

How Transforming Remediation Will Help Institutions Increase Retention, Progression, and Graduation Rates

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USG Enrollment Management Symposium



Barbara Brown

Barbara.Brown@usg.edu

German Vargas

gvargas@ccga.edu



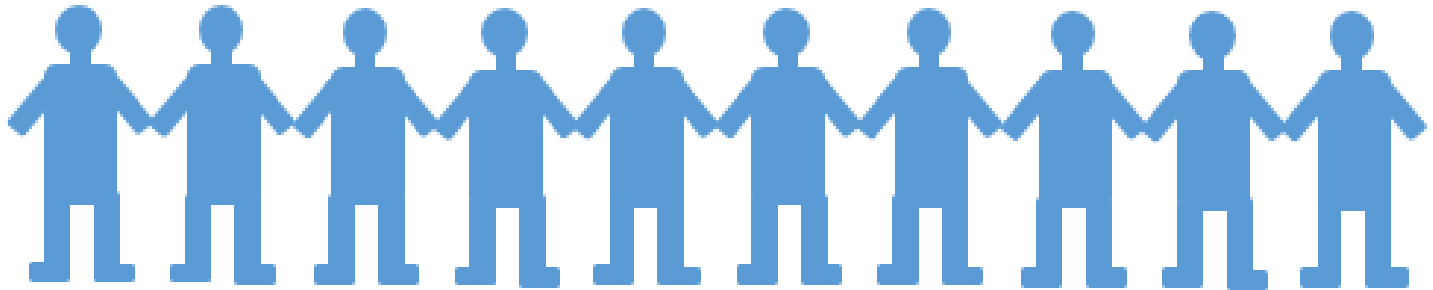
Overview of Changes

- Evaluation for Learning Support placement is changed.
- There will be two Learning Support areas rather than three: English (reading/writing) and Mathematics.
- Most students will be placed in corequisite remediation. Less-prepared students will start in stand-alone Foundations-level remediation.
- Students will have two attempts to exit Foundations-level Learning Support, unlimited attempts to exit corequisite Learning Support.
- Students will exit Learning Support by completing the gateway collegiate level course.
- Students will no longer be required to withdraw from unrelated collegiate courses when they withdraw from Learning Support courses.

Enrollment Management

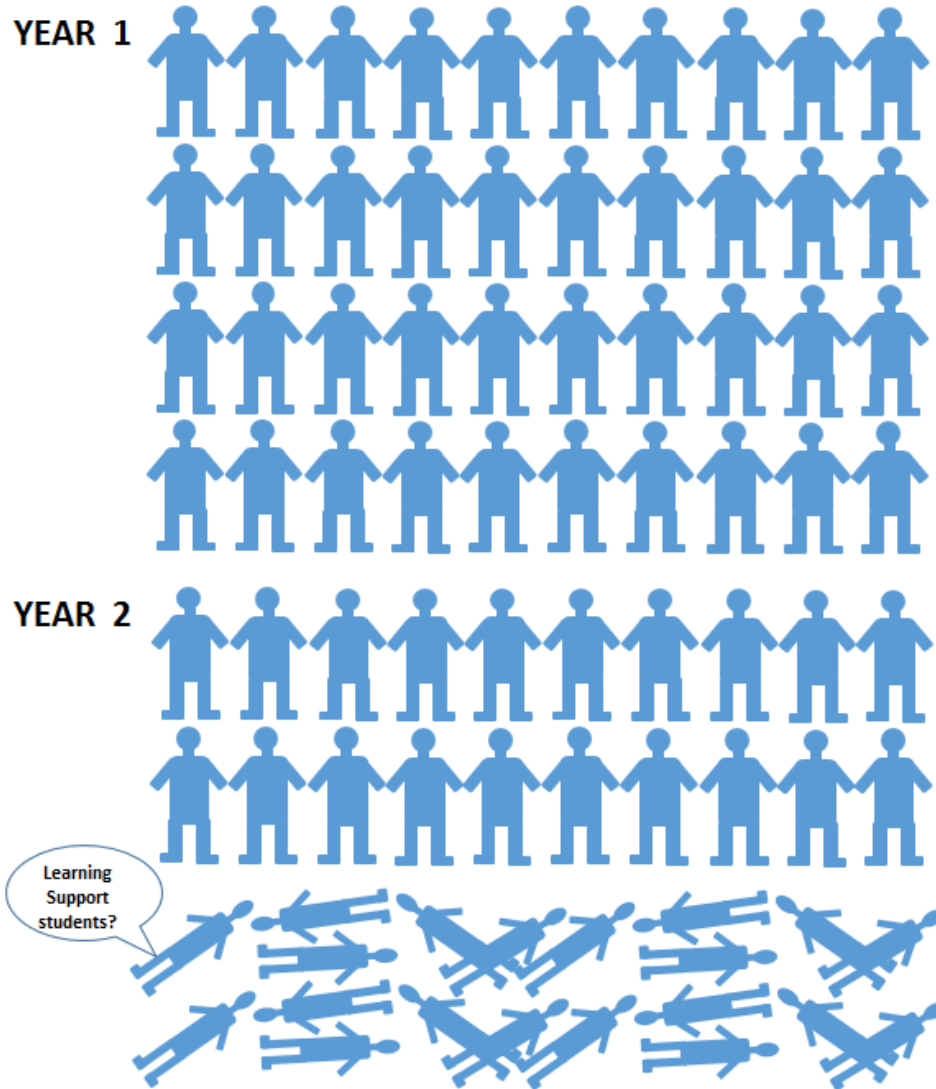
Enrollment is a product of both matriculation and retention. You can increase enrollment by:

- Increasing admissions (Matriculation/Headcount Strategy)
- Improving retention (Retention Strategy)
- Using a sensible strategy (Combined Matriculation/Retention Strategy)



