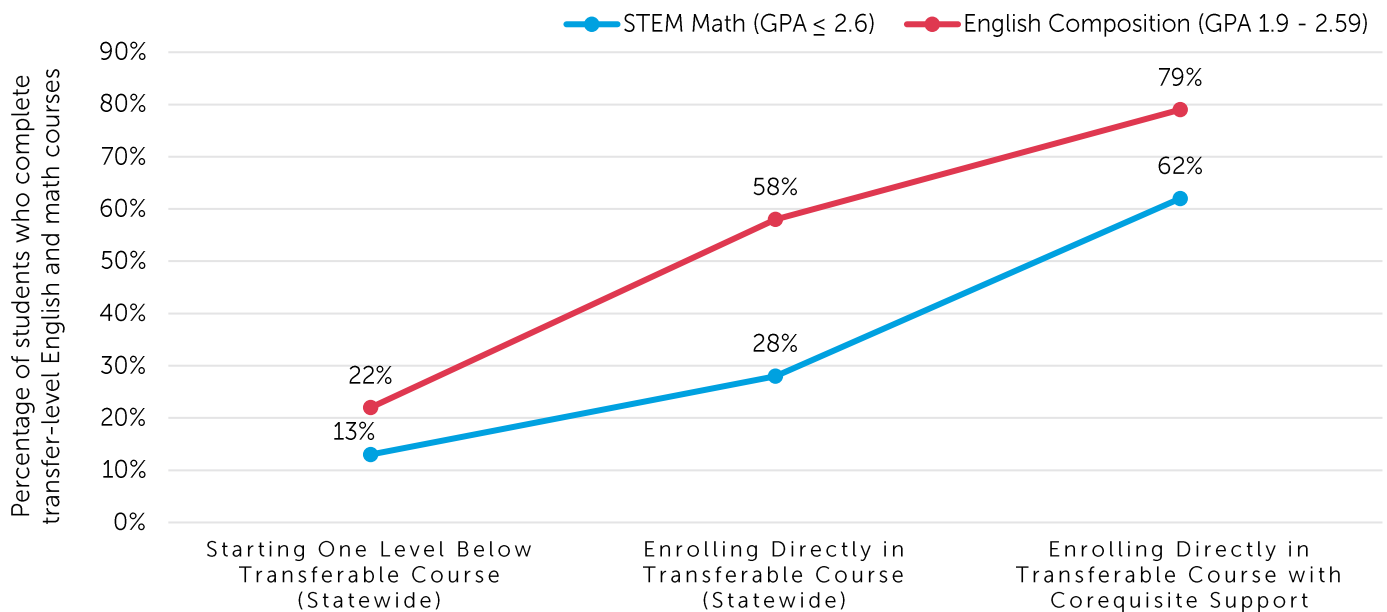


Increasing Gateway Completion

When students begin directly in a gateway college course, they are more likely to complete the course than if they are placed initially in a remedial course.



Source: The Campaign for College Opportunity & California Acceleration Project. (2019). [Getting There II: A Statewide Progress Report on Implementation of AB 705. Are California Community Colleges maximizing student completion of transfer-level math and English?](https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/) Retrieved from <https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/>. Notes: The data used to create this chart are provided in Figures 1 and 3 of the report. For STEM Math, the completion percentage for direct enrollment with corequisite support came from one college while for English Composition the data came from 13 colleges.

Prior to California’s passage of Assembly Bill 705, a group of community colleges were already implementing developmental education reforms that aimed to improve student completion rates in gateway (or transferable) math and English courses. These colleges were using multiple measures to place students directly into gateway courses and some provided corequisite support for those courses. A statewide analysis by the Multiple Measures Assessment Project (MMAP) showed that students with a grade point average (GPA) of less than 2.6 were more likely to complete gateway math and English courses when placed directly into those courses. If a student was placed into a standalone remedial course first, the student’s chance of eventually completing the standalone gateway course was cut by more than half. If a student was placed into a gateway course with corequisite support, the student’s chance of completing the gateway course more than tripled. This Points of Interest shows that when students begin directly in a gateway college course, with or without corequisite support, they are more likely to complete the course than if they are placed initially in a remedial course.

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