

BACKGROUND

As an open access system of higher education, TBR colleges serve students regardless of their level of academic preparation. In 2013, nearly three-fourths of all TBR first-time freshmen were not prepared to enroll in their college-level coursework in math, reading, and/or writing.

Prior to 2015, to prepare for college-level coursework, students enroll in remedial courses through a pre-requisite model. In the pre-requisite model of remediation, students below college level in math, reading, and/or writing were required to pass a remedial course prior to participating in college-level, gateway courses in the corresponding area.

CO-REQUISITE REMEDIATION PILOT

To explore co-requisite remediation’s possible impact in Tennessee, TBR implemented a pilot for the co-requisite model in 2014-15. In the co-requisite model, students are enrolled in college-level gateway courses in their first semester alongside a remedial learning support lab designed to provide just-in-time assistance, allowing students to make stronger connections between remedial and college level material.

Co-requisite courses are considered three credit-hour courses by financial aid and in a student’s schedule.

SYSTEM-WIDE SCALE-UP AND RESULTS

After the successful implementation at pilot sites, the co-requisite model was expanded system wide over two years. Results from the system-wide scale-up showed increases in student performance in their paired gateway math courses.

In the 2015-16 academic year, completion rates for students with remediation needs tripled in gateway math courses and doubled in gateway reading and writing courses. Similar results have persisted in subsequent academic years for students across the spectrum of academic preparedness.

Furthermore, students who are “retained with good progress” are those that re-enroll in the following fall semester with either 20+ accumulated credit hours (full-time students) or 10+ accumulated credit hours (part-time students). Following the implementation of the co-requisite model, students who were retained with good progress increased from 15% in 2012-13 to 22% in 2017-18.

LEARNING SUPPORT PLACEMENT POLICY

TBR established “cut scores” that determine a student’s readiness for college-level coursework in writing, reading, and math. Students can be placed into or out of a learning support course at a TBR college through one of four assessment metrics: the ACT, SAT, ACCUPLACER, or by completing SAILS competencies. A student must only satisfy one of these placement cut scores to bypass co-requisite remediation.

Approved Cut Scores for Placement Into College Level Courses

Subject Area	ACT	SAT	ACCUPLACER
Writing	English 18	Reading 490	250
Reading	Reading 19	Reading 500	250
Math	Math 19	Math 500	250

Students with a score that is equal to or greater than the listed cut score will be exempt from Learning Support and placed into college-level courses. Most students are placed using their subject area sub-scores on the ACT. For example, those with an ACT English sub-score below 18 will be enrolled in corequisite remediation alongside their college-level writing course. Those with an ACT Reading or Math sub-score below a 19 are enrolled in corequisite remediation alongside their Reading or Math coursework.

OTHER LEARNING SUPPORT EFFORTS

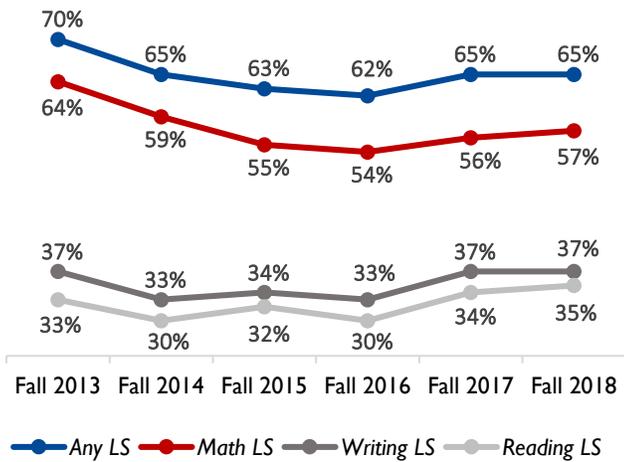
TBR has also partnered with the Tennessee Department of Education and the Tennessee Higher Education Commission through the SAILS (Seamless Alignment and Integrated Learning Support) program, which has served over 60,000 high school students since 2012-13. With coursework developed by both K-12 teachers and higher education faculty, SAILS embeds TBR’s learning support competencies into 12th grade math courses, allowing students to move directly into college-level gateway courses. Coursework is completed through a hybrid instructional model, combining the professional pedagogical expertise of the certified teacher with the dynamic properties of multimedia and digital content. In 2018-19, over 9,000 students successfully completed their remediation requirements through the SAILS program.

