Charting a Course for Co-Requisites

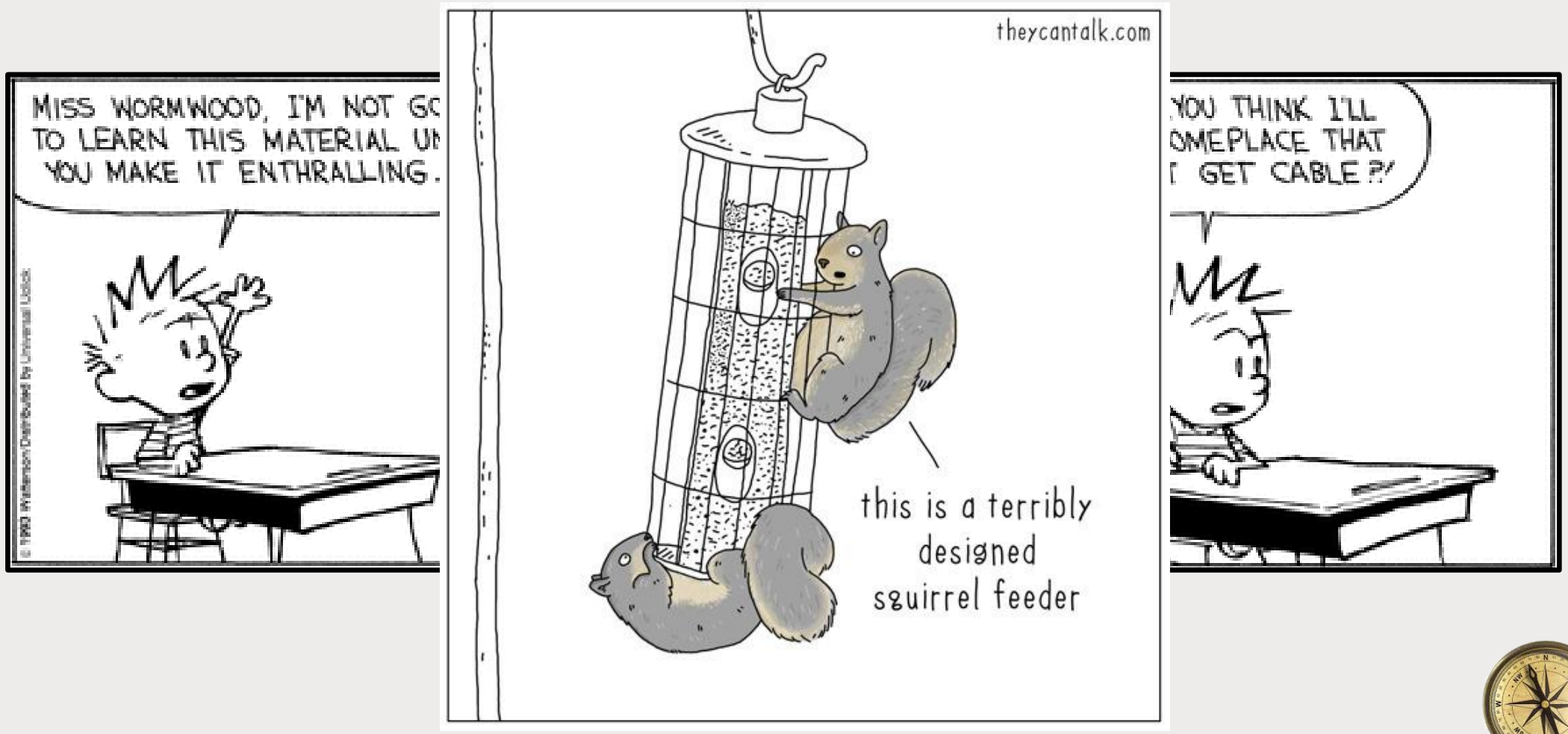
Nathalie M. Vega-Rhodes

What happened?

- HB 2223
  - *Fall 2018, at least 25% of developmental students must be enrolled in a co-requisite model.*
  - *Fall 2020, at least 75% (headed for 100%) must be enrolled in a co-requisite model.*
- "The Big Four"
  - *Algebraic Pathway*
    - College Algebra
    - "Finite" Math
  - *Non-Algebraic Pathway*
    - Liberal Arts Math
    - Statistics

