Measuring Corequisite Success

Every course is unique! This guide is intended as a framework - not an exhaustive checklist - you can follow when evaluating and adjusting your corequisite course. We hope you find it helpful!

Want more information, or need other ideas? Connect with a peer [by getting in touch with us](#)!

Model and Logistic Evaluation

Which Corequisite Model was used?
- ☐ Embedded – One Course
- ☐ Embedded – Two Courses – One Instructor
- ☐ Embedded – Two Courses – Two Instructors
- ☐ Stacked
- ☐ Supplemental Instruction – One Instructor
- ☐ Supplemental Instruction – Two Instructors
- ☐ Other - Click or tap here to enter text.

Was this model successful?
- ☐ YES!
- ☐ Partially.
- ☐ No.

What changes need to be considered?
- ☐ A new model
- ☐ Change from one instructor to two instructors
- ☐ Change from two instructors to one instructor
- ☐ Other - Click or tap here to enter text.

Are there additional scheduling issues that need to be addressed?
- ☐ Yes - Click or tap here to enter text.
- ☐ No.

Conclusions regarding the Model:
Click or tap here to enter text.

Success Rate Evaluation

If the corequisite model is **ONE COURSE**, compare success rates of the corequisite with that of the stand-alone credit course:

Semester/Year	Corequisite Success	Stand-Alone Credit Success

How do the success rates compare?
- ☐ Pretty much in line.
- ☐ Corequisite success is significantly higher
- ☐ Corequisite success is significantly lower

If Corequisite success is significantly higher, consider the following:
- Review grading criteria for the corequisite - Does it focus too heavily on participation or developmental content?
  - ☐ Looks Good!   ☐ Consider Change
- Review credit content - Is it comparable to that of the stand-alone credit course?
  - ☐ Looks Good!   ☐ Consider Change

If Corequisite success is significantly higher, consider the following:
- Review developmental support material – Is the amount enough to prepare students for success on credit material?
  - ☐ Looks Good!   ☐ Consider Change
- Review timing of developmental support material – Is there a need to change the presentation of support material?
  - ☐ Looks Good!   ☐ Consider Change

If the corequisite model is **TWO COURSES** – how does grading work?
- ☐ Grade for support course = Grade for credit course
- ☐ Two separate grades: ☐ Students not successful in credit course must retake both the support course and the credit course.
  - ☐ Students not successful in credit course must retake both the support course and the credit course.
  - ☐ Students not successful in credit course may retake stand-alone credit course if successful in support.

Compare success rates of the corequisite and stand-alone credit course:

Semester/Year	Corequisite Success	Stand-Alone Credit Success

How do the success rates compare?
- ☐ Pretty much in line.
- ☐ Corequisite success is significantly higher
- ☐ Corequisite success is significantly lower

If Corequisite success is significantly higher, consider the following:
- Review grading criteria for the corequisite - Does it focus too heavily on participation or developmental content?
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- Review credit content - Is it comparable to that of the stand-alone credit course?
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If Corequisite success is significantly higher, consider the following:
- Review developmental support material – Is the amount enough to prepare students for success on credit material?
  ☐Looks Good!　　☐Consider Change
- Review timing of developmental support material – Is there a need to change the presentation of support material?
  ☐Looks Good!　　☐Consider Change

If it is possible to successfully complete the support course and not be successful in the credit course, examine the percentage of students who were successful in corequisite support but not the corequisite credit course.

Semester/Year	Corequisite Support Success	Corequisite Credit Success	% of Students Needing to Retake Credit ONLY	% of Students Needing to Retake BOTH

☐Corequisite Success looks better when considering students successful in the support course only!

Conclusions regarding Success Rates:
Click or tap here to enter text.

Student Learning Outcome Evaluation

Compare performance on Student Learning Outcomes (SLOs) between the Corequisite and Stand-Alone Credit course, then decide if changes may be necessary to address any specific SLOs.

Student Learning Outcome	Corequisite	Stand-Alone Credit	Changes?

☐Looks Good!

☐Some SLOs need improvement:

    ☐Both Corequisite and Stand-Alone Credit need improvement for SLO#s Enter SLO#s here.

    ☐Corequisite needs improvement for SLO#s Enter SLO#s here.

    ☐Stand-Alone Credit needs improvement for SLO#s Enter SLO#s here.

How are Student Learning Outcomes measured?

    ☐Assignments/Quizzes/Tests throughout the course

    ☐Final Exam

    ☐Other - Click or tap here to enter text.

For the SLOs needing improvement, consider the following:

- Review the questions assessing the SLO – Do they adequately capture the SLO?
  ☐Looks Good!   ☐Consider Change
- Review the questions assessing the SLO – Do they match the questions assessing the SLO throughout the course?
  ☐Looks Good!   ☐Consider Change
- Review the wording of questions assessing the SLO – Does it match the wording of questions addressing the SLO throughout the course?
  ☐Looks Good!   ☐Consider Change
- Review the rigor of questions assessing the SLO – Does it match the rigor of questions addressing the SLO throughout the course?
  ☐Looks Good!   ☐Consider Change

Conclusions regarding Student Learning Outcomes:

Click or tap here to enter text.

Support Content Evaluation

Do Success Rates indicate a need for evaluation of support content?

    ☐Yes!   ☐No.

Do Student Learning Outcomes indicate a need for evaluation of support content?

    ☐Yes!   ☐No.

Do faculty feel there is a need for evaluation of support content?

    ☐Yes!   ☐No.

If there is a need for evaluation of support content, what areas will be considered?

    ☐Additional support content

    ☐Removal of some support content

    ☐Mapping of support content

☐Support content is currently frontloaded and should be just-in-time
☐Support content is currently just-in-time and should be frontloaded
☐Support content needs to be better aligned with credit content

Conclusions regarding Student Learning Outcomes:
Click or tap here to enter text.