Placement, Advising, and Academic Supports in the Age of Corequisite Remediation

Reimagining Developmental Education
CAPR \ 2019

Presenters:

- Mari Watanabe-Rose, CUNY
- Suzanne Morales-Vale Ph.D., Texas Higher Education Coordinating Board
- Laura Kalbaugh, NC Student Success Center and Wake Tech CC
- Michael Baston, Rockland CC

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COREQUISITE REMEDIATION AT CUNY

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DOI: 10.3102/0162373716649056

Should Students Assessed as Needing Remedial Mathematics Take College-Level Quantitative Courses Instead? A Randomized Controlled Trial

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The City University of New York

Many college students never take, or do not pass, required remedial math to increase college-level performance. Some colleges and states are the allowing students to take college-level courses without first taking remed experiments have compared the effectiveness of these approaches, and randomly assigned 907 students to (a) remedial elementary algebra, (b) th

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Corequisite Mathematics Remediation: Results Over Time and in Different Contexts

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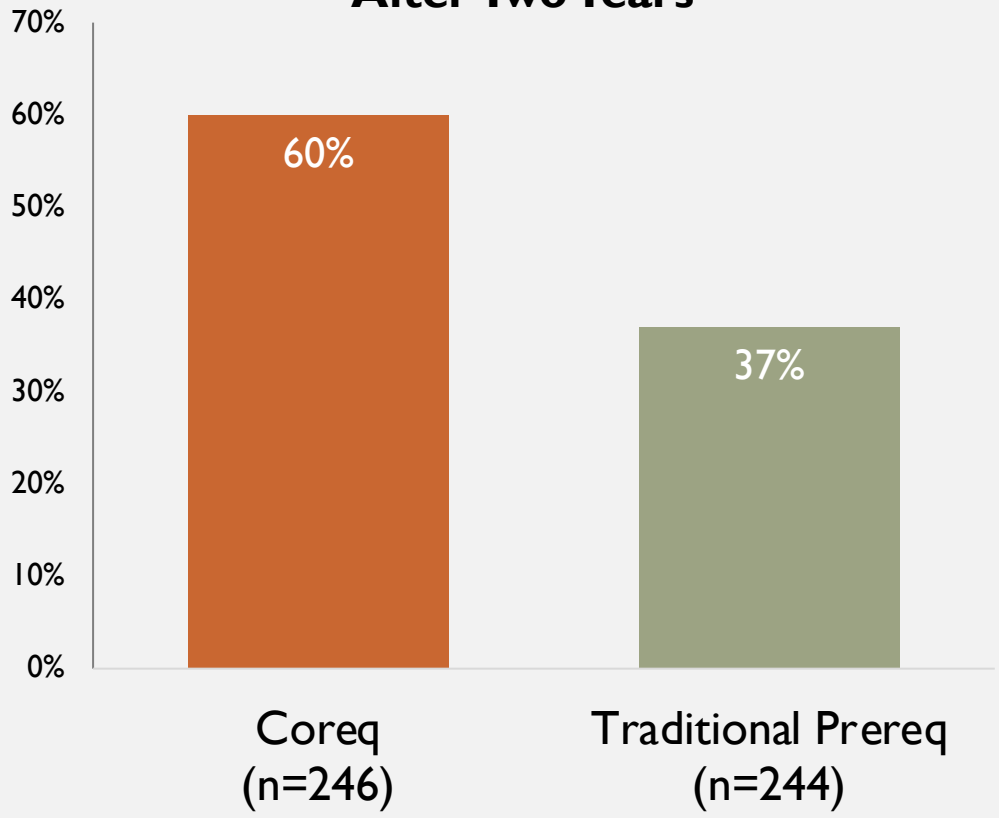
Traditional mathematics remediation is based on the theory that traditional mathematics remedial courses increase students' subsequent academic performance. However, most students assigned to

