

Scaling Corequisite

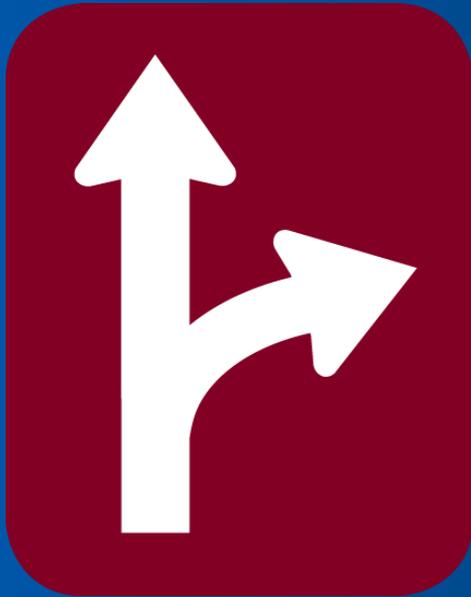
Spanning the Divide

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COMPLETE COLLEGE AMERICA

Remediation



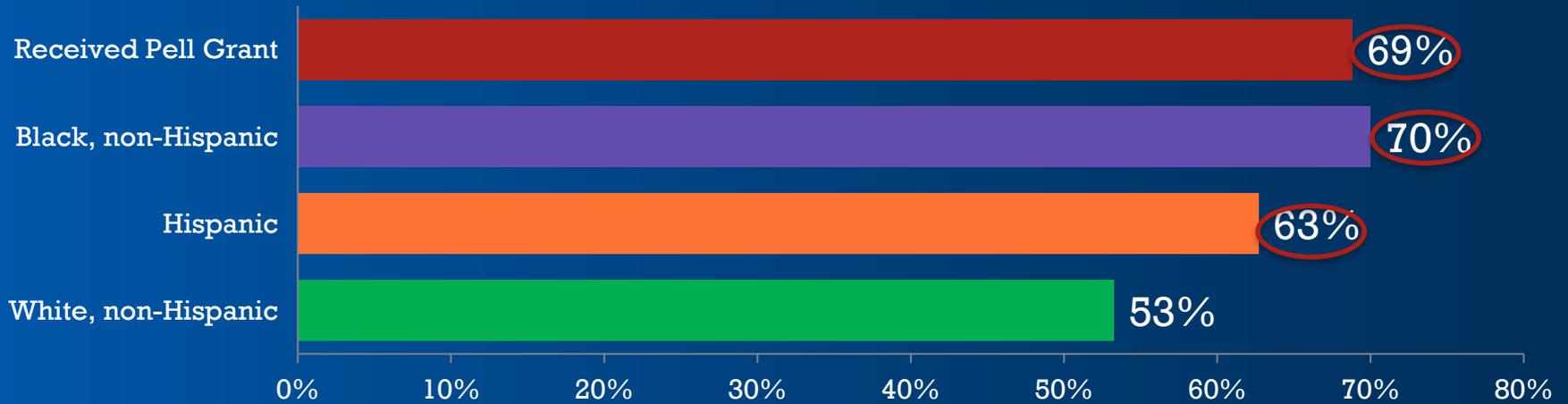
**Too many students
start college in
remediation.**

61% in 2-year institution

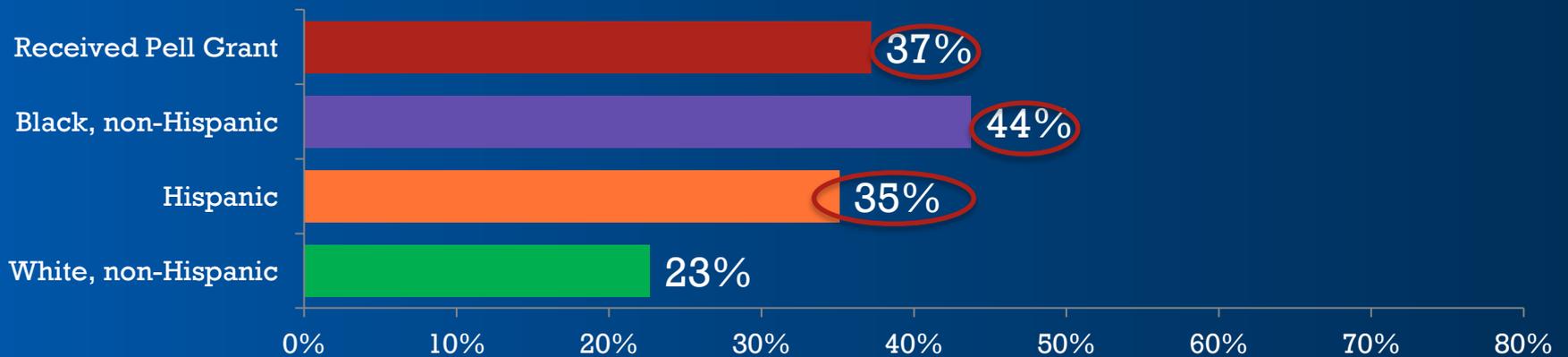
**28% in 4-year, non-
flagship institution**

