Trouble in Paradise

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COMPREHENSIVE UNDERGRADUATE EDUCATION
CONFERENCE
MAY 2, 2014
Why The Florida Senate Wants To Change College Remedial Course Requirements

APRIL 11, 2013 | 10:48 AM
BY JOHN O’CONNOR

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.
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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)
Developmental Education
Preparatory Instruction
Remedial Courses
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.
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!
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?
Faculty
Addition of Fractions

1. With a common denominator

\[
\frac{a}{b} + \frac{c}{d} = \frac{ad + cb}{bd}
\]
Diagnosis, Prescription, Remediation, & Success

Assessment: CPT or Other

Placement in Developmental Math: MAT0002, 0024, 1033

Diagnostic

Prescription: Faculty Prescribes Remediation Based on Diagnostic Results

Guided Instruction in a Supervised Hi Tech Environment

Promotion of Active Learning

Course/Module Schedule: Hybrid Emporium

Classroom: Group Work, Problem Solving with Instructor

Emporium-like SCALE-UP “Math Studio” with Instructor

“Math Center” with Master Students & Tutors

Assessment of Mastery: Curriculum/Module

Course Completion Accelerated

Retake of Assessment/Exit for Next Stage of Academic Success

Enrollment in College-Level Course
Assessment
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.
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.
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
ENC0015, ENC0028, MAT0018, MAT0028, MAT1033, REA0007, REA0017

Note: Each point represents an academic term identified by nearest month of term start (Fall = Sept., Spring = Jan., Summer = May). Hover over points and line for additional detail. Both Success and Retention trends are positive and statistically significant (p < .05).
Constituents?

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