California Corequisite Initiative

Ken Sorey
Executive Director, NLET
ken.sorey@nlet.org

Barbara Illowsky, PhD
Math Faculty, De Anza College (Retired)
barbara.illowsky@gmail.com

Richard Rasiej
Math Adjunct, Santa Monica College
richard.rasiej@nlet.org

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Catch Up / Accelerate

California Corequisite Initiative

- An initiative funded by the CCCCO to co-develop math tools and strategies to better support corequisites in CA Community Colleges.
- Cornerstone of the initiative is Just In Time Math - a competency-based math platform that effectively locates students in “the math space.”
- Campuses can gain support for identifying and implementing more effective strategies and tools to support students in Transfer-Level Math.
- Multiple ways to engage…

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How to Engage

- Campus participation, Math Department and Student Services, to strengthen corequisites and the conditions to make them work
  - ~ 8 - 10 Colleges
- Faculty participation in system-wide Work Group (Design Team) to improve and pilot the *Just In Time Math* platform – with stipends
  - ~ 10 Math Faculty from BSTEM and Statistics (a mix)
- CTE and SMEs in three career pathways to serve as a Design Team to adapt a *WorkReady Math* platform – with stipends
  - ~ 6 Faculty, 2 from each pathway

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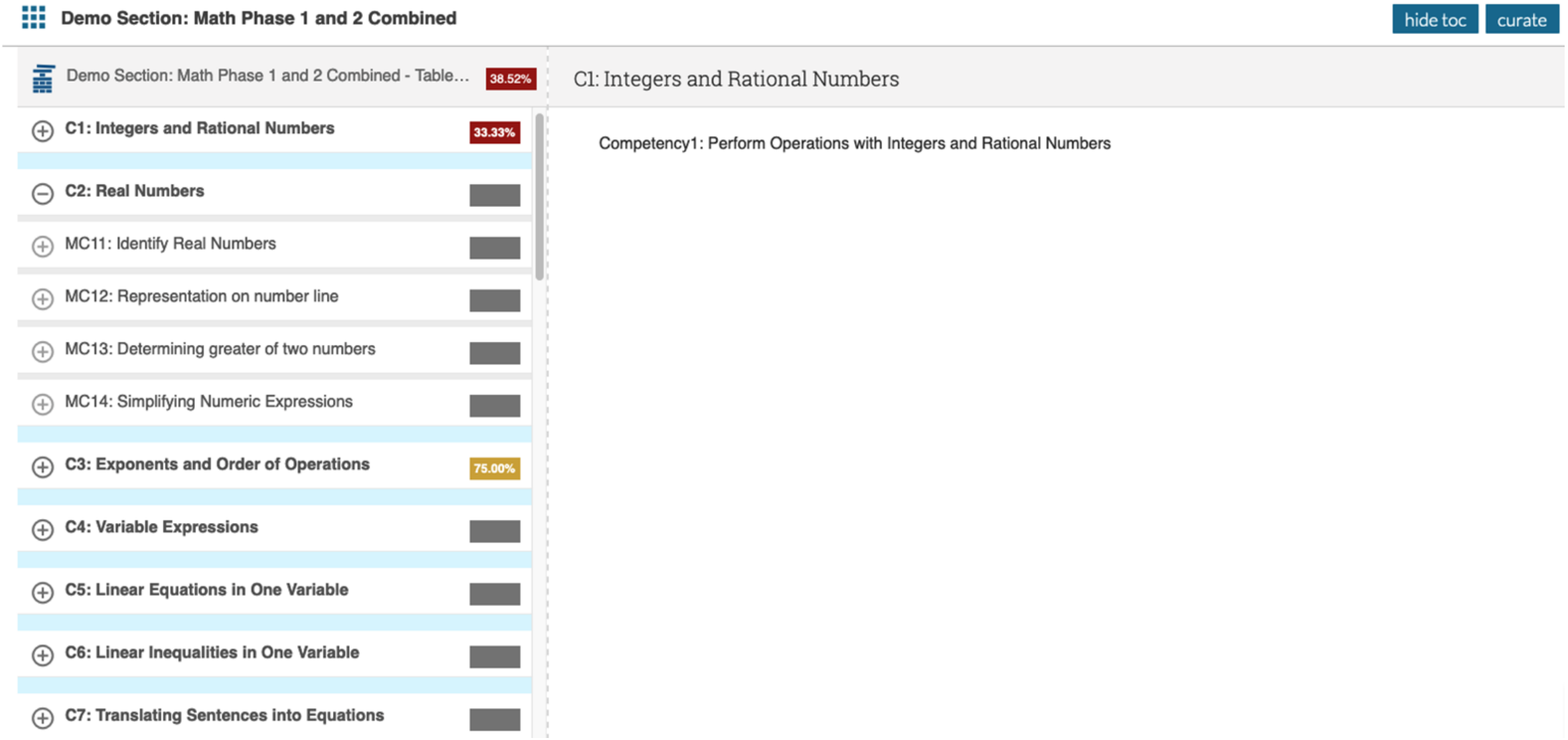
Brief History & Use – JITM

