# The Corequisite Model

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# What is a Coreq?

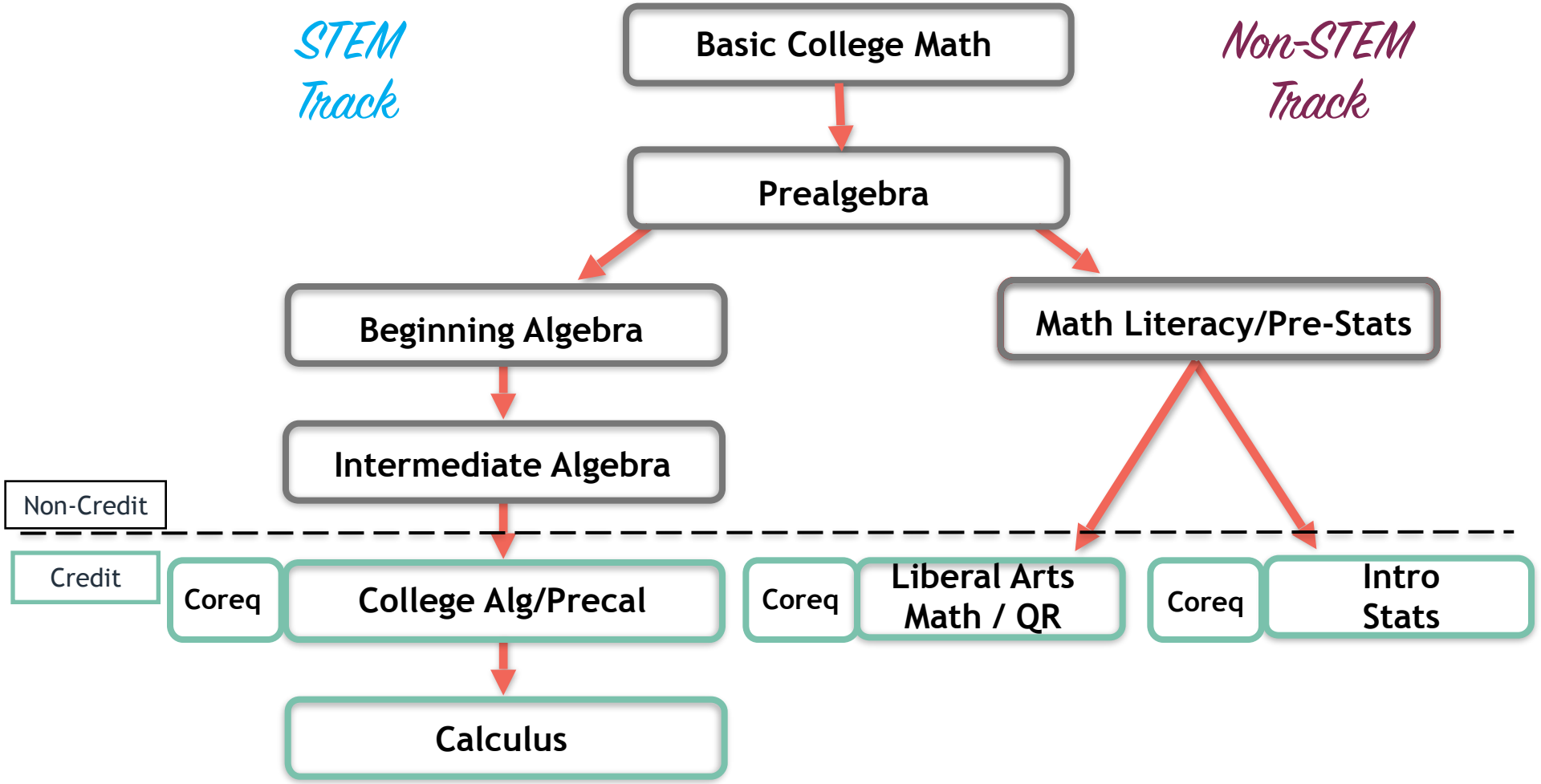
Corequisite courses offer students a chance to enroll in credit-bearing Math classes while simultaneously getting the support (prerequisite skills) they need from developmental Math classes.

