



A Nationwide Concern

Across the nation the number of students enrolling into remedial mathematics and/or English is high. A 2016 [report](#) issued by the National Center for Education Statistics identifies that approximately 68 percent of new freshmen at public community colleges and 40 percent in public four-year colleges enroll in at least one remedial mathematics or English course. Nevada's higher education landscape is no different with two-thirds of first-time, degree-seeking students placing into remediation at the community colleges, and 27 percent placing into remediation at the research universities.¹

In addition to the large number of students placing into remediation, their success rates are lower than their counterparts placed into college-level mathematics and English. Complete College America's landmark [report](#) "*Remediation: Higher Education's Bridge to Nowhere*" identifies four areas that deem traditional remediation a failure. These four points of failure are:

Can an "open access" institution be truly open access if it denies so many access to its college-level courses?

Complete College America

- Too many students start in remediation;
- Too few successfully complete their remediation sequences;
- Too few complete gateway courses; and
- Too few graduate.

Students who are enrolled into remediation not only face longer pathways to degree completion, but also experience the negative psychology and stigma of remedial education placement. Frustrated and disappointed about their placement, the nearly 50 percent of new students across the nation that place into remediation may never enroll or show up to classes. These students, never wanting to be enrolled in a remedial class in the first place, often never get to credit-bearing, college-level classes and quit higher education before ever starting a college-level class. With long pathways and the discouragement of remediation, a [report](#) by the Brookings Institute shows that less than 25 percent of community college students will ever end up completing college-level English and mathematics courses. At four-year institutions, little more than one-third of students placed into remediation will complete college-level English and math.

Facing challenges to earning college-level credit, the national degree attainment rates for students placed into remediation is dismal. For students placed into remedial courses in community colleges, fewer than 10 percent will earn a degree or certificate within three years, and approximately one-third of students at four-year institutions will graduate within six years. Nevada's profile of remediated students is a close reflection of national data and the four points of failure are prevalent within the System as well. With many students in the Nevada System of Higher Education (NSHE) placing into remediation, the same low progression and degree completion rates are comparable to national averages.

¹ Remediation rate of all first-time, degree-seeking students (2016 Gateway Cohort)

