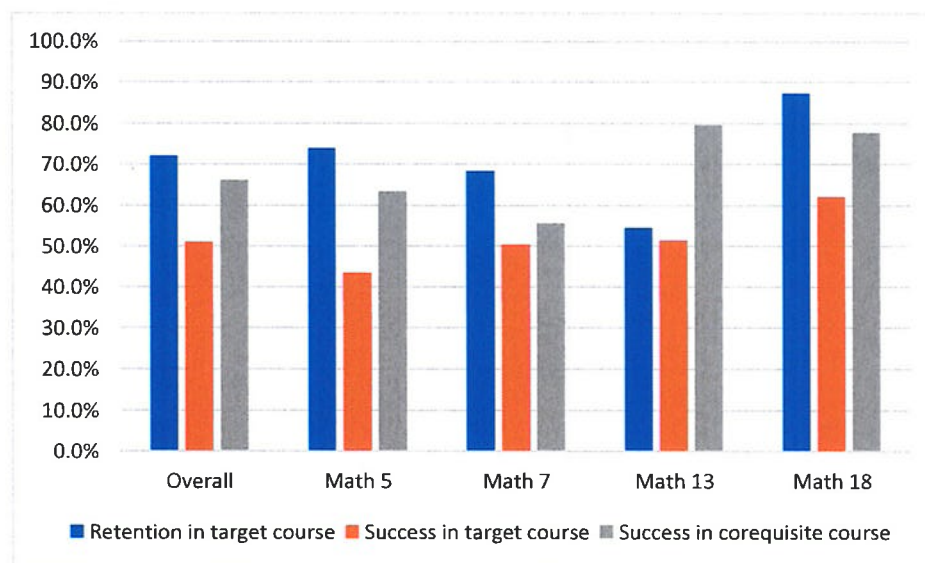


Spring 2019 Faculty Corequisite Survey Results

Summary compiled August 19, 2019

Note: Question numbers are referred to in parentheses (for example, #2 refers to the second question in the survey).

	Math 5	Math 7	Math 13	Math 18	Overall
Retention in target course (#2)	74.0%	68.3%	54.4%	87.3%	72.1%
Success in target course (#4)	43.5%	50.4%	51.4%	62.1%	51.1%
Success in corequisite course (#6)	63.4%	55.6%	79.7%	77.9%	66.1%
Number of responses	4	5	2	3	14



Here are the Fall 2018 numbers for comparison:

	Math 5	Math 7	Math 13	Math 18	Overall
Retention in target course (#2)	78.6%	87.0%	76.9%	75.3%	80.0%
Success in target course (#4)	39.7%	63.6%	50.9%	65.5%	53.4%
Success in corequisite course (#6)	67.1%	72.6%	65.9%	79.1%	70.0%
Number of responses	4	4	4	2	14

If you have taught the target course before, how does retention in the target course with corequisite compare to your typical retention in the target course? (#3)

Summary: Overall, 2 reported higher retention rates in corequisite combos, 6 reported same retention rates, and 5 reported lower retention rates.

Math 5: lower, no response, higher, same

Math 7: 14.8% lower, 16.9% higher, 11.7% lower, same, same

Math 13: same, lower

Math 18: same, same, 3.6% lower

(Fall 2018: 6 reported higher retention rates in corequisite combos, 3 reported same retention rates, and 4 reported lower retention rates.)

If you have taught the target course before, how does success in the target course with corequisite compare to your typical success in the target course? (#5)

Summary: Overall, 6 reported higher success rates in corequisite combos, 1 reported same success rates, and 6 reported lower success rates.

Math 5: 3.8% higher, no response, lower, higher

Math 7: 6.7% higher, 20.9% higher, 41.7% lower, 27.2% lower, same

Math 13: 31.5% lower, higher

Math 18: lower, 3.5% higher, 7.7% lower

(Fall 2018: 5 reported higher success rates in corequisite combos, 3 reported same success rates, and 5 reported lower success rates.)

How did you feel about teaching the corequisite course? (#7)

It was a nice experience yet a bit challenging for the longer day. Students seemed to be very tired on the 3rd hour, so the 4th hour was a bit hard to keep students engaged.

In general, I like teaching the corequisite courses. However, with Math 5 I quickly realized that I was working with a different population of students. This semester was frustrating because students had poor attendance. Also, the students felt that by doing the corequisite with Math 51 they did not have to put in any work on their own outside of class.

I found that most of the students did not put the time needed outside of class time. The students seemed to enjoy the group time and I expect it promoted the higher retention, but I don't believe the extra time in class benefit these students enough to help them pass.

I enjoyed it although I did not like the 2-hour block for the corequisite. I prefer one hour twice a week.

I really enjoyed teaching this corequisite time. Students put an incredible effort into the class. More effort was put into the target course than the corequisite course and I will need to figure out a way to balance this out. I had significantly more higher grades in the Math 71 + Math 7 than I typically get in Math 71.

I enjoyed teaching the corequisite as students choosing this option are very motivated to learn.

This is the first time I teach this class. Unfortunately, this particular class has too many unprepared students. It's very hard to motivate them to do their homework or to participate in the class.

The biggest problem for this class is the attendance. My students missed a lot of class meetings.

I enjoy the class and think students benefit by it.

Since I've only done it once, it's hard to say. It seemed like those who benefited from the corequisite material probably would have also had success if there was no corequisite. I'll be teaching Math 13 again next Spring, so I'm curious if that class will be different.

Most of the students did not put the necessary time in for the class outside of class time. The extra class time was a big contributor to the higher success rate.
I enjoy having the extra time with students but I felt as though it was apparent the weakness in prerequisite material due to the potential for "jumping" but I am excited to see how the class will differ in Fall.
It was a joy teaching the corequisite course! I loved having extra time with my students. I felt like this semester went even better than last semester.

