Black and Latino students are more likely to be placed in multiple remedial classes. With every remedial class required, their chance of completing drops.

50-60% of racial achievement gaps in college completion are driven by initial placement into English and math.

Across California, most Black and Latino students placed into remediation must take 3+ remedial math courses. Fewer than 1 in 10 of these students will complete the math for a degree.

Students of color often benefit the most from remediation reform

At Las Positas College, students with a high school GPA of 2.5+ now bypass English remediation, and access to college English has tripled for Black and Latino students.

Through multiple measures placement and co-requisites at Cuyamaca College, access to transfer math is now 3.5 times higher for all students and 7 times higher for Black students.

When Florida made remediation optional for many students, racial achievement gaps shrank and completion of college math and English nearly doubled for Black students.

When Tennessee replaced traditional remediation with co-requisites, completion of college math quadrupled overall and was 7 times higher among minority students.

*Co-requisite model: under-prepared students are not excluded from college-level courses. Instead, they receive additional support to be successful there.

*Multiple measures: student placement is determined by high school grades and other measures, not just a single test.

Placement is destiny. A single test should not determine a student’s destiny. Yet, each year over 75% of students learn that they have assessed as not college ready and must enroll in at least one remedial course.

ENSURING ASSESSMENT EQUITY AT CALIFORNIA COMMUNITY COLLEGES

The Campaign for College Opportunity
fixplacement