

# Co-Creating Student Success at Scale: Michigan's Approach to Developmental Math Reform



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# Incentive: HLC Criteria

## **Current (thru 8/31/2025)**

3.D. The institution provides support for student learning and resources for effective teaching.

The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.



## **New (beginning 9/1/2025)**

### **3.D. Support for Student Learning and Resources for Teaching**

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

### **3.G. Student Success Outcomes**

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

# Incentive: National Research

## Why Gateway Courses Matter

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER



**Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.**

### EMMs Used in the Current Analysis

#### *Credit Momentum*

- Completed 6 or more college-level credits in the first semester (6 credits S1)
- Completed 12 or more college-level credits in the first semester (12 credits S1)
- Completed 15 or more college-level credits in the first year (15 credits Y1)
- Completed 24 or more college-level credits in the first year (24 credits Y1)
- Completed 30 or more college-level credits in the first year (30 credits Y1)

#### *Gateway Course Momentum*

- Completed college-level English in the first year (English Y1)
- Completed college-level math in the first year (Math Y1)
- Completed both college-level English and math in the first year (English & math Y1)

#### *Persistence Momentum*

- Fall to spring persistence in the first year (Persist S1 S2)

# Incentive: Legislation

**Updated definition of ‘eligible institution’:** *Corequisite model for remedial education required by August 1, 2023*  
**What’s new in the bills?**

[PA 251](#), Sec. 3(c)(v) By not later than **August 1, 2023**, for all Michigan reconnect grant students who need academic remediation, provides appropriate academic support, including all of the following:

**(A) A corequisite model of academic support for gateway English and mathematics pathway courses under which a student concurrently enrolls in a developmental education course and a freshman-level course in the same or a related subject area for each subject area needing remediation, to be completed during the same semester as the freshman-level course. An institution providing corequisite support as described in this subparagraph remains eligible whether or not it charges tuition or fees for the developmental education portions of the program.**

**(B) Any additional remediation programs as the institution considers appropriate, subject to all of the following:**

**(I) An additional remediation program must serve as a supplement to, not as an alternative to, the corequisite model described in sub-subparagraph (A).**

**(II) For each additional remediation program, the institution must include in its annual report, pursuant to subparagraph (iv)(D), an evidence-based rationale for the program.**

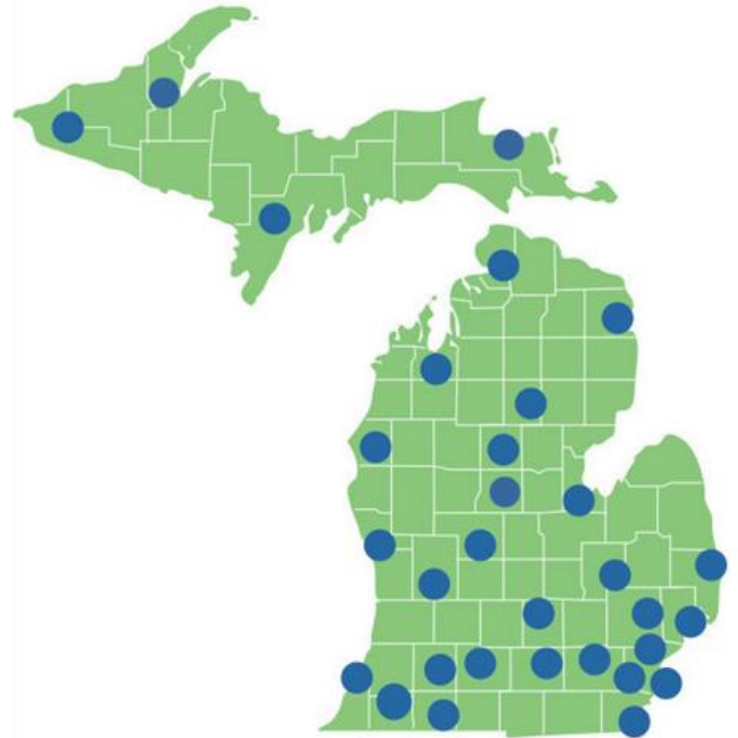
**(III) An additional remediation program must be offered at no charge to Michigan reconnect grant students or offered outside of the institutional tuition and fee structure. For a program offered outside of its tuition and fee structure, an institution may use foundation or other local funding sources or refer students to adult education providers.**



