

BOARD OF REGENTS
BRIEFING PAPER
HANDBOOK REVISION: Remedial Placement Scores

BACKGROUND & POLICY CONTEXT OF ISSUE:

Under current Board policy (*Title 4, Chapter 16, Section 1*), initial placement into English and mathematics is based upon standardized test scores. The current policy provides score ranges for placement into remedial and college-level English and mathematics. Staff recommends that in order to be placed into a college-level English course, a student must achieve an ACT English score of at least 18 or an SAT critical reading score of at least 440. In order to be placed into a college-level mathematics course, staff recommends that a student achieve an ACT math score of at least 22 or an SAT math score of at least 500. Universities and colleges may set other English and math scores if supported by institutional research. Further, as is provided in the current policy, placement decisions may also be made through formal assessment of students, including departmental diagnostic tests. Accuplacer, Compass, or other appropriate placement tools may also be used for placement in lieu of ACT or SAT. This change provides a needed update in scores for placement that are supported by national data and empirical research.

The recommended ACT cut scores are based on ACT's *College Readiness Benchmark Scores*. The *College Readiness Benchmark Score* is the minimum score in a specific subject area determined by ACT to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding entry-level credit-bearing college course. These scores were empirically derived based on national ACT data on the actual performance of students in college. Staff recommends that the ACT *College Readiness Benchmark Score* for English and mathematics be used in the NSHE remedial placement policy.

ACT and SAT are not equivalent tests, and therefore staff cannot ascertain an equivalent SAT score from the recommended ACT score. Therefore, during the course of developing this policy proposal, staff relied on the expertise of university faculty who provided the recommendations for the English and mathematics cut scores. Faculty recommended an SAT critical reading score of at least 440 for placement in a college-level English course and an SAT math score of at least 500 for placement in a college-level mathematics course.

These scores are set as minimum scores for placement, but the new policy establishes an institution's ability to use higher scores if supported by institutional research. Further, staff recommends that these changes take effect for Fall 2010.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend Title 4, Chapter 16, Section 1, to revise the remedial cut scores as described above, effective Fall 2010. (See attached Policy Proposal.)

IMPETUS (WHY NOW?):

The development of this policy occurred over the last 12 months while working with the Academic Affairs Council and campus faculty to determine appropriate cut-scores for English and mathematics. The policy is brought forward at this time as general agreement has been reached on the scores for placement purposes.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The recommendation provides for a significantly simplified policy whereby cut-scores for placement into remedial English and mathematics are established, eliminating the score ranges that previously existed for numerous English and mathematics courses (both remedial and college-level).
- Faculty will have the added discretion of setting higher institutional cut scores if supported by institutional research.
- ACT cut scores are based on national data to predicate success in a college-level English or mathematics course given certain scores.
- University faculty provided recommended SAT critical reading and math scores based on skills assessment and prior experience in placing students.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Leave the policy as currently written with score ranges for remedial and college-level English and mathematics.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- Amends Current Board Policy: *Title 4, Chapter 16, Section 1*
- Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
- Other: _____
- Fiscal Impact: Yes _____ No Explain: _____

POLICY PROPOSAL
TITLE 4, CHAPTER 16, SECTION 1
Remedial Placement Policy

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 1. NSHE Remedial Policy

The remedial policies of the Nevada System of Higher Education are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree. Students are strongly encouraged to prepare for the rigors of higher education prior to entering the NSHE.

1. *Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid.* The Nevada System of Higher Education reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial, *as determined by the ability-to-benefit test*, to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students who place [~~in~~] *into* developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. [~~Beginning Fall 2007, students~~] *Students* requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.
4. ***English Placement.*** [~~Initial placement into English courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below.~~] *In order to be placed into a college-level English course, a student must achieve an ACT English score of at least 18 or an SAT critical reading score of at least 440. Universities and colleges may set other scores if supported by institutional research.* Additional placement [~~will~~] *may also* be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution's English department. Accuplacer, Compass, or other appropriate placement [~~procedures~~] *tools* may be used for English placement [~~at the community colleges~~] in lieu of the ACT or SAT.

