



Remedial Transformation Project



For Presentation to the Board of Regents
November 29-30, 2012

Overview of the Project

➤ Guiding Principles of the Project

- Getting students through remediation and on the college-level course quickly – student success
- New courses, instructional methods, and placement strategies
- Data-driven decisions
- Change, change and more change - - **-transformation**

➤ Context

- National conversation on remediation
- Best Practices
- Statewide Workshops
- Support from Complete College America, Education Commission of the States and the College Board

Remedial Transformation

Institutions were encouraged to approach change through experimental pilot projects, the testing of new instructional models, and continuous examination of data.

Common Approaches to Remedial Transformation

- ∞ Course redesign to enable students to complete remedial instruction and an entry-level course within two semesters.
- ∞ Inclusion of reading instruction for students for whom reading is a barrier in math and English.
- ∞ More accurate student placement through multiple criteria.

Remedial Transformation

More Common Approaches . . .

- ∞ Different pathways defined for students based on their level of deficiency and major or course of study.
- ∞ Conversion of remedial courses at the lowest levels to self-funded skills-based laboratories.
- ∞ Partnerships with school districts to offer early testing and to improve college readiness of high school graduates.

Changes are still in progress . . . Instituting best practices often requires additional resources for more course sections and more instructors.

Transformation in Remedial Mathematics

Different students, different pathways

- ❑ Creating tracks based on student competency and choice of major - - applied, traditional, and co-requisite models
- ❑ Eliminating the lowest-level remedial math courses in favor of self-paced laboratory learning to accomplish proficiency in basic skills more quickly
- ❑ Pathways for liberal arts majors

All institutions have redefined remedial math courses in some way.

Transformation in Remedial English

- ∞ Less coursework necessary for students placed into the lowest remedial English course than that of students placed into the lowest remedial math course.
- ∞ Separate track for students who need ESL instruction but with identical learning outcomes.
- ∞ Stretch English courses include the content of English 101 but adds additional credits, time and support. Students who complete the course receive credit for English 101.

Fall 2007 Data

Where we started . . .

very low rates of success for students requiring remediation

2,266 new freshmen enrolled in English 90, 92, 95 or 98

- Of these, **41.6 percent** completed (D- or better) a college-level English course (101 or higher) at any NSHE institution by Fall 2008.

2,121 new freshmen enrolled in Math 95, 96 or 97

- Of these, **29.3 percent** completed (D- or better) a college-level math course (116 or higher) at any NSHE institution by Fall 2008.

Fall 2011/Fall 2012 Data

	Remedial Mathematics		Remedial English	
	Enrollment in Remedial Math (95, 96 or 97) Fall 2011	Percent Enrolled in College-Level Math by Fall 2012	Enrollment in Remedial English (92, 95 or 98) Fall 2011	Percent Enrolled in College-Level English by Fall 2012**
UNLV	1,678	32.1%	284	66.9%
UNR	1,174	66.1%	382	75.4%
NSC	157	65.0%	N/A	N/A
CSN*	2,872	51.6%	571	66.0%
GBC	359	41.8%	198	50.5%
TMCC	1,406	44.9%	978	58.9%
WNC	478	51.0%	506	41.7%

*Math 198 also included in remedial math enrollment (only offered in Summer 2012)

Source: Data provided by institutions.

Policy Proposal

Approval of proposed revisions to NSHE remedial policy is requested (see attached policy proposal and briefing paper)

- Effective Fall 2013, students who complete placement testing and course registration by an institution-specific deadline will be guaranteed enrollment to the appropriate English and mathematics course in their first semester of enrollment.
- A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course, but allow institutions to rely on other factors such as high school courses and GPA, demonstrable competencies, and work experience.
 - Accuplacer score range to allow for flexibility in test question selection:
Sentence Skills 80-86
College Level Math 50-63

Policy Proposal (cont')

- Institutions should support enrollment in the appropriate college-level entry course immediately upon completion of remedial work.
- Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts.

BOARD OF REGENTS
BRIEFING PAPER
Handbook Revision, Remedial Policy

BACKGROUND & POLICY CONTEXT OF ISSUE:

In February 2011, all NSHE colleges and universities, working together, began a systematic examination of their remedial education programs, examining what was working well to support student learning and success and what was not. Data provided the impetus to this project with clear evidence that students placed into remedial education courses, particularly those below the highest level, often were never successful in completing the college gateway course in the discipline. For students enrolled in remedial mathematics or English in Fall 2008, only 28 percent of students enrolled in remedial mathematics completed a college-level mathematics course, and only 58 percent of students enrolled in remedial English subsequently completed a college-level English course. Data also indicated that high rates of recent high school graduates were enrolling in either English or mathematics remedial courses or both. In addition, remediation placement rates of adults who were not recent high school graduates were high. NSHE has already been participating in a number of efforts to work with K-12 on curricular changes to improve the college preparedness of high school graduates, but those efforts will bear fruit only for graduates in the years to come. Additionally, most NSHE institutions are now partnering with local school districts to provide early testing and remedial instruction prior to college enrollment if needed. While these efforts improve the readiness for college of Nevada's high school graduates, in the meantime, are NSHE colleges and universities providing the best possible remedial instruction to students to give them the best chance of success?

NSHE Approach. Statewide workshops for mathematics faculty were first held in February and October 2011, facilitated by the Education Commission of the States, and supported by College Board. Follow-up meetings have been held regularly since those inaugural meetings with mathematics faculty and also with English faculty. Remedial English and Remedial Mathematics Steering Committees were formed with faculty representation from each institution to lead system and campus efforts. Strong support from institutional Presidents and academic officers has been critical to the success of this effort as faculty have systematically launched new remedial delivery systems and strengthened placement methods.

