

ASSESSING AND MAKING IMPROVEMENTS

Intended Audience: Leaders tasked with building the corequisite model for their department.

Intended Use: A review of courses after the first semester of implementation. The questions below should provoke thought regarding the scope/variety of elements that may be considered during the corequisite review process. Suggestions for some elements may be found in other videos in this guide. Answers have not been supplied since the best solutions/answers/action plans will depend on your campus, and culture.

STRUCTURE AND LARGE-SCALE OVERVIEW

- What did faculty say were the best (and worst) parts of teaching the course?
- What innovative things did faculty do that you can incorporate?
- What worked with your current course build or structure?
- Did you find your population was better served by having multiple (or the same) instructor(s)?
- Did you find that either comingling or placing students in a cohort worked better for your population? Do changes need to be made to the registration process or build?
- Have institutional priorities remained the same and do others need to be addressed?
- What feedback did you receive from other vested parties (administration, advising, tutoring, etc.)?

IN THE CLASSROOM

- What aspects of the syllabus worked? Should any policies be highlighted or adjusted?
- Do overall grading categories still align as you see fit or should percentages be adjusted? Do any categories need to be added or deleted?
- Are there any assignments or assessments that should be revised? Did rubrics work as expected or should any be updated?
- What aspects of the calendar made sense for your implementation? Are topics in an appropriate order? Were there topics that were repeated or missing? Have changes been made to the on-level course that might affect either calendar?
- What did students NOT know that you thought you had addressed? What questions did students ask about larger items like build, structure, expectations, etc.?
- Was there a correlation between assignments and assessments? What about between final course scores, homework, participation, performance, etc.?
- Are there reports in your homework system or LMS that can assist with identifying at-risk students?

PROFESSIONAL DEVELOPMENT

- What job aids worked well? Are there any that need to be updated, created, or removed?
- Can technology assist with any parts of your class that you hadn't considered before?
- What topics did faculty express an interest in receiving assistance?