

Reimagining Remediation

Designing the Next Generation of
Developmental Education Reforms

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OUR OPEN-ACCESS MISSION DRIVES THE WORK OF TENNESSEE'S COMMUNITY COLLEGE SYSTEM.

Each year, between 15,000 and 18,000 students enroll in college for the first time at a Tennessee community college.

For every five students who enroll, **three** are academically underprepared according to the system's policy on remediation.





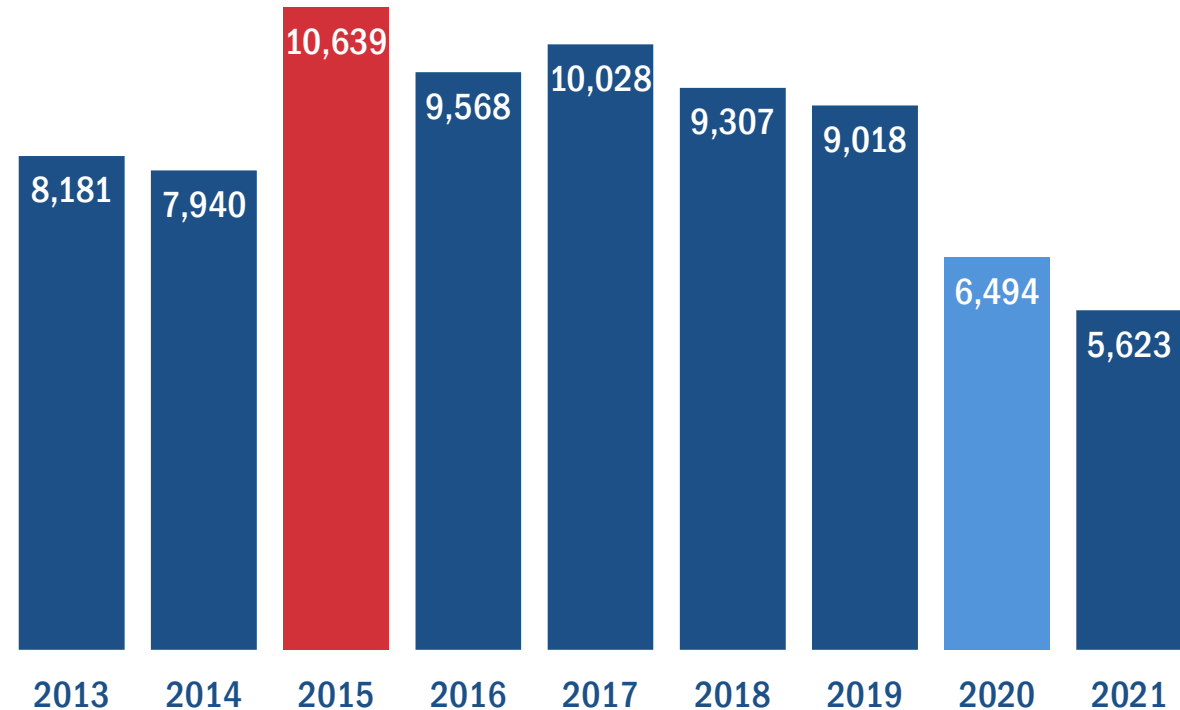
THE PREPARATION CHALLENGE HAS CHANGED OVER TIME.

Approximately 60% of first-time students require remediation upon enrolling.

After the launch of **Tennessee Promise** in 2015, the number of remedial students rose 34%.

After the onset of **COVID-19** in 2020, the number of remedial students fell 28%.

Number of First-Time Students Who Required Remediation
at Tennessee Community Colleges
(Recent High School Graduates)





TENNESSEE COLLEGES HAVE LED THE WAY IN REFORMING REMEDIATION.



Six institutions began redesigning remedial education.



2012

The **SAILS** program launched to provide remedial math coursework during a student's high school senior year.



Corequisite learning support was implemented at scale for math, reading, and writing remediation.

TBR became the first system in the country to replace prerequisite remediation with a corequisite model **systemwide**.



ALL STUDENTS CAN ACCESS COLLEGE-LEVEL COURSES IN THEIR FIRST SEMESTER.

The Prerequisite Model

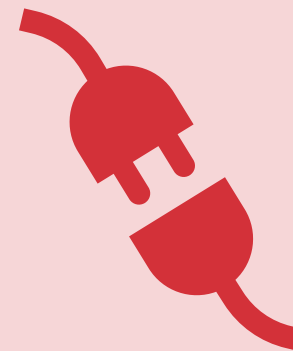
Students first enroll in a sequence of remedial courses.



Students enroll in college-level courses after completing complete the remedial sequence.

The Corequisite Model

Students enroll in *college-level courses* in their first semester.



Learning support courses are paired with college-level courses and provide just-in-time remediation.



KEY QUESTIONS

1

How have Tennessee's open-access colleges used **corequisite learning support** to boost student success?

2

What have we learned after nearly a decade of corequisite learning support? What worked? What didn't work? For which students?

3

What's next? How can states and colleges use these findings to refine and improve learning support?

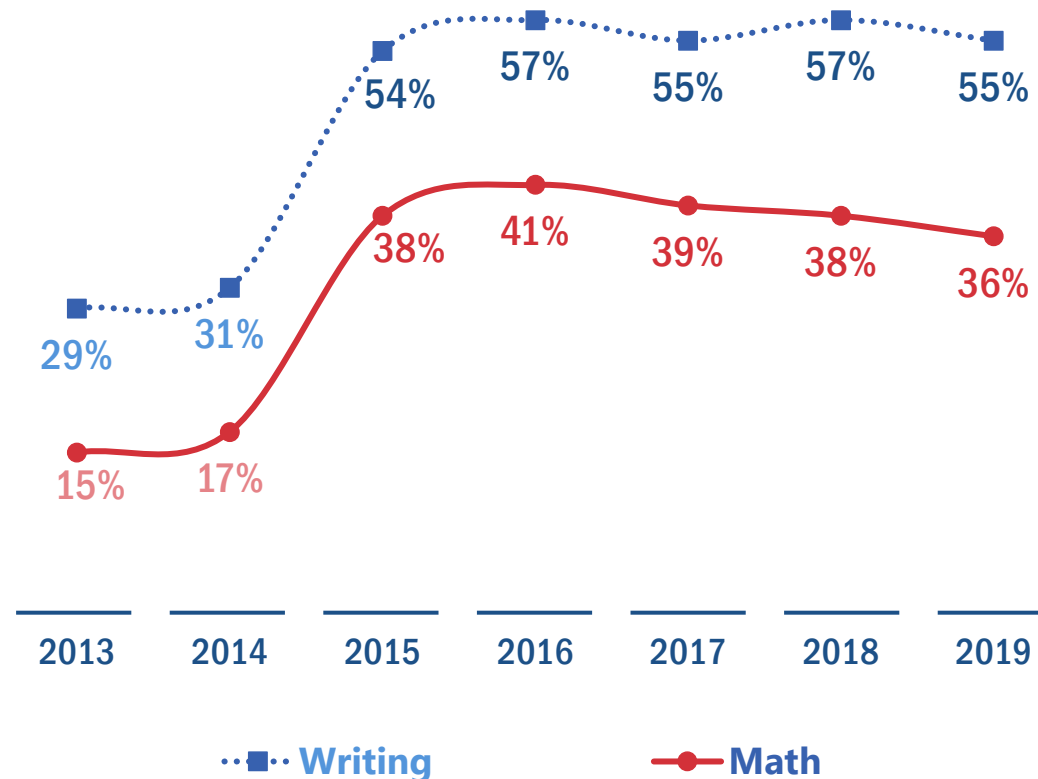


COURSE SUCCESS RATES INCREASED.

The corequisite model allows students to enroll directly in college-level courses while receiving learning support.

After colleges moved from prerequisite remediation a corequisite model in 2015, the proportion of learning support students who attempted and completed gateway math courses in their first year **doubled**.

Percent of Learning Support Students who Attempted and Completed Gateway Courses by the End of their First Year

