

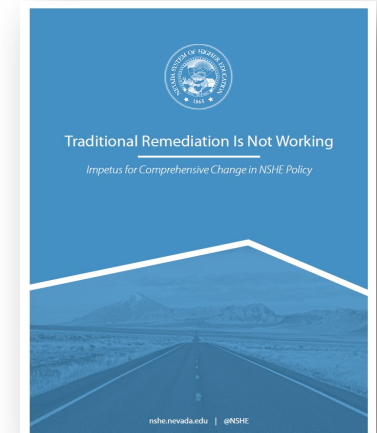
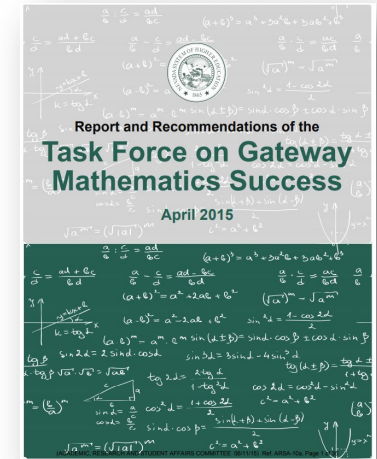


**For Presentation to the
NSHE Board of Regents, June 6-7, 2019**

Student Success Strategy: Mandating Corequisite Support

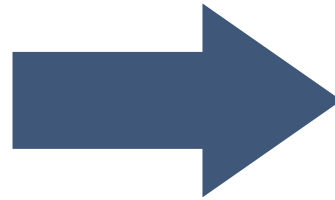
History

- ❖ November 2012 Remedial Transformation Project Report
- ❖ April 2015 Report from the Task Force on Gateway Mathematics Success
 - Corequisite support recommended
- ❖ January 2019 Board Presentation from Bruce Vandal, Complete College America Senior Vice President
 - Tennessee Board of Regents: *Co-requisite Remediation Full Implementation 2015-16*
- ❖ March 2019 Board Presentation of NSHE Policy Paper: *Traditional Remediation is Not Working*



Changing the Culture through Corequisite Support

**Students must be
ready for college.**



**Colleges must be
ready for students.**

Changing the NSHE culture starts with every student enrolled in college-level math and English courses with just-in-time support as needed.

The Proposed Policy's Purpose

- Provide just-in-time academic support (remedial content) to students at the time they need it the most– when they are enrolled in the college-level course
- Eliminate traditional, lengthy pathways of remediation
- Ensure every student is enrolled in college-level gateway courses (expanding gateway policy mandate)
- Closing the achievement gap

A Cooking Metaphor for Corequisite Support

- Current pre-requisite models expect students to make their pasta with a recipe name and list of ingredients they learned one to three semesters ago
- Corequisite support provides students the ingredients at the time they're making the pasta

Semesters 1 or 2:
< MATH 95

Semesters 2 or 3:
MATH 95/96

Semesters 3 or 4:
MATH 120/126

An Example: Fresh Semolina and Egg Pasta

- Ingredients:
 - 2 cups all-purpose flour
 - 2 cups semolina flour
 - 6 large eggs
 - 2 tablespoons olive oil
 - 1 pinch salt



■ Directions:

- Thoroughly sift together all-purpose flour, semolina flour, and pinch of salt. On a clean surface, make a mountain out of flour mixture then make a deep well in center. Break the eggs into the well and add olive oil. Whisk eggs very gently with a fork, gradually incorporating flour from the sides of the well. When mixture becomes too thick to mix with a fork, begin kneading with your hands.
- Knead dough for 8 to 12 minutes, until it is smooth and supple. Dust dough and work surface with semolina as needed to keep dough from becoming sticky. Wrap dough tightly in plastic and allow it to rest at room temperature for 30 minutes.
- Roll out dough with a pasta machine or a rolling pin to desired thickness. Cut into your favorite style of noodle or stuff with your favorite filling to make ravioli. Bring water to a boil in a large pot, then add 4 teaspoons salt. Cook pasta until tender but not mushy, 1 to 8 minutes depending on thickness. Drain immediately and toss with your favorite sauce.

