

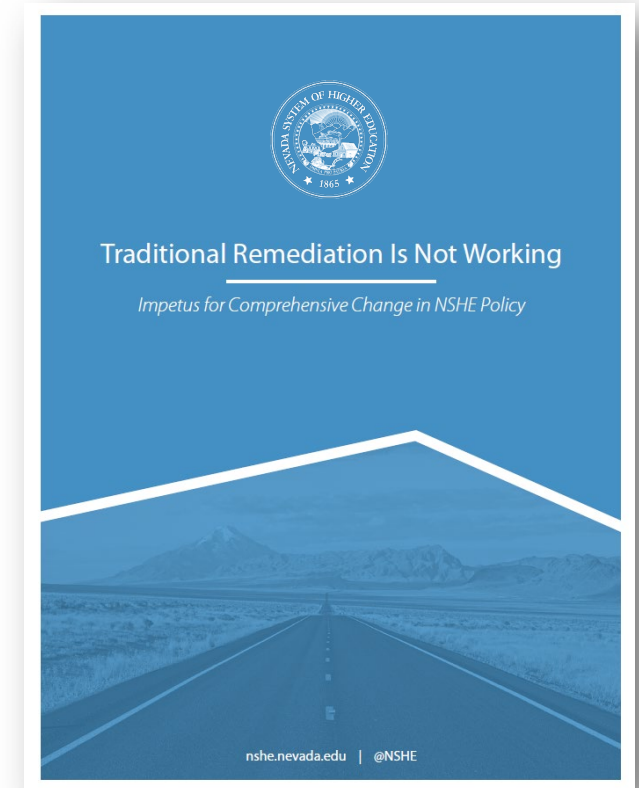


Traditional Remediation Is Not Working

Impetus for Comprehensive Change in NSHE Policy

Policy Paper on Traditional Remediation

- National look at trends of remediation
- System-wide review of traditional remediation challenges
 - Too many students start in remediation
 - Too few successfully complete their remediation sequences
 - Too few complete gateway courses
 - Too few graduate
- Successful corequisite scaling in Tennessee
- Corequisite models within NSHE



Understanding the Language

➤ Gateway Course

- First college-level or foundation courses for a program of study
- Gateway courses are for college credit and apply to the requirements of a degree

➤ Gateway Cohort

- First-time, degree-seeking students who had no previous enrollment across the system prior to their start term at the institution
- Includes part-time and full-time students

➤ Remedial Education

- Mathematics and related subjects (skills center, algebra math labs) numbered below 100 across NSHE

➤ Less Than High School Math

- Students who place below MATH 95 (Elementary Algebra)
- This includes the following courses: MATH 91, MATH 92, MATH 93, CTM 86, SKC 80, SKC 85, and algebra refresher courses

➤ Corequisite Remediation

- The developmental section of the course is offered as a corequisite simultaneously during the semester, not a pre-requisite, to the credit-level gateway course

A Nationwide Concern Brought Home

➤ Nationally...

- Placement rates are high
 - **68%** of community college students
 - **40%** of public, four-year students
- Too many ethnic minorities are enrolled
 - **56%** of Black students enroll in remediation
 - **45%** of Hispanic students enroll into remediation
- Degree completion rates are low
 - Less than **10%** of students who place into remediation will graduate

Source: National Center for Education Statistics (2016)

