

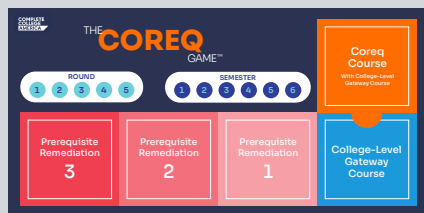
HOW TO PLAY



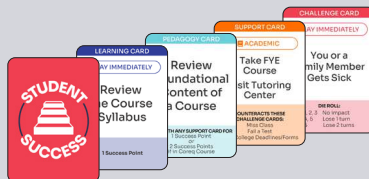
THE **COREQ** GAME™

COMPLETE
COLLEGE
AMERICA

GAME COMPONENTS



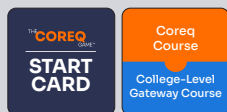
1 BOARD



54 STUDENT SUCCESS CARDS

18 Learning Cards 12 Support Cards

12 Pedagogy Cards 12 Challenge Cards



6 START CARDS



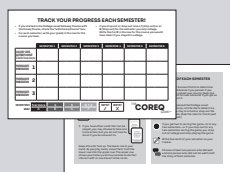
6 MEEPLES



1 DIE



2 WOOD DISCS



30 INDIVIDUAL TRACKERS/PLAYER AIDS



1 HOW TO PLAY BOOKLET

A Coreq Group Tracker and Questions (PowerPoint template), additional Individual Trackers/Player Aids, and other resources—including explanatory videos, sample hands and corresponding student stories, and supporting data—are available at completecollege.org/CCA-games.



FOR THE MODERATOR

This game is designed to be played by 30 people—five games with six players each, played simultaneously. Each of the five games should be set up on a table. In addition, the room should be set up to project a PowerPoint presentation so everyone can see it.

The moderator sets up the games for all players and coordinates all end-of-game elements. The moderator also records outcomes for all 30 players using the Coreq Group Tracker and Questions PowerPoint, which should be projected for everyone in the room, and moderates the group discussion. (Visit completecollege.org/CCA-games to download the PowerPoint, which includes the group tracker and discussion questions.)

OVERVIEW

You are a new student in your first semester of college, and you have to pass a gateway math or English class. How many semesters will it take? How will your initial placement—in traditional prerequisite remediation or corequisite support—affect your success?

The Coreq Game simulates the experiences and outcomes you, as a student, might encounter as you start your college journey. You will face barriers, and you will have a variety of college supports to help you overcome them. Your progress will be influenced by these events and by where you begin your college experience.

Each semester, you will try to accumulate enough Success Points to pass the class you are taking. Your goal for the game is to complete the College-Level Gateway Course in the least amount of time as possible. The player who finishes their College-Level Gateway Course in the least amount of time wins.

When the game begins, you have just completed new student orientation. The college has determined that you are not ready to take a standalone college-level gateway English or math course. The college has placed you in what it thinks is the appropriate math or English class to start your higher education journey. In this game, you will start college in one of these places:

- Prerequisite Remediation 3, which is three levels below the College-Level Gateway Course;
- Prerequisite Remediation 2, which is two levels below the College-Level Gateway Course;
- Prerequisite Remediation 1, which is one level below the College-Level Gateway Course; or
- A Corequisite Course that you will take simultaneously with the College-Level Gateway Course.

Each semester has five rounds of play that simulate your progress during that term. Along the way your learning will be increased by good classroom practices. You also will face life challenges that may (or may not) be mitigated by supports from your peers and teachers. Your goal for the semester is to earn enough Success Points to pass the class you are taking.

The cards you draw and the way you play them will determine the actions you take. Collect enough Success Points and you will pass your class, giving you the chance to move forward in the next semester. But as you will see, the cards that reflect the realities of college and life are sometimes stacked against you, and where you start affects how far and fast you can progress. At the same time, your college experience may be positively influenced by the supports your college provides. (Note: In the game, you take only one course per semester; it is not a simulation of full course load.)

This game is designed to be played in a group of 30 total players, with five games played simultaneously. Each game is best played with six players. At the end of the five games, you will see the patterns of success among the full group. You also will see a range of experiences that are affected by the starting point of each player's college journey, their life events, and the supports their college provided.

