

REMEDICATION

Higher Education's

Bridge to Nowhere

**Remediation is a broken system.
There's a better way — start many more students
in college courses with just-in-time support.**

COMPLETE COLLEGE AMERICA

REFORMERS WHO LEAD IT

In our groundbreaking September 2011 report, *Time Is the Enemy*, Complete College America applauded “Governors Who Get It.” And they deserve our thanks once again for the data necessary to determine the findings that follow.

Our greatest appreciation, however, must be reserved for impatient reformers who have toiled and innovated, often without the recognition they deserve, in community colleges, colleges, and universities across America. They are faculty and researchers who share extraordinarily important characteristics: intolerance for failure and the courage to change.

If not for their willingness to see the truth in the data and to reject broken methods and long-held beliefs, a clear path forward would still be unknown. If not for their years of hard work and accomplishment, proven approaches that enable success for unprepared college students could not be recommended today. They were working simply to help save their students’ dreams.

In college completion, Complete College America has discovered governors who get it. In the essential work of ending remediation as we know it, these are some of the reformers who lead it. We thank them and look forward to finding more of their colleagues in arms.

- Peter Adams
Director, Accelerated Learning Project, Community College of Baltimore County
- William Adams, Debra Franklin, Denny Gulick, Frances Gulick, and Elizabeth Shearn
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- Tom Bailey and Davis Jenkins
Director and Senior Researcher, respectively, Community College Research Center, Teachers College, Columbia University
- Tristan Denley
Provost and Vice President for Student and Academic Affairs, Austin Peay State University, Tennessee
- Tom deWit and Sean McFarland
Co-Directors, Acceleration in Context
- Katie Hern and Myra Snell
Director and Math Lead, respectively, California Acceleration Project
- James Rosenbaum
Professor of Sociology, Education and Social Policy, Institute for Policy Research, Northwestern University
- Uri Treisman, Jenna Cullinane, and Amy Getz
Director, Higher Education Policy Lead, and New Mathways Project Lead, respectively, Charles A. Dana Center, Mathematics Department, University of Texas at Austin
- Selina Vasquez Mireles
Director, Center for Mathematics Readiness, Texas State University-San Marcos

SPECIAL NOTE: We are very interested in identifying and spotlighting more successful innovations and reforms. Please let us know.

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COLLEGE
AMERICA**

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DO THIS! Four steps states should take right now to close remediation exit ramps

EXIT RAMPS

#1 Too many students start in remediation.



1. Strengthen high school preparation.

Reduce the need for college remediation altogether by adopting and implementing the new voluntary Common Core State Standards in reading, writing, and math. Align requirements for entry-level college courses with requirements for high school graduation. Administer college-ready anchor assessments in high school, and use them to develop targeted interventions before students fall too far behind. That way, high school graduates are ready for credit-bearing college courses from Day One.



#2 Remediation doesn't work.



2. Start students in college-level courses with built-in, co-requisite support.

Immediately place freshmen with basic needs into entry-level, credit-bearing college courses with co-requisite support. That is, make this co-requisite model *the default*. For students needing more support, offer two-semester courses of the same content with built-in tutoring. Meanwhile, offer students with significant academic challenges skill certificate programs with embedded remediation.



#3 Too few complete gateway courses.



3. Embed needed academic help in multiple gateway courses.

To help unprepared students get a strong, early start, build extra supports around all of the early gateway courses that are necessary for success in students' fields of study. For students to succeed in these course, they should have built-in tutoring and/or additional instruction time.



#4 Too few graduate.



4. Encourage students to enter programs of study when they first enroll.

Students are twice as likely to graduate if they complete at least three courses in their chosen programs of study in their first year on campus. Create clear, limited, and structured program pathways containing core college-level courses. Then require students to choose a pathway. Unprepared students can achieve this significant milestone for success if the early college-level courses required in their programs of study have embedded help.



KNOW THIS

Too many entering freshmen need remediation.

