

Annual Report on Best Practices in Remedial Education

Missouri Department of Higher Education
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Executive Summary

[HB 1042](#) directed all public institutions of higher education to “replicate best practices in remediation.” MDHE staff and institutional representatives collaborated to identify best practices in remedial education, which were collected in the [Principles of Best Practice in Remedial Education](#). The following report assesses institutional efforts to replicate best practices in remedial education and the effectiveness of those efforts.

Between 2011 and 2015, the state’s overall rate of remediation decreased from 35.5 percent to 28.2 percent (Table 2). Based on the data collected, MDHE staff concludes that most public institutions are replicating best practices in remedial education. However, there are two key best practices that have not been implemented by all institutions.

1. One institution does not adhere to the statewide placement scores identified in the [Principles of Best Practice in Remedial Education](#)
2. Thirteen institutions do not use multiple measures to place students in credit-bearing or remedial coursework.

These two practices are unquestionably best practices and essential to the state’s efforts to reduce the need for remedial education. The use of a common statewide placement score is essential for conveying to high school students, parents, and counselors a consistent definition of what determines college-level content readiness. The use of multiple measures for placement provides a more precise measurement of a student’s ability to succeed in college-level coursework. Relying on a single, high-stakes assessment can result in many students being unnecessarily placed in remedial courses.

Recommendations

1. **Use common scores and multiple measures to place students in credit-bearing courses.**
All public institutions in Missouri must follow the statewide placement scores as this helps to strengthen a common definition of what higher education deems as college ready.
2. **Encourage the State Board of Education to adopt the [CBHE Recommended College Preparatory High School Core Curriculum](#)**
The CBHE revised its Recommended College Preparatory High School Core Curriculum to increase the required mathematics units from three to four, and to emphasize the importance of taking a math course in grade 12. Research strongly suggests that students who follow this curriculum succeed in postsecondary education at much higher rates than those who do not.
3. **Adopt accelerated remedial education models as soon as possible.**
All institutions should be encouraged to adopt—as soon as is feasible—accelerated remedial education models that will allow many more students to progress into college-level gateway courses as quickly as possible.
4. **Develop and implement early intervention strategies.**
These partnerships are important as they allow institutions to communicate with students about remedial education and college readiness, as well as further provide both the high school and institutions the ability to offer the appropriate support to students in order to significantly reduce or even eliminate students’ needs for remedial education.
5. **Develop and implement threshold policies and practices.**
While many students need only to brush-up in a single subject, others are severely underprepared and have little chance of earning a postsecondary degree in a timely manner. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student’s academic preparation through a one- or two-semester remediation sequence.

Background

[HB 1042](#), which became law in 2012, directed all public institutions of higher education to “replicate best practices in remediation,” with the intent of improving student retention and degree completion. To implement this section of HB 1042, institutional representatives and Missouri Department of Higher Education collaborated to develop [Principles of Best Practice in Remedial Education](#), which the Coordinating Board for Higher Education approved in September 2013. The best practices identified in the [Principles](#) are based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject. The *Report on Best Practices in Remedial Education*, which will be published annually, assesses institutional efforts to replicate best practices in remedial education and the effectiveness of those efforts. This is the first *Annual Report on the Condition of College and Career Readiness* following the implementation of most of the best practices identified in the [Principles of Best Practice in Remedial Education](#).

One best practice is the responsibility for on-going evaluation and continuous improvement in the delivery of developmental education. For best practices to be effective, they must be assessed regularly. To that end, the MDHE will administer an annual survey to gather student success data in remedial and college-level gateway coursework and to assess remedial education policies and practices. This survey not only will allow us to assure institutional compliance with the *Best Practices* policy, but will enable us to evaluate innovative strategies institutions are making to their remedial education programs and share best practices.

Survey Methodology

For this report, MDHE staff worked with members of the Committee on College and Career Readiness (CCCR) to develop a comprehensive, mixed-method survey to obtain both qualitative and quantitative data on the condition of postsecondary readiness. The survey included questions related directly to the best practices identified in [Principles of Best Practice in Remedial Education](#), including the types of supplemental support and intervention strategies institutions offer students, whether institutions offer alternative remedial education models, and institution placement practices. A copy of the survey template and instructions are available at <http://dhe.mo.gov/data/datasurveys.php>

The data component of the survey, developed in collaboration with two- and four-year institutions, was designed to measure enrollment in, and the relative effectiveness of, of several methods of instructional support. The data included students who were:

- Enrolled in a Semester-Long Remedial Course
- Enrolled in a Semester-Long Corequisite Course
- Enrolled in a Short-Term Defined-Length Remedial Course
- Enrolled in a Short-Term Defined-Length Corequisite Course
- Enrolled in a Self-Paced Remedial Course
- Enrolled in a Self-Paced Corequisite Course
- Enrolled in a Boot Camp / Workshop
- Other (Student Received Formal Instructional Support Other Than Described Above)

Institutions were asked to report the total number of first-time undergraduates (including transfers) enrolled in fall 2013, as well as the total number enrolled in each included method of instructional support. Reporting was requested by full- and part-time enrollment. Institutions were then asked to report the number of students enrolled in and completing each method of instructional support in math only, writing only, reading only, math and writing, and reading and writing. Institutions were also asked to report the number of students enrolled in and completing by spring 2015 a relevant college-level course in math, writing, reading, math and writing, and reading and writing.

The current data survey tracks the fall 2013 cohort in order to give time (two years) to track success into college-level coursework, so a small number (if any) enrollments in corequisite coursework, boot camps, and other alternative methods of instructional support were expected. MDHE staff will continue to work with the institutions to ensure survey structure is representative of enrollment patterns across content areas. The department also will continue to monitor the relative effectiveness of other models of instructional support as they grow in 2014 and beyond in response to statewide and national emphasis.

The MDHE distributed both the 11-question qualitative survey and the data survey in October 2015 to all 27 public institutions. Twenty-seven institutions (100 percent) completed and returned the survey (Table 1). The results of the qualitative survey are summarized below; full results for each institution are included in the appendix. Quantitative data have been summarized from the inaugural surveys and are available by institution and sector, and is available online:

http://dhe.mo.gov/data/documents/fall_2015_remedial_survey_data_summary.xlsx

A draft report was prepared by MDHE staff, reviewed and revised by the CCCR, and distributed to the chief academic officers of each public institution for public review and comment. The chief academic officer had the opportunity to review and revise his or her institutional summary for content and accuracy. MDHE staff made revisions based on this feedback and incorporated them into the final draft for CBHE review and approval.

Summary of Qualitative Survey Responses

Response

All twenty-seven public institutions responded to the 2015 Remedial Education survey, and 25 reported offering remedial education. Missouri University of Science & Technology and Truman State University reported that they do not offer remedial education. Percentages in the tables that follow are therefore calculated using n=25.

Table 1: 2015-16 Remedial Education Survey Respondents	
Four-Year Public Institutions offering Remedial Education	Two-Year Public Institutions offering Remedial Education
Harris Stowe State University	Crowder College
Lincoln University	East Central College
Missouri Southern State University	Jefferson College
Missouri State University	Metropolitan Community College
Missouri Western State University	Mineral Area College
Northwest Missouri State University	Missouri State University – West Plains
Southeast Missouri State University	Moberly Area Community College
University of Central Missouri	North Central Missouri College
University of Missouri – Columbia	Ozarks Technical Community College
University of Missouri – Kansas City	St. Charles Community College
University of Missouri – St. Louis	St. Louis Community College
	State Fair Community College
	State Technical College of Missouri
	Three Rivers Community College
Four-Year Public Institutions not offering Remedial Education	Two-Year Public Institutions not offering Remedial Education
Missouri University of Science & Technology	NONE
Truman State University	

Institutions Providing Additional Support or Supplemental Services

Of the 25 institutions that offer remedial education, all reported providing additional supports for students taking remedial education courses. The kinds of supports vary, and include the following:

- Twenty-five institutions (100 percent) offer additional tutoring/mentoring, and all but one offer additional advising.
- Twenty institutions (80 percent) provide labs/workshops.
- Twenty-two institutions (88 percent) offer student success courses.
- Eleven institutions (44 percent) offer supports such as supplemental instruction, student success programs (e.g., bridge programs), self-paced instruction, make-up test accommodations, early alert systems, and student programs to track attendance.

Alternative Remedial Education Models

Twenty-four institutions (96 percent) offer some type of an alternative remedial education model; the University of Missouri-Columbia does not.

Early Intervention Strategies

All institutions offer early intervention strategies to help students avoid remediation.

Assessment and Placement Practices

Statewide Placement Scores

The best practice for placing students into appropriate college-level courses must be based on at least two measures so as to provide a more accurate assessment of a student's ability to succeed in college-level coursework. Institutions may use an array of assessment instruments to place students in college-level courses, including—but not limited to—SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. Institutions using an assessment identified in the [Principles of Best Practice in Remedial Education](#) must also use the statewide placement score listed in the document. All institution using, for example, the ACT subscore in mathematics, must use 22 as the cut score for determining the appropriate mathematics placement for students. (see Section 9.2 in [Principles of Best Practice in Remedial Education](#))

All institutions reported using a standardized assessment to place students in remedial or credit-bearing courses. Twenty-one institutions reported they adhere to the statewide placement scores identified in [Principles of Best Practice in Remedial Education](#).

Three of the four remaining—the University of Missouri-Columbia, the University of Missouri-Kansas City, and the University of Missouri-St. Louis—use an assessment called ALEKS, for which a statewide score has not been established.

Southeast Missouri State follows the statewide placement score for mathematics placement but uses a score of 22 rather than the statewide score of 18 for English placement.

Multiple Measures

Thirteen institutions (52 percent) use, or appear to use, multiple measures to place students in credit-bearing or remedial courses. Many use the ACT subscores in mathematics and English, but high school GPA, other standardized assessment tools (e.g., Accuplacer), and locally-developed writing samples and math examinations are also used. (Table 2)

Several institutions allow students to appeal their placement, which they reported as one of the measures used for placement. It is questionable that providing students the option to appeal their placement is consistent with the intent of using multiple measures for placement. Institutions using this process still rely on a single measure; the second measure kicks in only if a student wishes to challenge the placement and thus places responsibility wholly on the student rather than the institution. An appeals process has value but should be used only after the institution has used multiple measures to assess students' skills and abilities.

Institution	Summary of Measures Used
Crowder College	<ul style="list-style-type: none"> • ACT, SAT, HSE, Accuplacer, Compass, and Wonderlic • High School GPA
East Central College	<ul style="list-style-type: none"> • Writing sample for placement in composition coursework for students in certain ranges. • Nelson Denny as an alternative option for measuring reading skills. • Institutional end of course exams as an optional measure in mathematics placement.
Harris-Stowe State University	<ul style="list-style-type: none"> • Accuplacer scores • Transcript evaluation • High School GPA • Paper test for mathematics prepared by the ARC Director.
Jefferson College	<ul style="list-style-type: none"> • Students notified when placement score's within 5 points of next course level. Students

	<p><i>are encouraged to remediate and retest.</i></p> <ul style="list-style-type: none"> • <i>Multiple Measures (See full description in Item # 3, above)</i> • <i>ETS Success Navigator. (See full description in Item #3) above.)</i> • <i>If students complete RDG 030 or RDG090 without grade of C or higher, they can re-take the placement test to demonstrate they're reading ready</i>
Missouri Southern State University	<ul style="list-style-type: none"> • <i>Students who do not place in college composition have the option to take a Writing Placement Exam. Based on the essay, students are placed into remedial course or college-level course.</i> • <i>In mathematics, use a placement system developed by the department where students can remediate at their own pace.</i> • <i>Students that pass the proctored exam at the end of the system are not required to take remedial courses. We do use placement tests in conjunction with remediation models.</i>
Moberly Area Community College	<ul style="list-style-type: none"> • <i>In-house appeal options for math and English as a secondary method of placement if students don't place into college-level courses with the ACT/Compass</i> • <i>Placement into College Algebra through a combination of ACT/Compass math score, high school GPA, and date of graduation.</i>
Northwest Missouri State University	<ul style="list-style-type: none"> • <i>High School GPA and additional placement through locally developed Math Placement Assessment.</i> • <i>Students with an ACT English subscore below 18 have opportunity to take a locally-developed writing assessment to test out of the requirement for a developmental writing course.</i>
Ozarks Technical Community College	<ul style="list-style-type: none"> • <i>COMPASS scores taken prior to registration</i> • <i>In Mathematics, a formative computer based assessment (ALEKS) during the first week to double check placement.</i> • <i>In English, a placement essay is used to double check placement.</i> • <i>In the process of developing a guidance instrument is in the process of development as we move toward directed self-placement.</i>
St. Charles Community College	<ul style="list-style-type: none"> • <i>Use only COMPASS Placement</i> • <i>Appeals process whereby a student may retest using COMPASS.</i> • <i>If still not satisfied with their placement a student may bring their high school transcript and any other test scores for an individualized review and placement.</i> • <i>We are in the process as a college of choosing effective multiple measures to use for placement of our students.</i>
State Fair Community College	<ul style="list-style-type: none"> • <i>ACT</i> • <i>High school GPA</i> • <i>Writing assessments</i>
State Technical College of Missouri	<ul style="list-style-type: none"> • <i>Internal placement exams for math and writing</i> • <i>Learning Express for reading</i>
Three Rivers Community College	<ul style="list-style-type: none"> • <i>Students placing into developmental math are given the opportunity to take pretests over different competencies. Results of these pretests then help determine the actual starting placement of students in the courseware. Students placing into developmental English are required to complete a writing prompt that is then evaluated by the full time faculty to determine accurate placement. Based on the results of the evaluation, students can be placed into either a composition course with a co-requisite or directly into a college ready composition course.</i>
University of Central Missouri	<ul style="list-style-type: none"> • <i>ACT</i> • <i>Evaluation of high school GPA</i> • <i>Diagnostic tests administered on the first day of class.</i>

Five institutions are currently piloting, planning to pilot, or implementing the use of multiple measures on their campus.

Table 3: Institutions piloting, planning to pilot, or implementing multiple measures	
Institution	Summary of Response
Mineral Area	<ul style="list-style-type: none"> • <i>Our Taskforce on Remedial Education conducted extensive research and hopes to make a</i>

College	<p><i>recommendation to the Assessment Committee to be implemented by fall 2017.</i></p> <ul style="list-style-type: none"> • <i>At present, the most likely additional measure will include some consideration of the high school GPA.</i>
Metropolitan Community College	<ul style="list-style-type: none"> • <i>None.</i> • <i>We piloted placement of a limited number of student using HS GPA and ACT.</i> • <i>Due to limited IR staff and problems with the college's information system, this has not been adopted across the institution.</i> • <i>English faculty at three campuses are currently piloting a writing assessment as an additional placement measure.</i>
Missouri State University-West Plains	<ul style="list-style-type: none"> • <i>We are currently revising our placement methods. We will have something in place by the Fall of 2016</i>
North Central Missouri College	<ul style="list-style-type: none"> • <i>We are implementing a new multiple measures for placement process for students admitted for fall 2017.</i> • <i>The ACT/Accuplacer and High School grade point average will be utilized.</i>
St. Louis Community College	<ul style="list-style-type: none"> • <i>On an individual basis, students can complete "challenge" assignments that have the potential to allow them to bypass developmental reading and English courses.</i> • <i>We have a district-wide committee formed to look at adding multiple measures.</i>

Nine institutions (36 percent) do not use multiple measures to place students in credit-bearing or remedial coursework. One institution did not provide a response to the question

Table 4: Institutions that do not use multiple measures for placement	
Institution	Summary of explanation for not using multiple measures
Lincoln University	<ul style="list-style-type: none"> • <i>Lincoln has used the ACT math sub score to place students in math courses since 2014.</i> • <i>Previously, math placement was based on the departmental placement exam.</i> • <i>This has been Lincoln's practice for a long time.</i>
Missouri State University	<ul style="list-style-type: none"> • <i>For writing, ACT English sub-score.</i> <ul style="list-style-type: none"> ○ <i>Previously required an essay during new student orientation; labor intensive and expensive.</i> ○ <i>Analyses indicated that the ACT sub-score was an equally effective approach.</i> • <i>For math, ACT Math sub-score.</i> <ul style="list-style-type: none"> ○ <i>Previously required locally produced placement test during new student orientation.</i> ○ <i>ACT sub-scores proved to be just as effective.</i> • <i>Students have the option, if they are unhappy with their ACT based placement, to take the locally produced placement exam.</i> • <i>Math department is currently looking into McGraw Hill's ALEKS placement scheme.</i>
Missouri Western State University	<ul style="list-style-type: none"> • <i>No response provided</i>
Southeast Missouri State University	<ul style="list-style-type: none"> • <i>For math placement either the ACT Math Sub-Score or the COMPASS exam.</i> • <i>Beginning in January 2017, will use a locally developed Department Math Placement Exam.</i> • <i>For English, ACT English Sub-Score of 22 or an English Department Placement Exam score.</i>
University of Missouri-Columbia	<ul style="list-style-type: none"> • <i>Only ALEKS scores or prior course credit impact math course placement and registration.</i> • <i>Academic advisors use ALEKS scores as well as high school coursework, ACT/SAT scores to corroborate math placement scores.</i> • <i>MU is using ALEKS for the final time this year. By Fall, 2017, a new placement instrument, MyMath Test, will be used to determine the appropriate level of math course.</i> • <i>In turn, the new placement test is being aligned with the redesign of "College Algebra."</i> • <i>Both the multiple scores from the MyMath Test, as well as ACT score and high school course and grade information will also be available to advisers when they work with the student.</i> • <i>By 2019 (or perhaps Fall, 2018), the new College Algebra, a new Quantitative Reasoning course, and a more advanced pre-STEM math class (with a co-requisite) will all be</i>

	<i>available. At that point, MU will cease having any remedial courses.</i>
University of Missouri-Kansas City	<ul style="list-style-type: none"> • <i>No other</i>
University of Missouri-St. Louis	<ul style="list-style-type: none"> • <i>Currently there are no remedial courses into which students are placed based on placement tests.</i> • <i>Advisors have access to ACT and high school GPA information along with Math Placement scores when assisting students with placement into gateway courses and are encouraged to utilize multiple measures to identify the most appropriate placement.</i>

Minimal Academic Competence

Eight institutions (32 percent) assess students' minimal level of academic competence. Three institutions (12 percent) are currently looking into establishing a threshold or will implement a threshold score within the next year. Eleven institutions (44 percent) have Adult Education Literacy programs on their campuses.

