

Getting Students to Successfully Exit Remediation

Moving the Needle Conference
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Hostos Community College of the City University of New York

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Student profile for Spring 2017

Total enrollment	6979
Hispanic	58.5%
Black	21.6%
Number of females	67.4%
Number of full- time	55.2%
Average age	25.2
Freshmen Enrollment in Developmental or Remedial course	
ESL developmental course	16.7%
English remedial course	26.3%
Mathematics remedial course	41.5%

Doubled our 3-Year Graduation Rate

Fall 2009 Entrants	Fall 2010 Entrants	Fall 2011 Entrants	Fall 2012 Entrants	Fall 2013 Entrants
10.3	11.9	12.6	20.6	22.1

% of students with initial developmental need who completed a college-level composition/mathematics course within 2 years

Remedial Need	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Reading	30.7	25.4	38.3	43.6	44.3
Writing	34.5	29.8	41.8	40.5	49.9
Mathematics	22.6	25.2	33.5	37.0	33.3

Mathematics Department Courses

- MAT 10 Basic Arithmetic (4.5 hrs)
- MAT 15 Intensive Integrated Arithmetic/Algebra (6 hrs)
- MAT 20 Elementary Algebra (4.5 hrs)
- MAT 22 Elementary Algebra for multiple repeaters (3 hrs)
Two levels of remediation (MAT 10 + MAT 20)
- MAT 115 Quantitative Reasoning (3 hrs.)
- MAT 120 Statistics (4.5 hrs.)

What started the changes?

- Average passing rate in COMPASS (exit exam from Elementary algebra) was 31% in Fall 2010.
- Retention was a problem

Steps Taken

- ❖ Department instituted department midterm examination
- ❖ Study Guides were written
- ❖ Communications with the adjunct faculty were strengthened
- ❖ Online interactive COMPASS exam practices (Hostos website)

Result: Within 2 years, the Passing rate changed to around 46% . Exit Exam COMPASS was replaced by CEAFE (CUNY Elementary Algebra Final Exam)