African Americans, Hispanics and Pell Students are Over Represented

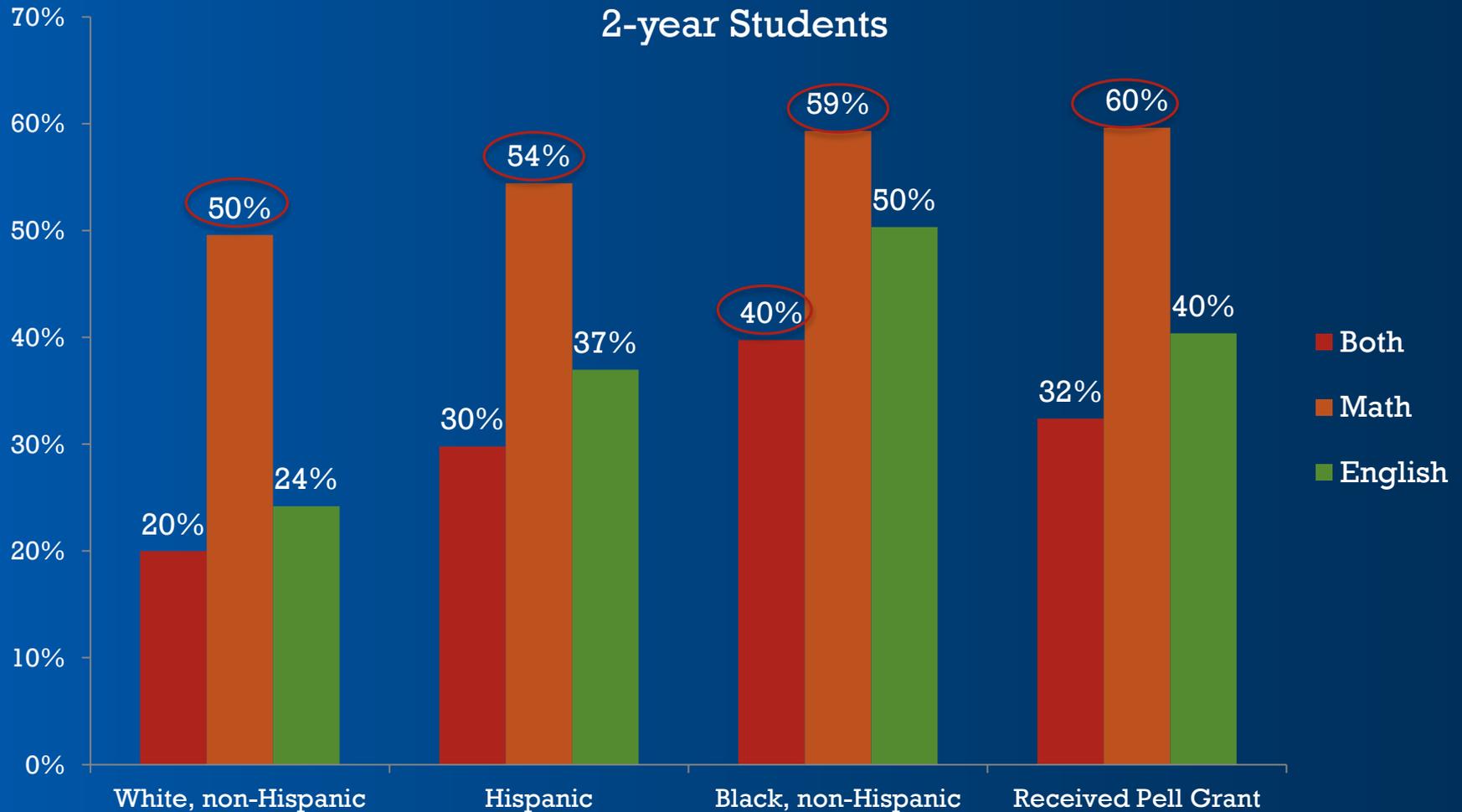
2-year Students



4-year Non-Flagship Students



Most are in Math – Far Too Many Require Both Math and English

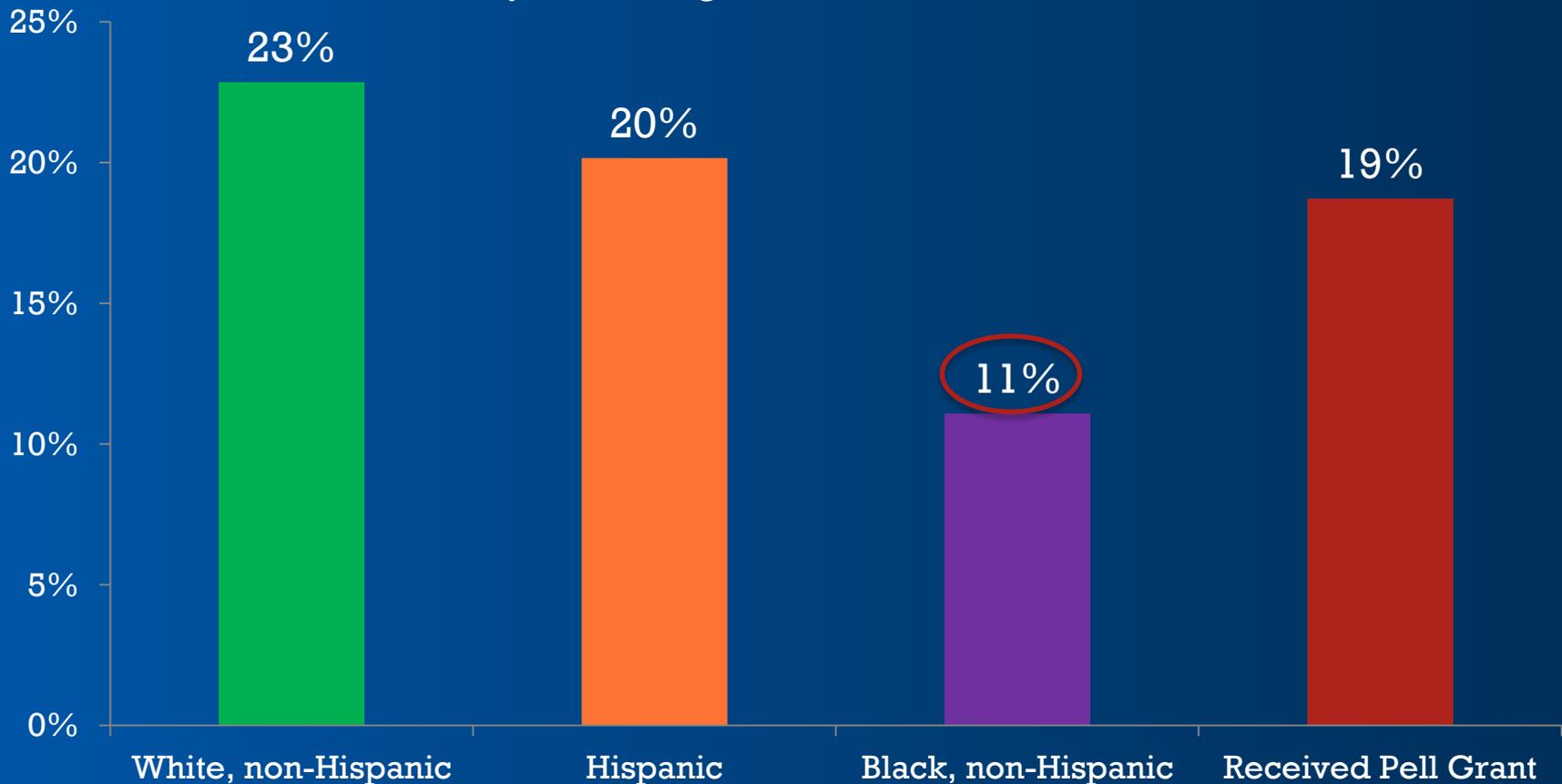


Access to College or Remediation

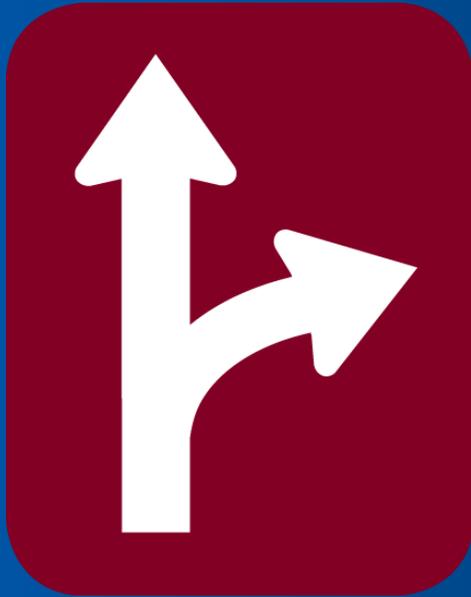
For too many students, a remedial class is their first and their last college experience.

The System Does Not Work, Particularly for African Americans

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



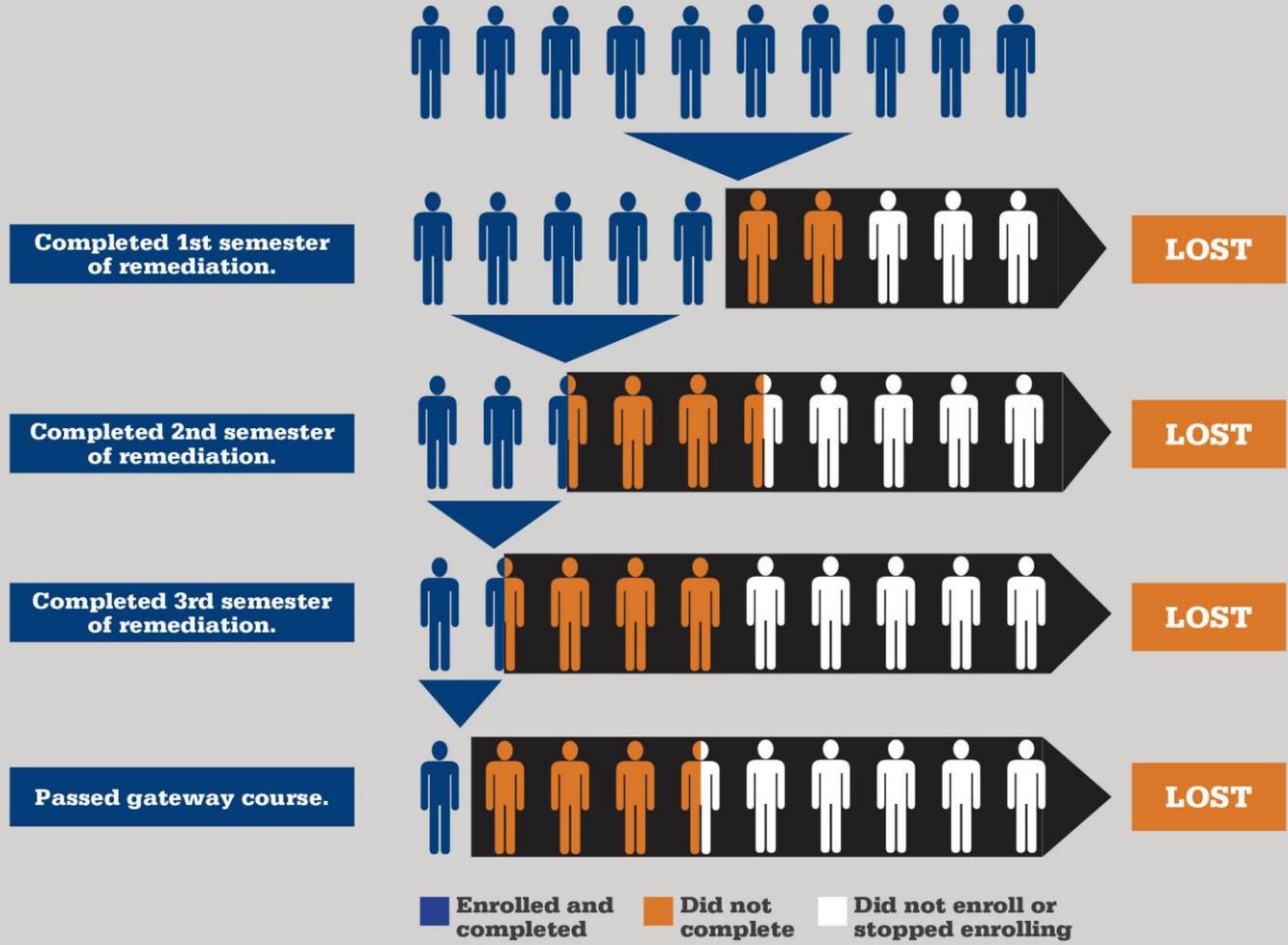
Remediation



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

Remediation: The effect of attrition.

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

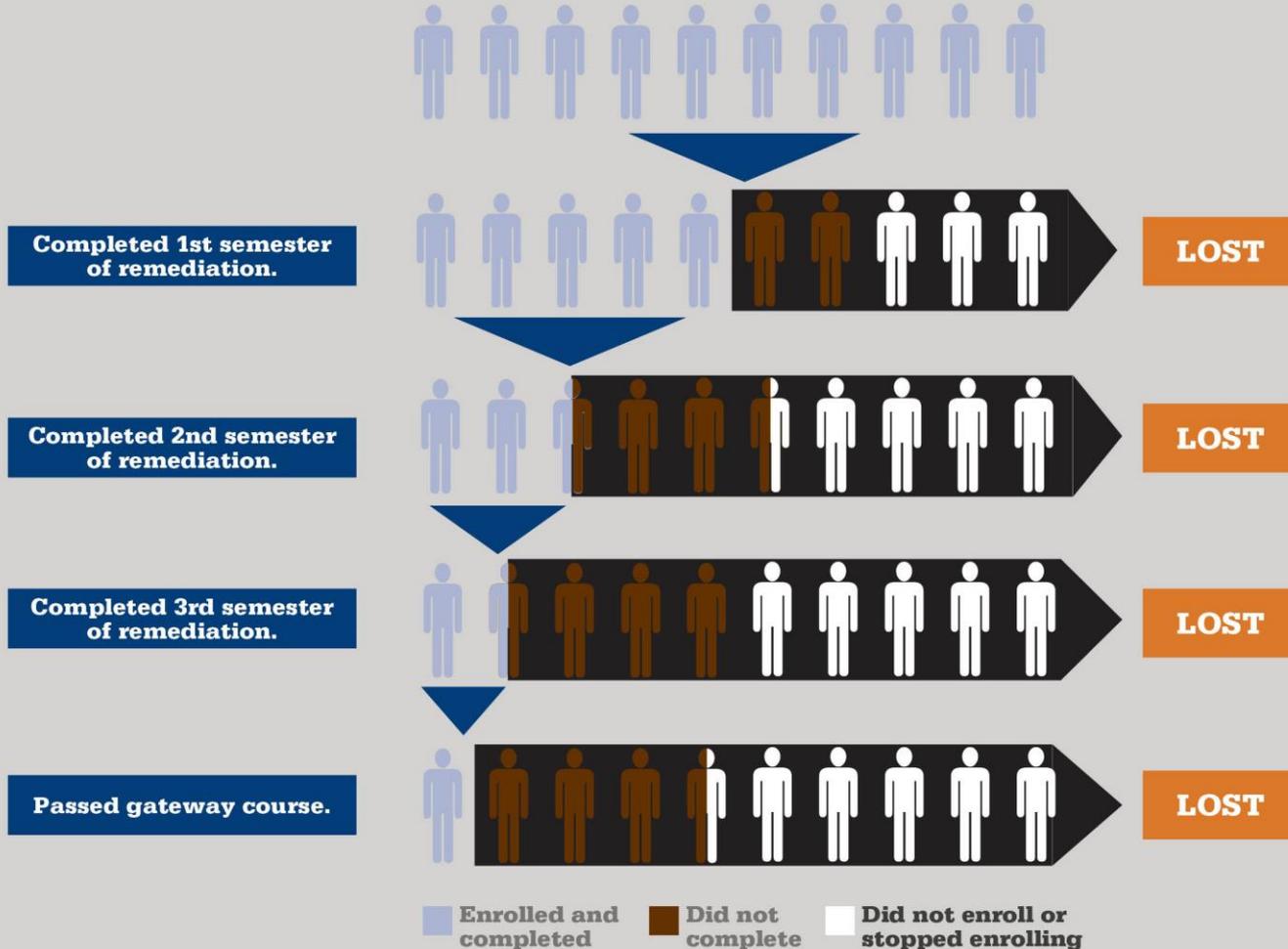


KNOW THIS

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

Remediation: The effect of attrition.

