

New Mexico English Remediation
Taskforce Report
July 2016



New Mexico Higher Education Department

INTRODUCTION

In March, 2016, the state of New Mexico established a Remediation Task Force to examine remediation reform efforts across the state's higher education institutions. On March 11, the Task Force met for the "New Mexico Corequisite Remediation at Scale Policy Institute" in order to learn about the results of the latest national reform efforts from Complete College America, share models of remediation currently in place in New Mexico at several institutions, and begin collaboration on the New Mexico Remediation Task Force Recommendations Report due July, 2016.

Faculty members from seven different New Mexico higher learning institutions served as Task Force members (Appendix II). The work was carried out under the leadership of Bridgette Noonan, Senior Policy Analyst, New Mexico Higher Education Department.

BACKGROUND

At our initial Task Force Institute, Complete College America provided national as well as state data on remediation. At the national level, only 17% of students placing into remediation in Math or English graduate with a degree. At the state level, nearly 6000 (over 5300 at 2-year institutions and over 600 at 4-year institutions) entering first-time first year students placed into remedial courses; of these, only 47% complete a gateway course within two years, and only 19% graduate.¹ New Mexico HED reported that in 2014, around 42% of New Mexico high school graduates placed into one or more remedial courses.²

Given these growing numbers and the state's difficulties in retrieving data and assessing widely different programs and models, the New Mexico Higher Education Department created the Remediation Task Force to encourage a collaborative approach to retrieving and analyzing data in order to determine statewide recommendations. After our initial meeting, Task Force members contacted English faculty at all higher education institutions and retrieved as much information and data as possible given the very restricted time frame, collectively developed a stronger sense of the current state of remedial education across New Mexico, and established this series of recommendations to help institutions best support, retain, accelerate, and graduate students who

¹Retrieved from Complete College America, "Corequisite Remediation: Spanning the Completion Divide. Breakthrough Results Fulfilling the Promise of College Access for Underprepared Students." Executive Summary. <http://completecollege.org/spanningthedivide/wp-content/uploads/2016/01/CCA-SpanningTheDivide-ExecutiveSummary.pdf>.

²Retrieved from New Mexico Higher Education Department, "College Remediation: Highlights of the Fall 2014 Remediation Data": <http://www.hed.state.nm.us/researchers/college-remediation.aspx>.

begin college underprepared.

The Task Force recognizes that co-requisite and other forms of acceleration are currently considered “best practice” at the national level, and a number of New Mexico institutions have already adopted acceleration models as an option or a requirement for students placing at a level appropriate for the model. However, not all students attending New Mexico postsecondary institutions have the foundational reading and writing skills to be successful in a co-requisite course, even with the substantial support that Accelerated Learning Program (ALP)-type programs offer. Therefore, these recommendations are designed to assist individual institutions in identifying and adopting remediation models that best suit the needs of their students.

REMEDICATION IN NEW MEXICO

Placement

Traditionally one of the first tasks of incoming students is to complete a placement exam in writing, reading, and math. The results of this exam determine what math and English courses would best suit the students’ skill level. Most institutions in New Mexico use a placement test, such as Compass or Accuplacer. Now that Compass will not be available starting in Fall 2016, many colleges that used Compass in the past are adopting Accuplacer. The convenience of a test that can be easily administered and quickly scored cannot be denied. However, there is much debate on the accuracy of the placement results.

There are a few colleges that currently use a locally developed, hand-graded essay for placement. A writing sample, almost all English faculty will agree, is the best indicator of a student’s writing skills; unfortunately, that system is not practical for many institutions and is time-consuming and costly, as qualified faculty must be adequately compensated to score the essays. As a compromise to scoring all incoming students, some colleges offer an essay exam to students near the cut off, who would like to challenge their placement score. This approach can help students whose writing skills demonstrate a higher placement than their test scores, and it isn’t as costly as having to grade essays from all students.

Another solution to improve placement accuracy is to use multiple measures to place students. Many colleges have used ACT scores in addition to Accuplacer/Compass scores. A few colleges are using high school GPAs as a multiple measure for placement into the writing sequence. Many colleges also have instructors require a diagnostic essay during the first week of classes to identify any students who may have been placed into a course that doesn’t match their skill level. This is a useful practice; however, it can create scheduling difficulties and is sometimes challenging for instructors to efficiently execute in the first week of classes.