Matriculation/Headcount Strategy

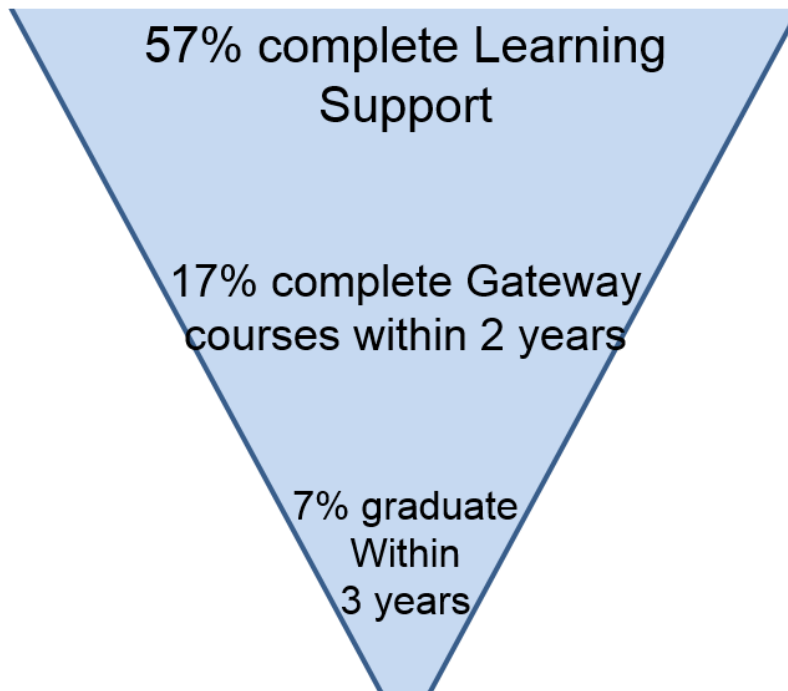
Emphasis on admitting large numbers of students.