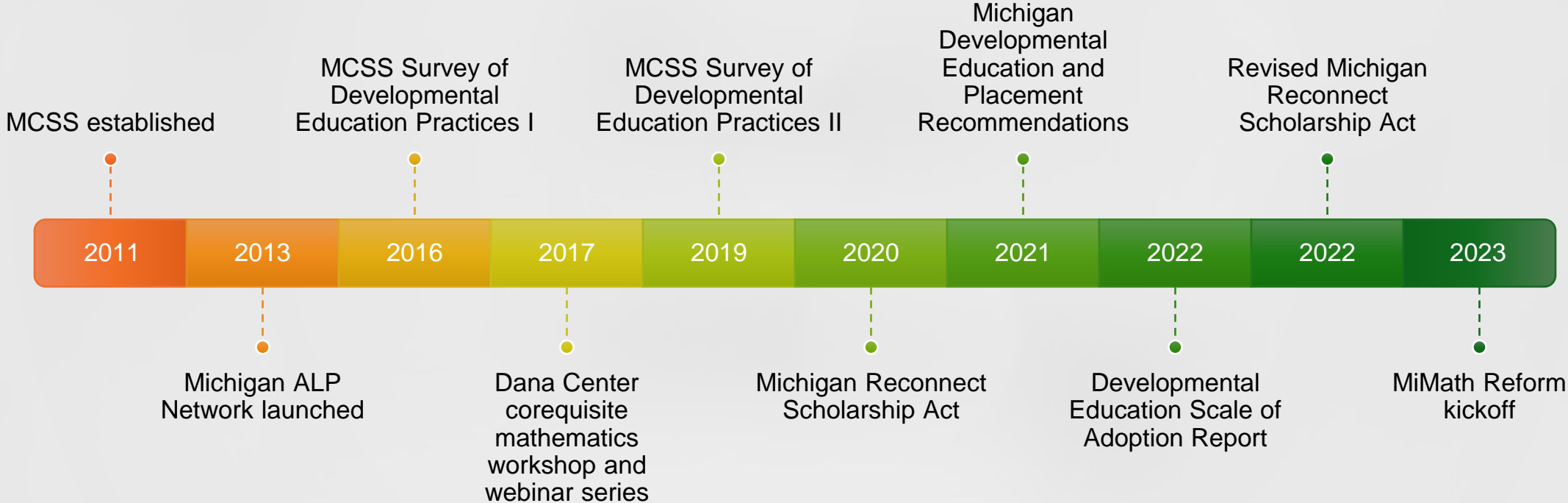
# State Partner: MCCA/MCSSS

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- The Michigan Community College Association is a membership organization for public community and tribal colleges in Michigan.
- The Michigan Center for Student Success operates under the MCCA umbrella to lead initiatives focused on student success.
- These initiatives are funded by philanthropy and college dues. The initiative we will focus on today is funded by a grant from The Kresge Foundation with additional support from Strong Start to Finish.