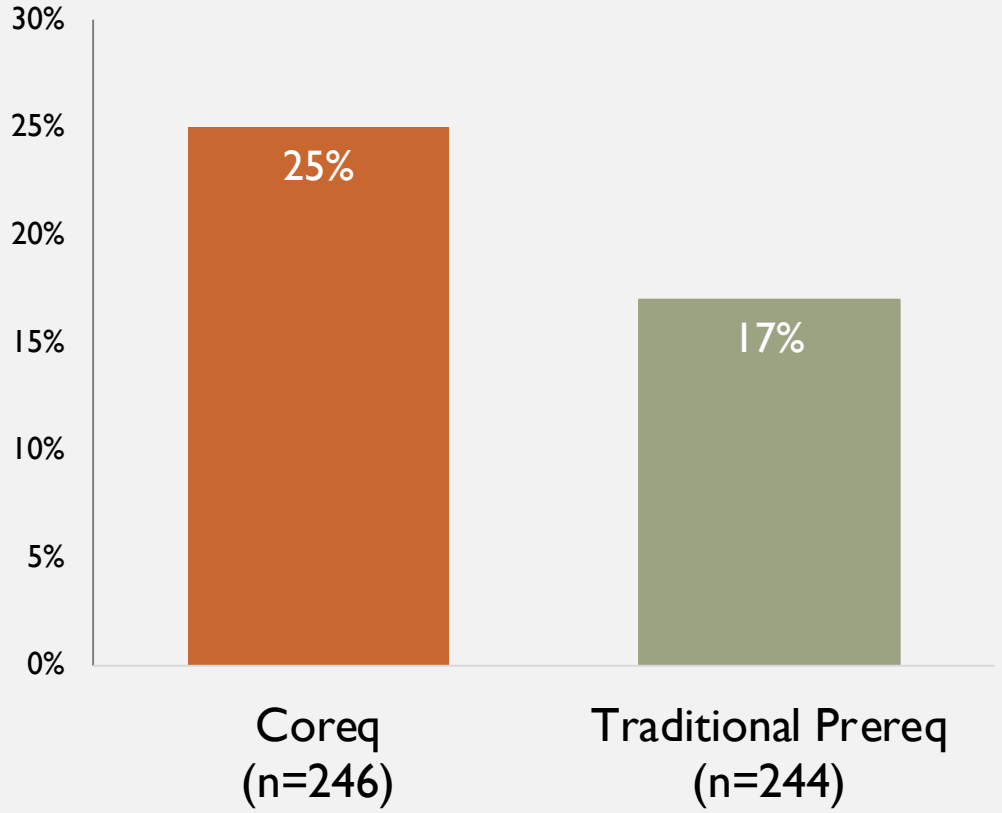
COREQ VS. PREREQ: MATH RCT IN FALL 2013

Passed College-Level Math Course After Two Years



Source: Logue, Watanabe-Rose, & Douglas (2016)

Graduation After Three Years

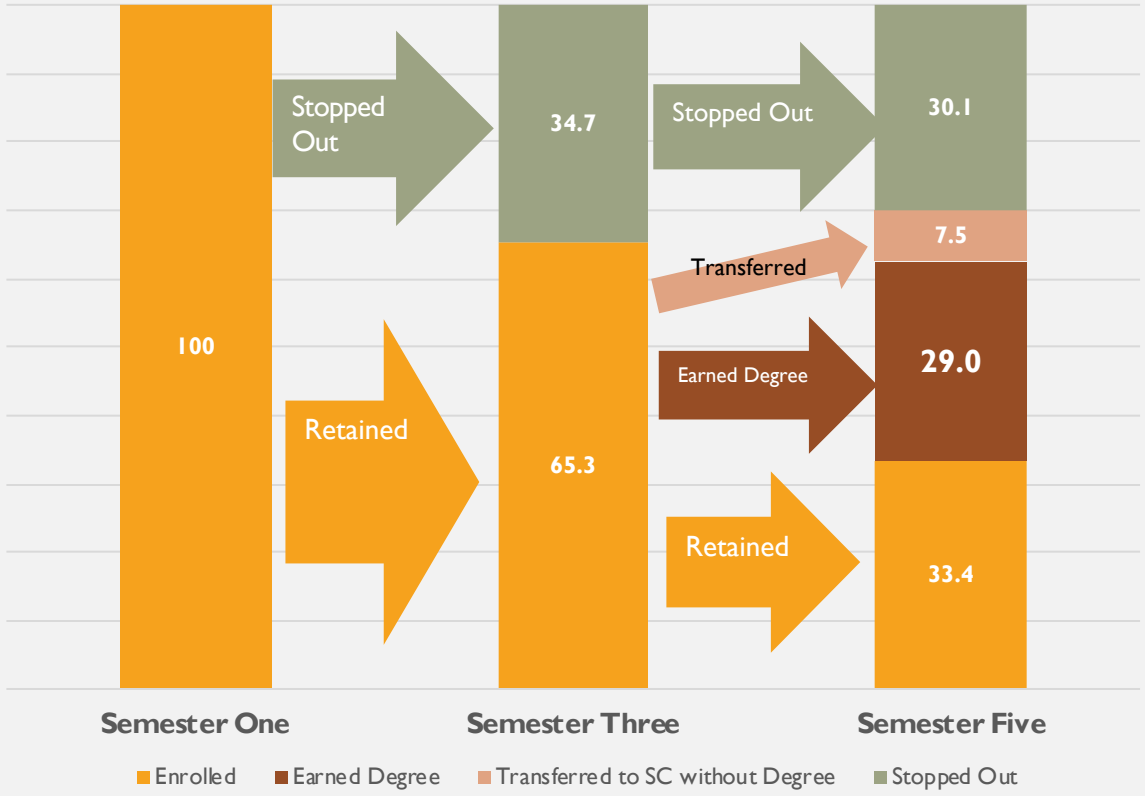


Source: Logue, Douglas, & Watanabe-Rose (2019)

