

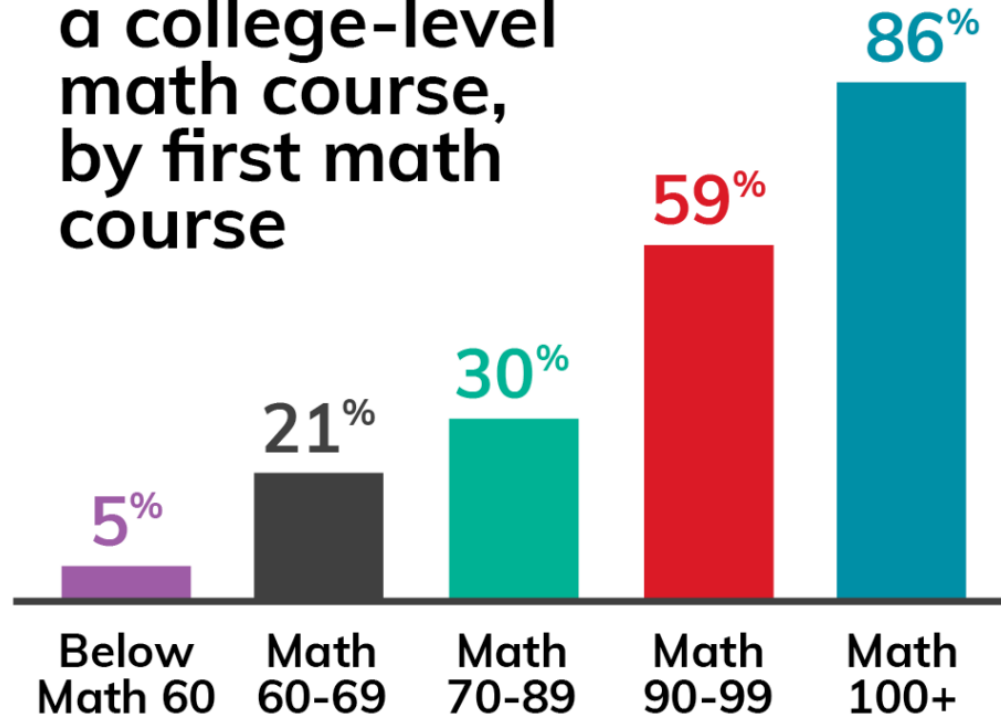


Developmental Education Redesign

CO-REQUISITE MODEL

Traditional Remediation

Percent of students who will ever pass a college-level math course, by first math course



This data does not include Career Technical Education programs
SOURCE HECC analysis of student-level data from Oregon community colleges.

At OCCC

Implemented 1 credit lab classes- “L” sections students take at the same time as their gateway writing or math course. The “L” section provides background knowledge, reviews materials, and previews upcoming topics.

OCCC implemented additional tutoring hours to support Math students.

OCCC faculty participated in state-wide training and collaboration to design co-requisite remediation.

At OCCC

Previous:

MTH20, MTH60, MTH65, MTH95,
MTH111

WR90/RD90, WR115/RD115, WR121

We were losing 10-15% of students at
each transition.

Current:

- ▶ WR121L- English Composition required for most majors
- ▶ MTH111L- Precalculus for STEM majors.
- ▶ MTH105L- Math in Society for non-STEM majors.
- ▶ STAT243L- Statistics for business transfer and other majors requiring statistics.

Benefits



- ▶ Increased student success and completion rates
- ▶ Faster progression toward degree completion
- ▶ Reduced cost and time for students (fewer remedial courses)
- ▶ Improved student motivation and confidence

Preliminary Data

Math

- ▶ Of students enrolled in the co-requisite, 64% were able to pass their gateway math course in the first attempt.

Writing

- ▶ Of students enrolled in the co-requisite, 67% were able to pass the WR121Z course in their first attempt.

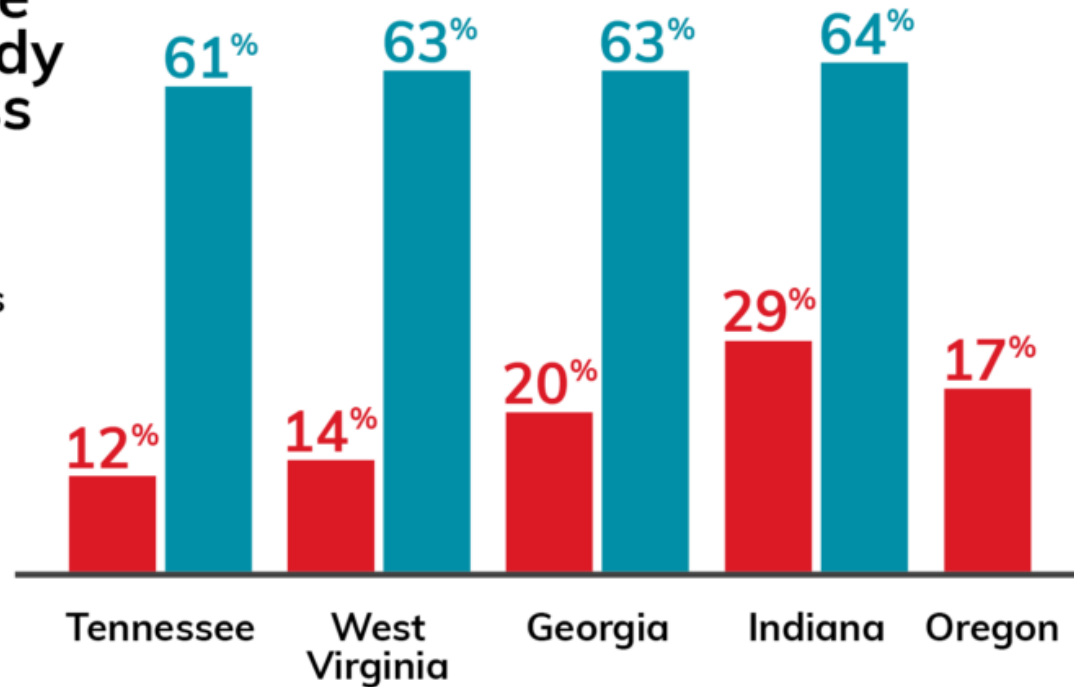
National Data

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).

First Generation Student Success Grant

- ▶ Provides students with a scholarship upon completion of an online college orientation course.
- ▶ Gas cards so students can attend classes.
- ▶ Funds tutoring hours to support math co-requisites.
- ▶ Addressing the digital literacy gap
- ▶ Identifying and connecting with stopped-out students.