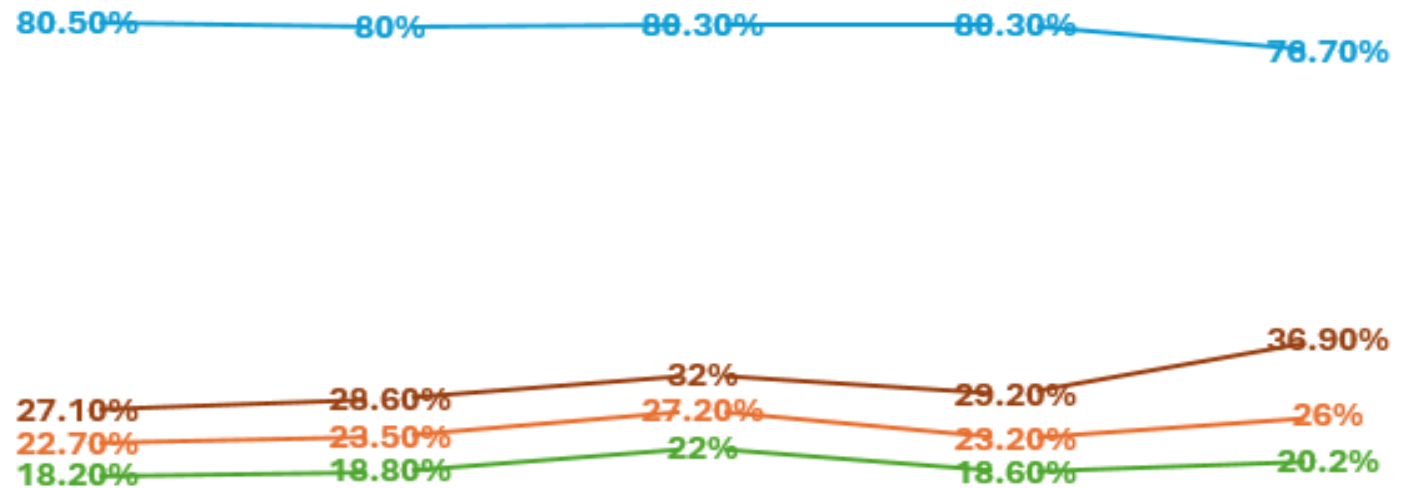


# History: Developmental Education Reform in Michigan



# Data: Gateway Enrollment and Success Over Time

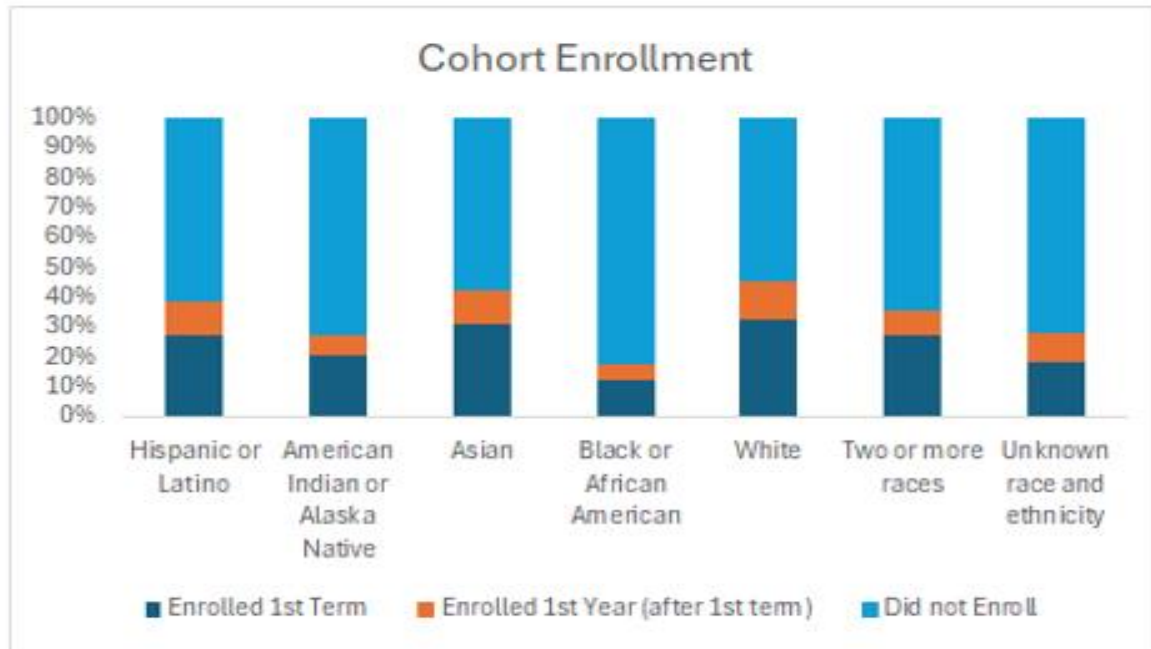
## Math Trend 2018-2022



	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
- Enrolled in 1st term (full cohort)	22.70%	23.50%	27.20%	23.20%	26%
- Passed 1st term (enrolled)	80.50%	80%	80.30%	80.30%	76.70%
- Passed 1st term (full cohort)	18.20%	18.80%	22%	18.60%	20.2%
- Passed 1st year (full cohort)	27.10%	28.60%	32%	29.20%	36.90%

# Data: Gateway Enrollment and Success by Race

## 2022-23 Math Enrollment and Pass Rates— Year 1





# Action:

# Michigan Mathematics Reform

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- January-March 2023: Redesign Intensive
- April-December 2023: Redesign Accelerator
- January-April 2024: Evaluation Intensive
  - Virtual in-person workshops
  - Virtual Office Hours
  - 1:1 coaching
  - Asynchronous Resources



