

PA 12-40 Testimony: Higher Education and Employment Advancement Committee

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The Need for Remediation

- More than 60 percent of all community college students require remediation in college.
- 20 percent of all four-year students, including many graduating from high school with a 3.0 or higher GPA, require remedial coursework.
- 90 percent of students at El Paso Community College in Texas must take remedial math.

Current Remediation Model

- Only 13.7 percent of community college students who take some form of remediation get an associate degree within four years.
- Only 10 percent of those that transfer to a senior institution (about a third of all community college students) graduate with a four-year degree—about 3 percent of all community college students.

Focus and Immediacy Work

Students completing remediation by the end of their first semester are twice as likely to persist and five times as likely to graduate from community college within three years.

Massachusetts Board of Higher Education's Taskforce on Retention and Completion Rates at Community Colleges; February 2007

PA12-40 Goals

- Develop programs that allow community college students to complete remedial coursework in their first semester.
- Achieve higher student success rates for students in these remedial courses.
- Achieve higher persistence and retention rates of students, so that they can progress more quickly to college credit courses and to ultimate degree and program completion.

A New Remediation Model

- Use multiple measures to assess and place students in the right level of remediation.
- Three, sequential levels of remedial instruction reflect the range of English language and mathematics skills of students entering college.
 - Embedded
 - Intensive
 - Transitional
- Use instructional technology to benefit students.

The Stakes are High

With changing demographics in Connecticut and the United States, if we do not increase college participation and graduation rates for all sectors of our population, we will not have the trained workforce to sustain our state and national economies.

Pilot Course Data

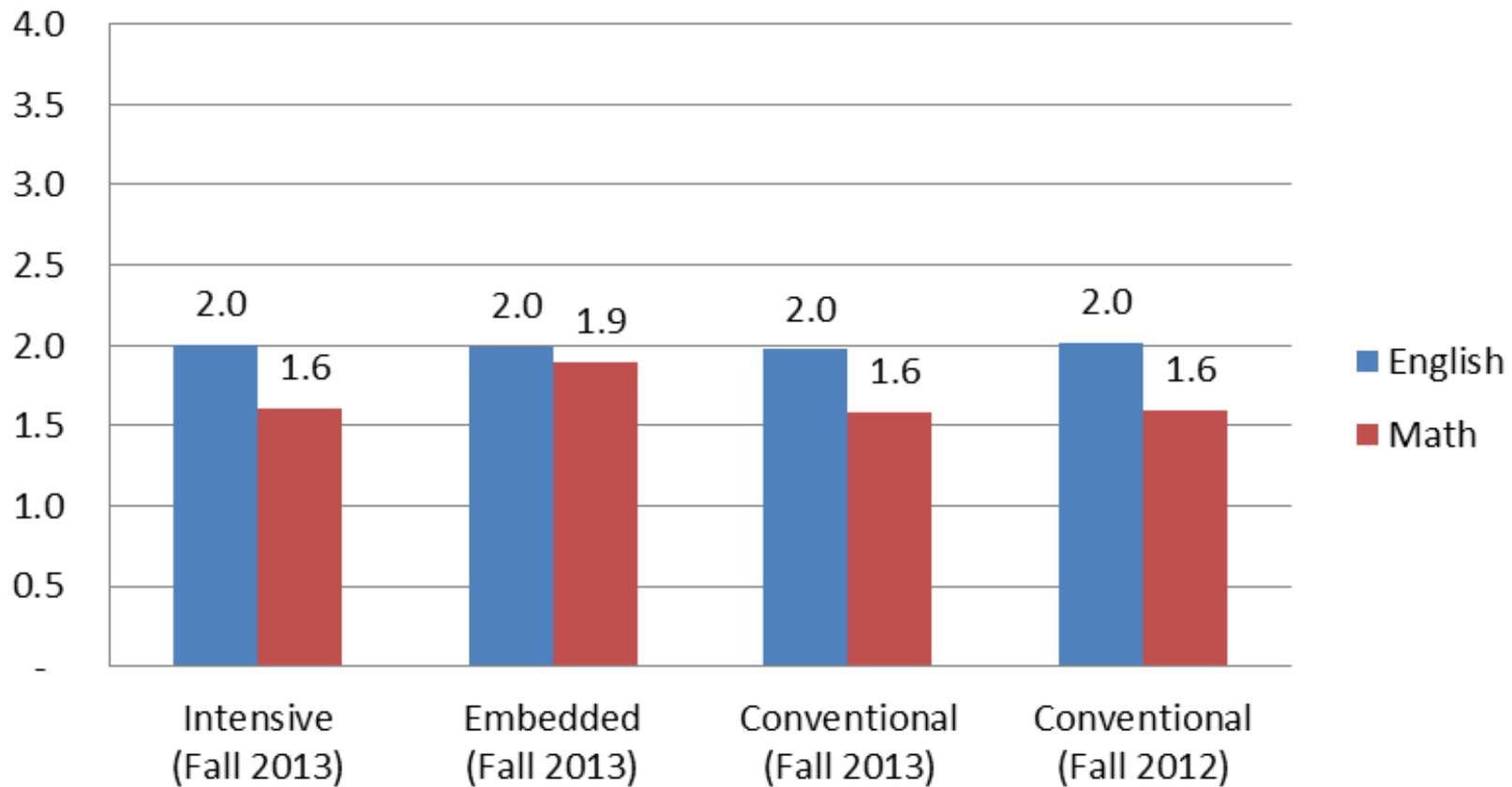
Fall 2013		
	Number of Sections	
Remedial Category	n	%
Intensive	53	6%
Embedded	67	7%
Conventional/ Developmental	763	86%
	883	100%

