

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

Results through the 2020-2021 Academic Year

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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 2020-2021 academic year.

The Board authorizes four remediation models for use in the public postsecondary institutions for English and Mathematics:

- *Corequisite Course Model* - Remedial 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.
- *Corequisite Support* - Similar to a Corequisite course, remedial content is delivered within the same term as the college level offering, but a regularly scheduled remedial section offering is not employed.
- *Embedded Model* – Remedial content is delivered during the same classroom setting as the college level course offering.
- *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.

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.”

While English remediation 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, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model by Fall 2022, as required by Board policy.

Boise State University offers a modified Corequisite approach to their remediation program that focuses on success and self-efficacy (both in general education math classes and in subsequent math-dependent courses in degree programs) and that serves as a cornerstone for broader student success efforts. Boise State has replaced two traditional math courses (Math 025 Elementary Algebra and Math 108 Intermediate Algebra) with two new courses focused on building a strong math foundation (Math 103 Mathematics Transition for Success and Math 133 Elementary Models with Functions). Additionally, Math 133 fulfills the general education requirement whereas its predecessor (Math 108) did not. Additionally, students are often 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. While 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 and Math 025), as well as enrollment in Math 108 (locally 1108) Intermediate Algebra, an Alternative model which allows progression into Math 143 (1143) College Algebra. The institution has also recently added the Corequisite course model and another Alternative model called accelerated math.

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. The school began offerings in the Emporium model in 2015 and Corequisite in 2017.

College of Southern Idaho offers both Corequisite courses and Traditional remediation through Math 023 Mathematics 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 100 Introduction to Algebra), Corequisite courses, and the Alternative Math 108 model.

While the offering of Math 108 at the various institutions is being categorized as remedial coursework, institutions do not uniformly identify the subject as remedial. However, while some institutions classify the course as remedial and others as college level, no institution currently allows Math 108 to meet degree requirements as a math component; though some institutions do allow the use of the course as a general elective. For the purposes of this report, the Alternative Math 108 and accelerated models are classified as “Other” models.

English Remediation

Since 2019, English remediation at Idaho’s eight public postsecondary institutions has been offered exclusively through the Corequisite course model. Across all institutions, pass rates in the Corequisite model are higher than pass rates using the now-defunct Traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the Traditional model across all institutions and years (Table 1 and Figure 1). Corequisite remediation pass rates for each institution across all years are shown in Table 2 and Figures 2 and 3, while historic Traditional remediation pass rates for all institutions that have offered this approach are shown in Table 3 and Figure 4.

Table 1. Averages Across All Institutions of English Remediation Pass Rates.

Year	Corequisite	Traditional
2014	74.5%	68.4%
2015	73.0%	60.0%
2016	72.2%	63.7%
2017	74.5%	64.7%
2018	73.0%	57.5%
2019	76.9%	*
2020	72.7%	*
2021	69.8%	*
Average of averages	73.3%	62.9%

*Only Corequisite remediation offered from 2019.

Table 2. English Corequisite Remediation Pass Rates

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	88.4%	68.7%	76.0%	*	*	64.9%	*
2015	83.7%	83.2%	75.4%	80.4%	*	62.8%	65.2%	60.4%
2016	87.0%	83.0%	78.7%	76.7%	69.2%	49.7%	71.9%	61.5%
2017	92.1%	87.5%	73.4%	68.4%	87.5%	49.4%	69.9%	67.8%
2018	86.9%	87.2%	76.4%	71.2%	78.1%	55.3%	68.2%	61.0%
2019	81.0%	87.1%	81.8%	66.0%	87.5%	76.5%	68.9%	66.7%
2020	82.6%	84.8%	74.2%	55.7%	86.0%	73.3%	69.0%	55.8%
2021	80.3%	76.6%	67.7%	60.5%	83.3%	68.8%	61.6%	59.3%

*Corequisite remediation not yet implemented.

Table 3. English Traditional Remediation Pass Rates at Institutions that have Offered this Model

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	86.8%	*	*	69.3%	*	54.6%	64.8%	66.7%
2015	*	*	*	68.5%	*	52.4%	*	59.0%
2016	*	*	*	56.0%	*	72.0%	*	63.2%
2017	*	*	*	*	*	66.7%	*	62.8%
2018	*	*	*	*	*	*	*	57.5%
2019	*	*	*	*	*	*	*	*
2020	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*

*Traditional remediation replaced by Corequisite model.

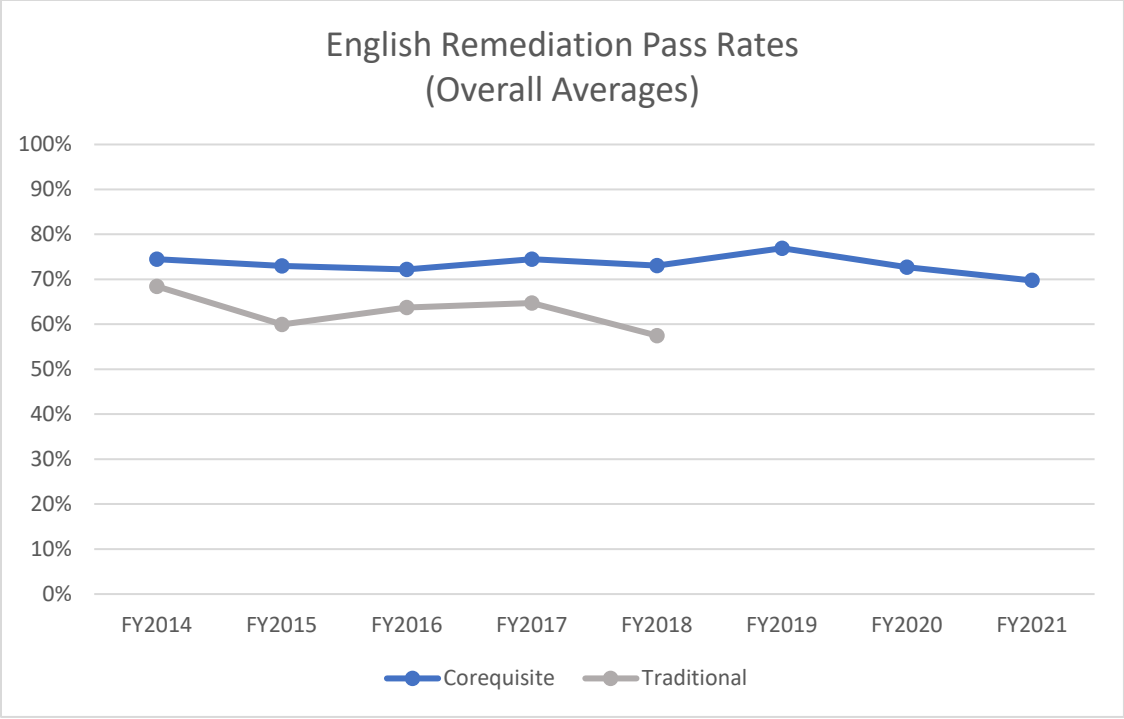


Figure 1. Annual average English remediation pass rates for Corequisite and Traditional models.

