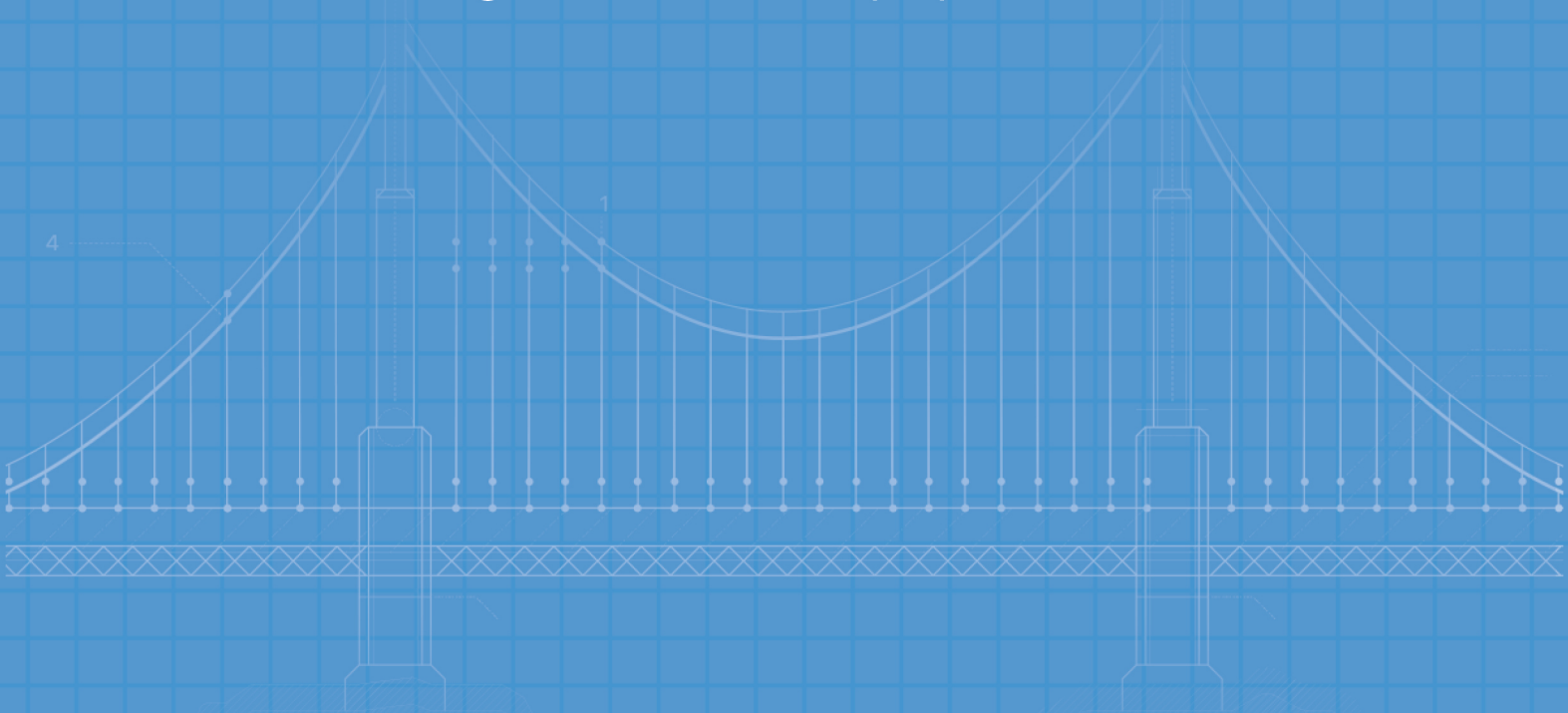


COMPLETE
COLLEGE
AMERICA

Corequisite Remediation: Spanning the Completion Divide



Breakthrough Results Fulfilling The Promise
of College Access for Underprepared Students



Executive Summary

To view the complete report and to learn more about how Corequisite Remediation can improve student outcomes in your state, please visit www.completecollege.org/SpanningTheDivide

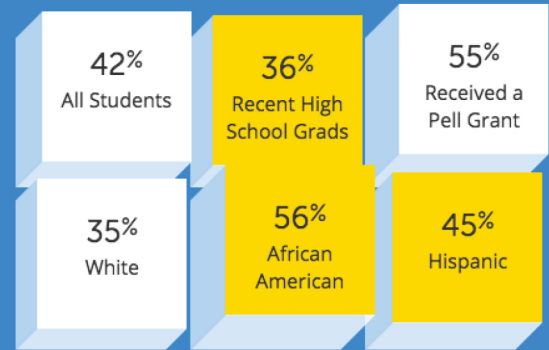
Start in College – With Support

Where once there was a bridge to nowhere but college debt, disappointment and drop out, today there is a new, proven bridge to college success – a bridge that is spanning the divide between hope and attainment. We call it Corequisite Remediation.