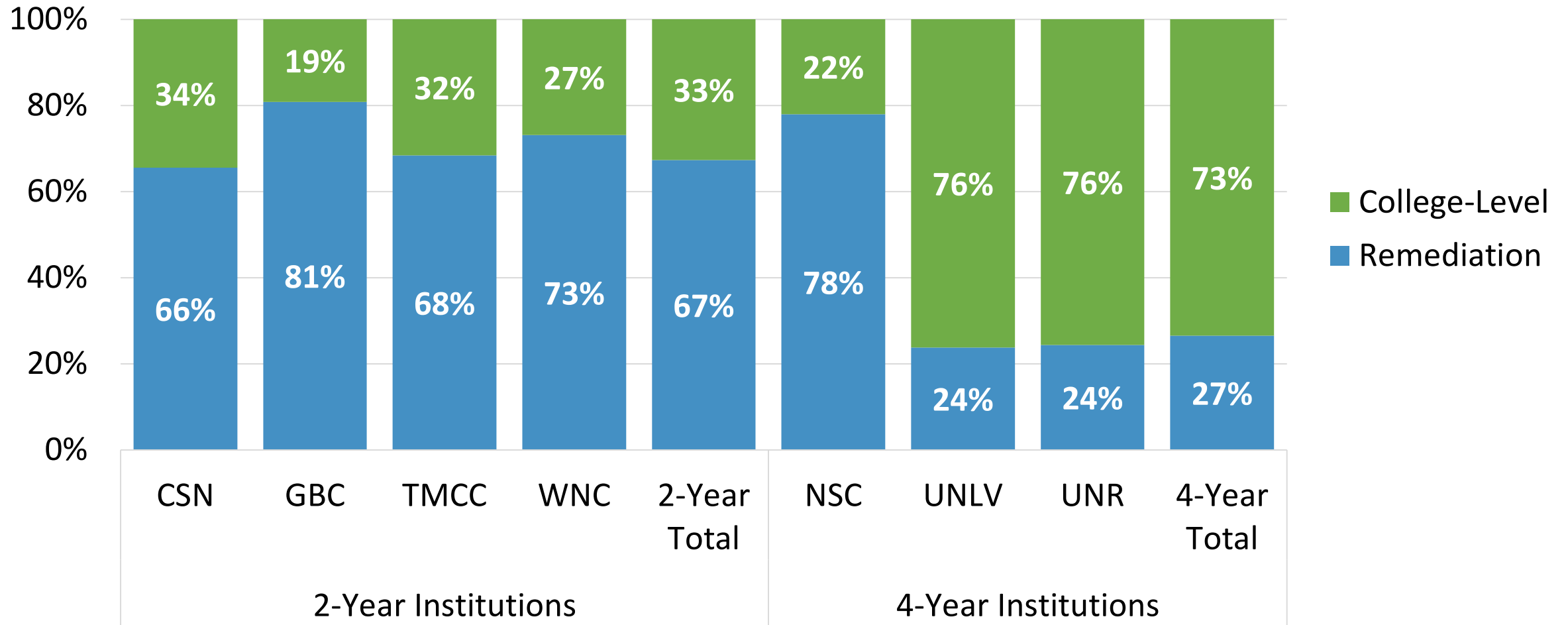
➤ Within NSHE...

- Placement rates are comparable
 - **67%** of community college students
 - **27%** of state & university students
- Too many ethnic minorities are enrolled
 - **56%** of Black students enroll in remediation
 - **45%** of Hispanic students enroll into remediation
- Degree completion rates are lower
 - **8%** of students who place into remediation will graduate

