

# **Report on Developmental Studies at San José State**

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### **Introduction**

In 1997, the CSU Chancellor issued Executive Order 665 that would take effect throughout the CSU system in the fall of 1998. The first of two major effects of this Executive Order were that incoming students had to satisfy the Entry Level Math (ELM) and English Placement Test (EPT) requirements before they could register for any classes within the CSU. This meant that non-exempt students needed to take the ELM and/or the EPT before they registered for classes.

But, the major effect was that entering students who require remediation are now given only one year to complete their remedial requirements. This is the requirement that required the most dramatic changes in how the CSU campuses handled remediation.

At SJSU, remediation (aka Developmental Studies) is administered by the AVP of Undergraduate Studies and overseen by the Director of Developmental Studies. The mathematics courses are offered through the Department of Mathematics and Statistics while the writing courses are currently offered through the Department of Linguistics and Language Development (LLD).

### **Early Outreach and Continued Contact**

Incoming frosh are told about the importance of taking the ELM and EPT even before they receive their Admission packets. Communications that are sent to students in January for fall admits tell them if they need to take either or both tests based on the information in their applications. They are also warned that their scores will determine whether they will need to take remedial course work during their first year and enroll in Early Start during the summer before they come to SJSU.

Contact continues throughout the spring semester, especially for those who have not tested or who need to satisfy a conditional exemption earned through the Early Assessment Program testing in their junior year. The Director of Developmental Studies tracks each student through their orientation session to be sure they are properly enrolled in their developmental math and/or writing course before they leave orientation.

The Director of Developmental Studies maintains a web page with relevant information for both future and current remedial students about all things regarding remediation and Executive Order 665 (<https://sites.google.com/site/developmentalstudiesatsjsu/>). The web site contains an EO 665 Student Handbook, information about Early Start, the Early Assessment Program and even what to do if you don't complete remediation within the time limit.

Contact is continued as the semester approaches, making sure that students have read the EO 665 Handbook. All adds and changes to developmental courses are done centrally at the beginning of the semester. Students do not have to go from class to class trying to add but go to one office to be added to an open section. At the same time, they have the opportunity to get relevant advice.

### **Frosh Orientation**

Frosh Orientation is mandatory at SJSU. On the first day of each orientation, students are given an introduction to Executive Order 665 regulations and how it will affect them. They are given a work sheet that explains what courses they must enroll in if they have remedial requirements. Advisors help them plan their schedules and explain the restrictions they have if they are in remedial courses. They are provided with the list of courses that are approved by each department for remedial students. Students are only allowed to enroll in classes on that list to ensure success during their first year.

During registration on the second morning of orientation, advisors help students with enrollment problems and approve their schedules before they can leave. The Director of Developmental Studies is also available to solve problems and answer questions as they arise.

### **Early Start**

In 2012, the Early Start Program was instituted as a CSU requirement for incoming frosh in need of math remediation and those in the lowest level of writing remediation.

**Math:** SJSU offers a one-week ELM prep course for students close to passing the ELM with an opportunity to retake the ELM at the end. The tests are locally scored so that students would receive their scores and be able to adjust their fall schedules quickly.

For the lower level of math students, a two-week course is offered where students work independently on ALEKS and take proctored tests, moving at their own pace. The curriculum is matched to the current developmental math program and students who pass the first half are allowed to change their first semester enrollment to the second semester course in the fall.

The students enrolled in the two-week course are also offered the opportunity to retake the ELM along with the higher level students to improve their placement.

In 2013, we added an online course using Udacity videos and proctored online tests as an option. Students were given six weeks to complete the course. SJSU students who did not finish were able to continue in the fall with a flipped version of the Udacity course.

**English:** For the first two years of the Early Start Program, there has been only one course offered because only students with scores of 137 or lower were required to participate. Although there was no mechanism in place to promote students to college level English, the SJSU classes culminated in a 45-minute essay read by two ETS-trained holistic essay readers. The essays were given scores of 1 to 6 for a total score of 2 through 12. In 2012, one SJSU student was allowed to advance to English 1A via this scoring.

In 2013, the Early Start English Program allowed for scoring that would indicate promotion to college level English. One student was recommended for promotion to English 1A but was not approved for promotion by the LLD Department.

**Early Start 2014:** In 2014, all students placing into remedial English will be required to participate in Early Start. Because of this, the English offerings will necessarily be expanded. In addition, there has been a compliance problem in both the first and second years of the program. While we were told to be lenient during the first year, those who did not comply with the Early Start requirement were required to attend a mandatory workshop before registering for their spring classes. They were also asked to explain why they had not participated and that information was compiled.

The non-compliant students were not penalized during the second year because so many students reported that they were being turned away from their local campuses because classes were full. Because of this, SJSU is planning a one-week fully on-line math and English course for the first week of August for 2014 that will satisfy the ESP requirements with no possibility of promotion.

