Trends in Initial Remedial Need of Associate Degree-Seeking First-time Freshmen†

†Reflects remedial need upon application to CUNY.

CUNY Office of Academic Affairs  December 16, 2015
The percentage of students assigned to remediation who achieve proficiency within their first year has gone up, but is still below 50%.

Trends in Percentage of Students fully proficient by end of the first year†

†Of associate students initially needing any remediation, by fall freshman cohort
Chancellor convened the Taskforce in Fall 2015

Co-Chairs
- EVC Rabinowitz
- University Dean Crook

Membership
- Faculty Chairs of Math, Reading, and English Discipline Councils
- 3 Community College Provosts
- 3 Senior College Provosts
- OAA Representatives
Additional Reasons for Taskforce

- Change in placement exams
- Change in Regents exams
- Change in Exit Exams
- Growing Alternative Pathways
  - Algebra Alternatives in Math
  - New instructional formats in Reading/Writing
Discussions thus far

- Placement including use of multiple measures
- Use of High-stakes exit exams
- Alternative Pathways
Impact at Senior Colleges

- Tests are changing and thus by necessity all cut-scores for admission and placement must be reconsidered
- May like to consider increased Immersion opportunities including
  - Pre-enrollment support
  - Integrated support during semester
- Pathways and transfer considerations
- Prerequisites/Co-requisites
The CUNY Elementary Algebra Final Exam (CEAFE) is the Elementary Algebra Common Departmental Final (CDF).

CUNY policy requires all Elementary Algebra students to take the CEAFe during the finals week of Elementary Algebra.

To earn a passing course grade, students must meet both of the following criteria. Students must earn:

1. 60% or higher on the CEAFe, and
2. 70%† class average with the CEAFe accounting for 35% of the final average.

†Prior to Fall 2015, a 74% was required.
† Of students who enrolled in an Elementary Algebra course, between 28% and 32% of students in each term withdrew before taking the exam. Pass rates for students who took the exam were between 51% and 57%.
## CEAFE Testing and Passing Trends

<table>
<thead>
<tr>
<th>Semester</th>
<th>Registered in Elementary Algebra</th>
<th>Tested</th>
<th>Scored 60+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>Percent of Registered</td>
</tr>
<tr>
<td>2012-Fall</td>
<td>14,577</td>
<td>10,449</td>
<td>72%</td>
</tr>
<tr>
<td>2013-Spring</td>
<td>14,751</td>
<td>10,400</td>
<td>71%</td>
</tr>
<tr>
<td>2013-Fall</td>
<td>16,048</td>
<td>11,498</td>
<td>72%</td>
</tr>
<tr>
<td>2014-Spring</td>
<td>14,917</td>
<td>10,122</td>
<td>68%</td>
</tr>
<tr>
<td>2014-Fall</td>
<td>15,780</td>
<td>10,985</td>
<td>70%</td>
</tr>
<tr>
<td>2015-Spring</td>
<td>12,706</td>
<td>8,339</td>
<td>66%</td>
</tr>
</tbody>
</table>
CEAFE Score Distribution
Fall 2014

mean=61.5
SD=22.2
N=10,866

CUNY Office of Academic Affairs  December 16, 2015
CUNY-wide mean and SD Trends

<table>
<thead>
<tr>
<th>Semester</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>59.07</td>
<td>21.47</td>
<td>10,474</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>58.57</td>
<td>21.76</td>
<td>10,293</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>61.32</td>
<td>21.78</td>
<td>11,384</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>60.49</td>
<td>22.22</td>
<td>10,231</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>61.55</td>
<td>22.22</td>
<td>10,866</td>
</tr>
</tbody>
</table>

Note that the mean score is approximately the passing score of 60. This indicates that a significant number of students
1. could potentially pass the exam with only small changes in the exam or instruction.
2. barely pass the exam and could perhaps benefit from additional support in a subsequent math course.
### USIP 2014

<table>
<thead>
<tr>
<th>College Type</th>
<th>N</th>
<th>Percent Tested</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>323</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>1,875</td>
<td>87%</td>
<td>69%</td>
</tr>
<tr>
<td>Community</td>
<td>2,827</td>
<td>85%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,025</td>
<td>86%</td>
<td>67%</td>
</tr>
</tbody>
</table>

### Spring 2014

<table>
<thead>
<tr>
<th>College Type</th>
<th>N</th>
<th>Percent Tested</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>2,550</td>
<td>66%</td>
<td>39%</td>
</tr>
<tr>
<td>Community</td>
<td>12,367</td>
<td>68%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14,917</td>
<td>68%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Opportunity for Interventions

- Students who are “close to passing” Elementary Algebra may be offered an intervention prior to the next semester.
- Initially, CUNY Policy was highly restrictive in defining “close to passing” per the recommendation of the Math Panel.
- In 6/2013 memo, CUNY Policy was changed to allow departments to create their own definition of “close to passing.”

<table>
<thead>
<tr>
<th>Elementary Algebra Intervention Completers†</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>649</td>
<td>862</td>
</tr>
<tr>
<td>Passed CEAFE</td>
<td>73%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Many interventions occur during Winter and Summer USIP offerings.

†Note: Intervention completion is inferred from a student taking the CEAFE twice in a short time period. For LaGuardia and Kingsborough, this method may also capture session 2 repeaters.
Community Colleges, including those at CUNY, are experimenting with a variety of models of course redesign, mainstreaming, and enhanced placement policies to improve student outcomes.

**Enhanced Placement**
- Use factors other than single placement test
- Acknowledge importance of non-cognitive factors in student success
- Incorporate high school grades and course-taking (California schools, SUNY)
- Student self-directed placement (Florida, Oregon)
- Targeted counseling (Wisconsin)

**Alternatives to algebra for non-STEM majors**
- Place students directly into quantitative courses most relevant for major/career goals
- Lexa Logue’s study of placing students directly into college statistics with extra support

**Co-requisite courses**
- Remedial support integrated in college-level coursework
- Contextualized in a subject
- Statway/Quantway (Carnegie)
- Statistics Pathway (Dana Center)
- Guttman’s City Seminar

**Accelerated/immersion courses**
- Less time and money invested in no-credit courses
- Fewer opportunities to exit without completing
- CUNYStart
- FastStart (Denver)
- ALP (Baltimore)