Far Too Many Students Start in Remediation

Each year, more than one million students begin college in remediation – prerequisite coursework that costs hundreds of millions of dollars but doesn't count toward a degree. For most, remediation will be their first and last college experience – a tragedy that is disproportionately true for low-income students and students of color. Even among recent high school graduates – those who should be most prepared for college – 1 in 3 are required, often unnecessarily, to enroll in noncredit remedial courses.

Percent of each subgroup enrolled in remediation

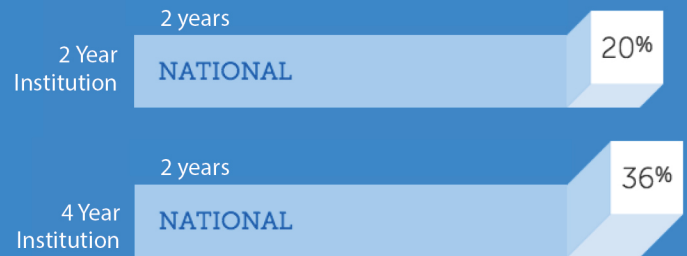


Traditional Remediation Fails Most Students

Few remedial students ever enroll in, let alone complete, their introductory (gateway) courses in math and English. Only 17% will graduate.

It comes down to attrition. Most students succeed in their remedial courses but simply fail to enroll in subsequent courses. Off-track and often out of money, more give up than fail. Consequently, many who might have succeeded stop before they ever actually start college-level coursework.

Percent of students enrolled in remediation who complete the associated introductory (gateway) course in 2 years.

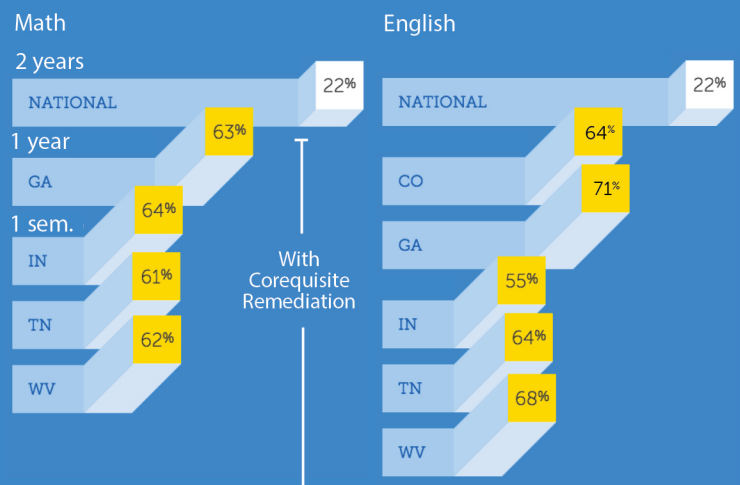


Remediation as a Corequisite– Not a Prerequisite

Corequisite Remediation is doubling and tripling gateway college course success in half the time or better.

In Corequisite Remediation, students enroll directly into college-level courses and receive academic support alongside their regular classes. Rather than facing a long sequence of prerequisite, non-credit courses, students get up to speed while working toward their degree. Additional, mandatory class periods or customized support in a lab provide just-in-time academic support within the college-level course.

Percent of students enrolled in remediation who complete the associated introductory (gateway) course.



The Bridge Builders

States are stepping up and acting boldly to transform developmental education in this country. Corequisite Remediation works, and these states are proving it.