Findings

Overall Remediation Rate

Between 2011 and 2015, the state's overall rate of remediation decreased from 35.5 percent to 28.2 percent (Table 5). The 20 percent decrease in the overall rate is significant, and likely the result of several factors:

1. The Fall 2015 student cohort was the second for which the [CBHE Recommended College Preparatory High School Core Curriculum](#) included a fourth year of mathematics, although it is not clear at this time how many school districts have actually adopted the recommendation.
2. The MDHE and the state's colleges and universities have worked on multiple fronts to reduce enrollment in remediation for students at the higher end of the placement spectrum by moving them into the corequisite and other alternative models of delivery. The state is now working to implement the corequisite model statewide, which should further reduce the remediation rate.
3. The MDHE and the institutions have agreed in recent years on a consistent definition for remedial coursework. Prior to 2012 several institutions did not report any students in remedial education, based on an institution-specific definition. Using a statewide definition has improved data quality and has resulted in greater accuracy in the reporting of remedial enrollment.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total	35.5%	35.6%	35.6%	30.8%	28.2%
Math	29.9%	30.8%	30.1%	26.2%	23.8%
English	15.4%	14.3%	15.5%	12.3%	10.0%
Reading	10.1%	9.1%	9.7%	7.6%	6.1%

Gateway Course Completion

While decreasing the number of students taking remedial courses is a goal of this work, the real objective is to get more students to complete credit-bearing gateway courses and ultimately earn a certificate or degree. Studies have shown that taking even one remedial education course greatly reduces the likelihood a student will earn a certificate or degree.

Although some data exists for these students prior to 2012, it is sketchy at best. The data presented below establishes a baseline for assessing the effectiveness of new approaches to remediation and student success in gateway courses.

As shown in Table 6, a low percentage of students enrolled in semester-length remedial courses completed a related college-level course within two years (Table 6). At two-year institutions, 34.4 percent of first time students enrolled in a remedial math course completed a college-level math course within two years (fall 2013 to spring 2015). Rates for remedial writing (38.6 percent), reading (37.4 percent), math and writing (20.7 percent), and reading and writing (33.1 percent) also were low. Institutions defined relevant college-

level coursework for remedial reading; American government, political science, and composition were suggested in the instructions.

Table 6: Percentage of All Students Enrolled in Semester-Length Remedial Courses that Completed a Gateway College-Level Course Within Two Years.								
				Students Completing a College-Level Course in the Same Subject by Spring 2015 (of Students Enrolling in Instructional Support)				
	Total First-Time Undergraduates (incl. Transfers), Fall 2013	Total Enrolled in Instructional Support	Pct. Enrolled in Instructional Support	Math	Writing	Reading	Math and Writing	Reading and Writing
Two-Year IHEs	26,133	11,249	43.0%	34.4%	38.6%	37.4%	20.7%	33.1%
Four-Year IHEs	30,167	4,246	14.1%	34.8%	50.0%	18.3%	17.2%	1.5%

Completion rates at four-year institutions were also low – remedial math (34.8 percent), writing (50.0 percent), reading (18.3 percent), math and writing (17.2 percent), and reading and writing (1.5 percent).

Short-term, defined-length, and self-paced remedial courses at two-year institutions were generally less effective than semester-long remedial courses. Only about 23 percent of remedial math-enrolled students (STDL or self-paced) completed a college-level math course within two years.

This baseline data provides evidence that traditional approaches to remedial education have not been effective enough and that alternative models, such as corequisite, should be considered.

We have very limited data on the effectiveness of corequisite remedial education. The baseline cohort (fall 2013) predated a major statewide push to corequisite coursework, when a few students (<100) were enrolled in corequisite programs at two-year institutions. These students were markedly more successful (compared to students in traditional programs) in completing relevant college-level coursework within two years (Table 7). Sixty percent of students who enrolled in a semester-length corequisite writing course completed a college-level writing course by spring 2015. Rates for corequisite reading (70.6 percent), math and writing (60.5 percent), and reading and writing (60.5 percent) similarly were higher than for comparable semester-length remedial courses.

Table 7: Percentage of All Students Enrolled in Corequisite Courses that Completed a Gateway College-Level Course Within Two Years.								
				Students Completing a College-Level Course in the Same Subject by Spring 2015 (of Students Enrolling in Instructional Support)				
	Total First-Time Undergraduates (incl. Transfers), Fall 2013	Total Enrolled in Instructional Support	Pct. Enrolled in Instructional Support	Math	Writing	Reading	Math and Writing	Reading and Writing
Two-Year IHEs	26,133	91	0.3%	n/a	60.0%	70.6%	60.5%	60.5%

A meaningful number of students at two- and four-year institutions were also reported as “placed but not enrolled” in any instructional support, meaning they had tested into or been advised to take a remedial course or other instructional support as listed above, but had instead enrolled directly in college-level coursework (Table 8). These students were less successful than their peers who had enrolled in semester-length remedial courses at two-year institutions in eventually completing relevant college-level coursework. At four-year institutions, they slightly outperformed their remedial peers in completing college-level math, but were more successful in eventually completing relevant college-level writing and reading courses.

Table 8: Percentage of Full-Time Students Placed in Remedial Courses but Who Enrolled Directly in and Completed Gateway College-Level Course Within Two Years.						
				Percent of Full-Time Students Placed But Not Enrolled who Completed a College-Level Course in the Same Subject by Spring 2015 (of Students Enrolling in Instructional Support)		
	Total First-Time Undergraduates (incl. Transfers), Fall 2013	Total Placed by Not Enrolled	Percent Placed by Not Enrolled	Math	Writing	Reading
Two-Year Institutions	18,434	6,660	36.1%			
Placed but not Enrolled in Remedial Mathematics	18,434	3,040	16.5%	31.5%		
Placed but not Enrolled in Remedial Writing	18,434	2,217	12.0%		41.9%	
Placed but not Enrolled in Remedial Reading	18,434	1,403	7.6%			33.3%
Four-Year Institutions	27,432	6,330	23.1%			
Placed but not Enrolled in Remedial Mathematics	27,432	3,170	11.6%	36.9%		
Placed but not Enrolled in Remedial Writing	27,432	1,504	5.5%		57.4%	
Placed but not Enrolled in Remedial Reading	27,432	1,656	6.0%			72.0%

A small number of students (n<50) were enrolled in “boot camps” or other short-term non-credit workshops at two-year institutions. It would be premature to draw definite conclusions on their effectiveness based on such a small cohort, but it would appear they are less successful than their remedial peers in eventually completing a college-level math class (28.6 percent vs. 34.4 percent), but more successful in writing (50.0 vs. 38.6 percent) and reading and writing (40 vs. 33.1 percent).

Institutional Adoption of Best Practices in Remedial Education

Based on the data collected, MDHE has concluded that most public institutions are replicating best practices in remedial education, as directed by [HB 1042](#) and identified in the [Principles of Best Practice in Remedial Education](#). There are, however, some key areas of non-compliance.

With one exception, all institutions reporting that they offer remedial education do not follow the statewide placement scores identified in the [Principles of Best Practice in Remedial Education](#), and 13 institutions do not use multiple measures when placing students in credit-bearing or remedial coursework. These two practices are unquestionably best practices and essential to the state’s efforts to reduce the need for remedial education.

The use of a common statewide placement score is essential for conveying to high school students, parents, and counselors a consistent definition of what determines college-level content readiness. Higher education must speak with one voice on this issue, which the common placement scores are intended to do. Of greater importance is the use of multiple measures for placement purposes, which provides a more precise measurement of a student’s ability to succeed in college-level coursework. Relying on a single, high-stakes assessment results in many students—especially those who score just under the cut score—being placed

unnecessarily in remedial courses. This holds true no matter which assessment an institution uses. The University of Missouri-Columbia, the University of Missouri-Kansas City, and the University of Missouri-St. Louis use—in various ways—an assessment known as ALEKS (Assessment and Learning in Knowledge Spaces). UMKC reported it uses ALEKS only for placement into College Algebra; presumably, students who don't place into College Algebra must take a remedial course. UMSL reported using ALEKS only to place students in gateway courses, and that “there are no remedial courses into which students are placed based on placement tests.” Nonetheless, some UMSL students make their way into remedial coursework. The same holds true for the University of Missouri-Columbia. Only ALEKS scores affect placement, although the university uses ACT scores and high school coursework to corroborate those scores.

Recommendations

The following recommendations and conclusions reflect findings from this survey.

1. Use common scores and multiple measures to place students in credit-bearing courses.

All public institutions in Missouri must follow the statewide placement scores as this helps to strengthen a common definition of what higher education deems as college ready. It is also recommended that the MDHE and institutions continually work together to review and revise the scores provided in the [Principles of Best Practice in Remedial Education](#) and based on current and relevant state and national data.

Experts in the field of remedial education overwhelmingly agree that using multiple measures to place students into the appropriate courses is a best practice. The MDHE included a strong recommendation for the use of multiple measures in the [Principles of Best Practice](#), and has continued to endorse this practice. The survey data indicate that most institutions are currently using multiple measures in order to place students, or will be fully implementing the use of multiple measures starting fall 2016.

It is strongly recommended that institutions continue to employ the use of multiple measures when placing students, and that they work closely with the MDHE in further identifying combinations of measures that may prove most successful in placing students where they will be most academically successful.

2. Encourage the State Board of Education to adopt the [CBHE Recommended College Preparatory High School Core Curriculum](#)

The CBHE revised its Recommended College Preparatory High School Core Curriculum to increase the required mathematics units from three to four, and to emphasize the importance of taking a math course in grade 12. Research strongly suggests that students who follow this curriculum succeed in postsecondary education at much higher rates than those who do not. The CBHE strongly encourages the State Board of Education to adopt the [CBHE Recommended College Preparatory High School Core Curriculum](#).

3. Adopt accelerated remedial education models as soon as possible.

Since 2012, many institutions reported having implemented some type of alternative remedial education model, such as corequisite courses and self-paced, mastery-based modules. Some institutions have not yet implemented accelerated models, and others are currently exploring appropriate models. These institutions should be encouraged to adopt—as soon as is feasible—accelerated remedial education models that will allow many more students to progress into college-level gateway courses as quickly as possible.

As noted above in Table 4, preliminary data strongly suggests that corequisite remediation is highly effective. Though the cohort is small, those enrolled in corequisite courses are markedly more successful at completing relevant college-level coursework within two years than students taking a traditional, semester-long remedial course.

Missouri is working with 22 public institutions and Complete College America on the *Corequisite at Scale* initiative. This project will allow participating institutions to scale up corequisite academic

support for students who would have otherwise been placed in traditional remedial education sequences. The goal is for all participating institutions to have their corequisite model in place by the academic year 2017-2018.

4. Develop early intervention strategies.

The survey data indicate that many institutions are using early intervention strategies in an effort to prevent students from having to take remedial education courses during their first semester. These strategies include summer intensive workshops, bootcamps, or bridge programs, as well as outreach to local high schools. Examples of outreach to high schools include offering the Compass exam to sophomores, or explaining the institution's remedial education process to students. Only four institutions, however, reported engaging in any outreach to local high schools.

SB 638 (167.905.1) requires all school districts to develop and implement a "measurable system for identifying students in their ninth grade year, or students who transfer into the school subsequent to their ninth grade year, who are at risk of not being ready for college-level work or for entry-level career positions." This is an opportunity for colleges and universities to reach out to local districts and help them in developing and implementing early intervention strategies.

We recommend that institutions continue to offer intensive summer programs, and either begin or continue to engage in partnerships with local high schools. These partnerships are important as they allow institutions to communicate with students about remedial education and college readiness, as well as further provide both the high school and institutions the ability to offer the appropriate support to students in order to significantly reduce or even eliminate students' needs for remedial education.

5. Develop and implement threshold policies and practices.

While many students need only to brush-up in a single subject, there are others who may be severely underprepared and have little chance of earning a postsecondary degree in a timely manner. The [*Principles of Best Practice in Remedial Education*](#) requires students to demonstrate a minimal level of literacy and academic competence before they can enroll at a public institution of higher education in Missouri as a degree-seeking student.

While the MDHE and the CCCR have not yet fully implemented this section of the policy, this survey sought to identify those institutions that have already begun to implement threshold or floor scores. The data indicate that one institution has recently implemented a threshold score for both English and mathematics, while three other institutions are either in the process of implementing a threshold score or are strongly advising students that are severely deficient in English and mathematics to partake in programs through their Adult Education and Literacy (AEL) programs.

MDHE should continue to work with the CCCR and institutions in order to identify threshold scores that will work for all students and institutions, especially for those open-enrollment institutions. It is also recommended that institutions explore options for bringing AEL to their campus or community.

Cumulative Survey Results

1. Does your institution offer remedial education courses to students? (n=27)

	Four-Year Institutions (n=13)		Two-Year Institutions (n=14)		Total (n=27)	
	Count	Percent	Count	Percent	Count	Percent
Yes	11	84.6%	14	100%	25	92.6%
No	2	15.4%	0	0.0%	2	7.4%

Neither Missouri University of Science & Technology nor Truman State University offer remedial education. Responses from those institutions are not included in the following tables.

2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses? (n=25)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Tutoring/Mentoring	11	100%	14	100%	25	100%
Advising	10	90.9%	14	100%	24	96.0%
Labs/Workshops	9	81.8%	9	64.2%	18	72.0%
Student Success Courses	8	72.7%	11	78.6%	19	76.0%
Other	7	63.3%	5	35.7%	12	48.0%

2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?					
	Tutoring/ Mentoring	Advising	Labs/ Workshops	Student Success Courses	Other
Crowder	YES	YES			
East Central	YES	YES	YES	YES	
Harris-Stowe	YES	YES	YES	YES	YES
Jefferson	YES	YES	YES	YES	YES
Lincoln	YES	YES	YES	YES	
Metropolitan	YES	YES	YES		
Mineral Area	YES	YES		YES	
Missouri Southern (English)	YES				
Missouri Southern (Math)	YES	YES			
Missouri State	YES	YES	YES	YES	YES
MSU-West Plains	YES	YES	YES	YES	
Missouri Western	YES	YES	YES	YES	YES
Moberly Area	YES	YES		YES	YES
North Central	YES	YES		YES	
Northwest Missouri	YES	YES	YES	YES	YES
Ozarks Technical	YES	YES	YES	YES	
St. Louis	YES	YES	YES	YES	YES
St. Charles	YES	YES	YES	YES	
Southeast Missouri	YES		YES		
State Fair	YES	YES	YES	YES	YES
State Technical	YES	YES		YES	
Three Rivers	YES	YES		YES	YES
Central Missouri	YES	YES	YES	YES	YES
UM-Columbia	YES	YES	YES	YES	YES
UM-Kansas City	YES	YES	YES		
UM-St. Louis	YES	YES	YES		YES
TOTAL	26	24	18	19	12

- Other responses included:
 - supplemental instruction
 - bridge programs
 - self-paced instruction
 - make-up test accommodations

- early alert systems
- student programs to track attendance

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.) (n=25)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	7 ¹	63.3%	14	100%	21	84.0%
No	4	37.7%	0	0%	4	16.0%

If yes, please explain in detail these alternative programs or courses your institution uses below.

- A majority of institutions reported using the corequisite model and self-paced or modularized models, such as the emporium model, as alternatives to traditional, semester-long remedial courses in English and mathematics.
- Two institutions, Missouri Southern (in mathematics only) and Ozarks Technical College, reported using models similar to the corequisite model. Missouri Southern offers two courses that “incorporate relevant material from intermediate algebra within the standard content.” These courses are similar in nature to corequisite courses; however, the material is being offered in the credit-bearing course as opposed to a separate course. Ozarks Technical offers “alternative pathways.” For mathematics, the pathway “entails one college level course that meets for additional hours.” For English, the pathway “entails co-enrollment in either both remedial courses or the higher level remedial course and a college-level course.”
- Other responses included offering summer bridge programs that allow students to prepare for the college-level gateway course before the fall semester, offering an appeals process to students who placed into remedial courses, and offering workshops to students so that they may retake the compass placement exam.

If no, does your institution only offer traditional, semester-long remedial education courses?