Give an example of one thing you think worked very well in the course. (#8)
Since the class size got smaller, board activities were very successful.
Initially, I was going to do online homework but decided against it. I ended up typing homework assignments for the students to complete. The problems included the final answers so that the students would know if they did the problems correctly before turning it in.
Students did presentations of work as a prep for an exam. I think this went well for those who volunteered.
The ability to review during the corequisite class before exams and the final.
Students were given study guides to exams a week in advance. The class meeting before the test, they were given the answers and asked to grade their work and write the grade on the top of the study guide. I went to each student in the class and wrote down the grade they had given themselves. There were a significant number of D's and F's, but it built self-awareness to go home and spend more time studying that night. Many of these D and F grades turned into passing grades on the exam the following day. I think holding them accountable worked.
The attendance pot worked very well for the corequisite course. 40 points (out of 200 points) were attendance points. One point was deducted for arriving late/leaving early and two points were deducted for absences. Numerous students ended up with 38-40 points at the end of the semester.
Give Corequisite Course final exam on the 15th week, so we have time to review more materials on the 16th week.
To give final exam of the corequisite course on the 15th week, so we have more time to review the materials for the target course.
I gave self-assessment quizzes at the beginning of each class. The quiz was a problem from worksheet covered in prior class.
I was constantly able to refer back to the corequisite worksheets we did at the beginning of the semester whenever we needed to review a key prerequisite topic during the target course. Since we did these worksheets together as a class, my references to these worksheets would not be unfamiliar to them.
I spent over a week of class time preparing for the final exam in class.
I think having students do a lot of group work is beneficial because they really start to get to know each other and form working groups outside of class.
Breaking students into random groups of 4 and having them work on problems on the board worked really well. I tried to do this at least once per day. It helped break the monotony of sitting, gave students an opportunity to meet each other, and gave them a chance to practice speaking math. I had an embedded tutor that helped tremendously.

Would you teach the corequisite course again? Explain. (#9)
<p>Summary: All responses were "yes." Some faculty commented about how the corequisite courses give students extra support and more time. Other comments:</p> <ul style="list-style-type: none"> • TWTh format isn't for everyone. Many struggled to get the work done Tuesday night and Wednesday night. MWF format might get better success rates. • 2/3 of my class skipped Math 51. Typically, 50% of students pass Math 51 and then about 50% of those go on to pass Math 71. So only 25% pass both, and over a longer period of time. The opportunity Math 71 + Math 7 is of great benefit to students, particularly in terms of "throughput" to achieve their college degree goals. • I still have my reservations as to whether or not it helps. • I enjoy it but I am continuously trying to improve it.

If yes to the above, what is one thing you would do differently next time you taught the course? (#10)

I would try two-day corequisite classes instead of once a week.

I always like the corequisite and lecture held on the same day, back to back. This Spring I had a 4.5-hour block on T (because of other commitments) and then a 2-hour meeting on Th. For Spring 2020 I made sure to split this so that we meet no more than 3 hours total. Having that long stretch of class on T fatigued the students even though I would take a break every hour. They were given a long time to work on problems on T to make the time go faster. Unfortunately, I felt that most of the students were not doing any work outside of class.

I need to make presentations a requirement to get all students presenting.

I am going to rewrite the homework assignments so the review is from a longer period of time (i.e. review older things on the homework)

I decided to flip flop what I had done in Fall 2018 with respect to corequisite worksheets. Instead of doing corequisite worksheets in class, I did target course worksheets in class. The corequisite worksheets were then take-home. Many students didn't do the take-home worksheets and did poorly on the target course worksheets as a result. I am planning to flip flop again next time I teach the class as the doing the corequisite worksheets in class gives them a jump start on the take-home target course worksheets.

I might want to teach this course in a MWF format instead of a TWTh format to see if the extra day in between helped them to get their take-home worksheets done on time.

I will adopt Debbie's extra credit policy to encourage students to attend the regular class meetings.

I will focus more on having students practice the type of math 71 level problems that are most likely to occur on their exams - I want to increase math 7 attendance by making it much more about passing math 71 exams, not just basic math 51 skills.

Make sure that every single assignment in the corequisite course has a direct impact on their ability to succeed in the target course. In other words, students should look at every corequisite assignment and know that if they don't do the assignment effectively, it will directly harm their chances of success in the parent course. Just doing a worksheet with extra practice problems is not enough to motivate most students, as most students probably don't care about their corequisite grade. On the other hand, doing exam review assignments that will actually tell them what kind of material to study is the kind of assignment that will motivate them.

I will no longer require student spend any time outside of the 2-unit corequisite time on material graded for the corequisite pass/no pass grade. All grades for corequisite will be on class material. Material for the math 130 class will also be address in the math 13 time for extra support, but graded for math 130 grade.

Next time I will be changing the format and my worksheets since it will be a support only course.

I would like to move my mini corequisite lectures to a video format, so that students have to watch them at home in preparation for class. Then I could have more in-class time to do a range of activities, like group work, games (Kahootz!), or other activities.

Would you recommend to one of your colleagues that they should try teaching the corequisite course? Why or why not. (#11)

Summary: All responses were "yes." Some stated the need that corequisite courses fill, the positive student feedback, and the extra time with students. Other comments:

- I think that support classes will likely become the norm and all instructors should be ready to teach one.
- Students taking corequisites work much harder than those that don't.
- I would definitely recommend that my colleagues give corequisite courses a try. It can be challenging to figure out what to do that is not lecture-based, but I think this is the most rewarding part, too. Any colleague who has said, "I'd love to do xyz if I only had time!" should highly consider teaching a corequisite course.