A sunset over a body of water. The sky is filled with orange and yellow clouds, with the sun low on the horizon. In the foreground, there are silhouettes of palm trees and a small structure on the left. A sailboat is visible on the water in the distance.

Trouble in Paradise

**Michael B. Reiner, Ph.D.
Provost & Senior VPAA
Queensborough Community College
City University of New York**

**COMPREHENSIVE UNDERGRADUATE EDUCATION
CONFERENCE
MAY 2, 2014**





Why The Florida Senate Wants To Change College Remedial Course Requirements

APRIL 11, 2013 | 10:48 AM

1 Comment

Email

BY JOHN O'CONNOR

Tweet 7



SAGETTE VAN EMBDEN / FLORIDA CENTER FOR INVESTIGATIVE REPORTING

A bill approved by the Florida Senate might make remedial college courses less daunting for students like Shakira Lockett.

Shakira Lockett always got pretty good grades in school. That's why she was surprised to find out she had failed her college placement exam at Miami Dade College.

Lockett spent a year a half taking remedial classes in reading, writing and math before she could start earning credits toward a degree. She finished her studies — but Lockett's a rare case for students who end up in remedial courses.

Students

Shakira Lockett always got pretty good grades in school. That's why she was surprised to find out she had failed her college placement exam at Miami Dade College.

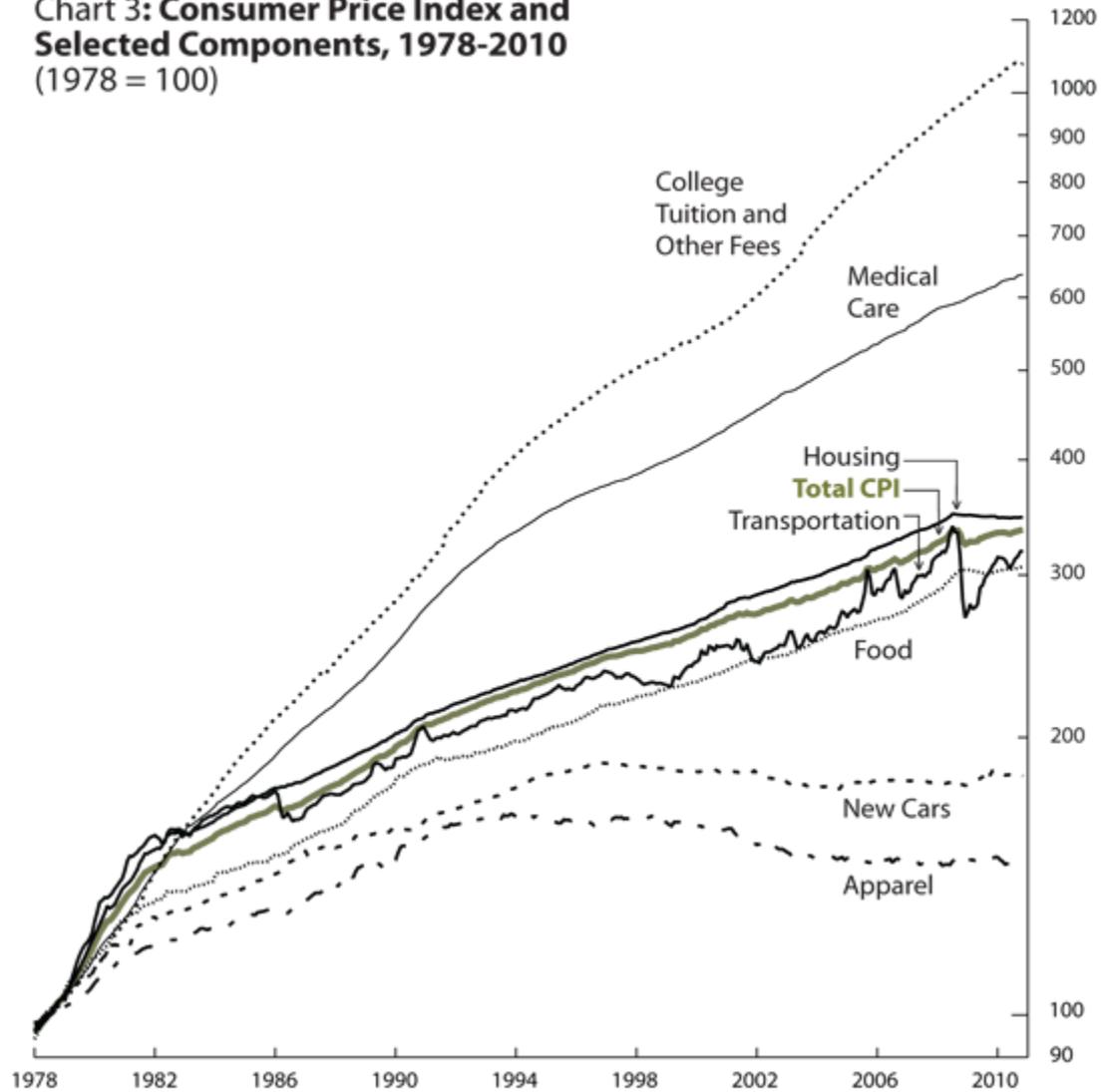
Lockett spent a year and a half taking remedial classes in reading, writing and math before she could start working towards a degree. She finished her studies — but Lockett's a rare case for students who end up in remedial courses.

National statistics show just 1 in 10 community college students forced to take a remedial course finish their studies within three years.

At MDC, less than 10% of students who begin in the lowest level of remedial math ever progress to college credit math courses.

