

The CUNY Approach to Developmental Education Reform



Presentation Overview

- Introduction and Purpose
- Realities of Remediation- Known Problems
- New Remediation Placement- Proficiency Index
- Consequences for Admissions and Enrollment
- Developmental Offerings that Work
- Questions

Remediation Reality

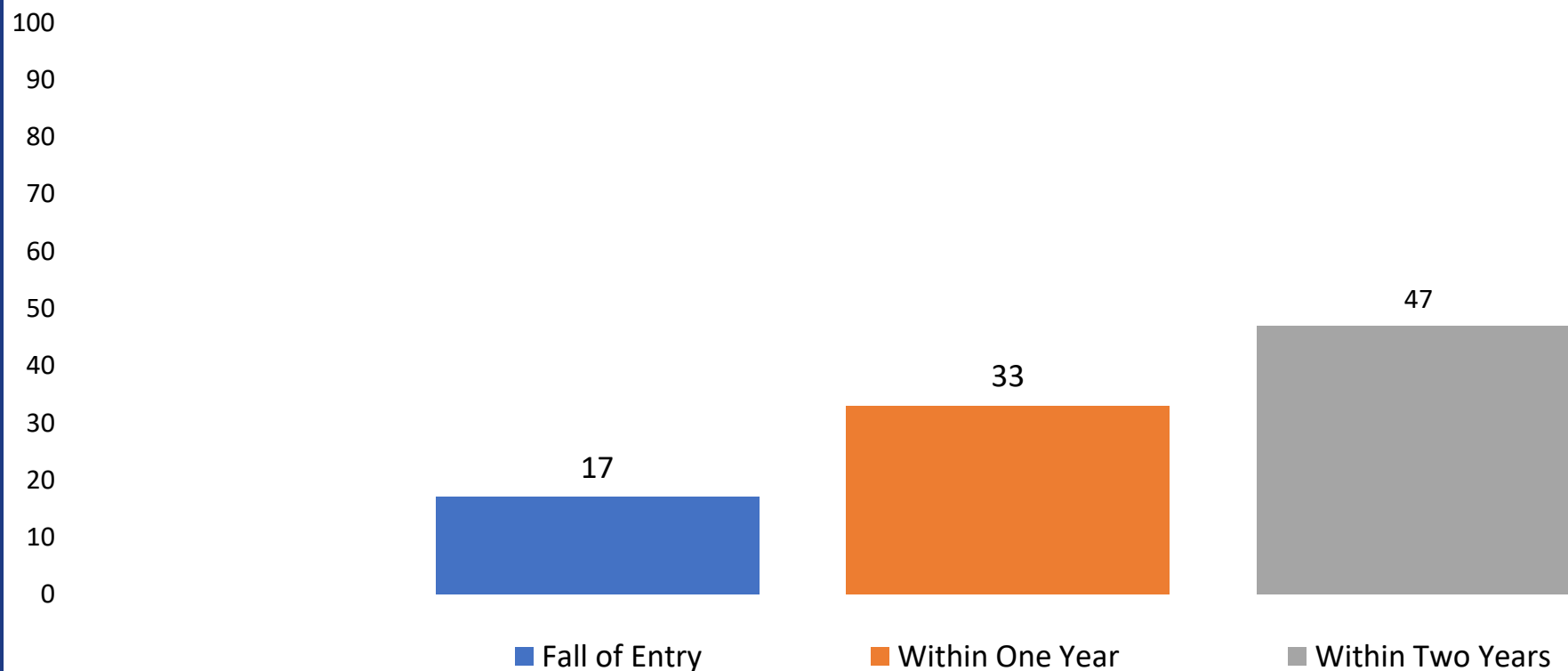
Problem	Specific Remedy	Overarching Remedy
Ineffective Placement Practices don't determine likely success in credit bearing courses	Discontinue Accuplacer tests and shift to an algorithm that incorporates grades & test scores	Well designed corequisite courses aligned with majors.
Low success rates in conventional remediation	More effectively target CUNY Start, Math Start, intensive skill development interventions, and scale up corequisite offerings	
Too many exit points in long remedial sequences		
Elementary Algebra prepares students for a course they may never take	Develop clear math pathways for every major	

Placement Problem

- Scott-Clayton, Crosta, and Belfield (2014) analyzed error rates of placement tests versus high school grades at CUNY and another community college system.
- They found that misplacement into remediation is much more common than misplacement into college-level courses.
- They estimated that nearly a quarter of students assigned to remedial math could have passed a credit-bearing course with a B or better, and many more could have passed at lower grades.
- This work led, in part, to ACT discontinuing the Compass exam in 2015.

