

Updates on Learning Support Successes, Challenges, and Future Directions

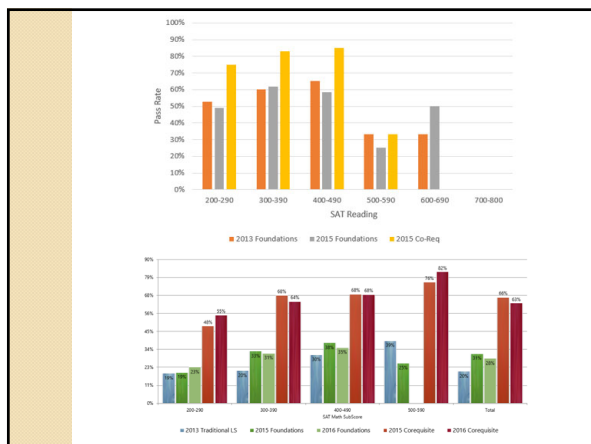
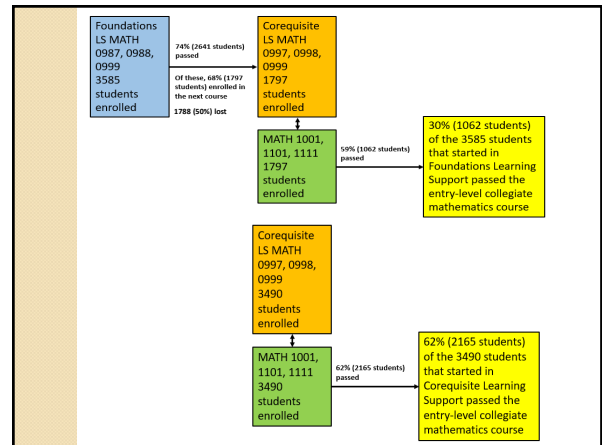
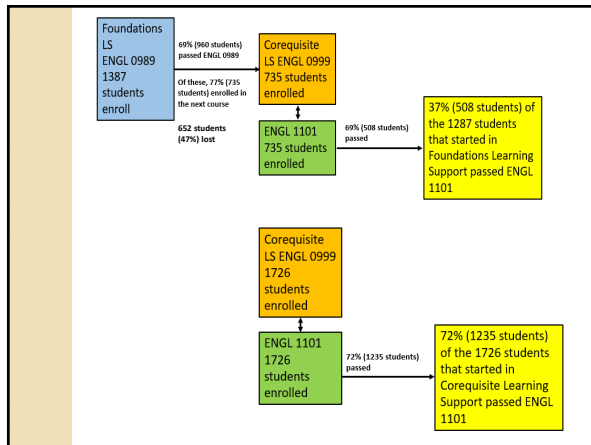
Corequisite Academies Spring 2019

