



COMMUNITY AND  
TECHNICAL COLLEGES  
*Washington State Board*

# MAKING THE CASE FOR MATHEMATICS COREQUISITES

*Guided Pathways Work Plan Webinar*

*January 19<sup>th</sup>, 2022*

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# LAND AND LABOR ACKNOWLEDGEMENTS

As a step toward honoring the truth and achieving healing and reconciliation, we open today by acknowledging the traditional Native lands on which we individually and collectively work. While we are distributed across many first people's nations, we remain dedicated to honoring those that came before us.

We acknowledge that our nation and institutions have benefited from the free enslaved labor of Black people. We recognize the interconnected histories of Indigenous peoples who were forcibly removed from their land and the history of those who were forcibly brought to it.

We acknowledge the immigrant labor that has contributed to the this country as a critical labor force, including voluntary, involuntary, trafficked, forced, and undocumented peoples. We recognize and honor their important contributions.

In these acknowledgements, we commit to the essential work of moving beyond awareness to action through meaningful changes at our institutions and in our communities.

We commit to continuing to re-educate ourselves about the histories and experiences of all peoples in our region and building meaningful relationships based on respect, healing, and understanding.

# WASHINGTON SBCTC VISION

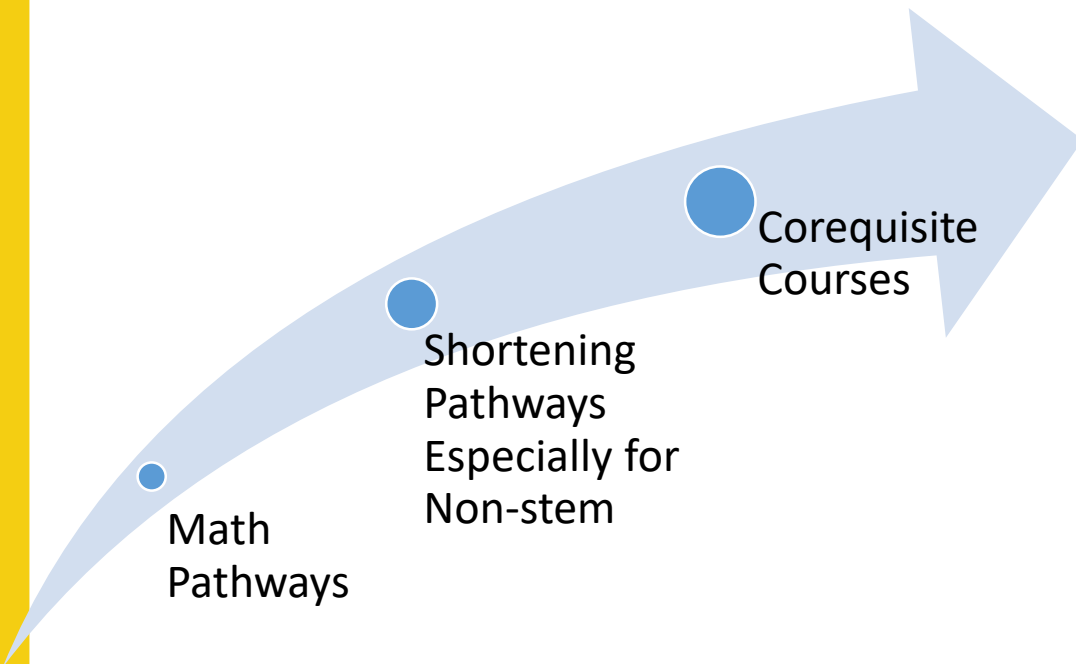
Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

