



UNIVERSITY OF  
CENTRAL  
ARKANSAS™

# Webinar 2 - A More in Depth Look at Corequisite Courses

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# Webinar Structure & Content

- ▶ **Webinar 1- Corequisite for Beginners**
  - ▶ Background
  - ▶ What is Corequisite and why we adopted it.
  - ▶ Placement Policies
  - ▶ Corequisite Content
- ▶ **Webinar 2 – Corequisite; A More in Depth Look**
  - ▶ Logistics of Designing and Scheduling corequisite courses
  - ▶ Attendance and Grade Policies
  - ▶ Class Assessment
- ▶ **Webinar 3 – Assessing your Corequisite design**

# By the Numbers

## University of Central Arkansas

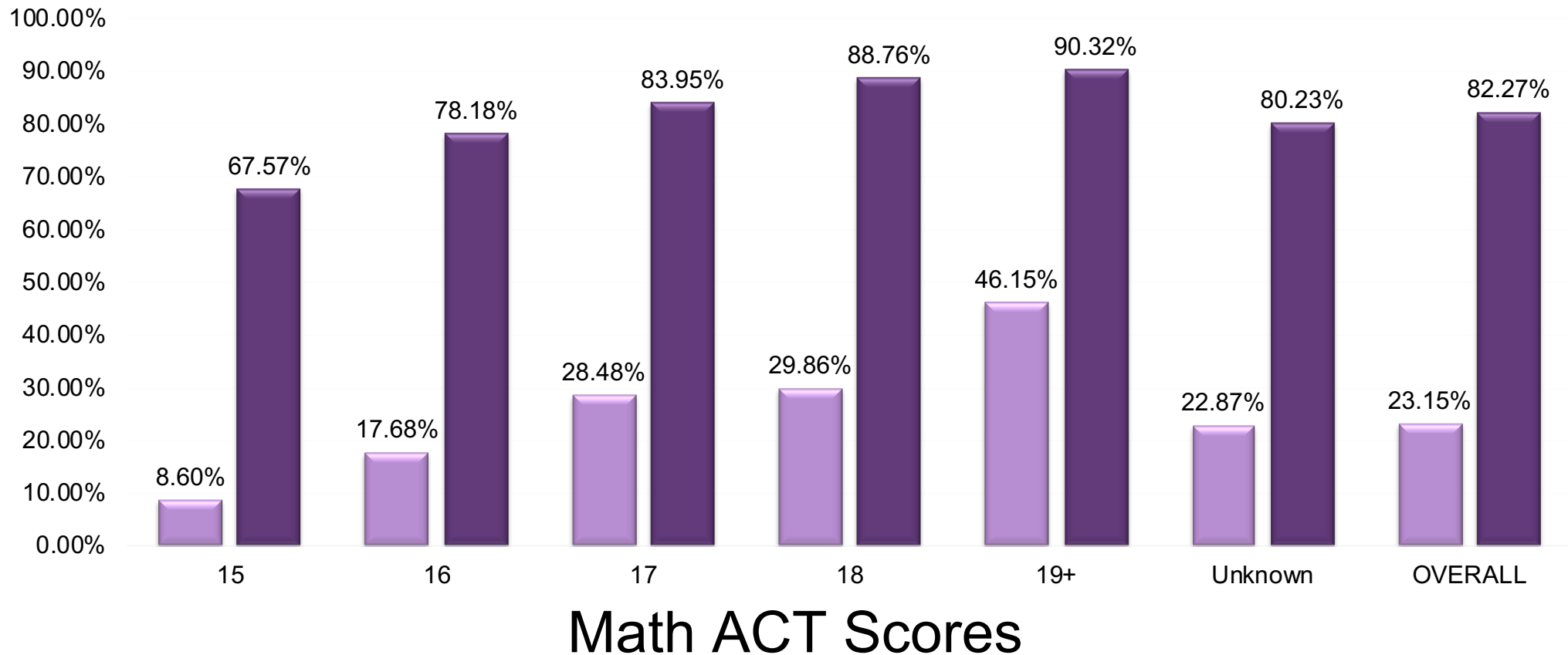
- ▶ 11,350 total enrollment
- ▶ 1,937 first-time freshmen
- ▶ 24.3 Average ACT
- ▶ 362 students in remedial math

