Workshop WiFi:
Network: UHWireless
No password required

Quick Poll

Respond to the questions at
PollEv.com/completecollege
or
text COMPLETECOLLEGE to 37607

(text once to join, then text again with your response!):

Where are you with your plans for implementation of corequisite English at your institution?

Just beginning to plan for implementation **A**

Have a clear plan for implementation **B**

Currently implementing on small scale **C**

Fully scaled **D**

What is the most important need you have regarding your plans to implement corequisite English?
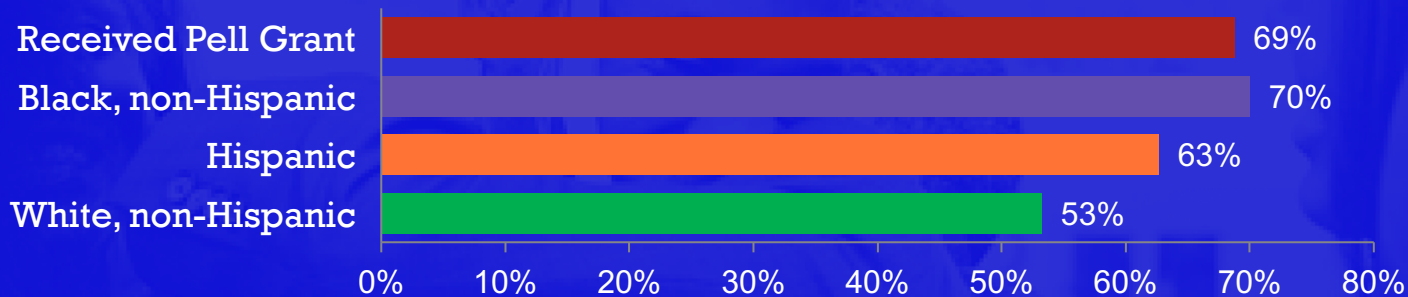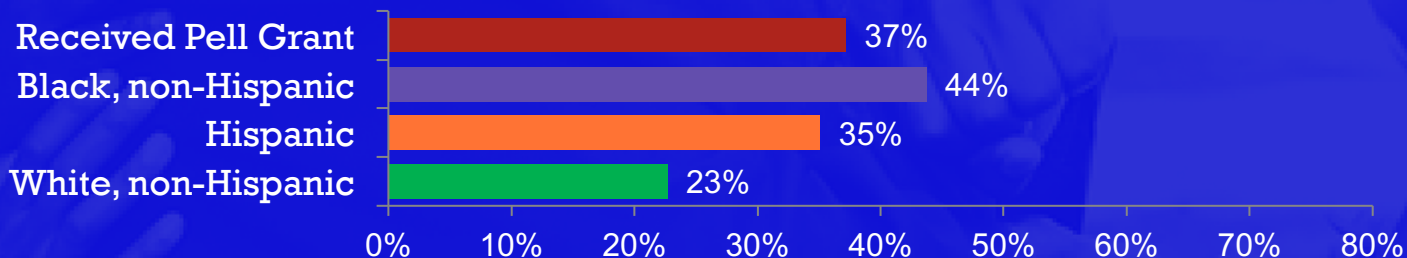
Corequisite Support
#CoreqWorks

African Americans, Hispanics and Pell Students are Over Represented

Most are in Math – Far Too Many Require Both Math and English
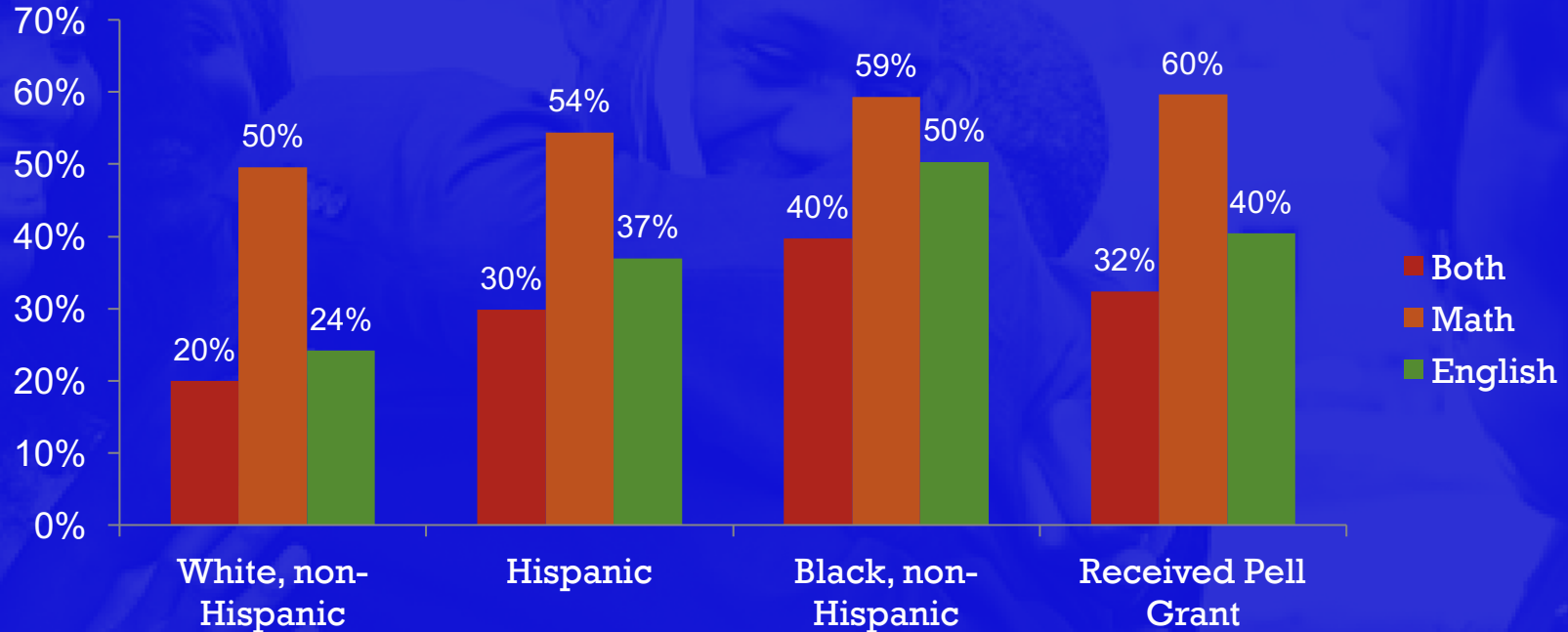
2-year Students