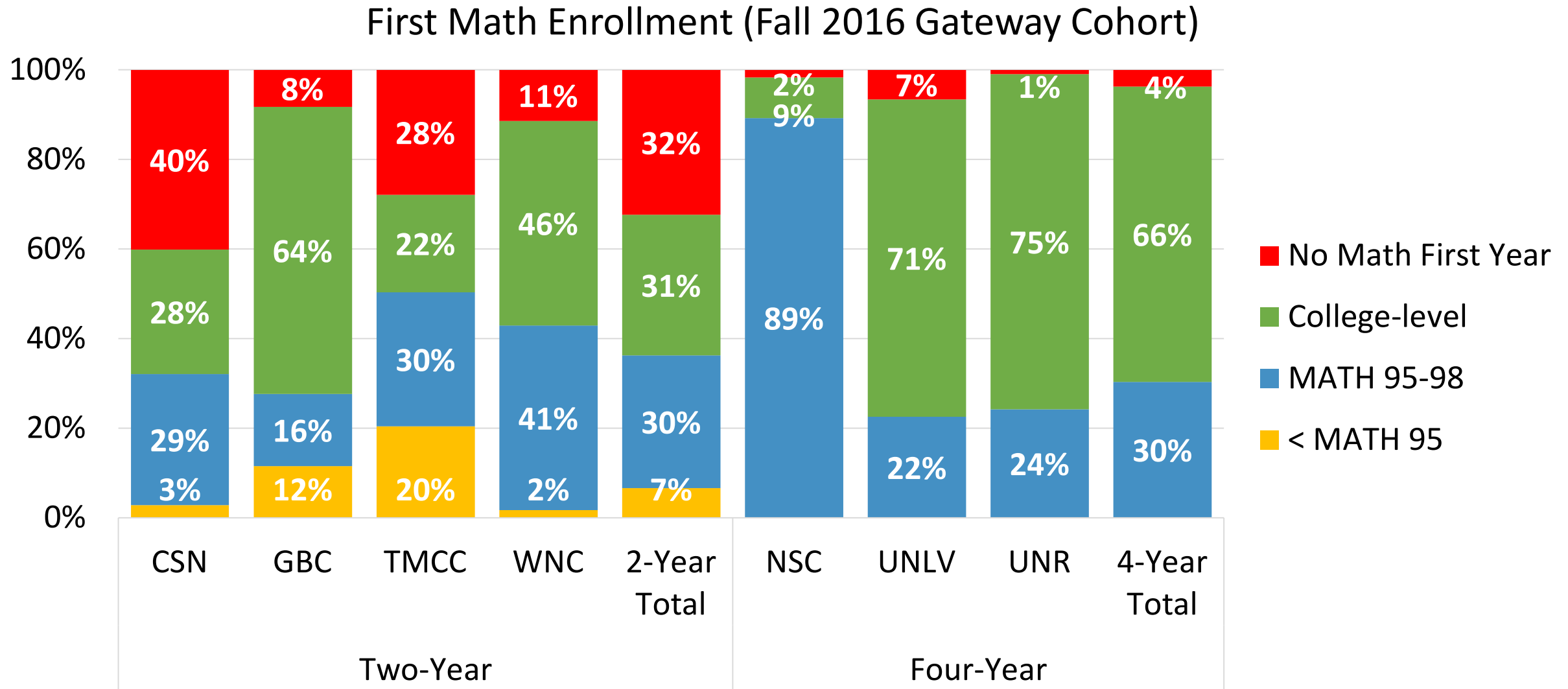
Source: NSHE Student Data Warehouse, Fall 2015 and 2016 Gateway Cohort

Mass Placement into Remediation

Math Placement (Fall 2016 Gateway Cohort)