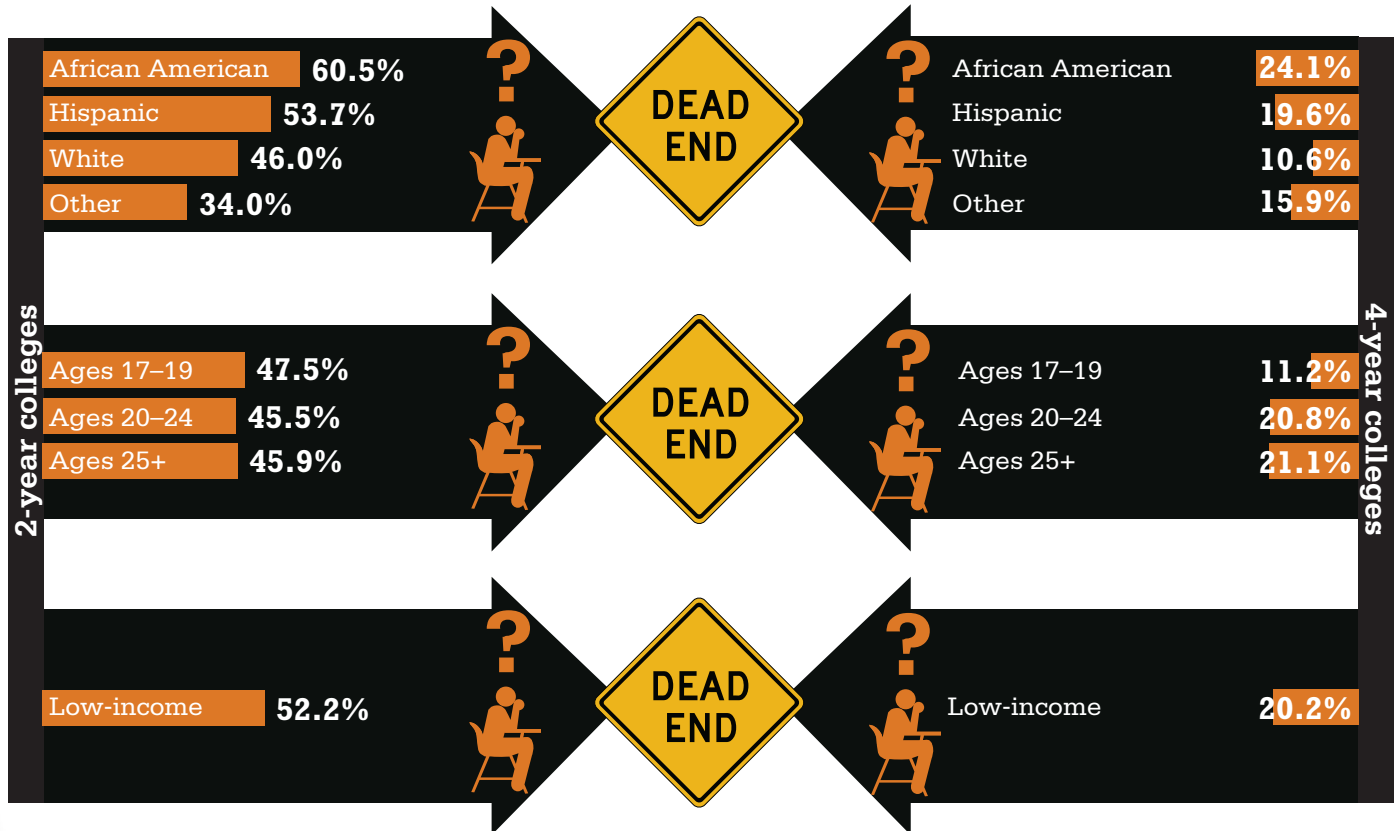
46.4% of those entering a 2-year college enrolled in remediation