REMEDIAL ENROLLMENT AND SUCCESS

TEXAS ▼   TWO-YEAR ▼   ENGLISH ▼   **DEMOGRAPHIC BREAKDOWN** ▼
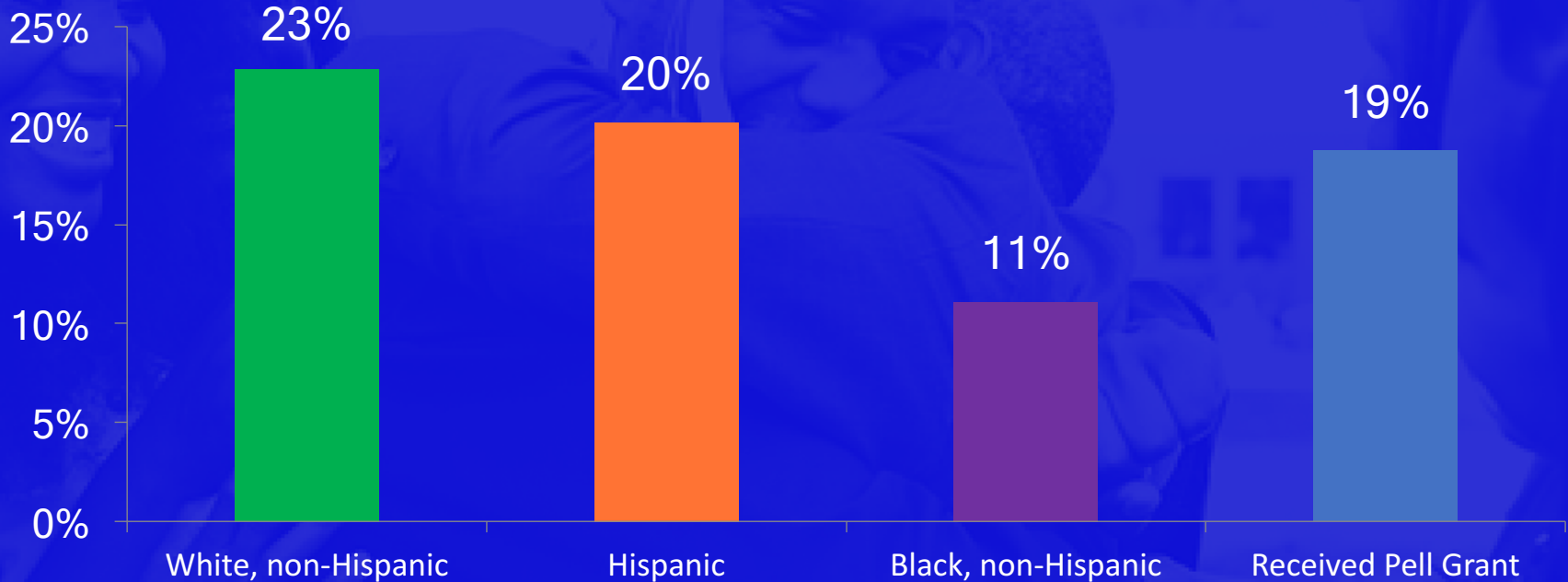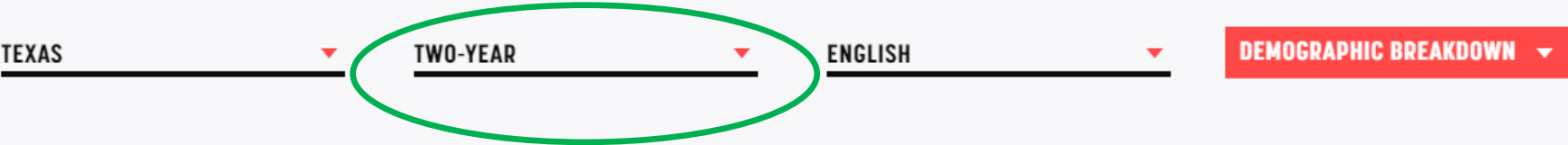
REMEDIAL ENROLLMENT & GATEWAY SUCCESS ⓘ

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 ⓘ

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** ▼
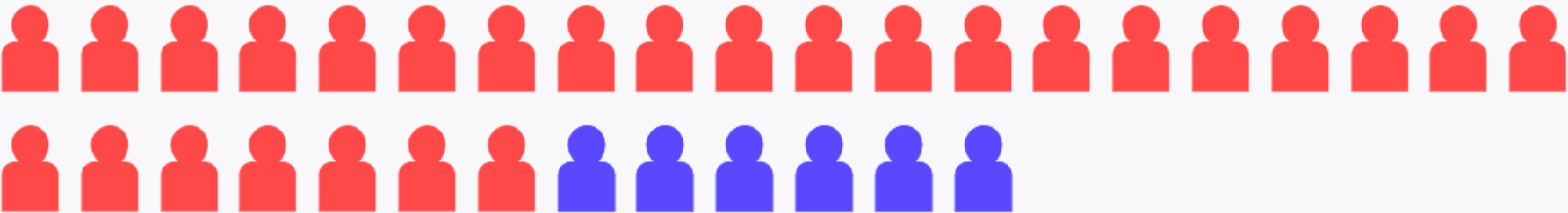
REMEDIAL ENROLLMENT & GATEWAY SUCCESS ⓘ

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

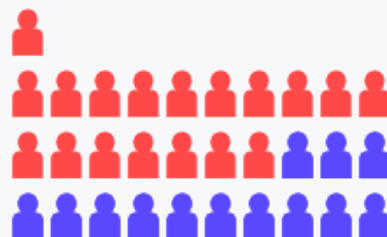FOR EVERY 100 STUDENTS STARTING COLLEGE, 23 ARE ENROLLED IN ENGLISH REMEDIATION.
OF THOSE STUDENTS, 14 FAIL TO COMPLETE THE ASSOCIATED GATEWAY COURSE.

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.
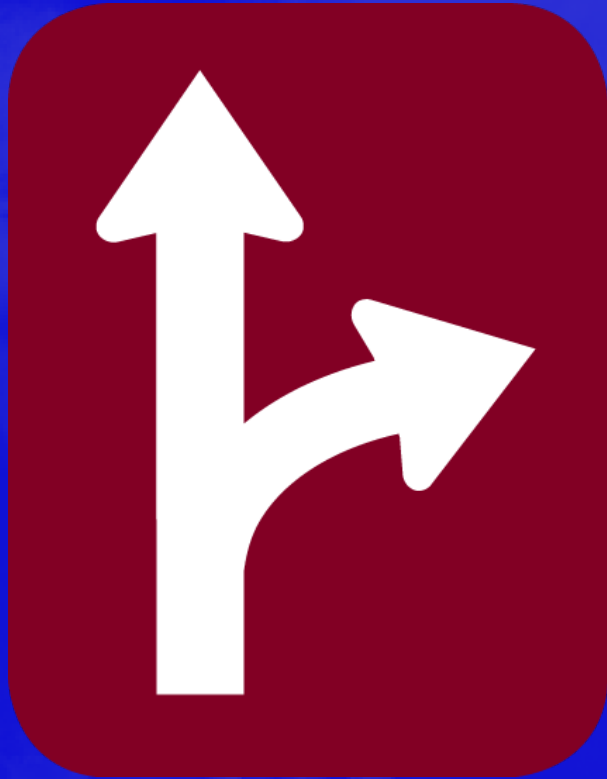
Remediation: The effect of attrition.

Students assigned 3 or more semesters of English remediation.

Completed 1st semester of remediation. — LOST

Completed 2nd semester of remediation. — LOST

Completed 3rd semester of remediation. — LOST

Passed gateway course. — LOST

■ Enrolled and completed ■ Did not complete □ Did not enroll or stopped enrolling
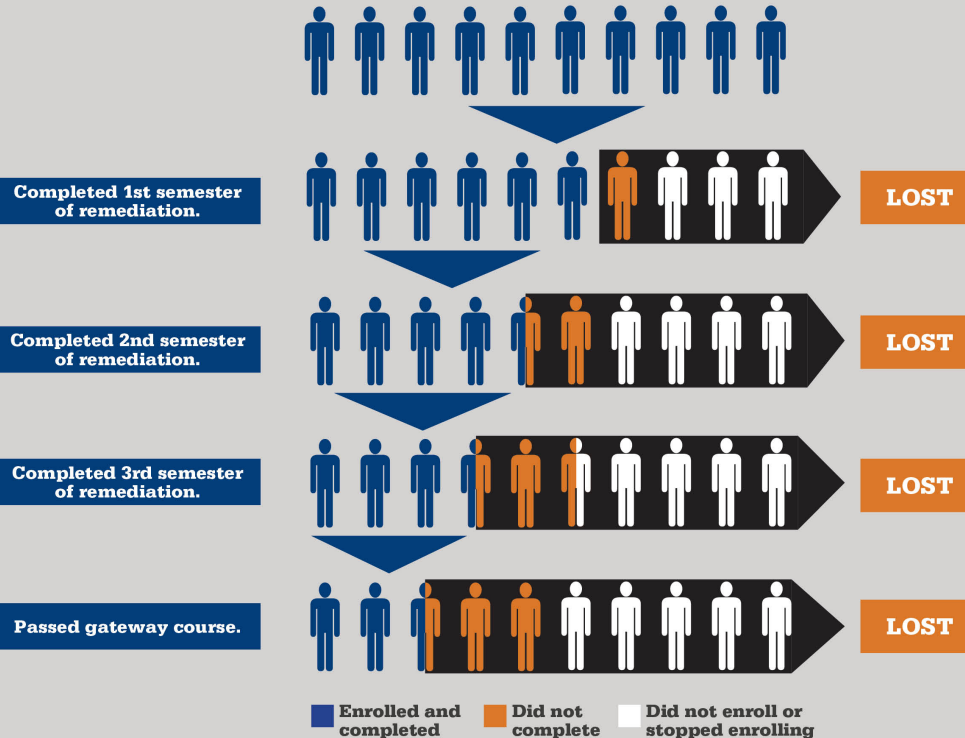
KNOW THIS The remediation system is broken. More students quit than fail.

