

Remediation Meeting Summary

Thursday October 1, 2015

1. Is it possible to eliminate stand-alone, semester long remedial courses? If so, should this be a goal?

- Yes it is possible but more practical to pair remedial courses with regular college level courses to get to degree completion at a quicker rate. This helps the student see the connection between the two and helps the student see where he should be and where he is.
- Use of math modules
- Blended classes
- Target student weaknesses possibly through diagnostic tests to find deficient areas because the student may not be deficient in the whole subject but just certain parts of the subject
- Combine weak students with strong students
- College literacy courses – have smaller classes so teachers have time to focus on what the students need
- Emphasis on attendance and incentives to nurture the culture of consistent attendance
- Developmental intervention - a faculty member calls students who have not been in class or are behind in class and has a problem solving conversation with them. The faculty member informs the student that they are there to help them and want to help them, and gives options or ideas of how to get to class if there is a transportation issue, a daycare issue, or provides them with the phone number to career pathways. They also make the student aware that if they continue at their current pace, they will fail. This intervention has been successful and students respond positively and do come back and succeed.
- Unrealistic to eliminate remediation for all students
- Modular classes – some students need structure and need an instructor – create milestones, bonus points and attendance points
- Summer bridge program – 3 week program

2. What are the best predictors of whether a student needs remedial coursework?

- ACT is a good reflection of the student's skill level, but also have students write a diagnostic essay the first day of class and the instructor can make the recommendation to move the student up to a higher course

- ACT and SAT. If a student scores below a 19, they are given the opportunity to take the compass test to test out of remediation
- Math - pretest for every module to verify skills so students can jump modules
- Placement tests not the end all be all
- Exit essays
- Portfolio assessments
- Diagnostic testing for remediation placement

3. How do remediation strategies differ for traditional and non-traditional students?

- Non-traditional students may have the knowledge, but have just forgotten those skills and may just need short term refreshers
- Traditional students may have missed a particular skill along the way, possibly because of moving from district to district. In some cases, the knowledge may just not be there.
- Non-traditional students can show the traditional students the work ethic that it takes to succeed
- Non-traditional students are more likely to seek out the help available than traditional students
- Non-traditional students have critical thinking skills regardless of their entry scores, but there is no test to show that skill
- Non-traditional students are more likely than traditional students to attend Friday night and Saturday morning classes
- In some classrooms, non-traditional students moved at a more rapid rate than traditional students because they were more actively engaged
- The assumption may be that non-traditional students have more challenges with work and families, but they make up for those challenges and academic deficiencies with maturity and work ethic
- Traditional students can lack college and life skills. One institution custom published a textbook which incorporates college and life skills into English comprehension instruction and reading instruction with reading assignments on lessons in how to succeed in college and in life.
- Non-traditional students are motivated and work hard to be successful. They are there for a reason and in some cases giving up something to come back to school – time with family, etc.

4. How successful are students in gateway courses that follow completion of remedial courses?

- Recommend pairing courses together
- Summer bridge programs are helpful
- Need for partnerships with school districts
- Difficulty determining what is college ready
- Problem with grade inflation
- Problem with different standards

5. When should remediation occur for traditional students? Where should it occur?

- As early as possible
- Before graduation – high school students need to be college ready when they graduate. There is a lack of students prepared for college after high school graduation.
- Higher learning institutions need to partner with high school districts faculty and work together on what is being taught and what is required in college to help get their students college ready
- Need more discussions with high schools about what courses are needed and expected beginning as early as 9th and 10th grades