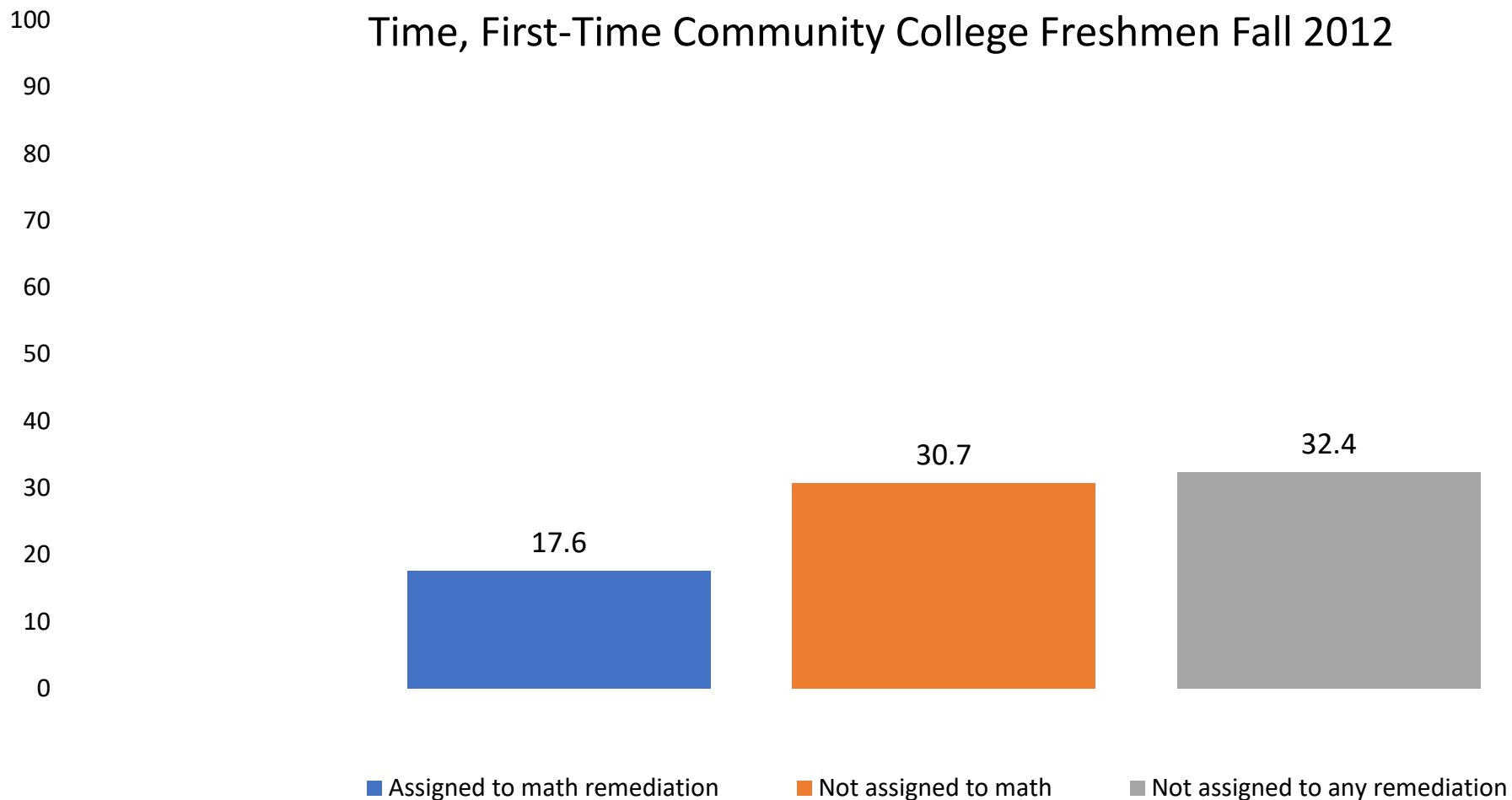
Most associate students never pass a credit-bearing math class.