	Four-Year Institutions (n=6)		Two-Year Institutions (n=0)		Total (n=6)	
	Count	Percent	Count	Percent	Count	Percent
Yes	4	66.7%	0	0.0%	4	66.7%
No	2	33.3%	0	0.0%	2	33.3%

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	If no, does your institution only offer traditional, semester-long remedial education courses?	
	Yes	No
Crowder College	X	
East Central College	X	
Harris-Stowe State University	X	
Jefferson College	X	
Lincoln University	X	
Metropolitan Community College	X	
Mineral Area College	X	
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)	X	
Missouri State University		X
		YES
		NO RESPONSE

¹ Missouri Southern State University only offers alternative remedial education models for math.

Missouri State University-West Plains	X		
Missouri Western State University	X		
Moberly Area Community College	X		
North Central Missouri College	X		
Northwest Missouri State University	X		
Ozarks Technical Community College	X		
St. Louis Community College	X		
St. Charles Community College	X		
Southeast Missouri State University	X		
State Fair Community College	X		
State Technical College of Missouri	X		
Three Rivers Community College	X		
University of Central Missouri		X	YES
University of Missouri-Columbia		X	YES
University of Missouri-Kansas City	X		
University of Missouri-St. Louis		X	YES
TOTAL	21	5	

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.) (n=25)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	6 ²	54.5%	13	92.8%	19	76.0%
No	5	45.5%	1	7.2%	6	24.0%

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)		
	Yes	No
Crowder College	X	
East Central College	X	
Harris-Stowe State University	X	
Jefferson College	X	
Lincoln University		X
Metropolitan Community College	X	
Mineral Area College		X
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)	X	
Missouri State University		X
Missouri State University-West Plains	X	
Missouri Western State University	X	
Moberly Area Community College	X	
North Central Missouri College	X	
Northwest Missouri State University	X	
Ozarks Technical Community College	X	
St. Charles Community College	X	
St. Louis Community College	X	
Southeast Missouri State University		X
State Fair Community College	X	
State Technical College of Missouri	X	

² Missouri Southern State University only provides early intervention strategies for math.

Three Rivers Community College	X	
University of Central Missouri	X	
University of Missouri-Columbia		X
University of Missouri-Kansas City	X	
University of Missouri-St. Louis	X	
TOTAL	20	6

If yes, please explain in detail these strategies below.

- Nine institutions reported offering summer bridge programs or summer intensive workshops to students before the start of the fall semester.
- Four institutions (Moberly Area Community College, St. Charles Community College, Missouri State University – West Plains, and Three Rivers Community College) reported success with outreach strategies to local high schools. Some of this outreach includes encouraging high schools to administer placement tests, such as the Compass, to students as early as their sophomore year. They also encourage students to participate in dual credit or dual enrollment courses. At Northwest Missouri State University, students are allowed to bypass the placement requirements if they have successfully completed the dual credit course.
- The University of Missouri – Kansas City and the University of Missouri – St. Louis reported that students are able to use the ALEKS (Assessment and Learning in Knowledge Spaces) online tutorials and placement workshops that are offered both in the summer and during the semester.
- Other responses from institutions include using math placement exams or other proficiency exams to identify where to place students, as well as the ability for students to retake the Compass test in an effort to place into a college-level gateway course.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

- Of the 25 institutions that currently offer remedial education to students, all reported changes they have either made or are planning to make to their remedial education programs. The trends that dominated the survey responses to this question include: adjusting placement cut-off scores to match those provided in the CBHE Principles of Best Practice in Remedial Education policy, providing accelerated pathways for students to complete remedial coursework more quickly, implementing the use of multiple measures to place students into the appropriate coursework, and course redesign, such as implementing corequisite models in English and math.
- While a significant amount of institutions reported utilizing corequisite models in English and mathematics, Lincoln University reported that since fall 2014 they have stopped offering any traditional remedial education courses, and are now only offering corequisite or “coremediated” courses.
- Northwest Missouri State University reported that they are currently working to identify the most appropriate mathematics pathway for students with the goal being to not require college algebra where it is not appropriate for students. Since fall 2014, all public institutions are currently working with the MDHE, Complete College America, and the Charles A. Dana Center at the University of Texas Austin on identifying other appropriate mathematics pathways for all students given their chosen program of study.
- Missouri State University – West Plains reported that a major change they have made to their remedial education program is setting a threshold or “floor” score for students. They mention that with this change comes a commitment to work more closely with their Adult Education and Literacy program in order to assist students who score below the threshold score.
- Ozarks Technical Community College reported that among changes they have made to their remedial education programs on their campus, they have also recently started offering their entrance placement exam to students in local high schools as an early intervention strategy.

Placement Process

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution) (n=25)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	11	44%	14	56%	25	92.6%
No	0	100%	0	0%	0	0.00%

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy? (n=25)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	7 ³	63.6%	12	63.2%	19	76.04%
No	4	36.4%	2	25%	6	24.0%

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?		
	Yes	No
Crowder College		X
East Central College	X	
Harris-Stowe State University	X	
Jefferson College	X	
Lincoln University	X	
Metropolitan Community College		X
Mineral Area College	X	
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)	X	
Missouri State University	X	
Missouri State University-West Plains	X	
Missouri Western State University	X	
Moberly Area Community College	X	
North Central Missouri College	X	
Northwest Missouri State University	X	
Ozarks Technical Community College	X	
St. Charles Community College	X	
St. Louis Community College	X	
Southeast Missouri State University		X
State Fair Community College	X	
State Technical College of Missouri	X	
Three Rivers Community College	X	
University of Central Missouri	X	
University of Missouri-Columbia		X
University of Missouri-Kansas City		X
University of Missouri-St. Louis		X
TOTAL	19	7

If no, please provide the placement scores for each academic area in which you use them below.

³ Missouri Southern State University only follows the statewide placement scores listed in the CBHE *Principles of Best Practice in Remedial Education policy* for math.

- Eight institutions reported that they do not currently follow the placement scores in the [CBHE Principles of Best Practice in Remedial Education Policy](#). Two of these institutions, Truman State University and Missouri University of Science and Technology, do not currently offer remedial education courses to students.
- The University of Missouri System (including the University of Missouri – Columbia, The University of Missouri – Kansas City, and the University of Missouri – St. Louis) currently uses ALEKS to place students appropriately into college-level gateway courses. ALEKS placement scores are not included in the CBHE Principles of Best Practice in Remedial Education Policy.
- Southeast Missouri State University reported they currently place students earning a Compass English subscore of 21 or below into a writing skills workshop. The CBHE recommended Compass placement score for English is 18.
- Crowder College reported they currently use a mathematics subscore of 23 on the Compass exam to place students into college-level gateway mathematics courses. The CBHE recommended Compass placement score for mathematics is 22.
- Metropolitan Community College reported that they have not implemented the CBHE recommended scores in all areas, but have made plans to follow the ACT scores listed in the CBHE policy starting with the fall 2016 enrollment.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)? Please explain below.

- Eleven institutions reported that they had implemented the use of multiple measures for student placement. The most frequently reported combination of measures was the use of placement tests (e.g., Compass, ALEKS, institution created test) and high school GPA.
- Still, other institutions have experimented with and implemented the use of other measures. For example, East Central College allows students to complete a writing sample for placement into composition coursework. They also use the Nelson Denny, a reading survey test for high school students, college students, and adults, as an alternative option for measuring students' reading skills.
- Moberly Area Community College reported using a combination of the ACT or Compass with high school GPA and date of graduation for placing students into college algebra.
- Ozarks Technical Community College is currently in the process of developing a guidance instrument that will be used by students in a self-placement manner.
- St. Louis Community College allows students to complete "challenge" assignments, which allow them the possibility of bypassing remedial English and math coursework.
- Lincoln University was the only university to report the use of one measurement instrument (Compass or ACT) when placing students into the appropriate coursework.

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	4 ⁴	36.4%	5	35.7%	9	36.0%
No	7	63.6%	9	64.3%	16	64.0%

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?		
	Yes	No
Crowder College		X
East Central College	X	

⁴ Missouri Southern State University has only developed a formal guidance or decision tree for math.

Harris-Stowe State University		X
Jefferson College	X	
Lincoln University		X
Metropolitan Community College		X
Mineral Area College		X
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)	X	
Missouri State University		X
Missouri State University-West Plains		X
Missouri Western State University	X	
Moberly Area Community College	X	
North Central Missouri College		X
Northwest Missouri State University	X	
Ozarks Technical Community College		X
St. Charles Community College		X
St. Louis Community College		X
Southeast Missouri State University		X
State Fair Community College	X	
State Technical College of Missouri	X	
Three Rivers Community College		X
University of Central Missouri	X	
University of Missouri-Columbia		X
University of Missouri-Kansas City		X
University of Missouri-St. Louis		X
TOTAL	9	17

If yes, please provide any supporting documentation along with this survey.

Five of the nine institutions reporting that they have developed a formal placement policy or guidance chart provided supporting documentation. These institutions include Moberly Area Community College, Missouri Southern State University, Missouri Western State University, Northwest Missouri State University, and the University of Central Missouri.

Threshold Policies and Practices

10. Does your institution currently have any policies or practices regarding assessing students' minimum level of literacy and academic competence for admissions? (e.g., floor scores)

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	6	54.5%	4	71.4%	10	40.0%
No	5	45.6%	10	25.6%	15	60.0%

INSTITUTION	Yes	No
Crowder College		X
East Central College	X	
Harris-Stowe State University	X	
Jefferson College		X
Lincoln University		X
Metropolitan Community College		X
Mineral Area College		X
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)		X

Missouri State University	X	
Missouri State University-West Plains	X	
Missouri Western State University		X
Moberly Area Community College		X
North Central Missouri College		X
Northwest Missouri State University	X	
Ozarks Technical Community College		X
St. Charles Community College	X	
St. Louis Community College		X
Southeast Missouri State University		X
State Fair Community College		X
State Technical College of Missouri	X	
Three Rivers Community College		X
University of Central Missouri	X	
University of Missouri-Columbia		X
University of Missouri-Kansas City	X	
University of Missouri-St. Louis	X	
TOTAL	10	16

If yes, please describe the process and measures used to assess students below.

- Each of the 6 four-year institutions responded by providing a detailed description of their admission requirements and process, which includes an institution created formula for assessing students' college-level readiness. Most institutions reported using a combination of a college entrance exam, such as the ACT or SAT, students' high school GPA, high school class rank, and other personal considerations, such as student essays.
- The two-year institutions each reported some type of process that assesses students' basic academic competencies (e.g., placement tests, interview), and then refers these students either to summer workshops or Adult Education and Literacy Programs. For example, Ozarks Technical Community College reported that while they have no formal floor score, they "practice strong advising towards Adult Education and Literacy programs that the college offers for students with very low placement scores."
- St. Charles has a Compass placement floor score of P28 in math. However, they offer a continuing education math course that provides a basic skills review. If students pass this course, they are allowed to take an entry-level math course at the college.
- Recently, State Technical College of Missouri implemented floor scores at their institution. Students must have a Compass subscore of 15 in mathematics and reading, or a score of 18 in mathematics and 70 in reading to be admitted to the college.

11. Does your institution offer Adult Education Literacy Programs?

	Four-Year Institutions (n=11)		Two-Year Institutions (n=14)		Total (n=25)	
	Count	Percent	Count	Percent	Count	Percent
Yes	0	0.0%	10	71.4%	10	40.0%
No	11	100%	4	25.6%	15	60.0%

11. Does your institution offer Adult Education Literacy Programs?	Yes	No
Crowder College	X	
East Central College	X	
Harris-Stowe State University		X
Jefferson College	X	
Lincoln University		X
Metropolitan Community College	X	

Mineral Area College		X
Missouri Southern State University (English)		X
Missouri Southern State University (Mathematics)		X
Missouri State University		X
Missouri State University-West Plains	X	
Missouri Western State University		X
Moberly Area Community College	X	
North Central Missouri College		X
Northwest Missouri State University		X
Ozarks Technical Community College	X	
St. Charles Community College	X	
St. Louis Community College	X	
Southeast Missouri State University		X
State Fair Community College	X	
State Technical College of Missouri		X
Three Rivers Community College		X
University of Central Missouri		X
University of Missouri-Columbia		X
University of Missouri-Kansas City		X
University of Missouri-St. Louis		X
TOTAL	10	15

If yes, please describe these programs below.

- The majority of institutions responding that their institution currently has an Adult Education and Literacy Program described their program as one that provides opportunities for adults to improve their basic skills, take advantage of individualized learning assistance, and work towards earning a high school equivalency diploma.
- Two institutions, Jefferson College and St. Louis Community College, reported that their AEL programs are currently funded through the Missouri Department of Elementary and Secondary Education. These programs are similar in nature and offer both day and evening classes to adults as well as provide a Literacy Coordinator, who works with those students whose basic skills are considered severely deficient. St. Louis Community College also partners with three community agencies to provide AEL services within their programs. These programs currently serve around 400 students per year.
- Missouri State University – West Plains recently launched their College Readiness Program (CRP) through Adult Education and Literacy at their institution. The CRP program is free and is for those interested in increasing their math, English, and reading comprehension skills before taking a college placement exam. Students who test below a certain level in mathematics are automatically assigned to the CRP program and are provided with an individual remediation plan to help prepare them for college-level coursework.

Appendix A:
Coordinating Board for Higher Education
Principles of Best Practices in Remedial Education

1.0 Introduction

- 1.1** HB 1042, signed into law in 2012, requires all Missouri public institutions, under the direction of the Coordinating Board for Higher Education, to replicate best practices in remedial education. The law’s primary objective is to improve student retention and increase educational attainment.
- 1.2** Earning a college degree requires students to possess certain skills, knowledge, and abilities in order to succeed in the postsecondary environment. While educating students is the primary mission of colleges and universities, implicit in that mission is helping students complete programs of study. Not completing a two-year or four-year college degree has dramatic financial implications to both the individual and the state. The lifetime earning potential of a person without a college degree is typically significantly less than an individual with a degree.
- 1.3** Not all students who enroll in college have the requisite skills and knowledge to attain a postsecondary credential (See section 7.0). In response, colleges and universities provide remedial or developmental education to prepare these students for academic success. Studies show that Missouri spends millions of dollars each year on remedial education and that students requiring remedial education are less likely than non-remedial students to persist from semester to semester or complete a course of study and earn a postsecondary credential. These same students use state and federal aid, or take out student loans. To provide remedial education institutions divert institutional resources from other programs and credit-bearing coursework.
- 1.4** The terms “developmental education” and “remedial education” are often used interchangeably. Remedial education typically refers to a student’s academic preparedness for postsecondary education, seeking to remedy the lack of skills that students need for college entry, while developmental education addresses a more expansive set of learning challenges. According to the National Association for Developmental Education, developmental education is:

a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.

- 1.5** Developmental courses are defined as education review courses aimed at strengthening the diverse talents of students, both academic and non-academic. Such courses also are designed to review previous curricular areas of students who have not been involved in education for some time. In contrast, remedial education is defined as a duplication of secondary courses in basic academic skills, usually involving recent high school graduates or those students who did not complete their secondary curriculum.
- 1.6** HB 1042, as its language suggests, is directed primarily at academic preparedness. These guidelines are therefore focused primarily—but not exclusively—on efforts by institutions to address students’ lack of academic preparedness for postsecondary education.

2.0 Policy purpose and objectives

- 2.1** The purpose of this policy is to identify and implement best practices in the delivery of remedial education to enhance student learning, increase student persistence, decrease the time it takes for students to complete academic programs, make more efficient use of state resources, and hold

institutions accountable for policy compliance.

- 2.2 The policy applies to all public two-year and four-year institutions of higher education, which are obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.005 (6). Independent institutions are also encouraged to adhere to these guidelines.

3.0 Statutory Authority

RSMo 173.005 (6): *The coordinating board for higher education shall require all public two-year and four-year higher education institutions to replicate best practices in remediation identified by the coordinating board and institutions from research undertaken by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject, and identify and reduce methods that have been found to be ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.*

4.0 Guiding Principles

- 4.1 The primary goal of this policy is student retention and increased educational attainment through degree completion.
- 4.2 The goal of developmental or remedial education is to prepare students for success in postsecondary education.
- 4.3 Ideally, all students would be prepared for the demands of postsecondary education upon graduation from high school, and that is an objective to which the P-20 education community aspires. At present, however, many high school graduates enter postsecondary education unprepared for entry-level coursework. To that end, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college.
- 4.4 These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards, and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process.
- 4.5 Some states have prohibited four-year institutions from offering remedial education. CBHE will no longer prohibit selective and highly-selective public institutions from offering remedial coursework. This policy does not seek to limit remediation to a single sector but to work collaboratively to improve student learning outcomes and increase educational attainment.
- 4.6 Institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. Institutions must research and engage in instructional best practices within developmental coursework.

5.0 Guidelines for Best Practices in Remediation

- 5.1 The following have been identified by the CBHE and two-year and four-year institutions as “best practices in remediation,” based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject.
- 5.2 It is incumbent on both higher education institutions and DESE to work collaboratively to make sure that high school programs of study line up to college-entrance expectations. More specifically, course-taking requirements for high school diplomas should be aligned with requirements for entry-level college courses. High schools should assess students’ basic skills prior to the 10th grade so that students who require remediation can receive instruction before entering public postsecondary education.

