



## A Report on Remediation in English and Math in Idaho's Public Postsecondary Institutions

Results through the 2021-2022 Academic Year

Submitted to the Idaho State Board of Education  
October 2023

## Introduction

Idaho State Board of Education Policy III.S. Remedial Education requires institutions to report annually to the board their “success rates in Corequisite support models” and success rates in other “remedial courses” annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2021-2022 academic year.

Board policy authorizes three remediation models for use in the public postsecondary institutions for English and Mathematics:

*Corequisite Course or Support Model* - Supportive instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering, most typically by the same instructor and with a complimentary meeting pattern. Alternatively, supportive content is delivered within the same term as the college level offering, but a regularly scheduled course section offering is not employed.

*Embedded Model* – Remedial content delivered during the same classroom setting as the college level course offering. Since this model also enrolls students in the credit-bearing course, it is counted as Corequisite support for the purposes of this report.

*Emporium Model* – Remedial content is delivered through a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student. Students may complete a remedial course or may advance to a credit-bearing course within the semester.

In addition to these authorized remediation models, per Board policy, “institutions may pilot the use of Alternative delivery models, provided the models are evidence-based.”

English support in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model.

Math remediation is offered through several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, Alternative models in pilot (Hybrid), and Traditional remedial courses. For the purposes of this report, pre-general education mathematics courses are defined as Traditional remediation if it meets the first definition of remediation in Board Policy III.S: a “course where credits earned may not apply toward the general education requirements for a certificate or degree”<sup>1</sup>.

<sup>1</sup> SBOE Policy III.S

# 1 ENGLISH COREQUISITE INSTRUCTION

Most Idaho institutions began piloting or fully implementing Corequisite courses in 2012-2013. Since 2019, first-year writing support at all of Idaho's eight public postsecondary institutions has been offered exclusively through the Corequisite course. Each institution offers a Corequisite course that is either one or two additional credits (named English 101 Plus, or x101P), and these course credits count toward general education and/or elective credit. These courses are not remedial in pedagogical approach or curriculum.

## 1.1 ENGLISH COREQUISITE ENROLLMENT PATTERNS

Student enrollment patterns have shifted as institutions introduced and fully scaled the Corequisite model for English. Table 1 describes the total number of student enrollments in Corequisite courses at each community college (bolded) with earlier years including the traditional offerings. Table 2 portrays the same information for four-year institutions. Table 3 documents the increase over time in the number of students placing directly in to the credit-bearing course and the parallel 36% drop in student enrollment in the Corequisite course.

**Table 1.** Corequisite English enrollment patterns at community colleges.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>CEI</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>21</b>	<b>27</b>	<b>77</b>	<b>114</b>	<b>110</b>	<b>83</b>
Corequisite	5	12	5	21	27	77	114	110	83
<b>CSI</b>	<b>581</b>	<b>321</b>	<b>349</b>	<b>319</b>	<b>233</b>	<b>199</b>	<b>194</b>	<b>139</b>	<b>93</b>
Corequisite		80	327	315	233	199	194	139	93
Traditional	581	241	22	4					
<b>CWI</b>	<b>552</b>	<b>604</b>	<b>770</b>	<b>761</b>	<b>632</b>	<b>463</b>	<b>523</b>	<b>417</b>	<b>522</b>
Corequisite	285	604	770	761	632	463	523	417	522
Traditional	267								
<b>NIC</b>	<b>436</b>	<b>324</b>	<b>361</b>	<b>346</b>	<b>344</b>	<b>231</b>	<b>224</b>	<b>189</b>	<b>153</b>
Corequisite		53	244	233	264	231	224	189	153
Traditional	436	271	117	113	80				

**Table 2.** Corequisite English enrollment patterns at four-year institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UI</b>	<b>266</b>	<b>246</b>	<b>247</b>	<b>227</b>	<b>244</b>	<b>248</b>	<b>276</b>	<b>289</b>	<b>273</b>
Corequisite		246	247	227	244	248	276	289	273
Traditional	266								
<b>BSU</b>	<b>224</b>	<b>298</b>	<b>277</b>	<b>287</b>	<b>322</b>	<b>303</b>	<b>290</b>	<b>261</b>	<b>287</b>
Corequisite	224	298	277	287	322	303	290	261	287
<b>ISU</b>	<b>702</b>	<b>810</b>	<b>415</b>	<b>421</b>	<b>553</b>	<b>620</b>	<b>253</b>	<b>195</b>	<b>205</b>
Corequisite	25	51	390	421	553	620	253	195	205
Traditional	677	759	25						
<b>LCSC</b>	<b>163</b>	<b>268</b>	<b>207</b>	<b>286</b>	<b>261</b>		<b>267</b>	<b>232</b>	<b>265</b>
Corequisite	163	268	207	286	261		267	232	265