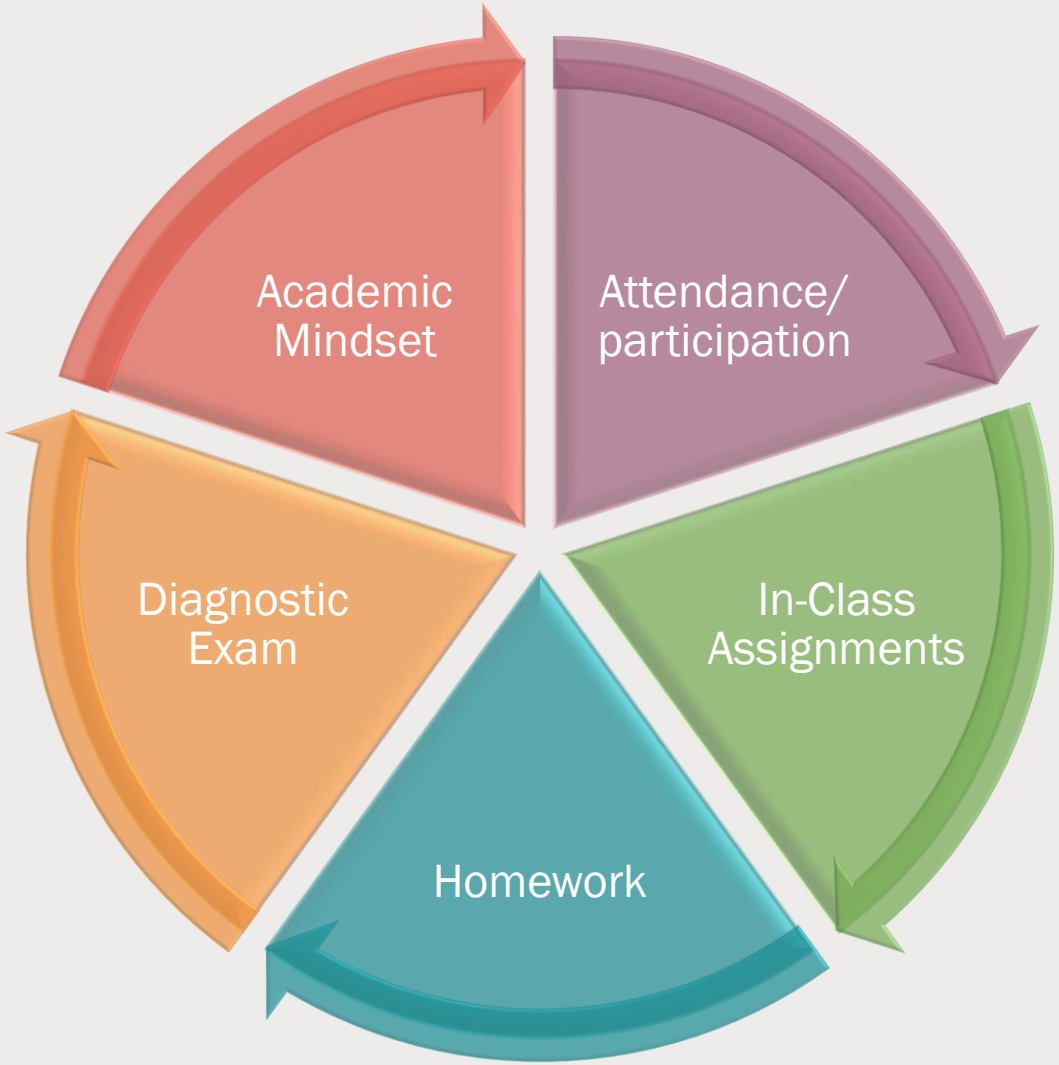

I’m going on an adventure!

What problems are we trying to solve?

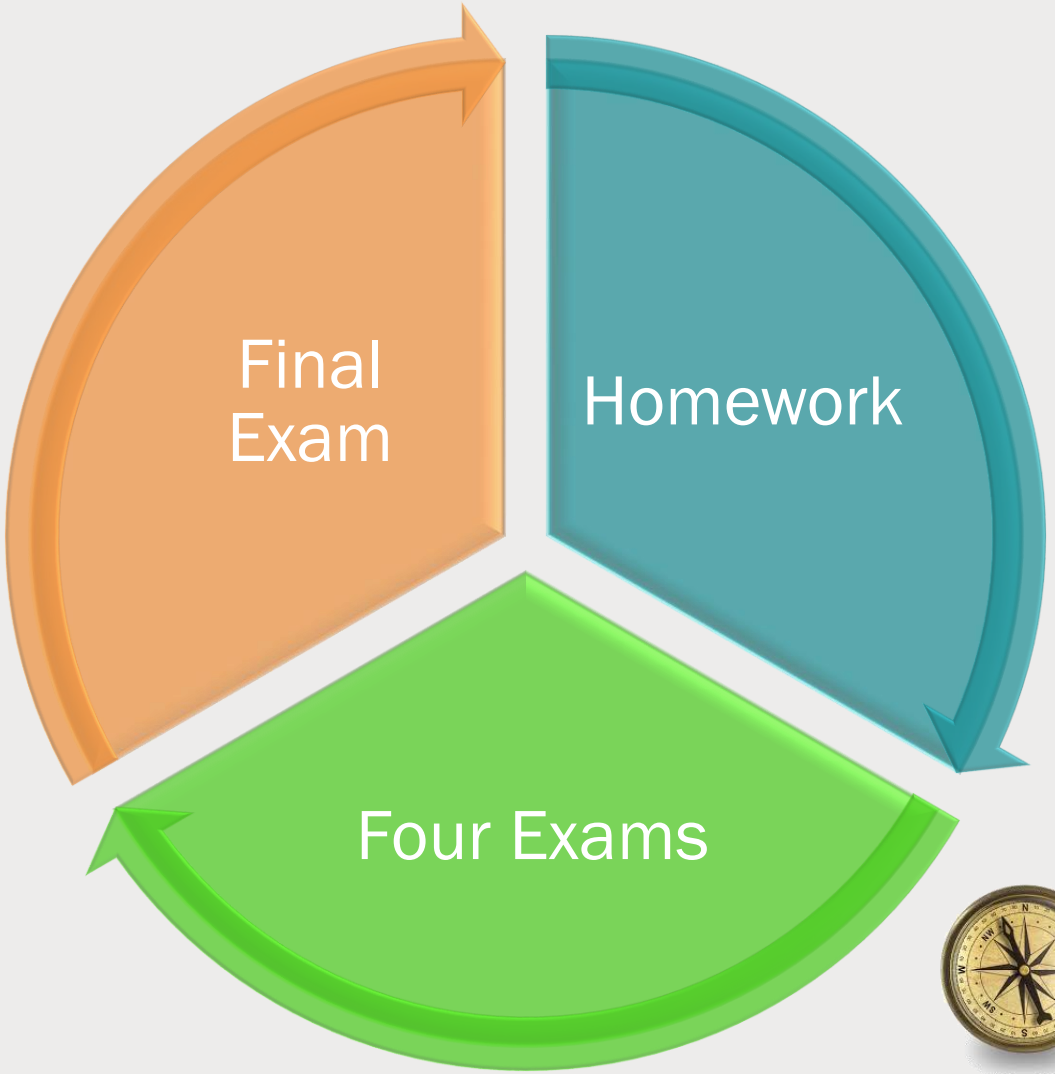


What problems are we trying to solve?

Support Course



Credit Level Course



Academic Mindset

Exam Debrief and Study Analysis

A. Record your grades from the exams and homework below. Indicate any homework sections you got

scores?

If yes, why do you think they are different? *If no*, why do you think they are consistent? What impact did your choices about getting help have?