## Department of Student Transitions

- ▶ 13 full-time faculty
- ▶ 6 full-time math faculty
- ▶ 0-1 adjunct faculty for math
- ▶ Over 75 years teaching experience

# Data After Co-requisite Design

1-Year College Algebra Completion Versus FCA  
Fall 2015 – Fall 2018  
(Success is a D in College Algebra)



# Review of Key Terms

- ▶ Co-mingled (Mingled) – Transitional and non-transitional students are enrolled in the same credit bearing course.
- ▶ Each Foundations course is “paired” with a credit bearing course.
- ▶ These “pairings” can be taught by the same instructor or two different instructors.



# Pilot Designs & Results

# Co-Requisite Quantitative Literacy

## Fall 2014 Pilot

- ▶ 1 section of Quantitative Literacy (TR 12:15) paired with 1 section of Foundations of QL (MWF 10).
- ▶ 38 students were enrolled in QL
- ▶ 18 of those students were also enrolled in FQL
- ▶ The same instructor taught both the QL and FQL sections.
- ▶ 100% of the FQL students passed QL.

# Co-Requisite College Algebra

## Fall 2015 Pilot

- ▶ Offered 4 Foundations of CA courses paired with 4 College Algebra sections.
- ▶ Foundations of CA is capped at 20 seats
- ▶ College Algebra was capped at 40 seats; 20 transitional and 20 non-transitional. (Co-mingled)
- ▶ 1 instructor chose to teach both the FCA and CA courses; the other 3 chose to pair with other instructors
- ▶ 78 students were enrolled in both FCA and CA; 64 successfully completed the courses



The background is a dark purple gradient. It features several decorative elements: a teal circle in the top right, a purple vertical rectangle in the top right corner, a large teal circle on the right side, and a teal semi-circle on the left side. The word "Logistics" is centered in white text.

# Logistics



# Goal

Provide multiple examples of types of delivery for a corequisite design to help you choose one for your institution.

# Logistics

- ▶ **Scheduling can be tricky.**
  - ▶ How many days per week should they be in class?
  - ▶ How big should the classes be?
    - ▶ Need for bigger classrooms if you put 40 students in a course.
  - ▶ Co-mingled or fully transitional
  - ▶ Computer Lab

# How many credit hours will the Co-Requisite course be?

- ▶ 1 hour lab or tutoring time
- ▶ 1 hour lab and 1 hour class
- ▶ 3 hour class
- ▶ Or some combination of them all?

# Who will teach the Co-Requisite course?

- ▶ Will the students have the same instructor for both the credit bearing course and the co-requisite course?
- ▶ Will the courses be team – taught?
- ▶ Will the Co-Requisite course be taught by Graduate Assistants, adjuncts, or tutors?

# How will the Co-Requisite be paired with the credit bearing course?

- ▶ Will the classes be separate?
  - ▶ Students pick any credit bearing class and any co-requisite class
- ▶ Will the classes be linked/clusters?
  - ▶ The same students will be in the credit bearing class and co-requisite class together.
- ▶ How many students will be enrolled in each type of course?
  - ▶ Do you have classroom space to accommodate your plan?

# How many days per week should students be in class?

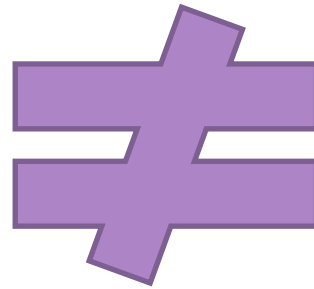
- ▶ Do you want students to be in math class 5 days a week? 3 days a week (MWF)? 2 days a week (TR)?
- ▶ Do you have students that commute from long distances?
- ▶ Is there a need for evening classes?



