



## Tab V

# Report on the Condition of College and Career Readiness

Coordinating Board for Higher Education  
March 8, 2018

## BACKGROUND

One of the tactics included in the Blueprint for Higher Education's attainment goal is "eliminate remedial education in favor of co-requisite models and similar proven methods." In addition, § 173.005.2(6), RSMo, directs the Coordinating Board for Higher Education to identify and require public institutions of higher education to replicate best practices in remediation. To meet this mandate, the board approved *Principles of Best Practice in Remedial Education* in September 2013. This guiding document—developed collaboratively between representatives from Missouri's public institutions of higher education and MDHE staff—is based on research from regional educational laboratories, higher education research organizations, and other organizations with subject matter expertise.

In 2015, MDHE staff collected data using a comprehensive survey and available data on remedial education for the first annual *Report on the Condition of College and Career Readiness*. In 2017, MDHE staff followed a similar process, disseminating a 13-question qualitative survey related to the best practices identified in the *Principles*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year's report.

## FINDINGS

### Remediation rate continues to decline

The overall rate of remediation has declined dramatically, by nearly 36 percent since 2013 (see Table 1). While overall rates have dropped, the sharpest decline has been in the 42 percent drop in mathematics.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>Total</b>	35.60%	30.80%	28.20%	26.80%	22.80%
<b>Mathematics</b>	30.10%	26.20%	23.80%	21.50%	17.60%
<b>English</b>	15.50%	12.30%	10.00%	11.40%	10.10%
<b>Reading</b>	9.70%	7.60%	6.10%	6.60%	6.00%

While it is difficult to determine causation with absolute precision, MDHE staff believe this is the direct result of three best practices:

1. Consistency in expressing expectations of college readiness to high school students.
2. The use of multiple measures to place students in credit-bearing courses.
3. The implementation of the Missouri Math Pathways and Corequisite-at-Scale initiatives.

### **Institutions making good faith efforts to replicate best practices**

Currently, all but two of Missouri's public postsecondary institutions (Missouri University of Science & Technology and Truman State University) offer remedial education. Missouri's public institutions of higher education appear to be making good faith efforts and great strides to improve remedial education and to replicate best practices.

Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, including tutoring and mentoring, advising, labs and workshops, and student success courses; 23 institutions offer at least three of the above mentioned additional supports. In 2015, 18 institutions offered labs or workshops and 19 offered student success courses. In 2017, 20 institutions offered labs or workshops and 21 offered student success courses. Additionally, only a handful of institutions utilized early alert systems in 2015; in 2017, 21 institutions do.

One of the recommendations of *Principles* was that institutions should offer alternative models of remedial education — which include corequisite models, fast-track courses, and modularize courses, among other—and provide early interventions strategies—such as early assessment, summer bridge programs, and dual enrollment. Here, Missouri has also seen improvement. In 2015, 21 institutions offered at least one form of alternative remedial education model. In 2017, 23 institutions offered alternative remedial education models, 22 institutions in math and 19 in English. Additionally, 19 institutions offered at least one early intervention strategy in 2015. By 2017, 22 offer early intervention strategies, with 20 institutions offering them for math and 20 offering them for English.

### **Most institutions are using multiple measures for placement**

Another best practice identified in the *Principles* was the use of multiple measures to place students in the proper courses. High-stakes standardized assessments can offer a “snapshot” of a student's readiness at a particular point in time but are inadequate in assessing students' readiness for a particular course. Increasingly, national and institutional data have shown that a more holistic approach, or using multiple measures, is more effective in placing students in either remedial education or credit-bearing courses. This recommendation is of particular importance in regards to remedial education, and public institutions in Missouri have improved greatly since 2015. In the initial round of data, 11 institutions reporting using multiple measures. In 2017, however, 22 institutions are using multiple measures for placement in either reading, English, and/or mathematics, with 11 institutions using multiple measures for all three. However, Three Rivers College, Lincoln University, and the University of Missouri–Columbia still do not use multiple measures for placement.

The results from the 2017 survey demonstrate that the greatest improvements to remedial education have come in the area of mathematics. A greater number of institutions are using multiple measures in mathematics than for reading or English, and more institutions are offering alternative remedial education models in mathematics than reading or English. The data bear this out as well; fewer students are being placed in remedial mathematics courses, in contrast to reading or English.

### **NEXT STEPS**

While remediation rates continue to decline and the efforts of institutions to replicate best practices in remedial education continue to improve, more work remains. MDHE staff recommend that all institutions utilize multiple measures for placement in mathematics, reading, and English, and all institutions offer multiple early intervention strategies to give students the support they need.

A more complete analysis of the state of remedial education in Missouri will be in the *2017 Report on the Condition of College and Career Readiness*, including further recommendations. The report will be available on the MDHE's website.

### **RECOMMENDED ACTION**

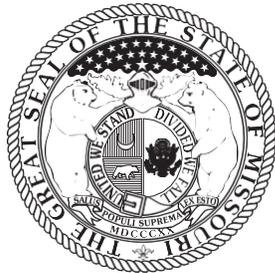
This is an information item only.

### **ATTACHMENT**

- 2017 Report on the Condition of College and Career Readiness

Coordinating Board for Higher Education  
March 8, 2018

**Tab V Attachment**  
**Report on the Condition of College and Career Readiness**



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# Annual Report on The Condition of College and Career Readiness

**Report to the Coordinating Board for Higher Education**

**Missouri Department of Higher Education**

**March 2018**

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## **Annual Report on The Condition of College and Career Readiness**

### **Executive Summary**

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(6) RSMo.

Missouri Department of Higher Education staff disseminated a 13-question qualitative survey to all public institutions related to the best practices identified in the *Principles of Best Practices in Remedial Education*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year's report.

Missouri's public institutions of higher education are making good faith efforts to replicate best practices in remedial education, which has resulted in lowered remediation rates and improved student success.

- Since Fall 2013, the overall participation rate of recent Missouri public high school graduates enrolled in remedial education has *decreased by 36 percent*.
  - The sharpest decline has been in mathematics, which has declined by 42 percent over the same period.
  - The overall remediation rate for African-American students is down nearly 30 percent from 2013. Likewise, African-American student enrollment in remedial math courses is down nearly 39 percent from 2013.
- Since 2015, more Missouri institutions are offering alternative remedial education models, in both mathematics and English.
  - While still in its early stages of implementation, the data show over 53 percent of students enrolled in a corequisite math course completed a college-level math course within their first academic year, compared to 24.7 percent of students who enrolled in a traditional remedial math course.
- Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, such as tutoring and mentoring, advising, labs and workshops, and student success courses.
  - Since 2015, the number of institutions offering multiple supports has increased, and 21 offer early alert systems to identify at-risk students.
  - More institutions are offering early intervention strategies, too.
- The number of institutions using multiple measures in either reading, mathematics, or English has doubled since 2015 (11 to 22), and eleven institutions use multiple measures for all three subjects.
  - Lincoln University, Three Rivers College, and the University of Missouri-Columbia still do not use multiple measures to place students in credit-bearing courses.
- The Missouri Math Pathways initiative and the Co-Requisite at Scale initiative, both best practices identified in the *Principles*, are progressing according to plan.