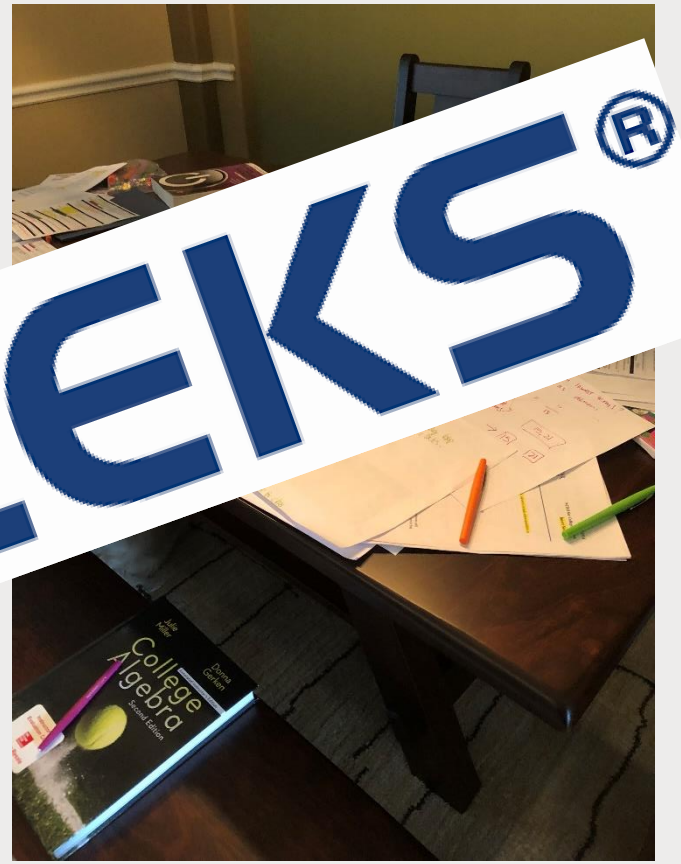
C. Compare how you prepared for Exam 1 to how you prepared to Exam 2. Describe the

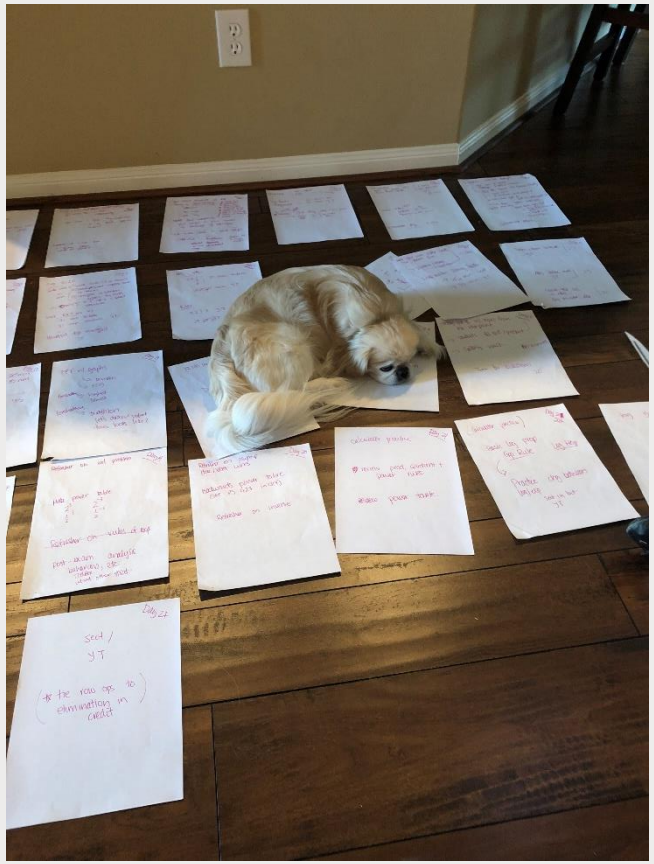
did you wait until you were preparing for the exam?

Post Exam Analysis

2. Reflect on the differences between Exam 1 and Exam 2 and your preparation for them. Identify *three* factors for *each* of the following:

How did we create the College Algebra co-requisite courses?





ALEKS®

Mc Graw Hill

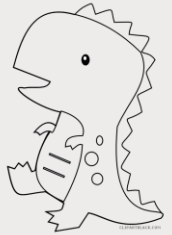
Solving a proportion of the form (x+a)/b = c/d

