Co-requisite Education: Opportunity, Success, and Impact in Kentucky

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Thanks for joining us! We will begin promptly at 2pm ET.

• Go to EdReady.org and view a short video before the webinar begins
• Use the “questions” area to submit questions as they arise
• This webinar will be archived at NROCnetwork.org
• Follow us at #NROCpd

Need help accessing? Please email: memberservices@NROC.org
As a non-profit organization, **NROC partners with educators to create open and low-cost courses and tools** that are designed to recognize every student’s unique learning needs and preferences.

These resources can be adapted and scaled to meet programmatic goals in a variety of instructional settings.
# WHAT WE OFFER

## NROC COURSES
- Media-Rich, Learner-Centered, & Pedagogically Diverse

## NROC MATH
- Algebra 1
- Developmental Math

## NROC ENGLISH
- Developmental English

## WEB-BASED TOOLS
- Open and Designed for Institutional Customization

## EdReady
- A readiness system (to personalize a learner’s study path)

## Hippo Campus
- A curated repository of learning objects

NROC courses can be installed in a Learning Management System (LMS)...
... or can be accessed through our web-based tools
EdReady

EdReady is a math and English* readiness system that employs a low-stakes knowledge inventory to personalize a learner’s path to subject mastery within the context of a specific educational goal.

*English coming soon
EdReady: Customized to Meet Local Needs

- **Create Goals** Meaningful to YOUR Students
- **Customize Scope** of Learning Objectives
- Select and **Prioritize Content** Interventions
- **Access Data** for Planning and Evaluation
CO-REQUISITE EDUCATION: Opportunity, Success, and Impact

http://cpe.ky.gov/ourwork/strongerbydegrees.html
Three Focus Areas of the Strategic Agenda

1. **Opportunity**
   How can Kentucky encourage more people to take advantage of post-secondary opportunities?

2. **Success**
   How can Kentucky increase degree and certificate completion, fill workforce shortages and guide more graduates to a career path?

3. **Impact**
   How can Kentucky’s postsecondary system create economic growth and development and make our state more prosperous?
“In a time of profound change, our commitment is steadfast.”

Jamie P. Merisotis,
President and CEO, Lumina Foundation
Objective 6: Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

Strategy 6.2: Redesign the delivery of developmental education to reduce its duration and cost. This may include increasing access to co-requisite models of developmental education, shortening the sequence of required courses, or implementing practices that have been shown to increase student success.
Developmental Education Reform

• **Co-requisite models** of remediation allow students access to credit-bearing, gateway courses that include enhanced academic supports needed for success.

• Previously, developmental education was based on a multi-level, prerequisite model that included **2-3 non credit-bearing courses** prior to entry in the gateway course.
Co-requisite Implementation – Kentucky’s Commitment

- Provided **institutional data on student completion** of gateway courses linked to developmental course taking.

- Supported **competitive grants** for accelerating programming, limiting time and cost of remediation. Used Council (state), Complete College America, and Core to College funds.

- Having **NROC EdReady resources** available to all students needing support in Kentucky Adult Education, the Kentucky Community and Technical College System (KCTCS), and public universities.

- Providing **funds designated for co-requisite programming** for all public postsecondary institutions through Council and James Graham Brown Foundation funding.

- Provided **PD conference and workshop opportunities** for each campus to grow, work, refine, and scale program models.
Co-requisite Implementation – Program Models

- **Embedded supports** in gateway courses (These often took the form of additional academic resources [NROC EdReady, Pearson’s labs, ALEX, etc.], required labs or class hours, and in- or out-of-class mentoring and tutoring supports.)

- **Paired support** courses (The paired course was specially designed to meet the prerequisite academic and student success needs of the students.)

- **Boot camps** (These could take place prior to placement testing, prior to the start of classes, or in the first class sessions.)
Co-requisite Education – Your Words

Our math teachers were concerned that the higher success rates in the co-requisite classes may be primarily due to students finishing more homework, therefore receiving higher overall grades. So we looked at the data and this is what we found:

We found out that when comparing homework grades, test grades, and comprehensive final exam grades, the co-requisite-taking students outperformed their counterparts in every category. This is significant because these students’ grades are not higher just because they earn a higher grade on homework, they are truly understanding the material better.
The orange bars are the percentage of developmental students entering in 2012 that completed a gateway course within two years (by fall 2014). The blue bars are the percentage of developmental students completing a gateway course in one semester (fall 2016) due to the co-requisite model.
Co-requisite Success at KCTCS (Spring 2017)

The orange bars are the percentage of developmental students entering in 2012 that completed a gateway course within two years (by fall 2014). The blue bars are the percentage of developmental students completing a gateway course in one semester (spring 2017) due to the co-requisite model.
Co-requisite Success at Comprehensives (Fall 2016)

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**Gateway Mathematics Course Completion**
- Developmental Math then Gateway Course Fall 2014: 38%
- Co-requisite College Algebra Spring 2017: 68%
- Co-requisite Math (other) Spring 2017: 53%

**Gateway English Course Completion**
- Developmental English then Gateway Fall 2014: 56%
- Co-requisite English Spring 2017: 66%
• 2009 Senate Bill 1
  • Doubled KY College & Career Readiness rate in 5 years
• OCTC Boot Camps 2011-2016
  • EdReady Curriculum
  • Served 150 students
  • 3 weeks/retested – 85% success rate
  • Students saved $90,000 and time
HAPPY CAMPERS!

$2400

$1200

$1800

HIGHER EDUCATION BEGINS HERE
PRESENT DAY

• OCTC Co-requisite Models
  • Fall 2016 – Spring 2017 served 358 students
  • Math paired classes with adjusted placement scores
    MAT 146/96 Contemporary College Math/lab
    MAT 126/96 Technical Algebra & Trig/lab
    Instructor & tutor in lab
    EdReady Boot camp 1st 3 weeks/retest/content opens
  • English paired classes with adjusted placement scores
    ENG 101/100 instructor & adjunct in lab
    Lecture/MyWritingLab all semester
FUTURE PLANS

- Continued involvement with Council on Post Secondary Education, OCTC Administration, faculty/staff
- Continued PD training opportunities
- Track data
- No developmental courses offered
- MAT 150/100 College Algebra
  - Offered 4 days a week

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MAT 150/100 College Algebra
- Offered 4 days a week
Co-requisite Education – What Works

- Understanding best practices in implementing co-requisite education
- Faculty involvement throughout implementation
- Communications and PD specifically designed by and for your administration, faculty, admission, advising, and tutoring staff
- Communications designed for students and families.
- Coordination at all levels
- Building strong student academic supports into co-requisite courses
- Belief that your model makes a student success difference
- Evaluation of your co-requisite model and making needed changes
Co-requisite Education – The Challenges

- Communication, communication, communication
- Coordination
- Ownership of and belief in the model by all stakeholders
- Advising
- Designing and implementing the academic support system needed for student success at your institution
- Evaluation
- Changing practices and support systems based on evidence of what works (and doesn’t), when and where needed
What’s Next

- Continuing K-12 partnerships and intervention programming supporting academic readiness.
- Revising of the College Admission Regulation (13 KAR 2:020).
- Expanding dual credit programming and scholarships.
- Creating literacy and quantitative reasoning (math) options to meet the needs in different pathways of study.
- Considering the first year “the momentum year.”
- Implementing a performance funding model for postsecondary.
- Awarding credit for prior learning for adult and military students.
DISCUSSION

CO-REQUISITE EDUCATION:
Opportunity, Success, and Impact
Special thanks to our presenters!

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Continue the conversation on social media using #NROCpd.

Access the archived webinar at NROCnetwork.org

Join us next Thursday for a look at secondary efforts to help students get “back-on-track” with Algebra 1.