We recommend that you allow 1.5 to 2.5 hours to play the game. This time includes 1 to 1.5 hours of game play (including storytelling between semesters) and .5 to 1 hour for the longer postgame storytelling and discussion.

THE POINT OF PLAYING: Telling and Listening to Students' Stories

After each semester of play, players will tell the story of their experience. For example, part of a player's story might be, "I lost my job so I was stressed about money, but I managed to turn in an assignment. And then my advisor reminded me that my college provides emergency aid. I got some immediate help so I could keep up with my rent until I found a new job."

These stories are the true focus of the game because they help everyone understand how students move—or do not move—through higher education. Between semesters, the summaries can be brief, but the discussion at the end of the game allows for more nuanced, detailed discussion and deeper insights into what students experience. Visit completec college.org/CCA-games for examples of played hands and narratives that could accompany them.

SETUP

Set up the board. You will use the wood discs to keep track of the rounds and semesters as you play. Place one disc on Round 1 and one disc on Semester 1. Shuffle the Student Success Cards and place them in a pile in a central place.

Next, follow the steps to determine each player’s starting position and determine the order of play.



Determining Each Player’s Starting Position



Each player will randomly select one of the Start Cards to determine their starting position on the board. This card simulates whatever assessment or other measures the college uses to place students. One player will begin at each level of traditional prerequisite remediation, and three players will start in the Coreq Course that is paired with the College-Level Gateway Course.



Each player chooses a meeple (person-shaped game token) and places their meeple on the appropriate square.

Determining the Order of Play

The player who is farthest from the College-Level Gateway Course goes first. After each turn, play moves in a clockwise direction. Note: Going first does not provide an advantage for the game.

STUDENT SUCCESS CARDS

On each of your turns, you use your Student Success Cards to progress through the game. There are four categories of Student Success Cards. Three categories—Learning Cards, Pedagogy Cards, and Support Cards—will help you move forward. One category—Challenge Cards—may interfere with your progress.



Learning Cards turn into Success Points. The more Success Points you have, the higher your grade in your course. When you draw a Learning Card, you play it immediately. If you receive one or more Learning Cards in the initial deal, you play them on your first turn.

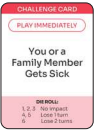


Pedagogy Cards can be paired with Support Cards to generate Success Points. If you are in the Coreq Course, the pairing counts for two Success Points. For all other courses, the pairing counts as one Success Point. You choose when to play Pedagogy Cards.



Support Cards are used in combination with Pedagogy Cards and Challenge Cards. You choose when to play Support Cards. Use them in one of two ways:

- » As stated previously, pair a Support Card with a Pedagogy Card for Success Points (two points if you are in a Coreq Course, one point for all other courses).
- » Use a Support Card to counteract a specific Challenge Card. To use a Support Card in this way, it must already be in your hand when you draw the Challenge Card. A Support Card cannot counteract a Challenge Card after the fact. In other words, Support Cards can help you face current or future challenges but not past ones.

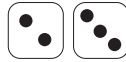


Challenge Cards create barriers. When you draw a Challenge Card, you play it immediately. If you receive one or more Challenge Cards in the initial deal, you play them on your first turn. Each Challenge Card has one of these negative effects:

- » **Lose one or two turns.** The number of turns you lose is determined by rolling the die.



No impact



Lose one turn
(your next turn in this semester)



Lose two turns
(your next two turns in this semester)

If you do not have any remaining turns in this semester, the Challenge Card has no impact, but still treat is as a played card (explained in the “Game Play” section).

- » **Lose one Success Point** that you have already earned that semester. Indicate a lost Success Point by turning over a Learning Card that you already played so it is face down. If you earned two Success Points for pairing a Support Card and a Learning Card during a Coreq Course, you may lose one Success Point and keep the other. Indicate this status by turning over one of the two paired cards. If you have not earned any Success Points yet, the Challenge Card has no impact, but still treat it as a played card (explained in the “Game Play” section).
- » **Lose a Pedagogy Card.** If you have a Pedagogy Card in your hand, indicate a lost Pedagogy Card by moving it into your row of played cards (explained in the “Game Play” section) and turning it over so it is face down. If you have already paired a Pedagogy Card with a Support Card, you may choose to separate the pair, put the Support Card back into your hand, and leave the Pedagogy Card face down in your row of

played cards. If you do not have a Pedagogy Card yet, the Challenge Card has no impact, but still treat it as a played card (explained in the “Game Play” section).

