




**Corequisite Academic Support for
Underprepared Community
College Math Students:
What does the research say?**

Bonita Tyler

bonita.tyler@uky.edu

Two spotlights are positioned at the top corners of the slide, casting bright yellow beams of light that converge on the central text. The background is a solid blue color on the left side and white on the right side.

**Reforming developmental
education is in the spotlight
at every level of higher
education.**



The current reform seeks to move underprepared students into college-level English and mathematics courses sooner.





One Example of Reform

- Enroll underprepared students into college-level Math or English course simultaneously with companion course
- Note: “Companion courses” also called “adjunct courses,” “co-courses,” or “corequisite courses.”



Elements of Corequisite Course

- Content review
- Practice tests
- Study skills instruction
- Students journaling about learning
- Collaborative activities



Sound familiar?



Sound familiar?

- Georgia State University's
Division of Developmental Studies
Learning Support Program
- Piloted in 1996

Hall & Hord's Implementation Bridge

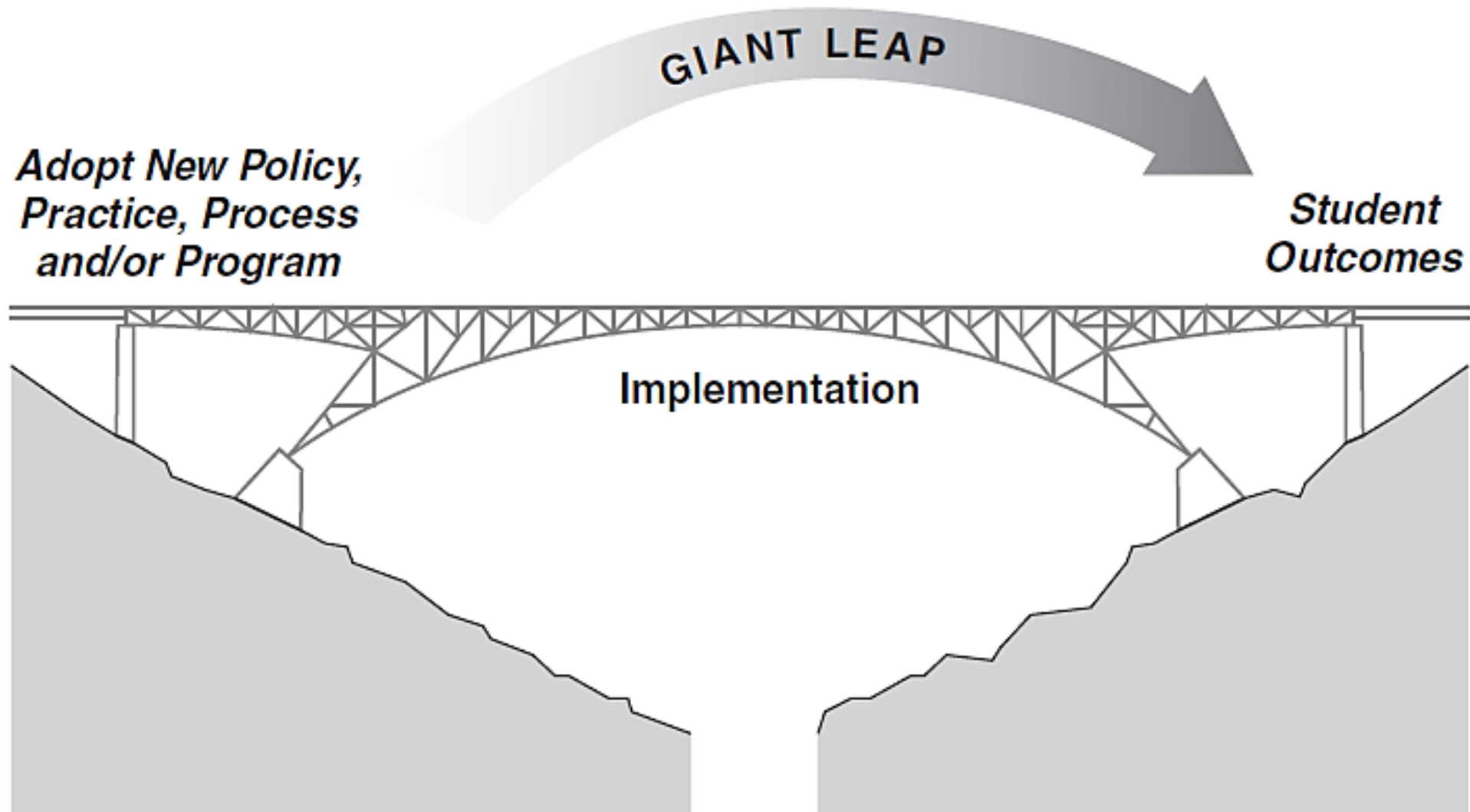


Image: Implementing Change: Patterns, Principles, and Potholes by Gene Hall & Shirley Hord (2014)