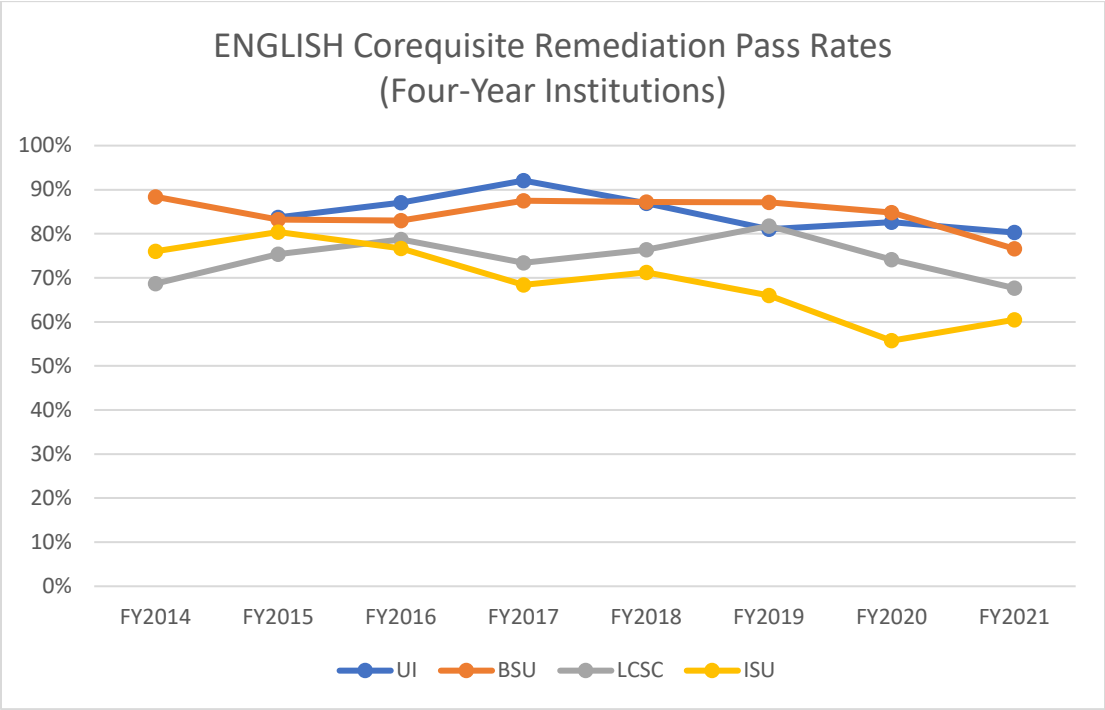


Figure 2. English Corequisite remediation pass rates at the four-year institutions.

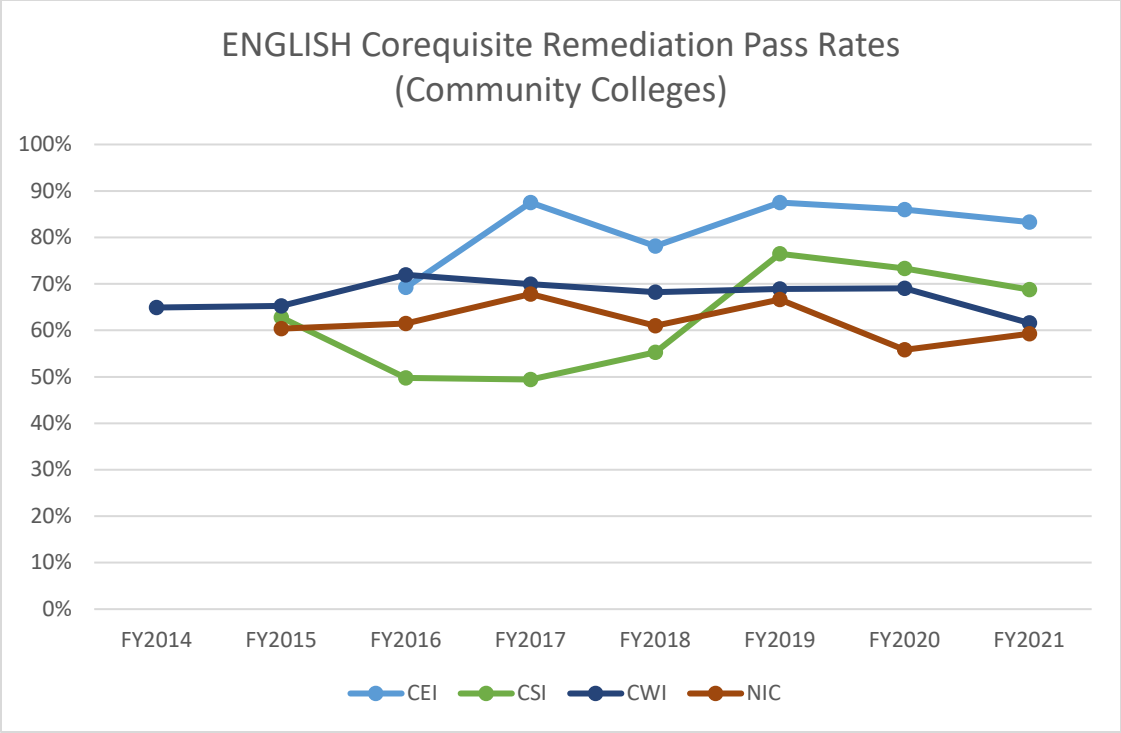


Figure 3. English Corequisite remediation pass rates at the community colleges.

