



Transitional Studies Program

Remedial Education GAP Plan

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Executive Summary

In order to realize the vision and mission, transitional studies works to cultivate a community of practice designed to support student success. Transitional Studies works collaboratively with the Center for Academic Success (CAS), Centers for Student Engagement and Advisement (CSE), and the academic divisions to provide integrated academic support for developmental coursework, innovative pedagogy within developmental courses, professional development opportunities for faculty and staff, and to coordinate intrusive advisement for students in transitional studies coursework. Additionally, the center facilitates best practices in education through programs and initiatives that support post-secondary educational pathways.

Mission and Vision Statements

Vision: To create efficient educational pathways for students as they pursue their long-term goals.

Mission Statement:

The Transitional Studies Program at Cayuga Community College, in support of the institutional mission to *sustain academic excellence within a supportive learning environment*, aims to foster seamless educational transitions by planning, developing, and coordinating courses, programs and services to advance college readiness, student engagement, and college completion regardless of academic background, entry point, or place along the higher education continuum.

Moreover, Cayuga Community College fully embraces the goals established by the National Association of Developmental Education (NADE):

1. To preserve and make possible educational opportunity for each postsecondary learner.
2. To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals.
3. To ensure proper placement by assessing each learner's level of preparedness for college coursework.
4. To maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.
5. To enhance the retention of students.
6. To promote the continued development and application of cognitive and affective learning theory.

Goals

1. To reduce the number of students needing remedial coursework.
2. To increase the number of students who are successful in developmental and follow-on courses.
3. To improve persistence and retention rates for students who place into developmental coursework.

Objectives (2014-15):

1. Continue to assess new placement testing guidelines
2. Expand policies for college success courses
3. Create policies that would support a developmental semester, where students take developmental courses in their first semester as part of a supported program
4. Expand course redesign offerings
5. Continue to provide professional development opportunities for full-time and adjunct faculty

Transitional Studies Advisory Committee

The coordinator serves as a co-chair for this committee that will include faculty who represent Math, English, CAS, CSE, and a representative from Admissions. The committee has been charged to serve as an advisory board and will also serve as a means for communicating issues and ideas related to increasing student success for students who place into developmental courses. Recently the committee worked with Academic Departments to review placement testing guidelines and explore using multiple measures. Finally, the Committee has worked to help coordinate and promote redesigned course offerings, to increase student participation.

Program Components

The following is a brief overview of the program components that are in place and serve to support of the vision, mission and goals of the Center.

Course Redesign

Transitional Studies has been collaborating with faculty in the Schools and Divisions to support efforts to increase student success in developmental courses by exploring alternative course formats and structures.

Math

Developmental math courses often serve as an obstacle for students, and discouraged students may leave before earning a college degree. In order to explore ways to promote student success in developmental math courses, Cayuga Community College sent a small group of faculty to the National Center for Academic Transformation (NCAT) Conference in the spring of 2011. Since then, several math faculty members at Cayuga have focused on redesigning the developmental math course sequence (Basic Algebra and Elementary Algebra) by replacing the traditional classroom lecture with an individualized, actively engaged approach to learning mathematics using technology. In the redesigned courses, the content is modularized and students can work at a guided self-pace with a focus on content mastery. In effect, students may complete the modules, and therefore the course, as early as they are able, or they may follow the guided pace and complete the course throughout the intended semester. A SUNY Innovative Instruction Technology Grant (IITG) for over \$18,000 supported course redesign for MTH 102, specifically for students in liberal arts degrees. Additionally, split semester developmental math courses were implemented over the 2012-13 year, allowing students the opportunity to complete MTH 070 and MTH 099 in the same semester. Students met several days out of the week for class in order to meet the required contact hours. See Appendix for results.

English

The English faculty has implemented course redesign. Starting last fall, developmental English students have the option to participate in the Accelerated Learning Program (ALP) in English. They register for ENGL 098 for the first half of the semester, and upon course completion (and satisfactory progress in ENGL 097, if required), students undertake ENGL 101 the second half. This “split model” meets the same weekly hours as two 3-credit classes while promoting sequence completion, institutional attachment, and student persistence.

