

MAXIMIZING THE EFFECTIVENESS OF COREQUISITE SUPPORTS THROUGH CARE IN THE CLASSROOM



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HOUSTON
COMMUNITY COLLEGE

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STRONG START
to FINISH



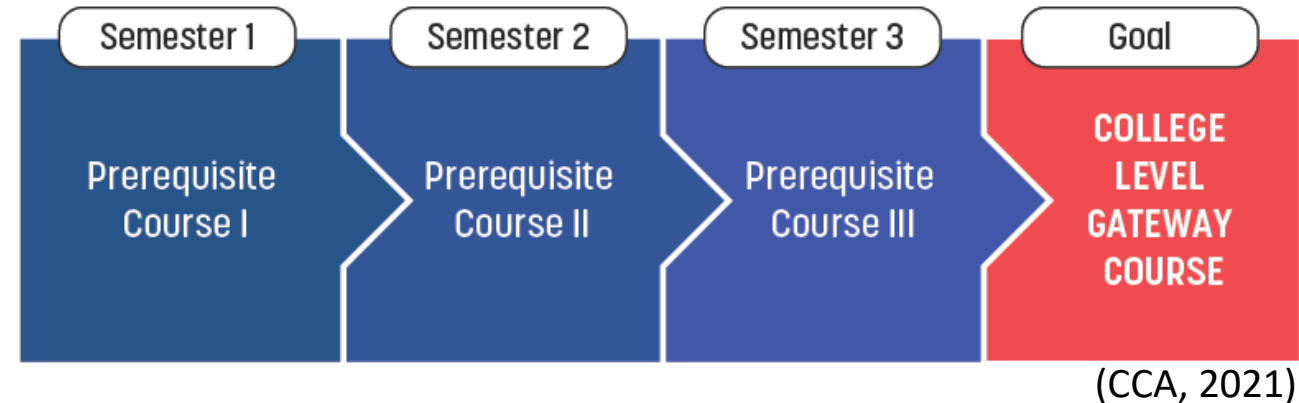
**EDUCATION
COMMISSION**
OF THE STATES

NATIONAL CONTEXT: DEVELOPMENTAL EDUCATION

More than two-thirds of community college students are **deemed academically underprepared** in math and/or English

Corequisite courses students simultaneously enrolled in college-level course and a support course

