Corequisite Regional Meetings
Goal: Produce a vision for corequisite scaling

Agenda: Opening plenary
3 workshops
Team strategy time
HB 2223 and Me: Scaling corequisites within a comprehensive student success strategy
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

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

REMEDIAL ENROLLMENT & GATEWAY SUCCESS

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

Remedial Enrollment & Gateway Success

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 & Gateway Success**

**Texas**

**Four-Year All Other**

**English**

**Race/Ethnicity**

**Remedial Enrollment and 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
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

TWO-YEAR MATH

REMEDIAL ENROLLMENT & GATEWAY SUCCESS

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 ▼

REMEDIAL ENROLLMENT & GATEWAY SUCCESS

FOR EVERY 100 STUDENTS STARTING COLLEGE, 10 ARE ENROLLED IN MATH REMEDIATION.
OF THOSE STUDENTS, 7 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.
FOR EVERY 100 STUDENTS STARTING COLLEGE, 9 ARE ENROLLED IN MATH REMEDIATION. OF THOSE STUDENTS, 6 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

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

- 1st yr - Did not pass English or Math: 6%
- 1st yr - Passed both English and Math: 41%

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.

- Completed 1st semester of remediation.
- Completed 2nd semester of remediation.
- Completed 3rd semester of remediation.
- Passed gateway course.

**Know This:** The remediation system is broken. More students quit than fail.

Remediation: The effect of attrition.

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

- Completed 1st semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling (LOST)
- Completed 2nd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling (LOST)
- Completed 3rd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling (LOST)
- Passed gateway course.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling (LOST)

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

Corequisite Models

ALP Model

- 3 Credit Gateway Course
- Paired Remedial Course
- Built-In Support
- 4 Credit Gateway Course

101+ Model

- 3 Credit Gateway Course
- OR
- Required 0 Credit Lab
- Structured Assistance
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

Traditional Remediation National Avg for Gateway Course Success

- Colorado: 64%
- Georgia: 63% (English), 71% (Math)
- Indiana: 55% (English), 64% (Math)
- Tennessee: 64% (English), 61% (Math)
- West Virginia: 62% (English), 68% (Math)

22%
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.
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
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?
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