Mc Graw Hill Education

# CoReq

is the

new PreReq


STEM Track
Basic College Math
Non-STEM Track
Prealgebra
Beginning Algebra
Math Literacy/Pre-Stats
Intermediate Algebra
Non-Credit
Credit
Coreq
College Alg/Precal
Coreq
Liberal Arts Math / QR
Coreq
Intro Stats
Calculus

# Overview of Traditional Math Reform

## The Traditional Curriculum of Developmental Math:

### Three Semester Sequence:

- Prealgebra
- Beginning Algebra
- Intermediate Algebra*
- College Algebra/LAM/Statistics (Credit-Bearing)

## Traditional Models of Redesign:

- Acceleration
  - Get Them Thru Faster
- Modules
  - Short Strides, Better Outcomes
- Flipped Classroom
  - Change the Delivery/Engagement

*In some cases IA is credit-bearing, but non-transfer

# Overview of Traditional Math Reform

## The Traditional Curriculum of Developmental Math:

### Three Semester Sequence:

- Prealgebra
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## Traditional Models of Redesign:

- Acceleration
  - Get Them Thru Faster
  - **Still Too Much Remediation**
- Modules
  - Short Strides, Better Outcomes
  - **Administrative Nightmare**
- Flipped Classroom
  - Change the Delivery/Engagement
  - **Doesn't Address Preparedness**

# Why Choose the Coreq Model?

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- 51.7% of 2-year students need remediation
- 22.3% of those students actually complete their degree in 2-years
- 9.5% graduate within 3 years…

# Why Choose the Coreq Model?

- 51.7% of 2-year students need remediation
  - Make enrollment in college-level courses the default for many more students
- 22.3% of those students actually complete their degree in 2-years
  - Use a placement range, not a single cut score
- 9.5% graduate within 3 years…
  - Align mathematics to programs of study (STEM & Non-STEM tracks)
  - Integrate needed support for college-level courses

*Complete College America

# What to Consider When Considering a Coreq…

- Placement
- Scheduling
- Role/Number of Instructors
- Proactive or Reactive remediation
- Grouping of Students
- Course formats (F2F, Lab, Online, etc.)
- Quantity of homework
- Grading policy

CoReq Support → **Credit Course**

# Corequisite Challenges

1. Supporting wide range of student preparation
2. Coordinating complex teaching schedules
3. Aligning course schedules and pacing
4. Determining goals of coreq/support time

*How do we teach everything on Day 1?*

# Common Coreq Models



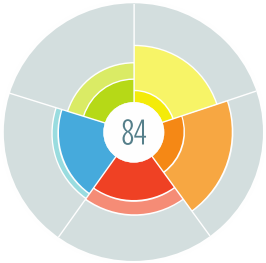
“Flexible Coreq”
Remediation is on the side

“Combo Coreq”
Remediation is front-loaded

“All-in-One/Structured Coreq”
Just-in-Time Remediation

# The ALEKS Solution

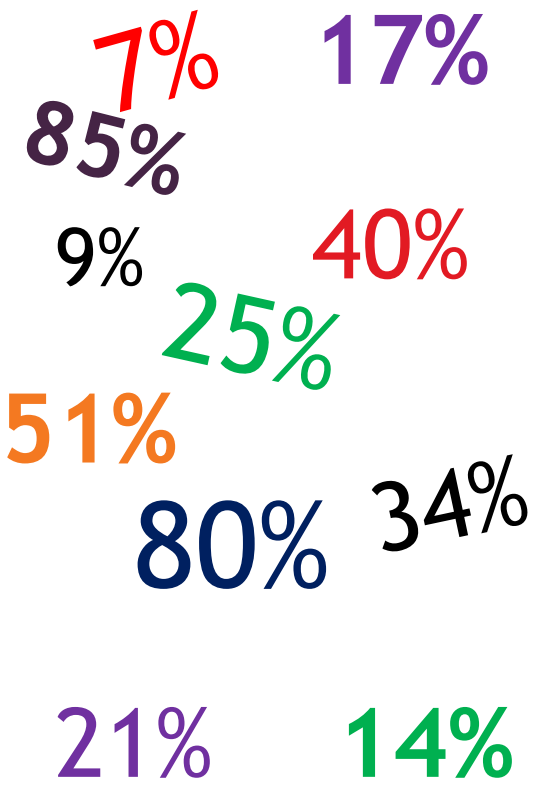
- Flexible topic selection to support all solutions
- Initial Knowledge Check
- Personalized learning path
  - drive mastery
  - support credit course
- Data-led instruction to inform one-on-one interactions with coreq students