## *Annual Report on The Condition of College and Career Readiness*

### **Background**

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, the Coordinating Board for Higher Education approved *Principles of Best Practice in Remedial Education* in September 2013. This guiding document—developed as a collaborate effort between representatives from Missouri’s public institutions of higher education and the Missouri Department of Higher Education—is based on research from regional educational laboratories, higher education research organizations, and other organizations with subject matter expertise.

In 2015, MDHE staff collected data using a comprehensive survey and available data on remedial education for the first annual *Report on the Condition of College and Career Readiness*. In 2017, MDHE staff followed a similar process, disseminating a 13-question qualitative survey related to the best practices identified in *Principles*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year’s report.

### **Survey Methodology**

MDHE staff distributed a 13 question qualitative survey, revised and updated from the original survey which had been developed in conjunction with members of the Committee on College and Career Readiness (CCCR). The survey included questions related to the best practices identified in *Principles of Best Practice in Remedial Education*, collecting information on supports and supplemental services provided to students enrolled in remedial education, alternative remedial education models, early intervention strategies, and institutional placement process.

Quantitative data for the report were collected as part of Missouri’s participation in statewide initiatives developed in collaboration with Complete College America, a national non-profit focused on improving completion and shortening students’ time and credits to graduation.

Each spring, the MDHE and the institutions report to CCA on a range of core metrics. These include measures of enrollment and completion of remedial coursework and related entry-level college (gateway) courses. The data are reported by sector (public two-year, four-year, and four-year research), and broken into various subgroups, including race/ethnicity, age, gender, and Pell recipients. Overall, the core CCA metrics combine data reported by the institutions and data reported by the MDHE, although these particular metrics are dependent on course-level data with the MDHE does not collect.

In addition, CCA also occasionally requests special collections to supplement its core metrics. In fall 2017, CCA also requested data on student success before and following the introduction of co-requisite coursework at the institutions. The ‘pre’ data requested the number of first-time students in fall 2013, as well as those assessed with a remedial need in math and English, the number assessed with remedial need in either who completed gateway coursework, reached various benchmarks of credit completion their first year (e.g. 12, 15, 24, or 30 credits), retained in fall 2014, transferred out, and/or completed a degree or certificate. ‘Post’ data were collected for the 2016-17 academic year, and requested the number of first-time students, those assessed with a remedial need in math and English, credit completion benchmarks, retention, or transfer/graduation by the following fall. Statewide data are available, and are broken out into similar subgroups.

### **Summary**

Since Fall 2013, the participation rate of recent Missouri public high school graduates enrolled in remedial education—which *Principles* defines as “coursework and programs designed . . . to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses”—has steadily decreased (see Table 1). While overall rates have declined by nearly 36 percent, the sharpest decline has been in mathematics. While it is difficult to determine causation, MDHE staff believe this has to do, in large part, with the development and implementation of

the Missouri Math Pathways and Co-requisite-at-scale initiatives, both of which arose as result of HB 1042.

<b>TABLE 1: Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions</b>						
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% change, 2013-2017</b>
<b>Total</b>	35.6%	30.8%	28.2%	26.8%	22.8%	-35.9%
<b>Mathematics</b>	30.1%	26.2%	23.8%	21.5%	17.6%	-41.5%
<b>English</b>	15.5%	12.3%	10.0%	11.4%	10.1%	-34.8%
<b>Reading</b>	9.7%	7.6%	6.1%	6.6%	6.0%	-38.1%

Data from the High School Graduates Report, which looks at the enrollment of recent graduates from Missouri public high schools, indicates the radiation rates among African-American students are on a downward trend. In fact, the overall remediation rate for African-American students is at its lowest, going back beyond 2012, and down nearly 30 percent from its highest point in 2013. Likewise, enrollment in remedial math courses is down nearly 39 percent from 2013.

<b>TABLE 2: Recent Missouri Public High School Graduate Enrollment in Remediation: African-American Students</b>						
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>% change, 2013-2017</b>
<b>Mathematics</b>	57.8%	44.0%	40.4%	43.1%	35.4%	-38.8%
<b>English</b>	37.6%	32.1%	23.8%	32.6%	28.1%	-25.3%
<b>Reading</b>	27.1%	23.9%	18.3%	23.6%	19.3%	-28.8%
<b>Total</b>	<b>65.5%</b>	<b>52.5%</b>	<b>47.0%</b>	<b>52.6%</b>	<b>46.0%</b>	<b>-29.87%</b>

Currently, all but two of Missouri’s public post-secondary institutions offer remedial education; Missouri University of Science & Technology and Truman State University do not offer remedial education. Missouri’s public institutions of higher education appear to be making good faith efforts and great strides to improve remedial education and to replicate best practices.

Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, including tutoring and mentoring, advising, labs and workshops, and student success courses; 23 institutions offer at least three of the above mentioned additional supports. In 2015, 18 institutions offered labs or workshops and 19 offered student success courses. In 2017, 20 institutions offered labs or workshops and 21 offered student success courses. Additionally, only a handful of institutions utilized early alert systems in 2015; in 2017, 21 institutions do.

One of the recommendations of *Principles* was that institutions should offer alternative models of remedial education –which include corequisite models, fast-track courses, and modularize courses, among other – and provide early interventions strategies—such as early assessment, summer bridge programs, and dual enrollment. Here, Missouri has also seen improvement. In 2015, 21 institutions offered at least one form of alternative remedial education model. In 2017, 23 institutions offered alternative remedial education models, 22 institutions in math and 19 in English. Additionally, 19 institutions offered at least one early intervention strategy in 2015. By 2017, 22 offer early intervention strategies, with 20 institutions offering them for math and 20 offering them for English.

Another recommendation of *Principles* was that institutions should use multiple measures to place students in the proper courses. High-stakes standardized assessment can offer a “snapshot” of a student’s readiness at a particular point in time, but are ineffective in assessing students’ readiness for a

particular course. Increasingly, national and institutional data have shown that a more holistic approach, or using multiple measures, is more efficient and effective in placing students in either remedial education or credit-bearing courses. This recommendation is of particular importance in regards to remedial education, and public institutions in Missouri have improved greatly since 2015. In the initial round of data, 11 institutions reporting using multiple measures. In 2017, however, 22 institutions are using multiple measures for placement in either reading, English, and/or mathematics, with 11 institutions using multiple measures for all three. Lincoln University, Three Rivers College, and the University of Missouri-Columbia still do not use multiple measures to place students in credit-bearing courses.

The results from the 2017 survey demonstrates that the greatest improvements to remedial education has come in the area of Mathematics. A greater number of institutions are using multiple measures in mathematics than for reading or English, and more institutions are offering alternative remedial education models in mathematics than reading or English. The data bear this out as well; fewer students are being placed in remedial mathematics courses compared to course in reading or English.