Percentage of Freshmen Earning Three or More Credits in Math, by Time Period:
Fall 2015 Freshmen



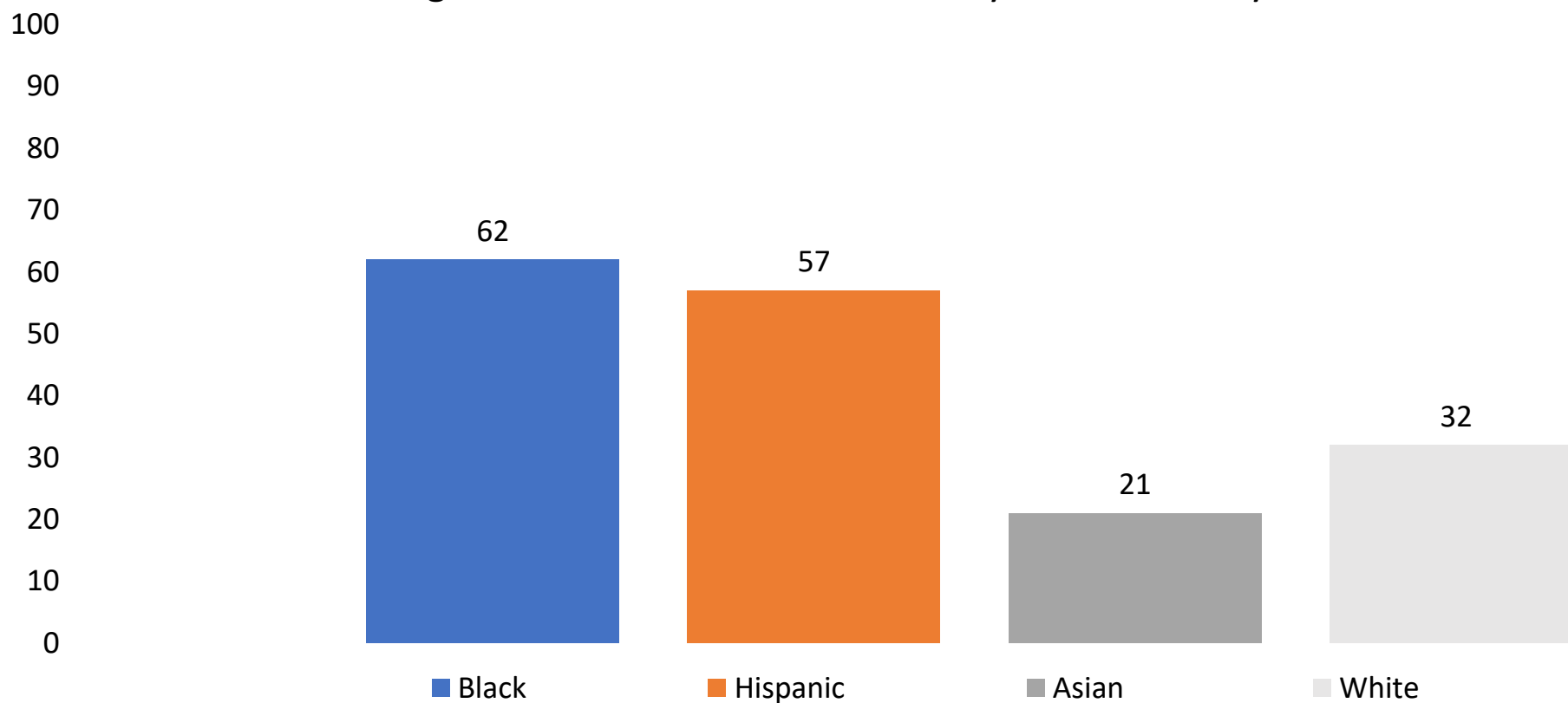
Less Likely to Graduate

3-Year Associate Graduation Rates by Developmental Math Assignment: Full-Time, First-Time Community College Freshmen Fall 2012