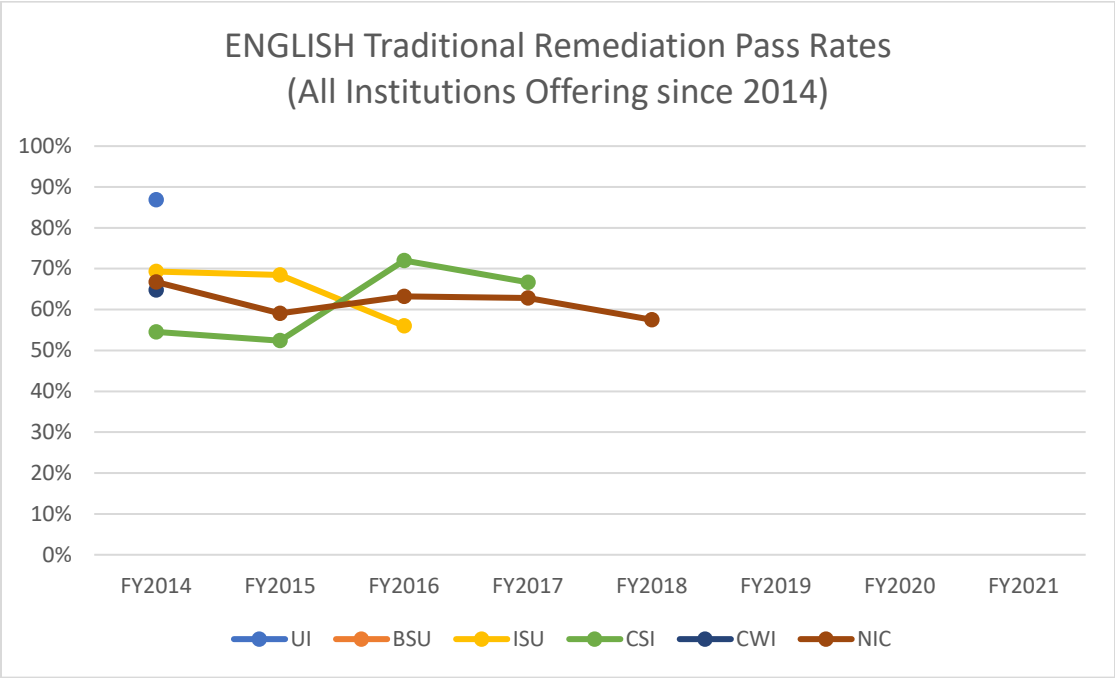


Figure 4. English Traditional remediation pass rates at all institutions that offered this model.

In addition to pass rates in remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing English course within a year with a “C” grade or higher. In general, across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level English courses than students who took Traditional remediation (Tables 4 & 5 and Figures 5-8).

Table 4. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	*	89.3%	30.1%	84.0%	*		62.8%	*	66.5%
2015	77.6%	86.2%	34.7%	84.3%	*	73.3%	67.7%	50.9%	67.8%
2016	79.4%	85.2%	52.2%	78.5%	7.7%	70.2%	70.8%	59.0%	62.9%
2017	74.9%	88.5%	43.0%	72.7%	0.0%	69.8%	71.6%	63.1%	60.4%
2018	73.4%	88.5%	34.6%	73.8%	3.1%	67.7%	70.3%	53.8%	58.1%
2019	69.0%	87.1%	76.3%	69.0%	17.5%	76.5%	74.1%	52.4%	65.2%
2020	71.0%	84.8%	59.6%	60.1%	21.3%	70.3%	69.6%	47.8%	60.6%

*Corequisite model not yet implemented.

Table 5. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	76.7%	*	*	56.1%	*	27.7%	23.2%	23.9%	41.5%
2015	*	*	*	62.5%	*	35.4%	*	22.1%	40.0%
2016	*	*	*	56.0%	*	52.0%	*	31.6%	46.5%
2017	*	*	*	72.7%	*	50.0%	*	30.1%	50.9%
2018	*	*	*	*	*	*	*	20.0%	20.0%
2019	*	*	*	*	*	*	*	*	*
2020	*	*	*	*	*	*	*	*	*

*Traditional model replaced by Corequisite model.

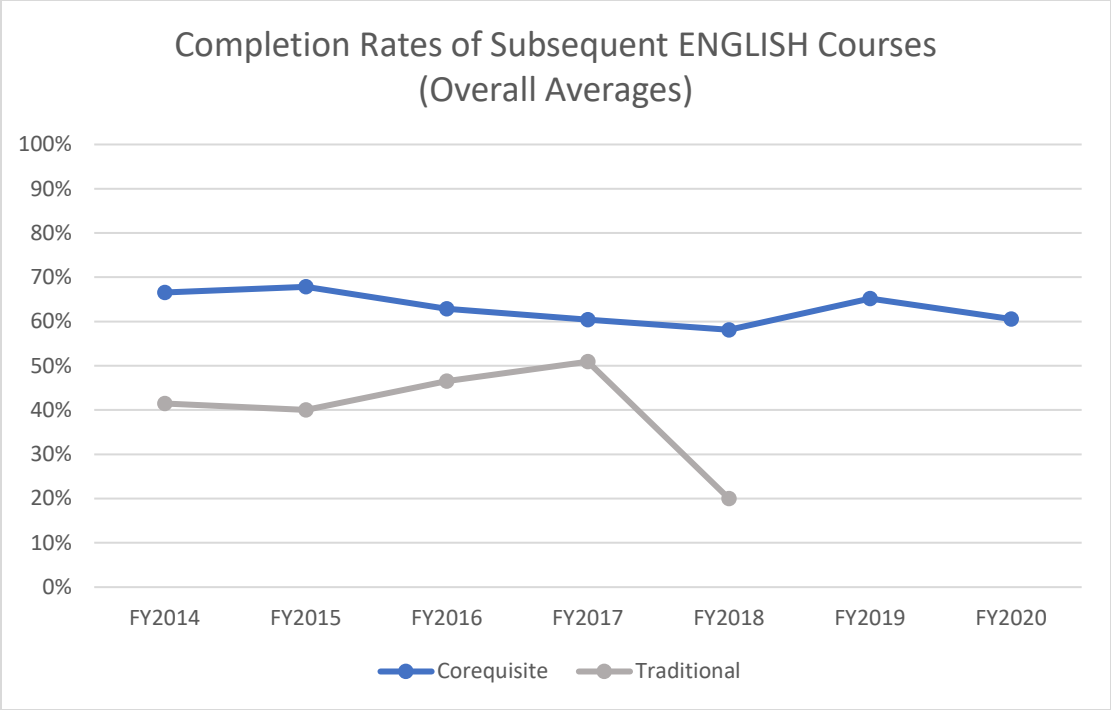


Figure 5. Annual average completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite or Traditional remediation.