### Summary of Qualitative Survey Results

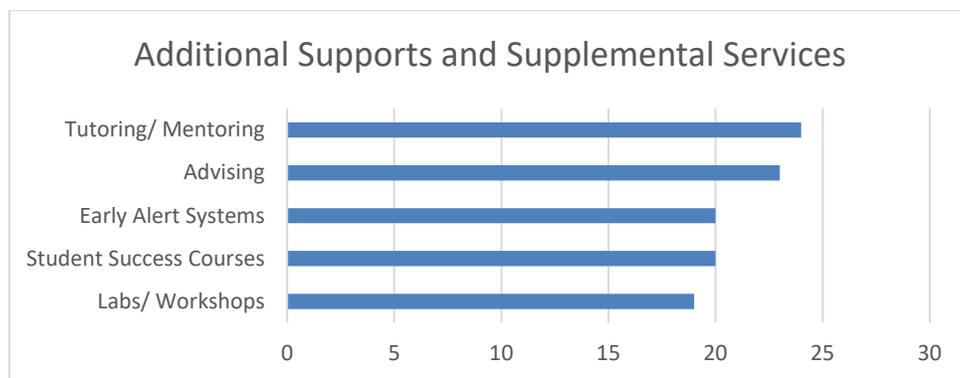
#### Response

All twenty-seven of Missouri's public institutions of higher education responded to the 2017-2018 Remedial Education Survey; all of the institutions, except Missouri University of Science & Technology and Truman State University, offer remedial education. Additionally, the University of Missouri—St. Louis only offers remedial education in math.

#### Institutions Providing Additional Support or Supplemental Services

Of the 25 institutions offering remedial education, all but one, the University of Missouri – St. Louis, reported providing additional supports for students taking remedial education courses. The kinds of supports and services vary, and include the following:

- Twenty-four institutions (96 percent) offer additional tutoring/mentoring, and 23 (92 percent) offer additional advising
- Nineteen institutions (76 percent) provide labs and/or workshops
- Twenty institutions (80 percent) offer student success courses
- Twenty institutions (80 percent) offer early alert systems, a drastic increase from 2015



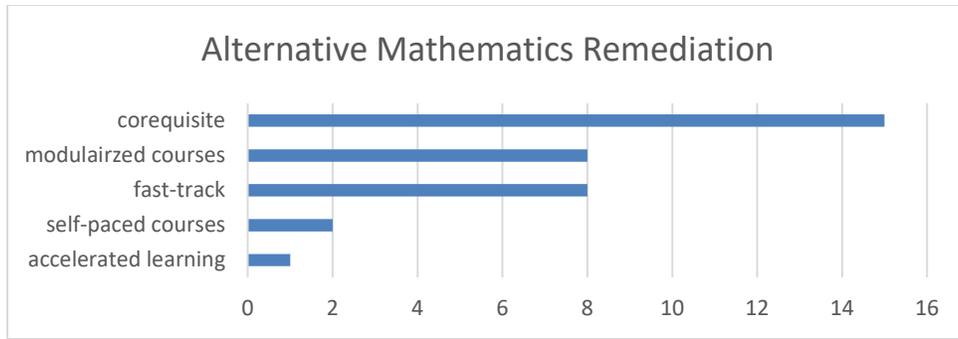
<b>Institution Name</b>	<b>Tutoring/ Mentoring</b>	<b>Advising</b>	<b>Labs/ Workshops</b>	<b>Student Success Courses</b>	<b>Early Alert Systems</b>
Crowder College	Yes	Yes	Yes	Yes	Yes
East Central College	Yes	Yes	Yes	Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes	Yes	Yes
Lincoln University	Yes	Yes	Yes	Yes	Yes
Metropolitan Community College	Yes	Yes	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes	Yes	n/a
Missouri Southern State University	Yes	Yes	Yes	Yes	Yes
Missouri State University	Yes	Yes	Yes	Yes	n/a
Missouri State University - West Plains	Yes	n/a	n/a	n/a	n/a
Missouri Western State University	Yes	Yes	Yes	Yes	Yes
Moberly Area Community College	Yes	Yes	Yes	Yes	Yes
North Central Missouri College	Yes	Yes	Yes	Yes	Yes
Northwest Missouri State University	Yes	Yes	Yes	Yes	Yes
Ozarks Technical Community College	Yes	Yes	Yes	Yes	n/a
Saint Charles Community College	Yes	Yes	Yes	n/a	Yes
Southeast Missouri State	Yes	Yes	Yes	Yes	Yes
St. Louis Community College	Yes	Yes	Yes	Yes	Yes
State Fair Community College	Yes	Yes	n/a	Yes	Yes
State Technical College of Missouri	Yes	Yes	n/a	n/a	Yes
Three Rivers College	Yes	Yes	n/a	Yes	Yes
University of Central Missouri	Yes	Yes	Yes	Yes	Yes
University of Missouri - Columbia	Yes	Yes	n/a	Yes	Yes
University of Missouri - Kansas City	Yes	Yes	Yes	n/a	Yes
University of Missouri-Saint Louis	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>20</b>	<b>20</b>

Alternative Remedial Education Models

Twenty-three institutions (92 percent) offer some sort of alternative remediation model, the exceptions being State Technical College of Missouri and the University of Missouri -- Columbia. However, institutions vary on the alternative models offered depending on the type of course.

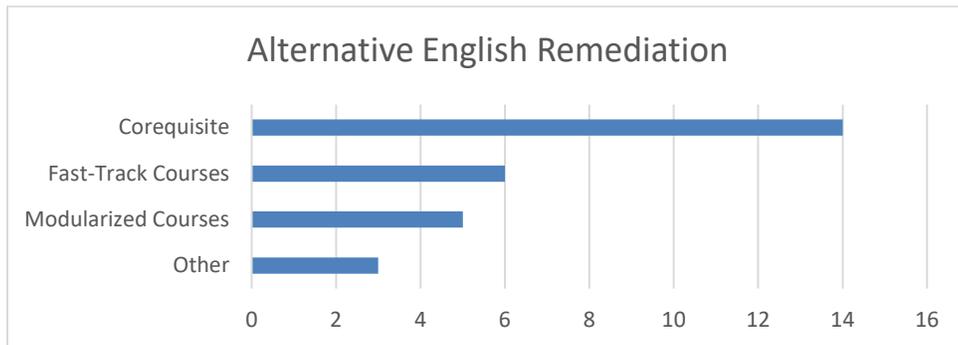
For Math, 22 institutions (88 percent) offer at least one type of alternative remediation model, with nine institutions offering more than one model. These models include the following:

- Fifteen institutions (60 percent) offer corequisite math remediation
- Eight institutions offer modularized courses. Additionally, eight institutions offer fast track courses
- Other models include self-paces courses (offered by two institutions) and accelerated learning (offered by one institution)



For English, 19 institutions (76 percent) offer at least one type of alternative remediation model, with six institutions offering more than one model, and include:

- Fourteen institutions (56 percent) offer corequisite English courses
- Six institutions offer Fast-track courses, and five offer modularized courses
- Other models include accelerated learning, integrated courses, and specialized composition sections ESL students