Multiple Corequisite Models

Gateway Course — **Paired Remedial Course** — Accelerated Learning Program

Gateway Course — **Required 0 Credit Lab** — Structured Assistance

Gateway Course **+** **One Additional Credit** — 101+ Model
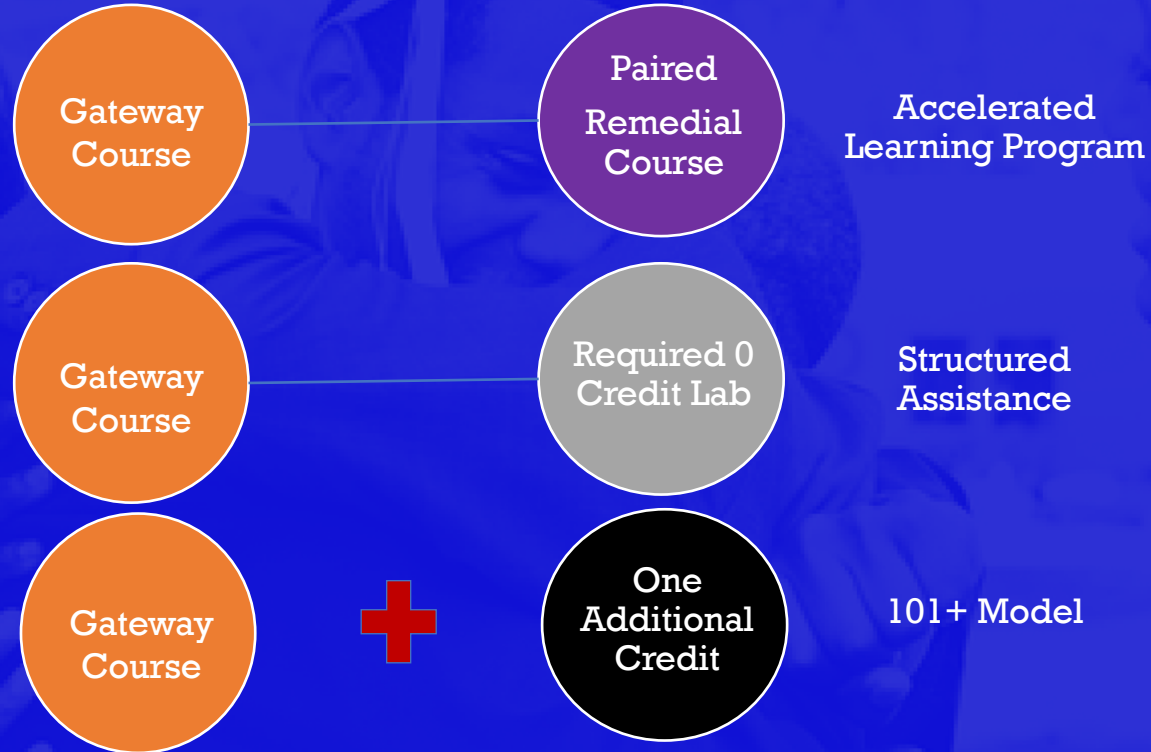
Traditional Remediation Results

State	Blue	Green
Colorado	31%	
Georgia	16%	20%
Indiana	37%	29%
Tennessee	31%	12%
West Virginia	37%	14%

Corequisite Support

- **States Scaling Coreq**
- **States Currently Moving Coreq to Scale**
- **States Committed to Scale Coreq by 2018**

