

Executive Summary and Report of Activities and Recommendations UCCSN Developmental and Remedial Task Force.

June 2004

I. INTRODUCTION

Remediation is inseparably yoked to student performance. As policymakers and the public formulate attitudes and policies toward remedial and developmental education, we would like to identify some factors existing outside the classroom that greatly impact student performance:

- There has been a dramatic increase of non-native speakers in American classrooms over the past 40 years – 65 different languages are spoken in Nevada K-12 classrooms everyday;
- There is a dramatic increase in elementary school children who qualify for the Federal Free Lunch Program – in 2002, 48% of grade school students qualified in Clark County;
- There has been a dramatic increase in students with learning disabilities;
- The student population in Clark County School District is transient in nature with a turn-over rate at 40% in some schools;
- The per capita state funding per student ranks 47th nationwide; and
- Ultimately, there is a growing need for additional professional development of teachers to address these issues.

With these factors in mind, we would like to suggest that the evolution of developmental and remedial education is as much of a response to social challenges as it is to the academically challenged. These factors suggest to us that society has changed significantly, and we must now rethink how our students are placed in appropriate level coursework and how we might better serve students with a variety of teaching and learning strategies.

While we strive to ensure that every possible measure is taken to reduce the numbers of first-year students requiring remediation, we also believe that once a student is admitted to one of our institutions, we have an obligation to educate that student. Moreover, as a large body of evidence suggests, students moving on to English 101 and English 102

EXHIBIT C Education

Document consists of 10 pages.

- ☒ Entire document provided.
- ☐ Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

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after remedial courses enjoy a high degree of success. Even the most vocal critics of the problem concede that “college students do well once they take and pass remedial classes, with 90% of the students crediting remedial classes with helping them succeed” (Stone, Brown, and Phelps qtd. In Vogel 2).

II. BOARD OF REGENTS’ POLICY AND DIRECTION TO THE UCCSN DEVELOPMENTAL AND REMEDIAL TASK FORCE

Developmental education can be defined¹ as a broad umbrella of interventions or services which are designed to develop the talents of students from diverse educational backgrounds and experiences. Developmental education may combine instructional activities—even some for college credit such as study skills or a first-year experience—with diagnostic testing, tutoring, advising, and counseling services.

Remedial education generally refers to one of the services in the developmental continuum; that is, specific courses—numbered below the 100 level and usually in mathematics, writing, or reading—which address gaps in the students’ necessary academic skills to perform college level work. Remedial education usually takes the form of a specific course or courses. This broad definition of developmental education usually includes such activities as Adult Basic Education or GED.

¹ The essence of these definitions come from (1) the Education Commission of the States’ findings from a national survey on state policies on community college remedial education, 2002, and (2) Boylan, Bonham, and White’s chapter on “Developmental and Remedial Education in Postsecondary Education” in *Promising Practices in Recruitment, Remediation, and Retention: New Directions for Higher Education #108*, Jossey-Bass, Jan., 2000.

Board of Regents’ Recommendation for the Establishment of the UCCSN Developmental and Remedial Task Force (from the March 19, 2003 agenda approved by Committee):

3. Establish an ongoing task force within the UCCSN to review and make recommendations on current policies dealing with developmental or remedial education, to serve in an advisory capacity on new proposals, to help support collaborative work with K-12, to develop mechanisms to share best practices, to examine opportunities for new initiatives and structures, and to take on other work as requested.

The Developmental and Remedial Task Force will be organized by Vice Chancellor Richard Curry who will make periodic reports to ARSA regarding its activities and progress. The Committee, in great part but not exclusively, will be made up of faculty and program administrators active in developmental/remedial education. Vice Chancellor Curry will consult with Faculty Senate leadership and the Academic Affairs Officers as the Task Force’s final structure is determined.