[English Test Scores to be Used		
<i>(Minimum test scores will be set by each institution for any course listed with a test score range)</i>		
<u>English Course</u>	<u>Enhanced ACT English</u>	<u>Recentered SAT Critical Reading</u>
English 090, 095, 096, 097, 098	1-20	200-500
English 100	17-20	400-500

English 101—two semester sequence	17-20	400-500
English 101	21-29	510-670
English 102	30-36	680-800]

5. **Mathematics Placement.** [Initial placement into mathematics courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below or equivalent criteria through]. *In order to be placed into a college-level mathematics course, a student must achieve an ACT Math score of at least 22 or an SAT Math score of at least 500. Universities and colleges may set other scores if supported by institutional research. Additional placement decisions may also be made through* formal assessment of students including departmental diagnostic tests as determined by each institution's mathematics[?] department. Accuplacer, Compass, or other appropriate placement [procedures] *tools* may be used for mathematics placement [at the community colleges] in lieu of the ACT or SAT.

[Mathematics Test Scores to Be Used		
<i>(Minimum test scores will be set by each institution for any course listed with a test score range)</i>		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 093, 095, 096	1-20	200-500]
[Math 091, 093, 095, and 096 Test Scores to be Used by the Community Colleges]		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
-	-	-
Math 091	Less than 17*	Less than 400*
Math 093	Less than 17*	Less than 400*]
Math 095	17-18	400-460
Math 096	19-20	470-500
*Further diagnostic testing will establish placement.]		

[A student who has an SAT score of 390 or less and/or an ACT score of 16 or less must take the Accuplacer, Compass, or other appropriate placement tests for mathematics placement at the community colleges.]

[Math Test Scores to be Used by all NSHE Institutions		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 097	17-20	400-500
Math 120	21	510
Math 124	22	520
Math 126	22	520-530
Math 127	25-27	560-610
Math 128	25-27	560-610
Math 176	27-28	620

[5. ~~The admissions policies of the Nevada System of Higher Education were developed in order to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and attaining an academic degree. A student is strongly encouraged to prepare for the rigors of higher education by completing all the appropriate requirements prior to entering the NSHE.]~~

CODIFICATION MOCK-UP

*This document reflects how the revised policy will read
if approved as recommended and codified.*

Section 1. NSHE Remedial Policy

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1. Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid. The Nevada System of Higher Education reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial, as determined by the ability-to-benefit test, to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students who place into developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. Students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.
4. English Placement. In order to be placed into a college-level English course, a student must achieve an ACT English score of at least 18 or an SAT critical reading score of at least 440. Universities and colleges may set other scores if supported by institutional research. Additional placement may also be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution's English department. Accuplacer, Compass, or other appropriate placement tools may be used for English placement in lieu of the ACT or SAT.
5. Mathematics Placement. In order to be placed into a college-level mathematics course, a student must achieve an ACT Math score of at least 22 or an SAT Math score of at least 500. Universities and colleges may set other scores if supported by institutional research. Additional placement decisions may also be made through formal assessment of students including departmental diagnostic tests as determined by each institution's mathematics department. Accuplacer, Compass, or other appropriate placement tools may be used for mathematics placement in lieu of the ACT or SAT.



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Summer and Fall 2008 **REMEDIAL/DEVELOPMENTAL REPORT**

January 2009

Prepared by the Office of Academic and Student Affairs

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Introduction

In 1997, the Nevada Legislature approved Senate Bill 482 (Chapter 473, *Statutes of Nevada 1997*) directing the Nevada System of Higher Education (NSHE) to provide certain information to Nevada school districts on enrollments in remedial courses within the NSHE and the costs associated with providing that instruction. Codified in *Nevada Revised Statutes* (NRS) 396.548, the mandate states the following:

The Board of Regents shall require employees of the System to provide to the Board of Trustees of each school district of this state, as appropriate, information regarding the:

- 1. Number of pupils who graduated from a high school in the district in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the System.*
- 2. Costs incurred by the System in providing remedial instruction pursuant to subsection 1.*

The data necessary to satisfy this requirement are collected from the institutions of the NSHE and are summarized in this report. The information is provided to both the school districts and the individual secondary schools, as appropriate, along with information regarding the placement methods utilized by the institutions of the NSHE.

It should be noted that the terminology used to describe these enrollments varies. The Board of Regents' *Handbook* uses the term "developmental" to describe courses designed for students who are deficient in the general competencies necessary for a regular postsecondary curriculum, while NRS 396.548 uses the term "remedial." We recognize that these terms have different meanings among people who work in this area; however, within the context of this report, these terms are used interchangeably.

This report includes information on students who graduated from a Nevada high school between September 2007 and August 2008 ("recent high school graduates") and who enrolled in at least one remedial course at a NSHE institution in Summer or Fall 2008. The report excludes any data for which a positive match to a Nevada high school could not be made. This report includes statistics on remediation rates by ethnicity, by high school, and by district.

In addition to recent Nevada high school graduates, there are other students who require remediation in order to participate successfully in college-level courses. NSHE institutions enroll a significant number of older, returning students who require remediation. It is interesting to note from the summary tables in this report that at the community colleges in particular the majority of students enrolled in remediation are not recent high school students, but students who self-selected into a remedial course. In placing students in remedial courses, each institution is subject to Board policy as well as institution-specific policies on remediation.

For the purposes of this report the cost of providing remedial instruction is calculated at a per-credit cost for community colleges (\$261) and a higher per-credit cost for the state college (\$366). Cost calculations are determined using the *2007-08 State-Supported Operating Budget* and projected FTE for each institution. As of Fall 2006, NSHE universities no longer receive state-funding for remedial courses. Courses are offered to students by universities on a self-funded basis only. Therefore, the cost to the state for delivery of remedial coursework at the universities is not included in the overall cost calculation. UNR continues to offer remedial coursework as self-supporting, while UNLV discontinued most of its remedial course offerings and only offers a limited number.

Policies on Student Placement in Remedial Courses

The Board of Regents of the Nevada System of Higher Education established policies for placement of students into appropriate English and mathematics courses. All NSHE institutions utilize the following guidelines in placing students in English and mathematics courses:

NSHE Board of Regents' *Handbook*

Title 4, Chapter 16, Section 1 (in part)

1. The Nevada System of Higher Education reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students who place in developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. Beginning Fall 2007, students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.
4. Initial placement into English courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below. Additional placement will be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution's English department. Accuplacer, Compass, or other appropriate placement procedures may be used for English placement at the community colleges in lieu of the ACT or SAT.

English Test Scores to be Used

(Minimum test scores will be set by each institution for any course listed with a test score range)

<u>English Course</u>	<u>Enhanced ACT English</u>	<u>Recentered SAT Critical Reading</u>
English 090, 095, 096, 097, 098	1-20	200-500
English 100	17-20	400-500
English 101 – two semester sequence	17-20	400-500
English 101	21-29	510-670
English 102	30-36	680-800

Initial placement into mathematics courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below or equivalent criteria through formal assessment of students including departmental diagnostic tests as determined by each institution’s mathematics’ department. Accuplacer, Compass, or other appropriate placement procedures may be used for mathematics placement at the community colleges in lieu of the ACT or SAT.

Mathematics Test Scores to Be Used

(Minimum test scores will be set by each institution for any course listed with a test score range)

<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 093, 095, 096	1-20	200-500

Math 091, 093, 095, and 096 Test Scores to be Used by the Community Colleges

<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 091	Less than 17*	Less than 400*
Math 093	Less than 17*	Less than 400*
Math 095	17-18	400-460
Math 096	19-20	470-500

*Further diagnostic testing will establish placement.

A student who has an SAT score of 390 or less and/or an ACT score of 16 or less must take the Accuplacer, Compass, or other appropriate placement tests for mathematics placement at the community colleges.

Math Test Scores to be Used by all NSHE Institutions		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 097	17-20	400-500
Math 120	21	510
Math 124	22	520
Math 126	22	520-530
Math 127	25-27	560-610
Math 128	25-27	560-610
Math 176	27-28	620
Math 181	28	630

5. The admissions policies of the Nevada System of Higher Education were developed in order to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and attaining an academic degree. A student is strongly encouraged to prepare for the rigors of higher education by completing all the appropriate requirements prior to entering the NSHE.

NSHE Institutional Placement Practices

Policies on the placement of students in remedial courses may vary by institution. Each institution's placement policy is summarized below.

Institution	Remedial Courses	Placement Method(s)
UNR	<u>ENGLISH</u> English 098 <u>MATH</u> Math 096	<ul style="list-style-type: none"> Enhanced ACT English score < 21 SAT Verbal score < 510 ACT score < 21 Use of portfolio assessment, see http://www.unr.edu/cla/engl/cwp/student_resources/course_placement.htm or call 775-784-6709 <ul style="list-style-type: none"> ACT Math score < 21 SAT Math score < 510 On-site ACCUPLACER < 80 (see http://www.unr.edu/mathcenter/placement/)
UNLV	<u>ENGLISH</u> English 098 <u>MATH</u> Math 095 Math 096	<ul style="list-style-type: none"> ACT score < 21 SAT Verbal/Critical Reading score < 510 <ul style="list-style-type: none"> ACT score < 20 SAT score < 500 <ul style="list-style-type: none"> ACT score 20 SAT score 500
NSC	<u>ENGLISH</u> <u>MATH</u> Math 093 Math 095 Math 096	<p>An English placement exam is given to students with an Enhanced ACT score of 1- 20 in English or a Re-centered SAT score of 200-500 in Verbal, or to students who have not taken the ACT or SAT. Students with scores less than 2 on the English placement exam are referred to a community college (ratings are from 1-4). NSC offers English 100 (5 credits) in lieu of remedial English.</p> <p>The Math diagnostic test has been created by NSC Math professors and has proven to be a proficient diagnostic tool. There are two Math diagnostic tests. If a student scores greater than 17 on the first diagnostic test, the second diagnostic test results will factor into the student's placement. Students who have taken the ACT or SAT will not need to take the NSC Math Diagnostic Test.</p> <p>Math Placement Test score > 9 Math Placement Test score 10-14; ACT score < 20; SAT score < 500 Math Placement Test score 15-17; ACT score of 20-21; SAT score of 500-519</p>

Institution	Remedial Courses	Placement Method(s)
CSN	<p><u>ENGLISH</u> Adult Basic Education English 092 English 098</p> <p><u>READING</u> Adult Basic Education Read 091 Read 093 Read 095 Read 097</p> <p><u>MATH</u> Math 091 Math 093 Math 095 Math 096 Math 097 (Combination of Math 095 & 096)</p>	<p>CSN placement is determined by a CSN-developed essay which is administered via WebCT. The essays are evaluated by CSN faculty and placement is determined at that time. ACT and/or SAT scores may be used to determine placement into ENG 101, but can not be used for remedial class placement.</p> <p><i>Accuplacer</i> is used to determine placement in Remedial Reading courses.</p> <p><i>Accuplacer</i> Reading Comprehension 0 – 20 <i>Accuplacer</i> Reading Comprehension 21 – 30 <i>Accuplacer</i> Reading Comprehension 31 – 50 <i>Accuplacer</i> Reading Comprehension 51 – 80 <i>Accuplacer</i> Reading Comprehension 81 – 98</p> <p><i>Accuplacer</i> is used to determine placement in Remedial Math courses. ACT and/or SAT scores may also be used to determine placement at some levels.</p> <p><i>Accuplacer</i> Arithmetic 0 – 50 <i>Accuplacer</i> Arithmetic ≥ 50 & Elementary Algebra < 50 <i>Accuplacer</i> Elem. Algebra ≥ 50 & < 75 or ACT=17 or SAT=400 <i>Accuplacer</i> Elem. Algebra ≥ 85 & College Level Math < 50 or ACT=19 or SAT=490 <i>Accuplacer</i> Elem. Algebra ≥ 75 & < 85 or ACT=18 or SAT = 470</p>
GBC	<p><u>ENGLISH</u> Eng 095 Read 135 <u>MATH</u> Math 091</p>	<p>Placement assessment used by GBC is the <i>Accuplacer</i> On-Line</p> <ul style="list-style-type: none"> • ACT score ≤ 17 • Recentered SAT score < 490 • <i>Accuplacer</i> sentence score ≤ 84 • <i>Accuplacer</i> reading score ≤ 69 <ul style="list-style-type: none"> • ACT score < 18 • Recentered SAT score < 490 • <i>Accuplacer</i> reading score < 85 <ul style="list-style-type: none"> • ACT score ≤ 16 • Recentered SAT score < 400 • <i>Accuplacer</i> arithmetic score < 86