First Math Enrollment



Remediation Hinders Degree Completion

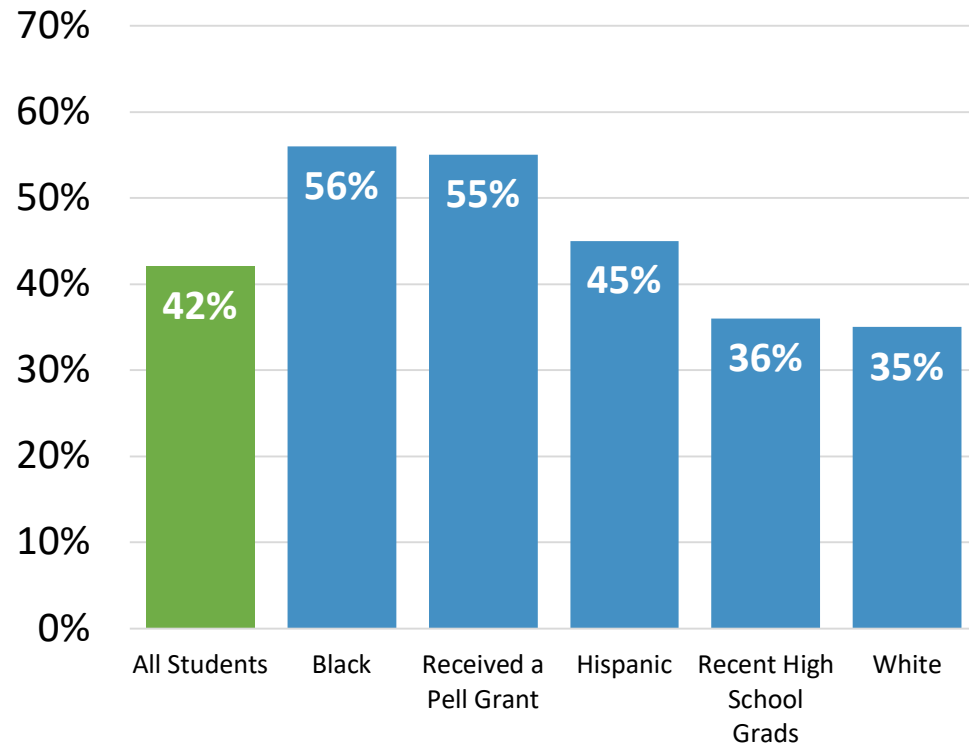
		2014 Cohort			2015 Cohort			
		Enrolled	Degree Completion		Enrolled	Degree Completion		
		#	#	%	#	#	%	
CSN	Less than MATH 95	356	45	12.6%	340	43	12.6%	←
	MATH 95-98	646	92	14.2%	528	95	18.0%	
	College-Level	775	156	20.1%	944	170	18.0%	
	No Math First Year	2,415	32	1.3%	1,928	51	2.6%	
GBC	Less than MATH 95	80	14	17.5%	90	13	14.4%	←
	MATH 95-98	48	14	29.2%	50	15	30.0%	
	College-Level	41	25	61.0%	42	25	59.5%	
	No Math First Year	55	0	0.0%	56	2	3.6%	
TMCC	Less than MATH 95	245	25	10.2%	262	37	14.1%	←
	MATH 95-98	381	93	24.4%	380	66	17.4%	
	College-Level	193	73	37.8%	262	99	37.8%	
	No Math First Year	398	5	1.3%	477	7	1.5%	
WNC	Less than MATH 95	14	3	21.4%	21	8	38.1%	←
	MATH 95-98	303	50	16.5%	308	57	18.5%	
	College-Level	236	82	34.7%	330	131	39.7%	
	No Math First Year	140	1	0.7%	106	3	2.8%	

Source: NSHE Student Data Warehouse, Fall 2014-15 Gateway Cohorts

Overrepresentation of Minority Populations

National Data

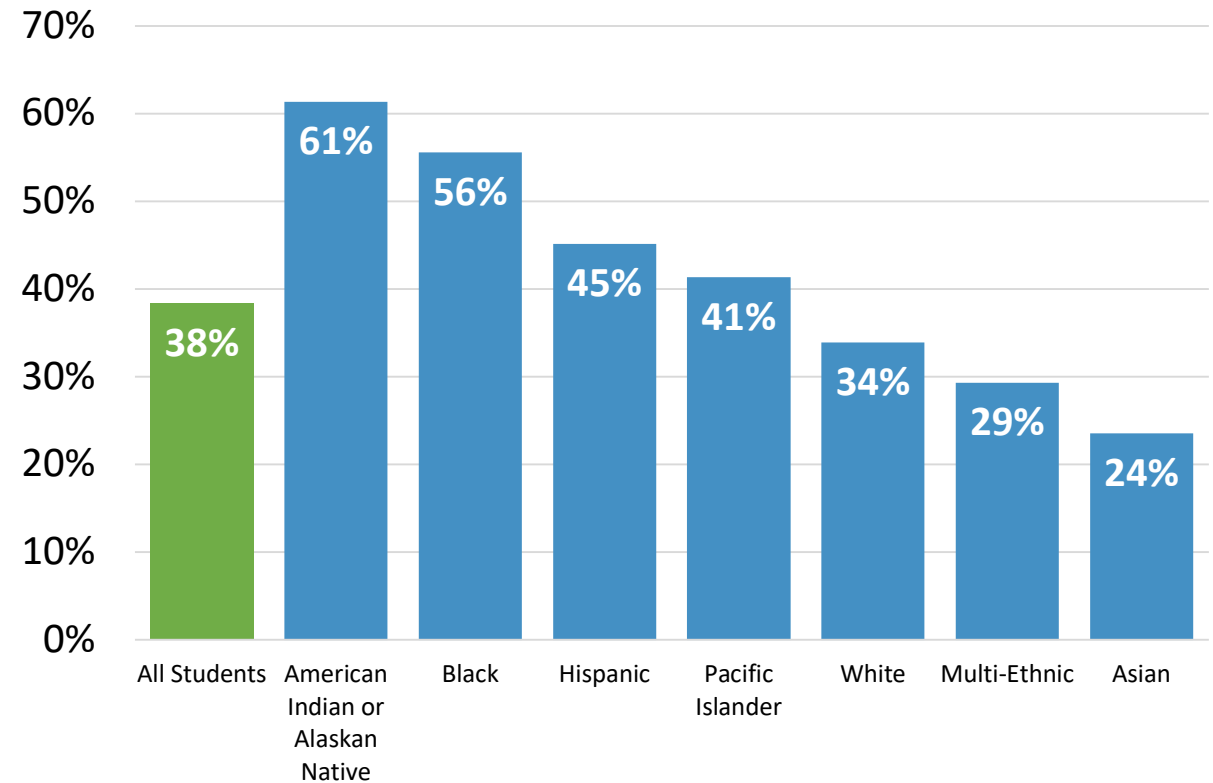
Percent of Subgroups Enrolled in Remediation (2014 CCA Cohort)