III. UCCSN DEVELOPMENTAL AND REMEDIAL TASK FORCE

Current Membership of the UCCSN Developmental and Remedial Task Force:

Steve Brown, UNLV Co-Chair
Jhone Ebert, CCSD
Timothy Thomas, CCSD
Levia DelQuadro, CCSN
Rene Cantu, NSC
Ana Douglass, TMCC
Elaine Bunker, UNLV
Vicki Holmes, UNLV
Adam Sikula, UNLV
Anita Stockbauer, UNLV
Kathy Boardman, UNR
Barbara King, UNR
Rita Escher, UNR
Christine Chairsell, UCCSN
Courtney White, UCCSN

Jan Kempster, GBC, Co-Chair
Denise Karpelenia, CCSD
Dorothy Chase, CCSN
William Proctor, CCSN
Lyle Smith, NSC
Gail Ferrell, TMCC
Carol Conder, UNLV
Ebrahim Salehi, UNLV
Carrol Steedman, UNLV
Martha Young, UNLV
Ed Keppelmann, UNR
Gwen Shonkwiler, UNR
Dennis Hull, WNCC
David Khan, UCCSN

Current Membership of the Mathematics Subcommittee:

Ed Keppelmann, UNR Chair
Christy Falba, CCSD
Froozan Afiat, CCSN
Tina Roldan, CCSN
Michelle Wyatt, CCSN
Mike Mryhow, GBC
Gail Ferrell, TMCC
Frank Salba, UNLV
A.K. Singh, UNLV
Ed Kingham, WNCC
Christine Chairsell, UCCSN
Courtney White, UCCSN

Jhone Ebert, CCSD
Timothy Thomas, CCSD
Joe McDonald, CCSN
Ingrid Stewart, CCSN
Frank Daniels, GBC
Ling-Chih Bachman, NSC
Teresa Housden, TMCC
Ebrahim Salehi, UNLV
Gwen Shonkwiler, UNR
Jean McNeil, WNCC
David Khan, UCCSN

The task force was formed in July 2003 and officially began meetings in Fall 2003. The task force is co-chaired by Dr. Stephen Brown, UNLV, and Ms. Jan Kempster, GBC. Membership includes representatives from each of the teaching institutions who represent institutional interests in mathematics, English, and reading placement, outreach, tutorials, and collaboration with K-12. We are also fortunate to have K-12 participants who represent mathematics and English interests.

It has been a priority among task force members to thoroughly examine how we place students into remedial coursework. The discussions with our K-12 partners have been invaluable. We have learned that simply using a standardized test score does not effectively diagnose a developmental solution. We are heartened that faculty throughout the UCCSN prefer to combine standardized tests with diagnostic tests and portfolios to

ensure that students are placed into appropriate levels of coursework. We have also concluded that we do not serve our students well when place them into two semesters of remediation with the standardized tests, when possibly with further diagnosis, a more accelerated refresher course would be the correct solution.

Several of our institutions are experimenting with how we might better serve students who fall just below cutoff placement scores. One class is English 100 (a college-level course with some extra assistance), a five-credit course where students study at the English 101 level with extra help in writing labs or tutoring. When a student passes English 100, he/she receives credit for English 101 and the two additional credits are added to electives. This is a great service to students who do not lose time in remedial coursework that does not count towards graduation. Another course that has been developed is Math 097 that is a five-credit remedial course that combines Math 095 and 096 together in one semester. Students that qualify for remedial coursework through the standardized tests, but demonstrate enough mathematics skills to warrant an accelerated refresher course such as this, reduce their remedial course load by one semester. A third course has been proposed that would “stretch” the traditional English 101 curriculum over two semesters. The advantage of this course is that while basic writing students are exposed to the rigors of college level coursework during their first semester of writing instruction, they are also given the additional instruction and practice that will help them successfully meet those demands.

