January 27, 2016

Arkansas Department of Higher Education

Statewide Higher Education Strategic Planning

Remediation Task Force

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Summary of Work to Date

The Remediation Task Force has met two times in the fall. The committee has representation from both community colleges and regional universities across the state. At those meetings the topic of discussion has been the various ways that remediation is managed across the Arkansas higher education spectrum.

Coursework and support activities specific to remediation including specific remedial/developmental courses, hybrid courses in which remediation is inserted into credit classes, tutoring and out of class support, co-requisite course pairing of developmental courses with regular coursework are all examples of the topics that have been discussed.

Placement procedures at the various institutions were discussed along with a variety of strategies to assist accurate placement of students to maximize speed and completion of remediation. Use of writing samples, specific placement tests and scoring, ACT placement cutoffs, differences found in community college and university settings, testing preparation to maximize student scores are all examples of topics discussed.

During the discussion, an informal and admittedly incomplete list of what various institutions represented in the committee actually do was created. Also, the task force did some generic brainstorming on specific issues that should be considered in regard to developmental/remediation in the areas of placement, instruction, psychological readiness, motivations for success, “grit” and aptitude, and other areas.

The draft work of the Task Force follows. The first part is the responses from individual institutions in regard to how the institution manages developmental/remedial work on their respective campuses. The second part is a running list of brainstormed issues that are integral in the discussion of managing and improving opportunities for developmental/remedial students coming into public higher education.

Part I

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| College of the Ouachitas | **DEVE Math**  2 course sequence:  Foundations I: ACT 18 or below, Compass 35 or below  Foundations II: ACT 19 or 20, Compass 26-44  **DEVE English**  Reading: ACT 18 or Below, Compass 83 or Below  Writing: ACT 18 or Below, Compass 79 or Below |
| Henderson State University | **DEVE Math**  Elementary Algebra: ACT 0-16, Compass 0-25  Intermediate Algebra: ACT 17-19, Compass 26-41  College Algebra: ACT 20+  \*Placement exam available for Intermediate and College Algebra  **Basic English:** ACT 0-18, Compass 0-82  **Academic Reading:** ACT 0-18, Compass 0-79 |
| UACCM | Foundations of Math: ACT 15 and Below  Basic Composition: ACT: ACT 18 and Below  Reading: ACT 18 and Below  Placement Test? |
| Pulaski Technical College | Reading Improvement: Compass 72-75  College Reading: Compass 76-82  Placement test: Compass, considering Accuplacer |
| UALR | DEVE Math: Compass 20 and Below  Modular with 4 levels and students start on level 1,  Currently: Pre-Core I, II, III, IV: ACT below 21  New Model: Non-Stem:  Foundations of Quantitative Reasoning: ACT Below 16  Co-Requisite Quantitative Reasoning: ACT 16-18  Quantitative reasoning: ACT 19 and above  STEM  Foundations of College Algebra: ACT 18 and Below  Co- Requisite College Algebra: ACT 18-20  College Algebra: ACT 21 and above  Rhetoric: Reading and writing combined Reading: Act >18 Compass >82, ACT writing > 13  Writing: Comp I and Comp Fund Accelerated: ACT 18-14, Compass >79  Placement: Compass |
| Harding University | Basic Math – ACT 19 and Below  Basic English: ACT 19 and Below  Reading I: 30 students – Nelson-Denny Below: 10.5  Reading II: 45 students – Nelson-Denny Below: 12:5 |
| UCA | ACT 15-18 conditional admittance  Math 1 level co-requisite next year  Writing: 2 levels, 1 co-requisite, next year 1 level/semester  Institutional Buy in  500 students  TLC cluster courses |
| ASU-Newport | Deve Math  Developmental Mathematics: Compass 23 or below  College Algebra with 1 hour supports: Compass 23-41  College Algebra or Quantitative Literacy: Compass 41 |
| Northwest Arkansas Community College | One DEVE Reading and Writing Course  Compass Boot Camp after Reading and Writing Placement test is first taken  College Algebra with Review: ACT 19 |
| UA Cossatot | DEVE Math  Foundation of Math 3 levels, mastery based software: ACT Under 19, Compass 41 and Below  Essential of Math  Introduction to Algebra  College Algebra with Lab (2 hour lab): ACT 18 or Compass 38-40  Intermediate Algebra  Essential English (book)  Developmental Writing using software |
| Southern Arkansas University | Transitional Math and Intermediate Algebra: ACT 18 and below  Transitional Composition with lab  Fundamentals of Writing  Transitional Reading |
| Black River Technical | ACT Below 19 placed into DEVE ED  Math: 3 levels, Modular  English: WF/English I, ALP  Reading: 1 level, based on reading score only |
| ASU Jonesboro | Lover level (non-native speakers)  Writing Fundamentals  Enhance College Reading  Integrated and Co-requisite ACT 19 or below English and Reading  Math ACT less than 19 Module based |
| ASU BEEBE | Precollege literacy 15 and below, Compass: ACT 15 and Below, Compass 55 and below writing, reading Compass 73 and below  Accelerated Learning Class: ACT 16-18, Compass 73-82, writing 5-79  English I: ACT 19, Compass 83 Reading, 80 writing  Math  Foundations of Algebra: ACT < 19  Quantitative Literacy: Math ACT 19, Reading ACT 15  College Algebra with Review: ACT 19 and 20  College Algebra: ACT 21  PreTech Math: ACT less than 16 |

Part II

Textbook

Technology (as needed)

Face-to-face (lectures), online exercise at home

Cold testing

Reading – secondary test 20-22, correlation

English placement test – a writing sample might help with placement

ACT placement scores ACT 20-21

Follow lead of stem programs

Writing/development own tests

Reading

GAP between waning fewer students and them needing

Re-placement before or at the beginning of semester?

A clear Bridge of where they came from to college readiness

Able to fail students when they fail

GRIT meta-cognition

Co- Requisite is nice fore almost “19” students

What about lower performing HS Students.

College algebra with review

Co- Requisite models

Hybrid: lecture and computer

Money?

Veterans

ACT/Compass/Accuplacer

High school transcript, GPA, weighted factors

8 week open 5 days a week 3 credits

High stakes ABCF students can’t withdraw

Stats and remedial

Relook at quantitative and college algebra

Is Modulation the best?

Alignment: Completion if remediation has these objectives and you would pick how to cover them.