What We Know

❖ **Traditional remediation is not working**

- Too many start in remediation and are unsuccessful in completing their gateway course
- Students face psychological challenges and long pathways to gateway course completion
- Closing the achievement gap starts with transforming remediation

❖ **Corequisite support 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 – according to NSHE and national data
- Success at UNR and NSC as well as nationwide support corequisite remediation

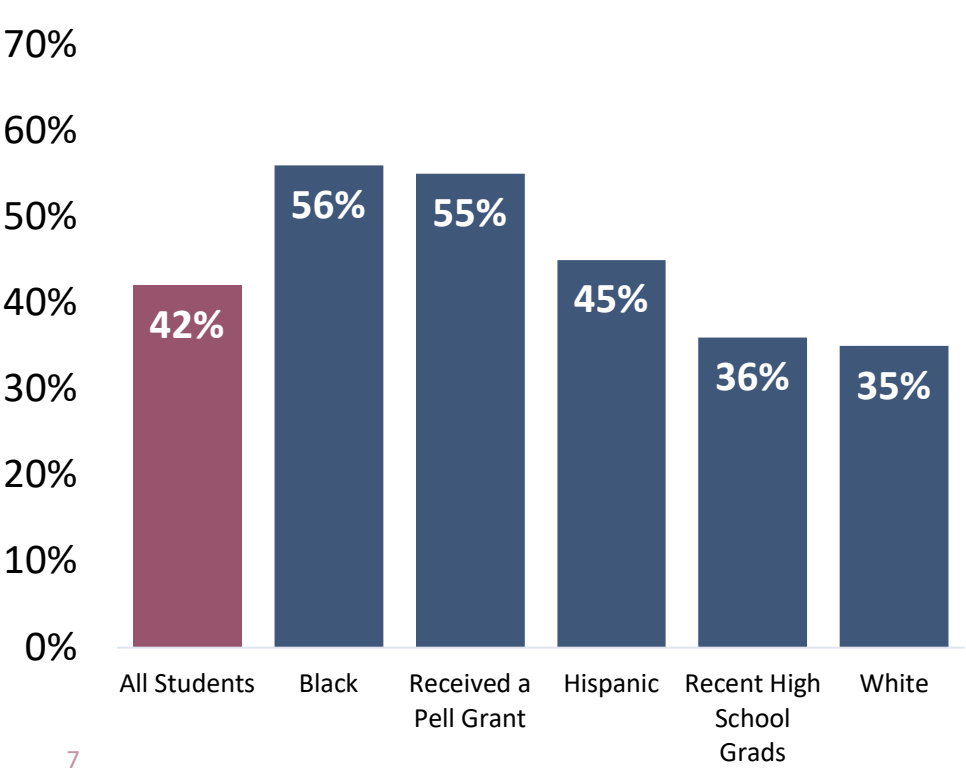
❖ **Regardless of academic preparation, success is more likely for students in corequisite support**

- Even students at the lowest level of academic preparedness perform better in corequisite models

