

Get the Most Out of Your Corequisite Course

Naomi Bahary, Math & Stats Solution Specialist, GA & FL Calandra Davis, Math & Stats Implementation Specialist Kelly Meierhofer, District Manager - Math & Science



Get the Most Out of Your Co-Req

- Overview of Changes
- Co-Req Solutions Common to all Courses
- Sample Courses
- Reporting Dashboard and Predictive Analytics
- MATH 1111 & 0999
- MATH 1001 & 0997
- MATH 1101 & 0998
- Q & A



Get the Most Out of Your Co-Req

University System of Georgia

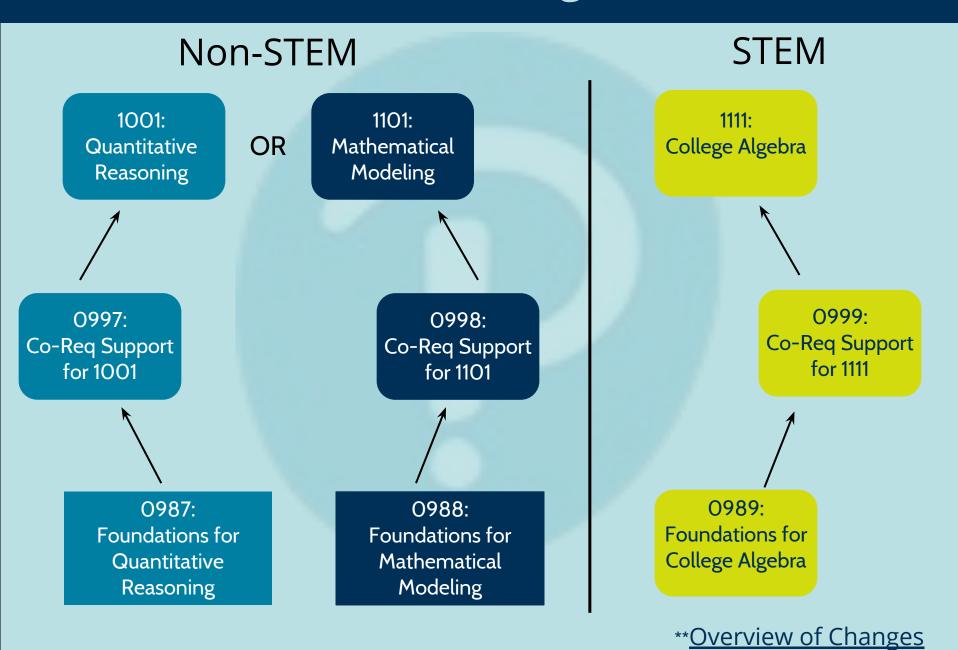
Fundamental Features Corequisite Remediation

General Requirements for Learning Support Programs

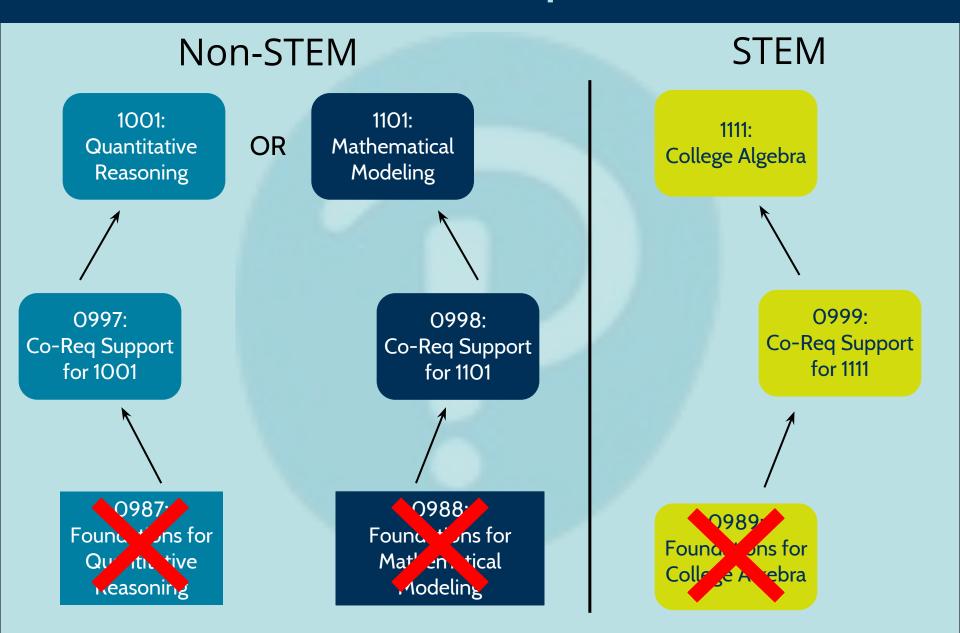
- Institutions that admit students with high school grade point averages (GPA) or standardized test scores
 indicating that they will require additional support to succeed in collegiate English or mathematics
 courses must offer Learning Support courses in these areas.
- Institutions that admit students requiring Learning Support in English or mathematics must designate a Learning Support Coordinator whose duties must include (but are not limited to):
 - Ensuring that appropriate Learning Support courses are provided for all admitted students requiring Learning Support.
 - Coordinating with institutional admissions, the testing center, and academic departments as needed regarding placement, and ensuring that all students are appropriately placed.
 - Ensuring that the fundamental features of corequisite remediation are fully implemented at the institution.
 - Ensuring that corequisite Learning Support courses are carefully and appropriately coordinated with the college level courses they are intended to support.
 - Providing training to institutional faculty, staff, and administrators as needed to ensure appropriate implementation of the corequisite Learning Support model.
- Learning Support courses are to be offered exclusively in "corequisite" format starting no later than fall 2018. The corequisite format means that students requiring Learning Support will enroll in both a collegiate course (ENGL 1101, MATH 1001, MATH 1101, or MATH 1111) and a corequisite Learning



Current Structure (through Summer 2018)



New Course Structure - Full Implementation Fall 2018





And how much remediation do you have time for?

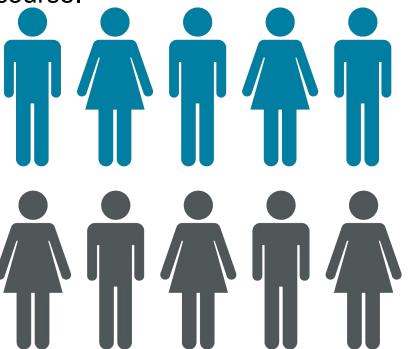
Will the developmental remediation:

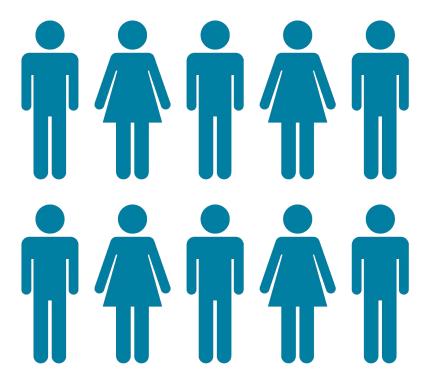
- be a full developmental course?
 (e.g. 3 credit hours)
- be less than a regular full course?
 (e.g. a 1 credit hour course or lab)

Who are the students?

The credit-level course has a mix of college-ready students and students who are getting remediation in the developmental course.

The credit-level course is comprised of students who are **all** also receiving developmental remediation.







What are you planning, or how do you think your school would implement?

Students: Will students travel together, where the same group of students take the developmental support and the credit-level course together?



The same instructor teaching college credit course and remediation corequisite





Dev Math support

College credit course

Different instructors for each, with their own separate gradebooks?





Dev Math support

College credit course

Who is teaching each course?

Same instructor for both college and dev math courses?

If taught by different instructors, will instructors coordinate, or mainly work separately?

And will students be getting two grades, requiring two separate gradebooks online?



What are you planning, or how do you think your school would implement?

- Instructors: Will the corequisite courses be taught by two different teachers?
- If so, will they work together or communicate about the topics they're teaching each week, how students are doing, etc?







 How will developmental students feel about being placed into a college-level course with just-in-time remediation?

 Do you think that you will need to address non-cognitive factors as part of the corequisite, such as study skills or mindset?



Study Skills



Establishing the Professional Advising Mentoring Network

FORT VALLEY STATE UNIVERSITY

Highlander Edge

GORDON STATE COLLEGE

Meta-Pathways providing Momentum for Student Success

GEORGIA STATE UNIVERSITY

Pathways to Purpose

GEORGIA SOUTHERN UNIVERSITY

Piloting Your Success

AL BANY STATE UNIVERSIT

Team Advising at Georgia College

GEORGIA COLLEGE AND STATE UNIVERSITY

- · nine credits in the student's academic focus area
- · and 30 credits in their first year.

Put together, these three elements create a momentum year for students—a starting point that below student their path, get on that path, and build velocity in the direction of their goals.

There is considerable logic in this. By helping students make a purposeful choice institutions help narrow the thousands of course options to a manageable level a undertakes in college with their goals, interests, and expectations. Such an appr exploration—indeed, for many students, the process of discerning the program p students who are undecided, institutions can assist them to understand how the with programs of study and future careers.

Academic Focus Areas

Supporting this work are academic focus areas—sometimes referred to as metaso that students groping with uncertainty can pursue coursework from the start, and also provides exposure to potential majors, helping them refine their post-se pursues in their first year in an academic focus area should count across all prog and offer an informative exposure to the subject field. These courses should be of majors within the area, helping students avoid unnecessary credits as they na

Program Maps

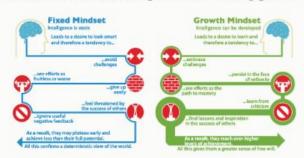
Program maps help structure the choices students must make to reach their academic and personal goals in college, graduating on time and without wasted credits. These maps sequence courses for students by semester, eliminate uncertainty about what courses students should take and when, identify prerequisite and corequisite courses, and highlight key academic and non-academic milestones students should satisfy along the way.

In the first year, program maps should include:

- the completion of core English and the aligned mathematics course (including any required learning support courses).
- nine credit hours (three courses) in a student's selected major or academic for
- . and a total of at least 30 credit hours.

Academic Mindset

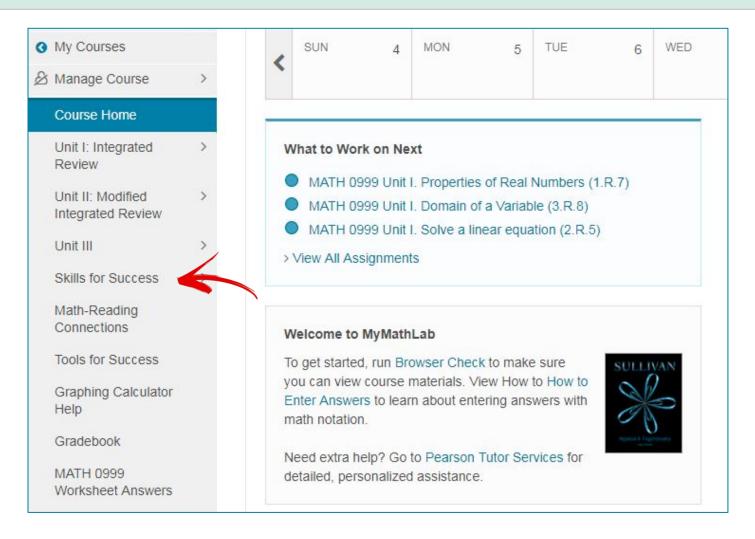
Finally, supporting students in college to reach their full potential demands promotion of a growth mindset around academics, supporting students' resilience in the face of setbacks. A mounting body of evidence supports the benefits of small interventions that encourage students to view intelligence as malleable, helping them build resilience in the face of setbacks and avoid becoming demotivated and disengaged with their academic pursuits.²



Based Nigel Holmes illustration of research by Carol Dweck; brain created by Harryarts - Freepik.com

1 Clive Belfield, Davis Jenkins and Hana Lahr, Momentum: The Academic and Economic Value of a 15-Credit First Semester Course Load for College Students. In Tennessee, Community College Research Center, Teachers College, Columbia University, New York, June 2015. →







The Concept of Mindset

Mindset is an idea proposed by Stanford University psychologist Carol Dweck based on her research in motivation and development. According to Dweck, people generally have a tendency to think with one of two different mindsets: a fixed mindset or a growth mindset. People with a tendency toward a fixed mindset believe that their intelligence is fixed at birth and that they cannot do much to change it. People with a tendency toward a growth mindset believe that their talents, abilities, and intelligence can be developed through hard work and effective strategies. Studies show that adopting a growth mindset can improve the way you learn and give you a healthier way to approach setbacks and failures. Watch the videos below to learn more!

Video 1: Do You Have a Growth Mindset?

Learning Objectives:

- Differentiate between a fixed mindset and a growth mindset.
- Explain how working on challenging problems causes the brain to grow.
- Describe a benefit of having a growth mindset.

Watch the Video 1: Do You Have a Growth Mindset? video.

Video 2: The Power of Making Mistakes

Learning Objectives:

- . Compare the responses of people with a growth mindset vs. fixed mindset when they make a mistake or encounter a setback.
- Explain why making mistakes is a normal part of the learning process.
- · List three ways people can apply a growth mindset when they make a mistake.

Watch the Video 2: The Power of Making Mistakes video.

Video 3: The Power of "Yet"

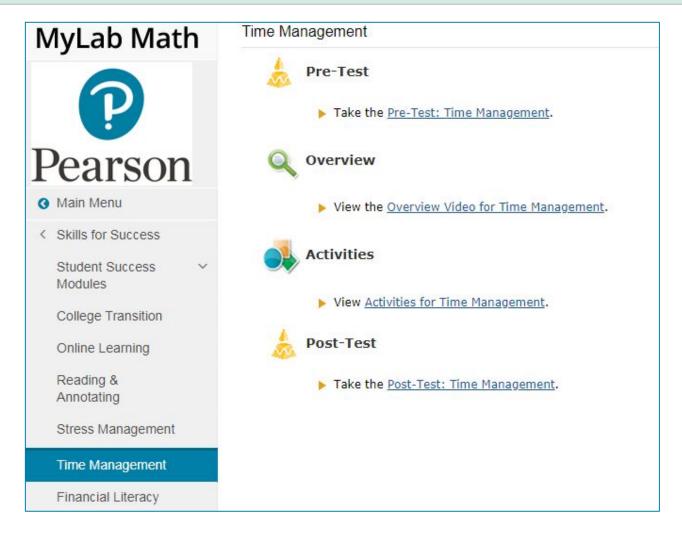
Learning Objectives:

- · Explain the role of the word "yet" in building a growth mindset.
- · Explain the connection between having a growth mindset and embracing the power of yet.
- . Describe why trying new strategies and asking for help are key aspects of developing a growth mindset.

Watch the Video 3: The Power of "Yet" video.

Video 4: Embracing Challenges









Integrated Review

MyLab Math Main Menu

< Chapter Contents

Chapter 2

Integrated Review

Section 2.1

Section 2.2

Section 2.3

Section 2.4

Section 2.5

Chapter Test Prep Videos

Chapter Projects

Integrated Review

Man

Chapter 2 Integrated Review

Skills Check

Start by taking the Chapter 2 Skills Check Quiz. If you master the Skills Check, move on to the next section. If not, proceed to the Learning Objectives listed below.

Learning Objectives

Work through each Objective for the Integrated Review section. You can also check your answers for the Integrated Review Worksheets.

2.R.1: Divide rational numbers in fractional form.	<u>Video</u>	Integrated Review Worksheet
2.R.2: Evaluate a formula.	<u>Video</u>	Integrated Review Worksheet
2.R.3: Solve a quadratic equation by the square root method.	<u>Video</u>	Integrated Review Worksheet
2.R.4: Find the perimeter and area of a triangle.	<u>Video</u>	Integrated Review Worksheet
2.R.5: Complete the square.	<u>Video</u>	Integrated Review Worksheet
2.R.6: Solve a linear equation.	<u>Video</u>	Integrated Review Worksheet
2.R.7: Plot points in the rectangular coordinate system.	<u>Video</u>	Integrated Review Worksheet
2.R.8: Solve a formula for a variable.	<u>Video</u>	Integrated Review Worksheet
2.R.9: Use the Pythagorean Theorem and its converse.	<u>Video</u>	Integrated Review Worksheet

Skills Review

Finish by completing the Chapter 2 Skills Review Homework.



Integrated Review

Dividing Fractions $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \cdot \frac{d}{c} = \frac{a \cdot d}{b \cdot c}, \text{ where } b, c \text{ and } d \neq 0$ Example: Find the quotient $\left(-\frac{4}{9}\right) \div \left(-\frac{5}{6}\right) = -\frac{4}{9} \cdot \frac{6}{5}$ $= \frac{4 \cdot 6}{9 \cdot 5}$ = 4.

INTEGRATED REVIEW WORKSHEETS - CHAPTER 2

Practice

Objective 1: Divide rational numbers in fractional form.

- To divide rational numbers we must know how to find the reciprocal of a rational number. Two numbers are reciprocals if their product is
- 1._____

- is _____.
- 2. Another name for reciprocal is ______.

2.

3. Find the reciprocal of $-\frac{4}{5}$.

3._____

4. Find the reciprocal of 6.

4.

To divide rational numbers rewrite the division as an equivalent multiplication problem.

$$\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \bullet \frac{d}{c} = \frac{a \bullet d}{b \bullet c}$$
, where b, c, $d \neq 0$

Find the quotient. Fill in any blanks.

5.
$$\frac{3}{8} \div \frac{9}{4}$$

5. _____

Step 1: Write the equivalent multiplication problem.

$$\frac{3}{8} \div \frac{9}{4} = \frac{3}{8} \cdot \frac{4}{9}$$

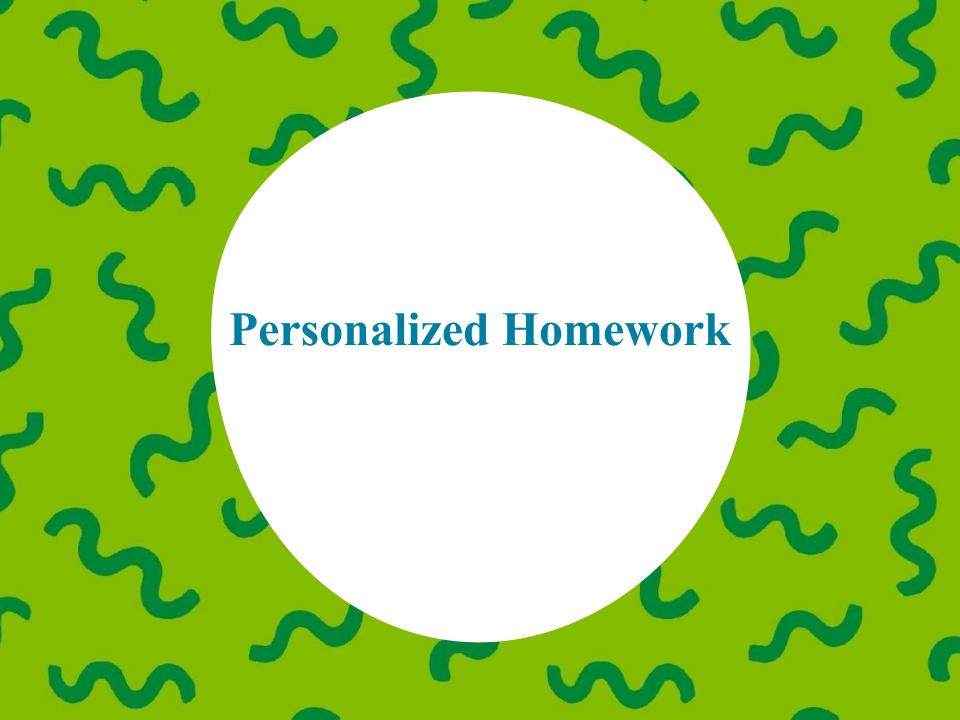


Integrated Review MyLab Math & Statistics Courses

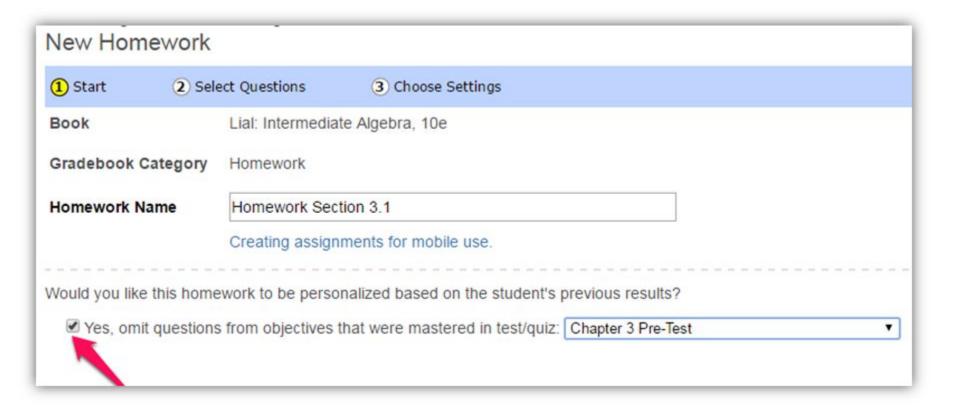
- Statistics
- Liberal Arts Math
- Quantitative Reasoning
- College Algebra
- Precalculus

Hillsborough Case Study





Personalized Homework



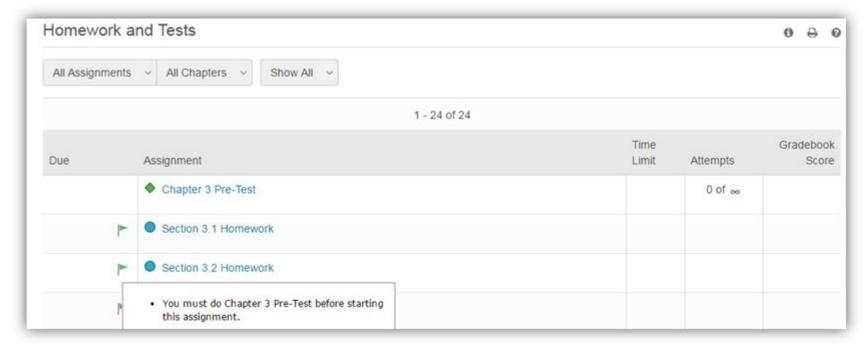


Personalized Homework

Student workflow

Take test (or quiz)

Complete personalized homework







MyLab Math



Unit II: Modified Integrated Review

MATH 0999

MATH 1111

Unit II: Modified Integrated Review

Unit II

Select the MATH 0999 link to master prerequisites skills.

Select the MATH 1111 link to complete the MATH 1111 assignments.





MyLab Math



Main Menu

Unit II: Modified Integrated Review

MATH 0999

MATH 1111

MATH 0999

Manage

Unit II

Follow the steps below to review and master prerequisite skills needed to be successful in Unit II of your MATH 1111 course.



Complete the homework for the objectives in this unit.

- · Watch the lesson video embedded in each assignment.
- Print and complete the worksheet embedded in each assignment.
- · Complete the exercises in each assignment, using learning aids as needed.



Take a Quiz to demonstrate mastery of these objectives.



Master the objectives you missed on your quiz in your personalized study plan.

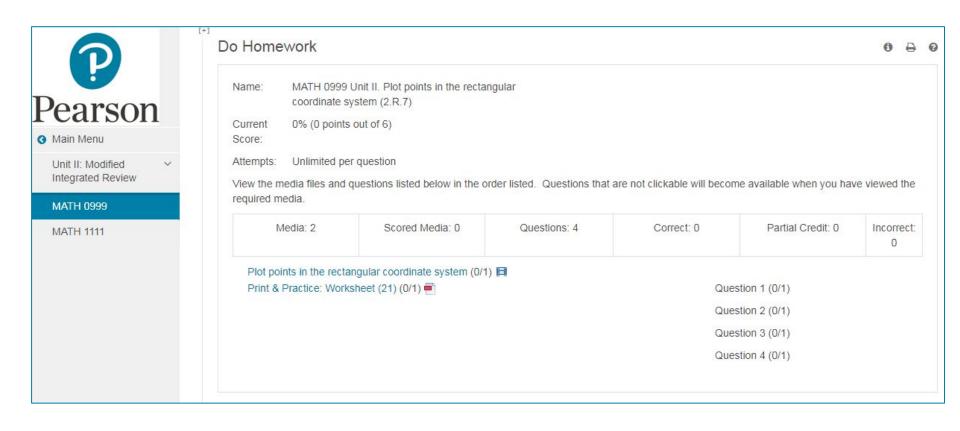
Once you master missed objectives, you may retake the guiz.

The objectives covered in this unit are:

- 1. Use the product property to simplify square roots and nth roots of constants (1.R.24)
- 2. Plot points in the rectangular coordinate system (2.R.7)
- 3. Solve a formula for a variable (2.R.8)
- 4. Graph points and inequalities, evaluate algebraic expressions (1R.11, 1.R.12)
- 5. Graph equations by plotting points (3.R.4)
- 6. Graph linear equations using intercepts (8.R.1)
- 7. Define parallel and perpendicular lines (8.R.2)
- 8. Determine whether an equation is a conditional equation, an identity, or a contradiction (8.R.3)
- 9. Determine whether an ordered pair is a point on the graph of an equation (3.R.3)
- 10. Find the perimeter and area of a triangle (2.R.4)
- 11. Use the Pythagorean Theorem and its converse (2.R.9)

Worksheet Answers

- 1.R worksheet answers
- 2.R worksheet answers
- 3.R worksheet answers
- 8.R worksheet answers



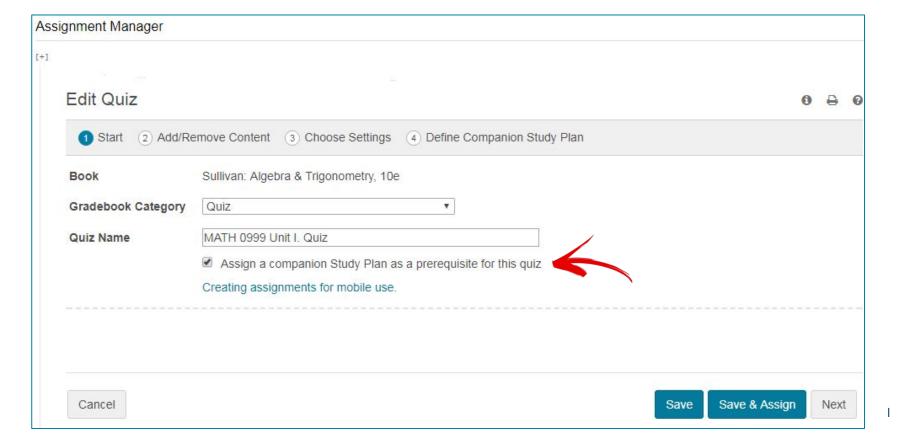


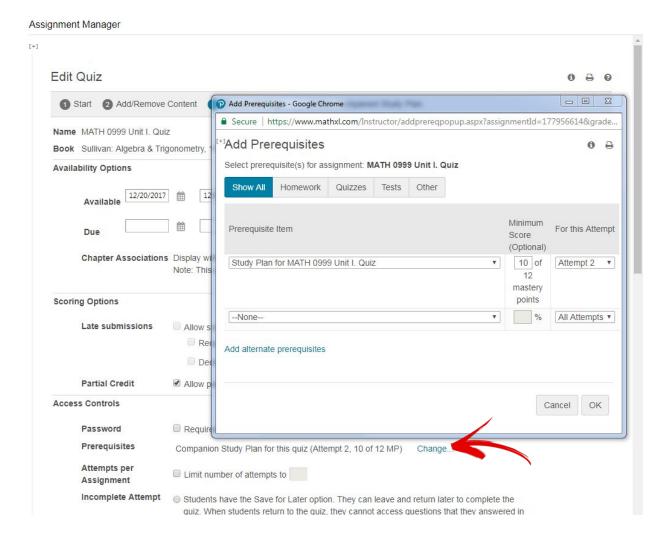


Instructor workflow

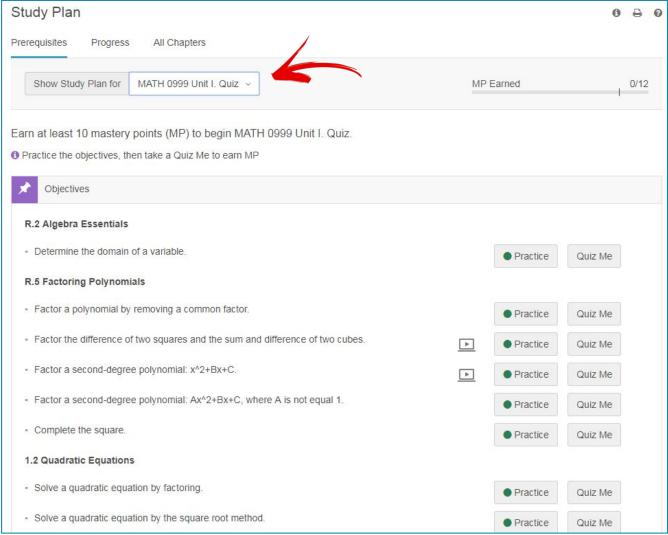
Create test/ quiz

Specify mastery level

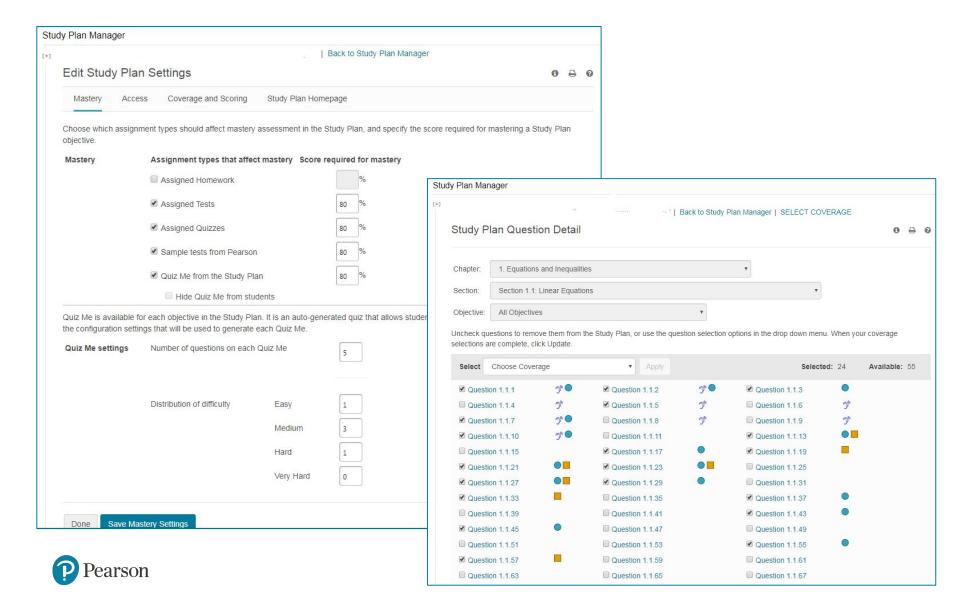














MyLab Math



Unit III

MATH 0999 Lab 6

MATH 0999 Lab 7

MATH 1111

Unit III

Manage View

MATH 1111 with MATH 0999 Lab - Unit III

Only MATH 0999 Students

This unit includes three MATH 0999 Labs and Chapter 3 of the College Algebra material. As you are working on the materials in your MATH 0999 class you will also be working on the materials for your MATH 1111 class. The MATH 0999 material will prepare you for the appropriate chapter(s) of MATH 1111.

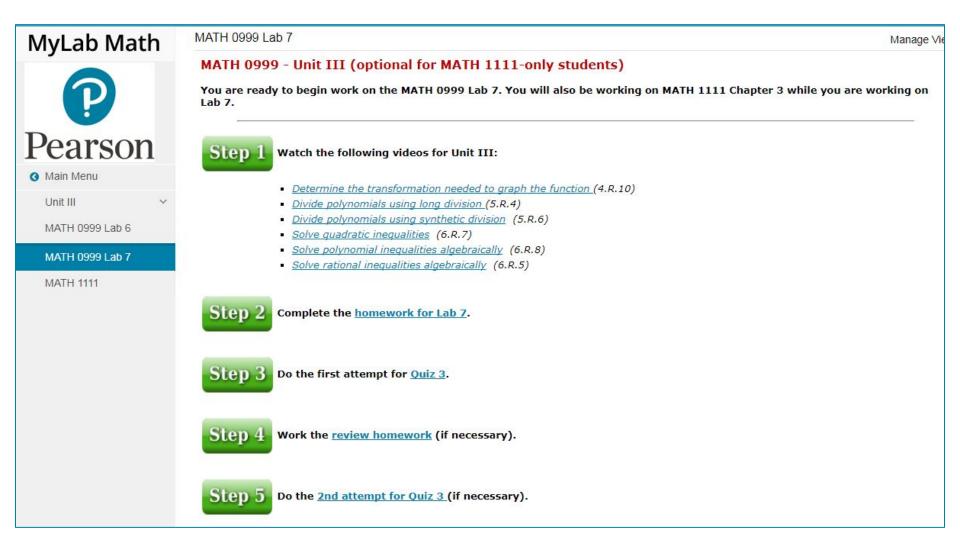
 Please click on MATH 0999 Lab 6 on the learning path on the left to begin.

All MATH 1111 Students

If you are taking only MATH 1111, you will begin your work with MATH 1111 on the left menu. You are not required to work the MATH 0999 Labs. However, they are optional and may be worked if you need help on the prerequisite material for MATH 1111.

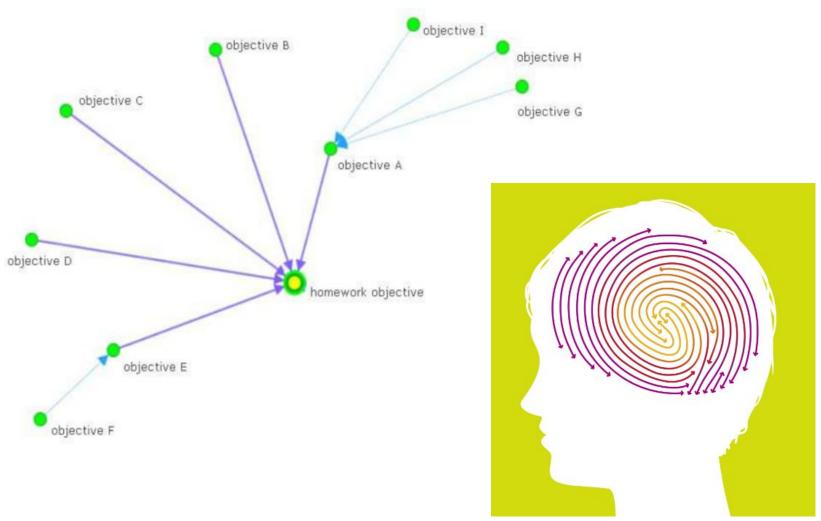
Please click on MATH 1111 on the learning path on the left to begin.





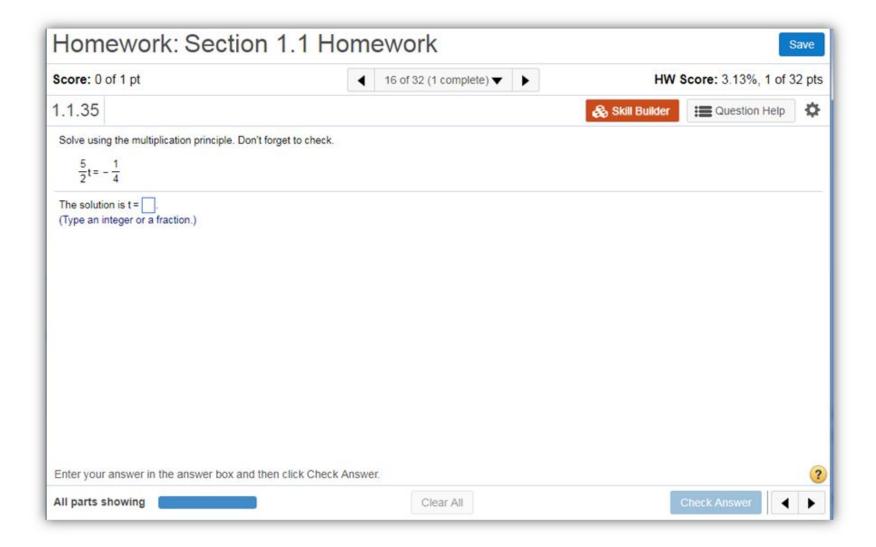




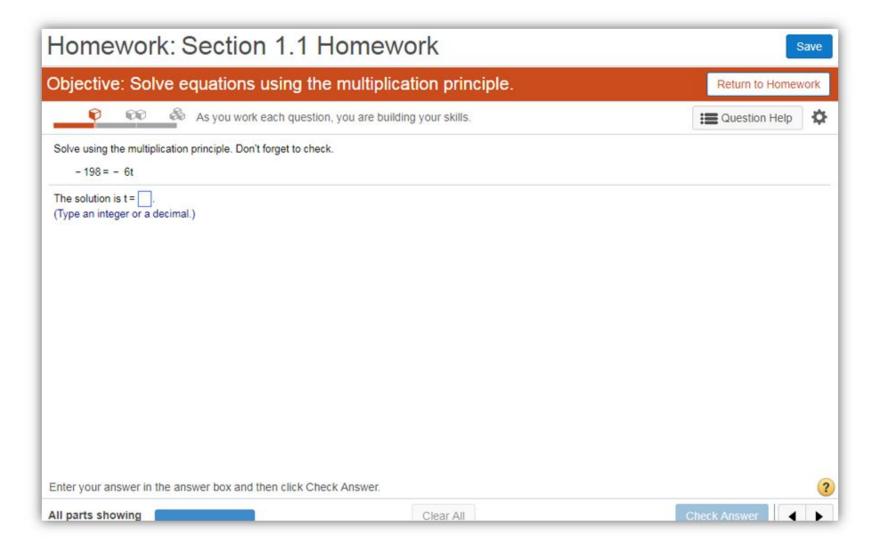




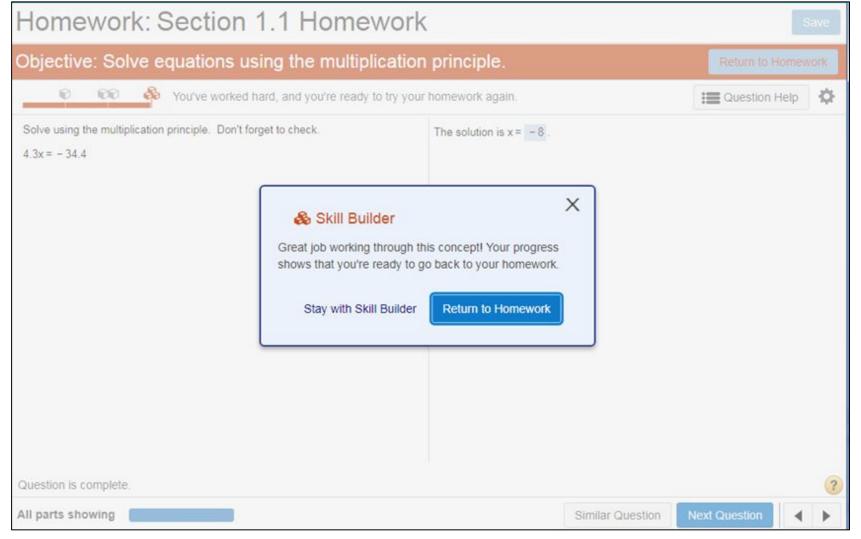
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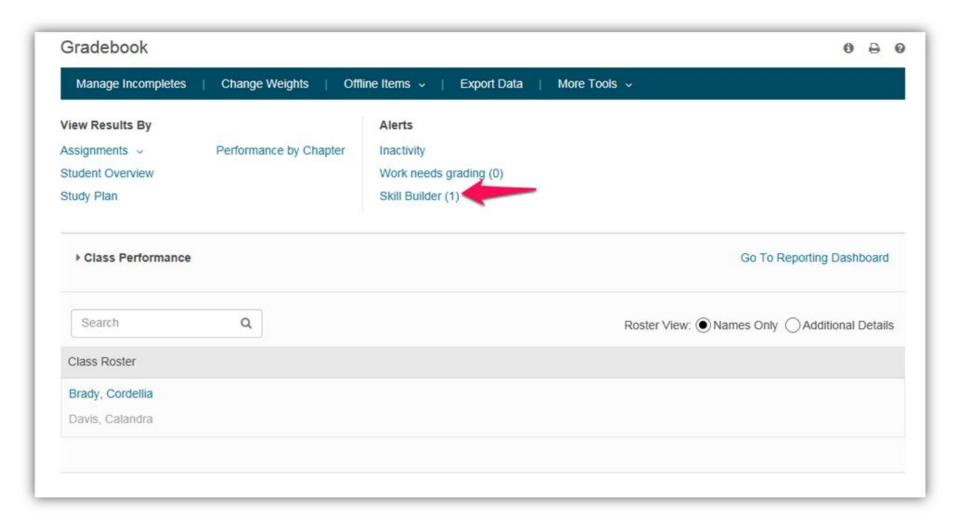




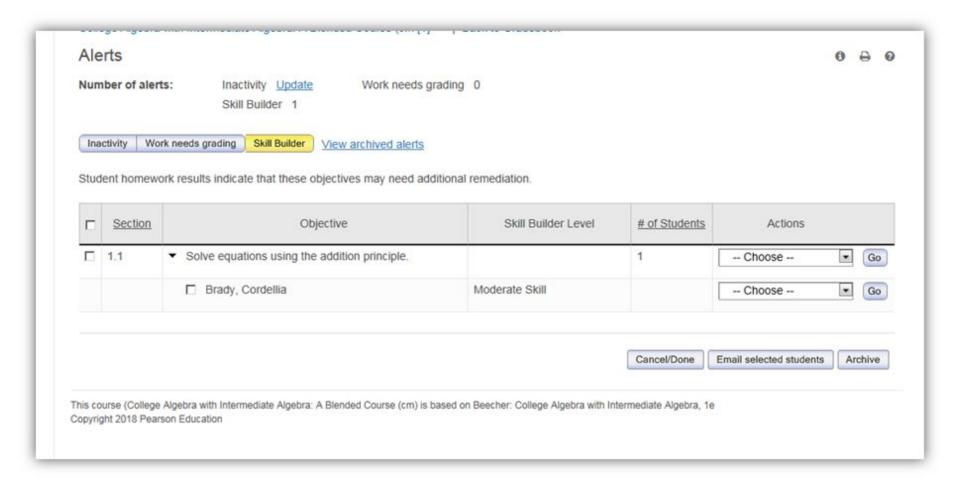




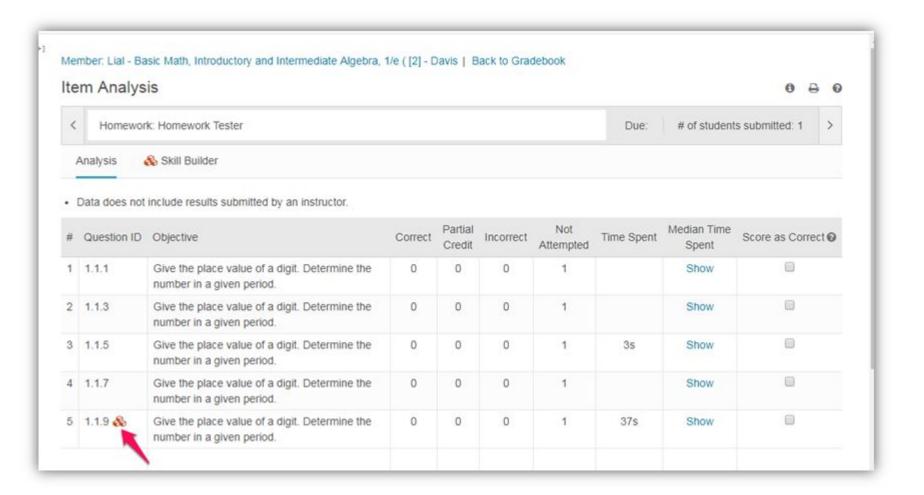
















Custom Corequisite Course

MyLab Math



Main Menu

Unit II: Modified Integrated Review

MATH 0999

MATH 1111

MATH 0999

Manage

Unit II

Follow the steps below to review and master prerequisite skills needed to be successful in Unit II of your MATH 1111 course.



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- Watch the lesson video embedded in each assignment.
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Take a Quiz to demonstrate mastery of these objectives.



Master the objectives you missed on your quiz in your personalized study plan.

Once you master missed objectives, you may retake the guiz.

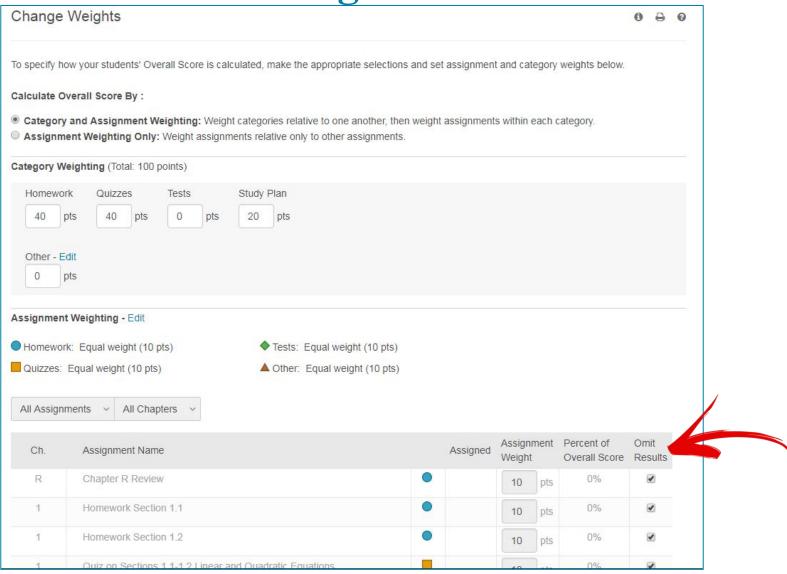
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Worksheet Answers

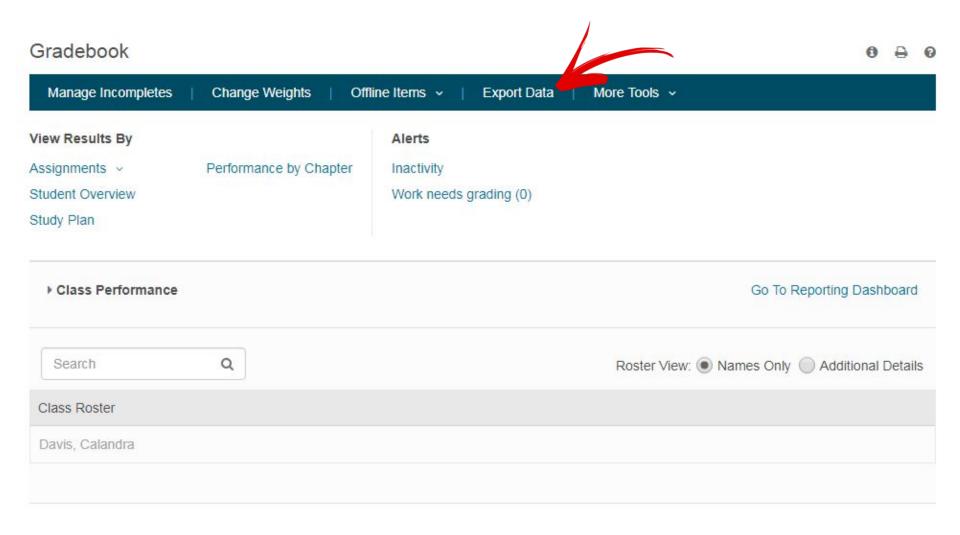
- 1.R worksheet answers
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- 3.R worksheet answers
- 8.R worksheet answers

Gradebook: Omitting Grades





Gradebook: Advanced Export



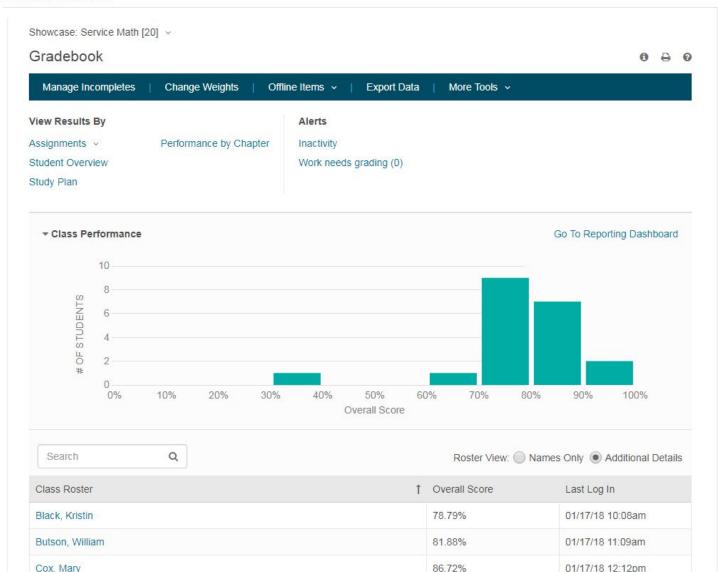


Gradebook: Advanced Export

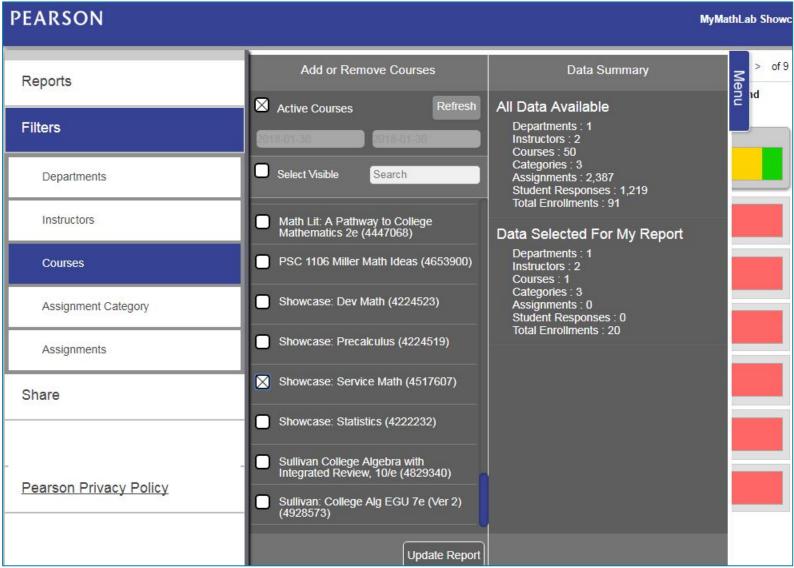
Gradebook	All Categories
Category	Include Sample Tests
	Include Quiz Me
	Include Study Plan
	Specific Categories Choose (0 categories selected)
Assignments	All Assignments
	☐ Include Omitted Results
	Specific Assignments Choose (All assignments selected)
Chapters	All Chapters
	Specific Chapter Choose (All Chapters selected)
Scores	Scores from all attempts
	 Included attempt only
	Currently set to Best Score (Score Settings)
Score Format	Export scores as percentages
	Decimal format
	Percent format
	 Export scores as points
Score precision	 Export rounded values (2 decimal places)
	Export unrounded values (7 decimal places)
Other Data	☐ Time spent on assignment
	Include median time spent
	Date Worked on assignment
	Student Overall Score
	Study Plan Total Mastery Points and Time Spent
	Weighted Average of selected assignments
	Last Login date
	Number of days submitted late



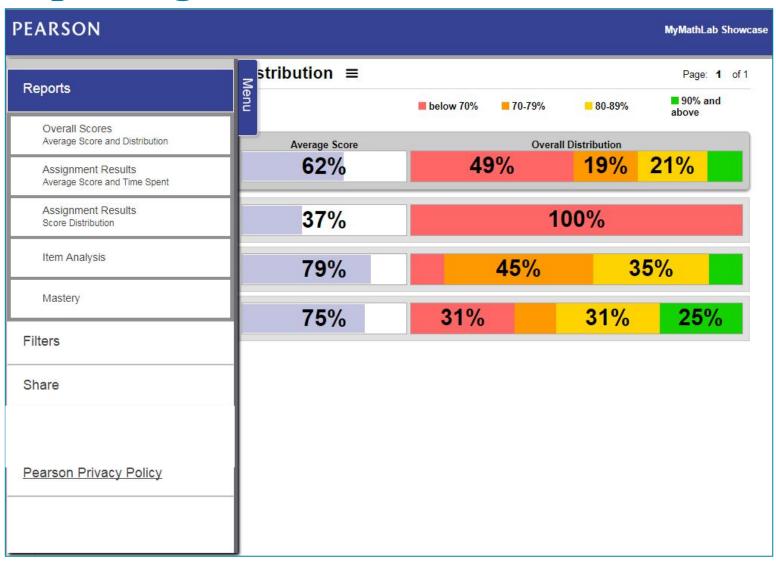
Instructor Gradebook







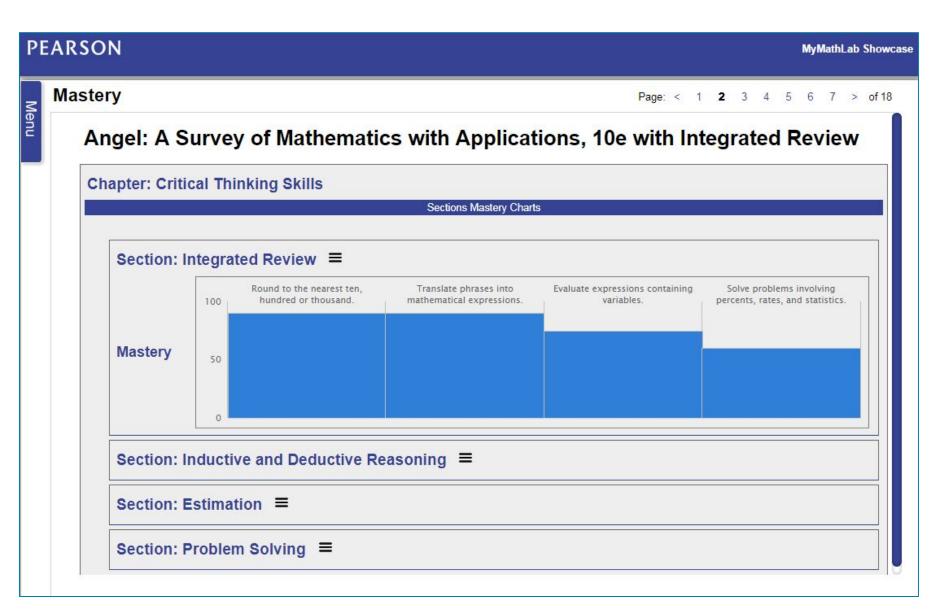




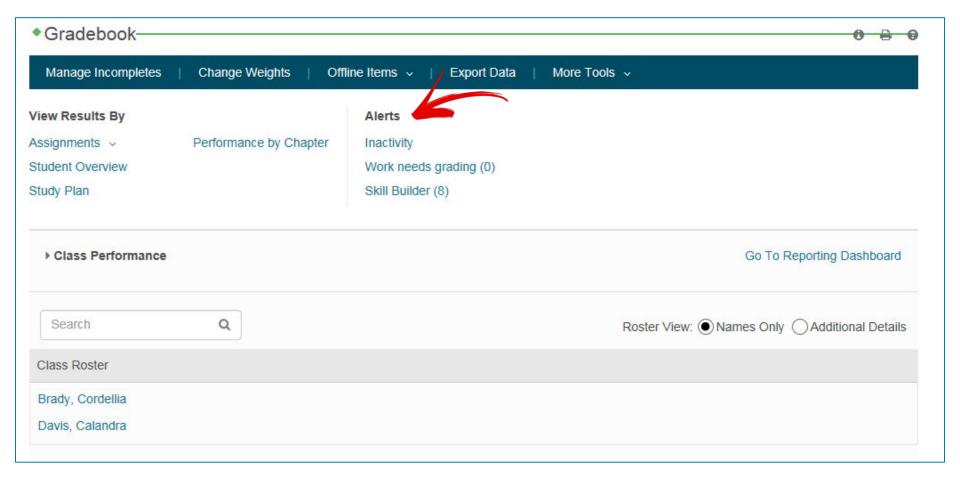






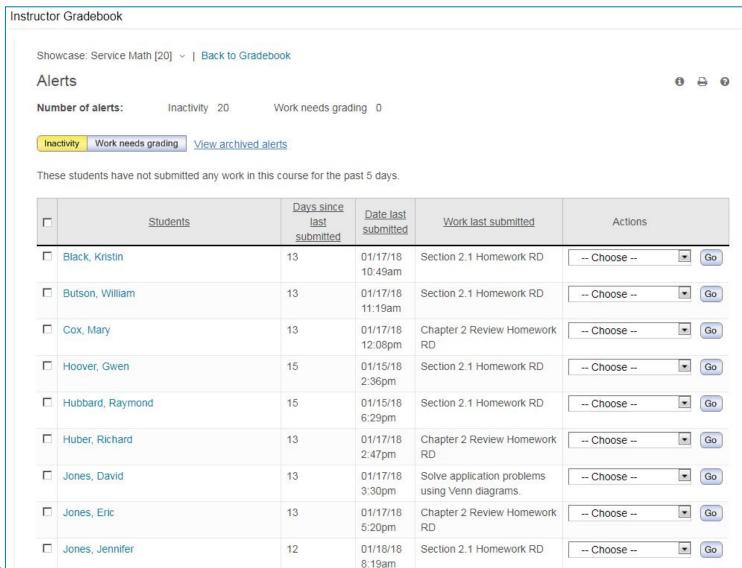


Alerts

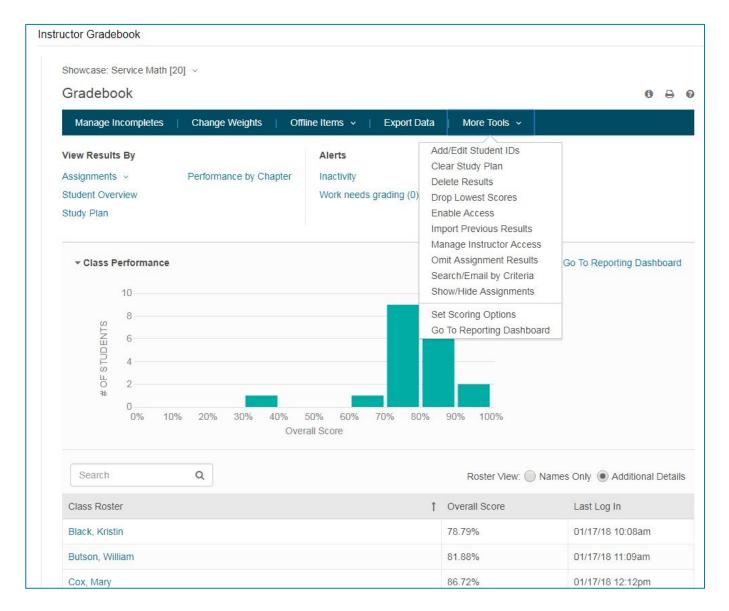




Alerts

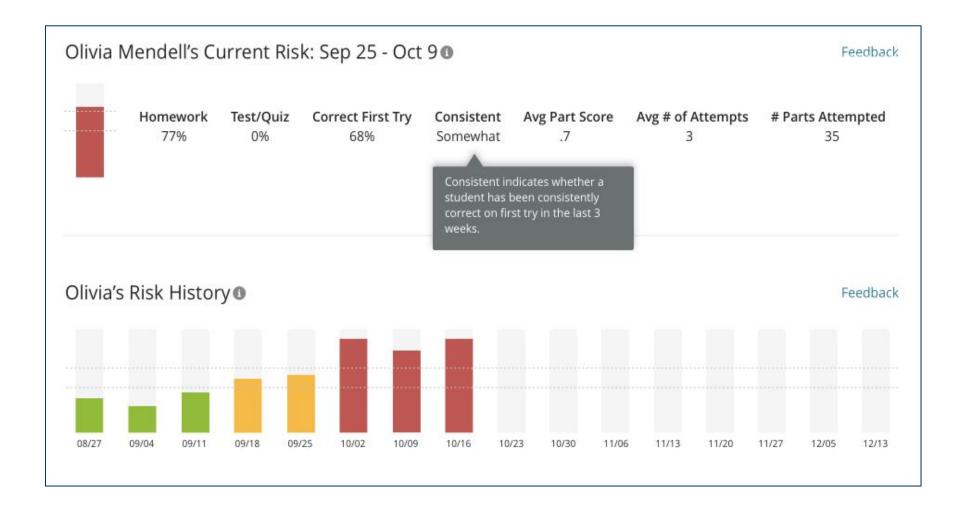


Search/ Email by Criteria



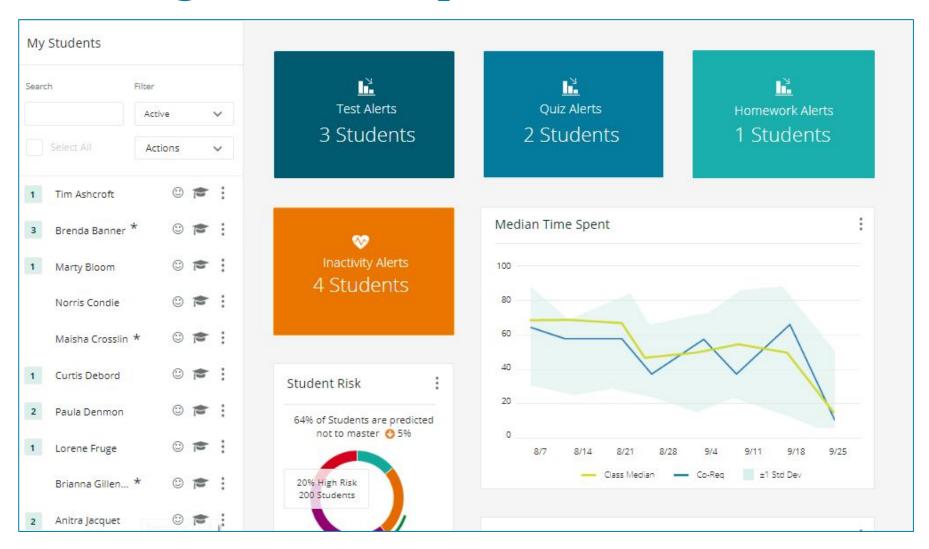


Coming Soon: Early Alerts



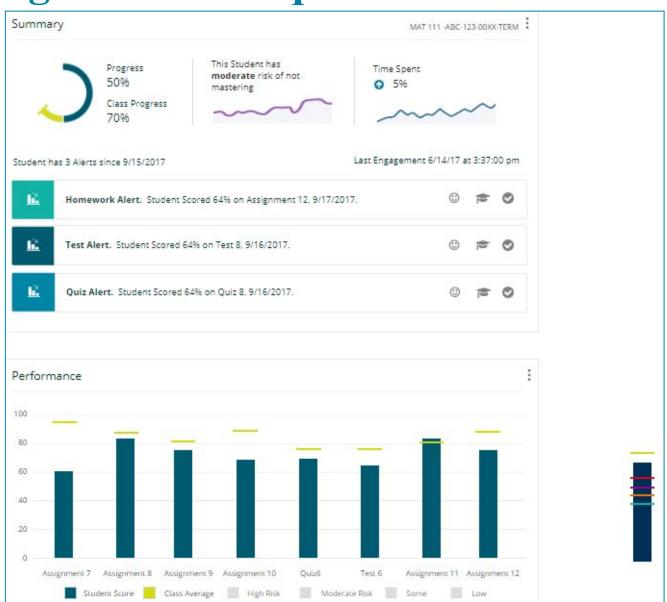


Coming Soon: Corequisite Dashboard





Coming Soon: Corequisite Dashboard

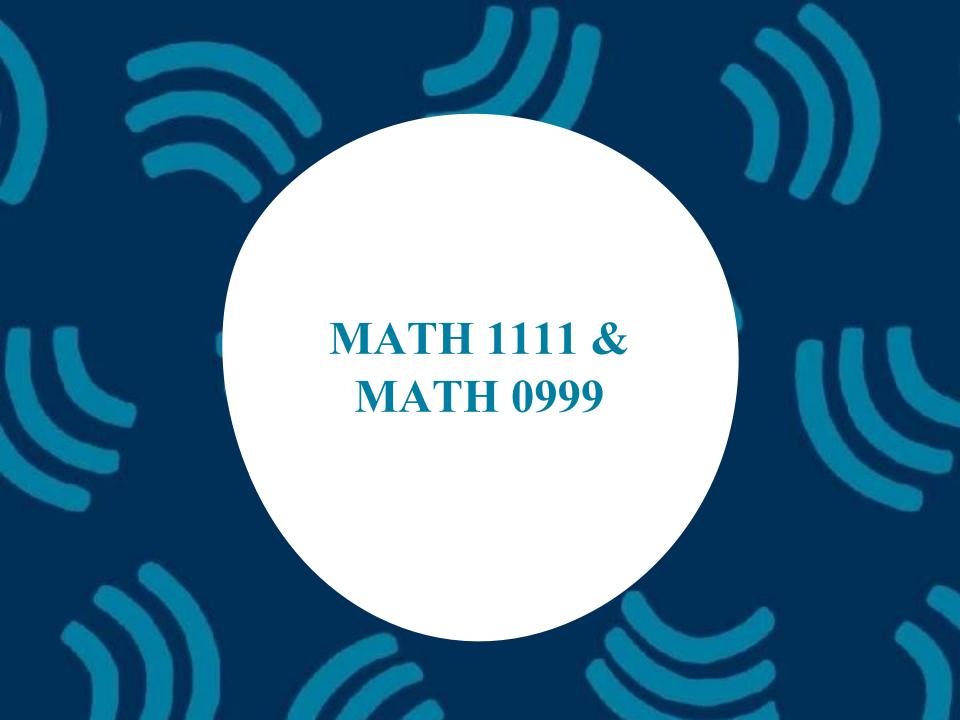




Flexibility 1 product multiple structures

- Co-Req Samples
- Different Learning Paths
- Sample 1111 & 0999 1 instructor, 2 classes, 0999 grades not impact 1111(omit results)
- 2 instructors, same students Section instructor (control over level of access)
- Different weights different assignments





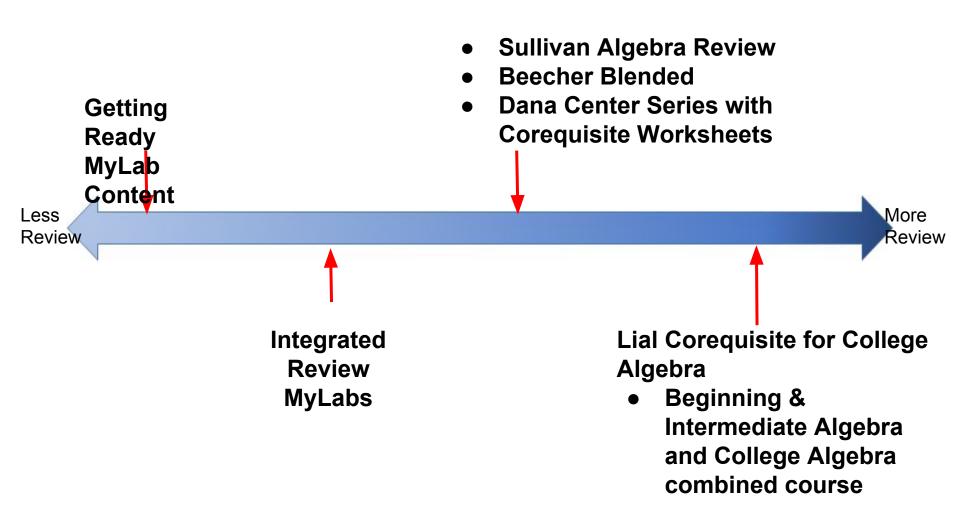
Content - Developmental Math remediation

How far back do you go with that remediation?
e.g. do you include arithmetic review, or mostly intro/interm algebra topics?

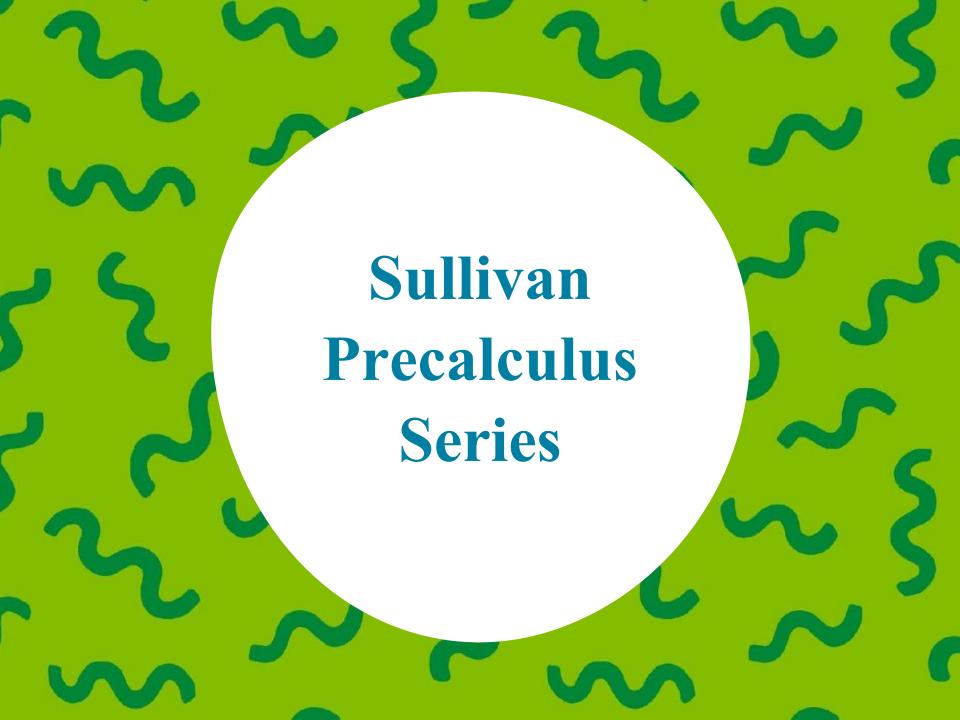




Pearson Product Spectrum

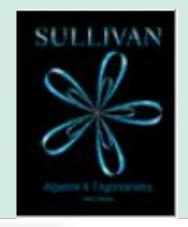


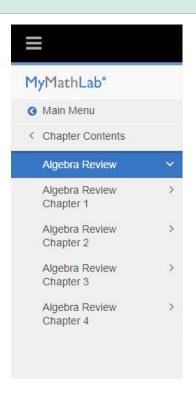


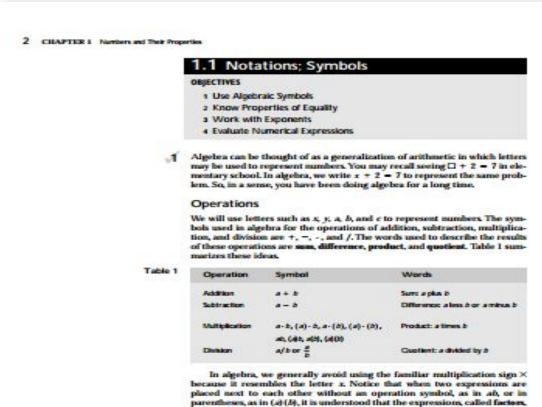


Sullivan Precalculus Series

Additional developmental review in the MyLab, more than Integrated Review





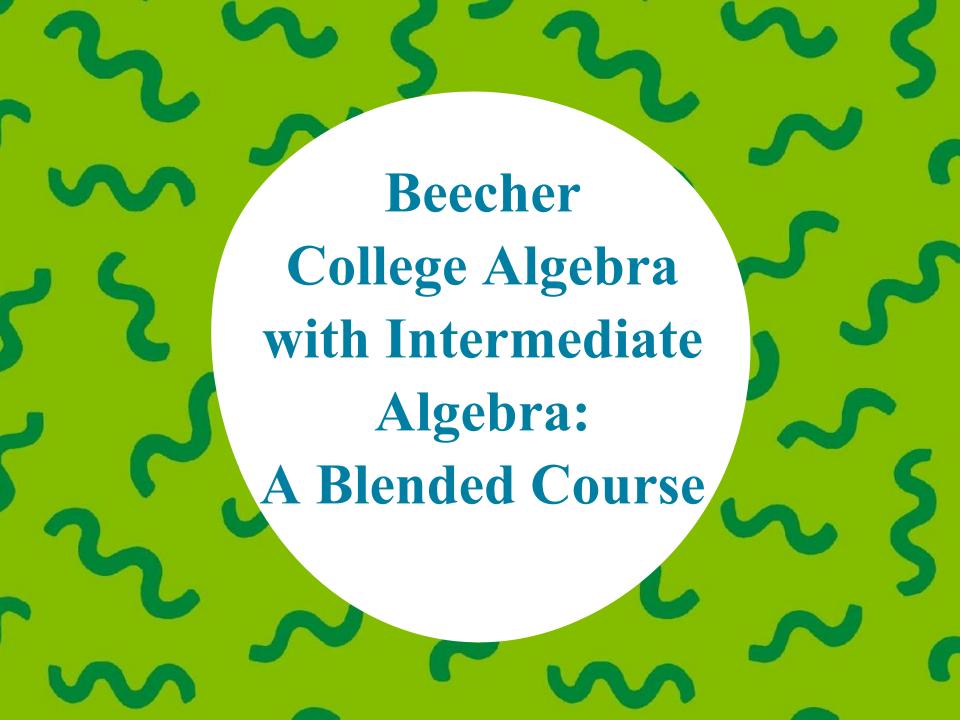


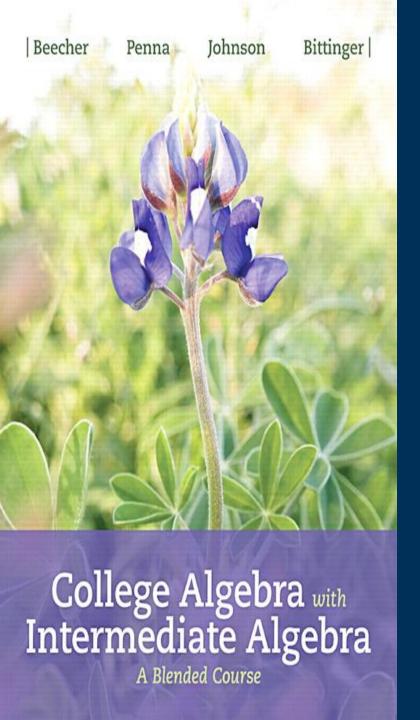


are to be multiplied together.

In algebra, we also prefer not to use the familiar division sign + because it leads to awkward expressions. However, in this book we will use the division sign on a limited basis in situations where it supports a better understanding of a concept.

We also try not to use mixed numbers in algebra. When mixed numbers are used, addition is understood; for example, $2\frac{3}{4}$ means $2 + \frac{3}{4}$. In algebra, use of a mixed number may be confusing because the absence of an opera-





Beecher Blended

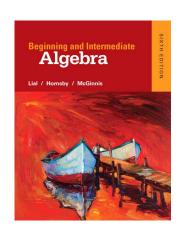
Ideal:

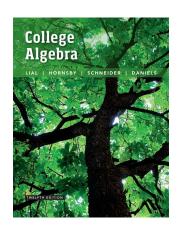
- Underprepared students
- Coreqs with one instructor
 & with all students having to take the review

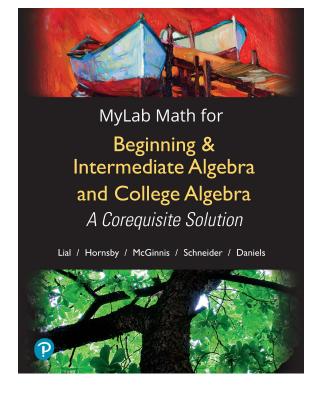
New Tools:

- Sample Syllabi
- Showcase Course: showcase67796

Lial Beginning & Intermediate Algebra and College Algebra - coming mid-March!









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Full Beginning & Intermediate Algebra eText/course

+ Full College Algebra eText/course

One flexible MyLab course that contains content for both corequisite course elements.



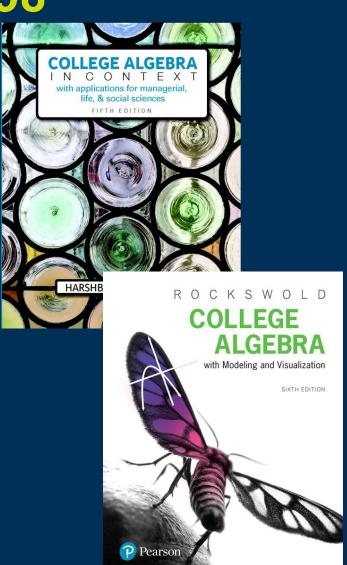


MATH 1101 & MATH 0998

Harshbarger/Yocco
Thinking Mathematically
College Algebra In Context

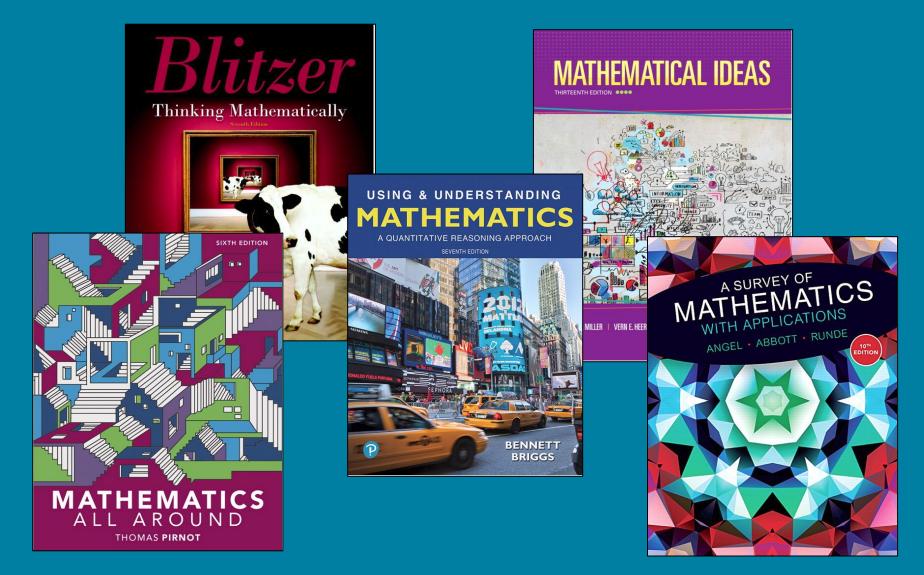
With Applications for the Managerial, Life and Social Sciences

Rockswold
College Algebra with
Modeling and Visualization



? Pearson

MATH 1001 & MATH 0997 Co-Req Options:



Co-Reqs Your Way

- Flexibility of set-up
- Ready to go options
- Custom
- Seamless for students 1 code
- Data and analytics
- Co-Req case study <u>Pellissippi State CC</u>
- Experience and Implementation



Questions?

Naomi Bahary <u>naomi.bahary@pearson.com</u>

Calandra Davis <u>calandra.davis@pearson.com</u>

Kelly Meierhofer <u>kelly.meierhofer@pearson.com</u>