CVHEC

DC
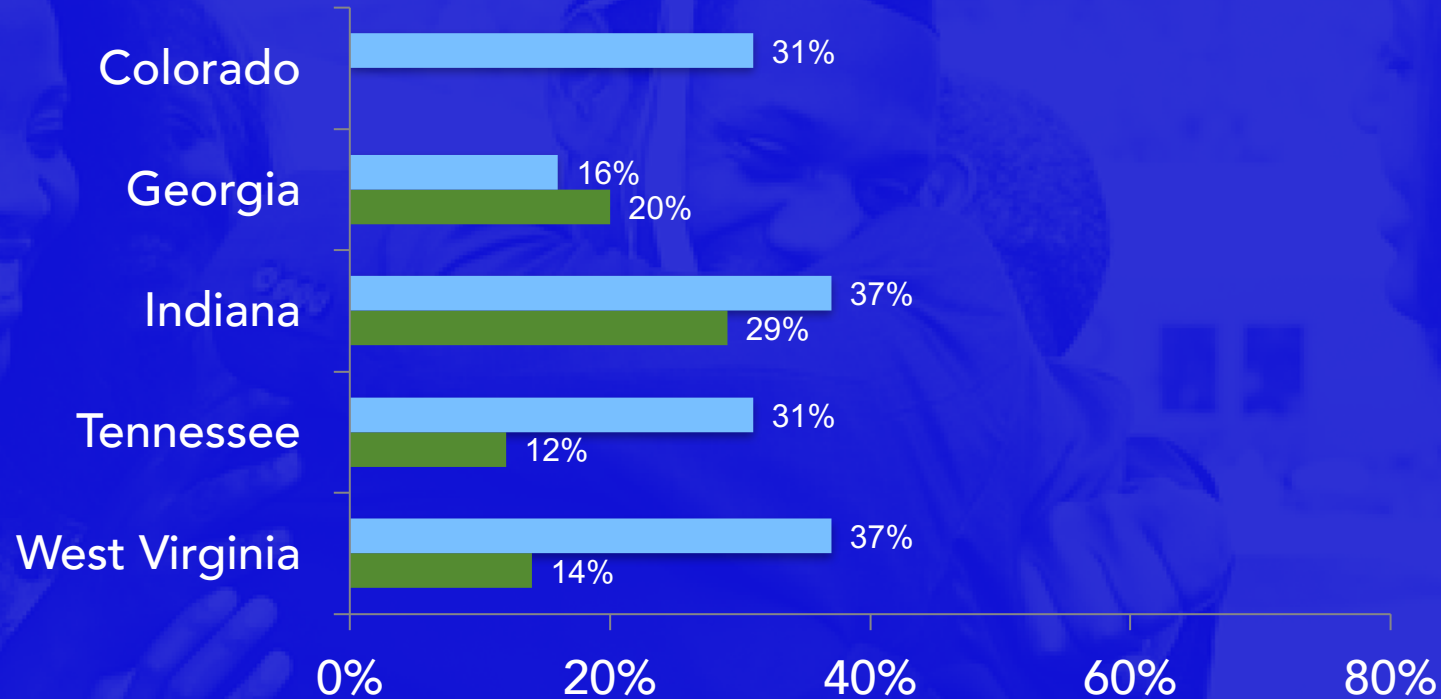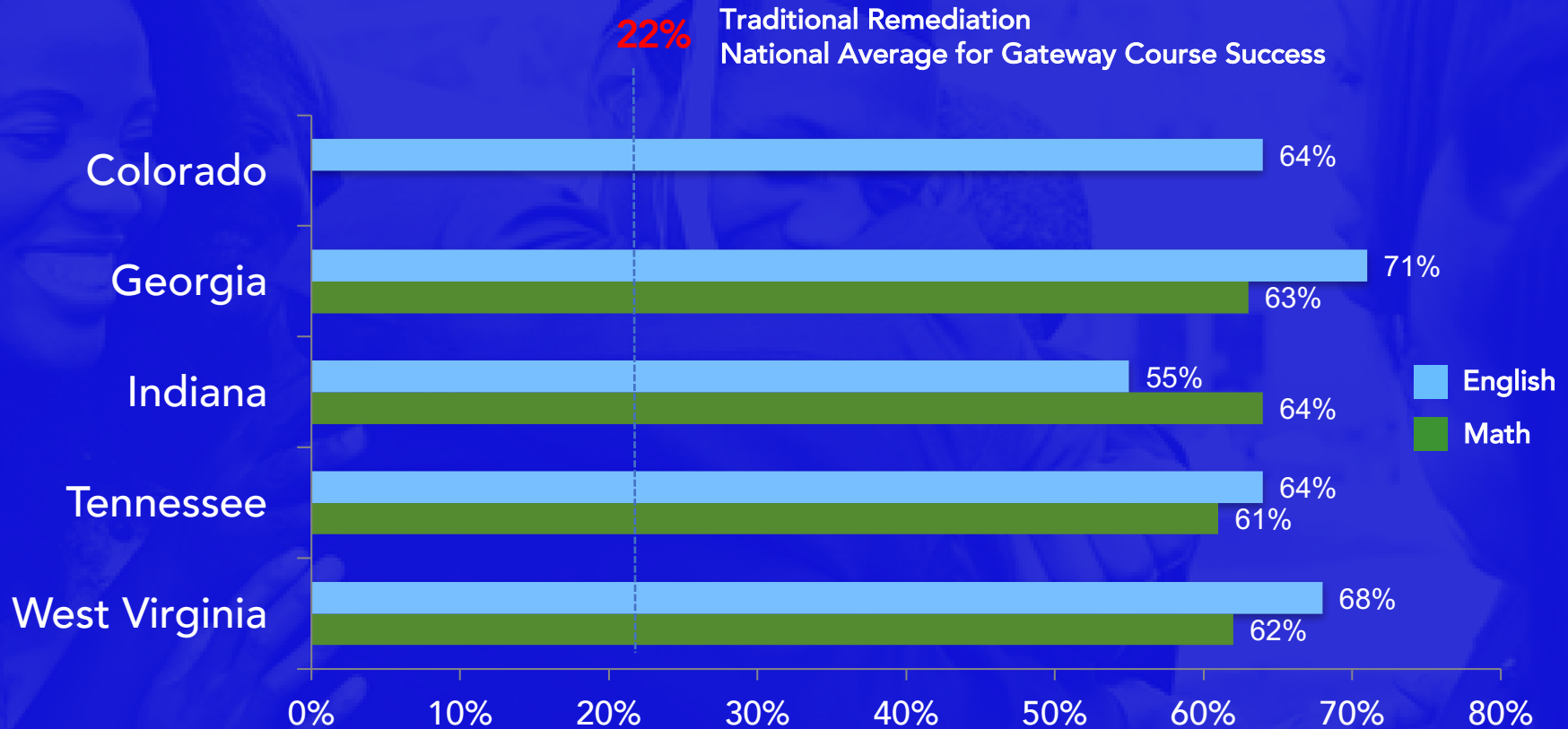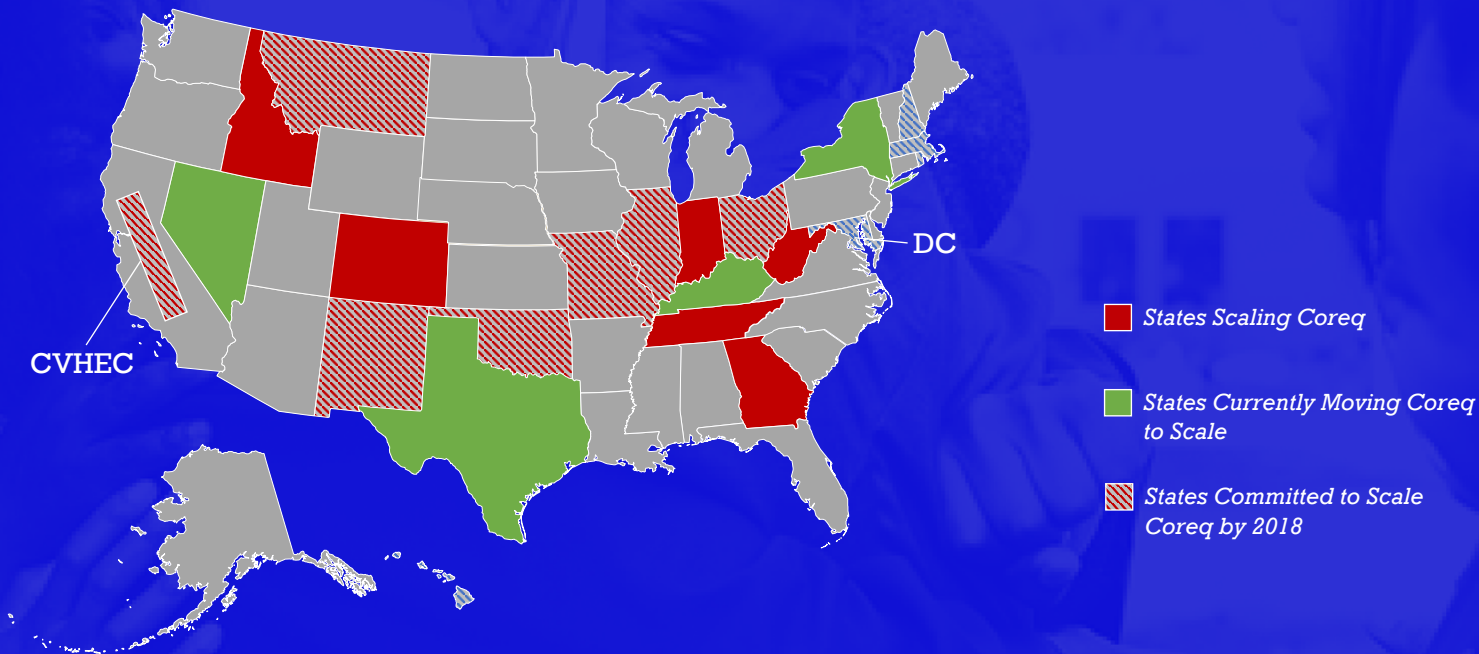
Student Momentum

In the first year of enrollment, students who…

- Earn 30 credits in first year
- Complete math and English gateway courses
- Enter a program of study
- Complete 9 program credits

…are far more likely to graduate.

Completion of Gateway Math and English Creates Momentum

Community College English and Math
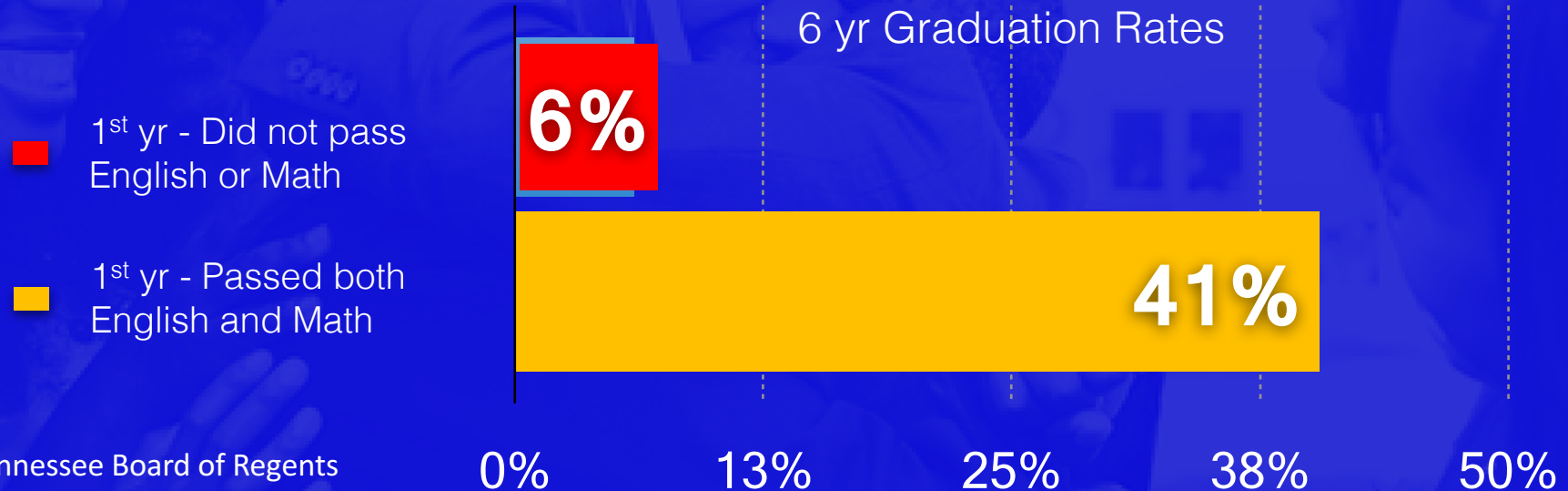
6 yr Graduation Rates

