

Corequisite Regional Meetings



Texas Success Center



Texas Success Center

Goal: Produce a vision for corequisite scaling

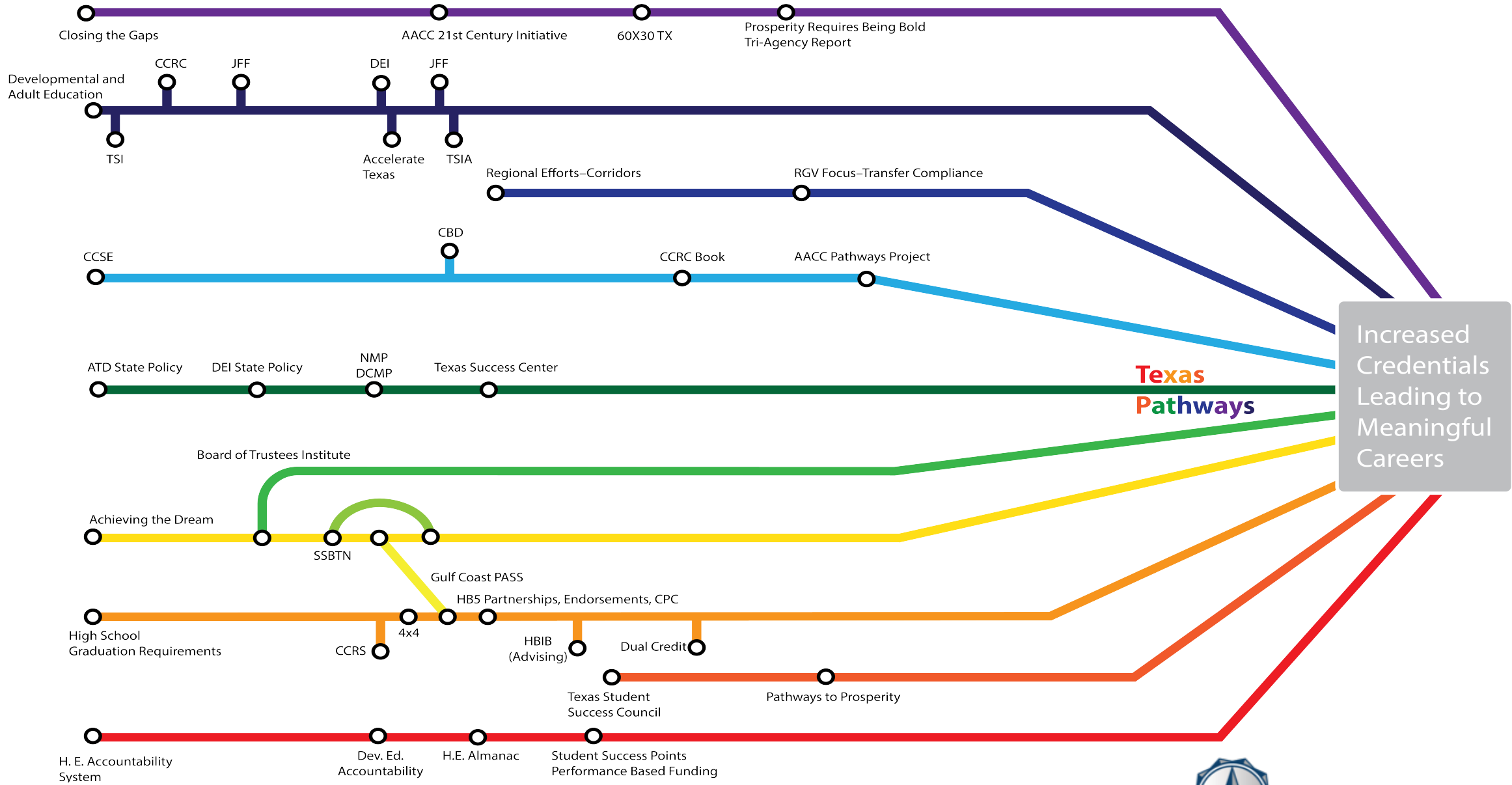
Agenda: Opening plenary
3 workshops
Team strategy time



Texas Success Center

Opening Plenary:

HB 2223 and Me:
Scaling corequisites
within a comprehensive
student success strategy



**Texas
Pathways**

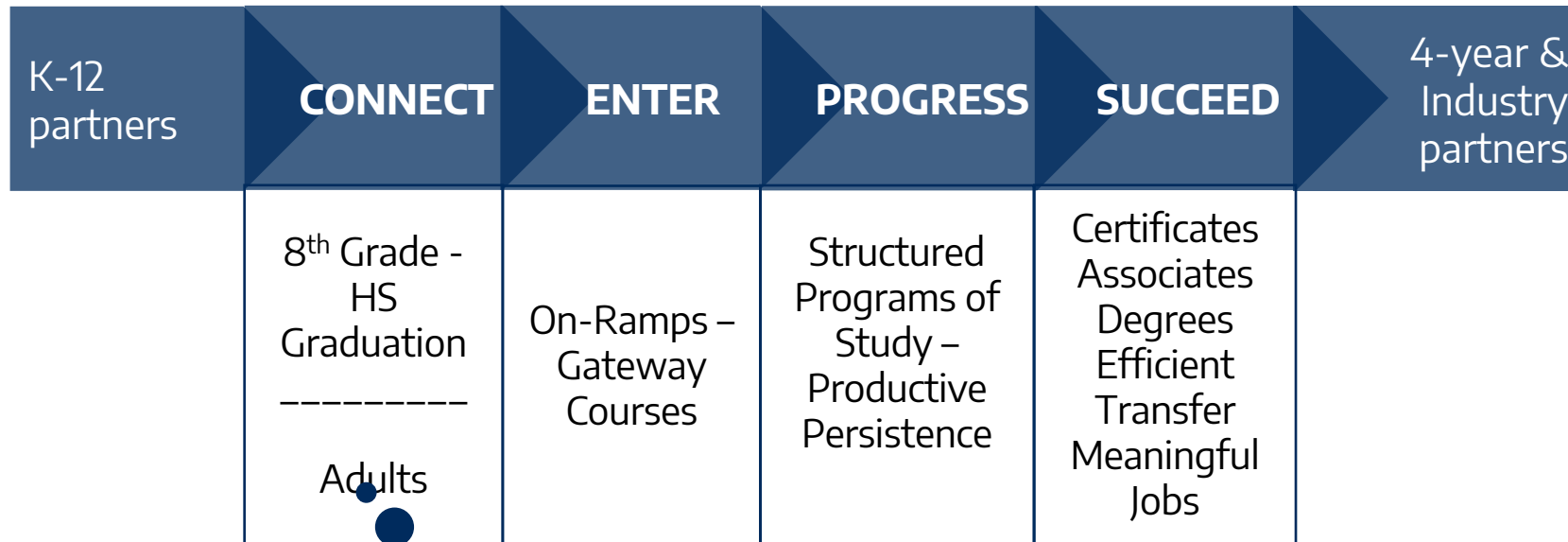
What lessons have we learned that will support change?

