COMPLETE COLLEGE AMERICA

Assessing Corequisite Success

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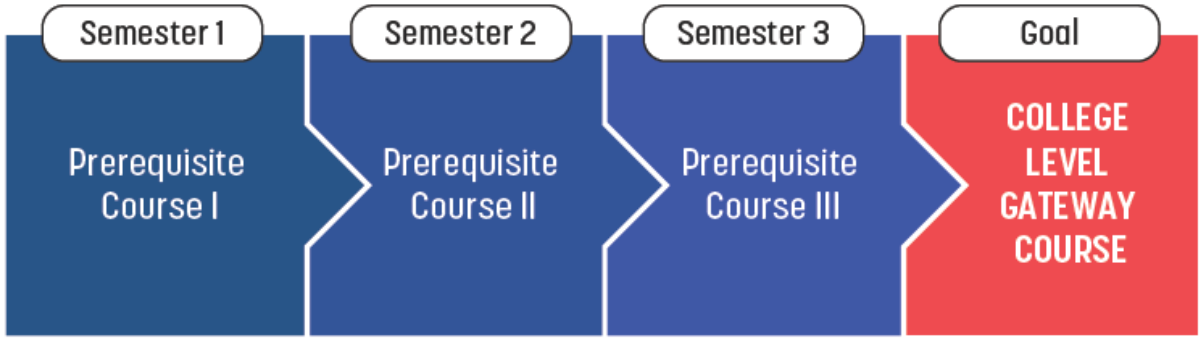
Corequisite Support

Traditional Prerequisite Remedial Model



Corequisite Support Model

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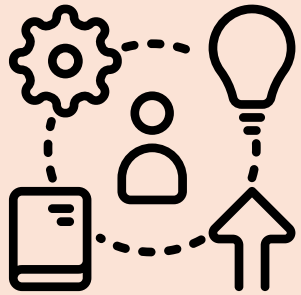
Types of Assessment

Outcomes Data

Student Voice

Improvement



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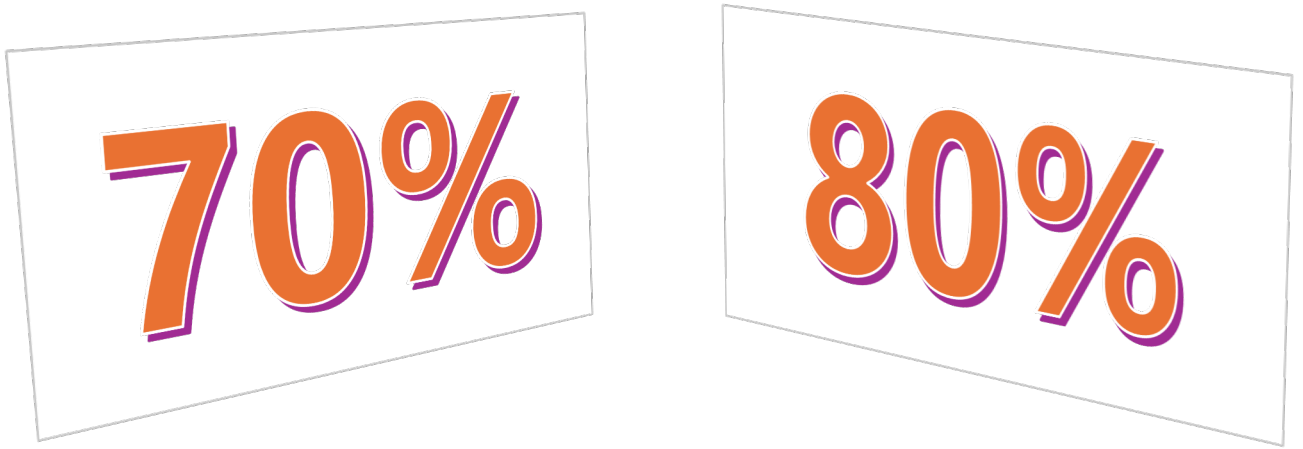
Outcomes Data

Analyzing Success

Your goal is to maximize student success.

