

Data the Gateway to the Game Changer

Spanning the Divide

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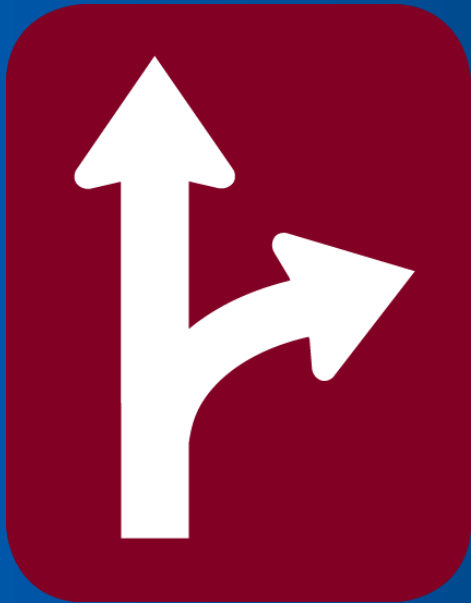
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COMPLETE COLLEGE AMERICA

Remediation



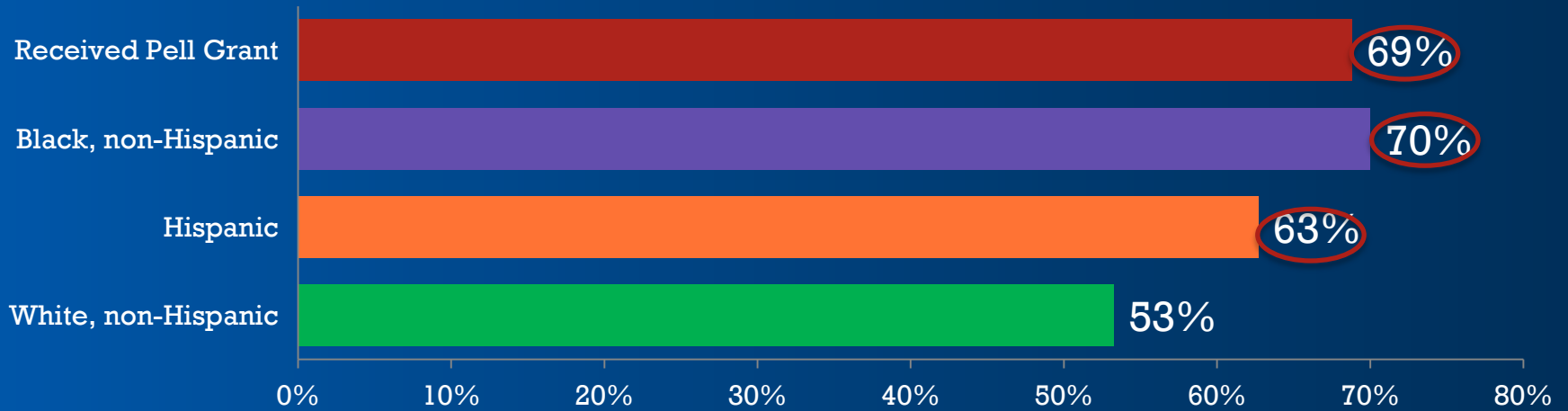
Too many students start college in remediation.