ALEKS®

# ALEKS Initial Knowledge Check

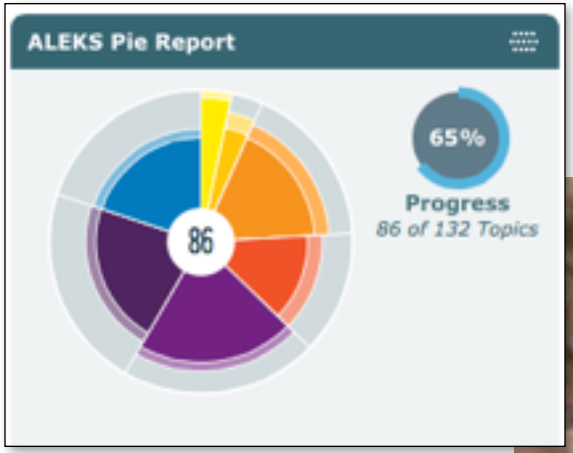
| Last Assessment | Reason | Course Mastery before (%) |
|---|---|---|
| 08/18/2015 | Initial Assessment | 7 |
| 08/18/2015 | Initial Assessment | 25 |
| 09/15/2015 | Initial Assessment | 80 |
| 08/18/2015 | Initial Assessment | 19 |
| 08/24/2015 | Initial Assessment | 88 |
| 08/18/2015 | Initial Assessment | 41 |
| 09/15/2015 | Initial Assessment | 18 |
| 08/18/2015 | Initial Assessment | 85 |
| 08/18/2015 | Initial Assessment | 30 |
| 08/18/2015 | Initial Assessment | 27 |
| 08/18/2015 | Initial Assessment | 23 |
| 08/18/2015 | Initial Assessment | 34 |
| 08/31/2015 | Initial Assessment | 31 |
| 08/18/2015 | Initial Assessment | 51 |
| 08/18/2015 | Initial Assessment | 31 |
| 08/31/2015 | Initial Assessment | 30 |
| 08/18/2015 | Initial Assessment | 17 |
| 08/18/2015 | Initial Assessment | 9 |
| 08/18/2015 | Initial Assessment | 25 |
| 08/18/2015 | Initial Assessment | 40 |
| 08/20/2015 | Initial Assessment | 14 |
| 08/22/2015 | Initial Assessment | 21 |



