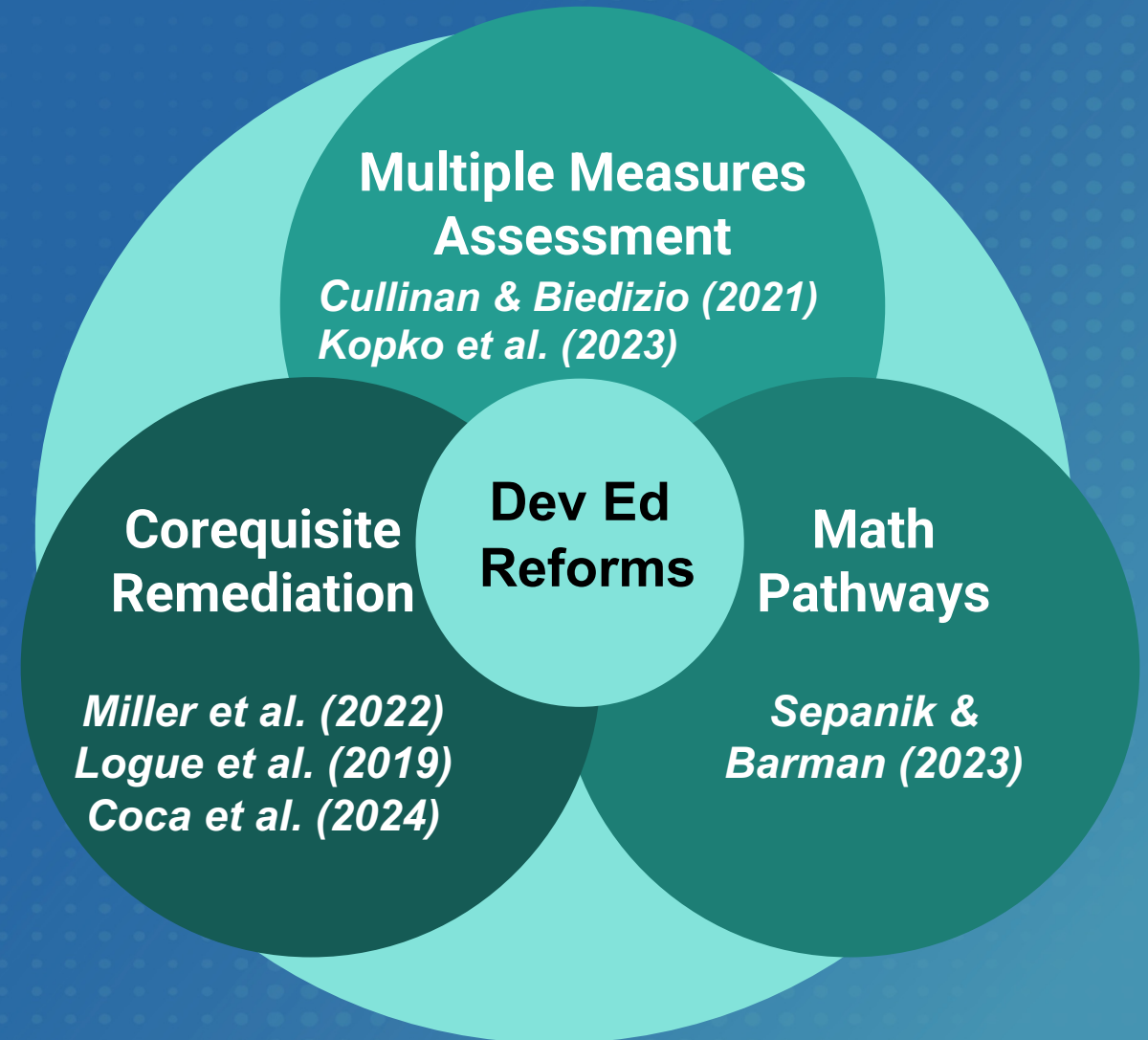# Today's Session

1. Welcome & overview
2. What research tells us (CCRC synthesis)
3. Panel conversation across Arkansas, CUNY, and Louisiana
4. Audience Q&A
5. Key takeaways & resources

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CCRC Framing & Research Synthesis

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Strong Body of Rigorous Evidence Showing Dev Ed Reforms Improve Short-Term Outcomes