- Data
- Advising
- Scheduling
- Communications
- Curriculum development
- Institutional policy



Texas Pathways

Redesigning Students' Educational Experience
Across the Full Educational System



To be sustainable and successful, our co-req. vision and strategy must be integral to our broader systemic plan for student success



Texas Success Center

Texas Pathways

A 5-year strategy for sustainable change: 2017-18

- August – Texas Pathway regional meetings
- October – Dana Center coreq. math regional meetings
- **November – Institute #3: Pathways to Transfer and Employment**
- January – Approval of HB 2223 rules
- February – Coreq regional meetings for math and English
- March – Board of Trustees Institute
- **April – Institute #4: Front Door Academic Success**
- Late Spring/Summer – Transfer and advising regional meetings



Texas Success Center

HB 2223: Just the facts

- HB 2223 requires each IHE to develop and implement developmental coursework corequisite model
 - Corequisite = support aligned directly with learning outcomes, instruction, and assessment of entry-level freshman course
 - Participation in the entry-level freshman course is not contingent upon performance in the DE component of the corequisite
- Scaling
 - 25% enrollment in 2018
 - 50% enrollment in 2019
 - 75% enrollment in 2020
- DE hours eligible for funding reduced
 - 18 hours at community college
 - 9 hours at university



**COMPLETE
COLLEGE
AMERICA**

completecollege.org
#coreqworks

Vanessa Keadle

Senior Strategy Director
Complete College America
@VanessaKatCCA

Tweet! Tweet!

#coreqworks

#TXcoreq

Corequisite at Scale

A Game Changer

AMERICAN DREAMS ARE POWERED BY COLLEGE COMPLETION

At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.

www.completecollege.org/event/tx-coreq

in

f

t

G+

Texas Corequisite Regional Meetings

Texas | February 28, 2018

THE EVENTS

Complete College America is joining the The Texas Success Center and The Charles A. Dana Center to host regional meetings around Texas designed to help teams plan for implementation of corequisite support. The regional meetings will include discussions of strategies for both math and English, informed by rules approved by the Texas Higher Education Coordinating Board.

At this one-day workshop, college teams will:

- + Examine THECB rules regarding the implementation and scaling of corequisite models



Texas Data English

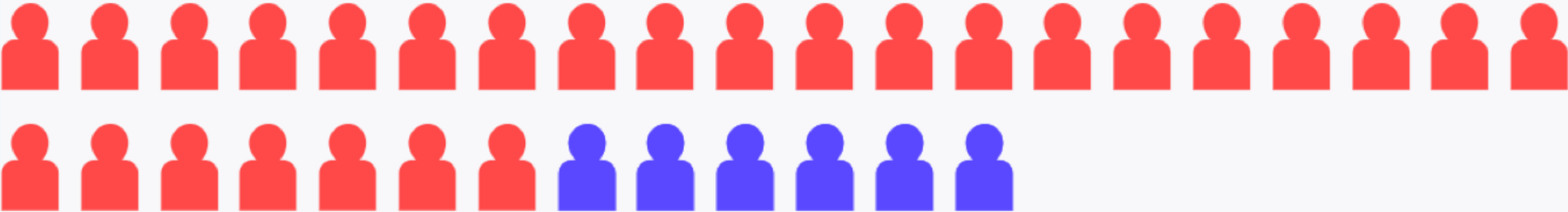
REMEDIAL ENROLLMENT AND SUCCESS

TEXAS ▼ TWO-YEAR ▼ ENGLISH ▼

DEMOGRAPHIC BREAKDOWN ▼

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i

FOR EVERY 100 STUDENTS STARTING COLLEGE, 33 ARE ENROLLED IN ENGLISH REMEDIATION.
OF THOSE STUDENTS, 27 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



REMEDIAL ENROLLMENT AND SUCCESS

TEXAS

TWO-YEAR

ENGLISH

RACE/ETHNICITY

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i



HISPANIC

FOR EVERY 100 STUDENTS STARTING COLLEGE, 37 ARE ENROLLED IN ENGLISH REMEDIATION.

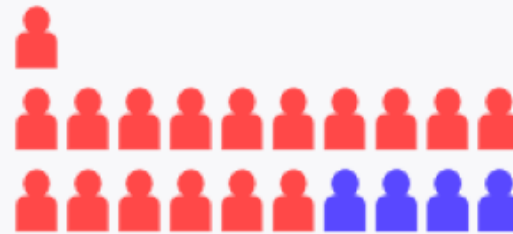
OF THOSE STUDENTS, 30 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



BLACK

FOR EVERY 100 STUDENTS STARTING COLLEGE, 49 ARE ENROLLED IN ENGLISH REMEDIATION.

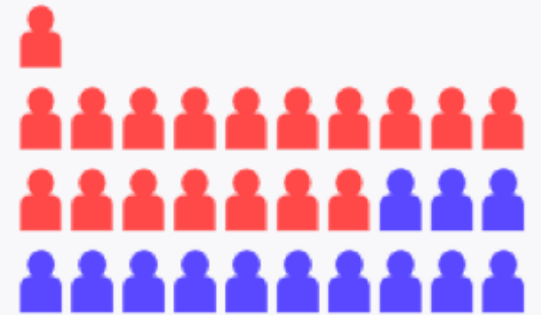
OF THOSE STUDENTS, 44 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



WHITE

FOR EVERY 100 STUDENTS STARTING COLLEGE, 21 ARE ENROLLED IN ENGLISH REMEDIATION.

OF THOSE STUDENTS, 17 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



ASIAN

FOR EVERY 100 STUDENTS STARTING COLLEGE, 31 ARE ENROLLED IN ENGLISH REMEDIATION.