61% in 2-year institution

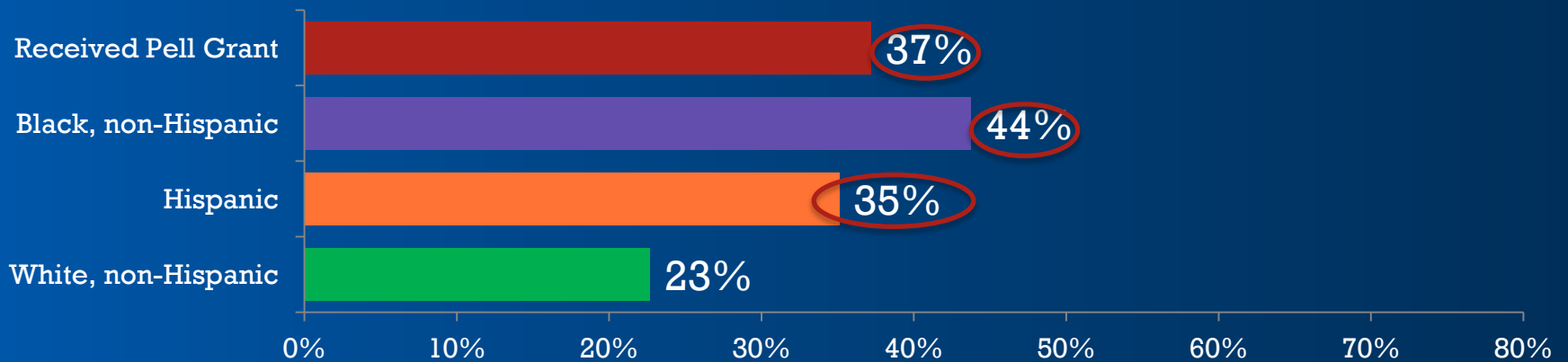
28% in 4-year, non-research institution

African Americans, Hispanics and Pell Students are Over Represented

2-year Students



4-year Non-Flagship Students

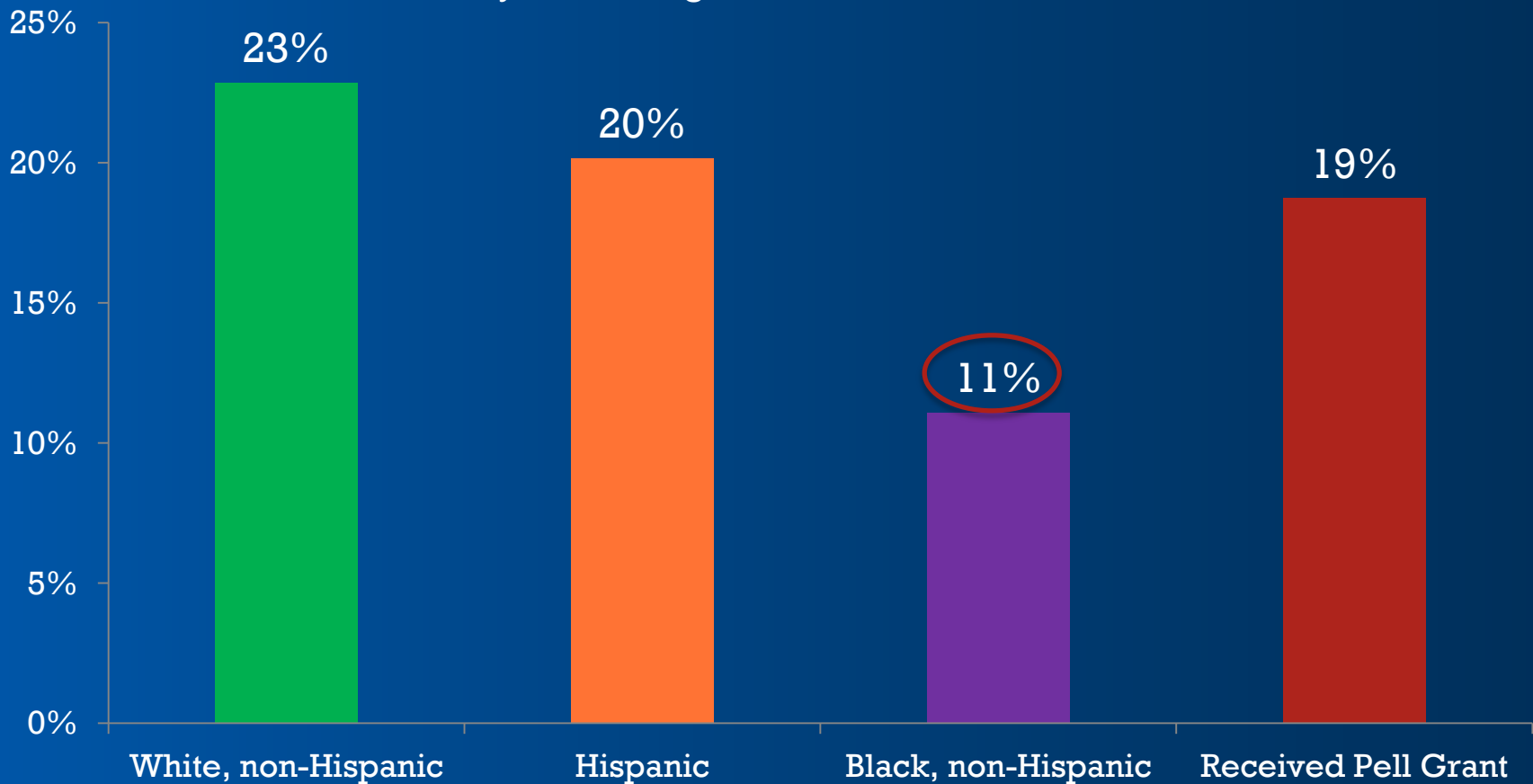


Access to College or Remediation

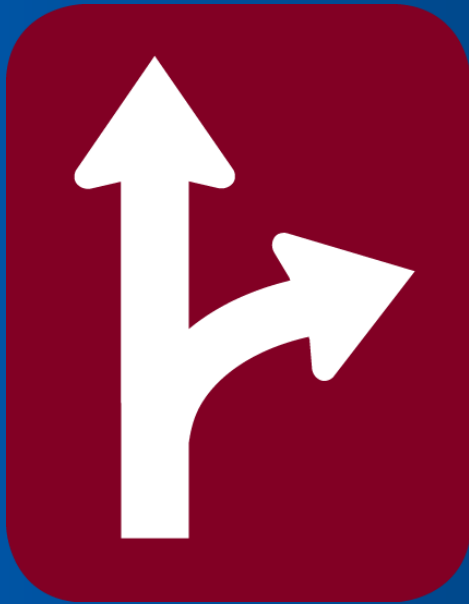
For too many students, a remedial class is their first and their last college experience.

The System Does Not Work, Particularly for African Americans

Gateway Course Completion in 2 years
2-year college remedial students



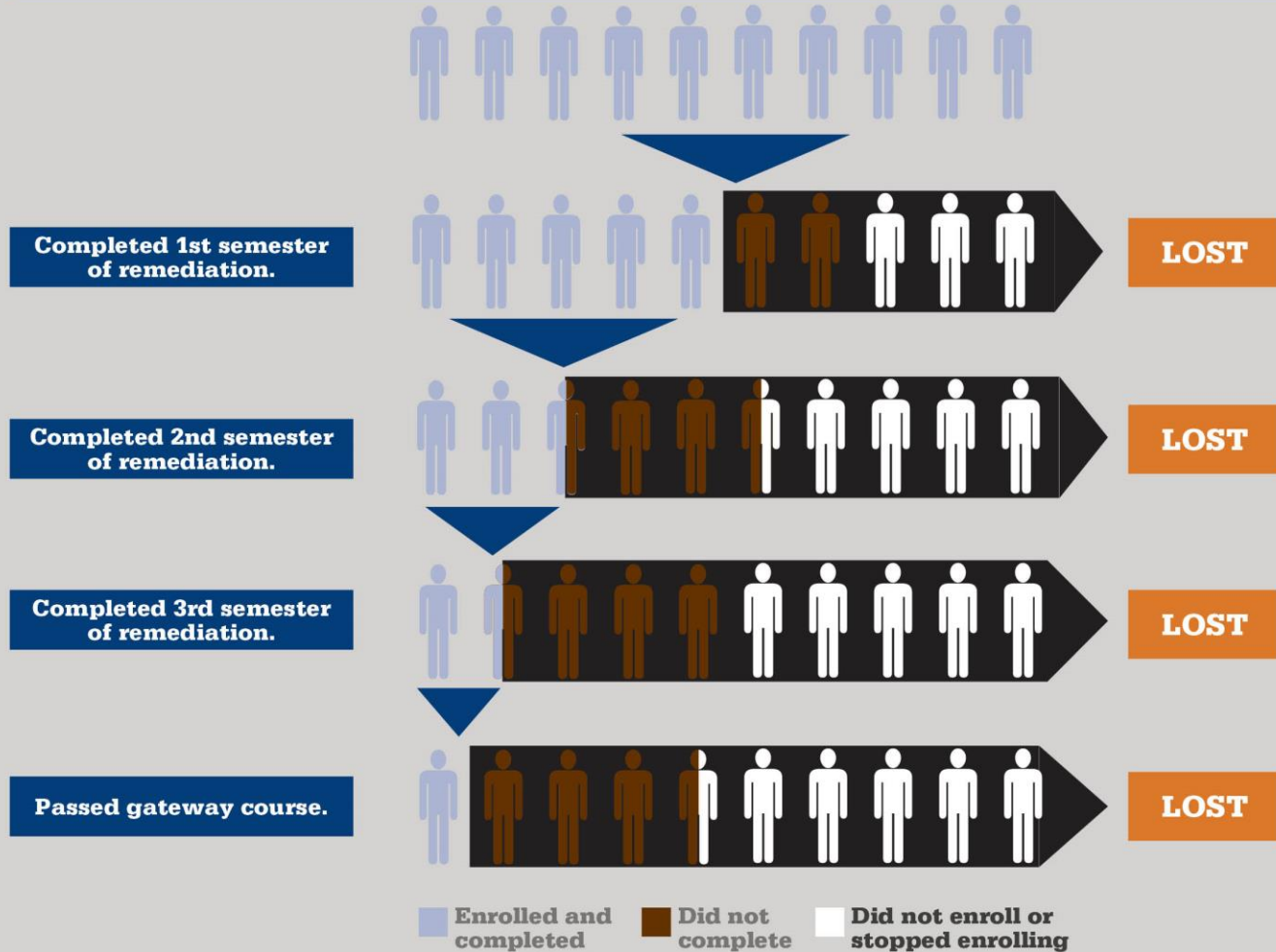
Remediation



**Student attrition is
at the heart of the
matter...**

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.



KNOW THIS

The remediation system is broken. More students quit than fail.

Few Graduate or Transfer

Of 2-year students enrolled in remediation:

- 11% graduate in 3 years
- 18% transfer to 4-year institution (with or without a degree) in 4 years

