

TOPIC: RECOMMEND AUTHORIZATION TO OFFER SUPPLEMENTAL ACADEMIC INSTRUCTION AT FORT LEWIS COLLEGE

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I. SUMMARY

This item recommends authorization for Fort Lewis College to offer Supplemental Academic Instruction.

II. BACKGROUND

Pursuant to §23-1-113(1.5), C.R.S., the commission may authorize a state institution of higher education to provide supplemental academic instruction (SAI) to students with limited academic deficiencies (students who do not score above the minimum cut score on national assessments of college readiness, like ACT) and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses.

Table 1 below shows the current cut scores used for placement decisions. Institutions use these scores to determine if a student is ready for college-level, credit-bearing coursework in English (Reading & Writing) and mathematics. Prior to the legislation and [Commission Policy I, W](#) that made SAI possible, a student admitted into a four-year institution that scored a few points below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework with extra support (SAI), thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be gtPathways approved, thus ensuring transferability.

Table 1: College-Ready Assessment Cut Scores

Assessment	English (Reading)	Math
ACT	18	19
SAT	430	460
Accuplacer	80	85

To be authorized to offer SAI, an institution must submit a proposal to the department that includes information about a) the cut score range on national, primary assessments (like ACT and SAT) it will use for placement into SAI; b) what secondary assessment will be used to ensure appropriate placement; c) a process for how the institution will intervene and advise students about appropriate SAI options; d) how the institution will ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours; e) the requirement to flag and report each SAI

course and student enrolled in SAI in the Student Course Enrollment File in SURDS; f) communication between SAI faculty and credit-bearing course faculty; g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite gtPathways course content descriptions and syllabi; and h) the institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success.

Institutions receive preliminary three-year authorization, after which they will be re-evaluated on the success of their implementation of SAI. The department has taken on the responsibility of collecting and analyzing student SAI records. The department will report the outcomes of SAI programs on an annual basis.

III. STAFF ANALYSIS

The following is summarized from the institution's proposal:

a) Cut score range on national, primary assessments (like ACT and SAT) it will use for placement into SAI:

English:

Fort Lewis College is requesting authorization to attach SAI to Composition 150: Reading and Writing in College. Students who score below 18 on the ACT English subsection (or below 430 critical reading on the SAT) will be required to take the Accuplacer exam.

Math:

Fort Lewis College is requesting authorization to attach SAI to Math 105: College Mathematics and Math 110: College Algebra. Currently, discussions are underway at Fort Lewis College regarding appropriate math pathways for students. The ACT (or SAT or Accuplacer) are being used as the primary assessment in mathematics. All students who wish to enroll in Math 105 and SAI must have an ACT score of 16 – 18 (between 390 – 450 on SAT). All students who wish to enroll in Math 110 and SAI must have an ACT score of 17 – 18 (between 410-450 on SAT). Students who have an ACT score below the cutoffs listed above or who do not meet the secondary criteria will be enrolled in TRS 82 Introduction to Algebra. Students who complete TRS 82 with a B or better are then eligible to enroll in College Mathematics with SAI or College Algebra with SAI, rather than moving on to TRS 92: Intermediate Algebra.

b) Secondary assessment used to ensure appropriate placement.

English:

Based on the results of a student's Accuplacer score, he/she will be placed into a composition course according to the table below.

Primary Assessment Score		Secondary Assessment Score	Placement	Sequence
ACT English 17 or below, take Accuplacer*	SAT critical reading 420 and below	Accuplacer Sentence below 58	TRS 91	TRS →CO-1→CO-2
		Accuplacer Sentence 58-94	COMP 150+SAI	CO-1 + SAI**→CO-2
ACT English 18-23	SAT critical reading 430-540	Accuplacer Sentence 95	COMP 150	CO-1→CO-2
ACT English 24+	SAT critical reading 550+	N/A	CO-2	CO-2→CO-3
*If student has no ACT score and Accuplacer is primary placement measure, then students must take Writeplacer.				
**Students must pass both COMP 150 and SAI with a C- in order to register for the next composition course in the sequence (gtPathways designation CO-2).				

Math:

As a secondary assessment, Fort Lewis is using a two-pronged approach for first-time freshmen. Regardless of whether they wish to enroll in Math 105 or Math 110, they must meet *one* of the following requirements:

1. HS GPA 3.5 or better
2. CCHE Index score of 100 or better

Continuing students must meet one of the following four requirements to enroll in Math 105 or Math 110:

1. HS GPA 3.5 or better
2. CCHE Index score of 100 or better
3. Received a B or better in Introduction to Algebra (TRS 82) or equivalent
4. In-person interview with the Director of the Freshman Math Program

c) Process for how the institution will intervene and advise students about appropriate SAI options?:

All incoming students to FLC have their file reviewed by a professional advisor. This advisor notes placements and eligibility for courses and meets with the student. Students are advised about placement into Math/Comp courses, including SAI eligibility or, in the case of Comp, further steps needed to take to become eligible for SAI (i.e., taking the Accuplacer). Also, appropriate SAI options are made available to students in the institution's catalog, and on its website. For example, see: <http://www.fortlewis.edu/testingcenter/BasicSkills.aspx>

d) How will the institution ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours?:

This requirement is published in the institution's catalog and on its website. The requirement is backed up in practice with enforcement of prerequisites for COMP 150, MAT 105 and MAT 110. Also, the following policy goes into effect fall 2016:

Failure to successfully meet any of the policy requirements will result in a registration block (though not a dropping of a schedule) that prohibits further registration for courses. This registration block is removed only after the student meets with a designated advisor.