At 2-Year Institutions

37% of students begin in Learning Support

of these

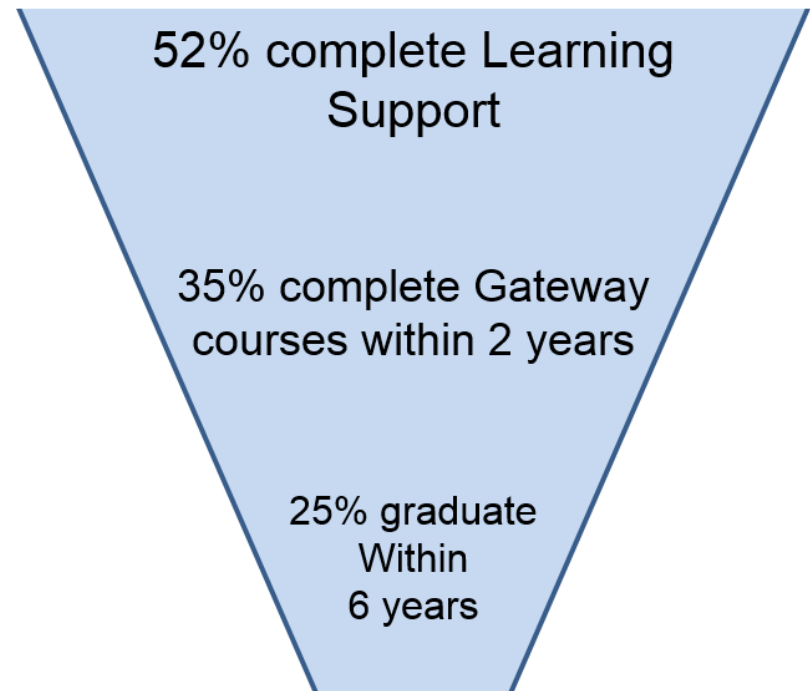


93% LOST

At 4-Year Institutions

18% of students begin in Learning Support

of these

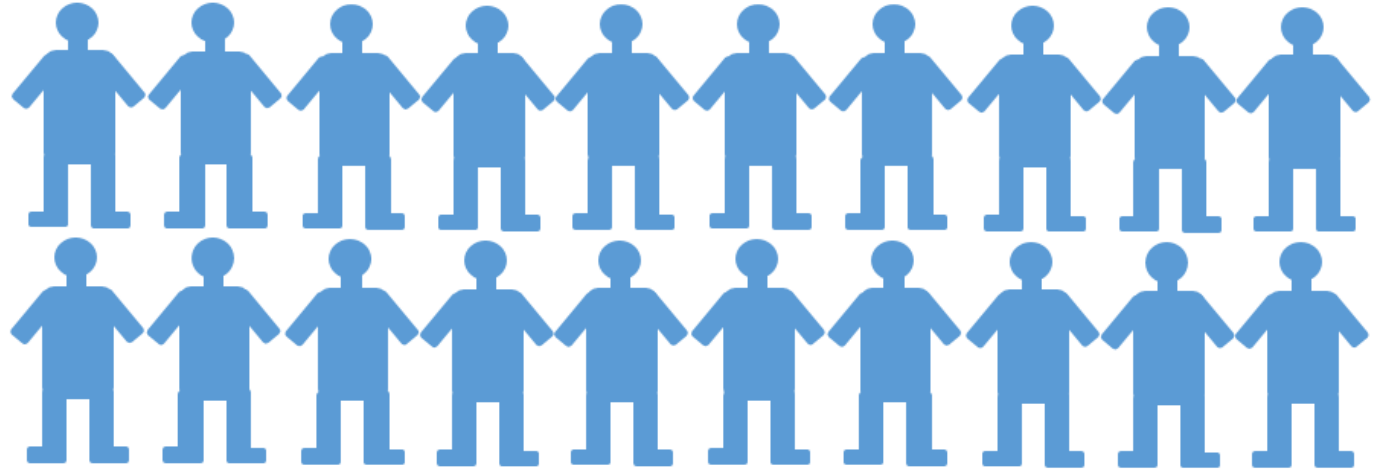


75% LOST

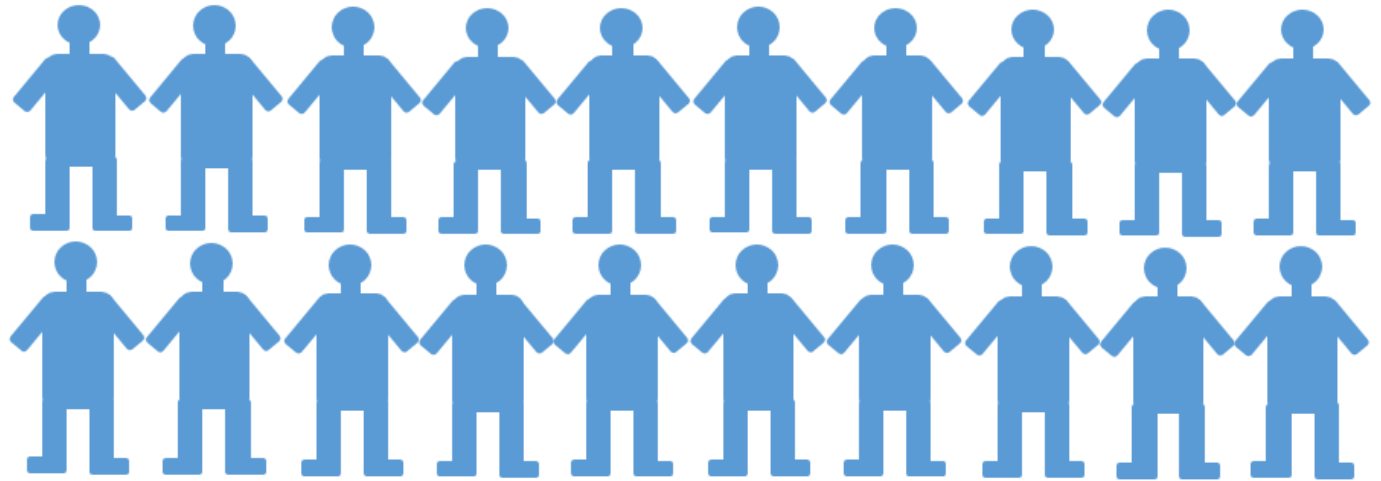
Retention Strategy

Emphasis on retaining students.

YEAR 1



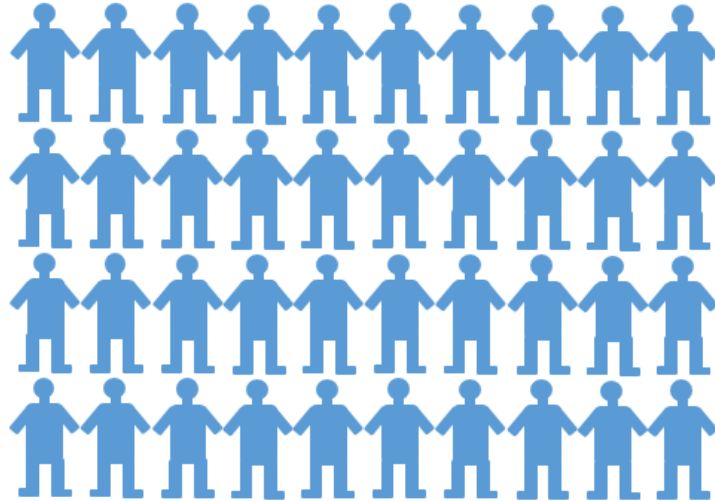
YEAR 2



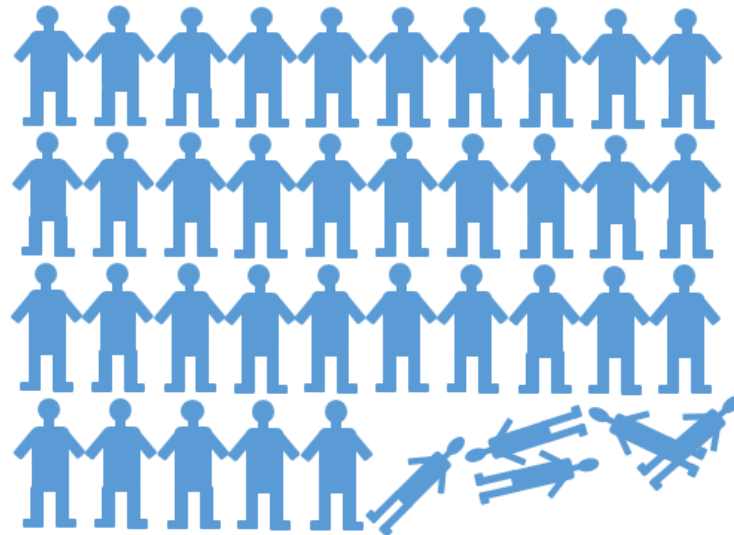
Combined Matriculation/Retention Strategy

Emphasizes both admitting and retaining students.