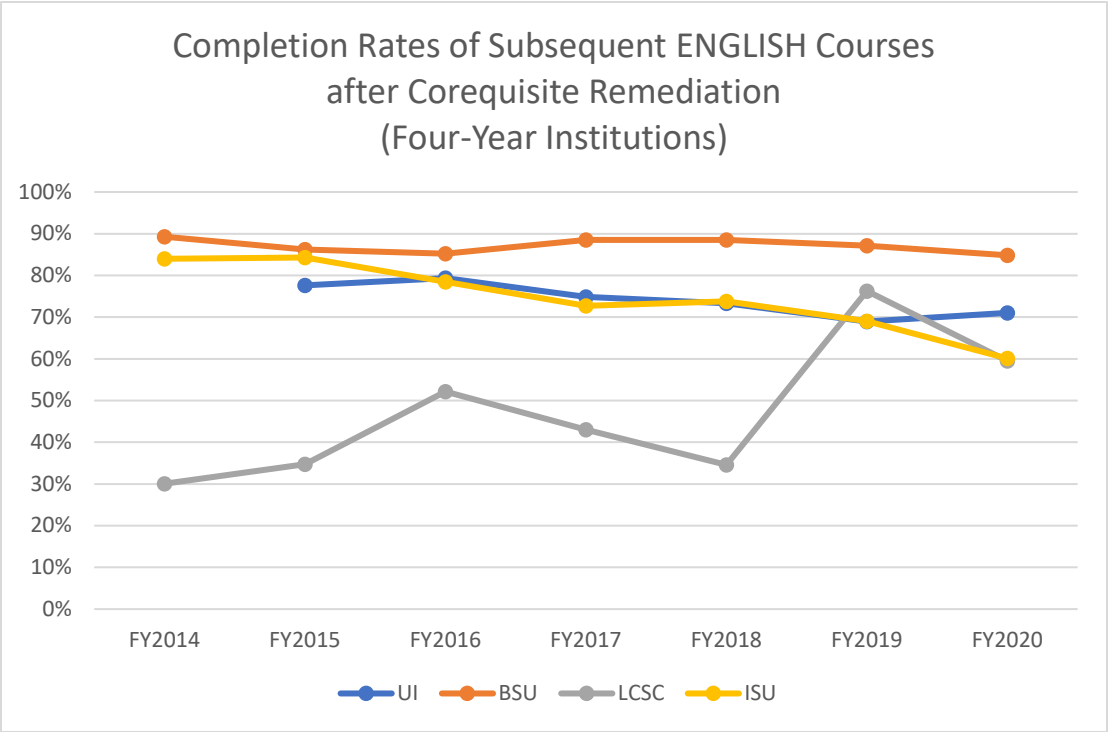


Figure 6. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the four-year institutions.

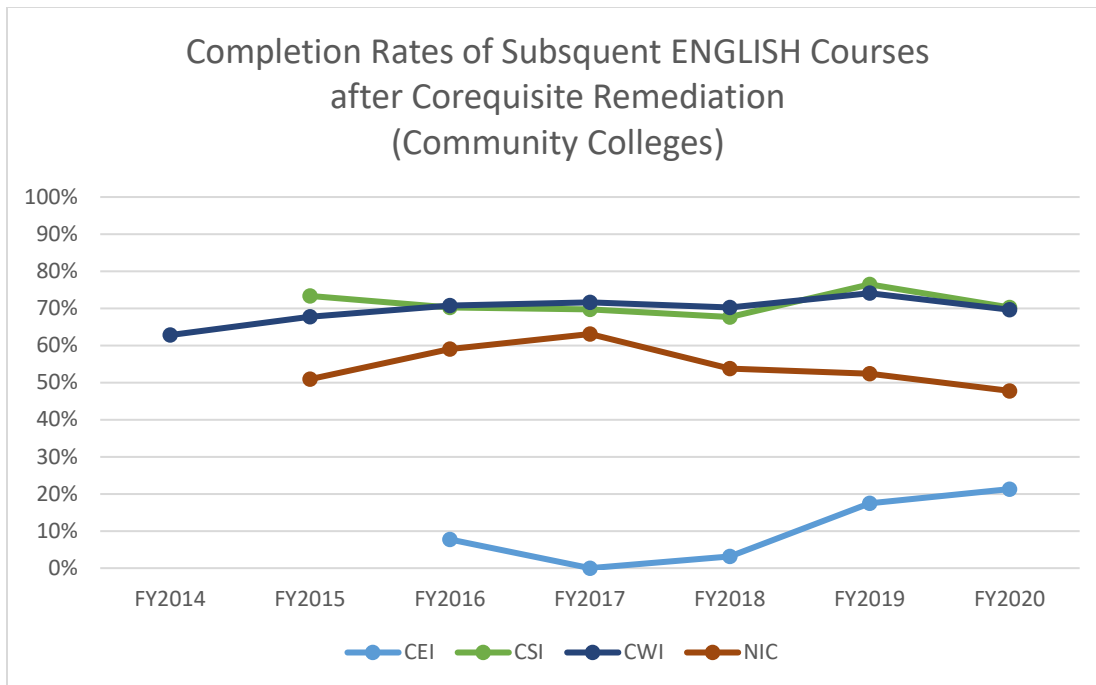


Figure 7. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the community colleges.

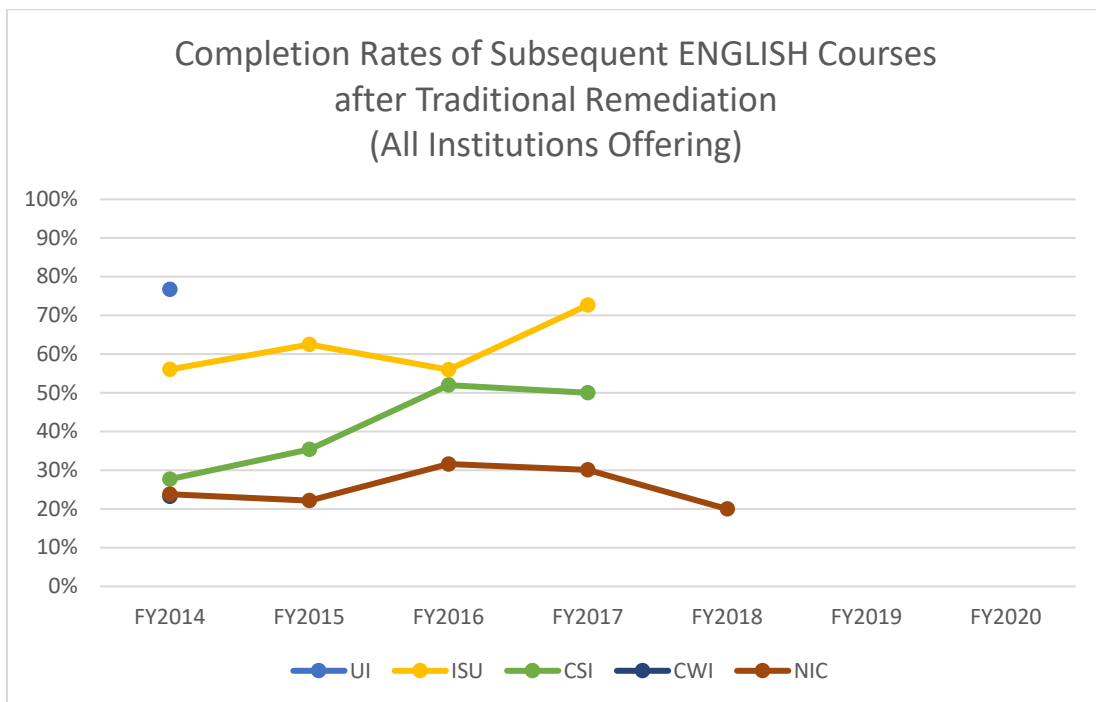


Figure 8. Completion rates (“C” or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Traditional remediation at all institutions that offered Traditional remediation.

