

### The Success of Co-requisite Supports

While there are many versions of co-requisite remediation, the broad definition refers to the placing of students who have been designated as underprepared directly into college-level courses and providing necessary additional supports. As the result of co-requisite support strategies that were implemented across the country, institutions and states are seeing double and triple the number of students passing their first college-level mathematics course, and in half the time or less.

How are they gaining these results? Institutions have made structural and cultural changes to their mathematics offerings that address the following issues that have long negatively impacted developmental mathematics students.

*A hidden nuance of the co-requisite model is to meet students where they are academically and provide them with the content and strategies they need to succeed in their college-level courses.*

- Long developmental sequences were designed to give underprepared students more time to master mathematical concepts and to improve success in the college-level course. However, that well-intentioned goal has not been attained.
- The long sequences increase the time between the learning of content in the developmental course and the application of that content in the college-level course.
- The content in the developmental course may not support the student's college-level course.
- Referral to remedial or developmental courses holds a stigma and contributes to further disenfranchisement of students designated as underprepared.

Many decisions must be made in collaboration among faculty, advisors, administrators, and financial aid staff to design and construct the co-requisite model(s) that will best serve each institution. Some points for discussion are listed below.

### Consideration 1: Existing campus supports

- Are there other initiatives on campus, such as guided pathways work, examining content, pedagogy, alignment, enrollment, persistence, etc.? What other on-campus resources can be accessed?

### Consideration 2: Co-requisite model (placement, credit hours, financing)

- **Placement:** What information is used to determine the default enrollment for students into their mathematics courses?
  - How will you determine which students are best served by a one-semester co-requisite structure or by a yearlong sequence?
  - Consider giving students information about support options and allowing them to choose.
- **Student structures**
  - **Co-mingling:** Mixing college-ready and underprepared students in the same class. Underprepared students are provided additional supports.
  - **Cohorting:** Designating certain sections of college-level courses exclusively for underprepared students. Additional supports may be embedded or separate.



## Reports

- Compilation of results from Complete College America:  
<http://completecollege.org/spanningthedivide/#home> and the Executive Summary  
<http://completecollege.org/spanningthedivide/wp-content/uploads/2016/01/CCA-SpanningTheDivide-ExecutiveSummary.pdf>
- Florida results (see especially the *Learning to Adapt* report):  
<http://centerforpostsecondarysuccess.org/publications/>
- Repository of Tennessee results:  
<https://www.tbr.edu/news/transforming-remedial-programs-dramatic-gains-student-success-2016-04-05>
- Complete College Georgia:  
<http://www.completegeorgia.org/content/about-complete-college-georgia>
- West Virginia's placement policy (specifically sections 4.1 and 4.2):  
[http://webhost-wp.wvnet.edu/wvctcs/wp-content/uploads/sites/15/2016/05/Series\\_21\\_Final\\_File.pdf](http://webhost-wp.wvnet.edu/wvctcs/wp-content/uploads/sites/15/2016/05/Series_21_Final_File.pdf)