USG Corequisite Remediation

Robert Todd

Assistant Vice Chancellor for Student Success & Completion

University System of Georgia

Robert.Todd@usg.edu

USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus
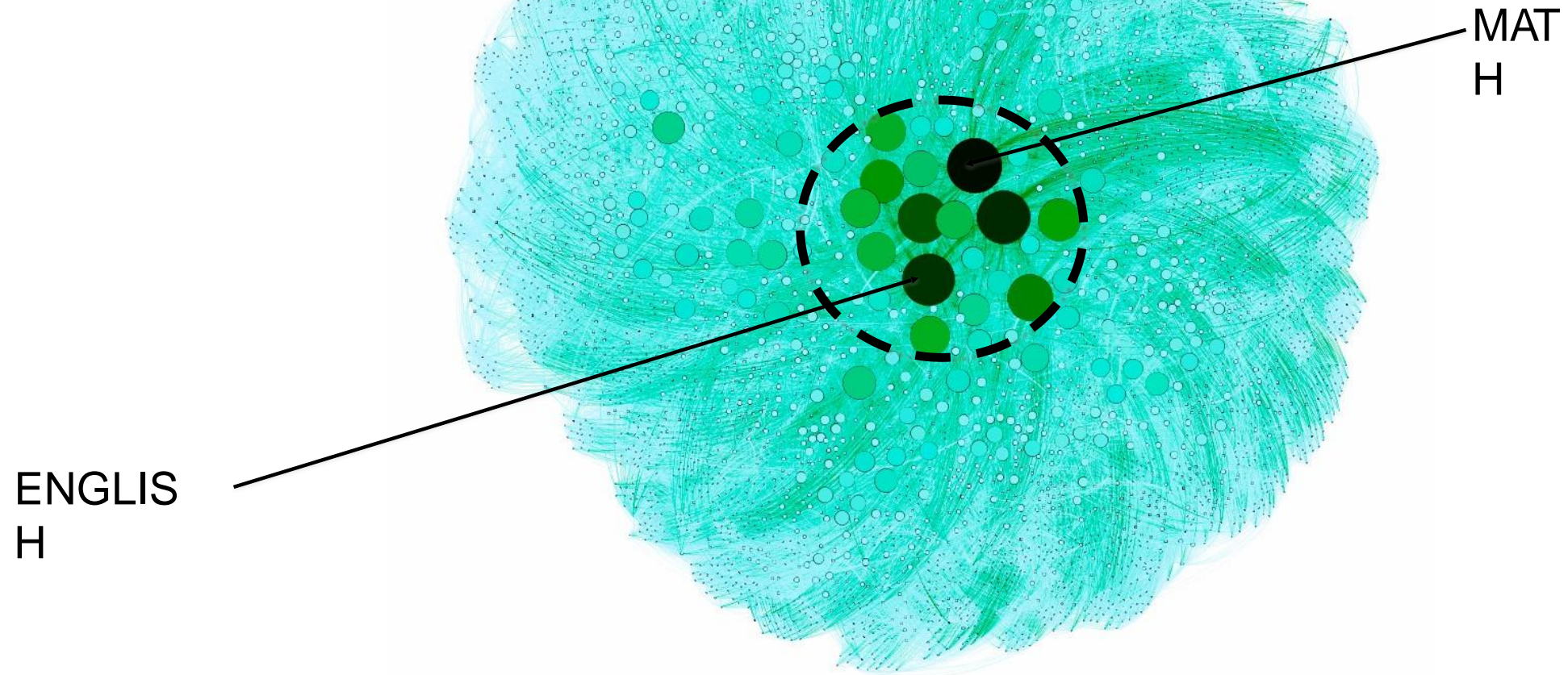
Complete initial *English* and Mαh