**Table 3.** Total English Corequisite support and traditional remediation enrollments over time, all institutions.

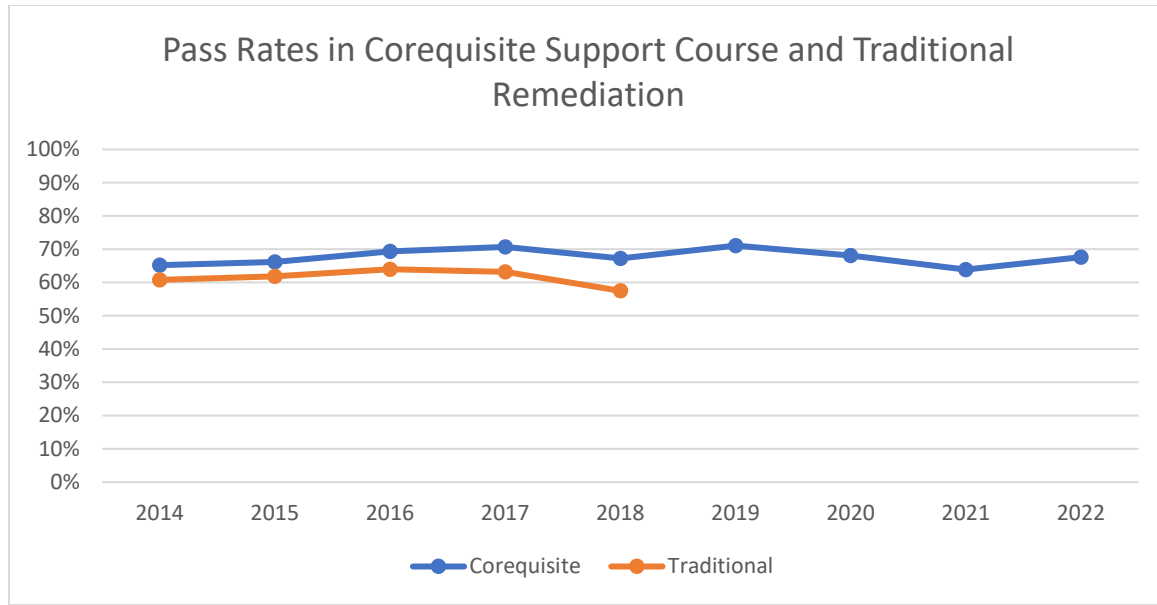
	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>number of students</b>	2929	2883	2631	2668	2616	2141	2141	1832	1881

## 1.2 ENGLISH COREQUISITE COURSE PASS RATES

Pass rates in the Corequisite model are higher than historical pass rates from earlier years when a Traditional model was used, with an overall average pass rate of 68.2% in the Corequisite model compared to 61.3% in the Traditional model across all institutions and years (Table 4 and Figure 1).

**Table 4.** Average Corequisite and traditional course pass rate across all institutions. Note: the only model offered since 2019 is credit-bearing Corequisite coursework.

	Corequisite	Traditional
2014	65.2%	60.8%
2015	66.2%	61.9%
2016	69.4%	64.0%
2017	70.7%	63.2%
2018	67.2%	57.5%
2019	71.1%	*
2020	68.1%	*
2021	63.9%	*
2022	67.6%	*
<b>average of averages</b>	<b>68.2%</b>	<b>61.3%</b>