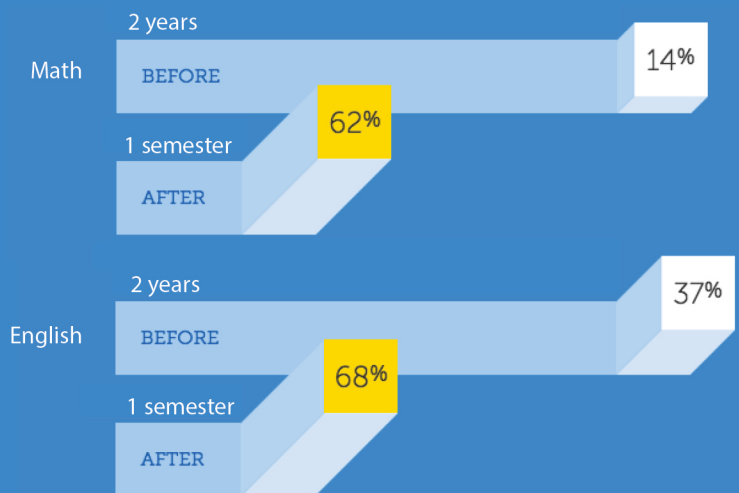
Georgia

In Georgia, traditional remediation consumed time and money without succeeding in its goal to move students into college-level work. Strategies to improve this reality started in the Governor's office with the launch of Complete College Georgia and benefited greatly from the commitment of system leaders who came together and enlisted faculty in the design and implementation of a new method of delivering remediation. The state has generated dramatic improvements, more than tripling previous gateway course success rates.



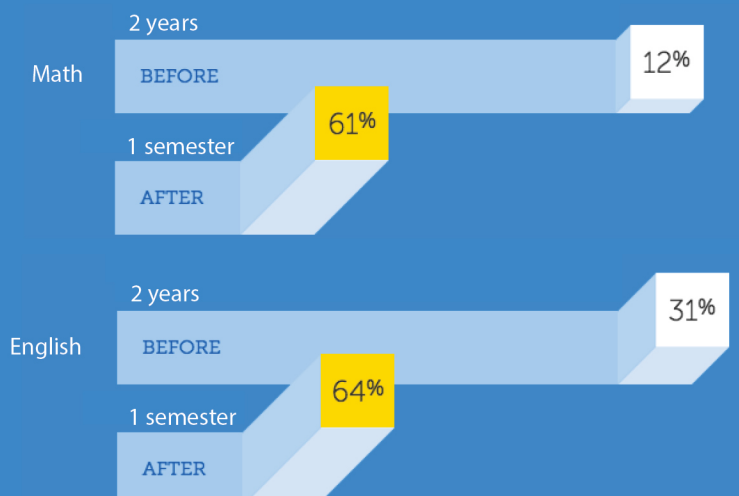
West Virginia

Armed with evidence that Corequisite Remediation could achieve meaningful improvements, Chancellor Jim Skidmore of the West Virginia Community and Technical Colleges (WVCTC) led the state to adopt the reform. Within just one year, success rates skyrocketed to 68%. The state's four-year institutions are picking up the baton and have committed to fully scaling Corequisite Remediation by fall 2017.



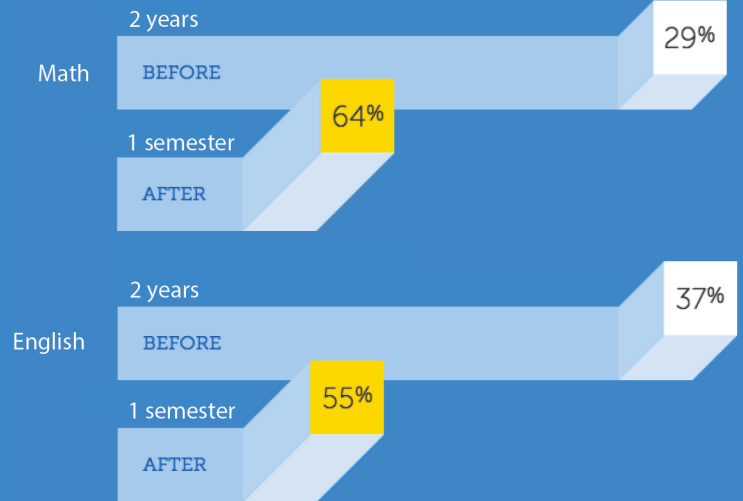
Tennessee

Tennessee has long been a national trailblazer on remediation reform. Key leaders recognized that, of the reforms being utilized, Corequisite Remediation models were achieving the greatest results. The state's Corequisite Remediation pilot found that student success in gateway English courses improved from 31% in two years to 64% in one semester. Likewise, success in college-level math improved from 12% to 61%. Further, the state's data suggests that this approach can work for virtually all students, including adults, students of color, and those that score at the lowest levels on the ACT exam.



Indiana

Ivy Tech Community College – a statewide institution that had very low gateway course success rates - knew that dramatic change was essential to improving graduation rates. After evaluating several methods, the system moved aggressively to scale Corequisite Remediation when data clearly indicated it was a superior model. Their approach resulted in immediate benefits to students and added momentum to the ongoing refinement of approaches for boosting student success.