OF THOSE STUDENTS, 18 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

REMEDIAL ENROLLMENT AND SUCCESS

TEXAS



FOUR-YEAR ALL OTHER

ENGLISH

DEMOGRAPHIC BREAKDOWN

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i

FOR EVERY 100 STUDENTS STARTING COLLEGE, 11 ARE ENROLLED IN ENGLISH REMEDIATION.
OF THOSE STUDENTS, 6 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



REMEDIAL ENROLLMENT AND SUCCESS

TEXAS

FOUR-YEAR ALL OTHER

ENGLISH

RACE/ETHNICITY

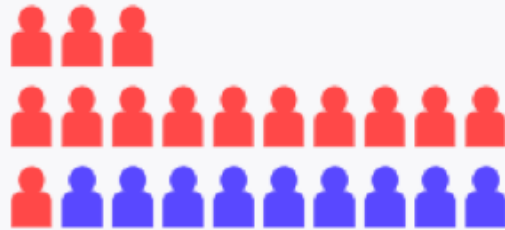
REMEDIAL ENROLLMENT & GATEWAY SUCCESS



HISPANIC

FOR EVERY 100 STUDENTS STARTING COLLEGE, 11 ARE ENROLLED IN ENGLISH REMEDIATION.

OF THOSE STUDENTS, 5 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



BLACK

FOR EVERY 100 STUDENTS STARTING COLLEGE, 23 ARE ENROLLED IN ENGLISH REMEDIATION.

OF THOSE STUDENTS, 14 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



WHITE

FOR EVERY 100 STUDENTS STARTING COLLEGE, 4 ARE ENROLLED IN ENGLISH REMEDIATION.

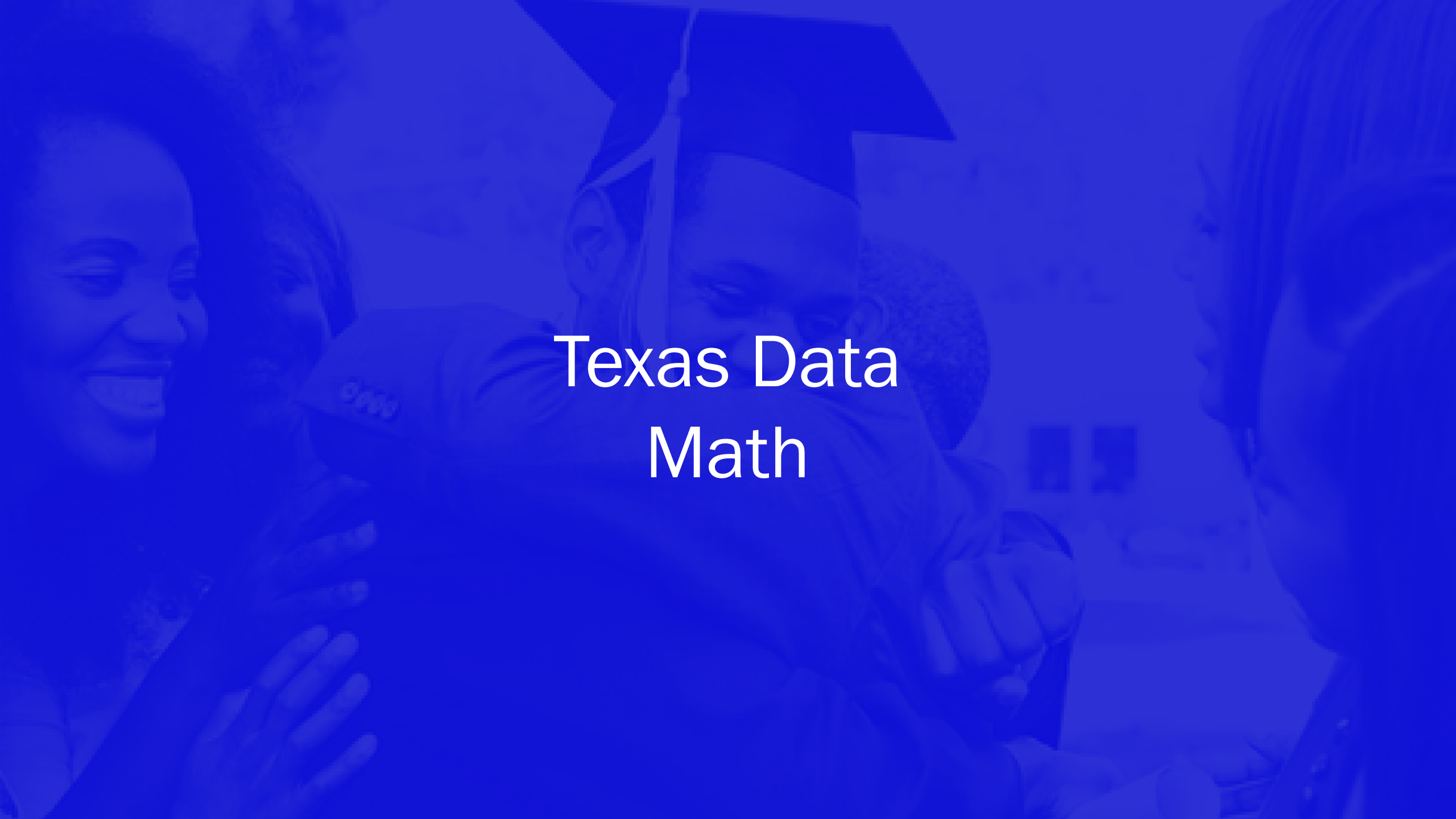
OF THOSE STUDENTS, 2 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



ASIAN

FOR EVERY 100 STUDENTS STARTING COLLEGE, 6 ARE ENROLLED IN ENGLISH REMEDIATION.