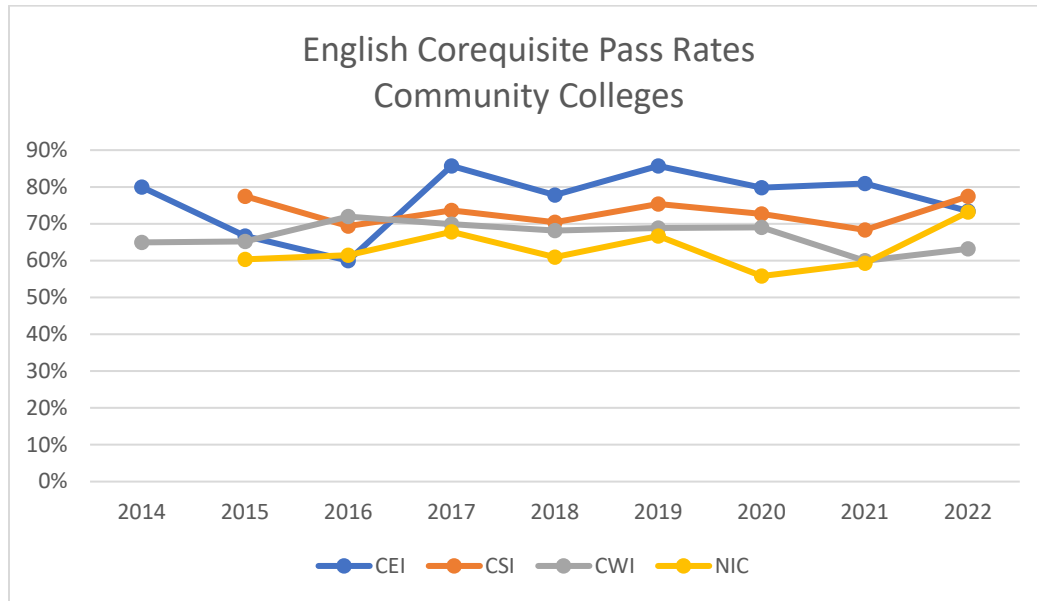


**Figure 1.** Average English pass rates in Corequisite courses and traditional remediation.

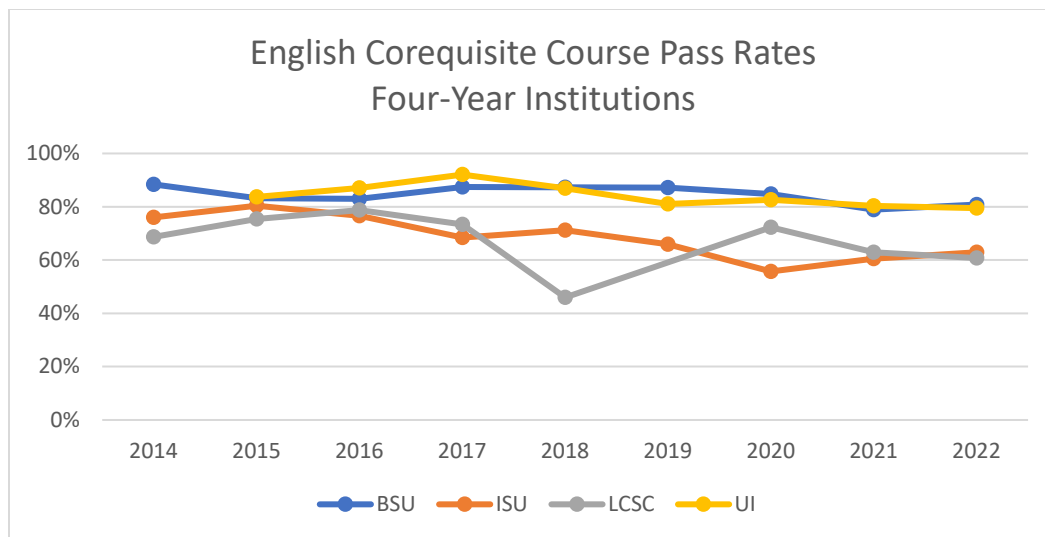
**Table 5.** English Corequisite course pass rates by institution. Asterisk indicates Corequisite not yet implemented.

	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	88.4%	68.7%	76.0	80.0%	*	64.9%	*
2015	83.7%	83.2%	75.4%	80.4	*66.7%	77.5%	65.2%	60.4%
2016	87.0%	83.0%	78.7%	76.7%	60.0%	69.4%	71.9%	61.5%
2017	92.1%	87.5%	73.4%	68.4%	85.7%	73.7%	69.9%	67.8%
2018	86.9%	87.3%	46.0%	71.2%	77.8%	70.4%	68.2%	61.0%
2019	81.0%	87.1%	81.8%	66.0%	85.7%	75.4%	68.9%	66.7%
2020	82.6%	84.8%	74.2%	55.7%	79.8%	72.7%	69.0%	55.8%
2021	80.3%	78.9%	62.9%	60.5%	80.9%	68.3%	60%	59.3%
2022	79.5%	80.8%	60.8%	62.9%	73.5%	77.4%	63.2%	73.2%