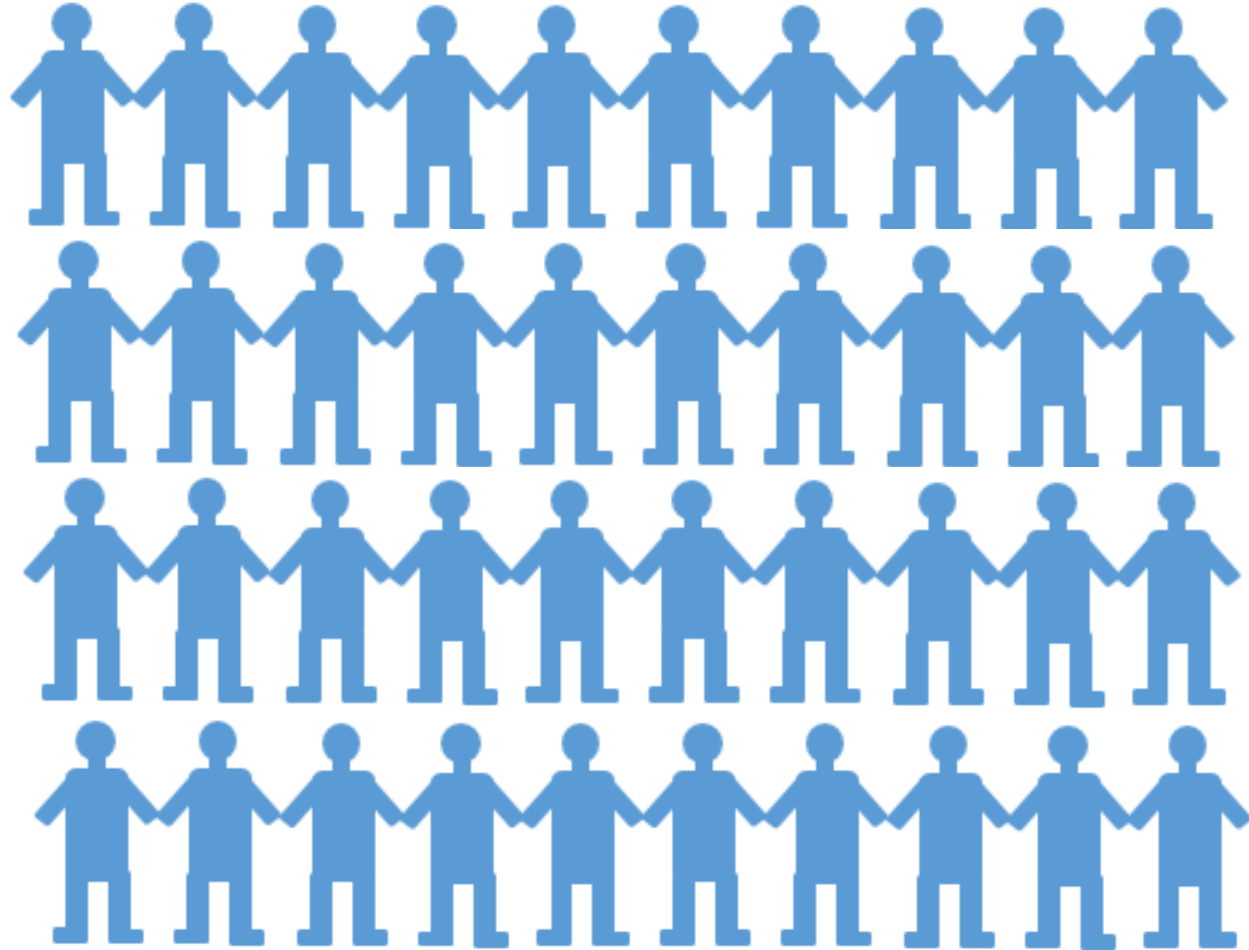
YEAR 1



YEAR 2



How Changes to Remediation Will Help With Matriculation



Changes to Remediation DO Not Change Basic Admission Requirements

- Freshman Index \geq System Sector Requirements
- SAT \geq 430 Verbal, 400 Math
- ACT \geq 17 English, 17 Math

Not admissible

- SAT $<$ 330 Verbal, 310 Math
- ACT $<$ 12 English, 14 Math

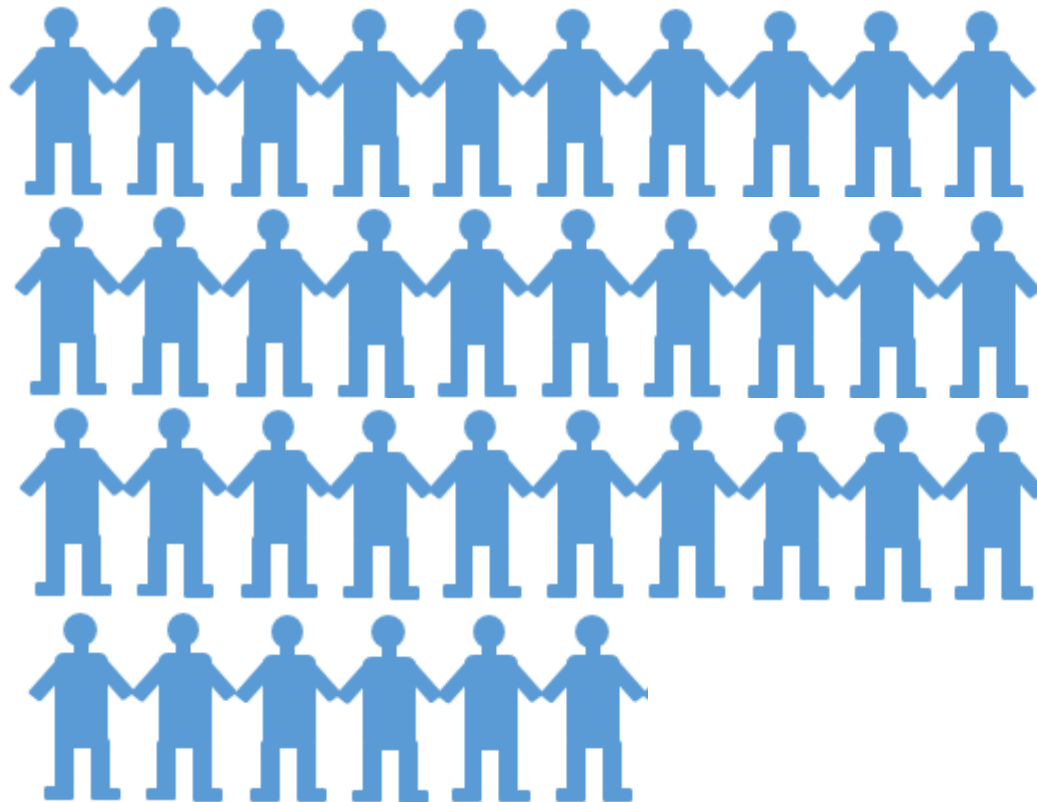
Students Who Do Not Meet Standard Requirements for Admission or Denial Must Be Evaluated for Learning Support

