Oregon Community College Association

260 13th Street NE
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OCCA TALKING POINTS

SUPPORTING THE TRANSITION TO COREQUISITE EDUCATION

OCCA POSITION: OCCA supports replacing traditional, stand-alone developmental math and writing sequences with evidence-based corequisite models that allow students to enroll directly in college-level courses while receiving targeted support. This is about improving outcomes, not removing academic support.

- **Students succeed at higher rates when they start in college-level coursework**. Research consistently shows that corequisite education improves gateway completion**.** A Tennessee study of 13 community colleges found students near the readiness threshold placed in corequisites were 15 percentage points more likely to pass gateway math and 13 points more likely to pass gateway English in one year than peers in prerequisite remediation. [1]
- **Corequisites help students make immediate progress toward their goals.** Traditional developmental education adds time, cost and financial-aid pressure. Students placed into developmental math or writing may take multiple courses before entering college-level classes. These courses generally do not count toward a degree, yet require tuition, books and additional terms. Often, this remedial coursework use significant amounts of state and federal grant (Pell Grant, Oregon Opportunity Grant and Oregon Promise) and loan eligibility before a student completes a credential. [4]
- **Corequisites maintain standards while providing support.** Corequisite education maintains academic standards while delivering support in more effective ways. Students take college-level courses with aligned instruction, workshops or tutoring. Support is delivered alongside challenging coursework, not as a barrier before it.
- **Corequisites broaden opportunity.** In the Texas trial, corequisite English assignment increased first-year English Composition I passing by 24.2 percentage points. Effects were generally consistent across the student subgroups and corequisite models studied. [2] Expanding access to college-level coursework helps more students persist, complete credentials, and enter the workforce.
- **Success extends beyond the first gateway course.** Students who complete gateway courses earlier are more likely to continue their academic momentum. Texas students assigned to corequisite English were 6.4 percentage points more likely to pass English Composition II within two years. A CUNY randomized math trial also found significantly higher graduation rates for the corequisite statistics group. [2, 3]
- **Too many students are delayed before reaching college-level work.** Traditional sequences introduce additional exit points, yet yield lower gateway completion than corequisites. A Texas randomized trial found students assigned to corequisite English earned 2.3 more college credits in the first year. [2] Every additional course, term, or enrollment hurdle reduces the likelihood of completion. Corequisites shorten the path to success while maintaining support and rigor.
- **Implementation requires resources and local flexibility.** Faculty expertise, tutoring centers, advising teams, learning supports, and student success initiatives provide a strong foundation for implementing corequisite models. Colleges need continued support for faculty development, course redesign, advising, scheduling and adequate academic support. Statewide goals should allow models suited to different colleges and student populations.
- **Preserve other essential pathways.** Adult Basic Skills and English as a Second Language programs remain vital; corequisite reform should not be conflated with eliminating these programs.

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BOTTOM LINE

Corequisite education is not about lowering standards or reducing support. It is about placing students on the shortest, most effective path to success. OCCA supports HECC's transition toward corequisite math and writing because students can make more timely progress while receiving academic assistance. Effective implementation must protect instructional quality, support faculty and ensure colleges have the resources to succeed.

SOURCES: [1] Ran & Lin (2022), Tennessee, ccrc.tc.columbia.edu/publications/effects-corequisite-remediation-tennessee.html [2] Miller et al. (2022), Texas RCT, doi.org/10.1080/19345747.2021.1932000 [3] Logue et al. (2019), CUNY, academicworks.cuny.edu/gc_pubs/540/ [4] U.S. Dept. of Education, Federal Student Aid Handbook (2024–25), "Remedial Coursework," fsapartners.ed.gov/knowledge-center/fsa-handbook/2024-2025/vol1/ch1-school-determined-requirements.

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TESTIMONY TO THE HIGHER EDUCATION COORDINATING COMMISSION

Support for the Transition to Corequisite Education | Student

Chair and members of the Commission, thank you for allowing me to share a student's perspective today.