# GUIDED PATHWAYS VISION

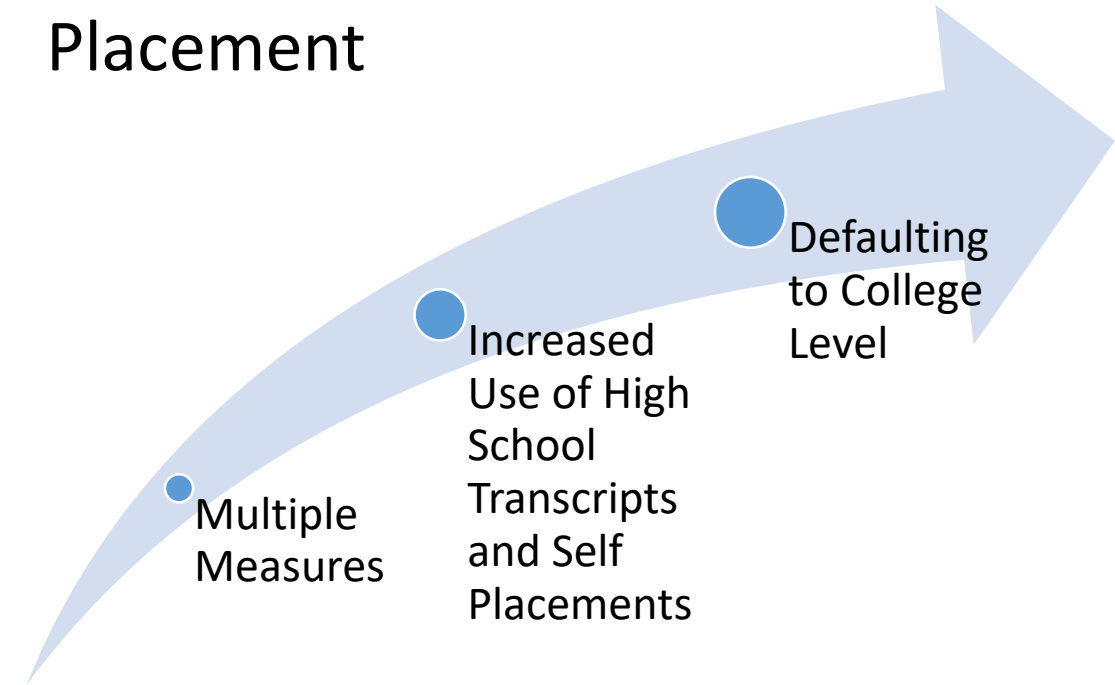
A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

# TRENDS IN WASHINGTON CTC'S

## Curricular Redesigns



## Placement



# COMMON LANGUAGE

Default to College Level

Math Pathways

Stand Alone Precollege Course

Imbedded Tutoring / Supplemental Instruction

Accelerated Course

Bucket Course

**Corequisite Courses**

# WHAT IS SUCCESS?



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# WHAT SHOULD WE BE MEASURING?

How many (and which) students are completing their degree math within the first year?

