Transforming Remediation
Charting a Course for the 2014 – 2015 Academic Year

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The Time Frame

• Target is implementation “at scale” by Fall 2015

• Some institutions will be “at scale” in transforming remediation (voluntary basis) in English/Reading and Mathematics in Fall 2014
  – Albany State University
  – Bainbridge State College
  – College of Coastal Georgia
  – Gordon State College
Corequisite Remediation means that:

– Students enroll in a corequisite Learning Support course that provides “just-in-time” support while they are also enrolled in a collegiate (gateway) course.

– Corequisite Learning Support Course + Gateway (collegiate) course = Success!!

– Gateway (collegiate) courses will be ENGL 1101, MATH 1001, MATH 1101, MATH 1111

• Some less prepared students will still be required to begin in “stand-alone” Learning Support courses.
Corequisite Remediation

• Recommendations for corequisite support courses:
  – 1 - 2 credits, 2 – 4 contact hours (institutional credit)
  – Format is up to institutions
  – Paired gateway course sections may have only Learning Support (LS) students or a mix of LS and non-LS students
  – Whenever possible, institutions are encouraged to have the same instructors teach the gateway course sections and the corequisite support sections
  – Efforts should be made to avoid identifying LS students in mixed gateway course sections to their fellow students.
Corequisite Remediation

• Recommendations for corequisite support courses:
  – The content of corequisite support courses must be geared to supporting students in mastering the content of the gateway courses.

• The Ad Hoc Steering Committee on Transforming College Mathematics has recommended that there be separate corequisite courses for each of the gateway mathematics courses.
Corequisite Remediation

- Recommended corequisite course numbers and titles:
  - **ENGL 0999** – Support for English Composition (ENGL 1101)
  - **MATH 0997** – Support for Quantitative Reasoning (MATH 1001)
  - **MATH 0998** – Support for Mathematical Modeling (MATH 1101)
  - **MATH 0999** – Support for College Algebra (MATH 1111)
Corequisite Remediation

• Students may not drop or withdraw from the corequisite course without dropping or withdrawing from the gateway course and vice versa.

• Students who withdraw from the corequisite and gateway courses will NOT, however, be required to withdraw from other collegiate courses not directly related to the Learning Support requirement.
Corequisite Remediation

- **Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D, S</td>
<td>Passing course grade</td>
</tr>
<tr>
<td>F, U, or WF</td>
<td>Failing course grade</td>
</tr>
<tr>
<td>IP</td>
<td>Progress insufficient for completion of the course</td>
</tr>
<tr>
<td>I</td>
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</tr>
<tr>
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<td>Withdrawal without penalty</td>
</tr>
<tr>
<td>WM</td>
<td>Withdrawal without penalty for military service</td>
</tr>
<tr>
<td>V</td>
<td>Student auditing LS course that is not required but taken voluntarily</td>
</tr>
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Corequisite Remediation

• Students will exit Learning Support upon successful completion of the gateway (college) course.

• No limit on “attempts” in corequisite courses.
## Corequisite Remediation

<table>
<thead>
<tr>
<th>Pass collegiate</th>
<th>Pass corequisite</th>
<th>Fail corequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Learning Support</td>
<td>Exit Learning Support but receive failing grade for coreq course</td>
<td></td>
</tr>
</tbody>
</table>

| Fail collegiate | Remain in LS; repeat coreq and collegiate course | Remain in LS; repeat coreq and collegiate course |
Year-Long Pathways

• Intended for students with significant gaps in preparation
• One semester “Foundations” courses
Year-Long Pathways

• Recommendations for “Foundations” Learning Support courses:
  – 3 – 4 credit hours (institutional credit).
  – Content must be geared to preparing students for mastery of the content of the gateway course in that subject.
  – The mathematics committee recommended separate Foundation courses for each of the three possible gateway mathematics courses.
Year-Long Pathways

• Recommended Foundations course numbers and titles:
  – **ENGL 0989** – Foundations for English Composition (ENGL 1101)
  – **MATH 0987** – Foundations for Quantitative Reasoning (MATH 1001)
  – **MATH 0988** – Foundations for Mathematical Modeling (MATH 1101)
  – **MATH 0989** – Foundations for College Algebra (MATH 1111)
Year-Long Pathways

• Students who withdraw from Foundations courses will not be required to withdraw from collegiate courses.

• Students must successfully complete Foundations courses in no more than two attempts or be subject to Learning Support exclusion for one year.
• Students placed on Learning Support exclusion would have the option to take Learning Support courses and collegiate transfer courses at a Technical College System of Georgia institution during that year.
Year-Long Pathways

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MATH Pathways

- MATH 1111 (College Algebra) prepares students for calculus. Should not be the default math pathway.
- MATH 1001 (Quantitative Reasoning) or MATH 1101 (Mathematical Modeling) should become the default math pathway.
Changing MATH Pathways

- Foundations for MATH 1111 >>> MATH 1001 or 1101 – go straight into MATH 1001 or 1101 with corequisite support
- Foundations for MATH 1001 or 1101 >>> MATH 1111
  - Enroll in MATH 1111 with corequisite support IF
    - Students pass MATH 1111 pretest OR
    - Students earned A or B in non-Algebra Foundations course
  - Enroll in Foundations course for MATH 1111
Changes to Admissions Policy

- Students who place into both (Math and English/Reading) LS areas will not be denied admission unless
- They score below the “floor score” in both areas or they score below the “floor score” in one area and at the Foundations placement level in the other.
• Train all advisors on new rules.
• Consider math pathways.
• Use DegreeWorks and GaTracs.
• Develop advising guides to ensure that students are placed in the correct pathways with the appropriate level of support.
• Develop advising guides. Advising template developed by the Ad Hoc Steering Committee to Transform College Mathematics.
Learning Support Mathematics – Advising Guidelines

GETTING THE RIGHT STUDENT IN THE RIGHT PATHWAY

A successful college experience starts with an early identification of a coherent program of study, and it is fundamental that we assist our students to select an appropriate mathematics pathway that aligns with their particular program. The following guidelines will help you assess each individual student, select the appropriate mathematics pathway, and select the necessary support to ensure they have the best chance of success.

STEP 1: Choose between the Algebra-Calculus and the Non-Algebra Mathematics Pathway

ALGEBRA-CALCULUS PATHWAY

STEP 2: Select the appropriate level of support.

MATH PLACEMENT INDEX C-STEM OR HIGHER
The student does not need any support course and can enroll in MATH 1111.²

MATH PLACEMENT INDEX FROM B-STEM TO C-STEM -1
Students with an MPI in this range will have the opportunity to enroll in MATH 1111 while taking an additional support course MATH 0999 as a co-requisite that will provide the necessary just-in-time

NON-ALGEBRA PATHWAY

STEP 2: Select the appropriate level of support.

MATH PLACEMENT INDEX C-NONSTEM
The student does not need any support course and can enroll in MATH 1001. (Replace MATH 1001 by MATH 1101 as appropriate for your institution)

MATH PLACEMENT INDEX FROM B-NSTEM TO C-NSTEM -1
Students with an MPI in this range will have the opportunity to enroll in MATH 1001(1101) while taking an additional support course MATH
THANK YOU!