Discussions between K-12 and higher education mathematics representatives are exploring the possibility of the Clark County School District (CCSD) Mathematics Coordinator developing a senior year mathematics preparation course that will bridge into Math 120 in the UCCSN. Math 120 is one of the most commonly taken mathematics courses by Bachelors of Arts degree candidates. We applaud these efforts and believe that this is a giant step towards reducing the remedial needs of high school graduates. As this effort develops, we hope to share it with other school districts around the State. English participants are also exploring the feasibility of offering dual credit for preparatory courses such as English A (toward satisfaction of high school graduation and first-year writing requirements).

Another evolving effort that is worthy of mention is *the* summer bridge program that either encourages or requires students who place in basic writing to complete their first-semester writing coursework in the summer rather than in the fall. At the moment these programs are operated on a self-funded basis through Continuing or Extended Education. Should these programs prove to be successful in reducing remedial time for students, we suggest that a budget enhancement request go forward in 2007 to solicit summer state funding for these programs.

IV. BOARD OF REGENTS RECOMMENDATIONS SUMMARY

UCCSN Developmental and Remedial Task Force Proposed Handbook Recommendations:

- Mandate that all degree-seeking students satisfy all developmental requirements within the first 30 credits hours and that all remediation be completed before a community college student may transfer to a four-year institution.
- Mandate that reading be included in assessment/placement at all community colleges as part of orientation. It is the community colleges' responsibility to ensure students are reading ready.
- Expand the current extension of the Distance Education per class \$25 fee to all remedial/developmental reading, English, mathematics course offerings to high school students (regardless whether the class is offered in a distance education format or a traditional classroom).
- Mandate a system-wide report on resources allocated to tutoring to determine if services are available and adequate.

UCCSN Developmental and Remedial Task Force Supports the Following:

- Continue the work of the Developmental and Remedial Task Force to facilitate articulation between elementary, middle school, high school and post-secondary institutions, particularly as related to student preparation in reading, English and mathematics; and to review and make recommendations on current related policies.
- Explore the viability of system-wide alternative formats for English and mathematics that would provide additional student help without requiring separate remedial courses. We support the efforts of those institutions already piloting Eng 100 and Math 097 and encourage all institutions to look for creative ways to meet student needs.
- A rigorous high school curriculum consisting of Algebra I, Geometry, Algebra II, and a fourth year of mathematics; four years of English; and three years of Science with two courses having the laboratory experience.
- Task force members agree that, as in the case of English, all students should be required to take a placement test for mathematics (Accuplacer, COMPASS, ACT/SAT). ACT/SAT scores should be consistent throughout the institutions with scores of 21/500. We encourage all institutions to consider creating diagnostic web-based tests to further determine specific academic deficiencies so that the remediation process (time enrolled and course content) is appropriate. Additional funding may be appropriate for this endeavor.

- We encourage further exploration of and support for summer bridge programs—encouraging or requiring students who place in basic writing to complete their first-semester writing coursework in the summer rather than in the fall. The summer bridge programs are relatively new in the UCCSN. Should these programs prove to be successful in reducing remedial time for students, we suggest that a budget enhancement request go forward in 2007 to solicit state funding during the summers for these programs.
- We encourage the creation of an online mentoring program for high school students wishing to attend college (extension of Go-To-College-Brochure) and to serve our growing population with diverse needs.
- We encourage strong communication between academic and student services to include counselors/advisors throughout the system.

V. UCCSN DEVELOPMENTAL AND REMEDIAL TASK FORCE CONCERNS AND HIGHLIGHTS SUMMARY

Current Issues of Concern for English Placement:

- On every campus, students have the opportunity to “self-select” for a basic writing class, even if their scores or writing samples indicate English 101 placement. However, restrictions on baccalaureate credit granted for such classes make such self-placement less likely than it might otherwise be.
- While there is a perception by some that our placement scores are too high, our research indicates that the standardized test scores currently used for placement are appropriate when used in conjunction with student writing samples. We feel that these scores should not be lowered. Instead, the availability and benefits of the various alternate placement methods using writing samples should be emphasized.
- GBC, NSC, and CCSN are currently piloting Eng 100, a five-credit course that combines traditional Eng 101 instruction with additional help for students who would otherwise be placed in basic writing courses. At all three schools, the program is too new to provide conclusive results as to the effectiveness of the course. The introduction of English 100 into the curriculum encourages a renewed discussion of when baccalaureate credit should be awarded. Currently, students in English 100 receive this credit while students in the traditional basic writing courses do not. While a five-credit, one-semester course such as English 100 may keep students on track towards graduation, it may not be able to provide adequate time or work for progressive development of skills. This concern has led to a discussion of possibly adopting a two-semester Eng 101 course instead of Eng 100 at some institutions.

Model for Consideration for English Placement:

English 100

This is a five-credit course that allows students to fulfill their first semester of English while completing the developmental writing process. The course is designed for students who did not place into ENG 101 on the placement test/writing sample, but did not score so low that they need ENG 095. It allows a student to refine specific skill deficiencies while completing the first semester of freshman composition (equivalent to three credits of ENG 101, plus two credits counting for electives).

English *Stretch* 101

This six-credit course proposal is based on a highly successful program at Arizona State University. (See <http://www.asu.edu/clas/english/composition/cbw/stretch.htm> for more information about ASU's program and statistics related to student grades and retention.) Coursework for Eng 101 is *stretched* over two semesters, allowing students who would otherwise be placed in basic writing courses time for the additional instruction and practice that will help them be successful in completing the more rigorous Eng 101 curriculum. Students completing both semesters would receive three credits toward meeting the freshman composition requirement and three credits of general elective credit.

Current Issues of Concern for Mathematics Placement:

SAT and ACT exams are most commonly used for placement at the universities and the state college because they are so readily available and, thus, minimize the significant burden on testing centers. These scores, however, are not particularly good indicators of current knowledge, since a graduating senior may have tested in the junior year and may not have taken another mathematics course in the senior year, resulting in significant loss of knowledge about mathematics equations and concepts. In addition, these tests are not diagnostic in the sense that the student cannot use them to decide precisely where he/she is lacking in preparation. Community college placement exams, Accuplacer and COMPASS, are also not diagnostic. Thus, a student with limited deficiencies could be inappropriately remediated when all that is necessary is an accelerated refresher course. When there are long gaps of time between being placed in a college-level mathematics course and enrolling in that course, the student will probably not succeed and will ultimately lose time-to-degree because of having to be remediated.

As stated earlier, task force members agree that, as in the case of, English, all students should be required to take a placement test for mathematics (Accuplacer, COMPASS, ACT/SAT). ACT/SAT scores should be consistent throughout the institutions with scores of 21/500. We encourage all institutions to consider creating web-based diagnostic tests to further determine specific academic deficiencies so that the remediation process, time, and course content are appropriate.

Models for Consideration for Mathematics Placement:

UNR's Web Placement and Gateway Exams for Mathematics

Web-based placement and gateway exams are being developed to measure student readiness for advancing into higher mathematics courses. This will be available to community college and high school students in order to benchmark their levels of mathematics competency.

ALIEKS software was also discussed as a possible alternative for diagnostic placement into mathematics.

Math 097 - CCSN

This is a one-semester, five-credit course that is equivalent to the combination of Math 095 and Math 096. It is specifically designed for students who are able to move quickly through the curriculum.

New Bridge Partnerships are Forming Between K-12 and Higher Education

Plans have been discussed concerning CCSD students taking UNR's web-based placement/diagnostic exams in the junior year of high school so that CCSD may determine how to place these students into a fourth year of high school mathematics - Pre-Calculus - or into a co-created Finite Mathematics that will more adequately address remediation towards Math 120, Fundamentals of College Mathematics, thereby enhancing the senior year by bridging into college.

Task force members are also exploring the feasibility of offering preparatory courses such as English 098 (toward satisfaction of high school graduation and writing placement requirements).