Corequisite Reforms:

- Expand access to gateway English and math

- Improve completion of college-level coursework

- Show overall outcome gains across all racial/ethnic groups; one study showed larger, positive effects for Latinx students

Multiple Measures Assessment
Cullinan & Biedizio (2021)
Kopko et al. (2023)

Dev Ed Reforms

Corequisite Remediation

Miller et al. (2022)
Logue et al. (2019)
Coca et al. (2024)

Math Pathways

Sepanik & Barman (2023)

Not All States and Colleges Have Fully Phased Out Prerequisite Developmental Courses

Although corequisites have expanded nationally, most community colleges still offer both prerequisite and corequisite models, and a sizable minority rely solely on prerequisite coursework

TABLE 1. Developmental Course Policies at U.S. Community Colleges, 2023

Measure	English (%)	Math (%)
Placement system uses indicators of high school performance	73	73
Only prerequisite developmental courses offered	18	21
Only corequisite developmental courses offered	14	12
Both prerequisite and corequisite developmental courses offered	64	65
Neither prerequisite nor corequisite developmental courses offered	4	2
Sample size = 99		

SOURCE: Data from 2023 and 2016 nationally representative surveys of two-year public colleges.

NOTE: While 100 colleges were surveyed, no data were available for one of the colleges. Data were collected and updated from February 2023 through October 2023.

Source: Litschwartz et al., 2023

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Colleges Increasingly Adopt Corequisite Reforms, Though Many Still Offer Prerequisite Courses

Two-Year Public Colleges Offering Corequisite Developmental Courses 2016 to 2023

MDRC's national survey in 2023 found many more colleges implementing corequisite courses
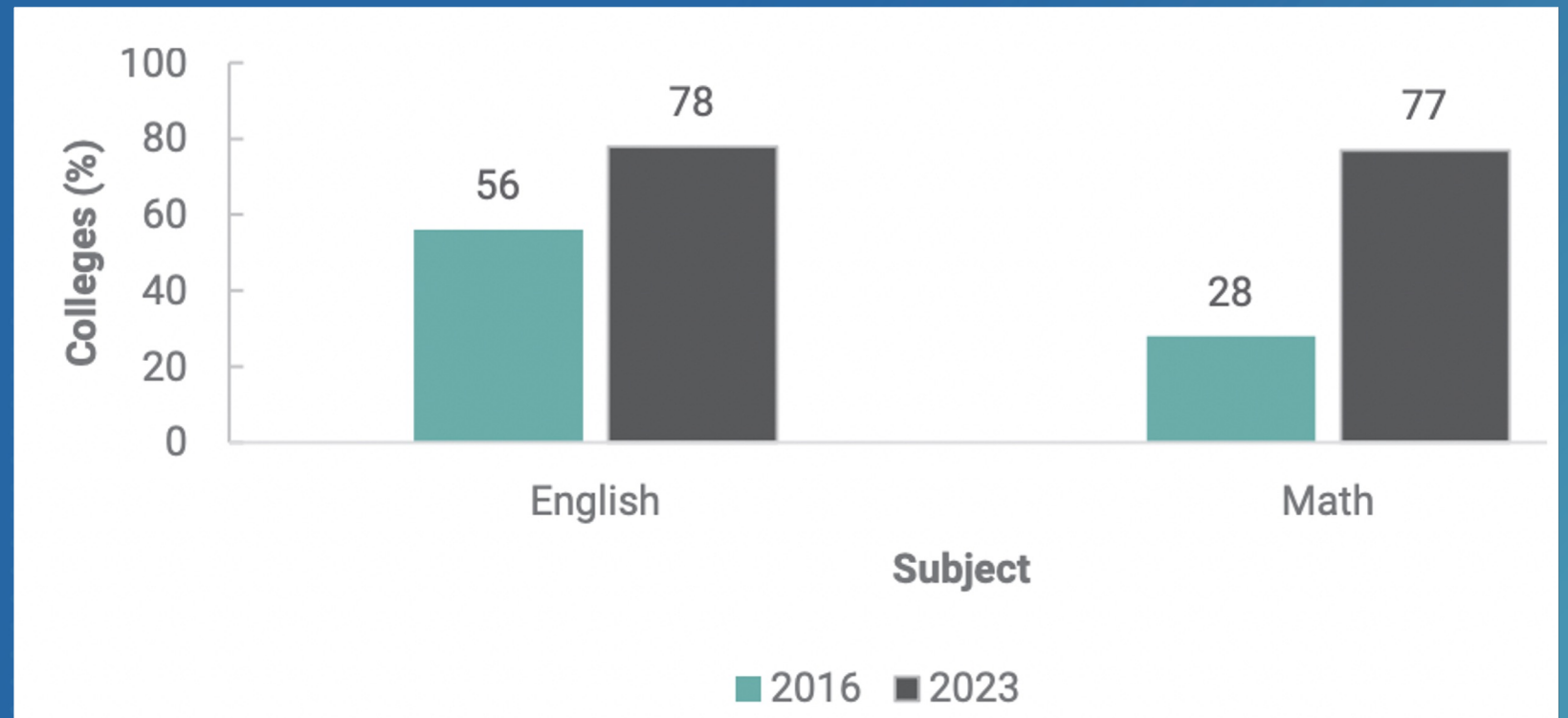
Source: Litschwartz et al., 2023

