



Wright State Co-Req Implementation

Ohio Math Chairs Networking,
OSU; November 2, 2017
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Department
of
Mathematics
and
Statistics





Project Support

WSU Provost Office, WSU Department of Mathematics and Statistics, and ODHE:

Bridges to Success – joint with Sinclair
Bridges to Success Implementation

We targeted three of our pathways:
MTH 1450: quantitative literacy/general audience
STT 1600: introductory statistics
MTH 1280: college algebra

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First Pilot

MTH 1450:

We overhauled the curriculum to match OTM QR

Served small N, but good pass rate:

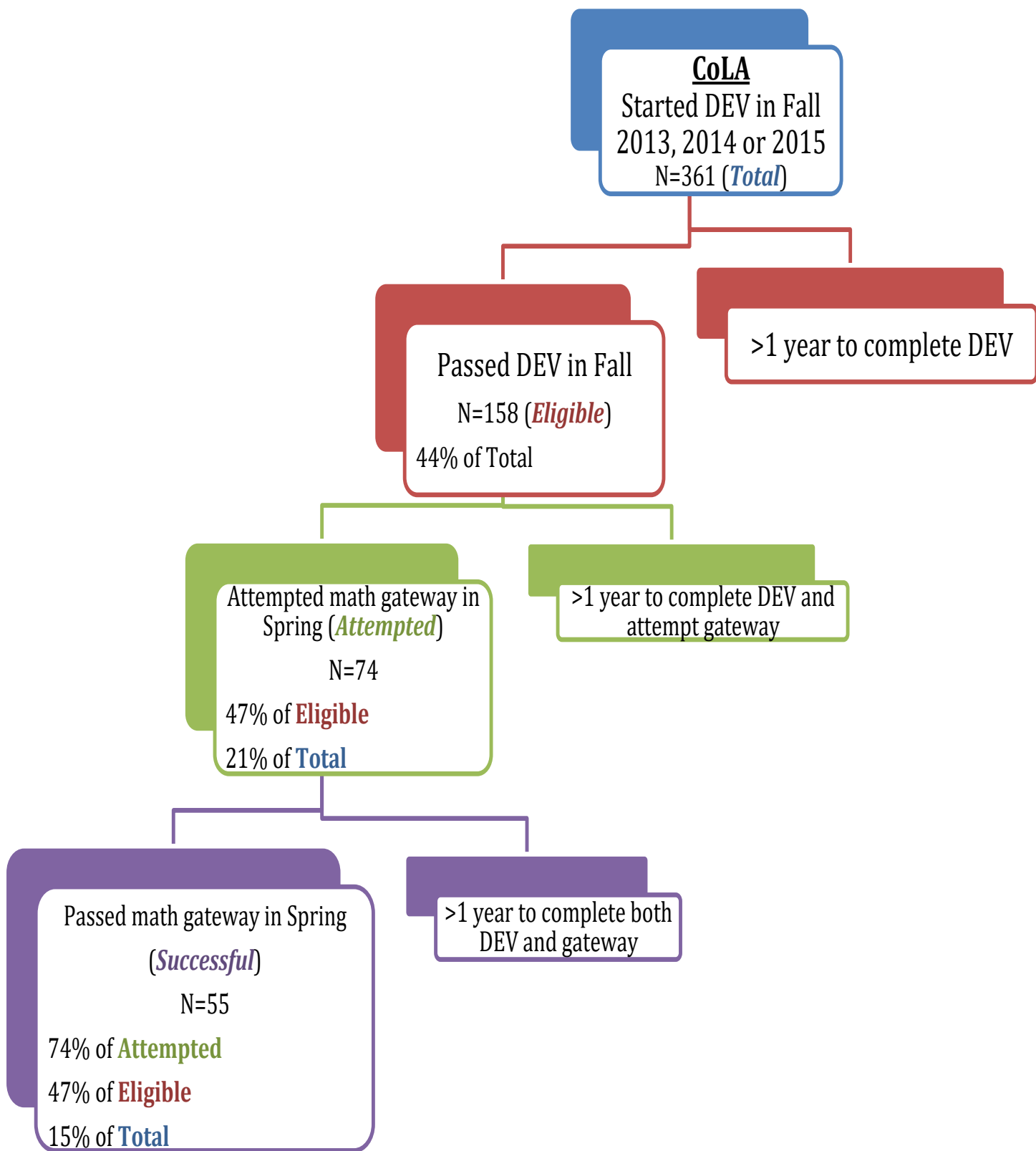
23 coreq students across two sections.

70% pass rate

This is in comparison to:

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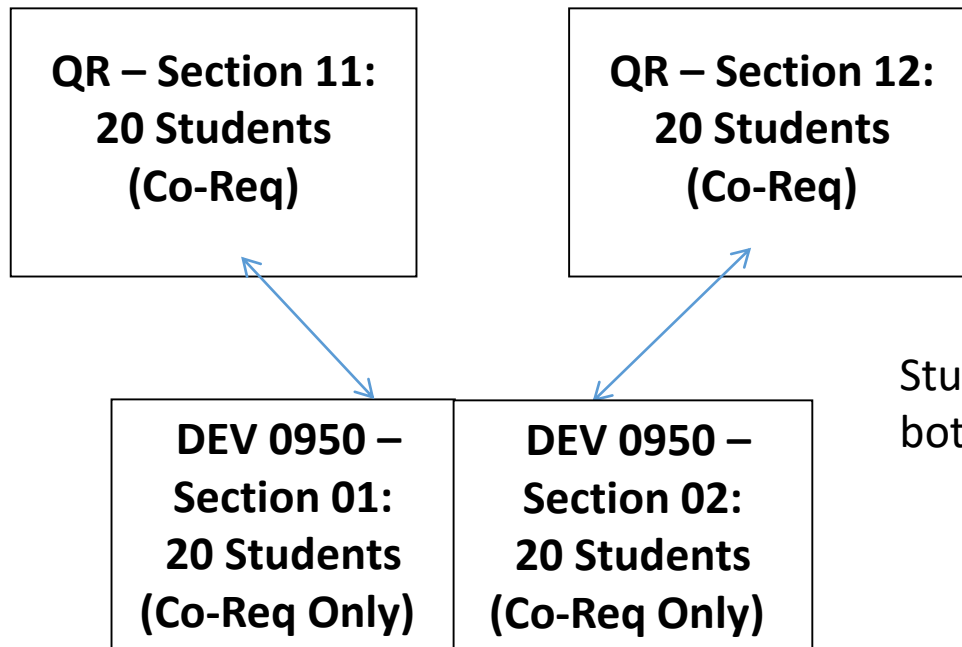
Registration model



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We are fortunate that WSU has experience with this from implementing the corequisite English writing program.



Students must register for both the DEV and a QR.



Ongoing Pilots F'17

We are piloting co-requisite remediation in three pathways:

1. MTH 1450: Math and the Modern World
2. MTH 1280: College Algebra
3. STT 1600: Statistical Concepts

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Our corequisite remediation model

