



Remediation

The evidence is strong that remediation as currently designed and delivered has little to no effect on college completion. Too many students start in remedial courses and never complete a credential of any kind.

Strong policies and strategies should:

- ✓ *Divert students from traditional remedial programs.*
- For students with few academic deficiencies:
 - Place directly in college-level coursework.
 - Provide co-requisite developmental education (including tutoring, self-paced computer labs with required attendance, etc.)
- For students clearly needing remediation:
 - Provide no more than one semester of remediation.
 - Utilize an intensive focus, and an accelerated timeframe.
- For students with significant academic deficiencies:
 - Provide alternate pathways to a career certificate or career-related credential.
 - Embed remediation and adult basic skills into that instruction.

✓ *Clarify what constitutes readiness for success in the first year of college.*

- Recognize that current college placement assessments are not predictive and should be replaced by sharper diagnostic tools.
- Establish early warning indicators (e.g., anchor assessments) for current high school students, signaling student readiness to begin college-level coursework.
- Provide twelfth grade courses designed to prepare students for college-level math and English.

✓ *Establish a statewide approach to remedial education.*

- Limit remediation at 4-year universities to no more than one course. If a student cannot do college-level work after one remedial course, then he/she should be referred into a “passport program” at a community college with the understanding that the student will be readmitted to the 4-year college after successful completion of the English and Math requirements.
- Align math requirements and student needs (e.g., only STEM students need a pre-Calculus curriculum, others are better served learning statistics and applied mathematics). Review all programs to determine the best math requirements for each program and align remediation accordingly.
- Identify courses in which students can enroll while simultaneously completing remediation requirements (i.e., don’t make students wait to start credit-bearing courses).
- All students taking the placement exam ought to receive a testing guide, practice test and time to brush up on their skills.
- Engage faculty with progression and completion metrics to reveal shortcomings and inform design of reforms.