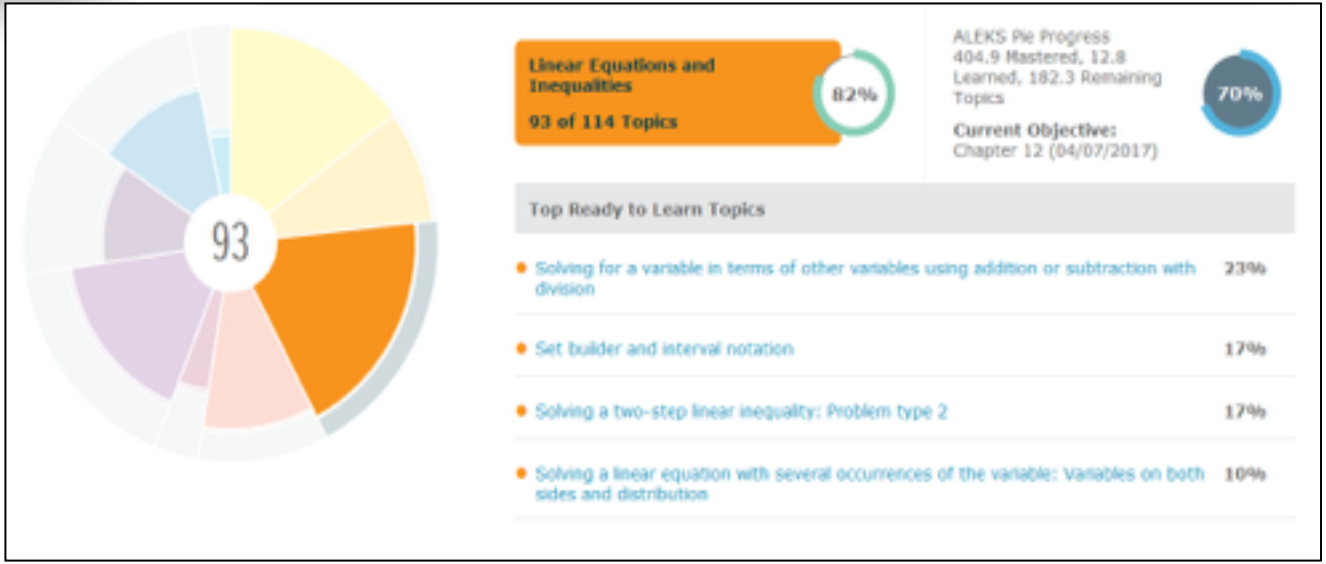
# ALEKS Initial Knowledge Check

| | | | | | |
|---|---|---|---|---|---|
| Start: 01/10/2017<br>Finish: 01/10/2017<br>Time: **33**m **36**s | Initial Knowledge Check | 20 +53 % | **84** | **15**h **40**m | **5.4** |
| Start: 01/09/2017<br>Finish: 01/09/2017<br>Time: **49**m **41**s | Initial Knowledge Check | 23 +35 % | **56** | **15**h **43**m | **3.6** |
| Start: 01/15/2017<br>Finish: 01/19/2017<br>Time: **2**h **2**m | Initial Knowledge Check | 31 +8 % | **14** | **7**h **33**m | **1.9** |
| Start: 01/12/2017<br>Finish: 01/12/2017<br>Time: **24**m **21**s | Initial Knowledge Check | 31 +52 % | **82** | **14**h **22**m | **5.7** |
| Start: 01/14/2017<br>Finish: 01/14/2017<br>Time: **1**h **1**m | Initial Knowledge Check | 79 +12 % | **19** | **4**h **10**m | **4.6** |
| Start: 01/16/2017<br>Finish: 01/16/2017<br>Time: **1**h **30**m | Initial Knowledge Check | 14 +10 % | **17** | **11**h **8**m | **1.5** |

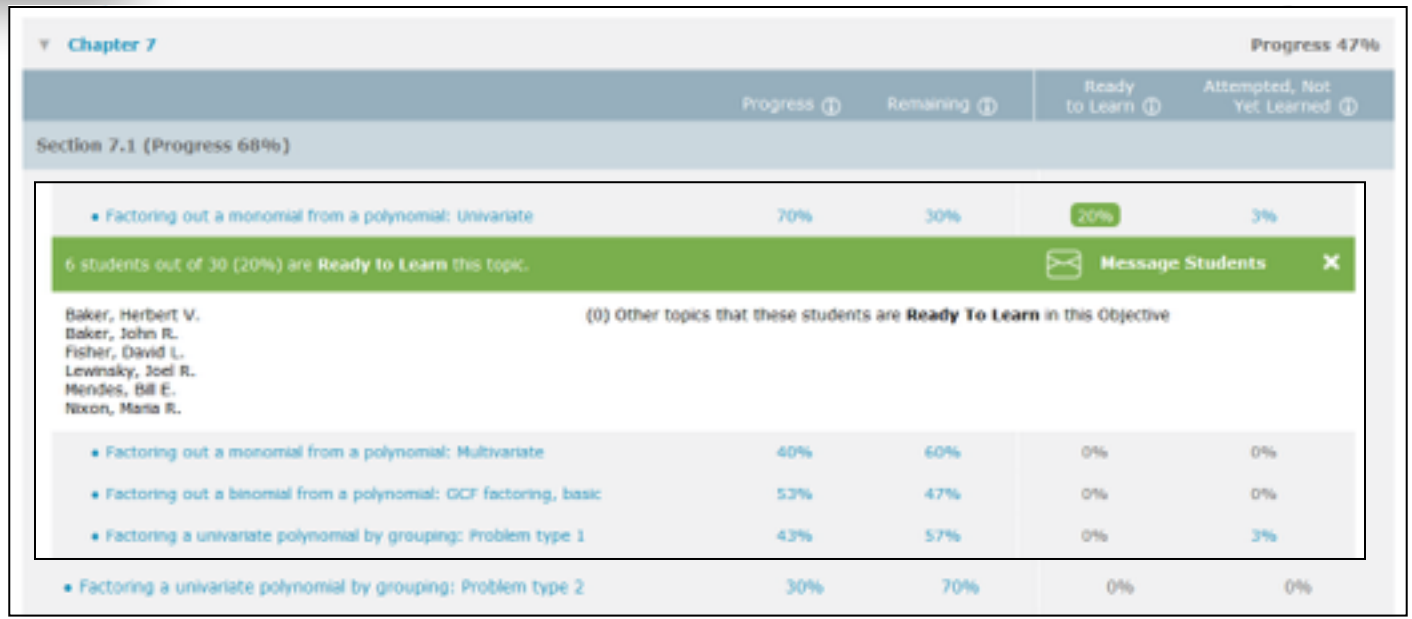
# ALEKS: Your glass bottom boat



# ALEKS Pie Report…



# =Class Level Data



Chapter 7 — Progress 47%

| | Progress | Remaining | Ready to Learn | Attempted, Not Yet Learned |
|---|---|---|---|---|
| Section 7.1 (Progress 68%) | | | | |
| • Factoring out a monomial from a polynomial: Univariate | 70% | 30% | 20% | 3% |