OF THOSE STUDENTS, 1 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



Texas Data Math

REMEDIAL ENROLLMENT AND SUCCESS

TEXAS



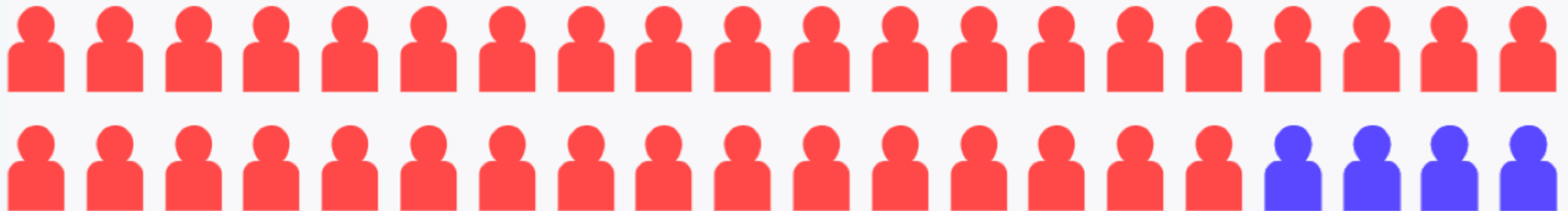
TWO-YEAR

MATH

DEMOGRAPHIC BREAKDOWN

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i

FOR EVERY 100 STUDENTS STARTING COLLEGE, 40 ARE ENROLLED IN MATH REMEDIATION.
OF THOSE STUDENTS, 36 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



REMEDIAL ENROLLMENT AND SUCCESS

TEXAS

TWO-YEAR

MATH

RACE/ETHNICITY

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i



HISPANIC

FOR EVERY 100 STUDENTS STARTING COLLEGE, 43 ARE ENROLLED IN MATH REMEDIATION.

OF THOSE STUDENTS, 38 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



BLACK

FOR EVERY 100 STUDENTS STARTING COLLEGE, 59 ARE ENROLLED IN MATH REMEDIATION.

OF THOSE STUDENTS, 56 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



WHITE

FOR EVERY 100 STUDENTS STARTING COLLEGE, 32 ARE ENROLLED IN MATH REMEDIATION.

OF THOSE STUDENTS, 28 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

REMEDIAL ENROLLMENT AND SUCCESS

TEXAS



FOUR-YEAR ALL OTHER



MATH



DEMOGRAPHIC BREAKDOWN



REMEDIAL ENROLLMENT & GATEWAY SUCCESS i

FOR EVERY 100 STUDENTS STARTING COLLEGE, 10 ARE ENROLLED IN MATH REMEDIATION.
OF THOSE STUDENTS, 7 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.



REMEDIAL ENROLLMENT AND SUCCESS

TEXAS



FOUR-YEAR ALL OTHER

MATH

RACE/ETHNICITY

REMEDIAL ENROLLMENT & GATEWAY SUCCESS i



HISPANIC

FOR EVERY 100 STUDENTS STARTING COLLEGE, 9 ARE ENROLLED IN MATH REMEDIATION.
OF THOSE STUDENTS, 6 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

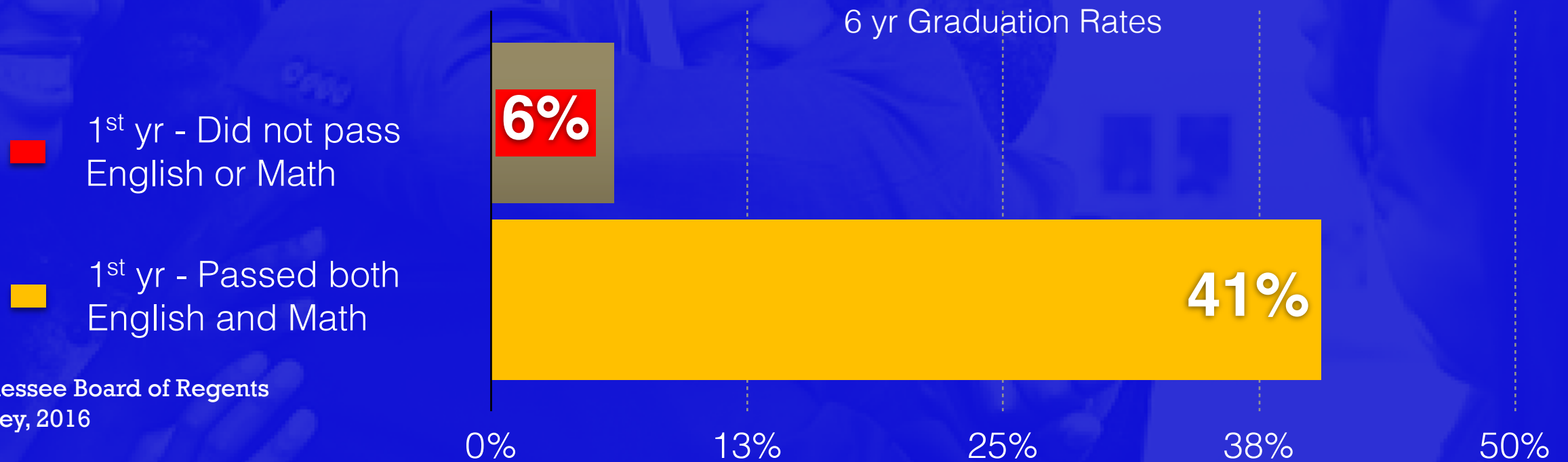


BLACK

FOR EVERY 100 STUDENTS STARTING COLLEGE, 23 ARE ENROLLED IN MATH REMEDIATION.
OF THOSE STUDENTS, 16 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