Legislature

Chart 3: **Consumer Price Index and Selected Components, 1978-2010**
(1978 = 100)



College Tuition & Fees vs. Overall Inflation (CPI-U)

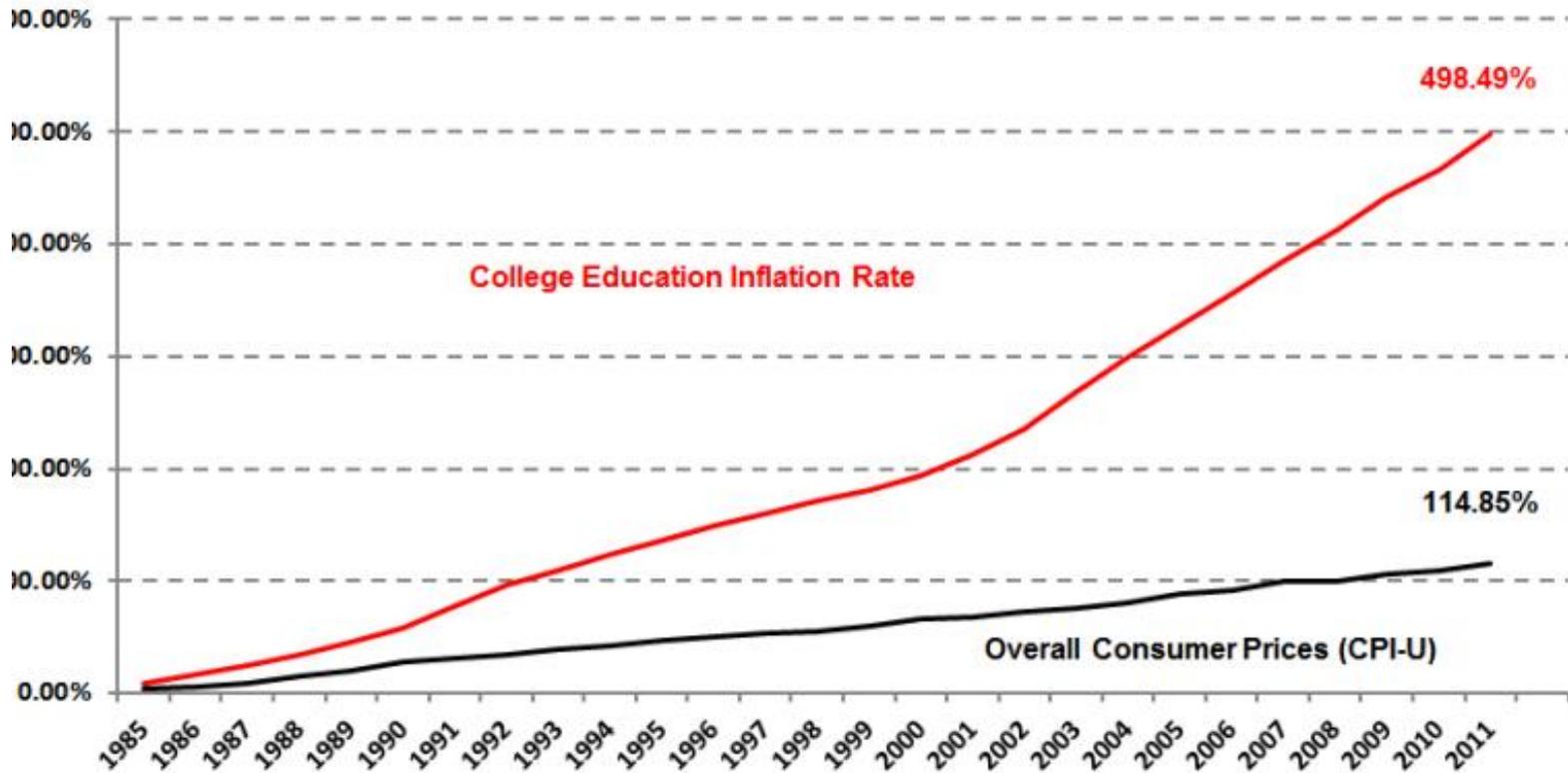
Cumulative Inflation Comparison

through December 31, 2011

© 2012 www.InflationData.com

Prepared By Timothy McMahon

Updated 6/14/2012



Developmental Education
Preparatory Instruction
Remedial Courses

Connecticut Legislature Passes Remedial Education Overhaul May 7, 2012

Both houses of Connecticut's legislature on Friday passed a bill that would require public colleges to embed remedial education in credit-bearing courses, with extra tutoring and assistance for students who need remedial help. The bill worries some in the state, who felt that abolishing all remedial classes would be unworkable, considering the learning deficiencies of some students.



With support from the Fund for the Improvement of Postsecondary Education (FIPSE), the Tennessee Board of Regents (TBR) has established a new system-wide initiative to redesign its developmental math and English curriculum using technology-supported, active-learning strategies. The goal is to achieve improvements in learning outcomes as well as reductions in instructional costs. This effort has been undertaken in collaboration with the Education Commission of the States and the National Center for Academic Transformation ([NCAT](#)), building on the successful models and lessons learned from NCAT's [Program in Course Redesign and Roadmap to Redesign](#).

In addition, the project is examining current state and system policy to identify barriers that facilitate or impede innovation in the delivery of developmental studies and examining how developmental studies can be incorporated into state P-20 efforts.



Addressing the College Readiness Crisis

Innovative Strategies in Developmental Education

Dr. Rhonda Tracy, West Virginia University at Parkersburg • Dr. Carl Hite, Cleveland State Community College

Thursday, Jan 24 – 2pm EST **A CORPORATE SPONSOR EVENT**

Join Cleveland State Community College, West Virginia University at Parkersburg and Pearson to hear these two institutions share their experiences in thinking outside of the box to create enhanced developmental education programs that serve students in a personalized manner to accelerate remediation.

Distinguished presenters Dr. Carl Hite, President of Cleveland State Community College and Dr. Rhonda Tracy, Senior Vice President of Academic Affairs at West Virginia University at Parkersburg will discuss:

- The unique challenges they faced that drove their redesign efforts
- Working with Pearson to map out the strategy most appropriate for their institution
- The processes that their administration and faculty engaged in during implementation
- The final solution and the impact it has on college readiness within their institution

This webinar is sponsored by Pearson and hosted by The Chronicle of Higher Education.



