Scaling Corequisite Academy

Spanning the Divide

Bruce Vandal
Senior Vice President | Complete College America
Remediation is a broken system. There's a better way — start many more students in college courses with just-in-time support.

COMPLETE COLLEGE AMERICA
Remediation

Too many students start college in remediation.

61% in 2-year institution

28% in 4-year, non-flagship institution
African Americans, Hispanics and Pell Students are Over Represented

2-year Students

- Received Pell Grant: 69%
- Black, non-Hispanic: 70%
- Hispanic: 63%
- White, non-Hispanic: 53%

4-year Non-Flagship Students

- Received Pell Grant: 37%
- Black, non-Hispanic: 44%
- Hispanic: 35%
- White, non-Hispanic: 23%
Most are in Math – Far Too Many Require Both Math and English

2-year Students

- White, non-Hispanic: 20% (Both), 24% (Math), 20% (English)
- Hispanic: 30% (Both), 37% (Math), 40% (English)
- Black, non-Hispanic: 59% (Both), 50% (Math), 50% (English)
- Received Pell Grant: 60% (Both), 40% (Math), 40% (English)
Access to College or Remediation

For too many students, a remedial class is their first and their last college experience.
Few Who Start in Remediation, Pass Gateway Courses

Gateway Course Completion in 2 years
2-year college remedial students

- White, non-Hispanic: 23%
- Hispanic: 20%
- Black, non-Hispanic: 11%
- Received Pell Grant: 19%
Few Graduate or Transfer

Of 2-year students enrolled in remediation:

- 11% graduate in 3 years
- 18% transfer to 4-year institution (with or without a degree) in 4 years
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.

LOST

Enrolled and completed | Did not complete | Did not enroll or stopped enrolling

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.

Spanning the Divide with Corequisite Remediation

A Blueprint for Putting Students on the Path to Completion
SUCCESS AT SCALE

Academic Support as a Corequisite

Math Pathways Aligned to Programs of Study

Purpose, Not Placement
Corequisite Support
The Corequisite Strategy

More **time on task** and help for students when they need it (just in time)
One Semester Redesigned Gateway

Gateway

Mandatory Tutoring
- Paired, proctored labs

Extra Time
- 45 minutes after class
- Additional class periods

Sequenced
- 5-week prep + 10 weeks of gateway content
### One Semester Corequisite Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subject</th>
<th>Traditional Model</th>
<th>Corequisite Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC of Baltimore County</td>
<td>English</td>
<td>33%</td>
<td>74%</td>
</tr>
<tr>
<td>Austin Peay State University</td>
<td>English</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td>8%</td>
<td>65%</td>
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</tbody>
</table>
One-Year Corequisite

Semester 1

Gateway Content
Academic Support
College Success Skills

Semester 2

Quantitative Reasoning
Statistics
STEM
Aligned and Parallel Support in Technical Certificate Programs

Technical Program

- Work Keys/Keytrain
- Required, Proctored Lab
- Competency-based, Self-paced

Math and Language Skills
Math Pathways
College Algebra’s **Only** Purpose: Preparation for Calculus
What is the “right” math course?

**Students Who Take College Algebra**

- 60% Do Not Take Any Form of Calculus
- 30% Take Business Calculus
- 10% Ever Take Calculus 1

Virtually no students who pass college algebra ever start Calculus III, which is a key course for STEM majors.

Math Is Aligned with Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

Quantitative Reasoning/Statistics

Degree
4-Year Transfer
Certificate
License

STEM
College Algebra/Precalculus

Degree
4-Year Transfer
Certificate
License
Math Aligned to Major

- Applicable to Program of Study Requirements
- Transferable into Programs of Study at Receiving Institutions
- Designed to be delivered with a Corequisite for Underprepared Students
- A Key Component of Pre-Major Advising
Purpose,
Not Placement
50% of Students Placed In Remediation Could Pass a Gateway Course
End Use of Traditional Placement