■ 1st yr - Did not pass English or Math

6%

■ 1st yr - Passed both English and Math

41%

Tennessee Board of Regents
Denley, 2016

0%   13%   25%   38%   50%

9 Credits in Program First Year Creates Momentum

6 year Community College Graduation Rates

1st Year – Did Not Attempt 9 Hours in Focus Area: **16%**

1st Year – Attempted 9 Hours in Focus Area: **34%**

1st Year – Earned 9 Hours in Focus Area: **40%**

0% 10% 20% 30% 40% 50%

9 Credits in Program First Year Creates Momentum

6 year Community College Graduation Rates

1st Year – Did Not Attempt 9 Hours in Focus Area: **30%**

1st Year – Attempted 9 Hours in Focus Area: **46%**

1st Year – Earned 9 Hours in Focus Area: **53%**

0% 15% 30% 45% 60%
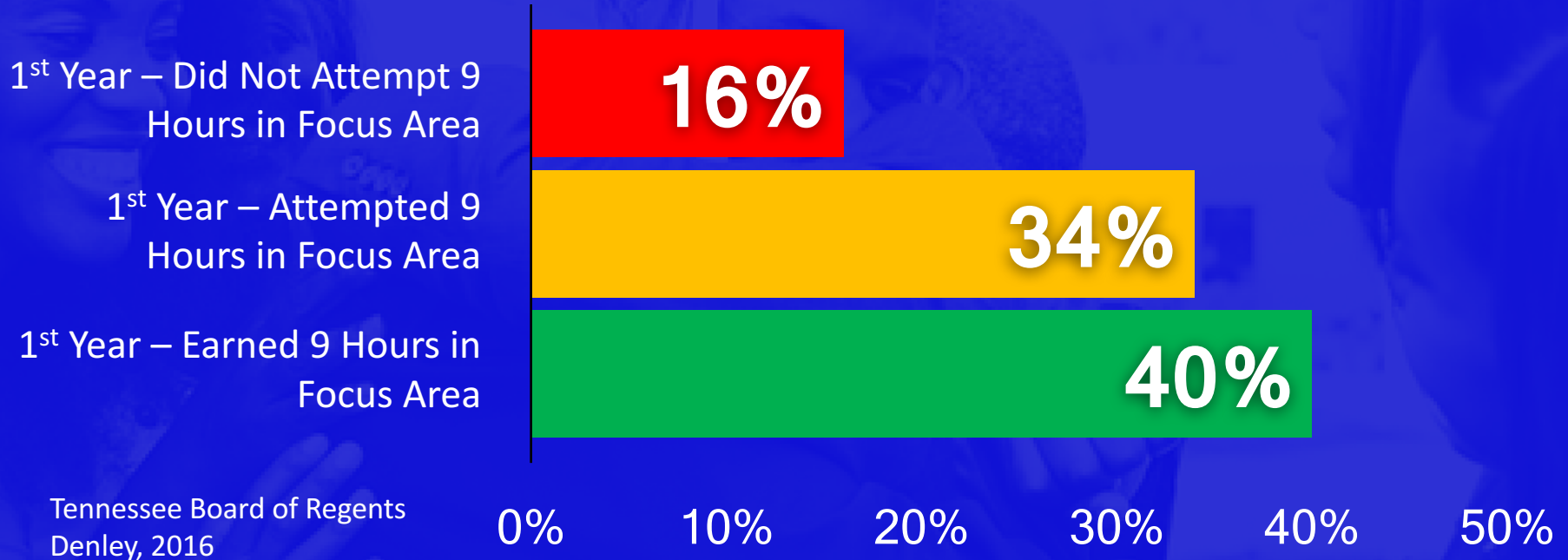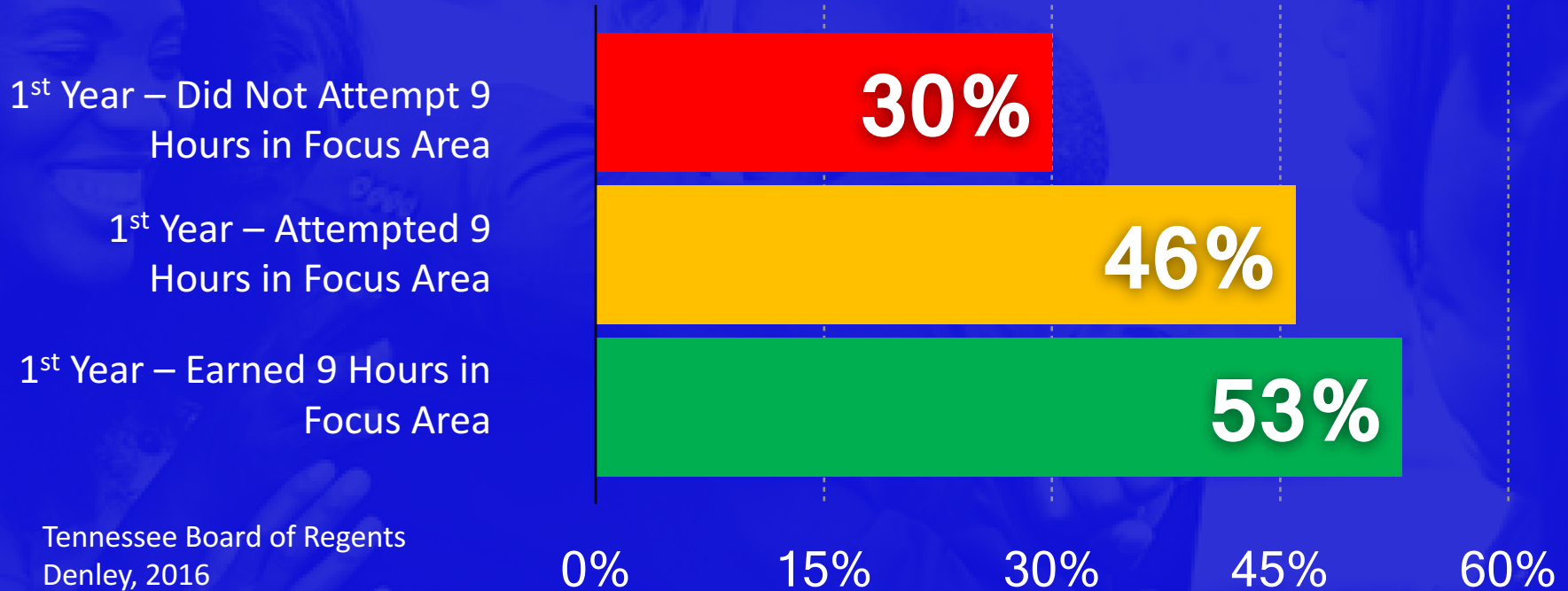
Tennessee Board of Regents
Denley, 2016

Dr. Tristan Denley
Chief Academic Officer and Executive Vice Chancellor of
Academic Affairs, University System of Georgia
CCA Fellow

Corequisites result in dramatic improvements in gateway course success

TBR Community College Gateway Math Success in One Year

	<13	14	15	16	17	18	No ACT	Overall
Pre-Requisite Model 2012-13	2.7%	3.8%	6.8%	11.5%	19.7%	25.6%	13.1%	12.3%
Corequisite Full Implementation 2015-16	32.9%	45.5%	55.3%	63.4%	70.1%	79.5%	48.7%	54.8%