Turning the Titanic:
Instituting Institutional Change
in Developmental Education

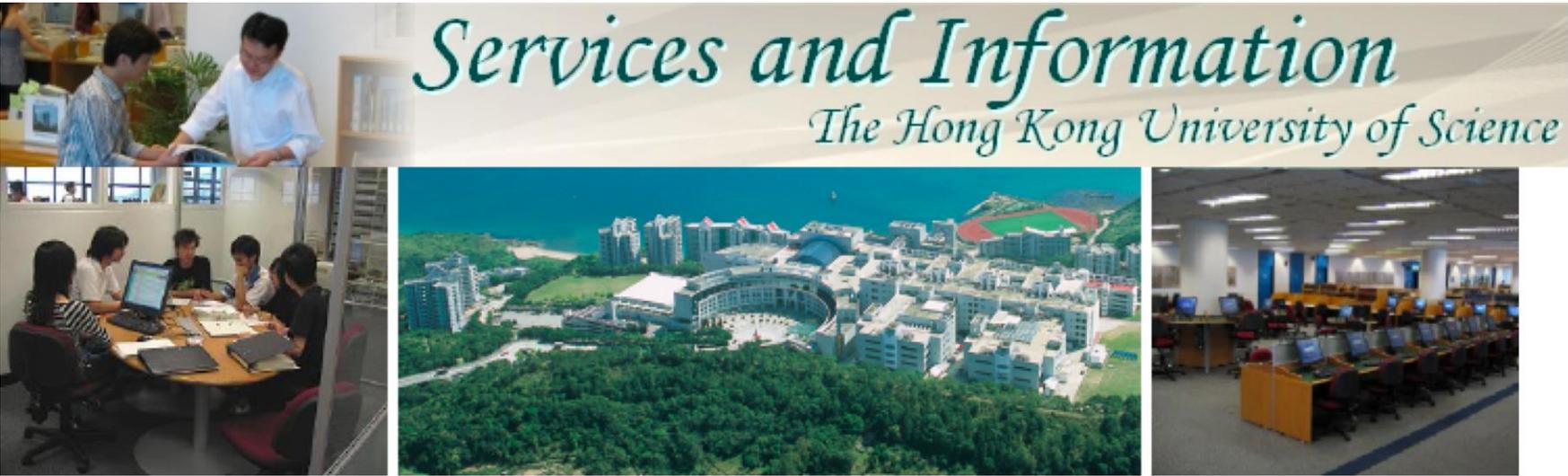
Reiner & Ciez-Vols

Turning the Titanic: Instituting Institutional Change in Developmental Education

- Diagnostic & Prescriptive Methods
- Instruction Customized to Student Needs
- Self-Paced, Mastery Learning
- “High Tech / High Touch” – Computer-Assisted Instruction with Faculty as “Guides on the Side”
- Encouraging More Autonomous Learning
- Assessments Allow Students to Progress to the Next Course When Ready!

Academic Success Center

Learning Commons



Services and Information

The Hong Kong University of Science

International Conference on Information and Learning Commons:

Enhancing its Role in Academic Learning and Collaboration

Building Community at the Community College: The Role of the Learning Commons

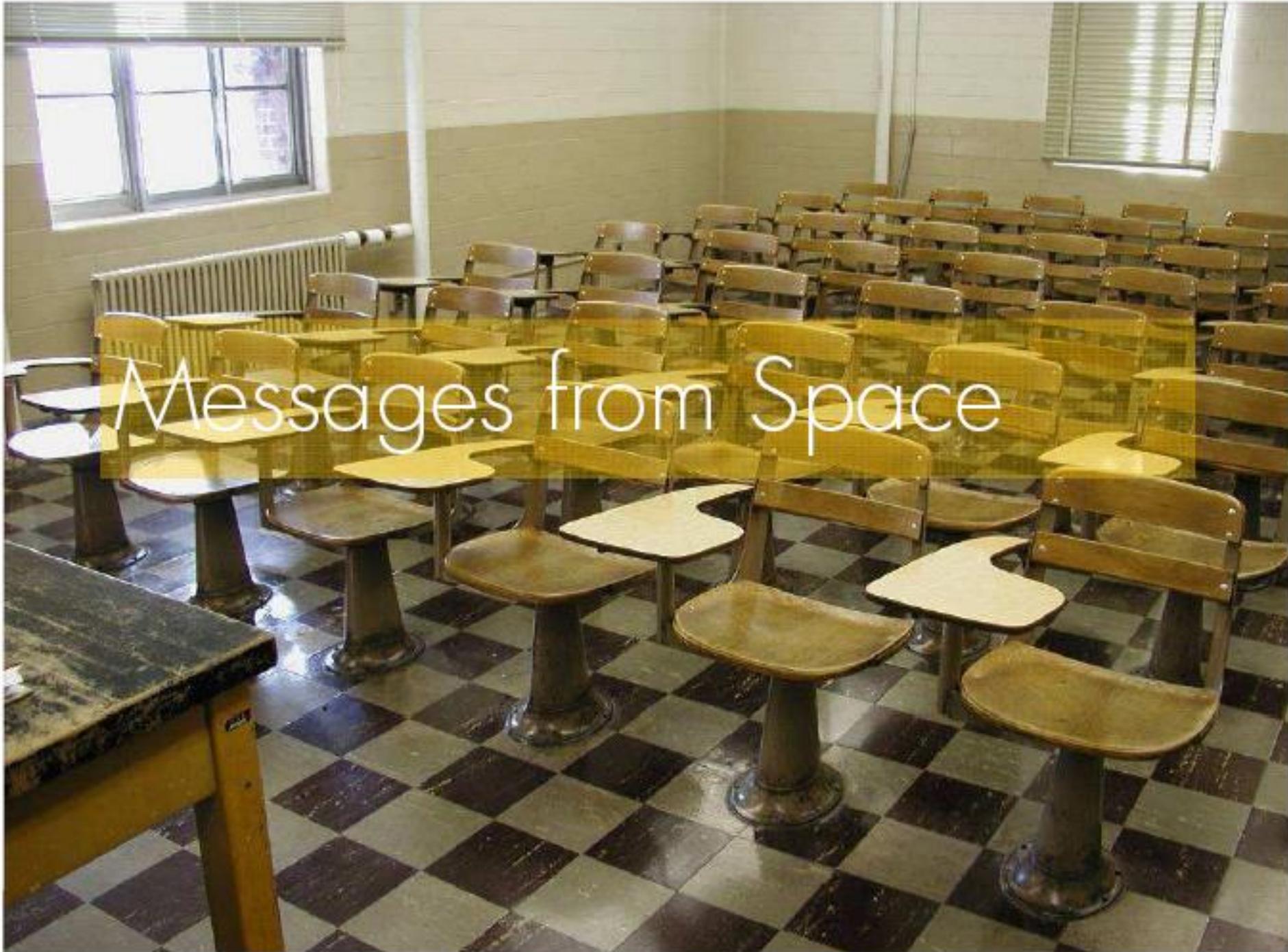
Michael B. REINER, Florida Community College at Jacksonville, USA