In 2014, we will also offer two versions of a flipped mathematics course where students can choose to use either ALEKS software or Udacity videos and come to class to take proctored exams. We hope to determine which method of instruction fosters more success with students.

### **Assistance for Students Who Do Not Remediate Within the Time Limit**

For the past five years, SJSU has had a no repeat policy for remedial courses. This means that students who fail a remedial course in the fall are allowed to take courses at SJSU in the spring but must complete their remediation through a community college before the end of their first year. Because of this, we are proactive in our communications with students about planning ahead just in case they don't pass

In the middle of the fall semester, all students enrolled in developmental classes are sent a “Planning for Spring” message that is also posted on the Developmental Studies web page. It not only covers the registration procedures for spring, but also includes a section on making plans just in case they might not pass their fall class. They are told to apply to a local community college and take their placement test. Developmental Math students are encouraged to retake the ELM to try and pass and thus satisfy that requirement.

There is a list of classes at every community college in California that will satisfy the remedial requirements for both math and English posted on the Developmental Education web site for students to reference. Students who must take a course at a community college in their second semester are allowed to remain concurrently enrolled in approved courses at SJSU.

In the spring and summer of 2013, we also offered them the option of completing the requirement through our partnership with Udacity. We created an online version of our developmental math course called *Visualizing Algebra* that was made available through SJSU Plus. Those students who took advantage of it were given an extension to complete it through a flipped version of the course in fall of 2013.

In the spring of 2014, we entered into a partnership with a local community college allowing a small group of our second semester students who had failed their remedial English class in the fall to retake it on the SJSU campus in the spring through the community college.

Students who are unable to remediate within their first year are placed on a one-year leave of absence. They are provided with a form to give to the instructor of the class that will complete their requirement that gives permission to release their final grade to the Director of Developmental Studies. This allows for the student’s earliest possible reinstatement and return to SJSU upon completion of the required coursework.

# **The Developmental Math Program at San José State University**

## **The Developmental Math Program**

There are three levels of courses taught in the Developmental Math Program at SJSU. Of those three levels, only the lowest level is taught in a traditional sized class. The other two are taught in a large lecture hall with an enrollment ranging between 125 and 250 students meeting twice a week. They also meet in smaller groups twice a week with a graduate student. This model has been in place since 1992.

A student's ELM score determines placement into a developmental math class. All developmental math students cover the same integrated elementary/intermediate algebra curriculum. The two lower level groups cover the material over two semesters while the higher level group covers it in one semester.

Students who score 30 or lower on the ELM, which is scored in even numbers only, are placed into Math 3A (4-units) during their first semester. Those who are successful go on to Math 3B (4-units) in their second semester. Students who score between 32 and 40 are placed into Math 6A (3-units) followed by Math 6B (units). While the content of this course is identical to Math 3A and 3B, the format is different in that it is taught in the large lecture hall.

The highest level student, those who score between 42 and 48, with 50 being the score needed to go directly into college level math, are placed in the one-semester course, Math 6L (5-units). This class allows students to move on to college level math after only one semester.

One of the major changes made to the program over the years was the introduction of mastery learning in the fall of 2001. It was transformative for the students because it allows developmental math students to learn from their mistakes. In our program we require that each student earn a 70% on every test throughout the class. They are given multiple chances to retake a test, but must "earn" the right to take a test by doing work and showing that they have studied the material each time. Even one failed test will cause a student to fail the class. Every topic has been carefully chosen because it is important to their future learning and therefore must be "mastered" before they move on.

In 2010, San José State became the first CSU campus to pilot Statway. This program gives students in certain majors that require statistics to fulfill their B-4 area of general education a pathway to complete two semesters of remedial math and their statistics requirement in two semesters. Students do this through a process called "productive persistence" that has proved to be very successful. Because of the heavy reading requirements of the program, we only allow students in the higher level of developmental writing to enroll in Statway.

Due to budgetary constraints, there has been a no-repeat policy for remedial courses in place since 2009. Therefore, students who fail a developmental course in the fall are no longer allowed to repeat it at SJSU. They must take an equivalent course at a community college before the following fall in order to return to SJSU for a second year. They are warned about this repeatedly and early enough to take action soon enough to enroll at a community college in the spring if they think they may fail.

Locally scored ELM exams are given every two weeks during the summer to coincide with the end of each Early Start program to allow students to have the opportunity to improve their fall placement. In addition, during the fall and spring terms, students are encouraged to retake the ELM and are told about testing opportunities and preparation materials that are available. If a student retakes and passes the ELM and the results are received before the end of the semester, they are given an automatic grade of Credit for their current developmental math course.