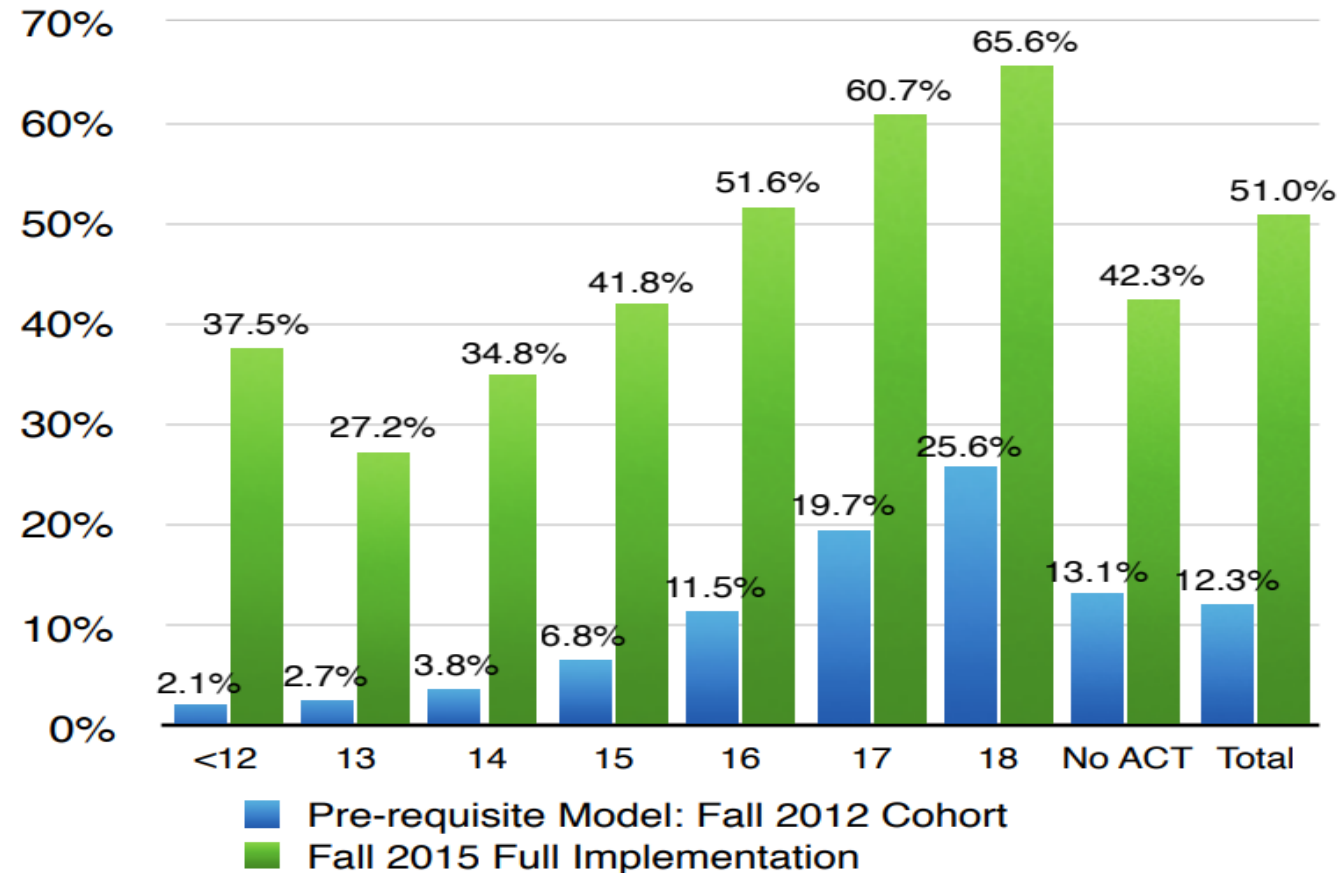
## Some Related Questions

- How many (and which) students are not being placed directly into a college level course?
- How many (and which) students are going into which pathways?
- How many (and which) students are either not enrolling at all in a math course or are stopping out?
- How many (and which) students are successful in particular courses?
- How relevant are courses to programs?
- What supports are available and are students taking advantage of?