Over-Representation of Minority Populations

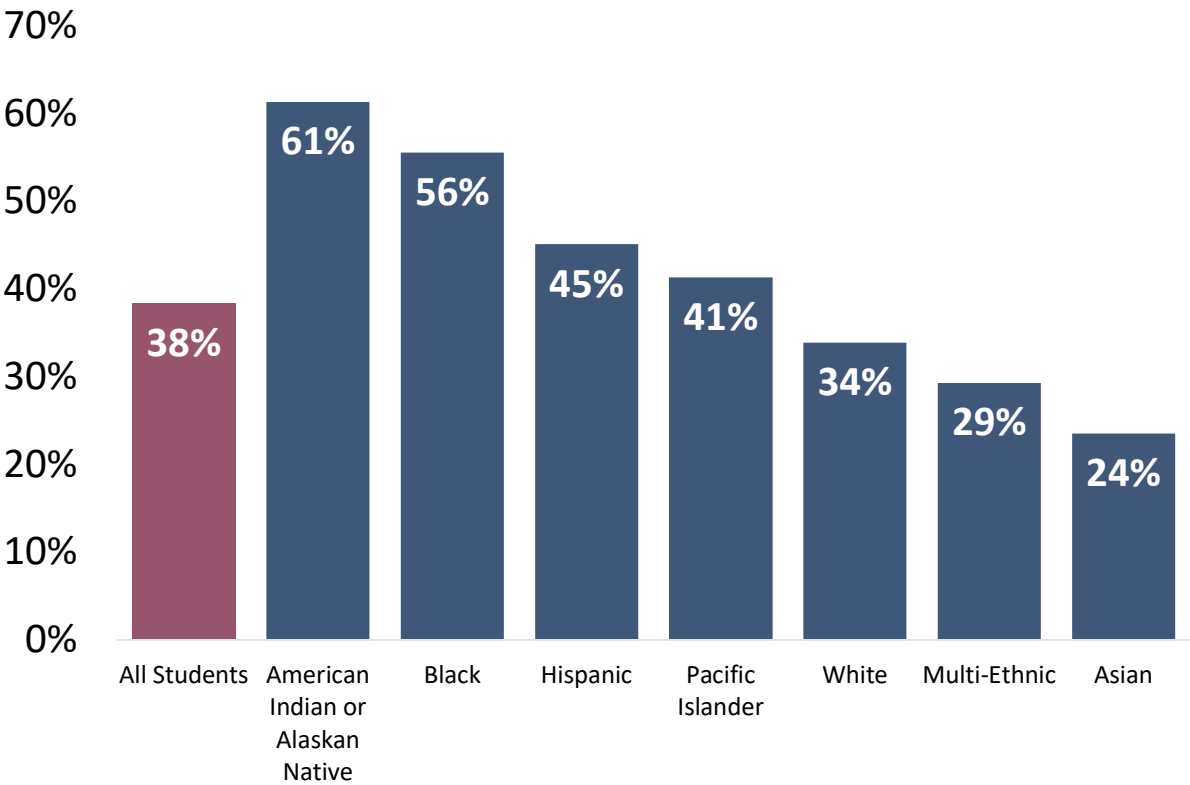
National Data

Percent of Subgroups Enrolled in Remediation (2014 CCA Cohort)



NSHE Data

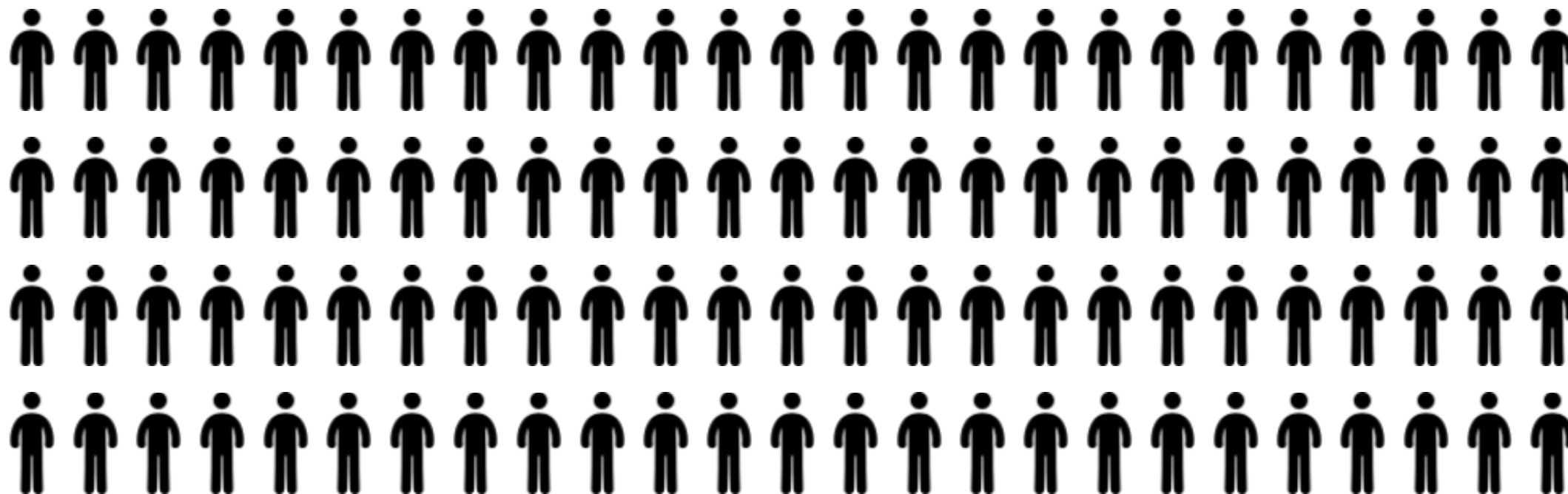
Percent of Minority Subgroups Enrolled in Remediation (2016 Gateway Cohort)



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

Source: NSHE Student Data Warehouse, Fall 2016 Gateway Cohort

The Fall 2016 Gateway Cohort (community colleges only)



For every **100** students that place in remedial math within
NSHE's community colleges...