USG Momentum Year

Complete initial *English* and Mαth

The Graduate Transcript Graph

MATH

ENGLISH

English and Mατh
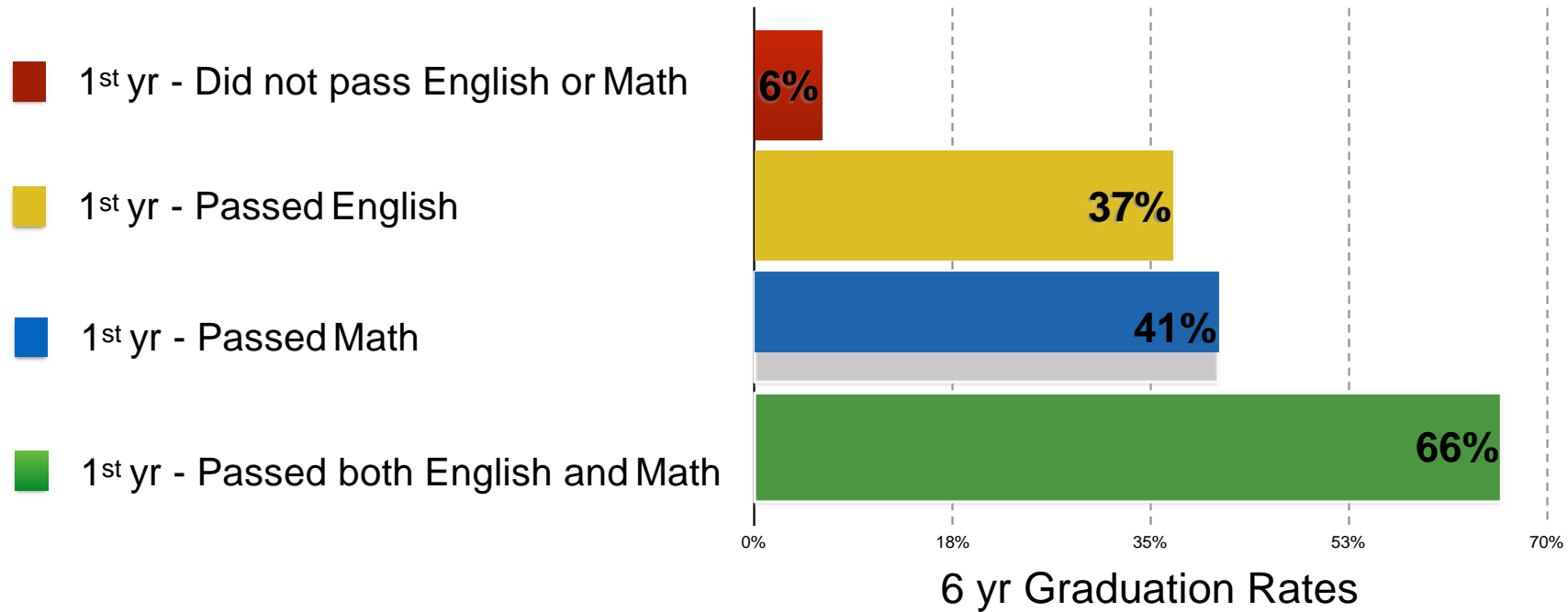
6 yr Graduation Rates

- 1st yr - Did not pass English or Math — 6%
- 1st yr - Passed English — 37%
- 1st yr - Passed Math — 41%
- 1st yr - Passed both English and Math — 66%
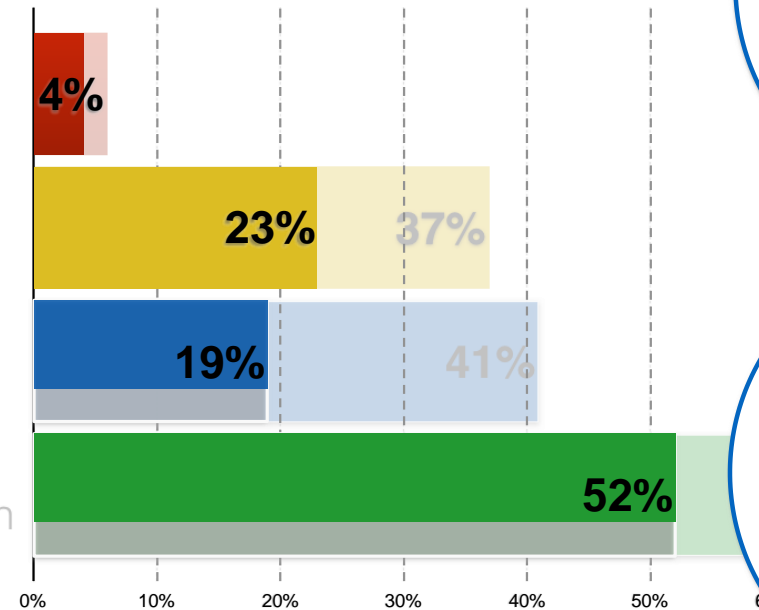
System Comparison of Success in Gateway Math Classes
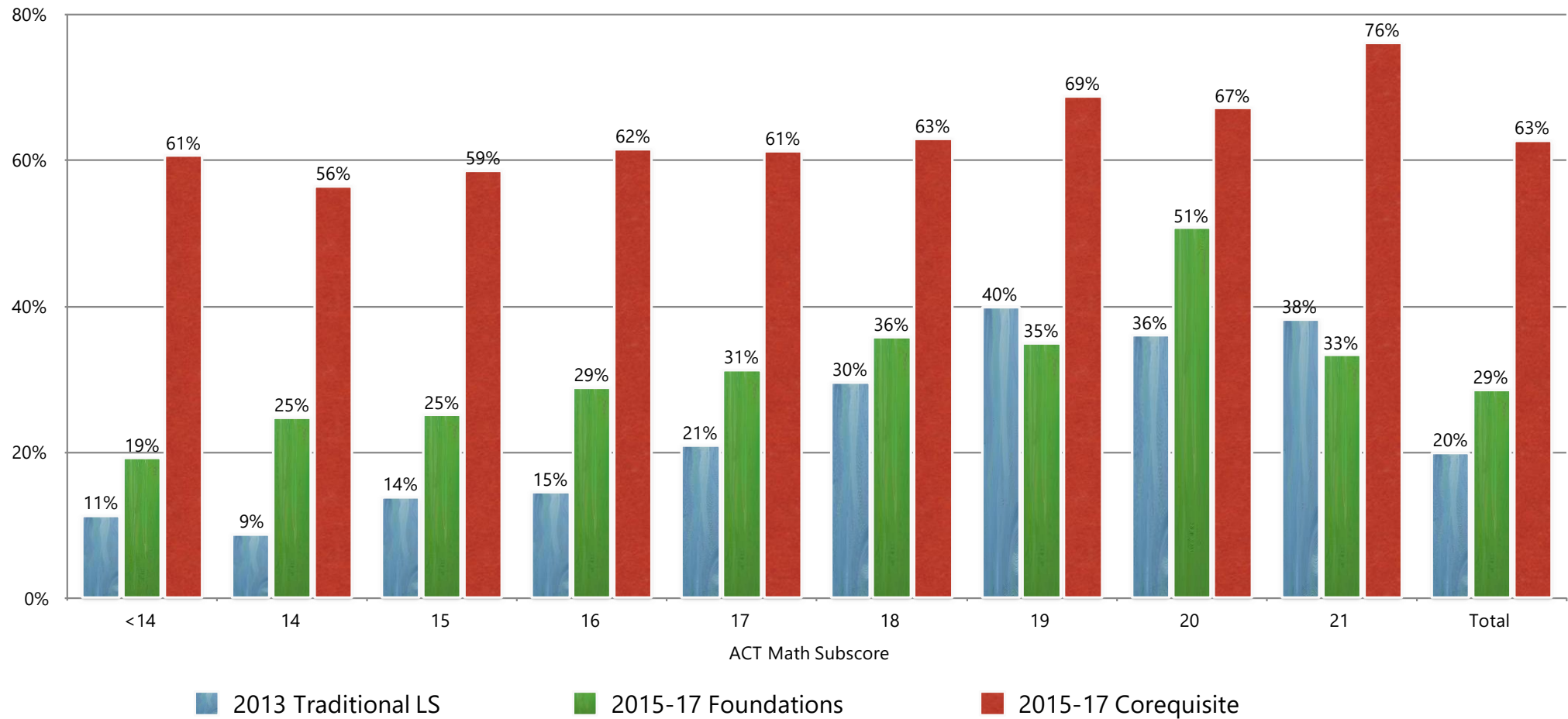
System Comparison of Success in Gateway English Classes
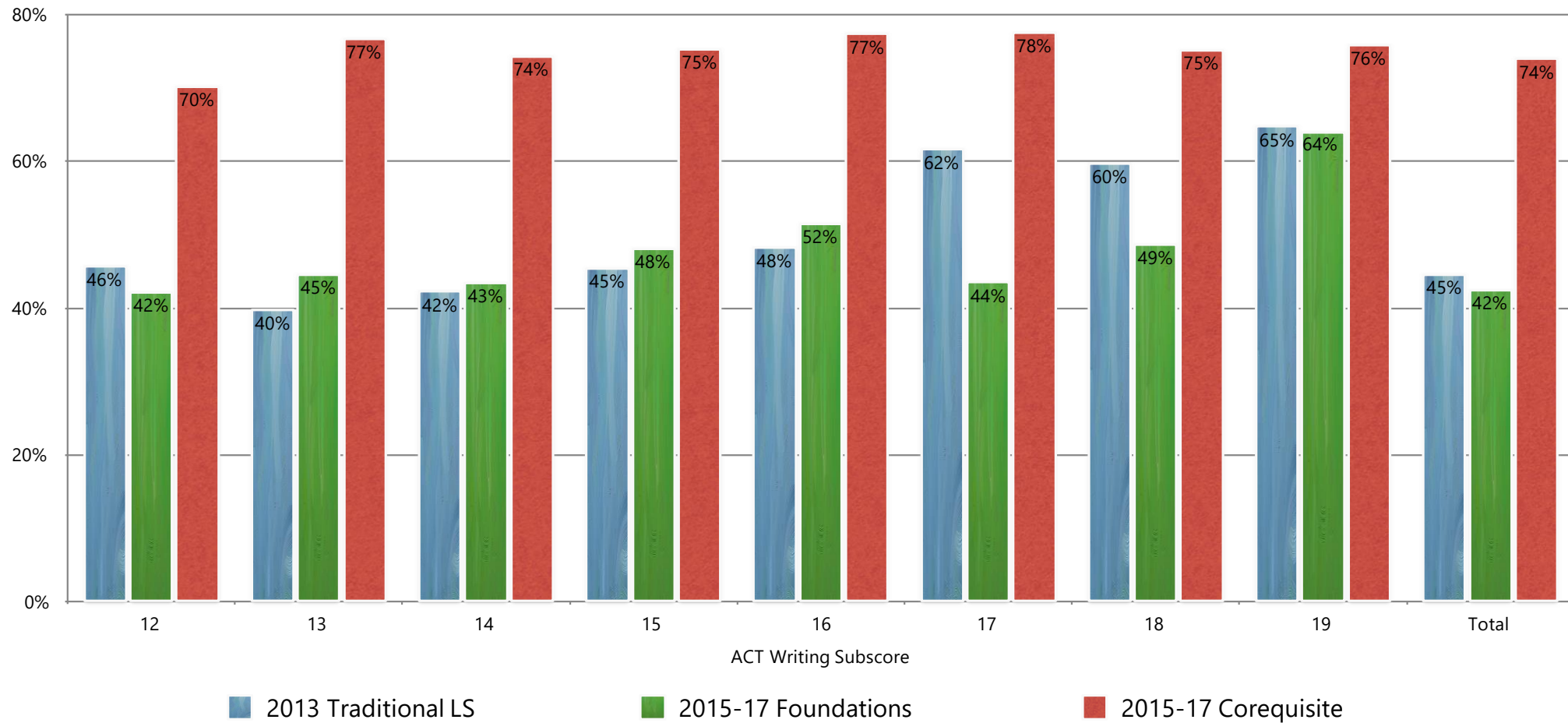
English Subsequent Course Analysis