Traditional Developmental Education Model



Corequisite Support Model



NATIONAL CONTEXT: EQUITY CONCERNS

Equity issues remain in DevEd reform models like Corequisite Courses

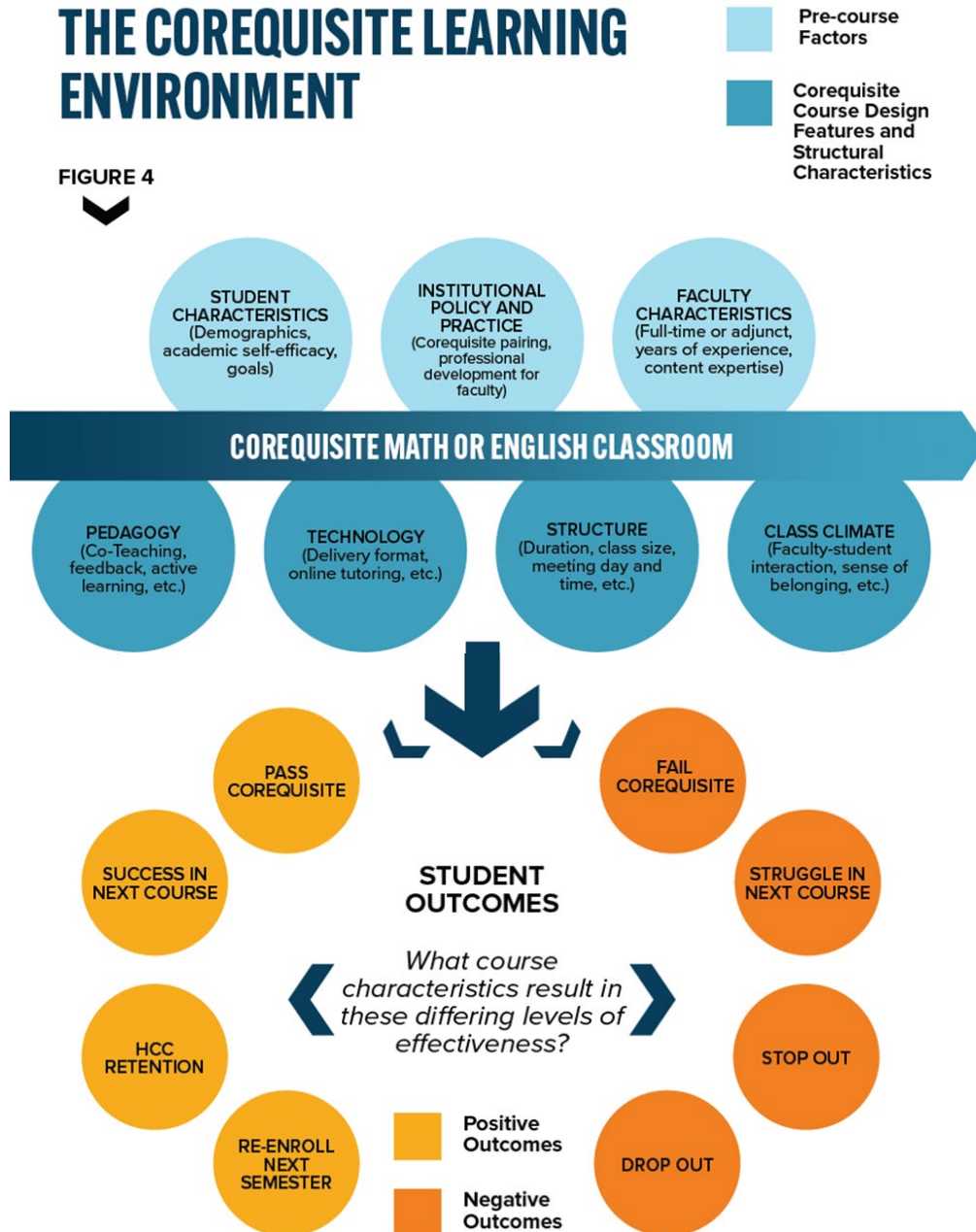
Nearly 30% of students still do not pass corequisite courses—racially minoritized students overrepresented among this group



Citations: Logue et al., 2019

THE COREQUISITE LEARNING ENVIRONMENT

FIGURE 4



- **Mixed-methods study**
- **Analyzed student data** from 2019-2020 and 2020-2021 academic years.
- **Conducted interviews** in fall 2020, spring 2021, and summer 2021.

Total Interview Numbers

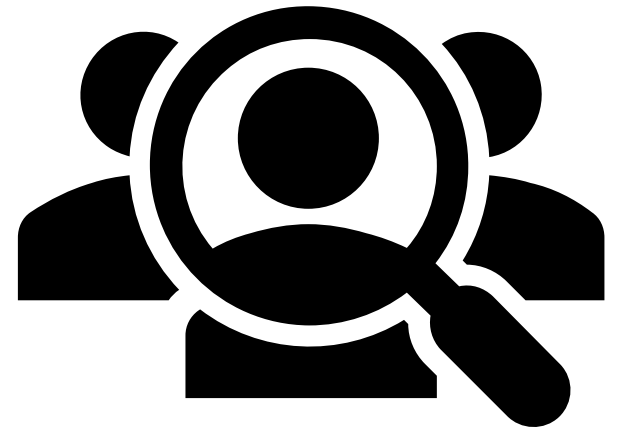
COREQUISITE STUDENTS	Math	19
	English	23
COREQUISITE FACULTY	Math	26
	English	25
STUDENT SUCCESS DEANS		3

PURPOSE & RESEARCH QUESTION

To identify ways to **enhance student success** in corequisite courses that hold promise to **improve equity** within developmental education.



What **strategies and practices** do Community College **administrators and faculty** utilize to increase student success in the corequisite model?