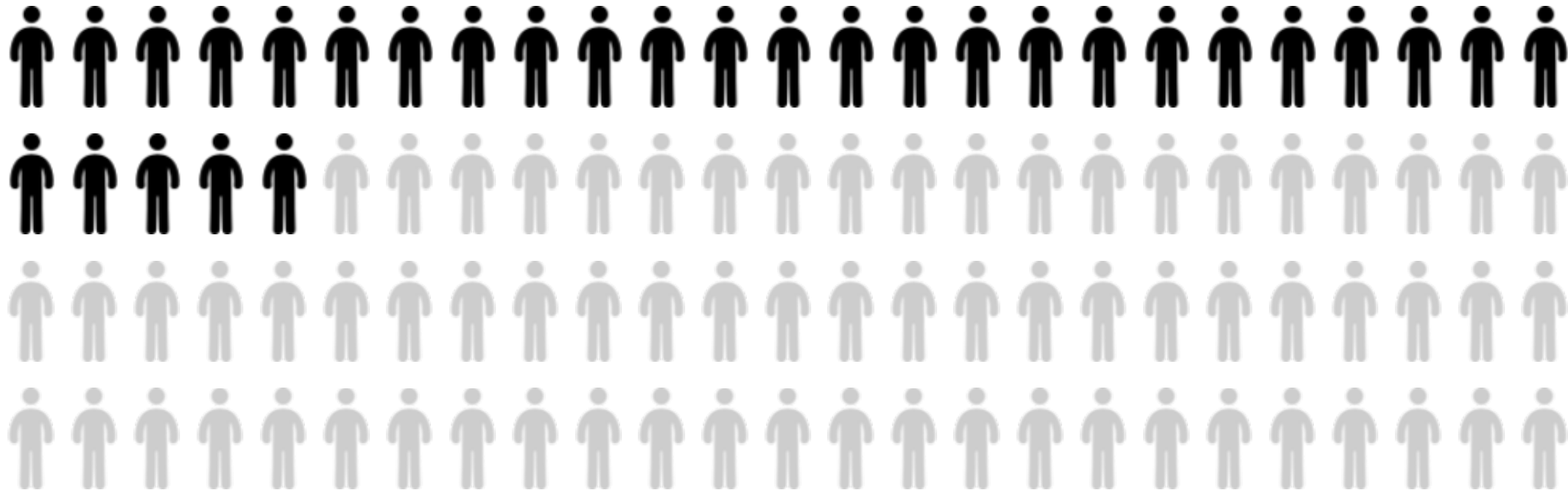
The Fall 2016 Gateway Cohort (community colleges only)



59 will enroll into their required remedial course within their first year...

The Fall 2016 Gateway Cohort

(community colleges only)



30 will enroll into their gateway course within their first year...

The Fall 2016 Gateway Cohort

(community colleges only)



24 will complete their gateway course within one year...

The Fall 2016 Gateway Cohort (community colleges only)



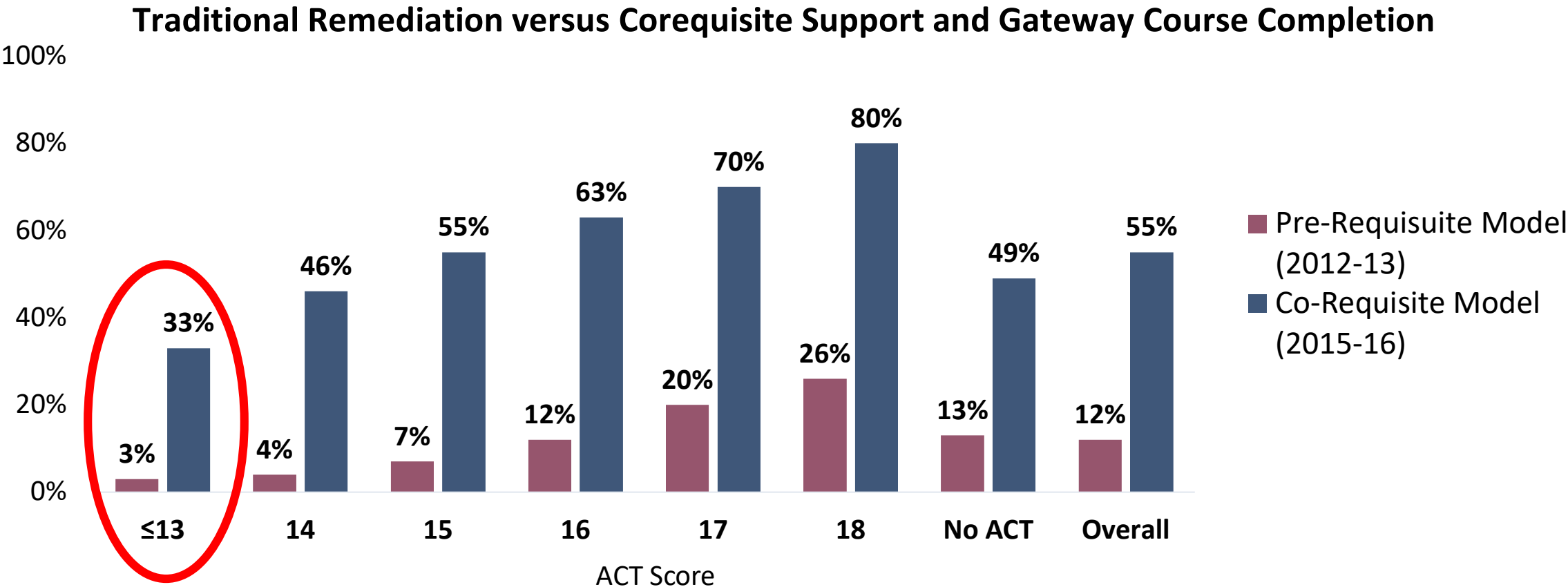
and historic NSHE data says 8 will graduate within three years.
(8% three-year graduation rate)