Student Placement Data

Remediation

70%

Gateway

30%
With Corequisite, Most in College-Level

Student Placement Data

- Bridge Program: 10%
- Gateway Course with Corequisite Support: 60%
- Gateway: 30%
Guiding Objective

Students complete gateway courses and enter programs of study in their first academic year.
Determining Student Purpose

- Identify Career and Academic Goals
- College Readiness – Academic and College Skills
- Determine a Broad Area of Study or Meta-Major
- Enroll in the Right Gateway Courses
A Model Pathway

Advise and Assess

Choose Meta-major

Social Sciences

Coreq

Stats

Gateway Math in 1st year

Coreq

College Algebra

Choose Major

Pre-Major Advising

STEM

Coreq

QR

Humanities

Coreq

Major

Major

Major
The Movement to Scale
The Movement to Corequisite at Scale

- **Five States Have Achieved Scale**
  - Colorado, Georgia, Indiana, Tennessee and West Virginia (2-year)

- **Moving to Scale**
  - Texas, Nevada, Kentucky

- **14 Alliance Members Committed to Scale starting, 2017**
  - Hawaii, Oklahoma, Ohio, New Mexico, Idaho, Missouri, Montana, DC, Illinois, CVHEC, Massachusetts, Rhode Island, Maryland, West Virginia (4-year)
## One Semester Scale Results

<table>
<thead>
<tr>
<th>State</th>
<th>Subject</th>
<th>Traditional Model (2years)</th>
<th>Corequisite Model (One Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>Math</td>
<td>14%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>37%</td>
<td>68%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Math</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>31%</td>
<td>67%</td>
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<tr>
<td>Indiana</td>
<td>Math</td>
<td>29% (3yr)</td>
<td>64%</td>
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<tr>
<td></td>
<td>English</td>
<td>37% (3yr)</td>
<td>55%</td>
</tr>
<tr>
<td>Georgia</td>
<td>English</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>64%</td>
<td></td>
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</table>
Math Pathways at Scale

Nine States Moving to Scale

- Georgia
- Ohio
- Missouri
- Montana
- Nevada
- Texas (Houston)
- Colorado
- Indiana
- Tennessee
The Scaling Corequisite Challenge
By Fall 2017 . . .

- 90% of students who need academic support will attend an institution that offers corequisite support
- *At least 75%* students who need academic support will receive it through a corequisite model
CCA Support

- National academy to establish a state work plan.
- Planning assistance for a state institute
- Content experts and CCA staff at state institute.
- Regular check-in calls to track state work plan.
- Guidance on program evaluation.
- Assistance with data collection and analysis.
- Additional technical assistance as needed.
  - *content expert visits, assistance with additional events and limited financial support.*
Scaling Corequisite Academy

Spanning the Divide
SUCCESS AT SCALE

Tristan Denley
Vice Chancellor for Academic Affairs
Tennessee Board of Regents

Geri Anderson
Special Assistant to the President for External Affairs
Aims Community College

Rob Jeffs
Math Faculty
Ivy Tech Community College
Results of TBR Co-requisite Mathematics Pilot

Completion of Gateway Math by ACT Sub-score
Community College Pre-requisite Model vs. Co-requisite Pilots

Pre-requisite Model AY 2012-13
No ACT
Total
Completion of Gateway English by ACT Sub-score
Community College Pre-requisite Model vs. Co-requisite Pilots

Results of TBR Co-requisite Writing Pilot

Pre-requisite Model AY 2012-13

<table>
<thead>
<tr>
<th>Year</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>No ACT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.0%</td>
<td>25.3%</td>
<td>27.8%</td>
<td>33.2%</td>
<td>36.9%</td>
<td>37.8%</td>
<td>25.1%</td>
<td>30.9%</td>
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</table>

TENNESSEE BOARD OF REGENTS
One Year later….

Retention %

- Completed Math Remediation - 47% → 69%
- Completed Math Course - 45%

College Credit Hours Earned

- Completed Math Remediation - 19
- Completed Math Course - 21

Completed Math Remediation -
Completed Math Course -