Policy Adoption and Implementation

Arkansas

2018/19
State initiative launched; rapid increase in coreq enrollment

CUNY

2020
Proficiency Index placement algorithm
2022
Eliminated prerequisite remedial courses by fall 2022

Louisiana

2022
Board of Regents policy eliminated prerequisite remedial courses; colleges adopted coreqs quickly

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Course Models and Structures

Arkansas	CUNY	Louisiana
Mix of Accelerated Learning Program (ALP) style and locally-adapted models	ALP model with same instructor is common in English; single course/extended-time model is common in math	Mix of "extended time" and "side-by-side" models
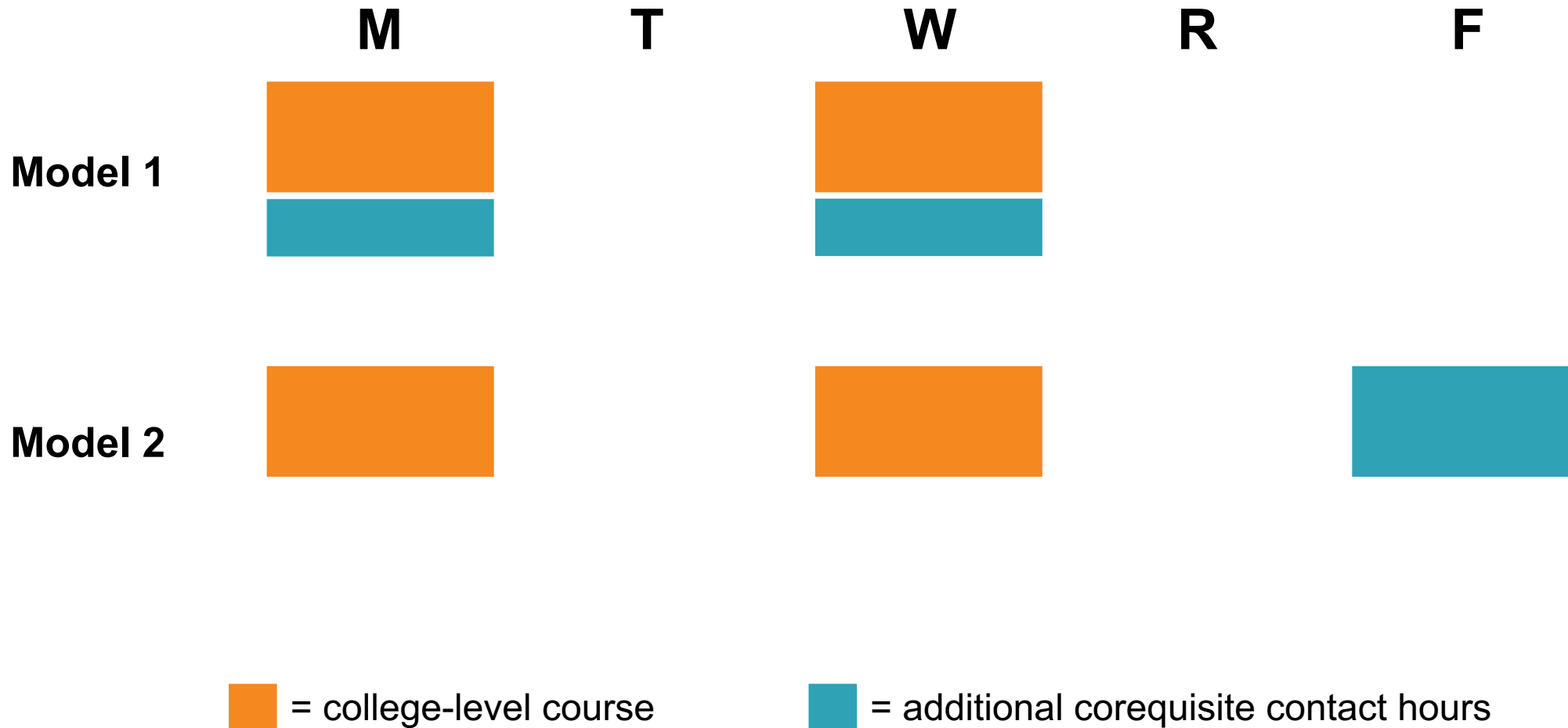
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Key Differences in Corequisite Course Models