The Fall 2016 Gateway Cohort (community colleges only)



92 out of 100 students failed to graduate within three years.
This results in lost wages and/or student debt without a degree to show for it.

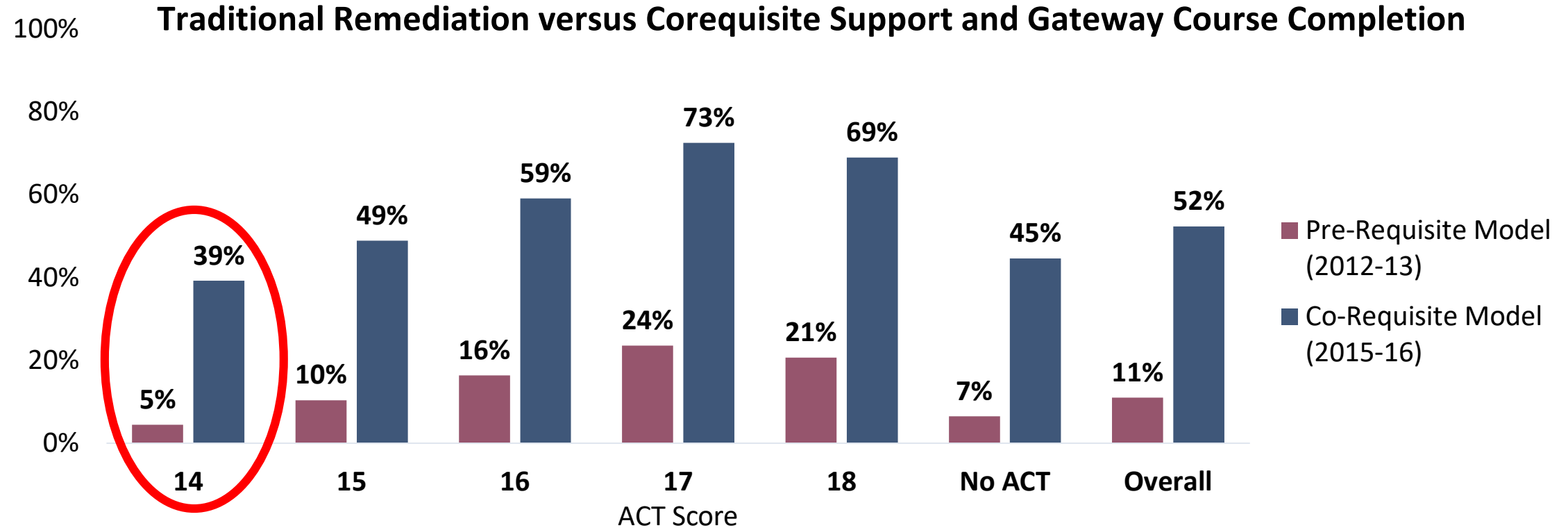
Math: Under-Prepared or Under-Placed?



For students with the lowest math placement scores success rates were 11 times higher in the corequisite model.

