



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"> • Being willing to change and adapt new curriculum and procedures • Ability to mobilize faculty to complete changes • Intercollege flexible collaboration • Math- College for Cont., Stats, College Algebra, Complete college algebra 	<ul style="list-style-type: none"> • The logistics of enrollment and marketing of new initiatives • Aligning so many different courses, faculty, and curricula • Resistance to change • Transitioning to being college ready faster
2. Changing advising and scheduling practices	<ul style="list-style-type: none"> • Offering / Promoting new initiatives • Preparing faculty advisors and their schedules to take on advising, continuing students in their programs 	<ul style="list-style-type: none"> • Having everyone informed about the initiatives and the resources to register students • Determining the inevitable varying “hand-off” points from general to faculty advising • Transition from advising service to enroll/register service; “close the deal”
3. Changing data use practices	<ul style="list-style-type: none"> • Using the data to make informed decisions and changes • Collecting data 	<ul style="list-style-type: none"> • Integrating data due to many initiatives • Due to many changing initiatives, data may not be sound.
4. Changing institutional policy	<ul style="list-style-type: none"> • Introducing policy changes, providing evidence, and supporting change • Being willing to revisit and discuss policy • Attend professional development to stay abreast of policy changes 	<ul style="list-style-type: none"> • Time restrictions on implementing • No one centralized person overseeing policy. • Conflicting interests among varying entities

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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"> • THE ENTRY LEVEL MATH COURSE REQUIRED FOR MOST PROGRAMS AT STC • DEV MATH FEEDS INTO MATH • INRW (DEV ENGL AND DEV READ) FEEDS INTO VARIOUS COURSES 	<ul style="list-style-type: none"> • WILL CLUSTERED PROGRAMS RECOMMEND OR REQUIRE A SPECIFIC ENTRY LEVEL MATH COURSE? • HOW “ALIGNED” DO THE CO-REQUISITE CURRICULA NEED TO BE? • HOW CAN WE INCLUDE CAREER CHOICES WITHIN COLLEGE REQUISITES?
2. Data sets to guide change	<ul style="list-style-type: none"> • NUMBER OF STUDENTS THIS WILL IMPACT • ROUGHLY HOW MANY STUDENTS WILL BE AFFECTED • STRONG RESEARCH DEPARTMENT 	<ul style="list-style-type: none"> • NUMBER OF STUDENTS IN STEM AND NON-STEM PATHS • WHEN THE NEXT CHANGE FROM THE THECB IS COMING, AND WHAT IT WILL BE
3. Model to be scaled	<ul style="list-style-type: none"> • CO-REQUISITE • ERP ALTERNATIVE PLACEMENT 	<ul style="list-style-type: none"> • HOW CAN WE ENSURE ACADEMIC RIGOR/STANDARDS IN ENTRY LEVEL COURSES? • WHAT IS THE BEST MODEL, AND HOW TO HANDLE STUDENTS WHO DON’T SUCCEED IN THE CO-REQUISITES ES? • ERP IMPACT ON # OF STUDENTS THAT REQUIRE CO-REQS
4. Courses to be scaled	<ul style="list-style-type: none"> • MATH1414, MATH1332, MATH1442 • INRW-0304 • ESOL 0051 &0052 	<ul style="list-style-type: none"> • NEED TO SCALE UP 332-COUNTDOWN • HOW CAN STUDENTS BENEFIT FROM ESOL
5. Timeline for scaling	<ul style="list-style-type: none"> • 25%, 50%, AND 75% • THREE YEARS • OFFICIAL ENROLLMENT TAKEN AT CENSUS 	<ul style="list-style-type: none"> • WILL ENROLLMENT COUNT BE TAKEN BEFORE CENSUS, AT CENSUS, OR AT END OF SEMESTER? HOW STRICTLY WILL THIS BE ENFORCED? CONSEQUENCES? WILL CHANGES OCCUR IF NOT MET?

		<ul style="list-style-type: none"> • WHEN IS THE NEXT CHANGE FROM THE THECB IS COMING, AND WHAT IT WILL BE?
6. Students affected	<ul style="list-style-type: none"> • DEVELOPMENTAL STUDENTS WHO ARE DIAGNOSED DE, OR ABE 5-6. • ROUGHLY: 800, 1600, 2400 	<ul style="list-style-type: none"> • WHAT IF STUDENTS DON'T WANT TO PARTICIPATE? WHAT IF THEY ARE UNSUCCESSFUL? • WHEN IS THE NEXT CHANGE FROM THE THECB COMING, AND WHAT IT WILL BE?
7. Student supports needed	<ul style="list-style-type: none"> • ADVISORS AND SUPPORT STAFF TO ENROLL • ADVISING FOR STUDENTS REGARDING MANDATORY COREQUISITES AND HOW TO ENROLL • SUPPORT NEEDED TO ENROLL STUDENTS IN COLLEGE 	<ul style="list-style-type: none"> • ARE THERE TECHNICAL SOLUTIONS AVAILABLE TO US TO MAKE THIS EASIER AND MORE INTUITIVE FOR STUDENTS?
8. Internal communication about changes	<ul style="list-style-type: none"> • STRONG COMMUNICATION IN DIVISIONS • INSTRUCTIONAL SUPPORT NEEDED 	<ul style="list-style-type: none"> • WHEN ARE WE GOING TO DEVELOP A ROBUST INTERNAL COMMUNICATION PLAN AT THIS INSTITUTION
9. External communication about changes	<ul style="list-style-type: none"> • SUMMITS FOR COLLEGE & CAREER READINESS • FURTHER ADDITIONAL COMMUNICATION IS NEEDED 	<ul style="list-style-type: none"> • WHICH EXTERNAL STAKEHOLDERS NEED TO BE COMMUNICATED WITH? • EXPAND REACH OF SUMMIT
10. Additions or modifications to institutional policies	<ul style="list-style-type: none"> • THERE IS A SYSTEM IN PLACE TO MAKE CHANGES • NEED TO DEVELOP CONSEQUENCES FOR STUDENTS WHO FAIL DEV. ED COURSES • SOLUTIONS INCENTIVIZE STUDENTS TO COMPLETE DEV ED COURSES • CONSEQUENCES DO NOT WORK • INCENTIVE STUDENTS WITH EXTRA POINTS 	<ul style="list-style-type: none"> • WHICH PRACTICES OR PROCEDURES NEED TO BE MODIFIED? • HOW TO ENSURE STUDENTS TAKE ADVANTAGE OF THE PROGRAM AS INTENDED; AS OPPOSED TO USING LOOP HOLES? • HOW DO WE BUILD VALUE/INCENTIVES WITH THE LINKED COURSES?