While Learning Cards and Challenge Cards must be played immediately, you choose when to play Pedagogy Cards and Support Cards. You may choose to play them immediately to earn points, or you may keep your Support Cards in your hand in case you get a Challenge Card.

GAME PLAY

Each semester, your goal is to accumulate enough Success Points to pass the class you are taking. A semester consists of five rounds of play. A round is one turn per player.

At the beginning of each semester, the person who is going first shuffles the Student Success Cards and deals four cards to each player. Place your cards in a row (face up) in front of you.

On each of your turns, you take three actions:

1. Draw one card from the deck and add it, face up, to your hand (the lower row of cards).
2. If you draw a Learning Card or Challenge Card, play it immediately by following the instructions on the card. On your first turn, also play any Learning Cards or Challenge Cards that you received in the initial deal. Once you play a card, move it out of the lower row and into the upper row.
3. If you have other cards that can be played, you may choose to take one more action, but you do not have to do so if you do not want to. If you do play another card (or pair of cards), move whatever cards you play to the upper row, which has all played cards.

Throughout the five rounds of each semester, players continue to take one turn per round, in order, unless someone has to skip a turn based on a Challenge Card.

Open Hands Show Students' Stories

This game uses open hands. Every player's Student Success Cards are always visible to all other players. In this way, everyone sees the progress that each player is making and the challenges that each player is facing. You see how each player's story unfolds.

Each player keeps their Student Success Cards face up in two rows. The row closest to the player (lower row) is the player's hand. The hand includes all cards that have not been played yet. The row above the player's hand (upper row) is the cards that have been played. The upper row of played cards may include cards that interact with or counteract other cards (e.g., a Support Card canceling the effect of a

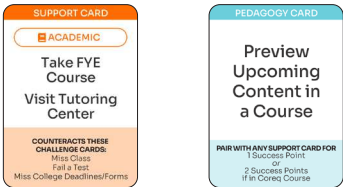
Challenge Card). Each set of paired cards should be kept face up and stacked. If you lose a Pedagogy Card, keep it in your row of played cards (upper row), but do not pair it with a Support Card.

Keeping cards in this arrangement will make it easier for players to track the story of what happened at the end of their semester. For example, “I had a Challenge making things work with the financial aid office, but a good advisor gave me Support and helped me sort it out quickly.”

CARDS YOU HAVE PLAYED



CARDS YOU HAVE NOT PLAYED YET (YOUR HAND)



As you go through the semester, the two rows of cards in front of you will evolve. You will have fewer cards in your hand (the lower row) and more cards that you have played (the upper row).

Keep Track of Rounds

Keep track of the rounds for each semester using the wood disc on the game board. After each round, move the disc to the next round.



AT THE END OF EACH SEMESTER, Determine Success and Progress for the Next Semester

After five rounds, the semester ends. Your starting point for the next semester is determined in two steps: (1) counting Success Points to see if you passed your class and (2) then rolling the die to see if you will stay in college or stop out for a semester. As the game progresses, you also may stop out or drop out in other ways.

Determining Your Grade

Once every player has taken all of their turns in a semester, count your Success Points and determine your grade in the class you took. Move your meeple to your course for the next semester, but be aware that the roll of the die may mean that you do not return for the next semester.


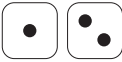




Success Points	Grade	Impact for the Next Semester
5 or more	A	You have passed your course, and you progress to the next course for the next semester.
4	B	
3	C	
0, 1, or 2	F	You have failed your course and must repeat it the next semester. If you fail the course but have two Success Points, you may keep one Success Point for the next semester of play. Keep one Learning Card in your row of played cards to keep track of this Success Point. If you earned two success points with a different combination of cards, take one Learning Card from the deck and return the other cards. (You keep one Success Point because what you learned this semester was not enough to pass, but it will help you when you repeat the course.)

Note: If you began in a prerequisite remediation course and move up to the College-Level Gateway Course, you will take the College-Level Gateway Course as a standalone class and not the simultaneous Coreq Course. (Coreqs are typically initial placements.)

