

Student Success Committee: Remediation

Co-Chairs: Scott Moore, Continuing and Global Education and Tina Beddall, Admissions and Records

Committee Members: *Ginny Crisco, English Faculty; Stefan Delacroix, Math Faculty, Magda Gilewicz, English Faculty-Writing Center; Tosha Giuffrida, Learning Center; Maxine McDonald, Student Success Services; Andy Hernandez, Financial Aid; Chris Vieira, TILT.*

Staff Support: *Teresa Zenteno, Continuing and Global Education*

Charge: The taskforce considered the report “Bold New Vision for Developmental Education & Student Success at Fresno State” and reviewed best practices research on student success to advance recommendations that will lead to higher retention and graduation rates. Additionally, we considered the opportunities for Supplemental Instruction (SI), Co-requisites, and other alternatives to improve students’ success.

Executive Summary: The taskforce met weekly to review national reports, and campus reports (Bold New Vision for Developmental Education & Student Success at Fresno State and First-Year Writing Program Assessment Report 2015-16); we, analyzed campus and system data, and discussed innovations, recommendations, and best practices.

Recommendations set forth were based on the analysis of data and review of subject matter best practices.

Fresno State’s English and math programs are performing best practice and are seen as leaders in the CSU for preparing first-year students for college level work.

Issues and Concerns:

- Largely, non-GE English and math programs at Fresno State are performing well; changes should be precise, governed by faculty expertise, and evaluated through program assessment.
- Pilot programs suggested by academic departments are dependent upon addressing many logistical issues including staffing availability and room space.
- Data clearly shows students who complete non-GE English and math in their first year have greater student success. Staffing, room space, and the volume of students who require these non-GE courses are significant issues.
- The word “remediation” has a negative connotation. Campus labeling of “remediation” might be revised to indicate a student must demonstrate proficiency in English and/or math by their first two semesters of enrollment.

Recommendations	Cost	Cost Note	Responsible	Completed by
Math Lab addition to Math 4R in Fall 2016: Lab includes math department tutors	\$35,410 ⁱ	Ongoing	Department of Math	August, 2016
Math Enhanced Enrollment Guidance: Everyone begins Math remediation in Fall	\$5,000 ⁱⁱ	Potential Expense	Department of Math, Dean of Undergraduate Studies, Classroom Scheduling	Fall, 2017
Math Enhanced Enrollment Guidance: Technology/ advising restrictions to ensure proper placement in Math 4R/ Math 1RA /1RB	\$0		Admissions/Records, Department of Math & Classroom Scheduling	May, 2016
Math Enhanced Enrollment Guidance: Early Start Performance placement to Math 4R and Math 1RA/1RB	\$0		Department of Math	July, 2017
Math ELM Guided Pilot: Accelerated Remediation Option: 7 week Math 4R followed by 7 weeks of Math 45	\$10,000 ⁱⁱⁱ	Ongoing	Department of Math, Dean of Undergraduate Studies, Classroom Scheduling, Registrar	Fall, 2017
Math ELM Guided Pilot: Accelerated Remediation Option: 2 x 7 weeks Math 1RA/ 7 weeks Math 1RB	\$10,000 ^{iv}	Ongoing	Department of Math, Dean of Undergraduate Studies, Classroom Scheduling, Registrar	Fall, 2017
Math ELM Guided Pilot: Accelerated Remediation Option: Expand number of Early Start Math 3 (ESM 3) sections	\$37,584 ^v	CERF funds Ongoing	Department of Math, Division of Continuing and Global Education	Summer, 2016
Math ELM Guided Pilot: Accelerated Remediation Option: Pilot a Spring Math 4R course for High School Seniors at Fresno State.	\$24,164 ^{vi}	State funds Ongoing	Dean of Division of Continuing and Global Education & Department of Math, Admissions/Records	April, 2017
English: Expanded Self-placement inventory and integration into Dog Days	\$0		Department of English, Dog Days, Technology Services	Pilot 2016, Implement 2017
English: Expand number of sections in English 5A during Fall Semester. Expanded number of sections in English 10 in Spring Semester. Encourage some high-performing students to delay English 10 enrollment until Spring.	unknown ^{vii}		Dean of Undergraduate Studies, Dean of Arts & Humanities, Department of English, Dog Days, University Advising Center	Fall, 2016
English: Pilot a summer portfolio, with mentoring to guide placement (part of Early Start)	\$2,691 ^{viii}	CERF funds Ongoing	Department of English, Division of Continuing and Global Education	Summer 2016
English: Reduce class size from 25 headcount to 20 headcount in English 5a & 5b	\$145,000 ^{ix}	Ongoing	Dean of Undergraduate Studies, Dean of Arts & Humanities, Department of English, Classroom Scheduling	Fall, 2016
Campus: Reconsider "remediation" label	\$0		University Advising Center, Department of Math, University Outreach (limited), Admissions/Records, Campus	Fall, 2017
Campus: Increase coordination of efforts among academic peer support programs	\$2,000 ^x	One-time	Writing Center, Learning Center, Departments of English & Math, Student Support Services, Athletics	December, 2016
CSU System: Review effectiveness and consequences of Early Start	Unknown		CSU Board of Trustees	Unknown
CSU System: Review E.O. 665 cut off SAT score of 550 for math	Unknown		CSU Math Council, Chancellor (or delegate)	Unknown
CSU System: Review predictive validity in EPT	Unknown		CSU English Council, Chancellor (or delegate)	Unknown

ⁱ SI leader cost for the Fall semester: \$11:00 x 7hr x 14 students x 15 weeks = \$16,170; SI leader cost for the Spring semester: \$11:00 x 7hr x 8 students x 15 weeks = \$9,240; Coordinator expenses: \$5,000 each semester.

ⁱⁱ Shift1 section of Math 4R from Spring to Fall. Contract (Staffing) and space issues may prevent implementation. If additional section necessary, cost is \$5,000 (Potential Expense).

ⁱⁱⁱ Cost for a single instructor at \$5,000 per course. Department looking at logistical issues. Space and staffing may not be attainable.

^{iv} Cost for a single instructor at \$5,000 per course. Department looking at logistical issues. Space and staffing may not be attainable.

^v Using average ESM 3 pay during Summer 2015 with 8% benefit burden. 6 sections. Cost would be paid from CGE CERF.

^{vi} Assumes 100 students. Salary Schedule 2322 Full Professor, 3 units = \$8,208; add 8% benefit burden. Books \$100/each (\$10,000), parking \$53 (\$5,300). Since not billing students, cost is not covered by CGE CERF.

^{vii} Suggestion is currently being implemented through the Dean of Undergraduate Studies, College of Arts & Humanities and Department of English. Likely a recommendation of Student Success Class Availability Task Force.

^{viii} One section of Early Start English 1 with 8% benefit burden. Cost would be paid from CGE CERF.

^{ix} AY 2015-2016, Engl 5a = 71 sections, Engl 5b 71 sections. 5 headcount reduction is 20% increase in section demand, or 28.4 additional sections to maintain current capacity. Does not include Engl 10. Calculation is 29 new sections at \$5K each.

^x Publicity Campaign of service availability.