Source: Complete College America, "Corequisite Remediation: Spanning the Completion Divide"

NSHE Data

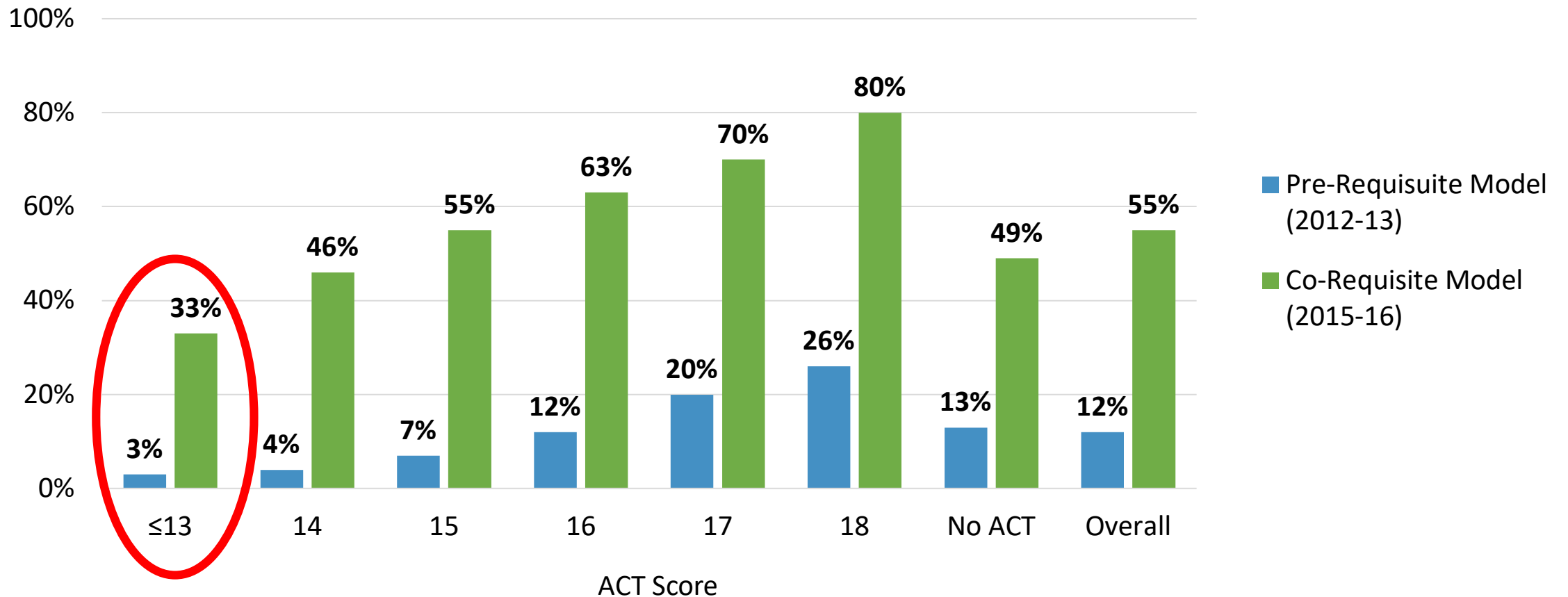
Percent of Minority Subgroups Enrolled in Remediation (2016 Gateway Cohort)



