

Dana Center  
**Mathematics**  
PATHWAYS

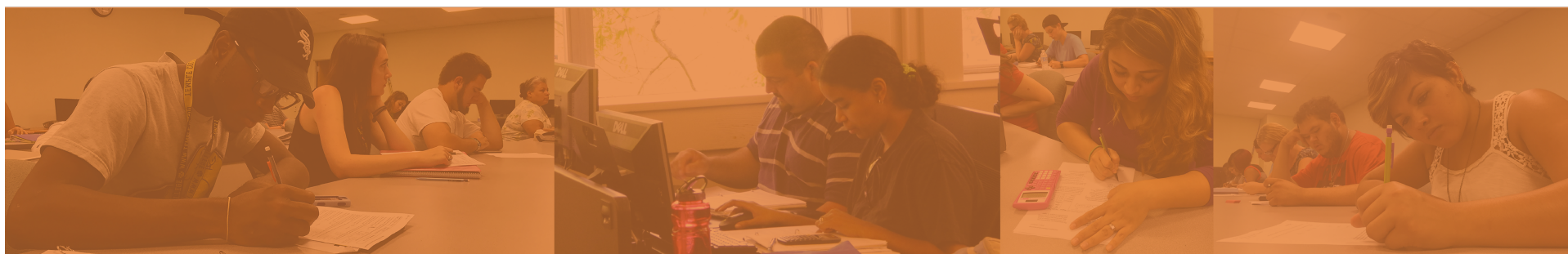
<https://tinyurl.com/GA-coreq>

# Georgia 2019 Spring Co-Requisite Academy

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Charles A Dana Center

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Tulsa Community College

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# Action Planning

<https://tinyurl.com/GA-coreq>

## Action Items Implementing Co-Requisite Mathematics

Dana Center  
**Mathematics**  
PATHWAYS



Action Item	Who is responsible?	Who else needs to know?	Target Date

## DCMP Vision

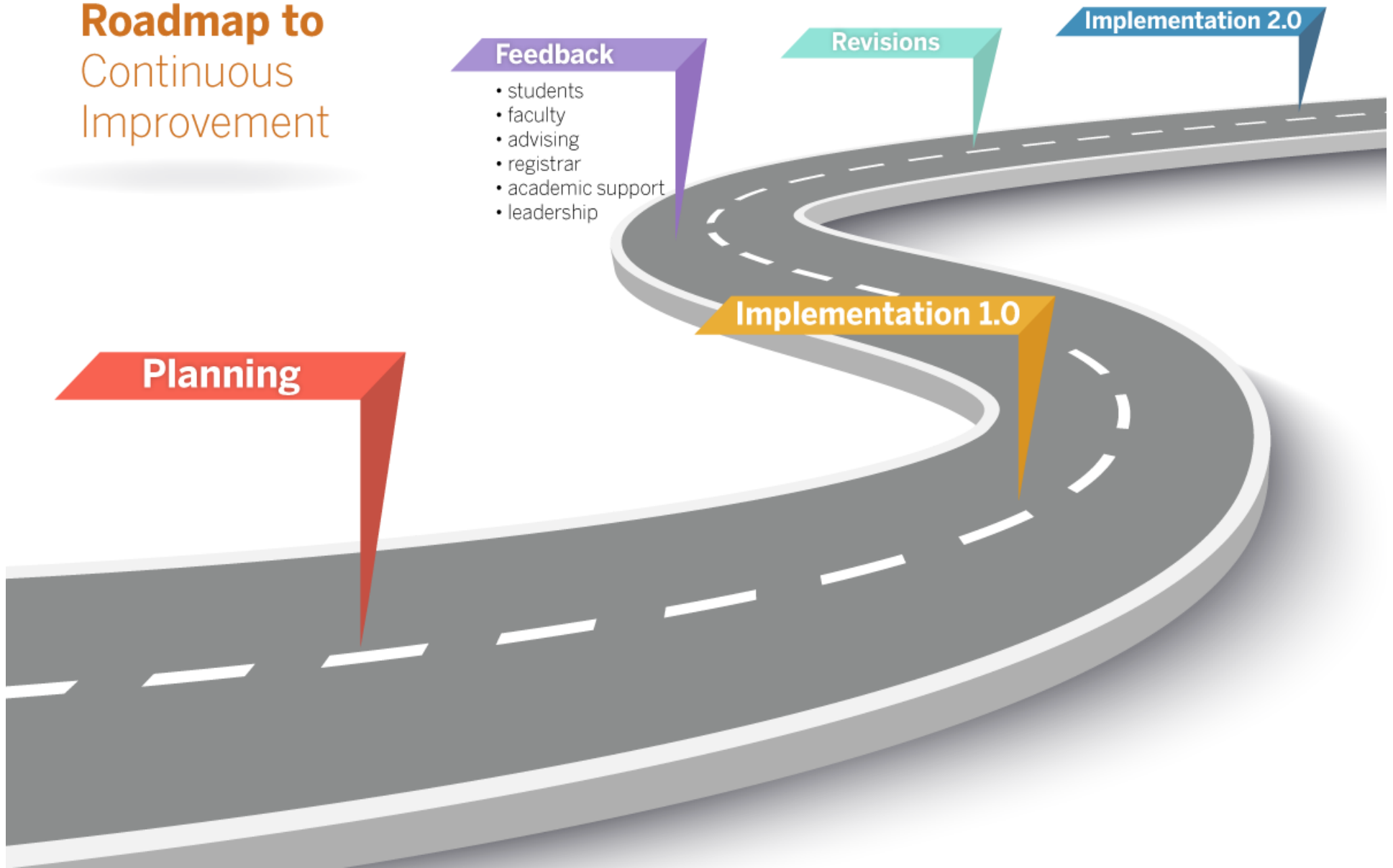
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The DCMP seeks to ensure that **ALL** students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives,
- **Enabled** to make timely progress towards completion of a certificate or degree, and
- **Supported** and **Empowered** as mathematical learners.