**Figure 2.** English Corequisite course pass rates, community colleges.



**Figure 3.** English Corequisite course pass rates, four-year institutions.

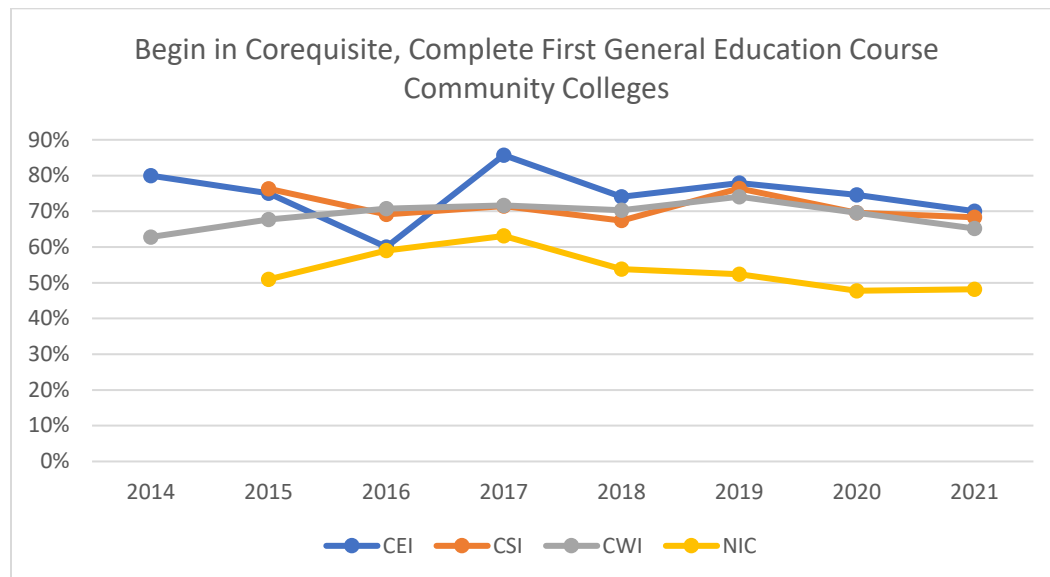


### 1.3 ENGLISH GENERAL EDUCATION COURSE COMPLETION WITHIN ONE YEAR

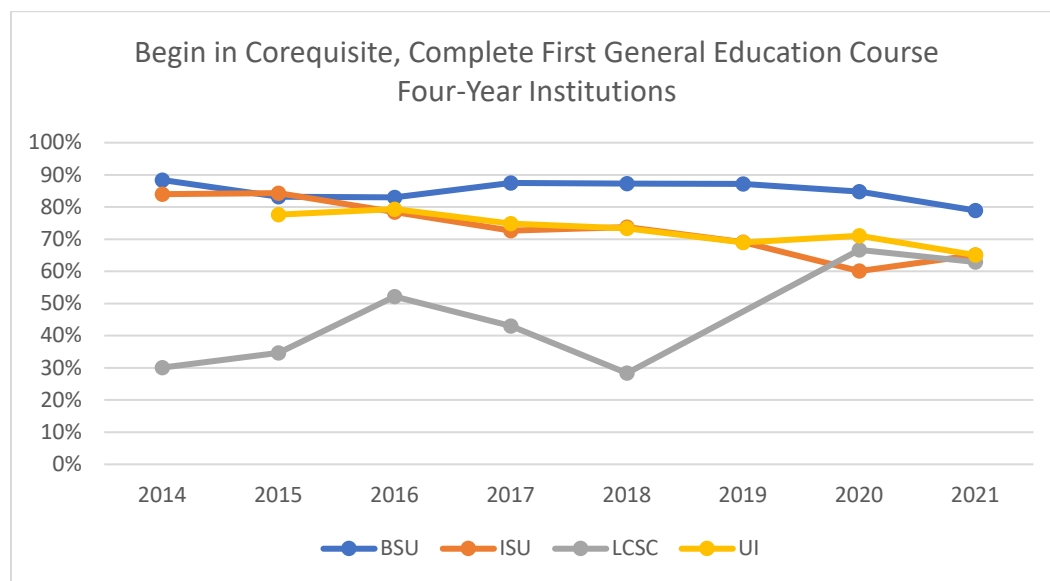
Across all institutions and years, nearly all students who completed a Corequisite writing course also completed their general education writing course because students are enrolled in the general education course simultaneously (Figures 4 and 5). There are a few exceptions at some

institutions where the credit for the Corequisite and the general education course are assigned separately<sup>2</sup>. However, when they pass, students nearly always pass both courses.

**Figure 4.** Rates of students completing a college-level English course within one year of Corequisite at community colleges.



**Figure 5.** Rates of students completing a college-level English course within one year of Corequisite at four-year institutions.



<sup>2</sup> At some institutions, a Corequisite student enrolls in the following: English 100 (2 cr) + English 101 (3 cr). In rare cases, a student could pass one course but not the other. At other institutions, the Corequisite course is a single general education course, and students pass (or do not pass) the general education course: for example: English 101P (4 cr).

## 2 MATH REMEDIATION

---

Math remediation at Idaho's eight public postsecondary institutions is offered through several models, including Corequisite, Emporium, Other (Hybrid), and Traditional, as described below. Most institutions employ more than one model.

**Boise State University** offers a modified Corequisite approach to their remediation program, identified in this report as Hybrid. While Boise State offers courses that initially appear to be Traditional math courses (Math 103 and Math 108), students spend one day per week in a math computer lab and another day spent on group work focusing on the practical application of mathematics. Additionally, many students are accelerated into higher level courses at varying points in the term and provided non-credit bearing Corequisite support.

**University of Idaho** offers remediation through an Emporium model with the core content built on Math 108 Intermediate Algebra. Math 108 course work is self-paced, weekly time commitment is required and group meetings, covering study materials and course explanations, are also required.

**Idaho State University** offers Traditional math remediation (Math 015, Math 0025, and Math 0090, a self-paced alternative), as well as enrollment in Math 108 (locally 1108) Intermediate Algebra, which allows progression into Math 143 (1143) College Algebra. The institution has also recently added the Corequisite course model.

**Lewis-Clark State College** offers both Corequisite courses and Traditional remediation through Math 015 and Math 025. The school began offerings in Corequisite math in 2017.

**College of Western Idaho** offers both Emporium and Corequisite courses. Within the Emporium model, modular learning content is offered that encompass preparatory outcomes of various college level courses. Group sessions are offered but not required and weekly time allotments are not required. Students can complete remediation over two semesters (Math 097 (three credits) and 098 (two credits), or in one semester (Math 099, five credits). The school began offerings in Corequisite math in 2017.

**College of Southern Idaho** offers both Corequisite courses and Traditional remediation through Math 023 Mathematic for College Readiness and Math 043 Algebra for College Readiness. The school began offerings in Corequisite math in 2017.

**North Idaho College** offers Traditional math remediation (Math 015, Math 025 and Math 090), as well as enrollment in the Alternative Math 108 model, which allows progression into Math 130 Finite Mathematics and Math 143 College Algebra.