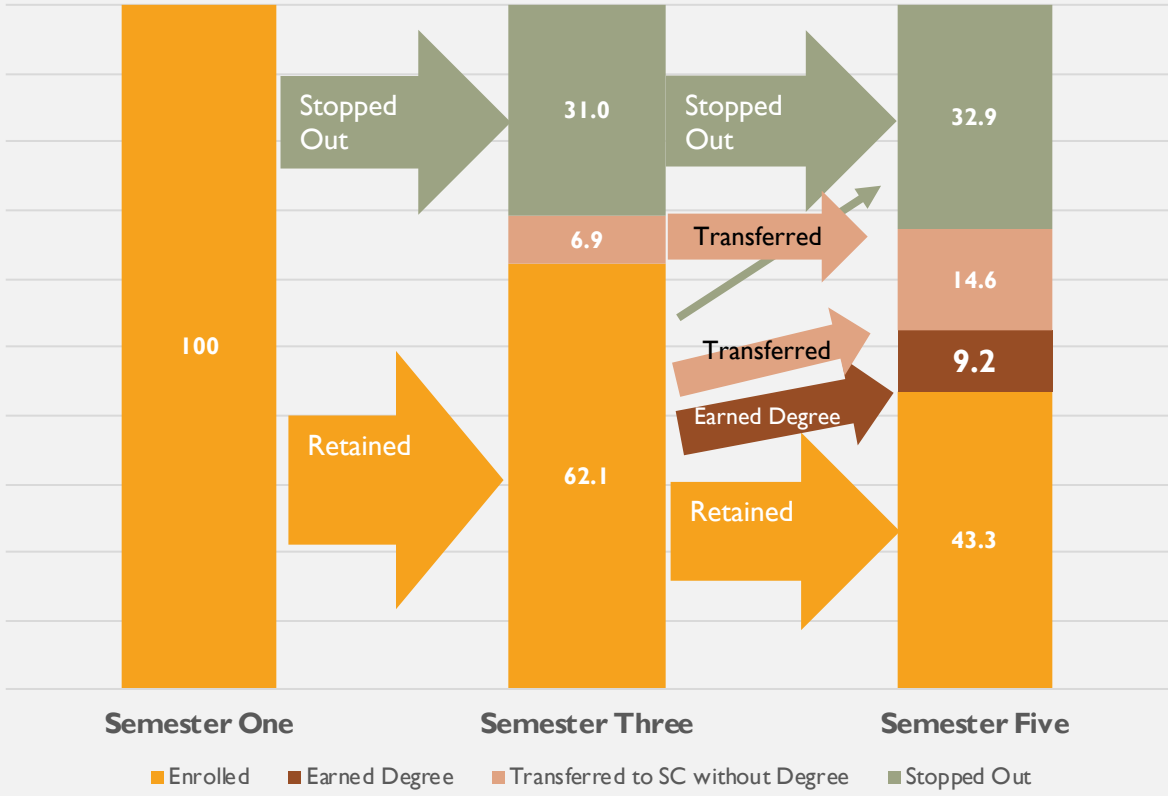
COREQ VS. PREREQ (MATH): SEMESTERS 3 AND 5