LITERATURE REVIEW

Community College Leaders

- Influence how policy is interpreted and implemented to create organizational change
- Important to involve mid-level leaders (e.g., faculty and student services)

DevEd Faculty

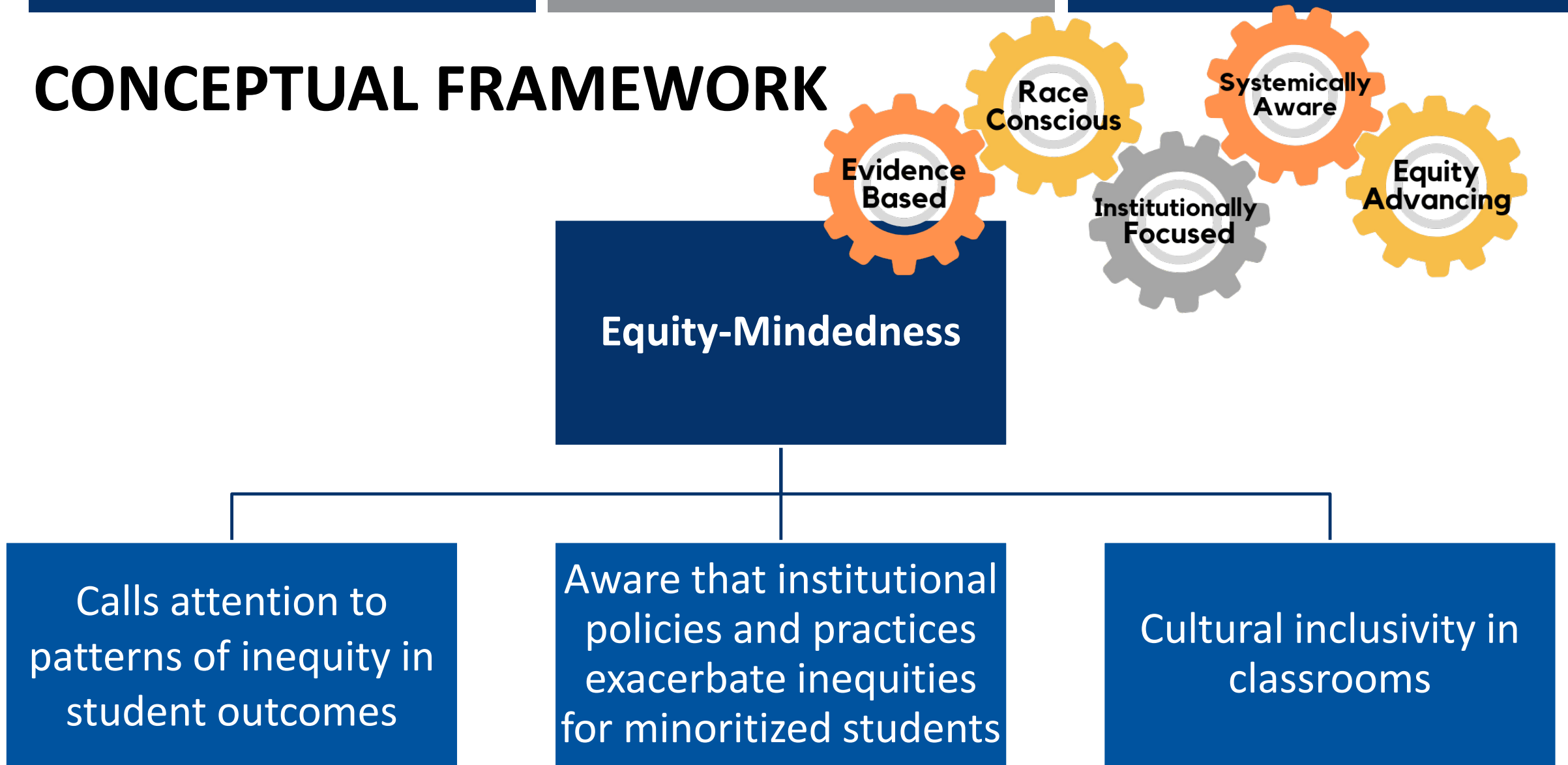
- Faculty see DevEd students in a deficit perspective—low expectations
- Unaware of different teaching methods and limited resources
- Push for new pedagogical practices that are more student-centered

