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
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

➢ 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: National Center for Education Statistics (2016)  
Source: NSHE Student Data Warehouse, Fall 2015 and 2016 Gateway Cohort
Mass Placement into Remediation

Math Placement (Fall 2016 Gateway Cohort)

<table>
<thead>
<tr>
<th>2-Year Institutions</th>
<th>4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSN</td>
<td>NSC</td>
</tr>
<tr>
<td>GBC</td>
<td>UNLV</td>
</tr>
<tr>
<td>TMCC</td>
<td>UNR</td>
</tr>
<tr>
<td>WNC</td>
<td>4-Year Total</td>
</tr>
</tbody>
</table>

- **2-Year Institutions**
  - CSN: 34% College-Level, 66% Remediation
  - GBC: 19% College-Level, 81% Remediation
  - TMCC: 32% College-Level, 68% Remediation
  - WNC: 27% College-Level, 73% Remediation
  - 2-Year Total: 33% College-Level, 67% Remediation

- **4-Year Institutions**
  - NSC: 22% College-Level, 78% Remediation
  - UNLV: 76% College-Level, 24% Remediation
  - UNR: 76% College-Level, 24% Remediation
  - 4-Year Total: 73% College-Level, 27% Remediation

Source: NSHE Student Data Warehouse, Fall 2016 Gateway Cohort
# First Math Enrollment

## First Math Enrollment (Fall 2016 Gateway Cohort)

<table>
<thead>
<tr>
<th></th>
<th>Two-Year Total</th>
<th>2-Year Total</th>
<th>NSC</th>
<th>UNLV</th>
<th>UNR</th>
<th>4-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSN</td>
<td>40%</td>
<td>28%</td>
<td>46%</td>
<td>31%</td>
<td>66%</td>
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</tr>
<tr>
<td>GBC</td>
<td>8%</td>
<td>22%</td>
<td>41%</td>
<td>22%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>TMCC</td>
<td>28%</td>
<td>28%</td>
<td>31%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WNC</td>
<td>11%</td>
<td>32%</td>
<td>7%</td>
<td>2%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>4-Year</td>
<td></td>
<td></td>
<td>7%</td>
<td>22%</td>
<td>24%</td>
<td>30%</td>
</tr>
</tbody>
</table>

- **No Math First Year**
- **College-level**
- **MATH 95-98**
- **< MATH 95**

Source: NSHE Student Data Warehouse, Fall 2016 Gateway Cohort
## Remediation Hinders Degree Completion

<table>
<thead>
<tr>
<th>School</th>
<th>2014 Cohort</th>
<th>2015 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Degree Completion</td>
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<tr>
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<tr>
<td><strong>CSN</strong></td>
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<tr>
<td>Less than MATH 95</td>
<td>356</td>
<td>45</td>
</tr>
<tr>
<td>MATH 95-98</td>
<td>646</td>
<td>92</td>
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<tr>
<td>College-Level</td>
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<tr>
<td>No Math First Year</td>
<td>2,415</td>
<td>32</td>
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<td><strong>GBC</strong></td>
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<td>Less than MATH 95</td>
<td>80</td>
<td>14</td>
</tr>
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<td>MATH 95-98</td>
<td>48</td>
<td>14</td>
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<td>College-Level</td>
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<td>25</td>
</tr>
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<td>No Math First Year</td>
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<td>0</td>
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<td><strong>TMCC</strong></td>
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<tr>
<td>Less than MATH 95</td>
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<td>25</td>
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<td>MATH 95-98</td>
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<td>93</td>
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<td>College-Level</td>
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<td>5</td>
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<td>3</td>
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<td>MATH 95-98</td>
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<td>50</td>
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<td>College-Level</td>
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<td>82</td>
</tr>
<tr>
<td>No Math First Year</td>
<td>140</td>
<td>1</td>
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*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)

- All Students: 42%
- Black: 56%
- Hispanic Received a Pell Grant: 55%
- Recent High School Grads: 45%
- White: 36%
- Black Hispanic: 35%

**NSHE Data**

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

- All Students: 38%
- American Indian or Alaskan Native: 61%
- Black: 56%
- Hispanic: 45%
- Pacific Islander: 41%
- White: 34%
- Multi-Ethnic: 29%
- Asian: 24%

*Source: Complete College America, “Corequisite Remediation: Spanning the Completion Divide”*  
*Source: NSHE Student Data Warehouse, Fall 2016 Gateway Cohort*
Underprepared or Under Placed?

Traditional versus Corequisite Remediation and Gateway Course Completion

Source: Tennessee Board of Regents, Denley 2016
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)
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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