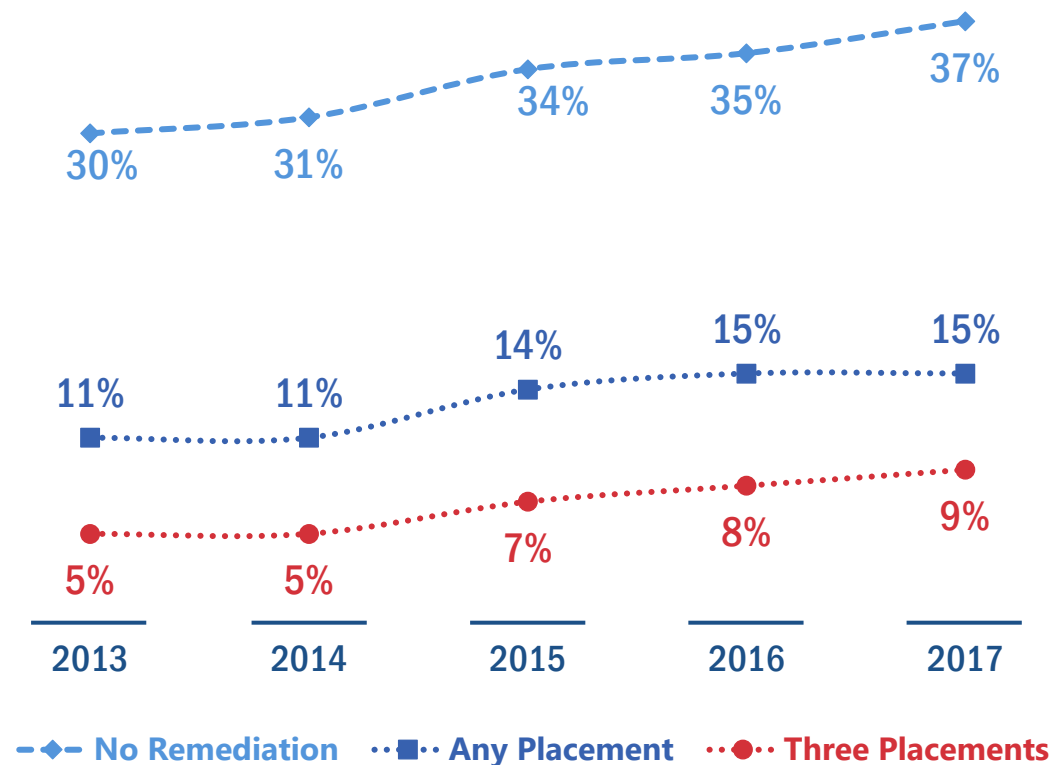




YET, THIS HAS NOT FULLY TRANSLATED INTO LONG-TERM SUCCESS.

Three-Year Graduation Rates for Learning Support Students

First-Time, Full-Time Students by Initial Learning Support Placement



Gains in gateway course success have not necessarily translated into similar increases in *retention* and *graduation* rates for learning support students.

For students who entered college in 2017, **15%** of learning support students graduated within three years. For students placed into learning support for all three subjects, **9%** graduated.



FULFILLING EQUITY REMAINS A PRIORITY.

Our system's commitment to **fulfilling equity** lies at the center of this work.

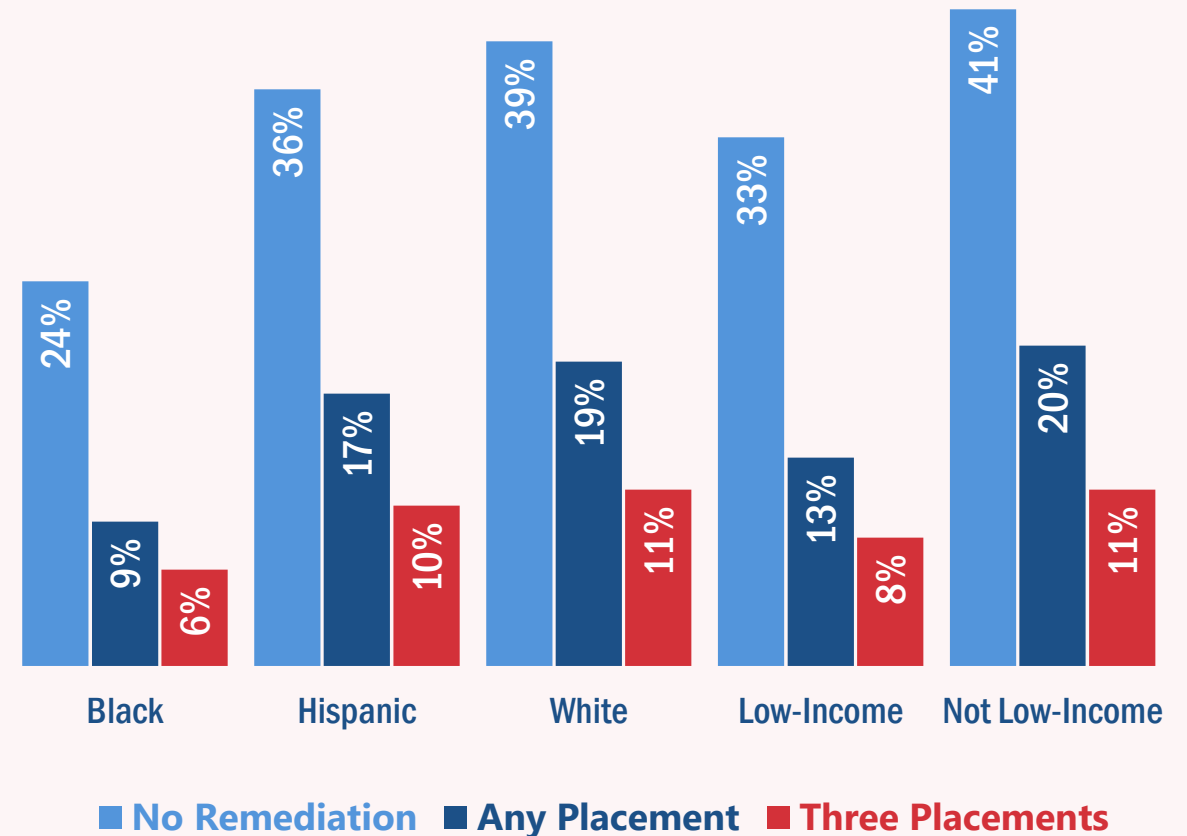
Based on ACT scores, Black, Hispanic, and low-income students were placed into learning support at higher rates than other students.