Inequities in DevEd

- Invalidating Learning Environments
- Racism, Implicit Bias
- Stereotype Threat

Citations: Acevedo-Gil et al., 2015; Boggs & McPhail, 2016; Brathwaite et al., 2020; D'Antonio, 2020; Eddy, 2006; Eddy & Amey, 2018; Eddy & Boggs, 2010; Henry & Stahl, 2017; Kezar, 2008; 2018; Nabb & Murawska, 2020; Richardson, 2021; Roberts, 2020

CONCEPTUAL FRAMEWORK



INSTITUTIONAL SITE CONTEXT



**Houston Community
College**

2019-2020
Student Body

79,877
students
enrolled

68% from
racially
minoritized
background

41% above
age of 25

40% Pell Grant
Recipients

**38% new
students**
referred to
DevEd courses

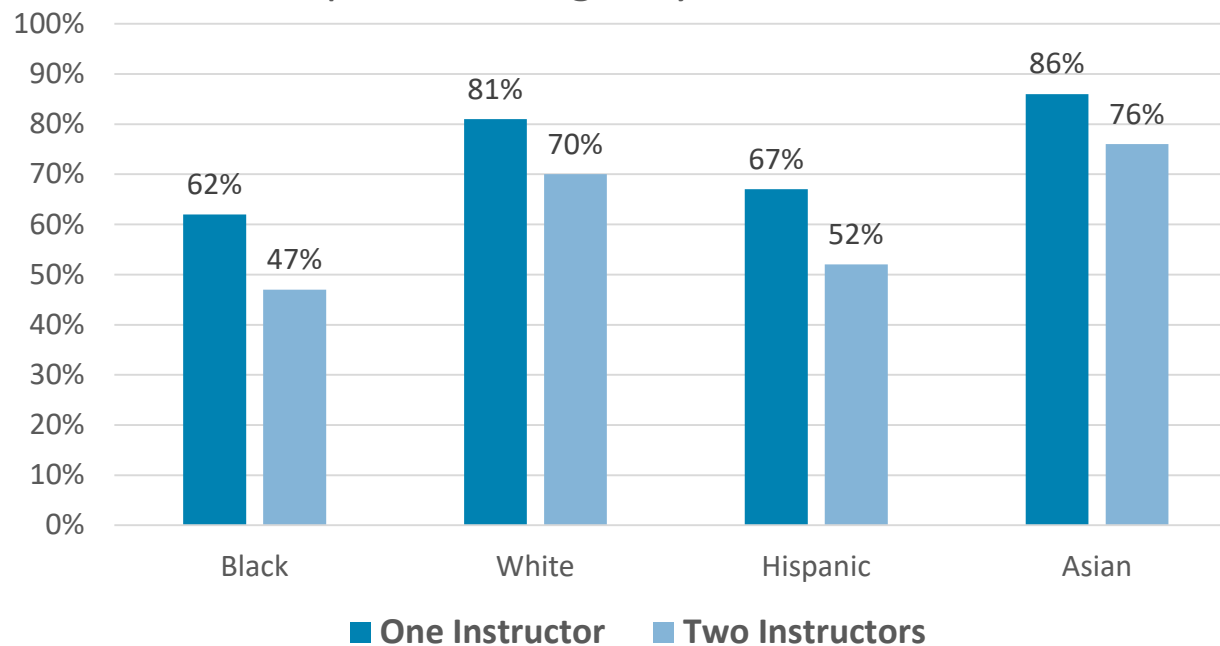
QUANTITATIVE ANALYSES

- Demographic differences in success rates in corequisite and college-level courses
- Very few differences based on the structural characteristics of the course (modality, scheduling)
- Part-time instructors had higher pass rates, but students tended to do better in subsequent coursework when taught by full-time instructors
- Advantage in college-level success rates when the pair was taught by a single instructor versus two instructors

