



## White House College Opportunity Working Session Preparatory Questionnaire (Please limit responses to 2-3 paragraphs)

*A day devoted to strengthening college readiness and exploring effective strategies to improve success for students in need of developmental education, with leading practitioners, researchers, and higher education leaders.*

- I. Please provide a status update on the implementation of the commitment you made at the January 2014 College Opportunity Summit, or describe a new commitment you will announce at this event.

As our strategies focused on completion for ALL students with particular improvements on minority and low-income students, PHCC is proud to say that we have made significant improvements in both areas. One of the keys areas of focus for PHCC has been Gateway English and math courses as these classes indicate completion of developmental education as well as access to higher level college courses (thus, the term “Gateway.”). The data below shows the significant progress that is being made in these key areas.

Note the following (06/07- current) for **Gateway Math** completion rates within three years:

- An increase of 44% (9% to 13%) in the percentage of **black** students;
- An increase of 36% (19% to 26%) in the percentage of **white** students;
- An increase of 18% (17% to 20%) in the percentage of **female** students ;
- An increase of 35% (17% to 23%) in the percentage of **male** students ;
- An increase of 43% (14% to 20%) in the percentage of **non-Pell** students;
- An increase of 16% (19% to 22%) in the percentage of **Pell** students;

As seen above, the greatest increase was in the area of African-American students. **Of particular note is the fact that low-income students are out-performing higher income counterparts.**

Note the following (06/07- current) for **Gateway English** completion rates within three years:

- An increase of 48% (23% to 34%) in the percentage of **black** students;
- An increase of 11% (35% to 39%) in the percentage of **white** students;
- An increase of 3% (35% to 36%) in the percentage of **female** students ;
- An increase of 48% (25% to 37%) in the percentage of **male** students ;
- An increase of 17% (23% to 27%) in the percentage of **non-Pell** students;
- An increase of 11% (36% to 40%) in the percentage of **Pell** students;

The greatest increases are in the areas of African-Americans and males. **Moreover, low-income students are significantly out-performing their higher income counterparts.**

- II. What are the key challenges (other than resources) your college has experienced or anticipates experiencing as you seek to reduce the need for remediation and/or accelerate students' progress through remediation and gateway courses?

The following detail the key challenges the Patrick Henry Community College has experienced as reducing the need for developmental education is addressed.

- High school students completing math requirements early in their high school career and therefore not taking any math during their Senior (and sometimes Junior) year of high school. Consequently, they often place lower than necessary.
- Lack of student familiarity with the Virginia Placement Test (VPT) which determines the placement for all students.
- The frustration students feel over placing into developmental education.
- Students who complete the GED program but still test into developmental education (particularly math).
- Students who have relatively high SAT scores but test into developmental education.
- Students placing into developmental math who have already completed the associated coursework in high school.

- III. What steps have you taken and/or will you plan to take in response to those challenges?

Steps taken by Patrick Henry Community College as it responds to the aforementioned challenges include the following:

- Virginia Placement Testing of all 10<sup>th</sup> graders to assess college readiness and determine plan of action (especially for math) for all students.
- Creation of VPT practice courses in order to provide students with thorough understanding of the criteria included on the assessments.
- Combining the highest levels of developmental courses with on-level coursework in the same semester so that students meet with on-level success quickly.
- Summer Bridge program for GED students which provides further math education prior to completing the VPT.
- Setting SAT pass rates which place students directly into college-level courses thereby eliminating the need to complete the VPT (state initiative).
- Allowing students to take a pre-test on the first day of any developmental math course. Those who are successful on the pre-test receiving credit for completing the course and are not charged for either the course or the pre-test. .

***Note: This questionnaire is intended to help guide the discussion portion the event. We encourage participants to fill out questionnaire in advance of the meeting. Please send responses to: [educationpolicy@who.eop.gov](mailto:educationpolicy@who.eop.gov) by Monday, August 12, 2014.***