CUNY Policy on exit from remediation

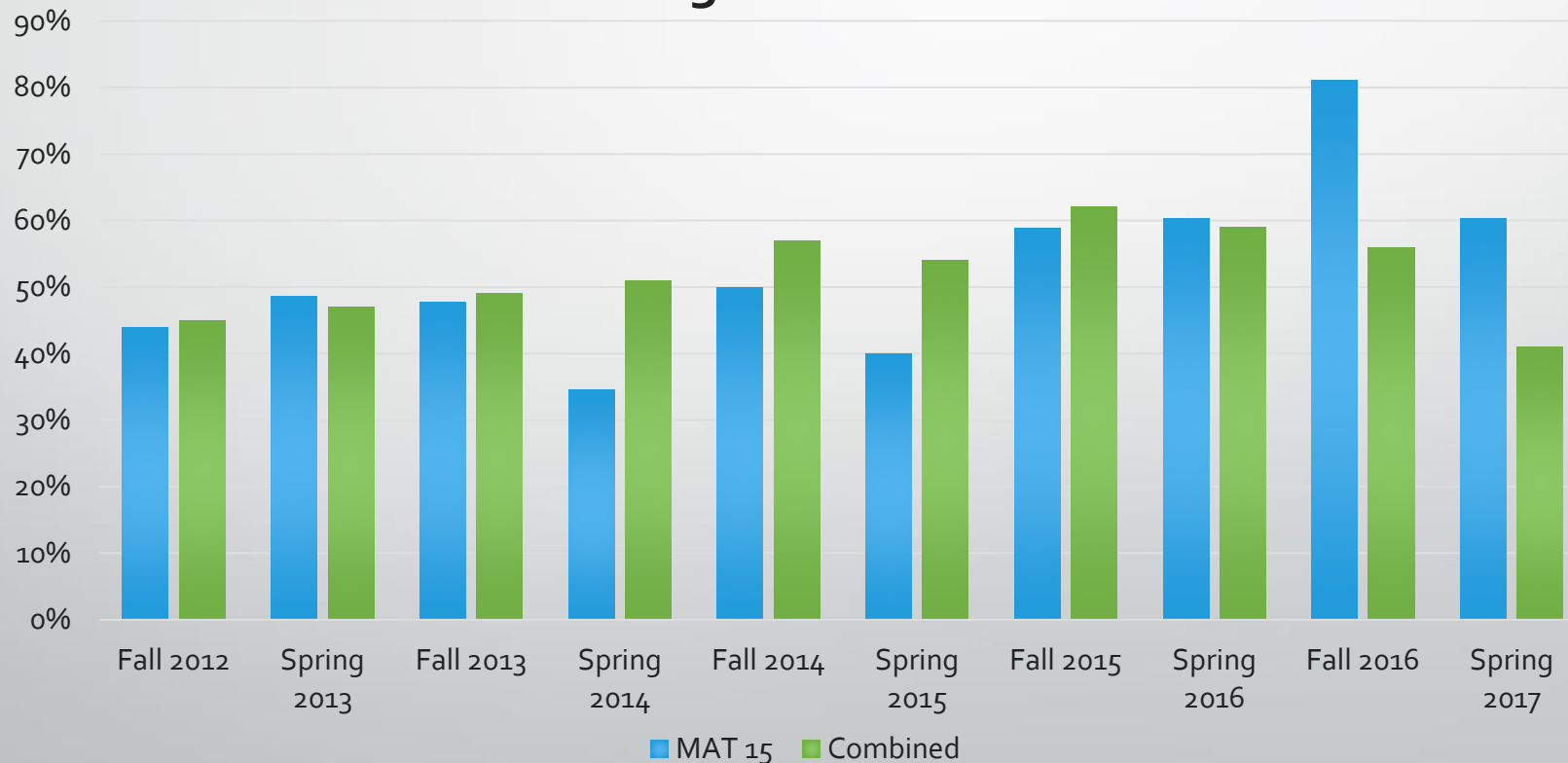
(Fall 2012)

- The student must earn at least 60% in CEAFE (CUNY Elementary Algebra Final Exam) in order to exit from remediation.
- CEAFE is given as a final examination in MAT 20 Elementary Algebra.
- 40.6% was the passing rate for Mat 20 in Fall 2012.

Mathematics Department Strategies #1

- Accelerated course MAT 15 (Supplemental Instruction) in Fall 2012
- Students take CEAFE as final examination.