After the implementation of corequisite learning support, gateway course completion rates rose for Black, Hispanic, and low-income students.

Yet, despite increases in gateway course completion, **gaps persist in retention and graduation rates** for Black and low-income students who are placed into learning support.

Three-Year Graduation Rates for Learning Support Students

First-Time, Full-Time Students by Initial Learning Support Placement for Students Entering from 2015 to 2017





DATA POINTS US TOWARD WAYS TO *REFINE* THE COREQUISITE EXPERIENCE.



Who needs learning support?

Which students benefit from enrolling in learning support? How do we identify those students?



What kind of learning support do they need?

What kind of learning support is effective? Which college-level courses are best paired with learning support? What practices increase the connection or alignment of paired courses?



How much learning support do they need?

How much support does each student need? How does learning support differ based on students' preparation for college?



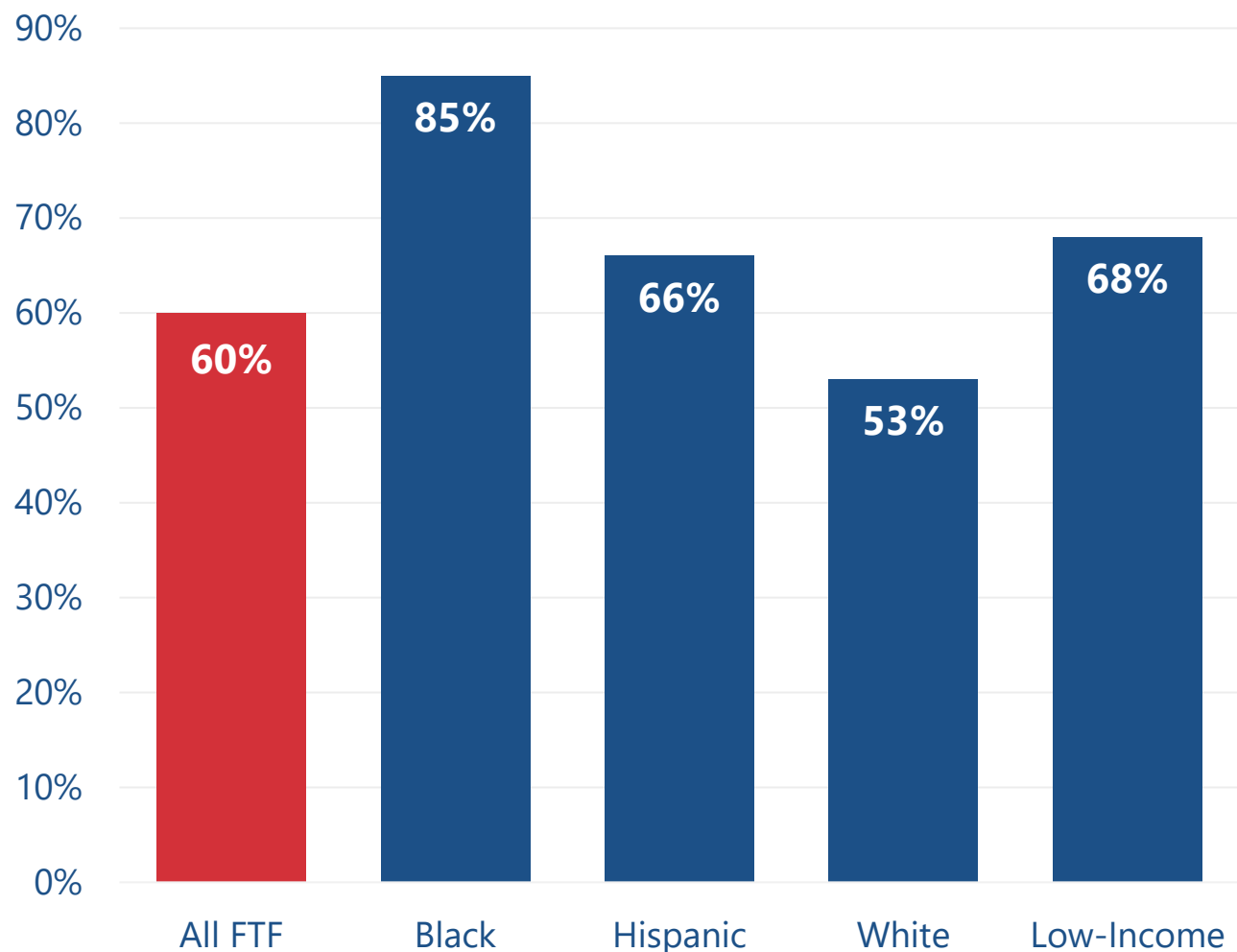
WHO NEEDS LEARNING SUPPORT?

