



**MONTANA UNIVERSITY SYSTEM**  
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

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**Montana University System**  
**Complete College America: Corequisite Design Academy**  
**November 3<sup>rd</sup> and 4<sup>th</sup>, 2016**  
**Holiday Inn, Bozeman, Montana**

During the summer of 2015, the Montana University System participated in a Complete College America (CCA) initiative to design and implement corequisite remediation. Complementing the System's Math Pathways work, corequisite remediation is a major shift in how students access developmental math and English education. Instead of placing a student in a remedial sequence as a prerequisite to college gateway courses, corequisite remediation aligns support with the college level course and delivers it concurrently with the gateway course. CCA hosted a national corequisite academy and Montana's delegation formalized a work plan that included hosting a statewide training as part of the goal of scaling corequisite models. The Office of the Commissioner of Higher Education, in coordination with Complete College America, convened a Montana Corequisite Design Academy on November 3<sup>rd</sup> and 4<sup>th</sup> to support Montana's ongoing efforts in developmental education reform. Each MUS institution worked as a team to discuss, design, identify challenges, craft solutions, and form plans to move forward with implementation. CCA brought in five content experts from states that have successfully scaled corequisite remediation, who provided valuable insight regarding the design process as well as answering questions. Every institutional team created a work plan that includes specific actions to achieve campus-specific goals pertaining to scaling corequisite remediation.

**Content Experts:**

**Tristan Denley**, *Vice Chancellor for Academic Affairs, Tennessee Board of Regents*

Dr. Denley studied mathematics at Trinity College – Cambridge University, and served as Chair of Mathematics at Ole Miss University prior to joining the Tennessee Board of Regents. His work has centered around enhancing student success in gateway math courses and aligning students' skills and academic pathways.

**Heidi Estrem**, *Director of First Year Writing Program, Boise State University*

Dr. Estrem's research interests are focused around first-year writing pedagogy, writing program administration, assessment, and instructor development and support. In the past four years, she and her colleagues from across Idaho have collaborated to implement corequisite "101+" first-year writing courses and to reconsider writing placement processes at every institution in the state.

**Amy Getz**, *Strategic Implementation Lead, Higher Education Team, Dana Center at UT Austin*

Ms. Getz's work focuses on the reform of developmental and gateway mathematics courses through the development and implementation of curricular materials, technical services and policy reform. She oversees the New Mathways Project (NMP), which has garnered national and international notice.

**Sarah Tucker**, *Chancellor, Community and Technical College System of West Virginia*

Dr. Tucker's work focuses on college access, particularly for first-generation rural students, and redesigning developmental education. She completed her doctorate at the School of Education at the University of Michigan in 2010.

**Bitsy Cohn**, *Director, Credit for Prior Learning at Colorado Community College System*

Bitsy helped Colorado overhaul its remediation and math pathways system, and continues to work to enhance opportunities for success for Colorado's community college and adult learners.

**Action Items for Each Campus**

The teams from each campus were invited to draft a short list of action items they could undertake in the near future (between now and Fall 2017) to facilitate scaling corequisite design, math pathways, and intake procedures centered around each student's purpose rather than placement.

**Dawson Community College**

- Fall 2017: design and implement corequisite gateway "English 101+" classes
- Spring 2018: Implement corequisite structure for gateway math classes
- Spring 2018: Simplify math pathways from 3 prerequisite courses to exclusively college-level courses in statistics, algebra/calculus, quantitative reasoning, and technical math
- Explore the use of "multiple measures" placement in math and English

**Flathead Valley Community College**

- December 2016: Initial discussion of corequisite model with math department
- May 2017: Review student success in M094 pre-requisite and math pathways data/outcomes
- May 2017 – December 2018: Continue to review M094 and pathways and adjust as needed
- January 2019 – May 2019: Develop plan to implement corequisite model

**Great Falls College**

- Fall 2017: implement M105+ corequisite course, WRIT101+ corequisite course
- Fall 2018: implementation of M098 course
- Simplify math pathways; use Ed-Ready for placement

**Helena College**

- Spring 2017-Spring 2018: Roll our corequisite versions of gateway math and writing courses
- Fall 2017: Create READ070 reading corequisite support course for a wide array of courses
- Fall 2017: Explore corequisite course models for chem. and bio.
- Work with Gallatin College to embed M111 tutoring within technical courses

- Revisit advising policies around meta-majors and inform them of math pathways for STEM, non-stem, business, etc.

#### **Miles Community College**

- Miles already has several corequisite courses and math pathways
- Considering the Write Class as a replacement for compass for reading placement
- Spring 2017: rename WRIT 097 to WRIT 100 with corequisite class
- Fall 2017: discuss corequisite courses for M108 and M100
- Fall 2017: half of students that place below M121 will be in credit-bearing course

#### **MSU/Gallatin College**

- Fall 2017: M121+ corequisite lab or M121/091 corequisite course to be offered
- Fall 2017: use of predictive analytics for student placement
- Spring 2017: M105 offered with M091 corequisite course
- M065/096 compressed prerequisites will continue to be offered

#### **MSU-B/City College**

- Spring 2017: Implement M105 (quantitative reasoning)
- Fall 2017: Scale WRIT101, M111 (technical math), STATS216 and M114 with corequisite
- Develop M105p gateway math course with corequisite with goal to scale by Fall 2017
- Revise math pathways to include M111/114, STAT216, M130/131

#### **MSU-Northern**

- Spring 2017: already planning to implement M105 with corequisite
- Fall 2017: Roll out WRIT101+ corequisite course as a pilot
- Meet with math faculty to affirm the place and importance of M105, validate math pathways by Fall 2017, and provide math tutor in math-heavy technical courses

#### **Montana Tech/Highlands College:**

- April 2017: meeting to consider corequisite M105, pathway to corequisite model for M121
- Meeting to consider taking the pilot of Baltimore model remediation for English to scale
- Further considerations about faculty support and funding for the initiative

#### **UM/Missoula College**

- UM/Missoula college has already implemented math pathways and will continue with it
- Fall 2017: have pilot WRIT101p corequisite course
- Spring 2017: Develop corequisite task force, and review other states' models for what the corequisite course time slot is used for (is it a review? Preview? etc.)

#### **UM Western**

- Use Write-Class/Accuplacer to assess student placement
- Determine meta-majors and examine whether current math pathways meet those needs
- Retrain faculty and advisors in steering students to appropriate math pathway