12.4% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

46.4% of freshmen enrolled in remediation. **Of those ...**



63.7%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



9.2%
Graduate within 3 years

African American	51.2%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	67.7%	NP*	
White	67.1%	NP*	
Other	60.0%	NP*	
17-19	61.4%	NP*	
20-24	59.4%	NP*	
25+	68.6%	NP*	
Low-income	59.1%	NP*	

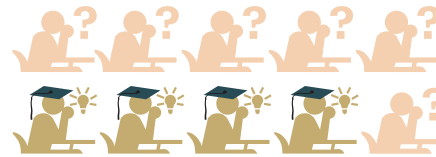
4-Year Colleges

12.4% of freshmen enrolled in remediation. **Of those ...**



57.8%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



41.2%
Graduate within 6 years

African American	44.8%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	58.9%	NP*	
White	57.6%	NP*	
Other	73.3%	NP*	
17-19	59.6%	NP*	
20-24	48.5%	NP*	
25+	53.7%	NP*	
Low-income	50.3%	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

NP* = The state did not provide data for this metric.

ACKNOWLEDGMENTS

This is an unprecedented report, which would not have been possible without the support and hands-on expertise and assistance of many people and institutions.

THE 33 STATES: their governors, higher education leaders, and higher education institutions. They showed real courage in providing these data, the good and the bad.

OUR PHILANTHROPIC PARTNERS: Bill & Melinda Gates Foundation, Carnegie Corporation of New York, and Lumina Foundation for Education.

OUR STAFF: Stan Jones (President), Cheryl Orr Dixon (Senior Vice President), Tom Sugar (Senior Vice President and Project Lead), Mike Baumgartner (Vice President, Finance and Special Projects), Dominique Raymond (Director, Alliance State Relations), Wes Moore (Research Analyst), Renee Davidson (Executive Assistant), and Katie Denham (Associate Meeting Planner).

AND OUR PRODUCTION PARTNERS: KSA-Plus Communications, which provided editorial assistance and graphic design.

ABOUT COMPLETE COLLEGE AMERICA

It's really about the states ... we're just here to help.

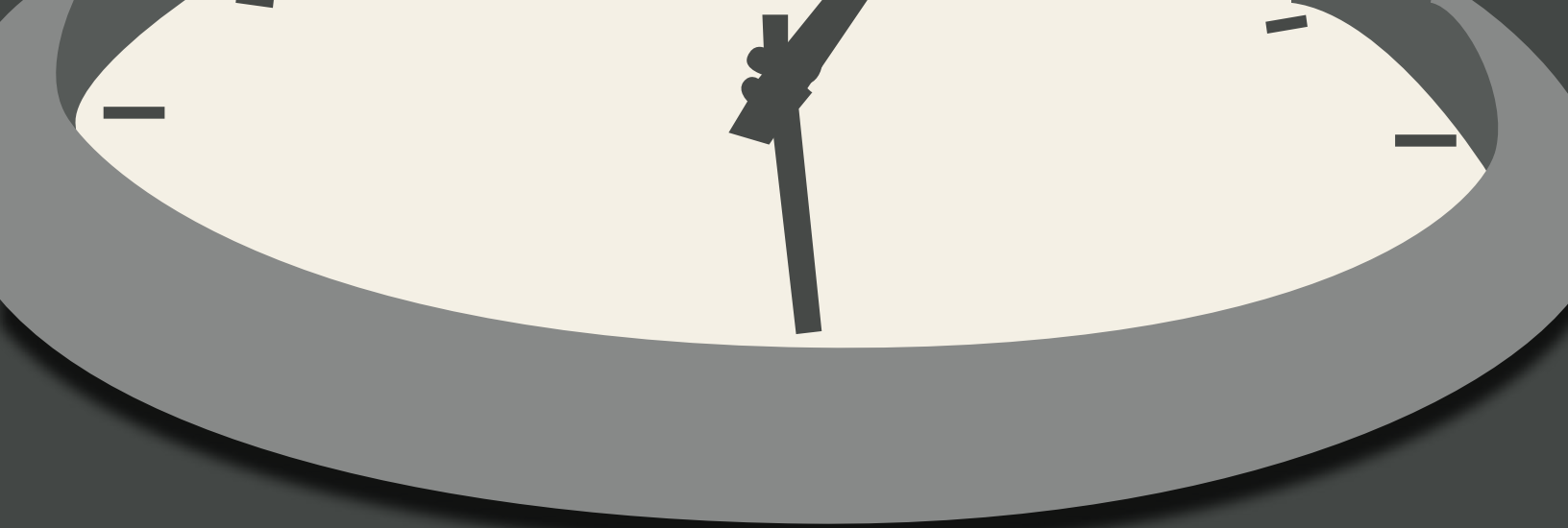
Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college — but we haven't finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire.