INITIAL OBSERVATIONS

1 In 2018, 65% of first-time freshmen required learning support in at least one subject.

In Fall 2018, 13,628 first-time freshman required learning support in at least one subject area, including nearly 12,000 students who required learning support in math. While the *percent* of first-time freshmen requiring learning support has declined slightly, the *number* of students requiring learning support has increased as result of increased enrollment following TN Promise.

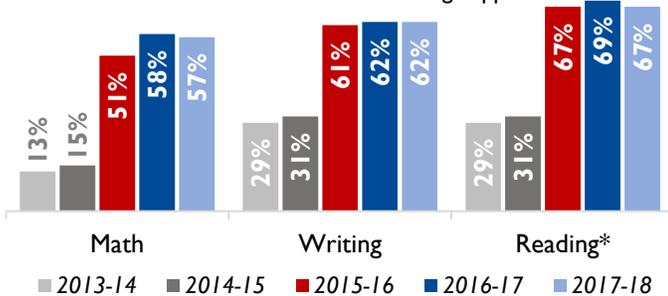
First-time Freshmen Learning Support Placement Rates by Subject Area



2 Students are completing gateway courses at higher rates through the co-requisite remediation model.

In 2015-16, the first year of full implementation of co-requisite remediation, 51% of remedial math students completed a gateway math course within two terms, compared to just 15% under the pre-requisite model.

Paired College Level Course Completion Rates Within Two Terms of Learning Support



*For reading, Fall 2012 through Fall 2014 data is derived from writing data due to lack of common college level reading definition

In the same year, 61% of remedial writing students and 67% of remedial reading students completed a gateway writing or reading course within two terms.

3 Although nearly 90% of adult first-time students were placed in co-requisite learning support, adult students were even more successful than traditional-aged students.

From 2016-2017, the bump in the percentage of students who required learning support is the impact of the Accuplacer test on adult placement into learning support. In lieu of ACT scores, most adult students are placed into learning support using the Accuplacer. In 2016, a higher percentage of adult students' Accuplacer scores placed them into math, reading, or writing learning support.

Paired College Level Math Completion Rates of Corequisite Students in Fall 2018 In Same Term as Corequisite Enrollment

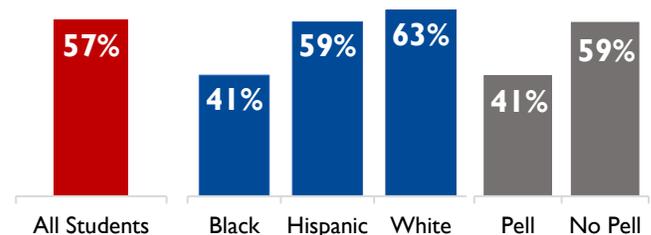


In Fall 2018, about 66% of adult students completed their college-level math course, compared to 53% of traditional-aged students.

4 There are still gateway course completion gaps across student subgroups, particularly for students of color and low-income students.

Co-requisite remediation has led to dramatic increases in completion rates of gateway courses across student subgroups, including race, Pell status, and age; however, completion gaps persist for black and Hispanic students and low-income students.

Paired College Level Course Completion Rates of Corequisite Students in Fall 2018 In Same Term as Corequisite Enrollment



5 The percent of students who were retained with good progress has increased.

Retained with good progress means that a student re-enrolls in the following fall semester and has either 20+ accumulated credit hours (full-time students) or 10+ accumulated credit hours (part-time students). Under the co-requisite model, the percent of full-time students who were retained with good progress increased from 15% in 2012-13 to 22% in 2017-18.