- 5.3** Secondary school curriculum and postsecondary curriculum must be aligned so that the completion of the high school curriculum transitions seamlessly to the beginning of the college curriculum. Specifically, high school exit outcomes need to be equivalent to college-level entry skills. Once in place, the high school and postsecondary curriculum must be reviewed periodically by an appropriate body (to be determined) to ensure the fidelity of the alignment.
- 5.3a** At each institution, higher education faculty teaching remedial or developmental courses and those teaching gateway courses by content area should work collaboratively to create a seamless transition from developmental coursework to college-level coursework. Exit outcomes should be aligned with entry-level expectations. Discussion should include topics such as skill attainment and student success behaviors.
- 5.4** Institutions of higher education must assess the basic skills of all certificate- or degree seeking students, based on statewide minimum assessment standards for access to the college-level curriculum.
- 5.4a** Accurate placement in appropriate coursework is key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study.
- 5.5** The completion of a set of gateway courses (see glossary for definition) for a course of study is a critical measure of success toward college completion. Remedial education should be designed to help students complete gateway courses in their course of study as quickly as possible.
- 5.6** The content in required gateway courses should align with a student’s academic course of study — particularly in math. College algebra may be an appropriate gateway course for many academic programs, but it should not be the only mathematics pathway for students to earn a postsecondary certificate or degree. Students seeking degrees in non-STEM fields may be served better by other gateway courses such as statistics or geometry.
- 5.7** Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible, to save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.
- 5.8** Students who are significantly underprepared for college-level academic work need self- paced, mastery-based routes into programs of study. Students who are marginally underprepared may benefit from alternate routes (e.g. co-requisite, bridge program, competency-based sequence) into a course of study.

6.0 CBHE Recommended College Preparatory High School Curriculum

- 6.1** The CBHE, the Missouri Department of Higher Education (MDHE), Missouri postsecondary institutions, the Department of Elementary and Secondary Education (DESE), and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri postsecondary institutions.
- 6.2** Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student.

- 6.3** The CBHE encourages governing boards at Missouri's postsecondary institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. The CBHE Recommended College Preparatory High School Curriculum is recommended for full implementation beginning with the Missouri college graduation class of 2018 (entering as college freshman in the Fall of 2014).
- 6.4** CBHE Recommended College Preparatory High School Curriculum
 English/Language Arts - 4 units
 Social Studies - 3 units
 Mathematics - 4 units*
 Science - 3 units Fine
 Arts - 1 unit
 Additional Coursework - 3 units **
 Electives - 6 units ***

*At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.

**Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

***All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

Mathematics

- Mathematics coursework (4 units) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete four additional units in grades 9-12. Students who achieve a proficiency score of 3 or 4 on the Smarter Balanced grade 11 assessment must demonstrate continued study of mathematics for the score to be considered valid in the first year of college. Coursework that emphasizes pre-algebra, computer math/programming, consumer/basic math, or business math/accounting is not acceptable for the CBHE Recommended College Preparatory High School core curriculum.

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.

- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

7.0 College Readiness and College-Content Readiness

- 7.1** College readiness is a term frequently misused or misunderstood. Often, it is understood as shorthand for placement into credit-bearing (non-remedial) college courses such as English or mathematics. Readiness for postsecondary education encompasses a much broader array of skills, knowledge, and behaviors. They include, but are not limited to, sufficient content knowledge of various subjects, maturity, self-discipline, perseverance, and habits of mind such as problem solving, and the ability to observe, listen, and speak. Students with these skills, knowledge, and behavior are more likely to persist and obtain a postsecondary credential than students without these characteristics.
- 7.2** College-content readiness is defined as the level of preparation a student needs to succeed in specific credit-bearing courses in college—such as English or mathematics—without the need for remediation. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. The guidelines in this policy are aimed at college-content readiness in English, mathematics, and reading.
- 7.3** Missouri postsecondary institutions have a shared understanding of what constitutes college readiness and college-content readiness. The higher education community recognizes the need to define readiness for college clearly and consistently so that students contemplating postsecondary education should not have to sort through conflicting definitions and expectations of what constitutes readiness for college.

8.0 Career Readiness

- 8.1** Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area.

9.0 Assessment and Placement

- 9.1** The statewide placement policy [currently under development] is applicable to any incoming student entering a Missouri public postsecondary institution. All certificate- or degree-seeking students should be assessed in mathematics, English, and reading.
- 9.2** Placement of students into appropriate college-level courses must be based on multiple assessment measures, which provide a more precise measurement of a student’s ability to succeed in college-level coursework. Institutions may use an array of assessment instruments to place students in college-level courses, including—but not limited to— SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. An institution opting to use one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score. This table will be reviewed annually once Missouri data are collected. Placement scores

may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
	English	18
	Mathematics	22
Asset	Reading	42
	English	43
	Mathematics	47 (Numerical Skills)
	Mathematics	46 Elementary Algebra)
	Mathematics	43 (Intermediate Algebra)
	Mathematics	39 (College Algebra)
Compass	Reading	80
	English/Writing	70
	Mathematics	74 (Pre-Algebra)
	Mathematics	50 (Algebra)
	Mathematics	54 (College Algebra)
SAT	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

- 9.3** Institutions of higher education should work closely with secondary schools to administer college-ready anchor assessments in high school. These tests give students, teachers and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college. Educators can use these on-track assessments to develop targeted interventions. K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.
- 9.4** It is important that the content in required gateway courses align with a student's academic course of study. This is especially true for mathematics. More often than not students are placed in algebra pathways when in fact a statistics course or quantitative math course would be more appropriate to prepare them for their chosen programs of study and careers.

10.0 Minimum Standards of Academic Competence

- 10.1** The needs of students requiring remedial or developmental education is broad, ranging from deficiency in a single subject area to a lack of basic literacy skills. With proper academic support, students needing remediation in a single subject have a good chance of earning a postsecondary credential. Students who are severely underprepared have little, if any, chance of earning a postsecondary credential in a timely manner. Therefore, students wishing to take credit-bearing college-level courses at a Missouri public institution of higher education must demonstrate a minimal level of literacy and academic competence, as determined through appropriate and multiple assessments of learning.
- 10.2** The intent of this section is to require students to demonstrate a minimal level of literacy and academic competence before they can enroll at a Missouri public institution of higher education as a degree-seeking student. Remedial education is essential to Missouri achieving its goal of increased educational attainment. Too often, however, open enrollment institutions are expected to enroll students who lack even the most basic of literacy and academic skills. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student's academic preparation through a one- or two-semester remediation sequence.
- 10.3** Until students demonstrate a minimum level of literacy and academic competence, they may enroll only in non-credit-bearing classes.
- 10.4** As with placement into credit-bearing college-level coursework, the assessment of minimum level of literacy and academic competence must be determined through the use of multiple measures. The MDHE, in collaboration with the public institutions of higher education, will jointly work to determine appropriate measures. This threshold will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.
- 10.5** Students who score just above the Statewide Degree-Seeking Placement Threshold scores need concentrated routes into programs of study with multiple-levels of support.

Students who score below the Statewide Degree-Seeking Placement Threshold should be referred to other state-funded educational opportunities (i.e. Adult Education and Literacy) before being retested for admission as a degree-seeking student.

11.0 Accountability and Data Reporting

- 11.1** Any institution that provides basic skills courses shall collect data regarding student performance, including but not limited to data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 11.2** All institutions providing basic skills courses shall submit the required files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments will be developed in collaboration with institutions.
- 11.3** The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions. Following are some examples of possible data to be collected:
- The number of students who take basic skills courses,
 - The costs of providing basic skills courses, and
 - The students who successfully complete said basic skill courses:
 - Successfully complete the associated, entry, college-level course.
 - Complete the requirements for graduation.

12.0 Implementation and Evaluation of Program Innovation

- 12.1** Institutions need to identify new strategies and interventions that can increase student and institutional performance in developmental education.
- 12.2** Meaningful data collection and precise analysis should be used to assess the effectiveness of developmental education programs.

Instructors should complete course assessments on regular, periodic intervals that evaluate success of student learning objectives. Results will be used to improve instruction, assessment, etc.

- 12.3** A program review for remedial or developmental education should be completed that includes intermediate measures and milestones that developmental education students must pass en route to final success measures like graduation and transfer should be established. As a result, it is important to understand further the relationship between intermediate measures and final success, e.g. graduation, transfer, and persistence toward a credential. Furthermore, performance incentives, e.g. performance funding, can drive institutions to focus on helping their students meet state developmental education goals.

13.0 Process and Procedures

- 13.1** In order to comply with sections [to be determined with final draft] and [to be determined, if necessary, with final draft] of this policy, each institution shall develop procedures that:
- a. Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
 - b. Specify its practices for informing students regarding the availability of remedial courses, including any online courses.
 - c. Specify the practices for determining how the students who are identified as needing remedial courses have satisfied the remedial requirements.
 - d. Provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.
 - e. Establish appropriate processes for implementing the policy, including the collection of data for evaluative purposes.
- 13.2** Pursuant to RSMo, 173.750, MDHE must provide a high school feedback report to Missouri school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who
- have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year; or
 - are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.
- 13.3** The high school feedback report also will:
- Utilize a wide range of performance indicators to assess each step in the remedial student's pathway in order to gain a better understanding of students and their needs.
 - Support the public reporting of student progress and success from high school and noncredit into developmental education and through postsecondary education.
 - Use performance data to drive policy development and decision making, measuring the use of such data for this purpose on a continual basis.
 - Support colleges' institutional research capacity to track student performance and programming innovation in developmental education.
 - Provide a means to disseminate results of program assessment and best practices in developmental education to its colleges and other states.

14.0 Funding

- 14.1** The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work.
- 14.2** To that end, the state should consider the following:
- 14.3** Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.
- 14.4** Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.
- 14.5** Reward colleges for making measurable improvements with academically underprepared students.
- 14.6** Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.
- 14.7** Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.
- 14.8** Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

15.0 Definitions

- 15.1** *Developmental education*
Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline- specific learning strategies.
- 15.2** *Remedial education/remediation*
Remedial education refers to coursework and programs designed to remedy a situation; that is, to teach students what they should already have learned. Remedial education seeks to improve the skills of underprepared students, both traditional and non- traditional, so that they may be successful in entry-level, credit-bearing courses.
- 15.3** *Gateway course*
A gateway or entry-level course refers to those college-level or foundational courses that are typically taken in a student’s first year of study. Gateway courses carry college credit and count towards the requirements of a degree.

15.4 *Placement*

Placement refers to the tools and policies institutions use to assign incoming students to certain classes or programs that are suited to the student's academic readiness and ability. The most common placement decisions are in mathematics, English, and reading.

15.5 *First-Time Undergraduate*

As applied in this policy, a first-time undergraduate is a student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or vocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate unless exempted below:

- i. first-time, degree-seeking undergraduates;
- ii. non-degree-seeking undergraduates who change to degree-seeking status; and
- iii. non-degree-seeking first-time undergraduates who have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year.

15.6 *Exempt students*

Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from placement assessments that determine placement into non-credit-bearing remedial or developmental courses.

15.7 *College level courses*

Courses that apply to the graduation requirements of an academic degree.

15.8 *Assessment Tests*

Missouri accepts the assessment instruments listed below [currently being developed] for determining if the first-time student is college ready in mathematics, writing, and reading based on relevant cut scores.

Appendix B:
2015 Remedial Education Survey

Background:

As you are aware, HB 1042 was signed into law on August 28, 2012. One of the provisions of HB 1042 is to ensure institutions are implementing best practices in remedial education on their campuses so that students are able to successfully progress from remedial education into credit-bearing, degree-seeking coursework. The department responded to this legislation by creating the Taskforce on College and Career Readiness (TCCR) and drafting the Principles of Best Practice in Remedial Education policy in September 2013.

Before the Remedial Education policy was drafted, institutions were surveyed about their current remedial education programs and practices. As part of our continued work towards full implementation of the Remedial Education policy, we are again inquiring about your current remedial education programs and practices in order to identify any changes institutions have made to their remedial education programs since the policy was adopted in 2013. Your answers to this inquiry will serve to further assist the department and the TCCR in their implementation efforts, so your participation is very important and greatly appreciated.

Instructions:

Please answer each question in this fillable form as fully as possible so we can have the best understanding of your institution's remedial education program and placement process.

Please be sure to attach any additional documents to support or expand upon your answers as needed.

Questions:

Remedial Education Programs

1. Does your institution offer remedial education courses to students?
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses? (list: tutoring/mentoring; advising; labs/workshops; student success courses; other – please explain)
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education, such as co-requisite courses, fast-track courses, modularized courses, etc? (yes/no) (if yes, please explain in detail these alternative programs your institution uses) (if no, does your institution only offer traditional, semester-long developmental education courses?)
4. Does your institution provide early intervention strategies in order to help students avoid remedial education, such as early assessment programs, summer bridge programs, dual enrollment, etc? (yes/no) (If yes, please explain in detail these strategies)
5. Please describe in detail any changes your institution has made to its remedial education program(s) since the Principles of Best Practice in Remedial Education policy was passed in 2013.

Developmental Education Placement Process:

6. Does your institution utilize placement tests such as ACT, Accuplacer, Compass, etc? (yes/no) (if yes, what instrument do you use and how?)
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy? (yes/no) (if no, please provide the placement scores for each academic area in which you use them)
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in developmental education courses/programs? (e.g., transcript evaluation, high school GPA and coursework, End-of-Course examinations)
9. Has your institution developed any formal guidance, decision tree or flowchart to help staff place students using multiple measures? (please provide any supporting documents)

Threshold Policies and Practices

10. Does your institution currently have any policies or practices regarding assessing students' minimum level of literacy and academic competence for admissions? (e.g., floor scores)(yes/no) (if yes, please describe the process and measures used to assess students)

11. Does your institution offer Adult Education Literacy programs? (yes/no) (if yes, please describe these programs in more detail)

Conclusion:

Thank you very much for your time and attention to this survey. Your support in providing this information will be invaluable to our work in understanding current best practices already in progress at institutions across Missouri as well as indentify where any gaps remain.

Follow-up

Please provide below the contact information for the person who completed this survey so that a representative from MDHE can contact him/her with any follow-up questions in the next few weeks:

Name:

Title:

Phone:

Email:

Survey Submission Instructions

Please follow these three steps to submit your survey:

1. Save your survey as a pdf file, using the following naming convention:
 "2015REMEDIATEDSURVEY_[InstitutionName]_[YourLastName]"
2. Send the survey along with the ...jeremy's info
3. Before sending, make sure to attach:
 - a. your survey pdf file (*step 1*), **and**
 - b. any supporting documents you deem necessary

Please submit surveys electronically by _____

Questions/Comments

Thank you again for your time and effort. If you have any questions, comments, or concerns regarding this survey, please contact Jennifer Plemons at Jennifer.plemons@dhe.mo.gov or (573) 522-2385.

Appendix C:
Institutional Response to 2015-16 Remedial Education Survey



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	
	Student Success courses	
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>We have an 8-week program that allows students to work at their own pace in some of our remedial courses.</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>We use Compass and ACT scores to guide identification and advising on enrollment options.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>Communication Arts 90 and Math 90 have been the most significant changes since 2013. Prior to 2013, we had begun implementing new courses Math 60 and Math 70, as alternatives or replacements for Math 40 and Math 50 (Arithmetic and Basic Algebra). The purpose of these courses was to allow students to move through the developmental math courses more quickly if they were able. Since 2013, we have created Math 90 as a consolidation of our Math 60, 70, and 100 (Intermediate Algebra) courses. This course eliminates the overlap present in basic and intermediate algebra material. The developmental math sequence has been shortened and students are still allowed and encouraged to move through material at an accelerated pace if they are able. The shortening of the developmental math sequence and opportunity for accelerated pace are both considered "best practices." COMM 90 is an integrated reading/English/study skills course designed for students whose scores on the COMPASS are below college level. The curriculum is presented through Hawkes learning software in a lab setting with an instructor present. COMM 90 is designed to be completed in an academic year using a sequence of four 8 week classes. Students receive a grade of "Credit" or "No Credit" at the end of each 8 week cycle. Both of these classes will be eliminated or modified beginning with the Fall 2017 school year as we implement a corequisite model. MATH 90 and COMM 90 were phase-in classes as we eliminated hurdles for our students reaching college level classes.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>Crowder College has developed guidelines to utilize ACT, SAT, HSE (HiSET/GED 1/1/2014 or later), Accuplacer, Compass, and Wonderlic, and cumulative High School GPA as multiple measures.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>High School Equivalency preparation and testing, Basic skills review and Tutoring, Test Preparation, ESL, and ASVAB preparation.</i>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>Self-paced mathematics sequent, co requisite Writing course, paired Developmental Reading and Writing.</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>Dual enrollment courses and Summer bridge programs.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>Developed a plan for students who fall below the placement threshold. Adopted models associated with the Complete College America work. Adopted the use of Compass (and now reverting back to Accuplacer). Continued to use and improve the multiple measures at placement.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
<i>We were the only institution using Accuplacer, implemented the use of Compass and now we are going back to full Accuplacer.</i>		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		

<i>We do a writing sample for placement in composition coursework for students in certain ranges. We use the Nelson Denny as an alternative option for measuring reading skills. We have institutional end of course exams as an optional measure in mathematics placement.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<i>We have developed a process to meet with and discuss students' options based on academic competence.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>Programs are non-credit and administered by the continuing education unit.</i>		