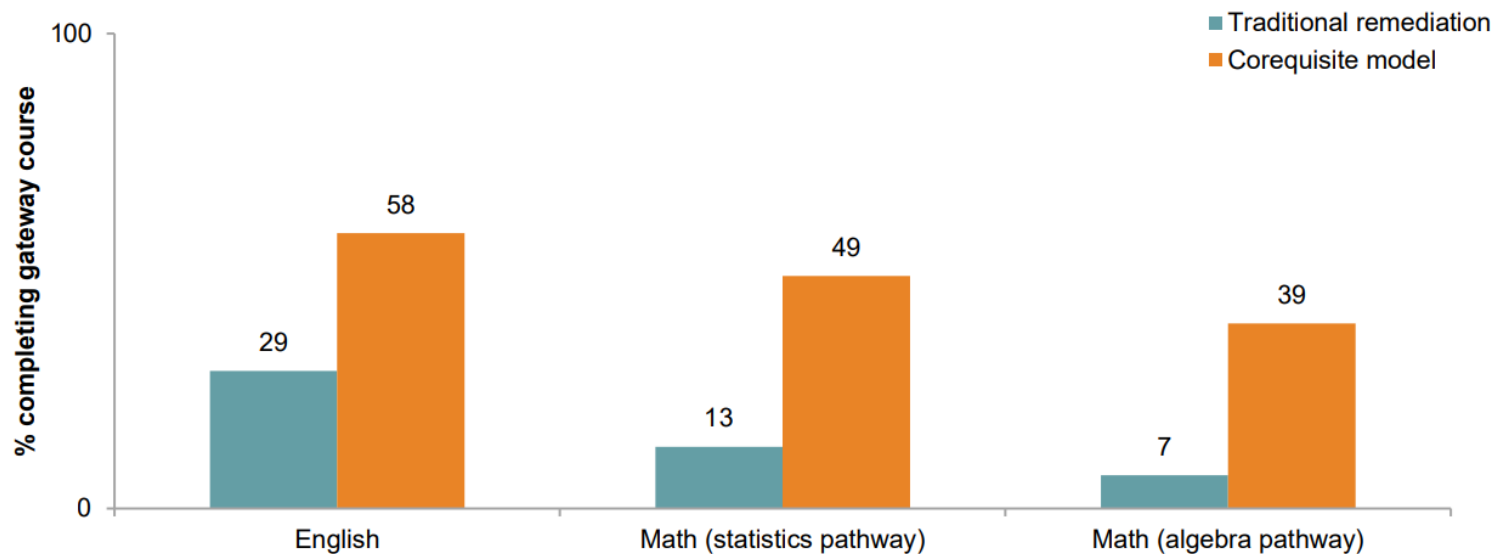


# TENNESSEE BOARD OF REGENTS (SPRING 2016)

Results of TBR Co-requisite Mathematics  
Full Implementation



# CALIFORNIA DATA

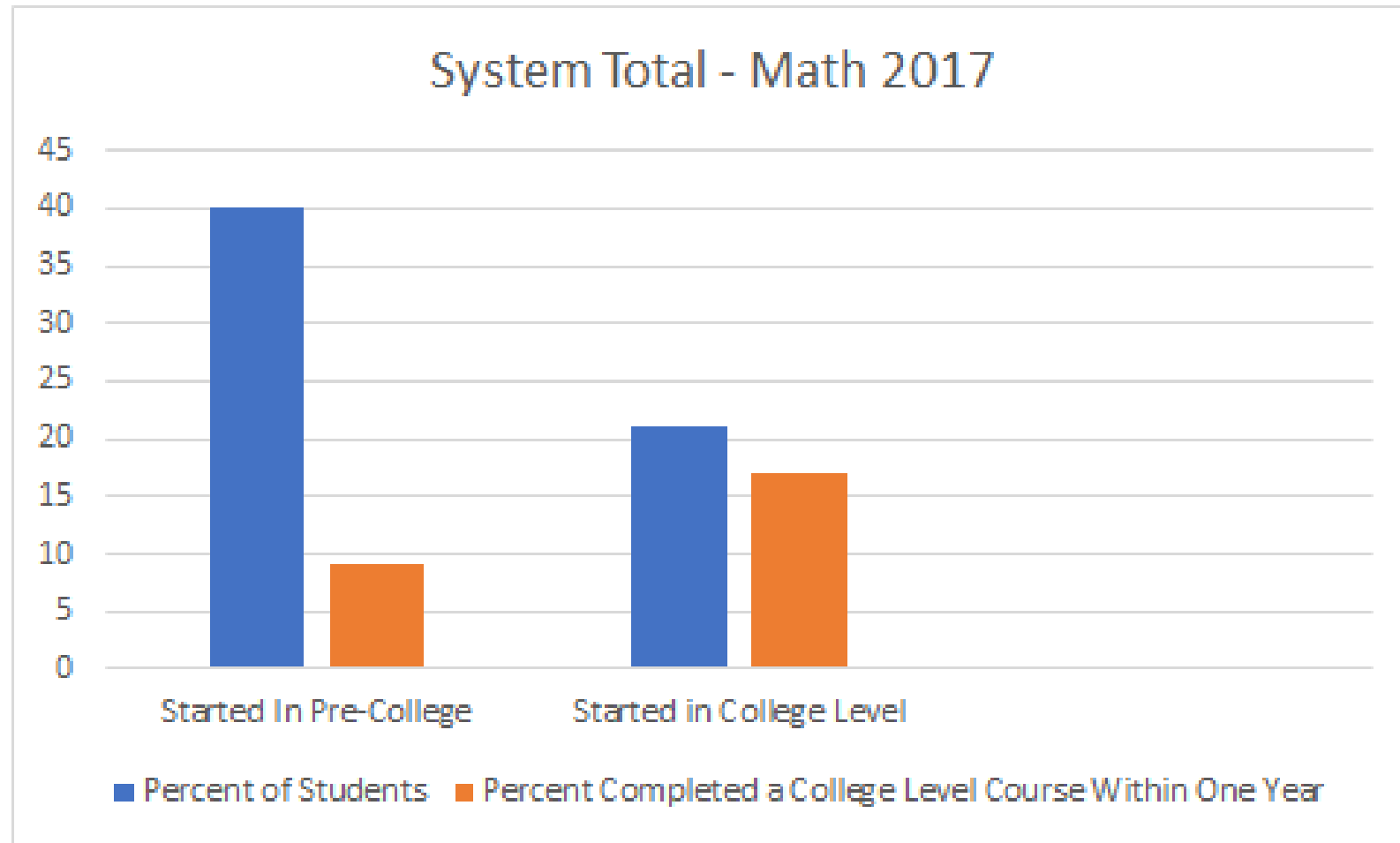


For the corequisite model, chart shows the share of students who completed a transfer-level course in fall 2019 among first-time English or math students. For traditional remediation, chart shows the share of students who completed a transfer-level course in one year (English) or fall-to-fall (math) among students who started in a remedial English or math course in fall 2018. (A New Era of Student Access at California’s Community Colleges, November 2020)