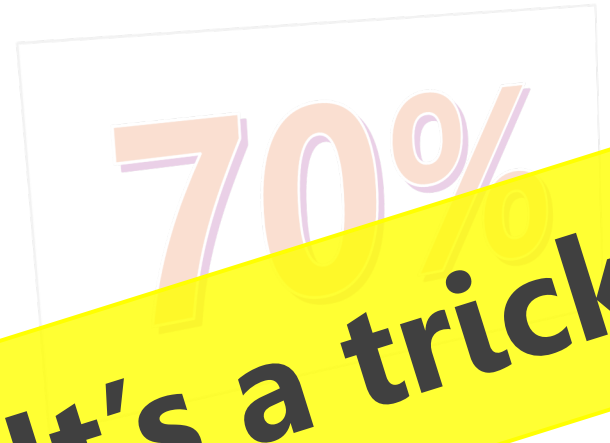


Which of the two pass rates for a college-level class helps your college achieve its goal?

Outcomes Data

Analyzing Success

Your goal is to maximize student success.



Which of the two pass rates for a college-level class helps your college achieve its goal?

It's a trick question!

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Outcomes Data

Analyzing Success

Corequisite Success

Course Pass Rate

Throughput

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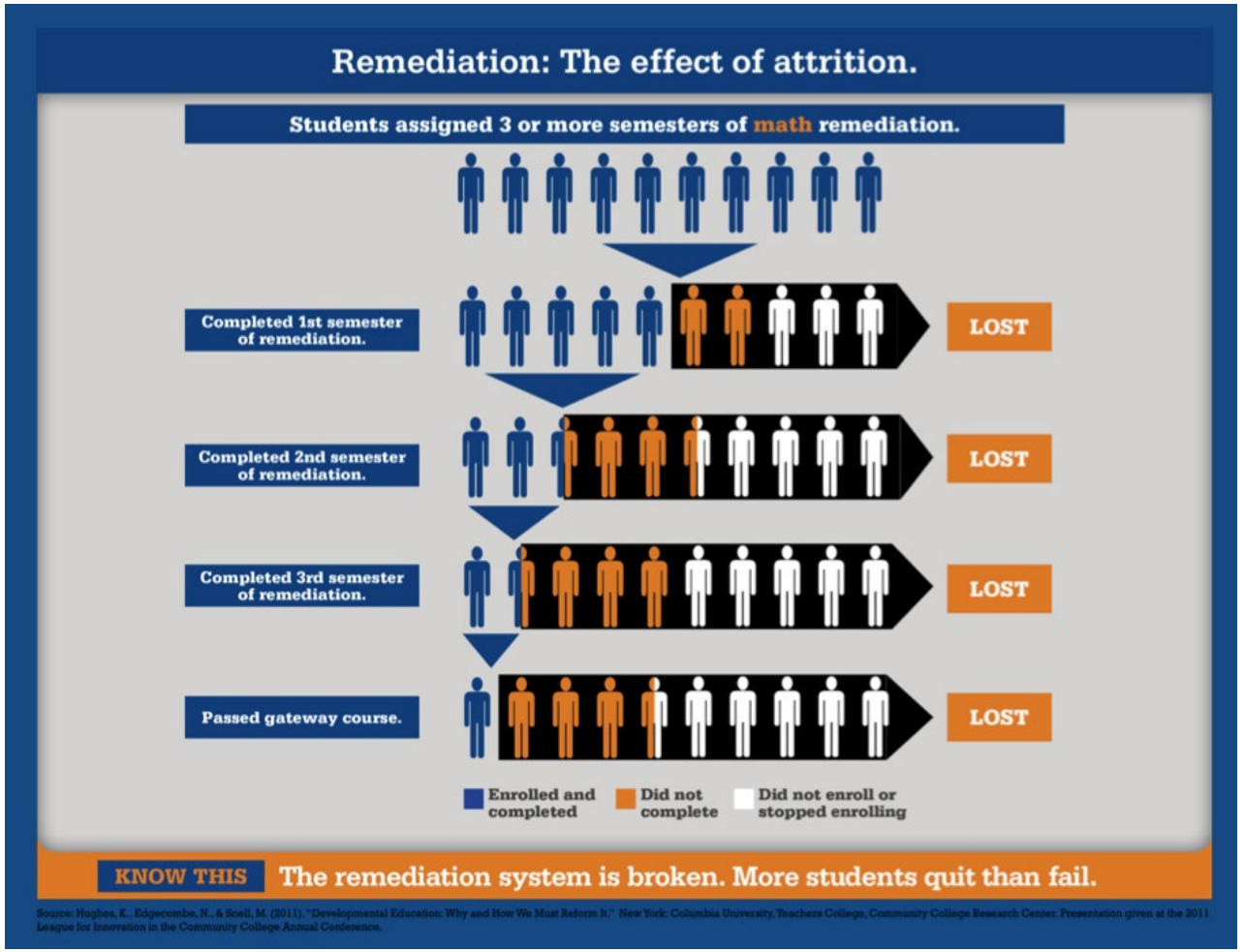
Outcomes Data