Math Remediation

Math remediation at Idaho’s eight public postsecondary institutions is offered through several models, including Corequisite, Emporium, Other, and Traditional, as described above. Across all institutions, pass rates in the Corequisite model are higher than pass rates using any other model (Table 6 and Figure 9). Remediation pass rates for each institution across all years and all non-Traditional models are shown in Table 7 and Figures 10 and 11, while Traditional remediation pass rates for all institutions that have or continue to offer this approach are shown in Table 8 and Figure 12.

Table 6. Averages Across All Institutions of Math Remediation Pass Rates for Corequisite, Emporium, Other, and Traditional Models

Year	Corequisite	Emporium	Other	Traditional
2014	79.6%	68.5%	54.2%	55.6%
2015	80.5%	68.0%	56.0%	59.9%
2016	81.0%	52.0%	63.9%	64.0%
2017	82.0%	51.3%	56.8%	63.0%
2018	74.9%	55.8%	60.3%	60.9%
2019	81.6%	55.7%	56.4%	65.4%
2020	78.1%	53.3%	58.1%	63.5%
2021	70.8%	47.2%	57.2%	62.0%
Average of averages	78.6%	56.5%	57.9%	61.8%

Table 7. Math Remediation Pass Rates for Corequisite, Emporium, and Other Models

Year	UI (emp)	BSU (coreq)	LCSC (coreq)	ISU (coreq)	CEI (coreq)	CSI (coreq)	CWI (coreq)	NIC (other)	CWI (emp)	ISU (other)
2014	68.5%	79.6%	*	*	*	*	*	54.2%	*	*
2015	68.0%	80.5%	*	*	*	*	*	56.0%	*	*
2016	63.7%	81.0%	*	*	*	*	*	58.3%	37.2%	69.5%
2017	66.9%	79.7%	*	*	*	*	84.2%	54.4%	39.5%	59.2%
2018	63.1%	80.2%	82.0%	*	*	61.9%	75.4%	60.1%	44.7%	60.4%
2019	66.8%	79.6%	81.3%	*	90.0%	81.7%	75.1%	53.8%	42.8%	59.0%
2020	68.7%	80.6%	71.0%	60.6%	93.1%	82.7%	80.6%	64.3%	41.4%	52.0%
2021	65.1%	74.3%	61.9%	52.8%	78.8%	80.9%	76.0%	53.2%	47.2%	61.1%

*Corequisite, Emporium, or Other model not yet implemented.

Table 8. Math Traditional Remediation Pass Rates for Institutions That Have Offered This Model

Year	LCSC	CEI	CSI	NIC	CWI	ISU
2014	58.3%	*	57.8%	55.1%	51.2%	*
2015	65.8%	*	58.8%	59.3%	55.7%	*
2016	67.6%	69.4%	64.2%	61.4%	68.5%	52.9%
2017	60.3%	68.2%	60.5%	69.0%	*	56.8%
2018	62.3%	71.1%	59.3%	61.5%	*	50.5%
2019	83.3%	64.3%	68.2%	64.6%	*	46.7%
2020	65.3%	59.7%	68.8%	64.0%	*	60.0%
2021	67.2%	56.5%	70.1%	54.4%	*	*

*Traditional model replaced by another model.

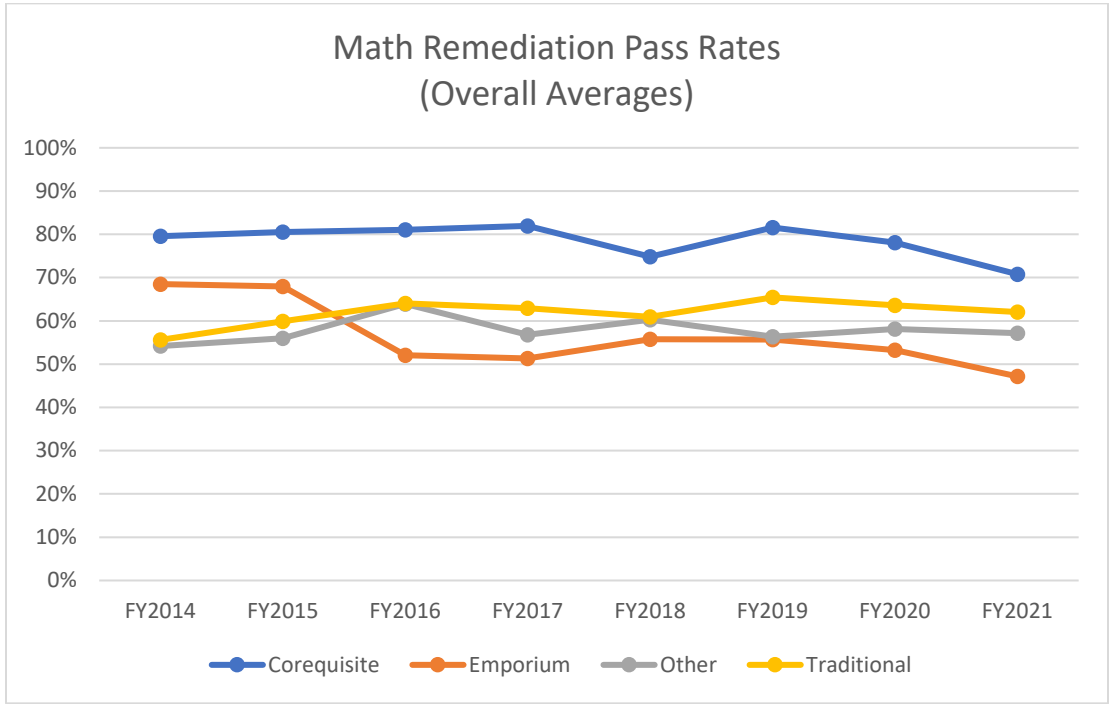


Figure 9. Annual average Math remediation pass rates for all remediation models.