- Compass Reading, English, Math

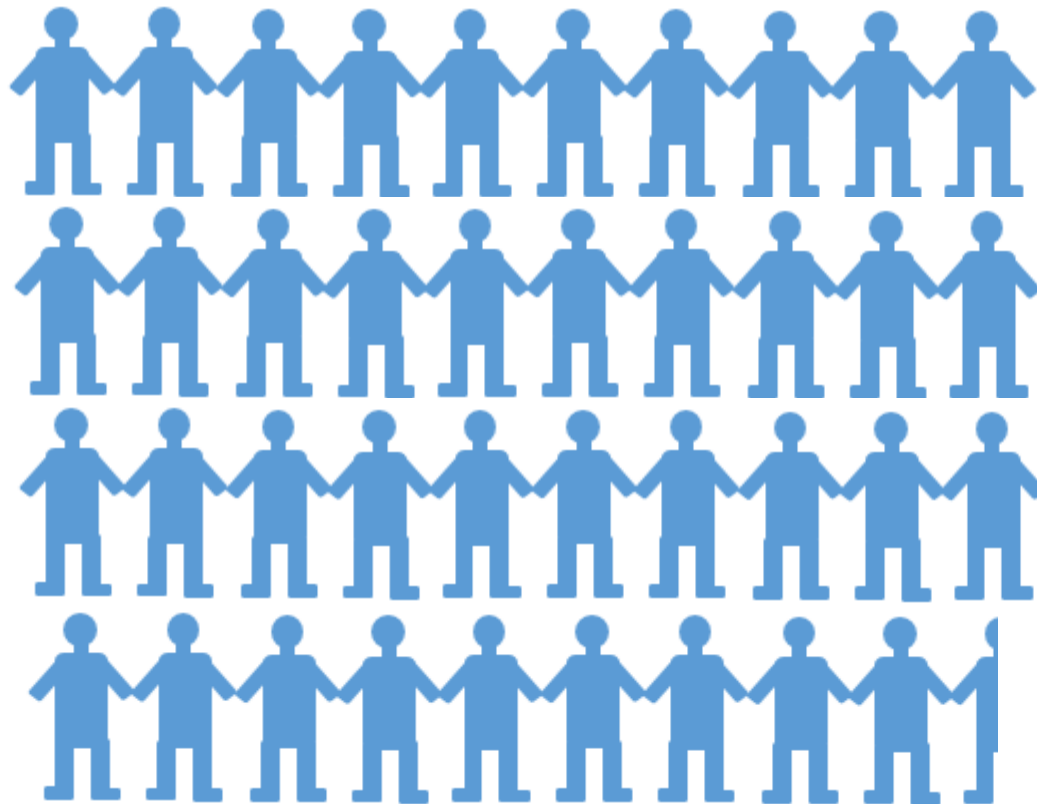


- Math Placement Index and English Placement Index based on:
 - HSGPA and SAT/ACT
 - HSGPA and Compass
 - Compass

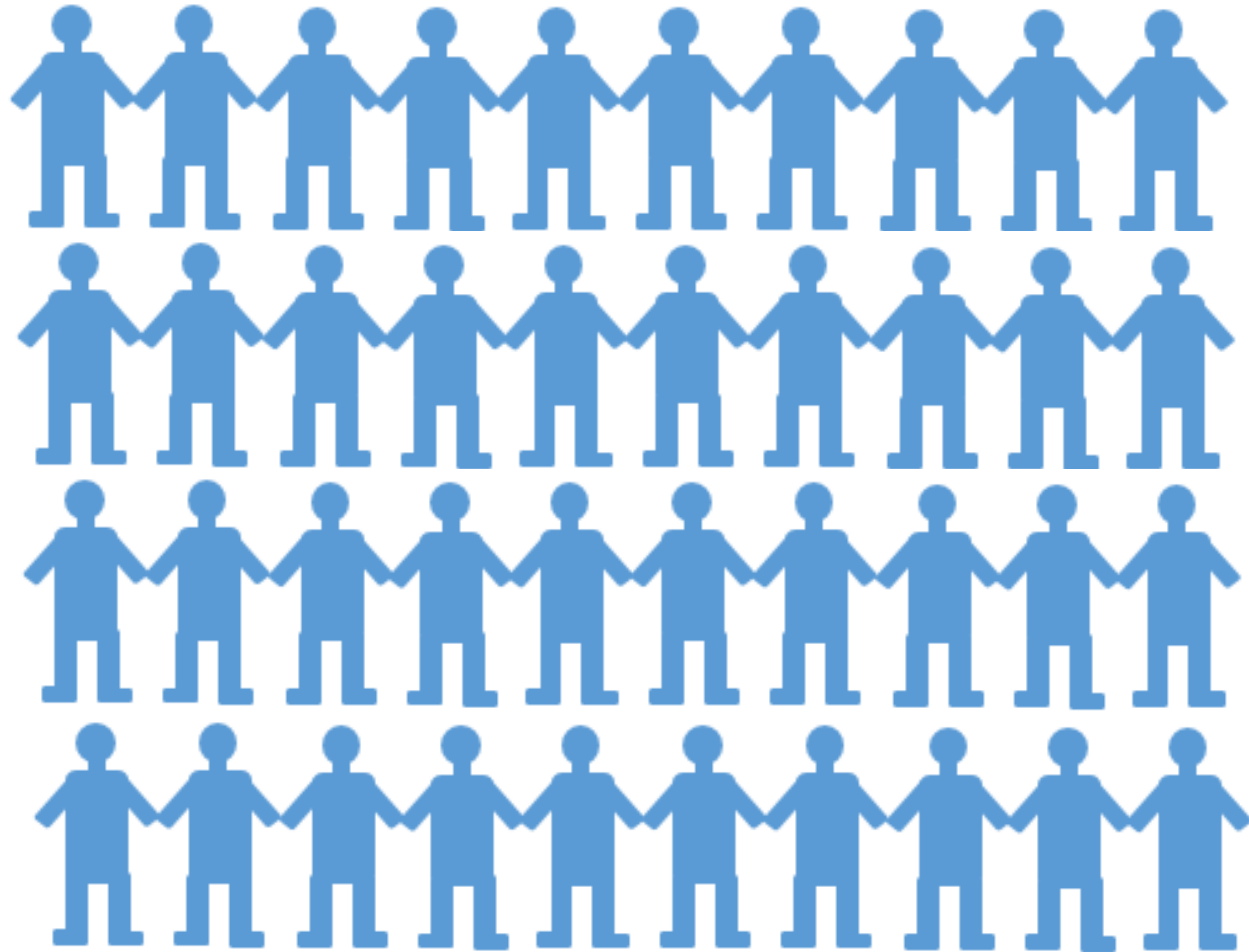
Currently: Students cannot be admitted if in all 3 areas of remediation or below floor score in any (one) area ~ 10%



