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

Presenter: Julie Wauchope, ACC INRW Dept. Chair
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

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