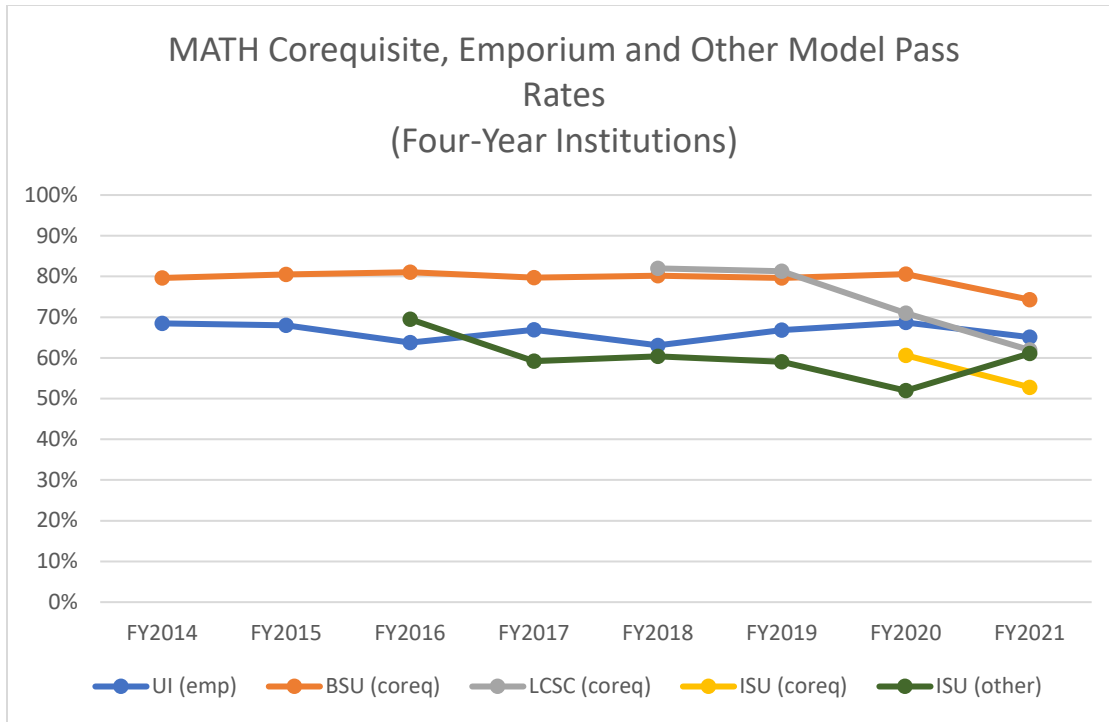


Figure 10. Math Corequisite, Emporium, and other remediation pass rates at the four-year institutions over time.

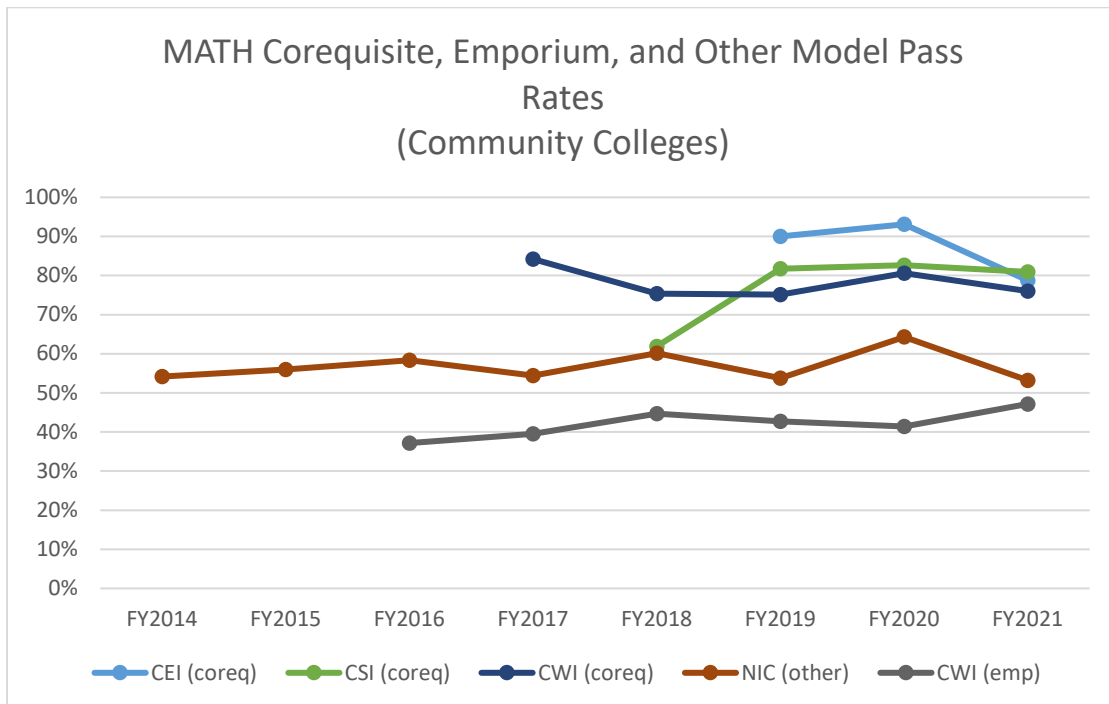


Figure 11. Math Corequisite remediation pass rates at the community colleges over time.

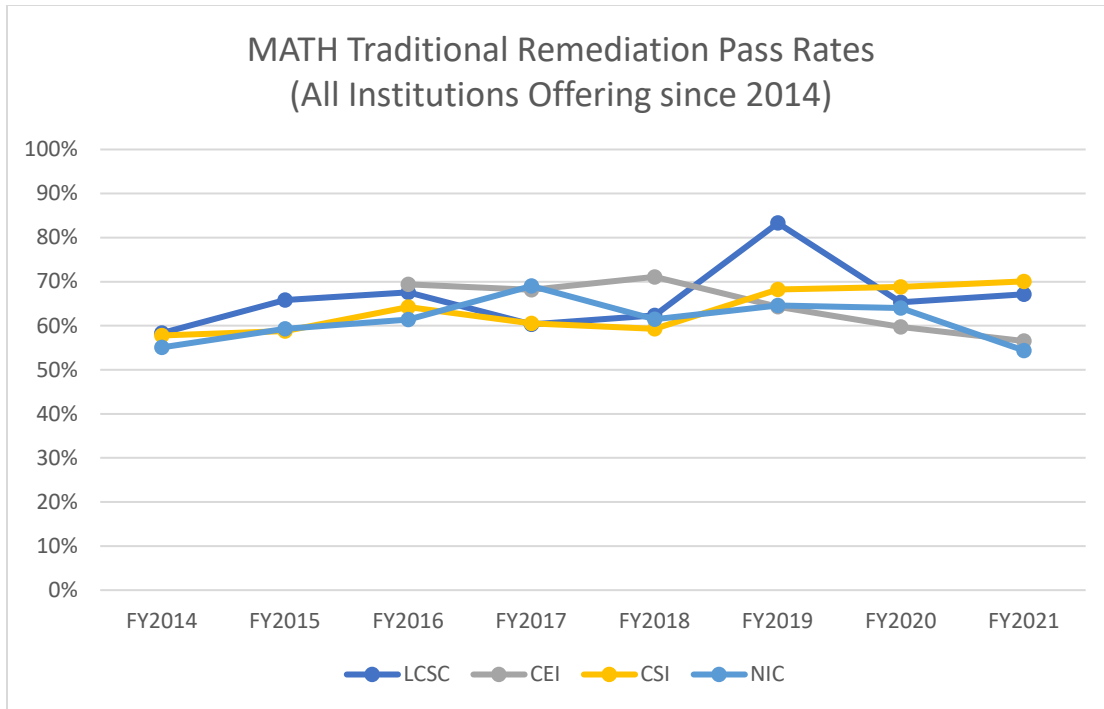


Figure 12. Math Traditional remediation pass rates at all institutions offering Traditional remediation.