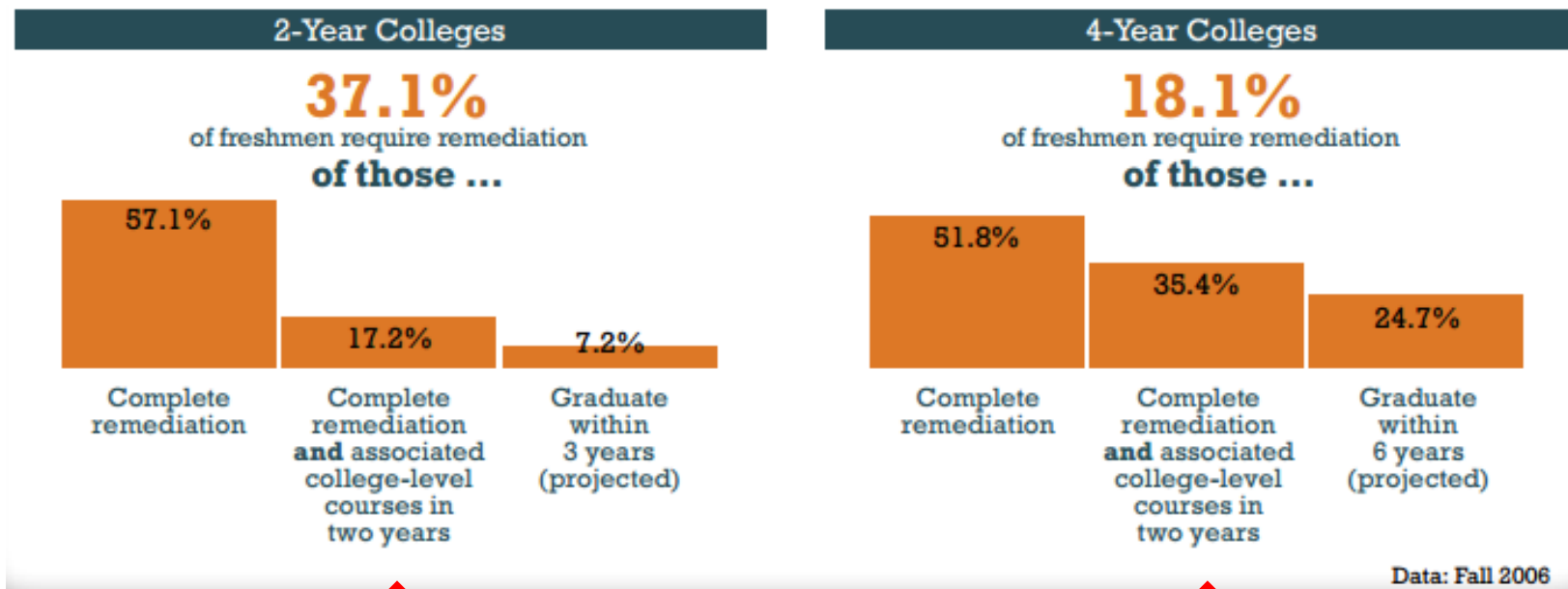
New: Students inadmissible if below the floor in both areas or in one area and other area not high enough to offset ~ 1.5%