**College of Eastern Idaho** offers remediation through Traditional methodologies (Math 108) and Corequisite courses.

Institutions do not uniformly identify the subject matter of Math 108 as remedial. However, the course does not fulfill a general education requirement and therefore does not count toward a student's degree path. For the purposes of this report, Math 108, Corequisite remedial math (support + remedial course), and remedial math (all pre-general education mathematics) are classified as Traditional remediation because they do not fulfill a general education mathematics requirement. Additionally, with this data set, it is not possible to delineate hybrid-general education math and hybrid remedial math in this data, and so both are labeled Hybrid in this report. Similarly, emporium-general education math and emporium-remedial math are both labeled Emporium. There are nuances with these models that this report cannot capture.

The State Board of Education's Common Course List for general education was used to delineate pre-general education math course remediation from Corequisite math support (Corequisite or hybrid, credit or non-credit-bearing, but offered alongside the general education math course).

## 2.1 MATHEMATICS REMEDIATION STUDENT ENROLLMENT

Student enrollment patterns have shifted as institutions introduce and support different models. Table 6 describes the total number of student enrollments in remedial mathematics at each community college (bolded) and then the number enrolled in each model offered each year. Table 7 portrays the same information for four-year institutions.

**Table 6.** Remedial mathematics enrollment patterns at community colleges.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>CEI</b>	<b>118</b>	<b>106</b>	<b>176</b>	<b>182</b>	<b>196</b>	<b>349</b>	<b>259</b>	<b>304</b>	<b>273</b>
Corequisite	6	27	17	15	0	10	30	82	162
Traditional	112	79	159	167	196	339	229	222	111
<b>CSI</b>	<b>2440</b>	<b>911</b>	<b>814</b>	<b>897</b>	<b>740</b>	<b>795</b>	<b>726</b>	<b>541</b>	<b>374</b>
Accelerated				897	721	677	625	431	267
Corequisite					19	118	101	110	107
Other (Hybrid)	874								
Traditional	1566	911	814						
<b>CWI</b>	<b>2102</b>	<b>2634</b>	<b>2110</b>	<b>1588</b>	<b>1761</b>	<b>1601</b>	<b>1671</b>	<b>1347</b>	<b>1229</b>
Corequisite				19	138	193	237	191	181
Emporium			1964	1569	1623	1408	1434	1156	1048
Traditional	2102	2634	146						
<b>NIC</b>	<b>1471</b>	<b>1256</b>	<b>989</b>	<b>930</b>	<b>690</b>	<b>553</b>	<b>471</b>	<b>429</b>	<b>395</b>
Math 108	251	300	180	204	163	160	140	109	108
Co-Remedial						225	191	169	153
Traditional	1220	956	809	726	527	168	140	151	134

**Table 7.** Remedial mathematics enrollment patterns at four-year institutions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UI</b>	<b>724</b>	<b>659</b>	<b>651</b>	<b>680</b>	<b>642</b>	<b>573</b>	<b>530</b>	<b>476</b>	<b>602</b>
Emporium	724	659	651	680	642	573	530	476	602
<b>BSU</b>	<b>1677</b>	<b>1762</b>	<b>1688</b>	<b>1618</b>	<b>1344</b>	<b>1219</b>	<b>1093</b>	<b>461</b>	<b>750</b>
Other (Hybrid)	1677	1762	1688	1618	1344	1219	1093	461	750
<b>ISU</b>	<b>1439</b>	<b>1409</b>	<b>1112</b>	<b>902</b>	<b>1005</b>	<b>878</b>	<b>685</b>	<b>674</b>	<b>655</b>
Math 108	501	497	577	497	542	495	342	228	189
Accelerated/ Emporium					97	291	239	141	126
Corequisite							94	305	340
Traditional	938	912	535	405	366	92	10		
<b>LCSC</b>	<b>324</b>	<b>521</b>	<b>426</b>	<b>423</b>	<b>480</b>		<b>362</b>	<b>313</b>	<b>296</b>
Corequisite					111		188	183	140
Traditional	324	521	426	423	369		174	130	156

Across all institutions, the number of students enrolling in remedial instruction has declined by 55.6% in eight years (Table 8).