60% of first-time students require remediation upon enrolling.

Historically, colleges have placed students using ACT, SAT, or ACCUPLACER.

Black students and low-income students are placed into learning support at especially high rates.

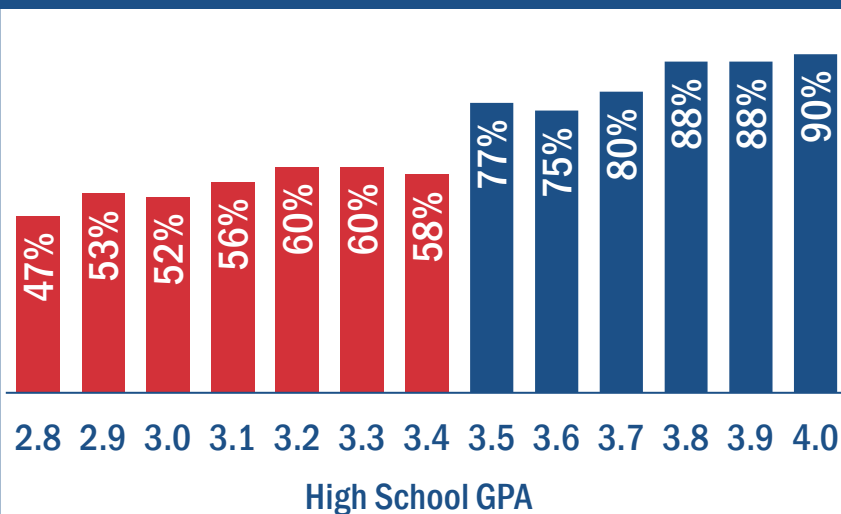
Percent of First-Time Freshmen Placed into Learning Support by Group, 2015-2019





WHO NEEDS LEARNING SUPPORT?

Course Pass Rates for Pilot Students in
College-Level Writing by High School GPA



Tennessee Corequisite Placement Pilot

Allowed students who would have otherwise been in learning support to bypass learning support based on their high school GPA.

What can we learn from the pilot?

Adding students' high school GPAs, alongside their test scores, significantly increased the accuracy of placement models.

What were the results of the pilot?

In 2020 & 2021, more than 6,000 first-time-freshmen bypassed learning support in one or more subjects. They were mostly White, female, non-Pell Grant recipients.

Pilot students with GPAs above 3.5 succeeded at high rates. Pilot students with GPAs below 3.5 succeeded at lower rates.

High school GPA was added to TBR's official placement policy in March 2022.



WHAT KIND OF LEARNING SUPPORT DO THEY NEED?

Course Pairings

Student success rates differ based upon **which college-level courses** are paired with learning support.

Students should be enrolled directly in the college-level math course that counts toward their degree.

Some college pair English 1010 with both learning support reading and writing, but this pairing may not translate to higher outcomes.

Alignment & Connection of Courses

Students sometimes felt overwhelmed when paired courses weren't clearly connected. Data shows that some practices can help **create connections** for students.

For example, students in **corequisite learning communities** were more likely to pass gateway courses, persist, and graduate.



WHAT KIND OF LEARNING SUPPORT DO THEY NEED?

Colleges have developed **innovative** ways to offer corequisite learning support.

Interviews conducted by the Tennessee Education Research Alliance (TERA) revealed that sometimes, **students didn't understand the connection or alignment** between the learning support and college-level course.

*"[The courses] weren't in sync, so I would have already covered what [the remedial course] was on way ahead in [the college-level course], and we're like 'okay, we just did this before already. Why are we covering this now?' Like we should have – You **should have been in sync more**, so it really didn't help at all. That's why I was really confused about the whole two class things anyways. **I really didn't even think about them being connected.**"*

-TBR Community College Student in Learning Support

*""If I had to guess, I would say the **learning support faculty members are mainly concerned with getting the students through the learning support course** and the college level faculty member is trying to get the students through the college level course."*

-TBR Community College Department Leader



Some college faculty had ideas about how to make the courses feel more connected & aligned.

"It's the same class... We have one syllabus. It's the corequisite syllabus, and we teach it – it's one class."

- TBR Community College Faculty Member

"If I have a student that seems to really be struggling, I will oftentimes reach out to the college level teacher to find out, you know, well, how is the student doing in your class? And are you seeing some of the same issues that I'm seeing there? So yes, through the semester I find myself in close contact with those teachers as well."