INRW 0300 & ENGL 1301 → ENGL 1302

ADVANTAGES OF SINGLE INSTRUCTOR PERSIST TO SUBSEQUENT COURSEWORK

Modeled Probabilities of Success in ENGL 1302
Students earning a 'B' in ENGL 1301, by whether
Coreq/CL was taught by **1 or 2 instructors**



About the Model

- **N=8682**, Fall 2019 – Fall 2021
- Grade in ENGL 1301 was the most important predictor of ENGL 1302 success
- Controlled for demographic factors
- Excluded dual credit and students who took ENGL 1302 before or concurrently to ENGL 1301

QUALITATIVE RESEARCH METHODS

Purposeful sampling to recruit faculty and administrators

Recruitment emails sent to students showing **success in Coreq**

Multiple criteria to identify **“highly-effective” faculty**
course evals; pass rates for both sections; pass rates of college-level course; and nominations from department chairs

Invited **student success deans** who oversee academic advising and support services for Coreq students

Semi-structured interviews via Zoom due to COVID-19 pandemic limitations

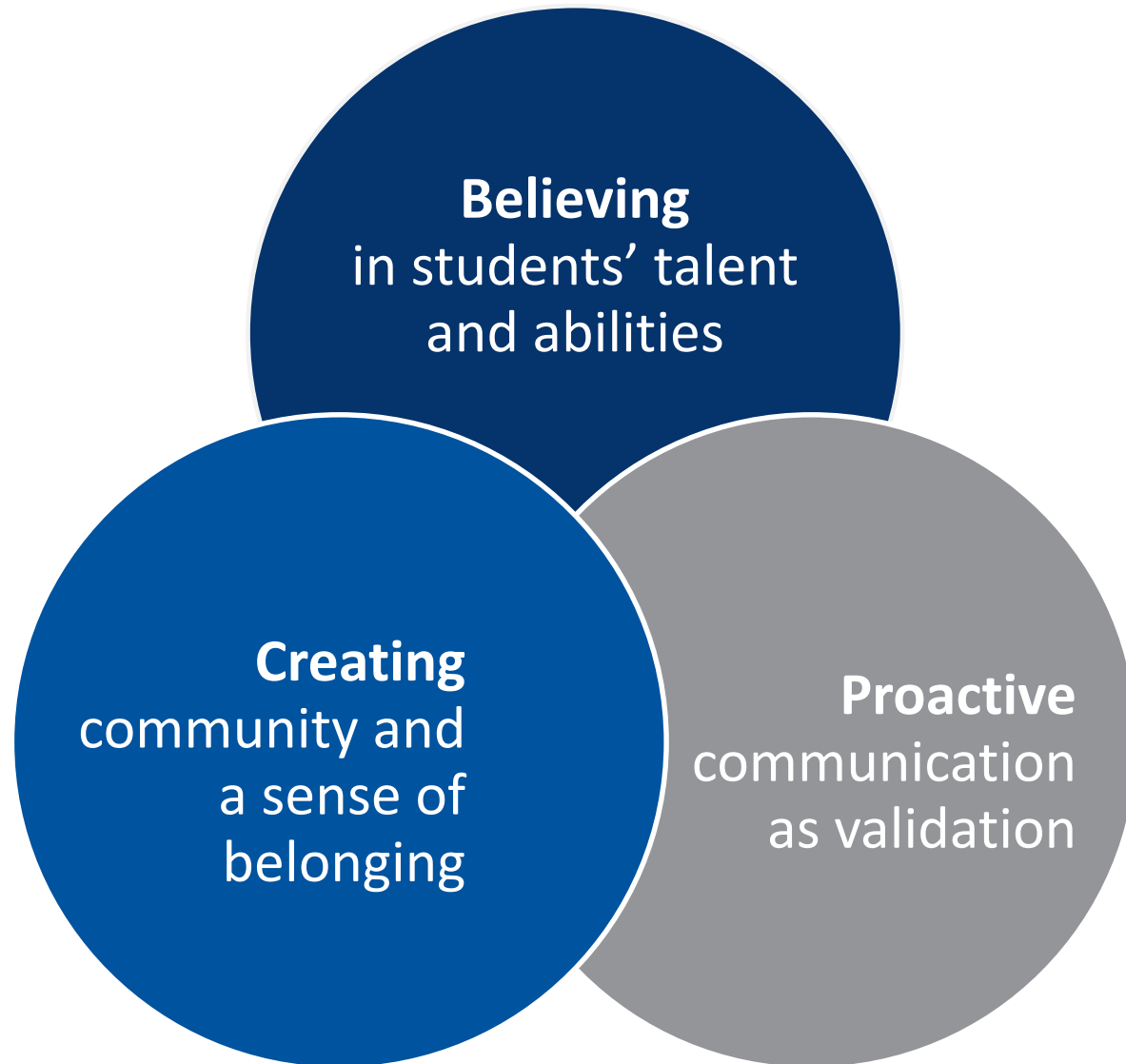
Interviews **audio-recorded** and **transcribed**.

