New Remedial Plan Proposed for Spring 2020

Under the new remediation plan, students will be exempt from remediation if they meet any of the existing proficiency cut scores, or qualify based on an algorithm that weights high school grades, Regents exams, and SAT scores.

For example, students are exempt from math remediation if they meet any of the below:

	SAT	Regents	Last Chance
Current	530	80 Algebra 1 OR 65 Algebra 2	Accuplacer>=57
Proposed	530	80 Algebra 1 OR 65 Algebra 2	Algorithm results in predicted probability of passing >=~.65

Special Populations in Need of Consideration

Student Group	Possible Actions
Students without SAT or Regents scores	Place on GPA alone, given a sufficiently high GPA
Students with no GPA	Assign to co-requisite/developmental classes unless they present additional information
Students not eligible for English who may need reading or writing, not both	Use additional diagnostics aligned with college's developmental offerings (not all colleges distinguish reading and writing support, most students have been assigned to remediation in both areas); potential to use sub-scores on the SAT or Regents
ESL students (Identified by UAPC, not exempt)	Administer the CAT-W as a diagnostic and have it read by ESL faculty
Possible ESL (not identified by UAPC)	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
Adult students (in special programs)	Default to co-requisite courses

Alternatives to Traditional Remedial Courses

CUNY Start is a semester-long, pre-matriculation program that seeks to eliminate or minimize remedial education needs, allowing students to enter their degree program better prepared.

Math Start is an 8-week, pre-matriculation program that seeks to eliminate math remedial education needs, allowing students to enter their degree program better prepared.

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 in winter and summer sessions.

Co-requisite Courses are designed for students who need extra support and would typically be placed in developmental courses. These are introductory level, credit-bearing courses that simultaneously provide extra academic support to address remedial needs. They typically will require that students attend in person for approximately twice the typical amount of time for an introductory, credit-bearing course.

Hybrid Courses combine computer-mediated learning with teacher-led instruction in varying proportions.

Quantitative Reasoning Courses focus on developing students' understanding of concepts that underpin mathematical procedures. They are not algebra-based and are likely most appropriate for students intending to major in the humanities or the social sciences, as STEM majors will need to take the algebra sequence.

Elements to Consider When Counseling Students

1. **Inform students about their options and consider best fit –** Students should be able to make an educated decision about whether a course fits with their learning style (e.g., a hybrid course) and have an understanding of how the workload and intended major are connected to their course selection.

2. **Recommend students to redesigned courses to prevent repeated failures –** Because remedial math courses have low pass rates and these courses are mandatory for academic progress, it is common for students to repeat remedial math courses. Given the damage to student morale inflicted by repeated failures and the risk it places on their continued financial aid, it would be beneficial to evaluate whether students can be referred to redesigned course models in which they may be more successful.

3. **Beware of tension between accelerated progress and mastery of content –** For students with weak foundations in math and possibly competing priorities for their time, accelerated models may be particularly challenging.