How Changes to Remediation Will Help With Retention

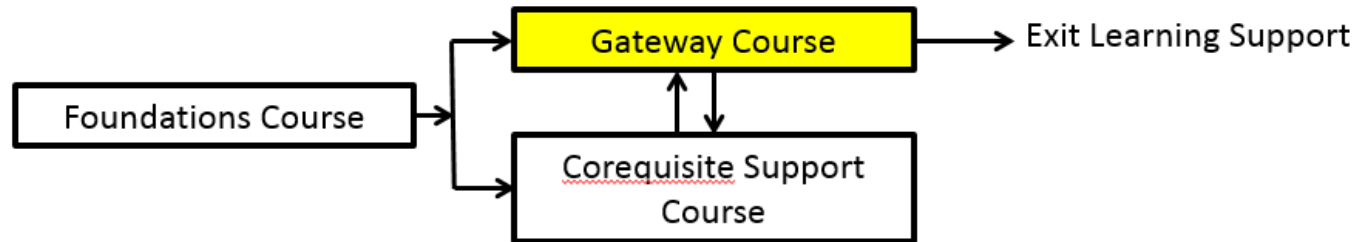


The Collegiate Course Completion Barrier

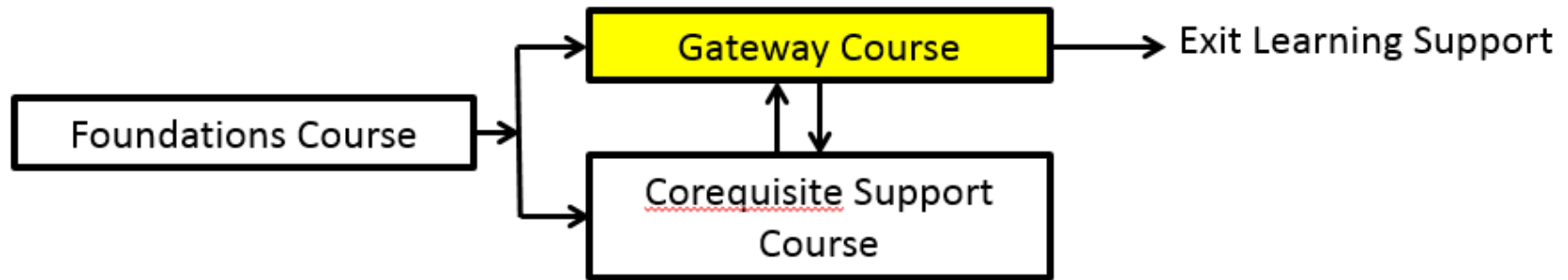


Retention Booster

- New Learning Support structure
- Focus on getting students through first collegiate course, not just remediation

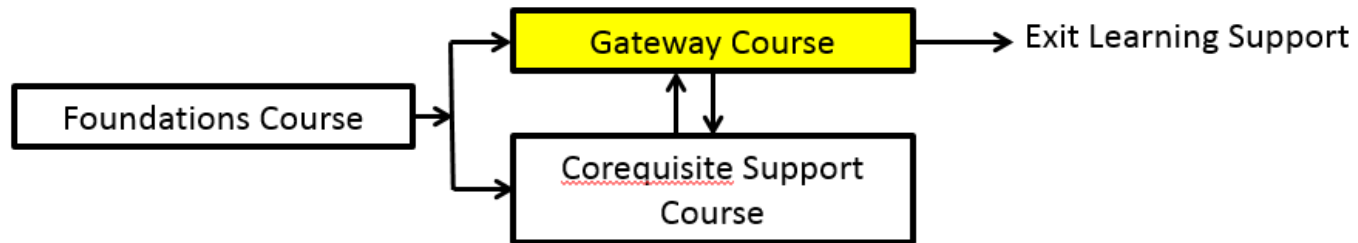


- Most students needing remediation will be placed in collegiate courses with corequisite (just-in-time) Learning Support.
- Less-prepared students will begin in Foundations-level (stand-alone) Learning Support.



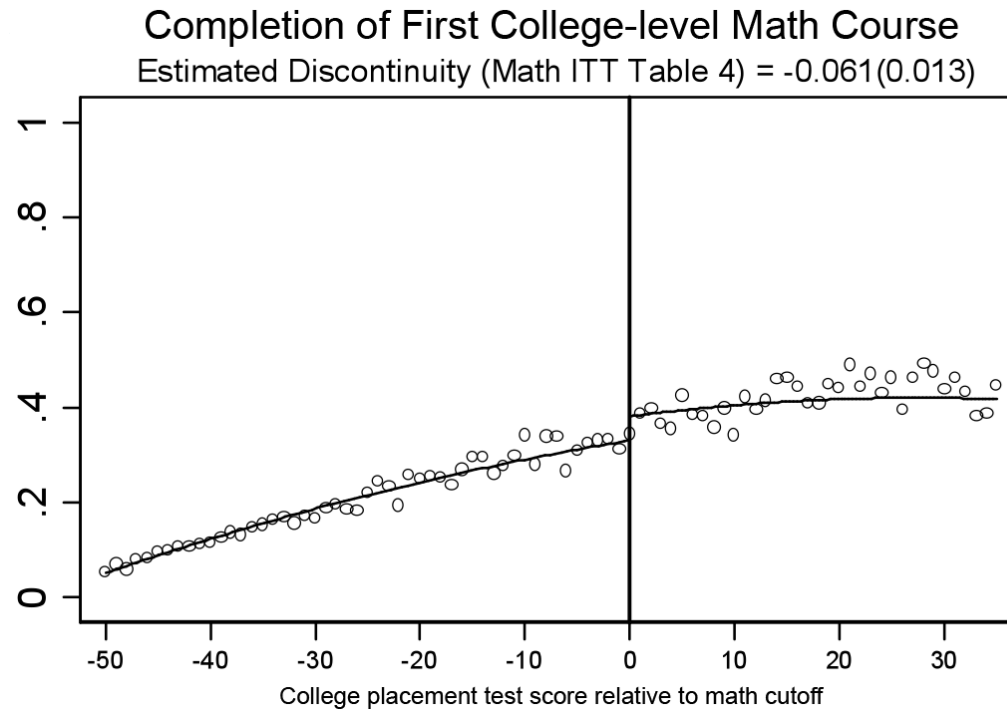
- Focus of Learning Support is on preparing students for collegiate course and supporting students in completing collegiate course.
- Students exit remediation by completing the gateway collegiate-level course.

Retention Booster



- Attempts
 - Two at Foundations-level
 - Unlimited at corequisite support level
- Withdrawals
 - Students in corequisite courses must withdraw from both courses.
 - Students no longer required to withdraw from unrelated collegiate courses when they withdraw from Learning Support courses.

Retention and Progression Booster: A simple misconception



- Our approach?