Professional development

Transitional Studies offers several professional development opportunities for the campus community. Last fall, CCC was the host college for the NYS Summit: Best Practices for Student Success, a one-day professional development opportunity for educators across the state. The event served over 100 educators who learned more about how to support student success through learner-centered strategies.

Workshops and roundtables were also offered in conjunction with many college wide events such as our Faculty Forum and Assessment Days, targeted toward faculty who teach developmental

coursework. The workshops have been well received and are a great way for faculty to connect and discuss issues and concerns as well as promising practices. In addition to continuing these workshops, a professional development brown bag series will be offered in the Fall 2014 semester. The workshops will focus on innovative pedagogy, best practices and trends in developmental education.

Pathways Program

Plans to implement the program began in the spring 2014 semester, focusing on students who place into three developmental skill areas. Academic advisors will be assigned to students upon entrance to the college, and they will meet with regularly within their first semester. Advisors will work with students to create a fall and spring schedule that would move them through developmental coursework in the most efficient manner. Advisors will communicate frequently with students at key points in the semester and an early alert system will be implemented as part of a comprehensive retention plan (see below).

Advising Timeline:

- Intrusive advising and engagement of incoming students focused on the critical first two weeks of class.
- Redundant early alert System (faculty will be able to report absences or other concerns, advisors will provide targeted outreach to students with midterm deficiencies, GPA < 2.0)
- Phone bank for students not registered for the following semester
- Exit interviews

College Success Courses

In order to better support students as they transition to the college, CAY 100 (1 credit) and CAY 101 (3 credits): Foundations for College Success were designed and implemented in the fall of 2011. The program has created multiple formats (online, hybrid and traditional courses) in order to provide options for all students. Alternate formats (2 credits, Veteran-friendly sections, etc) will be explored and piloted in order to offer students a variety of options. Students who place into developmental coursework are required to take either CAY 100 or 101 (dependent on program of study and placement test results). Recently, CAY 101 was added as a degree requirement for the Early Childhood degree programs. The coordinator works closely with division chairs to assist with scheduling and course assignments for the CAY 100/101 courses. A community of practice has been formed to provide ongoing resources, professional development and support for all CAY 100/101 instructors. We now regularly offer two CAY 100/101 training workshops per year, which fulfill the competency requirements to teach the course. In partnership with Cayuga Advantage (our dual enrollment program) we were able to offer the CAY 101 course in the high schools for college credit. In 2013-14 we had five high schools offering the course and we expect to have 12 schools offering it for the 2014-15 academic year.

Summer Bridge Programs

In the summer of 2012, we offered a pilot summer bridge program, which linked developmental coursework with our college success course. It included advisement and workshops for students who participated. Of the 30 students who participated in the program 87% (26) persisted from summer to fall. Of the 24 students who were registered for a developmental course in the summer

75% were registered for the follow-on course in the fall semester. A survey of participating students showed that after the summer program students felt more comfortable starting classes in the fall, working with instructors, and using campus resources. Students also indicated that they had positive interactions with other students during the summer. Unfortunately, changes to summer financial aid for students made this program difficult to run without creating an undue financial burden on students who participate.

In order to meet the need for summer opportunities, other models were explored and proposed for funding. The goal is to provide a college readiness program that will focus on helping students to reduce the number of developmental courses that they are required to take through a combination of offerings (including refresher courses). We will explore putting together a proposal for this program as a non-credit remedial offering in the 2014-15 year.

Cayuga has also been a participant in a regional consortium to create a summer bridge program for Say Yes Scholars. Cayuga currently has about 30 students who are part of the Say Yes program, which provides scholarships and support for students in the Syracuse City School District. In the summer of 2013 students had the opportunity to participate in a centralized summer bridge program. Cayuga was able to sponsor two students to participate in the program. The coordinator for transitional studies served as the liaison to this group and was able to provide academic advisement to the students over the summer. Both students were able to complete their developmental English courses over the summer and get a head start for the fall semester. They also both participated in orientation over the summer at Cayuga, giving them an opportunity to get connected to the campus community and learn about available resources.