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# Co-creating change: Bay College Math Reform Team

Dr. Jessica Van Slooten  
*Dean of Arts and Sciences*  
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# Bringing legislation to life in the real world of higher ed

**Kathleen Almy**

**CEO, Almy Education**

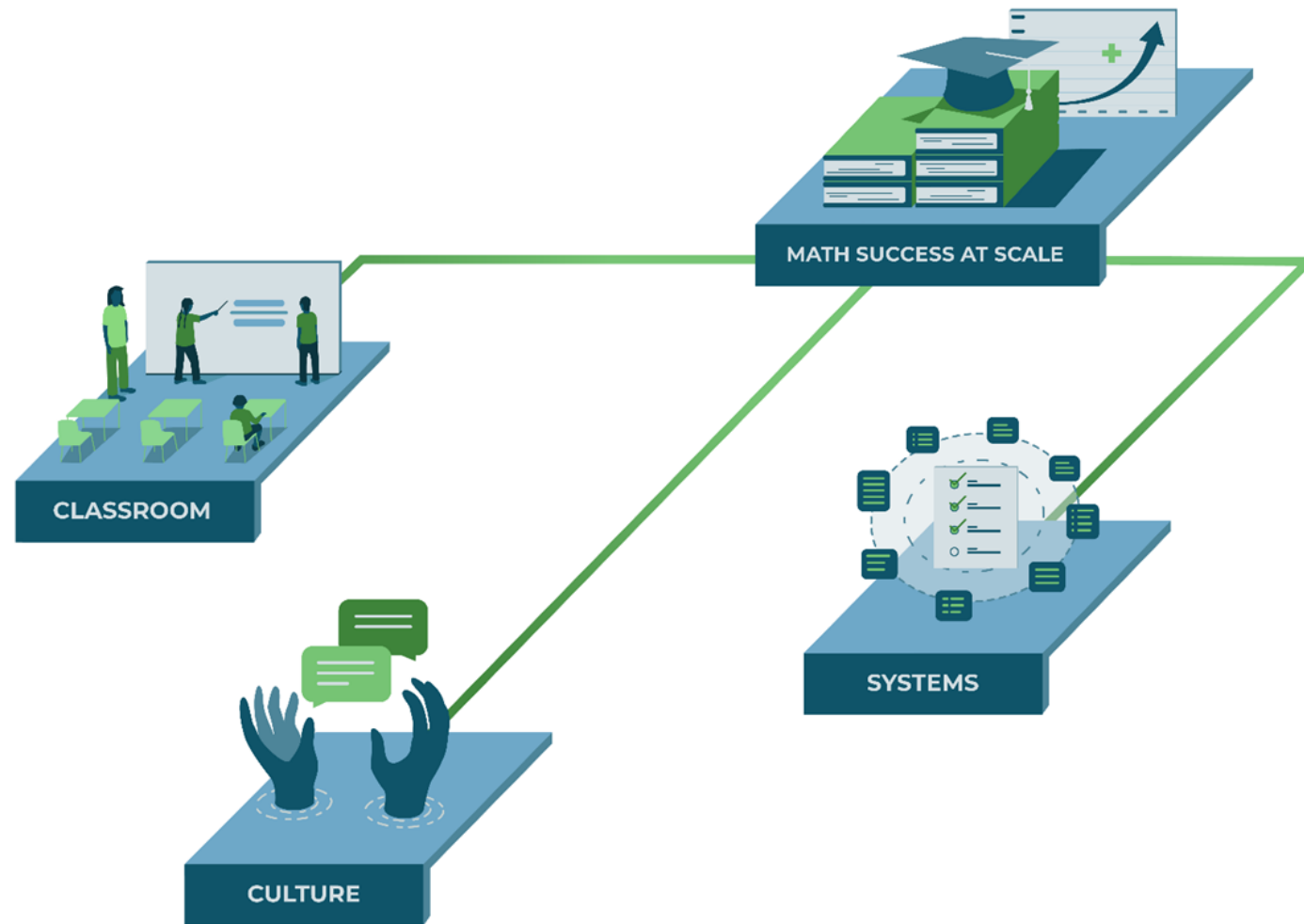


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# My background

- 25 years teaching math; over 20 in higher education
- Reform work at college, state, and nationally since 2007
- Recently finished doctorate with dissertation on College Algebra corequisites
- Developmental textbook author
- Led state-level implementation of math legislation in Illinois for 2 years
- Full-time consultant with Almy Education (AE) serving over 40 colleges