Move to Full Corequisite



# Our Design for Fall 2016



Student data-informed  
decisions

# Full Co-Requisite Implementation

- ▶ Fall 2016 was our first attempt at Full Implementation of our Co-requisite Model
  - ▶ 6 FQL Sections (91 students)
  - ▶ 19 FCA Sections (333 students)
- ▶ Some were co-mingled
- ▶ Some were co-taught
- ▶ Variety of meeting days per week

# Factors that Influenced Our Fall 2017 Design

- ▶ Number of Faculty vs. Number of Students
- ▶ Size of Classrooms
- ▶ Student Makeup
- ▶ Other Outside Factors
  - Lack of Student movement between departments
  - What the students took next...
  - Control of courses involved



# Important Class Policies

# Attendance Policy

- ▶ Can they be dropped from both courses or just one?
- ▶ Is there a benefit from an attendance policy at all?
- ▶ What is your attendance policy?

# Our Attendance Policy

- ▶ A student may be dropped with the permanent grade of “W” for nonattendance when their absences exceed 1 week of regularly scheduled class meetings.
- ▶ If a student is dropped from the UNIV 0390 course, the student **must** also be dropped from the MATH 1390 course. If a student is dropped from MATH 1390 they **must** also be dropped from UNIV 0390.

# Grade Policy

- ▶ How will the students be assessed?
- ▶ Will the grades be linked?
- ▶ Will there be actual assessments in the developmental course?