Among ENGL1101 Takers, Percent that **Go On** to take ENGL1102
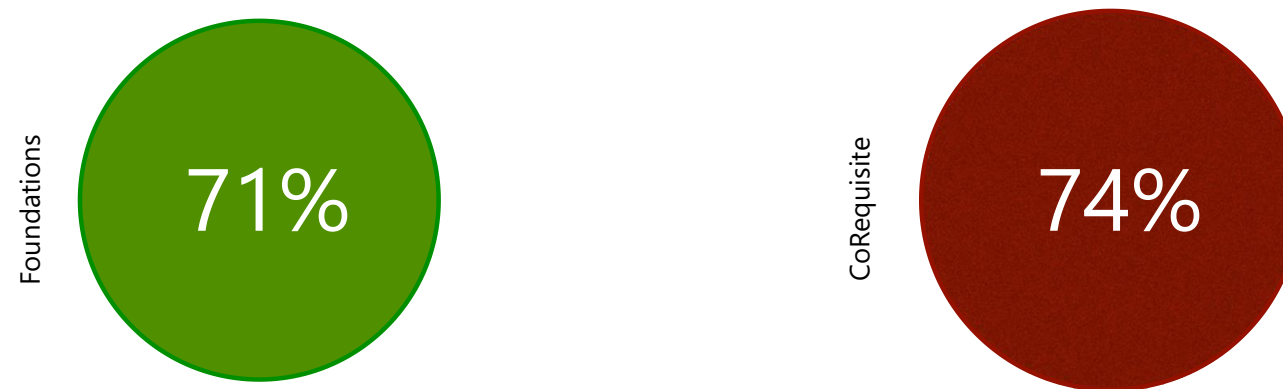
Foundations 52%

CoRequisite 65%

Among ENGL1101 Takers who went on to take ENGL1102, Percent that **Passed**

Foundations 71%

CoRequisite 74%

English Subsequent Course Analysis

Among ENGL1101 Takers who went on to take ENGL1102, Percent that **Passed**

Foundations

71%

CoRequisite

74%

	A	B	C	D	F	W
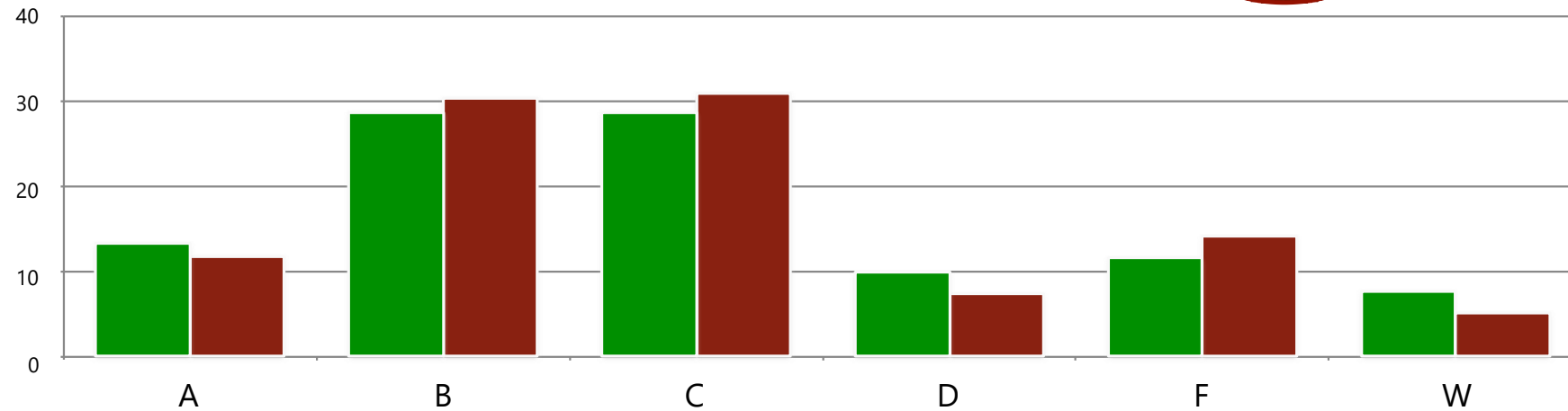
Mατh Subsequent Course Analysis