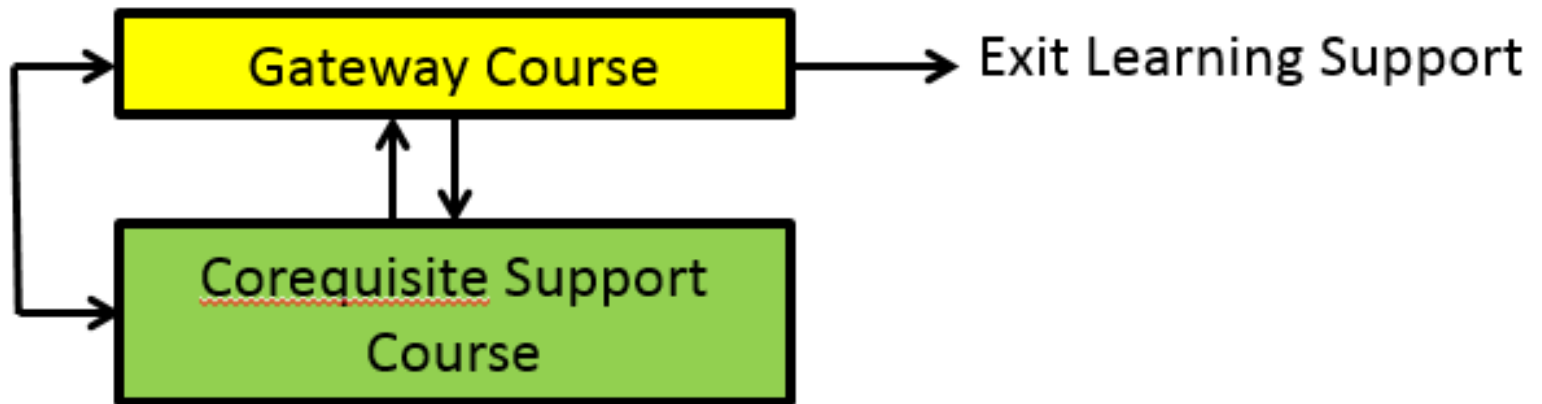
Figure source: Calcagno, J. C., & Long, B. T. (2008). The impact of postsecondary remediation using a regression discontinuity approach: Addressing endogenous sorting and noncompliance (NCPR Working Paper), New York, NY: National Center for Postsecondary Research.

Retention and Progression Booster: A simple misconception

- The compounding of success
 - Simplification
 - Probability of success
 - $p=0.6$
 - Students placed in MATH 0099
 - Passed MATH 1001/IIII after 2 semesters
 - $p \cdot p = 0.36$
 - Students placed in MATH 0097
 - Passed MATH 1001/IIII after 3 semesters
 - $p \cdot p \cdot p = 0.216$
 - Historically (CCGA)
 - Probability of success
 - $p=0.56$ (MATH 0099)
 - Students placed in MATH 0099
 - Passed MATH 1001/IIII after 2 semesters
 - 0.359
 - Students placed in MATH 0097
 - Passed MATH 1001/IIII after 3 semesters
 - 0.149

Retention and Progression Booster: Corequisite Remediation

- The Solution



- Shorter path
 - From 2 semesters to 1 semester
- Higher success rate

Corequisite Remediation: Early Successes

- Georgia Gwinnett College
 - English
 - Success in ENGL 1101
 - 79.4% of LS corequisite students earned “C” or higher compared to 80.0% of non-remedial students
 - Completion of Remediation
 - 84.1% of students in redesigned remediation completed the program, compared to 62.5% in traditional remediation
 - Mathematics
 - Success in MATH 1111
 - 80.9% of LS corequisite students earned “C” or higher compared to 65.7% of non-remedial students
 - Completion of Remediation
 - 89.6% of students in redesigned remediation completed the program, compared to 44.9% in traditional remediation

Corequisite Remediation: Early Successes

- College of Coastal Georgia
 - English
 - Success in ENGL 1101
 - 77.8% of LS corequisite students earned “C” or higher compared to 70.0% of non-remedial students
 - Completion of Remediation
 - 77.8% of students in redesigned remediation completed the program, compared to 51.7% in traditional remediation
 - Mathematics
 - Success in MATH 1001
 - 71.4% of LS corequisite students earned “C” or higher compared to 68.1% of non-remedial students
 - Success in MATH 1111
 - 60% of LS corequisite students earned “C” or higher compared to 66.5% of non-remedial students

Year-long Pathways: Preliminary results

- College of Coastal Georgia
 - Success in MATH 0989 (Summer 2014)
 - Success in MATH 1111 with Coreq (Fall 2014)

Retention, Progression, and Completion Booster: Math Pathways

- **Mathematics: Changing the perception.**
 - **From a Barrier to an Asset:**
 - System institutions should ensure the alignment of pathways for AREA A Mathematics to programs of study so that students learn the mathematical content necessary for success in their majors.
 - A successful college experience starts with an early identification of a coherent program of study, and it is fundamental that we assist our students to select an appropriate mathematics pathway that aligns with their particular program.

Retention, Progression, and Completion Booster: Math Pathways

- Two Pathways
 - MATH 1001 Quantitative Reasoning Or MATH 1101 Introduction To Mathematical Modeling
 - Both courses include the analysis of data-centered problems with the intent of developing appropriate mathematical models and communicating results in a clear and effective fashion.
 - MATH 1111 College Algebra
 - This course was designed explicitly to develop the algebra skills needed for success in calculus. Students who will not need these specific skills in a later course are usually better served in the other pathway.

Retention, Progression, and Completion Booster: Advising

- Transitioning to the new system of gateway mathematics courses and course support systems demands significant change in long-established traditions of college advising by both faculty and professional staff.
 - Advisors will need tools and knowledge to:
 - Support students in the selection of an appropriate mathematics pathway for their desired programs of study
 - Match student needs to new support structures including corequisite and year-long models.
 - Mathematics Pathways at CCGA
 - http://www.usg.edu/educational_access/documents/transforming_remediation/Pathways-CCGA.pdf
 - Mathematics Advising Guidelines
 - http://www.usg.edu/educational_access/documents/transforming_remediation/MathematicsAdvisingGuidelines-CCGA.pdf