Traditional Developmental Courses in New Mexico

Most colleges in New Mexico offer some traditional remedial courses. Even schools that are implementing accelerated course options also still offer traditional developmental courses. In some cases, schools are still in the process of developing accelerated models of developmental courses and are only offering a limited number of sections. Many schools approach modifications like this as pilot programs to be studied and improved before taken to scale.

Another justification for maintaining traditional developmental courses is that many certificate and associate of applied science degrees do not require a college writing course. For these programs often a developmental writing course is the highest level required. To accommodate those students, traditional developmental courses are appropriate. For smaller schools with limited ability to offer multiple sections, it is difficult for some students to enroll in the six credit hours required of the popular ALP co-requisite model. When only a few sections of the courses can be offered, it is difficult to create time slots that will meet every student's needs. Because of obligations with work and/or children, many nontraditional students have limited days or times when they are available to take courses. To accommodate these students, many small schools offer traditional developmental courses which, at three or four credits instead of six, are easier to fit into restricted schedules.

Finally, some educators believe that for certain students, the accelerated pace is not advisable. Their reasoning is that students at lower levels of reading and writing skills may need more time to grasp the concepts and gain confidence. They may also need more time to become stronger students with effective study habits and time management skills. They need to acclimate to the college environment and build their skills first before they can master more challenging assignments typical of a gateway writing course. Many educators do not agree with this position and feel strongly that students at all levels can benefit from an accelerated program, that with support they will rise to the challenge and improve at a faster rate. However, since a significant number of educators believe that some students are not suited to acceleration, this is another reason traditional developmental courses still exist at almost all New Mexico colleges. For a combination of these and other reasons, there are also a few New Mexico institutions that only offer traditional developmental courses and have not developed accelerated options or new models of remediation for developmental writing students.

Supplemental Support for Traditional Developmental Courses

A few colleges in New Mexico have three levels of developmental writing courses with supplemental courses offered in reading. Most often these are colleges that do not offer any type of accelerated courses. However, the most typical developmental sequence in New Mexico consists of two levels of developmental writing courses. In many cases, this has been reduced in the last few

years from three levels as an effort to decrease the amount of semesters needed for students to reach the gateway writing course. Many of these developmental courses are offered with supportive courses to help students grasp the concepts and to increase their chances of passing the developmental level in one semester. Often these supportive courses are in the form of a corequisite reading course or a co-requisite college success course. Many schools are moving towards a combined reading/writing developmental course with increased credit value between four and six credits. Some schools offer students the opportunity to complete two levels of developmental course work in one semester. These schools offer the lowest level developmental course the first eight weeks of the semester and the second level developmental course the second eight weeks of the semester. Ideally, these courses should be taught by the same instructor for consistency in approach and development of skills. This option does help students accelerate through the developmental sequence at a faster rate, but it does not offer additional help in the form of supportive courses. However, the increased contact hours of an eight week course do provide more class time and a greater opportunity for individual instruction. This added support can help students master the skills in a more condensed part of term course. If successful, the student is able to complete the developmental sequence in one semester as opposed to two.

New Models of Remediation in New Mexico

Co-Requisite Accelerated Courses

Many schools offer a co-requisite accelerated program which provides developmental students a chance to take the gateway composition course if they take a supplemental developmental writing course the same semester. Most often these courses are taught back to back by the same instructor. This is a key factor as the developmental writing course is designed to support the students' success in the more advanced course. The same instructor is ideal so that he or she can explain the writing assignments and provide individual tutoring to help students effectively organize, support and revise their essay drafts to meet the college level standards.

Each course is typically a three credit hour course. The gateway course combines developmental co-requisite students with traditional freshman composition students, but the developmental writing course is a smaller group (usually about half as many students as the gateway course.) The combination of students in the gateway course is important to expose the developmental students, through class discussion and group work, to more advanced levels of critical reading and writing skills. The smaller class size of the developmental course is essential to provide more opportunities for individualized instruction and a more intimate environment for the developmental student to feel comfortable asking questions for additional support.

The developmental course is often taught after the gateway course in a lab setting. When the

developmental course is offered after the gateway course, it provides an immediate opportunity for students to ask for clarification and for the instructor to build supplemental assignments that will allow students to begin on writing assignments or to further apply concepts introduced in the gateway course. Offering the developmental course in a computer lab provides the necessary resources for students to work on their essay drafts, to revise completed essays, and to engage in research and word processing. The lab also provides an opportunity for students to work on individual writing challenges through on-line writing lab programs. A workshop approach in this course concentrates efforts on individual work and supplemental instruction to support the students' successful completion of the gateway course.