		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
Other: <i>Test and Make-Up Test Accommodations; American with Disabilities Act Accommodations; Time management / Organizational Coaching</i>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>Formerly, our:</i></p> <p>A. <i>Mathematics sequence consisted of 3 semesters (ALG 0030, ALG 0036, ALG 0038.)</i></p> <p>B. <i>Reading sequence consisted of 3 semesters (RDG 0028, RDG 0029, RDG 0030.)</i></p> <p>C. <i>Writing sequence consisted of 2 semesters (WRT 0010, WRT 0020.)</i></p> <p><i>Currently, our:</i></p> <p>A. <i>Mathematics course consists of ALG 0040 with content included for all three courses in one semester.</i></p> <p>B. <i>Reading course consists of RDG 0040 with content included for all three courses in one semester.</i></p> <p>C. <i>Writing course consists of WRT 0040 with content included for both courses in one semester.</i></p> <p><i>All three courses are self-paced and accelerated and can be completed prior to the end of the semester, contingent upon the student's capability.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Harris-Stowe provides the Hornet Summer Bridge Program. The primary goals of the program are to:</i></p> <p>A. <i>Provide an environment for students to become active participants in the planning of their academic and personal futures.</i></p> <p>B. <i>Strengthen the participants' academic foundation, character, personal growth and focus.</i></p> <p>C. <i>Engage them in university experiences prior to the upcoming first year.</i></p> <p>D. <i>Offer the remedial courses during the summer bridge program in an effort to prepare them for college-level courses in the upcoming first year.</i></p> <p><i>The remedial courses offered are ALG 0040 (Developmental Mathematics) and WRT 0040 (Introduction to College Writing). Additionally, HSSU 0100 (Seminar in Higher Education) is offered. This required course is offered to all incoming freshman as an introduction to the university environment.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		

The addition of the accelerated mathematics, reading and writing courses are the only recent changes. Many changes were initiated in FALL / 2010 to all developmental courses and their structures. The changes included the structuring of the courses to include MyMathLab, MyReadingLab and MyWritingLab. Along with the course redesign during that time, the process and standards were structured to be consistent among all courses. Consistent tests, make-up tests, syllabi and standards were initiated among all faculty and provided from the Director's office. All instructors engage in monthly faculty development training and workshops in order to maintain consistency in understanding and implementing the ARC process.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

In order to determine the appropriate placement for HSSU students, in addition to the Accuplacer scores, we utilize transcript evaluation, GPA, as well as a paper test for mathematics prepared by the ARC Director. The test is a 72 question test which encompasses all objectives covered in ALG 0040 (Developmental Mathematics). If the student scores at least 75%, we sometimes allow the student to become exempt from Developmental Mathematics (ALG 0040) and to enroll in College Algebra or the appropriate college level course.

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X

THRESHOLD POLICIES AND PRACTICES

10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	

If yes, please describe the process and measures used to assess students below.

These policies and practices are initiated in the HSSU Admissions Office. The Office of Admissions does utilize floor scores to make initial decisions for admissions. The ideal student would have a minimum 2.5 GPA and 18 English/Reading Sub- score and 22 Math Sub-score. If the minimum scores are not met, the office reviews the grades obtain in the core curriculum (English, Math, Science, Social Studies, and Foreign Language) we also look at the grade trend and the rigor of the academic courses taken.

11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X

If yes, please describe these programs below


REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
Other: 1) The college utilizes an academic alert system to notify advisors when a student has problems or is struggling academically. 2) The college also uses a Student Participation System to track attendance. Course instructors can easily see when students miss classes and/or are not completing assignments and then can outreach to students.		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

1). MTH 110: Introductory Algebra, implemented Fall 2014

This accelerated course combines key concepts from MTH 002: Beginning Algebra and MTH 128: Intermediate Algebra. Students who qualify for MTH 002 or higher level mathematics courses are eligible to enroll. The following is the catalog description of the course:

MTH110 Introductory Algebra 3 credit hours. Prerequisites: COMPASS pre-algebra score of at least 33 within the past two years, ACT math score of 16 or higher within the past two years, or MTH001 with a grade of "B" or better, and reading proficiency. Introductory Algebra is designed for the student who has not necessarily had prior instruction in algebra and is intended to prepare him or her for success in MTH134, College Algebra. Topics covered include: simplifying and evaluating algebraic expressions including exponents and radicals; solving and graphing linear, quadratic, and absolute value equations; solving linear systems; and using function notation. Use of graphing technology is emphasized throughout this course. Introductory Algebra counts as an elective toward the Associate of Arts degree. Students may not apply both MTH110 and MTH128 toward graduation. Internet access and a graphing calculator are required. (F,S)

** Students who successfully complete Introductory Algebra will be prepared for MTH 134, College Algebra, and will save 3 credit hours and one semester of developmental coursework.*

2). The Accelerated Learning Program (ALP) English corequisite model, implemented Fall 2014, scaled Fall 2016

The ALP model allows students who place into ENG 099: Basic Writing Skills II to enroll in the gateway writing course, ENG 101: English Composition I, with required corequisite enrollment in ENG 099: Basic Writing Skills II. ENG 101 has a maximum enrollment of 25 seats. Ten of the 25 seats in each ALP English Composition I (ENG 101) section are set aside for Basic Writing Skills II (ENG 099) students who are participating in the ALP.

The ENG 101 course is taught according to the Official Course Syllabus. The Basic Writing Skills II (ENG 099) section is scheduled immediately after the English Composition I section and is taught by the same instructor. Enrollment in the ENG 099 section is limited to the 10 students enrolled in the corequisite ENG 101 section. ENG099 ALP Instructors follow the pedagogical model recommended by Baltimore County Community College, which includes (among other strategies) reviewing, as needed, concepts from the ENG 101 session; working with students individually and in a workshop environment; and developing a relationship with the students to help identify non-

cognitive factors that may interfere with the students' ability to succeed in the course and guiding them to appropriate interventions.

The ALP model was scaled to all sections of ENG099 with the Fall 2016 semester.

**Students who successfully complete the ALP corequisite courses will save one semester of developmental coursework, will have completed their first gateway English course (English Composition I), and will be prepared for enrollment in English Composition II.*

3). Integrated Reading and Writing course RDG/ENG 090, College Reading and Writing

RDG/ENG 090 is a cross-listed 3 credit hour accelerated course that combines reading and writing concepts from ENG099 and RDG030. College Reading and Writing prepares students for college-level reading and writing through review and practice of academic literacy skills. The course connects critical reading and thinking skills to paragraph and essay writing.

** Students who successfully complete RDG/ENG 090, College Reading and Writing, will save 3 credit hours of developmental coursework.*

4). Area Technical School (ATS) Embedded Reading Interventions Program

Test/Retest Option for ATS Reading Placement

Step 1: COMPASS test all students interested in ATS.

Step 2: Re-test after reading intervention.

If a student scores within five points of the COMPASS Statewide College Level Placement Score of 81, he or she may re-test in the Testing Center (COMPASS stipulates a two-test maximum within a ninety day time period). Study materials for re-test preparation are available on the Jefferson College website under Resources to Prepare for the Placement Test.

Students who present an ACT score may re-test on the ACT per ACT Guidelines or may take the COMPASS.

Step 3: Appeal of Reading Placement

If the student does not meet the Reading pre-requisite score after COMPASS (or ACT) re-testing, he or she may appeal placement by completing an alternate assessment to be evaluated by the College's Reading faculty. The student may begin this appeal process by contacting Amanda McCarty, ATS Recruitment/Placement Representative, at amccarty@jeffco.edu or 636-481-3498. The appeal process must be complete before the start of the semester/session.

Step 4: Interventions

After an ATS student has exhausted all testing measures, a program of interventions is available for the remediation of reading deficiencies. To assist students in reaching a readiness standard, Jefferson College provides reading tutoring as a co-requisite during the fall semester. This tutoring takes place in an ATS classroom with a Learning Services Instructor, involving both small-group instruction and the utilization of the CareerReady software program as well as other online learning platforms. Students then retest on the college placement test to measure their gains. Those who are still under-prepared will continue with a second semester of tutoring following the same structure as the fall semester.

In addition, ATS students are offered the opportunity to participate at no cost in the college summer bridge program to work specifically on reading skills.

5). RDG031: College Reading: Contextualized Studies in _____. Semester-Long Embedded Remedial Reading course with US History I (HST103) offered in Fall 2013.

Catalog Description:

This section of College Reading is reserved for students who are interested in a field of study in _____, and they may be co-enrolled in courses in that field. College Reading emphasizes higher-level reading comprehension and retention with pre-, during-, and post-reading strategies in the study of a variety of texts, including multi-disciplinary textbooks, fiction and nonfiction.

This is a comprehensive reading program that also enhances critical thinking skills and advanced vocabulary strategies. Fifty percent of the reading and vocabulary materials in this contextualized section will be related to the specified area of interest.

This co-requisite course saves students one semester of developmental coursework by allowing them to co-enroll in gateway coursework that typically requires reading as a prerequisite if students fall within the RDG030 placement range.

**Offered on demand, this course saves students 3 credit hours of developmental reading coursework.*

6). A Summer Bridge Program (JASSI) is offered to accelerate developmental coursework.

This intensive 6 week summer program combines academic skills and soft skills. Students work on a customized individual study plan and complete a placement post-test at the end of the program.

**Depending upon the level at which students start and their post-test results, the JASSI bridge program may help them save 3 or more credit hours of developmental coursework. Since JASSI was implemented, the maximum saved by a single student who completed the six-week program is 11 credit hours of developmental coursework.*

7). Multiple Measures of Placement was instituted with the Fall 2014 semester.

Students are notified when their placement scores are within 5 points of the next course level. Students are encouraged to remediate and retest. The following information regarding placement measures, including multiple measures of placement, is from the Jefferson College 2016-2017 General Catalog:

Assessment and Placement

The Missouri Community College Association (MCCA) has followed the Department of Higher Education statewide guidelines for public postsecondary institutions in establishing college readiness standards for students entering community colleges. All students are assessed in mathematics, English, and reading and are required to complete the COMPASS (Computer-Adaptive Placement, Assessment, and Support System) test or submit an official ACT score prior to enrollment as one measure of assessment. Test scores must be within the previous two years of registration. Students not meeting readiness standards for admission into certain courses or programs may be enrolled in developmental courses to help them qualify. Additional measures may be considered to determine placement of students into appropriate college-level courses.

If a student would like to re-test or appeal his/her score in English, following are the steps:

Step 1: Re-test – If a student scores within five points of the COMPASS Statewide College Level Placement Score, he or she may re-test in the Testing Center (COMPASS stipulates a two test maximum within a 90 day period). Study materials for re-test preparation are available on the Jefferson College website, under Resources to Prepare for the Placement Test. The re-test costs \$10.00, to be paid at the Cashier's Office. Students who present an ACT score may re-test on the ACT per ACT guidelines or may take the COMPASS.

Step 2: Appeal of English Placement – If the student does not meet the English prerequisite score after COMPASS (or ACT) re-testing, he or she may appeal placement by taking a writing examination to be evaluated by the College's English faculty. The student may begin this appeal process by contacting the Division Chair of Communication and Fine Arts, Dr. Michael Booker, mbooker@jeffco.edu, or (636)481-3312/797-3000, ext. 3312. The appeal process must be complete before the start of the semester/session.

If a student would like to re-test or appeal his/her score in Reading, following are the steps:

Step 1: Re-test – If a student scores within five points of the COMPASS Statewide College Level Placement Score, he or she may re-test in the Testing Center (COMPASS stipulates a two test maximum within a 90 day period). Study materials for re-test preparation are available on the Jefferson College website under Resources to Prepare for the Placement Test. The re-test costs \$10.00, to be paid at the Cashier's Office. Students who present an ACT score may re-test on the ACT per ACT guidelines or may take the COMPASS.

Step 2: Appeal of Reading Placement – If the student does not meet the Reading prerequisite score after COMPASS (or ACT) re-testing, he or she may appeal placement by completing an alternate assessment to be evaluated by the College's Reading faculty. The student may begin this appeal process by contacting the Division Chair of Communication and Fine Arts, Dr. Michael Booker, mbooker@jeffco.edu or (636)481-3312/797-3000, ext. 3312. The appeal process must be complete before the start of the semester/session.

If a student would like to re-test or appeal his/her score in Math, following are the steps:

Step 1: Re-test – If a student scores within five points of the COMPASS Statewide College Level Placement Score, he or she may re-test in the Testing Center (COMPASS stipulates a two test maximum within a 90 day period). Study materials for re-test preparation are available on the Jefferson College website under Resources to Prepare for the Placement Test. The re-test costs \$10.00, to be paid at the Cashier's Office. Students who present an ACT score may re-test on the ACT per ACT guidelines or may take the COMPASS.

Step 2: Appeal of Math Placement – If the student does not meet the Math prerequisite score after COMPASS (or ACT) re-testing, he or she may appeal placement. To appeal the math placement, the student must have an ACT score of 21 with a high school GPA of 3.5 or a COMPASS Algebra score of 60 with a high school GPA of 3.5. The student may begin this appeal process by contacting the Division Chair of Math and Science, Dr. Rob Brieler at rbrieler@jeffco.edu or (636)481-3337/797-3000, ext. 3337. The appeal process must be complete before the start of the semester/session.

Any student requiring special accommodations should inform the Coordinator of Disability Support Services (Library) at (636)481-3169/797-3000, ext. 3169.

8) The use of ETS Success Navigator, an acceleration assessment tool for non-cognitive skills, was implemented in March 2016.

Upon completion of the college placement test, all students who place into remedial courses are immediately given the ETS Success Navigator assessment. From this assessment, an individual student profile is created. This profile can recommend acceleration to the next course in an English or Math course sequence depending on the student's strengths with regards to various non-cognitive skills. The college has also established "decision zones" which are a range of placement scores at the high end of a course placement range. When a student is recommended by ETS Success Navigator as a candidate for acceleration and the student is in the "decision zone" the student may accelerate to the next level course in the English or Math sequence.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

- 1) JASSI -- An intensive 6 week summer program which combines academic skills and soft skills. Students work on a customized individual study plan and complete a Compass post-test at the end of the program. (JASSI is a non-credit continuing education course).
- 2) ATS School-Area Technical School-On site, high school students can receive some college credit. Embedded reading strategies are offered to students who have are not reading at the college level. (See description in Item # 3, above.)
- 3) Summer Bridge Pilot Program -JASSI, Summer 2012
- 4) Tutoring Services: Peer Tutoring, Math Lab, Writing Lab, Online Writing Lab, Academic Success Center
- 5) ENG098: My Writing Lab (Assists students with learning English concepts and possibly testing out of ENG099)
- 6) MTH001, MTH002: My Math Lab (Assists students with learning math concepts and possibly testing out of MTH002 and/or MTH128)
- 7) RDG020: My Reading Lab (Assists students with learning reading concepts and possibly testing out of RDG030)
- 8) JASSI: My Foundations Lab (Assists students with learning math, English, and reading concepts and possibly testing out of coursework in any of those three areas)
- 9) Placement Test Preparation Resources (See attached flyer), includes Learning Express Advantage
- 10) COMPASS retest/Multiple Placement Measures (See description in Item # 3, above.)