SUCCESS AT SCALE

**Colorado • Indiana • Georgia • Tennessee •
West Virginia (2 Year Only)**

GOING TO SCALE

Cohort 1

**California Central Value Consortia • Hawaii • Illinois •
Ohio • Oklahoma • New Mexico • West Virginia (4yr)**

Cohort 2

**Idaho, New Hampshire, Massachusetts, Missouri,
Montana, Rhode Island**

SUCCESS AT SCALE

Academic Support as a Corequisite

Math Pathways Aligned to Programs of Study

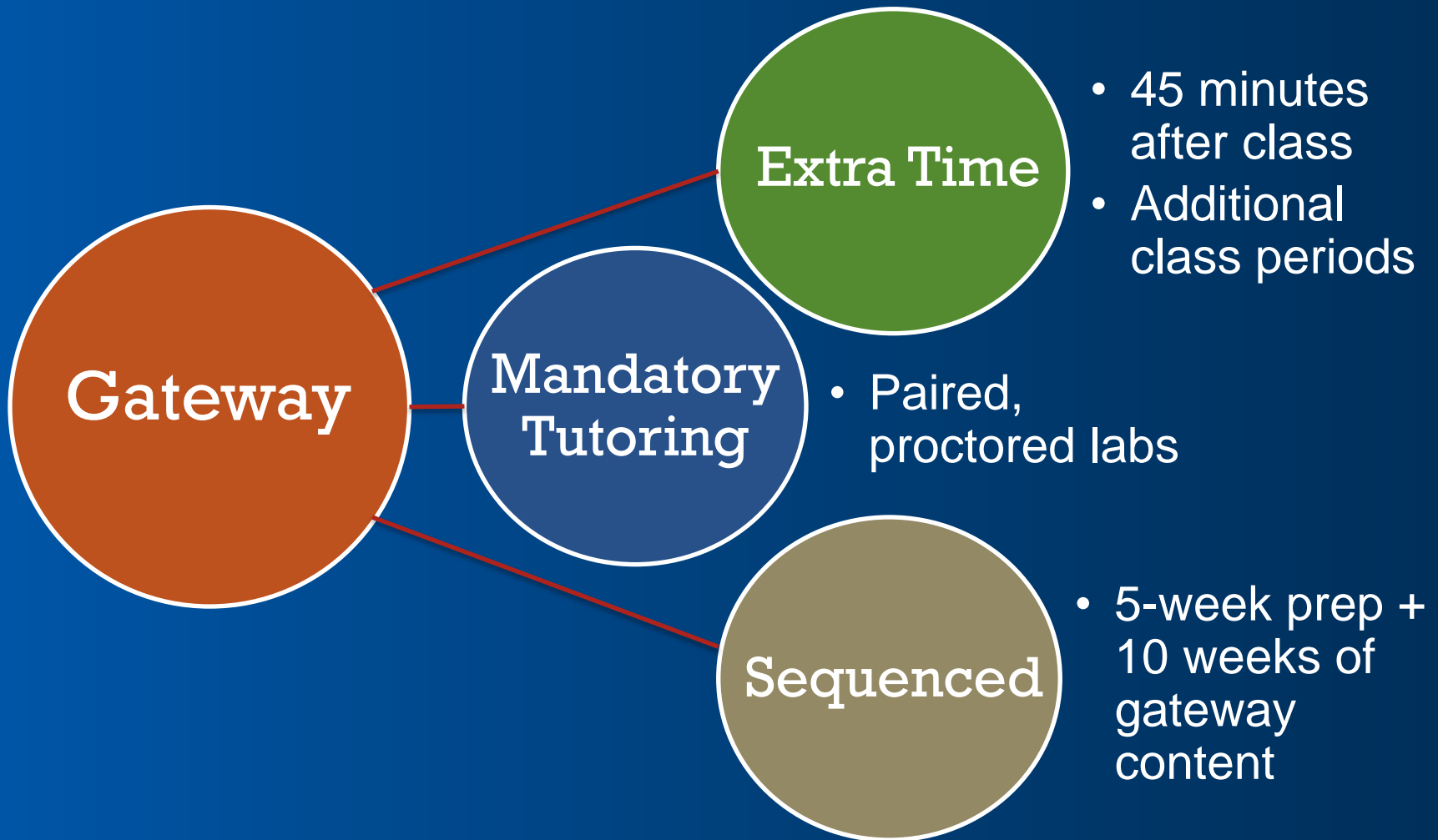
Purpose, Not Placement

Corequisite Support

The Corequisite Strategy

More time on task and help
for students when they need
it (just in time)

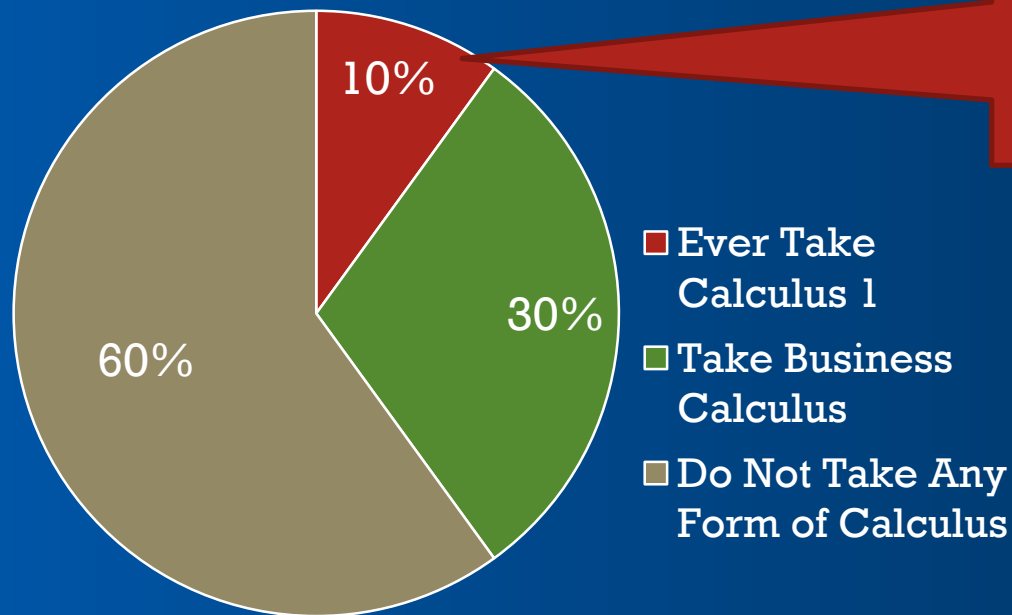
One Semester Redesigned Gateway



Math Pathways

What is the “right” math course?

Students Who Take College Algebra



Virtually no students who pass college algebra ever start Calculus III, which is a key course for STEM majors.

Dunbar, S. 2005. *Enrollment flow to and from courses below calculus*. In *A Fresh State for Collegiate mathematics: Rethinking the Courses below calculus*, N.B. Hastings et al. (Eds.). Washington DC: MAA Notes, Mathematical Association of America.