- Developed at National University (with NLET and Pragya)
  - ~ 10,000 students have used it
- Efficient way to see what students already know and where they need additional support / instruction
- Competency/Micro-Competency based, short formative assessments, OER
- Pre-Alg to Pre-Calculus (and Stats) – plus adaptable to WorkReady Math
- Not a product, but a smart library that is customizable and curatable
- Some CCC's have already piloted it

Student View

California Corequisite Initiative



Student View

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C12 > MC70 > KC: Graph using x and y-intercepts

Done

1 of 5

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5

Next

Graph the linear equation using its x- and y- intercepts. Enter each intercept as an ordered pair of the form $(x,\ y)$ with parentheses and a comma.

$$5x + 3y = 15$$

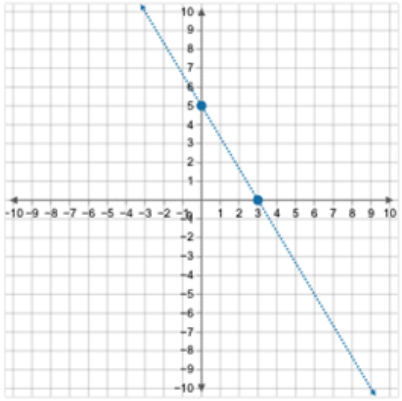
The x-intercept is $(x,\ y) =$ [1] .

The y-intercept is $(x,\ y) =$ [2] .

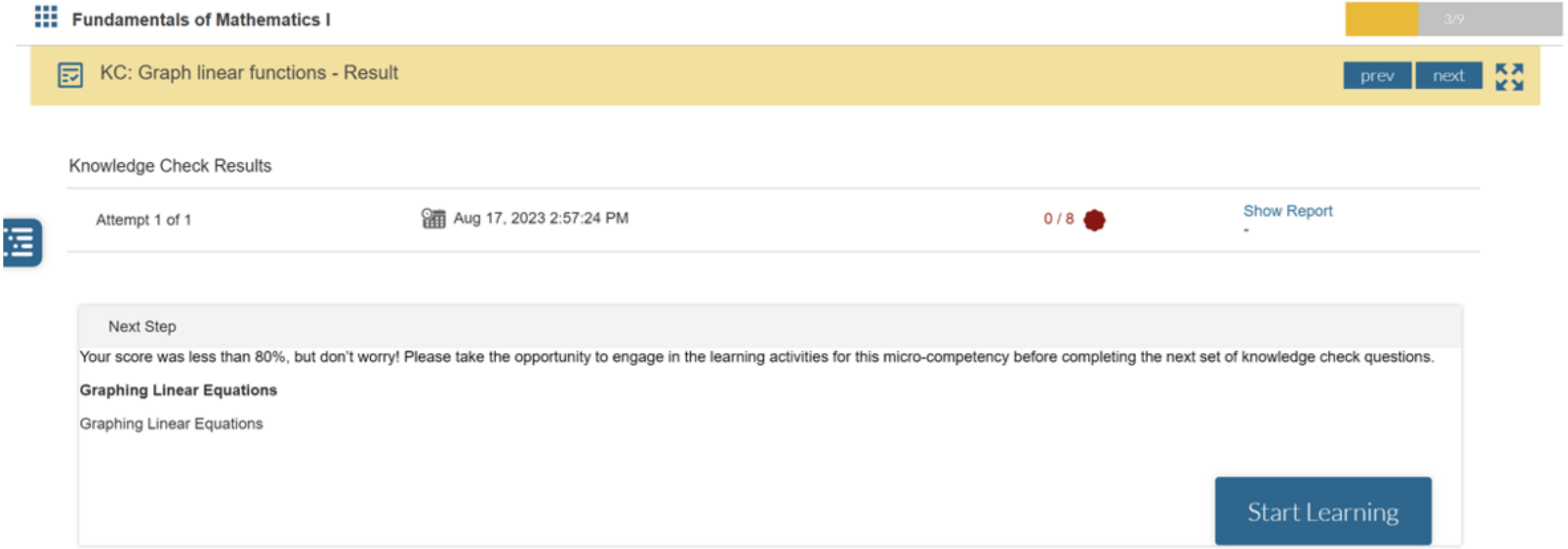
Correct answers:

1 $(3, 0)$ 2 $(0, 5)$

Graph the linear equation by graphing its ***x- and y-intercepts***.



Student View



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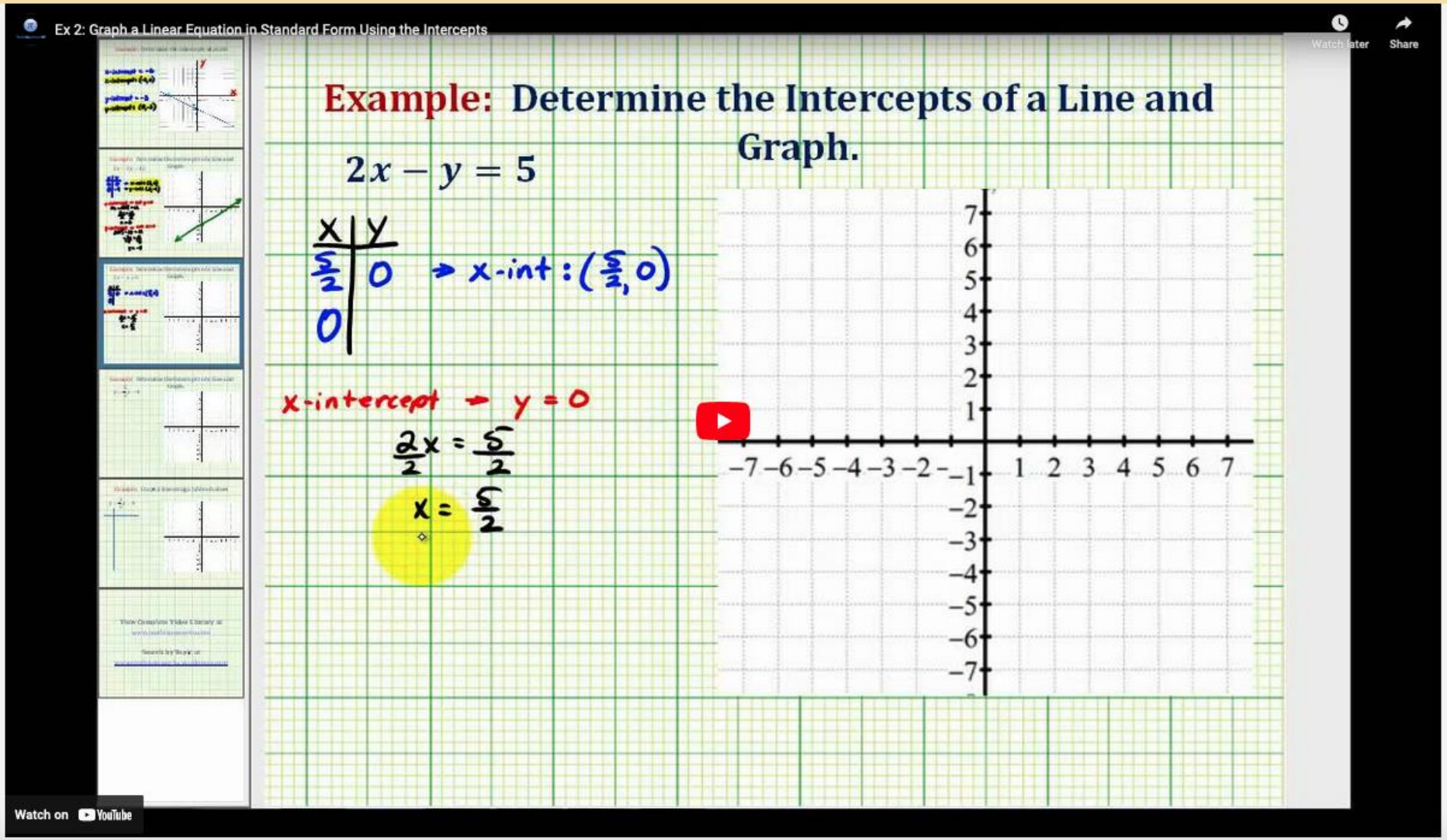
Mathispower4u: Ex 2: Graph a Linear Equation in Standard Form Using the Intercepts [rate this resource]

