

The Reduction of Remedial Mathematics in Secondary and Postsecondary Schools in Kentucky

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A large percentage of students are entering in colleges and universities worldwide at an ever-increasing rate. Enrolled in what the higher education market considers to be developmental education, the math skills learned in high schools may not be at the level considered adequate to prepare for college credit courses. This presentation draws attention to the causes, problems, and costs of remedial math in postsecondary schools; both to the student and the state. The main component of the pilot study was a two volume mathematics book set which was developed from students' and instructors' inputs. Accompanying the book set was individual student tutoring using the computer program ALEKS. The evaluation of the pilot program will come from comparing students' incoming ACT math subscores with COMPASS algebra domain scores.