National Recommendations. This work within NSHE has been framed by a concurrent national conversation placing a spotlight on research and data related to remedial education. Complete College America (CCA) recommended the following principles to build a successful remedial program.

- For students with few deficiencies, place them into redesigned first-year, full credit courses with support in concurrent remedial courses. (Co-requisite model)
- For students needing more help, place them into lengthened redesigned full-credit courses, over two semesters with more support (often called stretch courses) or pair a remedial course with content mapped from the college level class and link remedial and college level courses tightly together so the student can complete an entry-level course within two semesters. (Accelerated model)
- For students with most significant academic needs, provide alternate pathways to career certificates or applied programs and embed remediation into applied courses within the program. (Embedded model)

These CCA principles are based on research which shows that multiple remedial courses over more than one semester result in students dropping out between semesters (*Bridge to Nowhere*), and that early commitment and required pathways to degrees and certificates are more effective. Additionally, matching the right mathematics and English content to each student's chosen program of study (curricular alignment) is essential for student success. The Education Commission of the States supports the recommendations of Complete College America and emphasized these points:

- Multiple, more effective methods of student assessment and course placement must be used. Even when done well, testing alone is not an accurate predictor of a student's performance. In the absence of clear evidence, an institution's default position should be to place students in college-level, entry courses.

- Placement methods must be transparent and understood by students so that they can assume responsibility for their individual success.
- Remediation is best as a co-requisite, not a prerequisite.
- Institutions should offer a pathway for all students to be able to complete their entry-level college course within two semesters.
- Curricular alignment between remedial work, entry-level courses, and the student's field of study has to occur.

Policy Change Recommended. Based on this systematic review, changes are recommended in the Board's Remedial Policy under *Title 4, Chapter 16, Section 1* of the *Handbook*.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend *Title 4, Chapter 16, Section 1* of the *Handbook* to provide that:

- Effective Fall 2013, students who complete placement testing and course registration by a deadline set by the institution prior to the beginning of each semester will be guaranteed enrollment to the appropriate English and mathematics course in their first semester of enrollment.
- A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course, but allow institutions to rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.
- The scores on specified tests, as set forth in the policy, will serve as benchmarks for placement into a college-level English and mathematics course.
- Remedial education at NSHE institutions shall utilize instructional methods and course designs that are most effective in assisting students in successfully completing an entry-level college course in English and mathematics.
- Institutions should support enrollment in the appropriate college-level entry course immediately upon completion of remedial work.
- Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts.

IMPETUS (WHY NOW?):

Based on the extensive examination of remedial education started in 2011 and related pilot projects, the changes requested in *Title 4, Chapter 16, Section 1* of the *Handbook* are needed to allow progress to continue.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- NSHE institutions through steering committees on mathematics and English have extensively and collaboratively examined the remedial policy and are recommending the policy changes.
- National research and data support the changes underway for remedial placement and policy within NSHE institutions to improve student success.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been brought forward at this time.

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

Maintain the existing policy on remediation and return to the method of placing students into remedial instruction prior to 2011.

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___**X**___
Explain:_____

POLICY PROPOSAL
TITLE 4, CHAPTER 16, SECTION 1
Remedial 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 *or certificate*. 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. *Effective Fall 2013, students who complete placement testing and course registration by a deadline set by the institution prior to the beginning of each semester will be guaranteed enrollment to the appropriate English and mathematics course in their first semester of enrollment.* 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~~] ***complete*** the [~~prescribed sequence of courses until~~] ***required*** remediation [~~is completed. Students requiring remediation must complete all required~~] prior to completion of 30 college-level credits unless otherwise authorized by the institution.
4. *A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course. However, in addition to these scores, institutions may rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.*
 - a. 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, an SAT critical reading score of at least 440, a Compass Writing Skills score of at least 69, or an Accuplacer Sentence Skills score of at least 86.~~] ***The following scores will serve as benchmarks for placement into a college-level English course.*** Other appropriate placement tools may be used for English placement including *reading tests*, departmental diagnostic tests or other proprietary tests if supported by institutional research.

<u><i>Test Score</i></u>	<u><i>Minimum Score</i></u>
<i>ACT English</i>	<i>18</i>
<i>SAT Critical Reading</i>	<i>440</i>
<i>Compass Writing Skills</i>	<i>69</i>
<i>Accuplacer Sentence Skills</i>	<i>80-86</i>

- b. ~~[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, an SAT Math score of at least 500, a Compass Mathematics score of at least 65, or an Accuplacer College Level Math score of at least 63.]~~ *The following scores will serve as benchmarks for placement into a college-level mathematics course.* Other appropriate placement tools may be used for mathematics placement including *reading tests*, departmental diagnostic tests or other proprietary tests if supported by institutional research.

<u><i>Test Score</i></u>	<u><i>Minimum Score</i></u>
<i>ACT Math</i>	<i>22</i>
<i>SAT Math</i>	<i>500</i>
<i>Compass Mathematics</i>	<i>65</i>
<i>Accuplacer College Level Math</i>	<i>50-63</i>

5. *Remedial education at NSHE institutions shall utilize instructional methods and course designs that are most effective in assisting students in successfully completing an entry-level college course in English and mathematics.*
6. *Institutions should support enrollment in the appropriate college-level entry course immediately upon completion of remedial work.*
7. *Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts.*