Passing rate in CEAFE



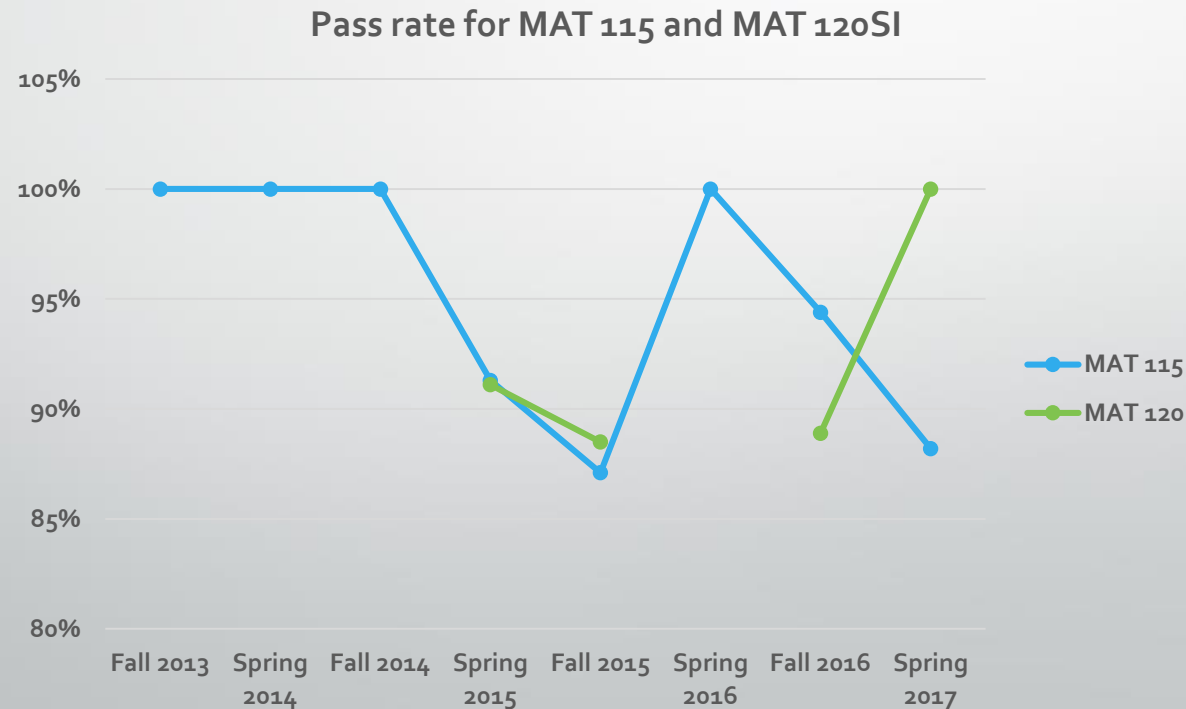
Mathematics Department Strategies #2

- Assessment of the CEAFE results
Students' weaknesses were addressed by creating additional handouts
- Assessment and Alignment of learning outcomes
- Study Guides were written
- Formation of teaching fellows (formal/informal assessment of teaching)
- Connecting teaching with research
(The Creative Enterprise of Mathematics Teaching Research by Czarnocha, Baker, Dias, Prabhu)

Mathematics Department Strategies #3

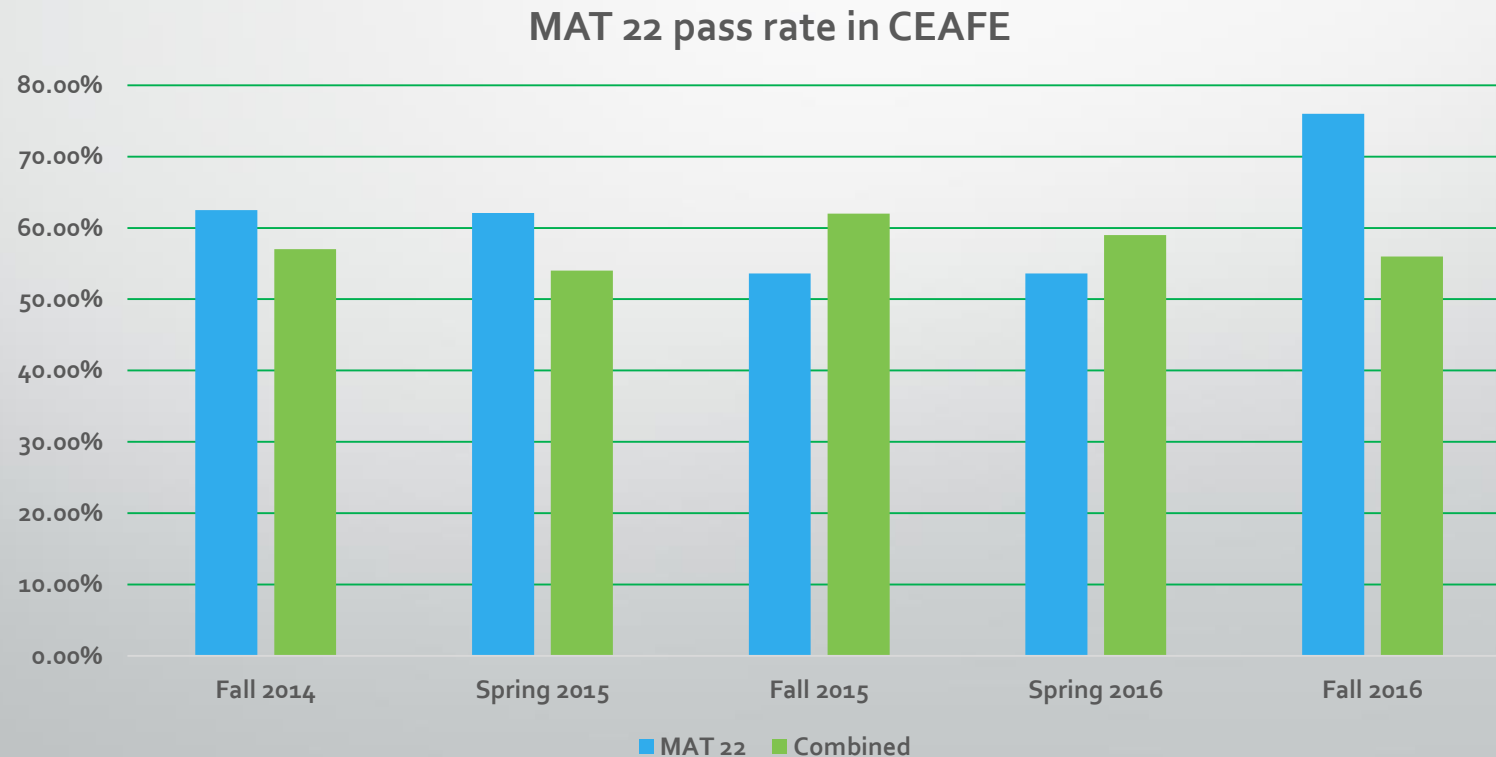
- Supplemental Instruction in College Level course for non-stem majors