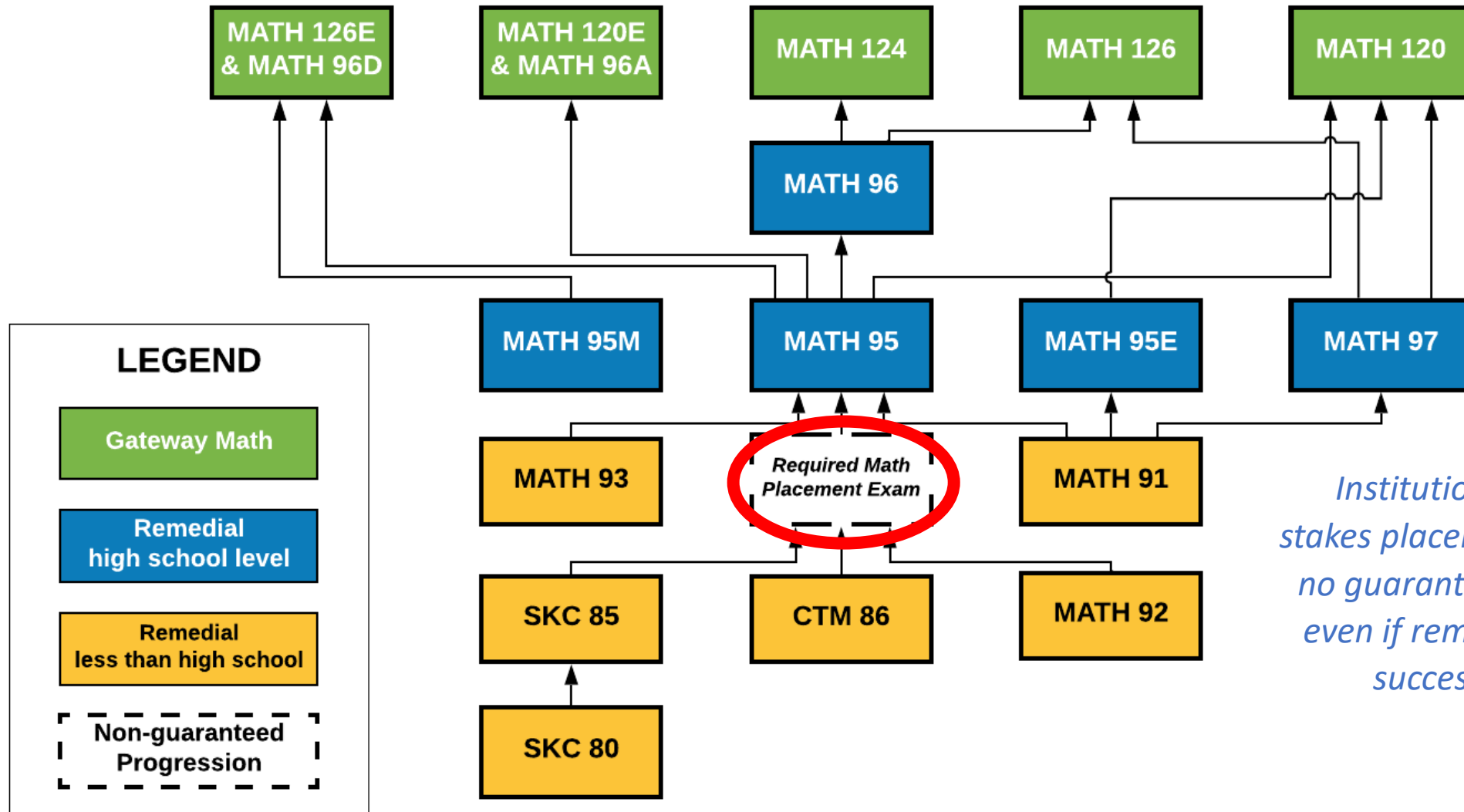
Source: NSHE Student Data Warehouse, Fall 2016 Gateway Cohort

Underprepared or Under Placed?