Among MATH1111 Takers, Percent that **Go On** to take MATH1113

Foundations

7 →

CoRequisite

19% →
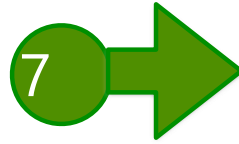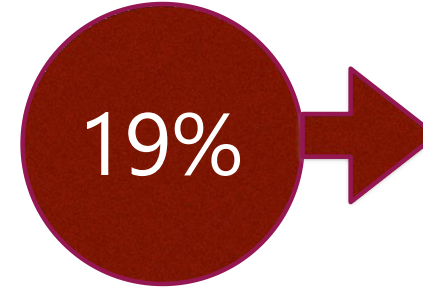
Among MATH1111 Takers who went on to take MATH1113, Percent that **Passed**

Foundations

47%

CoRequisite

66%

Math
Pathways
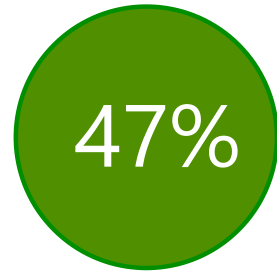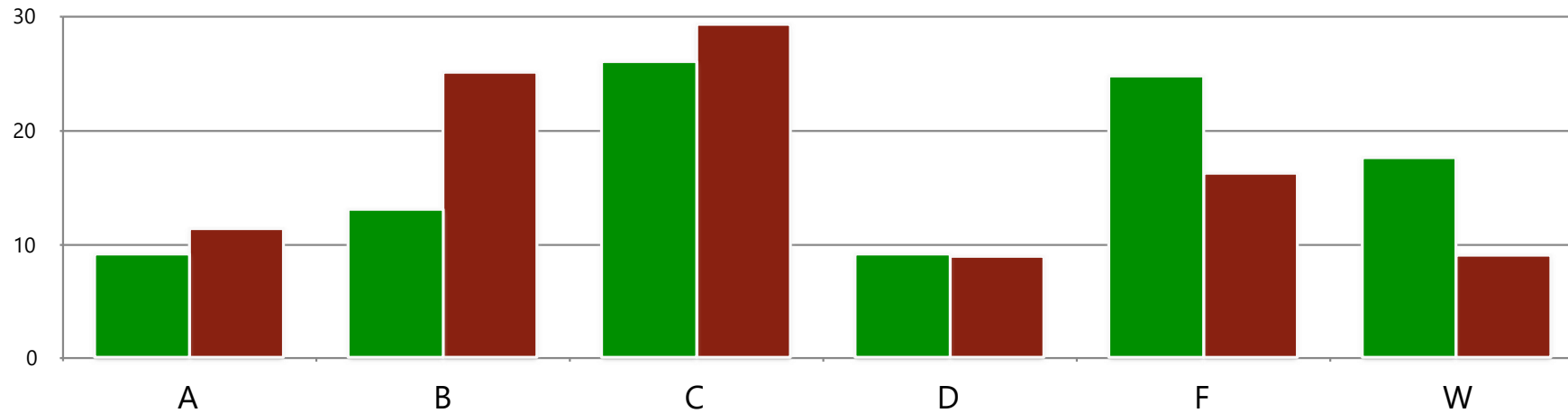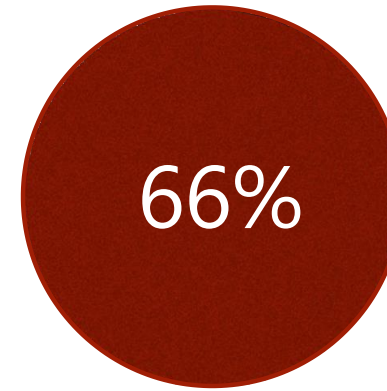
UNIVERSITY SYSTEM OF GEORGIA

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Assistant Vice Chancellor for Student Success
& Completion
University System of Georgia
Robert.Todd@usg.edu

State Superintendent Reykdal's Vision

Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered **on closing opportunity gaps** and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

Ensuring Equity

Collaboration and Service

Achieving Excellence through Continuous Improvement

Focus on the Whole Child

OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Multiple Pathways to Graduation (HB 1599)

All students prepared for postsecondary pathways, careers, and civic engagement.

Multiple Pathways – Building off success

Foundation	Planning That Matters

Foundation

- High quality instruction across all subject areas

- Expanded CTE equivalencies

- Additional flexibility through two credit waiver

- Mastery-based learning workgroup

Planning That Matters

- High School & Beyond Plans (HSBP)

- Informing junior and senior year coursetaking

- IEPs and HSBP aligned

- Academic acceleration

Multiple Pathways – Individualized to meet the needs of *each and every* student in Washington State

Assessments or Courses (ELA and Math)

Career Technical Education

Armed Services Battery

Careers & Service
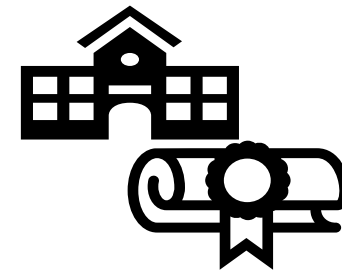
Post-Secondary Training, College, University

