

# Using Backward Design to Map Math Corequisite Support

Louisiana Corequisite Academy  
May 20, 2024

**COMPLETE  
COLLEGE  
AMERICA**

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## Big Picture

- Identify the desired result.
- Determine how you will measure success.
- Design with the end in mind.

**Student  
Success**

A large, faint, light pink target graphic with three concentric circles and a central bullseye, with an arrow pointing towards the center from the upper right. The text is overlaid on this graphic.

# **Economic Opportunity and Social Mobility**

**Goal: Students Will  
Have Economic  
Opportunity and  
Social Mobility**

**Measured by Whether  
Students Complete  
Meaningful  
Credentials**

**Design Degrees and  
Credentials Aligned to  
Careers and Support  
Students in  
Completing**

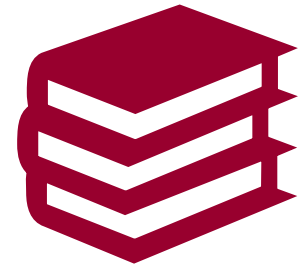
# What is our goal for Math?



**Increased Student  
Completions**



**Improved Student  
Experience**



**Better Prepared  
Students**

# At the course level...what are your goals?

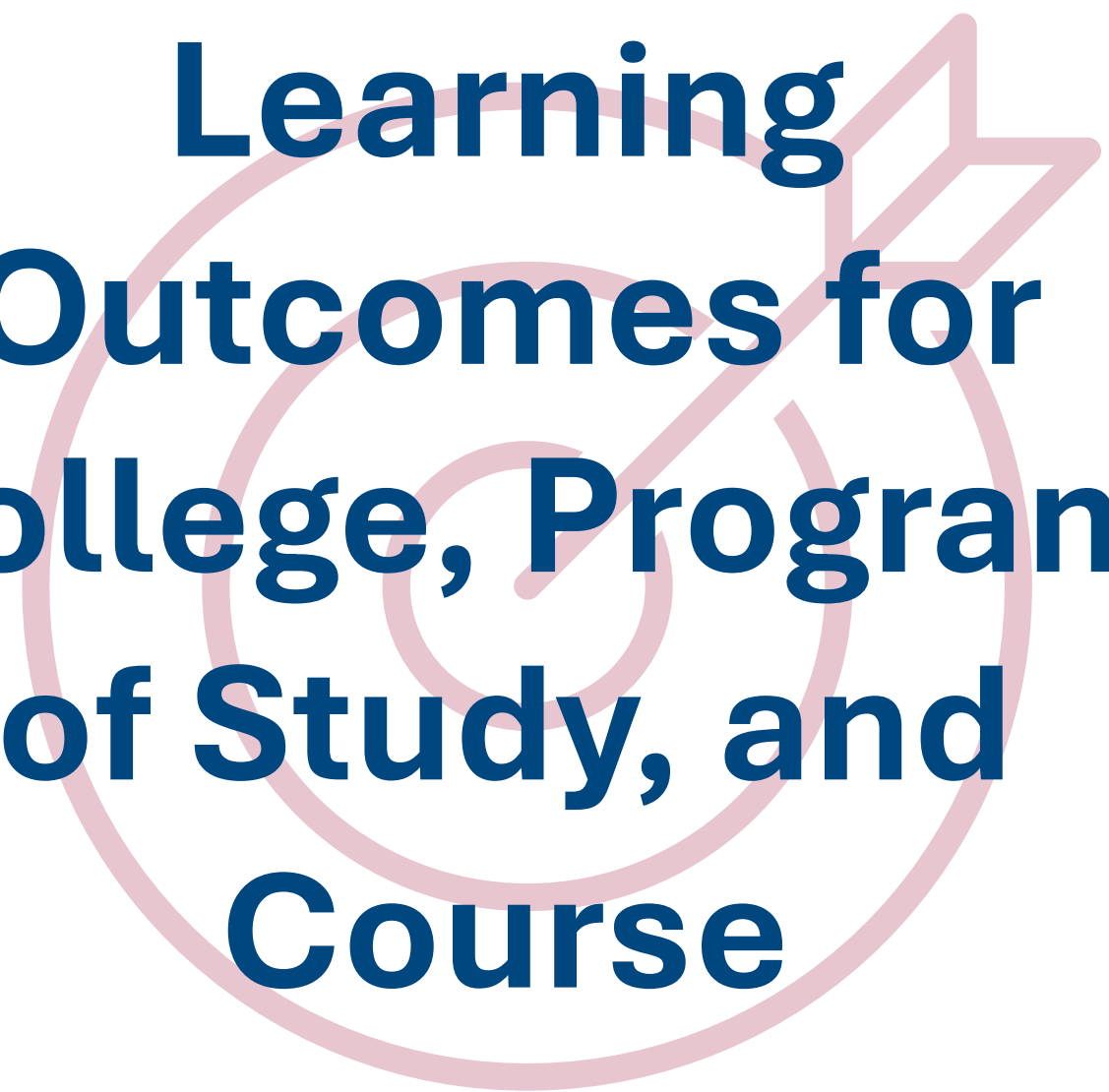
**Students are motivated and supported in obtaining a deep and transferable understanding of fundamental concepts and are driven by curiosity.**

**Students are prepared for future courses in the program.**

**Students meet college general learning outcomes.**



**Course Level**



# **Learning Outcomes for College, Program of Study, and Course**



**Goal: Learning  
Outcomes**

**Measured by  
Assessments  
Aligned to Goals**

**Design Learning  
Activities to Support  
Students in Being  
Successful on  
Assessments**

# Role of Corequisite Course

Enable students to be successful in their college-level mathematics courses.

