The Changing Role of Developmental Education and Gateway Course Faculty A New Approach to Math Remediation

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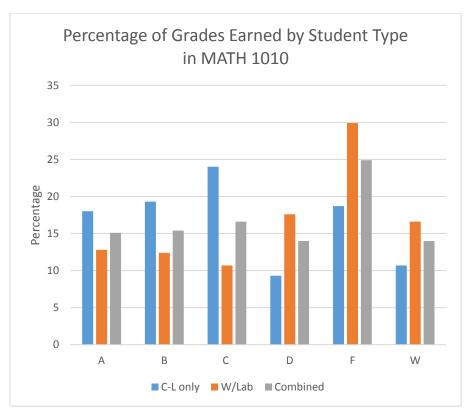
Historic approach of stand-alone math remediation ("learning support") was unsuccessful.

| Year | LSM success rate | 1 st college-level math success rate | Theoretical likelihood of success of LS student in CL math after two semesters |
|------|------------------|---|--|
| 2013 | 58.10% | 51.23% | 58.10 * 51.23 = 29.76% |
| 2014 | 54.79% | 58.98% | 54.79 * 58.98 = 32.32% |

Data from NCCBP reports

To scale of co-requisite learning support lab in fall 2015.

Four options for co-requisite remediation of math.



| Course: | Pass rate of college prepared students | Pass rate of co- requisite students | Combined pass rate |
|-----------|--|--|--------------------|
| MATH 1000 | 73.2% (N = 171) | 64.5% (N = 217) | 68.3% (N = 388) |
| MATH 1010 | 70.7% (N = 150) | 53.5% (N = 187) | 61.1% (N = 337) |
| MATH 1530 | 65.1% (N = 636) | 41.2% (N = 430) | 55.4% (N = 1066) |
| MATH 1630 | 75.8% (N = 264) | 45.4% (N = 130) | 64.7% (N = 394) |

No correlation between underprepared student success in college-level class and class size or support lab size.

Correlation between student attendance in support lab and success in college-level class.