Rolling the Die and Seeing If You Stay in College

Failing a course is only one way that a student loses momentum. Students also stop out for a number of other reasons that may interfere with their ability to persist.

If you passed the College-Level Gateway Course this semester, you have completed the game. If you did not pass the College-Level Gateway Course, roll the die to see if you will continue in school for the next semester or stop out for one semester.

Player Status Based on Success Points	Roll	Impact for the Following Semester
Failed a prerequisite remediation course		Stay in college
		Stop out for one semester (do not play the next semester)
Passed a prerequisite remediation course		Stay in college
		Stop out for one semester (do not play the next semester)
Failed a standalone college course or a college course paired with coreq		Stay in college
		Stop out for one semester (do not play the next semester)

Stopping Out or Dropping Out in Other Ways

Students who fail courses are more likely to stop out. If you get two Fs during the game—Fs in any two semesters—or if you stop out for any two semesters during the game, you drop out of college and stop playing the game.

Record Your Outcome on Your Player Tracker

Record your outcome on your player tracker.

- If you started in the College-Level Gateway Course with the Coreq Course, check the “with Coreq Course” box.
- For each semester, write your grade in the row for the course you took.
- If you stop out or drop out: Use a **/** (stop out) or an **X** (drop out) for the semester you skip college. Write the **/** or **X** in the row for the course you would have taken if you stayed in college.

Remember, your goal for the game is to complete the College-Level Gateway Course in the least amount of time as possible. The person who finishes their College-Level Gateway Course in the least amount of time wins the game.

Sample Tracker at the End of the Game

TRACK YOUR PROGRESS EACH SEMESTER!

- If you started in the College-Level Gateway Course with the Coreq Course, check the “with Coreq Course” box.
- For each semester, write your grade in the row for the course you took.
- If you stop out or drop out: Use a / (stop out) or an X (drop out) for the semester you skip college. Write the / or X in the row for the course you would have taken if you stayed in college.

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
COLLEGE-LEVEL GATEWAY COURSE <input type="checkbox"/> with Coreq Course					A	
PREREQUISITE REMEDIATION 1			/	B		
PREREQUISITE REMEDIATION 2		B				
PREREQUISITE REMEDIATION 3	C					

SUCCESS POINTS
GRADE

5 or more
A

4
B

3
C

0, 1, 2
F

STOP OUT
/

DROP OUT
X

THE
COREQ
GAME™

TELL YOUR STORY

Pause for a moment before starting the next semester. Choose at least one person who did well and one person who did not do well. Have them tell the story of their semester in first person based on the cards they played. The stories should explain how far they progressed and how long it took them to reach (or to not reach) their goals. When players tell their stories, see if they reflect the experiences of your students. Visit completeccollege.org/CCA-games for examples of played hands and narratives that could accompany them.

Include storytelling after each semester. After the fourth semester, you will tell stories for the last time and then vote on the best story before having a more detailed discussion (see “Ending the Individual Games”).

START THE NEXT SEMESTER

After all players have determined their starting point for the next semester and recorded their outcomes—and at least some players have told their stories—start the next semester.

- If you passed the College-Level Gateway Course, you have met your goal! Take your meeple off the board and observe the rest of the game.
- One player moves the wood disc on the game board to the next semester.
- The starting order shifts to the person who is farthest from the College-Level Gateway Course. If two players are on the same space and farthest from the College-Level Gateway Course, decide as a group who will go first. As in the previous semester, play moves in a clockwise direction.
- The person who goes first shuffles all of the Student Success Cards (except any Learning Cards players are allowed to keep for the next semester), and play begins again.
- Play up to six semesters. Any player who has not passed the College-Level Gateway Course by the end of the sixth semester drops out of college. If all players pass the College-Level Gateway Course or drop out in fewer than six semesters, the game ends.



ENDING THE INDIVIDUAL GAMES: Recognize the Winner(s) and Best Story

Once everyone has passed the College-Level Gateway Course or you have completed six semesters of play, the game is done. The person who finished their College-Level Gateway Course in the least amount of time wins the game. In the case of a tie, all students who completed their College-Level Gateway Course share the victory. Congratulate the winner(s) with a round of applause.

But winning is not the true purpose of the game. You are playing the game to better understand the student experience and discuss how the events in the game relate to what happens at your college.