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

- 1) English ALP co-requisite Writing Courses, implemented Fall 2014 (See description in Item # 3, above.)
- 2) Math 110: Introductory Algebra, accelerated math course, implemented Fall 2014 (See description in Item # 3, above.)
- 3) Multiple Measures of Placement (See description in Item # 3, above.)
- 4) New Academic Success Center (ASC)--This one-stop tutoring center is staffed with professional tutors, including full-time faculty. Offering free, drop-in day and evening tutoring in a single location in math, English, reading, CIS, sciences, psychology, and history. The ASC opened in Fall 2014.
- 5) Student Participation System to track attendance and course participation. Course instructors can easily see when students miss classes and/or are not completing assignments and then can outreach to students.
- 6) Academic Plans, specific departmental academic advising guides help students with goal-setting and completion.
- 7) Integrated Reading and Writing course RDG/ENG 090, College Reading and Writing, to be piloted in Spring 2016. (See description in Item # 3, above.)
- 8) Area Technical School Embedded Reading Initiative (See description in Item # 3, above.)
- 9) RDG031: College Reading: Contextualized Studies in _____. Semester-Long Embedded Remedial Reading course with US History I (HST103) offered in Fall 2013. (See full description in item # 3, above.)
- 10) The use of ETS Success Navigator, an assessment tool for non-cognitive skills, was implemented in March 2016. Upon completion of the college placement test, all students who place into remedial courses are immediately given the ETS Success Navigator assessment. From this assessment, an individual student profile is created. This profile can recommend acceleration to the next course in an English or Math course sequence depending on the student's strengths with regards to various non-cognitive skills. The college has also established "decision zones" which are a range of placement scores at the high end of a course placement range. When a student is recommended by ETS Success Navigator as a candidate for acceleration and the student is in the "decision zone", the student may accelerate to the next level course in the English or Math sequence.
- 11) Beginning Fall 2014, Jefferson College partnered with 7 area high schools to offer Compass placement testing at the high schools.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

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8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
1) Students are notified when their placement scores are within 5 points of their next course level. Students are encouraged to remediate and retest.		
2) Multiple Measures (See full description in Item # 3, above)		
3) ETS Success Navigator. (See full description in Item #3) above.)		
4) When students complete RDG 030 or RDG090 but fail to earn a passing grade of C or higher, they are allowed to re-take the placement test (currently COMPASS) to demonstrate whether they've made enough gains to be identified as reading ready.		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
<i>Beginning with Summer 2017, Jefferson College will implement thresholds for reading, writing and math subject areas. The lowest level of developmental courses currently being offered will be eliminated. These courses include: RDG020, ENG098, and MTH001. Students who do not place into RDG030, ENG099 ALP coreq, ENG090/RDG090 accelerated integrated reading/writing course, or MTH 002 (or their equivalents after course redesign) will be referred to one of two options. The first option, for those needing several weeks (or more) of remediation, is the Adult Education and Literacy (AEL) classroom. The second option, for those needing substantially less remediation, will be the newly created Accelerated Learning Lab (the ALL). The ALL will focus on placement test preparation and will provide short term academic support for those students needing to remediate.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>Adult Education classes provide the opportunity for adults to improve their basic skills, study for the HSE/HSET test, and enhance their workforce and college readiness skills. The program is funded through the Department of Elementary and Secondary Education and is offered at no cost to students. However to maintain funding, it is important that enrolled students demonstrate a commitment to the program with regard to attendance and academic achievement including a pre and posttest to measure academic gain. Jefferson College offers both day and evening AEL classes at 3 sites: the Hillsboro main campus, the Arnold site, and at the Jefferson County Library Northwest site in High Ridge. AEL students are acclimated to the college culture as they are given V numbers (college ID), a MyJeffco userid (college intranet), access to library, Field House, Employment Services, Disability Support Services and can be referred to counseling services. The Jefferson College AEL program has a Literacy Coordinator for those students who are seriously deficient in basic skills. The program works to provide individualized instruction for these students when possible. While the program has a Literacy Coordinator, it is important to remember the funding formula for AEL relies heavily on measured progression in academic subjects. AEL may not be the appropriate path for all students who fall below a future implemented threshold.</i>		

 		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>ENGLISH: We offer what are termed "co-remediated courses." Students who score a 17 or lower on the ACT English subscore are placed in specially designated sections in which the general curriculum is the same as all sections of 101 and which are credit-bearing. The students are obligated to attend laboratories twice per week for an additional 100 minutes of instruction in fundamentals and mechanics.</i></p> <p><i>MATH: We are offering MAT 111: Intermediate Algebra course as a co-requisite course for students with ACT math score of 17 and below. Actually we are offering the Intermediate Algebra course in two different forms. The regular Intermediate Algebra is taught 3 days a week for students with ACT math score of 18 - 21 and the co-remediated Intermediate Algebra is taught 5 days a week for students with ACT math score of 17 and below. Students in the co-remediated Intermediate Algebra classes learn regular topics on MWF days and remedial math topics & reviews of MWF topics on Tuesdays & Thursdays.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>We have started a summer camp as an early intervention program for the underprepared students from this summer. Incoming freshmen with ACT math and English sub scores below 18 were selected to participate. Around 120 students participated and the program was very successful. Around 84% of the participants completed the program in good standings. They completed remedial math and English courses as the main courses in addition to other courses.</i></p> <p><i>The university also implements an early alert program in which the course instructors inform the performance of the underperforming students to their advisors during the 2nd, 4th, and 6th week of the semester so that students can be helped at an early stage.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		

From the fall of 2014, the university quit offering remedial English courses (ENG 90 and ENG 95) and offer "co-remediated courses." Students who score a 17 or lower on the ACT English subscore are placed in specially designated sections in which the general curriculum is the same as all sections of 101 and which are credit-bearing. The students are obligated to attend laboratories twice per week for an additional 100 minutes of instruction in fundamentals and mechanics.

From the fall of 2014, the university quit offering remedial math courses (MAT 50: Basic Mathematics and MAT 51: Basic Algebra) and in place of these courses, some sections of Intermediate Algebra are taught as a co-requisite course in which the regular intermediate algebra topics are taught together with the remedial math topics

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

Lincoln University chose to use the ACT math sub score to place students in math courses from 2014 fall semester onwards. It is a decision made by the university administration in 2013. The placement in math courses was based on the departmental placement exam prior to that. This has been the practice at Lincoln for placing students in math courses for a long time.

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	

THRESHOLD POLICIES AND PRACTICES

10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X

If yes, please describe the process and measures used to assess students below.

[Are there plans to develop such guidance at your institution?] This question may be answered better by administration.

11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X

If yes, please describe these programs below



REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	

Other:

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

Some of our Remedial Math courses are offered in modularized formats. We also offer 8-week and 12-week courses for Remedial Math and Remedial English.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

We offer very limited summer bridge or math boot camps. Through a Title III grant, there is a developmental math summer bridge program being piloted. A similar summer bridge program is also currently being developed for Reading at another campus.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

MCC received three Department of Education grants to redesign remedial and gateway courses and experiences. A number of changes and enhancements are being piloted.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X

If no, please provide the placement scores for each academic area in which you use them below.

<p><i>We are now following the CBHE recommendations for all ACT subjects and most of the Accuplacer scores. We adopted Accuplacer September 2016. All of our Accuplacer college level scores are aligned with MDHE recommendations with the exception of Math.</i></p> <p><i>Our Math Accuplacer college level score uses Elementary Algebra: 91.</i></p> <p><i>WRITING- ACT Score below 18, Compass Score below 70</i></p> <p><i>Math - ACT Score below 23, Compass Score below 66 (algebra)</i></p> <p><i>Reading - ACT Score below 18, Compass Score below 85</i></p>		
<p>8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)</p>		
<p><i>None. Through our Title III grant, we did pilot placement of a limited number of student using HS GPA and ACT. However, due to limited IR staff and problems with the college's information system, this has not been adopted across the institution.</i></p> <p><i>English faculty at three campuses are currently piloting a writing assessment as an additional placement measure.</i></p>		
<p>9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?</p>	Yes	No
	X	
<p>THRESHOLD POLICIES AND PRACTICES</p>		
<p>10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)</p>	Yes	No
		X
<p>If yes, please describe the process and measures used to assess students below.</p>		
<p><i>[Are there plans to develop such policies or practices at your institution?] Yes.</i></p>		
<p>11. Does your institution offer Adult Education Literacy Programs?</p>	Yes	No
	X	
<p>If yes, please describe these programs below</p>		
<p><i>We offer GEARS, Guided Educational Access to Reading Skills and CEADD, a College Experience for Adults with Developmental Disabilities.</i></p>		

 Mineral Area College <i>Serving Communities Since 1922</i>		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
Other: <i>Excel Tutoring</i>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>Our Learning Center offers module coursework as an alternative to the traditional setting. This environment requires regular attendance at variable times while still operating on normal 8 and 16 week terms. Regular meetings with staff are required, but the course allows for some self-pacing.</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>The College is working with local high schools who provide dual credit to identify students who need remedial coursework. At present, all local high school juniors take the ACT test. In addition, we offer the COMPASS (soon to be ACCUPLACER) to them as well. We work with the dual credit coordinator and high school counselors to promote remediation as soon as a need is identified. We allow high school students to take dual enrollment classes during the summer to prepare for college-level work during the regular academic year. In addition, some students opt to take preparatory courses during the regular academic year as well.</i>		
<i>We are working on a summer bridge program at the present time with our Learning Center Director. The intent of the bridge program will be to identify students who attend our spring orientation sessions and encourage them to take courses the summer before they attend full-time classes the fall of their freshman year. Plans are not complete on this project, but we hope to have it in place for summer 2017.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		

Since 2013 the College has completed implementation of its Reading Initiative. This initiative returned the institution to its then abandoned practice of requiring reading courses for those students who fell under the college readiness guideline thresholds.

In 2013 the college began a process to restructure and restaff the institution's Learning Center. A transition team was selected to locate areas of concern and draft recommendations. Although the implementation of a number of the recommendations is ongoing, the institution has realigned its entire developmental education curriculum. It is the belief of the team that this realignment will pay large dividends as many gaps were recognized and addressed. There is, however, no meaningful data to support this yet. In addition to the curriculum alignment process, the course number sequence and naming conventions were simplified to aid in student and advisor navigation of courses, the amount of available tutoring was increased, and education and experience expectations for potential staff members were revised.

A number of adjustments and initiatives are still awaiting implementation. These include adjustments to placement procedures, co-requisite remediation alternatives, and expansion of two MoWINS pilots--math bridge and intrusive advising.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

Our institution still depends heavily on placement exams (Compass and ACT), but we do have a waiver process in place. If students wish to challenge their placement, they can submit high school transcripts and a letter of explanation to the respective department chair. This information is assessed and the placement is then confirmed or the prerequisite course is waived. This process is almost certain to change prior to FA2016.

Mineral Area College has experienced turnover in two key positions: the CAO and the Math Department Chairperson. The individuals who have replaced them are working hard on many fronts to get up to speed on areas the College has neglected. Our Taskforce on Remedial Education conducted extensive research and hopes to make a recommendation to the Assessment Committee to be implemented by fall 2017. At present, the most likely additional measure will include some consideration of the high school GPA.

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	

THRESHOLD POLICIES AND PRACTICES

10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X

If yes, please describe the process and measures used to assess students below.

[Are there plans to develop such policies or practices at your institution?] Several local career centers with which the college partners offer Adult Basic Literacy Programs. We offer HiSET testing on our campus. For MAC to establish a floor, we would have to change our admission standards as we are classified as "Open Admission." In addition, we would have to explore whether such a change would require additional permission from the Higher Learning Commission.

11. Does your institution offer Adult Education Literacy Programs?	Yes	No
--------------------------------------------------------------------	-----	----

		X
If yes, please describe these programs below		

MISSOURI SOUTHERN STATE UNIVERSITY — ENGLISH

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	

Other:

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
		X

If yes, please explain in detail these alternative programs or courses your institution uses below.

We are currently developing corequisite models to be consistent with CCA Best Practices.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
	X	
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

Concurrent enrollment and other TRIO and Early Success Programs.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X

If no, please provide the placement scores for each academic area in which you use them below.

We have used an ACT score of 17 or above for placement into our first semester of college composition. However, we are changing that to a score of 18 or above moving forward

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

Students whose scores do not place them into our first semester of college composition have the option to take a Writing Placement Exam in which they respond to a writing prompt and have 40 minutes to complete an essay. On the basis of the essay evaluation, students are then placed into the remedial course or into the college-level course.

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		

MISSOURI SOUTHERN STATE UNIVERSITY — MATHEMATICS

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	
	Student Success courses	
	Other	

Other:

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

In the Fall 2016 semester we will be offering two courses that incorporate relevant material from Intermediate Algebra within the standard content. This is similar to the corequisite model except that the material is offered in the credit bearing course rather than a separate course. These courses are Math for Elementary Teachers I and Contemporary Mathematics.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

Students coming to register during the summer are informed about math placement options. Students that can successfully complete the math placement system are not required to take remedial courses.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

See # 3.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

<i>We use a placement system developed by the department where students can remediate at their own pace. Students that pass the proctored exam at the end of the system are not required to take remedial courses. We do use placement tests in conjunction with remediation models.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
[Are there plans to develop such policies or practices at your institution?] <i>We are examining best practices in differentiated student populations and for different credential levels to optimize access and success.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		

 Missouri State UNIVERSITY		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
<i>Other: Jump Start summer bridge program and TRIO program support many remedial students, but does not apply to all and is not exclusive to remedial students.</i>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>Jump Start summer bridge program to support at-risk students in math and writing prior to fall term.</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>Course redesign, incorporation of myMathLab online, elimination of a course in pipeline to streamline progression, and implementation of strategies learned from NCAT workshops.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>In the case of writing, we rely heavily on the ACT English sub-score. We used to ask students to write an essay during the first day of our new student orientation program which was evaluated overnight and used the next day to place students in their initial English class. Needless to say, this was both labor intensive and expensive. Analyses indicated that the ACT sub-score was an equally effective approach.</i>		

<p><i>In the case of math, a similar arrangement was once used. All students took a locally produced placement test during new student orientation. ACT sub-scores proved to be just as effective. Note, however, that students have the option, if they are unhappy with their ACT based placement, to take the locally produced placement exam. The math department is currently looking into McGraw Hill's ALEX placement scheme that has built into it the option for students to master the developmental/remedial material and accelerate into MTH 135 (College Algebra).</i></p>		
<p>9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?</p>	Yes	No
	X	
<p>THRESHOLD POLICIES AND PRACTICES</p>		
<p>10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)</p>	Yes	No
	X	
<p>If yes, please describe the process and measures used to assess students below.</p>		
<p><i>http://www.missouristate.edu/admissions/AdmissionRequirements.htm ACT/SAT scores, High school core curriculum, and Selection Index (High school GPA/Class Rank)</i></p>		
<p>11. Does your institution offer Adult Education Literacy Programs?</p>	Yes	No
		X
<p>If yes, please describe these programs below</p>		
<p> </p>		

		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>MSU West Plains offers students the option of enrolling in English w/ALP. This allows students to enroll in a college level English course while receiving supplemental instruction to improve their chance of success. This is open to students who do not qualify for college level writing based on our institutional assessment but are identified as students who could be successful with additional help.</i></p> <p><i>MSU-WP students are enrolling in Emporium courses in mathematics where they progress via computer-aided instruction. Many are completing six credits within a three-credit semester shell. Paired courses and learning communities are promising practices.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>MSU-WP is working with local high schools to align high school graduation and curriculum with college entrance and completion standards. Placement exams are being given to high school juniors. Dual enrollment students are enrolling in first year college success courses. MSU-WP has limited the number of attempts a student may make to pass a course.</i></p> <p><i>MSU-WP provides Academic Advising, tutoring services, MAPWorks early alert system, and math and English summer "boost camps."</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>MSU-WP has set a floor for developmental education and is working more seriously with Adult Education & Literacy to assist students who score below the threshold. Placement exams are being successfully combined with criterion-referenced diagnostic exams created by the faculty; these are tied directly to the skills students need in their courses.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in	Yes	No
	X	

Remedial Education policy?		
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>We are currently revising our placement methods. We will have something in place by the Fall of 2016.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures? [Are there plans to develop such guidance at your institution?] <i>We are meeting now to determine multiple measures for math courses. The English department uses a guided self-placement process.</i>	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<i>Using the ACT or COMPASS scores in mathematics, any student testing below a certain score in mathematics is assigned to a basic math course offered through the College Readiness Program at the Adult Education & Literacy. The program is free to students and they work at their own pace with a more supportive structure and individualized plan.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>Adult Education & Literacy (AEL) program helps to prepare adults who have been away from school, such as people who are working but want to learn new skills, or those who have decided to get a college education later in life. MSU-WP launched the College Readiness Program (CRP) through AEL. The program is free to anyone interested in increasing their math, English, and reading comprehension skills before taking college placement tests or just need a refresher course. Also, MSU-WP students who test below a certain level in mathematics are assigned to CRP and an individual remediation plan is created to help prepare the student for college-level coursework and success.</i>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
		X
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	
	Advising	
	Labs/Workshops	
	Student Success courses	
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
		X
If yes, please explain in detail these alternative programs or courses your institution uses below.		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
		X
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
		X
If yes, please explain in detail these strategies below.		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
		X
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		

10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		



MISSOURI WESTERN STATE UNIVERSITY

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes

Other: *Self-paced instruction; Supplemental instruction/Corequisite course*

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

Students with a Math ACT between 18 and 21 may enroll in a general education course and a co-requisite course that provides supplemental instruction matched to the content in the general education course.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

Students may take the proficiency exam while still in high school or in the summer prior to enrollment in the fall semester. Students may take remedial courses in the summer prior to all semester enrollment.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

We now use multiple measures for placement, including ACT sub-test scores and other placement test scores.

The developmental math program has changed significantly. Students with ACT math scores from 18-21 may now complete the developmental course and the general education course in one semester as co-requisite courses. The developmental course provides supplemental instruction to support the learning in the general education course.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)

9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		


REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes

Other: An early alert system, an attendance requirement, and a Student Assistance Program are in place for all students but may be particularly useful for students in remediation.