Partnerships and Collaboration
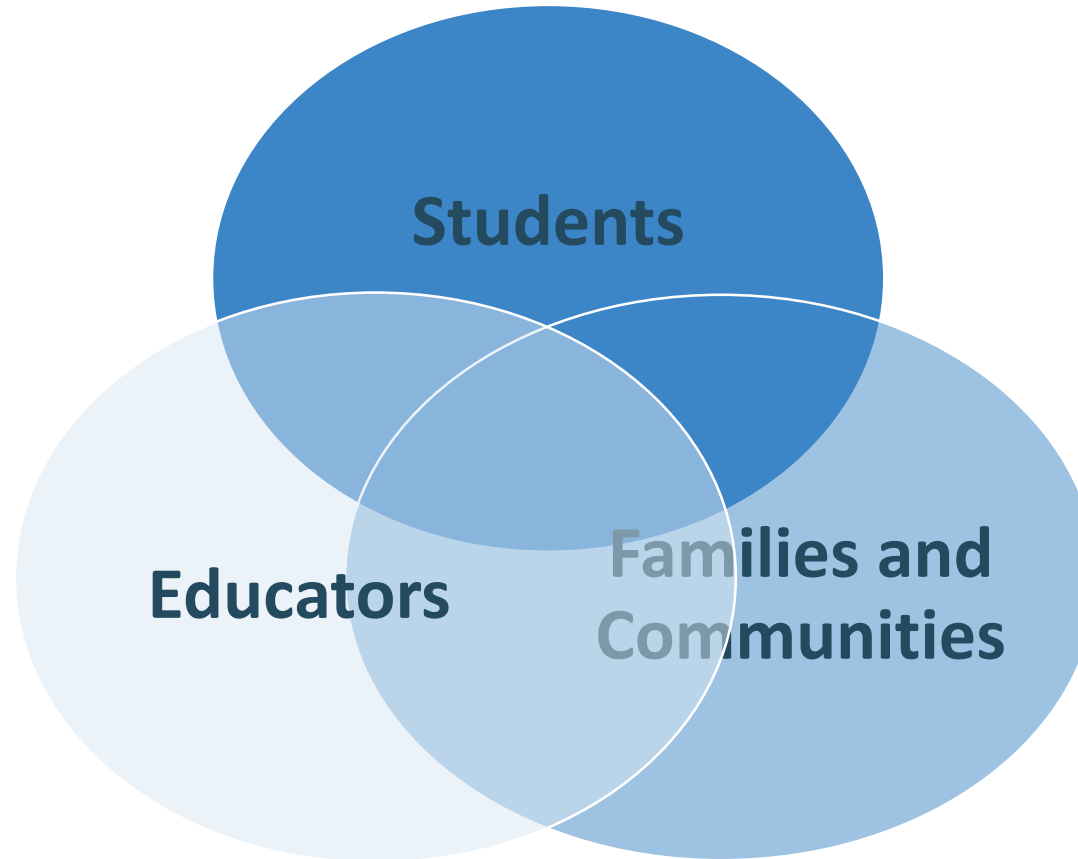
Jacob Fraire

President & CEO, Texas Association of Community Colleges

Education Commission of the States
National Forum on Education Policy 2019

Texas Association of Community Colleges

Quick Facts on Dual Credit in Texas

185,255 high school students enrolled in dual credit
(Fall 2018)

10% of all high school students & **20%** of all high school graduates enrolled in dual credit

26% of all resident undergraduates have some dual credit courses

24% of all enrollment at community & technical colleges is through dual credit
(Fall 2018)

15% of all dual credit enrollments are in Career & Technical Education

The top **15** dual credit courses represent **75%** of enrollments and three courses (ENGL 1301, HIST 1301 & GOVT 2305) comprise almost one-half of all dual credit enrollments.

From fall 2008 to fall 2018, dual credit enrollment increased by **34%**

Dual Credit Increases Persistence to Graduation

Dual Credit Enrollment Continues to Increase

Dual Credit Enrollments Increased By More Than 30,000 Students From Fall 2017 to Fall 2018

Dual Credit Enrollments at Texas Public Institutions of Higher Education

Term	Enrollment
Fall 2016	152,569
Spring 2017	151,201
Fall 2017	151,669
Spring 2018	161,631
Fall 2018	185,255

Increased by more than 30,000 students!
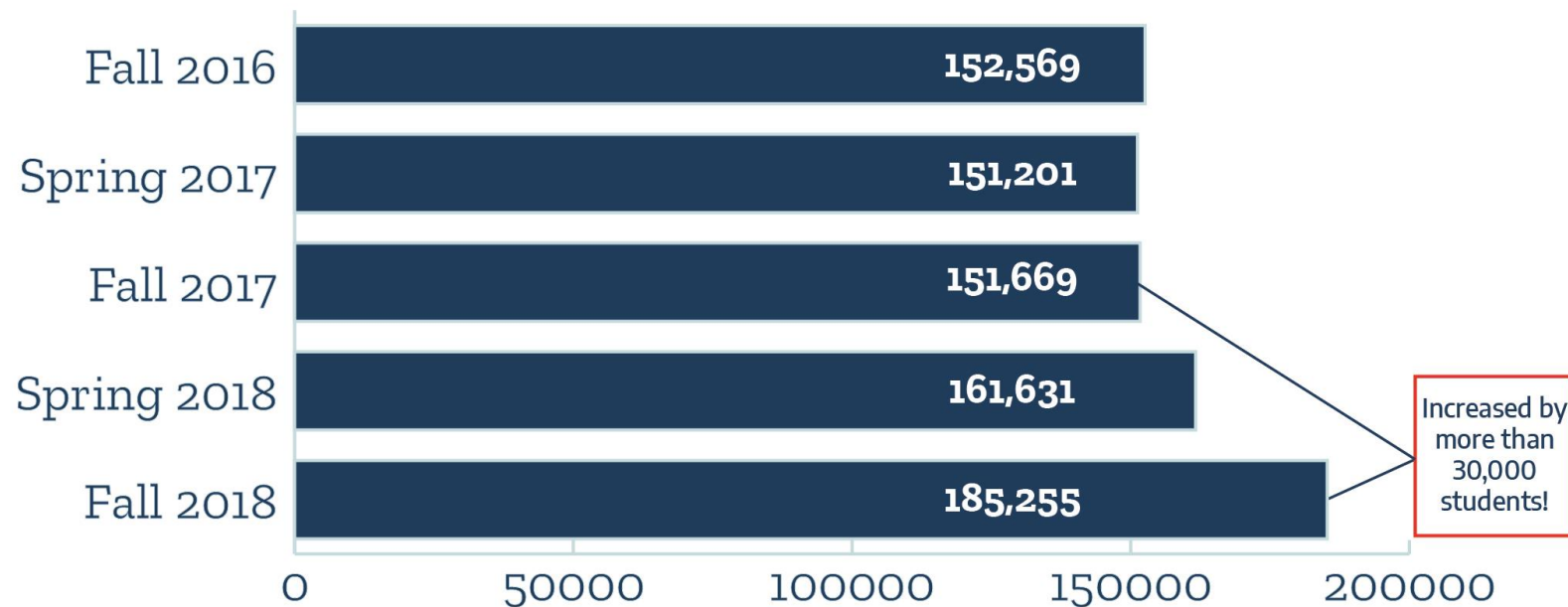
SOURCE: THECB

Dual Credit Profile at Texas Community Colleges

Dual credit enrollment has grown more diverse and increasingly reflects the population of Texas:

Dual Credit Enrollment by Ethnicity - Fall 1999

- Other 1%
- Asian/Pac Islander 3%
- Hispanic 22%
- African American 3%
- White 71%