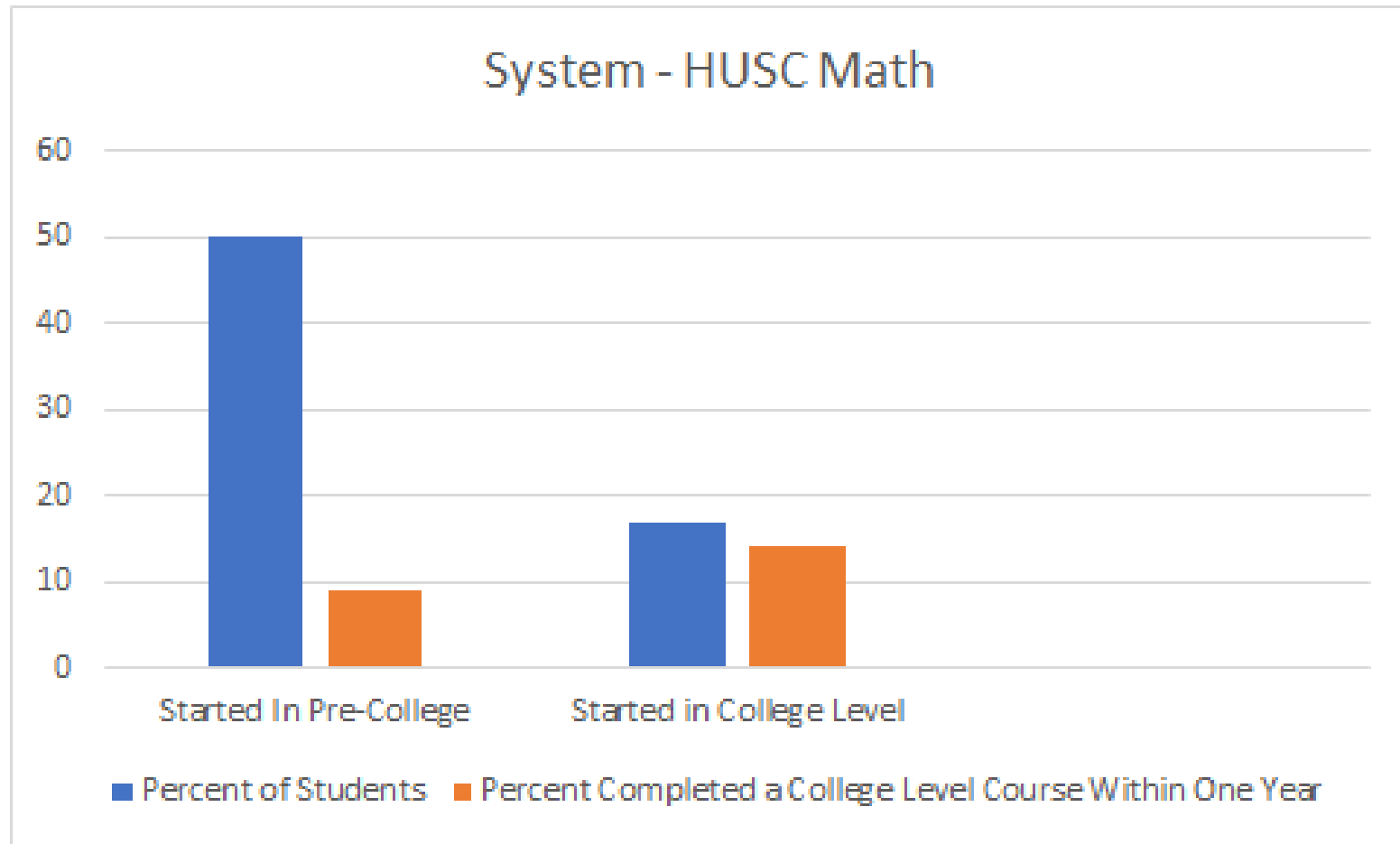
## NO ROOM FOR DOUBT (CCA, APRIL 2021)

“In 2015, the University System of Georgia abandoned traditional remedial approaches in favor of new models that could dramatically improve student outcomes. Campuses initially launched a Foundations model that compressed remediation into a single semester while also introducing corequisite sections. Students showed small improvements, but Georgia believed more was possible. In 2018, institutions adopted full corequisite models for both math and English development education. And it had a dramatic effect: Georgia doubled the percentage of students who completed gateway courses for all students, regardless of race or entrance exam scores.”

# DEGREE SEEKING STUDENTS WITH HS CREDENTIAL STARTED IN FALL 2017 AND FOLLOWED FOR ONE YEAR



## DEGREE SEEKING HUSC WITH HS CREDENTIAL STARTED IN FALL 2017 AND FOLLOWED FOR ONE YEAR



# MOVING FROM IF TO HOW...

- Not *an* option, but a moral imperative
- Use an Escape Room Mentality
- Look forward not backward
- Make decisions based on implementing at scale
- Design around closing institutional gaps not student gaps.

# JUST A FEW OF THE LEADERS IN OUR STATE

Highline

Walla Walla

Shoreline

Skagit Valley

Clover Park

South Puget Sound

Lower Columbia College

Bellevue

Spokane

Spokane Falls

Pierce



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