

8-week Co-requisites

Overview

8-week faculty volunteered to be a part of the committee.

- Development Committee
- Teaching Committee
- 27 Total faculty members

The team met monthly as content area teams-- large groups of about 14/13 faculty members from the development and teaching teams.

- Integrated Reading and Writing (INRW) faculty were further placed into small groups of three to plan for the Fall 2023 8-week courses in the Spring of 2023.
 - Small groups included 2 Development Committee faculty members and 1 Teaching Committee faculty member.
 - These small groups met once a month to collaborate and plan for the upcoming courses.
- Math faculty were further placed into small groups of 3 to 4 to plan for the Fall 2023 8-week courses in the Spring of 2023.
 - ACM 4 people from different campuses
 - 3 Teaching and 1 Development Committee Member
 - ACM course pairing includes Foundations of Math Reasoning (MATH 0332) and Contemporary Math (MATH 1332)
 - AIM, ABS, and ASAP had 1:1 ratio
 - 1 Teaching and 1 Development Committee Member
 - AIM course pairings include Algebraic Foundations (MATH 0314) and College Algebra (MATH 1314)
 - ABS course pairings include Foundations in Business and Social Sciences (MATH 0324) and Mathematics for Business and Social Sciences (MATH 1324)
 - ASAP course pairings include Foundations in Statistics (MATH 0342) and Elementary Statistical Methods (MATH 1342)
 - MATH 0111 and MATH 1314
 - 2 Teaching and 1 Developmental Committee Member

- MATH 0111 NCBO Preparation for Academic Mathematics
- MATH 1314 College Algebra
- These small groups met once a month to collaborate and plan for the upcoming courses.

INRW and Academic English courses

- Students are enrolled in the developmental and college level courses during the 8-week.
- Students benefit from having one instructor and the same group of students for both classes.
- There are three essays in each pairing.
- Students receive the same grade for the developmental and college level courses.
- Course pairings vary in credit hours and modality:
 - 4 credit hour developmental course (INRW 0302) paired with 3 credit hour English Composition course (ENGL 1301)
 - Hands on Hybrid both classes
 - Hands on Hybrid (INRW) and Face-to-Face (ENGL)
 - Face-to-Face both classes
 - 1 credit hour developmental course (INRW 0112) paired with 3 credit hour English course (ENGL 1301)
 - Online Asynchronous both classes

College Prep and Academic Math courses

- Students are enrolled in the developmental and college level courses during the 8-weeks.
- Students benefit from having one or two instructor(s) for both classes.
- Each co-req has either own amount of tests given, but all do give a cumulative final.
 - AIM has seven tests.
 - ASAP and ABS has six tests.
 - ACM has four tests.
 - MATH 0111/1314 has four tests.
- Students receive the same grade for the developmental and college level courses.
- Course pairings vary in credit hours and modality:
- 1 credit hour developmental course (MATH 0111) paired with 3 credit hour academic Math course (MATH 1314)

- Face-to-Face both classes
- Online Asynchronous both classes
- 3 credit hour developmental course (MATH 0332) paired with 3 credit hour academic Math course (MATH 1332)
 - Face-to-Face both classes
- 4 credit hour developmental course (MATH 0314) paired with 3 credit hour academic Math course (MATH 1314)
 - Online Asynchronous both classes

Co-requisite and College level alignment

Analyzed the INRW course Student Learning Outcomes (SLOs) and ENGL 1301 SLOs to determine overlaps.

- INRW 0302 and ENGL 1301
- INRW 0112 (NCBO) and ENGL 1301
 - [SLO alignment chart](#)

Math Co-requisite Courses

- Algebraic Math
 - AIM 0314-1314 and MATH 0111-1314 for STEM
 - ABS 0324-1324 for Business
- Non-Algebraic Math
 - ASAP 0342-1342 for Nursing
 - ACM 0332-1332 for Liberal Arts

The courses are developed together, to feed into each other. They have the same faculty for both the developmental and college-level courses. They are not just separate courses that hopefully work together.

Supports

Student Supports

- In-class Time Management Assignments
- Embedded Tutors
- Individual Conferences with Professor
- Student Success Center for online tutoring

Faculty Supports

- Each 8-week instructor has a development team of faculty to further support them in their content design.
- Two Faculty members co-teach math courses. (AIM, ABS, ACM, and ASAP)

Survey Data

We collected student and faculty qualitative data via surveys.