Colorado

The Colorado Community College System became one of the first in the nation to develop a new state policy that explicitly calls for the deployment of Corequisite Remediation. The process to achieve this outcome was the result of statewide faculty collaboration: the system's chief academic officer convened a comprehensive review of research and results from pilot reform efforts. Today, over 5,000 Colorado students who would have been trapped in traditional remediation sequences are now accelerating through college-level work with corequisite support.



What Does Remediation Look Like In Your State? See What's Possible with Corequisite Remediation

% of students enrolled in Corequisite Remediation				85%		85%		
% of Corequisite students completing gateway				61%		64%		
			MATH			ENGLISH		
State	Institution Type 2 year or 4 Year (Not High Research)	150% Graduation Rate for Full-Time Remedial Students	Total Students Enrolled in Remedial Math	% Total Remedial Math Students Completing Gateway	Additional Math Remedial Students Completing Gateway	Total Students Enrolled in Remedial English	% Total Remedial English Students Completing Gateway	Additional English Remedial Students Completing Gateway
AR	2-Year	12%	5,579	13%	2,187	4,767	12%	1,887
AR	4-Year	20%	3,945	22%	1,175	3,153	25%	861
CO	2-Year	8%	7,482	16%	2,672	5,322	17%	1,871
CO	4-Year	22%	2,350	21%	720	1,557	18%	533
CT	2-Year	9%	6,129	13%	2,356	5,498	17%	1,893
CT	4-Year	41%	916	58%	BTP	180	44%	13
DC	2-Year	DS	471	14%	180	414	19%	135
FL	2-Year	5%	69,283	22%	20,376	55,032	25%	14,994
GA	2-Year	5%	14,714	29%	3,434	11,257	27%	2,781
GA	4-Year	25%	7,398	16%	2,677	5,160	16%	1,863
HI	2-Year	11%	3,076	21%	949	2,748	19%	897
ID	2-Year	12%	2,576	29%	586	1,111	25%	301
ID	4-Year	22%	1,105	28%	260	690	40%	85
IL	2-Year	14%	20,256	17%	7,134	13,210	17%	4,565
IL	4-Year	35%	1,981	32%	397	1,114	42%	110
IN	2-Year	8%	16,285	20%	5,215	9,458	13%	3,649
IN	4-Year	21%	4,816	27%	1,199	1,283	30%	275
KY	2-Year	5%	7,396	12%	2,928	5,531	21%	1,730
KY	4-Year	28%	4,090	16%	1,482	2,739	29%	624
LA	2-Year	5%	8,886	7%	4,012	4,798	12%	1,893
LA	4-Year	25%	3,783	2%	1,874	867	10%	363
MA	2-Year	11%	11,034	18%	3,767	7,052	22%	2,102
MA	4-Year	50%	1,556	56%	BTP	415	70%	BTP
MD	2-Year	11%	14,922	22%	4,425	9,922	20%	3,141
MD	4-Year	48%	3,073	32%	597	862	39%	110
MO	2-Year	13%	13,725	23%	3,967	9,169	20%	2,908
MO	4-Year	28%	2,800	32%	567	1,875	33%	356
MS	2-Year	19%	11,984	27%	3,031	8,067	20%	2,539
MS	4-Year	23%	710	41%	75	627	51%	3
MT	2-Year	DS	1,025	29%	235	556	23%	159
MT	4-Year	DS	1,427	46%	82	505	44%	40
NM	2-Year	4%	6,358	19%	1,679	5,323	20%	1,679
NM	4-Year	19%	534	40%	63	604	47%	31
NV	2-Year	DS	3,975	20%	1,266	2,418	20%	768
NV	4-Year	35%	1,819	37%	268	1,535	29%	349