Learning Communities

In 2011, Cayuga Community College was selected to participate in an Innovation Collaborative Grant that focused on creating learning communities. The Innovation Collaborative is part of the Gateway to College National Network, which “builds the capacity of colleges, school districts, and states to revolutionize education for high school dropouts and underprepared college students so that all young people can achieve college credentials.” (<http://www.gatewaytocollege.org/about.asp>). What follows is an overview of our project that was a result of participating in this grant.

Summary of our project plan: In the spring semester of 2012, we implemented two learning communities, one on each of our campuses, which linked MTH 070 (lowest level developmental math course) and CAY 101: Foundations for College Success. Similar to the Supplemental Instruction Model, peer tutors sat in the MTH 070 course and led study groups for each learning community. Students in the learning community were required to participate in two hours of academic support outside of class. They could choose to attend the study group or meet with a peer tutor individually.

In the fall of 2013 we ran the following learning community:

- ENG 097: Fundamentals of Reading and PSY 101: Introduction to Psychology

Cayuga collaborated with Syracuse University’s Higher Education Administration graduate program to provide opportunities for masters students to observe learning community courses and meetings as part of their coursework in the master’s program. Students conducted a focus group with students and provided Cayuga with a written report and presentation of their findings for our assessment purposes.

Finally, a Learning Communities Advisory Committee has been created to support learning community initiatives, chaired by the coordinator for Transitional Studies. This committee will provide support and resources to faculty who are looking to develop a learning community in the future.

Campus Collaborations

The Center for Transitional Studies works closely with the Center for Academic Success (CAS) to support students in developmental coursework. The CAS offers professional tutoring as well as peer tutoring and routinely conducts assessment of their program. Their programs are certified through the College Reading and Learning Association (CRLA).

CAS has also provided integrated academic support to both learning communities and course redesign initiatives. CAS and the Center for Transitional Studies will continue to collaborate to support ways to provide integrated academic support to students in developmental coursework.

Community Partnerships

The goal for our work with community partners is to create multiple pathways to degree programs for several student populations, including those entering from workforce development programs, GED programs and high schools. PTECH programs and Early College High School models are programs in various explorations stages.

Recently, the college collaborated with local high schools and industry to submit a PTECH grant. Unfortunately, we were not funded. The grant would have provided a P-TECH pathway in the high school for each student providing enriched high school coursework, college coursework, career mentorships and internships leading to successful completion of a N.Y.S. Regents diploma, a minimum of 15-20 college credits (in grades 9-12), participation in a minimum of 90 hours of enriched academic tutoring/project learning experiences annually and the continuation of college course work in grades 13 and 14 (completing approximately 45 additional credits) to be awarded an Associate's Degree in Applied Science and placement in a high tech specialty career position. We will continue to explore funding opportunities for PTECH programming as appropriate.

Over the past two years, we have been meeting with one of our local high schools to explore meaningful programming for the high school population to help curb attrition. We also began exploring ways to offer "college readiness" assessments for juniors in the high school. We will be continuing these conversations and will pursue collaborations in the upcoming academic year.

Assessment

Overview of Assessment Plan

Future assessment of the program will look at students who place into developmental courses as a cohort, so that we can look at how they do in college-level follow-on courses, as well as time to completion, persistence and retention.

Appendix

Number of First-Time Students in Developmental Courses

Out of our new first-time students FA12:

- 53% placed into at least 1 developmental skill area
 - 13% placed into three or more skill areas
 - 15% placed into two skill areas
 - 25% placed into one skill area (typically math)
 -

The following is a breakdown of course completion and success rates for our developmental courses from Fall 2012.

Completion is defined as anyone who earned a grade of A-F for the course. Success is defined as anyone who completed the course with a grade and earned an A-C grade. I have also included the percentage of students who withdrew or earned a D or F grade (WDF) out of the total number of students who were registered for the course. For the purposes of this assessment I excluded all students who earned an Incomplete.