	M	T	W	R	F
Model 1					
Model 2					

■ = college-level course   ■ = additional corequisite contact hours

Key Differences in Corequisite Course Models

Non-proficient students co-enrolled with proficient students

Only non-proficient students

Placement Approaches

Arkansas	CUNY	Louisiana
• Colleges must report a readiness exam score • State allows other evidence-based placement criteria • Wide variation in local multiple-measures policies	• Multiple measures approach; students can initially place based on NY State Regents exams, SAT, or ACT scores • Proficiency Index = GPA + standardized test scores • Single placement algorithm across all colleges	• Multiple measures permitted by policy • Standardized tests remain most widely used • Large variation across institutions

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Faculty Perspectives

Faculty often feel pressure to "teach two semesters in one"

Instructor continuity and small class caps are reportedly beneficial to student outcomes

Faculty support and embedded tutors can be helpful for buy-in and sustainability

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Student Experiences

- Factors that improve students' experiences in corequisite courses:
  - Embedded tutors
  - Supportive/caring/enthusiastic instructors
  - Sense of community with peers

- Factors that present challenges for students:
  - Fast pace (particularly in math courses)
  - Low motivation/engagement among peers
  - Inconsistent advising/insufficient understanding of courses

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Lessons Across States

Mandates accelerate scaling, but success depends on clear models and resources

Placement varies widely and should be transparent to students

Advisor and faculty engagement are critical, alongside institutional supports

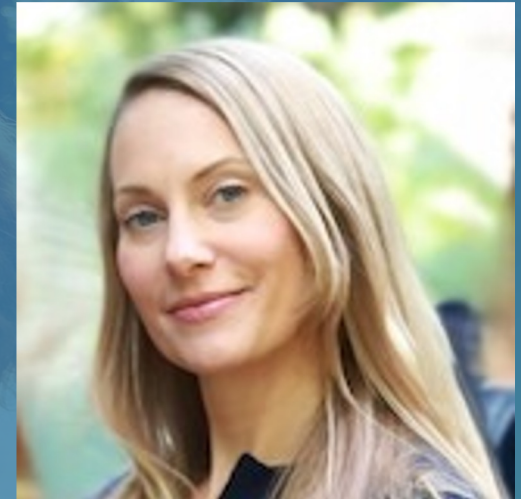Student experience highlights policy–practice gaps

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Pillars of Dev Ed Transformation at DCC

- Use data to make informed curriculum decisions
- Develop a framework for professional development and training
- Expand Writing Center capabilities and writing coach training
- Embed writing coaches in the classroom
- Create collaborative learning spaces

Delgado
COMMUNITY COLLEGE

ENGL/ALIT Outcomes by Course, Delivery Mode, AY 2019-20 to Present. Use filters at right to toggle selection.

