

1046-Z1-1689 **Haishen Yao*** (hyao@qcc.cuny.edu), Dept. of Math and Computer Sci., Queensborough Community College, 222-05 56th Ave., Bayside, NY 11364. *A few new approaches to teach remedial math in the college.* Preliminary report.

CUNY is the largest urban university in the US, there are a lot of needs of remedial mathematics courses needed in the sixteen colleges. In part as a result of CUNY's open enrollment policy, Queensborough Community College receives many students who are not ready to take credit bearing courses in subjects like mathematics. Unless a student has demonstrated a sufficient score on a Regent exam or SAT exam, the student is required to take the COMPASS exam with the result that almost half of our entering students are placed in MA005 (Arithmetic), MA010(Basic Algebra), Math 013(Basic Algebra).

These courses review materials that were presented in high school or earlier but the passing rate in these courses varies below 50%. Many of the students enrolled are repeaters. Resources of the College are wasted and students are prevented from advancing in their academic career. We will discuss our several approaches to solve this problem, such as problems center approach, diagnostic approach, community learning approach and self pace approach. Our pedagogical research shows some promising results in these approaches. (Received September 16, 2008)