ABSTRACT

The information and learning commons serves an important role at the community college, a distinctly American institution of higher education. Community colleges offer two-year Associates degrees in technical fields that are career-oriented or undergraduate programs that are transferable to universities for baccalaureates. Most community colleges are nonresidential, with students commuting during the day between class, work, and home. Juggling the demands of employment, family, and school often makes community college life stressful and disjointed.

The information and learning commons should be the heart of campus where learning occurs with the aid of technology so as to integrate disparate resources, such as the library collection, computer labs, tutoring center, and instructional media. Unlike the traditional library, the commons attempts to facilitate human interaction and dialogue to promote learning within a social context.

Given the transient campus experience of community college students, the commons provides a gathering place to study, do research, get tutoring help, check email, surf the web, have a cup of coffee, meet with classmates, chat with friends, dialogue with faculty, read for pleasure, and relax between classes, thereby connecting students to a community of learners and strengthening the “community” in community college.

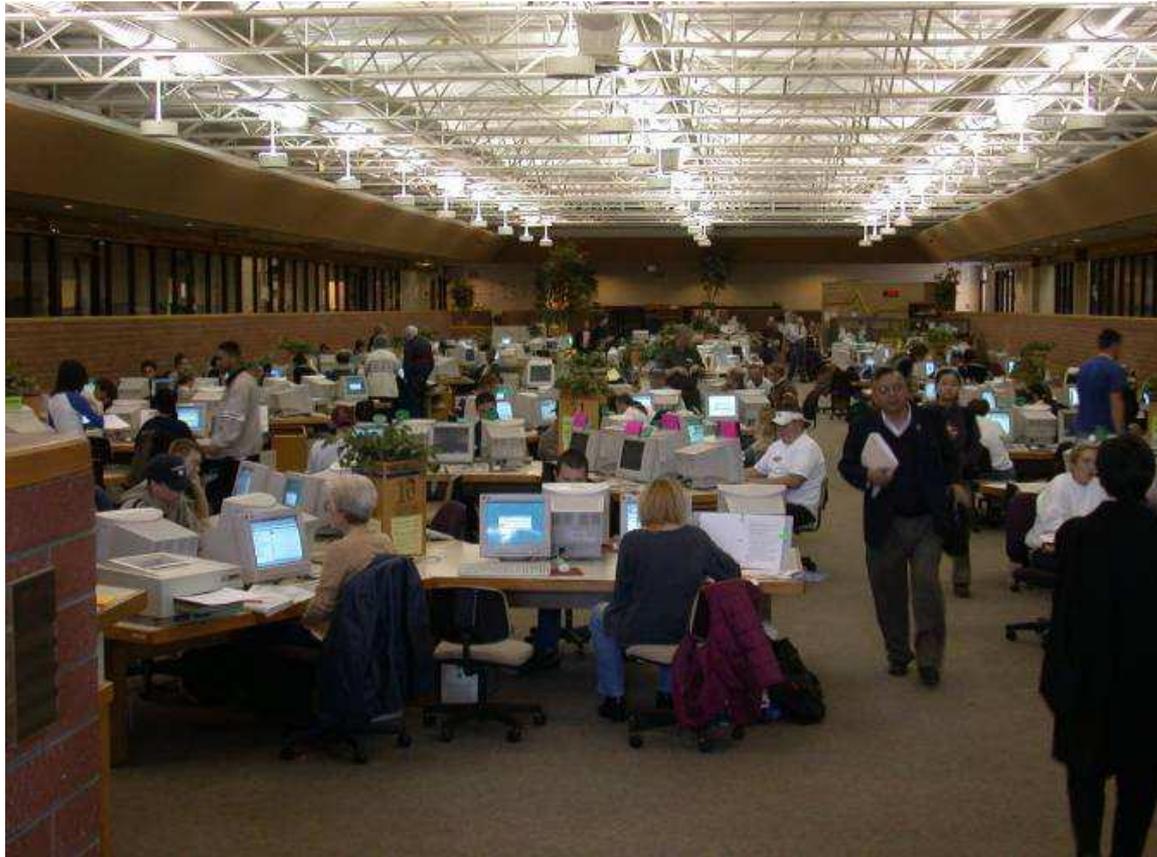


Messages from Space



Classroom or call center?