Completion of Gateway Math and English Creates Momentum

Community College English and Math



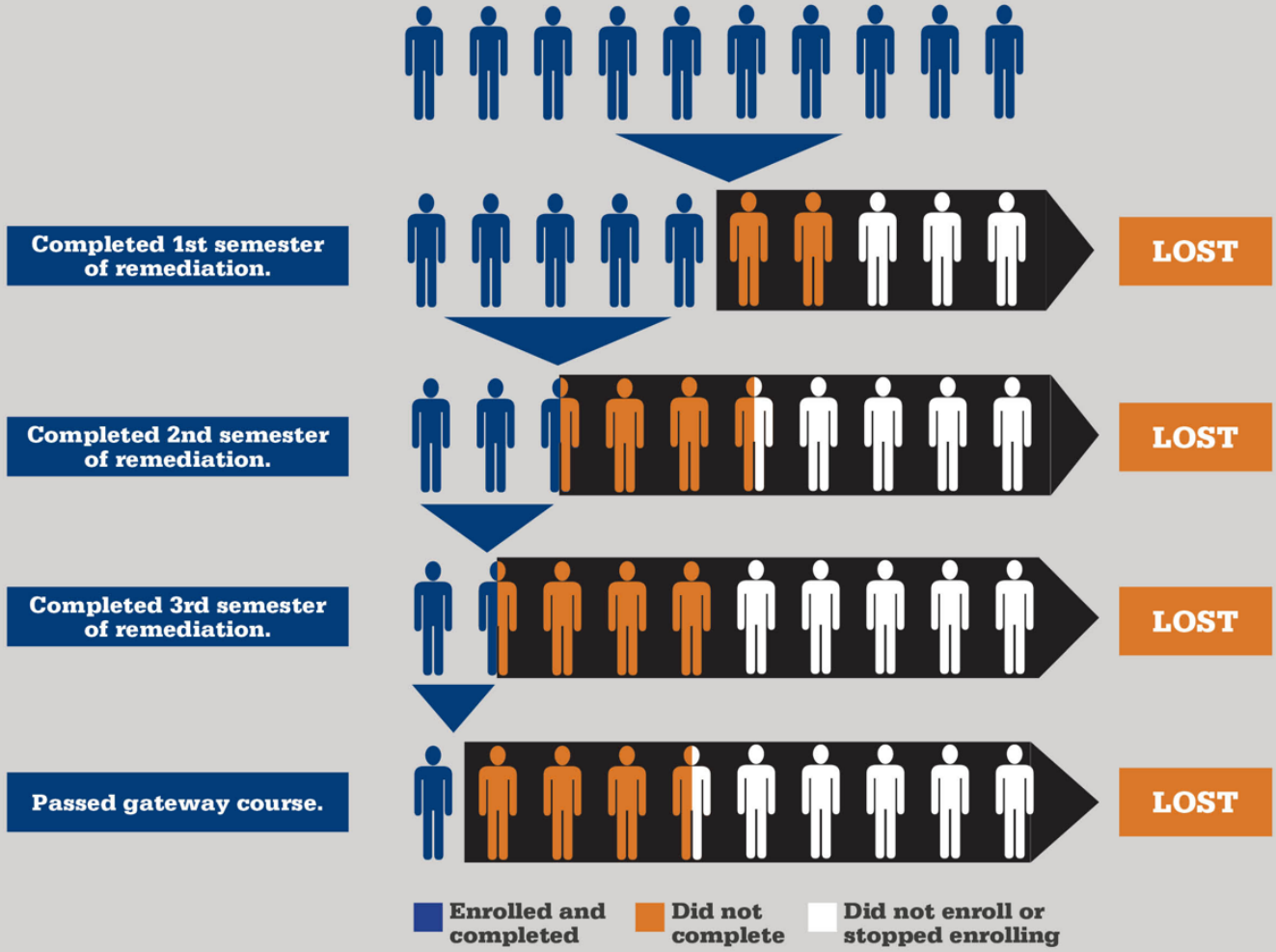
Tennessee Board of Regents
Denley, 2016



Student attrition is
at the heart of the
matter...

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.

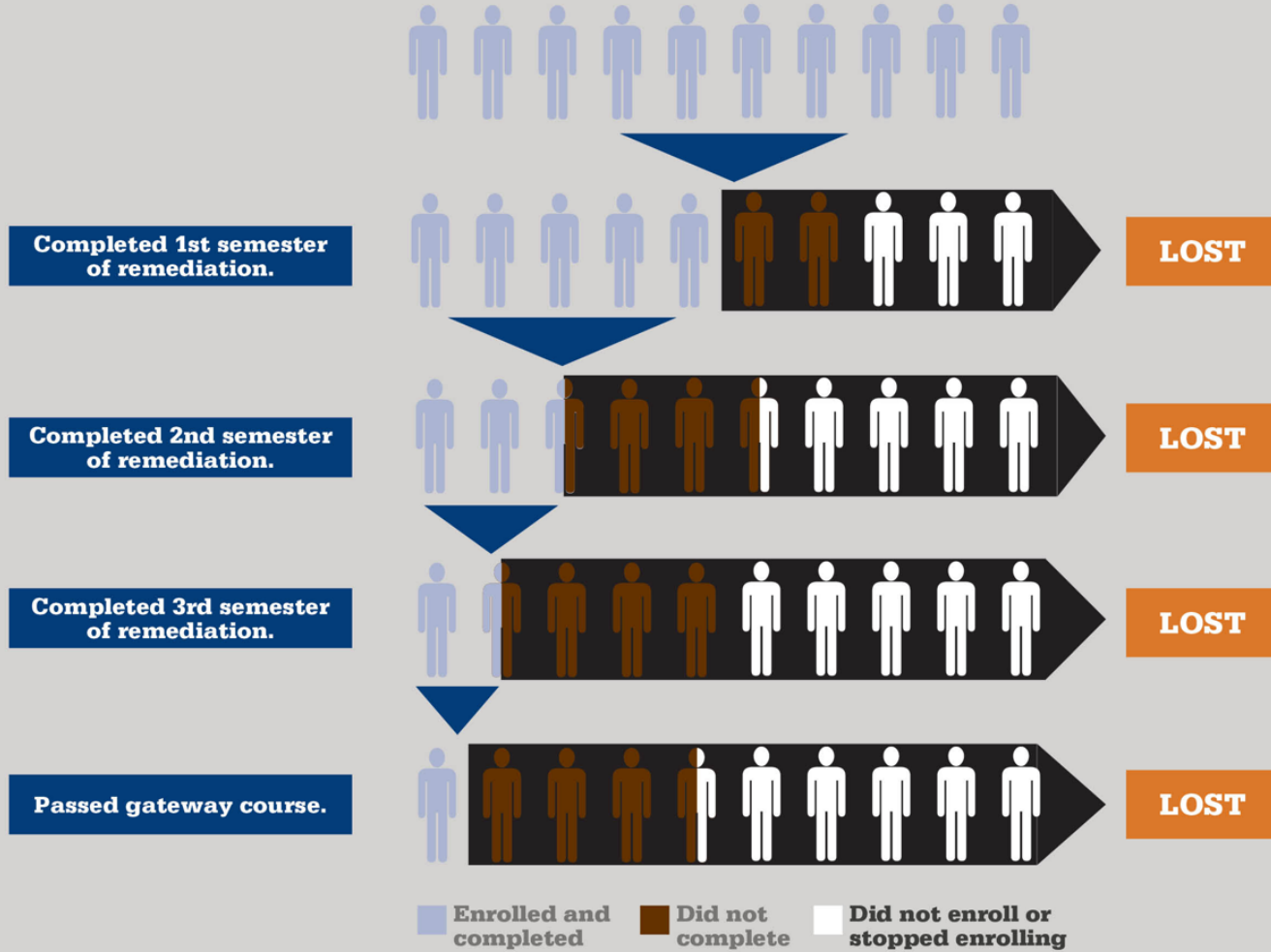


KNOW THIS The remediation system is broken. More students quit than fail.