Three rounds of coding

Themes peer-debriefed to make meaning of the data individually and collectively by the research team.

Citations: Miles et al., 2014; Patton, 2014; Saldaña, 2015

3 PRIMARY THEMES EMERGED



BELIEVING IN STUDENTS' TALENT AND ABILITIES

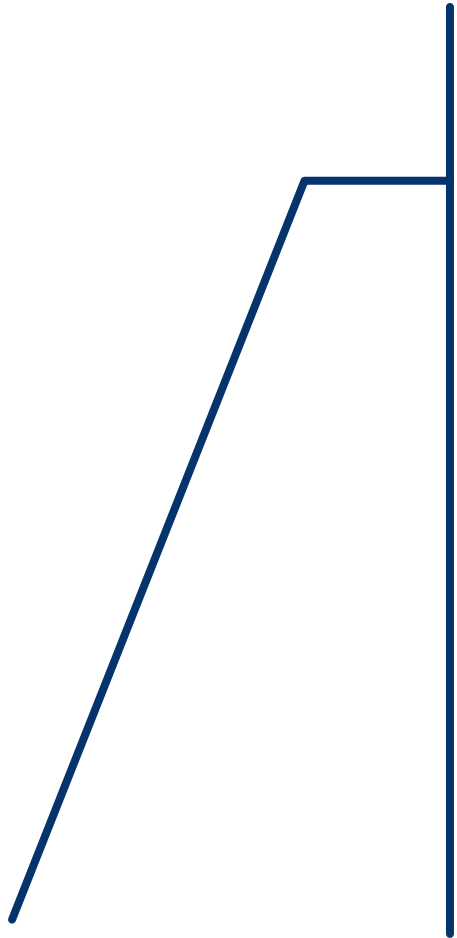


Building students
confidence

Recognize the
system failed them

Embrace
responsibility

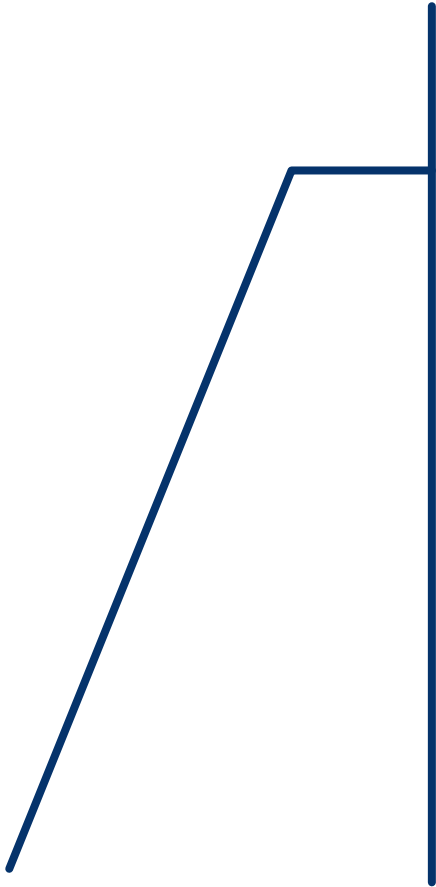
THEIR VOICES



I believe that **everyone is capable of growing**. I believe that a lot of my students haven't had anybody believe in them. **My philosophy is I'm here to empower**. I want to show them that they can do it. **I want to offer them the support**. I want to believe in them maybe in a way that they don't believe in themselves.