SCALE-UP LEARNING LAB



MIT TEAL Classroom Miller Dyer Spears Architect













achievement

learning

success

excellence

sun

Chinese proverb: A teacher can open the door, but you must enter by yourself.

creating

prosperity

enlightenment

weight

selective

scientific

technology

innovation

collaboration

communication

critical thinking

problem solving

teamwork

leadership

creativity

innovation

collaboration

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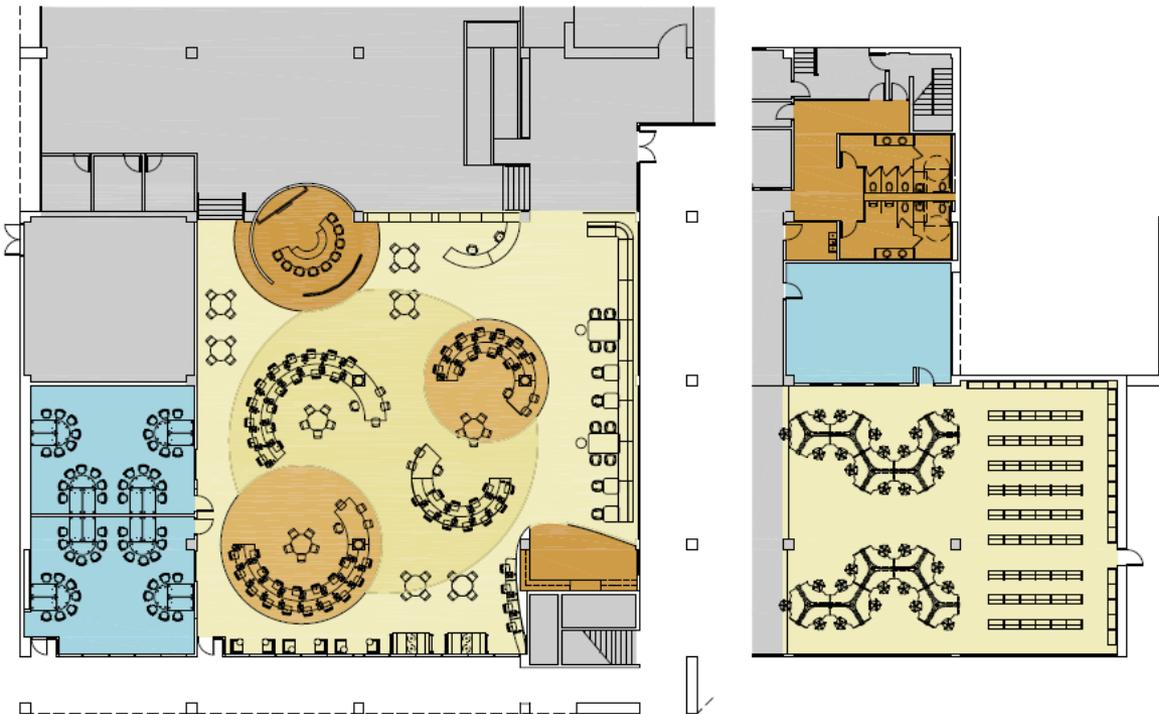
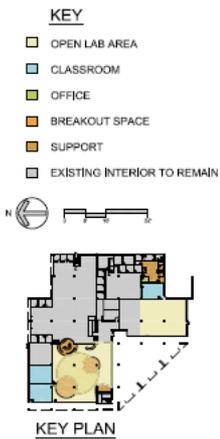
innovation

