



Co-Requisite Implementation in West Virginia

A Little Background...





A WV Snapshot of Remedial Students

- ▶ Minority Students = 18.7%..yet are 1/3 or DE population
- ▶ Pell Students are more likely to need remediation (37%)
- ▶ Males only slightly more than females
- ▶ Students who had not declared a major are more likely to need remediation



Off the Path

- ▶ By the end of the second year....
- ▶ Non-DE students have completed 57.08 CH
- ▶ DE students have completed only 42.45
- ▶ Math only DE completed 46.4 CH



The Wrong Question

- ▶ Pass Rates for Dev Ed seemed Okay
- ▶ For Math-system wide was 64.7%
- ▶ For English-system wide 67.4%
- ▶ So why were our graduation rates so low?



The Correct Question...

- ▶ What is the percentage of first-time freshmen enrolled in remedial education courses passing subsequent college-level coursework within the first two-years of enrollment?



Series 21...The New Language

- ▶ College-level, credit bearing course with required academic support
- ▶ 18 or less on the ACT
- ▶ Co-requisite, stretch or ALP



And...

- ▶ No floor
- ▶ In math appropriate to the major
- ▶ Satisfy a general studies requirement
- ▶ Multiple assessments...use the highest score for placement



CTCs went all in.....

- ▶ 2013 Pass Rates....
- ▶ English 37%
- ▶ Math 14%



CTCs went all in.....

2013 pass rates...		2016 Pass rates
English	37%	68%
Math	14%	62%



The Universities...

- ▶ Were more incremental
- ▶ 2010-2014 cohort saw improvement from 2013 to 2014



The Universities....

- ▶ Were more incremental
- ▶ The 2010-2014 cohort saw improvement from 2013 to 2014
- ▶ Math + 7.1%
- ▶ English +6.4%



Other Strategies...

- ▶ Professional Development for faculty
- ▶ Early Declaration of meta-major or major
- ▶ Offer gateway and milestone courses in first year
- ▶ Require a change of major if the student is “off map”
- ▶ Predictable schedules