

# Co-requisite Remediation & the Transition to the Four-Year University

Matt Matthews

University of Tennessee at Chattanooga

# Goals

- Describe co-requisite remediation
- Describe the transition to co-requisite remediation in TN
- Define the view from a four-year institution
- Describe preliminary results
- Compare to prior results under traditional remediation
- Solicit collaboration to expand

# Collaborator

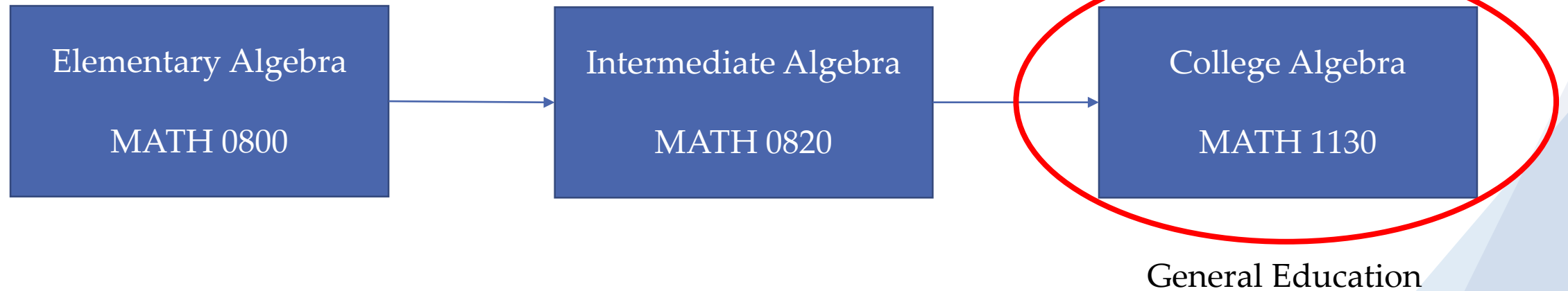
- Dr. Ed Nichols, Chattanooga State Community College
  - Together Ed and I thought this would be interesting to study
  - In particular, since our institutions have such a close relationship

# Complete College

- Complete College America's six strategies
  1. 15 to Finish
  2. Math Pathways
  3. Corequisite Support
  4. Momentum Year
  5. Academic Maps with Proactive Advising
  6. Better Deal for Returning Adults
- Here we focus on the co-requisite support

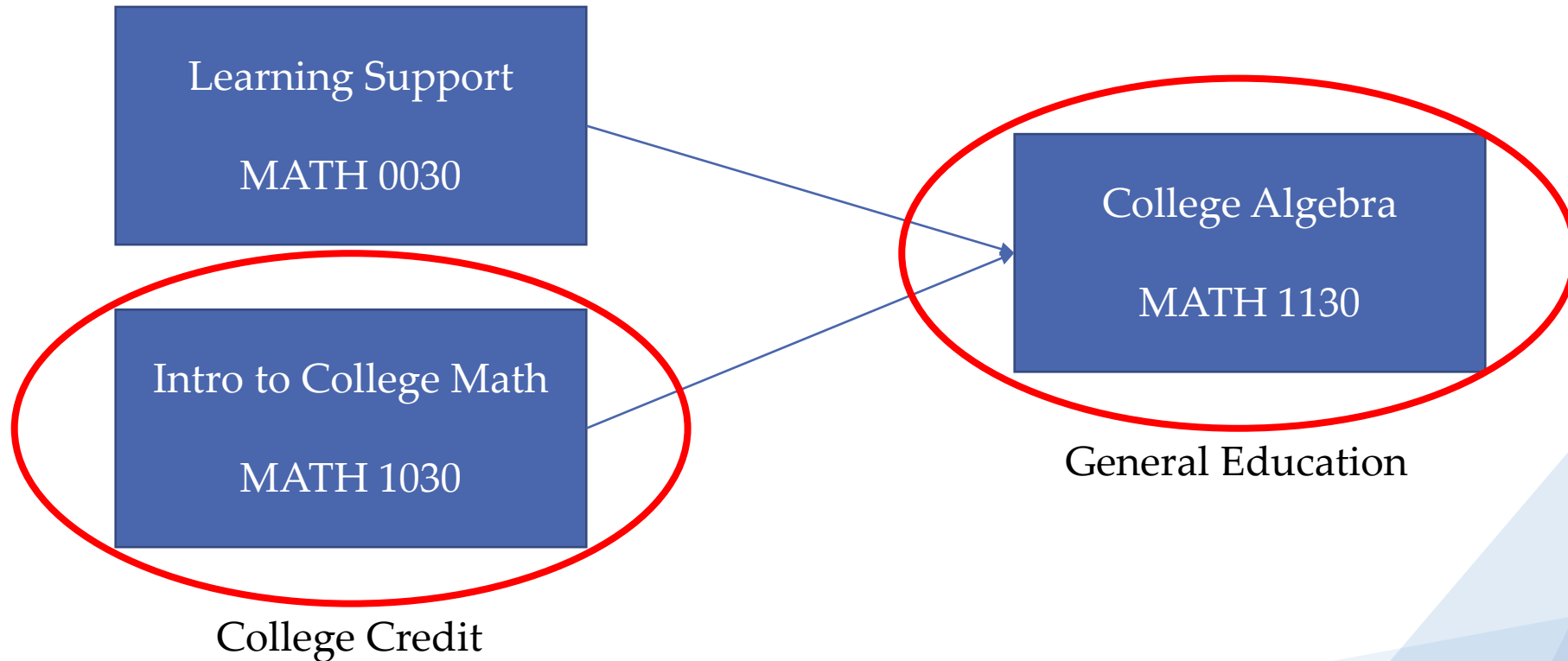
# Remediation

- Old way:



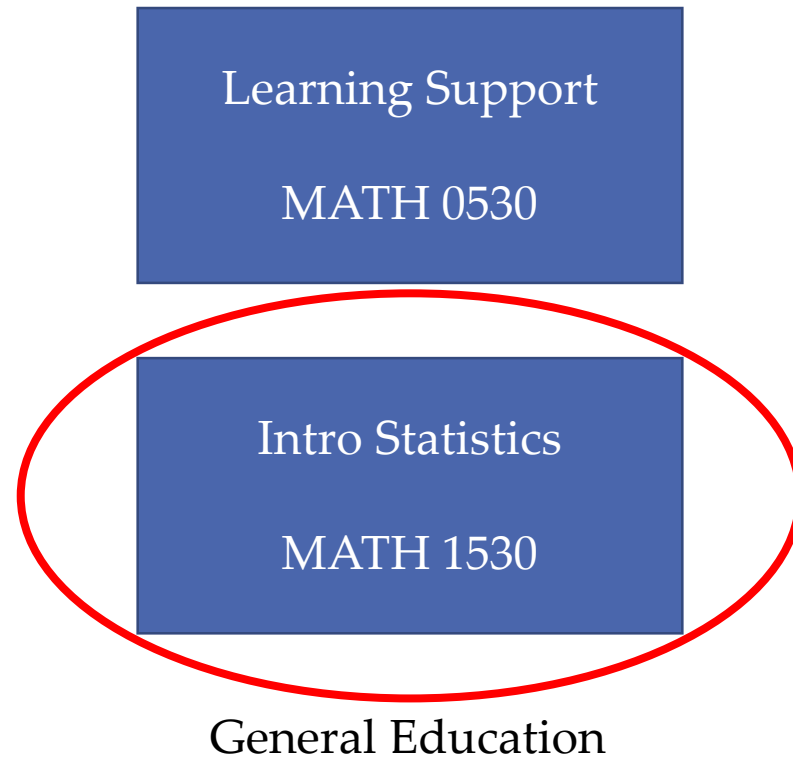
# Co-requisite Remediation

- New way:



# Co-requisite Remediation

- New way:



# Pilot

- During the 2014-2015 academic year, 9 TBR community colleges ran co-requisite remediation pilots (1019 students)
- Paired an Introductory Statistics (MATH 1530) course with co-requisite coursework.
- Passing rates: 12.3% with remediation, 63.3% with co-requisite
- Retention: 47.3% with remediation and 68.5% with co-requisite
- TBR reports: <https://www.tbr.edu/academics/our-research>



# Full Implementation

- Subsequent to the pilot, full implementation at all TBR community college campuses in Fall 2015
- Also to 4-year TBR institutions
- Our neighbor Chattanooga State Community College:
  - MATH 1030 with MATH 0030 co-requisite
  - MATH 1530 with MATH 0530 co-requisite
- By Fall 2016, transfer students were using completed co-requisite coursework from CSCC as prerequisite coursework at UTC

# Remediation at UTC

- Prior to Fall 2012, UTC taught 15-25 sections of remedial mathematics every term
- Moved to teaching college algebra/precalculus courses with a recitation, to remediate as-needed
- Heavily dependent upon TBR community colleges to provide remediation
- Did TBR move to co-requisite affect transfers to UTC?

# Identified Transfer Students

- MATH 1130 or MATH 1710
  - 12 students with MATH 0030/1030 or MATH 0530/1530 from CSCC
  - **83% DFW rate** among these students in algebra/precalculus at UTC
- MATH 1010
  - 11 students with MATH 0030/1030 or MATH 0530/1530 from CSCC
  - **45% DFW rate** among these students in liberal arts math at UTC

# Historical Precedent

- Compare with traditional remediation, 3 years prior to the switch to co-requisite model
- MATH 1130 or MATH 1710
  - 91 students with MATH 0800/0820 from CSCC
  - **48% DFW rate** among these students in algebra/precalculus at UTC
- Full MATH 1130 MATH 1710 population (Fall 2012-Fall 2016)
  - Approximately 7800 students – variety of prerequisite sources
  - **33% DFW rate** among these students in algebra/precalculus at UTC

# To Do List

- Expand data:
  - All transfers from all TBR community colleges
  - Traditional remediation and co-requisite model
- Begin looking at other student success markers
  - Success in related STEM courses (esp. with mathematical prerequisites)
  - Institutional GPA
  - Persistence to graduation
  - Compare with historical data when using traditional remediation