Variations of the Co-Requisite Accelerated Model

Some variations on this model are currently being used or proposed for Fall 2016 at New Mexico Institutions. One of these models includes offering students the chance to accelerate into a college level writing course with the additional requirement of a tutoring contract in place of an additional three credit hour course and another model decreases the supplemental course to a one credit hour course required for students who are just below the placement cutoff. Both of these variations have the benefit of not requiring the student to enroll in six credit hours of English in one semester. This can save the student the expense of having to pay for the additional three credit hour course and does allow for more flexibility of scheduling.

The model which replaces the co-requisite course with a tutoring contract has potential but does present some challenges. Tutoring can definitely support the students' success in the college course, but to be most effective, consistent and effective communication throughout the semester between tutor and instructor is crucial. Tutors would need a thorough understanding of the expectations of the assignments and some guidance on the students' areas of weakness. They would also need to communicate with the instructor on student's progress and development of writing skills. The tutors would need to be cautioned against doing too much of the students' work and taught strategies to empower the students to learn essential writing skills and in the process become more independent writers. A special tutor training program to support tutors in this difficult task would be helpful. An ideal situation would be to assign specific tutors to particular sections of the developmental course so that they could work closely with the instructors. These tutors could attend some classes and establish a positive relationship with the students.

The model which reduces the co-requisite course from three credit hours to one can be an effective variation, provided that the supplemental course maintains some of the important components of the traditional three credit hour course. The one credit hour supplemental course should ideally be taught by the same instructor as the gateway course and immediately following that course. Given that the contact hours are reduced, it would be essential to maintain a small class limit, perhaps

even fewer students than the typical nine or ten enrollment cap of the three credit hour supplemental course. The one credit hour course should be taught in a computer lab with a workshop approach.

Another model is to accelerate the students into the gateway course by offering the highest level of developmental writing the first eight weeks of the semester and the college level course the second eight weeks of the semester. This is a similar model in that the students can potentially finish both courses in one semester, but instead of taking the courses simultaneously, the courses are divided into the first and second halves of the semester. Both courses are taught typically by the same instructor and offered in the same time slot (but they are not set up exclusively as co-requisite courses so it is possible to take one course and not the other as needed). This model allows students to concentrate on the skills of one level before progressing to the next, but it does not provide the support for the college level writing course during the same weeks as the more challenging course. Additionally, this model does not allow for the opportunity of developmental students to benefit from being in the same course with students of more advanced reading and writing skills. Also, instead of an entire semester to focus on completing the assignments for either course, the student is being asked to compress a semester worth of work into eight weeks. Longer class time will make it easier for the student to accomplish this task and will provide more opportunities for faculty to work individually with students. Having these courses taught by the same instructor is crucial so that transfer of skills and consistency of approach and expectations can support student success. If possible it may be advisable to set up these courses as co-requisites and then to override exceptions on a case by case approach. Hopefully this would increase the number of students who sign up for both sections to foster the learning community that comes from a cohort of students taking the same courses.

Data on Remediation Reform in New Mexico

The Remediation Task Force found it very challenging to collect and analyze comparable data from the various institutions in New Mexico. Several factors contributed to this challenge. Many colleges are just beginning implementation of new models of remediation and do not have much data available on the continued enrollment and success of students coming out of these new courses. There are many different models currently being offered at the various colleges within traditional developmental courses and in new models of remediation (some with reading co-requisite, some following the ALP model, some with only a 1 credit hour supplemental course) which adds to the complexity. Without a statewide common course numbering system, it is often difficult to identify comparable levels and courses throughout the state. Finally, many institutions expressed frustration with a lack of resources and available support staff to produce accurate data on the various courses. Often the data that was readily available was not in a consistent format across the state. We do believe that a more thorough and standardized method for reporting and analyzing data would

alleviate many of these challenges (see recommendation #6).

Nevertheless, based on the data we received, we offer the following generalizations:

- Pass rates for students in traditional developmental courses range from 54-74%
- Pass rates for students in ALP co-requisite courses range from 62-78%
- Students from traditional developmental courses have lower rates of continuous enrollment into college-level composition than students in accelerated models (100% of developmental students in ALP are enrolled in the freshman composition as a co-requisite course vs. 50-60% of traditional developmental students who take freshman composition within two semesters)
- Students passing ALP co-requisite courses have higher rates of continuous enrollment in the next level of the composition sequence (from 10% to 30% higher rates)

Based on this data, we do believe that the ALP co-requisite model supports student success. More data is needed to determine the long-term results of these courses and the potential success of other models.