Traditional versus Corequisite Remediation and Gateway Course Completion

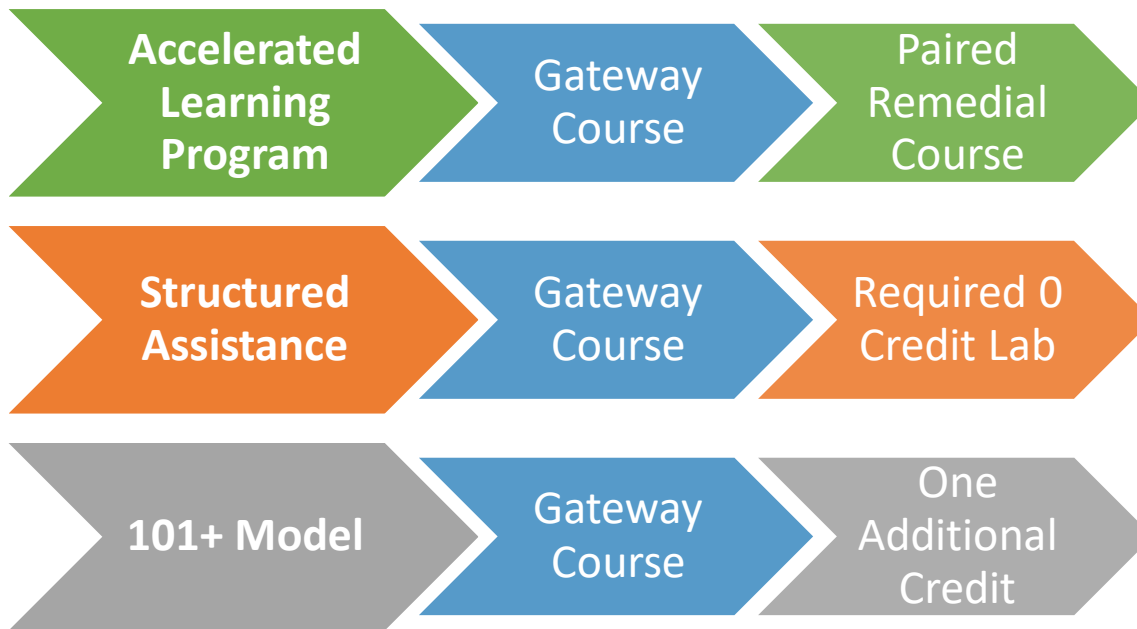


NSHE Math Pathways are Long and Complex



Institutions requiring high stakes placement exams have no guarantee of progression even if remedial courses are successfully completed.

The Case for Corequisite Remediation



Corequisite Remediation at UNR

- MATH 126E: Pre-Calculus Expanded (5 credits)
 - MATH 96D (2 credits) +
 - MATH 126E (3 credits)
- MATH 120E: College Mathematics Expanded (4 credits)
 - MATH 96A (1 credits) +
 - MATH 120E (3 credits)

Conclusion

- **Traditional remediation is not working**
 - Too many start in remediation and are unsuccessful in completing their gateway course
 - Psychological challenges and long pathways to gateway course completion
 - Closing the achievement gap starts with reinventing remediation
- **Corequisite remediation results in much higher student success outcomes**
 - Placing students in a college-level course where academic support is provided just-in-time as students need it better facilitates long term student success
 - Success at UNR and NSC as well as nationwide support corequisite remediation
- **Regardless of academic preparation, success levels are higher for students in corequisite remediation**
 - Even students at the lowest level of academic preparedness perform better in corequisite models

Recommendation

- **Bring corequisite remediation to scale across the system**
 - Place all students in a corequisite college-level course that fulfills core requirements
 - Community college students in particular are sensitive to enrollment barriers
 - Provide college-level academic support to one of the system's most high risk populations
 - Save students time by removing many levels of remediation and money by reducing the number of remediated credits required
 - Provide corequisite summer bridge opportunities to students
 - Support Board goal of improving student success



Questions?

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