



Tab 14

Annual Report on The Condition of College and Career Readiness

Coordinating Board for Higher Education
September 16, 2020

BACKGROUND

The Annual Report on The Condition of College and Career Readiness summarizes institutional efforts to replicate best practices in remedial education, as required by § 173.005.2(7) RSMo, and outlined in the *Principles of Best Practice in Remedial Education*. This year's report focuses on both remedial Math and English, and compares the effectiveness of corequisite and prerequisite supports for the years 2014, 2018, and 2019.

CURRENT STATUS

Earlier this year, the Department of Higher Education and Workforce Development issued its survey on College and Career Readiness to all of Missouri's public institutions of higher education. Due to the limitations placed on institutions due to COVID-19, there were a handful of institutions that were unable to submit their responses, and there were some categories covered in past reports that could not be adequately addressed in this report. Additionally, data for remedial English is scarcer due to there not being a policy initiative such as Math Pathways to facilitate the implementation of English corequisites on a wide scale. Despite these outside factors, many of the positive developments that were observed in previous reports continued in this report, and the Department was able to take a preliminary dive into the data surrounding English readiness and remediation in addition to math readiness and remediation.

One of the most encouraging findings from the report is that fewer students require remediation now than in 2014, for both math and English. The percentage of students requiring remedial math decreased by 23 percent, and the percentage requiring remedial English decreased by 29 percent. Additionally, the percentage of students who successfully passed their gateway math course through corequisite remediation within one year increased by 107.1 percent from 2014 (33 percent) to 2018 (almost 70 percent). In comparison, the percentage of students who passed their gateway math course through prerequisite math increased by 43.5 percent, from 25.5 percent in 2014 to 36.6 percent in 2018.

	2014	2018/9	Percent Change
Enrolled in corequisite math	0.70%	7.30%	942.9%
Passed gateway through corequisite	33.60%	69.60%	107.1%

	2014	2018/9	Percent Change
Enrolled in prerequisite math	34.20%	22.10%	-35.4%
Passed gateway through prerequisite	25.50%	36.60%	43.5%

Not only are students who enroll in corequisites seeing favorable results in their gateway pass rates, more students are enrolled in corequisites than in 2014 by a considerable degree. Since 2014, math corequisite enrollments have increased from 0.7 percent to 7.3 percent in 2019. While the data for English corequisite remediation is less complete than that of math corequisites, there are some encouraging findings. The percentage of first time students that successfully passed their gateway English course increased from 41.3 percent in 2014 to 53.3 percent in 2018.

Other key findings include:

- While prerequisite enrollments have declined since the implementation of Math Pathways, they remain moderately successful in terms of their pass rates, as well as the pass rates of their associated gateway courses.

- Adult learners and part-time students are more likely to take prerequisite remediation rather than corequisite remediation.
- Black Missourians are overrepresented among prerequisite enrollments.

NEXT STEPS

The Department will continue to administer the survey on College and Career Readiness to build on the data explored in this report. Since there is less trend data regarding English remediation than math remediation, future reports will be able to more adequately show data over time regarding the effectiveness of English remediation. While the present data is promising, more years of trend data will be beneficial both for the Department, and for higher education in Missouri as a whole. Furthermore, future reports and surveys will resume focus on individual corequisite course offerings, as limitations from COVID-19 prevented this report from diving into that data in as much detail as past reports.

Staff recommend Missouri's colleges and universities continue to implement corequisite remedial coursework for both math and English, and that institutions take a more active role in recommending corequisite remediation to student groups that the data show as being underrepresented according to our demographic data. As more data is collected regarding the effectiveness of corequisite remediation particularly in regards to English corequisites, ideally the English pathway will become more widespread and increase gateway pass rates for college students across the state.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS