Remedial Education in the UW System

David J. Ward
Vice President, Academic & Student Affairs
Board of Regents, October 9, 2015
Outline

• Background
• Big Goals
• Three-year Report & Institutional Efforts
• UW System Developmental Education Strategy
• Q&A
Background

Why is there Remedial Education in the UW System?
New Freshmen Requiring Math Remediation by Student Characteristics, 2011 to 2013 Combined

- **Bottom Quartile**: 52%
- **3rd Quartile**: 41%
- **2nd Quartile**: 26%
- **Top Quartile**: 8%
- **19 and Under**: 42%
- **20 to 24**: 52%
- **25 to 34**: 41%
- **35 and Over**: 30%
- **Recipient of Pell Grant**: 17%
- **Not a Recipient of Pell Grant**: 17%
Big Goals

President Cross’s two big goals:

• Cut the number of incoming students needing remedial math.

• Increase the first year completion rate of students who require remedial math.
Three Year Report on Remediation in the UW System
New Freshmen Requiring English Remediation, 2005 - 2014

2005: 8%
2006: 5%
2007: 6%
2008: 9%
2009: 8%
2010: 6%
2011: 7%
2012: 16%
2013: 8%
2014: 8%
First-Year English Remediation Completion Rate, 2004 - 2013

- 2004: 71%
- 2005: 70%
- 2006: 70%
- 2007: 72%
- 2008: 71%
- 2009: 71%
- 2010: 71%
- 2011: 71%
- 2012: 72%
- 2013: 72%
New Freshmen Requiring Math Remediation, 2005 - 2014

- 2005: 17%
- 2006: 17%
- 2007: 21%
- 2008: 21%
- 2009: 21%
- 2010: 21%
- 2011: 21%
- 2012: 21%
- 2013: 21%
- 2014: 19%
First-Year Math Remediation Completion Rate, 2004 - 2013

- 2004: 57%
- 2005: 55%
- 2006: 55%
- 2007: 57%
- 2008: 60%
- 2009: 65%
- 2010: 63%
- 2011: 63%
- 2012: 67%
- 2013: 67%
2\textsuperscript{nd} Year Retention Rates of Students Requiring Math Remediation

- Math Remediation Not Required: 81%
- Completed Math Remediation in the First Year: 79%
- Did Not Complete Math Remediation in the First Year: 44%

Fall 2013
6-Year Graduation Rates of Students Requiring Math Remediation

Full-Time New Freshmen at UW 4-Year Institutions are included.
Summary of Three Year Report

• The majority of students admitted do not require remediation

• Completion of remedial requirement in first year is key to success
Developmental Education Strategy

UW System Remedial/Developmental Education Strategy

General objectives:
- Reduce demand for remedial/developmental education
- Increase student success in remedial/developmental education instruction
- Reduce time to degree
- Reduce costs
- Multiple approaches for multiple audiences

Reduce the need for remedial math

- Communicating & feedback to K-12
  - Increase use of EMPT
  - College Readiness webinar for HS math teachers & counselors
- Reports to high schools on student placement & success
- UW internal strategies
  - Define pathways from HS math to college credit courses
  - Moving up strategy through Gates grant
  - Summer bridge programs
- Improve success in remedial math courses
  - Remedial math instruction redesign
Increase Use of Early Math Placement Tool (EMPT)

<table>
<thead>
<tr>
<th>Increased Usage of EMPT</th>
<th>2013-14</th>
<th>2014-15</th>
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<tbody>
<tr>
<td>Schools</td>
<td>112</td>
<td>127</td>
</tr>
<tr>
<td>Teachers</td>
<td>169</td>
<td>192</td>
</tr>
<tr>
<td>Classrooms</td>
<td>494</td>
<td>628</td>
</tr>
<tr>
<td>Students</td>
<td>10,725</td>
<td>12,030</td>
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### Communicating with K-12: College Readiness Webinars

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday, October 20</td>
<td>Early Math Placement Tool (EMPT): Preparing Students for College-Level Mathematics</td>
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<tr>
<td>Tuesday, November 3</td>
<td>Senior Year Math: How taking senior year math affects college placement</td>
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<tr>
<td>Tuesday, November 17</td>
<td>Senior Year English: What should students be learning in senior year English to best prepare them for college?</td>
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<tr>
<td>Tuesday, December 8</td>
<td>Admissions: How are applications for admission and high school transcripts evaluated?</td>
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## Reports to High Schools on Student Placement & Success

<table>
<thead>
<tr>
<th>ACT, Inc. 3-Year College Success Reports</th>
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<tr>
<td>New Legislative Act 28 Reporting Requirement on Remedial Education</td>
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<tr>
<td>Campus Reporting to High Schools</td>
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<tr>
<td>Planned P-20/DPI Dashboard Reporting to High Schools in 2016</td>
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Moving Up Strategy through Gates Grant

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<tr>
<th>UW Colleges</th>
<th>Accelerating Students from Developmental Math and English to Credit Bearing Courses</th>
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<tbody>
<tr>
<td>UW-La Crosse</td>
<td>College Readiness Math MOOC and EMPT</td>
</tr>
<tr>
<td>UW-Milwaukee</td>
<td>Moving Up from Remediation</td>
</tr>
<tr>
<td>UW-Parkside</td>
<td>Developmental Mathematics “Moving Up” Project</td>
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## UW Internal Strategies: Summer Bridge Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Success Details</th>
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<tbody>
<tr>
<td>UW-La Crosse</td>
<td>Pilot Project Success (56 of 57 into freshman credit-bearing math in Summer 2015)</td>
</tr>
<tr>
<td>UW-Milwaukee</td>
<td>101 students tested out of developmental math after summer bridge program</td>
</tr>
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# Remedial Math Instructional Redesign

<table>
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<tr>
<th>UW Colleges</th>
<th>Accelerated delivery models in math and redesign of writing program</th>
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<tbody>
<tr>
<td>UW-Superior</td>
<td>Remedial math piloting flipped classroom with a responsive computer program</td>
</tr>
<tr>
<td>UW-Parkside</td>
<td>Remedial math classes divided into modules with additional student tutorial support</td>
</tr>
<tr>
<td>UW-Milwaukee</td>
<td>Reforms led increase in remedial completion rates from 55% historically to 82% in 2014</td>
</tr>
</tbody>
</table>
College Readiness Benchmark Percent and Average ACT Scores, 2015 High School Graduates

- **Math Core or More**
  - Wisconsin: 56%
  - National: 45%
- **Less than Core**
  - Wisconsin: 13%
  - National: 8%

- **Math Core or More**
  - Wisconsin: 22.4
  - National: 21.2
- **Less than Core**
  - Wisconsin: 17.2
  - National: 16.3
Increasing Requirements for Mathematics

High School Graduation Requirements
• Wisconsin—3
• Iowa—3
• Minnesota—3
• Maryland—4

College Admission Requirements
• UW System—3  (UW-Madison—4)
• Minnesota System—4
• Maryland System—4
• 4 Math courses strongly recommended for prospective STEM majors
Conclusions

- Remediation Works!
- K-16 Partnership is key to better align curriculum and reduce need for remedial education
- Need to continue to develop innovations in remedial instructional models to improve success
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