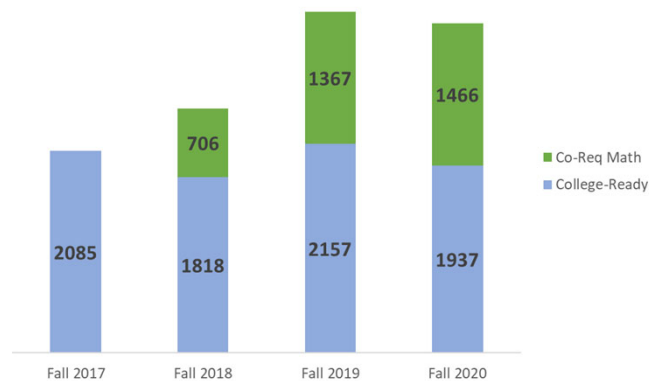


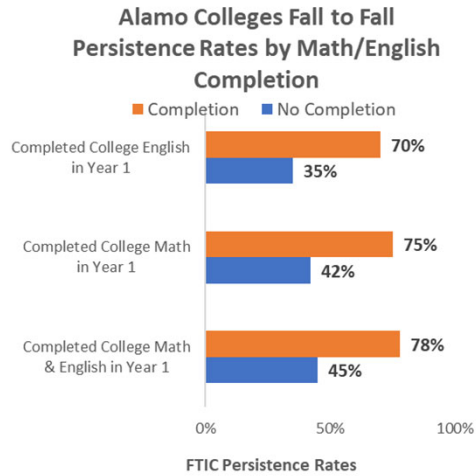
Exploration of Co-Requisite Math/English Options on Persistence: Pass, Fail, No Attempt

Handouts and Discussion Questions
Paul Kailiponi, Ph.D.

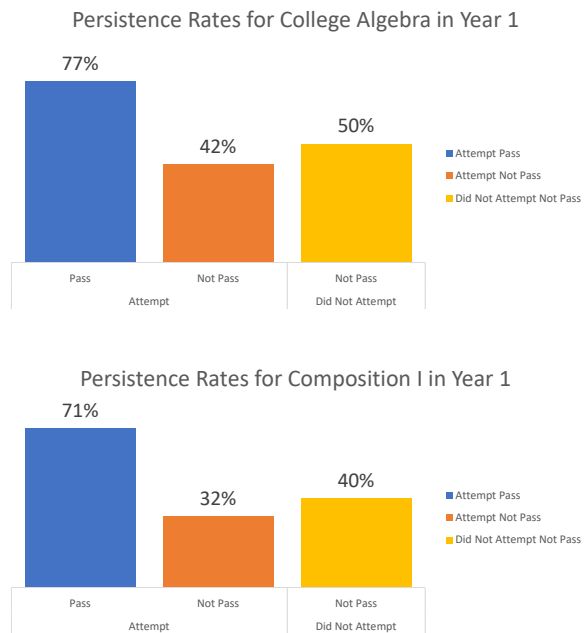
**Co-Requisite
Students have
driven the increase
in Math completions
since 2017**

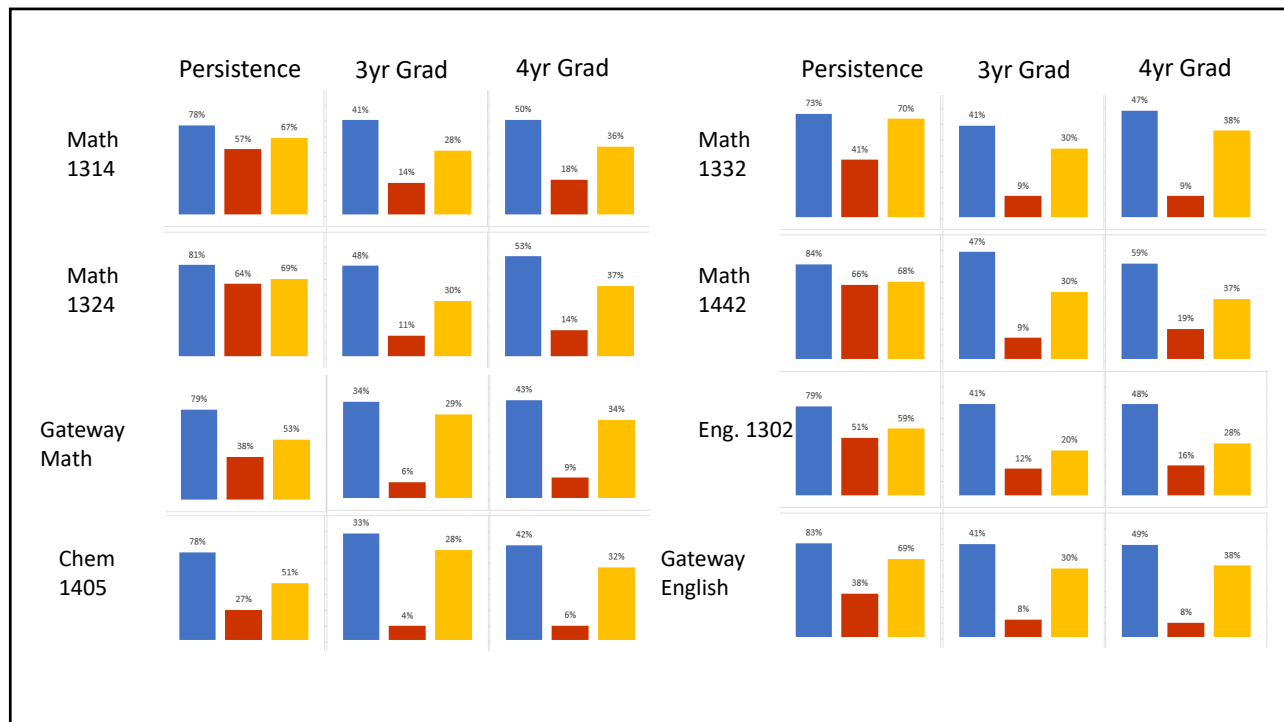


Completion of college-level **Math/English** are contributors to **persistence**



Non-attempting students had better persistence outcomes than **Non-passing** students





The Insights Gained by this Research...

1. First-time students are more likely to return in the next Fall term if they successfully pass college-level Math/English.
2. Systematic policies have encouraged students to take college-level courses as early as possible (i.e. Multiple Measures, Co-requisite courses, etc.)
3. These policies have led to increased enrollment into college-level courses while also decreasing overall preparedness.
4. Failing a course is NOT costless.

Advising Related Questions

1. What information would an advisor like to know about a student in order to advise them regarding Math/English enrollment?
2. What are strategies that an advisor can take to have constructive conversations with a student regarding the need for additional support in Math/English courses?
3. How do we advise co-req courses for the range of part-time students that we serve (3 SCH/term to 9 SCH/term)?

Academic Support Questions

1. What supports are needed for students taking college-level Math/English?
2. What targeting strategies do you use to ensure that the right support gets to the right student?
3. Do you mix co-requisite students in with students that that don't need the co-requisite portion of college-level Math/English courses?
4. What are the advantages/disadvantages of mixing co-req and non co-req students together?