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communication

critical thinking

problem solving

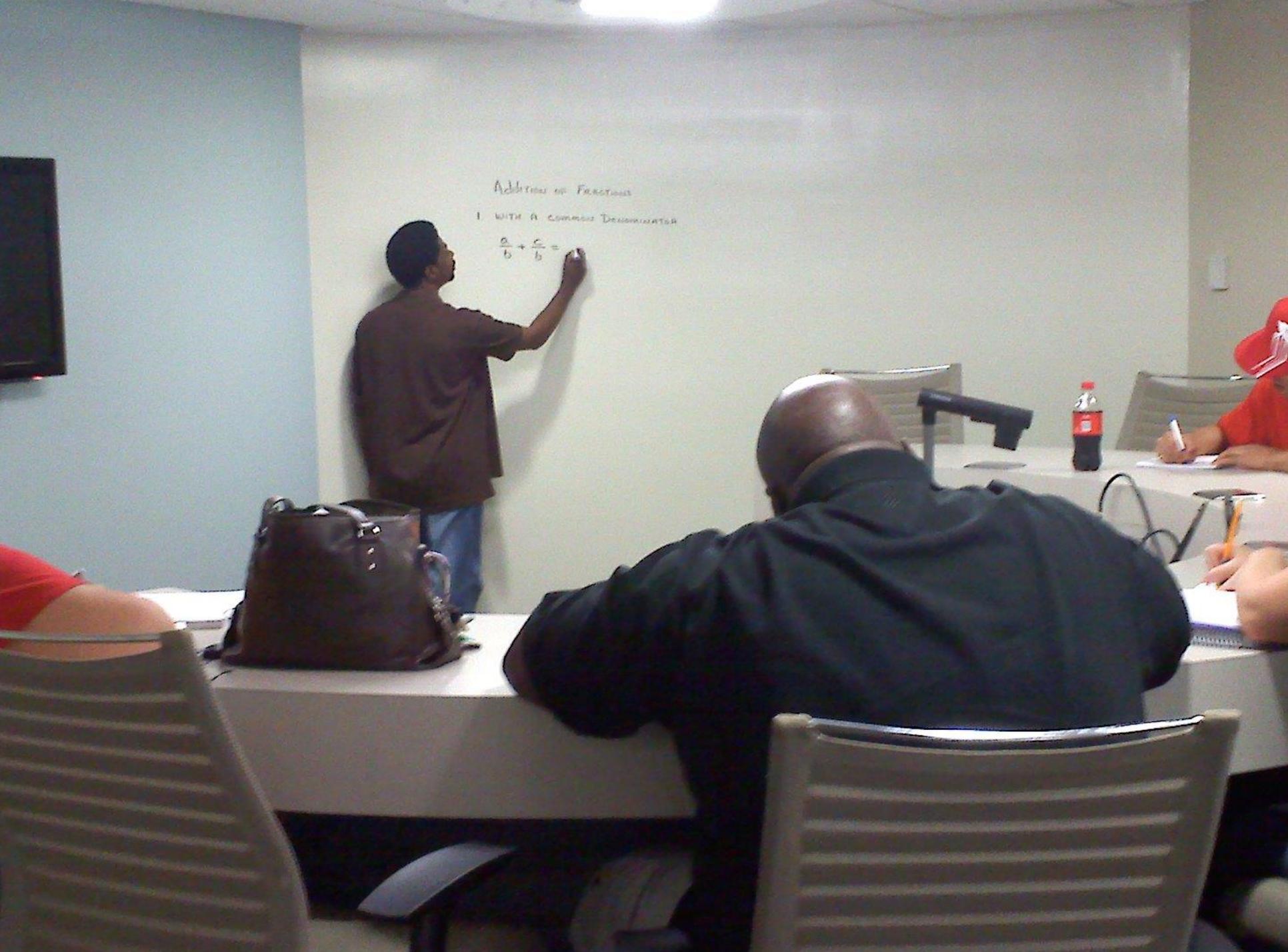


Faculty

Addition of Fractions

1. WITH A COMMON DENOMINATOR

$$\frac{a}{b} + \frac{c}{b} =$$



THE OBJECTIVE WHEN SOLVING LINEAR EQUATIONS
1. Isolate the variable term.
2. Make the coefficient the number
positive one.

Solve $4x + 6 > 3x + 9$
 $4x - 3x > 9 - 6$
 $x > 3$

Solve $D = s + sr$ for t $A \cup B$
Solve $4x + 3 = 6$
 $4x = 6 - 3$
 $4x = 3$ V/C
 $4x = \frac{3}{4}$ $-2x > 4$