prev next



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Faculty View

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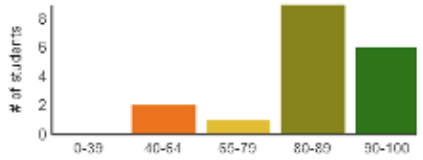
MTH12A-30253-2005: MTH12A Algebra I

curate | show TOC

Performance

Average Score

85.39%



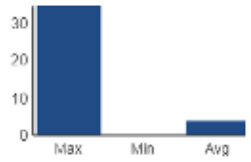
Progress

Competencies

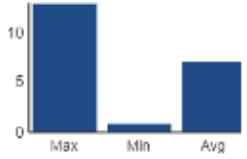
Ideal Pace - 15.00/15

Current Avg. Class Pace - 4.10/15

Activity



Learning Activity in Hours



Knowledge Check Activity in Hours

Announcements

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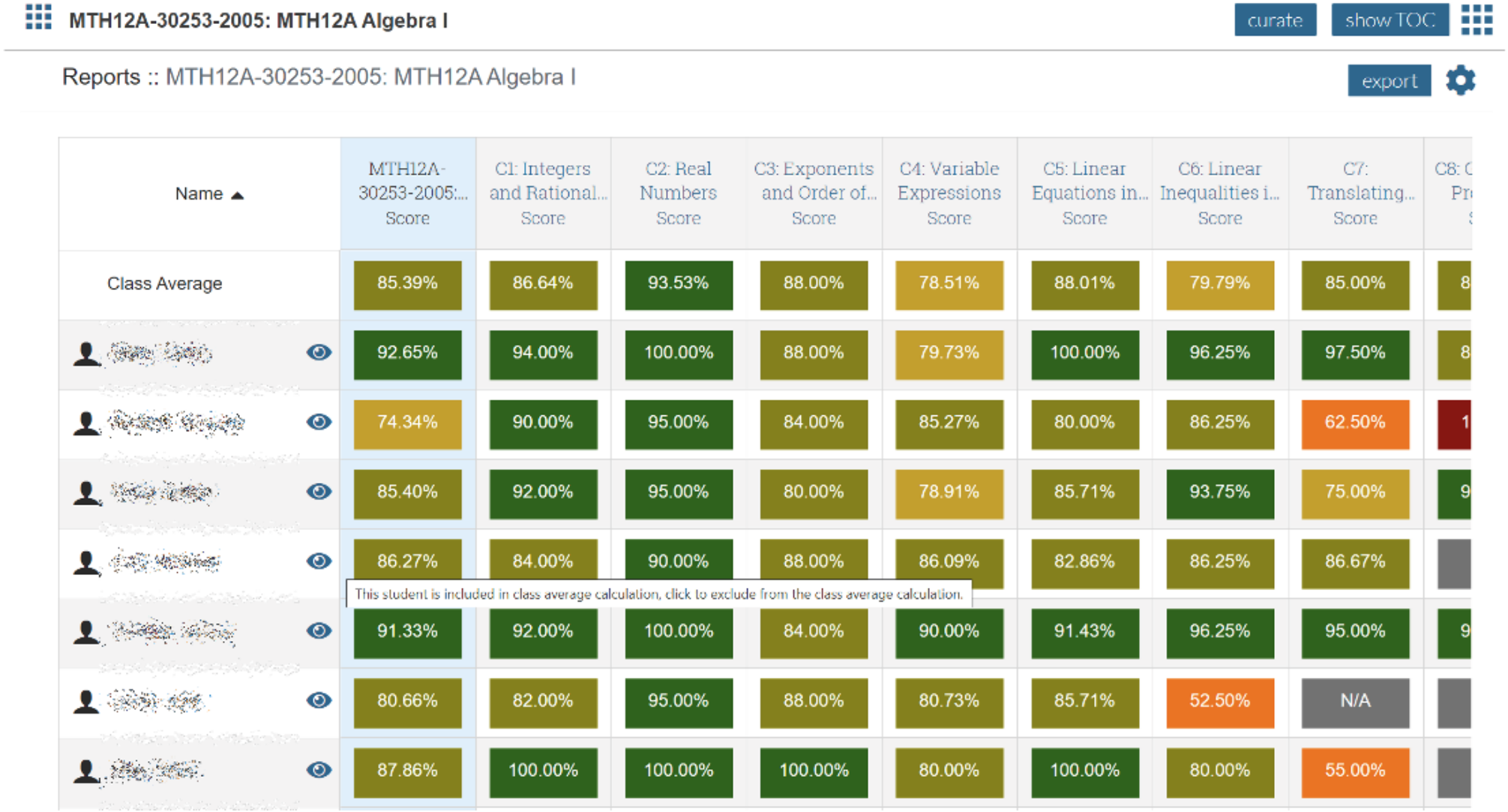
Faculty View