New course MAT 115 (Quantitative Reasoning) in Fall 2013 and MAT 120 (Statistics) in Spring 2015



Mathematics Department Strategy #4

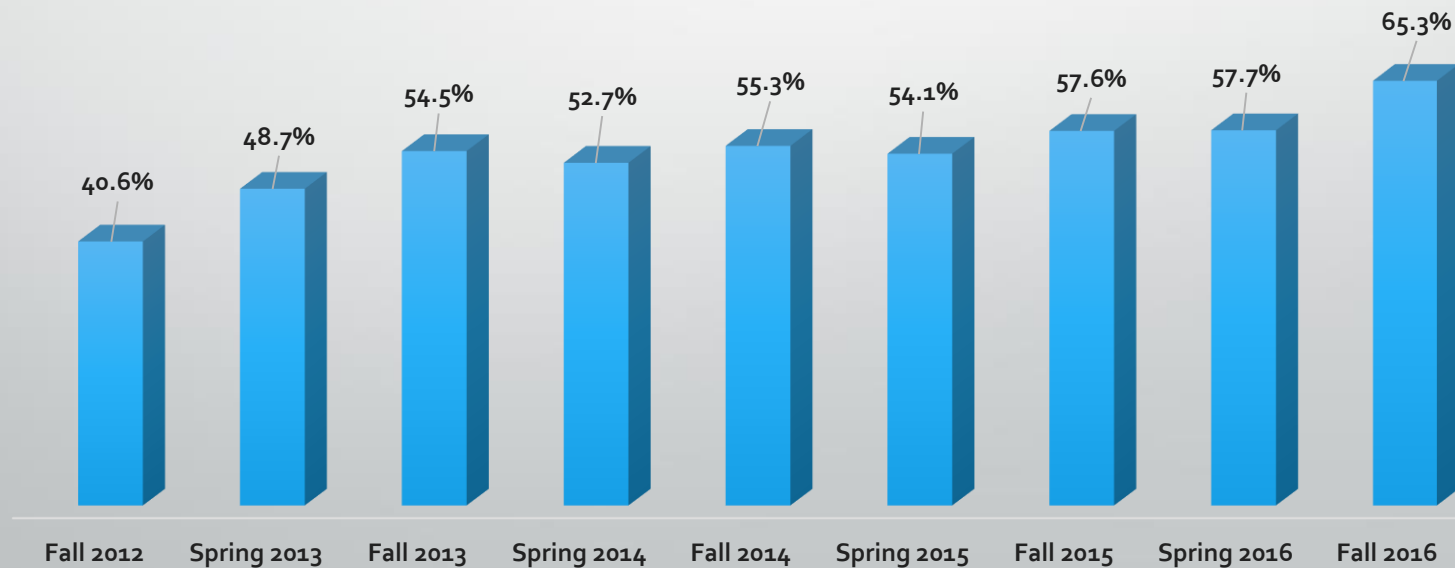
- Elementary Algebra for multiple repeaters MAT 22 (Supplemental Instruction) in Fall 2014
- Students are given two chances to take CEAFE