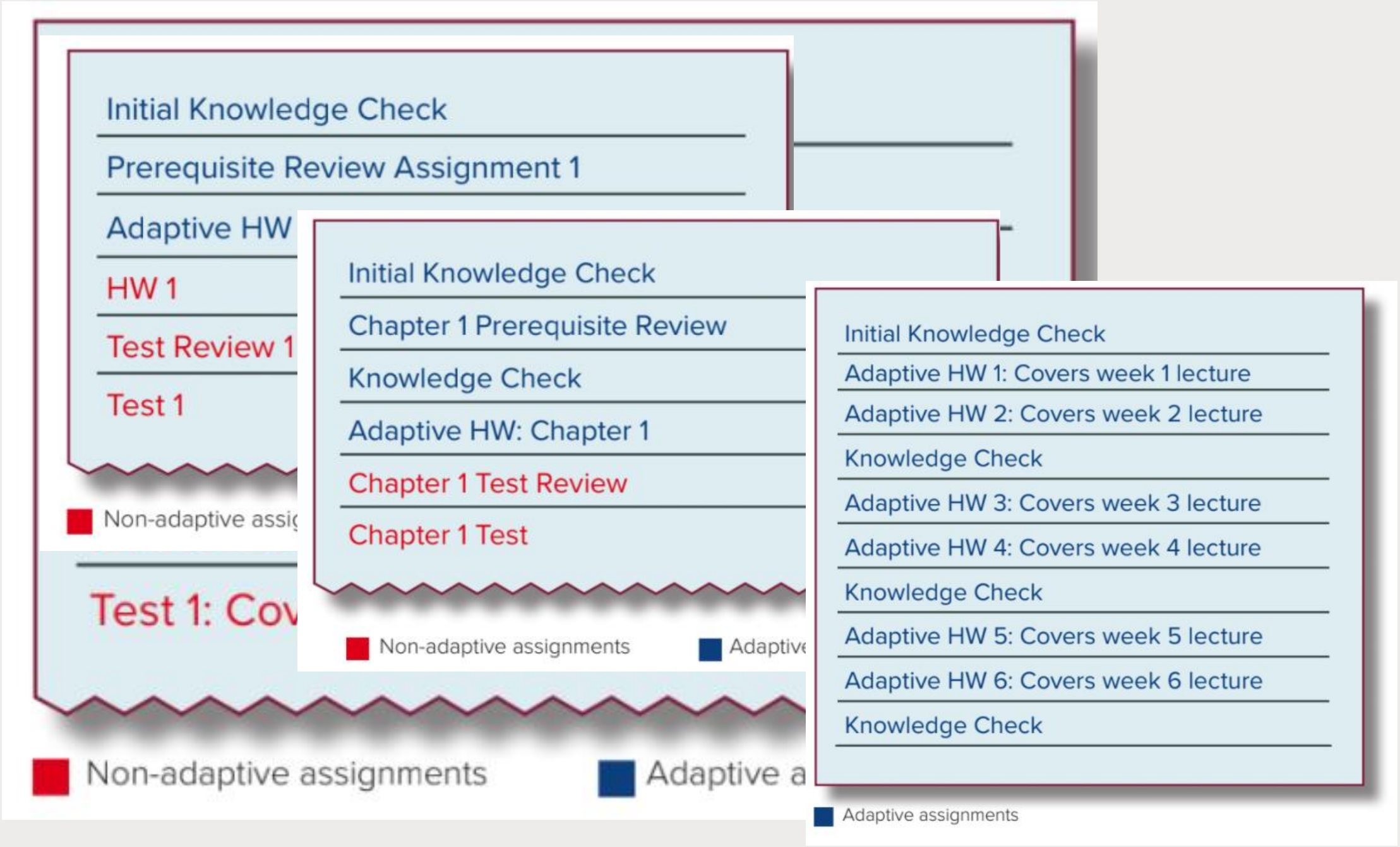
Details Options

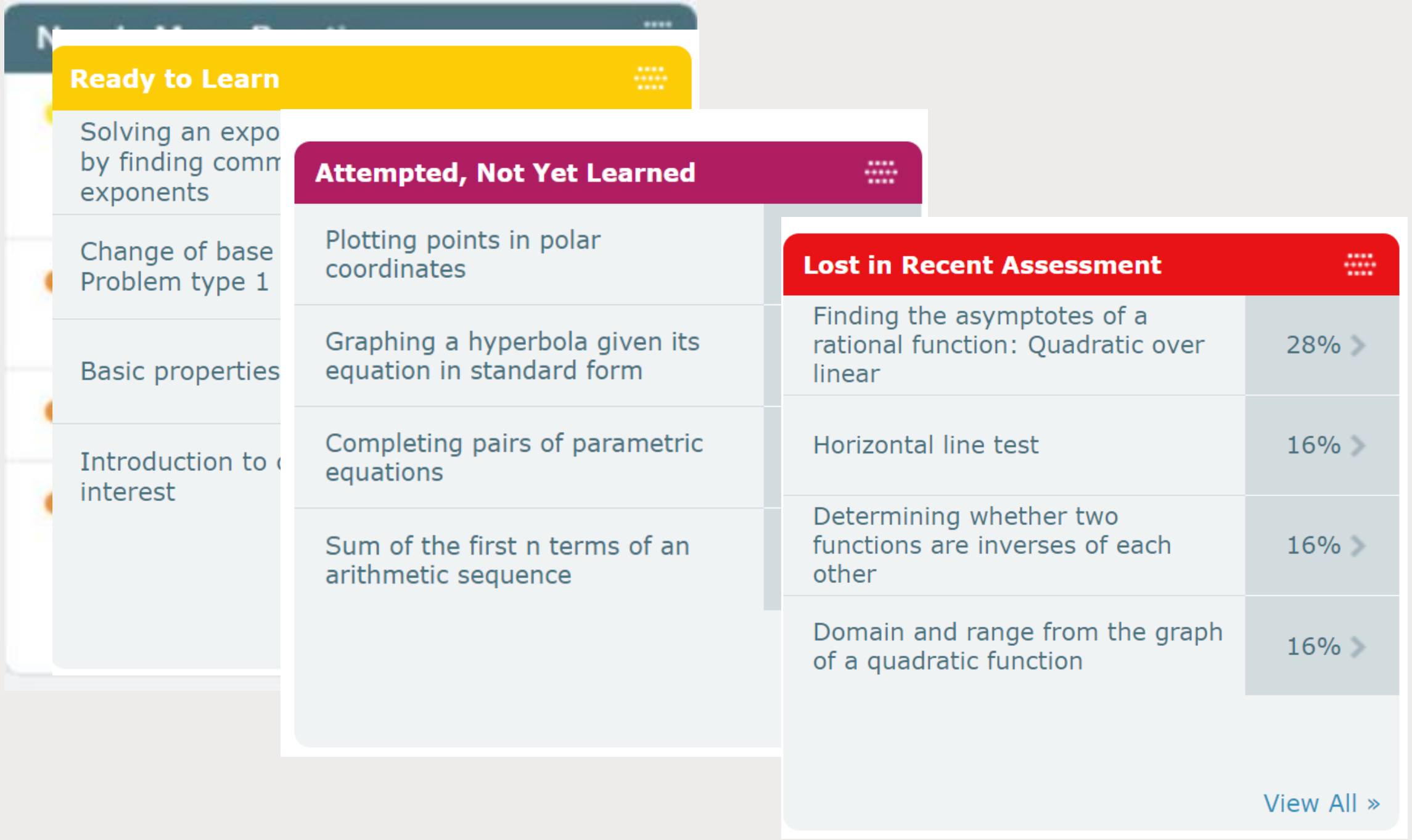
This topic is recommended to help students learn the following goal topics in your class:

- Solving a rational equation that simplifies to linear: Unlike binomial denominators
- Solving for a variable in terms of other variables in a rational equation: Problem type 3
- Solving a rational equation that simplifies to linear: Factorable quadratic denominator
- Solving a rational equation that simplifies to quadratic: Denominator x
- Solving a rational equation that simplifies to quadratic: Binomial denominators, constant numerators
- Solving a rational equation that simplifies to quadratic: Binomial denominators and numerators
- Solving a rational equation that simplifies to quadratic: Factorable quadratic denominator
- Inverse functions: Rational
- Solving a rational inequality: Problem type 1
- Solving a rational inequality: Problem type 2
- Solving an equation involving logarithms on both sides: Problem type 1

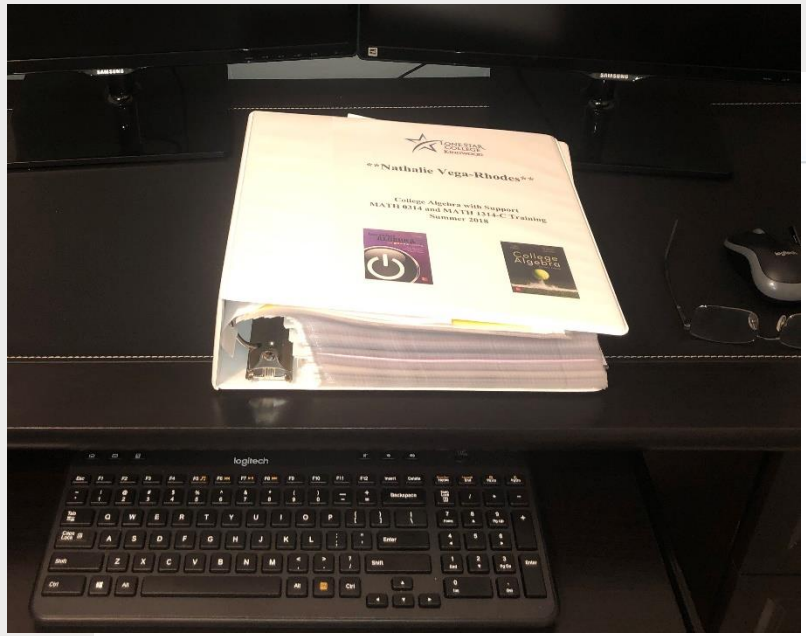
Close




Initial Knowledge Check
Prerequisite Review Assignment 1
Adaptive HW
HW 1
Test Review 1
Test 1
Non-adaptive assig
Test 1: Cov
Non-adaptive assignments
Adaptive a
Initial Knowledge Check
Chapter 1 Prerequisite Review
Knowledge Check
Adaptive HW: Chapter 1
Chapter 1 Test Review
Chapter 1 Test
Non-adaptive assignments
Adaptive
Initial Knowledge Check
Adaptive HW 1: Covers week 1 lecture
Adaptive HW 2: Covers week 2 lecture
Knowledge Check
Adaptive HW 3: Covers week 3 lecture
Adaptive HW 4: Covers week 4 lecture
Knowledge Check
Adaptive HW 5: Covers week 5 lecture
Adaptive HW 6: Covers week 6 lecture
Knowledge Check
Adaptive assignments


Ready to Learn
Solving an expo
by finding comm
exponents
Change of base
Problem type 1
Basic properties
Introduction to
interest
Attempted, Not Yet Learned
Plotting points in polar coordinates
Graphing a hyperbola given its equation in standard form
Completing pairs of parametric equations
Sum of the first n terms of an arithmetic sequence
Lost in Recent Assessment
Finding the asymptotes of a rational function: Quadratic over linear
28%
Horizontal line test
16%
Determining whether two functions are inverses of each other
16%
Domain and range from the graph of a quadratic function
16%
View All »

LMS Usage and Instructor Support



Before Week 1:

1) Prepare for class. ***Reach out to Nathalie or Kaleigh with questions.***

- Make copies of any RED assignments and be sure instructions are clear.
  - POWER Framework Activity Instructions and Handout
  - Math Autobiography
  - Noticing Behaviors Activity Instructions and Handout
- It is recommended that you use the GREEN assignments specified. Make copies or pick up

2) Please add any content to this module that you feel would be beneficial to students. For example, you can upload any resources you would like to make available for students (e.g. notes, worksheets, answer keys, reviews, videos, etc.) - instructions here.
NOTE: Do not delete any documents that have already been uploaded to this module - they are the RED assignments on your calendar.

During Week 1:

1) Ensure students have registered for ALEKS and reach out as appropriate - instructions here.

2) Use the ALEKS reports to aid in class preparation. See Nathalie if you have questions - instructions here.