Tennessee Board of Regents
Denley, 2016

■ Pre-Requisite Model 2012-13   ■ Corequisite Full Implementation 2015-16

Successful Corequisite Students Are Successful Students

Fall to Fall Retention
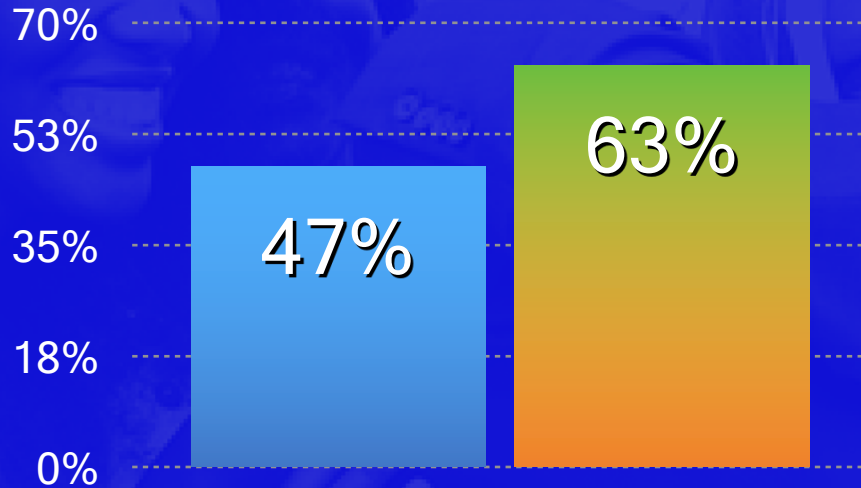
70%
53%
35%
18%
0%

47%
63%

Earned Credit Hours
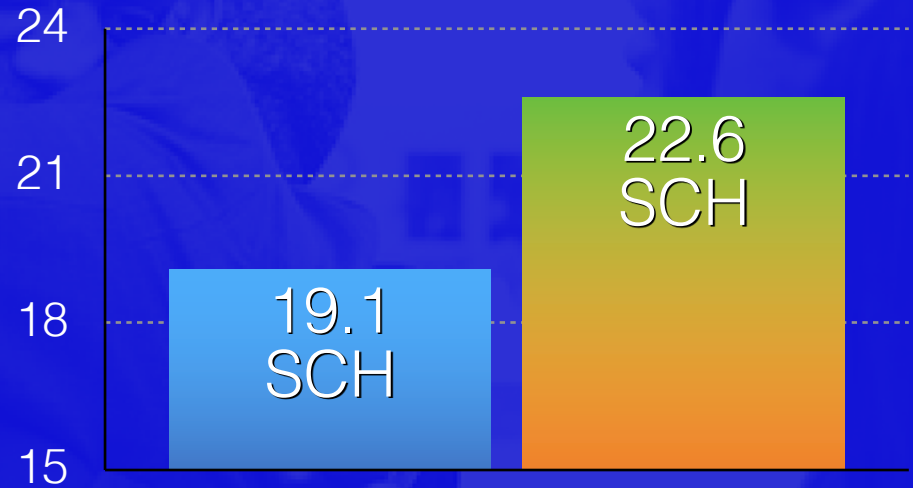
24
21
18
15

19.1 SCH
22.6 SCH

Tennessee Board of Regents
Denley, 2016

Corequisites result in dramatic improvements in gateway course success

TBR Community College Gateway Math Success in One Year

What happens to the other 45%?

	<13	14	15	16	17	18	No ACT	Overall
Pre-Requisite Model 2012-13	2.7%	3.8%	6.8%	11.5%	19.7%	25.6%	13.1%	12.3%
Corequisite Full Implementation 2015-16	32.9%	45.5%	55.3%	63.4%	70.1%	79.5%	48.7%	54.8%

■ Pre-Requisite Model 2012-13   ■ Corequisite Full Implementation 2015-16

TBR
Denley, 2016
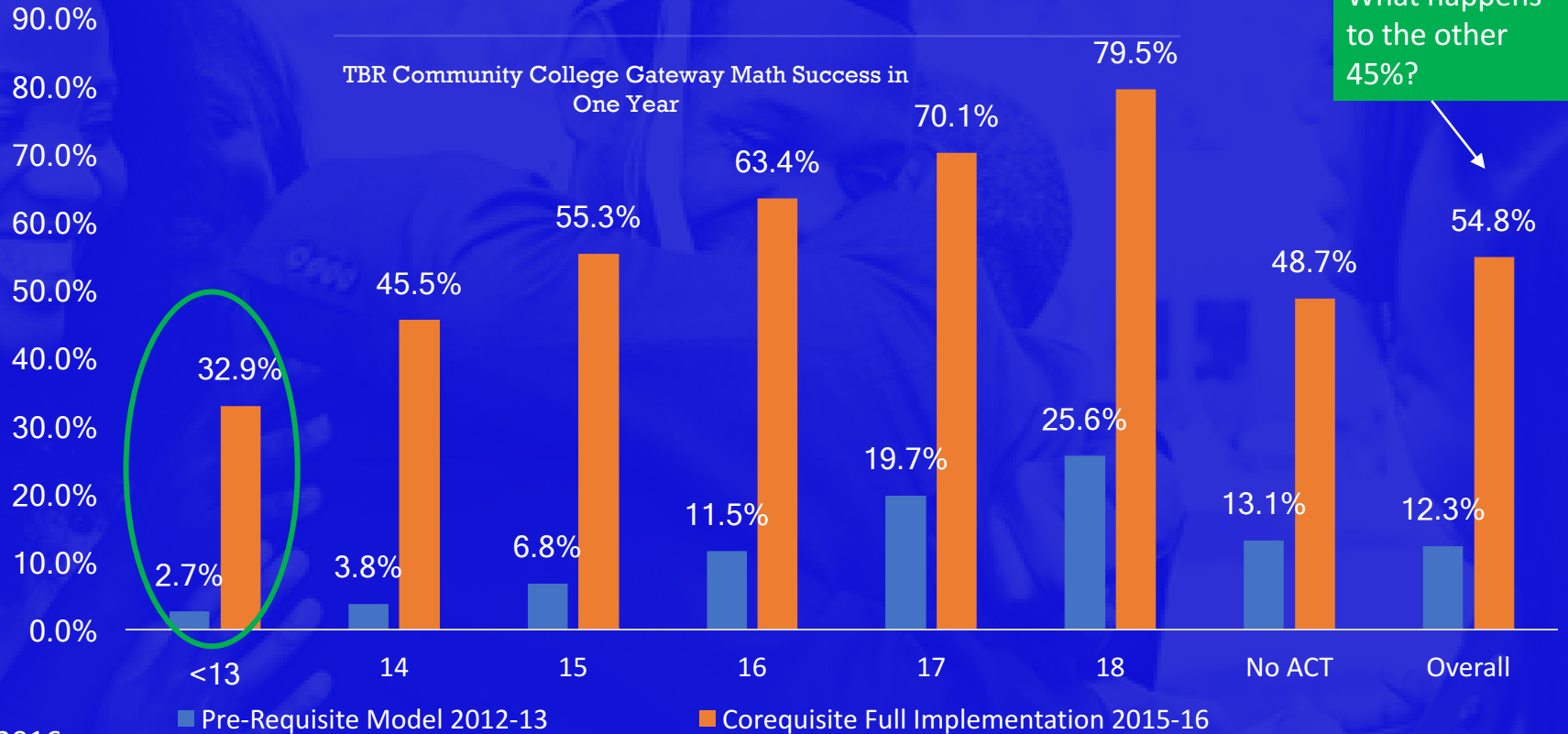
Successful Corequisite Students – Pass Almost All Courses
Unsuccessful Corequisite Students – Pass Very Few Courses
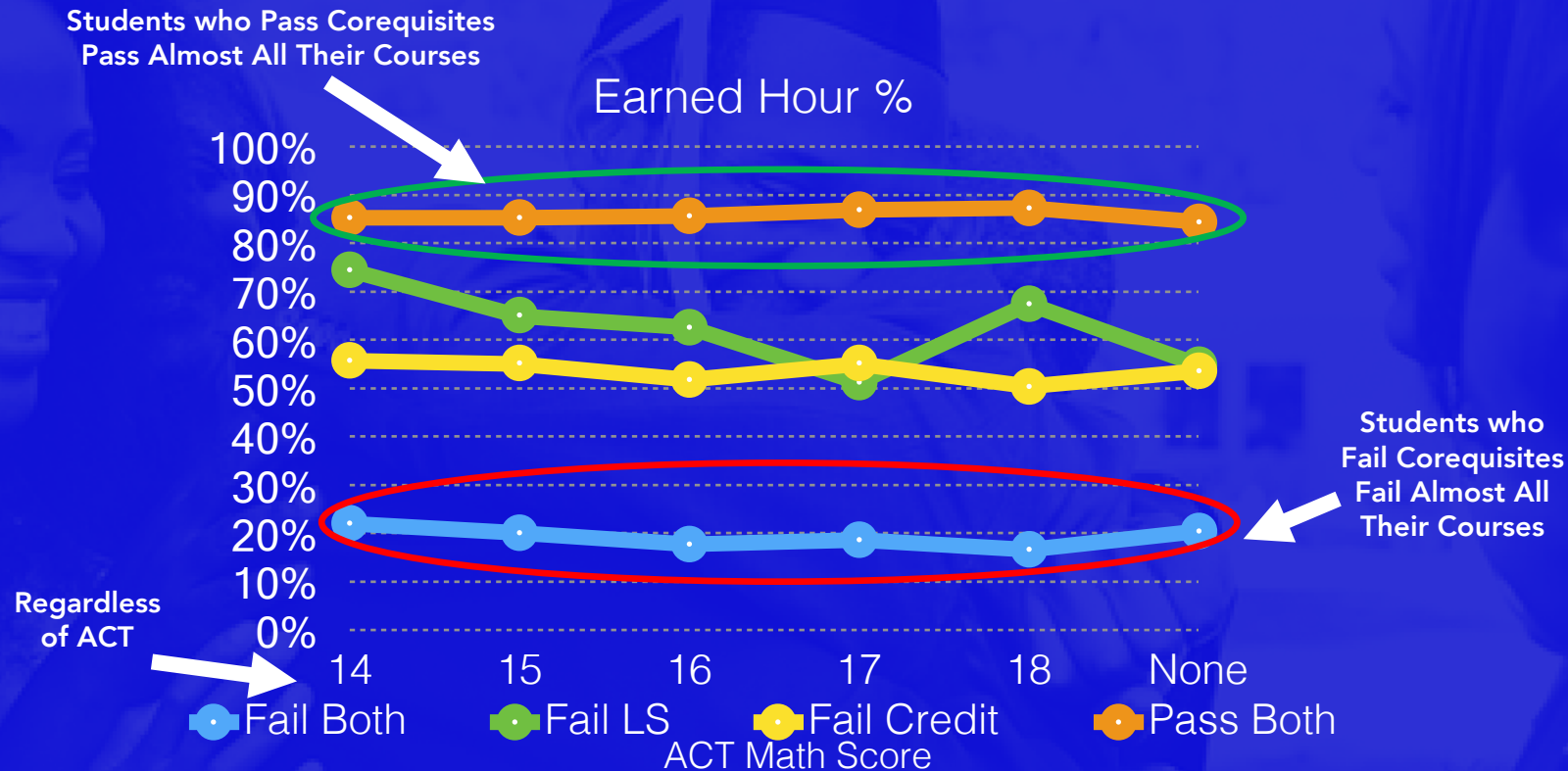
Students Who Fail Corequisites and College-Level Largely Fail All Their Courses