All Courses	Online	Face to Face	Virtual

All Courses

Failed (DFW) 45%
Passed (ABC) 55%

COURSE ▼	Passed (ABC)	Failed (DFW)	Total Enrollment	Pass Rate	Fail Rate
ENGL 110	3749	3709	7458	50.3%	49.7%
ENGL 102	6860	4044	10904	62.9%	37.1%
ENGL 101	6553	4800	11353	57.7%	42.3%
ENGL 099	342	484	826	41.4%	58.6%
ALIT 099	2230	3005	5235	42.6%	57.4%
Total	**19734**	**16042**	**35776**	**55.2%**	**44.8%**

Online

Failed (DFW) 44%
Passed (ABC) 56%

COURSE	Passed (ABC)	Failed (DFW)	Total Enrollment ▼	Pass Rate	Fail Rate
ENGL 102	3368	2334	5702	59.1%	40.9%
ENGL 101	2614	2151	4765	54.9%	45.1%
ENGL 110	945	1015	1960	48.2%	51.8%
ALIT 099	79	58	137	57.7%	42.3%
Total	**7006**	**5558**	**12564**	**55.8%**	**44.2%**

Face to Face

Failed (DFW) 42%
Passed (ABC) 58%

COURSE ▼	Passed (ABC)	Failed (DFW)	Total Enrollment	Pass Rate	Fail Rate
ENGL 102	2413	1042	3455	69.8%	30.2%
ENGL 101	2669	1594	4263	62.6%	37.4%
ENGL 110	2003	1716	3719	53.9%	46.1%
ALIT 099	1242	1520	2762	45.0%	55.0%
ENGL 099	328	450	778	42.2%	57.8%
Total	**8655**	**6322**	**14977**	**57.8%**	**42.2%**

Virtual

Failed (DFW) 42%
Passed (ABC) 58%

COURSE	Passed (ABC)	Failed (DFW)	Total Enrollment	Pass Rate ▼	Fail Rate
ENGL 102	1079	668	1747	61.8%	38.2%
ENGL 101	1270	1055	2325	54.6%	45.4%
ENGL 110	801	978	1779	45.0%	55.0%
ALIT 099	909	1427	2336	38.9%	61.1%
ENGL 099	14	34	48	29.2%	70.8%
Total	**4073**	**4162**	**8235**	**49.5%**	**50.5%**

ENGL/ALIT Course Outcomes Overall, AY 2019-20 to Present.

To toggle semester, use slicer below (both tables will update). Note that black = selected; grey = not selected.

By Course

COURSE	Passed (ABC)	Failed (DFW) ▾	Total Enrollment	Pass Rate	Persistence Rate	Subsequent ENGL 101 Pass Rate	Subsequent ENGL 102 Pass Rate
ENGL 101	6553	4800	11353	57.7%	80.7%		70.0%
ENGL 102	6860	4044	10904	62.9%	75.2%		
ENGL 110	3749	3709	7458	50.3%	75.1%		68.0%
ALIT 099	2230	3005	5235	42.6%	86.4%	62.0%	67.1%
ENGL 099	342	484	826	41.4%	84.8%	53.8%	56.1%
Total	**19734**	**16042**	**35776**	**55.2%**	**78.4%**	**61.0%**	**68.8%**

By Delivery Mode

DELIVERY	Passed (ABC)	Failed (DFW)	Total Enrollment	Pass Rate ▾	Persistence Rate	Subsequent ENGL 101 Pass Rate	Subsequent ENGL 102 Pass Rate
FACE TO FACE	8655	6322	14977	57.8%	79.4%	59.3%	69.3%
ONLINE	7006	5558	12564	55.8%	75.9%	64.6%	68.9%
VIRTUAL	4073	4162	8235	49.5%	80.7%	62.4%	67.9%
Total	**19734**	**16042**	**35776**	**55.2%**	**78.4%**	**61.0%**	**68.8%**

Definitions:
"Persistence" = (among passers) student passed course and returned next applicable semester.

Notes:
Student must have **passed** main course shown at left in order to be counted in "Persistence" and "Subsequent" columns at right.

Persistence Rate defaults to zero or will otherwise be incomplete if next semester has not happened yet. Be aware of this, and consider omitting latest term, if viewing persistence rate for multiple semesters.

CUNY tracks overall progress on comprehensive remediation reform by the percentage of each freshman cohort who earn credit in math and English in their first year.