	MTH 070	MTH 099	ENG 097	ENG 098	ENG 049
Completion (Fulton)	85%	90%	92%	87%	92%
Completion (Auburn)	85%	96%	91%	85%	78%
Completion (Online)	70%	53%	NA	NA	NA
Completion overall	83%	85%	91%	82%	83%
Success (Fulton)	64%	56%	78%	68%	67%
Success (Auburn)	56%	48%	75%	77%	78%
Success (Online)	57%	75%	NA	NA	NA
Success overall	59%	55%	76%	72%	73%
WDF (Fulton)	46%	50%	29%	41%	38%
WDF (Auburn)	52%	54%	32%	35%	39%
WDF (online)	58%	61%	NA	NA	NA
WDF Overall	51%	52%	30%	36%	39%

CAY 100/101: Foundations for College Success

Ongoing assessment has shown positive outcomes for the courses, including course success rates and persistence to next-term for students who successfully complete the course. The following are course completion and success rates (*Completion is defined as earning a grade of A-F for the course. The completion rate is a measure of the percentage of students who earned a grade of A-F for a course, out of the total number who enrolled for the course. Success rate is a measure of the percentage of students who earned an A-C grade out of those who completed the course.*):

CAY 101 Completion Rates:

	FA 11	SP 12	FA 12	SP 13
Fulton	68%	68%	78%	86%
Auburn	84%	65%	83%	90%
Online	0	78%	72%	84%
Total	79%	70%	79%	86%

CAY 101 Success Rates:

	FA 11	SP 12	FA 12	SP 13
Fulton	83%	85%	81%	62%
Auburn	76%	83%	79%	82%
Online	0	45%	41%	48%
Total	78%	72%	71%	63%

CAY 100 Completion Rates:

	FA 11	SP 12	FA 12	SP 13
Fulton	82%	88%	97%	92%
Auburn	74%	65%	77%	56%
Online	n/a	n/a	62%	82%
Total	78%	74%	79%	80%

CAY 100 Success Rates:

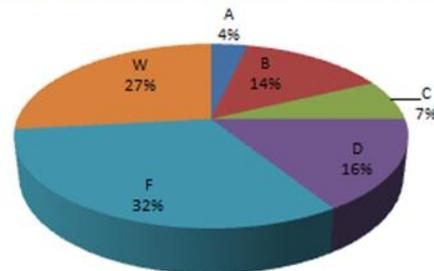
	FA 11	SP 12	FA 12	SP 13
Fulton	80%	87%	81%	100%
Auburn	82%	96%	70%	80%
Online	n/a	n/a	69%	39%
Total	82%	90%	74%	63%

Math Course Redesign Results

Cayuga's First Offerings: Statistics

All 099 Traditional -Including W's		
Grade:	#'s	Percentage
A	2	4
B	8	14
C	4	7
D	9	16
F	18	32
W	15	27
Total:	56	100

All 099 Traditional -Including W's #'s

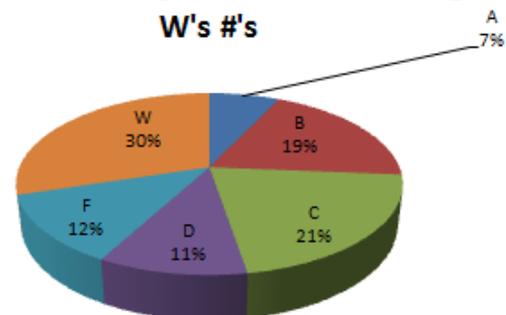


- Course Completion: % D & Up: 41%
- Course Completion: % C & Up: 25%
- Course Completion: % B & Up: 18%
- Course Completion: % F & W: 59%

Cayuga's First Offerings: Statistics

All 099 Redesign Sections -Including W's		
Grade:	#'s	Percentage
A	4	7
B	11	19
C	12	21
D	6	11
F	7	12
W	17	30
Total:	57	100