Hall & Hord's Implementation Bridge

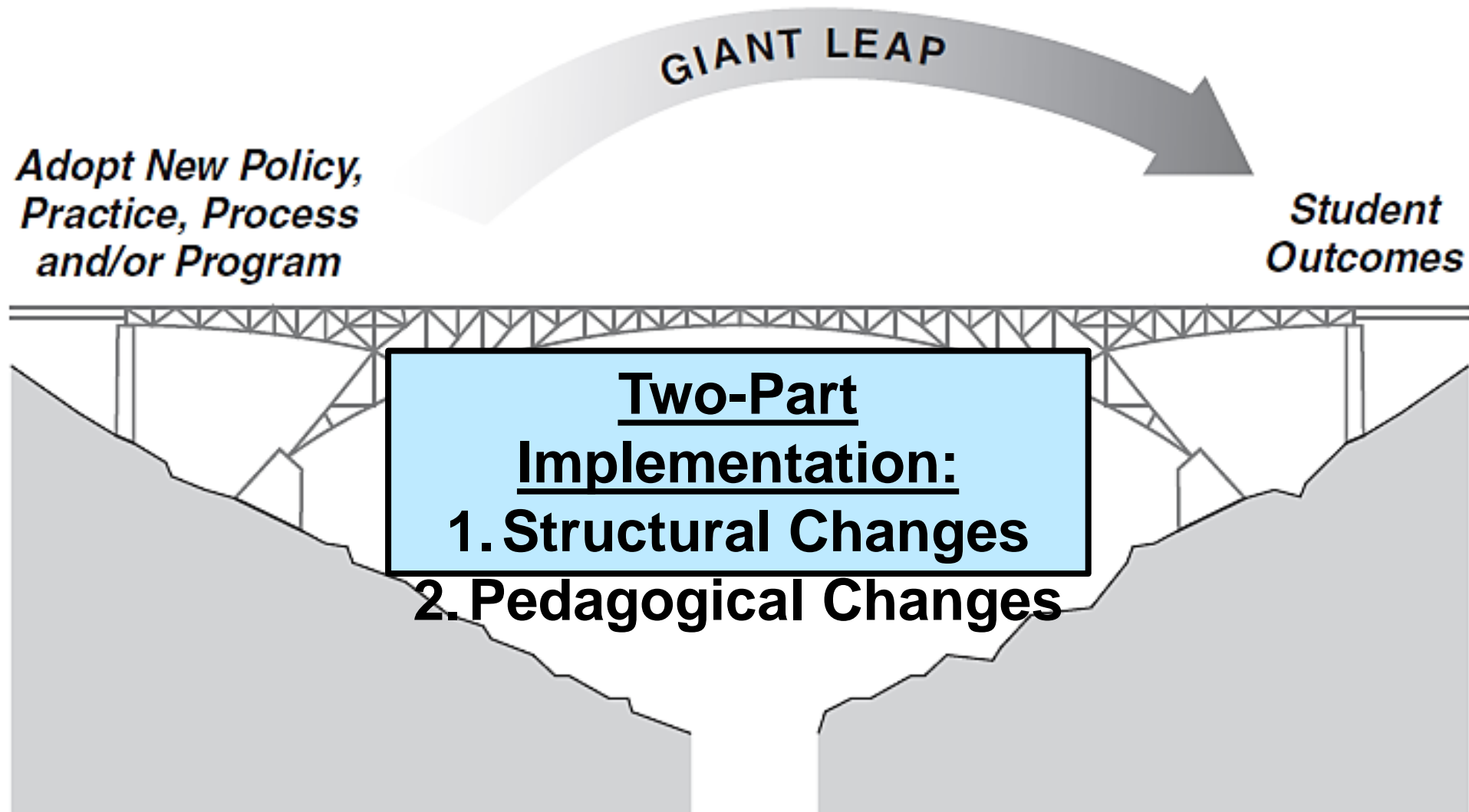


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Structural Changes

Implementation

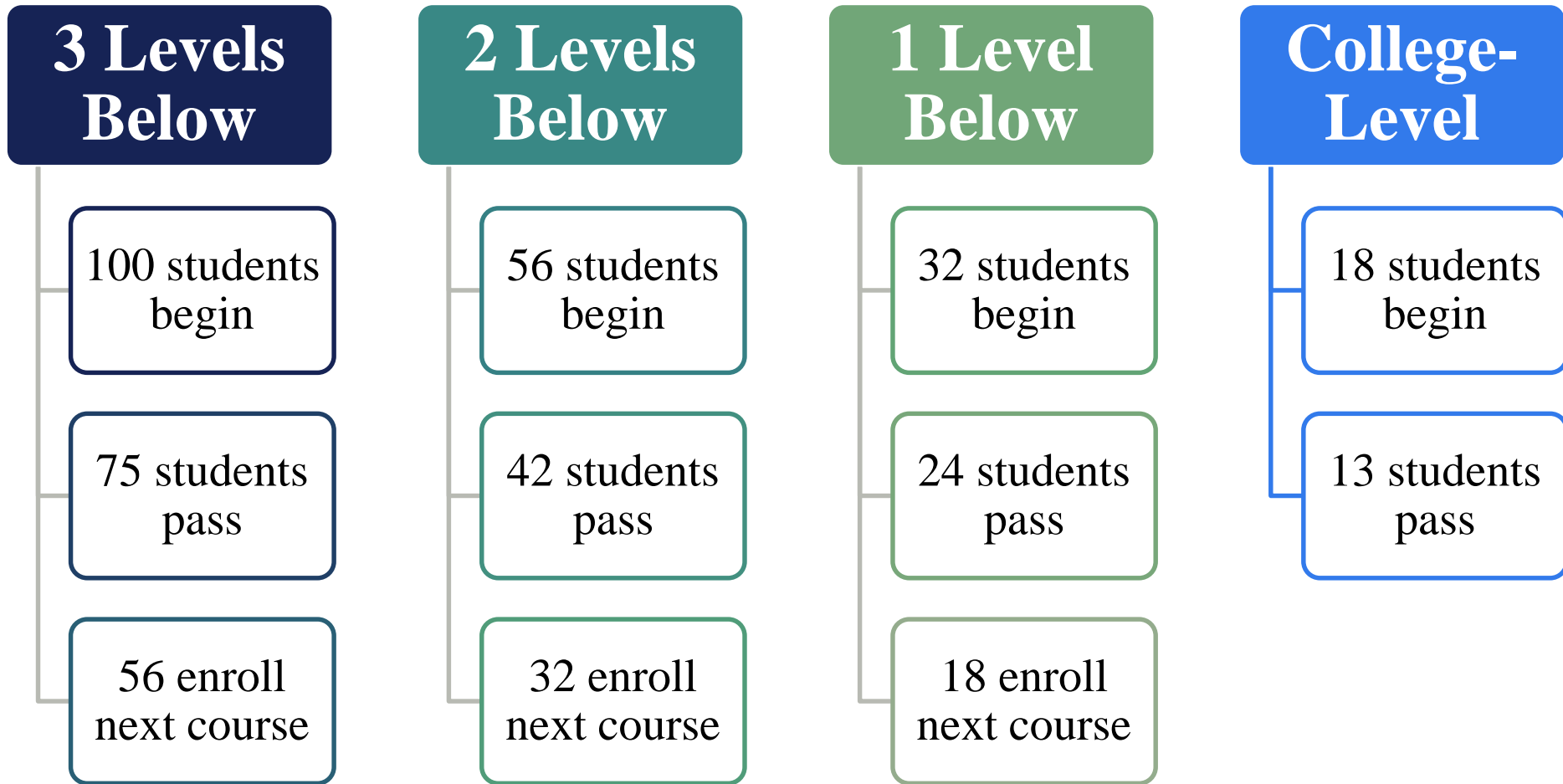
Image: Pixabay



Multiplication Principle with Traditional Multi-course Sequence

- Let's say 100 students start developmental math in a class that is 3 levels below college-level.
- How many will successfully complete the college-level course?

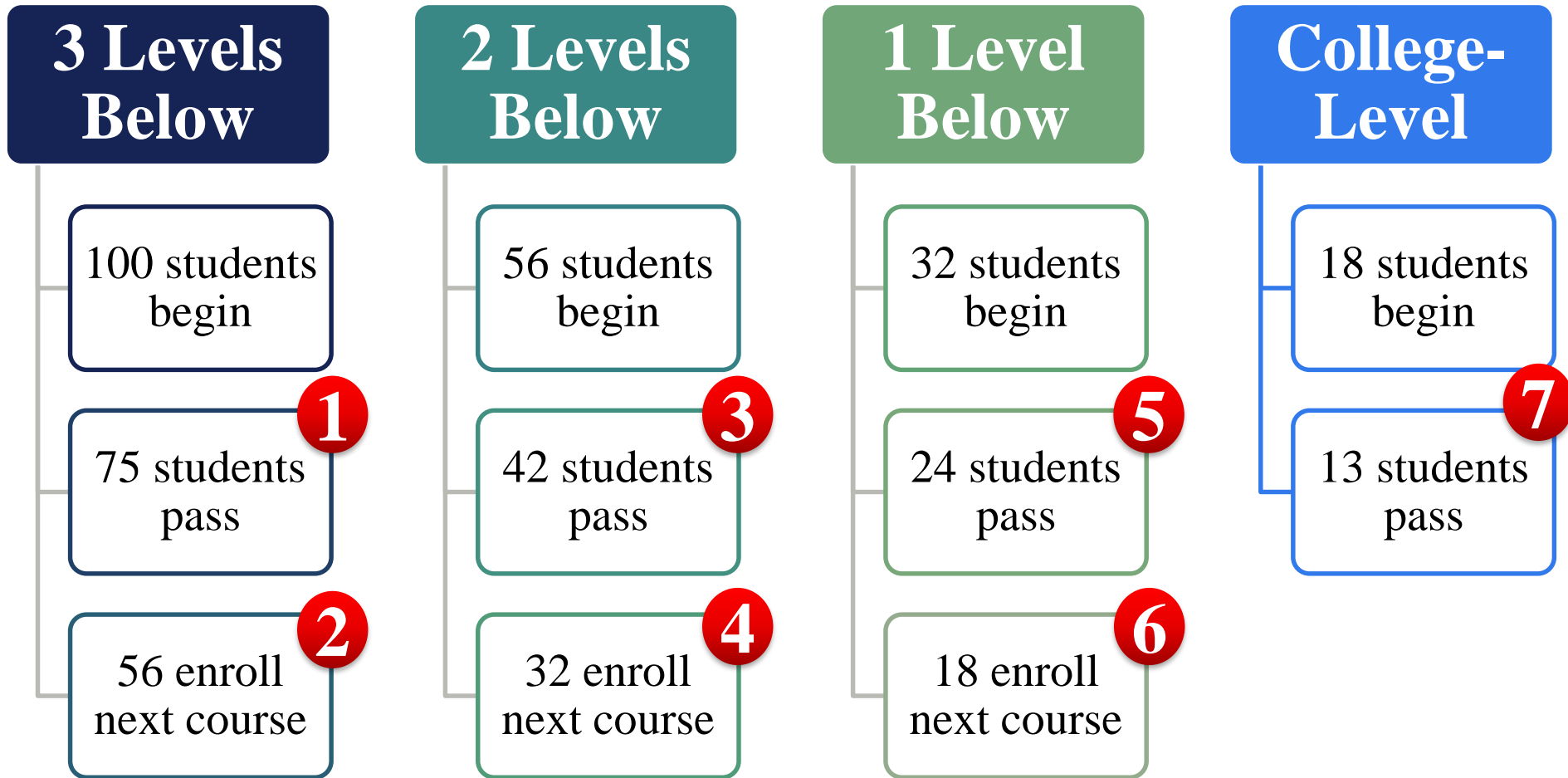
Pipeline



Note: Pass Rate & Semester-to-Semester Retention Rate both

75%

Pipeline: Exit Points



Note: Pass Rate & Semester-to-Semester Retention Rate both

75%



Multiplication Principle with Traditional Multi-course Sequence

- How many of the initial 100 students will successfully complete the college-level course?

$$100 * (.75)^7 = 13 \text{ students}$$

(13% student success)



Pedagogical Changes

Implementation

Image: Pixabay

Hall & Hord's Implementation Bridge

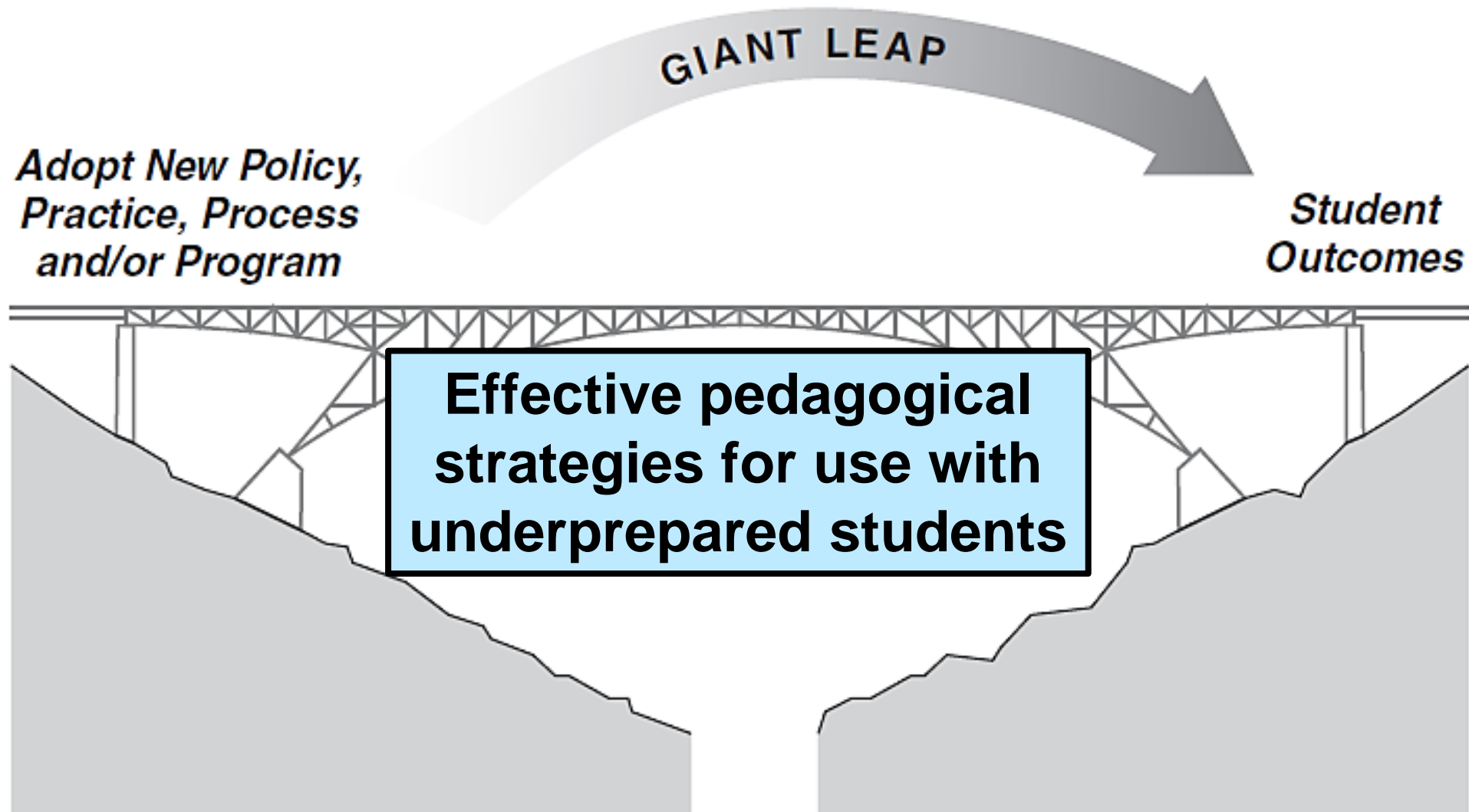
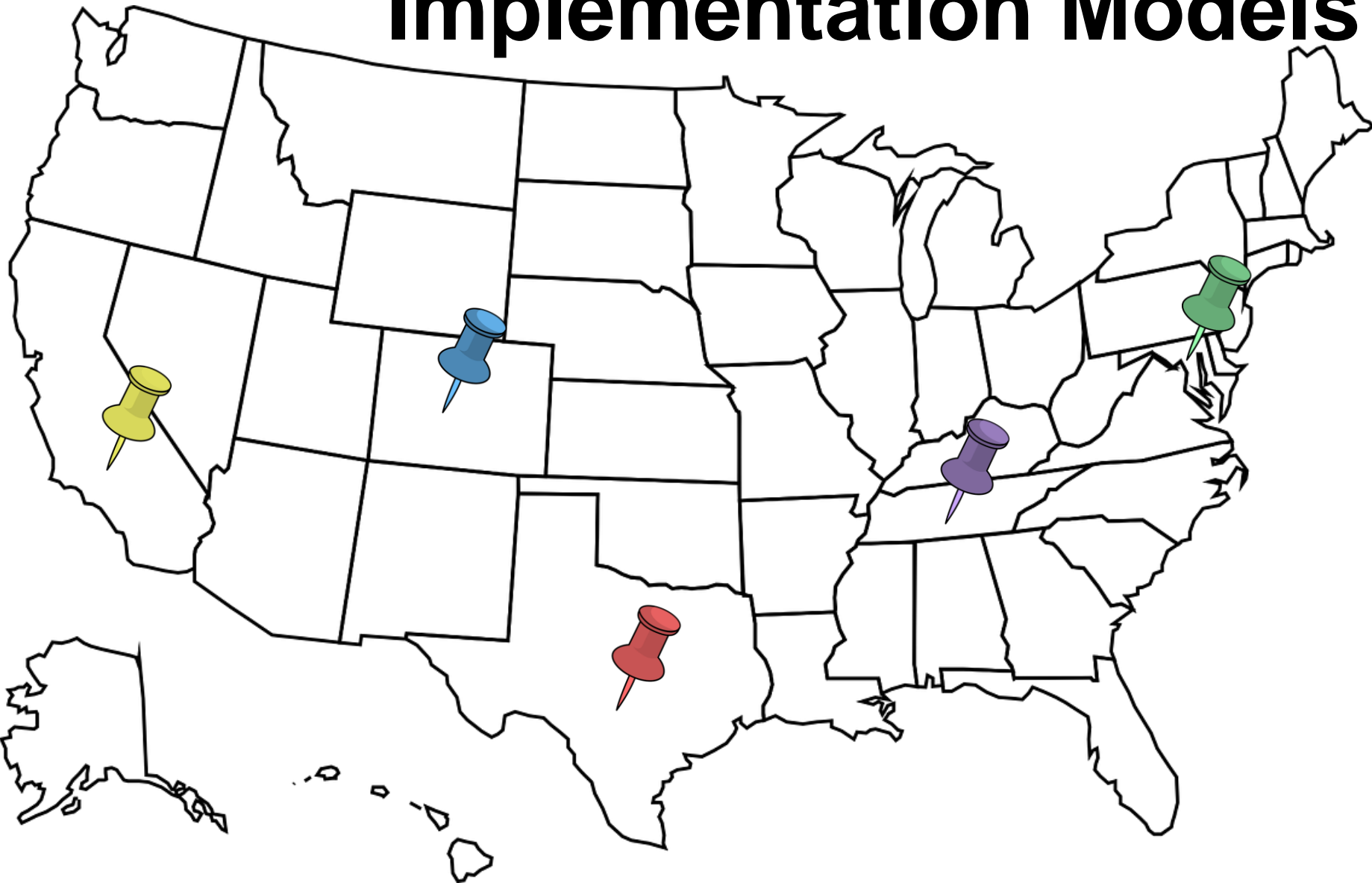