Earned Hours

Hours Earned by Full Time Students

Legend: <12 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | No ACT
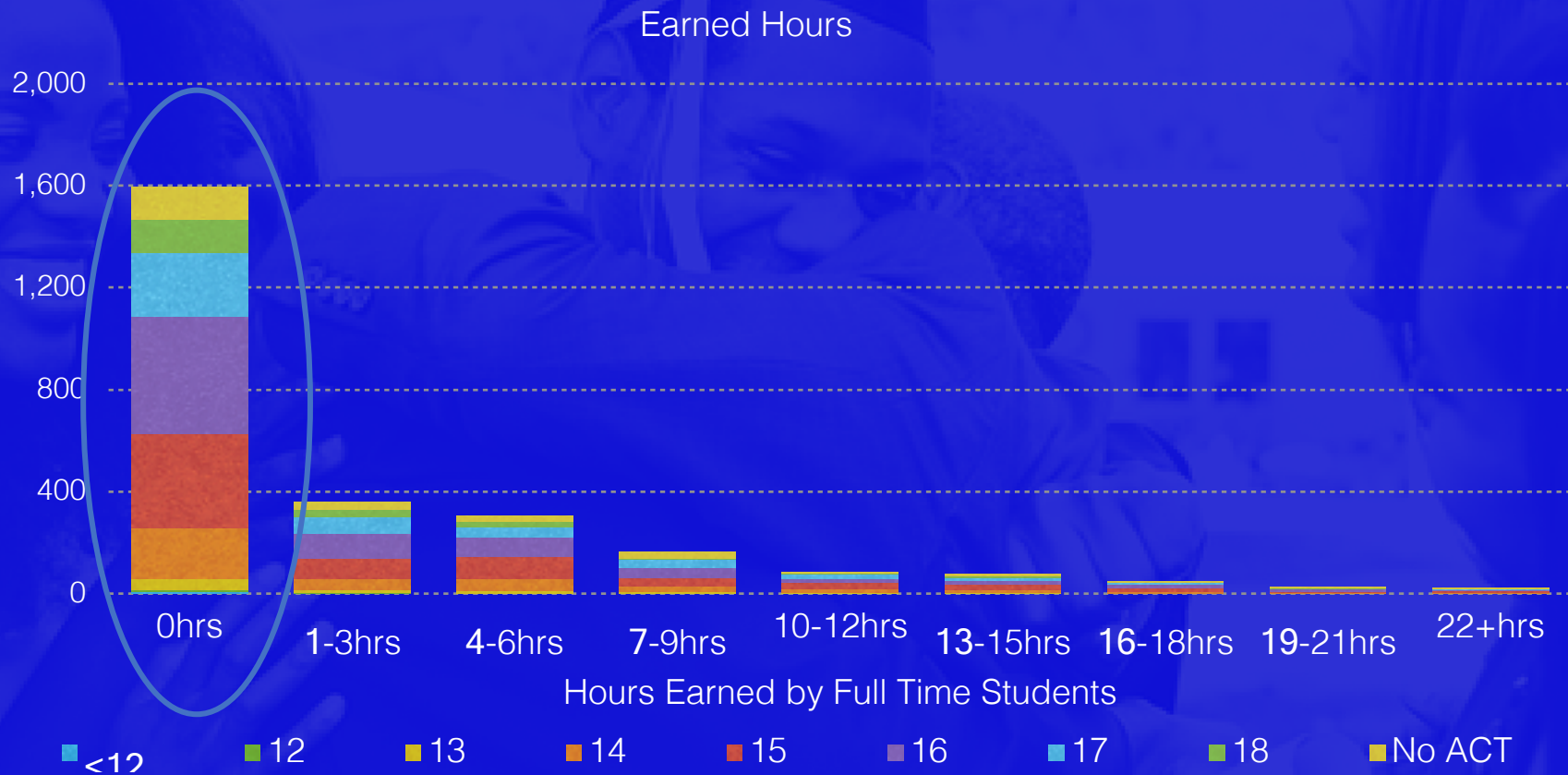
The Bottom Line

- Students who pass corequisites and college-level – **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

Academic Purpose and Mindset

Students who have…

- A clear academic purpose
- Understand the relevance of gateway courses
- Have a strong academic mindset

…perform better

Momentum Pathways

ADVISORS

15 to Finish

Momentum Year

Academic Maps with Proactive Advising

FACULTY

Math Pathways

Corequisite Support

Corequisite Experts

Chip McLain, Walters State Community College

Matt Hollrah, University of Central Oklahoma

Peter Adams, Community College of Baltimore County

Chip McLain

First-Round Impact at WSCC

Only 30% of the students who enrolled in Learning Support Writing (ENGL 0800) in fall of 2012 passed ENGL 1010 by the end of the academic year (summer 2013).

65% of the students who enrolled in ENGL 1010+0804 Corequisite courses passed ENGL 1010 in the single semester of fall 2014 with a C or better.

Round Two, Taken to Scale

In fall 2015, all levels of Learning Support (LS) students were placed in the ENGL 1010+0804 corequisite course strategy.

ENGL 1010 Success Rates (ABC)

	DFW's	ABC's
Mixed population	22%	78%
1010-only population	21%	79%
LS-only population	28%	72% in single term

Matt Hollrah

Co-Requisite Developmental Writing at the University of Central Oklahoma

Matt Hollrah, PhD

The University of Central Oklahoma is a four-year, master's-granting, metropolitan, regional university located in the Oklahoma City metro area.