## **Developmental Writing**

### **Courses Offered**

Developmental writing courses are called **Academic English I** and **Academic English II**. Students who score 138 or lower on the CSU English Placement Test (EPT) are placed in Academic English I which is a 5-unit course consisting of a 3 hour seminar and 2 hour activity. Students who score between 139 and 146 on the EPT are placed in Academic English II, which is a 3-unit seminar course. A score of 147 places students directly into Freshman Composition (English 1A) at San José State.

In the past five years, the Developmental Writing program has undergone a complete overhaul. Previously, students were assessed based on a final essay prompt that students were not given ahead of time. Over the past five years, the Linguistics and Language Development (LLD) faculty have made the transition to the current format through a collaborative, two step process.

The first step was to change the final exam to involve readings that students could prepare for. The second change and the current method used for assessment is based on a portfolio. Each student submits a portfolio with three essays, including multiple revisions and a reflective cover letter. All instructors meet on a Saturday morning at the end of the semester for a “norming” session and have found that this method has led to program cohesion while preserving instructor autonomy.

The learning objectives for the developmental writing courses have remained the same throughout and are intended to prepare students for entry into their general education writing courses by developing their vocabulary, reading, grammar and composing skills.

In fall of 2014, SJSU will begin piloting a few sections of stretch English 1A with directed self-placement. Students will have this new program explained to them at frosh orientation in the summer and will have the option of signing up for one of ten sections of stretch English 1A in the fall.

# Developmental Studies at San José State

## Pass Rates Fall 2007 – Fall 2013

<b>Math</b>	<b>Fall</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Total</b>
	<b>Enrolled</b>	1407	1396	987	797	1337	950	739	<b>7613</b>
	<b>Passed</b>	1029	1073	823	710	1138	833	606	<b>6212</b>
	<b>Percent</b>	<b>73.13%</b>	<b>76.86%</b>	<b>83.38%</b>	<b>89.08%</b>	<b>85.12%</b>	<b>87.68%</b>	<b>82.00%</b>	<b>81.60%</b>

<b>Spring</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Total</b>
<b>Enrolled</b>	967	899	494	437	742	672	<b>4211</b>
<b>Passed</b>	695	682	451	415	646	580	<b>3469</b>
<b>Percent</b>	<b>71.87%</b>	<b>75.86%</b>	<b>91.30%</b>	<b>94.97%</b>	<b>87.06%</b>	<b>86.31%</b>	<b>82.38%</b>

<b>English</b>	<b>Fall</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Total</b>
	<b>Enrolled</b>	1525	1675	1425	1198	1461	1034	1050	<b>9368</b>
	<b>Passed</b>	1093	1098	1168	1116	1248	978	967	<b>7668</b>
	<b>Percent</b>	<b>71.67%</b>	<b>65.55%</b>	<b>81.96%</b>	<b>93.16%</b>	<b>85.42%</b>	<b>94.58%</b>	<b>92.10%</b>	<b>81.85%</b>

<b>Spring</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Total</b>
<b>Enrolled</b>	676	850	270	256	478	1050	<b>3580</b>
<b>Passed</b>	369	510	214	205	355	967	<b>2620</b>
<b>Percent</b>	<b>54.59%</b>	<b>60.00%</b>	<b>79.26%</b>	<b>80.08%</b>	<b>74.27%</b>	<b>92.10%</b>	<b>73.18%</b>

## Early Start Program Data

MATH	<u>Summer 2012</u>			<i>Summer 2013</i>		
	<i>ESM1</i>	<b>ESM2</b>	<b>Total</b>	<b>ESM1</b>	<b>ESM2</b>	<b>Total</b>
<i>Total Destination Students Served</i>	235	<b>141</b>	<b>376</b>	<b>231</b>	<b>135</b>	<b>366</b>
<i>Cleared Remediation</i>	49	<b>83</b>	<b>132</b>	<b>49</b>	<b>72</b>	<b>121</b>
<i>Improved by 1 Semester</i>	52	<b>8</b>	<b>60</b>	<b>49</b>	<b>7</b>	<b>56</b>
<i># Remedial Semesters Avoided</i>	144	<b>95</b>	<b>239</b>	<b>135</b>	<b>95</b>	<b>230</b>
<i>No Improvement</i>	134	<b>50</b>	<b>184</b>	<b>133</b>	<b>56</b>	<b>189</b>

ENGLISH (2013)	
<b>Analytical Essay Scores</b>	<b># Students</b>
<b>0</b>	<b>2</b>
<b>4</b>	<b>12</b>
<b>5</b>	<b>6</b>
<b>6</b>	<b>56</b>
<b>7</b>	<b>10</b>
<b>8</b>	<b>26</b>
<b>10</b>	<b>1</b>
<b>Total</b>	<b>113</b>