# AE Framework: Math Success at Scale



# Spring 2023 - Redesign intensive to move to SCALE

Colleges bring a team with administrator, student affairs, and math faculty

Regular meetings to learn an aspect of best practices & apply to their college

Office hours to troubleshoot (not recorded)

## **WHAT WORKED**

Productive discussions with peers weighing in

## **WHAT DIDN'T WORK**

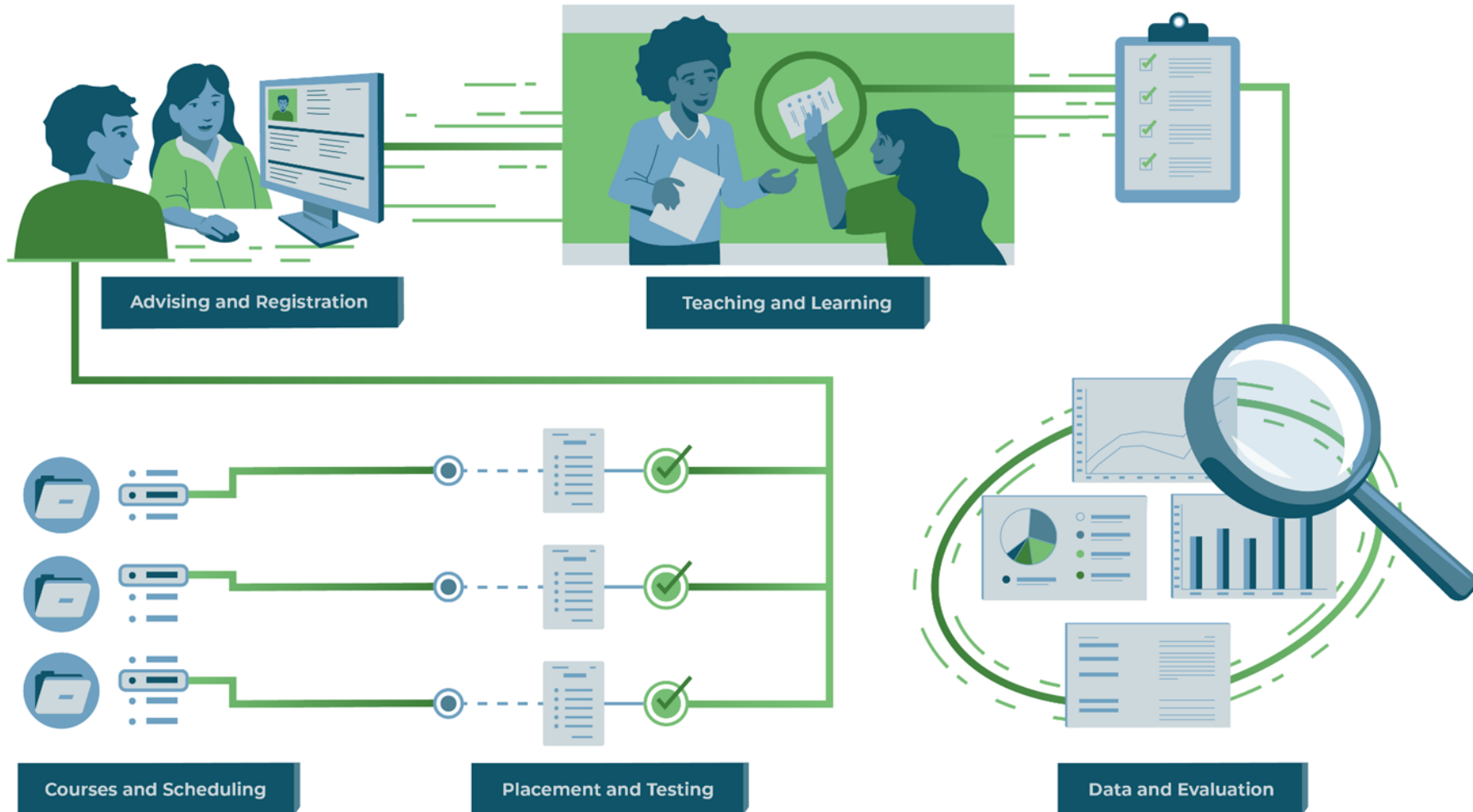