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KNOW THIS

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

SUCCESS AT SCALE

Academic Support as a Corequisite

Math Pathways Aligned to Programs of Study

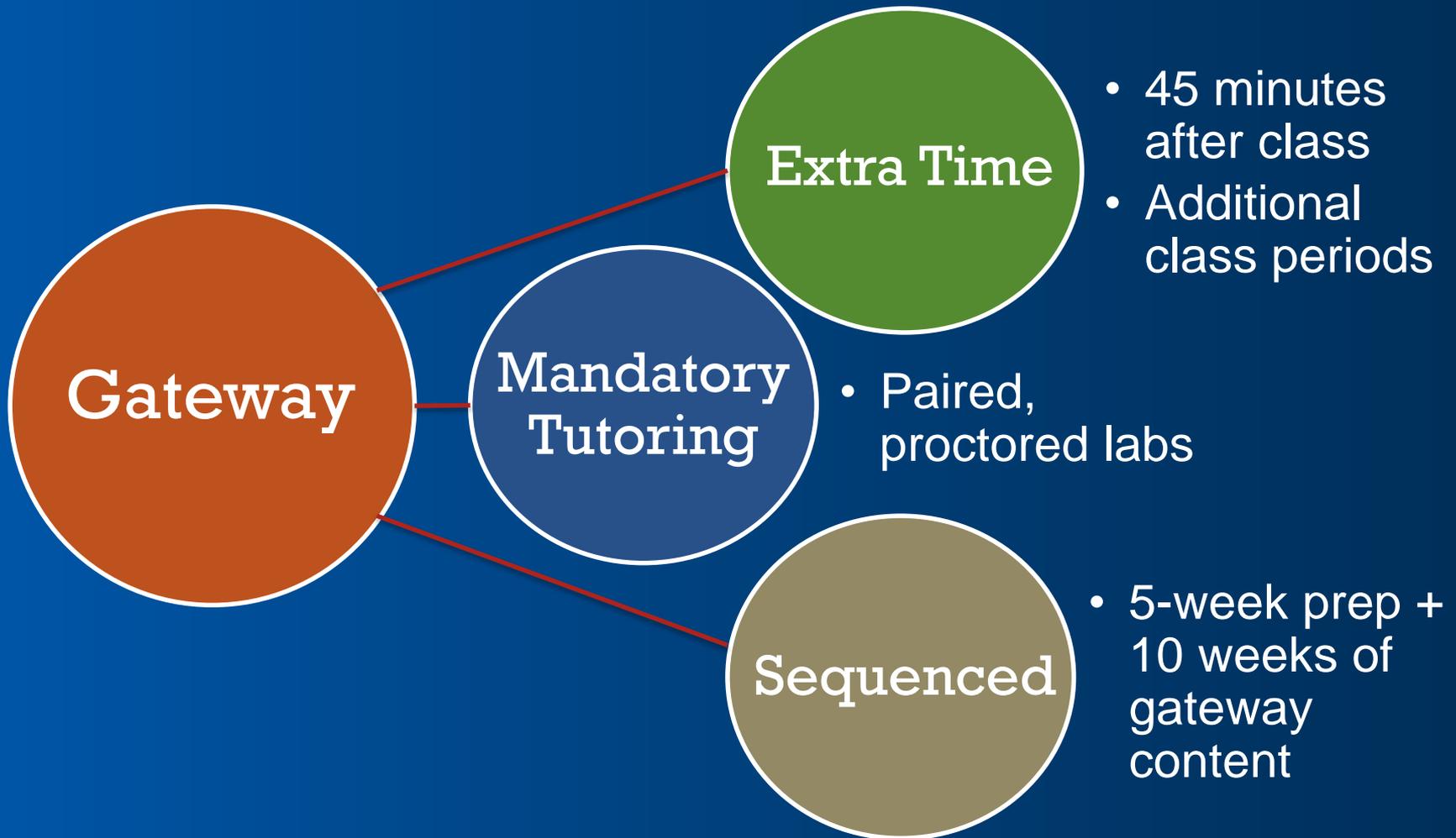
Purpose, Not Placement

Corequisite Support

The Corequisite Strategy

More time on task and help
for students when they need
it (just in time)