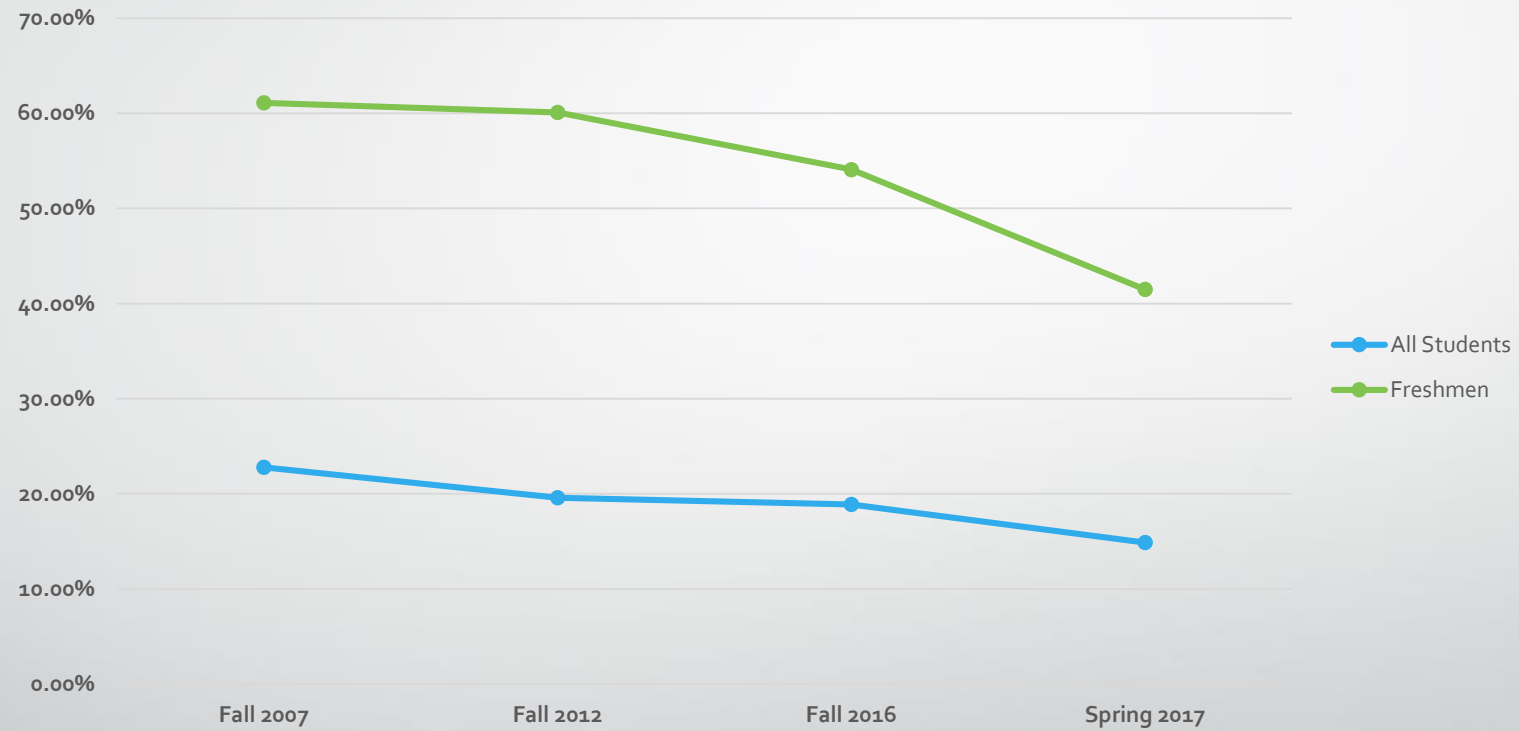
CUNY *NEW* Policy on exit from remediation (Fall 2016)

