

# Corequisite Student Supports

LC 219



Only  
**23%**

of Oregon community college students who start with developmental math earn a credential **within six years.\***

## We can change this.

*Source: HECC analysis of student-level data from OR community colleges Does not include CTE programs*

## WHAT IF EVERY STUDENT SUCCESSFULLY COMPLETED MATH & WRITING COURSES IN ONE TERM?

## Corequisite Student Supports can make that happen

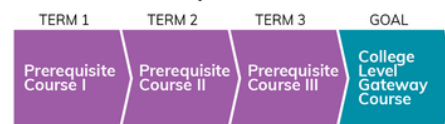
National research has revealed that despite their intended purpose of increasing graduation rates by preparing students for college-level classes, prerequisite remediation programs have a low success rate, especially for students enrolled in extended sequences of these courses. **Offering corequisite math and writing courses in the first year of college as an alternative to traditional developmental education has been shown to increase pass rates and improve equitable outcomes.** Corequisites can also help college students **save time and money.**

## HOW DO COREQUISITES WORK?

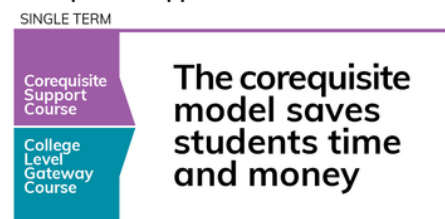
Corequisite support models enroll degree-seeking students identified as needing additional support **directly into college-level math and writing upon entering community college, while also getting extra support to learn and understand the curriculum.** The corequisite course provides background knowledge, reviews material, and previews upcoming topics.

Evidence-based corequisite support models are those that have proven successful in enabling students to complete gateway writing and math courses within **a single academic term.**

### Traditional Prerequisite Remedial Model



### Corequisite Support Model



SOURCE CCA. No Room for Doubt: Moving Corequisite Support from Idea to Imperative (2021).



# COREQUISITES WORK!

Corequisites are proven to help students historically underserved in higher education including students of color, veterans, returning adults, those from economically disadvantaged households, first generation students, and more.

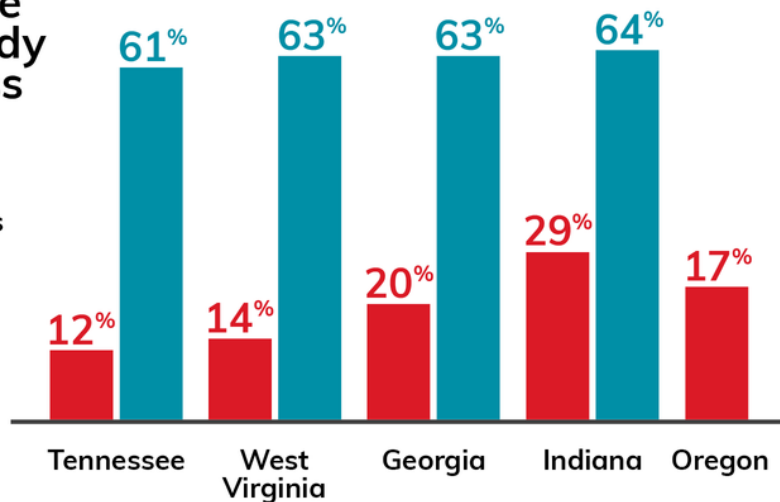
In fact, evidence from several states shows the **positive impact of corequisites on student outcomes regardless of their demographic group.** And, unlike the current model of pre-requisite developmental courses, the **corequisite course transfers to any Oregon Public University.**

## 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).

## 2024 Legislative Ask

OCCA has worked with Sen. Michael Dembrow to include language in his 2024 Legislative Session omnibus education policy bill that would create a work group to provide recommendations to the Higher Education Coordinating Commission (HECC) on how best to support the ongoing transition from a pre-requisite model to an evidence-based co-requisite model of support for gateway math and writing courses, including Writing 121, Math 111, Math 105, and Math 243. This legislatively-created work group would engage HECC, faculty, students, state-level policy makers and college leadership.

## FAQs

*Q. Does the adoption of corequisites eliminate developmental education at community colleges?*

A. No. It is a restructuring of how and when developmental education supports are offered for gateway courses like Writing 121 and Math 111. Those students who would benefit from foundational math and writing concepts may enroll in Oregon's rigorous Adult Basic Education (ABE) program. ABE classes cover much of the same content as pre-requisite developmental courses, cost students significantly less per course, and do not impact a student's lifetime financial aid eligibility.

*Q. How do corequisites fit within the other student success work happening in Oregon?*

A. This strategy builds on Oregon's existing student success efforts, such as Guided Pathways and Math Pathways, and has been shown to increase pass rates. For faculty, administrators,

and advisors who have been immersed in that work, this is not something totally new, it's a logical next step in student-focused practices.

*Q. What happens to the faculty positions in developmental education with the adoption of a corequisite model?*

A. Corequisites are not about eliminating developmental education positions; it's more about repackaging them for increased student support and success. Many developmental education instructors also already teach college-level courses.

*Q. How many Oregon colleges are already implementing corequisite courses?*

A. Nine, so far, have implemented math corequisites. When compared to writing, math has historically been a greater challenge for students resulting in more students placing into pre-requisite developmental math than writing.