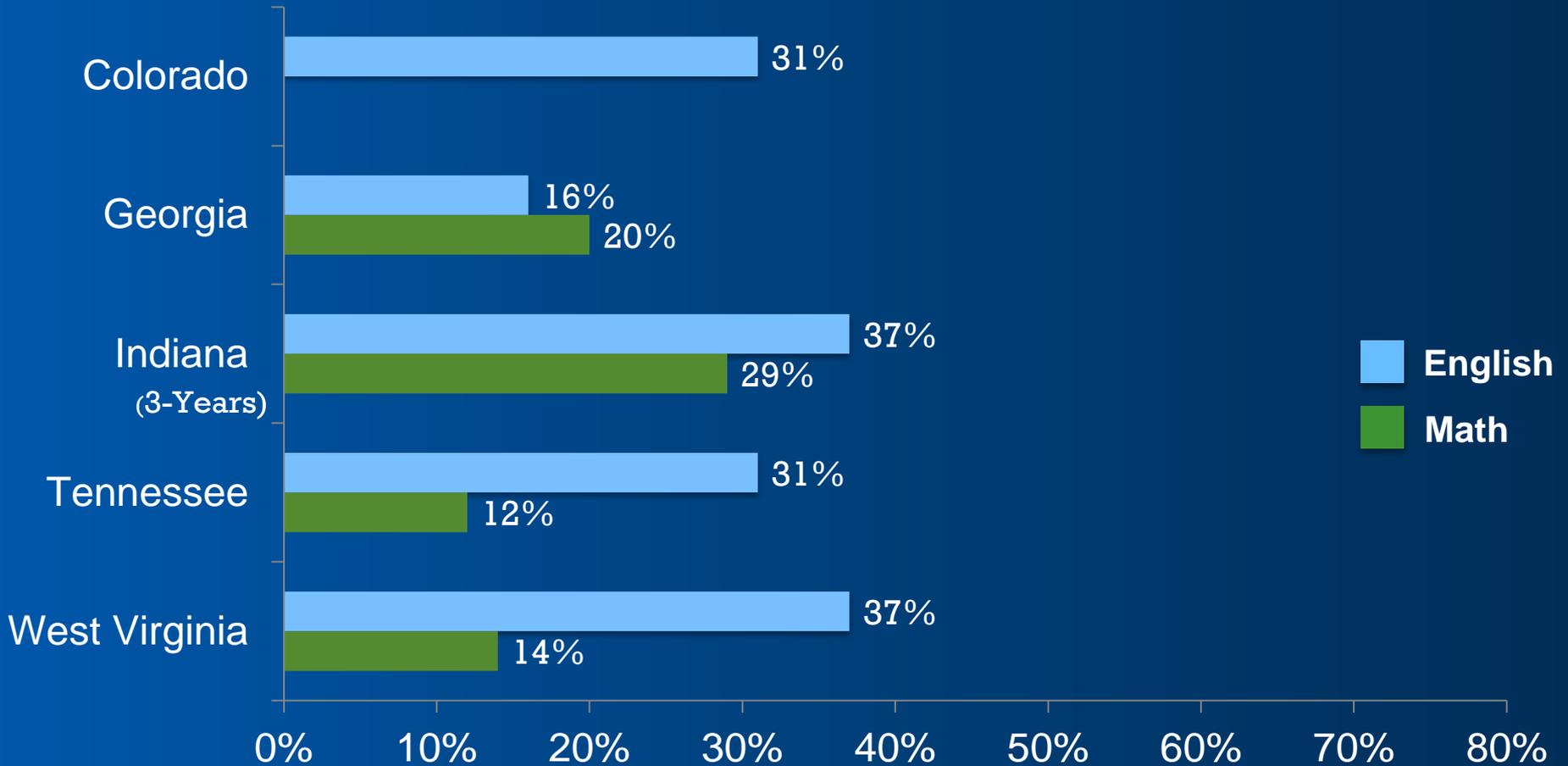
One Semester Redesigned Gateway



#CoreqWorks

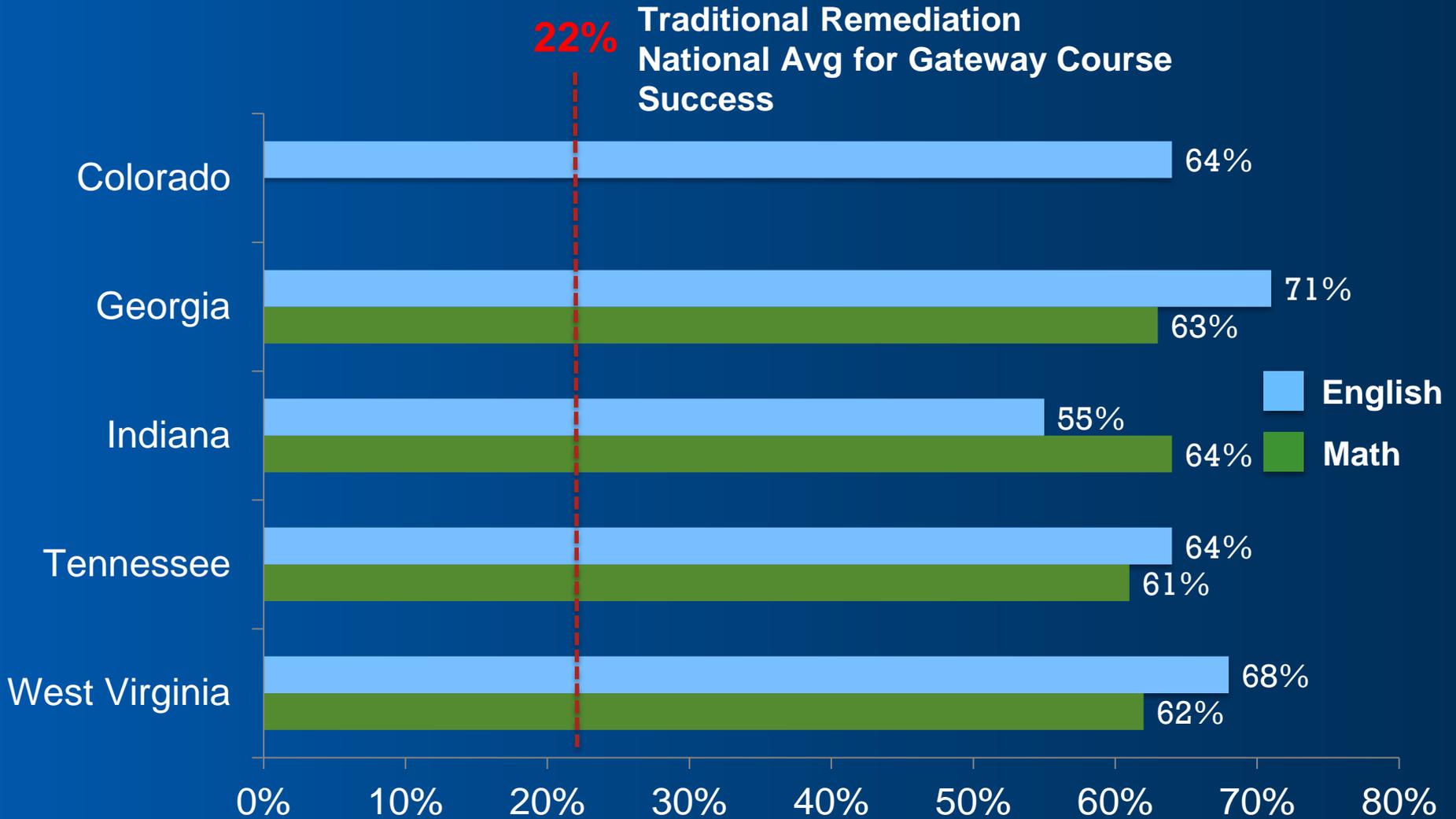
Traditional Remediation Results

2 Years



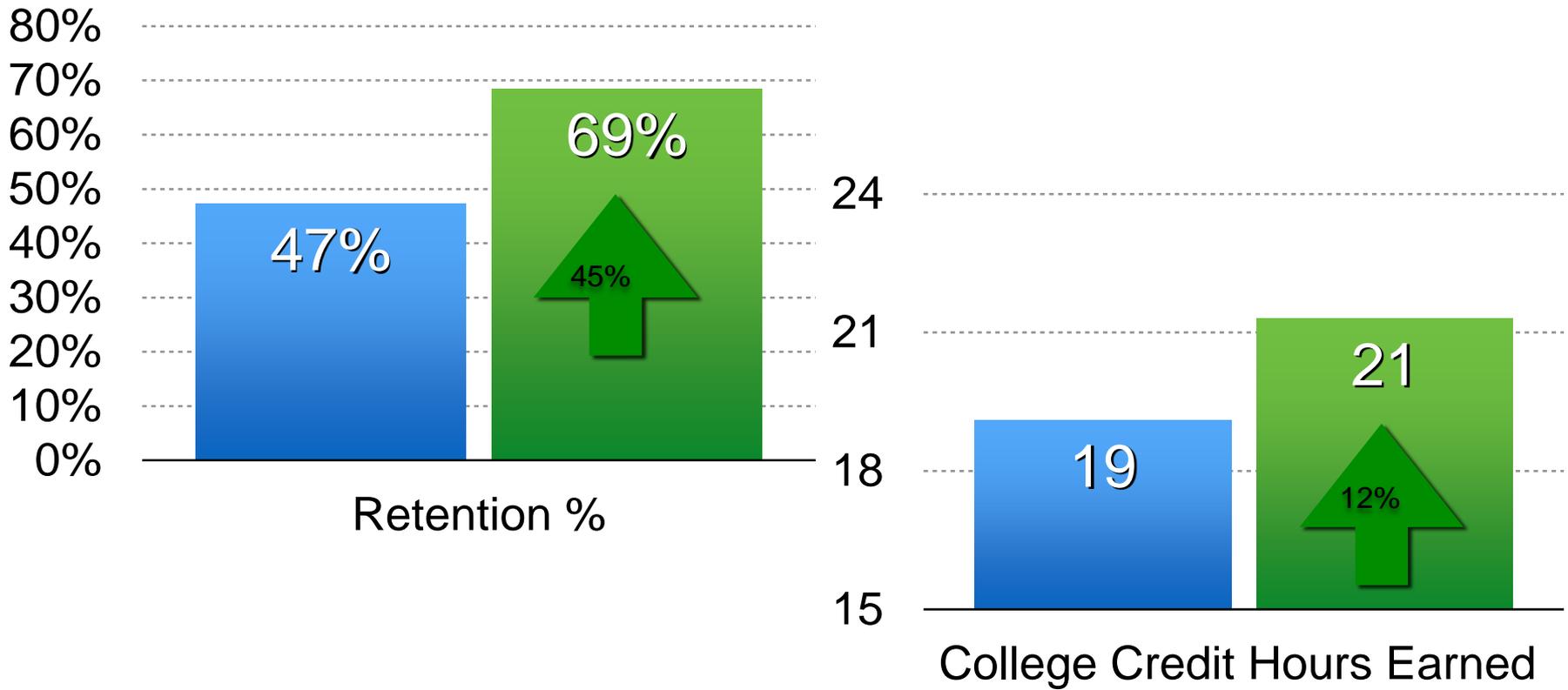
One Semester Scaled Results

One Semester



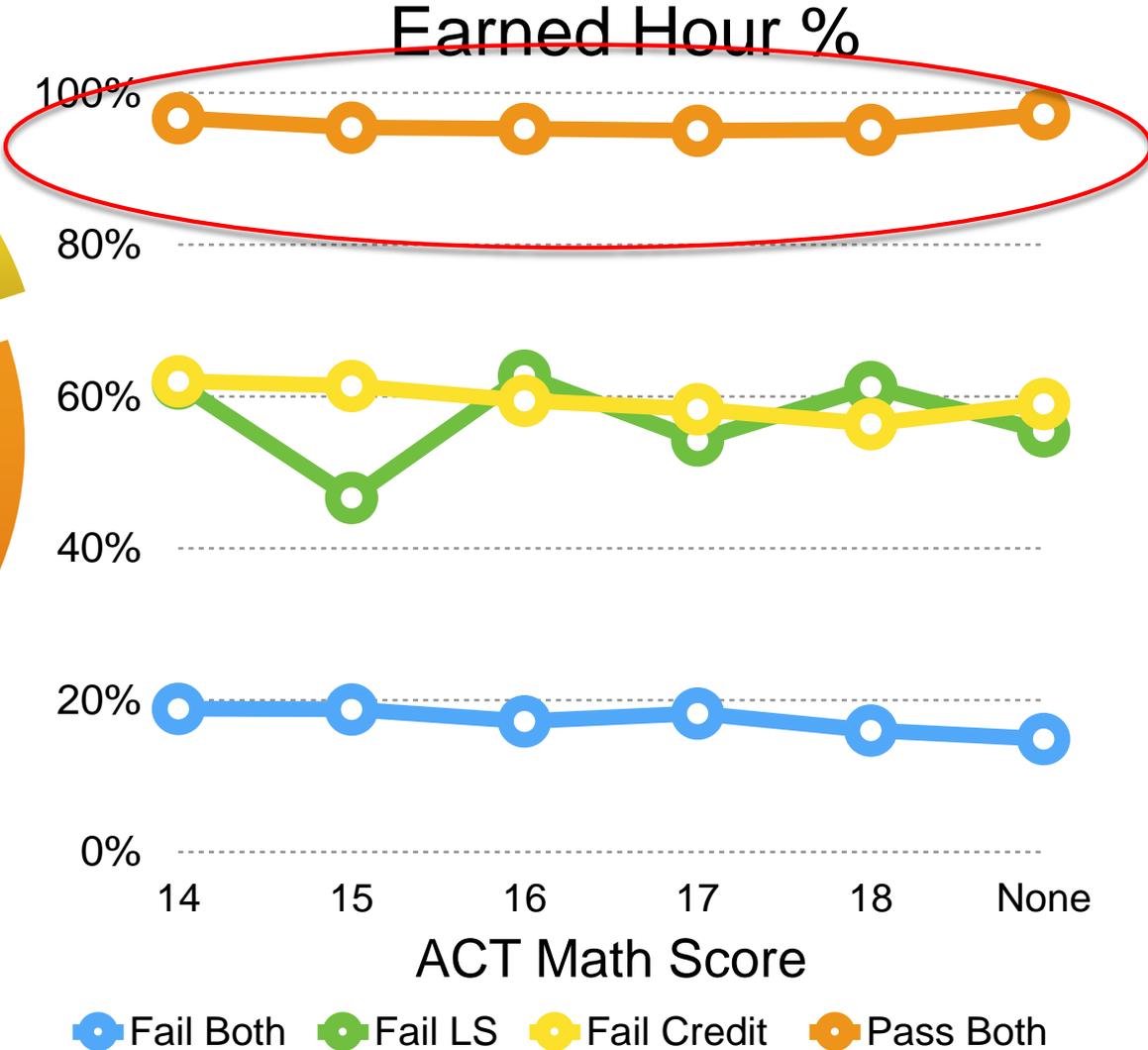
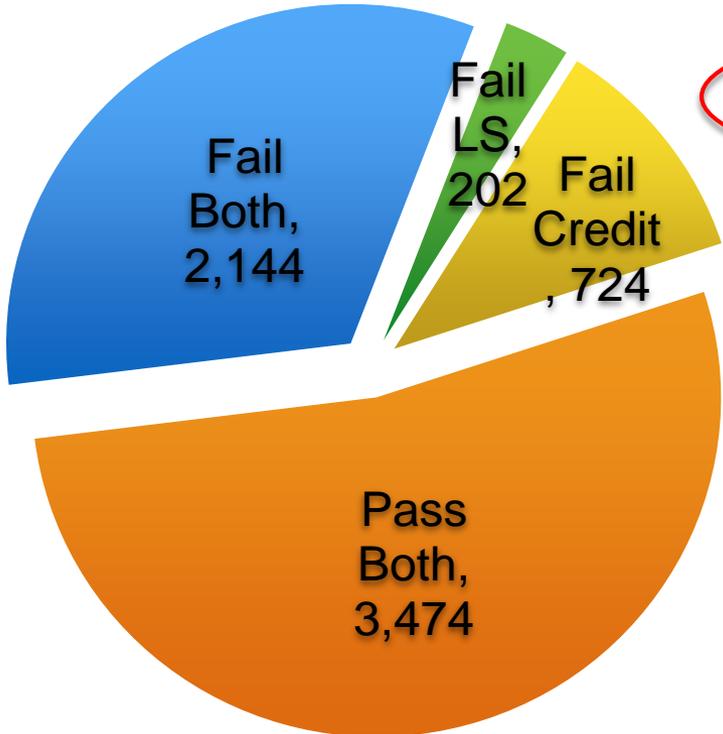
**Do Corequisite
Students Continue to
Succeed?**

One Year later....



■ Completed Math Remediation - ...