Percentage of fall full-time first-time freshmen who earn gateway math credit in the fall and spring semesters
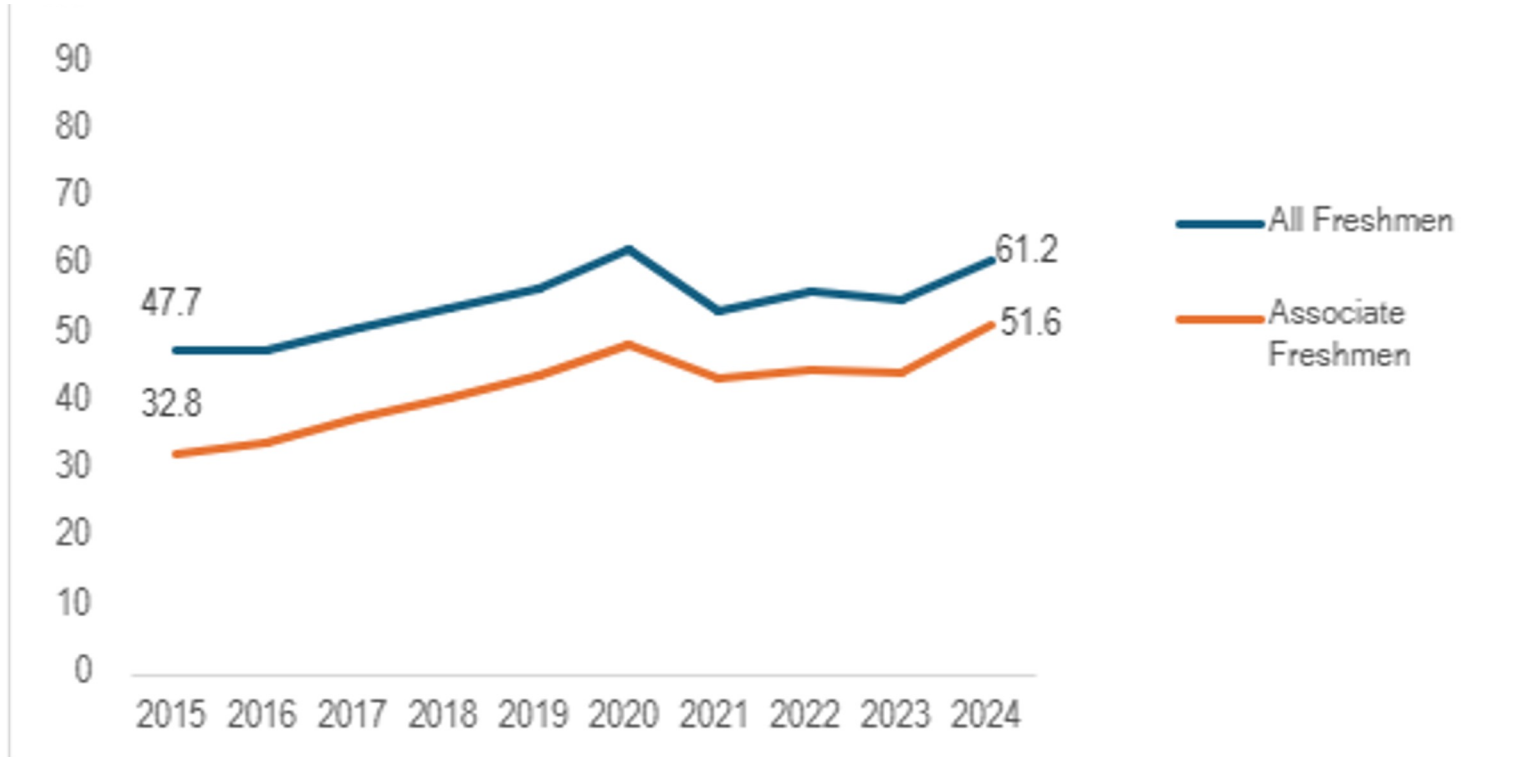
Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who passed at least one Gateway course or earned pre-college credits that have been articulated as a Gateway course.

Questions?

Please enter your questions in the chat.

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Resources

Recent CCRC publications on corequisites:

- Exploring Corequisite Reform in Louisiana: Year 1 Insights and What's Next

- Lessons on Scaling Corequisites: The City University of New York's Transition From Prerequisite to Corequisite Academic Support

- Student Experiences in Corequisite Courses at CUNY

- What Student Interviews Reveal About Placement, Pacing, and Advising in Corequisite Courses

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