

Corequisite Education

Summary

OCCA plans to propose a bill for the 2024 Legislative Session 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. This legislatively-created work group would engage HECC, faculty, students, state-level policy makers and college leadership.

Key Points

This legislation is intended to engage the HECC, stakeholders and policymakers to gain support and momentum for the ongoing statewide transition from a pre-requisite model of developmental education to an evidence-based co-requisite support model for gateway math and writing courses, including Writing 121, Math 111, Math 105, and Math 243.

The workgroup outlined in the legislation would produce recommendations to the HECC for how to best support the colleges in the transition to evidence-based co-requisite education.

Co-requisite student support models do not mean eliminating pre-collegiate level support and education for students at community colleges. It is a restructuring of how and when developmental education supports are offered for gateway courses like Writing 121 and Math 111.

A move to co-requisite education would not eliminate English as a Second Language (ESL) or other courses offered by community colleges. Faculty in ABE and transfer-level math and writing are being convened in spring 2024 for the purpose of aligning learning outcomes between ABE courses and pre-requisite developmental courses.

The intended outcome of this shift is to ensure that ABE courses will provide rigor and content instruction similar to pre-requisite courses without costing as much as a college credit bearing course and impacting students' financial aid eligibility. Some current developmental education offering may also be offered through ABE rather than traditional collegiate developmental education.

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.

Recent Oregon data indicates that only 23 percent of students starting with prerequisite developmental math manage to attain a credential within a six-year period (*source: HECC Office of Research and Data, 2020*). This mirrors national trends.



TALKING POINTS



Co-requisite models have been shown to dramatically increase success rates for completion of college-level gateway math and writing courses (*source: Complete College America, 2021*).

Many Oregon community colleges are already making significant progress moving toward co-requisite models and this legislation is intended to support and accelerate that work (nine community colleges are currently working to scale corequisites in math through coordination from the Student Success Center at OCCA).

Faculty must be at the forefront of these efforts to restructure educational support models and this legislation is intended to further engage faculty, as well as others, in that process.