Survey questions asked students and teaching faculty to reflect on their needs and experiences while in the 8-week courses.

- The INRW team decided to collect data at the beginning, middle, and end of the 8-week courses.
- The Math team decided to collect data at the beginning and end of the 8-week courses.

**Quantitative data will be collected after the end of the second 8-week term.

Faculty Perspectives

- Grade turn around.
 - Need to add additional time to grade assignments.
- Difficulty balancing 8-week courses while teaching 16-week courses.
 - Have to prioritize 8-week courses.
- Struggle with time management.
 - Have to work overtime to ensure timely and quality feedback.
- Students struggle with soft skills, which impedes their learning progress.
 - Time management
 - Blackboard navigation
- 8-week midpoint has been overwhelming.

Student Perspectives

Initial Concerns- Student focused

- Time management
 - Balancing personal and school commitments.
 - Submitting assignments on time.
 - Need a way to stay organized.
- Motivation
 - Dedication to classwork.

- Make an effort to pay attention.
- Ready mindset.
- Resources
 - Laptop, Computer, Wi-Fi
 - Binder, paper, pen
 - Dedicated workspace
 - Online tools such as Grammarly
 - Immediate access to textbook and online learning platform.
- Attendance
 - Attend class regularly
 - Come to class on time
- Supports
 - Note-taking skills
 - Study skills
 - Tutor
 - Helpful peers and professor
 - Organization and self-sufficiency skills

Initial Student Needs from Instructor

- Materials
 - Instructor notes and presentation
 - Videos or visuals
 - Support resources for assignments
 - LMS navigation support
 - Practice opportunities
 - Course Calendar
- Actions
 - Tutorials
 - Hands-on activities
 - Zoom meetings
 - Thorough assignment explanations
 - In-class time to work on assignments

- Communicate/ respond in a timely manner
- Qualities
 - Cooperative
 - Responsive
 - Understanding
 - Helpful
 - Patient
- Additional Items
 - Advisors
 - OER, Open Books Plus
 - Tutors

Student Midpoint Reflections- Positives

- Good progress
- Satisfied with learning
- Challenging but manageable
- Stressed, but not overwhelmed
- Fast-paced, which prevents procrastination
- Tutors and hands-on learning has been helpful
- Consistent schedule helps make sure assignments are submitted on time.

Student Midpoint Reflections- Struggles

- Missing class really impacted my grade.
- Overwhelmed because of personal commitments and school.
- Cannot log into Office at home, only at school, causing late work.
- The course is too fast.
- Hard to manage an 8-week course while taking other courses.
- Feels too rushed and stressful.
- Time management is a challenge.

Final Survey Responses

Student Final Reflections- Positives

- No burn-out
- Course pacing did not feel rushed

- Thorough and timely feedback
- Detailed instructions

Student Final Reflections- Struggles

- Time Management
- Not sure what courses to take in conjunction with 8-week courses.

Lessons Learned

- Manage grading practices by focusing on specific items for each assignment.
 - Use rubrics for specific tasks
 - Smaller rubrics
 - Grade for grammar in one paragraph rather than the entire essay
 - Group lessons in terms of essays
- Provide more tutorials.
- Practice grace and accommodations.
- Be flexible.
 - It is okay if something does not work.
 - Organization is key!
- Prerecord lectures so students who miss class don't fall behind.
- Professors should choose a class that they previously taught.

Resources Needed

- Student Planners to help balance commitments.
- Dedicated advisor(s) for students.
- Subsequent 8-week courses, e.g. ENGL 1302, MATH 2413
- Calculators and graphing paper for Math classes
- Computer or a laptop is required.

Future Ideas

- Accelerated professor(s) who only teach these courses.
- Create student cohorts
 - INRW co-requisites in 8A then Math co-requisites in 8B
 - Math co-requisites in 8A then ENGL co-requisites in 8B
- Offer more 8-week courses that students can take after completing co-requisites.
- Recruit previous 8-week students to be tutors for future classes.

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- Provide 8-week students with a time management video created by previous students and/or professors.
- At registration, provide students with a chart or infographic provided to students to decide if 8-week courses are right for them.
 - Registering For Classes Infographic