

Overcoming Challenges to Corequisite Implementation

April 2018
Pathways Institute

Lindsay Daugherty



This briefing has not been formally reviewed, edited, or cleared for public release. It should not be cited without the permission of RAND.

Today's session

- Quick overview of common challenges we identified
- Activity: Identify strategies for overcoming common challenges
- Share out on strategies, additional challenges
- Wrap-up with an overview of strategies for overcoming challenges

Our report identified 4 major types of challenges with corequisite implementation

- 1) Limited buy-in among faculty, advisors, and students
- 2) Issues with scheduling and advising logistics
- 3) Limited preparation and support for model design and instruction
- 4) Rapid speed of and uncertainty around state policymaking

What kinds of issues did we see with buy-in?

Challenges With Buy-In

- Faculty
 - Perceptions that coreq movement devalues developmental ed
 - Fear about loss of jobs by instructors not credentialed to teach college-level courses
 - Lack of interest by some college-level English instructors
- Advisors
 - Advisors underinformed, informed late in process
 - Hesitancy of advisors to deviate from the traditional options and practices
- Students
 - Limited marketing of corequisites to students
 - Some attendance challenges

What kinds of issues did we see with scheduling and advising logistics?

Challenges With Scheduling and Advising Logistics

- Limited information provided on corequisites to advisors and students
- Unique design features (e.g., mixed student populations, linked courses) not compatible with student information systems and scheduling processes
- Challenges balancing instructor and student course loads with 1- and 2-credit hour supports
- Confusion about TSIA scores and placement charts
- Hesitancy to use holistic advising

What kinds of issues did we see with preparation for model design and instruction?

Challenges With Preparation for Model Design and Instruction

- Corequisites designed in ways that make them more difficult to teach, including:
 - Flexible structure, limited curriculum
 - Greater focus on personalization and alignment
 - Wider variation in student abilities within classroom
- Limited training and support materials provided by institutions
- Limited pools of interested and qualified instructors
- Challenges ensuring instructors prepared to offer both reading and writing support

What kinds of issues did we see with speed of and uncertainty around state policy?

Challenges With Uncertainty Around State Policy

- Fatigue from perception of rapid and broad changes to policy and guidance
- Limited or unclear guidance around state and institutional policies on assessment and advising
- Concerns about insufficient consideration of institutional perspectives in the policymaking process
- Limited dedicated state funding for corequisite design and implementation

Activity

- Goal: Identify strategies your institution has used or could use to overcome common challenges
- Materials: See worksheets on your tables, nominate a notetaker and someone who can share out
- Challenges: 3 we've identified, and the biggest one your institution is currently facing

Institutions described strategies to address buy-in challenges

Challenge

- Faculty
 - Perceptions that coreq movement devalues developmental ed
 - Fear about loss of jobs by instructors not credentialed to teach college-level courses
 - Lack of interest by some English instructors
- Advisors
 - Advisors underinformed, informed late in process
 - Hesitancy of advisors to deviate from the traditional options and practices
- Students
 - Limited marketing of corequisites to students
 - Some attendance challenges

Strategies for Addressing Challenge

- Culture of flexibility and innovation
- Integration between and collaboration across departments
- Strong support from leadership and faculty champions
- Inclusive committees that meet regularly to discuss implementation
- Early and regular communication to all stakeholders
- Evidence on effectiveness

Institutions described strategies to address advising and scheduling challenges

Challenge

- Limited information provided on corequisites to advisors and students
- Unique design features (e.g., mixed student populations, linked courses) not compatible with student information systems and scheduling processes
- Challenges balancing instructor and student course loads with 1- and 2-credit hour supports
- Confusion about TSIA scores and placement charts
- Hesitancy to use holistic advising

Strategies for Addressing Challenge

- Design/adoption of models that minimize complexity
- Involvement of advising, registrar and/or IT departments to anticipate and avoid/address issues
- Clear information for advisors and students on the corequisite model
- Student information and enrollment systems that facilitate linked courses, co-enrollment, and mixed student populations
- Improved state guidance on the assessment

Institutions described strategies to address instructional preparation challenges

Challenge

- Corequisites designed in ways that make them more difficult to teach, including:
 - Flexible structure, limited curriculum
 - Greater focus on personalization and alignment
 - Wider variation in student abilities within classroom
- Limited training and support materials provided by institutions
- Limited pools of interested and qualified instructors
- Challenges ensuring instructors prepared to offer both reading and writing support

Strategies for Addressing Challenge

- Collaborative faculty
- Dedicated committee and funding for model design and preparation
- Large pool of qualified instructors, selection process
- Training and guidance on best practices
- Repositories of content
- Sufficient lab facilities
- Robust tutoring/support services
- Small class sizes
- Continuous evaluation and improvement

Institutions described strategies to address rapid policymaking challenges

Challenge

- Fatigue from perception of rapid and broad changes to policy and guidance
- Limited or unclear guidance around state and institutional policies on assessment and advising
- Concerns about insufficient consideration of institutional perspectives in the policymaking process
- Limited dedicated state funding for corequisite design and implementation

Strategies for Addressing Challenge

- Clear, consistent, and accessible information on policy and guidance
- Research evidence that aligns with state policy
- Collaboration with and input from institutions
- Institutions and/or state identify, dedicated funding

Thank you!



For any questions, please contact:
Lindsay Daugherty (RAND), ldaughter@rand.org
Trey Miller (AIR), tmiller@air.org