Math Is Aligned with Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

**Quantitative Reasoning/
Statistics**

Degree

4-Year Transfer

Certificate

License

STEM

**College Algebra/
Precalculus**

Degree

4-Year Transfer

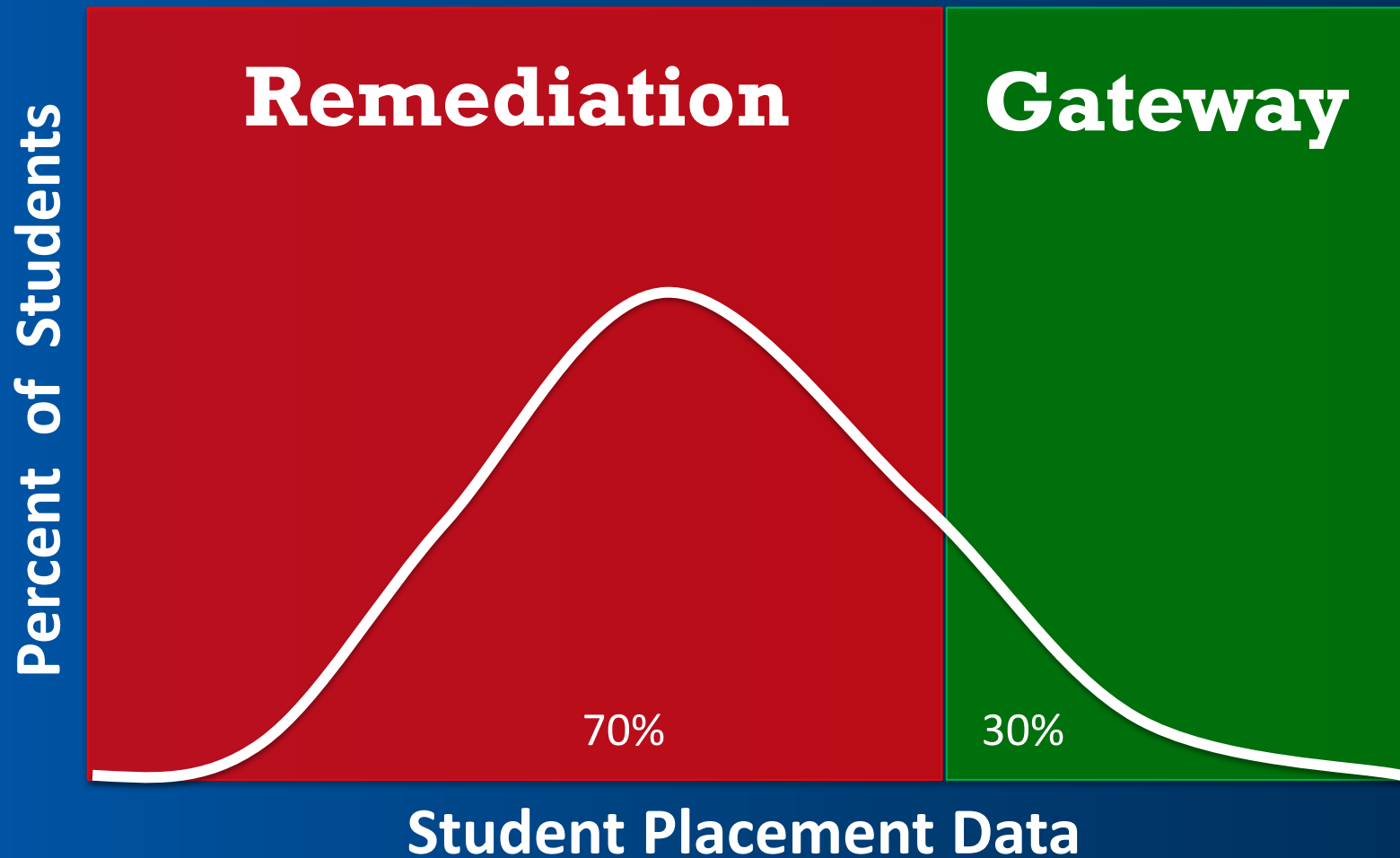
Certificate

License

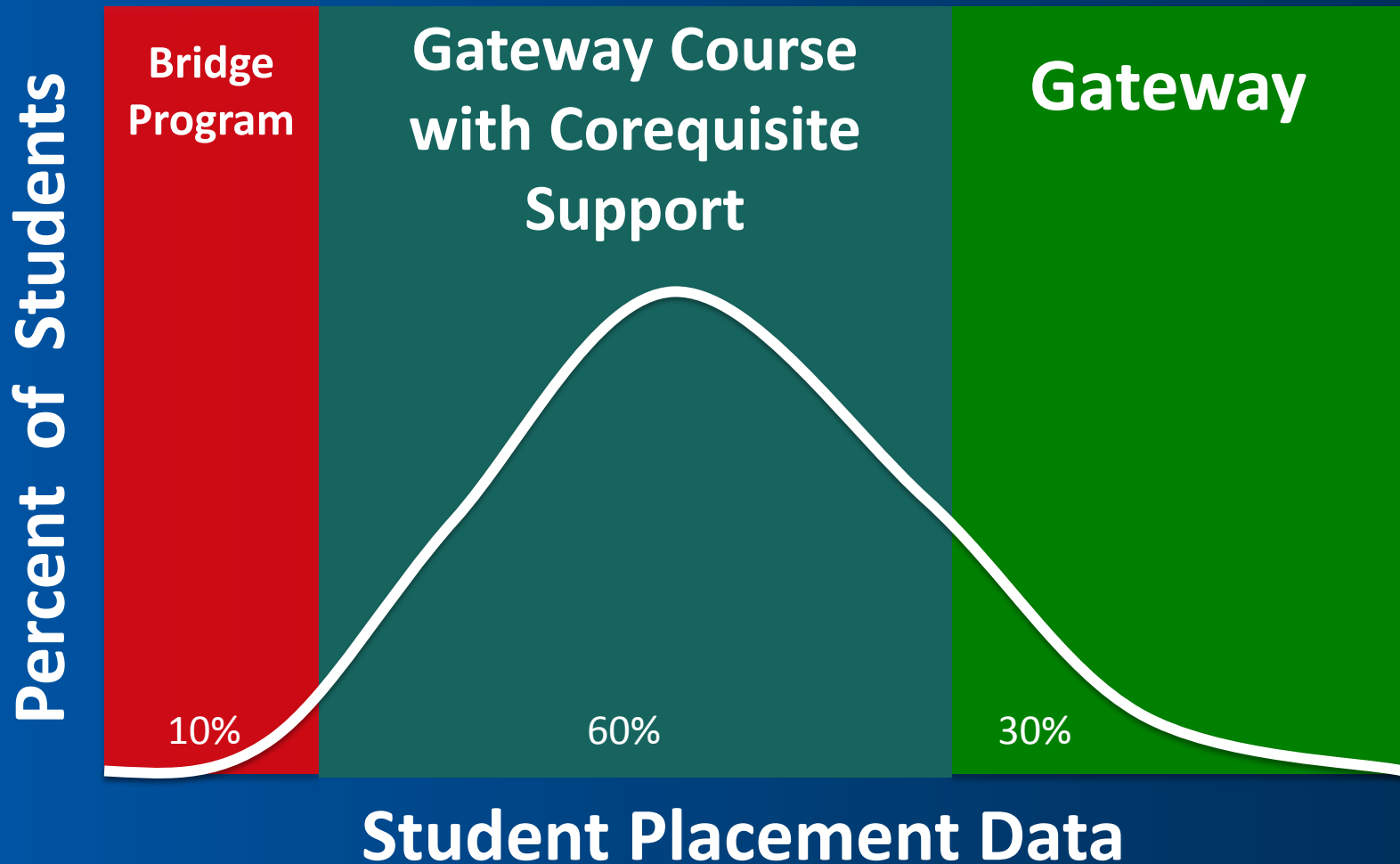
**Purpose,
Not Placement**

50% of Students
Placed In Remediation
Could Pass a Gateway Course

End Use of Traditional Placement



With Corequisite, Most in College-Level



#CoreqWorks

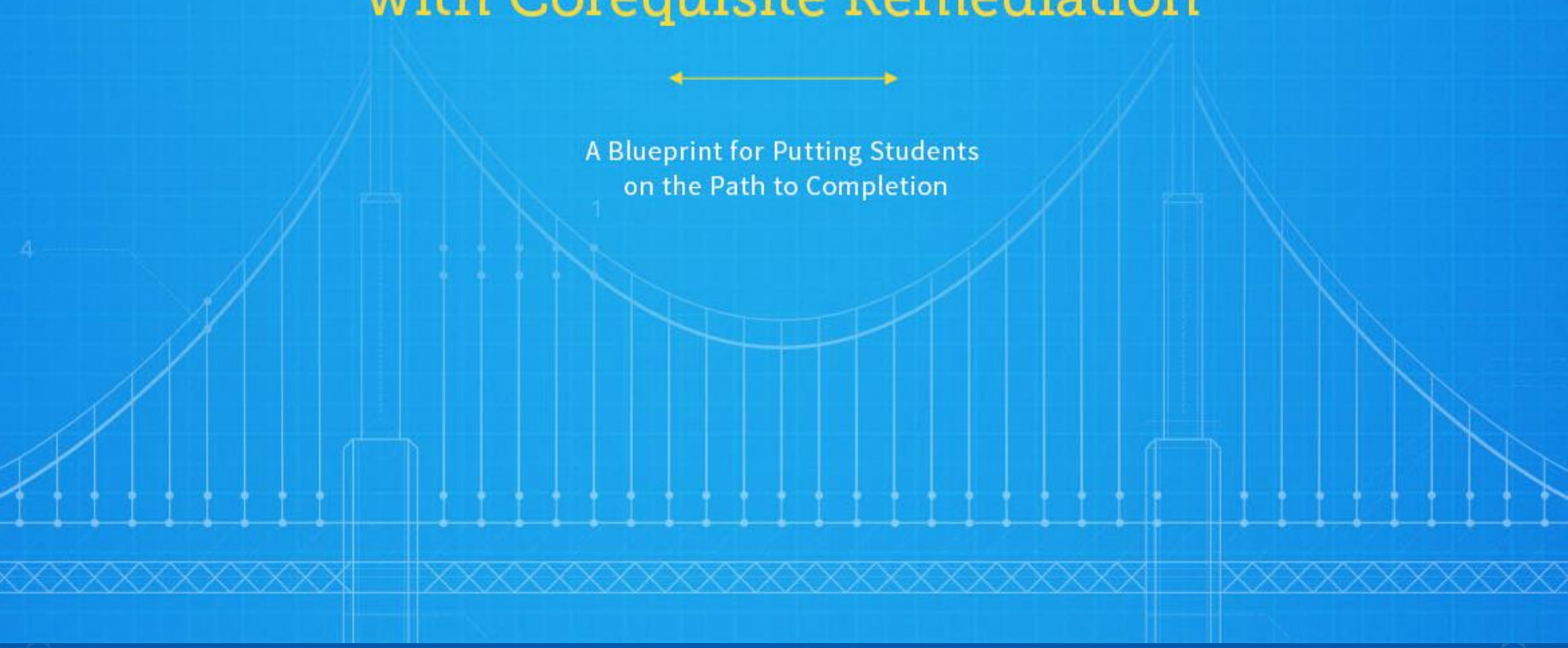


COMPLETE
COLLEGE
AMERICA

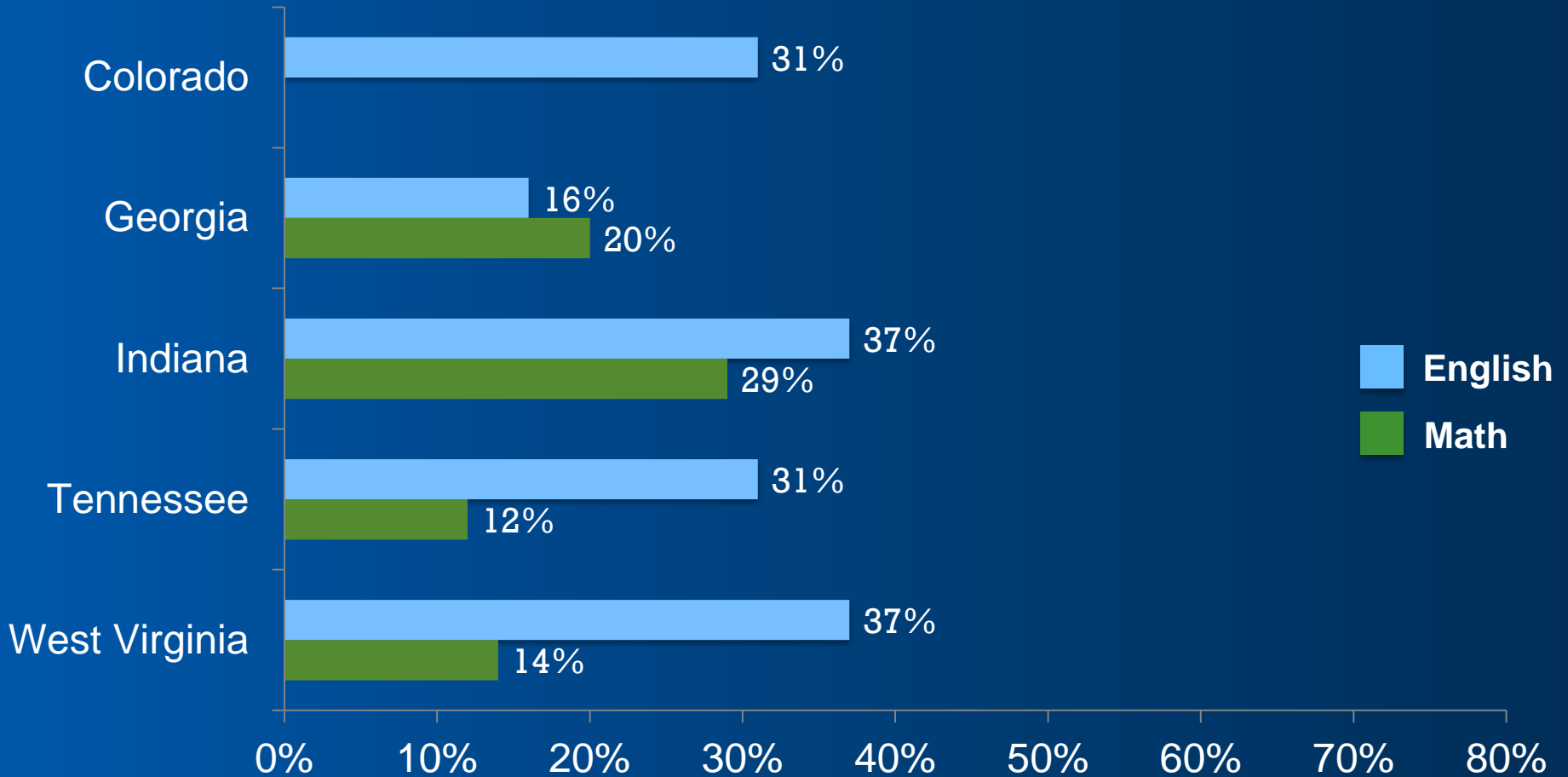
Spanning the Divide with Corequisite Remediation



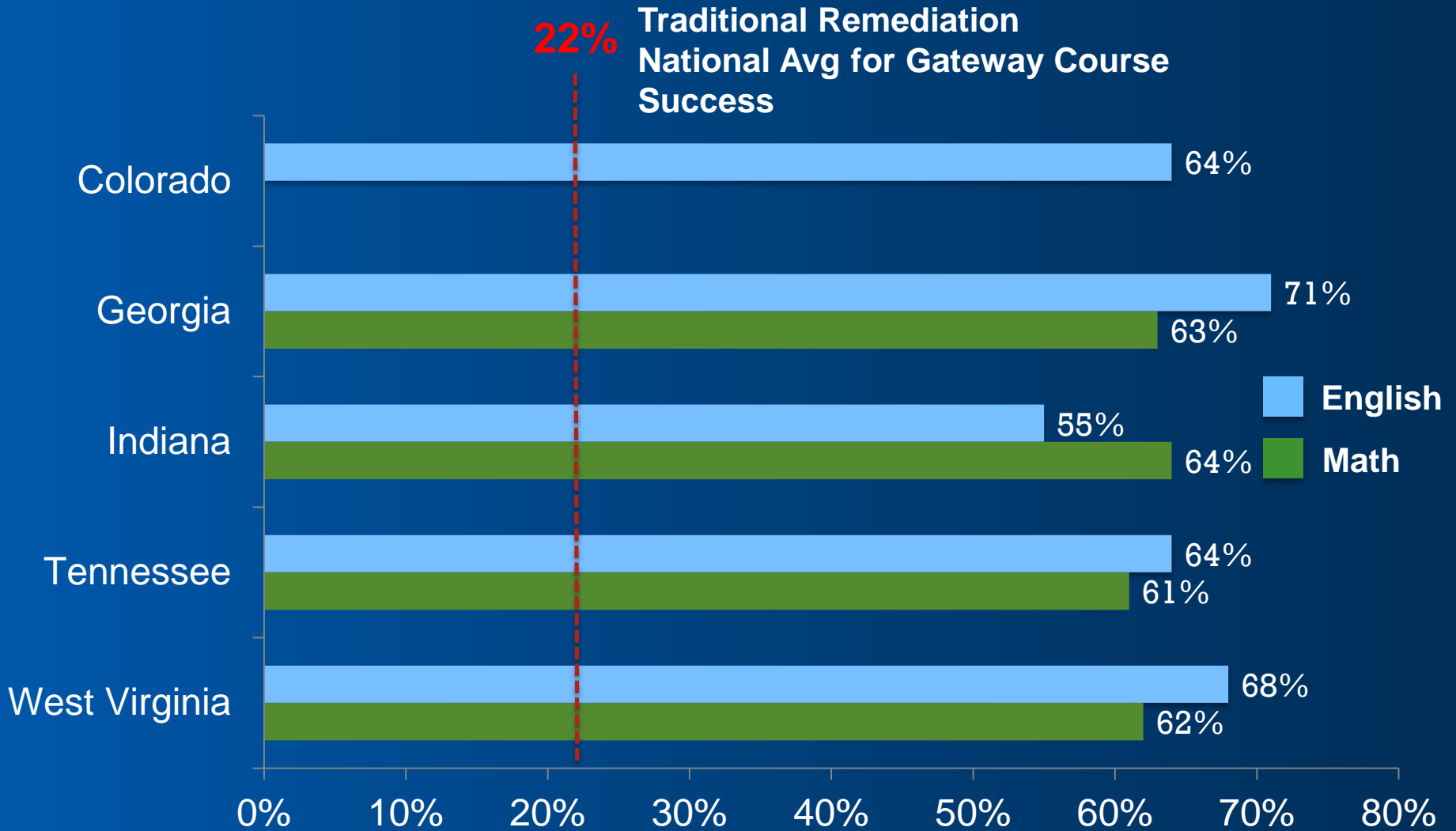
A Blueprint for Putting Students
on the Path to Completion