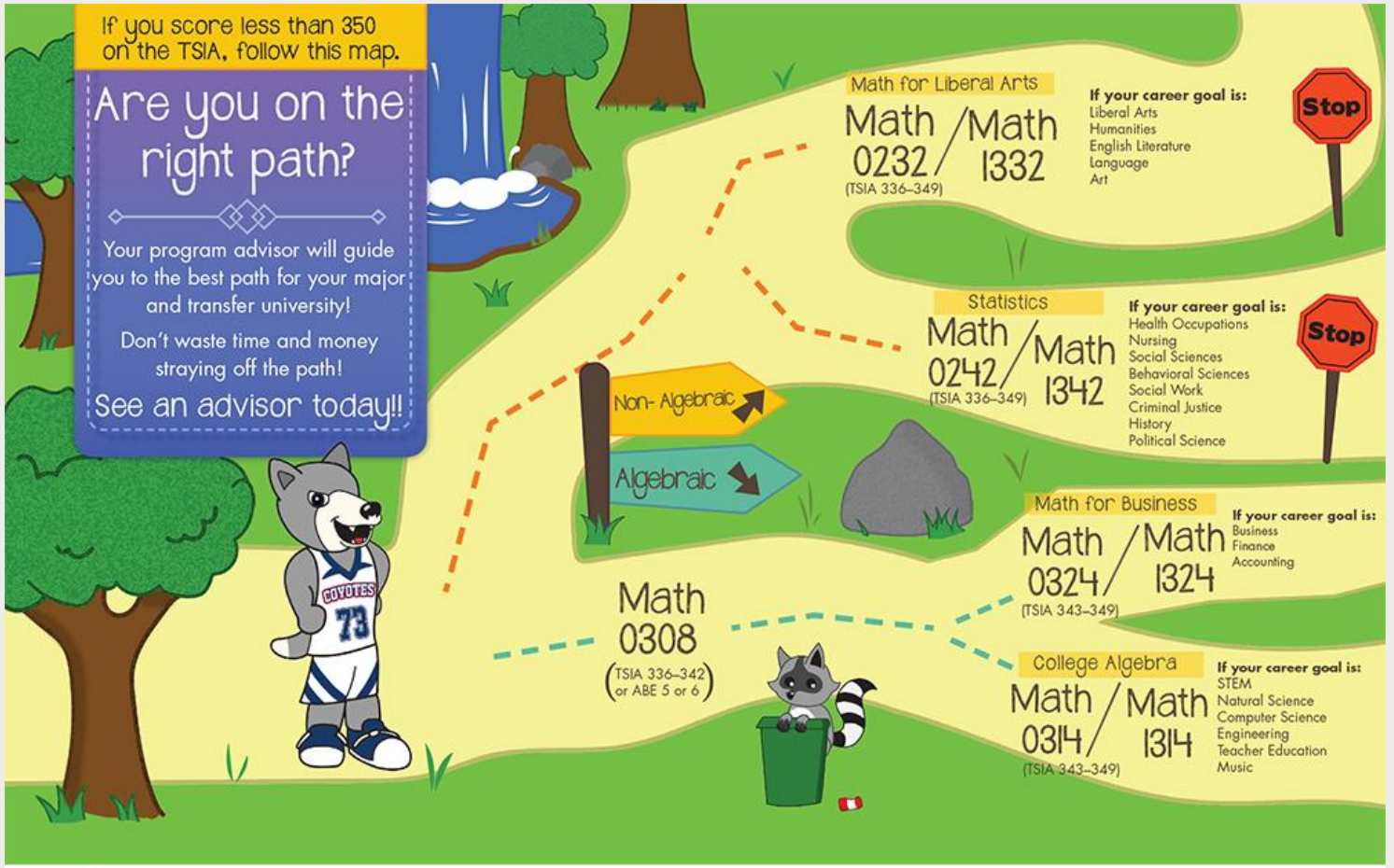
3) Collect and store Syllabus Agreement.

4) Assign Math Autobiography and ALEKS Assignment 1 (automatically available in ALEKS).

5) Contact students who are not participating and remind them of the attendance policy.

6) Enter any grades for in-class assignments (collected worksheets, quizzes, etc.) that you may have given during the week - instructions here.