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

Remediation: The effect of attrition.

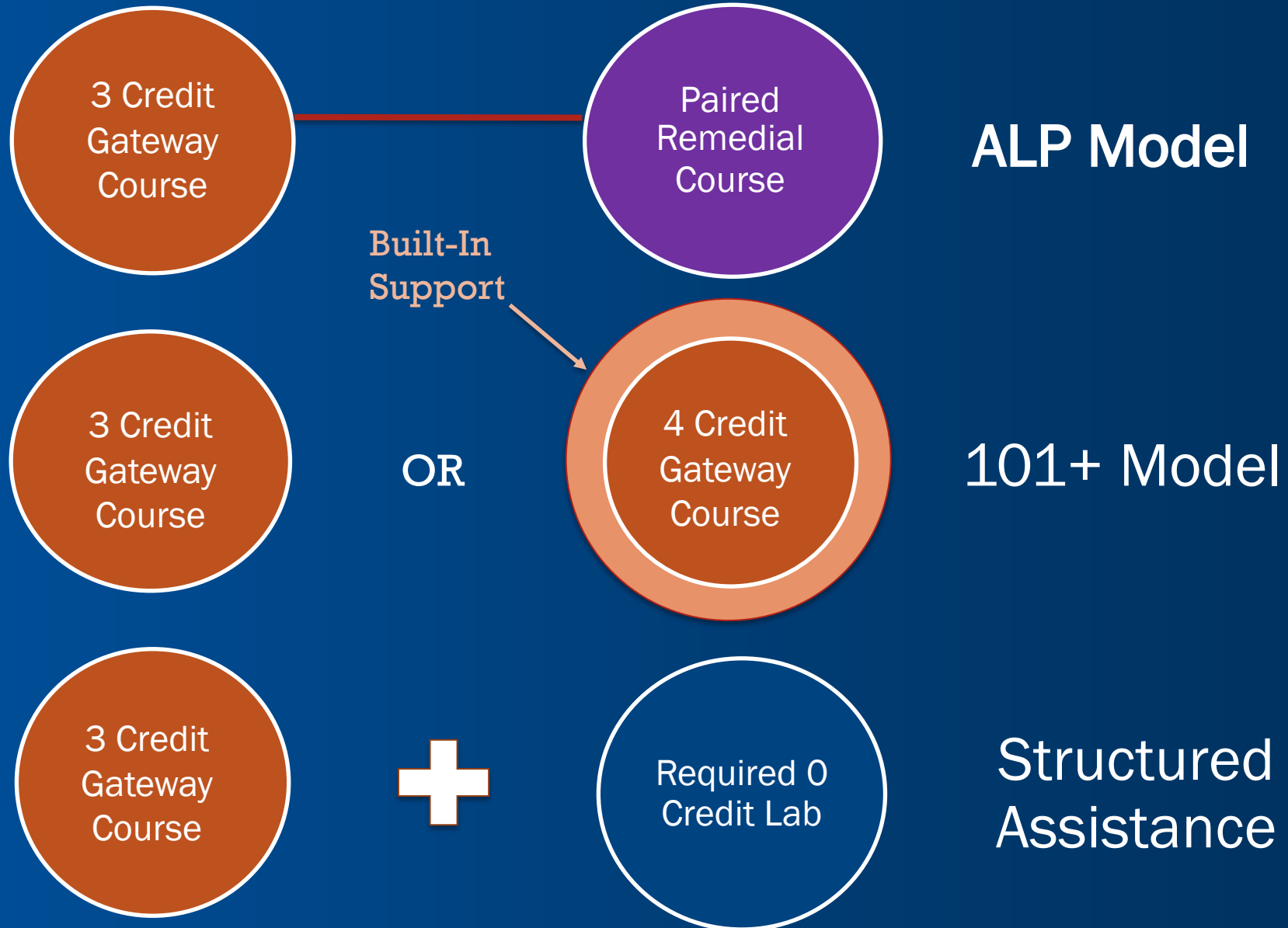
Students assigned 3 or more semesters of **math** remediation.



KNOW THIS The remediation system is broken. More students quit than fail.

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

Corequisite Models





CASEY SACKS, VICE CHANCELLOR
West Virginia Community and Technical College System