Student must pass Elementary Algebra MAT 20/22/15 class and earn at least 35% in CEAFE

Passing rates for *only* MAT 20 Elementary Algebra
Percentage of students exiting from remediation



Enrollment in developmental or remedial courses in Mathematics



Mathematics Department future plans

□ For non-stem majors and freshmen

- Shorten the remedial sequence by creating pilot co-req. courses

MAT119 (Statistics) + MAT 19 (Algebra needed for Statistics)

MAT 115 (Quantitative Reasoning) + MAT 16 (Algebra needed for MAT 115)

- Create Linked courses e.g. MAT 119 + PSY 101 (Psychology) + MAT 19

□ For stem students

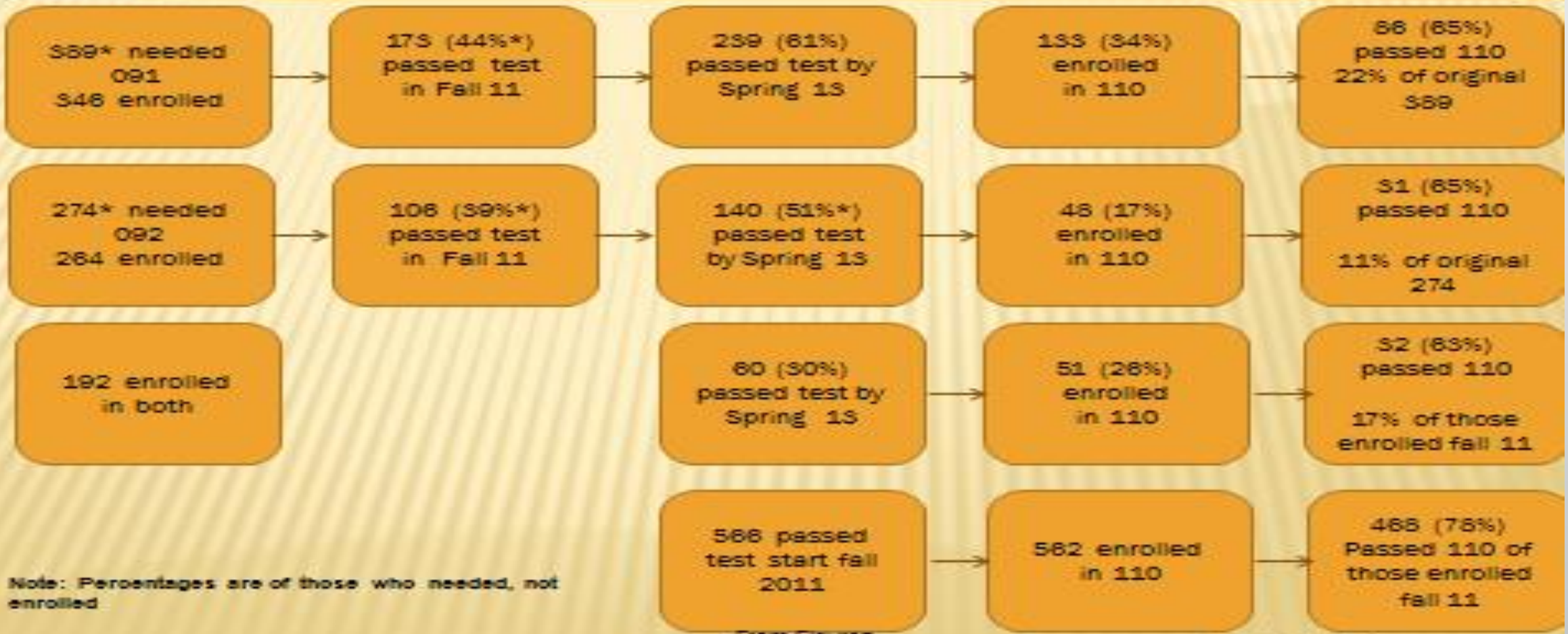
pilot course MAT 150 (College Algebra) + MAT 20 (Elementary algebra)

What were/are some of the challenges?