Dual Credit Enrollment by Ethnicity - Fall 2017
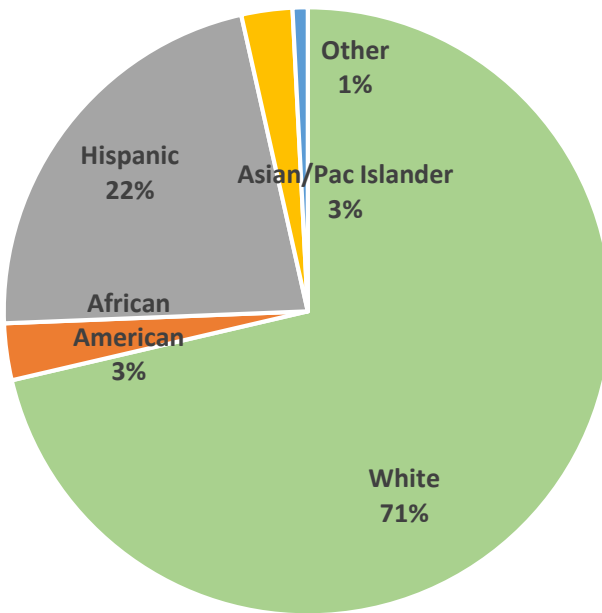
- Other 6%
- Asian/Pac Islander 4%
- White 37%
- Hispanic 46%
- African American 7%
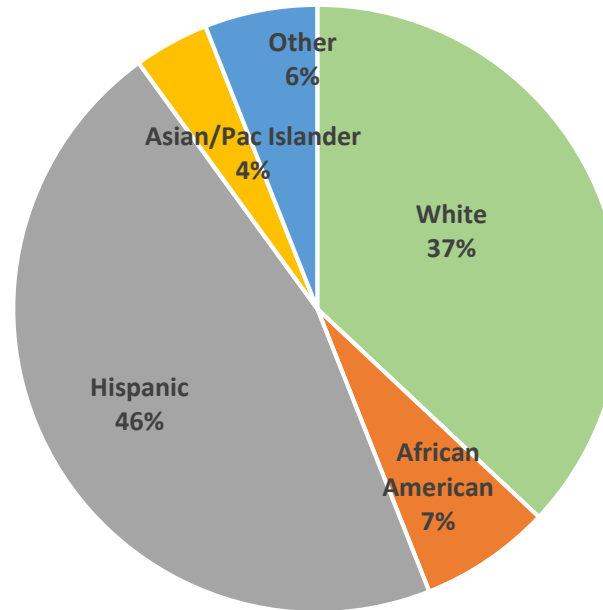
Texas Public High School Enrollment by Ethnicity - 2016-17

- Other 2%
- Asian/Pac Islander 4%
- White 30%
- Hispanic 51%
- African American 13%

Source: Texas Higher Education Coordinating Board / Texas Education Agency
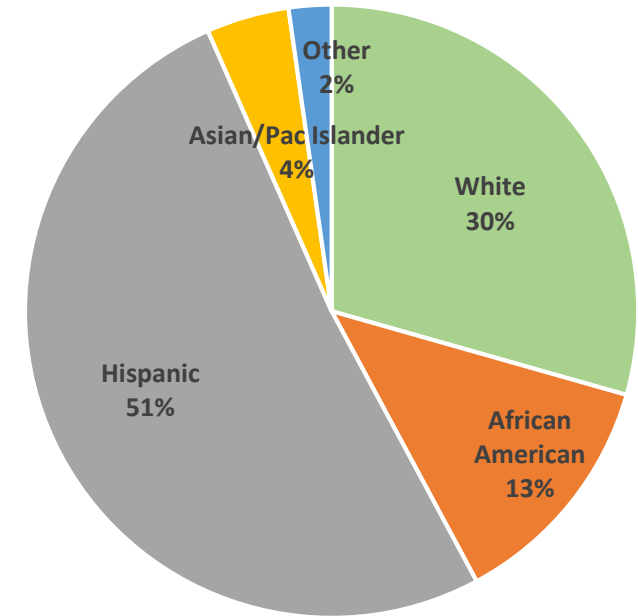
Two-Year Colleges Provide the Majority of Dual Credit

Fall Enrollment Dual Credit – Community/Technical Colleges and Public Universities

Legend: Public CTC, Public Univ

Year	Public CTC	Public Univ
2000	17,370	
2002	27,827	
2004	37,667	
2006	55,995	
2008	75,859	
2010	85,880	4,484
2012	95,774	3,678
2014	107,170	5,191
2016	143,697	8,872
2018	174,313	10,942
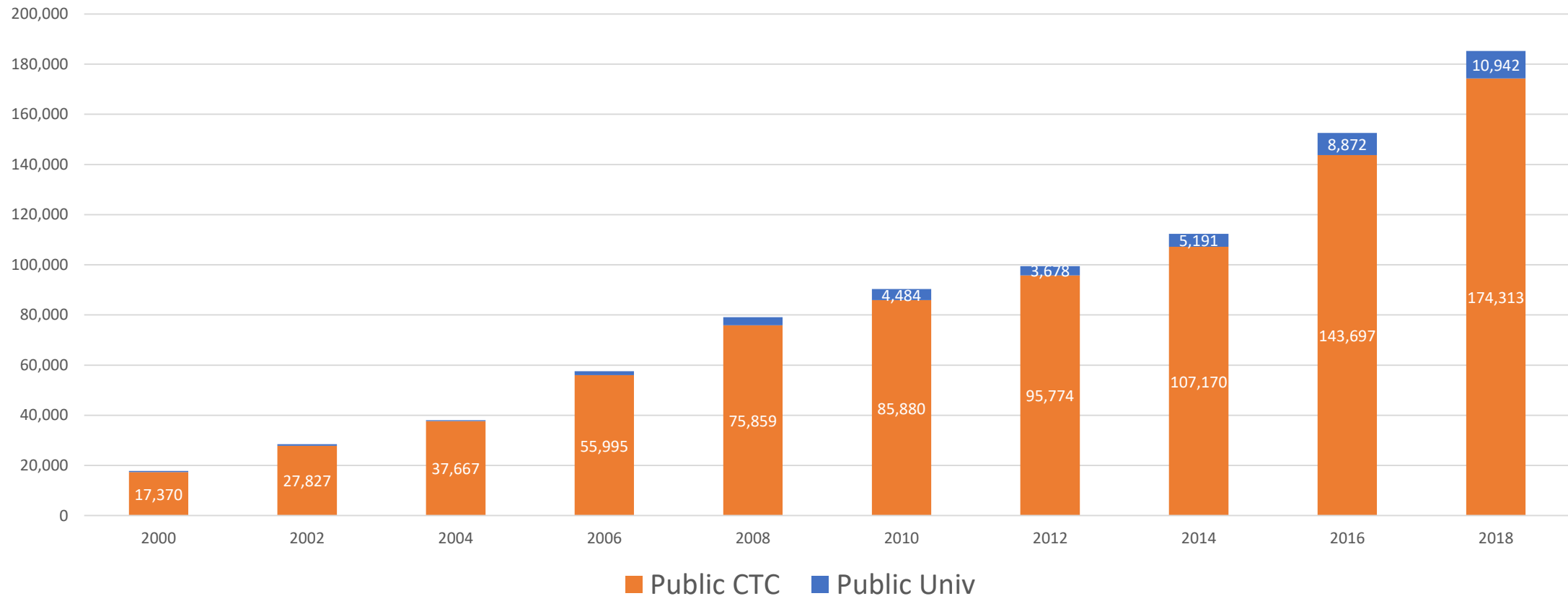
Estimated* Dual Credit Full-Time Student Equivalents as Percentage of Total FTSE at TX Community Colleges (2018)