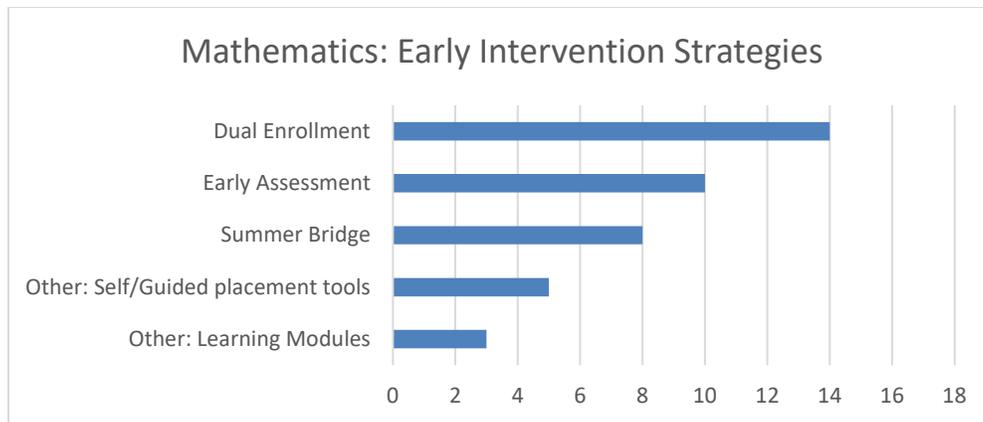
<b>Institution Name</b>	<b>Mathematics</b>	<b>English</b>
Crowder College	Yes	Yes
East Central College	Yes	Yes
Harris-Stowe State University	Yes	Yes
Jefferson College	Yes	Yes
Lincoln University	Yes	n/a
Metropolitan Community College	Yes	Yes
Mineral Area College	Yes	Yes
Missouri Southern State University	Yes	Yes
Missouri State University	Yes	Yes
Missouri State University - West Plains	Yes	Yes
Missouri Western State University	Yes	n/a
Moberly Area Community College	Yes	Yes
North Central Missouri College	Yes	Yes
Northwest Missouri State University	Yes	n/a
Ozarks Technical Community College	Yes	Yes
Saint Charles Community College	Yes	Yes
Southeast Missouri State	Yes	Yes
St. Louis Community College	Yes	Yes
State Fair Community College	n/a	Yes
State Technical College of Missouri	n/a	n/a
Three Rivers College	Yes	Yes
University of Central Missouri	Yes	Yes
University of Missouri - Columbia	n/a	n/a
University of Missouri - Kansas City	Yes	Yes
University of Missouri-Saint Louis	Yes	n/a
<b>Total</b>	<b>22</b>	<b>19</b>

### Early Intervention Strategies

Twenty-two institutions (88 percent) offer at least some type of early intervention strategies to help students avoid remediation. As with the alternative models of remedial education, these strategies vary on the type of course, either Mathematics or English. Eighteen institutions, however, provide utilize early intervention strategies for both English and Mathematics; Lincoln University, Northwest Missouri State University, and the University of Missouri – St. Louis did not report providing early intervention strategies.

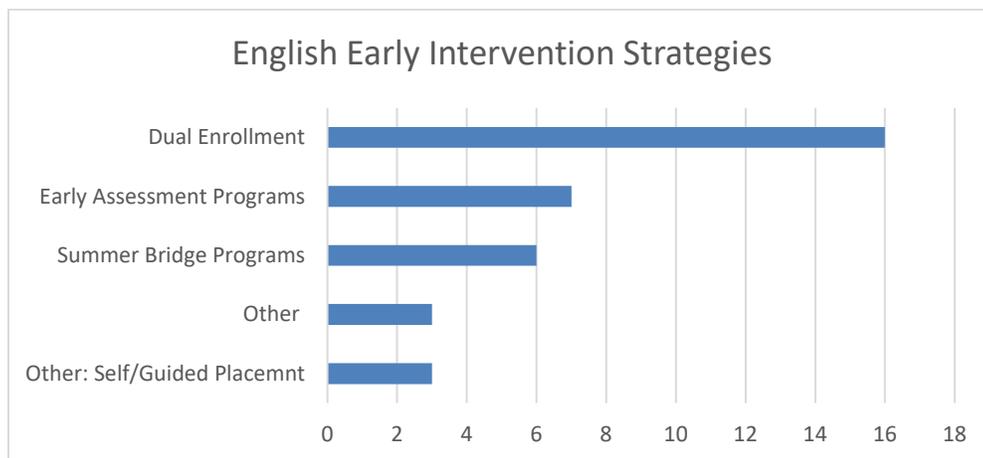
For Mathematics, 20 institutions (80 percent) provide at least one early intervention strategy, with 10 institutions offering more than one. These strategies include:

- Fourteen institutions offer dual enrollment
- Ten institutions offer Early Assessment
- Eight institutions offer Summer Bridge Programs
- Eight institutions reported using other early intervention strategies, which include self/guided placement tools (five institutions), learning modules (3 institutions), and a Senior Summer Start program



For English, 20 institutions (80 percent) provide at least one early intervention strategy, while eight institutions offer more than one. These strategies include:

- Sixteen institutions (64 percent) offer dual enrollment programs
- Eight institutions offer Early Assessment Programs
- Six institutions offer Summer Bridge Programs
- Additionally, six institutions reported using other early intervention strategies, which include self/guided placement tools, Senior Summer Start, and accelerated learning labs



#### Assessment and Placement Practices

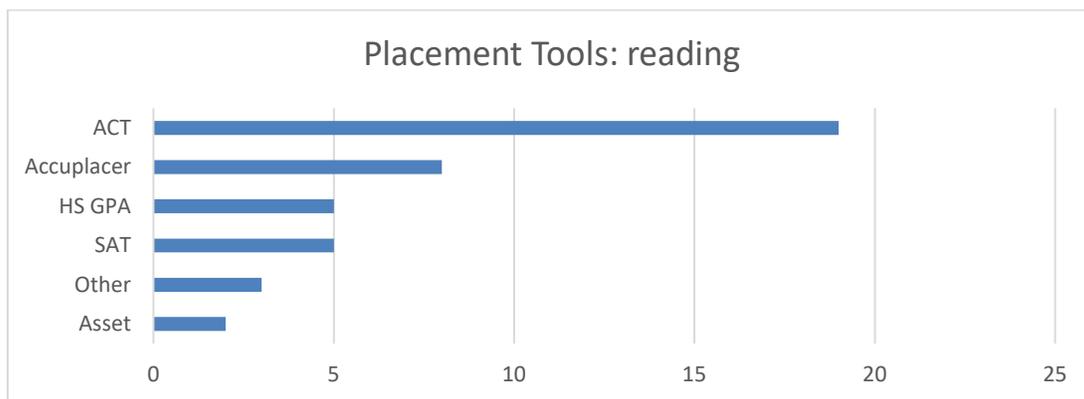
The best practice for placing students into appropriate college-level courses must be based on at least two measures so as to provide a more accurate and holistic assessment of a student's ability to succeed in college-level coursework. Institutions may use an assortment of assessment instruments to 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](#))

### Placement Exams and tools

All 25 institutions report using standardized assessments to place students in remedial or credit-bearing courses, for either Reading, English, or Mathematics. Eighteen institutions (72 percent) use assessments for all three types of courses. Additionally, 11 institutions reported using High School GPA and/or coursework for placement purposes.