- Recruiting students
- Finding Instructors to teach these pilot courses
- Advisement issues
- Department concerns

English Department

Developmental English and Reading Students at Hostos Community College Fall 2011 to Spring 2013 TAKE 2!



Note: Percentages are of those who needed, not enrolled

From Figures 3 & 5

From Table 16

Develop a Co-Requisite Curriculum

- Accelerate 'high-scoring' developmental students.
- Replace a languishing course.
- Close the 'test loop' for multiple repeaters.
- Provide students that pass Eng 101 (Writing Focused) and 102 (Reading Focused) with credit.
- Goals:
 - Introduce college-level assignments and skills earlier in developmental courses.
 - Pedagogically assess students at the college level, teach students at their level.

Develop an Integrated Curriculum

- Replace a bifurcated curriculum where reading and writing skills were taught separately.
- Create a course that mirrors the combined writing and reading skills necessary for college-level work.
- Integrate test-prep skills into a cohesive curriculum.
- Goals:
 - Streamline the developmental process for students.
 - Reduce a 'test-prep' pedagogy.
 - Emphasize the teaching of reading and writing skills.

Pass Rates

Fall 2014				Fall 2016			
Course	# Enrolled	# Completed	% Passed Completers	Course	# Enrolled	# Completed	% Passed/Completers
ENG91	355	312	61.95%	ENG101	227	188	71.35%
ENG92	268	232	53.92%	ENG102	125	106	88.70%
ENG91+92	134	112	26.8%	ENG93	173	145	38.60%

- New Courses increased pass rates across the developmental cycle.

Multiple Repeater Rates

Multiple Repeaters Enrollment in Dev Ed Courses				
Course		F14	F15*	F16*
ENG 91/101	Count Multiple	100	36	31
	Total Enrolled	345	220	224
	% Multiple	28.99%	16.36%	13.84%
ENG 92/102	Count Multiple	76	21	16
	Total Enrolled	259	114	124
	% Multiple	29.34%	18.42%	12.90%
ENG 91+92/93	Count Multiple	29	39	23
	Total Enrolled	134	190	172
	% Multiple	21.64%	20.53%	13.37%

- New Courses reduce the rate of multiple repeater students.

Change to Multiple Measures Approach

- Lessened emphasis on exit exam as assessment tools.
- Gave the teaching of reading skills to local campuses.
- Made the writing exam (CAT-W) worth 35% of the developmental grade.
- Emphasized an assessment of student work that is representative of a work done throughout the course.

Develop a Multiple Measures Curriculum


- Remove the course specific Eng 101 & 102 exit exams.
- Align curriculum of Eng 101 & 102 to meet Eng 110 (Intro to Composition) 'exit standards.'
- Create a departmental reading exam for Eng 93.
- Develop a portfolio and cross-grading system for Eng 93.
- Adjust placement procedures for incoming and continuing students.

What were/are some of the challenges?

- Increasing professional development for faculty.
- Changing the nature of an 'exit-exam culture.'
- Examining the need for a departmental reading exam.
- Streamlining the Eng 101 & 102 process.
- Developing an assessment structure for multiple measures.

Increased Enrollments in College-level Classes

Class	Fall 2014	Fall 2015	Fall 2017	Increases
ENG composition	1366	1667	1633	+267
ENG literature	972	979	1049	+77
ENG elective	226	242	256	+30
College Math	333	334	267	-66
Intro to Stats	412	336	795	+382
College Algebra	185	211	241	+56



Questions?
Other Suggestions?
Barriers we haven't discussed?
Can't happen on my campus!
Wow! Can't wait to get started!