2016 Fall entering cohort First-time Freshman : Students with Remedial Need in Math

Corequisite Remediation

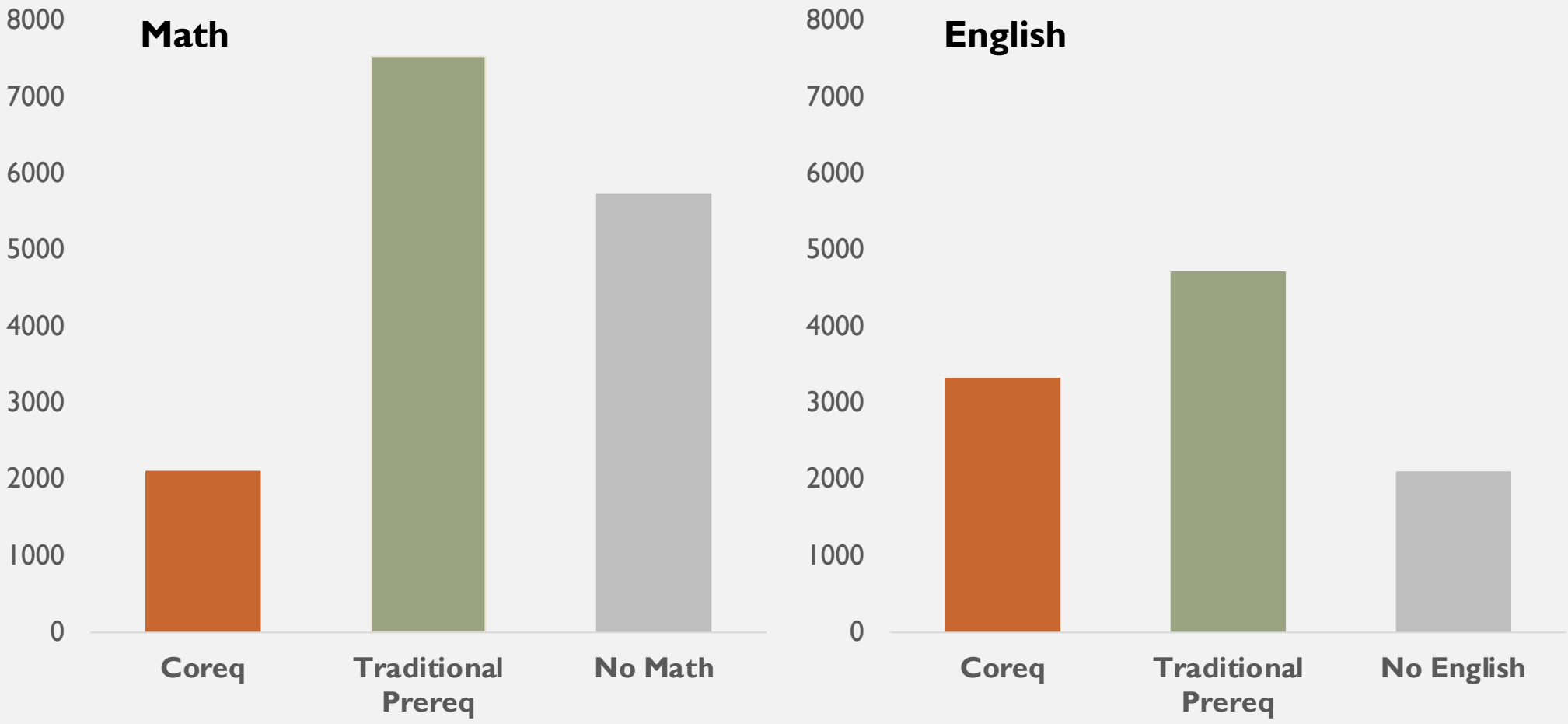


Traditional Remediation



CURRENT COREQ ENROLLMENT AT CUNY

Fall 2019 Non-Proficient Students



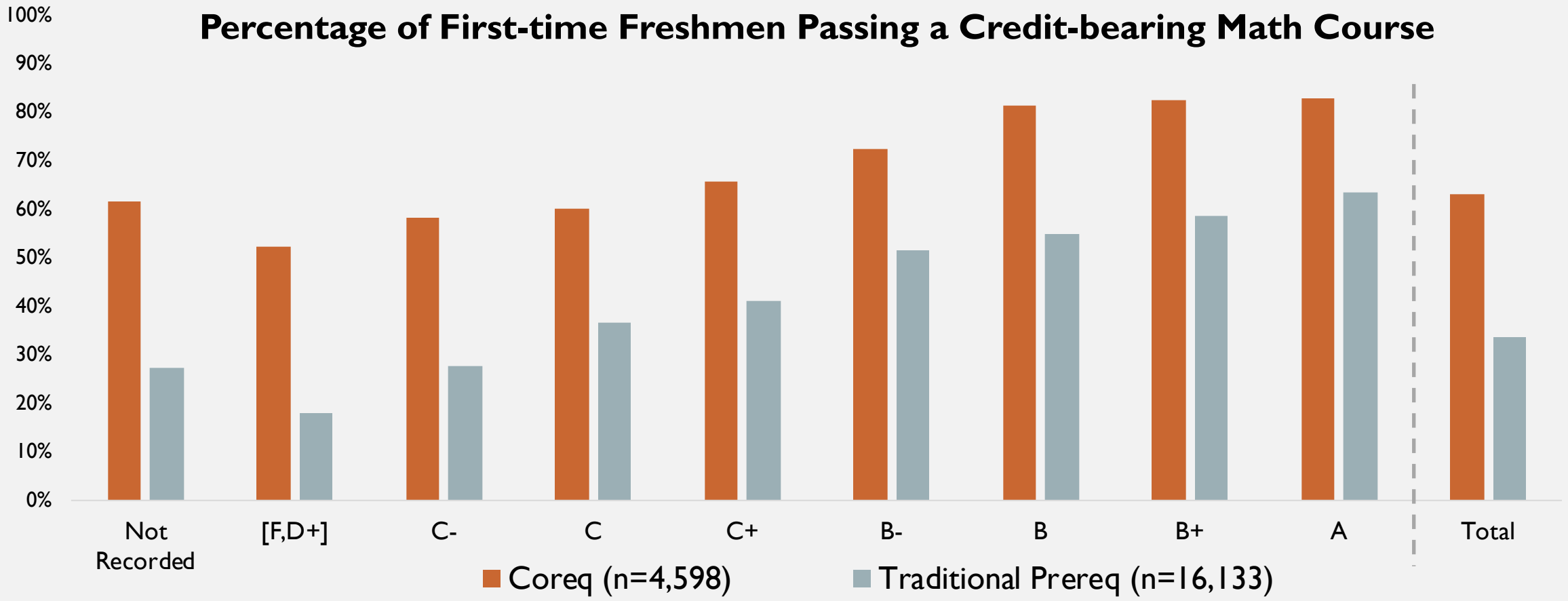
COREQ MODELS AT CUNY

Model	One-Course Model	Two-Course Model	
Structure	one developmental course	one regular course + one linked remedial course	one regular course + mandatory workshops
Instructors	Same instructor teaches credit-bearing and developmental content	Same instructor or different instructors may teach credit-bearing and remedial courses	Workshop support can be taught by immersion instructors, peer leaders, or tutors
Cost and Revenue Implications	• College charges tuition based on equated credit hours • Equated credit hours generate FTEs	• College charges tuition based on equated credit hours • Equated credit hours generate FTEs	• Internal funds can pay for workshop costs • Workshops are free to students • College cannot charge tuition based on equated credit hours • Only credit hours generate FTEs

SOME QUESTIONS TO ASK WHEN DESIGNING COREQ

- Number of hours for corequisite support
- Transferability
- Cost
- Instructors
- Professional development

COREQ VS. PREREQ (MATH): BY HIGH SCHOOL GPA



* Coreq Students ted as passing are counted as passing only if they passed on their *first* attempt. Traditional remediation students are CUNY's Fall 2014 FTF who were assigned to math remediation. They are counted as a passing if they passed a credit-bearing Math course any time within two years even if multiple attempts were required.

