



Corequisite at Scale Guidance

Complete College America's (CCA) *Scaling Corequisite Initiative* is a three-year effort funded primarily by the Lumina Foundation and the Michael and Susan Dell Foundation, and with supplemental support from the Bill and Melinda Gates Foundation, Kresge Foundation, and Carnegie Corporation of New York, to dramatically increase the number of states and higher education institutions scaling corequisite academic support for students who would have otherwise been placed in traditional remedial education. CCA provides participating states with guidance, planning and evaluation assistance, and content experts from other states.

Corequisite remediation replaces traditional prerequisite remedial education sequences with just-in-time support for students while they are enrolled in college-level gateway courses. Academic support is focused on the skills and competencies essential for success in the college-level course. Additionally, with more effective course placement and better alignment of gateway math courses with programs of study, many states have more than doubled the success of students completing their freshman English and math courses.

As a participant in CCA's *Scaling Corequisite Initiative*, the State Regents commit to supporting the State System institutions in achieving the following outcomes:

- By Fall 2017, 90% of all State System students who are in need of academic support (remediation) will attend an institution that offers corequisite remediation;
- By Fall 2017, 75% of all State System students who are in need of academic support will enroll in corequisite remediation; and
- In 2017-2018, the percentage of State System students who are in need of academic support who complete a college-level, gateway courses in the freshman year will double over the average current rate of 10% in math and 26% in English at community colleges or 19% in math and 27% in English at the regional universities.

In Fall 2016, each Oklahoma State System college or university will:

- choose whether to adopt corequisite remediation for English and mathematics,
- select which model best serves its students, and
- determine an implementation process for Fall 2017.

Corequisite models

- Accelerated Learning Program (ALP) is a form of mainstreaming remedial students by enrolling them in the college-level course, often with non-remedial students, and enrolling them in the ALP companion course which offers supplemental instruction and often meets in the class period immediately following the college-level course. The same instructor usually teaches both courses.
- Mandatory Lab or Tutoring delivers customized support to students enrolled in a traditional college-level course for an additional one to two hours per week in a required non-credit lab or tutoring. The support enables students to address specific needs related to their success in the college-level course.
- Sequenced Courses accelerate students through basic skills content and the common single-semester college-level math or English composition course in one semester. Students would attend class five days a week with the first five weeks dedicated to basic skills support followed by the college-level course.
- Other models could include two-semester models where a single semester remedial course is tightly aligned to a college-level course providing an introduction of content in the college-level course and requiring the student to commit to both courses in the freshman year. The two-semester model requires a backward mapping of learning outcomes in college-level course to the remedial course.

The State Regents are collaborating with CCA and others to provide support and expertise for institutions to implement corequisite English and math remediation.

- Oklahoma team members trained at CCA Corequisite at Scale Academy (Fall 2015)
- Corequisite at Scale Conference shared expertise with all State System colleges and universities (Spring 2016)
- Mathways Task Force is developing recommendations for creation, implementation, and evaluation of statewide mathematics pathways and is coordinating and communicating with common education, related state efforts, and other stakeholders to improve mathematics success for all students (Spring 2016-Spring 2017)
- CCA and the State Regents will sponsor a State System Corequisite Academy to which institutions will bring implementation teams (Fall 2016)
- Corequisite remediation will be offered at scale in the State System (Fall 2017)
- State Regents will assist State System institutions in tracking progress of remedial students (Spring 2018)
- In conjunction with State System institutions, the State Regents will conduct an evaluation of corequisite remediation implementation (Fall 2018)

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