Corequisite Education

January 11, 2023
House Interim Committee on Higher Education
Overview

- What is the problem to address?
- What is corequisite holistic student support?
- Oregon community college implementation
- Outcomes 2022-23
The Leaking Pathway

Percentage of community college students who ever enrolled in college-level math and percentage who passed college-level math, by level of first math course.

Only 23% of students who start with developmental math ever take a college-level math course.

Source: HECC analysis of student-level data from Oregon community colleges
The Challenge

Only **33%** of Oregon 11th graders meet the state math standard.

For adult learners, the many years since math education can compound the college-readiness challenge.

The task for postsecondary institutions is how best to drive student success in ways that do not exacerbate equity gaps but close them.

The rate is even lower for:

- Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander students
- Economically disadvantaged students
- English language learners
- Students with disabilities

Traditional Prerequisite Remedial Model

TERM 1: Prerequisite Course I
TERM 2: Prerequisite Course II
TERM 3: Prerequisite Course III
GOAL: College Level Gateway Course

Corequisite Support Model

SINGLE TERM

Corequisite Support Course
The corequisite model saves students time and money
College Level Gateway Course

SOURCE: CCA. No Room for Doubt: Moving Corequisite Support from Idea to Imperative (2021)
Corequisite Math Classes Support Students in Multiple Ways

- Review and practice with background skills and concepts that are about to be used in the parent course.
- Review, practice and reteaching of content from the parent course.
- Explicit attention to learning strategies, study skills and affective component of learning.
- Active learning and lots of student/student interaction.
The corequisite model is already working across the country!

Students passing gateway math courses within one year

- before corequisite model implementation
- after corequisite model implementation

SOURCE SHEEO and CCA. Serving the Equity Imperative: Intentional Action Toward Greater Student Success (2016).
Nine Oregon CCs Currently Implementing

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>实施人数</th>
<th>实施率</th>
<th>相关课程实施人数</th>
<th>相关课程实施率</th>
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<tbody>
<tr>
<td>LBCC</td>
<td>Mth 105 (Only)</td>
<td>22/33</td>
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<td>9/14</td>
<td>64%</td>
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<tr>
<td>Lane</td>
<td>Mth 105 (Only)</td>
<td>91/107</td>
<td>85%</td>
<td>11/13</td>
<td>85%</td>
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<tr>
<td>CGCC</td>
<td>Mth 111 (Only)</td>
<td>4/8</td>
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<td>*TBCC</td>
<td>Mth 105 (Only)</td>
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<td>*TBCC</td>
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<td>*COC</td>
<td>Mth 111 (Only)</td>
<td>116/194</td>
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<td>3/5</td>
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<td>Chem</td>
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<td>87/125</td>
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<td>18/21</td>
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<td>7/10</td>
<td>70%</td>
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<tr>
<td>RCC</td>
<td>Mth 243 (Only)</td>
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<td>41%</td>
<td>32/46</td>
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* All 2022-23 Data
Corequisites Make the Difference

Of the “college-ready” students who take developmental education math courses, only 23% ever go on to take a college-level math course.

However, corequisite math course students – most of whom wouldn’t have otherwise taken a college-level math course – are completing college-level Math 105 at a rate of 72%.
"Non-College-Ready" Students Succeed

College-Level Math Course Completion

- "College-Ready" Students: 64%, 62%, 41%
- Corequisite Students: 72%, 63%, 70%

Math 105  Math 111  Math 243
Student Voices

Definitely feel more confident in my skills and ability to tackle problems.

I was grateful to have this class as an option.

I wish I would have known how supported and welcomed a person with my math level would be going into Stats.

I liked learning at a slower pace and because we have time to break down the problems and to have a better understanding.

I would highly recommend people to take this class.