– English Faculty

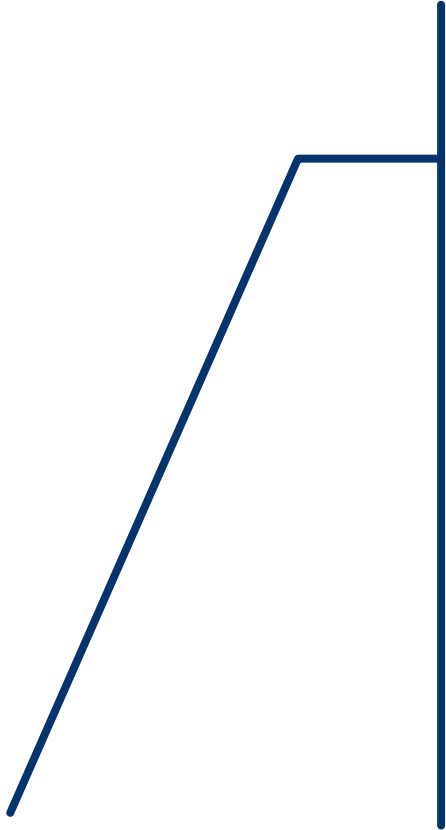
THEIR VOICES



You cannot make the class just solving and watching PowerPoints. **You got to make it exciting.** When you see them excited and **you see their confidence level rising** because of them mastering things they never mastered, I think that's how I find it rewarding.

