



Characteristics of Remedial Students

What We Know from National Studies

- *One third of remedial students work at least 35 hours per week*
- *60% of new community college students require remedial classes*
- *The longer students spend in remediation, the less likely they are to persist and graduate*

CDHE Report

- *31.4% of recent high school graduates who are degree-seeking require remediation*
- *45.6% of these graduates attend a CCCS college*
- *61.8% of remedial coursework attempted in 2008-2009 was passed*

CCCS Remedial Demographics

- *By age, 41% are recent high school graduates*
- *59% are adult students 21 and older*
- *50% of recent high school graduates enroll in remedial courses*
- *Minority students are over-represented in remedial courses (40% of remedial students are minorities, as opposed to 26% of the total CCCS population)*
- *The success rate of minority students is less than that of non-minorities (67% vs. 71%)*
- *Overall course completion rate for CCCS is 61.5%*

Math, the Greatest Remedial Need and the Lowest Pass Rate

In the CCCS Longitudinal Remedial Math Study, remedial math students were tracked for four years (13 semesters)

- *Only 8% of students who enrolled in remedial math had graduated after four years*
- *Unlike the findings of a national study, the majority exited the sequence due to withdrawal or failure to pass a course, rather than completing and failing to enroll in the next course*
- *More than 40% of CCCS remedial math completers did not attempt college math*

Effect of Time on Completion

- *Mirroring national research, adding an additional remedial math course to the sequence reduces college-level math and graduation rates by as much as half*



Executive Summary

Completion of remedial courses is the major roadblock to increased postsecondary completions. An increasing number of recent high school graduates require remediation, with a disproportionate number of minority students. As we work to strengthen alignment between high school and college curricula, we must also work to strengthen instructional and student services for those students who enter postsecondary education with pre-college skills through the implementation of evidence-based strategies. A number of these strategies have been successfully piloted at CCCS and validated through external evaluation. Among these are accelerated remediation (FastStart at CCD), intensive bridge programs that employ an accelerated format (Colorado SUN), and learning communities that pair remedial work with college-level work (FRCC). Other promising strategies include on-line learning paired with enhanced student support (CCOnline); actionable assessment which targets instruction to specific competency gaps through better assessment and modular instruction (piloted in several Achieving the Dream colleges).

Recommendations

- *Better align high school and college competencies*
- *Better align GED and college competencies*
- *Employ high-quality instruction in remedial and gatekeeper courses*
- *Strengthen student engagement*
- *Accelerate progression through the remedial sequence*
- *Provide enhanced advising*
- *Implement additional instructional supports, such as learning labs (currently in place at several colleges)*
- *Maximize the accuracy of initial placement through secondary assessments and advising*

Successful Models of Effective CCCS Remedial Practice (validated)

Accelerated Remediation – FastStart at Community College of Denver (CCD)

- *Combines two levels of remedial coursework with career exploration and student support services in a learning community setting. Begun in 2005 with a Lumina Foundation grant, now serving 175 students per semester*
- *Outcomes: 44% higher sequence completion rate, more than 50% higher college math completion rate, and higher GPA than comparison group*

Learning Communities at Front Range Community College (FRCC)

- *Combines remedial class with college level class and enhanced advising. Begun in 2005 with a Lumina Foundation grant, now expanded to several FRCC campuses*
- *Outcomes: 33.4% higher retention, 45.7% higher course completion rate, and higher GPA than comparison group*

Colorado SUN: CCCS transition program for under-prepared recent high school graduates and GED completers at seven community colleges (funded by U.S. Department of Education)

- *Accelerates progression through remedial courses, using a learning community format, combined with enhanced advising and career exploration*
- *Preliminary Outcomes: 31% advanced one or more levels in reading, 72% advanced one or more levels in math, 75% enrolled in college compared to 35% of GED completers nationally*