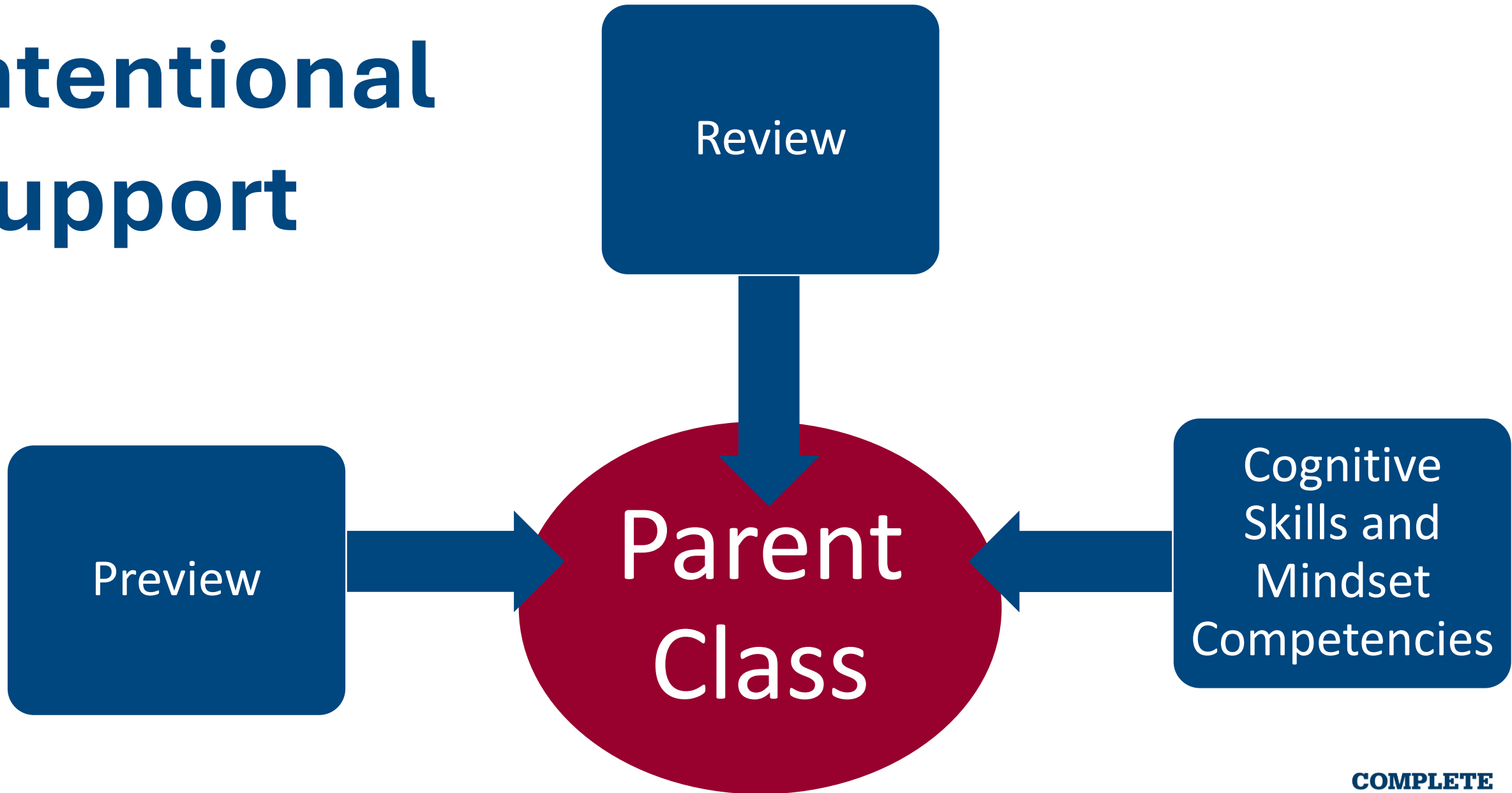
Just in Time skills and knowledge  
Mindset

Support and be relevant to the learning objectives of the gateway/parent course.

Topics not needed for the parent course are not included.