# Roadmap to Continuous Improvement



# Outcomes

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## **Participants will make progress toward refinements in:**

- Structures for support courses
- Alignment of content between support and gateway courses.
- Instructional structures for support courses.

## **With a view toward:**

- Providing sufficient, structured support to develop mathematical abilities
- Developing better, more independent, learners overall
- Increasing faculty support and collaboration

# Outcomes

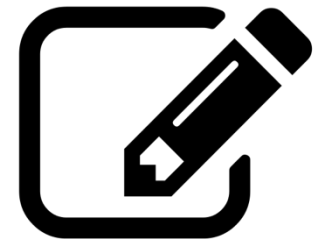
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- Structures for support courses
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- Instructional structures for support courses.



- **Promising Practices**
- **Challenges**



# Outcomes

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# Interaction of Goals and Strategies

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## Structures for support courses:

- Does the current structure develop mathematical tools in a timely manner?
- Does it develop better, more independent, learners overall?
- Does the current structure lessen or increase the faculty load?

**Example:** Support course has insufficient time to prepare students for college algebra.

**Example:** Support content is embedded seamlessly as needed within the gateway course.



# Interaction of Goals and Strategies

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## (Mis)Alignment of content:

- Does the current alignment strategy result in coherent support for the student?
- Does it develop learner independence?
- How are faculty impacted throughout the semester?

**Example:** Each faculty pairing has regular meetings.

**Example:** Support content is embedded seamlessly as needed within the gateway course.

# Interaction of Goals and Strategies

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## Instructional structures:

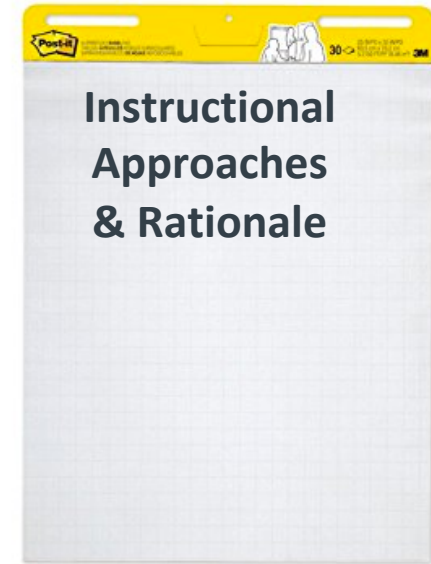
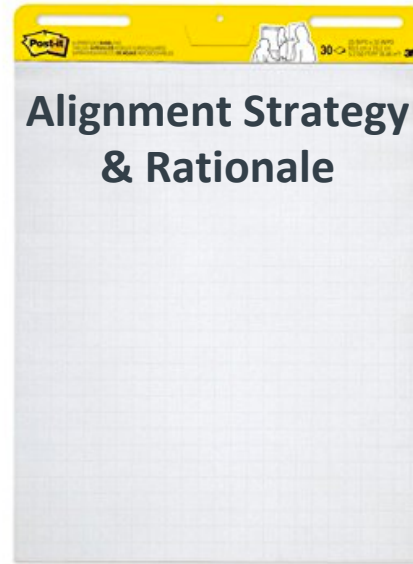
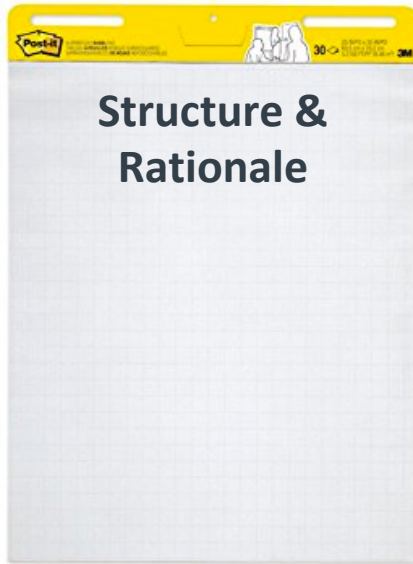
- Does the current instructional structure improve participation and performance in the gateway course?
- Does it develop learner independence?
- Do faculty have the support they need to enact the chosen instructional structure?

**Example:** Traditional pre-requisite structure based on the idea of preparing students for the gateway course. Current support structure is based on helping students after the gateway course.