Analyzing Success



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Outcomes Data

Analyzing Success

Traditional Prerequisite Remediation

Enroll Prereq Course 1		Do Not Pass 20%		Stop Enrolling 30%		Enroll Prereq Course 2
25	-	5	-	7.5	=	12.5

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Outcomes Data

Analyzing Success

Traditional Prerequisite Remediation

Enroll Prereq Course 1	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 2	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 3
25	5	7.5	12.5	2.5	3.75	6.25
			25	5	7.5	12.5

Cohort of 100 students = **25** + **25**

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Analyzing Success

Traditional Prerequisite Remediation

Enroll Prereq Course 1	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 2	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 3	Do Not Pass 20%	Stop Enrolling 30%	Enroll College-Level Course
25	5	7.5	12.5	2.5	3.75	6.25	1.25	1.875	3.125
			25	5	7.5	12.5	2.5	3.75	6.25
						25	5	7.5	12.5

Cohort of 100 students = **25** + **25** + **25**

Outcomes Data

Analyzing Success

Traditional Prerequisite Remediation

Enroll Prereq Course 1	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 2	Do Not Pass 20%	Stop Enrolling 30%	Enroll Prereq Course 3	Do Not Pass 20%	Stop Enrolling 30%	Enroll College-Level Course	Do Not Pass 20%	Pass College-Level Course
25	5	7.5	12.5	2.5	3.75	6.25	1.25	1.875	3.125	0.625	2.5
			25	5	7.5	12.5	2.5	3.75	6.25	1.25	5
						25	5	7.5	12.5	2.5	10
									25	5	20
										TOTAL	37.5

Cohort of 100 students = **25** + **25** + **25** + **25**

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Outcomes Data

Analyzing Success

Corequisite Support

Enroll Coreq + College-Level Course	Do Not Pass 20%	Enroll College-Level Course	Do Not Pass 20%	Pass College-Level Course
75	15			60
		25	5	20
				80

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Outcomes Data

Analyzing Success

Traditional Prerequisite Remediation

80% pass rate

100 Students Begin College	
53.125 students	**Stop Out** before the college-level course
46.875 students	**Enroll** in college-level course
37.5 students	**Pass** college-level course
(37.5/46.875)*100 **80% Pass Rate**	
(37.5/100)*100 **37.5% Throughput**	

Corequisite Support

100 Students Begin College	
0 students	**Stop Out** before the college-level course
100 students	**Enroll** in college-level course
70 students	**Pass** college-level course
(70/100)*100 **70% Pass Rate**	
(70/100)*100 **70% Throughput**	