Program Review and Assessment

We all want writing programs that create meaningful learning environments and opportunities. As faculty, department chairs, Writing Center Directors, tutors, and advisors, we are dedicated to helping students succeed. Regardless of the skill level where students begin their college journey, our goal is for them to navigate through the writing sequence and master the reading, writing and research skills they need to successfully complete their degrees.

However, we realize this is not an easy task, and it is not simple to gauge how successfully we are completing this task. How do we evaluate our efforts to reach our goals? How do we review our programs in ways that will help us to determine how well we are meeting students' needs? How do we determine what constitutes a successful program?

The Remediation Task Force recognizes the complex nature of reviewing a program and evaluating its success. We are cognizant of the diverse factors involved, the limitations of resources, the issues beyond our control; however we also see the value in the process of review and suggest the following approach.

We believe that a successful program would reflect improvement in the following areas:

- **Pass rates** — increase in rates of students successfully completing developmental writing/reading courses and college-level composition courses. Pass rates for all students enrolled in composition courses can be analyzed over a one to three year period to study trends. Data

comparing traditional developmental tracks to new models of remediation (such as accelerated co-requisite courses) can be useful in evaluating new approaches.

- **Acceleration in pace** — students reaching college level writing in fewer semesters; students completing entire sequence of required writing courses in fewer semesters. Data comparing accelerated options (or other new models of remediation) to traditional approaches can be particularly useful to evaluate efforts to accelerate students' pace.
- **Retention and persistence** — increased rate of students enrolling in and successfully completing the next course in the writing sequence within one or two semesters. These rates will be positively reflected in co-requisite courses, since 100% of students enrolled in the one level are enrolled in the next level during the same semester. Outside of that, data on retention and persistence is particularly useful in showing how well one course is preparing students to complete the next course in the writing sequence.
- **Level of mastery** — increase in students' ability to master student learning objectives of writing courses at higher levels. Using common rubrics and departmental grading sessions, faculty can gauge any improvement in the students' reading, writing, and research skills. Improvement in any of these areas would reflect not only students' ability to pass courses, but to complete the courses with a deeper understanding of the concepts and a greater ability to apply those concepts to their writing.
- **Student confidence/satisfaction** — increase in levels reported in student surveys or evident through student reflection assignments. Although this measure does not always translate to passing grades or increased skill level, we do believe it is an important measure. We value students' perceptions of their ability to read critically, write analytically, and research ethically. We trust that increased student confidence in their ability to engage in the writing process, revise, edit, and polish their own work is an important reflection of their journey to become more independent writers. Becoming more independent, confident writers is essential to their success in their writing courses, all their college courses, and their personal and professional lives.

Colleges should be continuously involved in some aspect of reviewing their programs. Whether that is collecting data, analyzing the results, creating strategic plans for improvement or implementing those plans depends on the situation of the individual institution and the available resources. The crucial factor is the engagement in the process with the shared goal of improving the writing program in ways that enhance our ability to support students.

REMEDIATION TASK FORCE RECOMMENDATIONS

Based on our review of remediation in New Mexico, we offer the following recommendations:

1. Use multiple measures (WritePlacer, high school GPA's, diagnostic essays) to supplement standard placement tests (Accuplacer) and to more accurately place students.
2. Offer accelerated co-requisite composition courses to move the majority of developmental students into college-level writing courses with additional support.
3. Continue to offer traditional remedial courses but increase (or maintain) the level of support to move students more quickly into college-level composition.
4. Implement or support existing Early Alert systems to provide guidance to struggling students and increase their chances of course completion.
5. Support Writing Centers so that Writing Center Directors and tutors can serve students and support faculty to the best of their ability.
6. Create a statewide system for sharing resources, supporting faculty and programs, and reporting data in a more accessible and useful manner.

Recommendation #1. Use multiple measures (WritePlacer, high school GPA's, advising sessions, and diagnostic essays) to supplement standard placement tests (Accuplacer) and to more accurately place students.

Our task force recognizes both the importance and the difficulty of accurate placement into the writing sequence. When students are placed in developmental courses that are lower than their skill level, the result can be frustration and boredom. The courses are often not necessary and cost the students time and money. These factors can result in those students not completing the courses and not advancing to college-level composition. When students are placed above their skill level, there is the chance that the students will not be able to grasp the concepts and pass the courses. Failing courses can lead to financial aid denial or frustration and loss of confidence for the students.

