




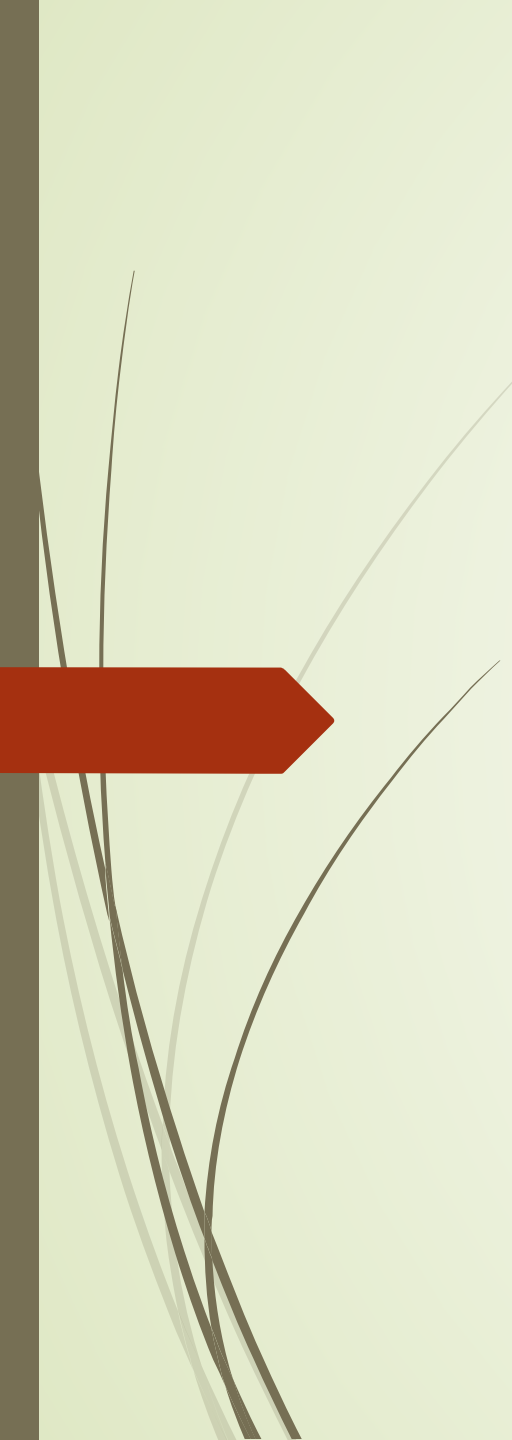
# Math Co-Requisites in WA

what we are learning about co-requisite implementation



What does it mean to be “doing co-requisites?”





# What does the research say?

- What doesn't the research say?
- How is Washington different?



# Using co-requisites to....

- increase the number of students successfully completing an appropriate college level mathematics course within their first year.



# Increase the Number of Students

- Don't want to introduce barriers that didn't exist before.
- Want to make sure traditionally underserved populations are better served with new model.



# Is the co-requisite path open to everyone?

## “Almost There”

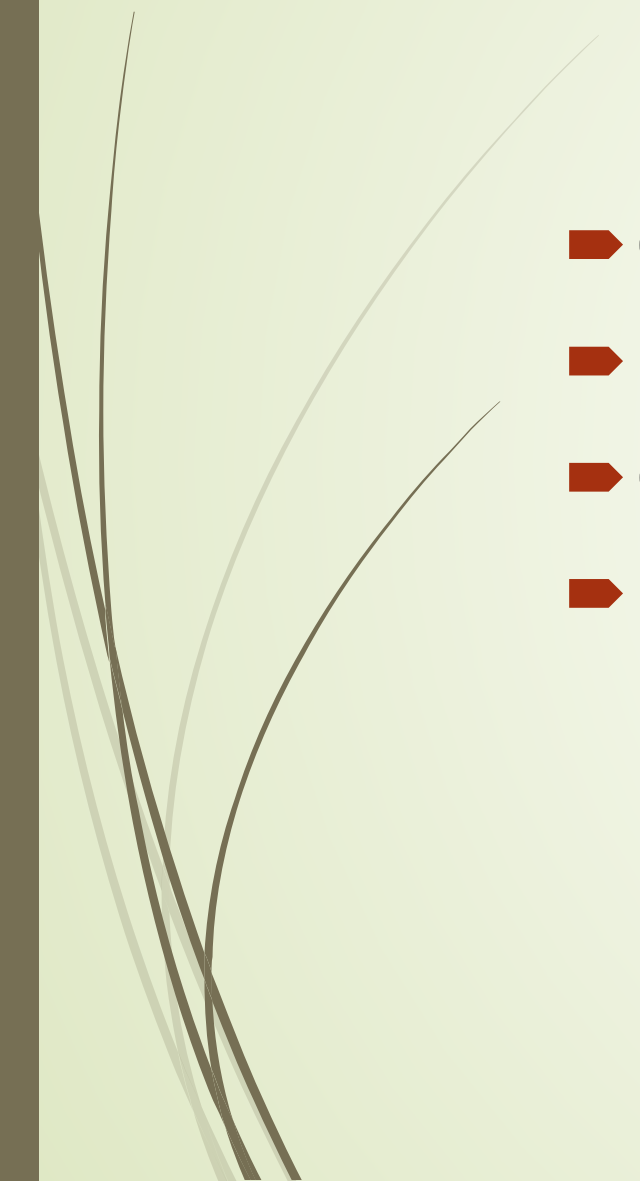
- ▶ For students who have “almost” passed the pre-requisite course or “almost” placed directly into the college level course....

## “Everyone”

- ▶ The co-requisite course replaces one level of pre-college math for all students who traditionally would place below college level....



# “Special” Populations

- Online Students
  - Part-Time Students
  - College Level
  - In Limited Pathways
- 



# Successful Completion

- Student has passed with a 2.0 or better...
- Authentic student learning has occurred...
- Student is prepared to apply the learning from their course in other courses...





# Student Learning



- ▶ Good alignment of a college level course and developmental education could allow for increased rigor in the college level course.
- ▶ Pedagogy for cohort vs co-mingle.
- ▶ Co-requisite is different than accelerated.
- ▶ How do you prioritize: changes in pedagogy, content alignment, changes in pathway structure?
- ▶ Where do non-cognitive skills fit in?



# Appropriate

- ▶ Even more important than ever for students to decide which course is most appropriate for their goals.
- ▶ Want to make the college level course as relevant as possible for students and use the college level course to motivate the pre-college course.
- ▶ We want to make sure that students are prepared not just for their next math class but for any classes or programs that use their math class as a pre-requisite.



# One Year

- ▶ What is the hurry?
- ▶ Is number of quarters more important than number of credits?



# Is it working?

- What data should inform our decisions?
- What does it mean to scale?
- Will we ever be “done”?



# Laura M Schueller

[lschueller@sbctc.edu](mailto:lschueller@sbctc.edu)