ENGLISH EXPERTS

PETER ADAMS, PROFESSOR EMERITUS
Community College of Baltimore County



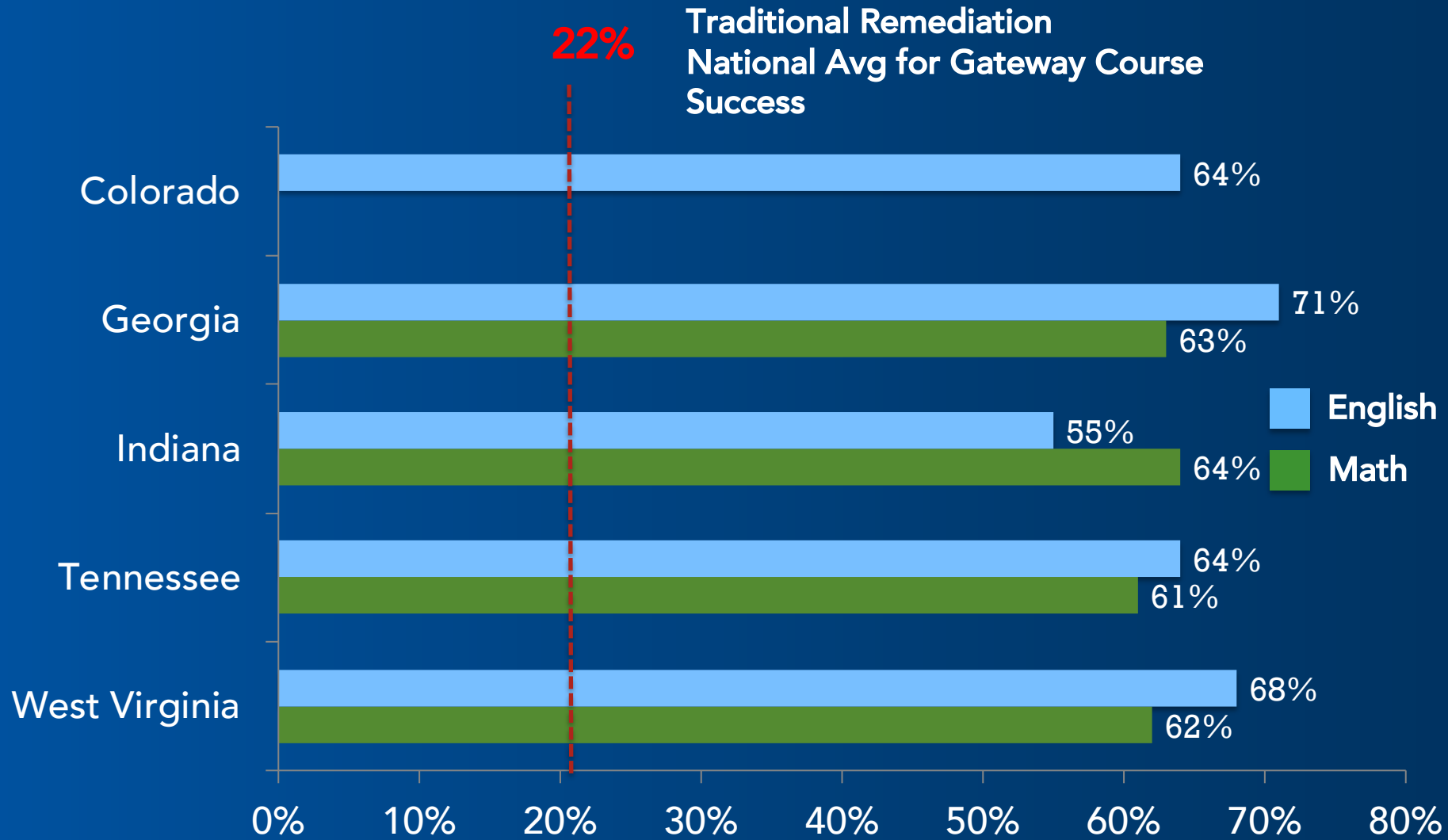
What is A Corequisite Course?

- Developmental students enrolled in college-level, transfer-level course.
- Receive academic support “just in time” while enrolled in college-level course through . . .
 - ✓ Paired developmental course (one – three credits)
 - ✓ Lab
 - ✓ Additional credit in college-level course.
- Content in corequisite section focuses on skills essential for success in college-level course.
- Mixed cohort of developmental and college-level students in college-level course.

What is Not A Corequisite

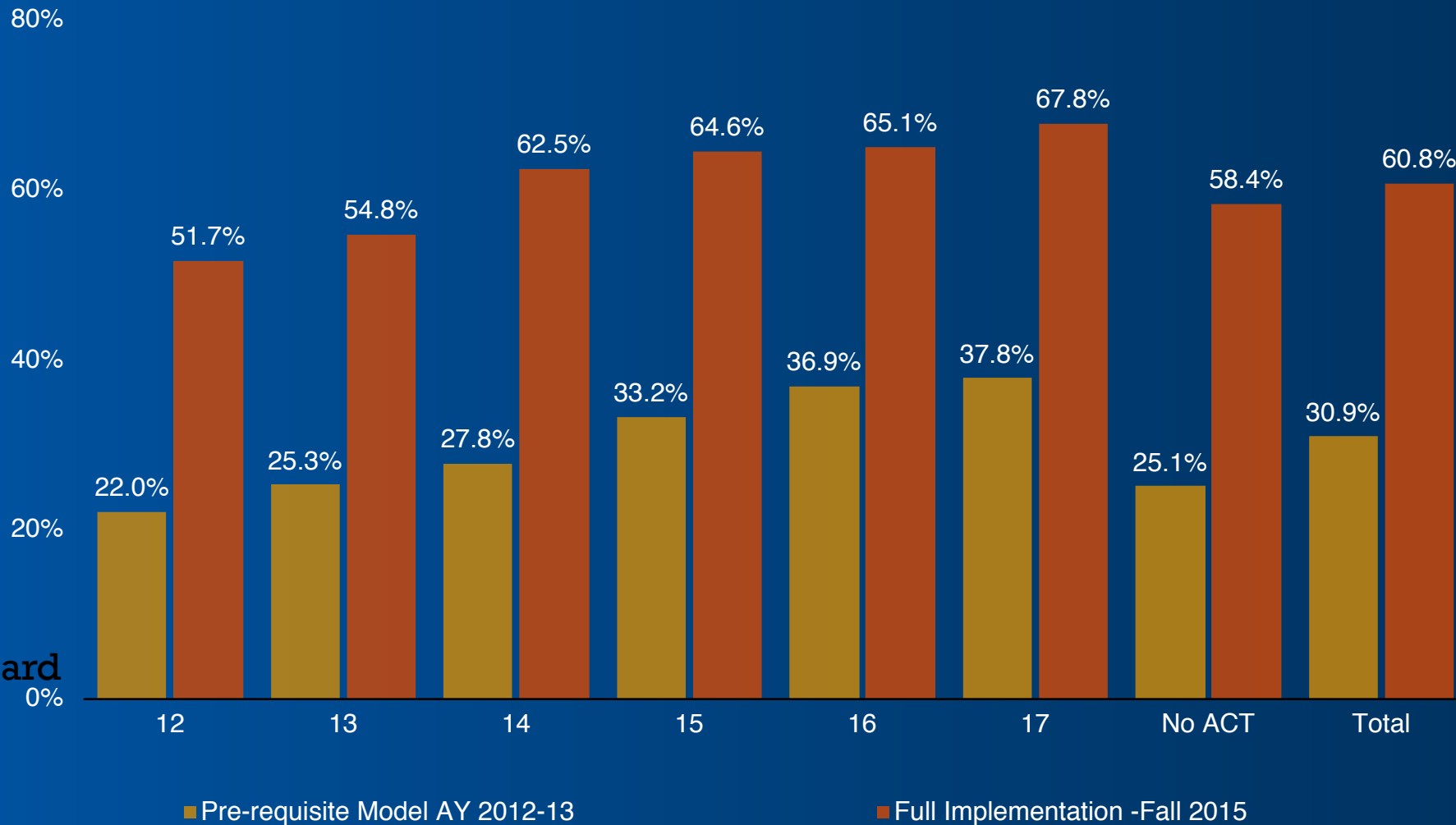
- Adding more time to a remedial course
- Pairing two remedial courses
- Pairing a remedial course with a new or existing non-transferable college-level course that only fulfills elective credit.
- Compressed 8 week developmental course followed by 8 week college-level course