Complete College America believes there is great reason for optimism ... and a clear path forward. With a little more support — and a lot of common sense — we can ensure that many more young people get the high-quality college education that will help them live productive and fulfilling lives. All Americans will share in the benefits of their success.

COMPLETE COLLEGE AMERICA

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TIME is the ENEMY

The surprising truth about why today's college students
aren't graduating ... AND WHAT NEEDS TO CHANGE

COMPLETE COLLEGE AMERICA

GOVERNORS WHO GET IT

Some leaders run from challenges; others run toward them.

When it comes to college completion, the numbers can be daunting. So troubling, in fact, that some leaders may be tempted to keep the public in the dark. The last thing they want to do is deliver more bad news, especially in times like these.

That's not the case for the leaders listed below. By participating in this groundbreaking report, they have courageously committed their states to confronting the college completion challenge head on. These governors understand the consequences of ignoring thousands of college dropouts: the shrinking family incomes, the weakened economic competitiveness, the squandered taxpayer investments, and the hollowing out of our civic engagement.

But they know the upside, too. They share our optimism that better days and millions more college graduates are ahead because — under their leadership — states are on the move. New laws are hitting the books. New policies are taking hold. And students are already beginning to reap the rewards of a reinvented system of American higher education designed to meet modern needs.

Improving college completion begins by ensuring that we count the success of every student. Thanks to the courageous leaders of these 33 states, we have now done so. Without them, this historic report would not have been possible. Complete College America, the citizens of their states, and all in our country who hope for a brighter future owe them our gratitude.

When it comes to the vital importance of college completion, there's no question: These governors "get it."

- Gov. Jan Brewer (Arizona)
- Gov. Mike Beebe (Arkansas)
- Gov. Edmund Gerald Brown, Jr. (California)
- Gov. John Hickenlooper (Colorado)
- Gov. Rick Scott (Florida)
- Gov. Nathan Deal (Georgia)
- Gov. Neil Abercrombie (Hawaii)
- Gov. C.L. "Butch" Otter (Idaho)
- Gov. Pat Quinn (Illinois)
- Gov. Mitch Daniels (Indiana)
- Gov. Steven L. Beshear (Kentucky)
- Gov. Bobby Jindal (Louisiana)
- Gov. Martin O'Malley (Maryland)
- Gov. Deval Patrick (Massachusetts)
- Gov. Mark Dayton (Minnesota)
- Gov. Haley Barbour (Mississippi)
- Gov. Jeremiah W. (Jay) Nixon (Missouri)
- Gov. Brian Sandoval (Nevada)
- Gov. John Lynch (New Hampshire)
- Gov. Susana Martinez (New Mexico)
- Gov. Bev Perdue (North Carolina)
- Gov. John Kasich (Ohio)
- Gov. Mary Fallin (Oklahoma)
- Gov. John A. Kitzhaber, MD (Oregon)
- Gov. Tom Corbett (Pennsylvania)
- Gov. Dennis Daugaard (South Dakota)
- Gov. Bill Haslam (Tennessee)
- Gov. Rick Perry (Texas)
- Gov. Gary Richard Herbert (Utah)
- Gov. Robert McDonnell (Virginia)
- Gov. Chris Gregoire (Washington)
- Gov. Earl Ray Tomblin (West Virginia)
- Gov. Matthew Mead (Wyoming)



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FINDING 5

Remediation: Too many students need it, and too few succeed when they get it.