**Table 8.** Total mathematics remedial enrollments over time, all institutions.

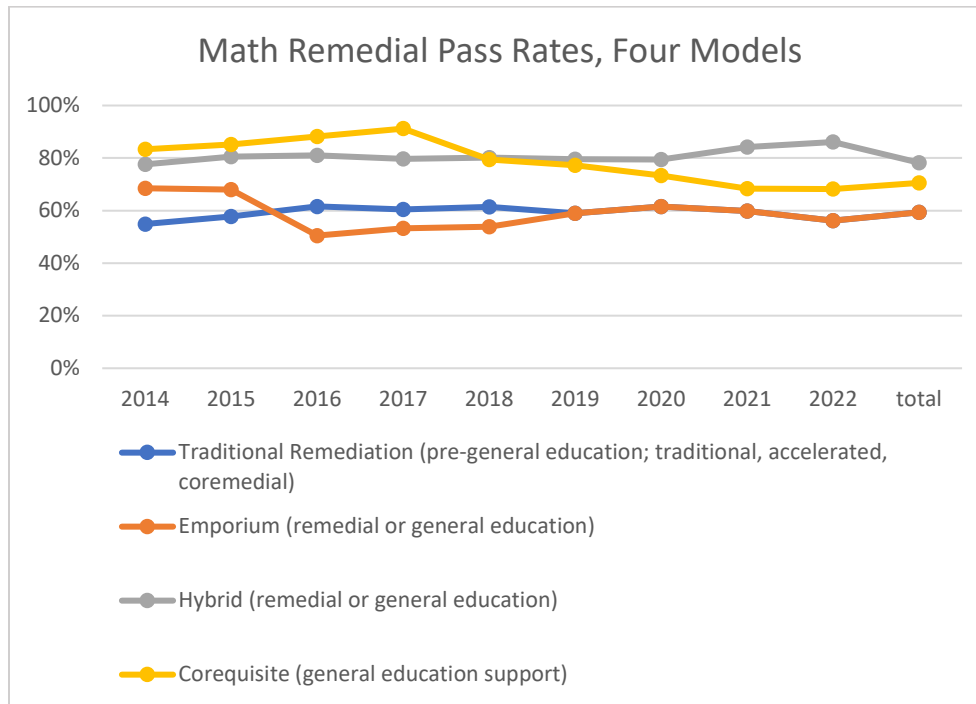
	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Number of students</b>	10295	9258	7966	7220	6858	5968	5797	4545	4574

## 2.2 MATHEMATICS REMEDIATION MODEL PASS RATES

Across institutions, pass rates in the Corequisite model are higher than pass rates using any other model (Table 9 and Figure 8). Remediation pass rates for each two-year institutions across all years and all models are shown in Table 10; pass rates for four-year institutions are shown in Table 11.

**Table 9.** Average pass rates over time, 4 models. Note that Traditional includes all pre-general education remediation, Emporium and Hybrid may include remedial or general education math, and Corequisite is a general education math support approach.

	Traditional Remediation	Emporium	Hybrid	Corequisite
2014	54.9%	68.5%	77.6%	83.3%
2015	57.8%	68.0%	80.5%	85.2%
2016	61.6%	50.5%	81.0%	88.2%
2017	60.5%	53.2%	79.7%	91.2%
2018	61.4%	53.9%	80.2%	79.5%
2019	59.0%	59.0%	79.6%	77.3%
2020	61.5%	61.5%	79.5%	73.4%
2021	59.8%	59.8%	84.2%	68.4%
2022	56.2%	56.2%	86.1%	68.2%
<b>total</b>	<b>59.3%</b>	<b>59.3%</b>	<b>78.2%</b>	<b>70.6%</b>



**Figure 8.** Average pass rates for all remediation models, across all institutions.

**Table 10.** Math remediation pass rates, community colleges. Asterisk indicates model not implemented or used; double asterisk indicates that the institution transitioned from traditional remediation to accelerated remediation (still pre-general education coursework).

	CEI		CSI		CWI			NIC
	Traditional	Corequisite	Traditional**	Corequisite	Traditional	Emporium	Corequisite	Traditional**
<b>2014</b>	60.7%	83.3%	57.8%	*	51.2%	*	*	54.9%
<b>2015</b>	65.8%	85.2%	66.2%	*	55.7%	*	*	58.5%
<b>2016</b>	81.1%	88.2%	58.6%	*	68.5%	37.2%	*	60.9%
<b>2017</b>	74.3%	100.0%	66.2%	*	*	39.5%	84.2%	65.8%
<b>2018</b>	67.9%	*	69.3%	89.5%	*	44.7%	75.4%	61.2%
<b>2019</b>	62.8%	70.0%	67.8%	81.4%	*	42.8%	75.1%	61.5%
<b>2020</b>	62.0%	83.3%	68.3%	82.2%	*	41.4%	80.6%	64.1%
<b>2021</b>	72.1%	82.9%	70.1%	80.9%	*	47.1%	75.9%	54.1%
<b>2022</b>	77.5%	74.1%	56.2%	73.8%	*	44.0%	71.8%	57.7%