Marketing



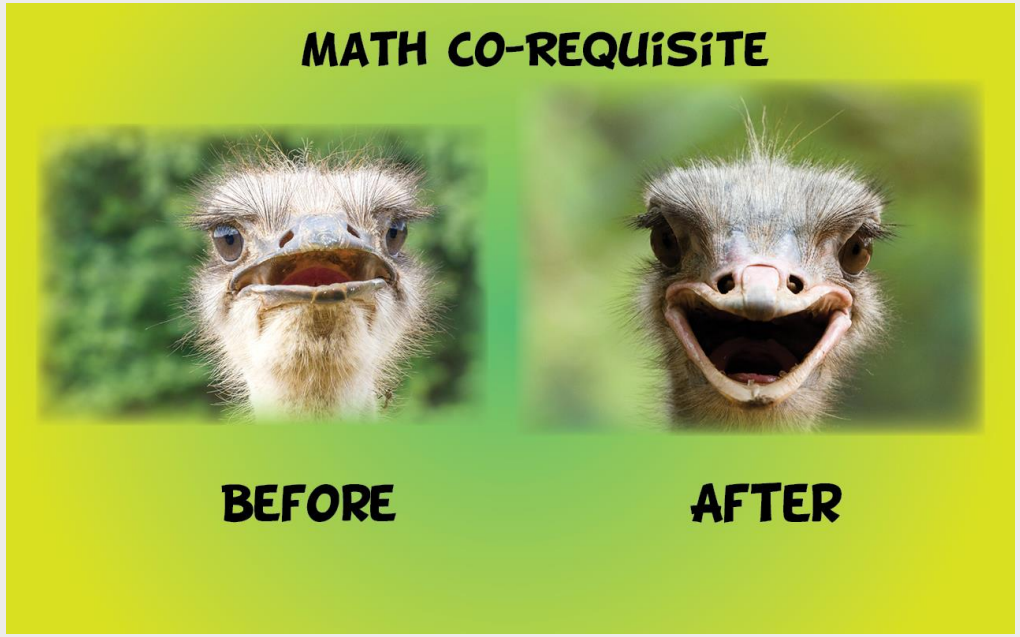
LONE STAR COLLEGE KINGWOOD

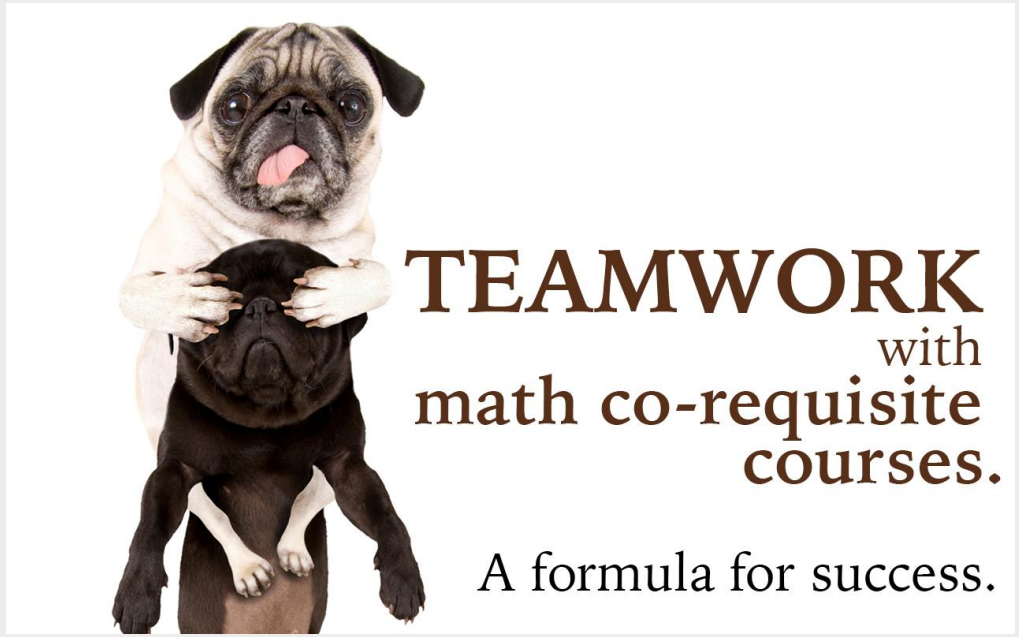
LoneStar.edu/Kingwood

Affirmative Action/EEO College

- Check with your program advisor to confirm the math pathway you select is appropriate for your plan.
- Standalone Math 0309 and Math 0310 courses are reserved for students in specific programs; see your program advisor.
- For more information: Kingwood.advising@lonestar.edu


I'm where
I am today
because of
my math
co-requisite
course.


MATH CO-REQUISITE
BEFORE
AFTER


TEAMWORK
with
math co-requisite
courses.
A formula for success.

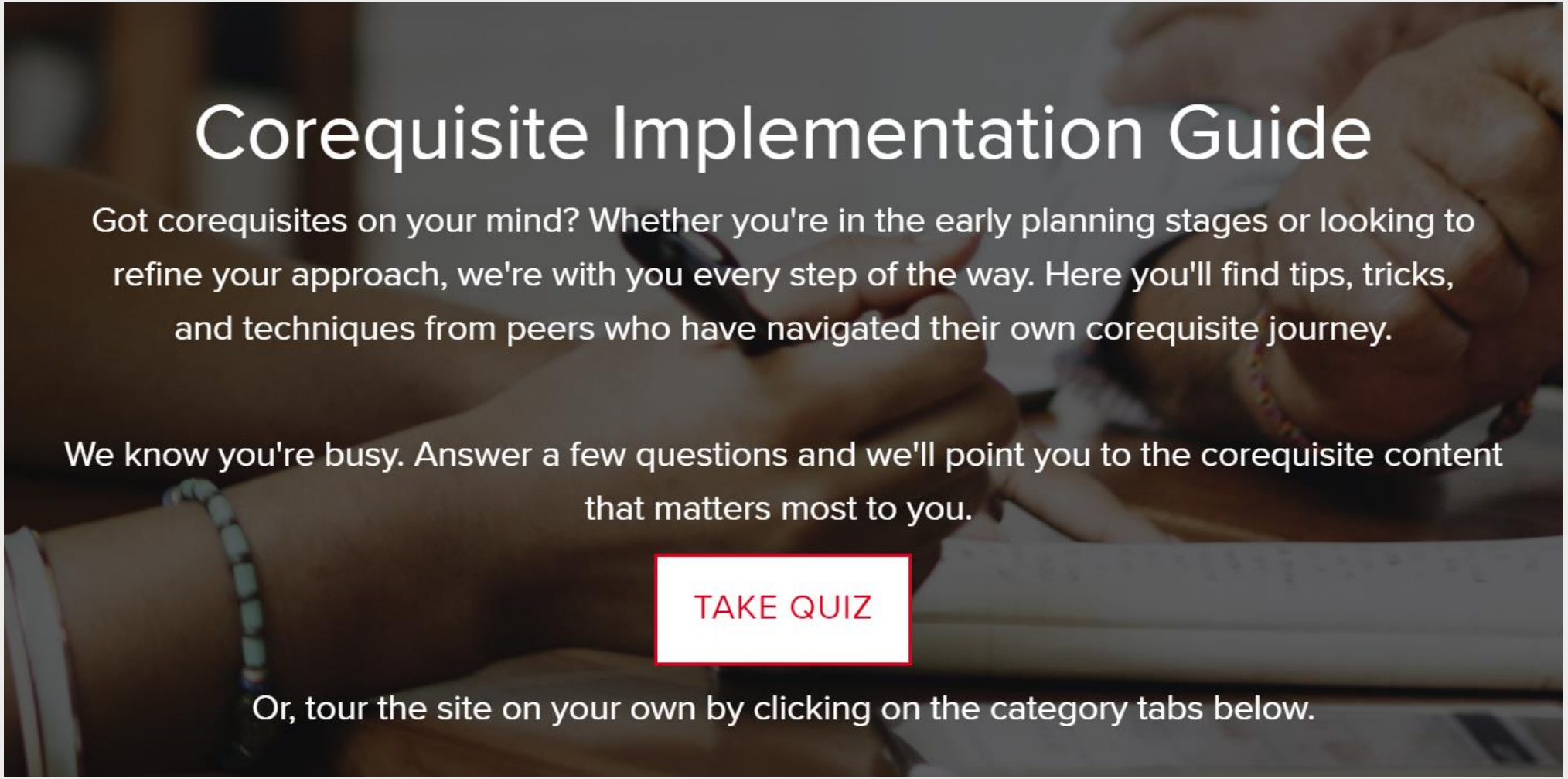

Good things in life:
Bacon...
and math
co-requisites.

What did students say?

My overall thoughts on the class were very positive. From someone who didn't even know how to do some basic math, I have improved tremendously in general from high school and I couldn't be more thankful[...]. I think the [combining] of 0314 and 1314 was so helpful to me and made learning much more easier to me. I learned a lot and am now more confident in my math skills... Such a great experience for my first semester of college.

“I really did enjoy the discussion questions and assignments that focused on effective time management and study techniques. These type of assignments are internally rewarding and were appreciated. Overall, the course was a great balance between learning the fundamentals of college algebra and techniques to being a effective student.”

Before we go...


Corequisite Implementation Guide
Got corequisites on your mind? Whether you're in the early planning stages or looking to refine your approach, we're with you every step of the way. Here you'll find tips, tricks, and techniques from peers who have navigated their own corequisite journey.
We know you're busy. Answer a few questions and we'll point you to the corequisite content that matters most to you.
TAKE QUIZ
Or, tour the site on your own by clicking on the category tabs below.