Remedial classes have become the Bermuda Triangle of higher education. Most students are lost, and few will ever be seen on graduation day.

50.1% of those seeking an associate degree require remediation

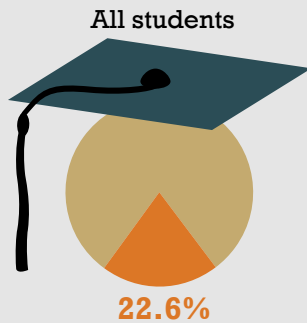


20.7% of those seeking a bachelor's degree require remediation

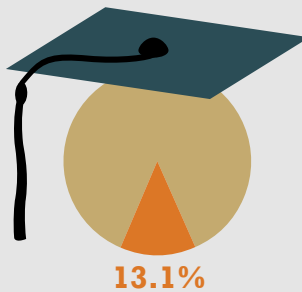


Remedial students are much less likely to graduate.

1-year certificate in 1.5 years

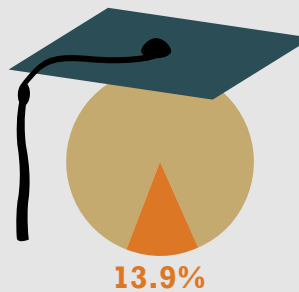


Remedial

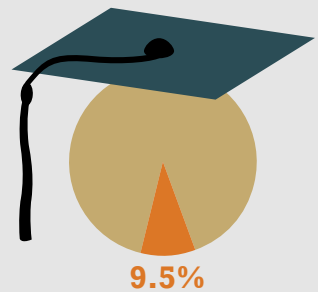


2-year associate in 3 years

All students

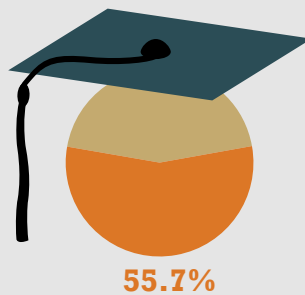


Remedial

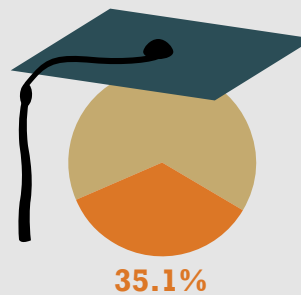