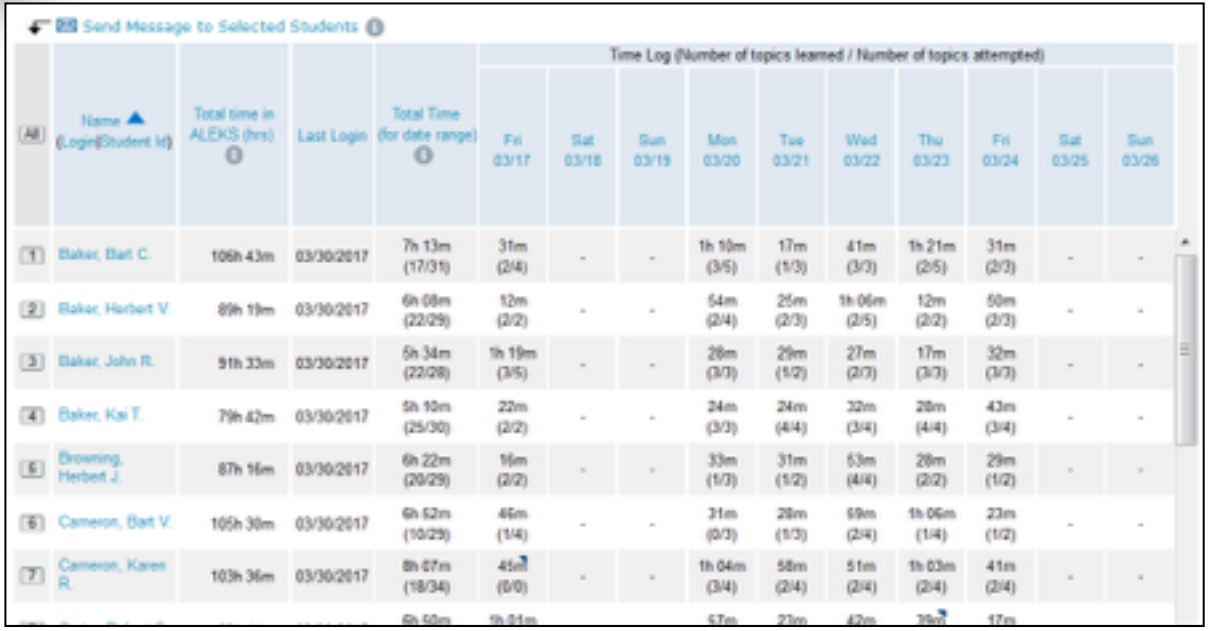
6 students out of 30 (20%) are **Ready to Learn** this topic. **Message Students**

Baker, Herbert V.
Baker, John R.
Fisher, David L.
Lewinsky, Joel R.
Mendes, Bill E.
Nixon, Maria R.

(0) Other topics that these students are **Ready To Learn** in this Objective

| | | | | |
|---|---|---|---|---|
| • Factoring out a monomial from a polynomial: Multivariate | 40% | 60% | 0% | 0% |
| • Factoring out a binomial from a polynomial: GCF factoring, basic | 53% | 47% | 0% | 0% |
| • Factoring a univariate polynomial by grouping: Problem type 1 | 43% | 57% | 0% | 3% |
| • Factoring a univariate polynomial by grouping: Problem type 2 | 30% | 70% | 0% | 0% |