Image: Implementing Change: Patterns, Principles, and Potholes by Gene Hall & Shirley Hord (2014)

Implementation Models



Images: Pixabay



EQUALITY



EQUITY

Image: Guides.CanadaCollege.edu/EquityinEducation



EQUALITY



EQUITY

Image: Guides.CanadaCollege.edu/EquityinEducation



Implications for Faculty

Implementation

Image: Pixabay

Hall & Hord's Implementation Bridge

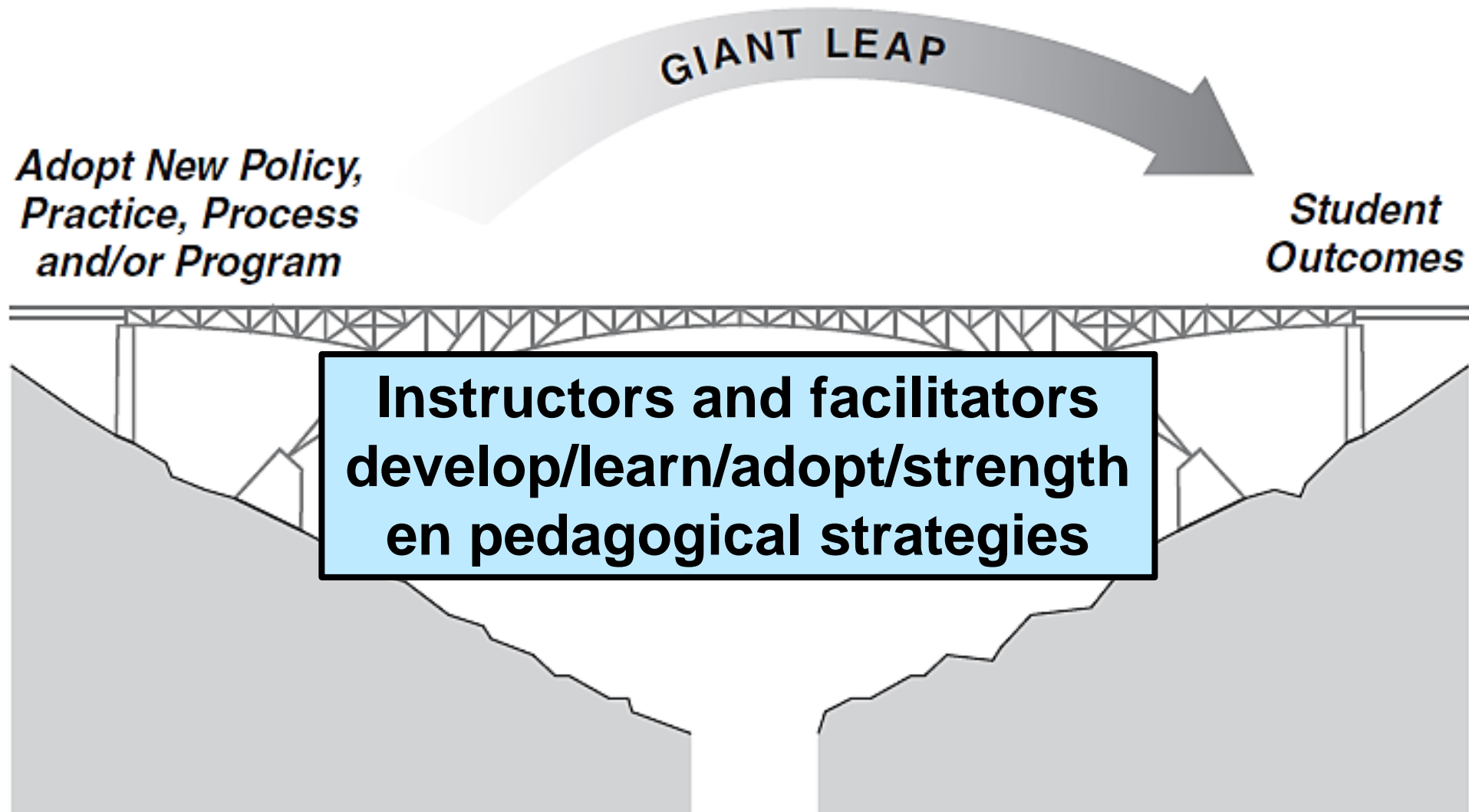


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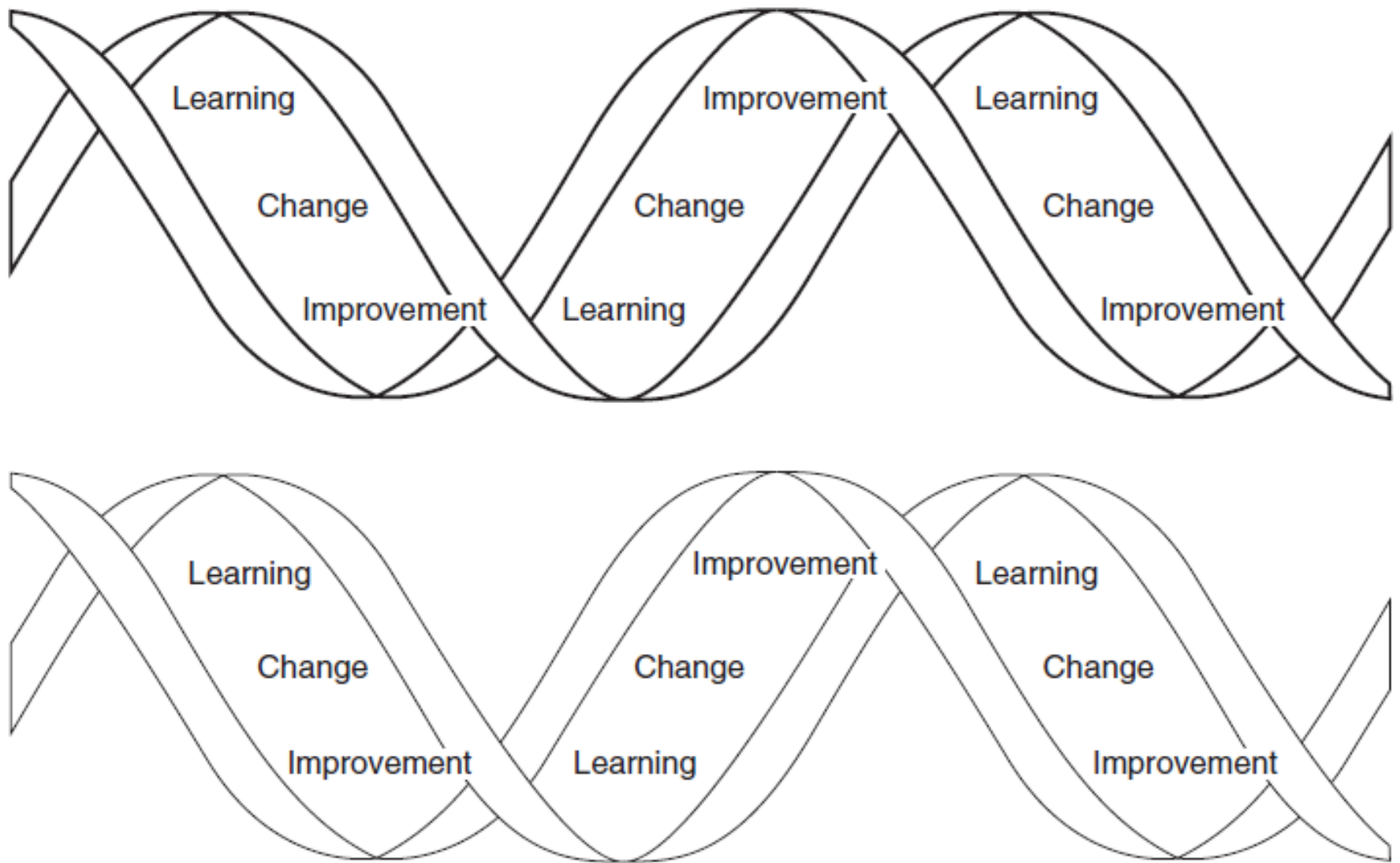


FIGURE 1.1 Learning: The Basis for Improvement

Source: Created by James L. Roussin & Mark Roussin, Stillwater, MN

Image: Implementing Change: Patterns, Principles, and Potholes by Gene Hall & Shirley Hord (2014)

The most critical aspect of developmental education reforms is the extent to which they reshape classroom-level instructional practices *in ways that improve students' learning.*

- Rebecca Cox (2018)





The next step

Image: Pixabay

**The educationally
underprepared are not
undertalented.**

– Robert McCabe (2000)





Resources

Visit my “NACTC 2018” Google Drive folder
at

tinyurl.com/amentoringplace

to access articles related to today’s topic(s)



Acknowledgments

Thank you to the
McCabe Scholarship committee for the
opportunity to share my work with you today!



Questions?

Image: Pixabay

Contact Information:

bonita.tyler@uky.edu

502-314-5537