In addition to pass rates in Math remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing Math course within a year with a “C” grade or higher. In general, 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 9-11 and Figures 13-16).

Table 9. Average Percentages of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, Other, or Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	Corequisite	Emporium	Other	Traditional
2014	51.1%	50.4%	36.7%	16.2%
2015	55.1%	50.2%	37.2%	15.9%
2016	36.7%	29.7%	38.3%	22.3%
2017	31.8%	34.4%	34.0%	23.5%
2018	73.9%	34.7%	34.8%	22.6%
2019	71.4%	36.4%	28.1%	25.3%
2020	65.3%	36.9%	28.2%	25.2%
Average of Averages	55.1%	39.0%	33.9%	21.6%

Table 10. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, or Other Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	UI (emp)	BSU (coreq)	LCSC (coreq)	ISU (coreq)	CEI (coreq)	CSI (coreq)	CWI (coreq)	NIC (other)	ISU (other)	CWI (emp)
2014	50.4%	51.1%	*	*	*	*	*	37.8%	35.5%	*
2015	50.2%	55.1%	*	*	*	*	*	36.7%	37.8%	*
2016	50.1%	58.4%	*	*	15.0%	*	*	37.2%	39.3%	9.4%
2017	51.9%	57.4%	*	*	6.3%	*	84.2%	36.8%	31.2%	16.8%
2018	50.0%	55.8%	82.0%	*	*	90.5%	67.4%	46.6%	23.0%	19.4%
2019	52.4%	56.7%	71.4%	*	70.0%	83.5%	75.6%	35.6%	20.6%	20.5%
2020	56.6%	59.6%	67.0%	67.0%	41.3%	84.2%	73.0%	37.1%	19.3%	17.3%

*Corequisite, Emporium, or Other model not yet implemented or no students enrolled.

Table 11. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a “C” or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	*	22.5%	22.4%	*	12.6%	15.2%	8.1%
2015	*	*	20.9%	19.4%	*	14.6%	14.1%	10.5%
2016	*	*	41.3%	15.5%	13.4%	25.2%	20.5%	17.7%
2017	*	*	40.0%	8.4%	13.0%	32.2%	*	24.1%
2018	*	*	36.9%	11.7%	7.8%	34.5%	*	22.4%
2019	*	*	35.7%	12.0%	15.1%	38.7%	*	25.2%
2020	*	*	20.2%	10.0%	27.5%	40.8%	*	27.5%

*Traditional model replaced by another model. CEI did not provide data for 2020.

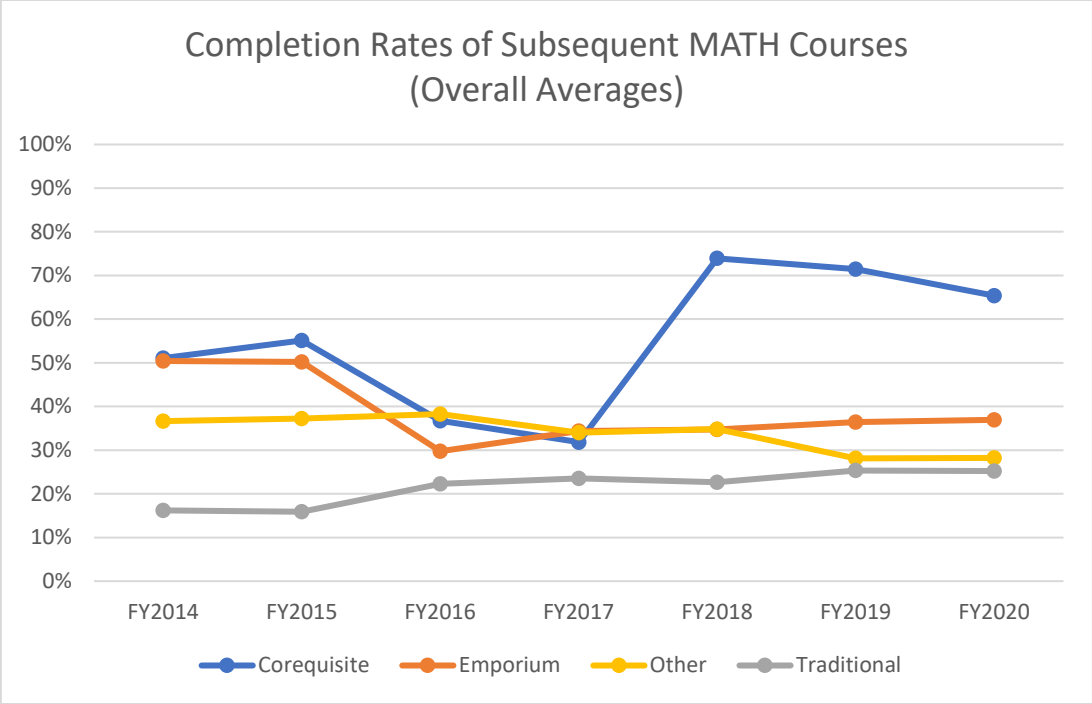


Figure 13. Annual average completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite, Emporium, other, or Traditional remediation.