– Math Faculty

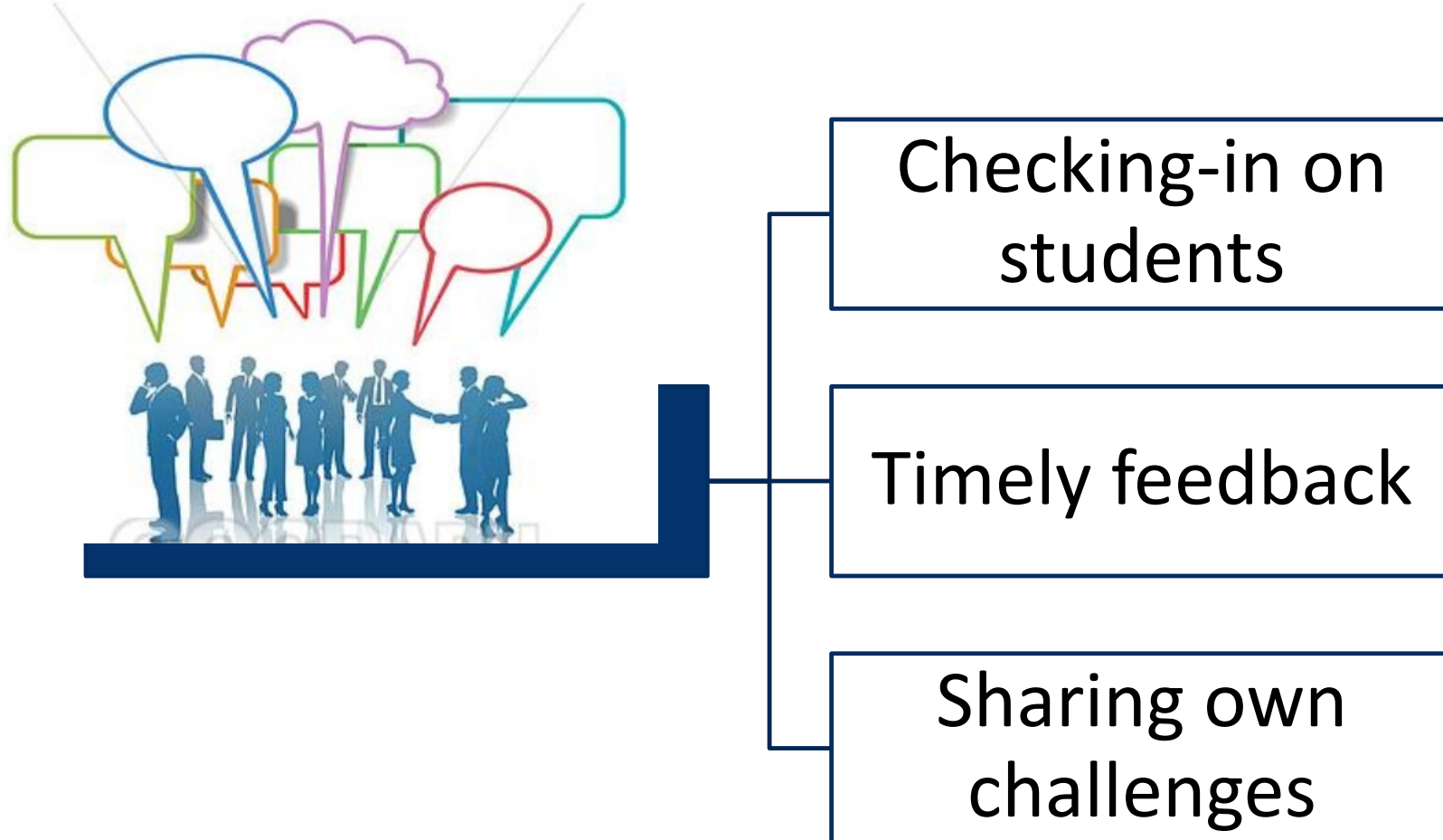
THEIR VOICES



Now, I can see myself actually writing a good paper. Of course, with all that I've been learning so far, I can confidently say that I could start writing my own papers without a lot of help anymore.

– English Student

PROACTIVE COMMUNICATION AS VALIDATION




THEIR VOICES

Teaching online, even though we feel more isolated, gives us more reasons to check-in. “I didn't see you in class last week. What's going on?” ...because so many students have had so many horrific experiences. I mean just horrific experiences between caregiving for family members, losing family members, job loss, COVID and such—you name it. **It's just been very challenging for them.**

– Math Faculty

THEIR VOICES



She is always interacting with us. Also, with the Reading [Coreq] class, she's also interacting because she asks questions like, **"How are you?"** **"How've you been?"** **"How's your other class?"** She always talks about the other class.

– English Student

CREATING COMMUNITY AND A SENSE OF BELONGING



Virtual community
building

Faculty as facilitator

Collaborative
learning

THEIR VOICES

I think we just need to take a careful approach with these students and maybe put them [with]– [because] not all faculty are the same either. **Some faculty are very caring. They spend time and adjust to different styles of teaching.** Some maybe are teaching in a way students may understand better. So maybe, we need to develop some module, assign them some coaches, and put them with the right faculty.

– Student Success Dean

THEIR VOICES

The thing about that class is almost everybody there participates, gives out their own opinions, their own thoughts about the paper that we're learning. That's why I like it because everybody basically participates and you get different opinions from different sides and it's good...**It's all about just learning from each other.**

– English Student

DISCUSSION OF FINDINGS

Non-deficit Perceptions

- Individual behaviors and ways of thinking are important when implementing developmental education reform—beyond the academic curriculum.

Cultural Inclusivity in the Classroom

- Involves building students' confidence, checking-in on students, and collaborative learning can help increase Coreq student success.

Critical Leadership

- Mid-level leadership important to the student success in Coreq courses.

THEIR VOICES

If I were to say that something that should continue, any [professional development], really, should be people sharing ideas and not bringing in experts or talking heads or PowerPoints. I don't think those are effective at all. **I think what works best is, you have people sharing ideas and engaged in dialogue**, and it has been full of that, so that's good; but, I think, this is just my background. I don't mean my background is making me successful. I'm just relying on my own background in order to do this.

– English Faculty

IMPLICATIONS & CONCLUSION

Include faculty and
student services in
planning

Share
disaggregated
student data

Professional
development on
equity-minded
practices

QUESTIONS AND DISCUSSION

