Corequisite Remediation – Implementation at The University of the District of Columbia Community College

Overview

UDC-CC made the decision to revise its entry-level programs in English and mathematics for two main reasons. First, to support efforts to increase retention and completion rates, and second, to do so in ways that are consistent with nation-wide trends.

Increasing Retention and Completion Rates

Since the Community College began tracking ACCUPLACER scores in 2010, the data has shown that the majority of students entering the Community College test at least one developmental course. For example figures 1 and 2 shows the performance of students entering the College in the fall 2013 semester:

*Incoming freshmen are defined as students who took Accuplacer since May 1, 2013 whether they have matriculated into the CC or not.

**Figure 1.** Number of students who tested into remedial courses

Source: CC - Using Accuplacer Database
Figure 2. Student performance on ACCUPLACER test.

The data also showed that approximately 50% students hearing that they will have to take remedial courses decide not to enroll. The students who remain struggle to complete these courses, with some having to repeat the classes at least two times before they can progress to college level courses. By this time they have wasted time and money. Click here for a detailed review of the report.

Based on the CC’s data analytics faculty and administrators agreed that in order to increase persistence, retention, and graduation rates at the CC, students must enroll in a college level course in their first semester. The graphic below summarizes this position.
Observations

Data from Strategies Used Nationally

Data from Indiana, Tennessee and West Virginia are provided below:

**Indiana – Ivy Tech System:** Fall 2012 – Fall 2015:
- **Coreq Math:** 8,646 students participated. Pass rate: 51%-66%
- **Coreq English:** 6,843 students participated. Pass rate: 48%-62%

**Tennessee:** Fall 2014-Spring 2015:
- **Coreq Math:** 1,019 students participated. Fall 2014 pass rate: 63%. Spring 2015 analysis in progress.
- **Coreq English:** 957 students participated. Fall 2014 pass rate: 74%. Spring 2015 analysis in progress.

**West Virginia:** Fall 2014:
- **Coreq Math:** 1,431 students participated. Pass rate: 62%
- **Coreq English:** 498 students participated. Pass rate: 68%

- Completing both the English and Math gatekeeper courses during the freshman year would increase the chance of on-time graduation dramatically.
According to Complete College America, about 40% of all students entering postsecondary education have required remedial courses prior to enrolling in credit-bearing courses. However, students taking remedial courses are reported as less likely to graduate with a postsecondary degree than those not needing remediation. The Corequisite Course Model, a Complete College America approach and AACC adopted model, is corequisite developmental education that enrolls students in remedial and college-level courses in the same subject at the same time (shifting remediation from a prerequisite model to a corequisite model). Edgecombe (2011), defines corequisite models as “mainstreaming with supplemental support [that] involves placing students with developmental education referrals directly into introductory college-level courses and providing additional instruction through mandatory companion classes, lab sessions, or other learning supports” (p. 12). This approach allows for students to receive targeted support to help increase their understanding and learning of the college-level course material. Participating students at UDC-CC would receive wrap around support with a designated instructor and peer tutors.

**Implementation Plan**

The ACCUPLACER assessment will continue to be administered to all First Time In College Students (FTIC). The scores from this assessment will be shared with the faculty member. The scores provide baseline assessment data for all entering students. **Corequisite remediation** as the default method of remediation.

Students who are pursuing degrees in the STEM disciplines will be enrolled in the remedial Introductory Algebra and college level Intermediate Algebra courses (the Gateway course) at the same time. Those in the non-STEM disciplines will be enrolled in the remedial Introduction to Algebra and the college level General College Mathematics I courses (the Gateway course). For the corequisite courses in English, students are enrolled in the remedial foundations writing course and also in the college level English Composition course (the Gateway course).

Diagnostic tests will be administered to students in each of the courses. Supplemental instruction will be provided to students based on the results of the assessment and will strengthen understanding and skills related to the content to be covered in the college level course. Faculty who are leading these courses will teach to the content of the college level course. Peer tutors will provide intentional and just-in-time support to students needing foundational knowledge related to the college level content.

The co-requisite courses are being accelerated with supplemental instruction so that students are able to enroll in credit bearing courses during their first year of study. Students in the corequisite courses meet four days a week, Monday thru Thursday for 1 hour and 20 minutes each day. In a typical section, the faculty member identifies the college level content to be taught on Tuesday, and structures the content of the foundational knowledge and skills needed to master the content on Tuesday, in the Monday/Wednesday class. Supplemental instructors and/or peer tutors work with students to help them understand the content. If students continue to experience problems understanding the content in either course, the peer tutors and/or supplemental instructors are in the class ready to provide additional support. The faculty members teaching these courses are
also gathering data to make sure that students are on track and to identify any weak areas both in instruction, student learning and understanding.

**Anticipated Impact:** The anticipated impact of adopting the Co-Requisite Course Model includes the following: (1) improving remedial education; (2) increasing the student’s completion of the entry-level, credit-bearing college courses; (3) improving college completion rates; and (4) contributes to significant cost savings for students and institutions.

Perkins dollars are being used to support supplemental instruction in and outside of the classroom.

At the end of the 2015-2016 academic year, data will be gathered and analyzed to determine whether the goals were met and any changes that are needed. In addition, faculty and administrators will discuss the feasibility of increasing credit bearing college level courses from three (3) to four (4) credits. The extra credit will be for supplemental instruction. This is similar to the credits for science courses where there is a lecture combined with a lab course.