Core Principles for Transforming Remediation Within a Comprehensive Student Success Strategy

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African Americans, Hispanics and Pell Students are Over Represented

### 2-year Students
- **Received Pell Grant**: 69%
- **Black, non-Hispanic**: 70%
- **Hispanic**: 63%
- **White, non-Hispanic**: 53%

### 4-year Non-Flagship Students
- **Received Pell Grant**: 37%
- **Black, non-Hispanic**: 44%
- **Hispanic**: 35%
- **White, non-Hispanic**: 23%
Most are in Math – Far Too Many Require Both Math and English

2-year Students

- White, non-Hispanic: 20% (Both), 50% (Math), 24% (English)
- Hispanic: 54% (Both), 30% (Math), 37% (English)
- Black, non-Hispanic: 40% (Both), 59% (Math), 50% (English)
- Received Pell Grant: 32% (Both), 40% (Math), 40% (English)
Few Who Start in Remediation, Pass Gateway Courses

Gateway Course Completion in 2 years
2-year college remedial students

- White, non-Hispanic: 23%
- Hispanic: 20%
- Black, non-Hispanic: 11%
- Received Pell Grant: 19%
Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy: A Joint Statement
Core Principles

1. Every student’s postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

2. Enrollment in college-level math and English courses or course sequences aligned with the student’s program of study is the default placement for the vast majority of students.

3. Academic and nonacademic support is provided in conjunction with gateway courses in the student’s academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.
Core Principles (cont.)

4. Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.

5. Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.

6. Every student is supported to stay on track to a college credential, from intake forward, through the institution’s use of effective mechanisms to generate, share, and act on academic performance and progression data.
## One Semester Scale Results

<table>
<thead>
<tr>
<th>State</th>
<th>Subject</th>
<th>Traditional Model (2years)</th>
<th>Corequisite Model (One Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>Math</td>
<td>14%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>37%</td>
<td>68%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Math</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>31%</td>
<td>67%</td>
</tr>
<tr>
<td>Indiana</td>
<td>Math</td>
<td>29% (3yr)</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>37% (3yr)</td>
<td>55%</td>
</tr>
<tr>
<td>Georgia</td>
<td>English</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
<td>64%</td>
</tr>
</tbody>
</table>
The Core Principle Movement

Organizational Support from:

- Achieving the Dream
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of Public and Land-grant Universities
- Carnegie Foundation for the Advancement of Teaching
- Center for Community College Student Engagement
- Charles A. Dana Center at the University of Texas at Austin
- Complete College America
- Education Commission of the States
- Jobs for the Future
- National Association for Developmental Education
- NASPA - Student Affairs Administrators in Higher Education
- National Center for Developmental Education
The Core Principle Movement

State Agency Support from:

- California - Central Valley Higher Education Consortium
- Colorado - Colorado Department of Higher Education
- DC - University of District of Columbia Community College
- Georgia - University System of Georgia
- Hawaii - University of Hawai‘i System
- Illinois - Illinois Board of Higher Education
- Indiana - Indiana Commission for Higher Education
- Kentucky - Kentucky Council on Postsecondary Education
- Maryland - Maryland Higher Education Commission
- Missouri - Missouri Department of Higher Education
- Montana - Montana University System
- New Mexico - New Mexico Department of Higher Education
- Northern Marianas Islands-Northern Marianas College
- Ohio - Ohio Department of Higher Education
- Oklahoma - Oklahoma State Regents for Higher Education
- Rhode Island - Rhode Island Office of the Postsecondary Commissioner
- Tennessee - Tennessee Board of Regents
- West Virginia - West Virginia Higher Education Policy Commission