

# HB 2223 Webinar

Understanding Corequisite Models  
June 20, 2017

*Division of College Readiness and Success*



Texas Higher Education  
Coordinating Board

# Webinar Objectives

- Define corequisite models
- Learn about the required elements of a corequisite models
- Understand the requirements under HB 2223
- Determine which students to enroll in corequisite models
- Examples of Corequisite Models

# Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

- [Rule 4.53\(7\)](#):

An instructional strategy whereby students are co-enrolled in a developmental education course or NCBO (noncourse competency based option), as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester.

The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course.

# Which students?

- Student must be underprepared
  - Is not TSI-met
  - Does not qualify for an exemption
  - Has not otherwise demonstrated college readiness
- Could be underprepared in 1, 2, or all 3 subject areas (Reading, Writing, Math)
- Does not apply to high school students (e.g., dual credit, dual enrollment)

# What does “co-enrolled” mean?

- Enrolled in both the DE course/intervention **and** entry-level course of the same subject matter at the beginning of the semester
- Models can be concurrent (e.g., ALP) or sequential (e.g., 4x12, 8x8)
- Both courses occur during the same semester
- DE curriculum must be aligned to entry-level course
- Sequential models should have a smooth transition from DE to the entry-level course
  - Same class time if possible

# What does “co-enrolled” mean?

- No prerequisite of college readiness prior to moving into the entry-level course such as
  - Requiring passing the DE component
  - Retaking TSIA
- Sequential models requiring demonstration of college readiness to enroll in entry-level course are **not** considered a corequisite model but are allowed as an acceleration strategy
  - This model does not meet HB 2223 requirements for corequisite

# Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

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The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes **necessary adjustments** as needed in order to advance students' success in the entry-level freshman course.

# How can “necessary adjustments” be made?

- Establish a baseline for placement and initial instruction
  - Use TSIA diagnostic results
  - Use other assessments
- Provide regular, formative assessments of students
  - Perform these on a weekly basis
  - Can be formal/informal
- Provide **just-in-time** support if possible
  - Align support with entry-level course assignments
  - Continue support through entire semester



# Institution's Decisions Regarding Corequisites

- Institutions determine placement criteria for corequisite models in meeting the required minimum (25% in fall 2018)
- Institutions determine structure of the course
  - 4+12, 8+8, 16 week long extended course
  - NCBO and entry-level credit course
  - 2 paired courses (DE and entry-level credit course)

# Understanding HB 2223

- Requires each IHE to develop and implement for developmental coursework a corequisite model
- Each institution shall ensure that at least 75 percent of the institution's students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.
- Read the bill language at [Texas Legislature Online](#)

# Additional Changes from HB 2223

- Success Initiative statute relocated
  - Section 51.3062 changes to Article I, Section 1.01, F-1
- DE Hours Eligible for Funding are Reduced
  - Section 51.340
  - Universities: Reduced from 18 hours to 9 hours
  - Community Colleges: Reduced from 27 hours to 18 hours
  - ESOL: Remains at 18 hours/Universities and 27/CC

# When do HB 2223 requirements take effect?

- 2018-2019: At least 25% of the IHE's students enrolled in DE coursework must be in corequisite models
- 2019-2020: At least 50% of the IHE's students enrolled in certain developmental coursework
- 2020-2021 And On: At least 75% of the IHE's students enrolled in certain developmental coursework

# HB 2223 Applies To The Following Students:

- Students with TSIA Developmental Education Diagnostic results
- Students with TSIA ABE Diagnostic results of Levels 5 and 6
- Underprepared students enrolled in developmental education courses/interventions

# Which students are exempt?

- TSIA ABE Diagnostic Levels 1-4, including Basic Academic Skills Education (BASE) levels (3-4)
- Federally-supported adult education and literacy (AEL) programs
  - TWC-grant funded
  - Community-based/nonprofit programs
  - Non-HS complete
- Continuing education (CE) programs

# How to meet the 25% minimum?

- Use data from previous fall semester
  - Determine the number of students enrolled in DE courses/interventions
    - What were the TSIA score ranges for each subject area?
      - How many scored within the DE Diagnostic range?
      - How many scored within the ABE Diagnostic Levels 5-6?
      - Combining these two groups will determine your denominator
    - Multiply denominator by .25
- ✓ The result is the minimum number of students who must enrolled in a corequisite model

# Planning for Meeting HB 2223 Requirements

- Use the result to plan for the number of students to enroll in corequisite models
- Strategies for scaling:
  - Increase the number of entry-level course sections
  - Increase class size
  - Provide other entry-level course options in case sections are filled
  - Consider various developmental course/intervention options and supports (i.e., supplemental instruction, peer tutors, writing labs, just-in-time workshops, emporium options)



# What happens if a student does not pass the entry-level course?

- Requires the IHE to review the plan developed for the student and, if necessary, work with the student to revise the plan and offer to the student a range of competency-based education programs to assist the student in becoming ready to perform freshman-level academic coursework in the applicable subject area
  - Competency-based education programs include NCBOs, modular/emporium-based interventions, intensive workshops, review of course assessments to determine remaining areas for improvement, etc.

# Supports For All Students

- Encourage faculty teaching entry-level courses to consider adding mandatory supports for any struggling students
  - For example, if a student is struggling after the first test/paper, the instructor may require the student to attend tutoring, supplemental instruction, and/or a writing lab;
  - Course syllabus should clearly outline faculty requirements and expectations
- Requiring additional supports for struggling students should not be limited to developmental education students

# Examples of Corequisite Models

# Corequisite Examples: Math

- San Jacinto College offers the Acceleration in Mathematics (AIM) program, a model where students co-enroll in of college algebra and a developmental math foundation course.
- Two instructors collaborate to scaffold instruction and provide timely contextual and conceptual support for enrolled students.
- Class time is extended
- TSTC-Waco offers a similar model as SJC and includes the use of modular math program

# Corequisite Example: English

- Kilgore College offers IRW DE course paired with English 1301 based on the ALP model
- DE and CR students are both enrolled in English 1301 (MWF)
- DE students enroll in an IRW DE course (MW)
- An in-class tutor attends class and meets with students on Friday

# Corequisite Example: IRW + Reading-Intensive Course

- Amarillo College offers an IRW DE course that is paired with Psychology 2301
- DE and Psychology instructors communicate about assignments and student performance
- DE students enroll in paired IRW DE course
  - Reading and writing activities use the Psychology materials

# Questions Received

# Are corequisite models mandatory for all developmental students?

- They are not mandatory for all developmental education students, but IHEs must meet the percentage requirements stated in the statute
  - 2018-2019: At least 25% of DE students enrolled in corequisite models
  - 2019-2020: At least 50% of DE students enrolled in corequisite models
  - 2020-2021: At least 75% of DE students enrolled in corequisite models



# HB 2223 Professional Development

Upcoming PD Opportunities to Support Implementation

# Corequisite Conference – July 6-7

- **Bruce Vandal, CCA** - National Perspectives on Using Corequisites to Support Student Success
- **Administrator Panel Discussion** - Corequisite Models: Voices from Texas Institutions
- **Dr. Laura Rendón, UTSA** – Supporting Students Using Validation Theory
- **Peter Adams, Rob Jeffs, Sarah Tucker** – Effective Scaling of Corequisites

# Corequisite Conference Breakout Sessions

- **Kilgore College** – Using the ALP Model
- **UH-Downtown** – Supplemental Instruction
- **San Jacinto College** – Team Teaching
- **Amarillo College** – Course Pairings
- **TSTC** – Team Teaching and Modular Instruction
- **Alamo Colleges** – Connecting Adult Ed and DE
- **RAND** – Using Continuous Improvement and Research to Refine Corequisite Approaches
- **Dana Center** – Integrating Corequisite Supports for Math Pathways

# Dana Center Mathematics Pathways

- Moving towards a one-semester mathematics pathway model
- Support based on math students need for their degree plan
  - Algebra-based
  - Non-Algebra-based
- For content questions related to mathematics pathways and co-requisites:
  - Connie Richardson, [cjrichardson@austin.utexas.edu](mailto:cjrichardson@austin.utexas.edu)
- For professional learning questions related to mathematics pathways and co-requisites:
  - Nancy Stano, [nk.stano@austin.utexas.edu](mailto:nk.stano@austin.utexas.edu)

# Additional Professional Development Opportunities

- CASP Conference: October 22-24 in Galveston
- TACC Pathways Institute: November (more information TBA)
- Additional trainings TBA
  - Sign up for TSI-DE Updates at [www.thecb.state.tx.us/tsi](http://www.thecb.state.tx.us/tsi)

# Questions?

- Please send any questions to Suzanne and Kathy
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