My name is [Name], and I am a student at [Community College].

Like many community college students, I'm working toward a degree or certificate because I want to create better opportunities for myself and my family. But getting through college isn't always easy. Between classes, work, family responsibilities, and paying for school, there are a lot of things competing for our time and money.

That's why I support changing the way community colleges approach developmental education.

Under the traditional system, students who are placed into developmental math or writing may have to take one or more classes before they can enroll in the college-level courses required for their degree.

That means paying for classes, spending time studying, and potentially using financial aid without earning credits that count toward graduation.

For students like me, that can be a big deal.

Financial aid doesn't last forever. Pell Grants have lifetime eligibility limits, and every additional term in college can mean more money out of our pockets, more time away from work or family, and a longer wait before we can graduate and move forward with our careers.

It can also be discouraging to start college excited about your future, only to find that you have to complete several prerequisite classes before you can begin earning credits toward your degree.

I believe students should have the opportunity to begin college-level coursework while receiving the support that helps them succeed.

That's why corequisite education makes sense to me.

Instead of spending additional terms completing prerequisite courses, students can work toward their degrees right away, with tutoring, supplemental instruction, and other academic support available alongside their classes.

Every student brings different experiences, knowledge, and strengths to college. Our educational pathways should recognize those strengths and provide opportunities for us to build on them.

I think that's what community colleges should be about: opening doors, creating opportunities, and providing the support students need to achieve their goals.

I encourage HECC to support this change while making sure colleges have the resources to provide strong academic support.

Students shouldn't have to choose between getting support and making progress toward graduation. We should be able to do both.

Thank you for listening to the student perspective and for supporting policies that help more Oregonians reach their educational goals.

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TESTIMONY TO THE HIGHER EDUCATION COORDINATING COMMISSION

Support for the Transition to Corequisite Education | Faculty / Administrator

Chair and members of the Commission, thank you for the opportunity to testify today.

My name is [Name], and I am a [faculty member/administrator] at [Community College]. I am here to express my support for transitioning away from traditional developmental math and writing courses and toward corequisite education.

For too long, our traditional developmental education system has required students to complete additional courses before they can access college-level math and writing. These courses often do not count toward a degree or certificate, yet students must pay tuition, purchase materials, and dedicate valuable time to completing them.

For students balancing jobs, families, and financial responsibilities, every additional course represents another potential barrier to completing their education.

And perhaps most concerning, the traditional approach has not produced the outcomes we want for our students.

Research consistently demonstrates that students are significantly more likely to complete college-level math and writing when they enroll directly in those courses with additional academic support. In Tennessee, for example, research found that corequisite placement increased students' likelihood of completing gateway math by 15 percentage points and English by 13 percentage points compared with traditional developmental education.

Corequisite education shifts our approach from requiring students to complete additional coursework before accessing college-level classes to providing the support they need while they are making progress toward their educational goals.

This is not about lowering academic standards or eliminating support. It is about delivering support in a way that is more effective for students.

As educators, we recognize that students bring a wide range of experiences, strengths, and educational backgrounds to our colleges. Corequisite education allows us to build on those strengths while providing targeted instruction, tutoring, and other assistance alongside college-level coursework.

I also want to emphasize the importance of implementation. Successful corequisite models require thoughtful course design, faculty collaboration, professional development, and effective advising. Colleges need the flexibility and resources to do this well.

We must also continue to maintain essential Adult Basic Skills and English as a Second Language programs as important educational pathways for students.

I support HECC's efforts to align Oregon's community college funding policies with approaches that improve student outcomes. We should invest in models that help students succeed rather than continuing to rely on prerequisite sequences that too often delay their progress.

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Our students come to community colleges with goals, abilities, and determination. Our responsibility is to create educational pathways that recognize their potential and provide meaningful opportunities to succeed.

Thank you for your consideration and for your commitment to improving student success across Oregon's community colleges.