Fall 2013		
	Number of Seats	
Remedial Category	n	%
Intensive	1,088	6%
Embedded	1,230	6%
Conventional/ Developmental	16,821	88%
	19,139	100.0%

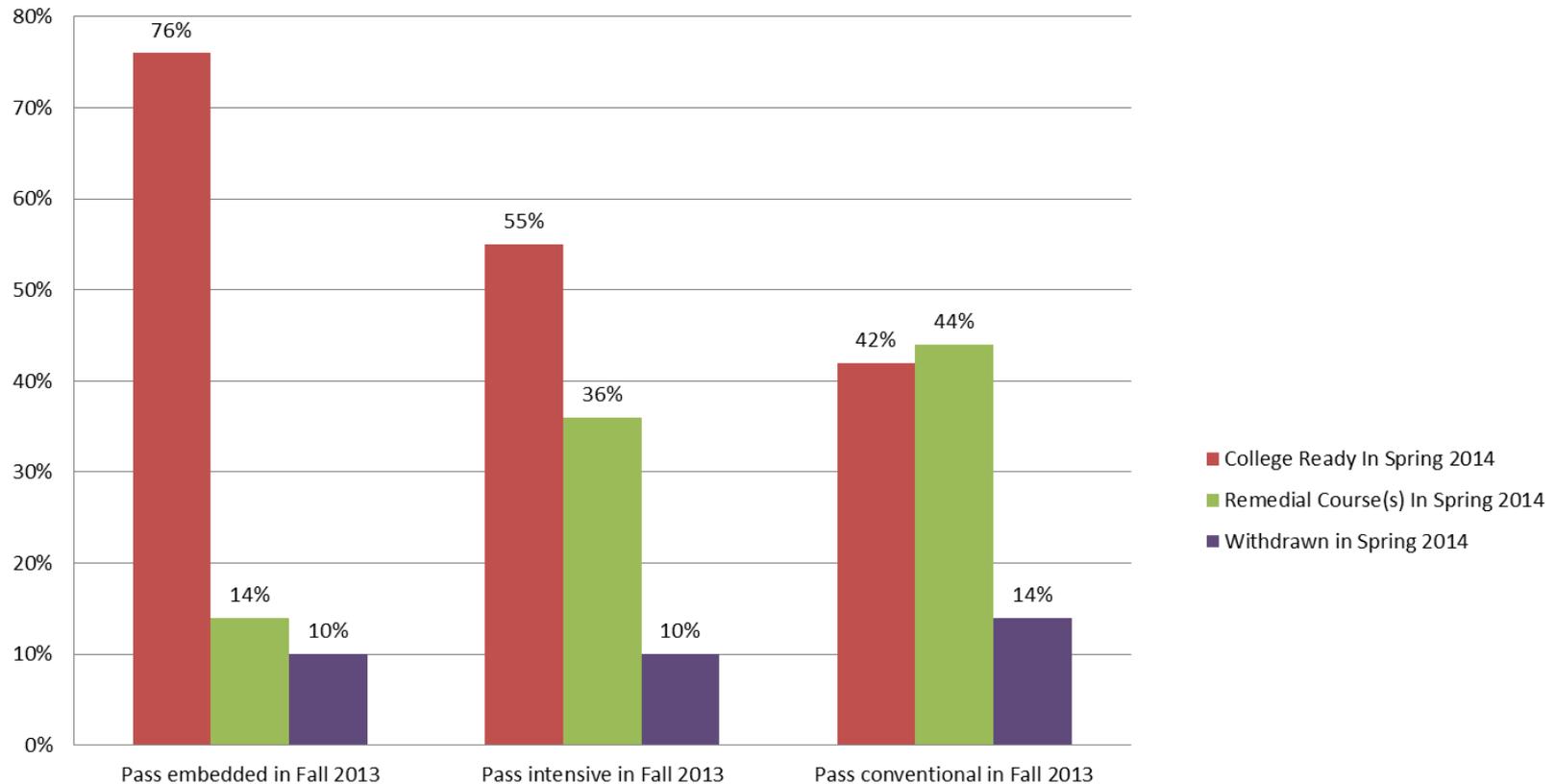
Enrollment

	New Students			Other Student Types			All Students		
	CCC Enrollment	Attempted Remedial Course(s)		CCC Enrollment	Attempted Remedial Course(s)		CCC Enrollment	Attempted Remedial Course(s)	
Fall 2011	11,678	7,791	66.7%	45,474	7,109	15.6%	57,152	14,900	26.1%
Fall 2012	11,765	7,607	64.7%	46,463	6,935	14.9%	58,228	14,542	25.0%
Fall 2013	11,491	6,836	59.5%	45,485	6,145	13.5%	56,976	12,981	22.8%

Average Grade Points Earned In Course



Spring 2014 Course Registrations for Fall 2013 Remedial Students



Aligns with goals of achieving higher student success rates in remedial courses and increasing student retention rates.

Status of Transitional Level

- For students with greatest skill gaps;
- Free, self-paced, non-credit instruction (not courses);
- Students do not use Financial Aid;
- Intensive, accelerated (3 weeks) instruction;
- Modular: students study, test out, and/or retake individual modules;
- Extensive use of instructional technology;
- One-on-one supplemental instruction; and
- Collaboration with Adult Education providers by region.

Status of Transitional Level

- Some pilots started in spring 2013; the last will be completed this coming summer.
- Although aggregate data is not available, individual college pilots have achieved pass rates as high as 89 percent.
- Because instruction is free to students, the challenge for managing this component of Connecticut's remediation model will be to find the funding to ensure its success.



Prepared by the Office of Planning and Research, March 12, 2014

Source: Institutional Research Database (IRDB query IRDBRemedialEnrollment V20140312.SQL)