Full teams didn't always attend

Some colleges struggled to maintain progress with decisions

Redesign intensive: focus on strategy **before** implementation

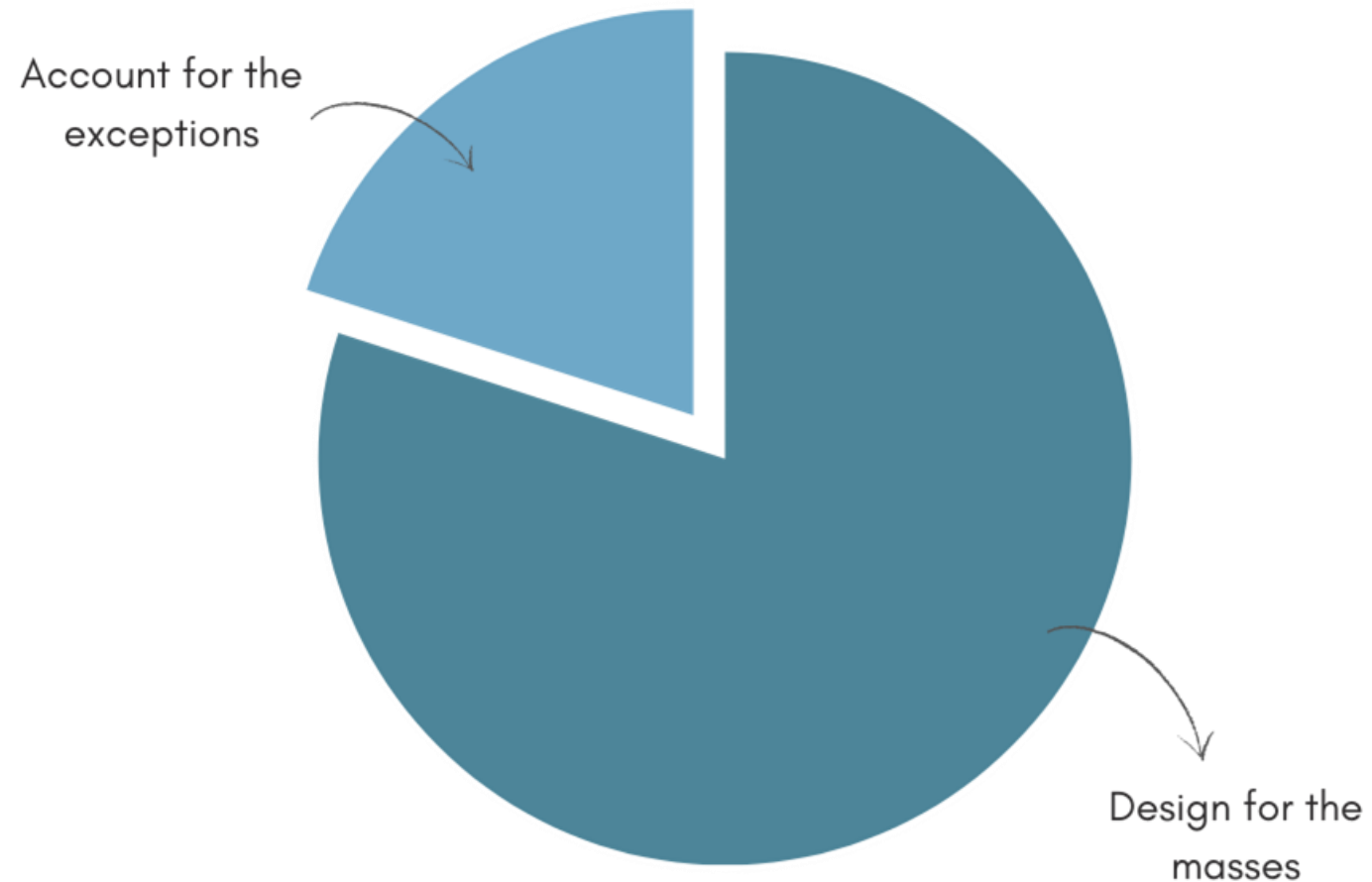


# Components of redesign





# 80/20 Rule for Redesign

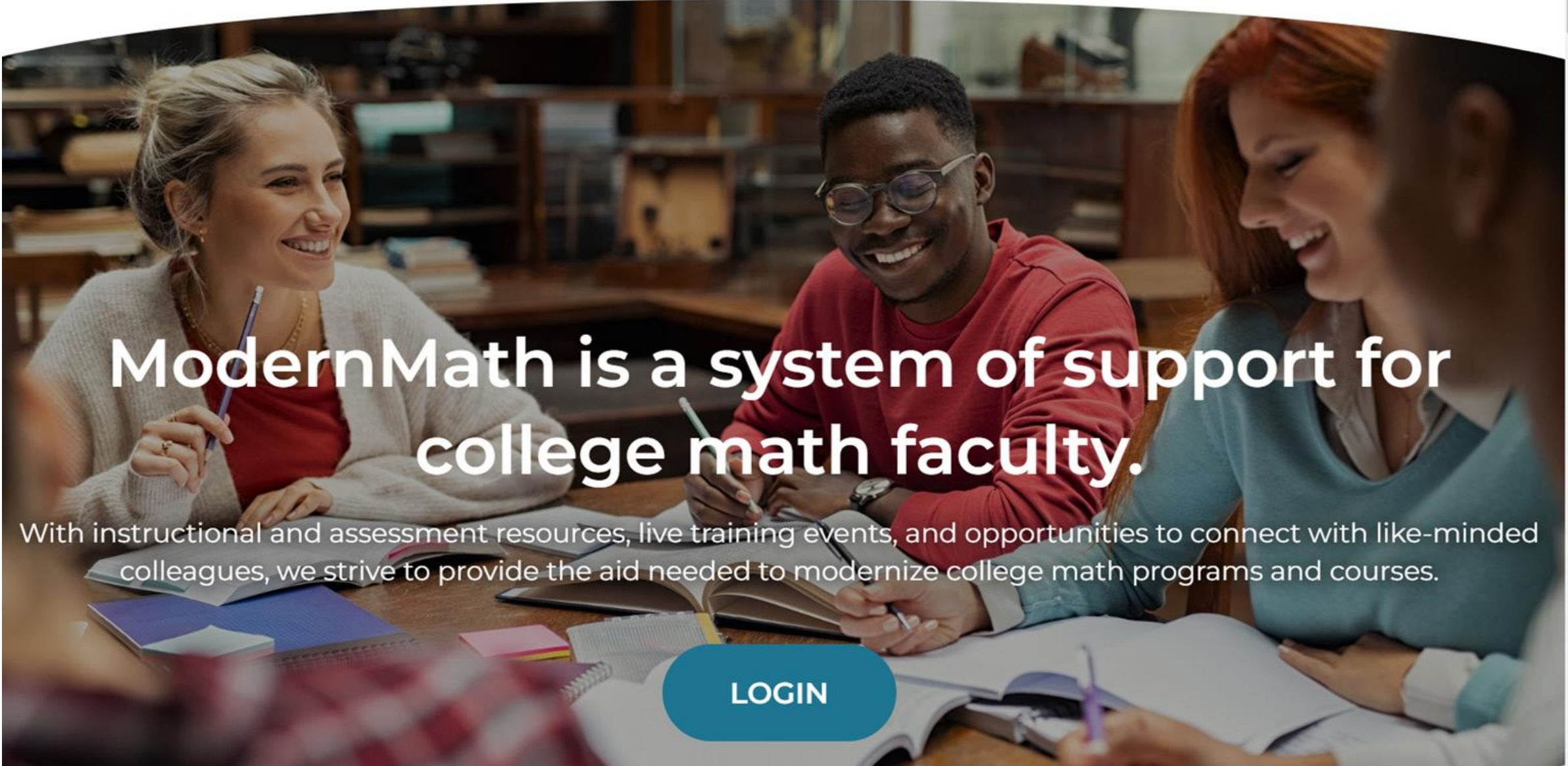


# Summer & Fall 2023 - Redesign accelerator

Colleges bring a team with administrator, student affairs, and math faculty

Twice monthly meetings on systems and classroom issues

Faculty received lifetime access to ModernMath



# ModernMath is a system of support for college math faculty.

With instructional and assessment resources, live training events, and opportunities to connect with like-minded colleagues, we strive to provide the aid needed to modernize college math programs and courses.