Traditional Remediation Results

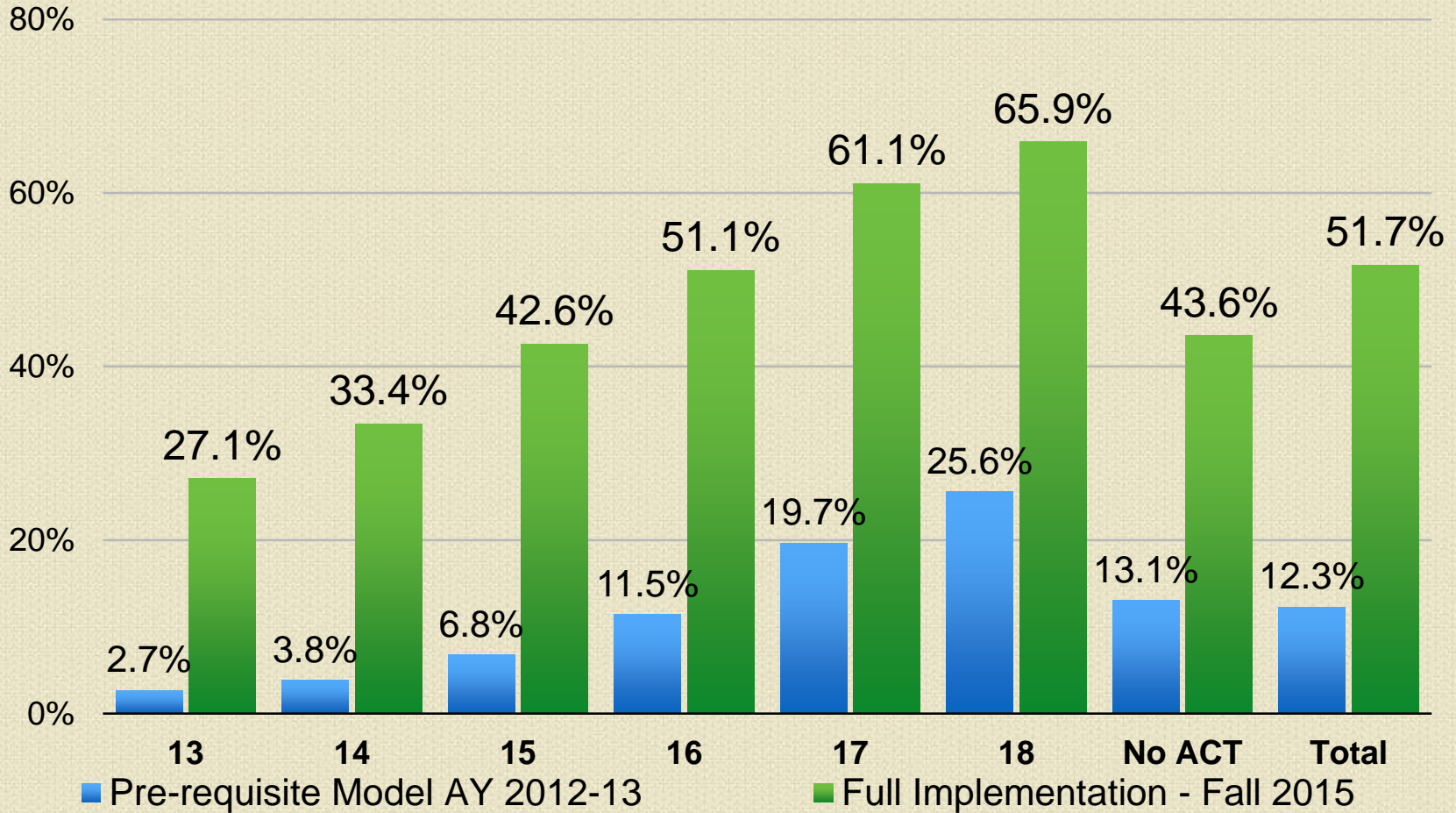


One Semester Scaled Results



Completion of Gateway Math by ACT Sub-score

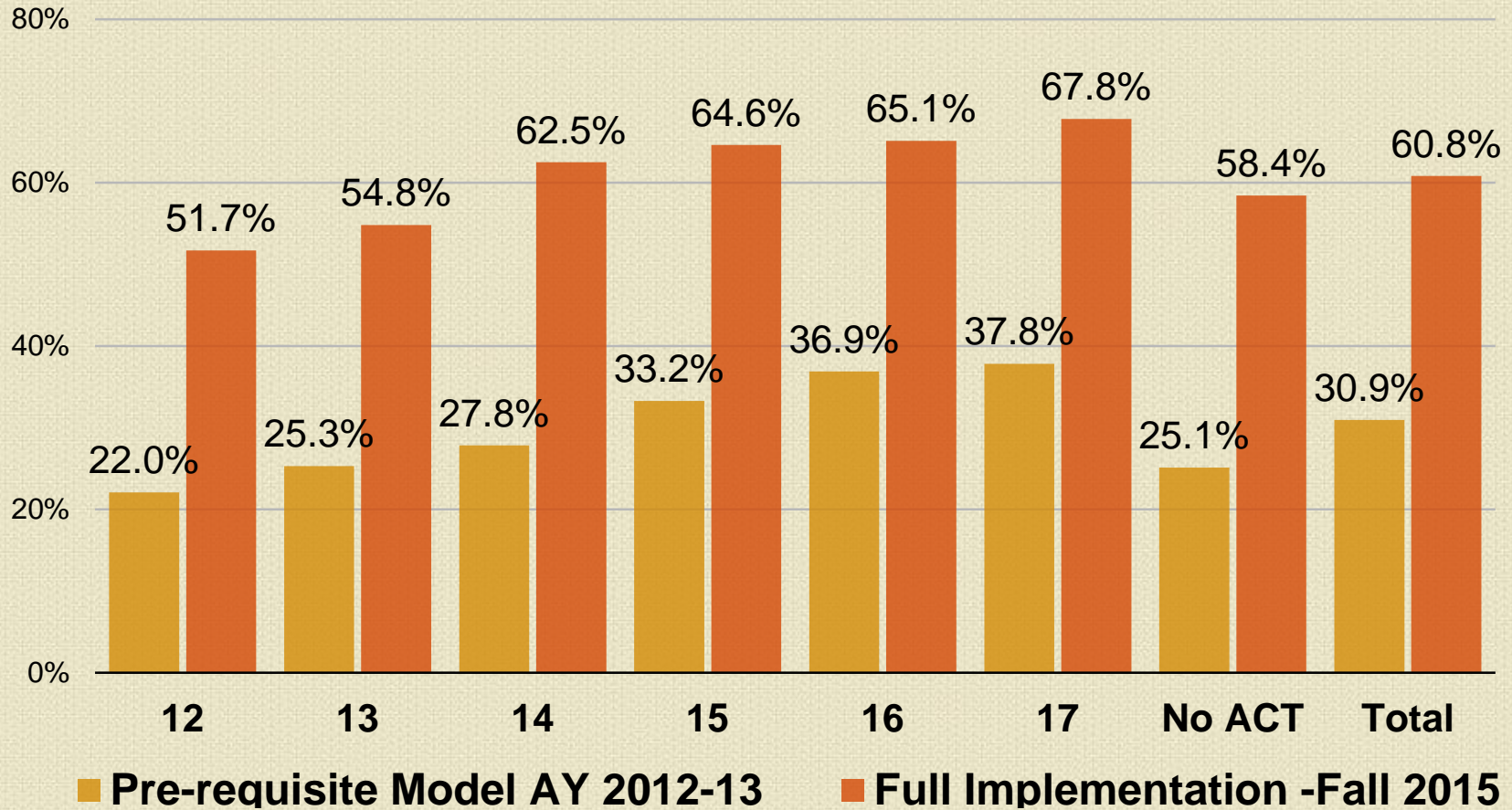
Community College Pre-requisite Model vs. Co-requisite Model
Results of TBR Co-requisite Full Implementation