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

We have appeal processes (in-house math exams and writing samples) for both math and English students who place into developmental courses through traditional placement with the Compass/ACT/Accuplacer. Until fall 2016, with ACT's elimination of the Compass, we offered two-hour workshops for students needing extra preparation to retake the Compass Writing and Reading tests. We are currently exploring the development of a similar workshop for the Accuplacer. We offer two-week boot camps for both math and English. We also offer corequisite math (Intermediate Algebra paired with College Algebra) and English (developmental writing and reading paired with Composition I) courses. We offer modularized courses in both math and English.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

We have worked with area high schools and have encouraged them to administer the Compass test to their sophomores. As mentioned above, we offer boot camps during the summer intersession. High school juniors and seniors can dual enroll if they have at least a 2.00 GPA and permission from their guidance counselor, parent, and Dean of Student Services. We also offer a Senior Summer Start, where students can take three credit hours for free the summer after they graduate from high school. Some students have used this option to get a jump start on remediation. In fall 2016, we are piloting a math bridge course at a local high school. The course follows MACC's prescribed curriculum for its modularized pre-algebra course but is taught as part of the high school curriculum. Students who successfully complete this course will be considered ready for college-level math at MACC.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

We have implemented multiple measures of placement (writing sample appeals, inhouse math assessments, placement in College Algebra with a combination of measures), have developed accelerated routes through remediation (workshops, boot camps, and corequisite courses), and have combined reading and writing remediation (formerly six credit hours) into a three-credit hour corequisite option for Composition I. Our math faculty are currently developing alternate math pathways for non-STEM majors.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>We offer in-house appeal options for math and English as a secondary method of placement if students don't place into college-level courses with the ACT/Compass. We also offer placement into College Algebra through a combination of ACT/Compass math score, high school GPA, and date of graduation.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
<i>[Are there plans to develop such policies or practices at your institution?] We require placement scores (or prerequisite coursework) of all degree seeking students or of any student wanting to enroll in math or writing courses. However, we do not currently deny college admission to any student based on test scores. This is still under consideration as we await more guidance from MDHE and the identification of the floor scores.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>The AEL program is offered on our Moberly campus. In 2016, we took over the AEL program in Hannibal. AEL provides individualized learning assistance for a variety of interests. Many students who participate in the AEL program are preparing for the HiSET test. Other students may receive instruction to brush up on their academic or everyday living skills. This program is free to the student. The program recently won a state award for having a high percentage of students enroll in college after completing their AEL program.</i>		

		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>Corequisite and modularized courses</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>Summer bridge program (as part of MoSTEM). We also offer 1 week BrushUp workshops for math and English.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<ul style="list-style-type: none"> • <i>DevEd courses have been looked at critically and have been redesigned using successful redesign models.</i> • <i>An annual follow-up report was redesigned to specifically address the criterion mentioned in the assessment section of the Best Practices. The follow-up report is used to facilitate meaningful discussion and inform decision making at the division level.</i> • <i>Course assessments are completed each semester, students success in identified student learning outcomes is tracked longitudinally, and data is shared and discussed among faculty teaching the DevEd courses, so curriculum and assessment modifications occur throughout the department.</i> • <i>Linking meetings are being held between DevEd faculty and gateway faculty in math and writing, with reading in the planning stages. During these meetings, discussion centers around:</i> <ul style="list-style-type: none"> o <i>Curriculum changes that could be made at the DevEd level to strengthen students entering the gateway course.</i> o <i>A common vocabulary and procedures have been established.</i> o <i>Student behaviors indicating college-readiness are discussed as are means for which improvements can be made.</i> • <i>Professional development has been provided to DevEd adjunct faculty in the form of shared articles, a fall and spring day-long retreat, and the MRADE conference for those adjuncts who are willing to attend.</i> <ul style="list-style-type: none"> • <i>1 week BrushUp Workshops in Math and English</i> <p><i>Co-Requisite courses in Math and English</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>We are implementing a new multiple measures for placement process for students admitted for fall 2017. The ACT/Accuplacer and High School grade point average will be utilized.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>Adult Education and Literacy/High School Equivalency classes are offered on campus through St. Joseph, Missouri Adult Education and Literacy.</i>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
<p>Other: Northwest operates an Academic Success Coaching Program that, in addition to academic skills, educates students in a broad spectrum of successful habits and skills. Our Talent Development Center offers the Supplemental Instruction program for general education courses as well as discipline-specific tutoring. Our department of English and Modern Languages operates a Writing Center to assist students with writing assistance in any course. Additionally, our Residential Life staff operates an Academic Resource Consultant in-Hall program to provide academic resources for students.</p>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>Mathematics: Northwest will implement in Spring 2016 a pilot program in co-requisite education in mathematics, and has a proposal pending campus approval for full implementation in Fall 2016. Students who fall below a 22 ACT math sub-score and a high school GPA of 3.0 will enroll in a co-requisite course if they enroll in Fundamentals of Mathematics, Concepts of Mathematics, or General Statistics. Strategies for Fundamentals of Mathematics is a 2 credit hour co-requisite course and Strategies for Concepts of Mathematics and General Statistics are 1 credit hour each.</i></p> <p><i>Composition: Students earning an ACT English subscore under 18 are placed in 10-110 Introduction to College Writing as a prerequisite to the general education composition course. This course, however, is credit-bearing toward the students degree program of 124 minimum credit hours.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Students who successfully complete a college level English or mathematics class for dual credit may use this to supersede the placement requirements.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>Mathematics: Northwest has worked diligently to identify the most appropriate math pathway for majors with the goal of not requiring Algebra where it is not appropriate. As indicated above, Northwest will implement fully in 2016 a co-requisite model for remediation in all mathematics courses that are not in the Algebra sequence, including Fundamentals of Mathematics [primarily for Elementary Education majors, Concepts of Mathematics [a contemporary mathematics course], and General Statistics.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in	Yes	No
	X	

Remedial Education policy?		
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>High School GPA and additional placement through locally developed Math Placement Assessment. The placement assessment is utilized to determine what level of Math Skills enrollment [1-10 modules] is required for those students in the Algebra sequence requiring the Math Skills course. Students who enter with an ACT English subscore below 18 are also provided the opportunity to take a locally-developed writing assessment to test out of the requirement for a developmental writing course.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<i>Admission standards at Northwest Missouri State University are moderately selective. Admission for new freshmen is based on a combination of academic and personal considerations. An applicant's academic accomplishments are a priority and are demonstrated by test scores, grades, class rank and exposure to college prep curriculum. We also look for other qualities such as motivation, dedication to learning, integrity and leadership. New freshman admission is based on a combination of ACT/SAT score, class rank and GPA. ACT/SAT scores must come directly from ACT or College Board. Northwest does not require the writing component of the ACT. The SAT score used for admission is a combination of SAT Critical Reading and SAT Mathematics scores. Students in the class of 2010 and beyond are required to have followed a college-preparatory curriculum that includes at least 24 units of credit and meet the requirements in either Category I or Category II. Category I 21 ACT composite or higher (or the SAT equivalent: SAT-980); and A minimum 2.00 cumulative GPA or above (on 4.00 scale) Category II Have a combined percentile index (see here) that equals or exceeds 100 points; and A minimum 2.00 cumulative GPA or above (on 4.00 scale) Assist Program The Assist Program at Northwest was designed for the first-time freshman who, after thorough and thoughtful review of academic records and transcripts, is believed to have the potential to be successful at Northwest given the proper support. Students selected for participation in this program have identified areas of weakness and must participate in this program in order to enroll as a student at Northwest.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		
<i>Northwest does host on campus the Adult Education and Literacy program sponsored by the Maryville RII School District</i>		

OZARKS TECHNICAL COMMUNITY COLLEGE

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>We have a traditional pathway from remedial courses to college level courses in English, Math, and Reading. Additionally, we have an alternate pathways in Mathematics and English.</i></p> <p><i>In the traditional Mathematics pathway, students may take up to two remedial courses before they take a college level course. The Mathematics alternative pathway entails one college level course that meets for additional hours. In this pathway select applicable topics from the remedial courses are taught as a support to the college level content.</i></p> <p><i>In the traditional English pathway, students may take up to two remedial courses before they take a college level course. The English alternative pathway entails co-enrollment in either both remedial courses or the higher level remedial course and a college level course. In both cases the higher level course material is taught first, then students enrolled in the lower level course remain in the classroom for instruction on the remedial course topics that support the college level content.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>We offer two versions of preparatory experiences for students that act as interventions to help students avoid remedial education. One is a one credit hour, one week course (referred to as "boot camps" or academic refresher courses) that are taught by faculty in the applicable departments. The other is a non-credit pre-semester half day experience (referred to as "prep day") that is facilitated by our tutoring and learning faculty and staff. Both experiences focus on delivery of instruction/skills that increase student scores on entrance placement exams.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>Since passage of the Principles of Best Practice in Remedial Education, OTC:</i></p> <p><i>added the aforementioned academic refresher courses (boot camps)</i></p> <p><i>shifted responsibilities of advising personnel to act implement intentional advising for students in more than one remedial course</i></p> <p><i>began funding the offering of our entrance placement exam for students in local high schools as an early intervention</i></p> <p><i>changed the order of disciplines tested in our entrance placement exam</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<p><i>In addition to COMPASS scores taken prior to registration, in Mathematics we use an in-class formative computer based assessment (ALEXS) during the first week to double check placement. In English courses, a similar formative assessment tool, a placement essay, is used to double check placement.</i></p> <p><i>As regards the following question (9), a guidance instrument is in the process of development as we move toward directed self-placement.</i></p>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
<i>We have no formal floor score but a practice of strong advising toward our Adult Education and Literacy program for those with very low placement scores</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<p><i>The marketing for our Adult Education and Literacy (AEL) program reads: "Improve your English and math skills at no cost through OTC's Adult Education Transition Program. Through this program, you have the chance to strengthen your academic skills by targeting courses specific to your needs. This no cost opportunity increases your chance of success and allows you to complete your certificate or degree with fewer developmental courses. One of the best things about the Adult Education Transition Program is that it is individualized. That means you will only study the things you need to learn. Students' skills are reviewed after 50 hours of attendance. Your skills will be measured in the Adult Education Transition Program. Once your skills show enough improvement, you will be allowed to retest on the COMPASS placement tests. If your placement tests confirm your readiness, you will begin the process to take the classes you need."</i></p>		



REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes

Other: *Early alert system is being piloted with Math and English; Writing Center where students can come for help.*

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	

If yes, please explain in detail these alternative programs or courses your institution uses below.

In our fast-track course students can complete our two most common remedial algebra courses in a single semester.

The Reading Program offers 2 remedial courses that are fast-track.

We are piloting 4 sections of accelerated learning in which students enroll in developmental and college writing courses simultaneously (co-requisite). Writing/English uses the "Baltimore Model" for the accelerated writing course that transitions into the college level writing sequence.

If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

We have an outreach program that visits the high schools in our service region. We have a faculty representative speak to junior math students and give them a sample placement test (using COMPASS). Students are then advised to take math their senior year. We welcome juniors to campus to take an actual placement test and allow them to retest after their senior year. This program has been highly successful.

Currently, we offer dual enrollment and are researching early assessment programs and summer bridge programs to see how they could benefit our remedial students.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

We now have a brand new Developmental Math Department with faculty focused on applying best practices. We have made courses more streamlined, infused technology into the learning process, and have provided adjuncts with training and quality teaching materials. We have outlined degree options and required math courses to meet those options so that students are aware of a variety of math pathways that they can take.

We are in the process of researching a new placement test to replace the COMPASS test and ways to use multiple measures in Reading, English and Math.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
<i>Statewide placement scores are used for COMPASS testing, but there are some differences when using the ACT for placement. ACT 21 in writing for Comp I. ACT 23 for College Algebra. See attached.</i>		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>We are currently only using COMPASS Placement and an appeals process whereby a student may retest using COMPASS. If still not satisfied with their placement a student may bring their high school transcript and any other test scores for an individualized review and placement. We are in the process as a college of choosing effective multiple measures to use for placement of our students.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<i>Math COMPASS placement score of P28 or higher. There is a continuing education math course that offers basic skills review. If a student passes this course they may take our entry level math course at the college. So, even though there is a floor, students still have the possibility of opening the door to college coursework. We have floor scores that are used in Reading. The students must get a certain score to be placed in our reading program.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>We offer English as a Second Language and HiSet classes.</i>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>We offer back-to-back 8-week courses that enable students to complete all/most of their developmental education requirements in as little as one semester.</i></p> <p><i>We also offer grant-funded accelerated pathways through developmental courses. Some students have completed all of their developmental education requirements in as little as 8 weeks.</i></p> <p><i>We also offer some sections of corequisite model English, and we provide self-paced math courses.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Students can access our website and complete practice exercises before taking the COMPASS placement test. Students can also re-take the COMPASS before being placed in courses, and they can re-take the COMPASS to see if they can "test out" of their developmental course sequence at different points in the sequence. Students can take advantage of developmental courses offered during the summer to potentially complete their developmental requirements before enrolling in college-level courses in the fall. We also offer a math boot camp that allows students to brush up on some skills prior to placement testing.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>We have changed our COMPASS testing policy as described above.</i></p> <p><i>We have implemented additional grant-funded accelerated developmental coursework as described above.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	

If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>On an individual basis, students can complete "challenge" assignments that have the potential to allow them to bypass developmental reading and English courses. We have a district-wide committee formed to look at adding multiple measures.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
<i>[Are there plans to develop such policies or practices at your institution?] No. There has been discussion about preparedness, but no plan to set floor scores. Is this a state recommendation?</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>St. Louis Community College provides Adult Education and Literacy classes at seven locations though a grant from the Missouri Department of Elementary and Secondary Education. In addition the college partners with three community agencies to provide AEL services within their programs. Currently these programs serve approximately 400 students per year.</i>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	
	Labs/Workshops	Yes
	Student Success courses	
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>Co-requisite Developmental English with English Composition. Students take both courses in same term with same instructor. Math lab (one hour developmental) with general education math courses for programs that do not require College Algebra. Students enroll in appropriate general education math course and 1 hour lab in same term. Only required if College Algebra is not required for student's program. If College Algebra is required, student is on a different track and will take only degree applicable courses in mathematics.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Yes, Southeast offers a provisional admission option for students who are missing a unit of core curriculum. Provisionally admitted students are required to make up the high school core curriculum deficiency during the summer at the institution of their choice. Frequently, students complete a unit of mathematics during the summer that fulfills the required high school core and reduces their time in developmental education at Southeast. Additionally, Southeast is exploring and discussing the implementation of developmental math as part of the dual enrollment program, as a means of encouraging more high school students to complete math in the senior year of high school.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>The English Department instituted the co-requisite model for students requiring developmental English Composition. Students enroll in both developmental English and English Composition in the same term. In the past, students would take developmental English in the term prior to taking English Composition. Mathematics instituted the one-hour math lab (developmental) for students whose programs did not require College Algebra. These students enroll in the appropriate general education mathematics course along with a one-hour developmental level corresponding lab.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students	Yes	No

into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	X	
If no, please provide the placement scores for each academic area in which you use them below.		
<p><i>English Composition:</i> 22 or greater (510 or greater for SAT English subscore) Student places into EN100 - English Composition 21 or below Student places into EN099 - Writing Skills Workshop</p> <p><i>Mathematics:</i> ACT Math Sub-Score Mathematics Course Placement 0 – 14 MA050 Basic Math Skills 15 – 21 Logical Systems with Lab 22 + Logical Systems 24+ MA139 Applied Calculus 26+ MA140 Analytical Geometry & Calc I</p> <p>SAT Math Score Mathematics Course Placement 0-359 MA050 Basic Math Skills 360-519 Logical Systems with Lab 520+ Logical Systems 560+ MA139 Applied Calculus 600+ MA140 Analytical Geometry & Calc I</p> <p>We now require an ACT Math Sub-Score of 22 for math placement into the standard general education course, which is the statewide placement score.</p>		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
For math placement Southeast uses either the ACT Math Sub-Score or the COMPASS exam. Beginning in January 2017 we will be using a locally developed Department Math Placement Exam. For English placement, we use the ACT English Sub-Score of 22 or an English Department Placement Exam score.		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
Southeast is conducting a review of admission standards, including the admission of adult learners who lack basic literacy and academic skills.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
<p>Other:</p> <ul style="list-style-type: none"> • <i>TRiO Math Courses with Supplemental Instruction (SI)- TRiO Eligible students can enroll in these courses with a SI taught by a student leader or math specialist to provide additional help on specific problems, study tips, and test preparation.</i> • <i>myLabs and myLabsPlus by Pearson- Developmental Reading, Writing and Math courses use these software programs to progress through skill sets.</i> • <i>Hawkes Learning Systems- Developmental Math courses use these software programs to progress through skill sets.</i> 		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>Interim Session Courses- Students can take a developmental course in-between fall and spring semesters, or summer and fall semesters. These short courses allow a student to get ahead in the developmental sequence.</i></p> <p><i>Bridge Academy- These are two 8 week, paired courses within one semester. This allows students to complete two developmental courses in one 16 week semester, with the same instructor, and in the same classroom.</i></p> <p><i>We will piloting co-requisite classes starting in Spring 2016</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Early Assessment-31 High Schools in our 14 county service area have access to COMPASS and ASSET. They can take these assessments during their junior or senior year to assess college readiness and/or dual enrollment. We offer English 100 which is a fast track 2 week course designed to help student move up to the next course.</i></p>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<p><i>We have implemented English 100 which is a fast track 1 week course designed to help students move up to the next course. We are implementing co-requisite courses starting Spring 2016.</i></p>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high		

school GPA and coursework, End-Of-Course examinations, etc.)		
<i>High school GPA, writing assessments.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
	X	
If yes, please describe these programs below		
<i>The Adult Education and Literacy program provides individualized and group instruction. Emphasis is placed on developing and improving skills, especially toward passing a high school equivalency test (HiSET). However, the program is open to all individuals who desire assistance with individual language arts, reading or mathematics skills, whether contemplating further educational opportunities, preparing to enter college or improving job placement.</i>		