[LOGIN](#)

# Summer & Fall 2023 - Redesign accelerator

Colleges bring a team with administrator, student affairs, and math faculty

Twice monthly meetings on systems and classroom issues

Faculty received lifetime access to ModernMath

Added 1:1 meetings with me and college teams to problem solve

## **WHAT WORKED**

Productive discussions with administrators and faculty

## **WHAT DIDN'T WORK**

Full teams didn't always attend

Some colleges struggled to maintain progress with decisions

# Spring 2024 - Evaluation intensive

Colleges bring a team with administrator, student affairs, and math faculty

Regular meetings to evaluate aspect of redesign (Show, don't tell)

Office hours to troubleshoot (not recorded)

Last 2 meetings have 1:1 with me and college teams

Will follow up with 1:1 support in fall 2024

## WHAT WORKED

Productive discussions with administrators and faculty

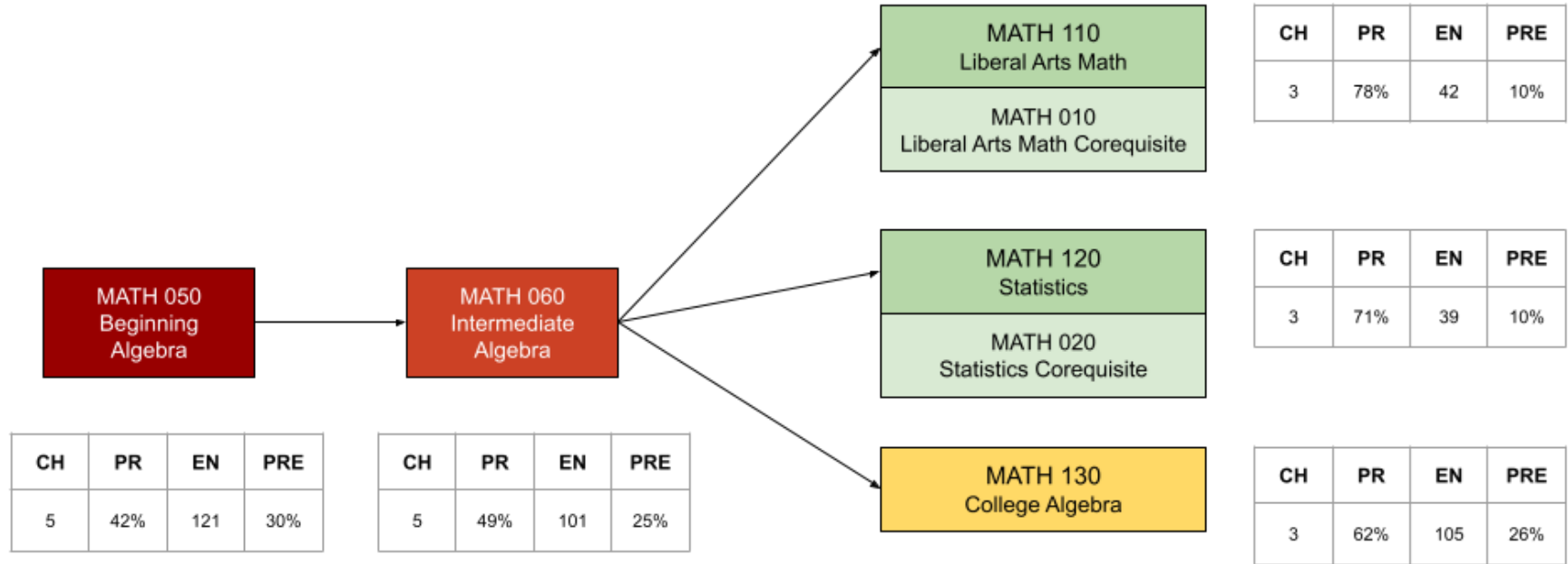
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# Example evaluation activity: pathways analysis

## Sample Community College Math Pathways Analysis



PASS RATES KEY
70 - 100 %
60 - 69%
50 - 59%
0 - 49%

Note: Intensity of color indicates density of student enrollment.

Represented Enrollment
408 students

Credit Hours	Pass Rate	Enrollment	Percent of Represented Enrollment



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# Additional support

Workshop series specific to tribal colleges (math and English, tribal college culture)

Corequisite deep dive professional development workshop series (SP 24 & 25)

# Lessons for greater progress going forward

Group discussions build community and provide crowdsourcing

But 1:1 support and accountability are needed to make and maintain progress

Building out AE group of consultants and adjusting processes based on MI work



# Contact

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