70% pass rate

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Outcomes Data

Analyzing Success

Throughput ≠ **Course Pass Rate**

Outcomes Data

Analyzing Success

Course Pass Rate ≠ **Corequisite Success**

Outcomes Data

Analyzing Success

Throughput

Corequisite Success

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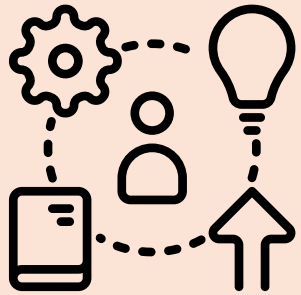
Types of Assessment

Outcomes Data

Student Voice

Improvement



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Student Voice

In Their Own Words

End of Semester Feedback

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Student Voice

In Their Own Words

"....definitely feel more confident in my skills and ability to tackle problems."

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Student Voice

In Their Own Words

"I liked learning at a slower pace and because we have time to break down the problems and to have a better understanding."

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Student Voice

In Their Own Words

"I don't think that my limited Algebra skills were an issue. I think this professor did a fantastic job of trying to help everyone along regardless of where they were at with their knowledge."

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Student Voice

In Their Own Words

I didn't have any idea about how this class is going to be. I just wanted to give a try as I did not want to go for other three math classes. Good I made that decision. The outcome is definitely positive. On the first day of the term, I was all nervous, frightened, lost and had a very little hope, but today as the term ends, I feel confident and moreover I'm thankful to you for being a great teacher and making this learning experience a cake walk.
THANKS A TON."

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Student Voice

In Their Own Words

"I think taking a coreq class was incredibly helpful. I think that learning about the topics in the coreq class and then going over it again in the regular class was really beneficial to making the information stick in my brain. Taking a coreq class gives students extra time to study and learn a topic, while also allowing more time to talk to the teacher if needed. One of my favorite things about taking a coreq was hearing and learning about the topics before the regular math class; I never felt like things were just thrown at me during class. Yes, I still struggled and had to study, but in the college-level class I'd always have at least a rough idea of what to do because I had already done it in the coreq. I'd definitely recommend other students take a coreq class as well."

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Student Voice

In Their Own Words

"I wish I had known how much time this class was going to take. Even though I didn't get the best grade, I am proud of all the work I have done."

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Student Voice

In Their Own Words

"The course work was perfect in that there was enough to assist me in learning the concepts. You went above and beyond to provide extra assistance whenever I needed it (which was pretty frequent), and you never expressed any annoyance."

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Student Voice

In Their Own Words

"I wish I would have known how supported and welcomed someone at my math level would be going into stats. Working with excel was very useful and the excel demonstrations were great visuals."

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Student Voice

In Their Own Words

"I was very grateful to have this class as an option. As someone who is a second time around student (who hasn't taken a math class in at least 8 years), I was worried about how I was going to be able to fully understand and pass the class. The coreq class was great because it gave us a preview of what we would be learning in the next class session. For me this made things less overwhelming because I felt like I was going into the lectures having at least a basic idea of the learning objectives. The instructor did an amazing job at not only giving us assignments that would further our learning, but also made it a fun environment where people could be honest about their achievements and struggles. I would highly recommend people to take this class!"

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Student Voice

In Their Own Words

"Personally, I think I really benefited from our co-requisite class. It really helped me to have access to my teacher in a smaller class setting where I could ask questions about what we learned in the main class and to hear other's questions get answered. The extra work helped me with learning harder concepts where I needed lots of repetition. It's been about 5 to 7 years since I took high school math, and I struggled a lot through math throughout school, so I had quite a few holes in my learning and the corequisite class really helped me fill those holes in. I've learned in class that I'm actually good at math."

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Faculty Voice

In Their Own Words

"...all the students who came every day and did their work passed the class, many got A's."

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Faculty Voice

In Their Own Words

"I did not dumb down the material in any way in deference to their lack of background."