As correct placement is so crucial for student success, we suggest that institutions use a placement test, like Accuplacer, but combine that test with other measures to increase the likelihood of the best possible placement system. High school GPA's can be used as a multiple measure to place students into a higher level composition course than their placement exam indicated. This helps protect the students against test inaccuracies and test anxiety on the day of the placement exam.

Institutions may want to seriously consider adopting "WritePlacer" (or a similar program) which requires students to write an essay as part of the Accuplacer placement exam. Although this writing sample is not hand-graded, the computer-generated score and the actual essay are available

for faculty to review. It would not be cost-effective for faculty to read and score all essays of incoming students; however, it would be feasible for borderline results or results that contain a discrepancy between the reading, writing, and essay scores. The writing sample would provide additional information that might save these borderline students from being incorrectly placed.

We also recommend that advisors play a key role in helping students understand their placement scores and their options. Advisors need to explain the writing sequence, and if applicable, the benefits and demands of accelerated course options. Students should have a realistic understanding of how accelerated courses can help them complete the writing sequence more quickly, but that this will only be possible through hard work and initiative. Students need to know that faculty and tutors are here to support them but that they need to commit to the courses and take full advantage of the resources embedded into these programs.

As a final multiple measure, we recommend that faculty administer a diagnostic writing sample during the first week of classes. Although this can be tricky to work into the first week of classes, it is a useful strategy to identify students who have been placed into a course where they don't belong. Certainly, the time and effort spent on the diagnostic exam far outweighs an entire semester for students struggling in a course that is either too basic or too advanced for their skill level.

Recommendation #2. Offer accelerated co-requisite composition courses to move the majority of developmental students into college-level writing courses with additional support.

We recommend that institutions help students move more quickly through the writing sequence by offering accelerated course options. These courses would place developmental students into college-level composition and provide them with additional support to master these more challenging writing skills. Ideally, that additional support should follow the traditional Accelerated Learning Program (ALP) model of a three credit hour class taught by the same instructor in a lab setting directly after the college-level composition course. However, we realize that model is not compatible with the needs and limitations of every institution. The essential component is that developmental students are placed into the college-level course and that this accelerated course comes with built-in resources to help students succeed. Some institutions may need to reduce the supplemental course to one or two credit hours due to issues of cost and scheduling. This modified approach can still provide the needed support to accelerate developmental students as long as the supplemental course is taught by the same instructor as the composition course and is limited to a small enrollment (preferably no more than ten students).

Recommendation #3. Continue to offer traditional remedial courses but increase (or maintain) the level of support to move students more quickly into college-level composition.

While many of us have seen and heard the success rates of co-requisite accelerated courses, we acknowledge that for various reasons most institutions in New Mexico will still need to offer some traditional remedial courses. To increase students' successful completion of these remedial courses, we recommend that they be packaged with additional support. That additional support may be provided through an increase in the credit hours, a peer mentor assigned to the course, a tutoring contract, or through a co-requisite reading or student success course. These options will help assure that students pass through the developmental level in one semester to more quickly move into college-level composition.

Recommendation #4. Implement or support existing Early Alert systems to provide guidance to struggling students and increase their chances of course completion.

Many institutions use an Early Alert system where faculty can identify early in the semester students who are struggling in a course. We find this system, when implemented carefully, can be an important resource to help students succeed. Once an Early Alert is initiated, advisors, faculty, student services staff, and tutors can work together with the student to help address their needs and provide needed support and resources. Although many times it is difficult to contact the student and sometimes the issues are not resolved, we still see the effort to reach out and support these students early in the semester as valuable. For an Early Alert system to be successful, it does depend on instructors using the system in a thorough manner. Once students are reported, it is crucial that advisors do their best to communicate with the student in a positive, encouraging, but realistic manner. Students need to know the serious nature of the Early Alert but to also be reassured that there are available resources and strategies that can help them improve their status in the course. With the guidance of a support team (faculty, advisor, mentors, tutors), students need to develop a plan that will help them succeed in the course. Finally, all members of the support team need to be aware of the plan and to communicate with each other on the students' progress in following through.

Recommendation #5. Support Writing Centers so that Writing Center Directors and tutors can serve students and support faculty to the best of their ability.

