



NTCCC Dev Ed Forum 2019

Texas Takes the Lead: Collaboration to Implement, Improve and Evaluate Corequisites



Presenter:

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HB2223, Sec. 51.336, subsection C

“Each institution of higher education shall develop and implement for developmental coursework ..., developmental education using a **corequisite model** under which **a student concurrently enrolls in a developmental education course and a freshman-level course in the same subject area** for each subject area for which the student is referred to developmental coursework. Each institution shall ensure that at least **75 percent** of the institution ’s students enrolled in developmental coursework ... **are enrolled in developmental coursework described** by this subsection.”

Reasons for Implementing Coreqs:

- Evidence of effectiveness of Learning Communities
- Evidence of success for DE students taking college credit (ALP)
- No “endless pit of DE”
- Lower college costs
- Transferral of some DE responsibility to high schools and adult basic education
- High college debt and lack of jobs, postrecession
- More students succeeding in college faster

Different Models for Implementation

- One teacher, team teachers, two teachers (DE and college credit), emporium style
- Traditional classroom, computer-based-instruction, individualized instruction, online course
- Concurrent, consecutive, overlapping, flexible entry/exit
- Same group of students in both courses; or mixed group in college credit course; or no specific section for college credit course
- Students advised using TSI score, or multiple measures, or self selection, or student's major
- Class size maximum average enrollments range from 10 to 28
- Numerous teaching styles and instructional techniques

Different Measures of Student Success:

- Earning a passing grade in college credit part of coreq
[Transferable College Credit]
- Registering for the following semester
[Persistence]
- Succeeding in their first related course
[Transfer of Skills]
- Graduating or earning a certificate
[Compare Colleges Nationally or Statewide, 60X30]
- Attaining a lucrative career
[Social/ Community Benefits]

Additional Components for Successful Programs :

- Identify at-risk students early and provide them with effective support
- Offer alternative instructional opportunities for students who fail
- Make ongoing academic support available and easily accessible
- Focus on long term academic benefits
- Provide assistance with job search skills
- Plan meaningful and comprehensive program evaluations

Additional Skills for Successful Students:

- Class attendance:
 - Overcoming obstacles
- Learning skills:
 - Scheduling time
 - Concentrating
 - Identifying what's important
 - Studying effectively
 - Taking tests
- Comprehension:
 - Background knowledge
 - Shared vocabulary
 - Common cultural reference points
 - Critical thinking skills
 - Ability to focus attention
 - Ability to identify and fill in learning gaps

Ask questions, share information, and get feedback from your colleagues and fellow coreq implementers on the

Corequisite Listserv:

txcorequisites@freelists.org

Contact presenter, Julie Wauchope, at: julie@austincc.edu