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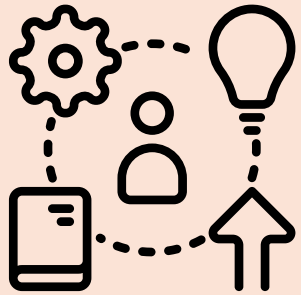

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Improvement

Communities of Practice

Course Credit

- credit hours
- credit type
- college level

Instructor Pairing

- same faculty
- different faculty
- instructor qualifications

Student Mix

- cohorted
- comingled

Completion

- grad requirements
- transfer agreements

Institutional Impact

- financial aid
- scheduling
- campus needs

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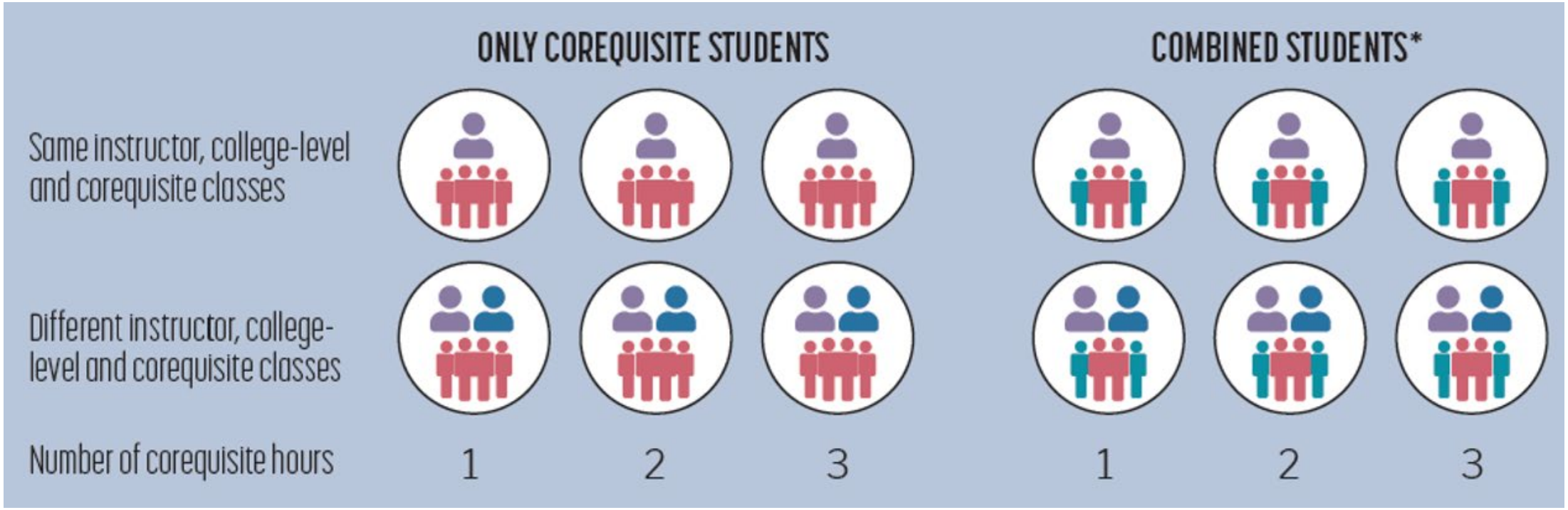
Improvement

Communities of Practice



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Improvement

Communities of Practice

Structural Solutions

- course credit
- instructor pairing
- student mix
- completion
- institutional impact

Curriculum & Pedagogy

- active learning
- culturally responsive
- metacognition + mindset
- affective domain
- validation theory in action

Improvement

Communities of Practice

Mon	Tues	Wed	Thurs	Fri
College Course	Coreq	College Course	Coreq	College Course
	Coreq College Course		Coreq College Course	
College Course Coreq		College Course Coreq		College Course Coreq

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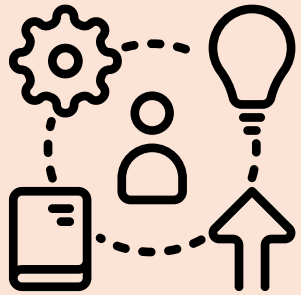

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