Institution	Remedial Courses	Placement Method(s)
GBC (cont.)	Math 095 Math 096	<ul style="list-style-type: none"> • ACT score 17-18 • Recentered SAT score 400 – 465 • <i>Accuplacer</i> arithmetic score ≥ 86 • <i>Accuplacer</i> elementary algebra score ≤ 62.9 • ACT score 19-20 • Recentered SAT score 470-500 • <i>Accuplacer</i> arithmetic score ≥ 86 • <i>Accuplacer</i> elementary algebra score 63-82.9
TMCC	<p><u>WRITING</u> English 098R/097</p> <p><u>WRITING ESL</u> English 081D</p> <p>English 112D</p> <p><u>READING</u> Reading 093</p> <p>Reading 135</p> <p>Reading 135</p> <p><u>READING ESL</u> English 081C</p> <p><u>MATH</u> Math 091 Math 093</p>	<p>TMCC utilizes ACCUPLACER LOEP – <i>Levels of English Proficiency</i>, a sub-test of ACCUPLACER.</p> <ul style="list-style-type: none"> • Self-select OR ACCUPLACER Sentence Skills 50-97; OR 98-105 with Writing Sample 1-7; OR 98-105 and Writing Sample 8-12 and Reading Skills <85. • ACCUPLACER LOEP Reading Skills of 50-80. Students are encouraged to co-enroll in ENG 081 A, C, D. • ACCUPLACER LOEP Reading Skills of 81-105 and ESL Writing Sample 0–6. Students are encouraged to co-enroll in ENG 112, A, C, D. <p>Or</p> <ul style="list-style-type: none"> • ACCUPLACER LOEP Reading Skills of 106 – 114 and ESL Writing Sample, 3-6. Students take only ENG 112D. • Self-select OR ACCUPLACER Reading Comprehension, 0-49, students are required to take this course concurrent with ENG 091 (starting in spring 2009) • Self-select OR ACCUPLACER Reading Comprehension, 50 – 74, highly recommended for students. • Self-select OR ACCUPLACER Reading Comprehension, 75 – 84, recommended for students. • ACCUPLACER LOEP Reading Skills of 50-80. Students are encouraged to co-enroll in ENG 081 A,C, D. • Self-select or ACCUPLACER Arithmetic 0-30 • ACCUPLACER Arithmetic 31-120

Institution	Remedial Courses	Placement Method(s)
TMCC (cont.)	Math 095 Math 096	<ul style="list-style-type: none"> • ACCUPLACER Elementary Algebra 32-52 • ACCUPLACER Elementary Algebra 53-79
WNC	<p><u>ENGLISH</u> Developmental English, general English 090 English 095 English 098/100 English 090 English 095 English 098/100</p> <p><u>MATH</u> Math 090 Math 091 Math 093 Math 095 Math 095 Math 096 Math 090/091 Math 093 Math 093 Math 095 Math 096</p> <p><u>READING</u> Reading 090/093 Reading 090/093</p>	<p>WNC utilizes the <i>Descriptive Tests of Language Skills in Reading Comprehension</i>, the <i>Descriptive Tests of Mathematics Skills</i> (MAPS), <i>Test of Standard Written English</i> (TSWE), and ACCUPLACER (computerized adaptive testing)</p> <ul style="list-style-type: none"> • Enhanced ACT English 1-20 • Recentered SAT Verbal 200-509 • TSWE of 43 or less • TSWE 27 and below • TSWE 28-37 • TSWE 38-43 • ACCUPLACER 54 and below • ACCUPLACER 55-87 • ACCUPLACER 88-104 • MAPS Applied Arithmetic – Level I - 0-16 • MAPS Applied Arithmetic – Level I - 17-22 • MAPS Applied Arithmetic – Level I - 23-25 • MAPS Applied Arithmetic – Level I - 26 or more • MAPS Elementary Algebra – Level II - 18 or less • MAPS Elementary Algebra – Level II - 19 or more • ACCUPLACER Arithmetic Test - 62 or less • ACCUPLACER Arithmetic Test - 63 or more • ACCUPLACER Elementary Algebra Test - 38 or less • ACCUPLACER Elementary Algebra Test - 39-52 • ACCUPLACER Elementary Algebra Test - 53-120 • MAPS score of 29 and below • ACCUPLACER 70 or below

Trends in Remedial Enrollment

This report includes information regarding the enrollment of recent Nevada high school graduates in remedial/developmental English and/or mathematics courses from 2004 to 2008. It is important to note that the data herein are for recent high school graduates only (students that graduated between September and August of the year immediately preceding their enrollment at a NSHE institution). This report does not focus on the number of other students who require or elect remediation but who do not fall into the category of "recent Nevada high school graduate." Only 21.4 percent of the students enrolled in remedial courses during the 2008 Summer or Fall semesters were 2007-08 Nevada high school graduates.

Systemwide, 33.5 percent of all recent Nevada high school graduates who attended NSHE were enrolled in at least one remedial course in Summer or Fall 2008. Of the 2,917 recent Nevada high school graduates enrolled in remedial courses, 882 or 30.2 percent took both remedial mathematics and remedial English. Most remedial students, 69.8 percent, needed remediation in only one subject area. The overall percentage of recent high school graduates enrolled in remedial courses (33.5 percent) decreased from 35.7 percent the prior year.

It should be noted students enrolled at both a four-year institution and a community college are reported only once in the systemwide figures. In some cases, a student is enrolled in a remedial course at the community college while pursuing their regular academic studies at the four-year institution. For this reason, the total number of recent Nevada high school graduates enrolled across the NSHE institutions is reduced through the removal of duplicate enrollments to provide an accurate count.