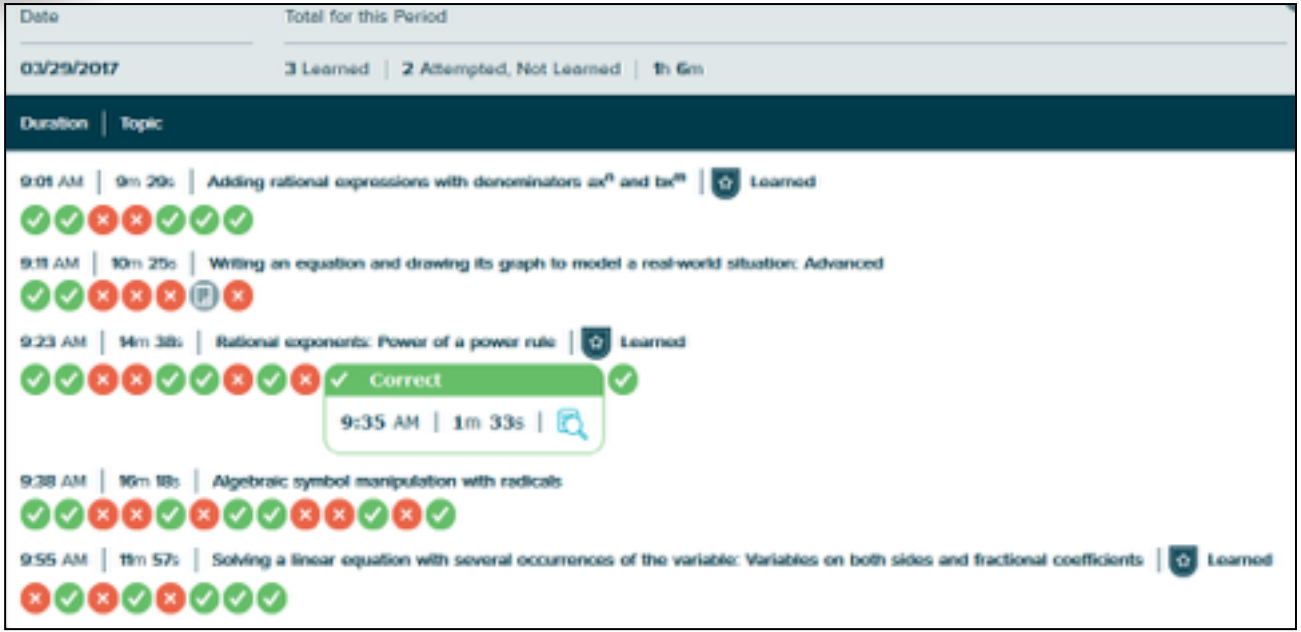
# ALEKS Time & Topic Report…



Send Message to Selected Students

| All | Name (Login/Student Id) | Total time in ALEKS (hrs) | Last Login | Total Time (for date range) | Time Log (Number of topics learned / Number of topics attempted) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Fri 03/17 | Sat 03/18 | Sun 03/19 | Mon 03/20 | Tue 03/21 | Wed 03/22 | Thu 03/23 | Fri 03/24 | Sat 03/25 | Sun 03/26 |
| 1 | Baker, Bart C. | 106h 43m | 03/30/2017 | 7h 13m (17/31) | 31m (2/4) | - | - | 1h 10m (3/5) | 17m (1/3) | 41m (3/3) | 1h 21m (2/5) | 31m (2/3) | - | - |
| 2 | Baker, Herbert V. | 89h 19m | 03/30/2017 | 6h 08m (22/29) | 12m (2/2) | - | - | 54m (2/4) | 25m (2/3) | 1h 06m (2/5) | 12m (2/2) | 50m (2/3) | - | - |
| 3 | Baker, John R. | 91h 33m | 03/30/2017 | 5h 34m (22/28) | 1h 19m (3/5) | - | - | 28m (3/3) | 29m (1/2) | 27m (2/3) | 17m (3/3) | 32m (3/3) | - | - |
| 4 | Baker, Kai T. | 79h 42m | 03/30/2017 | 5h 10m (25/30) | 22m (2/2) | - | - | 24m (3/3) | 24m (4/4) | 32m (3/4) | 28m (4/4) | 43m (3/4) | - | - |
| 5 | Browning, Herbert J. | 87h 16m | 03/30/2017 | 6h 22m (20/29) | 16m (2/2) | - | - | 33m (1/3) | 31m (1/2) | 53m (4/4) | 28m (2/2) | 29m (1/2) | - | - |
| 6 | Cameron, Bart V. | 105h 30m | 03/30/2017 | 6h 52m (10/25) | 46m (1/4) | - | - | 31m (0/3) | 28m (1/3) | 59m (2/4) | 1h 06m (1/4) | 23m (1/2) | - | - |
| 7 | Cameron, Karen R. | 103h 36m | 03/30/2017 | 8h 07m (18/34) | 45m (0/0) | - | - | 1h 04m (3/4) | 58m (2/4) | 51m (2/4) | 1h 03m (2/4) | 41m (2/4) | - | - |

# =Student Level Data



# Additional Resources

Workbooks to Support:

- College Algebra
- Precalculus
- Quantitative Reasoning
- Elementary Statistics

Course Templates

Implementation Support

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# Questions?