STUDENTS WHO PASS/FAIL COREQ MATH

Coreq Math Outcome (N=4,537)	Passed	Failed
N	2,859 (63%)	1,678
Mean N of Other Courses Taken in Same Semester (*SD*)	2.46 (0.92)	2.45 (0.92)
Mean GPA, Not Including Coreq (*SD*)	2.54 (1.11)	1.21 (1.25)
% Failing All Courses Other Than Coreq	6%	39%
% Retained in Next Semester	82%	55%

Source: Guy & Watanabe-Rose (2019)

STUDENTS WHO PASS/FAIL COREQ ENGLISH

Coreq English Outcome (N=7,938)	Passed	Failed
N	5,537 (70%)	2,401
Mean N of Other Courses Taken in Same Semester (*SD*)	2.62 (0.88)	2.48 (0.86)
Mean GPA, Not Including Coreq (*SD*)	2.48 (1.14)	0.88 (1.19)
% Failing All Courses Other Than Coreq	6%	53%
% Retained in Next Semester	86%	49%

IMPLICATIONS AND NEXT STEPS

1. Corequisite remediation is significantly more effective than traditional prerequisite remediation.
2. No clear differences between students who fail vs. pass coreq, on the basis of their pre-enrollment characteristics→ Cannot effectively screen them out.
3. Failing students poor outcomes extended well beyond math or English→ Solution is not simply giving them more instructional hours. (NEED FOR MORE NON-ACADEMIC SUPPORT?)
4. Significant difference in retention→ Intervention should occur in the same term.
5. Figure this out! This is next frontier of experimentation and research!

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REFERENCES AND ACKNOWLEDGEMENT

Guy, G. M., & Watanabe-Rose, M. (2019, January). What do students who fail corequisite remedial math need? Presentation at Joint Math Meetings, Baltimore, MD.

Logue, A. W., Douglas, D., & Watanabe-Rose, M. (2019). Corequisite mathematics remediation: Results over time and in different contexts. Educational Evaluation and Policy Analysis. Published Online First on May 10, 2019. doi: 10.3102/0162373719848777

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Thank you!

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Developmental Education-Bringing Reforms through Legislation

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Division for College Readiness and Success

60×30TX
Texas Higher Education Coordinating Board

CAPR Conference
November 22, 2019

The four goals in the *60x30TX* Plan are essential to the future prosperity of Texas.

THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*

THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*

THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

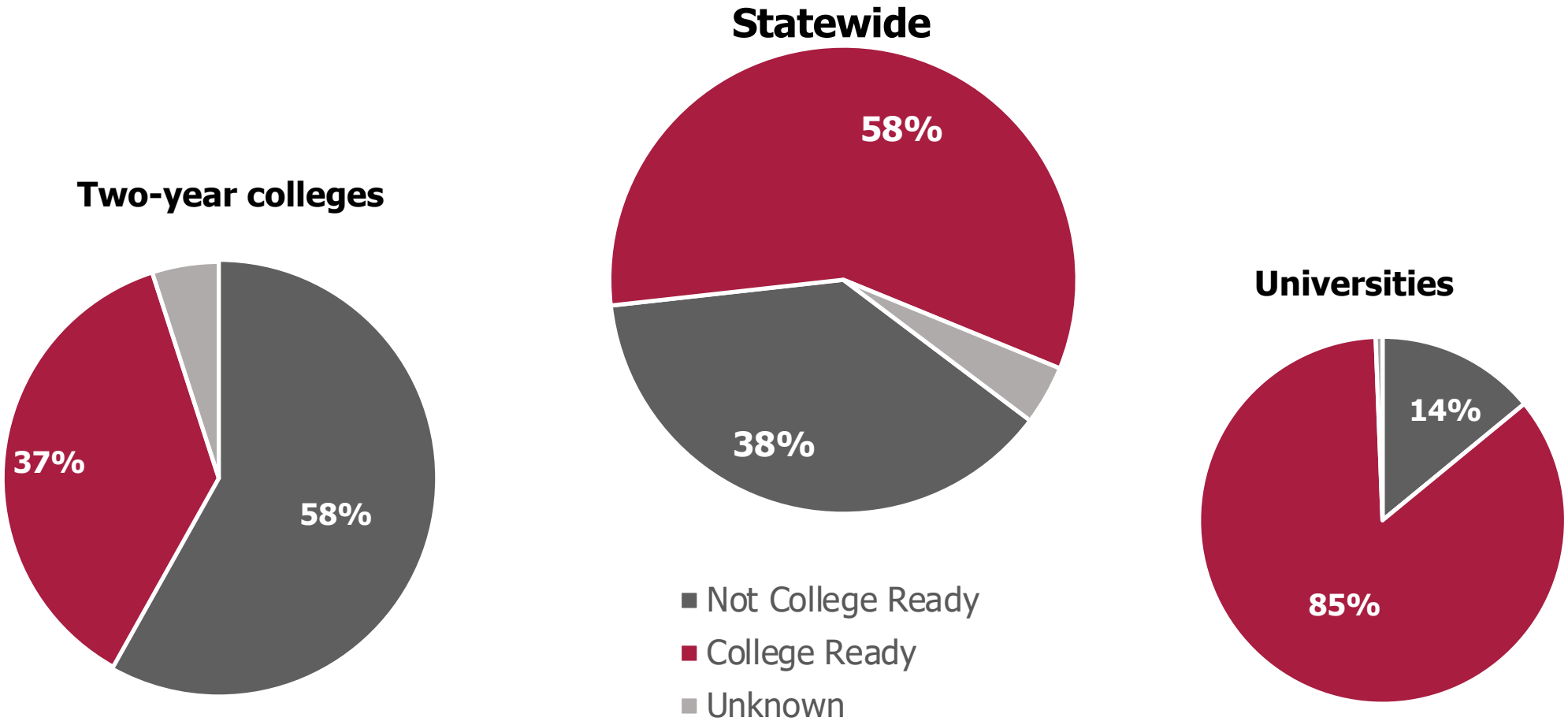
- *Emphasizes the value of higher education in the workforce*

THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

Fifty-eight percent of first-time entering students in Fall 2018 were college ready



Note: Numbers are calculated with uncertified data from one institution whose data was not certified at time of publication

What is College Readiness?

College readiness is the ability to successfully complete a freshman-level college course without remediation.

Texas Success Initiative (TSI) (TEC, Chapter 51, Subchapter F-1)

- All non-exempt, entering undergraduates must be tested for college readiness in **reading, writing, and math** using the TSI Assessment (TSIA)
- Students not meeting TSIA cut scores must enroll in **developmental education** courses to help remediate areas of weakness

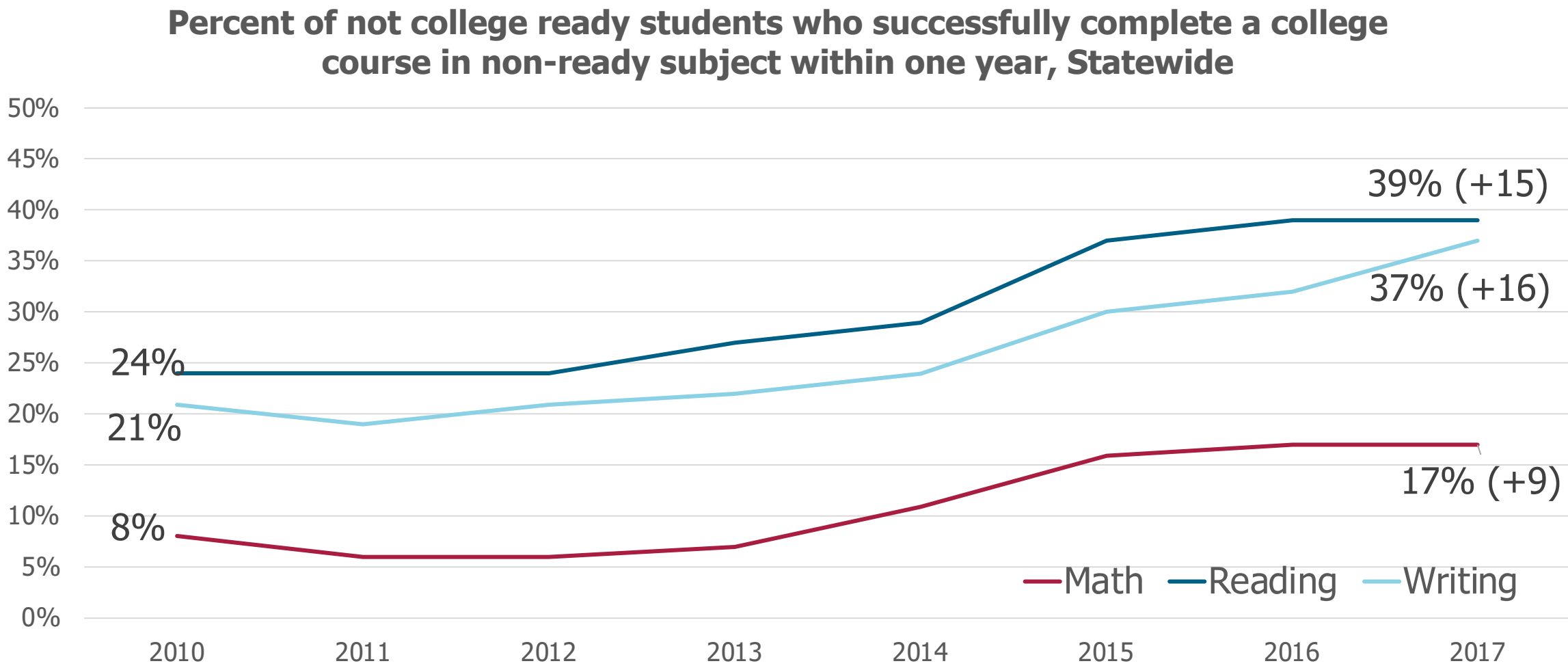
Developmental Education (DE) - Traditional Approaches

Separate, pre-college level reading, writing, and math courses designed to remediate students' weak areas and prepare them for college-level coursework.

- Up to an **extra year** or more of courses
- Often **cost the same** as college-level courses
- Students attend classes, spend money on textbooks, childcare, time off from work…

DE DOES NOT count towards a degree/certificate

Successful completion of first college-level course by students who entered not college ready has increased over past 7 years



Why Change Traditional Developmental Education?