One Semester Scaled Results



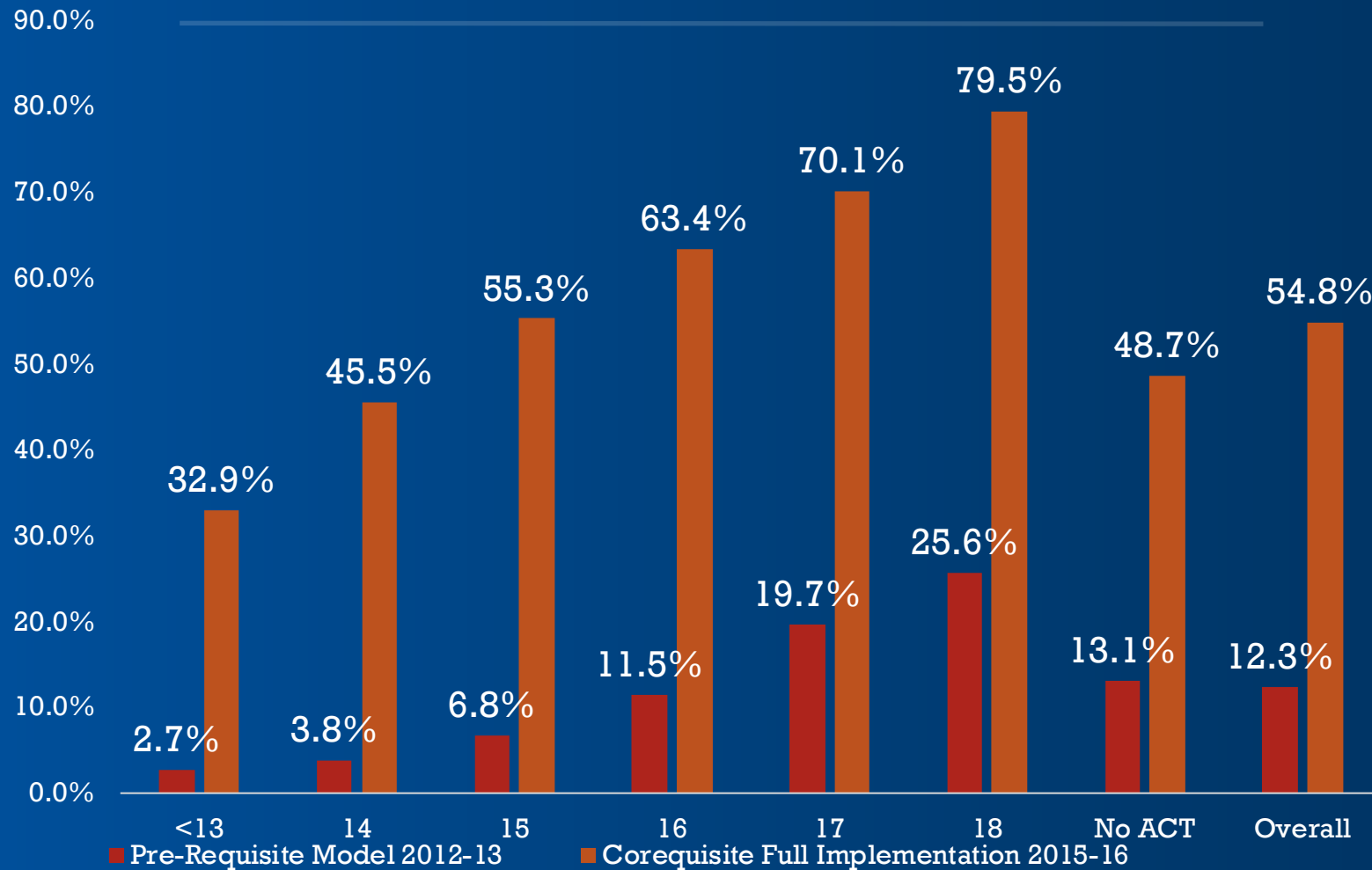
Corequisites result in dramatic improvements in gateway course success: English

Results of TBR Co-requisite Full Implementation



Tennessee Board
of Regents
Denley, 2016

Corequisites result in dramatic improvements in gateway course success: Mathematics



Tennessee Board
of Regents
Denley, 2016

The Bottom Line

- Students who pass the corequisite and college-level course – **regardless of ACT** – pass almost all their courses
- Students who fail corequisites and college-level – **regardless of ACT** – fail almost all their courses
- The challenge is not academic readiness, but **college readiness.**

COMPLETE COLLEGE AMERICA

completecollege.org
#coreqworks

Vanessa Keadle
@VanessaKatCCA

DCMP Vision



All students have equitable access to and the opportunity for success in rigorous mathematics pathways that are aligned and relevant to their future aspirations, propelling them to upward economic and social mobility.

The DCMP seeks to ensure that **ALL** students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives,
- **Enabled** to make timely progress towards completion of a certificate or degree, and
- **Supported** and **Empowered** as mathematical learners.

Dana Center Principles for Pathways



Mathematics pathways are structured so that:

- 1) All students, regardless of college readiness, enter directly into mathematics pathways aligned to their programs of study.
- 2) Students complete their first college-level math requirement in their first year of college.

Students engage in a high-quality learning experience in math pathways designed so that:

- 3) Strategies to support students as learners are integrated into courses and are aligned across the institution.
- 4) Instruction incorporates evidence-based curriculum and pedagogy.

The Right Math at the Right Time



Lessons from the Field

Community College of Denver

Teresa Adams, mathematics faculty and former chair

<https://tinyurl.com/Denver-Teresa-Adams>



Texas Success Center

Opening Plenary: Team Discussions

Team Discussion Questions

1. How does your institution incorporate corequisite models in the context of a comprehensive student success strategy?
2. What opportunities and challenges could you encounter at your institution as you implement and scale corequisite models?
3. What goals would you like to achieve through participation in this regional meeting?
4. What tools and resources would make your work ahead easier?





Texas Success Center

Closing Plenary: Team Strategy Time

Please complete our [online evaluation survey!](#)
We value your feedback!



Spring 2018 Texas Pathways Institute #4

Front Door Academic Success

April 16-18

Royal Sonesta Houston Galleria



Texas Success Center



Texas Success Center

tacc.org/tsc