

Corequisite Education

Feb 8th, 2023

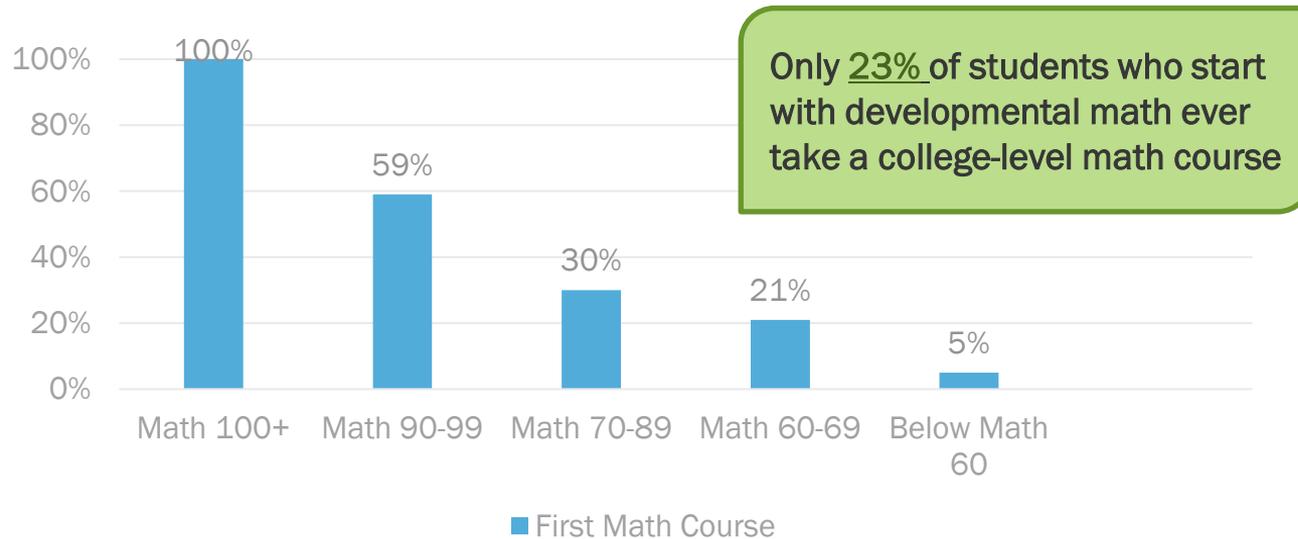
Senate Committee on Education

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.



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

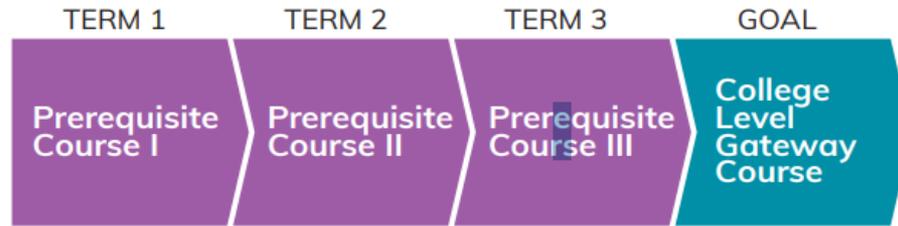


The rate is even lower for:

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

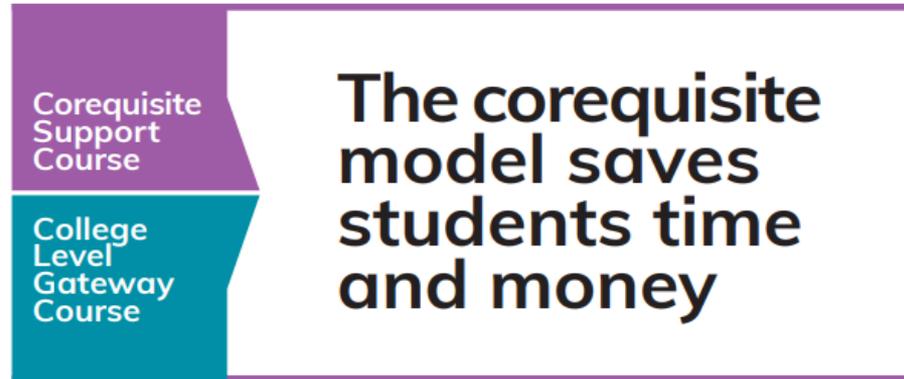


Traditional Prerequisite Remedial Model



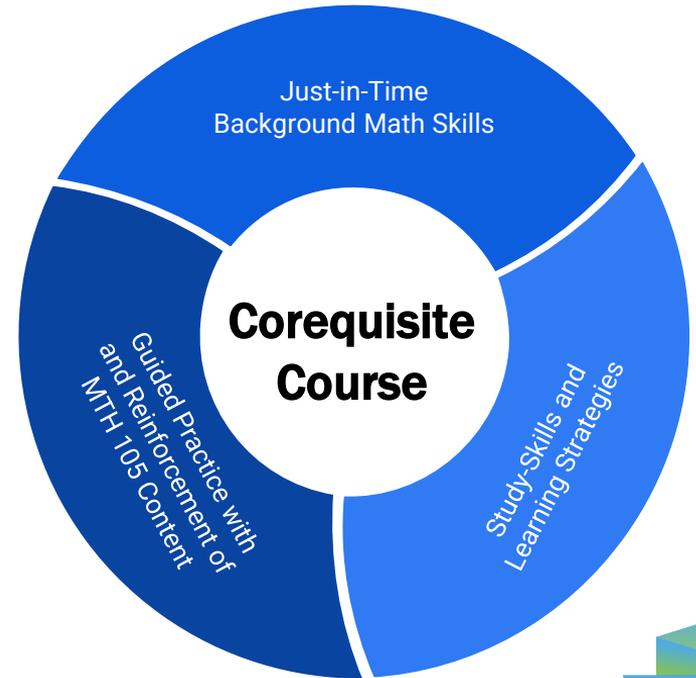
Corequisite Support Model

SINGLE TERM



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.



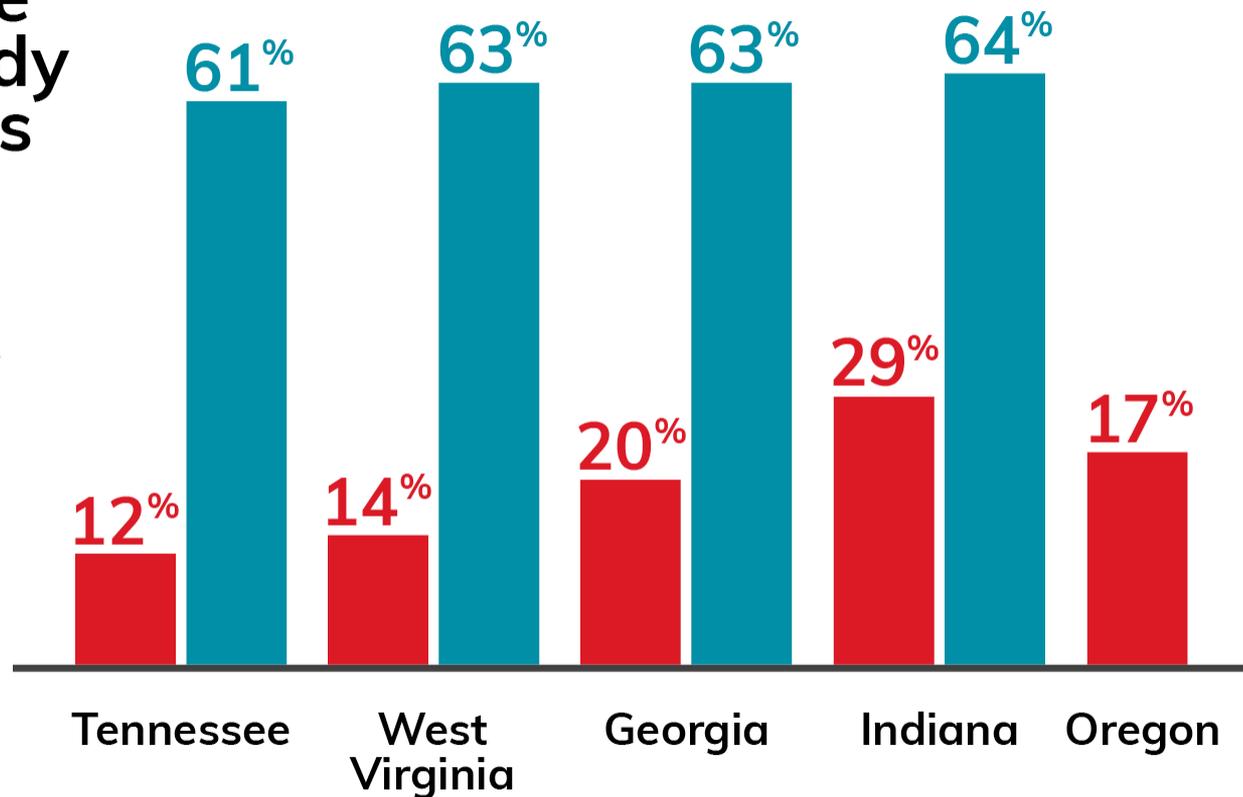


The corequisite model is already working across the country!