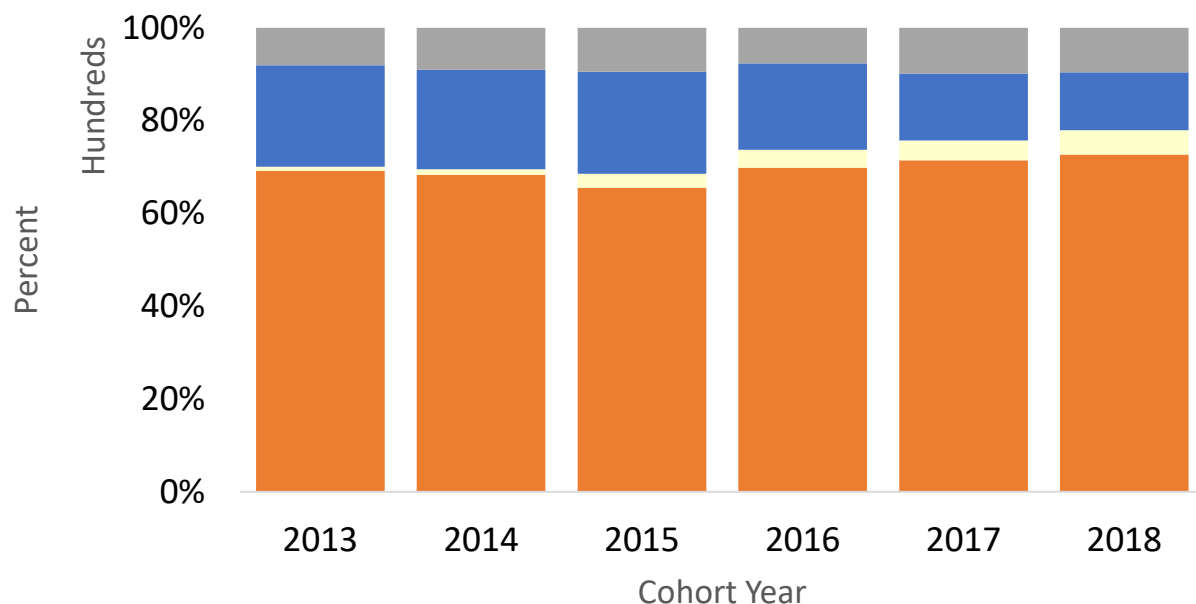
Serious Consequences for Equity

Assignment to Math Remediation, by Race/Ethnicity: Fall 2016

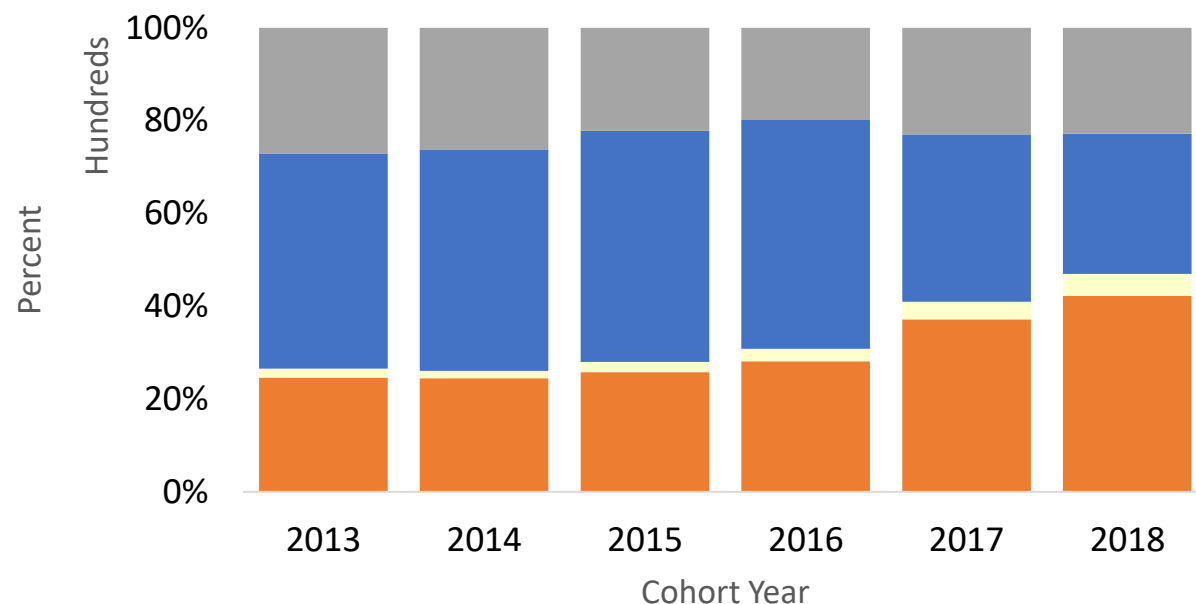


Fewer student enrolled in remediation leads to more credit accumulation

Fall English and Math Enrollment of First-time, Full-time Freshmen,
2013-2018

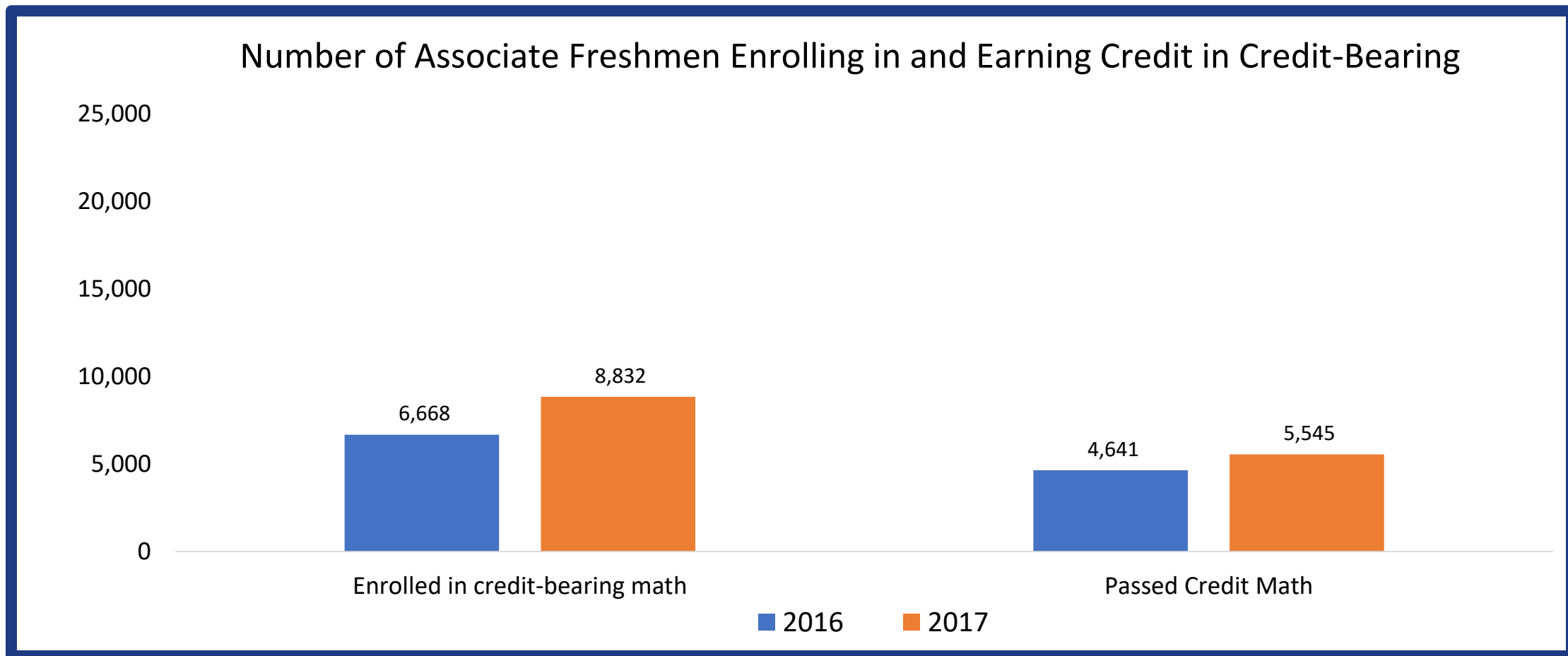


- No English Enrollment
- Traditional English Remediation
- Coreq English
- Credit-Bearing English



- No Math Enrollment
- Traditional Math Remediation
- Coreq Math
- Credit-Bearing Math

More students to credit-bearing math courses, leads to more students earning credit.



Old Placement vs New Placement



Proficiency Benchmark Scores

Math

SAT Math - 530+

ACT Math Score 21+

Algebra 1 Regents- 70+

Geometry Regents- 70+

Algebra 2/Trig Regents- 65+

Reading & Writing

SAT EBRW - 480+

English Regents – 75+

ACT English Score – 20+

*For a full list of scores accepted for exemption, see:
<http://www2.cuny.edu/academics/testing/testing-faqs/>



New Proficiency Index for Spring 2020

Students will be exempt from remediation if they meet any of the existing proficiency benchmark scores, or qualify base on a proficiency index score that weights high school grades, Regents exams and SAT scores

	SAT Math	Regents	
Current*	530	70, 65	Accuplacer \geq 57
Proposed	530	70, 65	Index Score \geq Cut Point