Disaggregation by Student Group

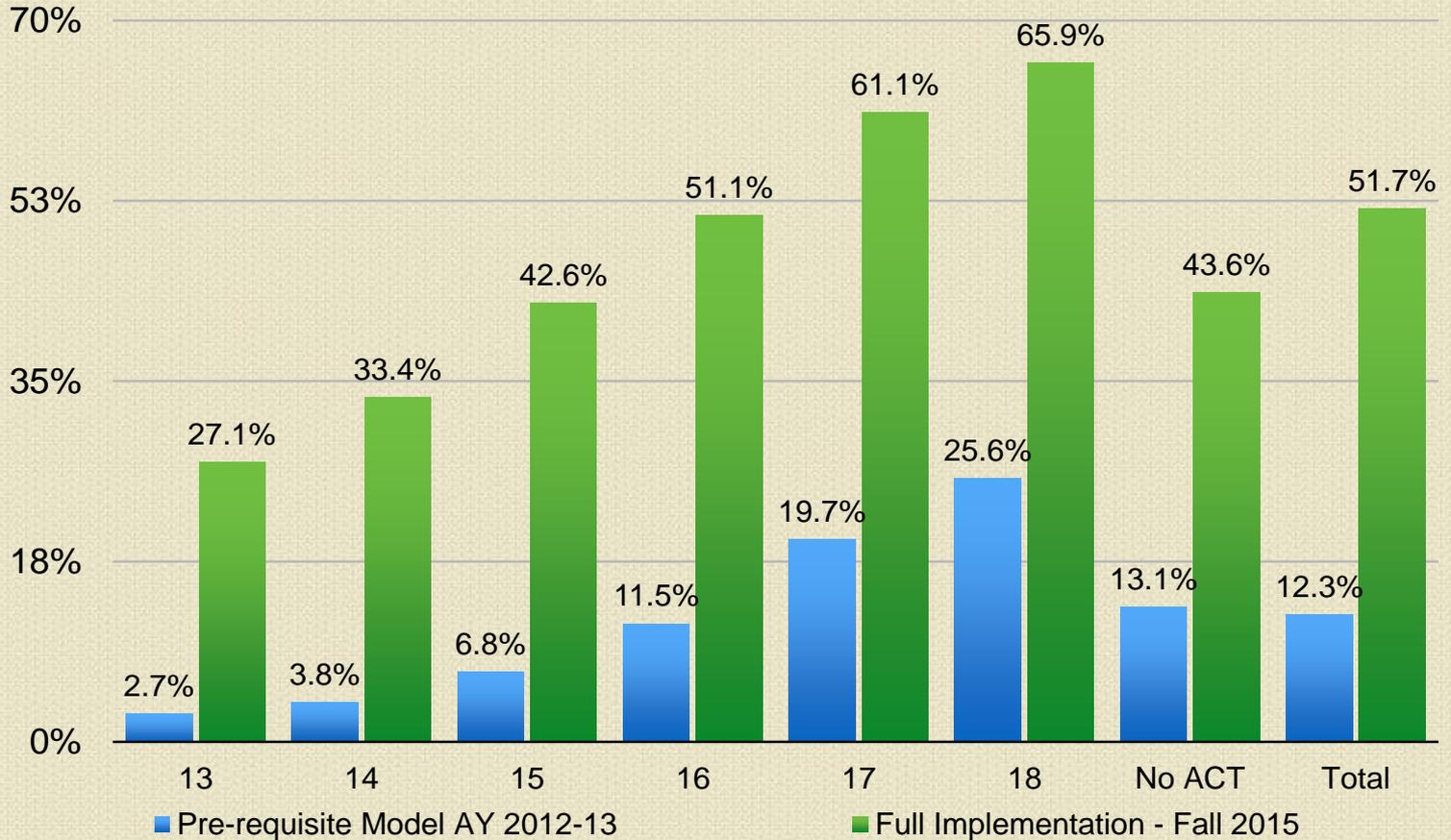


**What about the
lowest level students?**

Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model

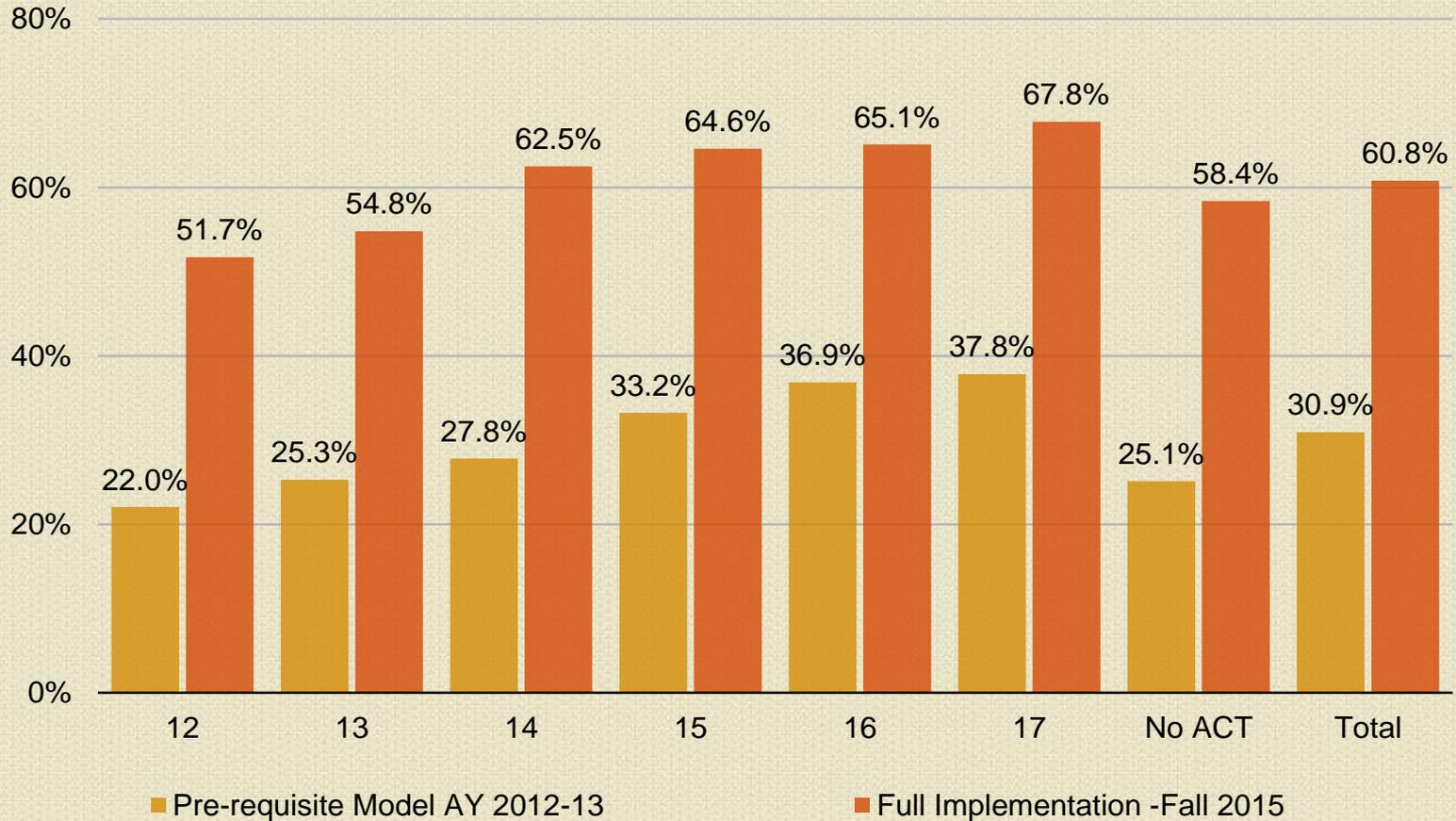
Results of TBR Co-requisite Full Implementation



Completion of Gateway English by ACT Sub-score

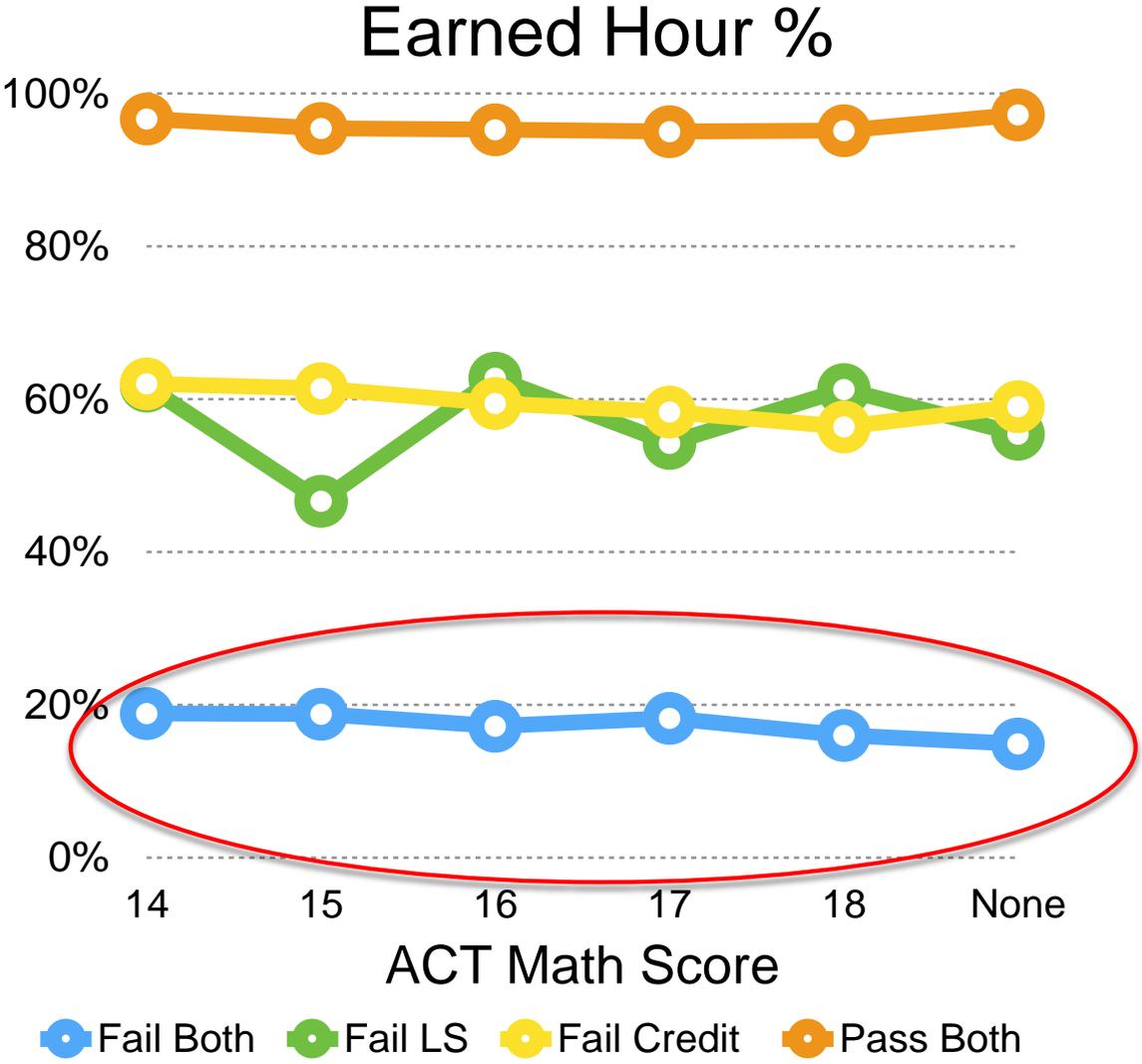
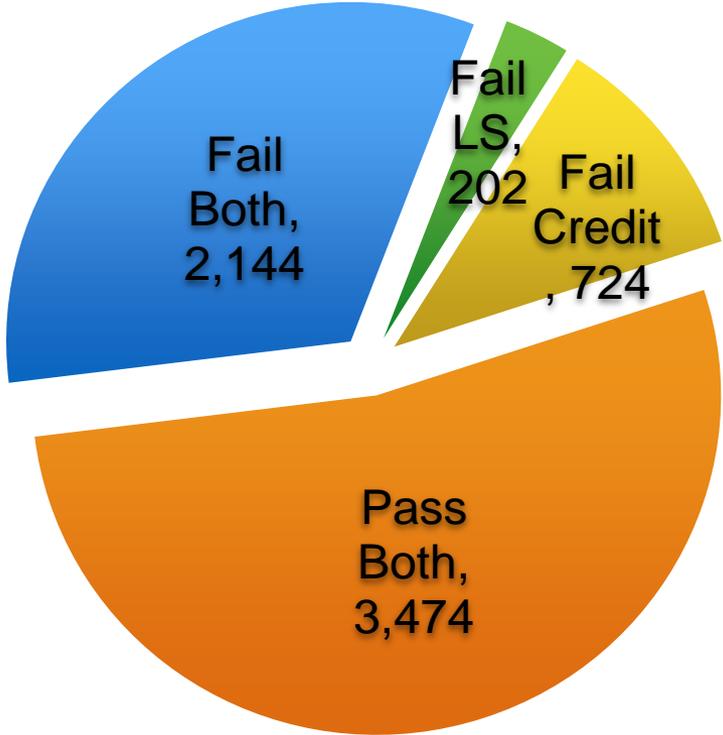
Community College Pre-requisite Model vs. Co-requisite Model