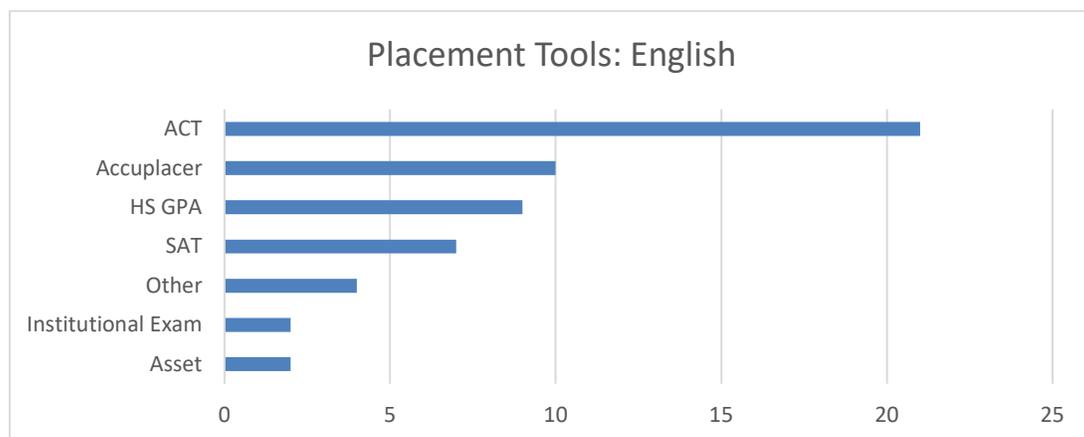
For Reading, placement tools include:

- Twenty institutions (80 percent) utilize either the ACT or SAT for placement, with 19 using the ACT and 5 using the SAT
- Eight institutions use Accuplacer
- Five institutions reported using High School GPA
- Two Institutions utilize ASSET scores, while other institutions still honor Compass scores and use other assessment like Wonderlic or institutional specific assessments



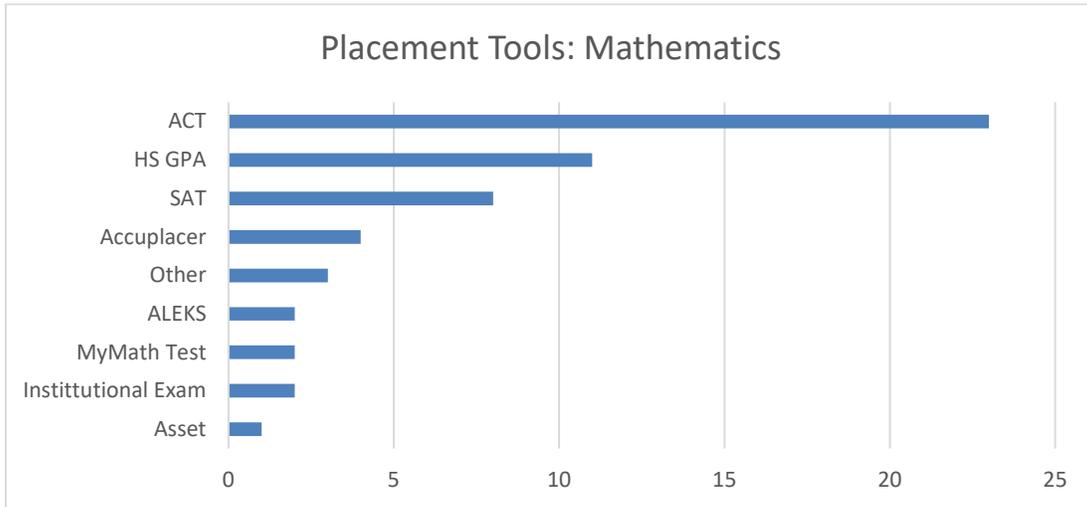
For English, placement tools include:

- Twenty-one institutions (84 percent) utilize either the ACT or SAT for placement; 21 institutions use ACT and seven use the SAT
- Ten institutions use Accuplacer
- Nine institution report using High School GPA and coursework for placement
- Two institutions use ASSET
- Additionally, other placement tools are used; three institutions report using either an institutional exam or and institutional specific metric, while one institutions uses Wonderlic and another still honors Compass scores.



For mathematics, placement tools include:

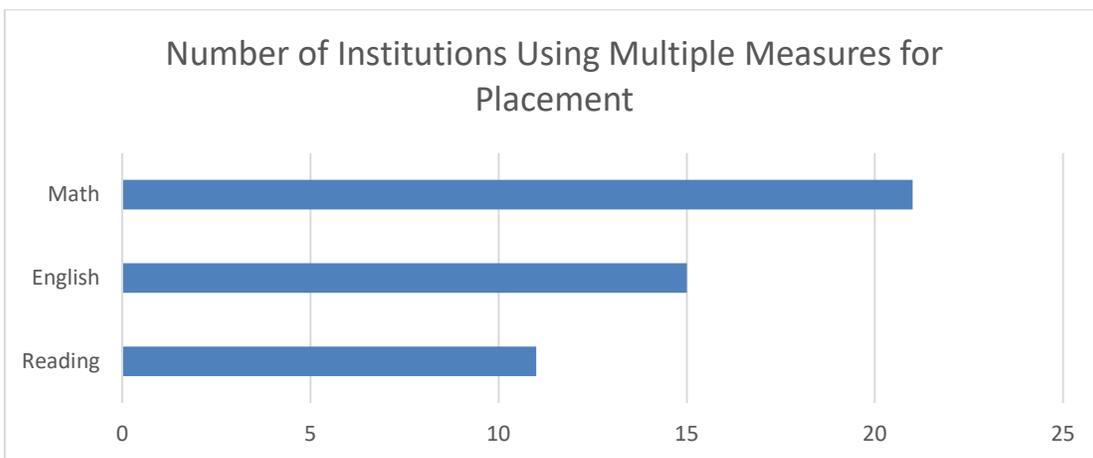
- Twenty-three institutions (92 percent) use either the ACT or the SAT for placement; 23 institutions use the ACT and eight use the SAT
- Eleven institutions report using High School GPA and coursework
- Four institutions use Accuplacer scores
- Eight institutions reported using other assessment; two use ALEKS, two use MyMath Test, two use institutional exams, and one uses the Missouri Math Test.



*Multiple Measures*

Twenty-two institutions (88 percent) report using or planning to implement multiple measures for either Reading, English, or Mathematics in order to place students in either remedial or credit-bearing coursework. Of those institutions, 11 institutions uses multiple measures for all three types of courses. However, it appears that neither Lincoln University nor Three Rivers College use multiple measures for placement.

<b>Institution Name</b>	<b>Reading</b>	<b>English</b>	<b>Mathematics</b>
Crowder College	Yes	Yes	Yes
East Central College	Yes	Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes
Lincoln University	n/a	n/a	n/a
Metropolitan Community College	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes
Missouri Southern State University	n/a	Yes	Yes
Missouri State University	n/a	n/a	Yes
Missouri State University - West Plains	Yes	Yes	Yes
Missouri Western State University	Yes	Yes	Yes
Moberly Area Community College	Yes	Yes	Yes
North Central Missouri College	n/a	Yes	n/a
Northwest Missouri State University	n/a	n/a	Yes
Ozarks Technical Community College	n/a	Yes	Yes
Saint Charles Community College	n/a	Yes	Yes
Southeast Missouri State	n/a	n/a	Yes
St. Louis Community College	n/a	n/a	Yes
State Fair Community College	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes	Yes
Three Rivers College	n/a	n/a	n/a
University of Central Missouri	n/a	n/a	Yes
University of Missouri - Columbia	n/a	n/a	n/a
University of Missouri - Kansas City	n/a	n/a	Yes
University of Missouri-Saint Louis	n/a	n/a	Yes
<b>Total</b>	<b>11</b>	<b>15</b>	<b>22</b>



### **Remediation Rates**

While MDHE have just started collecting data on the benefits of corequisite models of education, the initial results continue to show great promise. While only 24.7 percent of students who enrolled in a remedial math course completed a college-level math course within their first academic year, just over 53 percent of students enrolled in a corequisite math course completed a college-level math course.