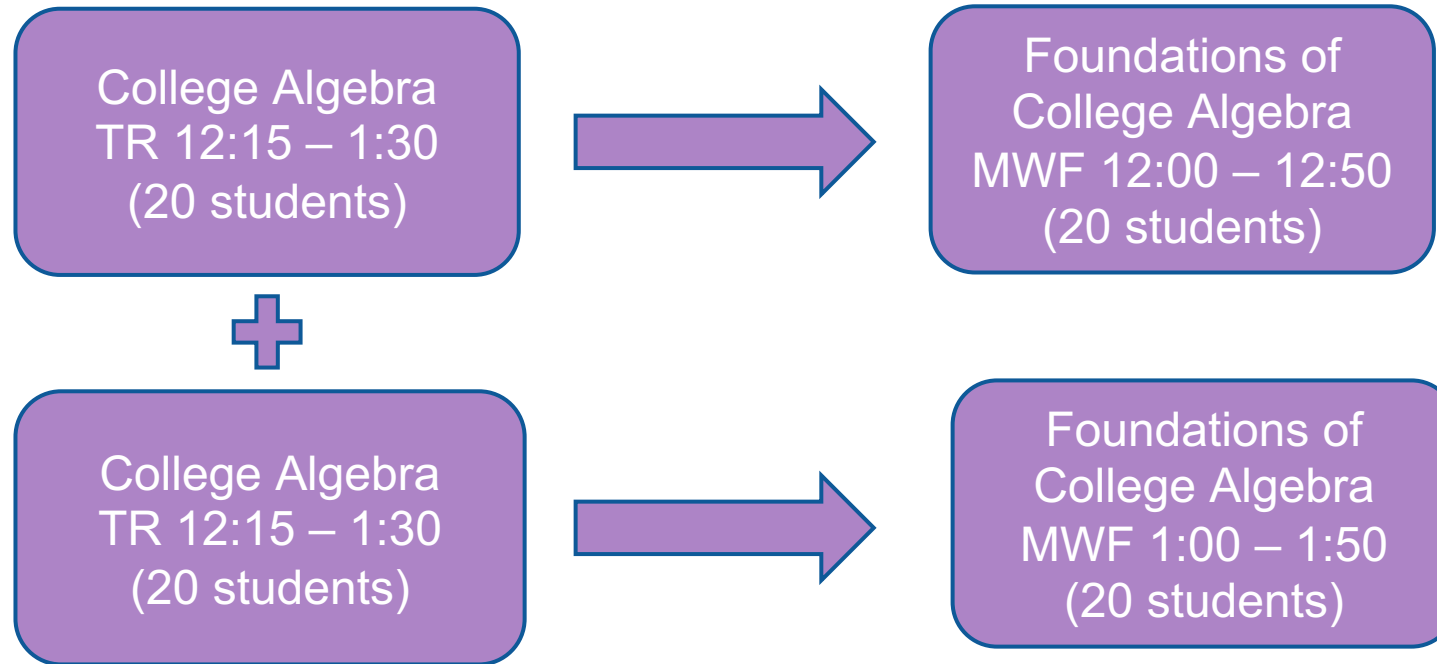
# Grade Policy

“The grade in Foundations of College Algebra will be determined by the grade in College Algebra. That is, students receiving a grade of A, B, C, D or F in College Algebra will receive an identical grade in UNIV 0390”



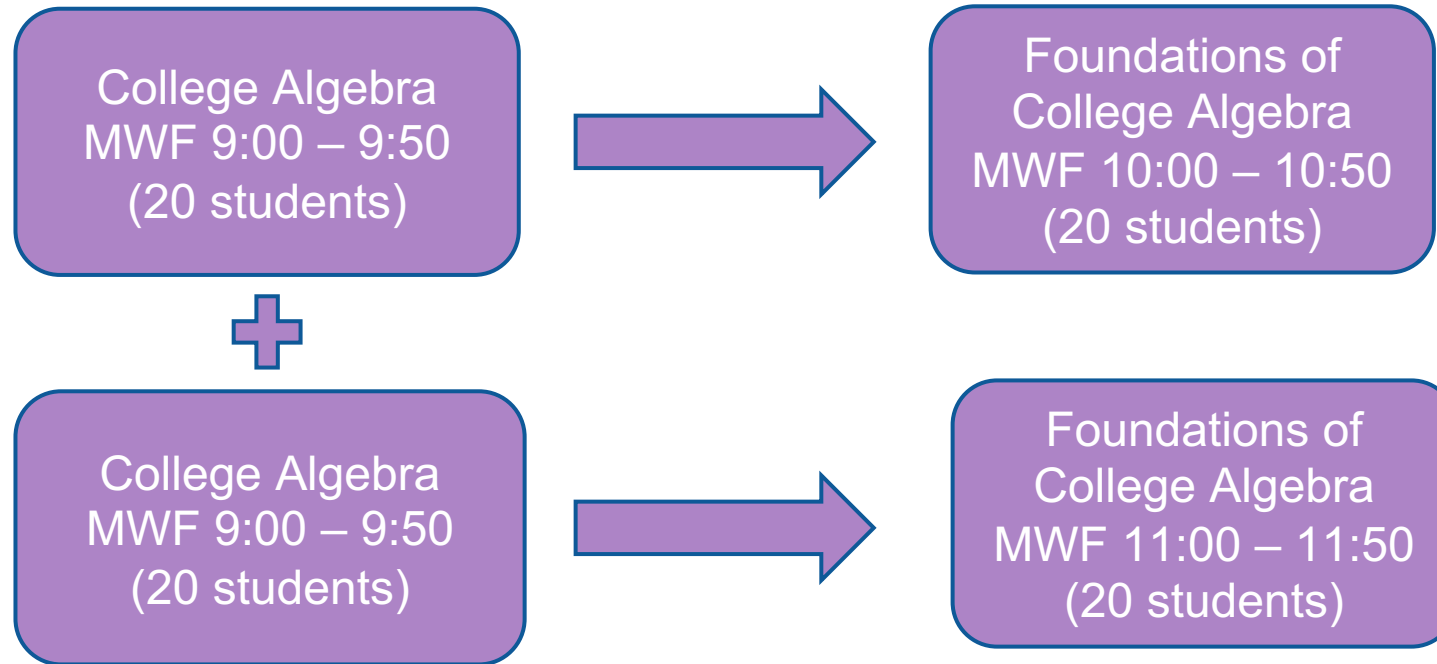
# Co-Requisite Design

## Sample 5 Day Schedule



# Co-Requisite Design

## Sample 3 Day Schedule





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