

PILOTING

Intended Audience: Leaders tasked with building the corequisite model for their department.

Intended Use: A jumping off point for implementing corequisites. The questions below should provoke thought regarding the variety of elements that may be considered during the corequisite planning process. Suggestions for some elements may be found in the Backmapping and Workflow video series. Answers have not been supplied since the best solutions/answers/action plans will depend on your campus and culture.

DETERMINING HOW TO TRACK

- What syllabus categories are included in your implementation?
- Have any pre-determined assessments already been identified, such as a diagnostic or cumulative assessment? Will any of these assessments be course-wide and/or mandated?
- Will you use a homework system? If so, will there be a master course, or will instructors create their own?
- Are rubrics able to be employed for any assignments (qualitative if applicable or quantitative)?
- Will you use a learning management system? If so, can any of the above be integrated within the course? Are there any job aids that can be created and shared for assistance?

SETTING EXPECTATIONS: WHAT ARE YOU ASKING OF YOUR FACULTY?

- What will be required (non-negotiable) and what will be optional or more flexible? How will you indicate the difference between them?
- Are there any assignments that people might need help facilitating?
- What professional development opportunities can be offered to assist instructors as they teach a corequisite course for the first time?
- Are there any important collaborations that should be addressed, such as between instructors, and with the tutoring center or with advising?
- How will you reach out to instructors to disseminate information or to seek input? This could be one-on-one meetings, group meetings, electronic surveys, etc.

STAYING ON TRACK

- How will you collect information from instructors throughout the term to determine successes and challenges? This could be department meetings or a regularly submitted report.
- Do any small adjustments need to be made during the semester (e.g. minor changes to a class agenda, etc.)?
- What adjustments need to be tabled until the following semester (e.g. overhauling of assignments, etc.)?

WHAT DOES SUCCESS LOOK LIKE FOR YOU?

- What does success look like for you, both qualitatively and quantitatively? What measures have you put in place to ensure your definition of success is assessed?
- How will you compare success rates of students in the corequisite course to the standalone course?
- How will you gauge overall student experiences and celebrate the smaller day-to-day successes that may not include grades?