

NO ROOM FOR DOUBT:

Moving Corequisite Support from Idea to Imperative

// ACTION CHECKLIST

TO SCALE COREQUISITE SUPPORT AND ADVANCE RACIAL EQUITY, states and institutions must treat it as a critical component of more holistic efforts to transform the culture of learning and address institutional performance gaps. In order to bolster those reforms, we've worked with leaders across the country to identify best practices that support the implementation of the corequisite model. This action checklist is the result of that work and offers guidance for leaders implementing the corequisite model for the first time or those who are looking to deepen their practices to address challenges that stand in the way.

CHECKLIST: Shifting Policy



VISION: Making a Clear Case for Reform

- ☐ Define the “Why” driving reform.
- ☐ Identify the key shifts at the center of reform.
- ☐ Set clear goals and specific deadlines to drive action.



GUIDELINES: Start With a Solid Foundation

- ☐ Make college-level gateway courses the default placement for all students.
- ☐ Use multiple placement measures, including high school GPA, to place students into corequisite courses and identify additional students who may benefit from corequisite support.
- ☐ Create state-level math and English faculty groups to develop guidelines for institution-level corequisite models.



FUNDING: Align Incentives & Fully Fund Change Efforts

- ☐ Change funding formulas to reward the completion of gateway courses instead of completion of remedial coursework.
- ☐ Create targeted rewards for the retention and completion of equity populations, such as racially-minoritized and Pell-eligible students.
- ☐ Offer institutions financial support for implementation, including technical assistance, faculty release time, professional development and related travel, and provision of essential corequisite materials.

CHECKLIST: Creating Conditions for Change



COMMUNICATION: Getting the Message Right

- ☐ Frame corequisite as a foundational element in addressing institutional performance gaps.
- ☐ Present the issue as a structural one rather than the result of student or instructor shortcomings.
- ☐ Continually reiterate the equity imperative and guiding principles driving this work.
- ☐ Frequently communicate progress to every operation on campus, not just those directly involved.
- ☐ Identify key concerns across specific stakeholder groups and work to address those concerns, while making the financial case for corequisite as needed.



DATA: Using Evidence to Make Change

- ☐ Use data from your own state and institution to make the case for corequisite support.
- ☐ Prioritize comparisons between the gateway course outcomes of an institution's remedial students with the gateway course outcomes of peer institutions' corequisite students.
- ☐ Always present data disaggregated by race and ethnicity to discover trends, highlight inequities, and track progress.
- ☐ From the start, ensure all parties are aligned on the quantitative and qualitative data the institution will track and how that data will be used to evaluate success.
- ☐ Collect and share data regularly with all stakeholders.
- ☐ Use data to drive action for continuous improvement.



ENGAGEMENT: Bringing the Right People Together

- ☐ Create groups of institution level math and English faculty and staff—including leadership—to lead and refine implementation in alignment with guidelines provided by state level working groups.
- ☐ Train stakeholders from all areas of the institution so they understand why the corequisite model is being implemented and how it impacts each operation on campus.
- ☐ Find, support, and elevate institution level corequisite champions.
- ☐ Regularly convene cohorts of faculty, institution leaders and staff to share data, best practices, and lessons learned.
- ☐ Provide training for corequisite instructors on the pedagogical approaches best suited to the corequisite model.

CHECKLIST: Implementing & Refining Strategies



INTEGRATION: Connect Corequisite to Other Student Success Strategies

- Help students build early momentum by requiring them to complete college-level gateway math and English as a part of full-time 15 credit hour enrollment.
- Connect Concurrent Enrollment and corequisite strategies, prioritizing the alignment of relevant high school curriculum and college-level gateway courses to determine appropriate use of corequisite support.
- Implement corequisite support and Math Pathways in tandem by connecting gateway courses to the skills students need for their chosen program of study.
- Align Academic Maps & Milestones with decisions regarding corequisite support and Math Pathways.
- Ensure Returning Adult Outreach highlights your institution's commitment to being a student-ready institution and addresses concerns students may have about placement.
- Recognize that students' needs extend beyond the additional academic support corequisite provides—from financial aid to mental health to food and housing—and work to ensure Student Basic Needs are being met.



PEDAGOGY: Design Effective Learning Experiences

- Use a just-in-time teaching model for corequisite sections that focuses on helping students acquire and re-engage the knowledge and skills specifically required to succeed in the gateway courses.
- Support the advancement of student-centered and culturally-responsive teaching practices that ensure all students are empowered and inspired by their course experience.
- Consider equity implications and emerging best practices when designing online offerings, including the use of a flipped classroom approach.

COREQUISITE WORKS AND IT'S GAINING MOMENTUM ACROSS THE NATION. It's time for our entire field to assess what we've learned, recognize where we're still falling short, and double down on our efforts to ensure every student succeeds in college.

CCA is ready to help you get started or go deeper with corequisite support, and identify where to focus your efforts. Reach out to your Strategy Director today at info@completecollege.org.



Access the digital report today at completecollege.org/noroomfordoubt.