13.8%
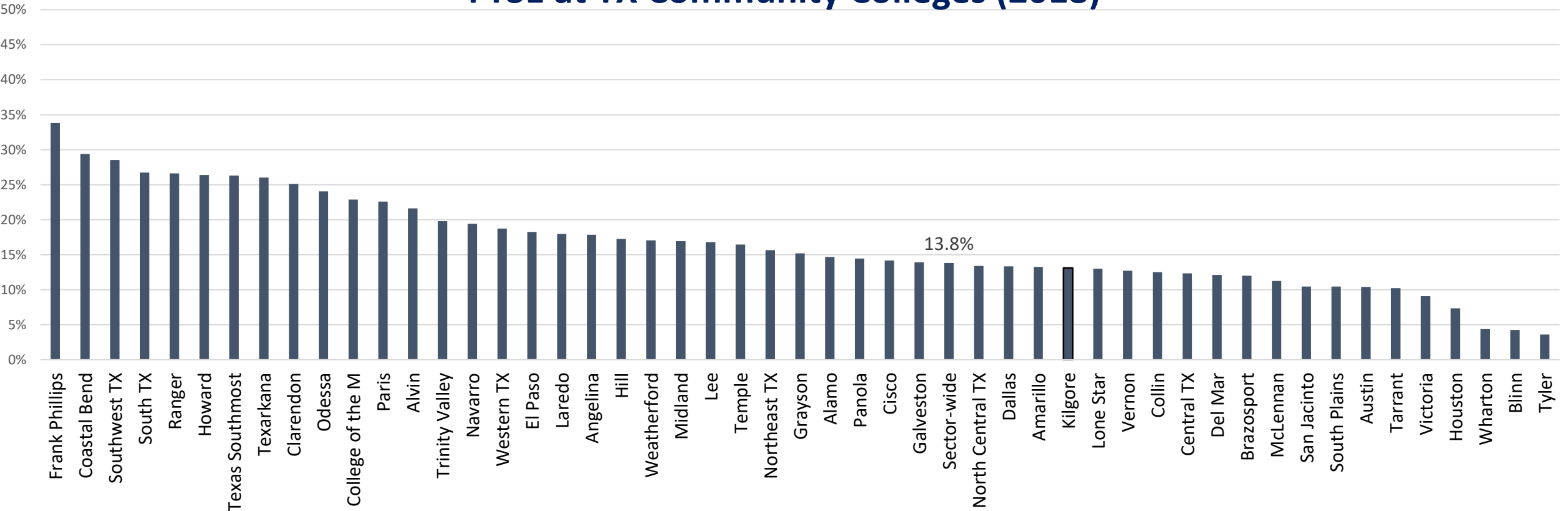
*Ratio of doubled Fall 18 dual credit semester credit hours divided by 30 to FY 18 full year FTSEs (30 SCH) for each college.
Source: TACC analysis of THECB data. For inquiries, please contact Chris Fernandez: cfernandez@tacc.org

Percentage of 2016-17 high school graduates who met the college readiness standard through dual credit
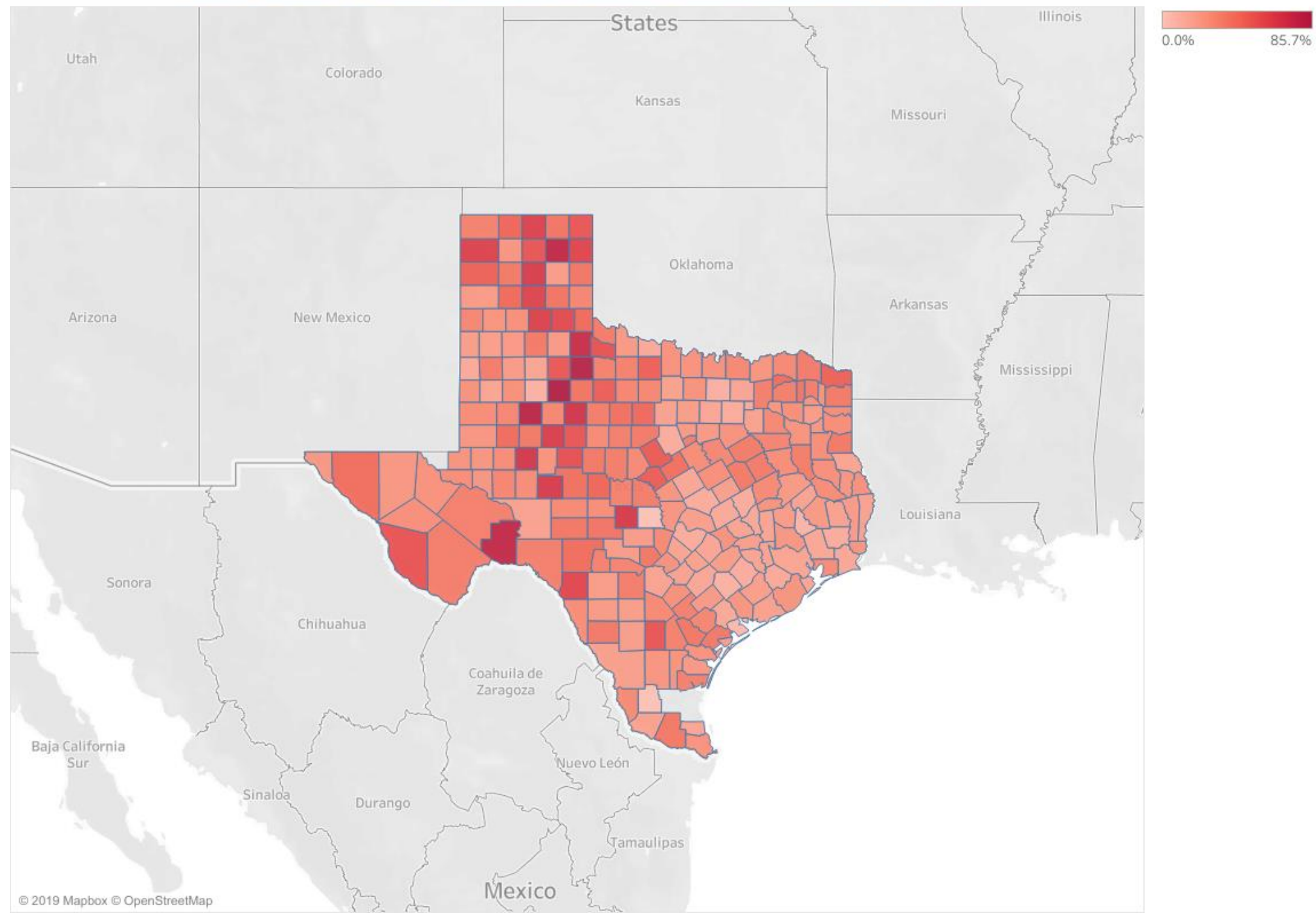
Studies Find Dual Credit Works for Students

