

Thursday, April 2, 2020

2:00pm – 4:00pm CT **Interactive Webinar: The Evidence for Co-Requisites**

The May 21-22 workshop is intended for institutional teams that are ready to dig in to the work. Join this interactive webinar if you still have questions about the research base behind co-requisite courses for gateway mathematics.

Thursday, May 21, 2020

9:00am – 9:30am **Registration and coffee**

9:30am – 9:45am **Welcome and Overview**

Room: TBD

Learn about the structure of the workshop and choices available.

9:45am – 10:45am **Understanding the Current Context**

Poster session and gallery walk. Share your current interventions for students designated as underprepared as well as your initial goals for comprehensive redesign. This session is for teams in the initial stages of implementation as well as those in the scaling and refining stages.

11:00am – 12:45pm **Breakouts**

Early Implementation Strand

Exploring Data and Structures

Use your own institutional data to set goals for implementation and/or scaling of co-requisites and math pathways. Explore structures and case studies to identify features that are adaptable to your context.

Scaling and Refining Strand

Viewing Data through an Equity Lens

Use your own institutional data to set goals for scaling and/or refining your co-requisites and math pathways to provide equitable services for all students.

12:45pm – 1:30pm **Lunch provided; Table Talks**

1:30pm – 2:30pm **Team Action Planning**

2:30pm – 4:00pm **Breakouts: Transforming the Role of Placement and Assessment**

Considering Multiple Measures Placement

Co-requisites should transform the role of placement from the use of a single assessment or measure for course placement to a set of decision-making processes using multiple pieces of data. This session introduces the development of structures and processes that leverage multiple pieces of information about each student in order to identify the appropriate type and level of support each student needs.

Refining Multiple Measures Placement

Once multiple measures placement processes are established, an analysis of student success data may suggest that improvements to the process are needed. These may consist of refining placement bands for different levels of support, providing more opportunities to educate students about the various levels of support, or increasing student agency in identifying the supports they need.

4:00pm – 4:45pm **Team Action Planning**

With the support of coaches, teams continue action planning and identifying questions and resources needed. Consult with other teams based on observations from the poster session.

4:45pm – 5:00pm **Wrap-Up**

Friday, May 22, 2020

8:30am – 8:45am **Announcements and Lingerin Questions**
Room: TBD

8:45am – 10:15am **Teams breakout across these sessions:**

Math Content Strand – Any Math Pathway

Alignment Strategies

Regardless of model, support courses should align with the credit-level course in content, technology, and instructional strategies. Practice the process of creating aligned courses by identifying the content of the support course by backmapping from the content of the credit-level course.

Math Content Strand – Path to Calculus

Reconceptualizing Rigor in the Pathway to Calculus

The expansion of mathematics pathways has led to considerations of redesigning the pathway to calculus and a discussion of the reconceptualization of rigor.

Math Content Strand – Intro Statistics, Quantitative Reasoning

Ensuring Students are in the Right Math Pathway

Engage with a set of tools and resources that support discussions with partner disciplines, to identify programs that would be best served by an introductory statistics or quantitative reasoning requirement.

Administrator, Advisor, Student Support Services, and IR Strand

Supporting the Work of Implementing or Scaling Co-Reqs

Examine how these roles lead and support the successful implementation, scaling, and evaluation of co-requisites; identify key strategies that need to be established.

10:15am – 10:30am **Break**

10:30am – 11:30am **Team Action Planning**

11:30am – 12:15pm **Lunch provided; Table Talks**

12:15pm – 1:45pm **Teams breakout across these sessions:**

Math Content Strand

Introduction to Psychosocial Factors

Delve into capability, purpose, belonging, and their connection to math pathways and co-requisites. Explore strategies related to content, pedagogy, and classroom culture.

Math Content Strand

Deeper Dive into Psychosocial Factors

Engage with research on culturally responsive teaching and faculty mindsets. Explore practical strategies related to content, pedagogy, and classroom culture.

Administrator, Advisor, Student Support Services, and IR Strand

Supporting the Work of Implementing/Scaling Co-Reqs

Identify strategies for effective collaboration and communication between the mathematics department, administrators, advising, Institutional Researchers and other student affairs personnel. Draft an action plan with goal statements, targets and deliverables to take back to your campus to assist with scaling of co-requisites to normative practice.

1:45pm – 2:45pm

Team Time

Teams reconvene from the breakouts and continue action planning with the support of coaches and in consultation with other teams. Collaborate with peers to create a core set of departmental strategies to increase student retention and success. Update action plan.

2:45pm – 3:00pm

Wrap-Up and Next Steps