Source: Tennessee Board of Regents, Denley 2016

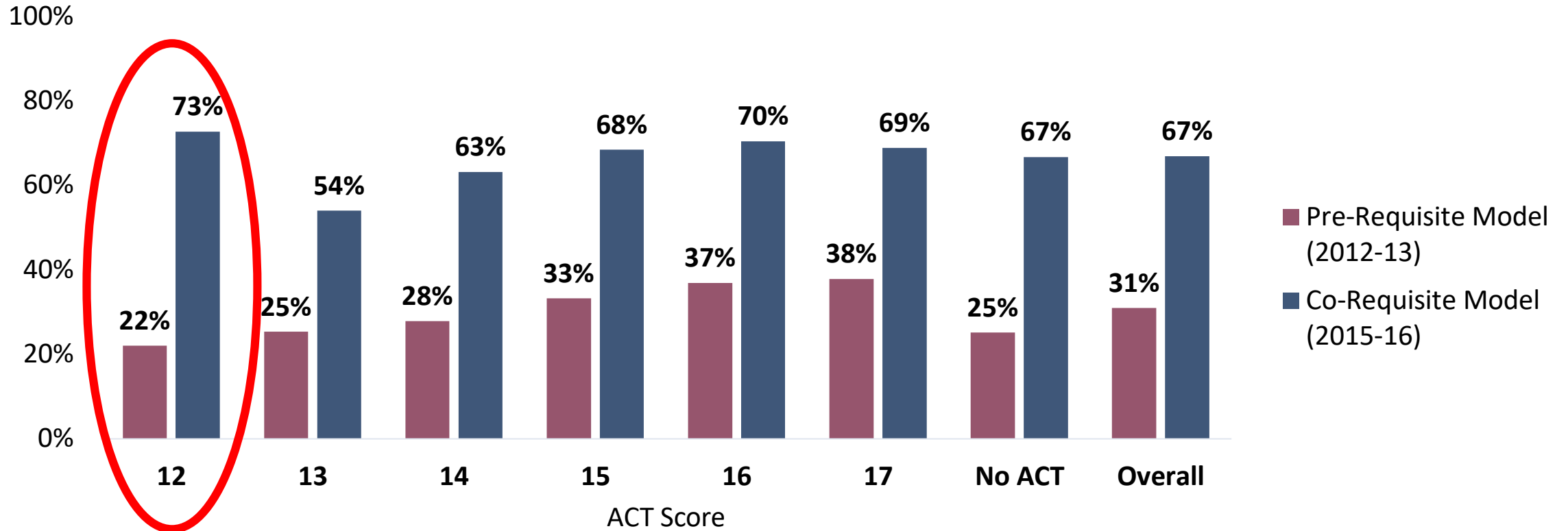
Adult Math Learners Are No Exception



For adult students with the lowest math placement scores success rates were 7 times higher in the corequisite model.

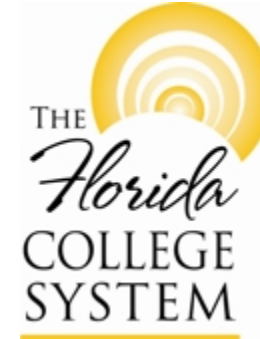
English: Under-Prepared or Under-Placed?

Traditional Remediation versus Corequisite Support and Gateway Course Completion



For students with the lowest English placement scores success rates were 3 times higher in the corequisite model.

Some systems that are on board



Corequisite Policy Forums

❖ Concerns Raised

- Some faculty currently lack the required credentials to teach 100-level courses (per accreditation requirements)
- Students with high remediation needs may be unsuccessful in corequisite course
- Multiple semesters may be necessary for students to gain the knowledge to be successful in a 100-level course

❖ Points of Agreement

- Rethinking remedial education is necessary to promote student success
- For a majority of students, traditional remediation pathways are not working

Next Steps: Corequisite Implementation

❖ NSHE-wide Implementation Task Force

- Statewide meetings with national content experts
 - Faculty and administrators who have implemented this work in other states
- Colorado site visit
- Strategies to support faculty in acquiring appropriate credentials
- Allocation of scarce resources
- Common Course Numbering

❖ Institution-Level Action Plans to be presented to the Board for approval

- Curriculum design and delivery
- Pathway for STEM student placed below high school level
- Fiscal note estimates

The Proposed Policy

- Revises the Gateway Course Success policy (*Handbook, Title 4, Chapter 16, Section 1*)
- Eliminates traditional, pre-requisite pathways of remediation and mandates corequisite support
 - Exceptions for high school students (college preparatory) and students with disabilities
- Non-credit, optional programs may be maintained (e.g. Algebra Refresher at CSN, Drillz & Skillz at TMCC, EdReady at NSC)
- Experimental programs – Board approval required
- Corequisite support programs must be implemented to scale by Fall 2021



Questions?