All 099 Redesign Sections -Including W's #'s

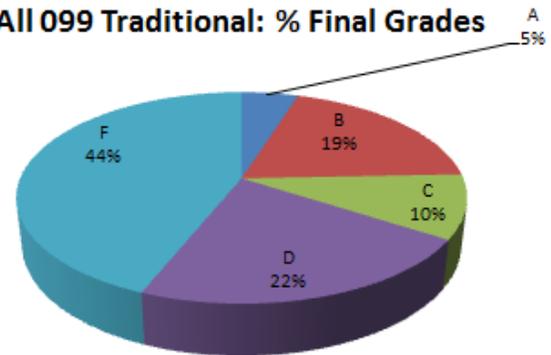


- Course Completion: % D & Up: 58%
- Course Completion: % C & Up: 47%
- Course Completion: % B & Up: 26%
- Course Completion: % F & W: 42%

Cayuga's First Offerings: Statistics

All 099 Traditional		
Grade:	#'s	Percentage
A	2	5
B	8	20
C	4	10
D	9	22
F	18	44
Total	41	100

All 099 Traditional: % Final Grades

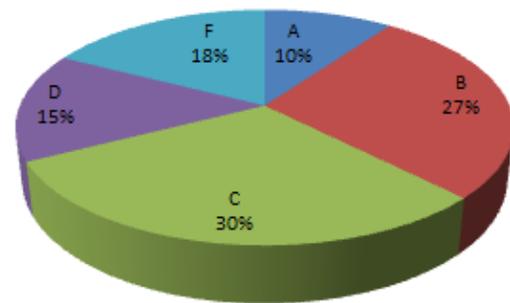


- % D & Up: 56%
- % C & Up: 34%
- % B & Up: 24%
- % F: 44%

Cayuga's First Offerings: Statistics

All 099 Redesign Sections: Grades		
Grade:	#'s	Percentage
A	4	10
B	11	28
C	12	30
D	6	15
F	7	18
Total:	40	100

All 099 Redesign Sections: % Final Grades



- % D & Up: 83%
- % C & Up: 68%
- % B & Up: 38%
- % F: 18%

Summary Course Grades: Traditional vs. Redesign

- Traditional vs. Redesign: % D & Up: 56% to 83%, **% Increase = 48%**
 - Traditional vs. Redesign : % C & Up: 34% to 68%, **% Increase = 100%**
 - Traditional vs. Redesign : % B & Up: 24% to 38%, **% Increase = 58%**
 - Traditional vs. Redesign : % F: 44% to 18%, **% Decrease = 59%**
-
- ****Note:** We tried to follow up and see how each student did in a credit bearing course. We ran into numerous issues calculating the stats.
 - Many students were in programs that did not require Math 102 or Math 112.
 - Many students were not yet registered in a Math 102 or Math 112 course.
 - Some students were currently in a Math 102 or Math 112 course.
 - Some students withdrew under total withdraw and have not come back.

Learning Communities Results

Our assessment plan looked to evaluate our learning communities using several different measures of success. We looked at quantitative measures of success (next-term persistence, GPA, withdrawal rates) and we held focus groups to gather qualitative data to better understand students' perceptions. We also met with admissions counselors who did advisement for our new students to get their feedback about how to better market and promote this opportunity for the future.

Out of the 22 students who signed up on both campuses, 11 stayed enrolled for the entire semester. Of the 11 students who withdrew from the learning community 18% are registered for the summer or fall semester. Of the 11 students who remained in the learning community 73% are registered for the summer or fall semester. 81% of students who remained in the learning community had above a 2.0 cumulative GPA.

Students in the focus groups shared their enthusiasm for the learning community experience. They enjoyed getting to know their classmates and faculty members in the LC. They felt that the smaller class sizes combined with being part of a cohort contributed to a supportive learning environment. They believed that the study groups were instrumental to their success and based on their experience with the study groups, they were more likely to utilize campus tutoring services. The students also described their positive interactions with faculty, stating that they were now more likely to ask for help in classes or seek out support in the future. They felt that expanding learning communities so that more students could participate would be beneficial and they expressed an interest in participating in a learning community in the future. Finally, students did not have a clear understanding of what a learning community was when they signed up for it and they suggested having thorough and clear information available for potential students in the future.