Results of TBR Co-requisite Full Implementation

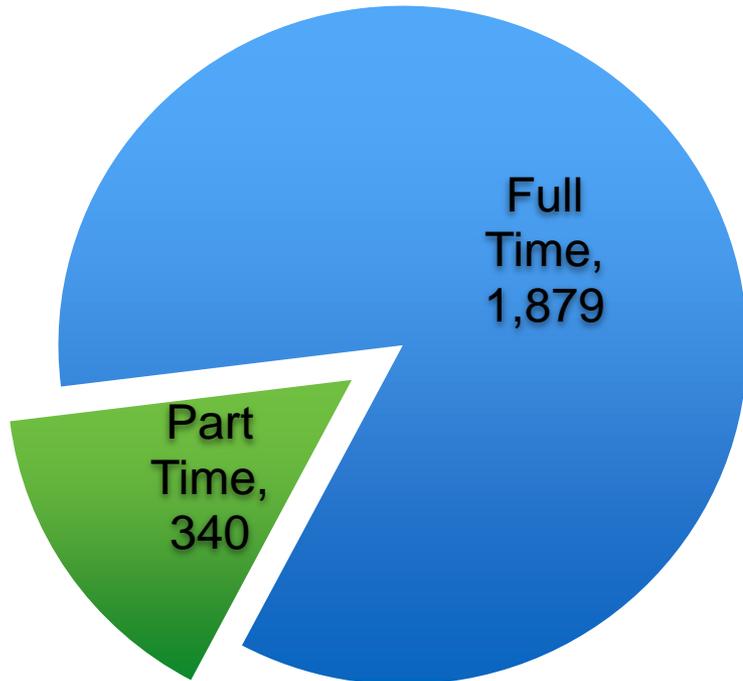


**What about those
who fail corequisites?**

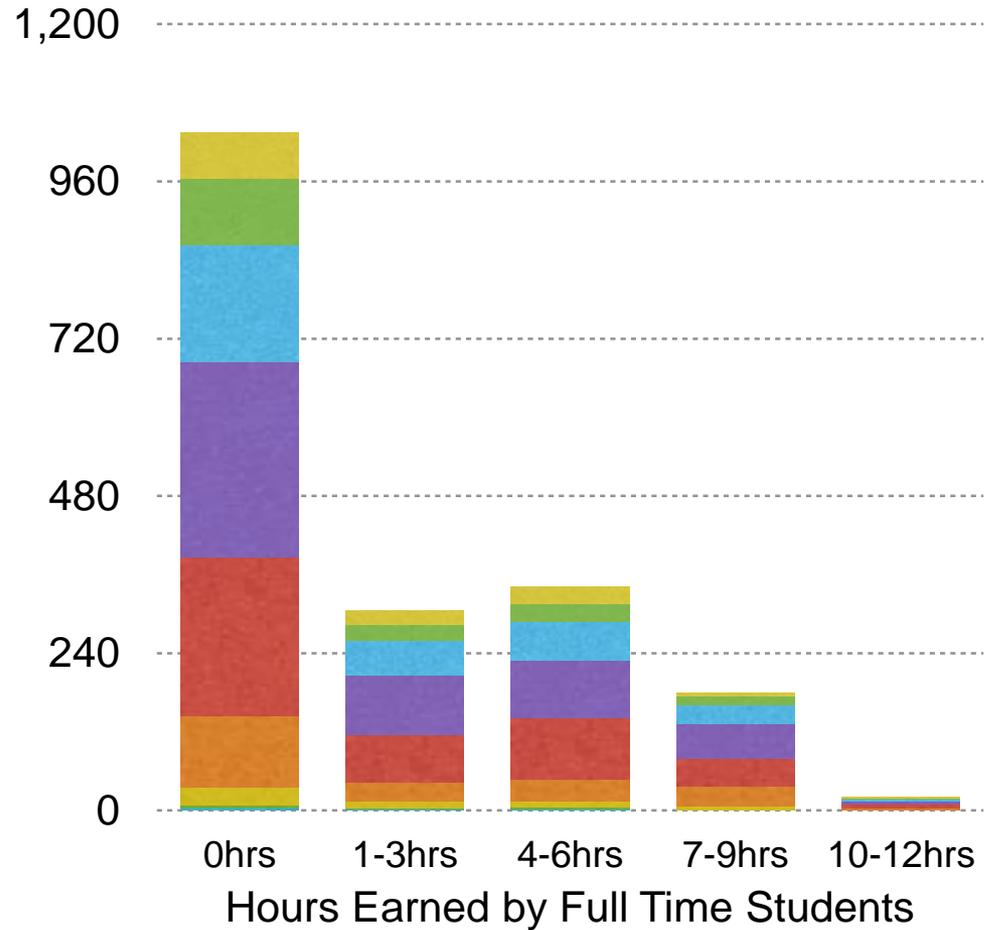
Disaggregation by Student Group



Students who Failed Both Courses



Earned Hours



Legend for ACT Scores: <12 (light blue), 12 (green), 13 (yellow), 14 (orange), 15 (red), 16 (purple), 17 (cyan), 18 (light green), No ACT (gold)

**Are Corequisites
Quality Learning
Experiences**

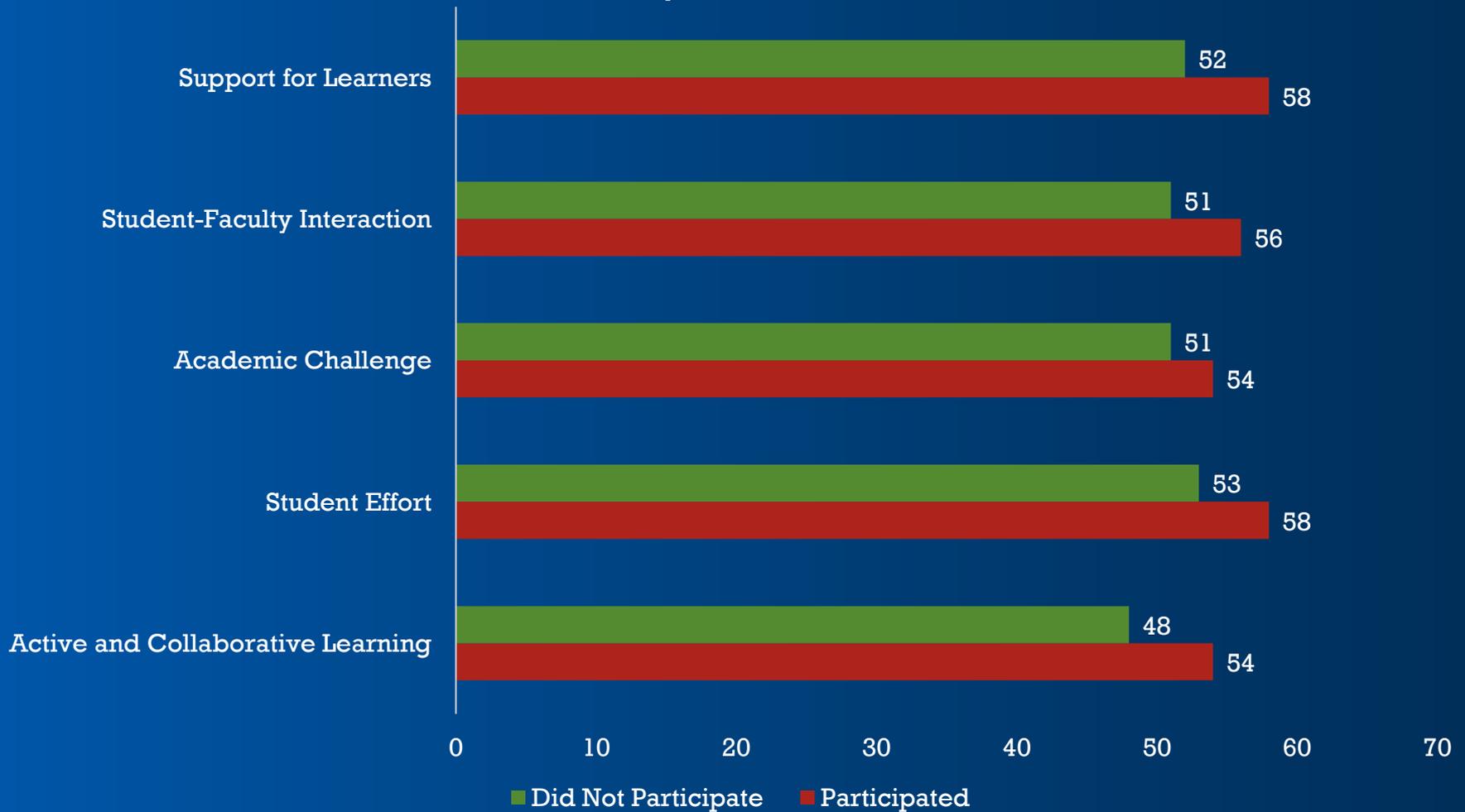
Corequisite Students are Engaged Learners

... students who took a corequisite course were more engaged learners, which means they're more likely to be successful in college

Evelyn Waiwaiwole, Center for
Community College Engagement
Inside Higher Ed, 2/23/2016

Corequisite Students are Engaged Learners

Corequisite Math



SUCCESS AT SCALE

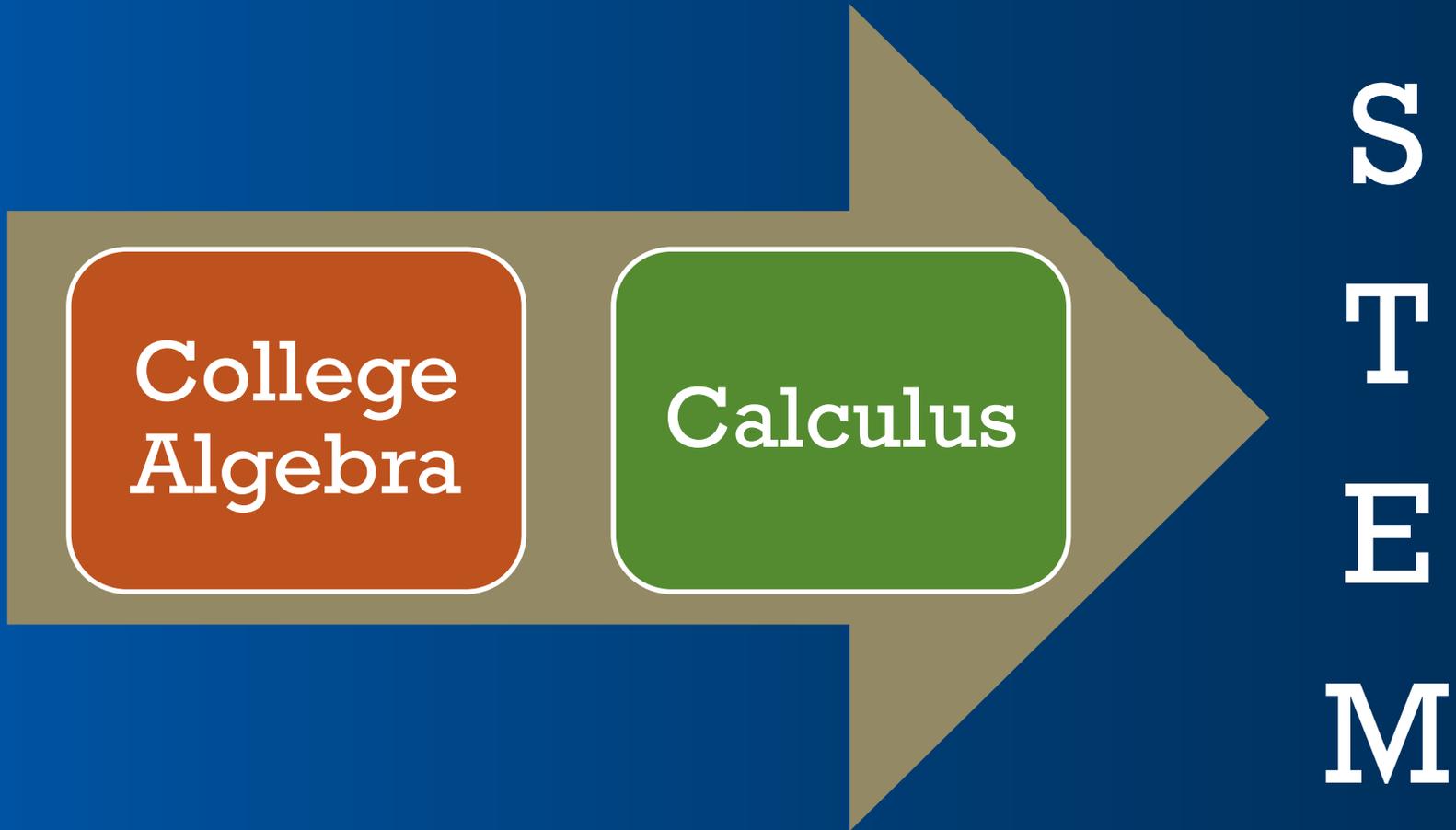
Academic Support as a Corequisite

Math Pathways Aligned to Programs of Study

Purpose, Not Placement

Math Pathways

College Algebra's Only Purpose: Preparation for Calculus





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

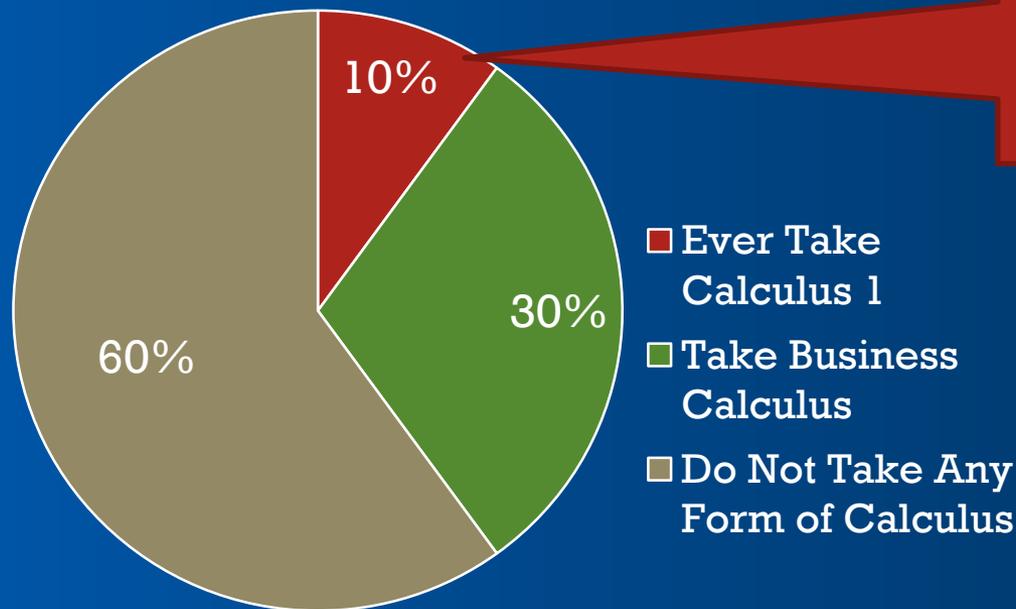
4-Year Transfer

Certificate

License

What is the “right” math course?

