



COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

MITIGATING THE HURDLES TO IMPLEMENTING MATHEMATICS COREQUISITES



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Guided Pathways Work Plan Webinar

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LAND AND LABOR ACKNOWLEDGEMENTS

As a step toward honoring the truth and achieving healing and reconciliation, we open today by acknowledging the traditional Native lands on which we individually and collectively work. While we are distributed across many first people's nations, we remain dedicated to honoring those that came before us.

We acknowledge that our nation and institutions have benefited from the free enslaved labor of Black people. We recognize the interconnected histories of Indigenous peoples who were forcibly removed from their land and the history of those who were forcibly brought to it.

We acknowledge the immigrant labor that has contributed to the this country as a critical labor force, including voluntary, involuntary, trafficked, forced, and undocumented peoples. We recognize and honor their important contributions.

In these acknowledgements, we commit to the essential work of moving beyond awareness to action through meaningful changes at our institutions and in our communities.

We commit to continuing to re-educate ourselves about the histories and experiences of all peoples in our region and building meaningful relationships based on respect, healing, and understanding.

WASHINGTON SBCTC VISION

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

GUIDED PATHWAYS VISION

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

MOVING FROM IF TO HOW...

- Not *an* option, but a moral imperative
- Use an Escape Room Mentality
- Look forward not backward
- Make decisions based on implementing at scale
- Design around closing institutional gaps not student gaps.



COMMON HURDLES AND OPPORTUNITIES

- Enrollment
- Precollege Math Faculty
- Other Academic Departments
- Placement
- Credit Choices
- Grading Choices
- Scheduling (Students)
- Scheduling (Faculty)
- Professional Development
- Data
- Relationship with BEdA
- Communication
- ctcLink
- Class Materials

ENROLLMENT

- Don't offer “too many” choices
- Multiple communication strategies to both students and advisors

PRECOLLEGE MATH FACULTY

- Plan for realistic and sustainable ways to use their experience and expertise.
- Be creative.

OTHER ACADEMIC DEPARTMENTS

- Focus on eliminating the idea of precollege math in service of weeding students out.
- Identify what good things are being lost and find ways to replace them.

PLACEMENT

- Consider how choosing a pathway could be a part of your placement process.
- Rethink multiple measures as a means to determine appropriate supports instead of as a means to sort students.

CREDIT CHOICES

- Why 2-3 credits is the “sweet spot”.

GRADING CHOICES

- Transcript separately.
- Impossible to pass college level without passing support course.
- Possible to pass the support course without passing the college level course.

SCHEDULING FOR STUDENTS

- Schedule for just in time instruction.

SCHEDULING FOR FACULTY

- What flexibility exists within the faculty contract?
- Maximize number of cohort sections or faculty partners.
- Class size/course supports.

PROFESSIONAL DEVELOPMENT

- Culturally responsive teaching.
- Contextualizing content.
- Normalizing use of resources.

DATA

- Focus on big picture – not just single course success data.
- Use qualitative and quantitative data to inform, celebrate, highlight concerns.

RELATIONSHIP WITH BEDA

- Eliminate systems that foster competition over cooperation.
- Smooth transitions and align outcomes.
- Create common definitions/language.

COMMUNICATE, COMMUNICATE, COMMUNICATE

- Remember you are fighting a lot of history and conventional wisdom.
- Multiple mediums
- Common messages to students, advisors, bookstore, financial aide, tutors, lab assistants,

CTC LINK

- Design away from complicated (manual) processes.

CLASS MATERIALS

- Great time to move to OER.
- Cohort models – combined CANVAS shell.
- Lots of course materials already designed for corequisite sections.
- Not two full courses smashed together.



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