



## COREQUISITE VISIONING WORKSHEET

### PURPOSE

The Corequisite Visioning Worksheet is designed to help colleges develop a line of sight from where they are now to where they need to be for scaling corequisites for underprepared students within their comprehensive student success strategy. Use this tool to 1) identify capacities for change the institution has already established that will support the successful and sustainable scaling of corequisite models, 2) anticipate areas that will need specific strategic attention, and 3) surface outstanding issues for consideration.

### INSTRUCTIONS

During the Regional Meeting:

1. College teams will complete the Corequisite Visioning Worksheet – Part 1 during the morning team discussion.
2. College teams will complete the Corequisite Visioning Worksheet – Part 2 during the afternoon team strategy session.

Community Colleges - Prior to Texas Pathways Institute #4:

1. College teams will complete the full set of advance work.
2. Community college pathways leads will submit all advance work, including this Corequisite Visioning Worksheet, to the Success Center by March 30, 2018.

### RELATED RESOURCES ON THE [TEXAS SUCCESS CENTER RESOURCES WEBSITE](#)

1. House Bill 2223
2. THECB Rules
3. Dana Center Corequisite Supports
4. Complete College America Texas Corequisite Resource Page
5. Dana Center HB 2223 Implementation Support Website
6. Supplemental Readings

TEXAS PATHWAYS

COREQUISITE VISIONING WORKSHEET

Part I – Identifying Capacities and Potential Challenges

What have we learned from our previous efforts to improve underprepared students' time to successful college course completion?

	<i>We are great at:</i>	<i>We might have issues with:</i>
1. Changing DE course delivery/structure and curriculum	<ul style="list-style-type: none"> <li>• Faculty worked to design co-requisite classes for English and Math</li> <li>• We have faculty-driven R&amp;D teams to develop these courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum processes can impede changes.</li> <li>• Technology</li> <li>• Communication between faculty, advisors, and advisors.</li> </ul>
2. Changing advising and scheduling practices	<ul style="list-style-type: none"> <li>• Advising has been redesigned as part of Pathways.</li> <li>• MAP (My Academic Plan) has been developed for all Pathways with the right Math.</li> <li>• Advisors have been trained to use the MAPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio of advisor/student</li> <li>• Getting the Advisors comfortable with the MAPs and the chosen math.</li> <li>• Issues with math listed on transfer institution websites. Algebra is listed on too many.</li> </ul>
3. Changing data use practices	<ul style="list-style-type: none"> <li>• We use data to make our decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can improve efforts to follow the students to completion.</li> </ul>
4. Changing institutional policy	<ul style="list-style-type: none"> <li>• Board of Trustees, Administration, and Faculty are already invested in Pathways and Co-req model.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Teaching Load</li> <li>• Class Size</li> </ul>

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Part 2 – Surfacing Issues for Consideration

<i>Topics to consider:</i>	<i>What we know:</i>	<i>What we need to know:</i>
1. Alignment with strategies to scale guided pathways	<ul style="list-style-type: none"> <li>• <b>PATHWAYS AND DEV ED HAVE WORKED TOGETHER TO DEVELOP FIRST SEMESTER EXPERIENCE FOR DEV ED STUDENTS.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOW TO MONITOR TO ENSURE THAT STUDENTS ARE PLACED IN THE CORRECT MATH FOR THEIR MAP.</b></li> </ul>
2. Data sets to guide change	<ul style="list-style-type: none"> <li>• <b>WE ARE GOOD AT USING DATA</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>WE NEED TO USE MORE LONGITUDINAL DATA.</b></li> </ul>
3. Model to be scaled	<ul style="list-style-type: none"> <li>• <b>WE ARE USING THE 4 MATH MODELS: AIM, ASAP, AQR, &amp; ABS</b></li> <li>• <b>16 WEEK 13/14 +1 CR NCBO</b></li> <li>• <b>16 WEEK COLLEGE ALGEBRA + NCBO</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACCREDITATION</b></li> <li>• <b>FACULTY</b></li> <li>• <b>WILL ONE FACULTY TEACH BOTH CLASSES</b></li> </ul>
4. Courses to be scaled	<ul style="list-style-type: none"> <li>• <b>AIM, ASAP, AQR, ABS &amp; INRW</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>OTHER COURSES AS WE DISCUSS THEM</b></li> </ul>
5. Timeline for scaling	<ul style="list-style-type: none"> <li>• <b>25% FOR FALL 2018</b></li> <li>• <b>50% FOR FALL 2019</b></li> <li>• <b>75% FOR FALL 2020</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>WILL SMARTSTART HELP US REACH THIS GOAL?</b></li> </ul>
6. Students affected	<ul style="list-style-type: none"> <li>• <b>DEV ED AND ACADEMIC FACULTY ARE GOOD AT SUPPORTING THE STUDENTS IN THE CO-REQ GATEWAY CLASSES</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>WILL HAVING DIFFERENT TEXTBOOKS FOR DIFFERENT CAMPUSES AFFECT STUDENT SUCCESS?</b></li> </ul>
7. Student supports needed	<ul style="list-style-type: none"> <li>• <b>NEED MORE ADVISORS</b></li> <li>• <b>NEED MORE COOPERATION FROM TESTING CENTER TO ADDRESS INCREASED DISABILITY ACCOMODATIONS AND ONLINE TESTING.</b></li> <li>• <b>NEED A WRITING SUCCESS CENTER</b></li> <li>• <b>NEED MORE STUDENT ASSISTANCE IN THE STUDENT SUCCESS CENTER.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOW TO FUND ADDITIONAL ADVISORS AND STUDENT SUPPORTS.</b></li> </ul>
8. Internal communication about changes	<ul style="list-style-type: none"> <li>• <b>NEED TO COMMUNICATE WITH FACULTY, ADVISING, AND STAFF REGARDING CO-REQ CLASSES.</b></li> </ul>	
9. External communication about changes	<ul style="list-style-type: none"> <li>• <b>NEED TO COMMUNICATE WITH STUDENTS ABOUT THE ADVANTAGES OF CO-REQ CLASSES.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>WILL SMARTSTART 2.0 REDESIGN BE ENOUGH TO MOVE STUDENTS INTO MATH CO-REQ CLASSES?</b></li> </ul>
10. Additions or modifications to institutional policies	<ul style="list-style-type: none"> <li>• <b>NONE NEEDED</b></li> </ul>	