Total enrollment: approximately 16,000

Brief History of Developmental English at UCO

Agreement with Rose State
College until Spring 2012

Co-Requisite Model for All

ENG 0123 Sections

Fall 2014

Integrated Developmental
Reading/Writing

(Prerequisite Model)

Spring 2012-Spring 2014

Success Rate Comparison: Prerequisite Vs. Co-Requisite

	Success rate in ENG 0123	Percent of cohort enrolling in ENG 1113	Success rate in ENG 1113
Students under **prerequisite** model (n=363) Spring 2012-Spring 2014	79% (267/338)	62% (208/338)	51% (172/338)
Students under **co-requisite** model (n=508) Fall 2014-Fall 2016	81% (413/508)	100% (508/508)	71% (360/508)

What I'll Cover Later Today

- The basic set-up of our co-requisite course
- The challenges of scheduling linked courses
- Staffing and training issues
- What happens in the credit-bearing and co-requisite classroom
- Your questions

Peter Adams

ALP at CCBC

ENG 101   ALP

traditional
developmental
students:
fall 2007 –
fall 2010

took
ENG 052
Fa07-Fa10
5545
100%

passed
ENG 052
3604
65%

took
ENG 101
2661
48%

did not pass
ENG 052
1941
35%

took no
more writing
courses
943
17%

ALP students:
fall 2007 –
fall 2010

took
ENG 052
Fa07-Fa10
592
100%

passed
ENG 052
485
82%

took
ENG 101
592
100%

didn't
pass
ENG 052
107
18%

took no
more writing
courses
0
0%

data from Cho, Kopko, & Jenkins, 2012 (CCRC)

traditional developmental students: fall 2007 – fall 2010

| took ENG 052 Fa07-Fa10 5545 100% | passed ENG 052 3604 65% | took ENG 101 2661 48% | passed ENG 101 Fa07-Fa10 1829 33% |
| | did not pass ENG 052 1941 35% | took no more writing courses 943 17% | didn't pass ENG 101 Fa07-Fa10 832 15% |

ALP students: fall 2007 – fall 2010

| took ENG 052 Fa07-Fa10 592 100% | passed ENG 052 485 82% | took ENG 101 592 100% | passed ENG 101 Fa07-Fa10 438 74% |
| | didn't pass ENG 052 107 18% | took no more writing courses 0 0% | didn't pass ENG 101 Fa07-Fa10 154 26% |

data from Cho, Kopko, & Jenkins, 2012 (CCRC)

Success Rates for 7 Participating Colleges

Legend:
- comparison cohort (green)
- ALP cohort (purple)

College	Location	comparison cohort	ALP cohort
A	5-10000 suburbs Midwest	37%	76%
B	10-20000 suburbs Midwest	33%	86%
C	20000+ urban Southwest	38%	73%
D	<5000 small town Midwest	48%	68%
E	<5000 suburbs Southeast	39%	94%
F	<5000 rural Southeast	35%	51%
G	5-10000 small town Mid-Atlantic	47%	82%
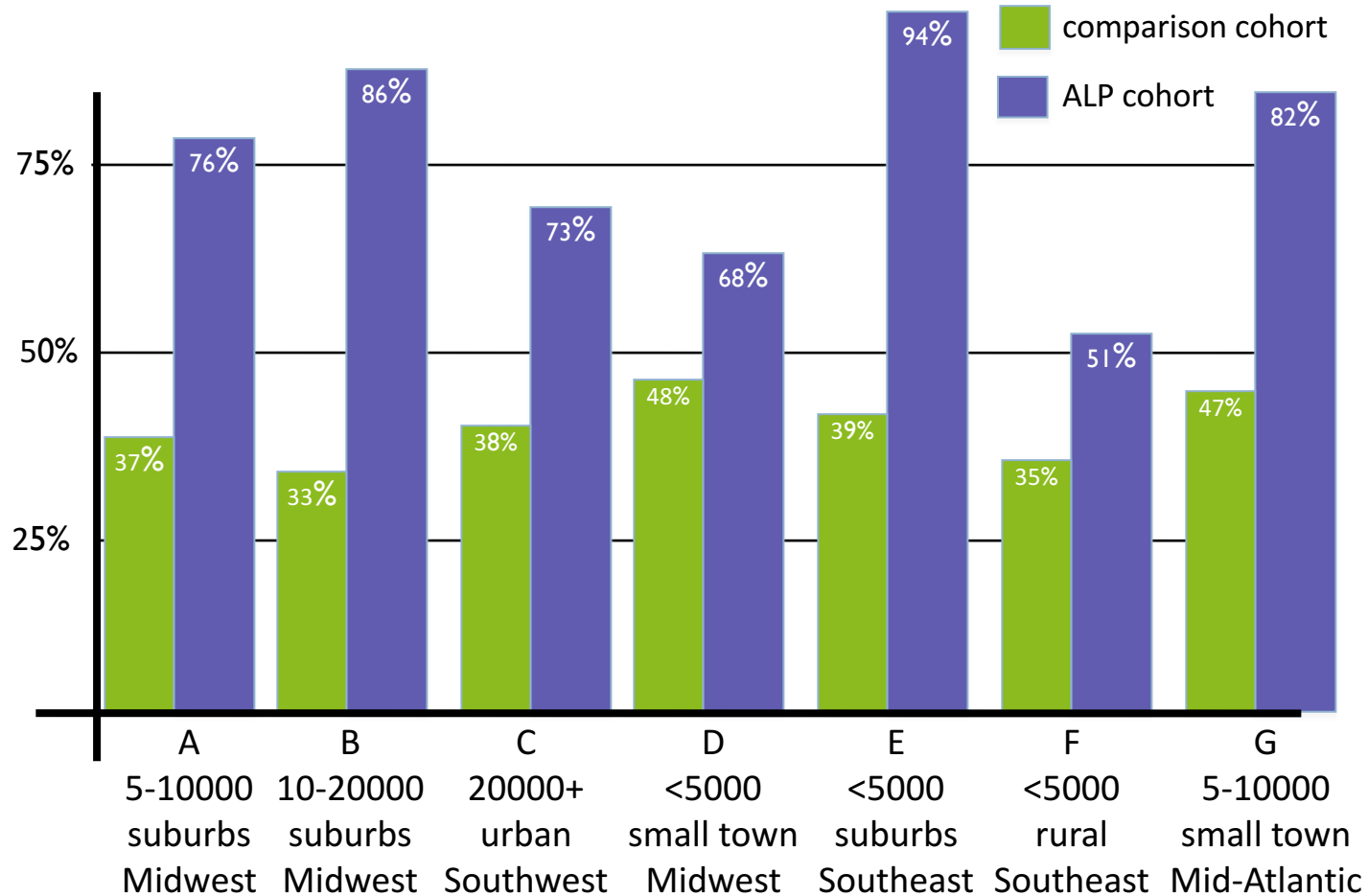
Why ALP Works

1. students are in ENG 101
2. cohort effect
3. small class size
4. coordination of two courses
5. attention to non-cogs
6. developmental students are in a class with 101-level students
7. progressive pedagogy
8. enough time to include reading and non-cogs
9. scalable

After lunch

Peter Adams	Waldorf Astoria A
Matt Hollrah	Waldorf Astoria D
Chip McLain	Waldorf Astoria C

Lunch and team time

What are the most important insights from the morning session?

Which ideas, strategies or approaches warrant further discussion and exploration by your institution?

Are there other key questions you would like answered by the content experts or CCA?

Workshop WiFi:
Network: UHWireless
No password required

Planning Time

What are the immediate next steps you will take when you get back to your institution?

What are the key outcomes you want to achieve by Fall 2018?

Who needs to be involved in order for you to achieve your key outcomes by Fall 2018? How will you communicate to them or convene them?

Final question of the day

Respond to the question at
PollEv.com/completecollege
or
text COMPLETECOLLEGE to 37607

(text once to join, then text again with your response!):

What do you view as the most critical technical assistance need to help your institution implement corequisite support?

Available to assist:

www.completecollege.org

@BruceatCCA

bvandal@completecollege.org

@VanessaKatCCA

vkeadle@completecollege.org

Thank you!

You have access to all resources from this event here: https://completecollege.org/event/**houstoncoreq**/

Don't forget your reimbursement form!