**DESIGNING COREQUISITE SUPPORT**

| CCA Scaling  Standard | Institutional Action | Key Questions | Notes |
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| Data | Examine remedial enrollment and college-level completion of students in first academic year to assess enrollment in current remedial interventions, and their effectiveness. | * What percent of students placed into developmental reading and/or writing enroll in remedial/corequisite courses in their first year? * What percent of all new entering students are placed into developmental reading and/or writing? * What percent of new entering students placed into developmental reading/writing complete college-level English in their first academic year? * How do the college-level completion rates for developmental students compare to students placed directly into college-level courses? |  |
| Data, Equity | Examine remedial enrollment, remedial effectiveness, and college-level completion for underserved populations to include by race/ethnicity, age and Pell status. | * How do developmental reading/writing placements and enrollments differ by different underserved populations? * How do college-level course success rates in college-level English differ by different underserved populations? * How do college-level writing success rates for underserved students compare between those placed into developmental vs. those placed in college-level? |  |
| Data | Determine what percent of students placed into developmental reading/writing will be placed in corequisites in 2018, 2019, 2020. | * Will you adhere to the legislative benchmarks (25% in 2018, 50% in 2019, 75% in 2020) or will you seek to scale corequisites beyond these benchmarks to meet needs of all students who would benefit? * What evidence do you have that these are the right levels of scale for your institution? |  |
| Data | Set targets for percent of students who complete college-level reading/writing in their first academic year. | * What percent of students enrolled in corequisite models would need to complete college-level courses in their first year to consider the strategy a success? * What is your goal for the percent of all new entering students placed into developmental reading/writing that will complete college-level English in their first year after corequisites are implemented? |  |
| Policy | Determine how your institution will place students into corequisite reading/writing. | * Which measures will you use? HS GPA, TSI score, HS transcript information, test scores, or something else? * What will be your “cut point” for enrolling in corequisites? * What analysis will you do to ensure all students who can benefit from corequisites are placed into them? |  |
| Implementation | Assess institutional capacity and constraints that will impact the model of corequisite you choose to implement. | * What will be the class size for the coreq courses? * How many sections of the coreq course will you need to accommodate those eligible? * How will you ensure you have enough faculty with the proper credentials to teach the college-level course? * What space and scheduling constraints do you have for offering corequisites? |  |
| Implementation | Choose a corequisite model that has been tested and that fits institutional context, available resources, and student needs. | * Will your model include the following best practices?   + Mixed cohort of corequisite and college-level students in college-level course   + Same instructor for college-level and corequisite sections   + Class size of 12 or fewer in corequisite section   + The coreq class is not a grammar class. Any instruction in this area will focus on editing skills and will involve editing of student work, not decontextualized exercises. * Will you be integrating reading and writing? * How many credits will the college-level course be? * Will the number of credits differ from traditional college-level course? * How many credits will the corequisite section be? * What is your justification for the number of credits? * Will you attempt to give college credit for the coreq course? |  |
| Implementation | Design course. | * Will your course include the following components?   + Active learning   + Attention to non-cognitive issues   + Integrated reading and writing in the coreq course   + Integrated reading and writing in the college-level course   + Student and college success strategies   + Alignment of basic skills to be taught in the corequisite section with skills essential to be successful in college-level course   + Teach editing skills in a “just in time” manner – as they are to be applied in the college-level course * Will students who pass college-level, regardless of corequisite grade, fulfill the college-level requirement – and not be required to retake the developmental course? * How will the course emphasize the rhetorical nature of writing? * How will the course engage students with analyzing and practicing a variety of genres? * How will the course engage students with writing as an iterative and complex process? * How will peer feedback, collaboration, self-reflection, and/or other high-impact practices be integrated into the course? * How will the corequisite be designed to support the first-year writing course? |  |

**EXECUTING COREQUISITE SUPPORT**

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| Implementation | Recruit faculty to reach the corequisite model. | * How will you identity and/or hire faculty who can teach these pairs of coreq and college-level courses? |  |
| Implementation | Prepare faculty. | * How will you prepare faculty to teach the corequisite course?   + Concentrated trainings over several days?   + Ongoing workshops throughout the semester?   + Small peer groups for just-in-time problem solving and planning? |  |
| Implementation | Plan advising and registration processes. | * How will students be advised into the corequisite course – particularly if you will be maintaining traditional developmental courses for students during scale up phase? * How will the student information system and registration system document corequisite courses? * How will registration systems accommodate the complexity of students enrolling in corequisite courses? |  |
| Communication | Develop a communications strategy to share the plans for corequisite support with stakeholders, including students and parents. | * How will students be informed about corequisite options? * When can corequisites be included in the course catalog? * How will you communicate with other campus staff about the shift to corequisites? * How will you communicate the impact of your corequisite strategy? |  |
| Implementation | Develop approach for continuously improving corequisite support. | * How will you evaluate the success of the corequisite course?   + Disaggregated student success data collected and analyzed each term?   + Student surveys or focus groups?   + Faculty surveys or focus groups? * How will you plan to revise the model based on evaluation results?   + Workshop with faculty?   + Department head led committee? |  |
| Equity, Data,  Implementation | Ensure strategy is closing, not widening achievement gaps. | * Will your equity strategy include:   + Faculty member by faculty member analysis of their success with different student populations.   + Has the gap been reduced between the percentage of students of color who pass the college-level composition class and the percentage of white students who pass? |  |