Choose the Most Compelling Story

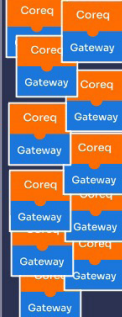


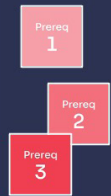
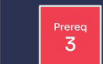

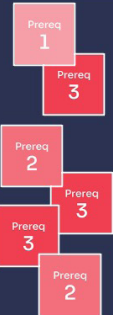
After each semester, players have told stories about their outcomes. After storytelling for the last semester is done, vote on who told the best, most compelling story during the game. And remember that the best story is not about who had the most positive outcome. No matter the outcome, the best narratives are those that give the most insight into a student's experience and lived realities. Congratulate the best storyteller with a round of applause.

When all five games are complete, the moderator will lead a conversation among all participants.

Use the Coreq Group Tracker (PowerPoint template) to record how many semesters it took for each student to complete the College-Level Gateway Course.

Note: You cannot move the tiles when the PowerPoint is in Slide Show or Presenter View. Keep the presentation on screen in Normal view. To avoid distractions, close the thumbnails on the left and the formatting pane on the right.

How many semesters did it take to pass the College-Level Gateway Course?

1	2	3	4	5	6	DROP OUT
						

THE **COREQ** GAME™

Discuss and Reflect

Allow 30–60 minutes for a detailed discussion about this simulation of the student experience and how it relates to students' lived reality at your college. The moderator will read all of the discussion questions. Then, as a full group, discuss the first three questions with the moderator facilitating the conversation. After the group has discussed the first three questions, use the other prompts as a guide. You do not have to get through every question. The goal is to spend some time discussing how students' experiences in traditional prerequisite remediation or coreq classes affect their likelihood of success.

DISCUSSION QUESTIONS

1. Did you notice any patterns or trends in the collective results of all players in the game? Which students are more likely to finish within one or two semesters? Which students take longer or are more likely to drop out? What factors contribute to these patterns?
2. How did being placed in either a traditional prerequisite remediation course or a coreq course affect your own progress in reaching and completing the College-Level Gateway Course within two semesters? Within four semesters? Does corequisite support provide a structural solution to improve student success?
3. How do your college's structures and supports help students succeed—or make it harder for students to succeed?
4. When this game is played multiple times, there tend to be more dropouts than students who take five or six semesters to complete the College-Level Gateway Course. Why do you think this occurs? Do these results match the real-world results seen among students at your college?
5. How does remediation affect the cost (time and money) of education for students? How do different structures for remediation affect this cost?
6. Compare the experiences of students who passed the College-Level Gateway Course in one semester with those who took longer to reach and complete a College-Level Gateway Course. How do different structures for remediation affect students' perceptions of your college and their own ability to learn and succeed?
7. For those who completed the game quickly, what was it like to observe your peers dropping out, stopping out, or taking longer to finish? For those who took longer to complete the game or dropped out, what was it like to see your peers go farther or finish faster than you did?

8. At your college, are certain groups of students disproportionately assigned to remediation? What impact do these placements have on historically excluded students, students from under-resourced communities, first-generation students, and returning adult learners?
9. Do college placement policies foster successful remediation on your campus? Can the policies be changed to be more student centered? To focus more on strengths than weaknesses?
10. Students in the Coreq Course earned two Success Points when pairing Pedagogy Cards and Support Cards, whereas everyone else earned one Success Point for that pairing. Why do you think the game was designed in this way? How should coreq courses be optimized in design and instruction to elevate student success?
11. As the game unfolded, did it seem like the players who began in prerequisite remediation courses had the highest risk of stopping out or dropping out? If so, why do you think that was the case? Did it seem like bad luck or part of the system?
12. During the game, you may have had semesters during which you excelled and others during which you faced many challenges and obstacles. How does this variation relate to the experiences that students at your college face?

For more information—including summaries of research on coreq courses versus prerequisite remediation as well as variables that predict academic success—visit completercollege.org/CCA-games.



We hope that this game and its supplementary materials will spark conversations among you and your peers about students' successes, students' challenges, and how best to support their growth and progress. Thank you for playing!

ACKNOWLEDGMENTS

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Views expressed here are those of the authors and do not necessarily reflect positions or policies of the Gates Foundation.

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