**Table 11.** Math remediation pass rates, four-year institutions.

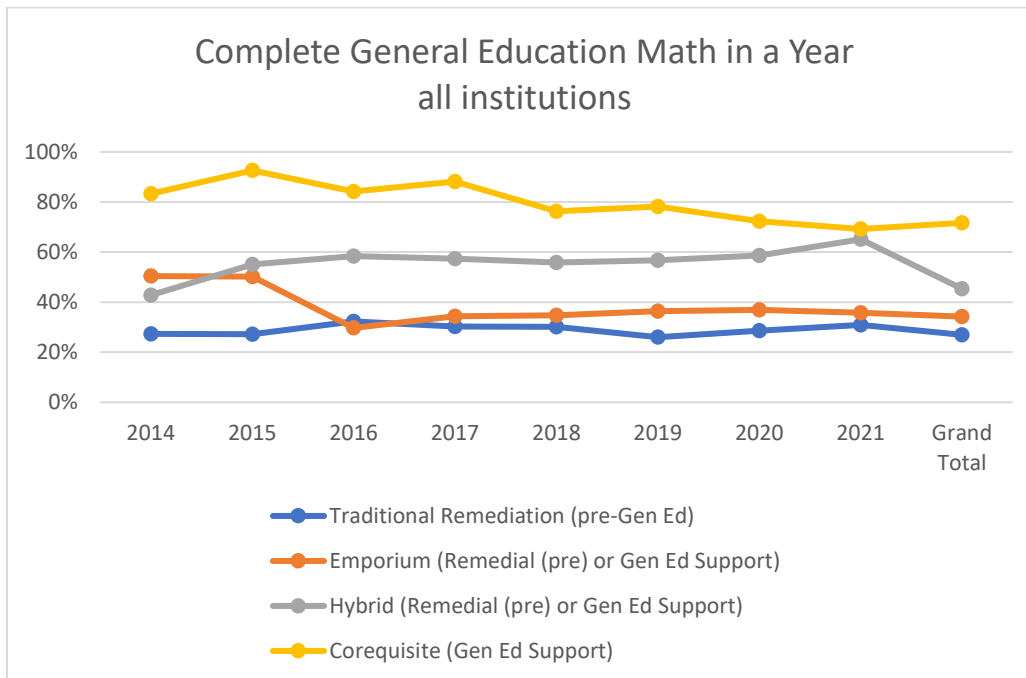
	UI	BSU	LCSC		ISU	
	Emporium	Hybrid	Traditional	Corequisite	Traditional	Corequisite
<b>2014</b>	68.5%	79.6%	58.3%	*	54.6%	*
<b>2015</b>	68.0%	80.5%	65.8%	*	57.1%	*
<b>2016</b>	63.7%	81.0%	67.6%	*	61.2%	*
<b>2017</b>	66.9%	79.6%	60.3%	*	58.0%	*
<b>2018</b>	63.1%	79.6%	62.3%	82.0%	57.1%	*
<b>2019</b>	66.8%	80.5%	64.9%	68.1%	54.9%	60.6%
<b>2020</b>	68.7%	81.0%	61.5%	66.7%	54.7%	60.6%
<b>2021</b>	65.1%	79.6%	58.3%	76.4%	61.1%	52.8%
<b>2022</b>	53.0%	86.1%	63.0%	72.0%	50.4%	57.9%

### 2.3 MATHEMATICS GENERAL EDUCATION COURSE COMPLETION WITHIN ONE YEAR

In addition to pass rates in Math remediation courses, institutions also reported completion rates (C- or better) in a subsequent college-level math course within one year of taking a remedial course. This data includes students who were unsuccessful or who dropped out prior to attempting the subsequent course. Across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level math courses than students who took any other type of remedial model (Tables 12-14 and Figures 9-11).

**Table 12.** Average of averages completing general education math in a year.

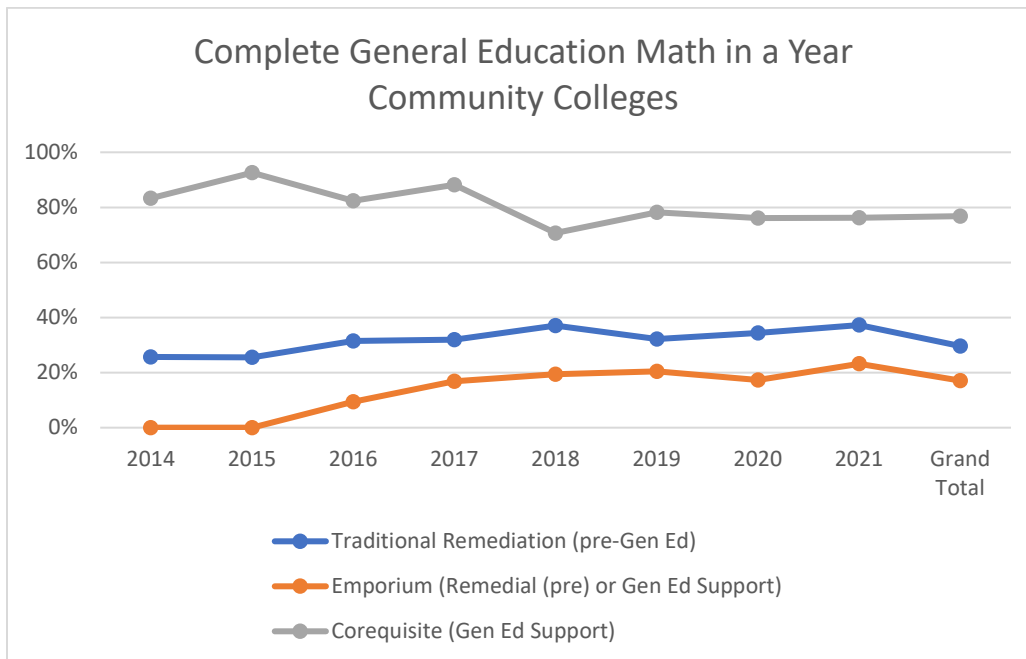
	<b>Traditional Remediation</b> pre-Gen Ed	<b>Emporium</b> Remedial (pre) or Gen Ed Support	<b>Hybrid</b> Remedial (pre) or Gen Ed Support	<b>Corequisite</b> Gen Ed Support
<b>2014</b>	27.3%	50.4%	42.8%	83.3%
<b>2015</b>	27.2%	50.2%	55.1%	92.6%
<b>2016</b>	32.3%	29.7%	58.4%	82.4%
<b>2017</b>	30.3%	34.4%	57.4%	88.2%
<b>2018</b>	30.2%	34.7%	55.8%	76.3%
<b>2019</b>	26.0%	36.4%	56.7%	78.2%
<b>2020</b>	28.6%	36.9%	58.6%	72.3%
<b>2021</b>	30.9%	35.8%	65.1%	69.2%
<b>Total</b>	<b>26.9%</b>	<b>34.2%</b>	<b>45.4%</b>	<b>71.7%</b>