% of students enrolled in Corequisite Remediation				85%		85%		
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				MATH			ENGLISH	
State	Institution Type 2 year or 4 Year (Not High Research)	150% Graduation Rate for Full-Time Remedial Students	Total Students Enrolled in Remedial Math	% Total Remedial Math Students Completing Gateway	Additional Students Completing Math Remedial	Total Students Enrolled in Remedial English	% Total Remedial English Students Completing Gateway	Additional Students Completing English Remedial
OH	2-Year	6%	22,495	19%	7,462	12,715	18%	4,286
OH	4-Year	34%	8,213	31%	1,687	4,826	33%	890
OK	2-Year	11%	8,174	19%	2,710	4,357	16%	1,569
OK	4-Year	23%	4,983	27%	1,240	2,618	21%	804
OR	2-Year	12%	16,843	22%	4,991	5,992	22%	1,807
OR	4-Year	38%	903	11%	368	0	NA	NA
PA	4-Year	45%	1,723	84%	BTP	2,040	82%	BTP
RI	2-Year	10%	1,881	6%	858	1,430	18%	477
RI	4-Year	37%	238	40%	28	78	50%	1
SD	4-Year	30%	1,431	32%	287	722	38%	98
TN	2-Year	NR	12,747	17%	4,502	9,563	16%	3,473
TX	2-Year	8%	58,044	12%	23,244	43,730	17%	15,404
TX	4-Year	35%	6,303	26%	1,615	5,897	44%	467
UT	2-Year	15%	1,949	6%	900	68	37%	10
UT	4-Year	18%	3,785	9%	1,632	1,757	18%	586
WV	2-Year	8%	3,553	11%	1,438	2,521	10%	1,056
WV	4-Year	25%	1,787	21%	547	666	18%	225
WY	2-Year	22%	1,604	21%	499	918	20%	288
WY	4-Year	36%	302	47%	15	0	NA	NA

Definitions and Limitations:

- All remedial data is for first-time entry full-time and part-time students and does not include non-first time students and students who enroll in a remedial course after their first academic year.
- % completing gateway in each subject is underestimated because it does not include students enrolling in both math and English who only complete an associated gateway course in 1 subject.
- Graduation rates for first-time full-time graduation rates across the state within 3 years for associates cohorts and 6 years for bachelors degree cohorts
- DS - Data Suppressed
- NA - Not Applicable
- BTP - Better Than Projected

Clarifications:

- PA only includes that PASHE system
- SD only includes institutions that are part of the Board of Regents
- FL only Includes the Board of Governors
- MA does not include any UMass campuses

Cohorts:

- All FL data reported in 2013 (2009 remedial cohort and 2007 associates cohort for graduation rates)
- Remedial data from CO was reported in 2013 (2009 remedial cohort)
- All RI data reported in 2015 (2011 remedial cohort and 2009 associates cohort and 2007 bachelors cohort)
- All other data is from the 2014 collection and includes the remedial cohort from 2010 and the 2008 associates cohort and the 2006 bachelors cohort

The Blueprint

Build Your Own Corequisite Remediation Program on a Solid Foundation Using These 6 Pillars

Pillar One: Purpose, Not Placement

Colleges must end the practice of using placement exams to sort students into multiple levels of remedial education. Instead, colleges should deploy a comprehensive intake process to discern students' academic goals, career goals and overall college readiness, helping inform the choices they make regarding meta-majors and programs of study.

Pillar Two: Treat All Students as College Students

All students should be treated as college students on day one, rather than as remedial students who must demonstrate their readiness for college before entering a program. As a result, the default placement for the vast majority of students who may not be optimally prepared for college-level coursework should be credit-bearing courses with built-in or concurrent support in the form of Corequisite Remediation.

Pillar Three: Deliver Academic Support as a Corequisite

The vast majority of students who require additional academic support in college-level courses should receive it as a corequisite while enrolled in a college-level course. There are many different approaches to corequisite support that have proven to dramatically increase success rates in college-level courses. While there are differences in approach, all are designed to provide students with more time on the content and skills that are essential for success.

Pillar Four: All Students Should Complete Gateway Courses in One Academic Year

Colleges must abandon the use of long remedial education sequences that prevent students from completing college-level courses in one academic year. In addition, colleges should require all students to enroll in college-level courses and receive the support they need within the first academic year. Students who do not complete gateway courses and enter a program of study are far less likely to complete a postsecondary credential. If students are not placed into corequisite courses, then alternative supports should be designed to ensure they still have the opportunity to complete gateway courses in their first year.

Pillar Five: Develop Multiple Math Pathways into Programs of Study

College Algebra should no longer be viewed as the default gateway math course. Instead, it should be viewed narrowly as a preparatory course for programs that require precalculus or calculus. Colleges should develop alternative gateway math courses for programs of study that do not require calculus. For many programs, a rigorous course in quantitative reasoning or statistics would be more appropriate.

Pillar Six: Corequisite Support is the Bridge into Programs of Study

Corequisite support will dramatically increase the number of students who pass a college-level gateway course and enter a program of study within one year. Supports should continue for these students through the implementation of other Game Changer strategies like GPS Direct, 15 to Finish and Structured Schedules. Taken together, these strategies will result in dramatic improvements in college completion.