**Table 6: Students assessed as needing math remediation, remedial course and gateway course completion within one academic year, 2016-17**

Remediation Type	First-Time Students	Students Needing Remediation who Enrolled in a remedial Math Course within their First Academic Year		Remedial Students Completing a College Level Course in Math within their First Academic Year	
		#	%	#	%
Corequisite	Full-Time	937	10.4%	448	47.8%
	Part-Time	584	11.2%	361	61.8%
	<b>Total</b>	<b>1,521</b>	<b>10.7%</b>	<b>809</b>	<b>53.2%</b>
All other types of remediation	Full-Time	6,340	70.1%	1488	23.5%
	Part-Time	2,209	42.5%	189	8.6%
	<b>Total</b>	<b>8,549</b>	<b>60.1%</b>	<b>1677</b>	<b>19.6%</b>

The same appears to hold true for English; forty-three percent of students enrolled in English remediation completed a college-level English course with one academic year. When broken out by type of remedial course, over 65 percent of students enrolled in an English corequisite course completed a college-level gateway course within one academic year.

**TABLE 7: Students assessed as needing English remediation, remedial course and gateway course completion within one academic year, 2016-17**

Remediation Type	First-Time Students	Students Needing Remediation who Enrolled in a remedial English Course within their First Academic Year		Remedial Students Completing a College Level Course in English within their First Academic Year	
		#	%	#	%
Corequisite	Full-Time	1,279	19.0%	952	74.4%
	Part-Time	442	10.0%	175	39.6%
	<b>Total</b>	<b>1,721</b>	<b>15.5%</b>	<b>1,127</b>	<b>65.5%</b>
All other types of remediation	Full-Time	2,999	44.6%	1,355	45.2%
	Part-Time	1,785	40.5%	354	19.8%
	<b>Total</b>	<b>4,784</b>	<b>43.0%</b>	<b>1,709</b>	<b>35.7%</b>

While decreasing the number of students taking remedial education is part of this work, the goal is to increase the number of students completing gateway college-level courses, and ultimately the completion of a post-secondary credential. MDHE staff are establishing baseline data on college-level course completion for students enrolled in remedial education and hope, moving forward, to improve this rate.

## **Recommendations**

**1. Improve the use of multiple measures for placement in all subjects at all institutions.** The use of multiple measures has increased since 2015, but not every institution is using multiple measures in every subject for placement. Because multiple measures offers a more holistic and complete evaluation of a student's ability – and recognizing that once students start down the path of remediation, it is difficult for them to move on to credit-bearing coursework – MDHE strongly recommends that develop and utilize multiple measures of placement

**2. Offer multiple models of remedial education.** Statewide, more institutions are offering alternative models of remediation instead of the traditional remedial coursework sequence. While multiple measures takes a more holistic approach, there are students who may still be in need of, or may benefit from, remedial education. The early results from the corequisite model seem to indicate that students enrolled in corequisite models complete a college-level gateway course at a higher rate than students enrolled in other forms of remediation.

**3. Ensure that institutions offer multiple early intervention strategies to give students the support they need.** While 80 percent of institutions offer at least one early intervention strategy for English and 88 percent offer at least one strategy for math, MDHE staff encourage institutions to offer multiple strategies. Dual Enrollment is by far the most popular strategy, but MDHE reaffirms the 2015 recommendation that improve intensive summer programs and engage in partnerships with local high schools to do so.

### **Cumulative Survey Results**

1. Does your institution offer remedial education courses to students, as defined in Principles of Best Practices in Remedial Education; defined as “coursework and programs designed. . . to teach students what they should have already learned;” namely “to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses”?  
(n=27)

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

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

Institution Name	Tutoring/ Mentoring	Advising	Labs/ Workshops	Student Success Courses	Early Alert Systems
Crowder College	Yes	Yes	Yes	Yes	Yes
East Central College	Yes	Yes	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes	Yes	Yes
Metropolitan Community College-Kansas City	Yes	Yes	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes	Yes	
Missouri State University - West Plains	Yes				
Moberly Area Community College	Yes	Yes	Yes	Yes	Yes
North Central Missouri College	Yes	Yes	Yes	Yes	Yes
Ozarks Technical Community College	Yes	Yes	Yes	Yes	
Saint Charles Community College	Yes	Yes	Yes		Yes
St. Louis Community College	Yes	Yes	Yes	Yes	Yes
State Fair Community College	Yes	Yes		Yes	Yes
State Technical College of Missouri	Yes	Yes			Yes
Three Rivers College	Yes	Yes		Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes	Yes	Yes
Lincoln University	Yes	Yes	Yes	Yes	Yes
Missouri Southern State University	Yes	Yes	Yes	Yes	Yes
Missouri State University	Yes	Yes	Yes	Yes	
Missouri Western State University	Yes	Yes	Yes	Yes	Yes
Northwest Missouri State University	Yes	Yes	Yes	Yes	Yes
Southeast Missouri State	Yes	Yes	Yes	Yes	Yes
University of Central Missouri	Yes	Yes	Yes	Yes	Yes
University of Missouri - Columbia	Yes	Yes		Yes	Yes
University of Missouri - Kansas City	Yes	Yes	Yes		Yes
University of Missouri-Saint Louis					
<b>Total</b>	24	23	19	20	20

### 3. MATHEMATICS

a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

Institution Name	Corequisite	Fast-Track	Modularized Courses	Other
Crowder College	Yes		Yes	
East Central College	Yes		Yes	
Jefferson College	Yes	Yes		Yes
Metropolitan Community College-Kansas City		Yes	Yes	
Mineral Area College		Yes		
Missouri State University - West Plains			Yes	
Moberly Area Community College	Yes			
North Central Missouri College	Yes			
Ozarks Technical Community College		Yes		
Saint Charles Community College	Yes	Yes		
St. Louis Community College		Yes		Yes
State Fair Community College				
State Technical College of Missouri				
Three Rivers College		Yes	Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University	Yes			
Missouri Southern State University	Yes			
Missouri State University	Yes			
Missouri University of Science and Technology				
Missouri Western State University	Yes			
Northwest Missouri State University	Yes			
Southeast Missouri State	Yes			
Truman State University				
University of Central Missouri	Yes		Yes	
University of Missouri - Columbia				
University of Missouri - Kansas City	Yes		Yes	Yes
University of Missouri-Saint Louis	Yes			
<b>Total</b>	<b>15</b>	<b>8</b>	<b>8</b>	<b>3</b>

b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

Institution Name	Early Assessment Programs	Summer Bridge Programs	Dual Enrollment	Other
Crowder College		Yes		
East Central College		Yes	Yes	
Jefferson College	Yes	Yes	Yes	
Metropolitan Community College-Kansas City			Yes	
Mineral Area College	Yes	Yes	Yes	
Missouri State University - West Plains		Yes		
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College			Yes	
Ozarks Technical Community College			Yes	Yes
Saint Charles Community College	Yes		Yes	
St. Louis Community College	Yes		Yes	
State Fair Community College				
State Technical College of Missouri	Yes			
Three Rivers College			Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University				Yes
Missouri State University		Yes		
Missouri University of Science and Technology				
Missouri Western State University	Yes		Yes	Yes
Northwest Missouri State University				
Southeast Missouri State			Yes	Yes
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia	Yes		Yes	Yes
University of Missouri - Kansas City	Yes	Yes		Yes
University of Missouri-Saint Louis				Yes
Total	10	8	14	8

