

Corequisite Support

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ALMY EDUCATION

Solving your math problems

The goal of corequisite courses is to provide **flexible** yet **intentional** support so that a student successfully completes a college-level course.

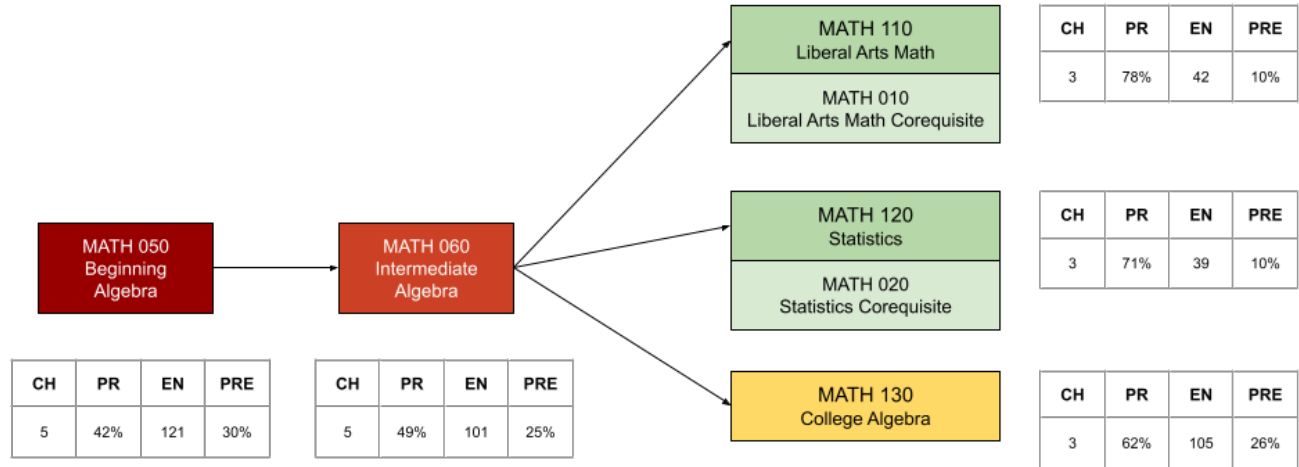


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Corequisite support changes the starting point

Sample Community College Math Pathways Analysis



PASS RATES KEY
70 - 100 %
60 - 69%
50 - 59%
0 - 49%

Note: Intensity of color indicates density of student enrollment.

Represented Enrollment
408 students

Credit Hours	Pass Rate	Enrollment	Percent of Represented Enrollment



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Corequisite support

What: Additional academic and non-cognitive support provided with a college-level course instead of before it

Who: Students who traditionally place into remediation

How: Students get additional instruction and time to make sense of content with their instructor or another instructor. May be extra time added to a class or a paired course.

Why: Increases a student's sense of belonging in college and improves the number of the students completing gateway math, English, or science courses in the first year

Corequisite support is a simple concept, but it is **not** simple to implement it well.

What corequisite support is **not**

1. *Only* a recitation/homework/tutoring session
2. *Only* skill development & breaking complex ideas down into smaller chunks
3. Just a concurrent course creating double the assignments
4. More time to teach more new content (or what didn't get finished in class)
5. Disconnected from gateway course

What corequisite support should be/have

1. Easy to sell to students & advisors
2. Extra help and time, not an extra course
3. Time for **learning** (not just teaching)
4. Aligned with gateway course
5. Time to put things back together to solve problems

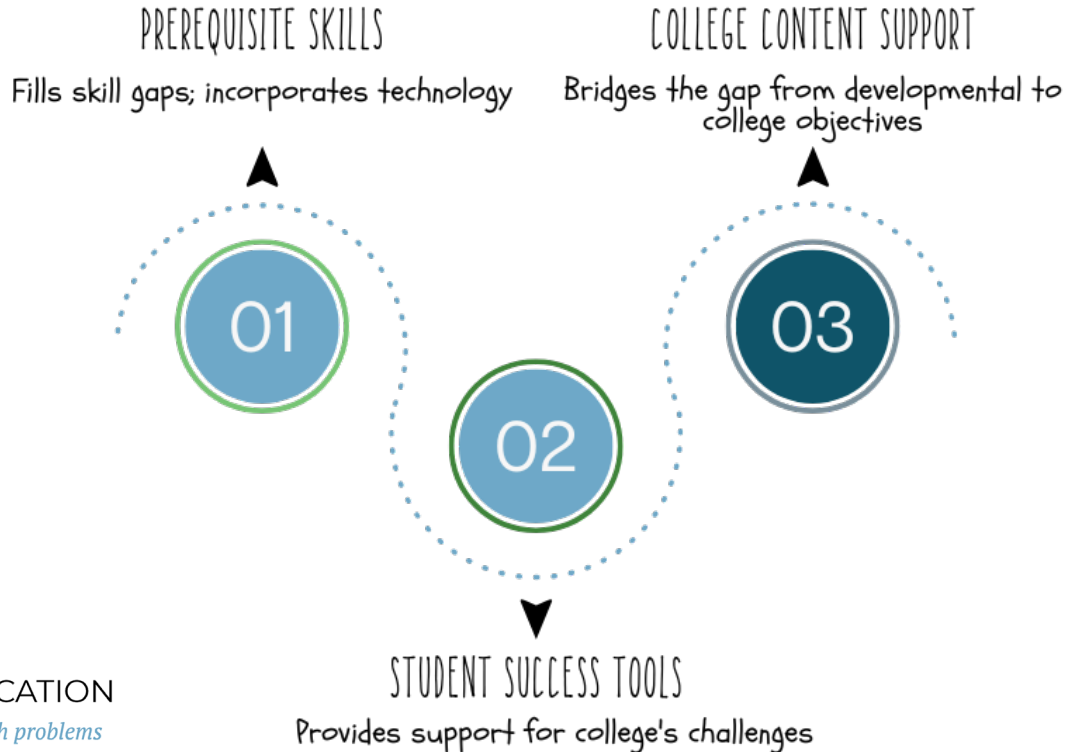
How to design corequisite support

1. Audit and improve gateway course so that it is effective and meets external requirements
1. Backwards design the corequisite support from the gateway course so that it is aligned and includes *what* is needed and *when*
1. Design curricular and instructional approach for corequisite support so that students are engaged and making progress
1. Determine policies and grading that incentivize the outcomes desired

Student perspective

What's in it for me?

COREQUISITE CONTENT



Template for building engagement & learning

1. **ASSESS**
2. **(Re)TEACH**
3. **EQUIP**
4. **SCAFFOLD**
5. **APPLY**

Contact

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