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”?