 STATE TECHNICAL COLLEGE OF MISSOURI		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	
	Student Success courses	Yes
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>At State Technical College of Missouri COM 070 Reading Prep is a corequisite course to COM 101 English Composition and COM 111 Oral Communication. State Technical College of Missouri also has eight-week math fast-track courses in MAT 051 Introductory Algebra and MAT 071 Intermediate Algebra.</i>		
4. Does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>Dual Enrollment</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>Implemented statewide scores – lowered college level math scores and raised reading and writing scores; implemented college entrance thresholds for math and reading; implemented corequisite for reading COM 070 College Reading Preparation; split developmental writing sequence into two course levels.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>Internal placement exams for math and writing. Learning Express for reading.</i>		
9. Has your institution developed any formal guidance, decision tree, or	Yes	No

flowchart to help staff place students using multiple measures?	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<i>Yes, students must score an ACT subscore of 15 in math and reading or an 18 in math and a 70 in reading on the COMPASS.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	
	Student Success courses	Yes
	Other	Yes
<p>Other: <i>Our professional and student tutors offer assistance in English, Writing, Math, Science, ACAD, and Accounting. The Tutoring & Learning Center, located on the second floor of the Academic Resource Commons, also provides a convenient setting for students to work individually or in groups. Computers are available for student use.</i></p> <p><i>ACHIEVE another academic support element that develops student talents and efficacy. Academic plans are created for students to meet the needs of the students. ACHIEVE provides academic support, advising, tutoring, guidance, and counseling to help students stay on track and create their success.</i></p>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<p><i>Our entire transitional math program is offered as an emporium lab model allowing our students to fast track through the developmental math program as early as one semester or multiple semesters as needed. Students testing into transitional math work through modules by first pretesting (thereby being given the opportunity to test out of a module) followed by instructional material and homework, followed then by review and post testing. The program is offered via a web based environment giving students the opportunity to work on material at home with all testing required to be completed in the lab environment. Although the transitional math sequence consists of three courses (Transitional Math 1, Transitional Math 2, and Intermediate Algebra), students are allowed to progress beyond their enrolled course within a semester and maintain that progress in the following subsequent semester. This allows students the opportunity to complete one, two or even three courses in one semester helping students progress more quickly to college algebra. Completing multiple courses within the same semester is only charged as a single tuition fee which provides an incentive for students to continue beyond the enrolled course.</i></p> <p><i>This model only applies to our Math courses. Our remedial English and Reading courses are traditional, semester-long courses.</i></p>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<p><i>Our interactions with area high schools pertaining to dual-credit classes make students aware of the standards for enrolling in college-level English classes and offer strategies for improving college entrance and placement exam scores. We also provide students with online resources to prepare for placement exams and improve upon previous test scores. The college is working on strategies to help students avoid remedial education by creating a partnership with Caruthersville and Poplar Bluff High Schools where we have provided the schools with our transitional course to be implemented in the high school for those students that are ineligible for dual credit college classes for lack of pre-requisite scores. The instructor of the high school course is trained by our full time faculty to follow the exact same implementation of the course. Once the student has completed the course, the student is then deemed college ready and eligible to take college level math course as long as the student continues to the college level course the very next semester after completion of the transitional course. The goal is to expand the offering of this type of program to</i></p>		

better serve more schools in our surrounding communities.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

The traditional Developmental mathematics courses previously offered at Three Rivers were a typical lecture class where an established curriculum was covered within each course. The course outline generally required five or six exams over the material to be averaged for a grade at the end of the semester. Students would receive either a credit for the course (a 70% average or better on the given material) or no credit. If the student did not receive credit for the course, they would be required to retake the course before moving forward to the next math course. This resulted in students sitting through the same material again with no regard to what the student already knew, and extending the time required to complete the remedial sequence. One example of this challenge was with the lowest level math course (MATH 05), which started with adding/subtracting/multiplying and dividing whole numbers. It was not uncommon for students to be in MATH 05 due to their inability to work through fractions, ratios, equations and geometry. Regardless, the student would have to sit through whole numbers and decimals again, even though they already knew the material. Therefore, in the traditional model, a student could enter MATH 05 without a mastery of fractions but do well enough on the rest of the material to get the required 70% average while still not mastering fractions. This scenario would often result in a student devoting time and resources to complete a course but did not truly improve their needed skills. The redesign of Developmental Mathematics, now titled "Transitional Mathematics," has enabled us to rectify both challenges for our students. The courses are now designed so students may pretest around material they already know, which allows them to concentrate on the material they don't understand. One of the major advantages of this model is if a student does not succeed due to either lack of attendance or not completing the material, the student does not have to start back at the beginning of the course, but is allowed to continue where they left off. This gives every student a sense of some type of success.

Within the redesign, we also incorporate a mastery learning program, which addresses the challenge of students completing courses and still having the same deficiencies they previously had.

Our redesign was purposeful in allowing a student that just needs a refresher course to very quickly become "college ready" without spending three full semesters to meet the requirements.

Our courses are now designed to allow students to progress through each of the three Transitional courses within the same semester, and several students have been able to do just that! One of the best examples of this is a student who applied to Three Rivers 10 years ago as "college ready" in mathematics. This student experienced a few life challenges and was unable to attend college at that time. The same student was recently able to come back to Three Rivers. By this time, the student no longer had the math skills necessary to begin with College Algebra and tested into our new Transitional Program to remediate. As the student began working on the course material, many of the latent math skills rapidly returned, and the student was able to complete all three courses in approximately seven weeks. With our old developmental course design, it would have taken this same student three semesters to catch up. With our redesign, we were able to get this student's mathematical skills back up to a level that enabled success in College Algebra in just seven short weeks. The student was then able to start a College Algebra course offered in the second eight weeks of the same semester, and complete the entire required math in just one semester. This is just one student that has taken advantage of the opportunity to complete multiple math courses in one semester. We have had many others.

Our Developmental Course redesign for Mathematics is now in the sixth semester and is by no means perfect. The Math Department is continually assessing outcomes in line with the success of the students in the course and looking at ways to improve student learning. We have identified specific course content that is difficult for the students and are exploring methods to offer the content in a different way to help students succeed. In some cases, the material needs to be broken into smaller sections to help avoid confusion; in others, some of the problem sets need to be evaluated for difficulty. Recently we discovered a need to create our own videos to supplement what is being offered in the courseware as well as developing a partnership with our Tutoring and Learning Center (TLC) to better serve our students.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)

Yes

No

X

7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?

Yes

No

X

If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>Students placing into developmental math are given the opportunity to take pretests over different competencies. Results of these pretests then help determine the actual starting placement of students in the courseware. Students placing into developmental English are required to complete a writing prompt that is then evaluated by the full time faculty to determine accurate placement. Based on the results of the evaluation, students can be placed into either a composition course with a co-requisite or directly into a college ready composition course.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
<i>Faculty and staff are currently discussing the placement testing scores and possibly creating a flowchart that could be developed for placement. This discussion is a recent development based on the adoption of the corequisite model.</i>		
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below. <i>Once it is established that a student does not have the appropriate placement score (a "floor score"), the student is placed into the development course. We are finding that we may have difficulty providing the necessary attention to these students.</i>		
<i>This is also being discussed as a recent development. As an open access institution, we believe in allowing students the opportunity to be successful even if they have certain testing or literacy limitations. However, we have discovered that the threshold we have established may be such that the college may not be able to provide the necessary services to assist low scoring students.</i>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
		X
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	
	Advising	
	Labs/Workshops	
	Student Success courses	
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
		X
If yes, please explain in detail these alternative programs or courses your institution uses below.		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
		X
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
		X
If yes, please explain in detail these strategies below.		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
		X
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X
If no, please provide the placement scores for each academic area in which you use them below.		
8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding	Yes	No

assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes
<i>Other: Supplemental Instruction</i>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
	X	
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>We have expanding our emphasis on dual enrollment and have partnered with Warrensburg High School last year to create Innovation Track which will expand dual enrollment/dual credit opportunities for students. If this program is successful, we would like to expand this to other high schools. We also recognize the need for other strategies such as early assessment programs and dual bridge programs. Plans for such programs are in the initial stages of discussion.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>Adjusted cut-off scores for COMPASS placement testing. UCM has initiated structured collaboration between faculty teaching developmental courses and those teaching gateway courses. Content in math gateway courses is now aligned with a student's course of study. Developmental math has implemented an alternate delivery model (corequisite) in order to move students into credit-bearing courses more quickly.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
	X	
If no, please provide the placement scores for each academic area in which you use them below.		

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<i>Evaluation of high school GPA, diagnostic tests administered on the first day of class.</i>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
	X	
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<p><i>To be admitted to UCM, you need to have completed the 24-unit Missouri college-preparatory curriculum. In addition, you need either: a score of 21 or higher on the ACT and 2.0 GPA or 1470 on the SAT and 2.0 GPA or a score of 20 on the ACT and 2.9 GPA or a score of 19 on the ACT and 3.0 GPA or a Combined Percentile Index equal to or exceeding 100 and 2.0 GPA</i></p>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		



University of Missouri

REMEDIAL EDUCATION PROGRAMS

1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	Yes
	Other	Yes

Other: *Services offered are the same as those available to undergraduate students.*

3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
		X

If yes, please explain in detail these alternative programs or courses your institution uses below.

If no, does your institution only offer traditional, semester-long remedial education courses? <i>During the 2016-2017 academic year, MU offers a single semester-long remedial class, Math 0110, "Intermediate Algebra."</i>	Yes	No
	X	

4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	

If yes, please explain in detail these strategies below.

"MU Connect" allows MU instructors and advisers to intercede with students having difficulty in classes and in some other campus arenas. It is not inconceivable that such intervention allows a student to be successful in College Algebra and to avoid having to drop to the lower level, remedial Intermediate Algebra.

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

ALEKS were updated in the last three years to reflect student success patterns.

REMEDIAL EDUCATION PLACEMENT PROCESS

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X

If no, please provide the placement scores for each academic area in which you use them below.

ALEKS is not listed in the "Best practices" placement/assessment instrument list provided by CBHE. Students who score 45% or lower on the ALEKS are placed into Math 0110. Students who have a 46% or higher on the ALEKS OR have credit for Math 0110 (C- or better) are placed into Math 1100: College Algebra.

8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)		
<p><i>Academic advisors use ALEKS scores as well as high school coursework, ACT/SAT scores to corroborate math placement scores. However, only ALEKS scores or prior course credit impact math course placement and registration. Advisors use the additional information to assist students in balancing other coursework with math and in some cases suggesting tutoring/ALEKS learning modules prior to enrolling in a math course. MU is utilizing ALEKS for the final time this year. By Fall, 2017, a new placement instrument, MyMath Test, will be used to determine the appropriate level of math course. In turn, the new placement test is being aligned with the redesign of "College Algebra" itself (a "flyer" is attached to this report). Both the multiple scores from the MyMath Test, as well as ACT score and high school course and grade information will also be available to advisers when they work with the student.</i></p> <p><i>One other matter: the changes in College Algebra are only part of the change in the freshman math curriculum underway at MU: By Fall, 2019 (and perhaps a year earlier), a new "Quantitative Reasoning" course will meet the MU General Education requirement; and for students who are aiming for a math-intensive major (STEM, Business, etc.), a freshman level course (for which there is a non-remedial "co-requisite" course) will be available.</i></p> <p><i>By 2019 (or perhaps Fall, 2018), the new College Algebra, a new Quantitative Reasoning course, and a more advanced pre-STEM math class (with a co-requisite) will all be available. At that point, MU will cease having any remedial courses.</i></p>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
		X
If yes, please describe the process and measures used to assess students below.		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		

 UNIVERSITY OF MISSOURI-KANSAS CITY		
REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	
	Other	
Other:		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
<i>ALEKS mathematics on-line assessment also has an on-line tutorial that students may complete to build mathematics skills to the level necessary to enroll in College Algebra. It is a self-paced tutorial that can be supplemented with in person tutoring and has proven successful, specifically with students participating in our Summer Bridge program.</i>		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>See item above for use of ALEKS assessment and tutorial, as well as Summer Bridge program.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>UMKC has systematically reviewed prerequisite skills (assessment/performance) necessary to successfully complete MATH 110 College Algebra. New prerequisite requirements have gone into effect currently, Fall 2015.</i>		
<i>UMKC programs in fields other than traditional STEM fields have the option to complete a broader set of options to meet the UMKC General Education - Scientific Reasoning and Quantitative Analysis Requirement. These students may complete MATH 116, Math for Liberal Arts, with prerequisite skills met through admission into the University.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X
If no, please provide the placement scores for each academic area in which you use them below.		

<p><i>UMKC uses the ALEKS mathematics placement score of 51% for College Algebra. UMKC does not offer remedial course work in reading. No placement exam scores beyond admission requirements are required for reading. Academic Support and Mentoring does provide a variety of programs to build reading skills that may be utilized by students.</i></p>		
<p>8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)</p>		
<p><i>No other.</i></p>		
<p>9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?</p>	Yes	No
		X
<p>THRESHOLD POLICIES AND PRACTICES</p>		
<p>10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)</p>	Yes	No
	X	
<p>If yes, please describe the process and measures used to assess students below.</p>		
<p><i>Determined by admission requirements (formula includes required core, combined College Entrance Examination Score and high school GPA). Students admitted under trial conditions are supported by the UMKC Coaching program and University College.</i></p>		
<p>11. Does your institution offer Adult Education Literacy Programs?</p>	Yes	No
		X
<p>If yes, please describe these programs below</p>		
<p></p>		



REMEDIAL EDUCATION PROGRAMS		
1. Does your institution offer remedial education courses?	Yes	No
	X	
2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?	Tutoring/Mentoring	Yes
	Advising	Yes
	Labs/Workshops	Yes
	Student Success courses	
	Other	Yes
<i>Other: Student Success workshops are available through Multicultural Student Services and Student Retention Services</i>		
3. Does your institution have alternative remedial education models for accelerating students' progress through remedial education? (e.g., corequisite courses, fast-track courses, modularized courses, etc.)	Yes	No
	X	
If yes, please explain in detail these alternative programs or courses your institution uses below.		
If no, does your institution only offer traditional, semester-long remedial education courses?	Yes	No
	X	
4. Does your institution provide early intervention strategies in order to help students avoid remedial education? (e.g., early assessment programs, summer bridge programs, dual enrollment, etc.)	Yes	No
	X	
If yes, please explain in detail these strategies below.		
<i>ALEKS math placement workshops are offered in the summer and throughout the semesters and plans are underway for a summer bridge program for conditionally admitted students for summer of 2017.</i>		
5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.		
<i>The purchase of the ALEKS Math Placement instrument with the built in remediation (Prep and Learning) module has allowed students to take charge of their math placement options without only relying on non-credit remedial coursework. Creating workshops and private tutors that provide support to students who need additional assistance in working through the Prep and Learning module is a recent addition to that initiative.</i>		
REMEDIAL EDUCATION PLACEMENT PROCESS		
6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills? (e.g., AccuPlacer, Compass, ACT, Asset, or other tests developed by your institution)	Yes	No
	X	
7. If your institution uses placement tests in order to place students into remedial education courses, do you follow the statewide placement scores listed in the CBHE Principles of Best Practice in Remedial Education policy?	Yes	No
		X
If no, please provide the placement scores for each academic area in which you use them below.		

<p><i>The ALEKS math placement cut scores are as follows:</i></p> <p><i>Math 005 = 30% or higher</i></p> <p><i>Math 1020 = 35% or higher</i></p> <p><i>Math 1021 = 35% or higher</i></p> <p><i>Math 1025 = 35% or higher</i></p> <p><i>Math 1030 = 51% or higher</i></p> <p><i>Math 1035 = 61% or higher</i></p> <p><i>Math 1100 = 61% or higher</i></p> <p><i>For Spring 2017 Math Dept is piloting placement of students in non-algebra math proficiency courses with no ALEKS score in the absence of statistical correlation between placement scores and success over that past 3 AY. CAS is assuring that adequate supports are in place for this pilot.</i></p>		
<p>8. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement tests) to determine the placement of students in remedial education courses? (e.g., transcript evaluation, high school GPA and coursework, End-Of-Course examinations, etc.)</p>		
<p><i>Currently there are no remedial courses into which students are placed based on placement tests. Advisors have access to ACT and high school GPA information along with Math Placement scores when assisting students with placement into gateway courses and are encouraged to utilize multiple measures to identify the most appropriate placement.</i></p>		
9. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?	Yes	No
		X
THRESHOLD POLICIES AND PRACTICES		
10. Does your institution currently have any policies or practices regarding assessing students' minimal level of literacy and academic competence for admission? (e.g., floor scores)	Yes	No
	X	
If yes, please describe the process and measures used to assess students below.		
<p><i>Applicants with a composite ACT score of 24 or SAT of 1090 will be admitted without regard to class rank. Class rank will be used to determine eligibility for admission when the applicant's ACT score is from 17 to 23 (SAT is 820 to 1080). Applicants who: Rank in the top 10% of the graduating class of a Missouri high school; and Complete the college preparatory curriculum, which includes at least 17 units of credit (four units each of English and math, three units of social studies, two units of a single foreign language, and one unit of fine art); and Submit an ACT/SAT score. WILL be eligible for automatic admission to any campus of the University of Missouri. Applicants Who: Graduate from a Missouri high school that does not rank its graduates; but Have taken a college preparatory curriculum which includes at least 17 units of credit (four units each of English and math, three units of social studies, three units of science, two units of a single foreign language, and one unit of fine art); and Achieve a 3.5 GPA on a 4.0 scale in these core courses; and Submit an ACT/SAT score. WILL be eligible for automatic admission to any campus of the University of Missouri. A transferring student who has completed fewer than 24 hours must apply under the procedures for admission to the freshman class with the additional requirement that they submit official transcripts from all college-level courses attempted at previous institutions that document at least a 2.3 GPA.</i></p>		
11. Does your institution offer Adult Education Literacy Programs?	Yes	No
		X
If yes, please describe these programs below		