Solve
 $\frac{6x > 12}{6 \quad 6}$
 $x > 2$

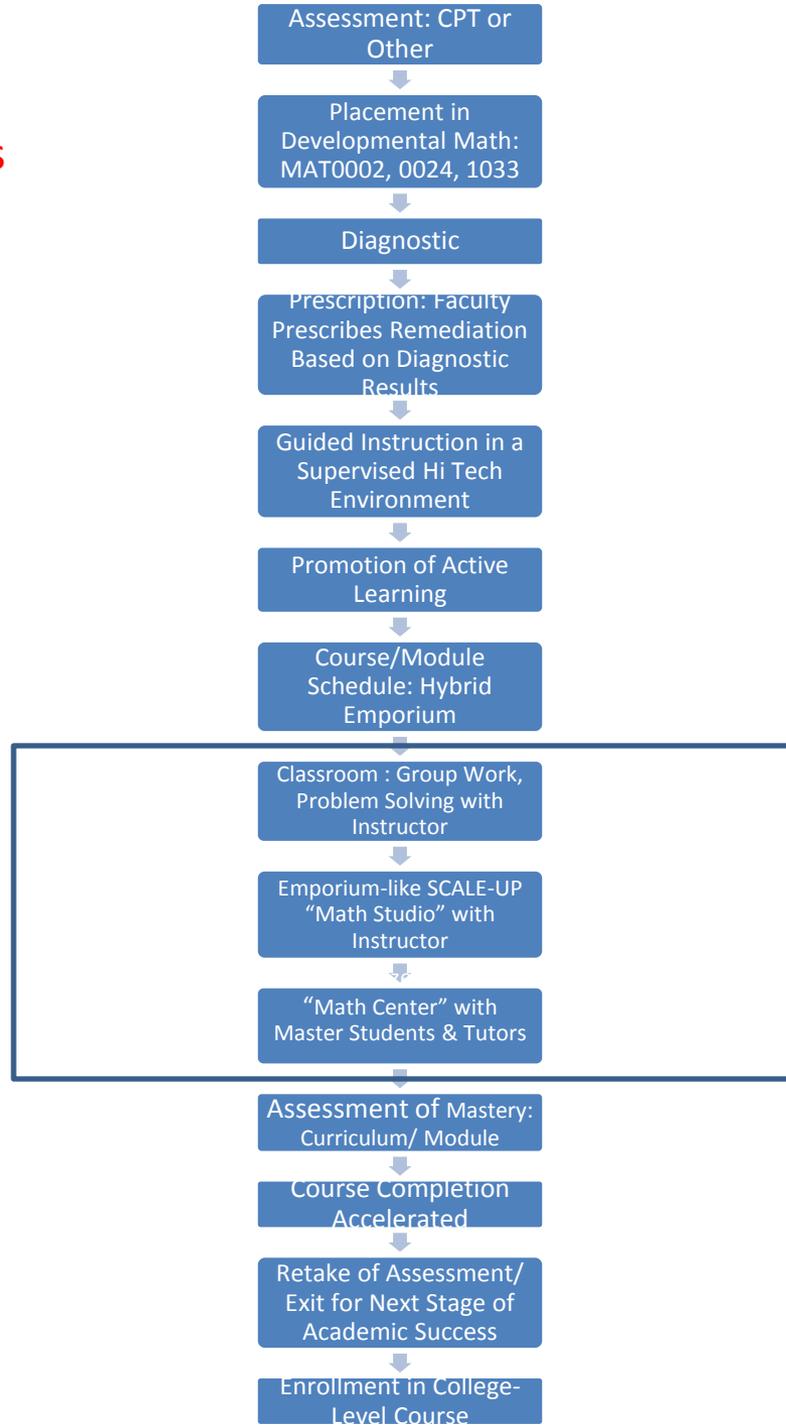
$\frac{2}{3} < \frac{5}{6}$
 $x < 2$





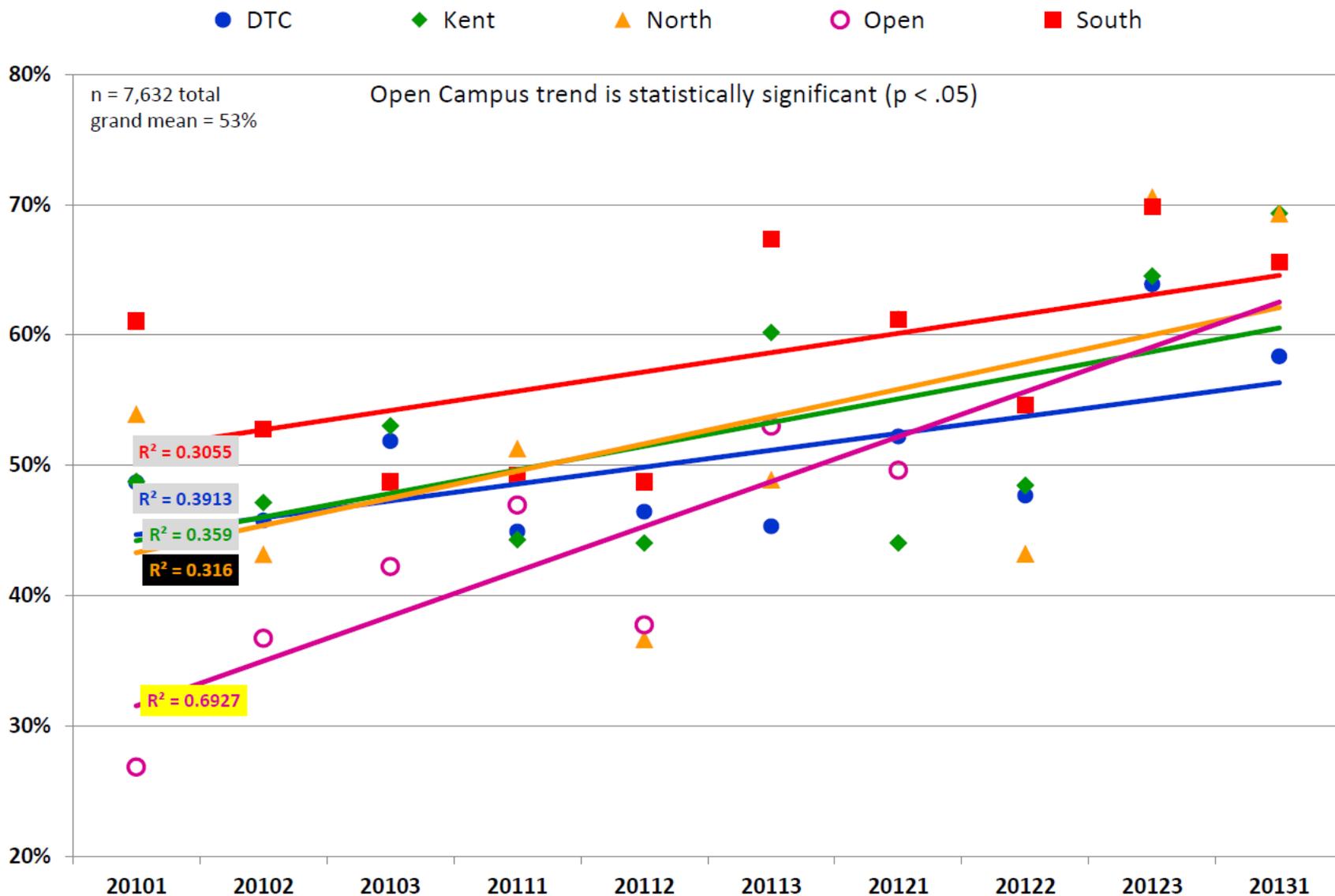


Diagnosis, Prescription, Remediation, & Success



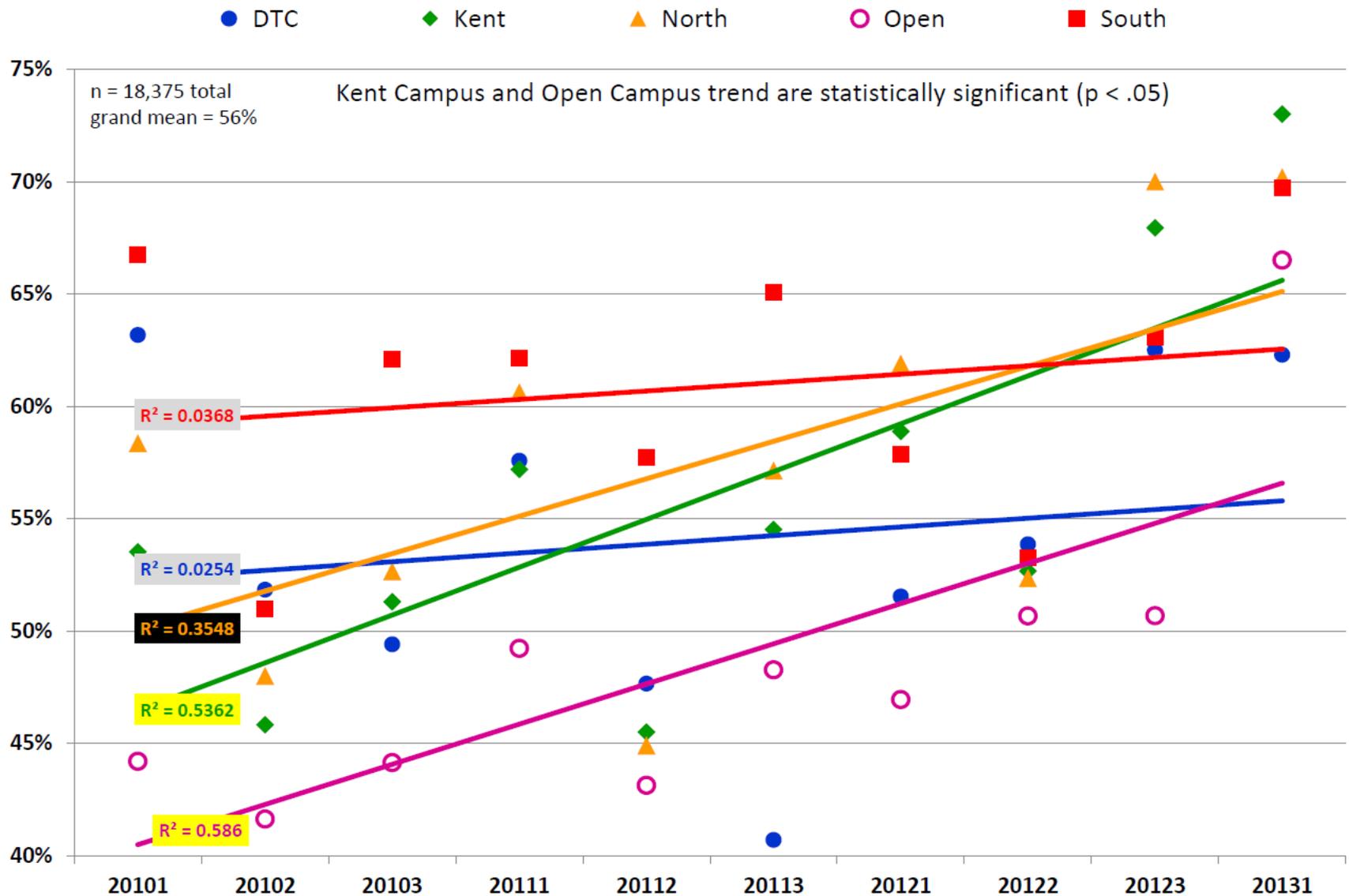
Assessment

Mean Student Success Trends MAT0018 Main Campuses (fall 2009 - fall 2012)



The major topics in the course are operations with whole numbers, fractions, and decimals, as well as ratios and proportions, percents, signed numbers and geometry. An introduction to Algebra will also be discussed.

Mean Student Success Trends MAT0028 Main Campuses (fall 2009 - fall 2012)



Topics: sets, real numbers and their properties, exponents and polynomials, linear equations and linear inequalities, as well as an introduction to applications, factoring, rational expressions, radicals (square roots), and graphing in two variables.

