

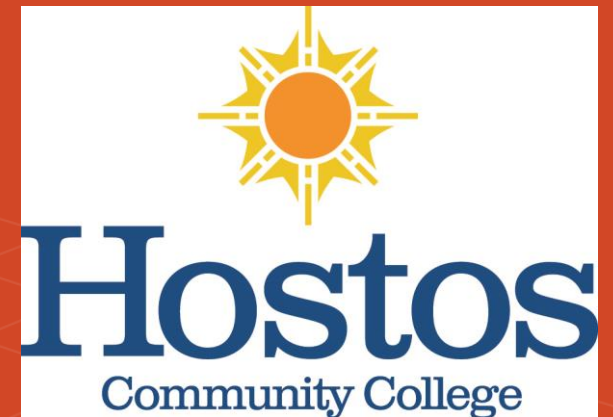
Policy for the Use of CUNY's Proficiency Index in Developmental Education Assignments:

A Review of the Academic Policy Brief

Hostos Community College-Savoy Multi-Purpose Room

Friday, September 27, 2019

12-2pm



Part of the Advisor Lunch and Learn Series

What is changing related to developmental education at CUNY?

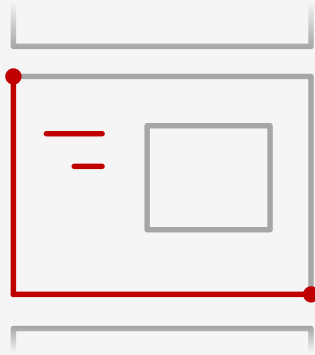
Simply put, two things:

- 1 CUNY Placement Exams will no longer be used for most students. Student placement will now be determined using the CUNY Proficiency Index.
- 2 Non-credit developmental education classes will be phased out and replaced with co-requisite options. At Hostos, the courses affected are ENG 93, MAT 10 and MAT 20.



Why the Change from Placement Exams to a Proficiency Index?

CUNY Placement Tests

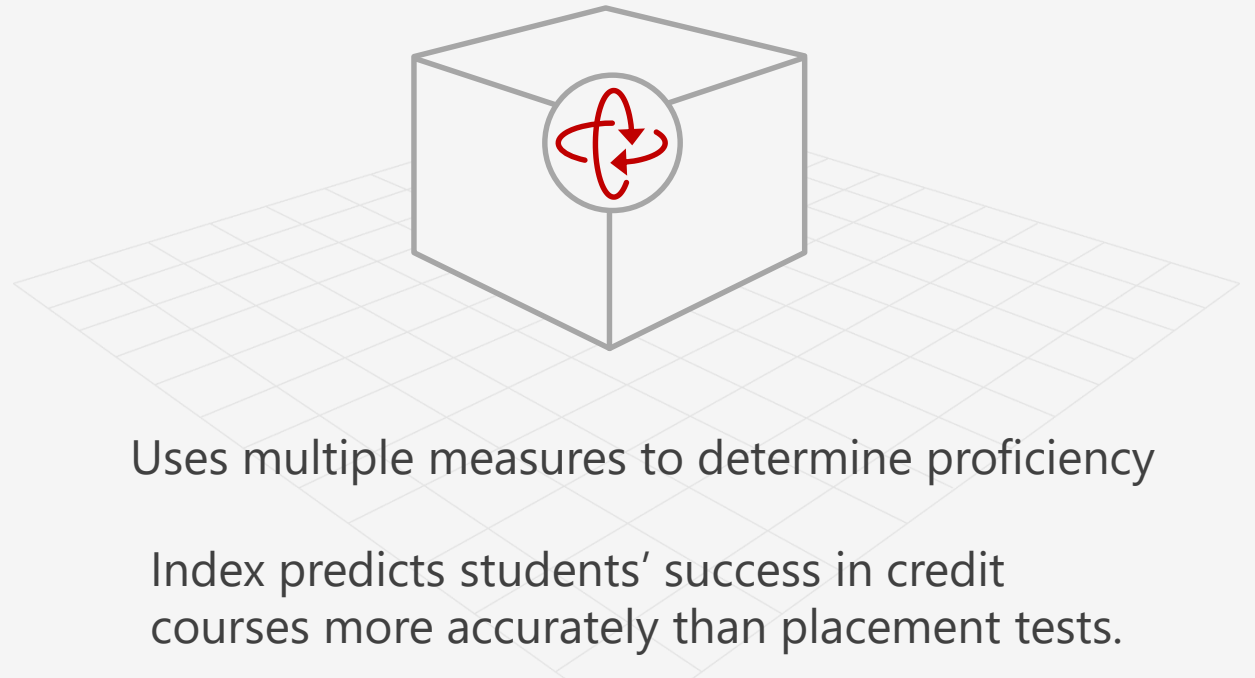


Predicts student developmental need based on a single measure (the exam/s)

Placement exams do not accurately capture student proficiency

Timing of placement can lead to delays in enrollment and registration

CUNY Proficiency Index



Uses multiple measures to determine proficiency

Index predicts students' success in credit courses more accurately than placement tests.

