



2013-14 Remedial Placement and Enrollment Report



For Presentation to the
Legislative Committee on Education
July 15, 2014



Today's Presentation

❖ Setting the stage

- Creating a culture of completion in Nevada
- White House commitment

❖ Reporting changes

- Remediation Rates -- Not the same old story you've heard before

❖ New metric for measuring success

- Gateway course completions



Creating a Culture of Completion

❖ The Skills Gap

- **By 2020, 58% of jobs in Nevada will require a career certificate or college degree**
- **Only 28% of young adults in Nevada have an associate's degree or higher**
- **30% skills gap**

❖ **Ensuring that students are prepared for the rigors of college level coursework remains one of NSHE's greatest challenges**

❖ **One key to remediation is to get it done quickly and get students in the college level course in their first year of enrollment**

White House Summit

NSHE's Commitment to the Obama Administration

December 2013 Summit on increasing access and success in higher education among low-income students

Nevada is committed to achieving a significant increase in the number of college students assigned to remediation completing college level math and English their first year, recognizing that most of these students will need additional academic support. Completion of these gateway courses will lead to many more students completing their degrees.

Reporting Changes

Historical Enrollment Methodology

Imperfect, but the best we had

- ❖ **Remedial rates based on enrollment – not placement**
 - Prior availability of data limited the reporting to enrollment
 - *Nevada Revised Statutes 396.548* required enrollment reporting to capture the cost of remediation
 - Enrollment rates vary for any number of reasons, including the number of available sections, delivery agreements between institutions, etc.
 - Enrollment rate captured students who enrolled in summer and fall only – many students defer enrollment to spring and beyond
- ❖ **Enrollment rate historically captured remedial courses only, not co-requisite/stretch courses, skills labs, or enrollment at another NSHE institution**

Historical Enrollment Methodology

How is the historical remedial enrollment rate calculated?

**Number of recent high school graduates
enrolled in a remedial English and/or
mathematics course**

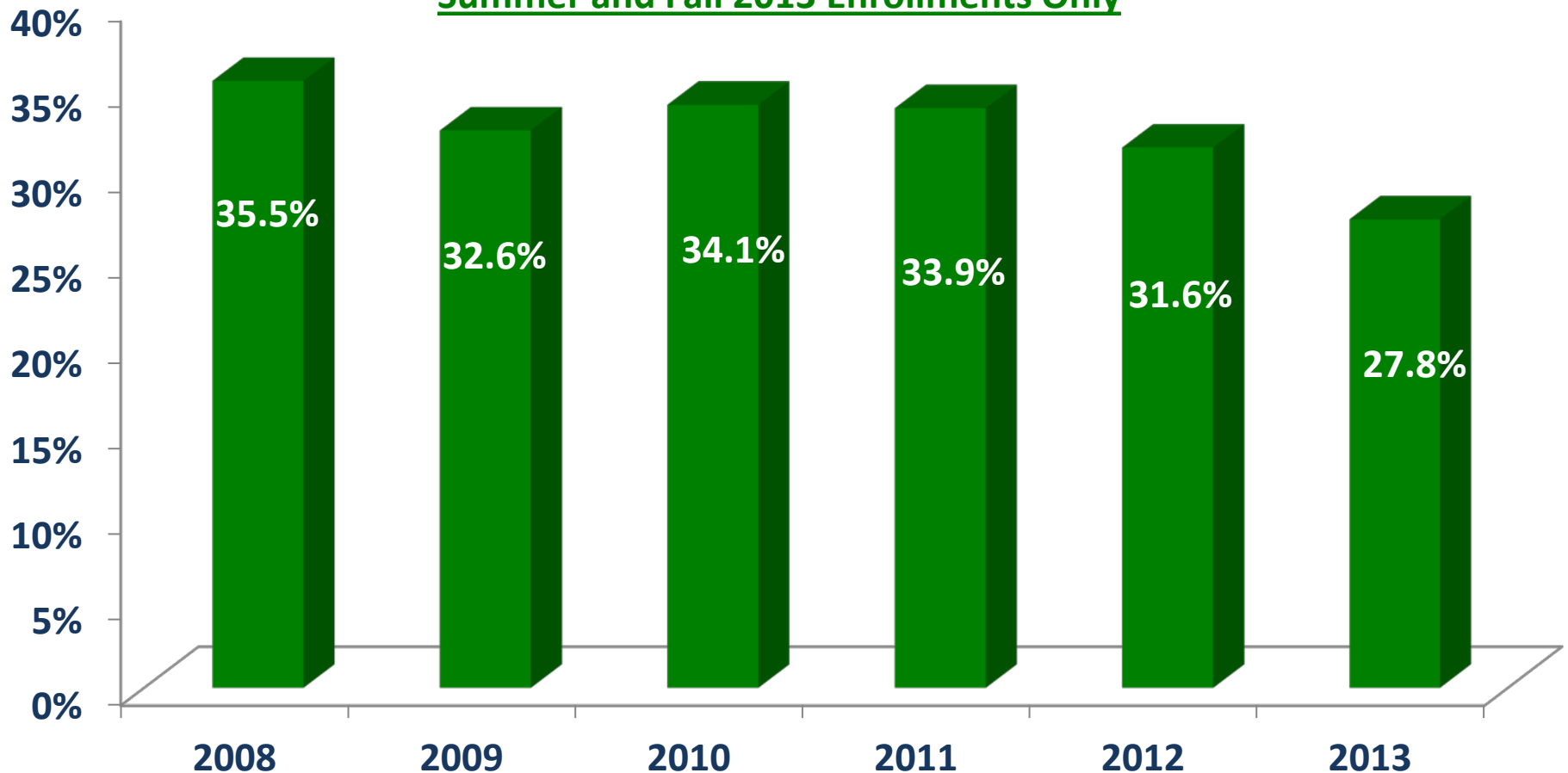
**Total number of recent high school
graduates enrolled**

**Remedial
Enrollment
Percent**

NSHE Remedial Enrollment Rate

Percent of Recent High School Graduates Enrolled in Remediation Immediately Following Graduation

Summer and Fall 2013 Enrollments Only



Fewer students enrolling in remedial courses does not mean fewer students need remediation.