A research study of dual credit in Texas found that a 10% point increase in high school students earning dual credit caused the share of students earning an associate degree within 2-years after high school to grow by 25% and the share of students earning a bachelor's degree within 4-years of high school graduation to grow by 7%.

Villarreal (2018)
"Achieving 60x30: A Dual Credit Strategy"

The University of Texas System conducted an extensive examination of dual credit programs and outcomes among its institutions. Regression analyses demonstrated that students who enter UT System institutions with dual credit are more likely to be retained and to graduate; have higher 1st, 2nd, and 3rd-year GPAs; and have fewer [excess] semester credit hours at the time of graduation.

Troutman, Hendrix, Creusere, and Mayer (2018)
"Dual Credit and Success in College"

The AIR study concluded that dual credit courses and college courses have similar academic rigor. Examining courses in College Algebra and English Composition, the study found no discernible differences in the content covered, the level of cognitive complexity demanded by student assignments, and the way in which instructors graded student work.

Miller et al. (2018)
"Dual-Credit Education Programs in Texas: Phase II"

Summary of Dual Credit Recommendations of Texas Studies and Reports

This matrix was prepared by the University of Texas System and the Texas Association of Community Colleges to illustrate alignment among recommendations and goals issued in 2018 by: the report of the Dual Credit Task Force, Where College Meets High School; the UT System Dual Credit Study, Dual Credit and Success in College; the Dual-Credit Education Programs in Texas Phase II 2018 AIR Study; and the statewide dual credit goals issued by the THECB and TEA in response to House Bill 1638.

	Stakeholder Engagement	Access & Equity	Funding	Alignment	Advising	Data/Other	Communication	Quality/Rigor
DUAL CREDIT TASK FORCE 2018	Establish and fund a dual credit advisory committee with stakeholders from K-12, higher education, and workforce, including TEA, THECB and TWC.	The dual credit advisory committee should establish equity goals distinct to dual credit and in support of the targets and strategies in 60x30TX, specifically for economically-disadvantaged, African-American, Hispanic and male students. Incentivize IHEs to adopt open educational resources (OER) to eliminate or significantly reduce the high costs of college textbooks.	The Legislature should create a new need-based grant program to make financial aid awards to eligible students enrolled in dual credit programs. Increase Career and Technical Education (CTE) funding for equipment, faculty training, and workforce alignment.	High schools and IHEs should align dual credit courses to endorsements, established by HB 5 (2013 Legislative Session), as well as Field of Study Curricula for academic transfer courses, and Programs of Study for career and technical courses.	Require colleges to provide advising to dual credit students upon entry and at 15 SCH.	THECB and TEA should provide disaggregated dual credit participation data to school districts and IHEs through an existing reporting mechanism, such as The Texas Public Higher Education Almanac or Texas Public Education Information Resource (TPEIR), to identify and measure opportunity and achievement gaps.	THECB, TEA, and TWC should develop online and print resources for counselors, students and families that clearly communicate types of dual credit (CTE and academic), eligibility requirements, and the costs and benefits of participating in dual credit programing.	
UT SYSTEM STUDY 2018	Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Communication	Continue to monitor and research the relationship between dual credit and student success.		Improve dual credit program alignment among high schools, two-year and four-year institutions.		Improve student record-level data collection for students participating in Texas dual credit programs.	Enhance dual credit communication with students and families to enable informed decisions. Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Stakeholder Engagement	Encourage UT System academic institutions' dual credit programs to conduct program evaluation.
AIR STUDY 2018		Continue to close the gaps in dual-credit participation rates across race and ethnicity.	Strive to guarantee that costs neither serve as a barrier for students to participate in dual-credit education nor inhibit higher education institutions from offering affordable and high-quality dual-credit education programs.		Improve the advising processes and ensure equitable access to high-quality advising for dual-credit students.			Encourage institutions to continue developing and implementing processes to ensure dual-credit courses remain as rigorous as college-only courses. Ensure that students are adequately prepared to succeed in and have the necessary supports to benefit from dual credit education programs delivered in traditional high schools.
THECB/ TEA GOALS	ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Data/Other			Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.	All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.		ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Stakeholder Engagement	The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

State Policy Landscape

SB 31 (83rd) – limited dual credit to: (1) a course in the core curriculum, (2) a career and technical education course that applies to a certificate or associate's degree at the providing institution; and (3) a foreign language course. Does not apply to courses in an early college education program.

HB 18 (84th) – removed limits on the number of total dual credit hours a student can enroll in high school each semester or year, as well as limits on the total number of hours in which high school students can enroll.

HB 5 (84th) – a public junior college may enter into an agreement with a school district, organization, or other person that operates a high school to offer a course as provided by this section regardless of whether the high school is located within the service area of the junior college district.

HB 505 (84th) – allowed students in ninth grade through twelfth grade to take dual credit and removed the cap on the number of dual credit courses in which students can enroll in any given semester.

SB 1004 (84th) – Bracketed to Harris County and effects Houston Community College System, Lee College, Lonestar College System, and San Jacinto College. These colleges must enter into agreements with each ISD to offer at least one dual credit course . High school students within Harris County can choose courses offered at any of the four community colleges.

SB 1324 (86th) – will require a student enrolled in dual credit to file a degree plan with the college no later than: (1) the end of the second regular semester immediately following the semester in which the student earned a cumulative total of 15 or more SCHs, (2) if the student begins the first semester at the college with 15 or more SCHs of course credit for dual credit courses successfully completed by the student, the end of the student's second regular semester at the college.

TX Community Colleges Support SB 1324

WHY

We believe students need a pathway:
Through guided pathways, we are helping more students realize their dream beyond high school

We believe students need timely and transparent advising:
This helps students and parents make important decisions

We believe students should file a degree plan early:
This effort helps redesign how we serve students

We believe SB 1324 will help lessen the loss of credits at universities:
Improved advising will lead toward fewer lost credit hours