#### 4. ENGLISH

a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

Institution Name	Corequisite	Fast-Track	Modularized Courses	Other
Crowder College	Yes			
East Central College	Yes	Yes	Yes	
Jefferson College	Yes	Yes		Yes
Metropolitan Community College-Kansas City	Yes	Yes		
Mineral Area College		Yes		
Missouri State University - West Plains	Yes			
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College	Yes			
Ozarks Technical Community College	Yes			
Saint Charles Community College	Yes			
St. Louis Community College		Yes		
State Fair Community College	Yes			
State Technical College of Missouri				
Three Rivers College	Yes		Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University			Yes	
Missouri State University	Yes			
Missouri University of Science and Technology				
Missouri Western State University				
Northwest Missouri State University				
Southeast Missouri State	Yes			
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia				
University of Missouri - Kansas City				Yes
University of Missouri-Saint Louis				
<b>Total</b>	<b>14</b>	<b>6</b>	<b>5</b>	<b>3</b>

b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

Institution Name	Early Assessment Programs	Summer Bridge Programs	Dual Enrollment	Other
Crowder College		Yes		
East Central College		Yes	Yes	
Jefferson College	Yes	Yes	Yes	Yes
Metropolitan Community College-Kansas City			Yes	
Mineral Area College	Yes	Yes	Yes	
Missouri State University - West Plains				
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College			Yes	
Ozarks Technical Community College			Yes	Yes
Saint Charles Community College			Yes	
St. Louis Community College	Yes		Yes	
State Fair Community College			Yes	
State Technical College of Missouri	Yes		Yes	
Three Rivers College				Yes
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University	Yes		Yes	
Missouri State University		Yes		
Missouri University of Science and Technology				
Missouri Western State University			Yes	
Northwest Missouri State University				
Southeast Missouri State			Yes	Yes
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia			Yes	Yes
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
<b>Total</b>	<b>7</b>	<b>6</b>	<b>16</b>	<b>6</b>

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.

- Please see individual survey responses for results

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills?

Institution Name	placement tests	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri	Yes	
Three Rivers College	Yes	
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
<b>Total</b>	<b>25</b>	<b>2</b>

7. If your institution uses placement tests in order to place students into credit-bearing or remedial education courses, do you follow the statewide placement scores below:

a. Reading

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College		Yes		Yes
East Central College		Yes		
Jefferson College		Yes		
Metropolitan Community College-Kansas City	Yes	Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College		Yes		
Ozarks Technical Community College		Yes		
Saint Charles Community College		Yes		
St. Louis Community College		Yes		
State Fair Community College	Yes	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University				Yes
Missouri State University				
Missouri University of Science and Technology				
Missouri Western State University	Yes	Yes		
Northwest Missouri State University				
Southeast Missouri State		Yes		
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
<b>Total</b>	<b>8</b>	<b>19</b>	<b>2</b>	<b>5</b>

b. English

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College	Yes	Yes		Yes
East Central College		Yes		
Jefferson College		Yes		
Metropolitan Community College-Kansas City	Yes	Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College	Yes	Yes		
Ozarks Technical Community College		Yes		
Saint Charles Community College				
St. Louis Community College		Yes		
State Fair Community College	Yes	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University	Yes	Yes		
Missouri State University		Yes		Yes
Missouri University of Science and Technology				
Missouri Western State University		Yes		
Northwest Missouri State University		Yes		Yes
Southeast Missouri State		Yes		Yes
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
<b>Total</b>	<b>10</b>	<b>21</b>	<b>2</b>	<b>7</b>

c. Mathematics

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College		Yes		Yes
East Central College		Yes		Yes
Jefferson College		Yes		
Metropolitan Community College-Kansas City		Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College				
Ozarks Technical Community College		Yes		
Saint Charles Community College		Yes		
St. Louis Community College		Yes		
State Fair Community College		Yes		Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University		Yes		
Missouri State University		Yes		Yes
Missouri University of Science and Technology				
Missouri Western State University		Yes		
Northwest Missouri State University		Yes		Yes
Southeast Missouri State		Yes		Yes
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City		Yes		
University of Missouri-Saint Louis		Yes		
<b>Total</b>	<b>5</b>	<b>23</b>	<b>1</b>	<b>8</b>

d. If you do not follow the statewide placements scores, please provide the placement scores for each academic area in which you use them below:

Institution Name	Alternative Placement Tests
Jefferson College	See attached
Metropolitan Community College-Kansas City	In mathematics, we use an Accuplacer of 91 for students to enter credit bearing coursework.
North Central Missouri College	Accuplacer Reading score of 80 is required for courses that use the reading score as a prerequisite. For College Algebra or Math Concepts, ACT 22, Accuplacer College-Level Math 41; for Statistics or Contemporary Math, ACT 17, Accuplacer College-Level Math 20.
Saint Charles Community College	Reading, ACT, 18
St. Louis Community College	Reading: Accuplacer Reading Comprehension, 77; English: Accuplacer Sentence Skills, 83; Math: Accuplacer College-level Math, 46
State Technical College of Missouri	Reading - Accuplacer Reading Comprehension 81 English - Accuplacer Sentence Skills 81 Math - Accuplacer Elementary Algebra 116
Three Rivers College	Reading Accuplacer 250 English Accuplacer/writeplacer 5 Mathematics Accuplacer, Adanced Algebra 238
Harris-Stowe State University	We follow the statewide placement scores.
Missouri State University	MSU Math Placement Exam (In-house) 14/25
University of Missouri - Columbia	There is full information about MMT at <a href="http://mathplacement.missouri.edu/about.html">http://mathplacement.missouri.edu/about.html</a> . It is important to note that this test is directly linked to the textbooks used in the various freshman-level math courses.
University of Missouri-Saint Louis	While we use the national ACT math subscore cutoff of 22 for placement into College Algebra, for Contemporary Math (our QR course) the ACT subscore cutoff is 15. For enrollment in the co-req Contemporary Math course there is no placement pre-requisite. For enrollment in the co-req College Algebra course the minimum placement score is 25 as opposed to the minimum score of 45 for non-co-requisite classes.