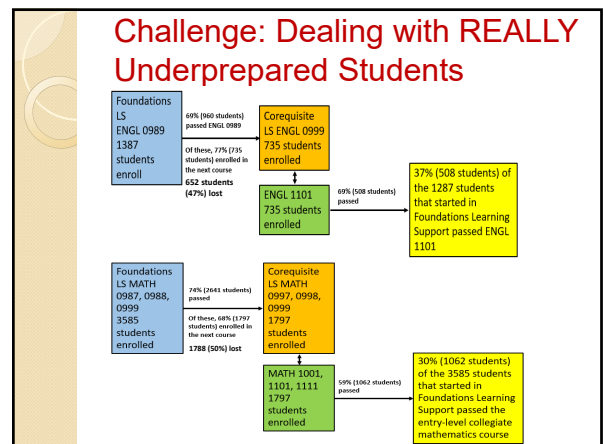
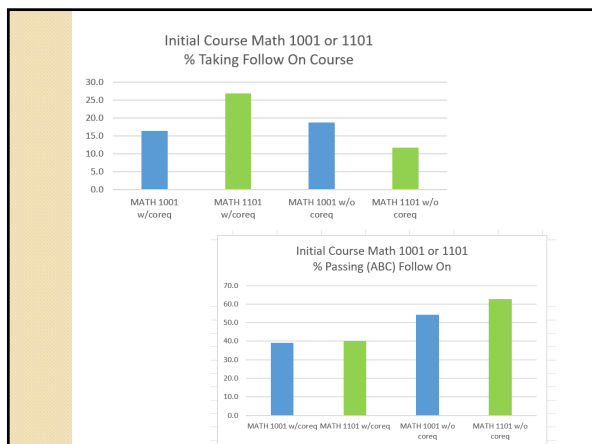
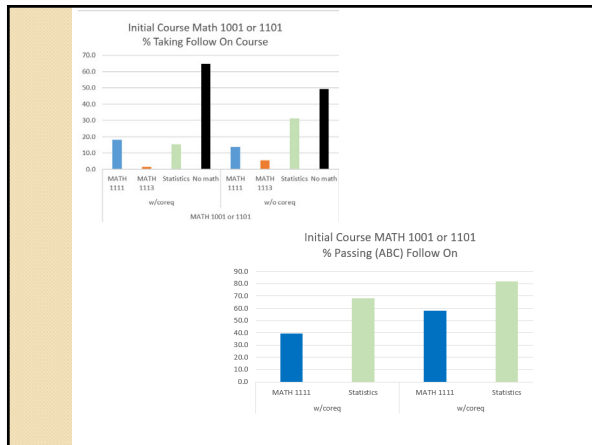
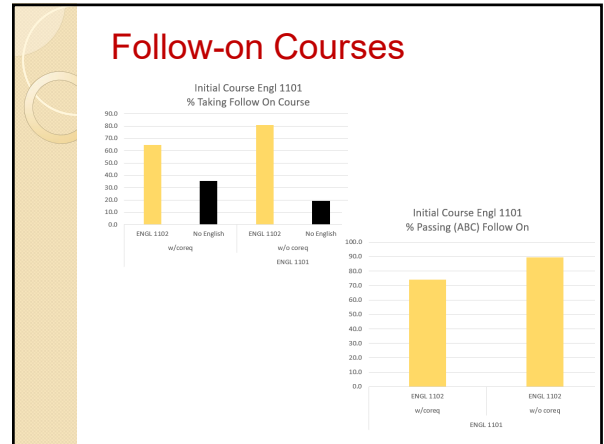
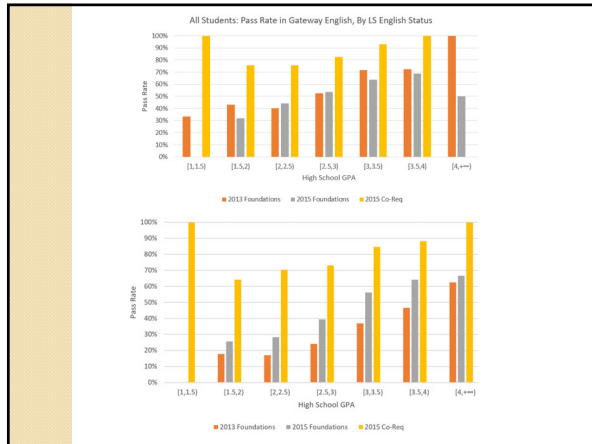
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Why we're doing what we're doing.

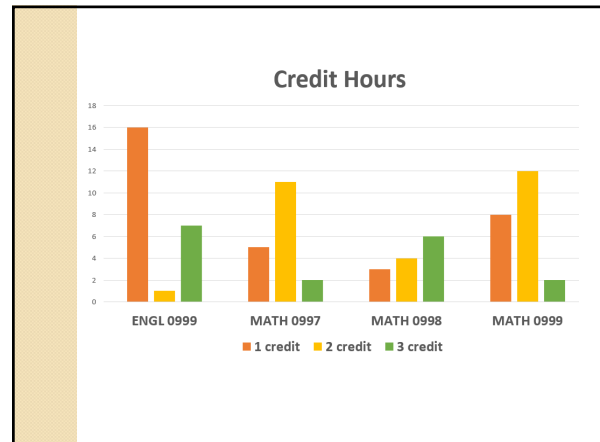
- Chained attrition
- Students at all levels of preparation are more likely to pass entry-level collegiate English and mathematics courses if they start in Corequisite Learning Support than if they start in prerequisite (Foundations) Learning Support.





Potential Solutions

- Establishing Corequisite Learning Support sections for different amounts of credit. Least prepared students get placed in most credit-intense sections.
- Keeping credit hours equal but setting aside sections for students with biggest needs.
- Supplemental instruction.



- Particularly for mathematics, deferring enrollment in Corequisite Learning Support plus collegiate math for a semester.
- Giving students opportunities to bring skills up to level where they can reasonably benefit from corequisite instruction.
- Must be at no-cost to student. (OERs?)
- Cannot reinstate prerequisite Learning Support even on a volunteer basis.

Related challenge: Identifying truly underprepared students early in the semester.

- Cannot reliably identify students based on HSGPA, SAT, or ACT scores.
- May not be willing to take Next-Generation Accuplacer.
- How else can we identify students who are likely to need time to get up to speed?

Hot Off the Press!

- MATH 1401 to be piloted as Area A math with no math prerequisite.
- Institutions that want to pilot use of MATH 1401 as an Area A course will have to commit to developing a Corequisite Learning Support Course no later than fall 2020.
- Institutions will have to identify programs appropriate for a statistics math pathway and advise students.