Before we go...

INITIAL PLANNING | COURSE PLANNING & PILOT | LAUNCHING AND MANAGING

Initial Planning

After extensive communication with instructors who have successfully implemented a corequis
implementations typically follow one of the three models below.

Each of the following models can be designed with flexibility to allow for the following characte

- One instructor or two or two instructors
- One grade or separate grades for credit-bearing and prerequisite content

Embedded Implementation Model

Prerequisite Content

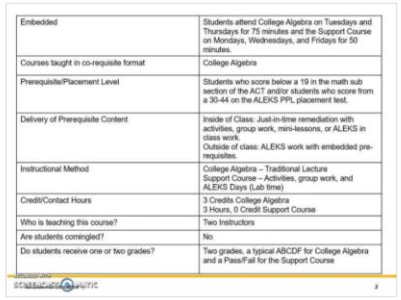
Stacked Remediation Model

Prerequisite Content

Corequisite Implementation Stories From Your Peers

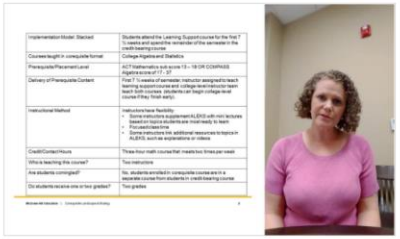
Where do I start?

Embedded Model

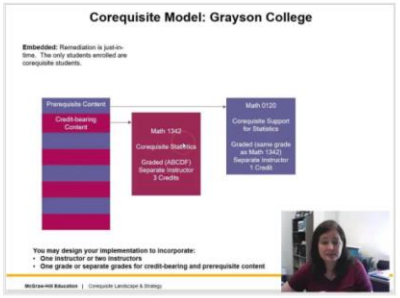


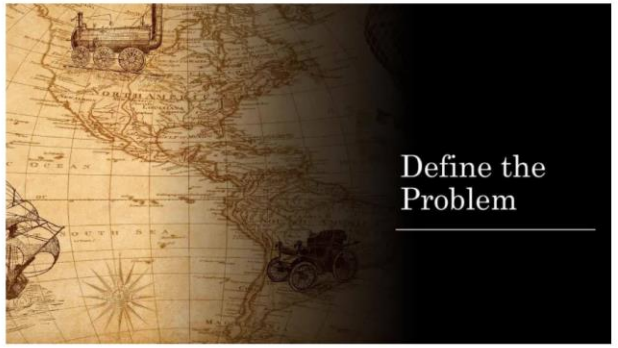
Embedded	Students attend College Algebra on Tuesdays and Thursdays for 75 minutes and the Support Course on Mondays, Wednesdays, and Fridays for 50 minutes.
Courses taught in co-requisite format	College Algebra
Prerequisite/Placement Level	Students who score below a 19 in the math sub section of the ACT and/or students who score from a 30-44 on the ALEKS PPL placement test.
Delivery of Prerequisite Content	Inside of Class: Just-in-time remediation with activities, group work, mini-lessons, or ALEKS in class work. Outside of class: ALEKS work with embedded pre-requisites.
Instructional Method	College Algebra – Traditional Lecture Support Course – Activities, group work, and ALEKS Days (Lab time)
Credit/Contact Hours	3 Credits College Algebra 3 Hours, 0 Credit Support Course
Who is teaching this course?	Two Instructors
Are students comingled?	No
Do students receive one or two grades?	Two grades, a typical ABCDF for College Algebra and a Pass/Fail for the Support Course

Stacked Model



Supplementary Model





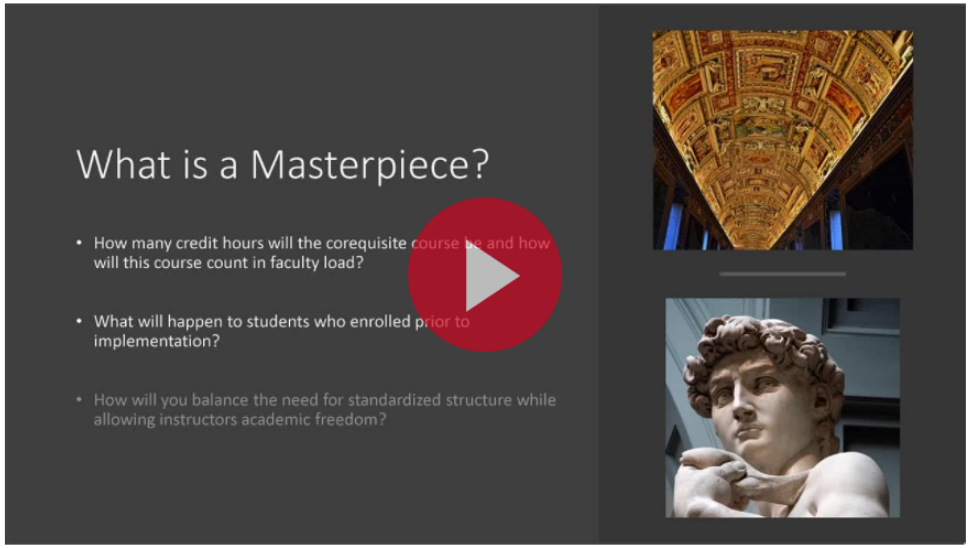
Goal Setting

How do I set the vision, focus, and objectives of the course?

Download the Goal Setting Resource PDF
Download the Goal Setting Resource Word Document

Before we go...

Course Planning & Pilot



Important Considerations

What should our committee be thinking about as we build a corequisite plan?

Download the Corequisite Leadership Resource PDF

Piloting for Success

How do I setup my corequisite course, track progress, and define success?

Download the Corequisite Piloting for Success Resource PDF

Before we go...

Where Do You Want to Go?

INITIAL PLANNING | COURSE PLANNING & PILOT | LAUNCHING AND MANAGING

Launching and Managing

Assessing and Making Improvements

How do I assess the effectiveness of my current implementation and improve for subsequent semesters?

Download the Corequisite Assessing and Making Improvements Resource PDF

Download the Corequisite Assessing and Making Improvements Resource Word Document

Questions?