4-year bachelor's in 6 years

All students



Remedial



ACTION

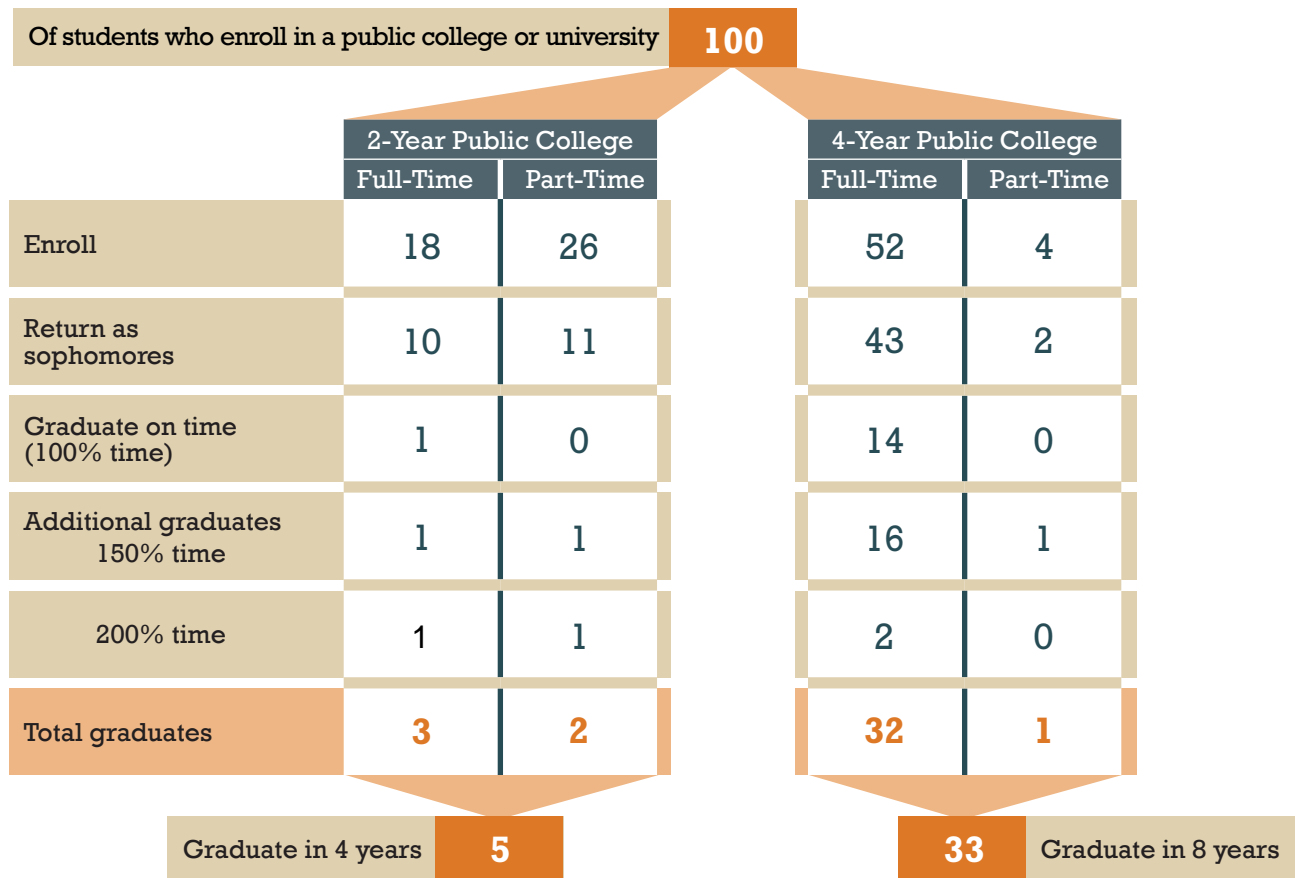
It's time to fix broken approaches to remediation.

For a strong economy, the skills gap must be closed.

- 58%** By 2020, jobs requiring a career certificate or college degree
- 36%** Indiana adults who currently have an associate degree or higher
- 22%** Skills gap

Data: See the Sources and Methodology section on our website.

Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

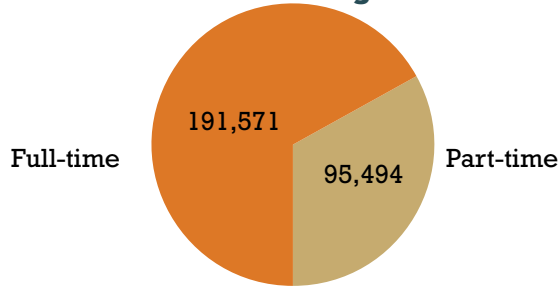
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

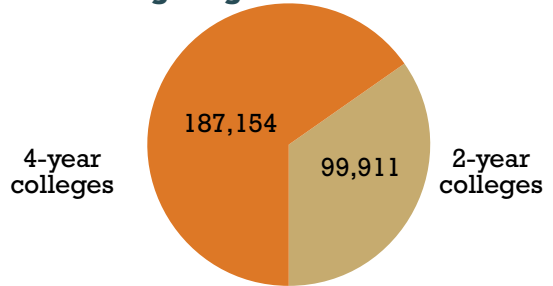
We're making great progress in providing access to more students.