Completion of Gateway English by ACT Sub-score

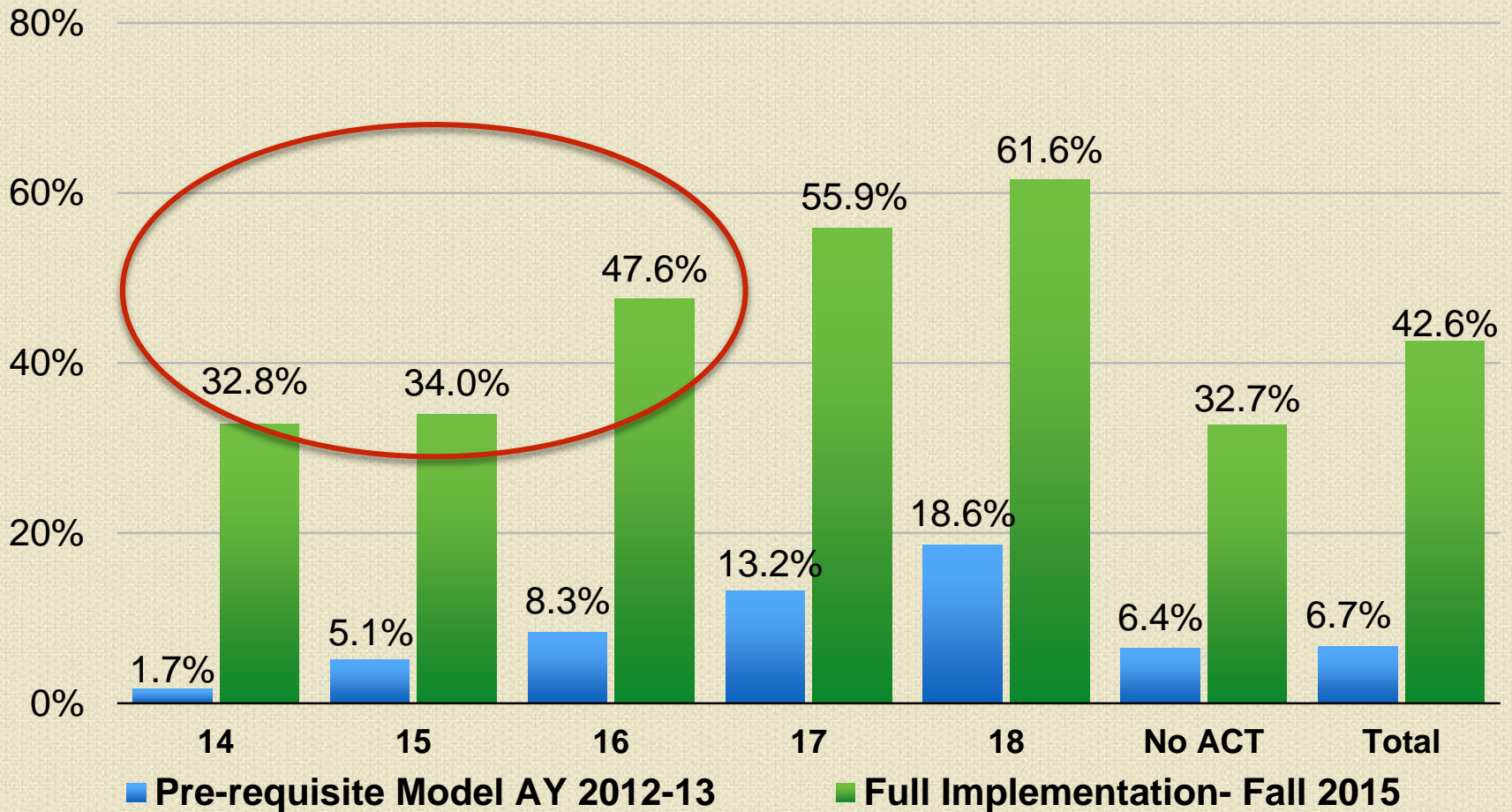
Community College Pre-requisite Model vs. Co-requisite Model

Results of TBR Co-requisite Full Implementation



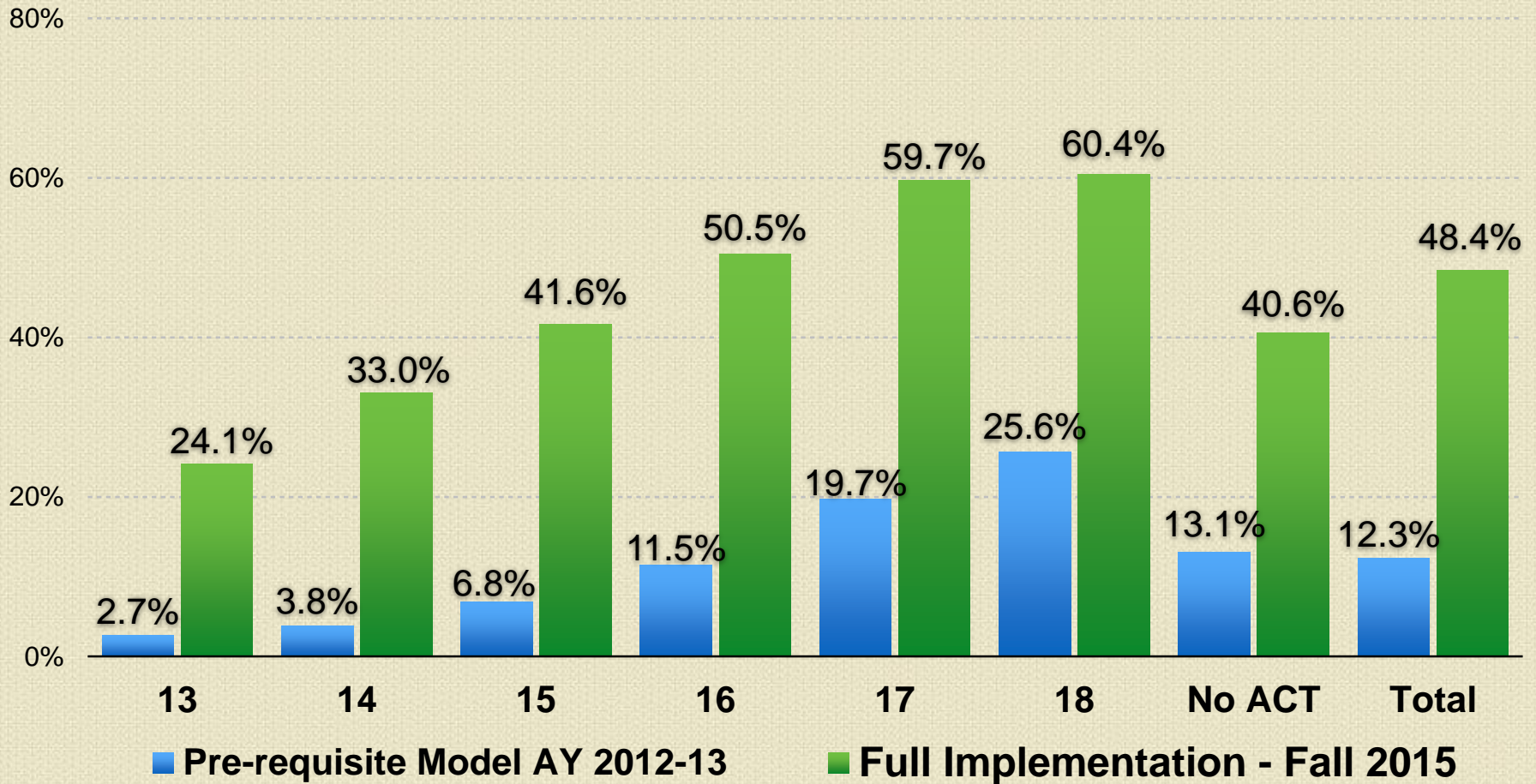
Underserved Minority: Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model
Results of TBR Co-requisite Full Implementation – Students of Color