- Identify Desired Learning Outcomes for Parent Class.
- For each Parent Class Outcome, identify pre-requisite skills and competencies.
- Identify learning activities, practices, and strategies to help students achieve parent class learning outcomes that either embed activities to support pre-requisite skills or in parallel with prerequisite learning activities occurring “just in time.”

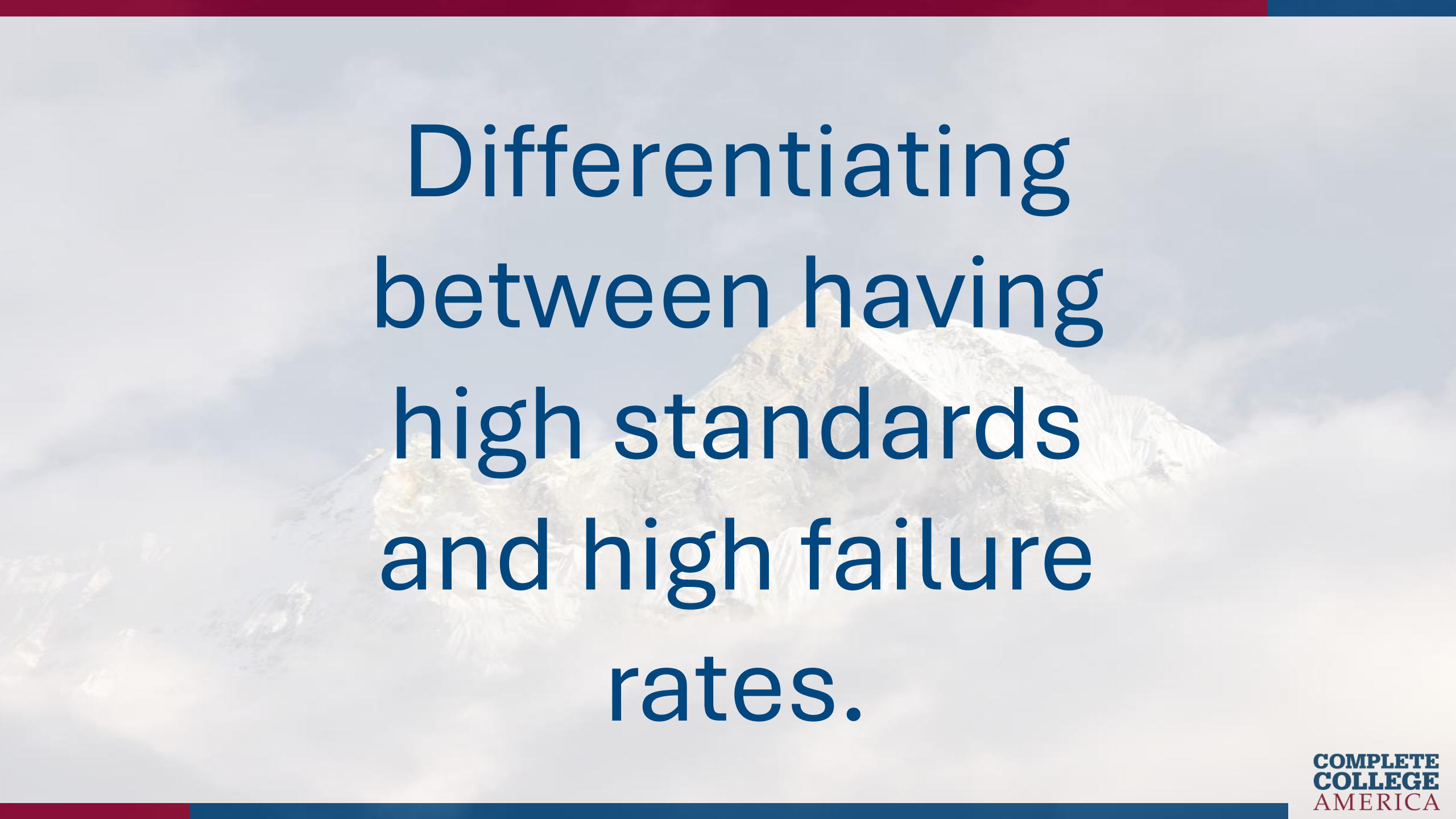
# Intentional Support





**RELEVANT**

**ENGAGING**



Differentiating  
between having  
high standards  
and high failure  
rates.

**What is the “new”  
role of  
technology?**

# Some Questions for STEM

**What does backward design look like in the STEM pathway?**

**What are reasonable readiness competencies for Calculus?**

**What are the limits of knowledge transference?**



# A Story About Guinea Pigs

**Daughters' POV:** We can plan for and mitigate these obstacles.



# A Story About Guinea Pigs

**Daughters' POV:** We can plan for and mitigate these obstacles.

**My POV:** We don't need pets – why would we turn our lives upside down for them?



# A Story About Guinea Pigs

**Daughters' POV:** We can plan for and mitigate these obstacles.

**My POV:** We don't need pets – why would we turn our lives upside down for them?

**My Husband's POV:** They need a home, other people have figured it out, we will too.



# Questions