-TBR Community College Learning Support Instructor

"[The alignment] was just apparent. I mean, it would be like chapter one, learning support, chapter one, [college-level], same week type thing, but it was never like 'this is to help you directly in [college-level course].' [Corequisite worked] perfectly. It did what it was supposed to do. If I tried to skip doing my learning support and just do my [college-level course] first I would be lost."

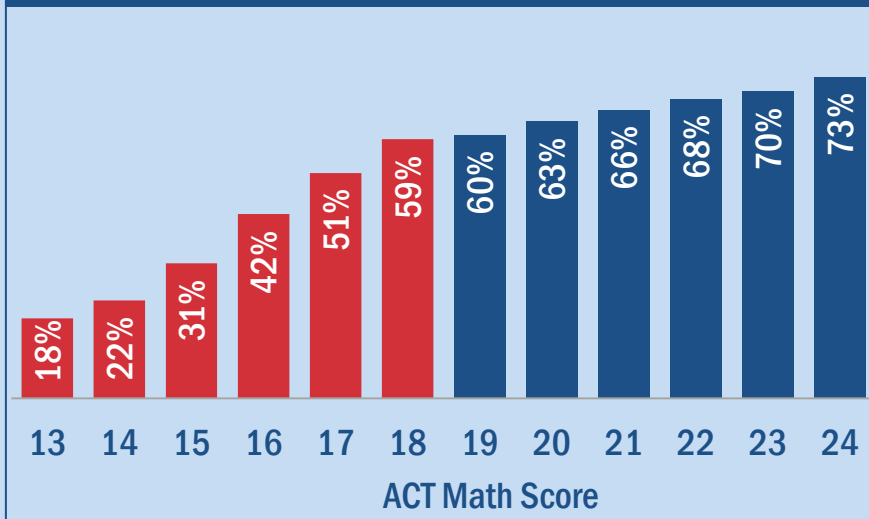
-TBR Community College Learning Support Student



HOW MUCH LEARNING SUPPORT DO THEY NEED?

Probability of Completing College-Level Math

In First Year, for All First-Time Students 2015-2019



Students with multiple placements

17% of first-time students were placed into learning support for two subjects, and 20% of students were placed for all three subject areas.

Timing of learning support

Students with multiple placements often require two semesters to complete learning support. Colleges have differing approaches to the delivery of learning support for students with multiple placements.

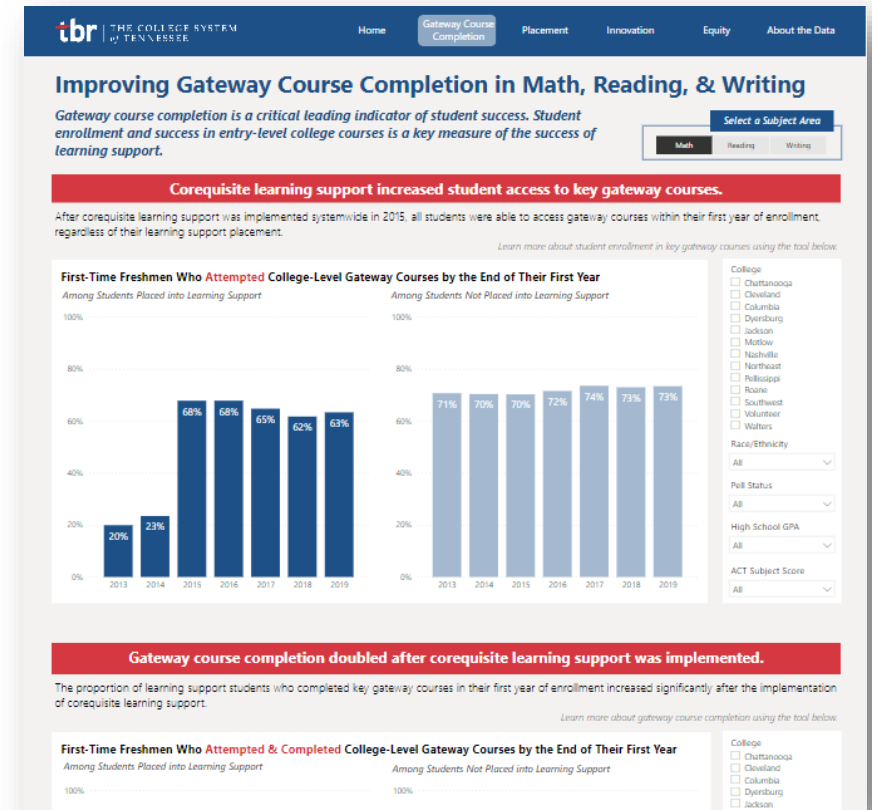
Amount of learning support

Data suggests that some students may benefit from a smaller amount of support designed to refresh their skills, while others may need high-dosage learning support.