8. Does your institution use High School GPA and coursework for placement into gateway courses?

Institution Name	High School GPA & Coursework	
	Yes	No
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College		No
North Central Missouri College	Yes	
Ozarks Technical Community College		No
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri		No
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University		No
Missouri State University		No
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University	Yes	
Southeast Missouri State		No
Truman State University		No
University of Central Missouri		No
University of Missouri - Columbia		No
University of Missouri - Kansas City		No
University of Missouri-Saint Louis		No
<b>Total</b>	<b>11</b>	<b>16</b>

If so, please indicate base **High School GPA and coursework** for the following:

a. Reading

Institution Name	Reading GPA
Crowder College	3.00 Cumulative GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	not yet
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
North Central Missouri College	NONE for Reading â€ must score 18 on ACT or 80 on Accuplacer to get into gateway course
Ozarks Technical Community College	GPA is combined with ENG GPA for guidance recommendation - HS coursework must be within last 5 years

b. English

Institution Name	English GPA
Crowder College	3.00 Cumulative GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	2.5
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
North Central Missouri College	Student can have a 0.1 or above to get into English in conjunction with the appropriate ACT or Accuplacer score: 0.1-2.599 â€ ACT 18 and up or Accuplacer WritePlacer 5 or above 2.6-2.999 â€ ACT 17 or Accuplacer WritePlacer 4 3.0-3.599 â€ ACT 16 (no WritePlacer score set) 3.6-4.0+ -- ACT 15 or Accuplacer WritePlacer 3
Ozarks Technical Community College	3.0, and coursework must be within last 5 years
Saint Charles Community College	3.0 ENG-101
State Fair Community College	unweighted GPA of 3.5

c. Math

Institution Name	Math GPA
Crowder College	3.00 GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	not yet
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
Missouri State University - West Plains	3.0 in upper level high school math courses
North Central Missouri College	Student must have a 2.6 or above in conjunction with the appropriate ACT/Accuplacer score to place into any of the gateway math courses.
Ozarks Technical Community College	GPA used in combination with ACT scores, coursework must be within last 5 years
Saint Charles Community College	integrated with ACT score as part of multiple measures
St. Louis Community College	We have created a task force that is working to create full-scale co-requisite remediation, professional development for faculty to ensure greater student success, a revision of stand-alone developmental education courses, and a review of all current practices to align with best practices. We have implemented additional grant-funded accelerated coursework through our Adult Learning Academy, and the task force is also working on developing this model for full-scale implementation. Finally, the task force is working with the math pathways and multiple measures task forces to provide a more robust and complete implementation and placement process. The group is especially working to ensure that students who follow a math pathway outside of pre-calculus algebra have an opportunity to take remedial course work that will more fully prepare them for the work they will complete in statistics, quantitative reasoning, etc., as opposed to a one-size-fits-all model that is often used in math remediation.
State Fair Community College	unweighted GPA of 3.5
Northwest Missouri State University	3.0 and Algebra

9. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement mentioned above) to determine the placement of students in remedial education courses?

- Please see individual survey responses for results

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

Institution Name	formal guidance	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City		No
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College		No
State Technical College of Missouri	Yes	
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
<b>Total</b>	<b>21</b>	<b>6</b>

11. 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)?

Institution Name	floor scores	
Crowder College		No
East Central College		No
Jefferson College	Yes	
Metropolitan Community College-Kansas City		No
Mineral Area College		No
Missouri State University - West Plains		No
Moberly Area Community College		No
North Central Missouri College		No
Ozarks Technical Community College		No
Saint Charles Community College		No
St. Louis Community College		No
State Fair Community College		No
State Technical College of Missouri	Yes	
Three Rivers College		No
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University	Yes	
Southeast Missouri State		No
Truman State University		No
University of Central Missouri		No
University of Missouri - Columbia		No
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis		No
<b>Total</b>	<b>7</b>	<b>20</b>

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

- Please see individual survey responses for results

12. Does your institution offer Adult Education Literacy Programs?

Institution Name	Adult literacy programs	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College		No
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri		No
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University		No
Missouri State University		No
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University		No
Southeast Missouri State		No
Truman State University		No
University of Central Missouri	Yes	
University of Missouri - Columbia		No
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis		No
<b>Total</b>	<b>13</b>	<b>14</b>

*Briefly explain your response below*

- Please see individual survey responses for results

13. Do you feel that the best practices in remedial education have resulted in increased student success, in gateway courses and beyond?

Institution Name	Increased Success	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri	Yes	
Three Rivers College	Yes	
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology	N/A	N/A
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
<b>Total</b>	<b>25</b>	<b>1</b>

*Briefly explain your response below*

- Please see individual survey responses for results

## **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
<b>Accuplacer</b>	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
<b>ACT</b>	Reading	18
	English	18
	Mathematics	22
<b>Asset</b>	Reading	42
	English	43
	Mathematics	47 (Numerical Skills)
	Mathematics	46 Elementary Algebra)
	Mathematics	43 (Intermediate Algebra)
	Mathematics	39 (College Algebra)
	Mathematics	39 (College Algebra)
<b>Compass</b>	Reading	80
	English/Writing	70
	Mathematics	74 (Pre-Algebra)
	Mathematics	50 (Algebra)
	Mathematics	54 (College Algebra)
<b>SAT</b>	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
<b>Smarter Balanced</b>	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.

### MDHE Qualitative Remediation Survey

#### Contact Information

Name:

Title:

Institution

Email:

#### Remedial Education Programs

1. Does your institution offer remedial education courses to students, as defined in Principles of Best Practices in Remedial Education; defined as “coursework and programs designed. . . to teach students what they should have already learned;” namely “to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses”?

Yes       No

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
- Early Alert Systems
- Other

#### 3. MATHEMATICS

- a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

- Corequisite
- Fast-track courses
- Modularized courses
- Other

- b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

- Early Assessment Programs
- Summer Bridge Programs
- Dual Enrollment
- Other

4. ENGLISH

a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

- Corequisite
- Fast-track courses
- Modularized courses
- Other

b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

- Early Assessment Programs
- Summer Bridge Programs
- Dual Enrollment
- Other

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?

- Yes       No

7. If your institution uses placement tests in order to place students into credit-bearing or remedial education courses, do you follow the statewide placement scores below (check all that apply):

a. Reading  Accuplacer, 78

ACT, 18

Asset, 40

SAT, 360

Other,

b. English  Accuplacer, 87 (sentence skills)

ACT, 18

Asset, 42

SAT, 430 (writing)

Other,

c. Math  Accuplacer, 86 (College-level math)

ACT, 22

Asset, 41 (College Algebra)

SAT, 520 (Math only)

SAT, 1030 (Critical Reading + Math)

Other,

d. If you do not follow the statewide placements scores, please provide the placement scores for each academic area in which you use them below:

Subject	Test	Score
Reading		
English		
Mathematics		

8. Does your institution use High School GPA and coursework for placement into gateway courses?  
 Yes       No

If so, please indicate base **High School GPA and coursework** for the following:

Subject	GPA	Coursework
Reading		
English		
Mathematics		

9. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement mentioned above) to determine the placement of students in remedial education courses?

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

*If so, please provide any supporting documentation with this survey.*

### Threshold Policies and Practices

11. 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 so, please describe the process and measures used to assess students below.*

12.  Yes       No

*If yes, please describe these programs below.*

13. Do you feel that the best practices in remedial education have resulted in increased student success, in gateway courses and beyond?  
 Yes       No

*Briefly explain your response below*