**Example:** Are there psychosocial factors that need to be addressed as well?

# Learning from each other

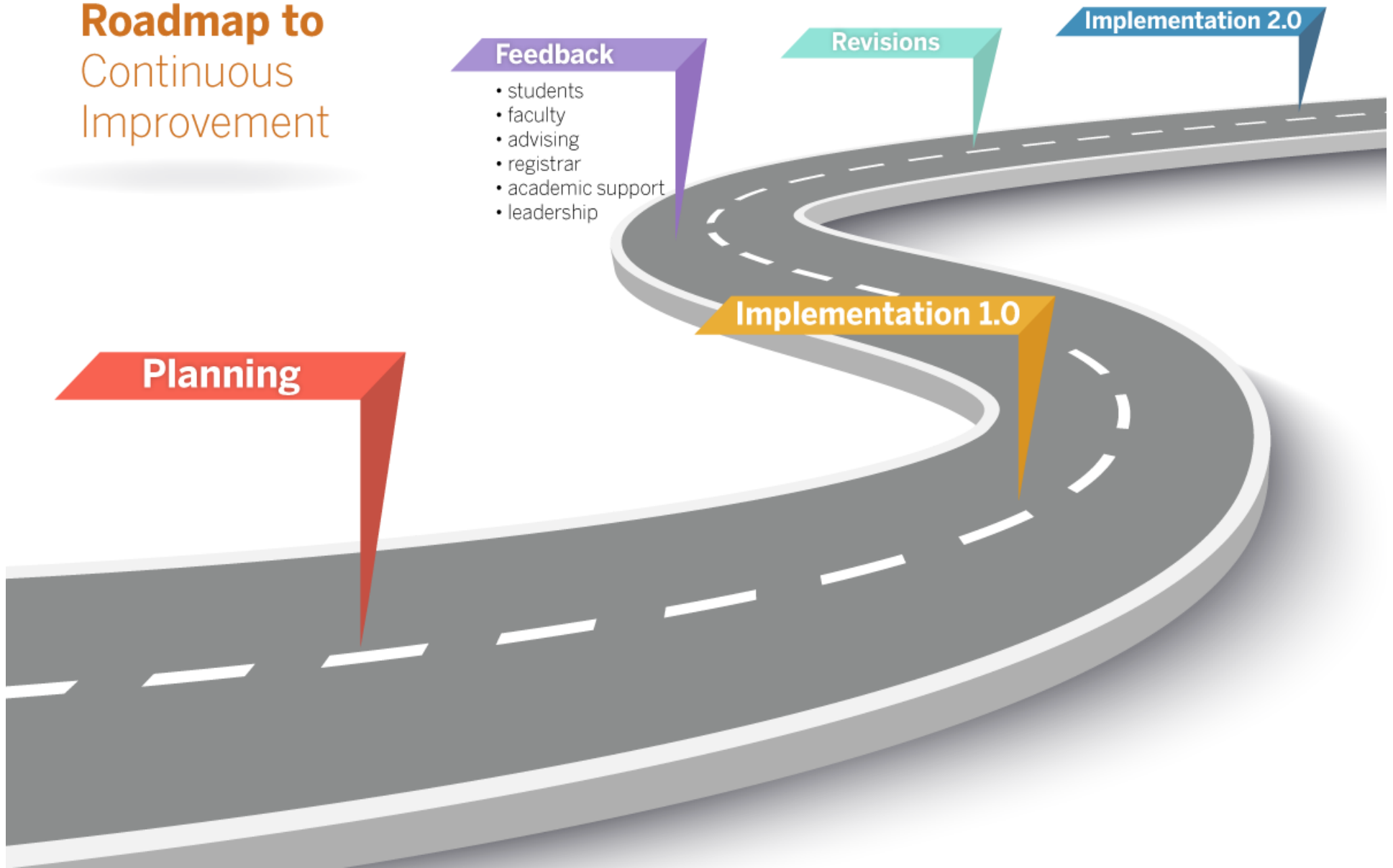
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## Rationale should address:

- Providing sufficient, structured support to develop mathematical abilities
- Developing better, more independent, learners overall
- Increasing faculty support and collaboration

# Roadmap to Continuous Improvement



# Next Steps

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## Action Items Implementing Co-Requisite Mathematics

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# Support your work

Dana Center Mathematics Pathways Resource Site:

<http://www.dcmathpathways.org/>

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The DCMP    Learn About    Take Action    Where We Work    Resources

## The Right Math for the Right Student at the Right Time

The Dana Center Mathematics Pathways seeks to ensure that ALL students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives;
- **Enabled** to make timely progress towards completion of a certificate or degree; and
- **Empowered** as mathematical learners.

It takes coordinated action across all...

- Levels of the system (national, state, institution, classroom)
- Sectors of education (universities, colleges, K-12)
- Roles (policy, administrators, faculty, student services)

In order to...

- Redesign course and institutional structures that deter success;
- Modernize mathematics content and instruction;
- Eliminate policy barriers in placement, transfer, and applicability.

# Contact information

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- General information about the Dana Center:  
[www.utdanacenter.org](http://www.utdanacenter.org)
- Dana Center Mathematics Pathways Resource Site:  
[www.dcmathpathways.org](http://www.dcmathpathways.org)
- To receive monthly updates about the DCMMP, contact us at:  
[dcmathpathways@austin.utexas.edu](mailto:dcmathpathways@austin.utexas.edu)
- Connie Richardson, lead contact for Georgia  
[cjrichardson@austin.utexas.edu](mailto:cjrichardson@austin.utexas.edu)

# About the Dana Center

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The **Charles A. Dana Center** at The University of Texas at Austin works with our nation's education systems to ensure that every student leaves school prepared for success in postsecondary education and the contemporary workplace.

Our work, based on research and two decades of experience, focuses on K–16 mathematics and science education with an emphasis on strategies for improving student engagement, motivation, persistence, and achievement.

We develop innovative curricula, tools, protocols, and instructional supports and deliver powerful instructional and leadership development.



The University of Texas at Austin  
**Charles A. Dana Center**

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