Aim of the New Index

Student Profile	Placement
65% chance or higher of succeeding in a credit bearing course.	credit bearing courses
Likely to benefit from light developmental support	Corequisite credit bearing courses aligned with intended major or targeted Univerisity Skills Intensive Program workshop
Least prepared (deep need in math or English or both)	CUNY Start or Math Start

Multiple formulas for different available data

Available Application Information				
HS GPA	Common Core Regents Algebra 1	Traditional Integrated Algebra Regents	New Math SAT	Old Math SAT
✓	✓		✓	
✓	✓			✓
✓		✓	✓	
✓		✓		✓
✓	✓			
✓		✓		
✓			✓	
✓				✓
✓				

Certain groups will have modified placement practices

Student Group	Placement Steps
Non-ESL students who don't have SAT or Regents	Index will assign proficiency based on GPA alone
No GPA or HS Equivalency	Default to non-proficient status unless they meet Regents or SAT Benchmark scores. Colleges may deem them proficient if they present additional information, i.e. TASC scores.
Transfer Students	Exempt if they have passed a credit-bearing course in the subject or met any other benchmark score, otherwise assessed using the same proficiency index as freshmen applicants.

No Distinction between Reading and Writing Proficiency

- Historically, the majority of students assigned to writing have also been assigned to reading.
- Some college remedial courses and interventions have already stopped distinguishing between reading and writing support.
- Colleges that intend to continue distinguishing between assignment to reading and writing supports can use local diagnostics aligned with college's developmental offerings.
 - Potential to use SAT sub-scores



Special English Placement steps for potential ESL students

Student Group	Placement Steps
ESL Students (Identified by admissions)	Administer the CAT-W and reading supplement chosen by ESL Discipline Council as a diagnostic and have it read by ESL faculty
Possible ESL (not identified by admissions)	Administer a questionnaire about home language and/or allow self-identification as ESL, then administer the CAT-W as a diagnostic and have it read by ESL Faculty

Benefits of New Index

- Earlier awareness without the delays and confusion caused by the placement tests.
- More students will be deemed proficient than before
- The proficiency index will more accurately predict whether students are likely to succeed in credit courses than the placement tests did.
- Offering more “corequisite courses” that allow students to enroll in college credit courses right away and get extra support while in the course, rather than having to pass a remedial class *before* enrolling in a credit course in the subject
- Spreading information about and better targeting alternative programs that students can participate in rather than take remedial courses

Index in the Admissions Process

Placement Index and the Admission Process

Initial Evaluation

Final Evaluation

Complete
Application

Proficiency
Index Runs

College Makes
and Delivers
Final Decision

Proficiency Milestones appear in CUNYfirst in the Student Center (self-service portal)

The screenshot displays the CUNYfirst Student Center interface. On the left, there are four main sections: Academics, Finances, My Account, and Personal Information. The Academics section includes links for My Class Schedule, Shopping Cart, and My Planner, along with a search bar for other academic... The Finances section includes links for Account Inquiry, View Financial Aid, Direct Loan Processing Form, and Supplement Form, and a create pay plan button. The My Account section includes a link for Account Inquiry. The Personal Information section is currently empty. On the right, there are three sections: Holds, To Do List, and Milestones. The Holds section shows two Testing Office Hold entries with a details link. The To Do List section shows No To Do's. The Milestones section shows Read Proficient and Write Proficient entries with a details link. A red arrow points from the 'You are not enrolled in classes.' message in the Academics section to the Milestones section.

Academics

[My Class Schedule](#)
[Shopping Cart](#)
[My Planner](#)

other academic...

Finances

My Account
[Account Inquiry](#)

Financial Aid
[View Financial Aid](#)
[Direct Loan Processing Form](#)
[Supplement Form](#)

Personal Information

You are not enrolled in classes.

SEARCH FOR CLASSES

Holds

Testing Office Hold
Testing Office Hold

[details](#)

To Do List

No To Do's.

Milestones

Read Proficient
Write Proficient

[details](#)

create pay plan

Milestone List

Below is a list of your current milestones. To sort or filter your list of milestones, change the options below and click Search.

