Window into Campus Supports for Corequisite Students

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Determining the success of corequisite courses

Questions?

Supporting students to succeed

Questions?

But what about those who fail?

Questions?

It’s not just the students...

Questions?

What can we do about it?

Questions?
Determining the Success of Corequisite Courses
How Can We Measure Success?

We must look at the right data to measure success:

**Throughput vs Course Success Rates**

**Throughput:**
The proportion of a cohort of students who complete the college-level course from the time when they enter the first course in the sequence in a given time period.

*The number of students who start one level below and complete the college-level class in one year*

Adapted from RP Group's definition

**Course Success Rate:**
The number of students who pass a given class

*The number of students who enroll directly in college-level writing and pass the class*
## Course Success Rate:

100 students enroll in College Comp  
70% pass College Comp  
70 students

## Throughput:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 students start in 1-level below</td>
<td>100</td>
</tr>
<tr>
<td>80% pass 1 level below</td>
<td>80</td>
</tr>
<tr>
<td>80% enroll in College Comp</td>
<td>64</td>
</tr>
<tr>
<td>80% pass College Comp</td>
<td>51 students</td>
</tr>
</tbody>
</table>
What does this look like in CA?

By Fall 2019, **the course success rates for college-level English decreased by 5 percentage points** since Fall 2015.

But **the number of students who completed college-level English in one year increased by 93,975 students.**

**Equity Impact:**

2.5 to 3 times as many African American and Latinx students completed transfer-level English and math among the fall 2019 cohort relative to fall 2015 cohort.

*RP Group, January 2021*
Important to note:

Strong implementer colleges in CA:

- Show a modest decline in average course success rates in both English and math overall.
- Display substantial variability across colleges.

In English (12 colleges examined):

The average success rate declined from 66% to 63% between fall 2015 and 2019.

- Two colleges had higher course success rates (3 to 10 percentage points).
- One college stayed the same.
- Seven saw modest decreases (five points or less).
- Two saw more substantial decreases (nine points).

STILL: 4,679 additional students successfully completed transfer-level composition
Supporting Students to Succeed
What happens at “high performer” colleges?

**Structural change must happen first!**

Then...

**Shared Clarity About the Need for Change**

*Ongoing, intentional effort to help people on campus understand the why behind the changes*

- Share data that helps people understand the inequity of the previous/existing system
- Give time and space to process
- Keep talking about it
- Work to reach a critical mass
What happens at “high performer” colleges?

**Intentional Course Scheduling and Faculty Hiring**

College leaders discussed using key areas of their institutional authority in the service of strong change implementation, especially authority over faculty hiring and which classes are offered.

- Cut remedial classes
- Hire forward-thinking, innovative faculty

**Investments in Strong and Equitable Completion**

College leaders dedicate resources toward strong and equitable completion of transfer-level classes.

- Expanded tutoring
- Reassigned time for faculty coordinators
- Supportive classroom facilities
- Responsive institutional research
- Professional development for faculty

**Cross-Campus Attention to Implementation Challenges**

Many different parts of campus need to participate in implementation

Create cross-functional groups with representatives from key stakeholder groups to

- Build shared clarity
- Identify and respond to problems as they arise such as
- Work with the many people it takes to implement this change (IT, marketing and communication, etc.)
- Find alternative roles for folks on campus
But what about those who fail?
Completion of English Composition
Multiple Measures Assessment Project

Starting one course below college English (Statewide)

Enrolling directly in college English (Statewide)

Enrolling directly in college English with coreq support (13 colleges)
A CUNY Study: Students Who Fail Corequisite Courses

In math, students who did not pass the coreq
● Mean GPA in other course was a 1.19
● 40% were failing ALL other courses
● 55% were retained the following semester

In English, students who did not pass the coreq
● Mean GPA in all other courses was .88
● 52% were failing ALL other courses
● 48% were retained the following semester

Overall Findings:
● Corequisite remediation is significantly more effective than traditional prerequisite remediation.
● No clear differences between students who pass vs. fail coreq, on the basis of their pre-enrollment characteristics. Cannot effectively screen them out.
● Failing students' poor outcomes extended well beyond these subjects. Solution is not simply giving them more academic support.
● Significant difference in retention. Intervention should occur in the same term or before.
What’s happening at my college?

At my college, we surveyed faculty about students who earned a non-passing grade or a W.

We asked:

- When did students drop or stop engaging?
- Did students who did not pass participate to the end of the semester?
- How did you try to re-engage the student?
- Why did the student drop or not pass (in the faculty member’s opinion)?
In your opinion, which factors influenced the student's failing grade? Check all that apply.

67 responses

- Work issue: 9 (13.4%)
- Financial issue: 2 (3%)
- Health issue: 3 (4.5%)
- COVID-19 related issue: 2 (3%)
- Academic overwhelm with the subject(s) of the course: 20 (29.9%)
- Academic overwhelm with all aspects of the course: 15 (22.4%)
- Plagiarism: 5 (7.5%)
- Language acquisition issues: 6 (9%)
- DSPS challenges: 5 (7.5%)
- Housing insecurity: 1 (1.5%)
- Food insecurity: 0 (0%)
- Personal issues: 17 (25.4%)
- Mental health struggles: 6 (9%)
- Bad fit with the class and/or instructor: 2 (3%)
- Undisclosed: 18 (26.9%)
- Other: 8 (11.9%)
It’s not just the students...
According to a study done at De Anza College,

**The instructor students take is the most predictive of success.**

The instructor students take is more predictive of their chances of success than their high school GPA, ethnicity, enrollment in a learning community, or the course modality (online).
What can we do about it?
So what can we do about it?

- Embedded tutors
- Embedded counselors
- Case management support
- Identifying successful and equitable practices
- Syllabus & assignment surveys
- Reviewing and reflecting on personal disaggregated data
- Grading for equity
- Investigating practices to increase engagement and belonging
- Supporting English language learners
  - Curricular options
  - ESL-designated sections of Freshman Composition
  - The “false divide”

Keep investigating!
Keep talking!
Thank you!

Feel free to contact me with any questions!

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