



Tab 17

Overview on the State of Remedial Education

Coordinating Board for Higher Education
September 15, 2021

BACKGROUND

Over the course of the past decade, Missouri has made great strides to reform remedial education practices, in an attempt to improve student retention and degree completion. Passed into law in 2012, HB 1042 directed all public institutions of higher education in Missouri to “replicate best practices in remediation” in order to improve student retention and degree completion. To meet this mandate, department staff and institutional representatives partnered together to identify best practices in remedial education and the Coordinating Board for Higher Education approved [Principles of Best Practice in Remedial Education](#) in September 2013. This guiding document is based on research from regional educational laboratories, higher education research organizations, and other organizations with subject matter expertise.

CURRENT STATUS

The Annual Report on The Condition of College and Career Readiness¹ summarizes the efforts of the 25 public postsecondary institutions which offer remedial education to replicate best practices, as required by § 173.005.2(7) RSMo and outlined in the *Principles of Best Practice in Remedial Education*. These annual reports highlight changes occurring in Missouri in three key areas: the decline of remediation rates of recent high school graduates, the institutional shift of using multiple measures to assess college readiness and placement in gateway courses, and the change in remediation supports and the impact on student success.

Decline in Remediation Rates

Much has changed in remedial education in Missouri since HB 1042 was passed. In 2012, 35.6% of recent public high school graduates required some form of remediation: 30.8% required remedial Math and 14.3% required remedial English. Black Missourians were overrepresented among students requiring remediation, with 65% of incoming Black students at Missouri institutions being assessed as needing remediation. Since the approval for *Principles of Best Practice*, the state has seen drastic improvement in its remediation rates on all fronts. The remediation data for the most recent year available (fall 2020) shows remediation rates reduced by more than half of their 2012 levels (17.3% overall, 13.1% in math, 6.5% in English, and 3.7% in reading). While Black Missourians are still overrepresented among students needing remediation, the remediation rate for this group of students has drastically improved as well, with the overall remediation rate for Black students at 28.2%.

Table 1. Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total	35.6%	35.6%	30.8%	28.2%	26.8%	22.8%	21.5%	19.8%	17.3%
Math	30.8%	30.1%	26.2%	23.8%	21.5%	17.6%	17.5%	15.9%	13.1%
English	14.3%	15.5%	12.3%	10.0%	11.4%	10.1%	8.2%	7.2%	6.5%
Reading	9.1%	9.7%	7.6%	6.1%	6.6%	6.0%	5.2%	4.4%	3.7%

Use of Multiple Measures

One of the best practices driving this positive change is the use of multiple measures for placement. Prior to the implementation of *Principles of Best Practice*, placement in remedial education was based primarily on standardized test scores, particularly ACT subscores. Research indicates that basing student course placement, either in gateway courses or remedial sequences, on the results of standardized test scores (an often stressful event that can negatively impact student performance relative to their actual level of content

¹ All previous versions of the report can be found on the department website: <https://dhewd.mo.gov/CollegeAndCareerReadiness.php>

mastery) often leads to students being placed unnecessarily in remediation, and an over-placement of some demographic groups in remedial education.

As of the 2018-19 academic year, all Missouri's public institutions are using multiple measures for placement. Additionally, 16 institutions are reporting the use of more holistic measures for placement such as high school GPA and coursework. The COVID-19 pandemic has also brought about changes in how institutions choose to place students. ACT requirements have become more flexible at many institutions as a result of the pandemic, which may continue to shift the emphasis away from the ACT as a measure for placement.

Change in Remediation Supports

The ultimate goal of remedial education is to help students pass gateway, college level courses, and the implementation of corequisite remedial models have shown great success in achieving this goal. Rather than the traditional prerequisite model, which enrolls students in a non-credit bearing course that must be passed prior to taking the gateway course, the corequisite model – also known as just-in-time remediation – enrolls students directly in the gateway course along with instructional supports, similar to a one to two hour credit hour lab section. Currently, 20 of Missouri's public institutions of higher education offer math corequisite remediation, while 15 institutions offer English corequisite supports.

For the 2018-2019 school year, the most recent year for data on this metric, 75.1% of first-time students in corequisite math remediation passed their gateway course with a C or better, compared to 32.1% of students who took their gateway course after passing their prerequisite remedial math course. The effectiveness of the corequisite model over the prerequisite holds even taking sector into account. The most encouraging findings were at the two-year schools: Of the students that enrolled in a corequisite math course at a two-year school, 69.9 percent passed their gateway course with a C or better by the fall of that year, and 82.1 percent had passed by June of the following year.

While the data for English corequisite remediation is less complete than that of math corequisites, the data demonstrate positive trends. Nearly 76 percent of first-time students successfully passed their gateway English course via corequisite remediation within one year during the 2018-2019 academic year, while only 56.6 percent of students in prerequisite models passed their gateway course.

NEXT STEPS

The Department will continue to administer the survey on College and Career Readiness for the 2021-22 academic year, and release a report of the findings in 2022. Since there is less trend data regarding English remediation than math remediation, future reports will more adequately show data over time regarding the effectiveness of English remediation. Future reports and surveys will resume focus on individual corequisite course offerings, as limitations from COVID-19 prevented the most recent report from gathering data in as much detail as past reports. Additionally, department staff plans to revisit the original *Principles of Best Practices in Remedial Education* to make updated suggestions and recommendations. While overall, changes in remediation are having a positive impact, there is still progress to be made from an equity perspective as Black Missourians and adult learners are overrepresented in the prerequisite model, often resulting in delayed educational outcomes.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS