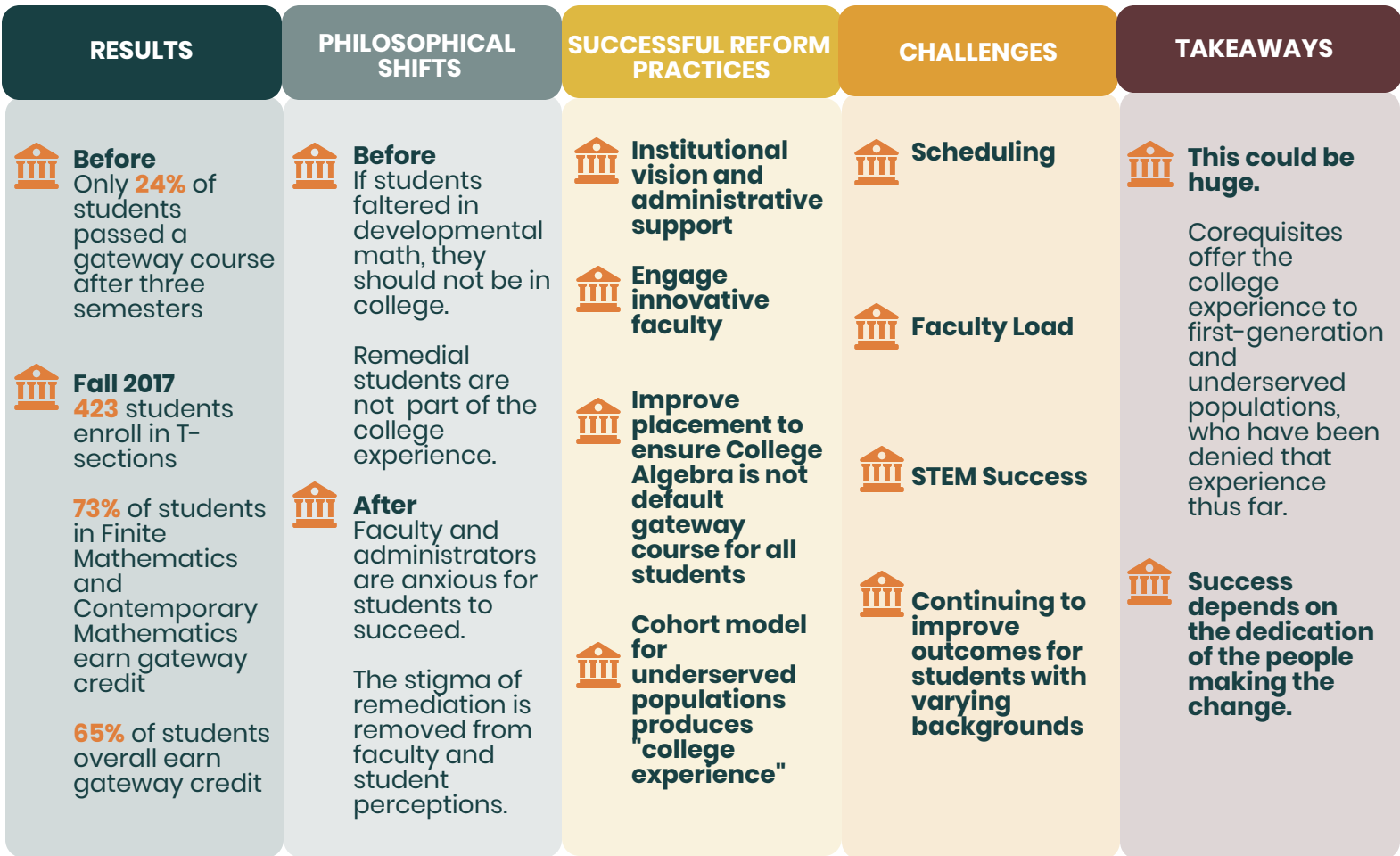
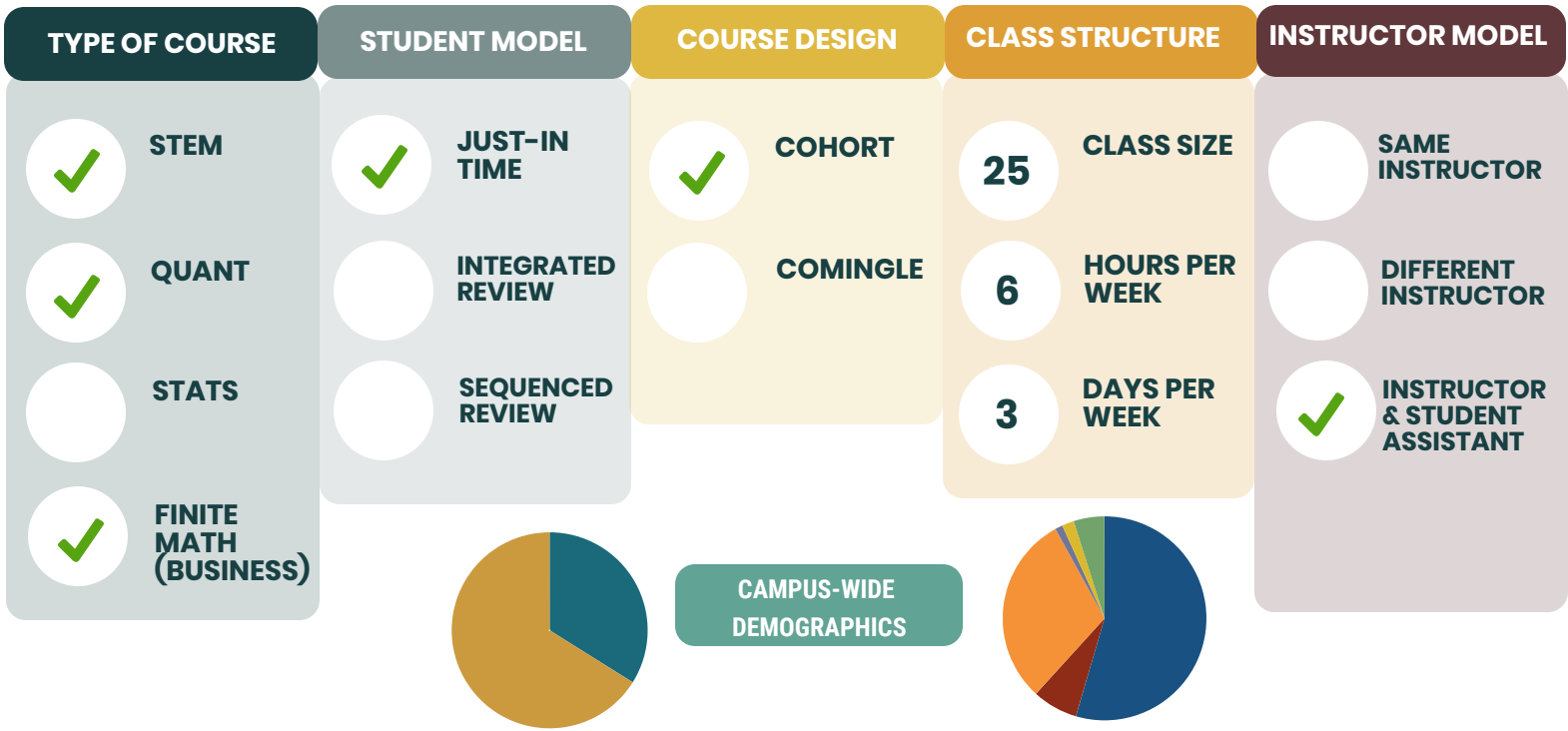
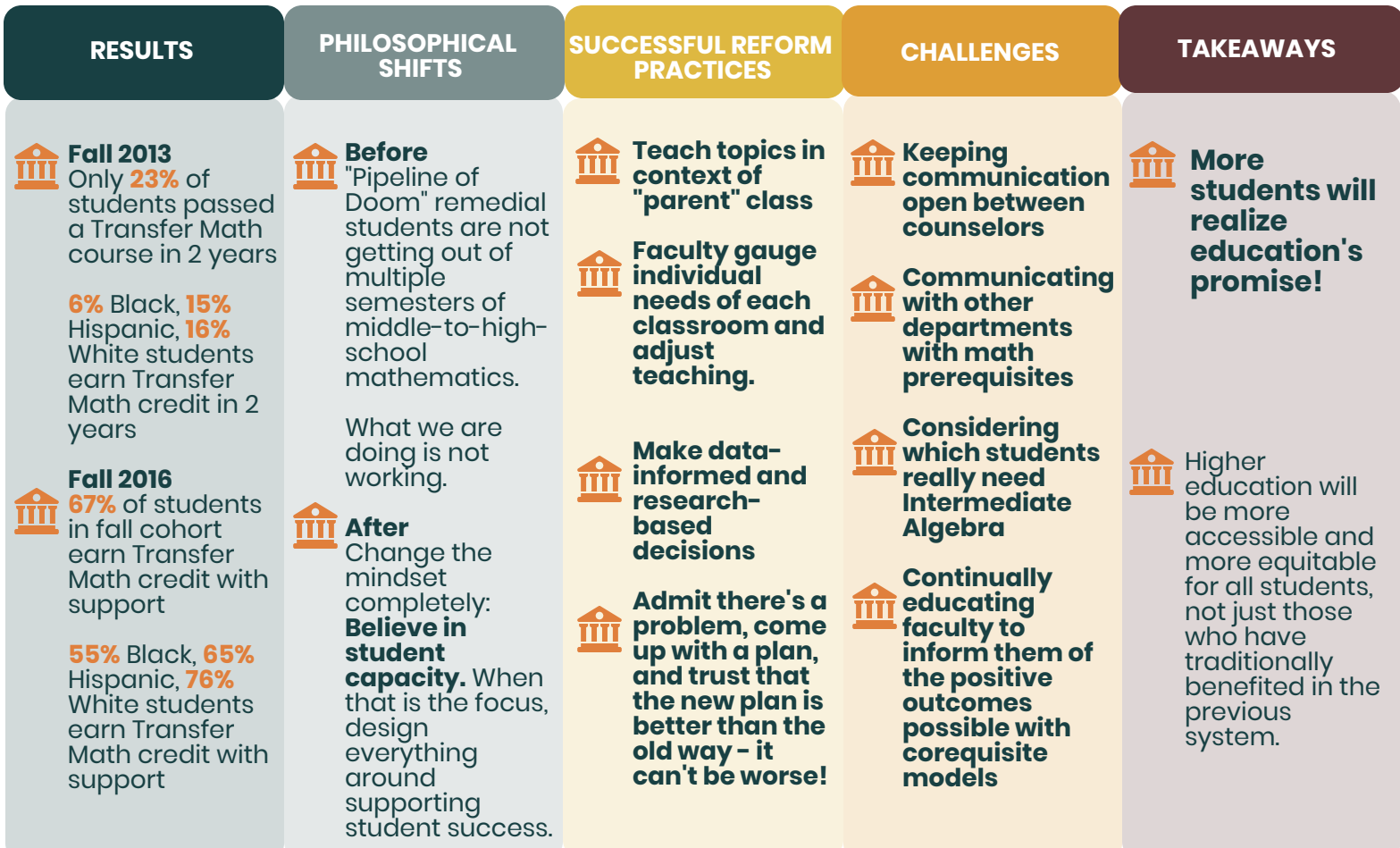
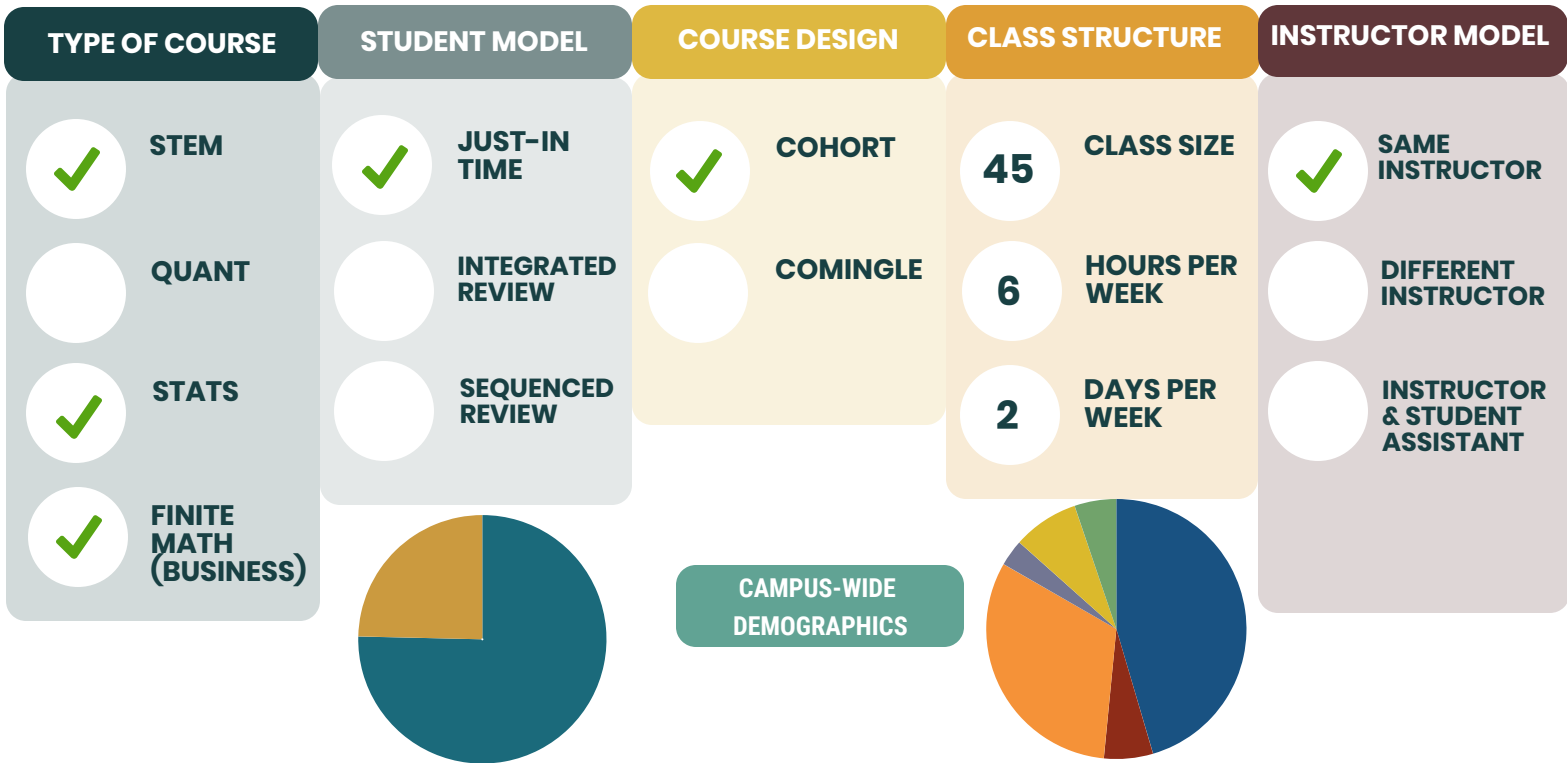


Angelo State University Texas

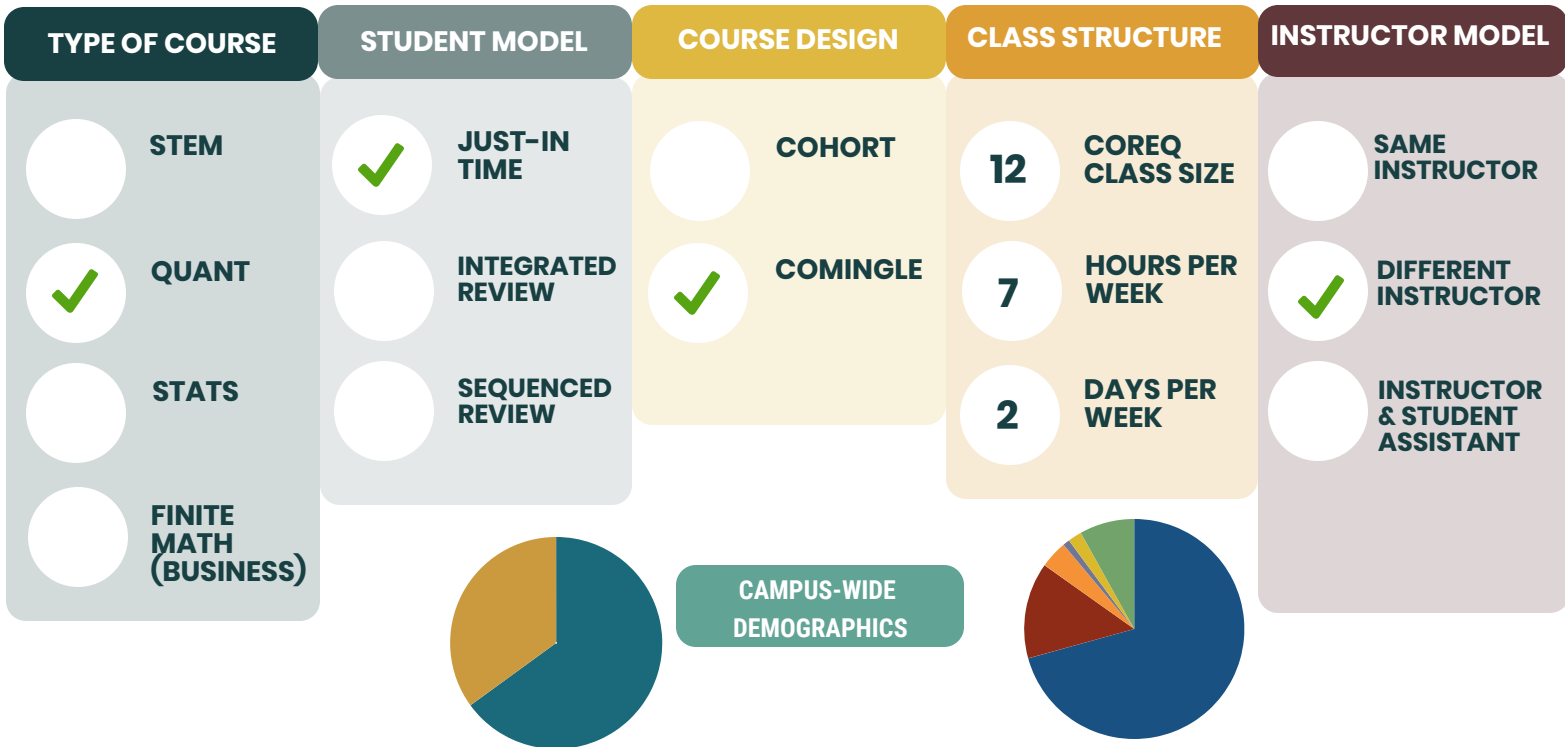


Cuyamaca College

California

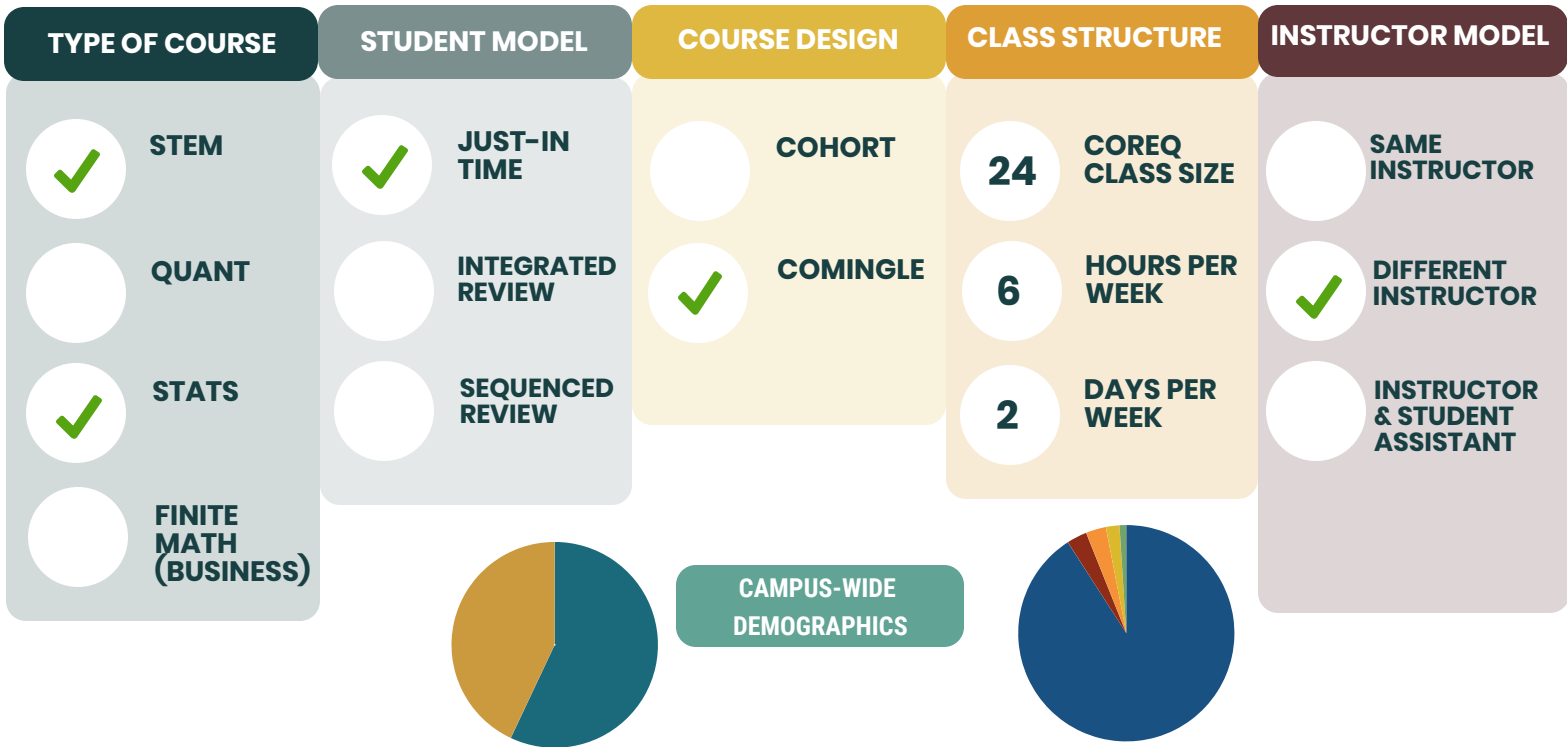


Ivy Tech Community College Indiana

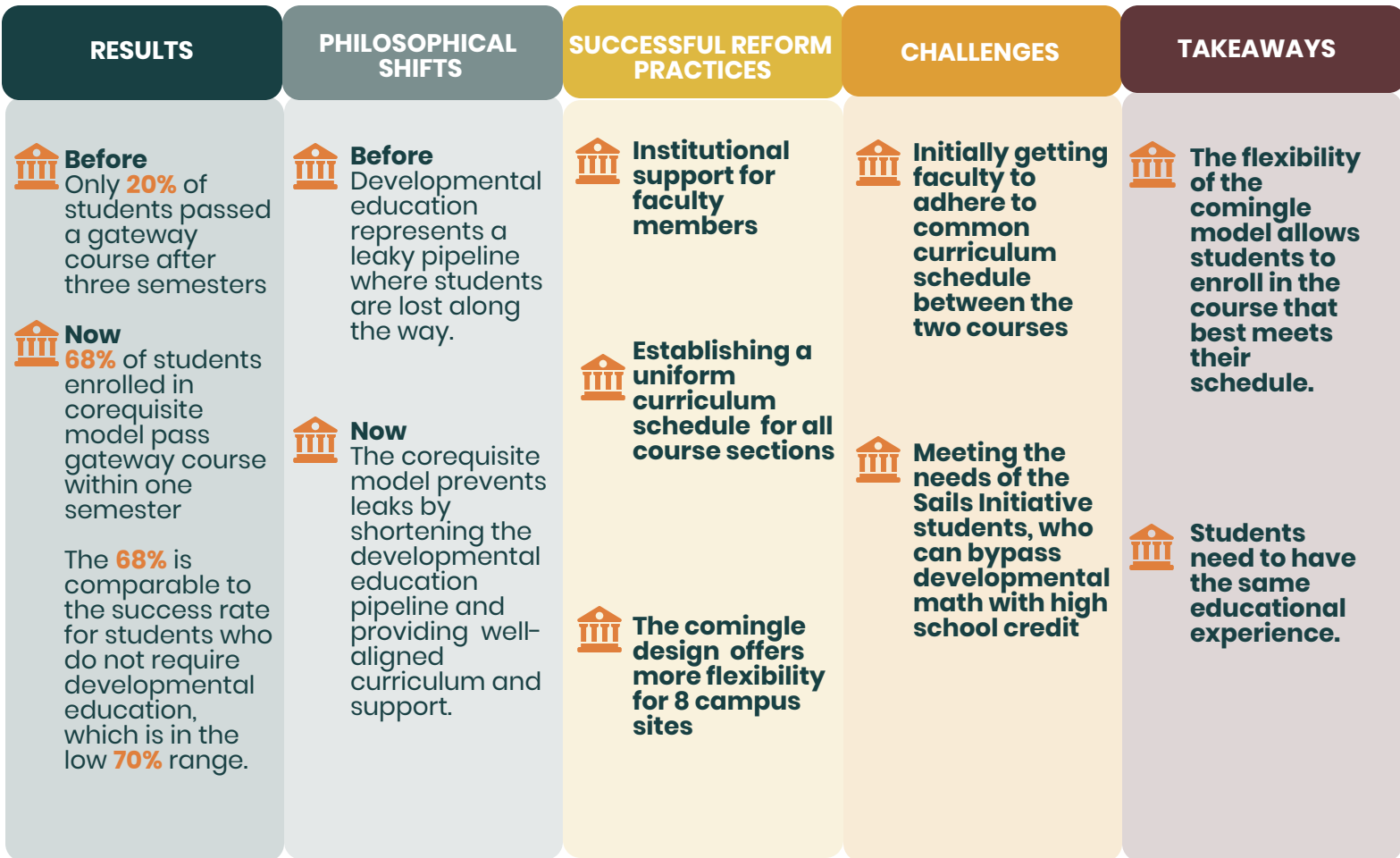


RESULTS	PHILOSOPHICAL SHIFTS	SUCCESSFUL REFORM PRACTICES	CHALLENGES	TAKEAWAYS
<p> Before Between 50-60% of students were achieving college-level credit</p> <p> Fall 2015 71% of students enrolled in corequisite model earned college-level credit</p> <p>Corequisite students are on average out performing stand-alone students.</p>	<p> Before Faculty saw students three semesters in a row.</p> <p>Students were described as "remedial."</p> <p> After The conversation shifted to "What level are you?" and "Which pathway are you on?"</p> <p>Students are now described as STEM students or QUANT students, rather than "remedial" students.</p>	<p> Communication between instructors and students</p> <p> Hierarchy of support systems</p> <p> Each campus has a corequisite leader</p> <p> The comingle design encourages collaboration between students on different levels</p>	<p> Meeting the needs of campuses with varying sizes</p> <p> At smaller campus, class size presents a financial burden</p> <p> Funding for adjunct professors who commit extra time out of class</p> <p> Initially struggled with marketing corequisite model via advisors</p>	<p> The reframing of developmental education has a positive effect on student's self-esteem and success.</p> <p> The comingle design and smaller corequisite class size creates an environment conducive to learning.</p> <p> Students have support not only from faculty, but from their classmates.</p>

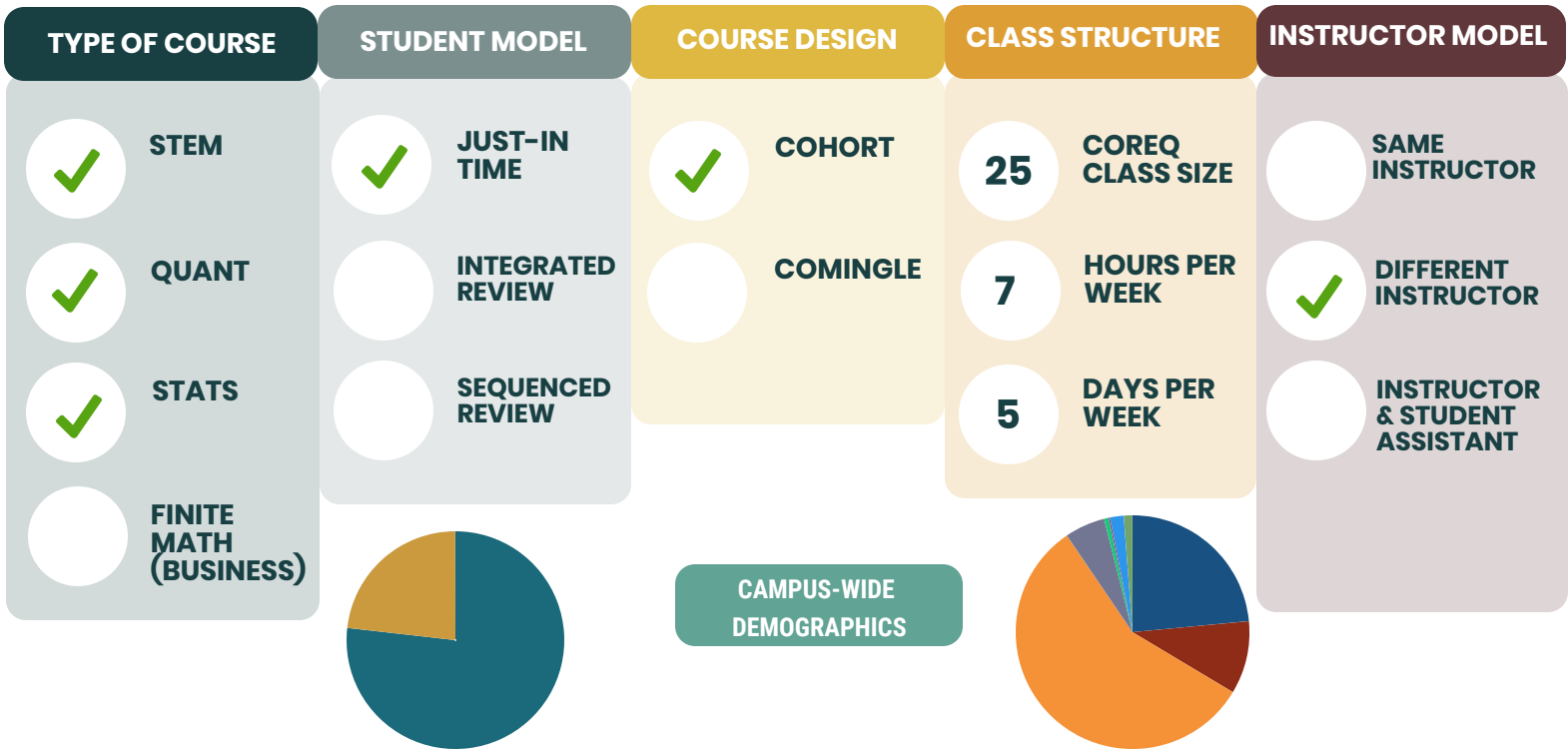
Roane State Community College Tennessee



● PART-TIME STUDENTS
 ● FULL-TIME STUDENTS
 ● WHITE
 ● BLACK
 ● HISPANIC
 ● TWO OR MORE RACES
 ● NOT REPORTED/OTHER



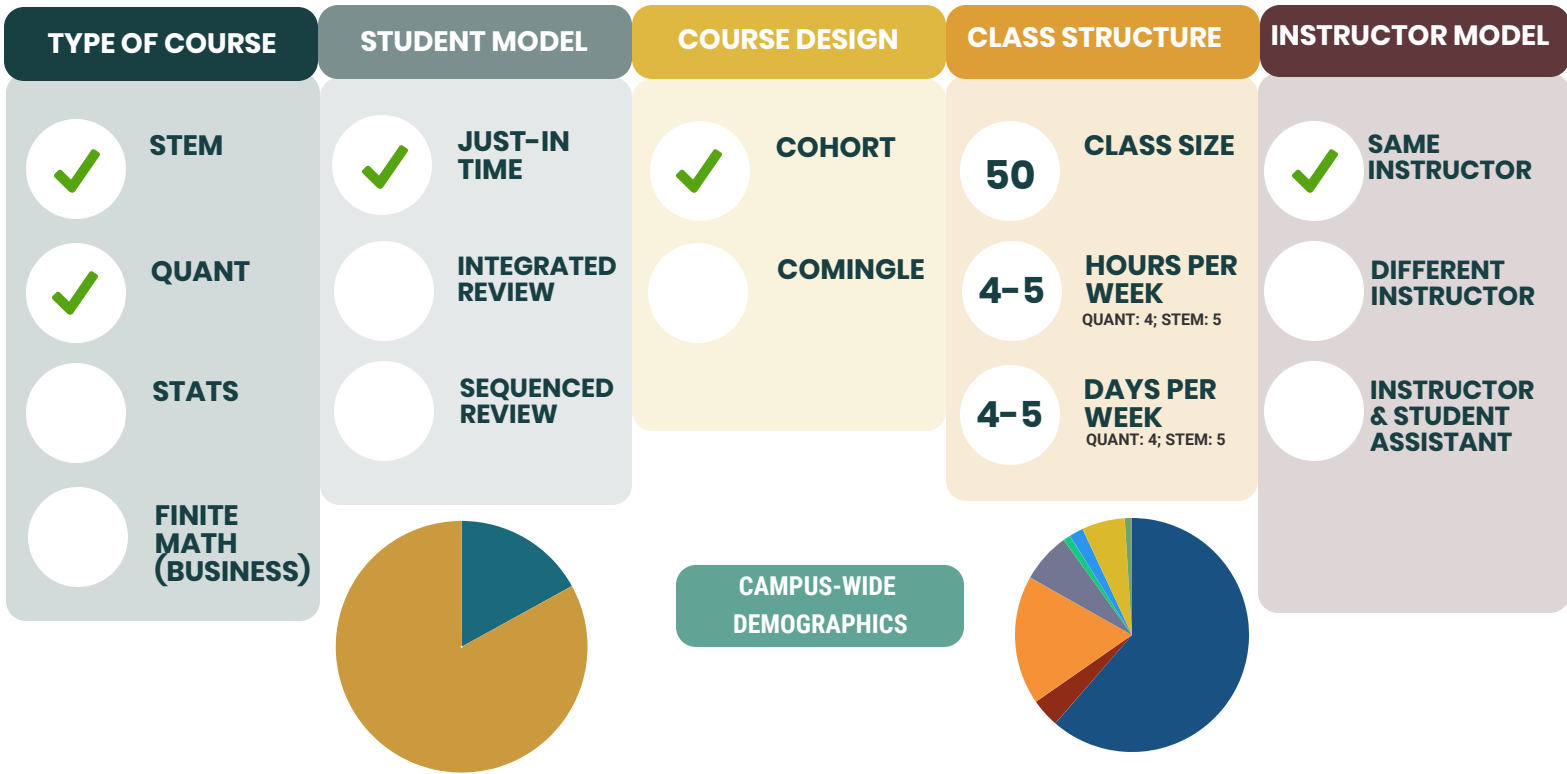
San Jacinto College Texas



RESULTS	PHILOSOPHICAL SHIFTS	SUCCESSFUL REFORM PRACTICES	CHALLENGES	TAKEAWAYS
<p>Before Developmental education was not working for many, disproportionately worse for underserved students</p> <p>Spring 2016 74% of students are successful in College Algebra corequisite model</p> <p>Erased the performance gap between White and Hispanic students</p>	<p>Before Developmental education is a recipe for success if students follow it.</p> <p>After Students thrive in communities.</p> <p>The students may not be college-ready, but the school needs to be student-ready.</p> <p>Understand the student population and modify instruction to support students.</p>	<p>Focus on active learning and community building in the classroom</p> <p>Foster collaboration between college and developmental faculty</p> <p>Lay out cultural expectations of corequisite course at start of semester</p> <p>Pair experienced faculty and new-to-corequisite faculty in apprenticeship teaching model</p>	<p>Be aware of limiting reach of students entering STEM careers</p> <p>Fostering buy-in with student services and new-to-corequisite instructors</p> <p>Branding time-intensive coursework for students</p> <p>Subsequent course performance - how to trickle up pedagogical changes to STEM sequence</p>	<p>Just-in time models will change the future!</p> <p>Change management matters!</p> <p>Next generation innovators will come up with even more models to explore.</p> <p>Even though corequisites cannot replace years of algebra, corequisite students are better off than before.</p>

University of Nevada – Reno

Nevada



RESULTS	PHILOSOPHICAL SHIFTS	SUCCESSFUL REFORM PRACTICES	CHALLENGES	TAKEAWAYS
<p>Spring 2013 After completing the corequisite Pre-Calc 1 course, 238 students enrolled in Business Calculus.</p> <p>Of those students, 74% passed with a C or higher.</p> <p>Fall 2016 87% of students enrolled in the QUANT model earned college-level credit</p> <p>82% of students enrolled in the STEM model earned college-level credit</p>	<p>Before All developmental education students were required to take Intermediate Algebra for a semester before their gateway course.</p> <p>After The shortened sequence prioritizes the necessary content from Intermediate Algebra for students to be successful in a college-level course.</p>	<p>QUANT: 1 developmental credit of Intermediate Algebra + 3 credit college-level course</p> <p>STEM: 2 developmental credits of Intermediate Algebra + 3 credit college-level course</p> <p>By utilizing the same instructor, faculty has the freedom and flexibility to treat courses as one whole class.</p>	<p>The impact of an odd number of credits on funding and staffing</p> <p>The tension to balance resources between developmental education students and non-developmental education students, led to an increase in class size from 25 to 50.</p>	<p>Student engagement is higher.</p> <p>Students are more engaged because they see on the syllabus that they are working on college-level material that counts towards their degree.</p> <p>Students have more structure and support because they are required to meet four to five times a week compared to two times.</p>