Students Who Take College Algebra



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

Dunbar, S. 2005. *Enrollment flow to and from courses below calculus*. In *A Fresh State for Collegiate mathematics: Rethinking the Courses below calculus*, N.B. Hastings et al. (Eds.). Washington DC: MAA Notes, Mathematical Association of America.

Math Pathways

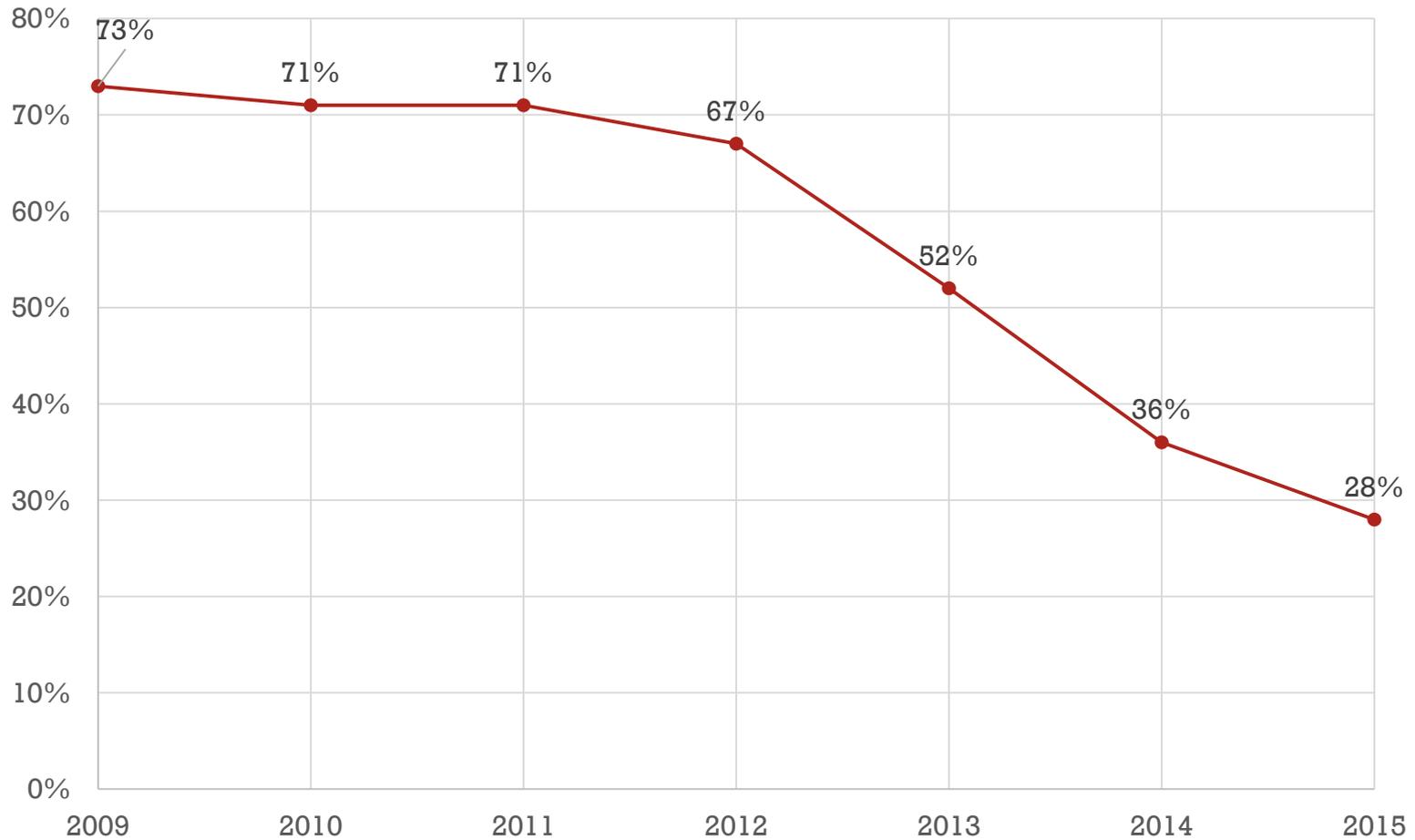
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Corequisite

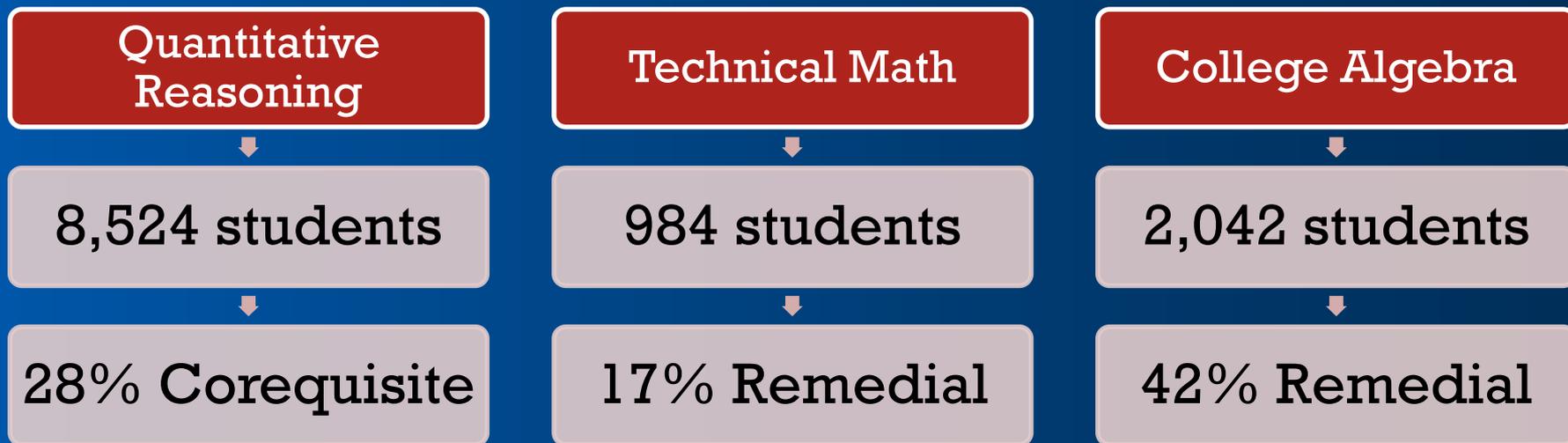
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Gateway Math Success

Ivy Tech Remedial/Math Placement Post-Math Pathways

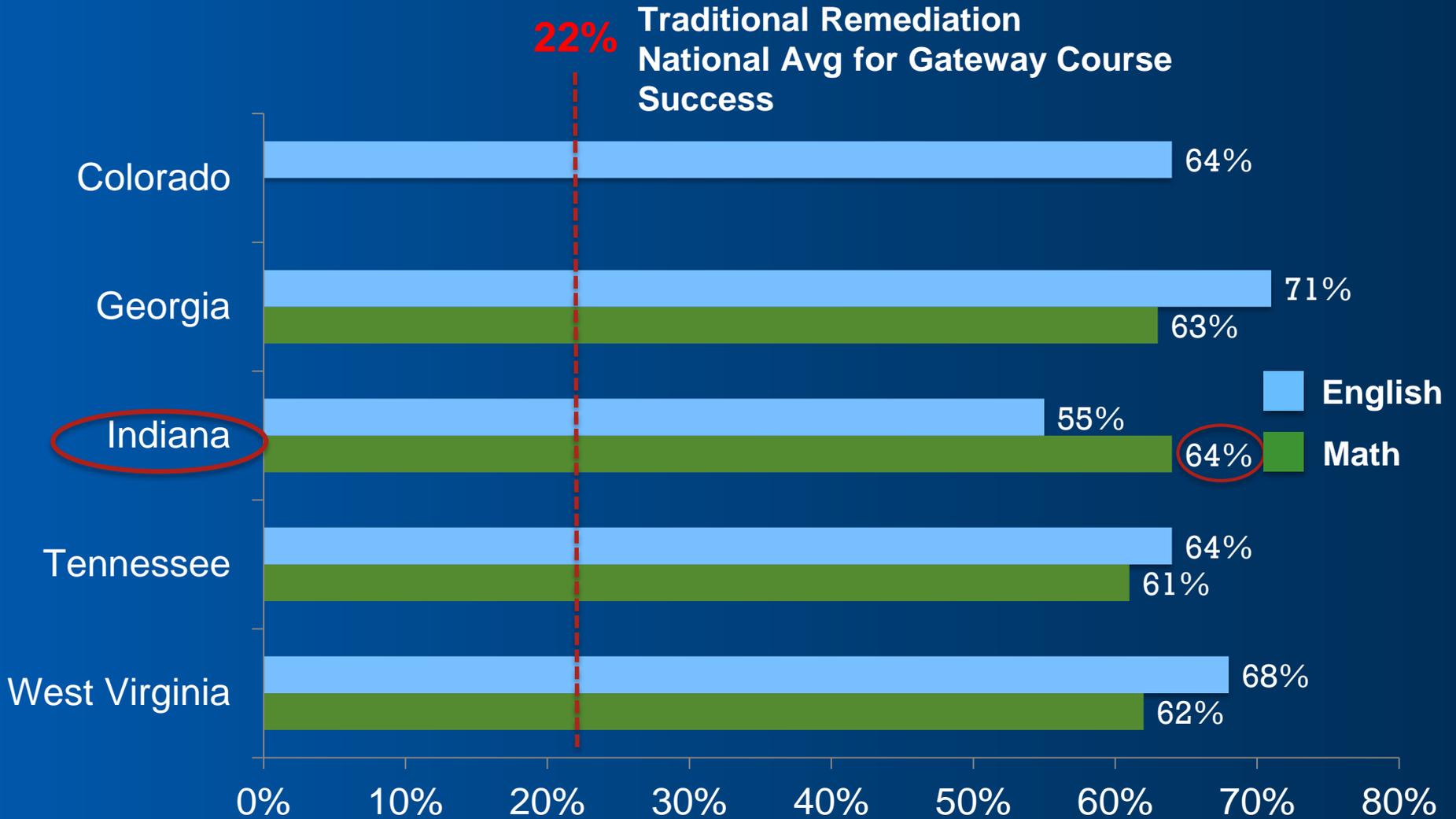


Ivy Tech Math Placement New Entering Students



8% Placed in Stand Alone Remediation

One Semester Scaled Results



What About College Algebra?