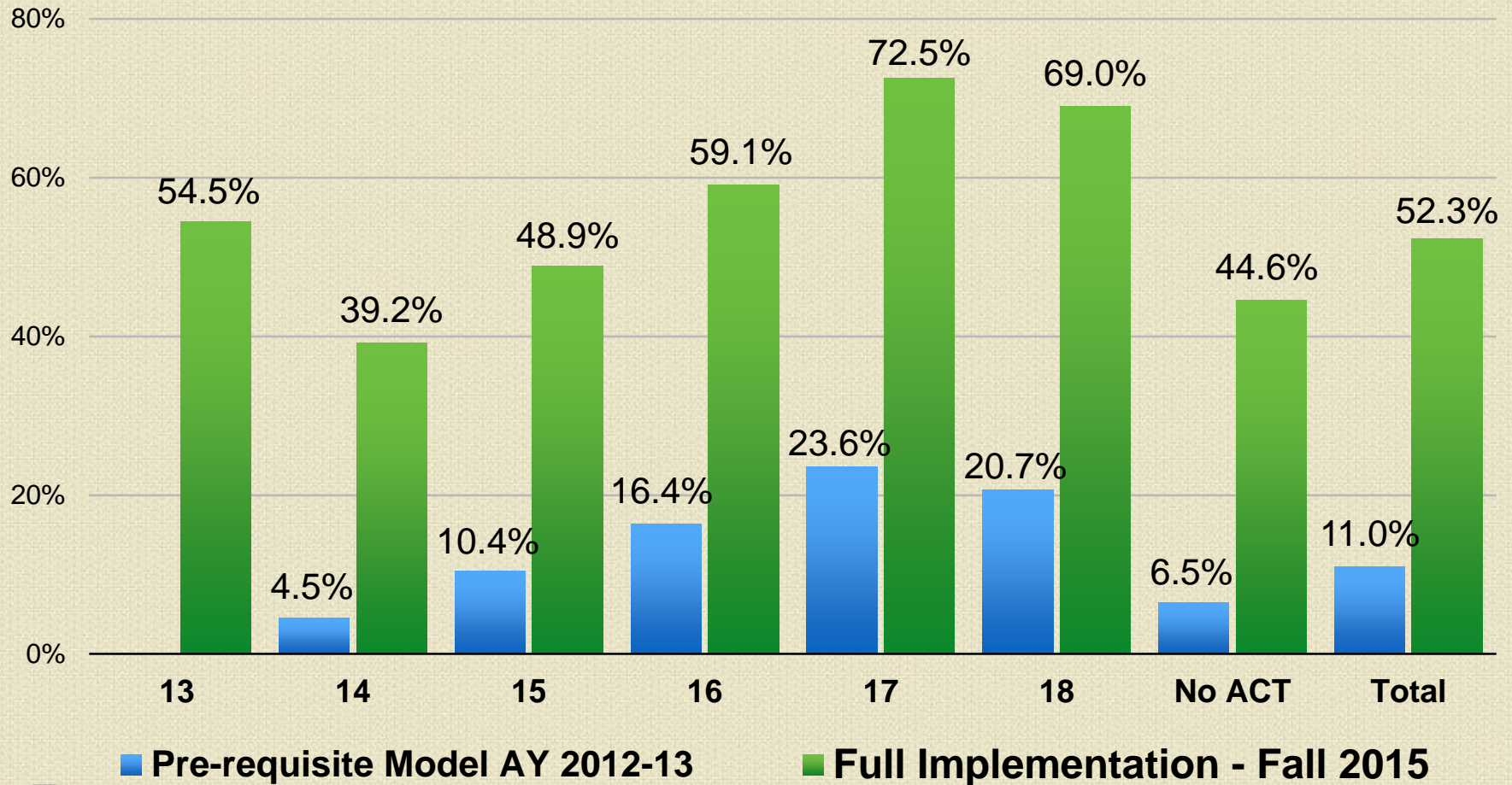
Low Income: Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model
Results of TBR Co-requisite Full Implementation - **Low Income**



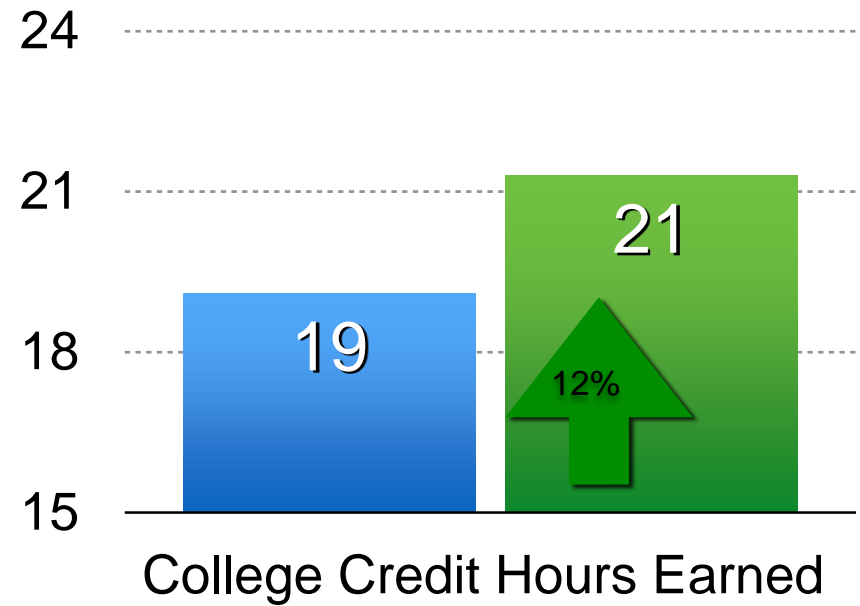
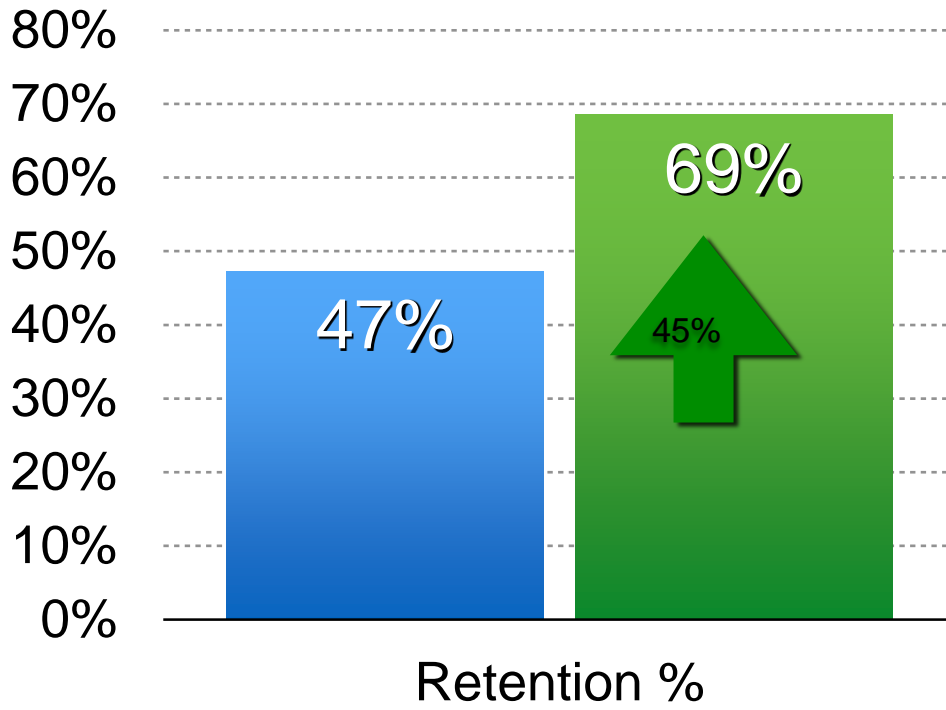
Adult: Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model
Results of TBR Co-requisite Full Implementation - **Adult**



TENNESSEE BOARD OF REGENTS

One Year later....



- Completed Math Remediation - Non Corequisite
- Completed Math Course - CoRequisite

Role of Data

- ✓ **Data is key for building the case**
- ✓ **Variation in implementation but common in principles**
- ✓ **It may take time for the system to catch up but get started with a plan**
- ✓ **Data is key for informing implementation**
- ✓ **Disaggregation is essential**
- ✓ **You can help everyone else realize the connections across interventions**