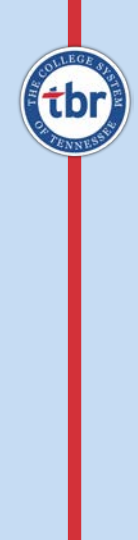
A SET OF INTERACTIVE DATA TOOLKITS ANSWER QUESTIONS LIKE:

- 1 How did corequisite learning support increase **access and success in gateway courses** at each college?
- 2 Did corequisite learning support affect gateway course outcomes **for Black and low-income students?**
- 3 How did corequisite learning support shape longer-term outcomes like **persistence and graduation?**



Interactive Data Toolkits





THIS RESEARCH LED TO THREE TYPES OF RECOMMENDATIONS FOR REMEDIATION REFORM.



**Systemwide
Policy
Changes**



**College
Practices**



**Further
Research**



WHERE DO WE GO FROM HERE?

1. Changing the System's Placement Policy

Who: The Tennessee Board of Regents adopted a multiple measures placement model in March 2022.

What: Added high school GPA as an assessment method for placement alongside standardized test scores, representing the first significant change to the systemwide placement policy in several decades.

Why: To add high school GPA as an assessment method and increase placement accuracy. This change helps more students bypass remediation.

How: Based on the results of a two-year systemwide pilot that showed high school GPA significantly improved placement accuracy.

When: Effective fall 2022



Photo: Jackson State Community College



WHERE DO WE GO FROM HERE?

2. Engaging College Leaders

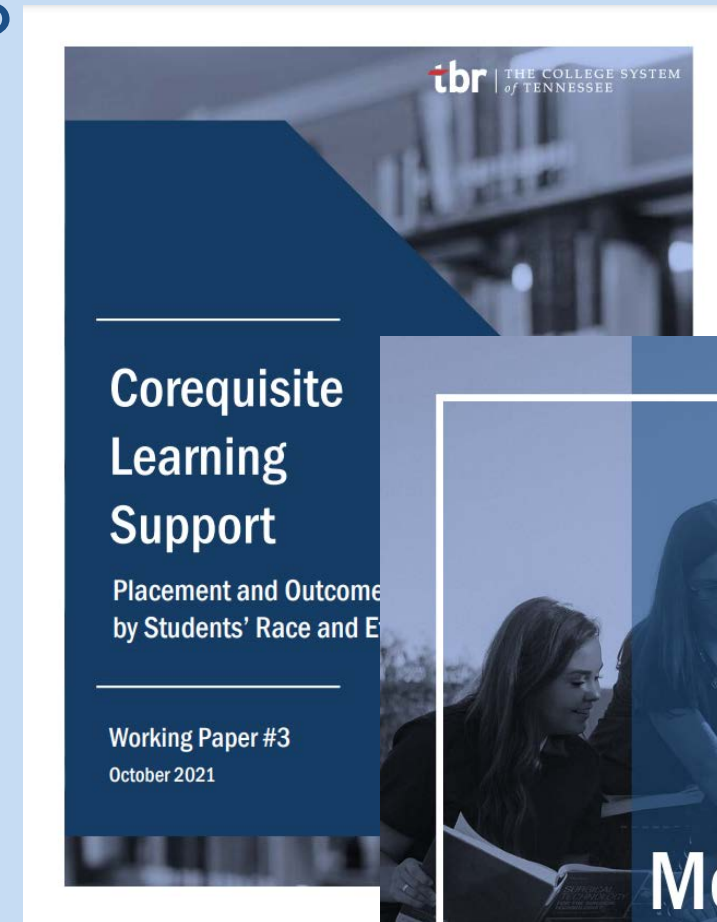
Who: A group of community college faculty, learning support directors, advisors, and administrators from across the TBR system.

What: Gathered for a *charette* to review research findings and identify the next steps in learning support reform based upon the findings from the *Gaining Momentum* report.

Why: Build upon the momentum of the positive impact of corequisite learning support in order to make recommendations for refinements and further reform to remedial education.

How: Make refinements to the TBR systemwide Learning Support Policy, identify and document best practices for learning support, shape the future of corequisite learning support reform.

When: Began in January 2022, continues this fall





WHERE DO WE GO FROM HERE?

3. Launching a New Coaching Project

Who: TBR researchers and two pilot community colleges.