93% of students needing 3 or more DE math classes did not complete a college-level math course after three years

Basic Skills Progress Tracker, California Community Colleges Chancellor's Office (2010-2013)

Developmental Education Reforms

Key Game-Changers:

- Rider 59 (2009)
  - Non-Course Competency-Based Options (NCBOs)
    - May be free to students
    - Range from 4 to 64 contact hours
- SB 162: (2011)
  - From four (4) to one (1) statewide assessment instrument
  - From ability by each IHE to raise statewide CR benchmark to one set of statewide benchmarks
  - Holistic advising and placement for underprepared students

Developmental Education Reforms

Acceleration Options:

- Holistic Advising and Placement
- Non-course competency-based options (NCBOs)
  - Can be free to students
- Integrated Reading and Writing (INRW)
- **Corequisite models**
  - **Most studied**
  - **Most promise, especially for underrepresented populations**

Developmental Education Reforms

Acceleration Options:

- Holistic Advising and Placement – by Rule 2013
- Non-course competency-based options (NCBOs) – by Rule 2015
  - Can be free to students
- Integrated Reading and Writing (INRW) – by Rule 2015
- **Corequisite models** – by Rule 2018
  - **Most studied**
  - **Most promise, especially for underrepresented populations**

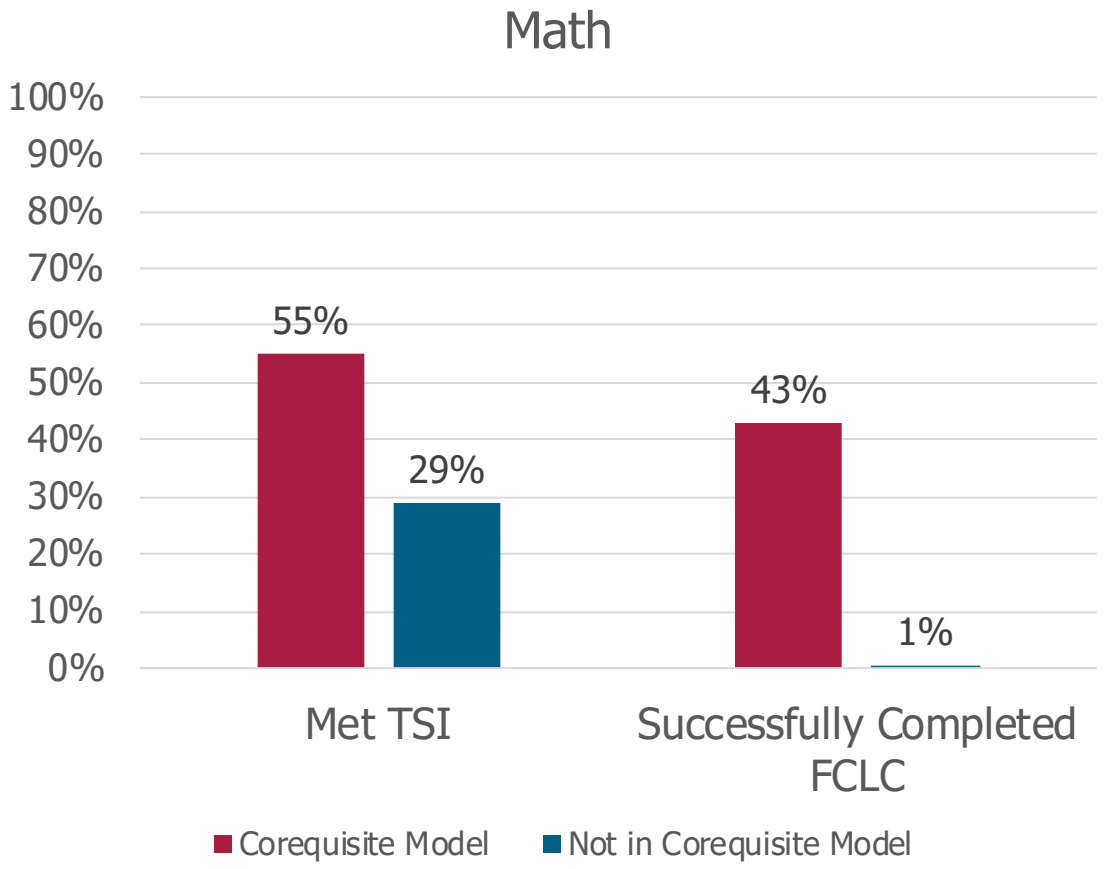
House Bill 2223 (85th Legislature)