Name	MTH12A-30253-2005:... Score	C1: Integers and Rational... Score	C2: Real Numbers Score	C3: Exponents and Order of... Score	C4: Variable Expressions Score	C5: Linear Equations in... Score	C6: Linear Inequalities i... Score	C7: Translating... Score	C8: C Pr
Class Average	85.39%	86.64%	93.53%	88.00%	78.51%	88.01%	79.79%	85.00%	8
[redacted]	92.65%	94.00%	100.00%	88.00%	79.73%	100.00%	96.25%	97.50%	8
[redacted]	74.34%	90.00%	95.00%	84.00%	85.27%	80.00%	86.25%	62.50%	1
[redacted]	85.40%	92.00%	95.00%	80.00%	78.91%	85.71%	93.75%	75.00%	9
[redacted]	86.27%	84.00%	90.00%	88.00%	86.09%	82.86%	86.25%	86.67%	
[redacted]	91.33%	92.00%	100.00%	84.00%	90.00%	91.43%	96.25%	95.00%	9
[redacted]	80.66%	82.00%	95.00%	88.00%	80.73%	85.71%	52.50%	N/A	
[redacted]	87.86%	100.00%	100.00%	100.00%	80.00%	100.00%	80.00%	55.00%	

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Who Should Participate – Faculty Who…

- Teach either Pre-calculus, College Algebra, Statistics or another first transfer level course
- Are finding challenges with AB 1705 implementation
- Have students that need supplemental support while in the current course
- Are interested in FREE online support system
- Want individualized support for their students
- Who want to dig deeper and assist in developing formative assessment questions and curate OER resources OR…
- Who want to pilot a finished tool OR…
- Who are interested in CTE focused math support

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Why participate

- Improve support for your students
- Pinpoint what topics you need to review & what topics just a few students need
- Join a community of colleagues working together
- We have stipends:
  - Level one – participate on the Work Group, meetings, feedback, strategy
  - Level two – join the Design Team to curate content, improve assessments, pilot the tool
  - Level two (CTE) – help us create/curate material to contextualize math for 3 CTE pathways – co-design WorkReady Math

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Next steps

- Contact Ken Sorey with any questions – ken.sorey@nlet.org
- Download the CCI description flyer for sharing with colleagues.
- Complete the CCI Application on behalf of your campus, by Sept 15

Apply!