Gateway Mathematics Course

20 Students
(Need
remediation)

20 Students
(No remediation
necessary)

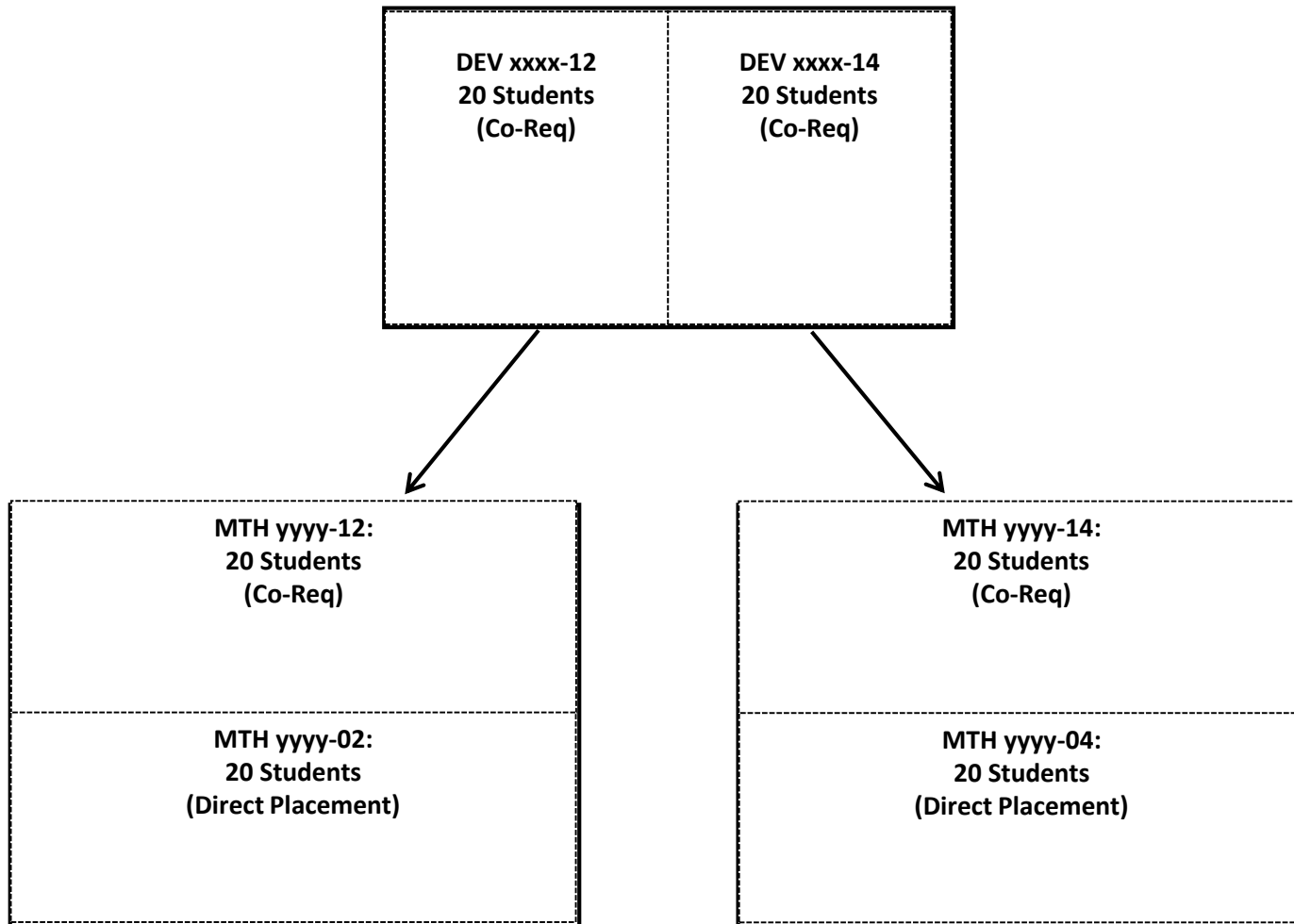


Customized DEV Course



Just in time remediation.
Curriculum is merged
with the gateway content.

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- The “just in time” curriculum working well for QR course with Dana Center materials for MTH 1450.
- Professional development opportunity focusing on active learning techniques delivered by Dana Center folks for a group of faculty WSU and Sinclair.
- STT 1600 co-req material was designed this summer. It’s being run through for the first time.
- MTH 1280 College Algebra co-req material was also designed this summer. It is a mix of home grown, on line ALEKS, and publisher provided.





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- What structure is necessary to make sure there is sufficient communication between the instructor(s) and the GTA's teaching the DEV courses?
- How do we accommodate differences in approach and notation between the two instructors?

When we go to scale we will have 10+ sections of each course. Will be impossible to guarantee same instructor feeds the coreq course.

Using the MTH 1450 and STT 1600 pilots to learn.



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College Algebra

- Who will be successful in co-req remediation? In particular, translating content necessary to appropriate placement marker.
- If students come in with too big a deficit, there is too much to do “just in time”
- It seems some students should be able to drop the MTH and keep the DEV. Consequences?
- ALEKS: its structure forces too much “backtracking” for remediation students, not enough flexibility to do “just in time”.

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Chair's perspective/Lessons learned

- Crucial to work with Student Success infrastructure of the university.
- Crucial to work with advisors.
- Crucial to have registrar support to set up registration structure.
- Crucial to have good course numbering to avoid confusion.
- Crucial to share data with constituents.

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- Everything flows more smoothly if the curriculum of the college credit bearing class is overhauled along with the design, everyone is performe “on the same page” lessening communication issues.
- Stretch courses are not as good models for co-req (except for Calculus level) .
- You have to convince your faculty it’s not a waste of resources saving students from the inevitable eventual failure.
- You should track “successor course” success
- You should track “persistence”