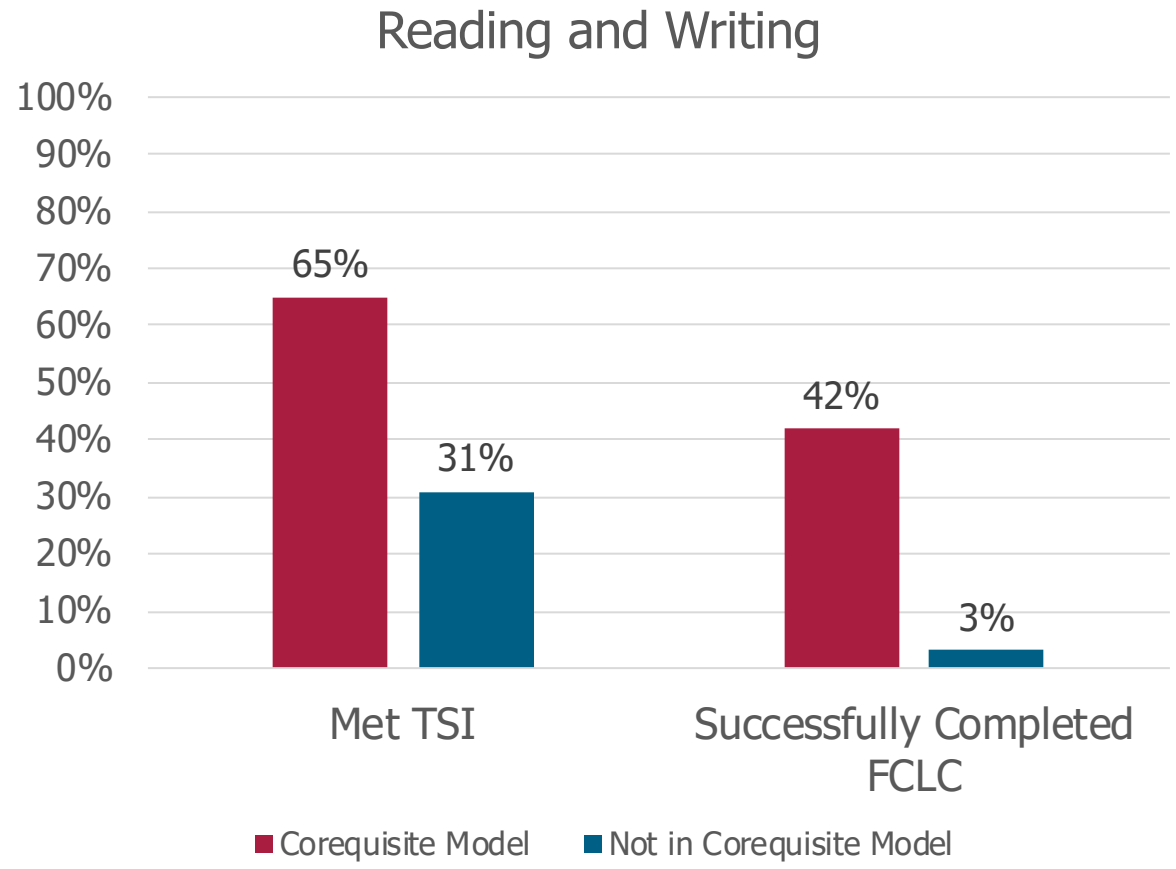
- HB2223 requires each IHE to **develop and scale corequisite model(s)** for certain underprepared students.
- Each institution shall ensure that **at least 75 percent** of the institution's undergraduate students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.

(*Texas Education Code, Chapter 51, Subchapter F-1*)

Eligible DE students in corequisite models are meeting benchmarks at a higher rate than students not in corequisite models

Outcomes for Fall 2018 eligible DE students after one semester, **Community and Technical Colleges**





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Scaling up of corequisite enrollment accelerated first college-level course completion

- Increase in percentage of eligible DE students enrolling in corequisite models statewide

	Fall 2017	Fall 2018
Math	5%	31%
Reading and Writing	10%	43%

- Approximately **11,500** more successful first college-level course completions statewide when comparing fall 2018 to fall 2017.
  - 1,782 more successful FCLC completions for African-American students
  - 5,290 more successful FCLC completions for Hispanic students

Note: Numbers are calculated without data from 1 institution whose data was not certified at time of publication.

Questions?

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Connecting State and Institutional Approaches to Reform

Laura Kalbaugh
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Dean, CES Special Projects, Wake Tech CC

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RISE – Reinforced Instruction for Student Excellence
The State Level

- Review of state success data indicated more needed to be done
- Survey of successful programs across the country
- Presentations across NC to faculty and staff proposing corequisite model
- Teams of faculty define courses
- Data driven decisions for placement

- Inclusion of faculty and staff across the state has been critical to success of implementation

RISE – Reinforced Instruction for Student Excellence
The College Level

- Build awareness of the need and the proposed solution
- Liaison between state initiative and college implementation
- Gather the team
  - Include all areas of the college that will impacted or can help including
    - Faculty representatives
    - Advising – professional and faculty
    - Admissions
    - IT
    - Scheduling
    - Registrar
    - Communications
    - Adult Basic Education

RISE – Reinforced Instruction for Student Excellence
The Impact

- Faculty – creating new corequisite and transition courses
  - Developmental faculty working in partnership with curriculum faculty
    - Time required to plan
    - Communication between partner instructors is critical
- Advisors – learning new placement policies and options for students
  - Professional development is key to success
- Registrar/testing/scheduling/admissions – almost every aspect of this work is impacted
  - Professional development is key to success
  - Time is required to plan and test
  - Work is time sensitive for successful implementation
- All work is ongoing!

Implementing a State Initiative at a College

- Communication is critical
  - Volunteer to help at the state level
  - Build relationships across service areas
- Professional development is critical
  - Replicate PD from state level to local
  - Offer PD repeatedly
  - Make sure everyone who needs PD has the opportunity
- Work together and across service areas
  - Build a working committee
  - Meet often and have open discussions
- The job isn't done when implementation begins
  - Continue efforts and look for ways to improve implementation
  - Open dialogue when issues arise (and they will)

It is worth the time and effort!

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