That is, students identified as needing remediation will have a "remediation required" hold put on their record in the Enrollment Management system and will be required to meet with an academic success coach before being able to register for more coursework.

e) Requirement to flag and report each SAI course and student enrolled in SAI in the Student Course Enrollment File in SURDS:

Fort Lewis College affirms it will comply with this requirement when submitting SURDS data.

f) Communication between SAI faculty and credit-bearing course faculty:

English:

All composition and SAI courses will be taught by Writing Program faculty. SAI classes are aligned with the Comp courses so that the students have the same instructor for both.

Math:

All SAI courses will be taught by faculty in the Freshman Math Program (FMP). Students enrolled in a section of SAI may not have the same instructor for the gtPathways course. However, due to the tight coupling of curriculum in FMP, courses will be on the same schedule in terms of achievement of learning outcomes and assessments given. SAI instructors will serve as liaisons with Math 105 and Math 110 instructors to ensure students are making satisfactory progress in their gtPathways courses. FMP has weekly faculty meetings and discussions regarding SAI will take place in those meetings.

g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite gtPathways course content descriptions and syllabi:

English:

Dr. Erik Juergensmeyer and Ana Hale are the liaisons for Composition SAI in the Writing Program.

Course description for COMP 150

The course is an intensive one-semester introduction to rhetoric and research. [*Department staff note this course is gtPathways approved.]

Course description for SAI in Composition (1 credit)

This supplemental academic instruction is for students who require extra time to achieve COMP 150 learning outcomes. COMP 190 activities are specific to COMP 150 and include continued discussions or readings, small group work, research, and practice. COMP 190 especially allows extra time for written assignments and one-on-one conferencing with instructor. Instructor Permission Required. [*Department staff notes an appropriate syllabus for this course was submitted.]

Math:

Sandra Gilpin is the liaison for Mathematics SAI in the Freshman Math Program as well as the Fort Lewis College SAI liaison to the State of Colorado.

Course description for Math 105: College Mathematics (3 credits)

This course is intended for students who do not intend to pursue upper level mathematics courses. Survey of statistics and probability, critical examination of quantitative data in the media, consumer applications, environmental mathematics, and other “real world” applications. [*Department staff note this course is gtPathways approved.]

Course description for SAI in Math 105 (College Mathematics) (1 credit)

This is a course designed for students with limited academic deficiencies who will enroll concurrently in Math 105 College Mathematics. Content covered in this course may include: percents, probability, exponential growth, and study skills. Instructor Permission Required. [*Department staff notes an appropriate syllabus for this course was submitted.]

Course description for Math 110: College Algebra (3 credits)

This course is designed to improve problem-solving abilities by developing algebraic knowledge and skills. Technology is an integral part of the course. The focus of this course is functions as mathematical models. Linear, quadratic, polynomial, power, exponential, and logarithmic functions are considered symbolically, graphically, numerically, and contextually. There is an emphasis on written communication skills in this course. [*Department staff note this course is gtPathways approved.]

Course description for SAI in Math 110 (College Algebra) (1 credit)

This is a one-credit course designed for students with limited academic deficiencies who will enroll concurrently in Math 110 College Algebra. Content covered in this course may include: linear and piecewise functions, exponential and polynomial functions, inequalities, exponents, regression, and study skills. Instructor Permission Required. [*Department staff notes an appropriate syllabus for this course was submitted.]

h) Institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success:

The goal of SAI at Fort Lewis College is to increase retention among students requiring remediation. Our measures for success will include the following:

- Course grades (A, B, C). Within 3 years, Fort Lewis expects course grades for SAI students to be comparable to students enrolled in the gateway courses with no SAI for both English and Math.
- Retention rate. The average Fort Lewis retention rate for non-remedial students is 68%, while the retention rate for remedial students is 59%. Within 3 years, Fort Lewis expects the retention rates for students enrolled in SAI to increase and be on par with the retention rate for non-remedial students. (*Data from the *2012 Legislative Report on Remedial Education*)

IV. STAFF RECOMMENDATION

Staff recommends the Commission authorize Fort Lewis College to offer supplemental academic instruction.

STATUTORY AUTHORITY

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy – definitions

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in section 23-1-113.3. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.

(b) Each governing board shall adopt policies and procedures that are aligned with the policy

established by the commission pursuant to paragraph (a) of this subsection (1.5) and that ensure that, to the extent required by the commission policy, each matriculated student takes or has taken basic skills placement or assessment tests in English and mathematics. The institution that enrolls the student shall select which tests to use from among those that meet the standards established in the commission policy and shall administer the tests. The commission, in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3 (4).

(c) Students identified by institutions as needing basic skills courses based on their test scores shall complete the appropriate basic skills courses by the time the student completes thirty college-level credit hours. The commission, in consultation with the governing boards, shall ensure that each student identified as needing basic skills courses receives written notification identifying which state institutions offer basic skills courses and the approximate cost and relative availability of the basic skills courses, including any on-line courses.