**Figure 9.** Average number completing general education math in a year, all institutions.

**Table 13.** Average number of students completing general education math in a year, community colleges.

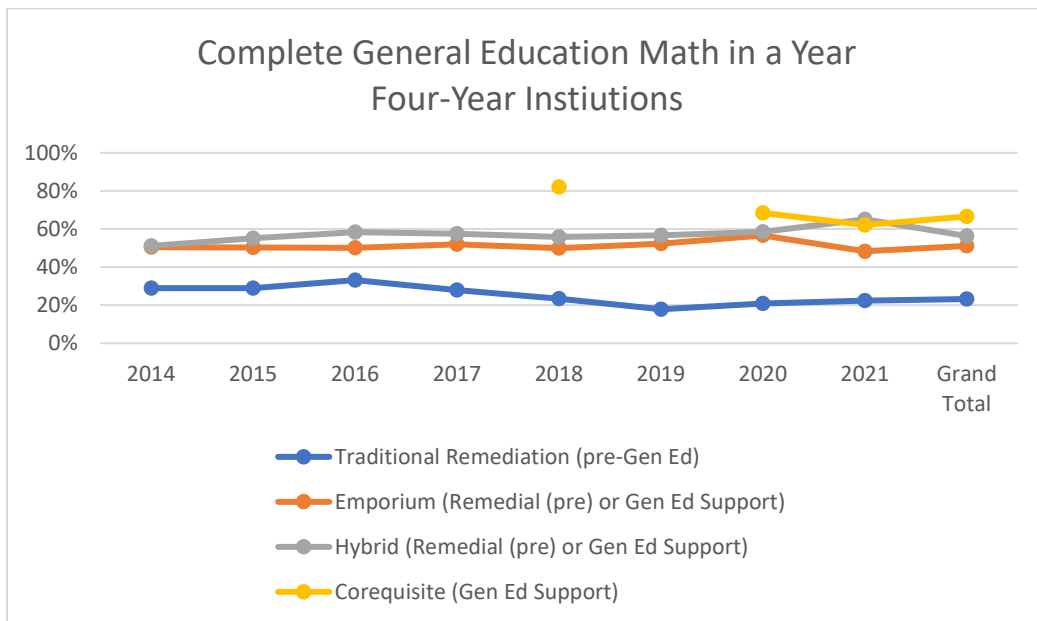
	<b>Traditional Remediation pre-Gen Ed</b>	<b>Emporium Remedial (pre) or Gen Ed Support</b>	<b>Corequisite Gen Ed Support</b>
<b>2014</b>	25.6%	*	83.3%
<b>2015</b>	25.5%	*	92.6%
<b>2016</b>	31.5%	9.4%	82.4%
<b>2017</b>	31.9%	16.8%	88.2%
<b>2018</b>	37.0%	19.4%	70.7%
<b>2019</b>	32.2%	20.5%	78.2%
<b>2020</b>	34.4%	17.3%	76.1%
<b>2021</b>	37.3%	23.2%	76.2%
<b>Total</b>	<b>29.7%</b>	<b>17.1%</b>	<b>76.8%</b>



**Figure 10.** Average number of students completing general education in a year, community colleges.

**Table 14.** Average number of students completing general education math in a year at four-year institutions.

	<b>Traditional Remediation pre-Gen Ed</b>	<b>Emporium Remedial or Gen Ed Support</b>	<b>Hybrid Remedial or Gen Ed Support</b>	<b>Corequisite Gen Ed Support</b>
<b>2014</b>	27.3%	50.4%	42.8%	83.3%
<b>2015</b>	27.2%	50.2%	55.1%	92.6%
<b>2016</b>	32.3%	29.7%	58.4%	84.2%
<b>2017</b>	30.3%	34.4%	57.4%	88.2%
<b>2018</b>	30.2%	34.7%	55.8%	76.3%
<b>2019</b>	26.0%	36.4%	56.7%	78.2%
<b>2020</b>	28.6%	36.9%	58.6%	72.3%
<b>2021</b>	30.9%	35.8%	65.1%	69.2%
<b>Total</b>	<b>26.9%</b>	<b>34.2%</b>	<b>45.4%</b>	<b>71.7%</b>



**Figure 11.** Average number of students completing general education math in a year, four-year institutions.