We know that many students rely on the support of individual tutoring to master developmental writing concepts and college-level reading, writing, and research skills. In order to continue to offer this essential resource, institutions need to commit adequate funding and resources to sustain and

develop Writing Centers. If the position of Writing Center Director is included as part of a full-time faculty position, there needs to be sufficient course release time and/or stipend so that the Director can devote the time necessary to fulfill the responsibilities of their position. Ideally, a Writing Center Director should be a full-time position. This would allow the director to maintain the center by hiring and scheduling tutors and maintaining budgets, but moreover, it will also allow the director to develop the services of the Writing Center by planning training seminars, participating in professional development, and serving as a liaison between faculty and tutors. A full-time director can facilitate data collection and analysis, organize campus-wide workshops on important writing concepts, develop online tutoring services, and other vital activities. Writing Centers need adequate funding to purchase necessary supplies and update computers and software. To meet students' diverse needs, Writing Centers need to have adequate hours of operation and staffing. Qualified tutors need to be hired, trained, supported, and compensated in ways that ensure a high standard for the quality of tutoring.

We all recognize the important role a Writing Center plays on any campus, but we want to emphasize that Writing Centers cannot function to their full potential without adequate funding and support from the institution.

Recommendation #6. Create a statewide system for sharing resources and collecting comparable data. To understand the individual complexities of each institution, we encourage all colleges to submit reports every three years analyzing their data and their progress.

We appreciate the value of data and acknowledge the need to collect information reflecting how well our students are completing developmental courses and college-level English courses. We realize that we need to compare pass rates and skill assessment on various remedial models to continually gauge how well these innovations are serving our students. We realize the need to collect data tracking how successfully students coming out of remedial programs can transfer these foundational skills to complete their program requirements and obtain their degrees. However, we believe that there is not currently a system to facilitate individual colleges being an integral part of this data collection or a process for them to contribute program assessment based on this data.

We suggest the creation of a template to standardize the information we collect and to assist colleges in completing this task (see example template in Appendix 1).

Moving Forward

The Remedial Task Force members appreciate the opportunity to collaborate on this report. We realize the importance of sharing ideas and supporting each other in our mutual goal of helping

students succeed. To continue this spirit of collaboration, we encourage the creation of another task force. This new task force may include members of the original group but can also be opened up to other interested faculty from across the state. The task force would be responsible for shaping the recommendations and facilitating the completion of the three year reports described in Recommendation #6.

We strongly believe that individual institutions have their own particular strengths and challenges and made every effort to create recommendations that allow for some flexibility in application. We also want to emphasize that to adequately implement these recommendations, institutions must dedicate significant resources to this effort. Our institutions exist to serve students and we are convinced these recommendations can improve our ability to meet this obligation.

Appendix I. Template – Report on Writing Program and Student Success

Name of Institution _____

Contact Person for Report _____

Placement:

1. Please indicate what placement system you currently use (for example, Accuplacer) and your cut off scores for the developmental and college-level writing courses.
2. If you use multiple measures (writing sample, high school GPA, etc.) please describe those methods.

Developmental Writing/Reading Courses:

1. List the developmental courses you currently offer, indicating course number, name, and credit value.
2. Describe any additional supports built into these courses (for example, co-requisite reading course, embedded tutor).

New Models of Remediation:

List any accelerated and or co-requisite courses you currently offer that combine developmental support with college-level writing course. Indicate the course number, name, credit value and briefly describe. Include information on how many sections and what semesters the courses were offered.

Data:

1. Submit data from the Fall and Spring semesters during the three year cycle for each of the courses listed in **Developmental Writing/Reading Courses** and in **New Models of Remediation** by completing the chart below:

Semester(Fall or Spring) and year	Course prefix and number	Number of students enrolled	Percentage of students who withdrew	Percentage of students who failed the course	Percentage of students who passed the course
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2. Submit data tracking the progress of the students enrolled in the first two semesters of the three year cycle in a traditional developmental course or a course following a new model of remediation by completing the chart below:

Course (prefix and number; semester and year)	Percentage of students who passed	Percentage of passing students who enrolled in the next course in the writing sequence within two semesters	Percentage of enrolled students who withdrew from the next course in the sequence	Percentage of enrolled students who failed the next course in the sequence	Percentage of enrolled students who passed the next course in the sequence
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Assessment:

1. Describe any successes reflected in the data presented above. Indicate any improvement in pass rates, retention, or completion of next level. Describe the factors contributing to this success.
2. Describe any challenges reflected in the data presented above. Indicate any relevant factors that contribute to these challenges.

Appendix II. Members of the Taskforce

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