View your Milestones by

Academic Institution

Academic Career

Academic Program

Milestone

go

Milestone List					
Milestone	Milestone Level	Status	Institution	Career	Pro Des
Read Proficient		Completed	University Processing Center	Undergraduate	Und
Write Proficient		Completed	University Processing Center	Undergraduate	Und

Developmental Education Options

Better Options

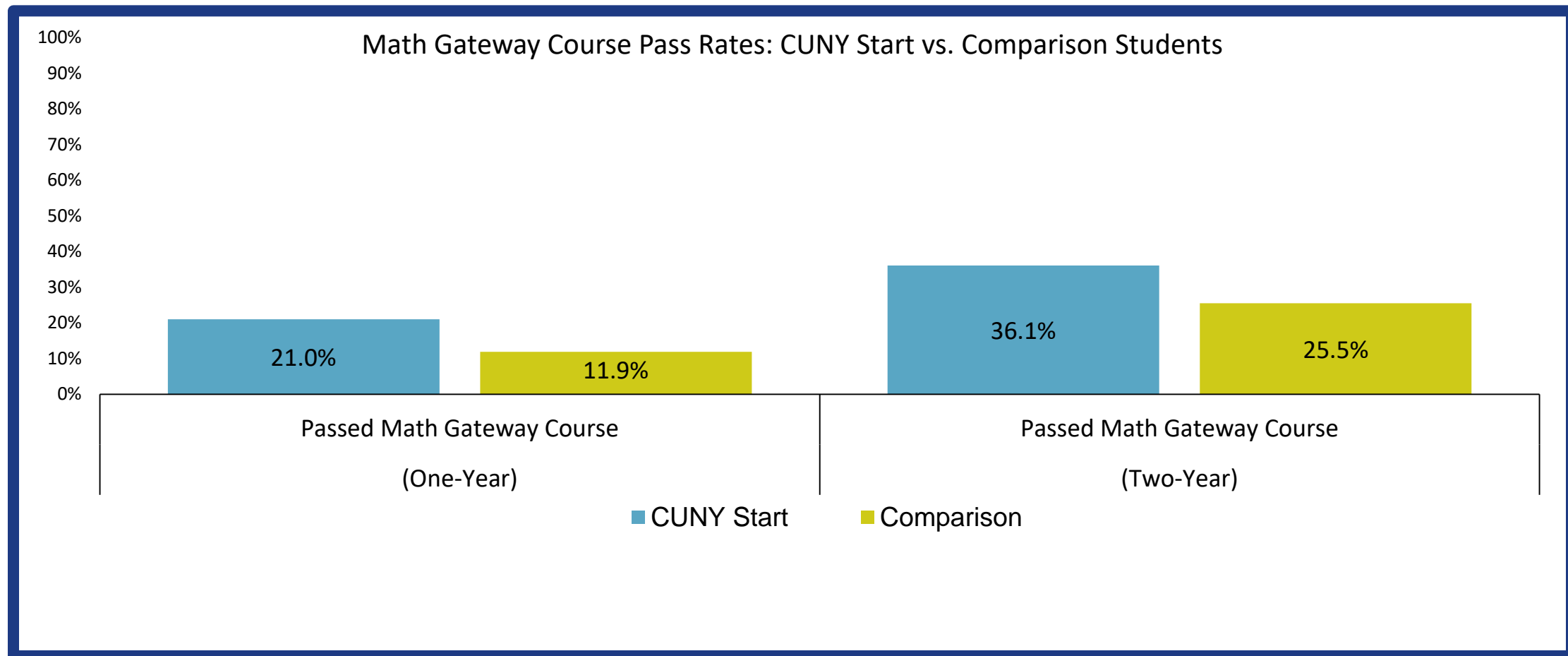
- **CUNY Start-** semester-long, pre-matriculation program for students assigned to remediation in math, reading and/or writing. Cost only \$75.
- **Math Start-** 8-week, pre-matriculation for students assigned to remediation in math. Cost only \$35.
- **University Skills Immersion Program (USIP)** - includes a variety of non-credit remedial offerings that are free to students and developed separately at each campus. USIP serves both incoming students the summer before they matriculate and continuing students.
- **Corequisite Courses**

CUNY Start & Math Start Outcomes

CUNY Start and Math Start serve large numbers of students assigned to both Elementary Algebra and Pre-Algebra.