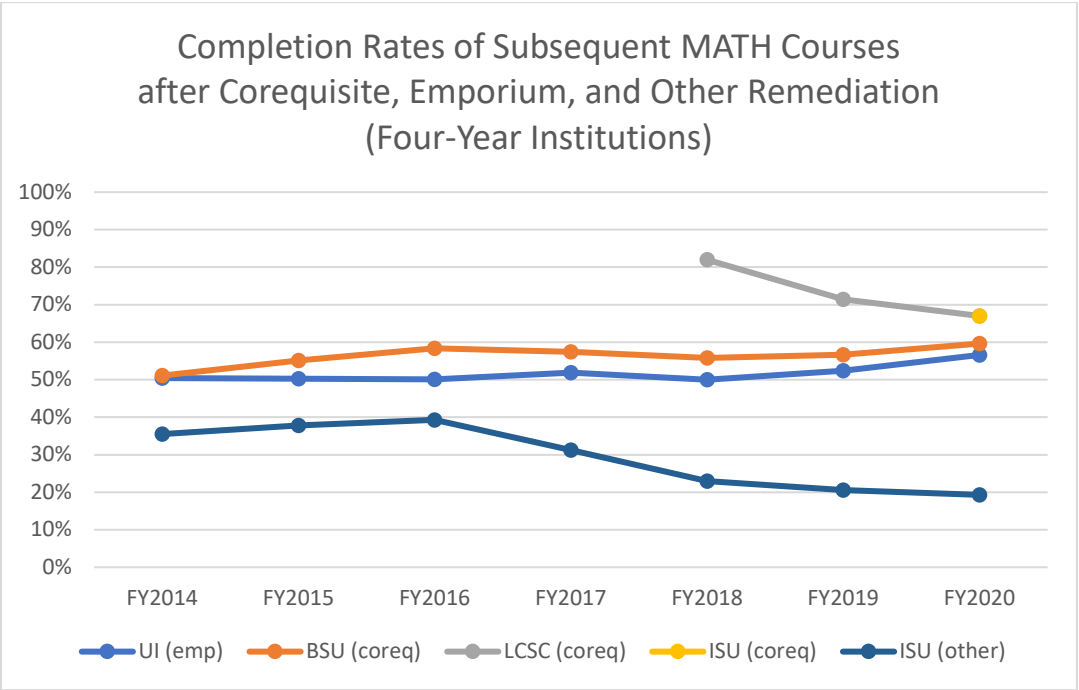


Figure 14. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the four-year institutions.

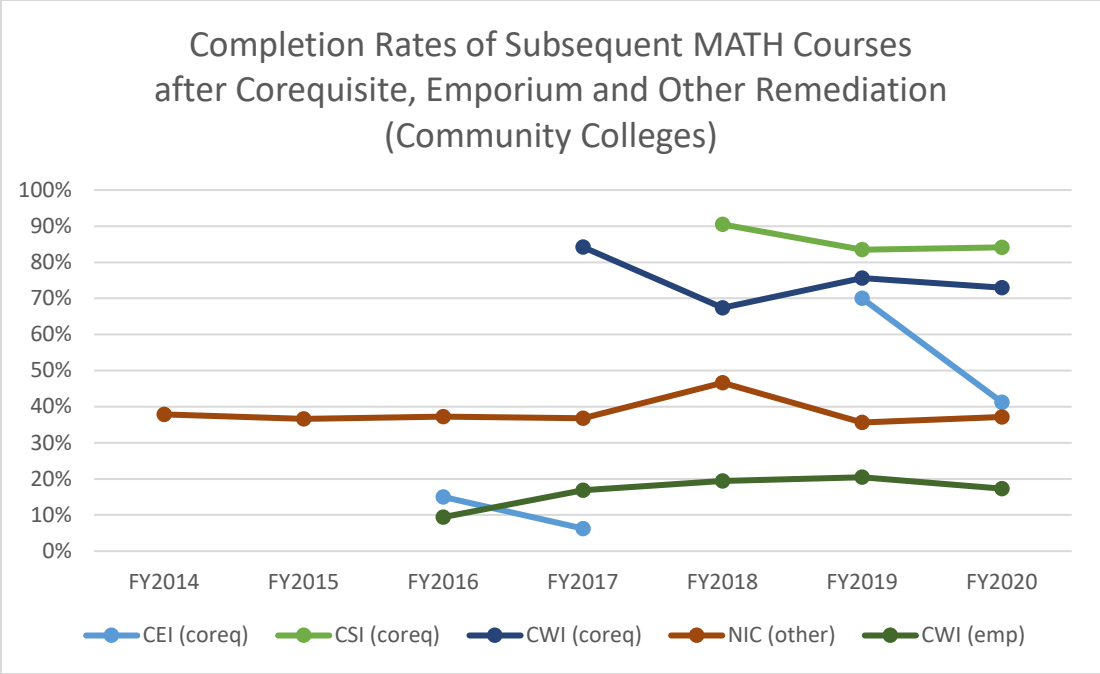


Figure 15. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the community colleges.

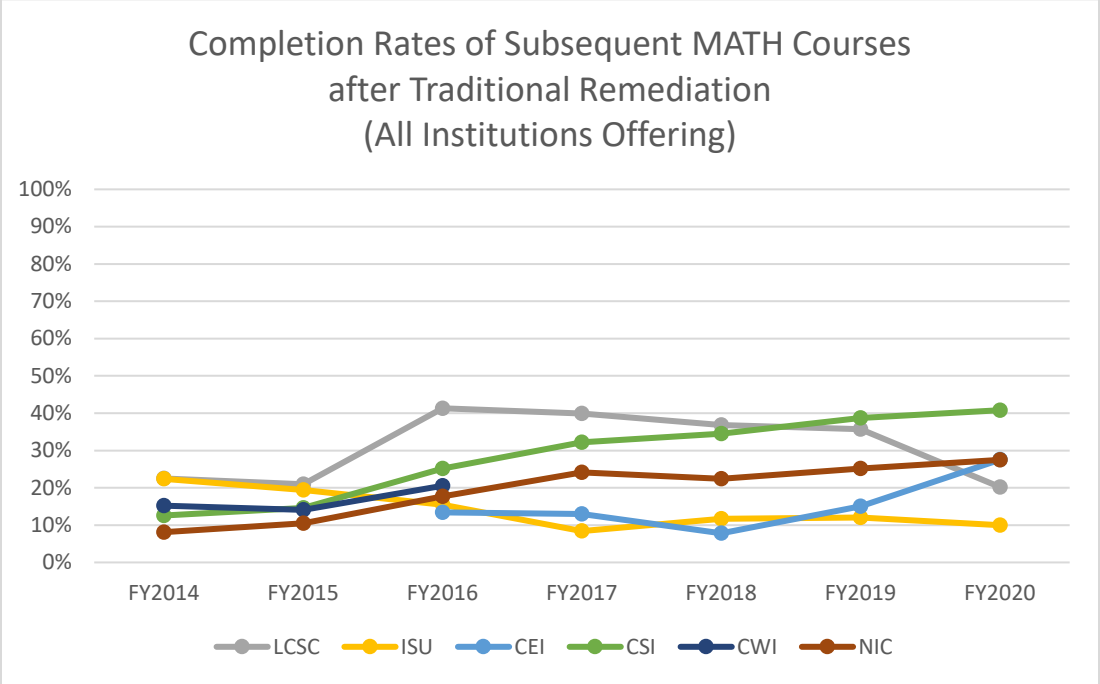


Figure 16. Completion rates (“C” or higher grade) of students taking subsequent college level Math courses within one year of taking Traditional remediation at all institutions offering Traditional remediation.