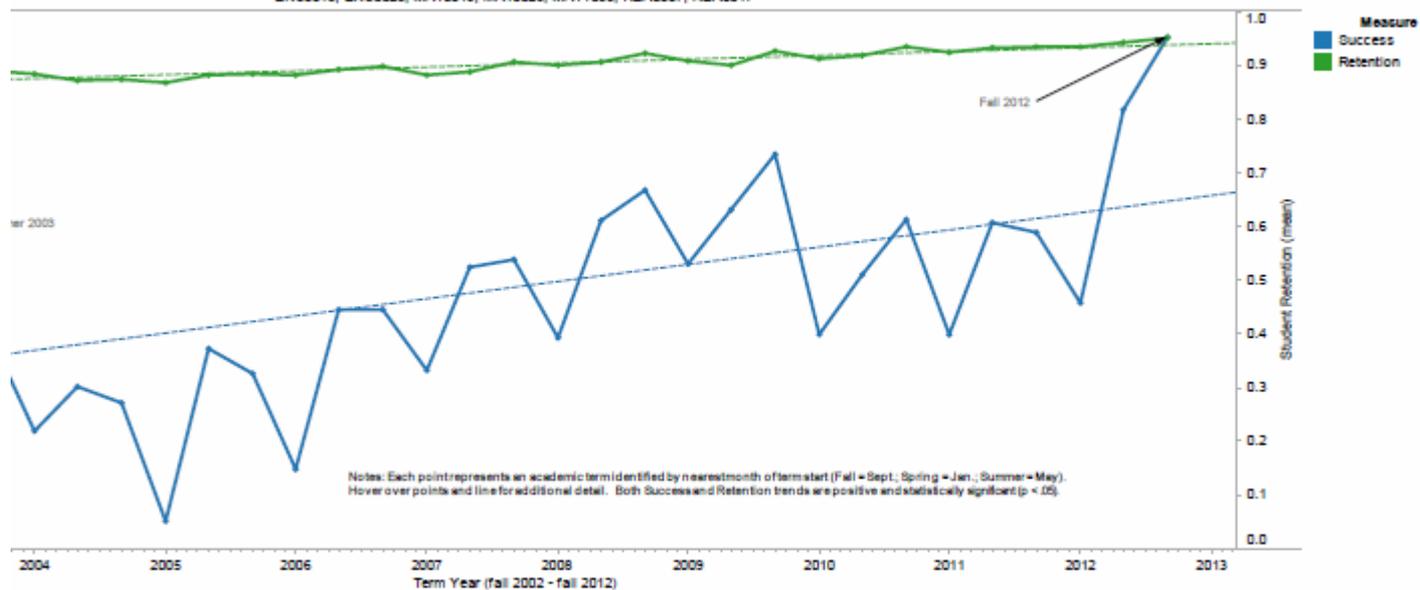
on 10-yr. Trends

Static Excerpt (from dashboards)

Draft 1.00

Florida State College at Jacksonville Developmental Student Success and Retention Ten Year Trend Analysis

Downtown Campus, Open, North, Kent, South, Nassau, Deerwood, NAS Jax, NS Mayport, Cecil North
ENC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017



Month. Color shows details about Success and Retention. Means are based on (n = 185,580) developmental course grades from data in ORION via SSMS, ST_ACDMC_HIST_A_154 as of 2/18/2013. The local analysis file is (data\Dev-VC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017. Campus/Centers: Downtown Campus (DTC), Open Campus, North Campus, Kent Campus, South Campus, Nassau Center, Deerwood Center, NAS Jax, NS Mayport, Cecil North). Analytics and Research.

Constituents?

- Students
- Faculty
- Administration
- Legislature
- Our State & Nation