One Semester Scale Results – College Algebra Coastal Georgia

Subject	Int. Algebra/ Gateway Sequence (2 years)	Corequisite Results (One Semester)
College Algebra	36%	56%
Quantitative Reasoning		67%

Subsequent Math Success – College Algebra Corequisites University of Nevada-Reno

Subject	College-Level Placement	Corequisite College Algebra/Int. Algebra
Business Calculus	74%	88%
Pre-Calculus	83%	84%

SUCCESS AT SCALE

Academic Support as a Corequisite

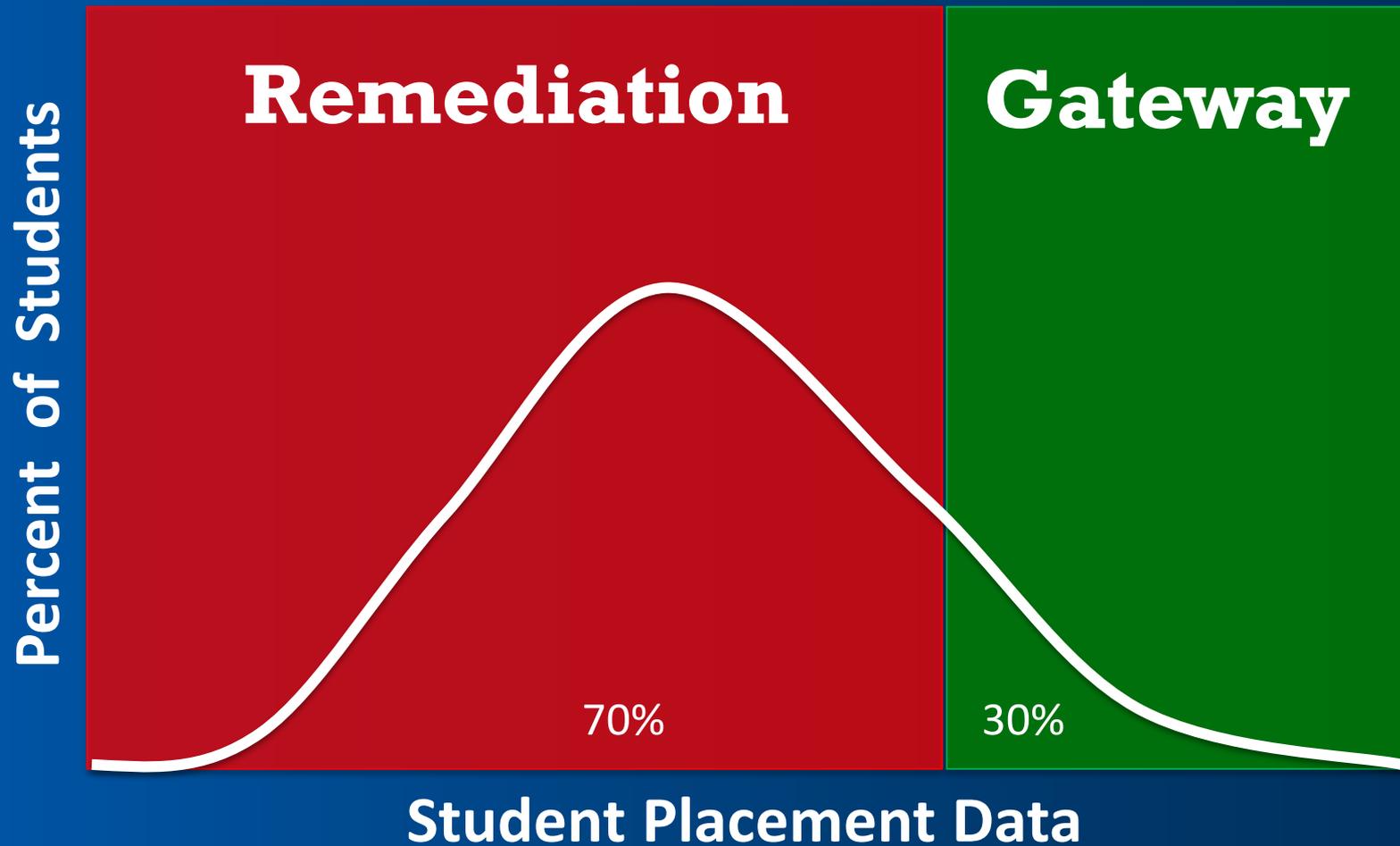
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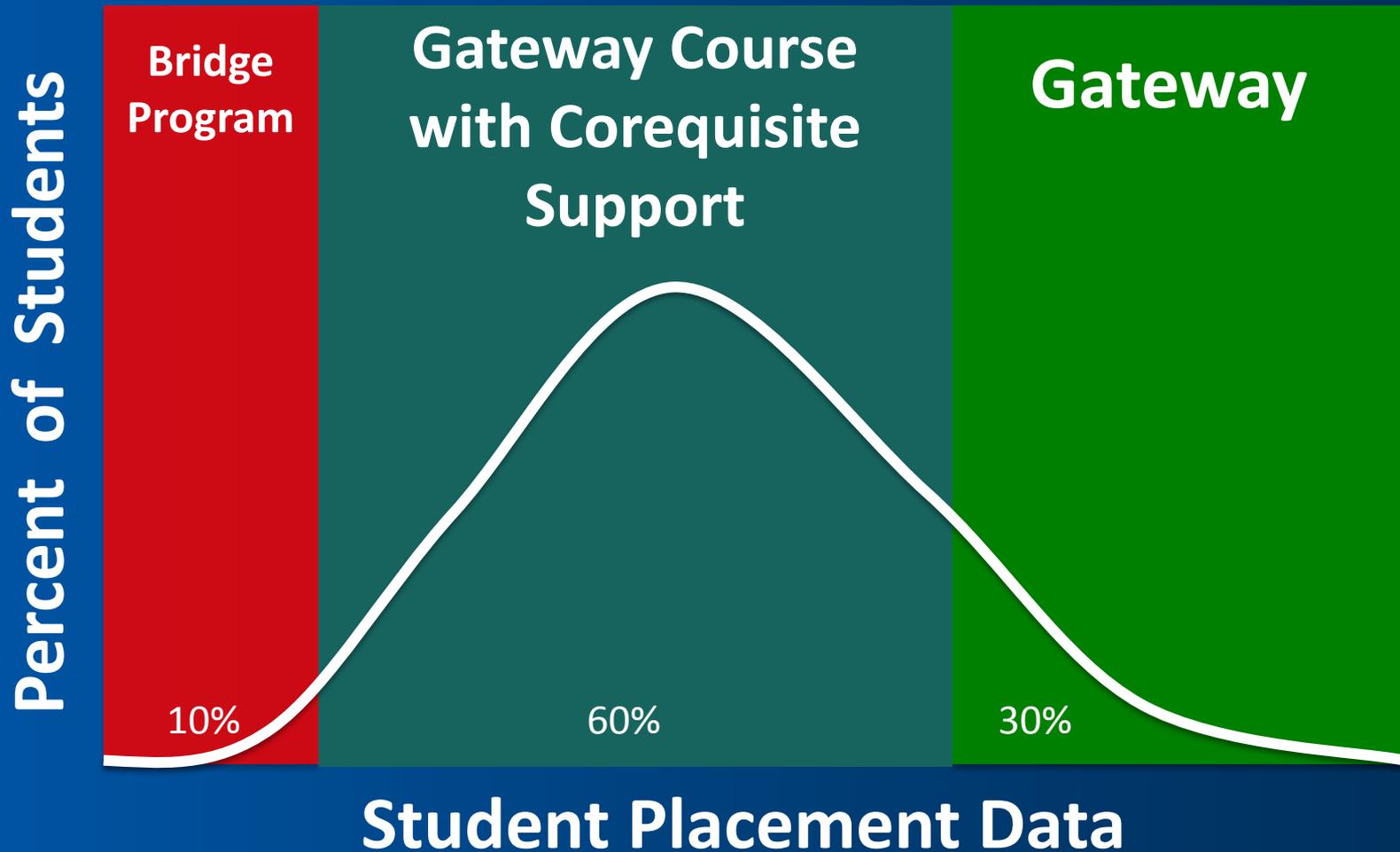
**Purpose,
Not Placement**

50% of Students
Placed In Remediation
Could Pass a Gateway Course

End Use of Traditional Placement



With Corequisite, Most in College-Level



**It is time to end
placement as we
know it.**

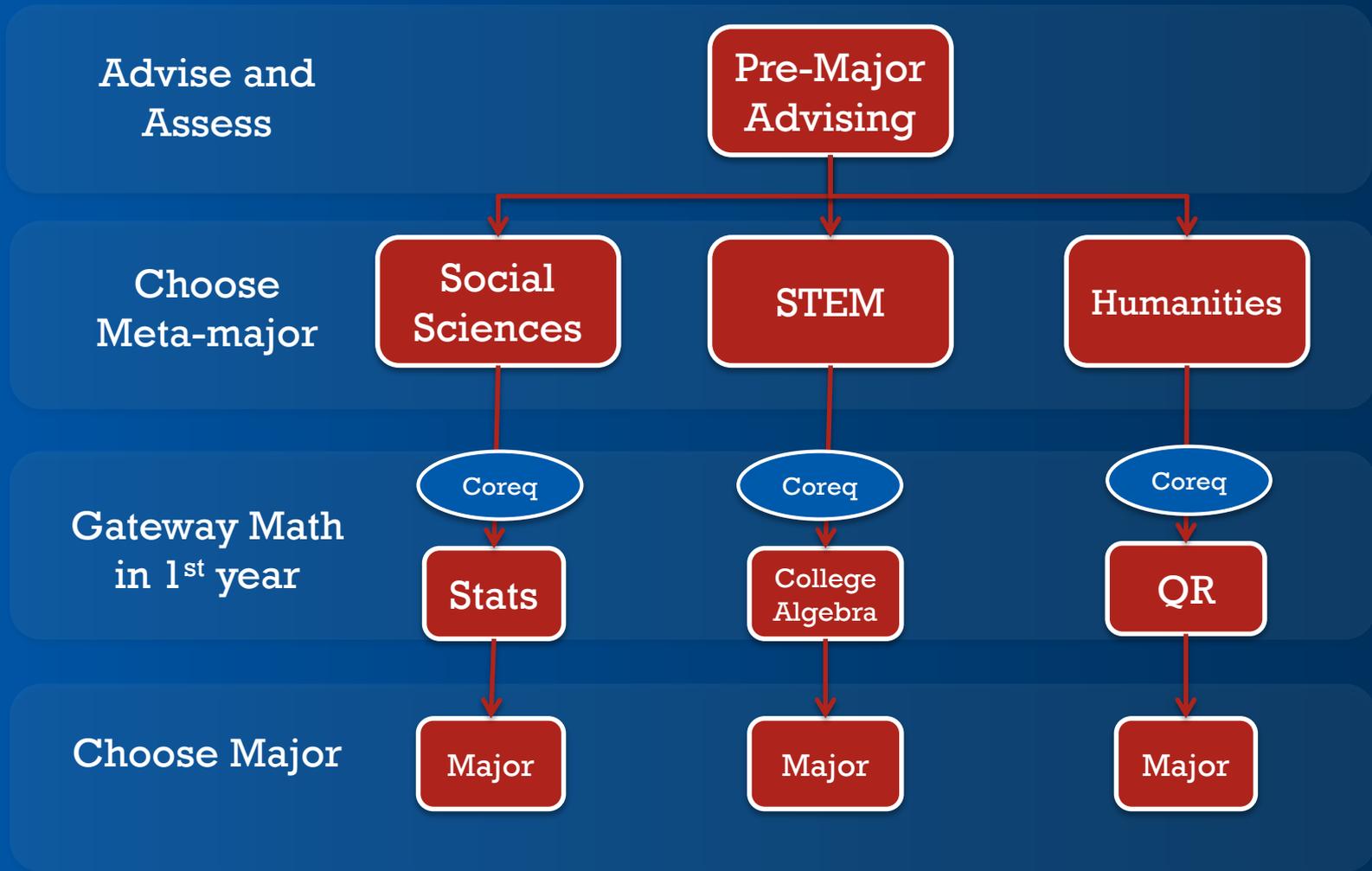
Guiding Objective

Students complete gateway courses and enter programs of study in their first academic year

Determining Student Purpose

- Identify Career and Academic Goals
- Holistic College Readiness Inventory – Academic AND College Success Skills
- Determine a Broad Area of Study or Meta-Major
- Enroll in the Right Gateway Courses
- Corequisite for All!
- College Success Interventions for Those Who Need It.

A Model Pathway





“The corequisite model is transformational in moving thousands of students and their families towards a better life, and for us wanting to make a lasting difference, it is my legacy.”

Rob Jeffs
Faculty, Ivy Tech Community College

Scaling Corequisite

Spanning the Divide

Bruce Vandal

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