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).

Outcomes

Nine Oregon CCs Currently Implementing

LBCC: Mth 105 (Only)	22/33	67%	OCCC: Mth 105 (Only)	4/7	57%
Corequisite	9/14	64%	Corequisite	3/5	60%
Lane: Mth 105 (Only)	91/107	85%	Chem Mth 105 (Only)	127/218	58%
Corequisite	11/13	85%	Corequisite	87/125	70%
CGCC: Mth 111 (Only)	4/8	50%	*Clat Mth 105 (Only)	12/16	75%
Corequisite	3/4	75%	Corequisite	18/21	86%
*TBCC: Mth 105 (Only)	22/56	39%	Mth 111 (Only)	19/24	79%
Corequisite	21/28	75%	Corequisite	7/10	70%
Mth 243 (Only)	12/15	80%	RCC Mth 243 (Only)	57/140	41%
Corequisite	3/3	100%	Corequisite	32/46	70%
*COCC Mth 111 (Only)		116/194			
	60%	Corequisite 16/27			
	59%				

Corequisites Make the Difference

Of the “college-ready” students who take **developmental education math courses**, only

23%

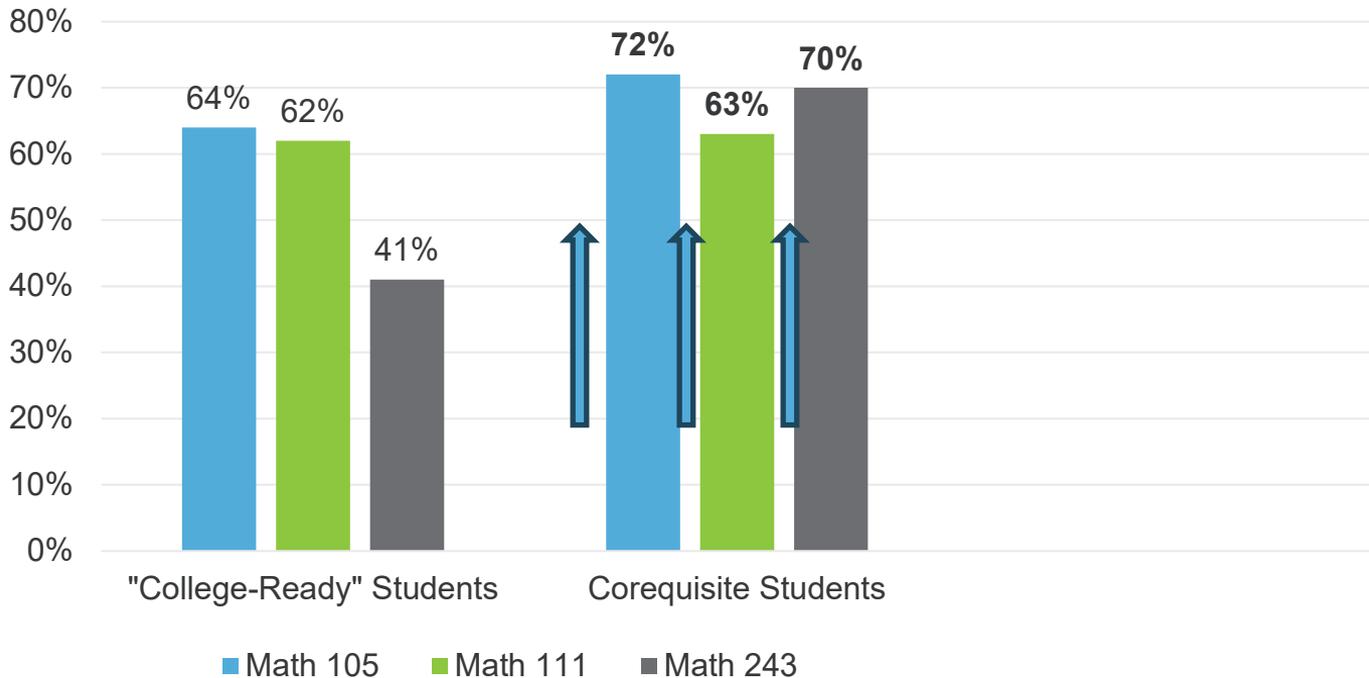
ever go on to take a college-level math course

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



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

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

I would highly recommend people to take this class