Removes barrier of placement tests. Students can now learn proficiency earlier which facilitates increased participation in CUNY Start, Math Start, etc.

CUNY Proficiency Index

- The Indexes for math and English use information that is part of the application for freshman applicants: students' overall high school GPA, SAT scores and Regents scores.
- If applicants have both SAT and Regents scores, the index formula will use both scores, but if they have only Regents or only SAT, it will use whichever is available.
- If applicants only have high school grades available, the index will use only grades for placement.

High school grades have the greatest impact on the proficiency index because research has proven they have a stronger relationship to college grades, but higher test scores can help offset lower grades and vice versa.

Math Proficiency Index

| Math Proficiency Index | Math Proficiency Status | Placement Guidance |
|---|--------------------------|---|
| 60 or higher | Proficient | Colleges must allow students to enroll in at least one course that satisfies the Pathways Mathematical and Quantitative Reasoning requirement. |
| Between 40 and 59 | Light Developmental Need | Colleges should guide students to targeted USIP interventions and/or corequisite courses. ² Students who score 40 or higher on the math proficiency index shall not be assigned to a pre-algebra course. |
| Below 40, but proficient in reading/writing | Deep Developmental Need | Colleges should encourage students to enroll in Math Start , which is delivered in varying timeframes from eight weeks to full-semester offerings. |

English Proficiency Model

| English Proficiency Index | English Proficiency Status | Placement Guidance |
|---------------------------|----------------------------|---|
| 65 or higher | Proficient | Colleges must allow students to enroll in at least one course that satisfies the Pathways English Composition requirement. |
| Below 65 | Developmental Need | Colleges should consider guiding students to USIP or a CUNY Start Part-time Reading/Writing intervention if they are able to participate in a pre-matriculation intervention, or enroll in an English composition corequisite course. |

Students Not Proficient in (both) Math and English

1

CUNY Start and Math Start

Until co-requisite courses are more widely available and we have a better understanding of which students are best served in such courses, CUNY Start and Math Start should be the first choice for students who have the greatest level of developmental need.

2

Co-Requisite Classes

If students with deep developmental needs cannot enroll in CUNY Start or Math Start, OAA recommends that colleges offer them access to corequisite courses in English and math, rather than enroll them in traditional prerequisite remedial courses.

ESL Placement

For spring 2020, colleges will administer the CUNY Assessment Test in Writing (CATW) to determine proficiency for:

- Students flagged via the admissions process as potential ESL students.
- students identified via admissions as potential ESL students who have an English proficiency index value below the cut score of 65

Passing the CATW will signify that the student is proficient in both reading and writing — there will be no separate reading proficiency test.

There are no changes to scoring practices or ESL placement recommendations: Scoring of the CATW exams for ESL purposes will continue to be done by the four borough grading sites.

CUNY Language Immersion Program (CLIP), will continue to be determined by each college, following their current practices.



ESL Placement

Going Forward

The ESL Discipline Council will continue working with CUNY OAA to develop better ESL placement tools. More guidance on placing applicants in future academic terms will be released once it is finalized.

Identification of Students Recommended for Math Start, CUNY Start, or ESL Testing

Students who fit the profile for either Math Start or CUNY Start will be identified in CUNYfirst so that staff who are involved in the onboarding of new students can refer them appropriately. Students who require ESL testing to determine proficiency will also be identified in CUNYfirst. More details about where the program identifications can be found in CUNYfirst will come in early fall.


Next Steps at Hostos

1. Develop co-requisite options for students who do not qualify for credit-bearing courses or the existing co-requisite options
2. Revise catalog descriptions and the Degree Audit for all courses that include ENG 93, MAT 10 or MAT 20 as pre or co-requisites.

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Which courses are co-requisites?

- 1 MAT 119: Introduction to Probability and Statistics**
Designed for non-STEM majors
 - 2 MAT 150: College Algebra with Trigonometric Functions (select sections)**
 - 3 ENG 100: Integrated Reading and Composition**
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Questions?