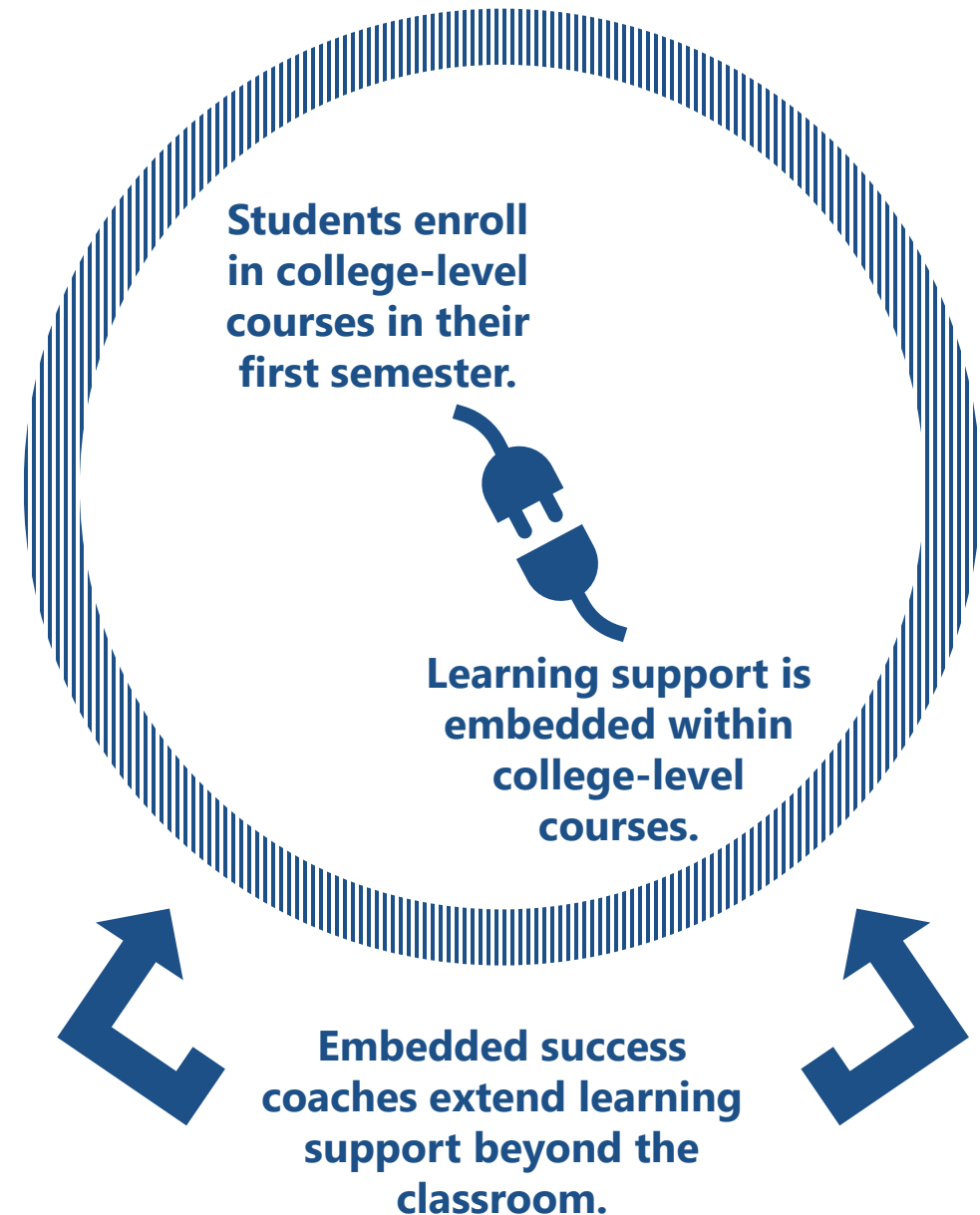
What: Test of a success coaching model specifically created for recent high school graduates enrolling in at least one learning support course in their first semester of college. Tests of this model will be conducted through a randomized control trial.

Why: Due to pandemic-related disruptions to K-12 learning, students' academic preparation, and declines to persistence and credit attainment.

How: Extend learning support beyond remedial courses. Embed coaches, with caseloads of approximately 150 students, to meet one-on-one with remedial students for personalized coaching about students' college goals, their selection of a program of study, and career exploration. Additionally, monitor students' progress as well as connect students with resources across the campus.

When: August 2023

This project is supported by grant funding from the U.S. Department of Education's Institute for Education Sciences.





MORE INFORMATION

The College System of Tennessee is the state's largest public higher education system, with 13 community colleges, 27 colleges of applied technology, and the online TN eCampus.

This presentation is part of *Gaining Momentum: Refining Corequisite Learning Support to Boost Student Success in the First Year and Beyond*, a TBR project focused on identifying best practices and developing equity-focused data insights about corequisite learning support at community colleges.

TBR is grateful to the Education Commission of the States' **Strong Start to Finish** network for their support of this project.



More information about TBR | The College System of Tennessee is available at **tbr.edu**.



More information about this project is available at **tbr.edu/data**



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