Total public college enrollment: 287,065

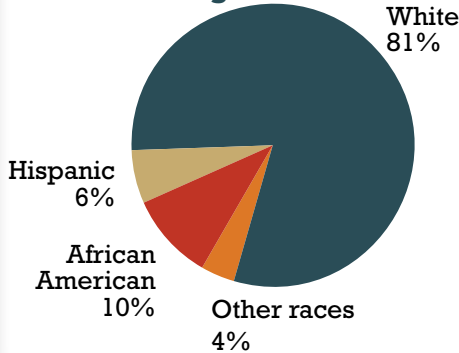
Attending



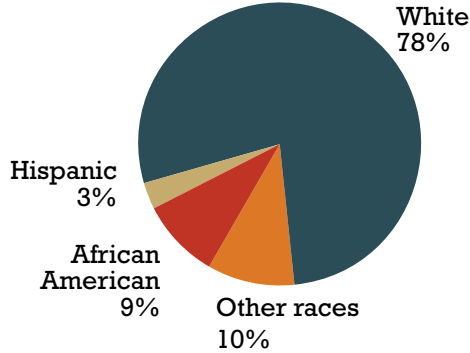
Pursuing Degrees & Certificates



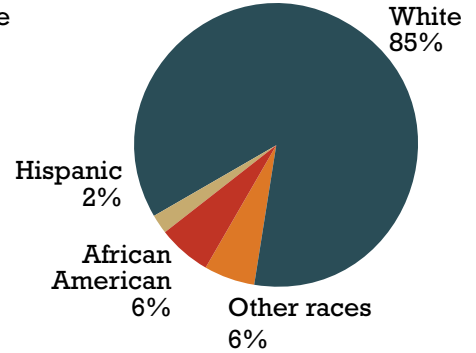
Total State Population, Age 18-24



College Enrollment



College Graduation

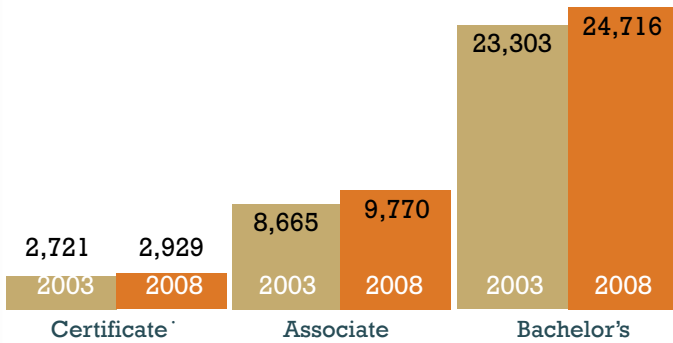


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

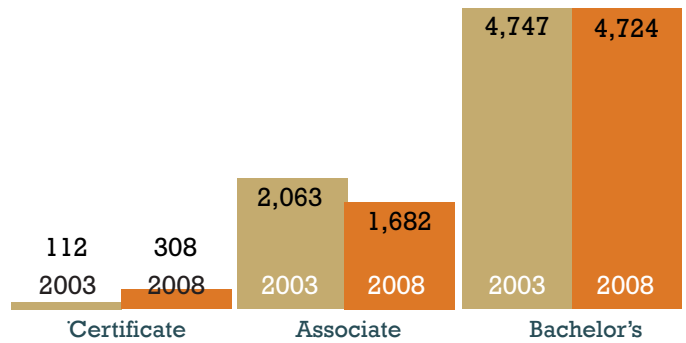
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

Overall Credentials Awarded



Science, Technology, Engineering, Math (STEM) Credentials Awarded



Data: 2007-08

! And all credentials should provide clear pathways to success.

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