Program	Remedial math assignment	Program	Percentage gaining proficiency and eligible to enroll in a credit course after completing the program
CUNY Start*	Algebra	Full-time	78
		Part-time	82
	Pre-algebra	Full-time	74
		Part-time	79
Math Start**	Algebra	Part-time	87
	Pre-algebra	Part-time	86

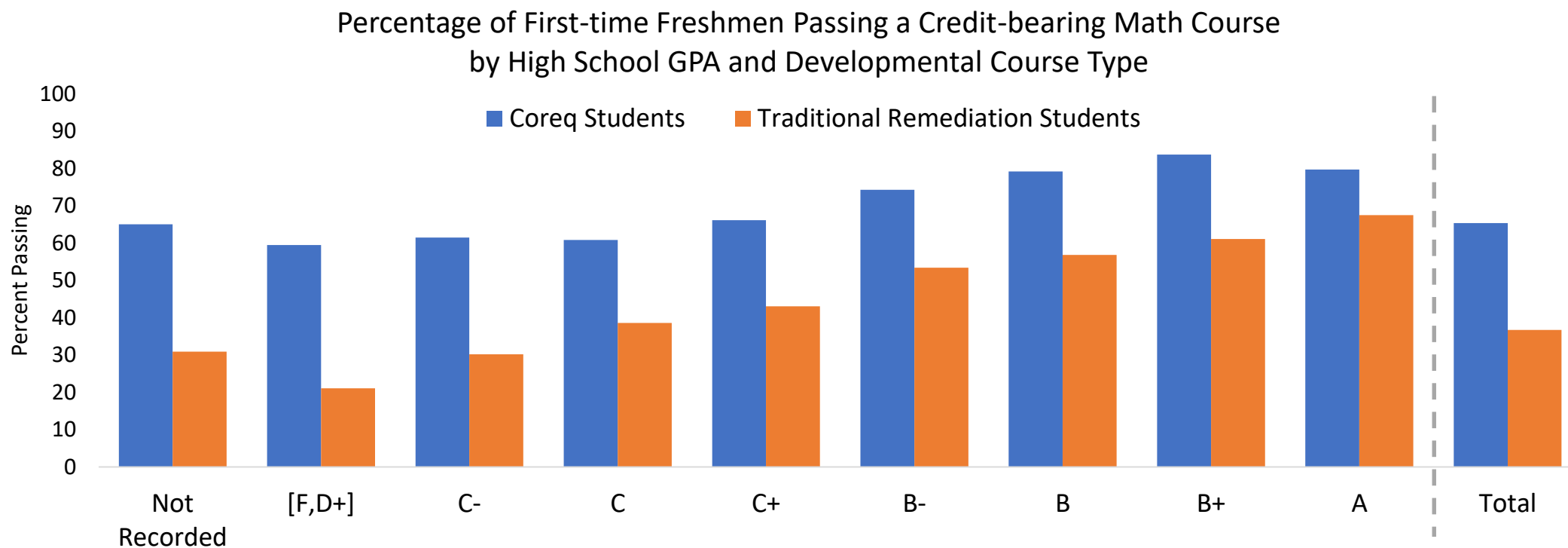
CUNY Start Outcomes



University Skills Immersion Programs

- Provide flexibility for students and colleges.
- First-time freshmen assigned to elementary algebra who are near-passing on the placement exam: targeted with short workshops.
- Continuing students with various levels of assignment in math who have been enrolled at CUNY for over a year (including multiple repeaters): targeted with more intensive support including tutoring and the use of technology.
- Of those community college students who participated in remedial math USIP in summer 2016 and enrolled in a gateway math course the following fall at the same institution of USIP participation, 70% went on to pass a gateway math course.

Corequisite Course Outcomes



Coreq students were part of a FTF cohort and took a coreq course. They are counted as passing only if they passed on their *first* attempt (N=3,787). Traditional remediation students are Fall 2014 FTF who were assigned to math remediation. They are counted as passing if they passed a credit-bearing math course any time within two years even if multiple attempts were required (N=15,288).

Evolving Understanding

- Regardless of students' probability of passing a credit course, we should not divert them from credit courses into other courses unless we have evidence *that doing so will actually improve their probability of passing a credit course in the future*
- Colleges, programs, courses, instructors all impact whether a given student will succeed in entry-level courses ("student-ready colleges" are as important as "college-ready students")
- Standards of preparation vary by intended majors (math readiness for a psychology major is different from math readiness for a physics major)
- Developmental education students may struggle more with general study skills and success habits than content knowledge
- We face a tension between developmental education policies that signal high standards to prospective students, and the real consequences of setting proficiency standards too high and reducing access to credit courses.