Current Issues of Concern for English Language Learners:

English language learners enter our postsecondary institutions via four primary avenues and each of these groups should be considered as a distinct learning cohort:

International students are not generally part of the developmental/remedial educational population. Therefore, the approach to teaching these students is conceived of within the rubric of foreign language study.

Adult community based learners encompass a wide range of students from residents to refugees to illegal immigrants to migratory workers. These students can be further divided into two categories. One group takes academic English classes wherein English instruction is treated like a foreign language and the course credits in many instances transfer to other institutions. The other group is primarily serviced through community college outreach programs (frequently financed through federal grants), local school district outreach programs, or non-profit community organizations. At the community

colleges, these students learn survival communication skills and job skills to allow them to better function in the community, improve their standard of living, and increase their chances of bridging to more traditional academic pursuits.

K-12 ESL track students are those who came through their respective school districts identified as English language learners. These students generally are foreign-born, but manifest widely different periods of residence in the United States. Sometimes they choose to continue in ESL parallel coursework at the college or university level; others choose to bridge to mainstream coursework. We are seeing an increasing number of these students in our developmental math, English, and reading courses.

The population of **K-12 mainstream track students who manifest language acquisition issues** is increasing rapidly and is, perhaps, the hardest group to define or name effectively. It is also the group presenting the most significant challenges to our developmental courses. These students are frequently born in the United States to immigrant parents, so a second language is often spoken in the home. This group would also include students who arrived at a young age and proceeded through their respective school districts as native speakers of English. The members of this group identify themselves as native English speakers even as they frequently manifest certain second language issues from their cultural communities in their writing, reading skills, and math proficiency. Moreover, they manifest the cultural concerns, learning styles, and frequently the socioeconomic issues of their communities. This group is dramatically impacting our enrollments in developmental math, English, and reading.

Future Activities of the Developmental and Remedial Task Force:

The Developmental and Remedial Task Force members have agreed on the following list of priorities as viable options to consider and possibly implement at the institution level to further improve developmental and remedial support programs:

- Determine the retention rates of UCCSN developmental students in general education core curriculum, for example PSY 101.
- Support and consider the implementation of the model mathematics web-based placement and gateway exams – this may eliminate ACT/SAT cutoff scores for placement and more appropriately identify specific student deficiencies and subsequent remedial solutions.
- Change course description to “College Prep English/Mathematics” or “Enrichment English/Mathematics” from “Remedial” English/Mathematics or “English 098” to jettison deflationary connotations of “remedial.”
- Promote annual visits of post-secondary stakeholders (reading/ mathematics /English/Educational Outreach) to high school campuses on faculty development and open house dates, to facilitate articulation/advertisement of outreach programs.

- Increase articulation with Northern Nevada Writing Project, Southern Nevada Writing Project and Great Basin Writing Project to facilitate articulation between secondary and post secondary stakeholders in English, reading, and mathematics.
- Professional Development Workshops:
 - Assumption: current curriculum is an effective vehicle for realizing state standards. Emphasis should be placed on professional development by conducting a series of faculty workshops emphasizing strategies for effective writing instruction.
 - Adopt and seek funding for these Professional Development workshops statewide through partnerships with respective stakeholders from local school districts, community colleges, universities, and the Nevada Writing Project.
- Formalize the tutoring efforts on campuses and, when necessary, redirect resources to sufficiently maintain existing services and support future demand.
- Investigate best practices in the field of academic support for developmental education such as Supplemental Instruction.
- Continue to review online tutoring programs in order to evaluate their effectiveness and meta-cognitive strengths, i.e., “do they teach the students the process of learning a particular subject, skill, or content?”
- Investigate centralizing campus academic support programs by housing tutoring centers with mathematics, writing, and other academic support programs, thereby creating a “one stop” academic support services location for students.
- Increase collaboration between academic faculty and academic support services to support the success of students enrolled in core curriculum and 100-200 level courses.