Reporting Changes

New and Improved Methodology

❖ Remedial rates based on placement

- The percent of students “placed” into a remedial English and/or mathematics course in summer, fall or spring immediately following high school graduation based on the institutions’ placement protocols
- Students who are “placed” into a remedial course may not immediately enroll the course

❖ New method captures students who need remediation (based on placement), not just those who enroll in a remedial course

Reporting Changes

Providing a broader picture . . . including enrollment rates

- ❖ **Captures all the remedial enrollment options**
 - Remedial courses
 - Skills labs, co-requisite/stretch courses and technical courses – not captured in the historical methodology
- ❖ **Captures students enrolled in ANY lab or course at ANY institution**
 - To eliminate the effects of “swirling” on enrollment rates the new methodology captures students placed at one institution who have chosen to enroll in a remedial course at another NSHE institution -- first enrollments only captured
- ❖ **Rate includes recent high school graduates enrolled in summer, fall or spring**

New Placement Methodology

How is the new remedial placement rate calculated?

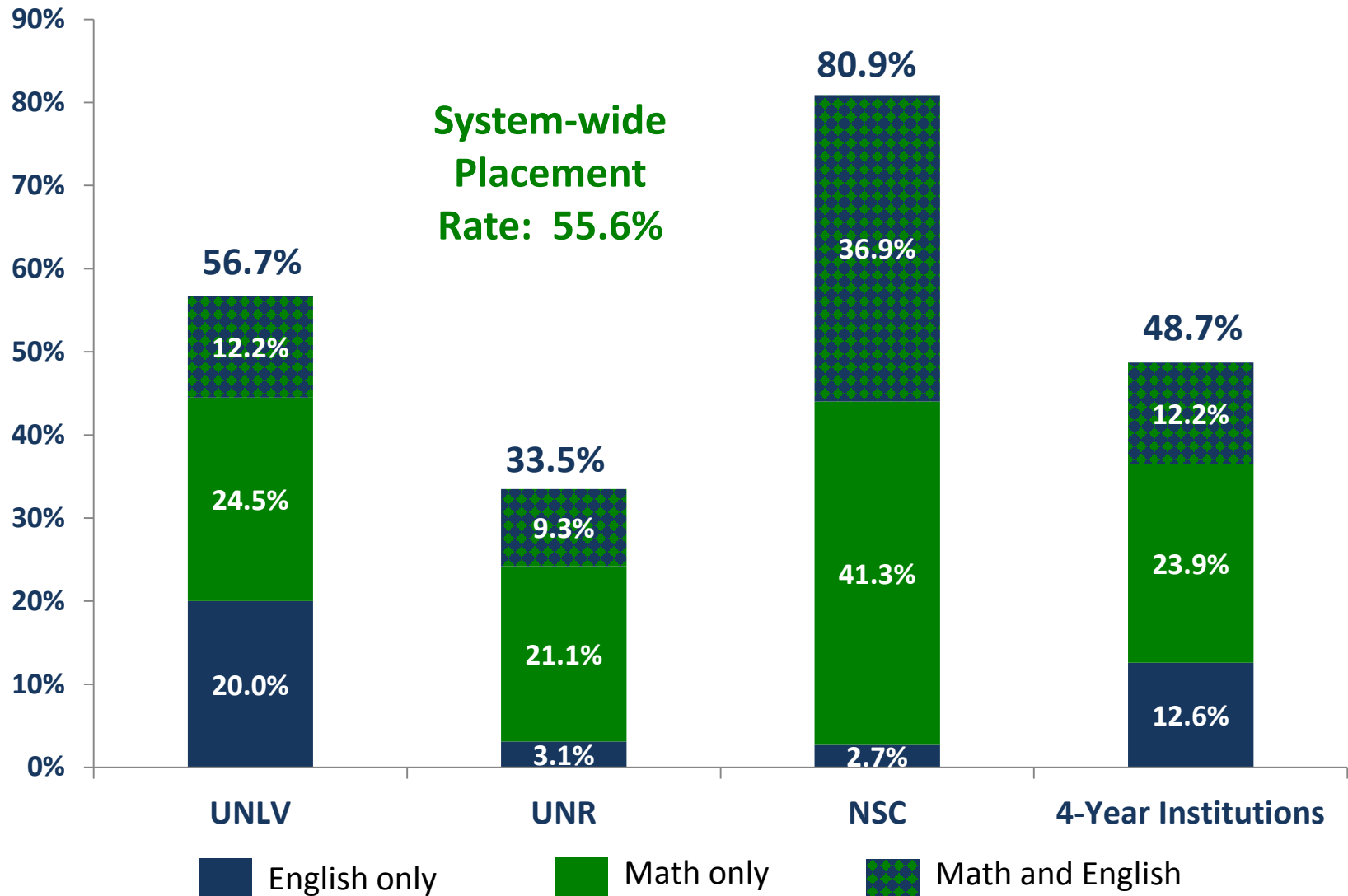
**Number of recent high school graduates
placed in a remedial English and/or
mathematics course**

**Total number of recent high school
graduates enrolled**

**= Remedial
Placement
Percent**

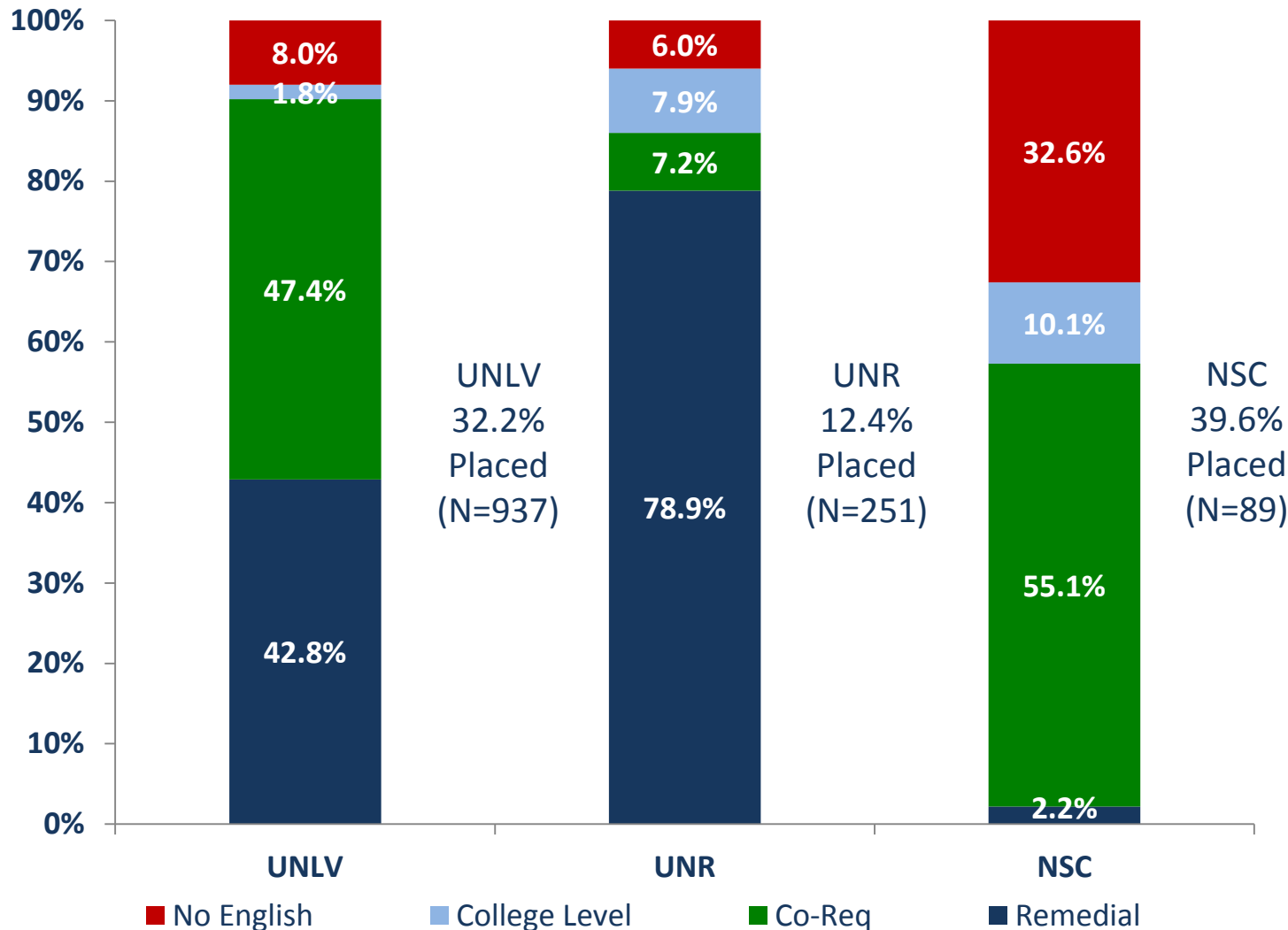
2013-14 Placement Rates

Recent High School Graduates Placed Below College-Level – English and/or math



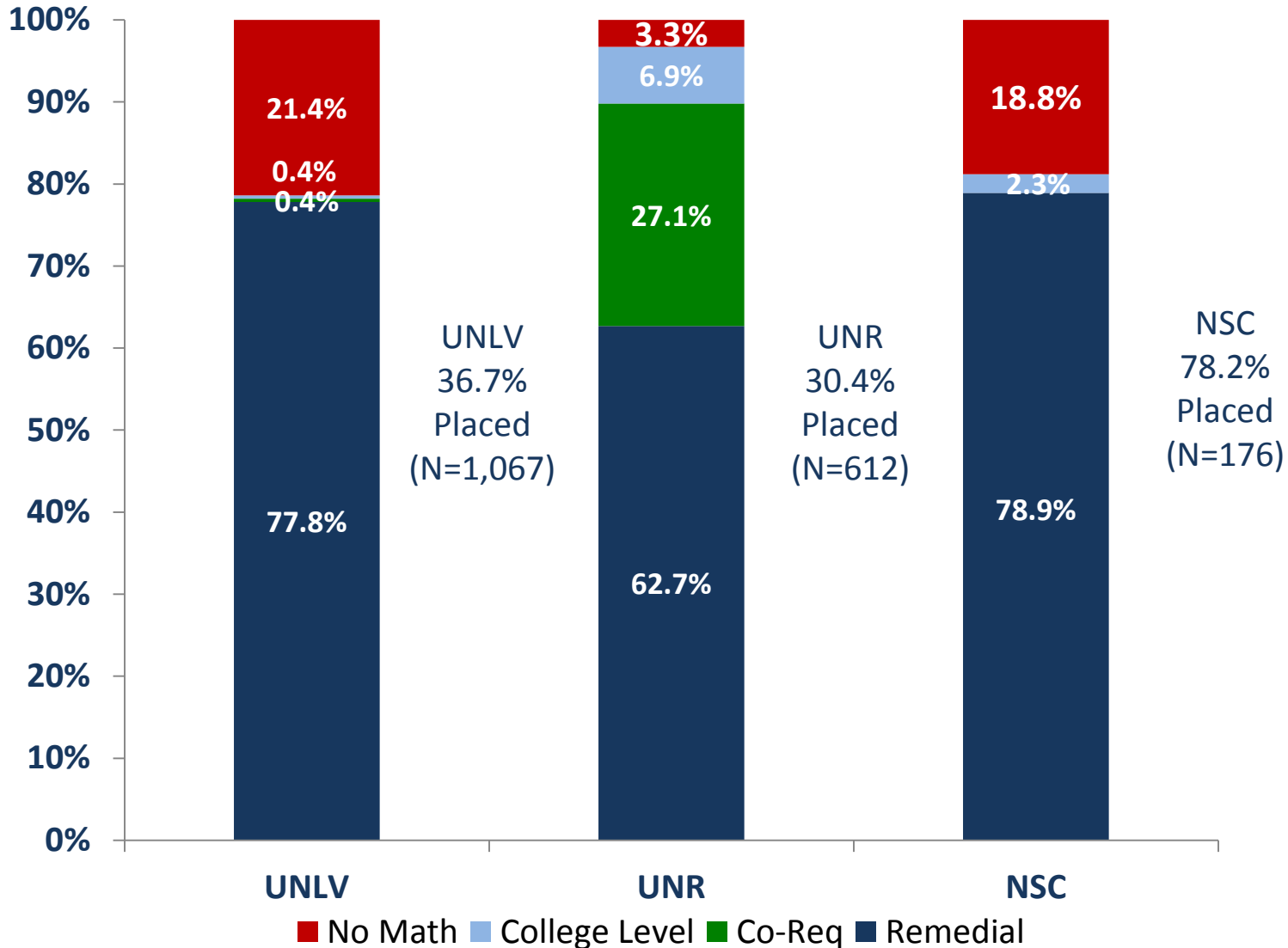
Enrollment of Placed Students - English

Summer, Fall, or Spring (2013-14) immediately following high school graduation



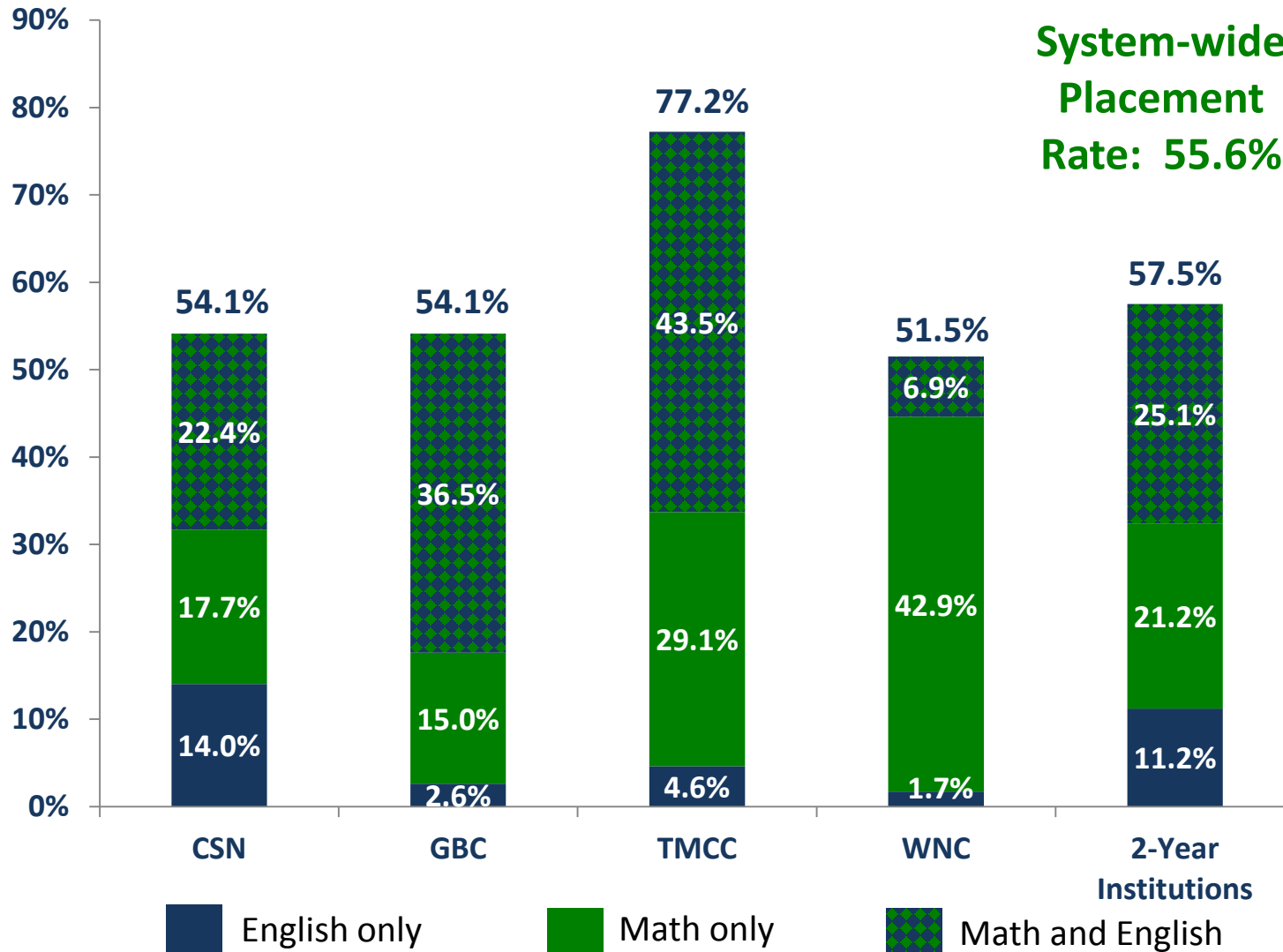
Enrollment of Placed Students - Math

Summer, Fall, or Spring (2013-14) immediately following high school graduation



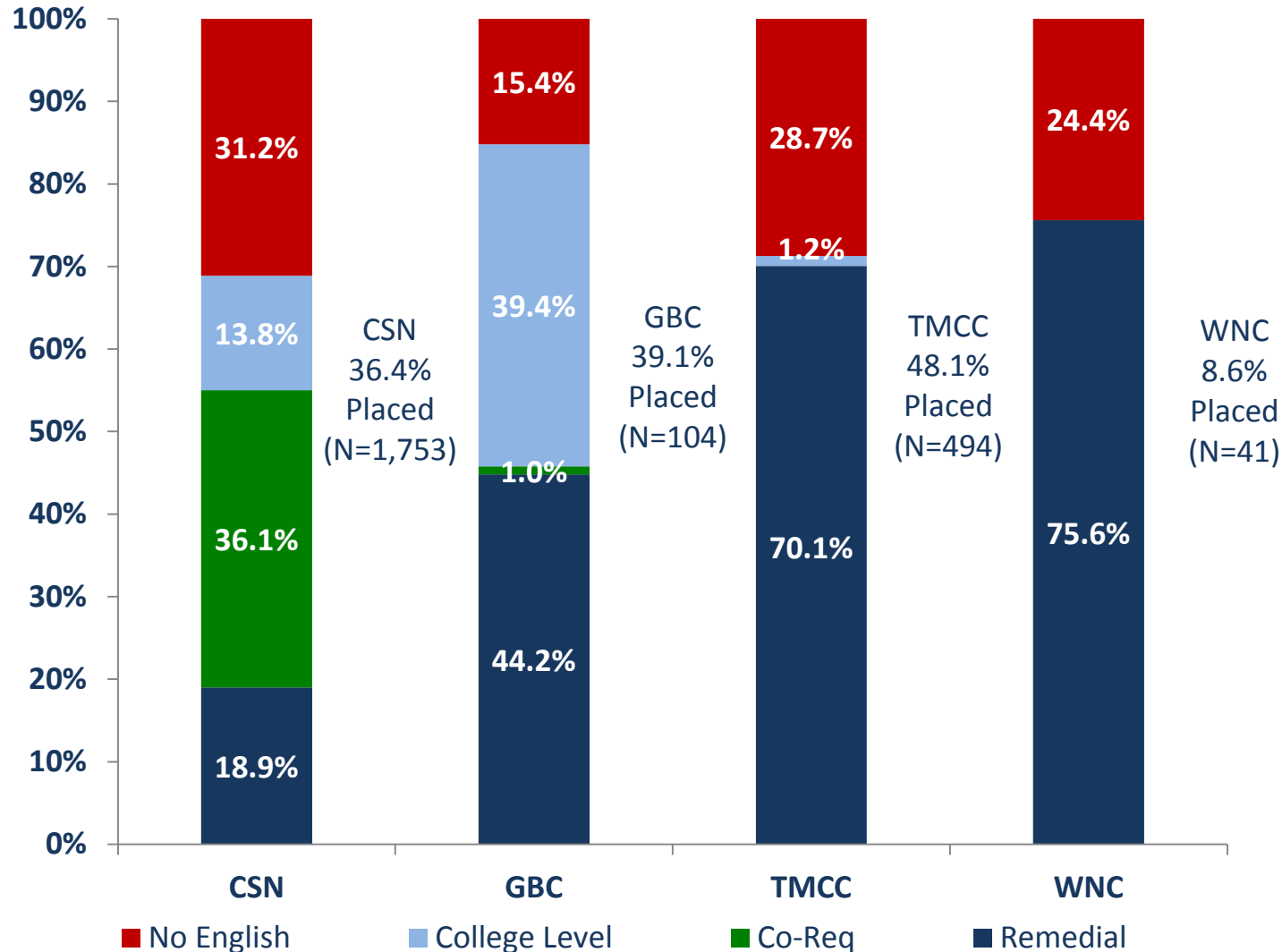
2013-14 Placement Rates

Recent High School Graduates Placed Below College-Level in English and/or mathematics



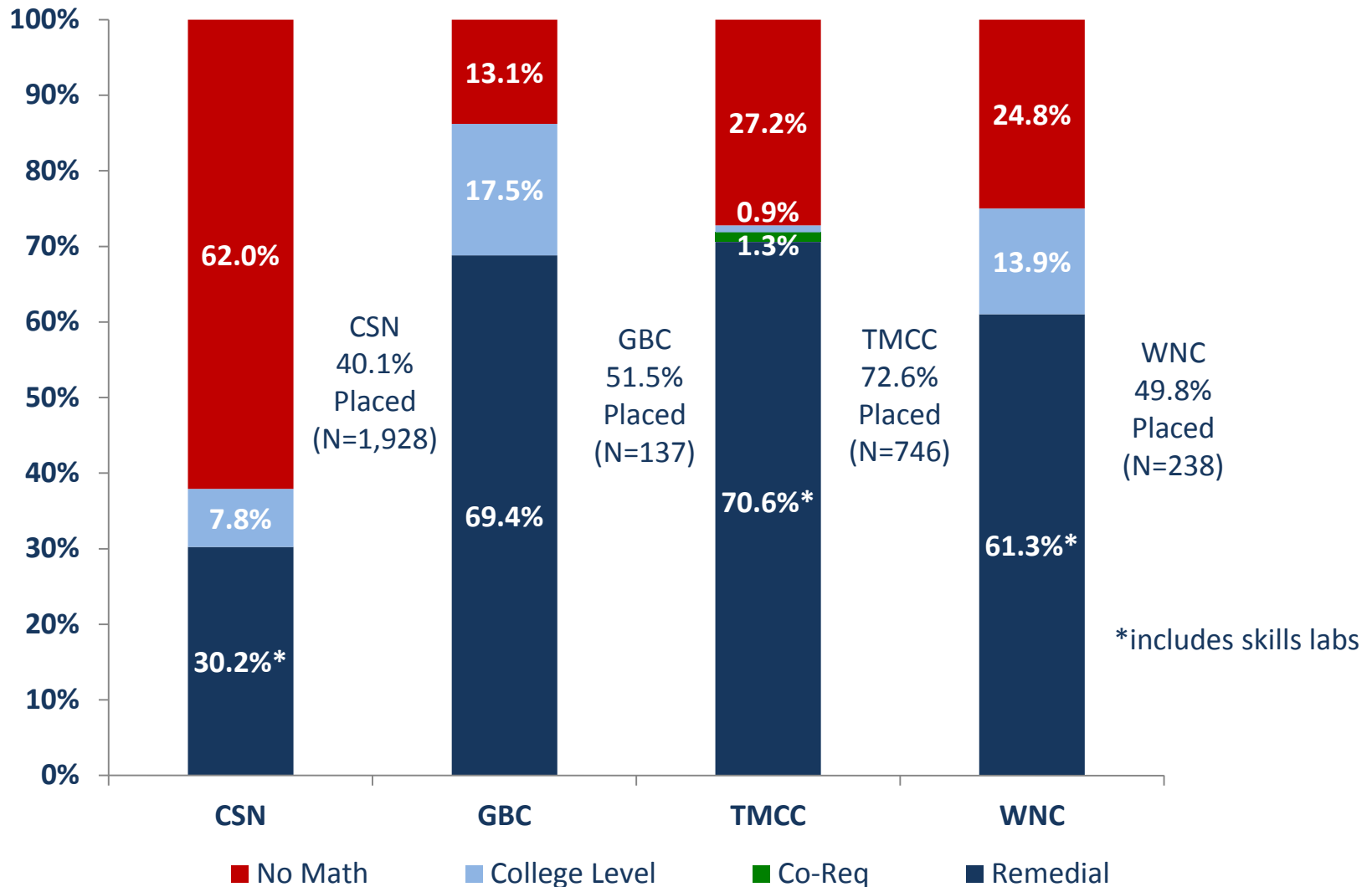
Enrollment of Placed Students - English

Summer, Fall, or Spring (2013-14) immediately following high school graduation



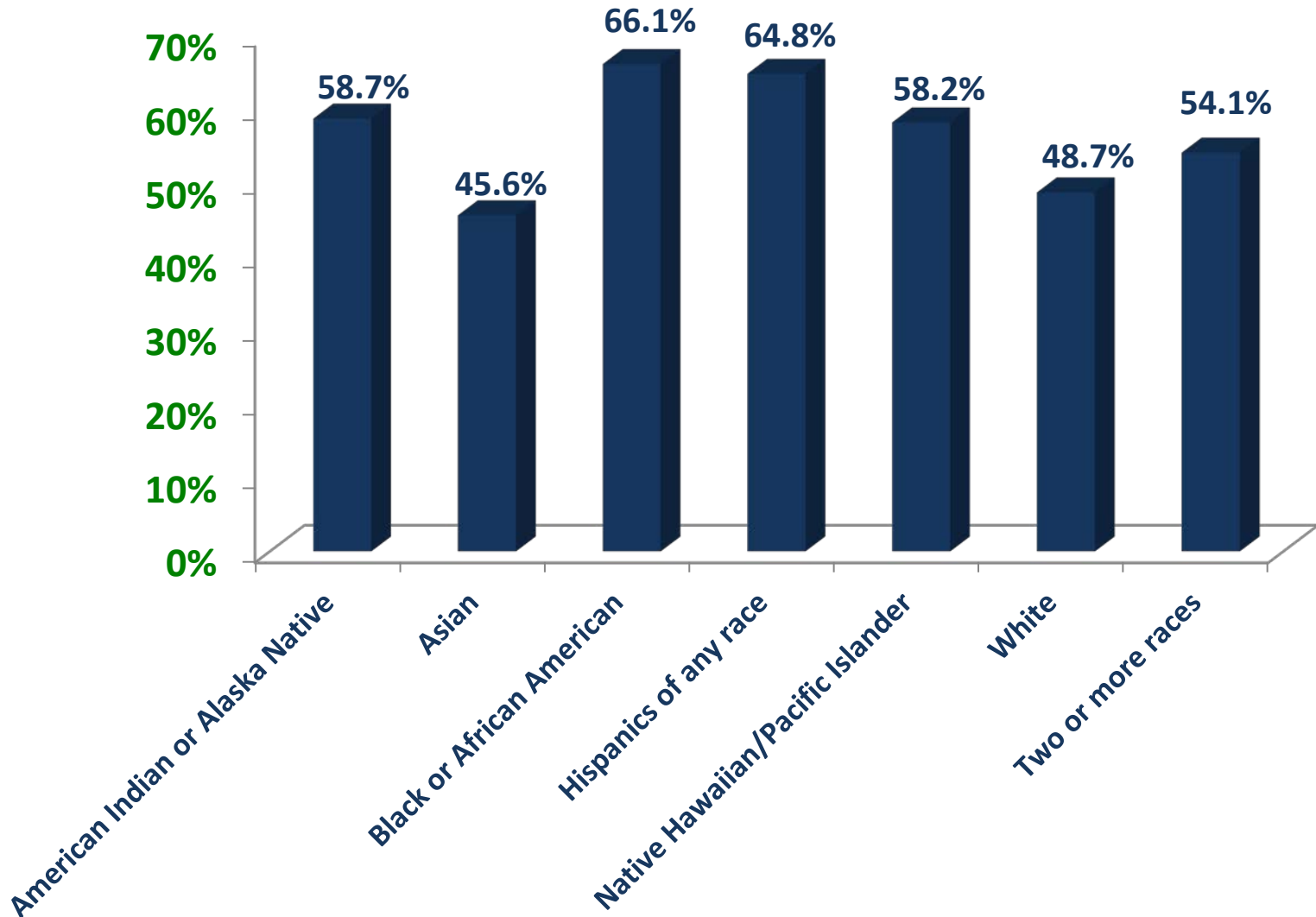
Enrollment of Placed Students - Math

Summer, Fall, or Spring (2013-14) immediately following high school graduation



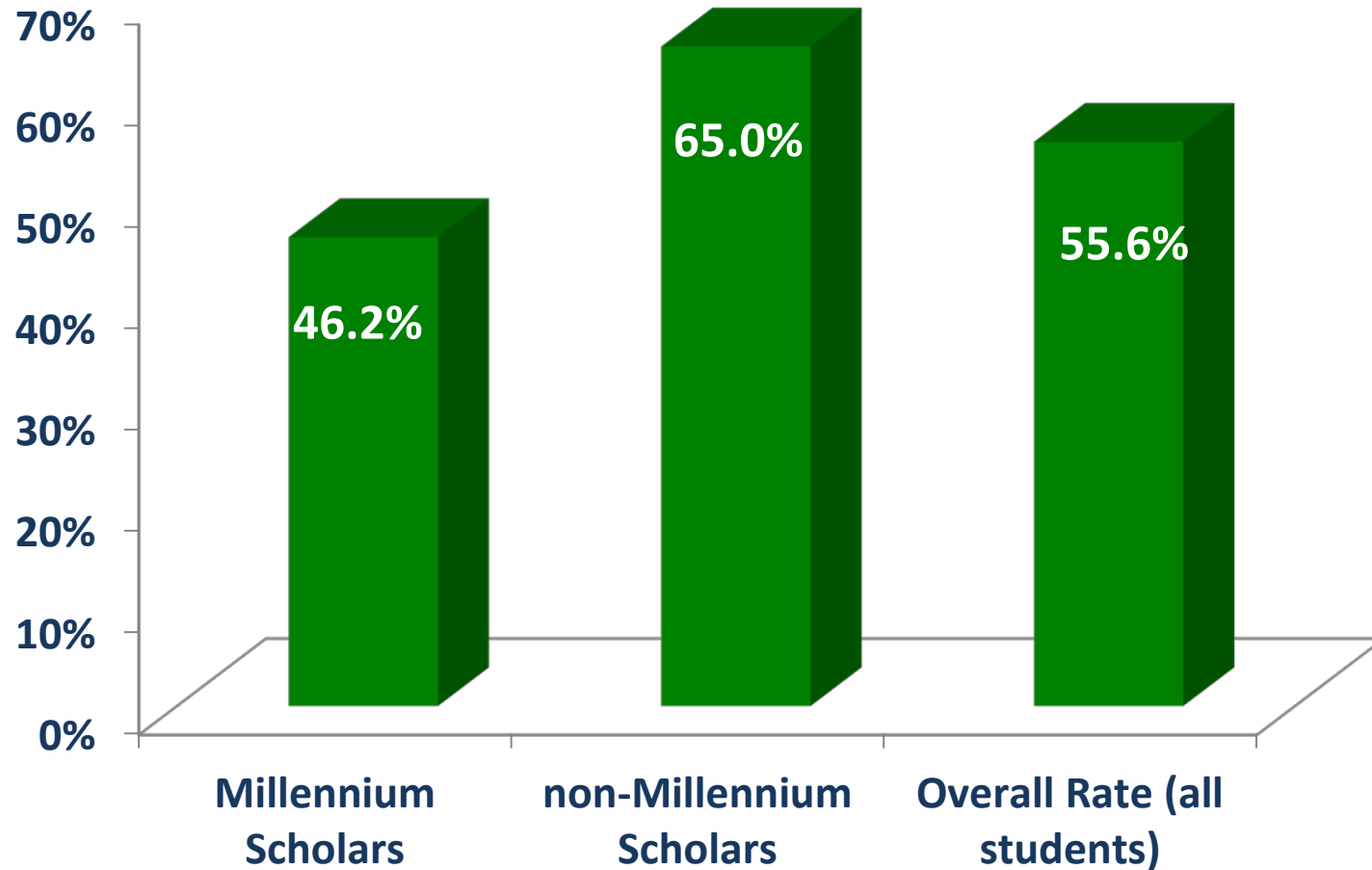
2013-14 Placement Rates by Race/Ethnicity

Recent high school graduates placed below college-level in English and/or mathematics



2013-14 Placement Rates by Millennium Status

Recent high school graduates placed below college-level in English and/or mathematics



Lessons Learned

❖ Important to take the time to ask if the data is answering the question

- Enrollment rates alone will not tell the whole story
- Placement rates alone will not tell the whole story
- More is better

❖ Too soon to tell what this change in methodology really means for our institutions

- One year's worth of placement and enrollment data is NOT ENOUGH

❖ Data is great, but not sufficient

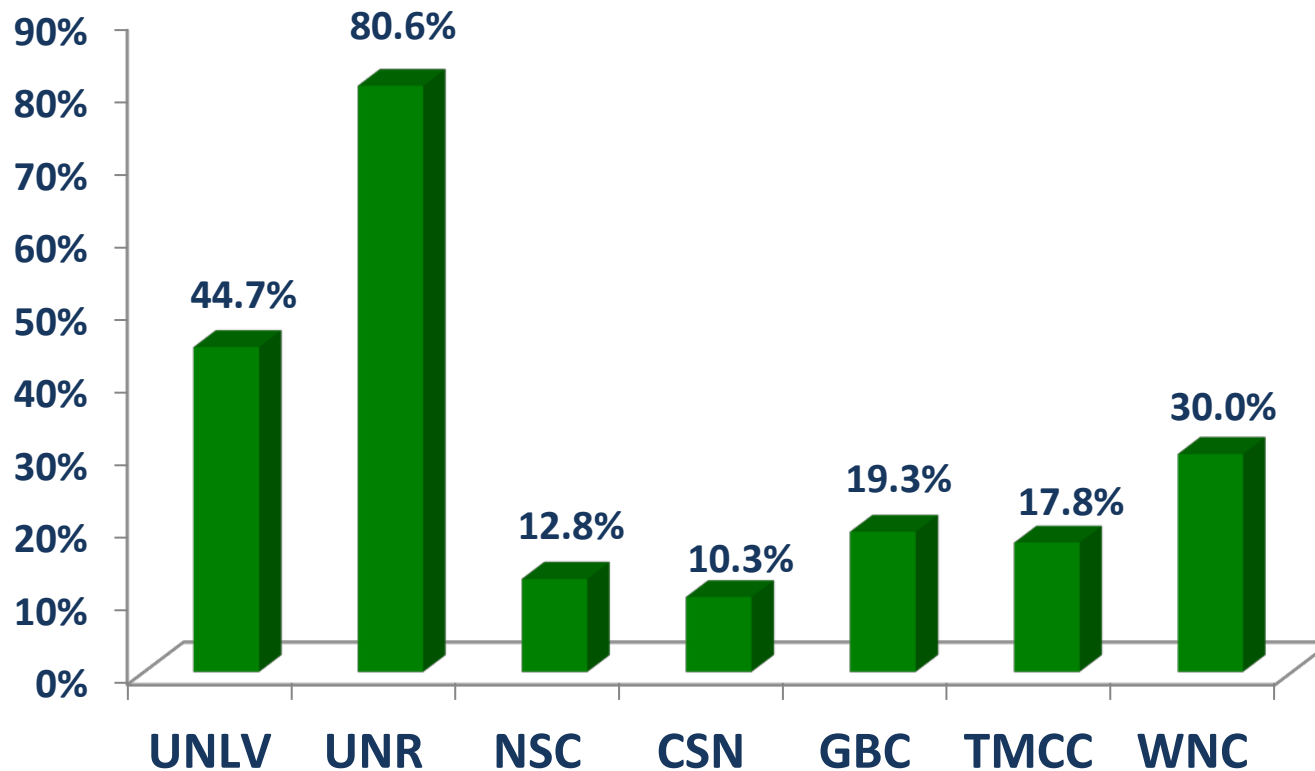
- Listening to institutional stories



New Metric for Measuring Success

Fall 2012 Cohort

Percent Completed Gateway Math within First Year

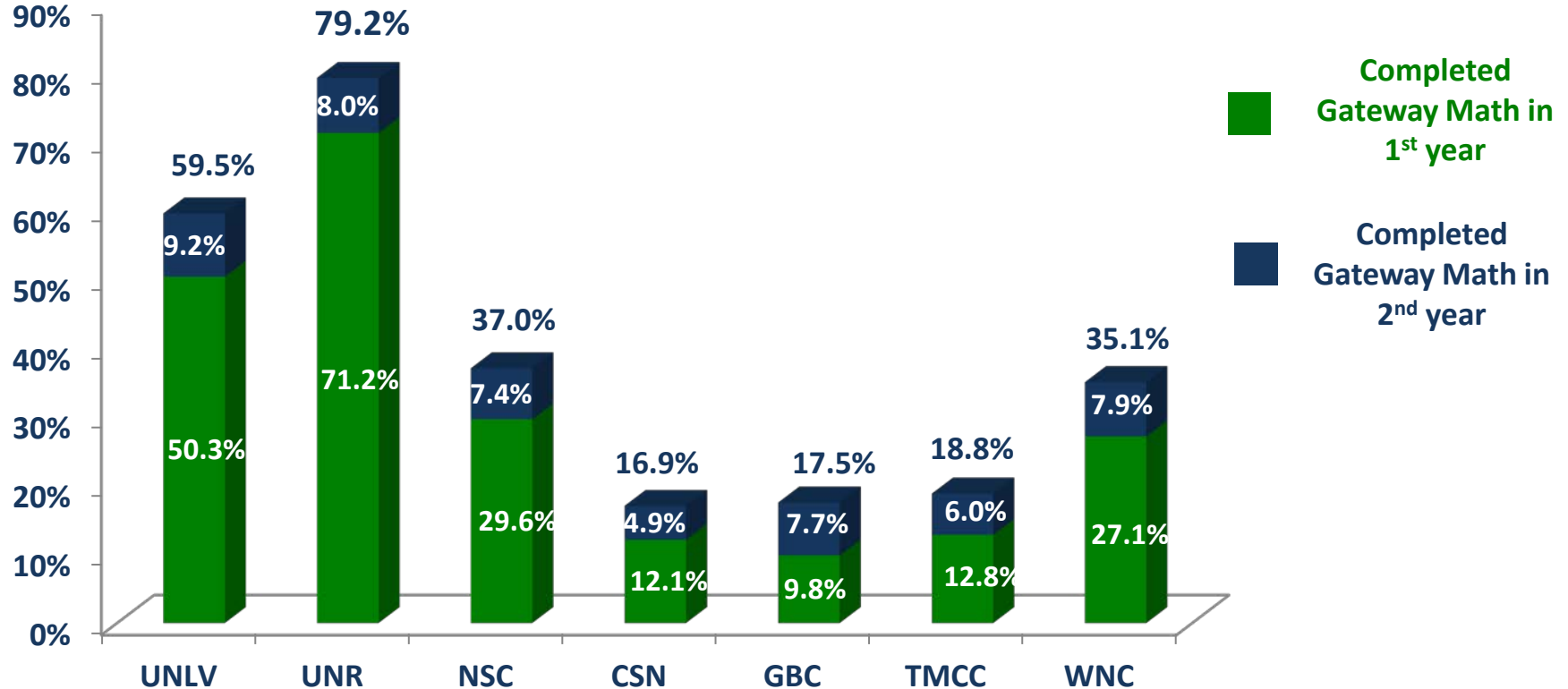


Cohort Definition: First-time, degree-seeking freshman

Gateway Course Completions

Fall 2007 Cohort

Percent Complete Gateway Math within First 2 Years



Cohort Definition: First-time, degree-seeking freshman

Gateway Course Completions

Impacts on Graduating Students

Fall 2007 cohort	% Completed Gateway Math in first 2 years	150% Graduation Rate	% <u>not</u> Completed Gateway Math in first 2 years	150% Graduation rate
UNLV	59.5%	48.8%	40.5%	22.6%
UNR	79.2%	52.0%	20.8%	12.7%
NSC	37.0%	25.0%	63.0%	3.9%
CSN	16.9%	23.2%	83.1%	3.9%
GBC	17.5%	26.8%	82.5%	1.8%
TMCC	18.8%	31.8%	81.2%	1.5%
WNC	35.1%	30.9%	64.9%	0.3%

Students who complete the gateway course in mathematics in the first two years of enrollment are significantly more likely to graduate.

Gateway Course Completions

❖ **Shifting focus**

- Gateway course completion
- Graduating students

❖ **More work to be done**

- Deeper dive in examining institutional placement protocols is needed

❖ **Getting students to complete the gateway course in the first year of enrollment – critical to success**

NSHE Remedial Placement and Enrollment Report

Link to the report:

[http://www.nevada.edu/ir/Documents/RemedialEnrollment/
2013 14 Remedial Placement & Enrollment Report.pdf](http://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14%20Remedial%20Placement%20&%20Enrollment%20Report.pdf)



Questions?