

## CO-REQUISITE REMEDIATION MATH

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### NEW TREND IN DEVELOPMENTAL EDUCATION - CO-REQUISITE REMEDIATION

Developmental Education provides students who are academically underprepared for college level coursework with the basic reading, writing, and math skills they need to pursue college degrees and certificates successfully. Across the nation and in Illinois, nearly two-thirds of the students in developmental education must take developmental math. For the last eight years, McHenry County College has focused efforts to reduce enrollment in developmental education and strengthen the college preparedness of its students. Co-requisite remediation is one of the newer trends to accomplish these goals. Multiple models of co-requisite remediation exist; however, the intent remains consistent – soundly accelerating students through developmental coursework. Concurrently linking or pairing developmental and college level courses is the primary co-requisite model to accelerate students through developmental courses.

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### CO-REQUISITE REMEDIATION AT MCHENRY COUNTY COLLEGE

In the 2016 Fall Semester, McHenry County College began co-requisite remediation by piloting two sections of developmental English (ENG 095) linked with two sections of college level composition I (ENG 151). For developmental English, the College followed the evidence based co-requisite model Accelerated Learning Program (<http://alp-deved.org/>), started by Community College of Baltimore County. In the 2017 Spring Semester, the College fully implemented co-requisite format for all ENG 095 courses. The success and retention of students have been very positive.

In FY 2018, the College received an Illinois Community College Board Bridging the Gap grant to develop and implement co-requisite math remediation. The College's team of math faculty and student services staff members uniquely adapted and created a co-requisite remediation model espoused by Complete College America

(<https://completecollege.org/strategy/corequisite-support/#overview>). The College's model includes:

- the creation of new 2-credit developmental math courses (MAT 020 General Education Statistics Support and MAT 050 Elements of Mathematics Support), which contain the algebra skills students need to be successful in college level courses MAT 120 General Education Statistics and MAT 150 Elements of Mathematics
- developmental and college level courses being offered concurrently and during the same semester
- integrated academic or tutoring support in the developmental math sections.

## Catalog Description:

**MAT 020 GE Stats Support** strengthens algebraic/reading/critical thinking skills necessary for the successful completion of MAT 120. This course provides students with support for mathematical prerequisite deficiencies while allowing the student to concurrently enroll in and succeed in a college level class. Highlighted skills support the collection, organization, analysis and interpretation of statistical univariate and multivariate data. The ability to represent data both numerically as well as graphically are developed to carry out, among other skills, statistical studies, understand sampling distribution theory, create confidence intervals and perform hypothesis tests.

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## POSITIVE IMPACT OF CO-REQUISITE REMEDIATION AT MCHENRY COUNTY COLLEGE

Students placed into developmental mathematics sometimes feel they make little progress towards earning a degree because of the significant amount of developmental coursework required before they can begin working on college level mathematics. While taking developmental mathematics, these students are often taking college level courses in all other subject matter. MAT 120 and MAT 150 are college-level mathematics courses that can satisfy mathematical degree requirements for some students, particularly those interested in non-STEM majors (Science, Technology, Engineering and Mathematics). The co-requisite remediation courses will save students money and time. In the co-requisite math program,

- Students will only pay for 2 credit hours of developmental mathematics (with no cost for textbook or calculator), instead of up to 8 developmental credit hours
- Students may eliminate a delay of up to 2 semesters before starting college level math.

In the 2018 Fall Semester, the College planned to offer one co-requisite MAT 020/120. However, the courses filled quickly and the College offered three co-requisite MAT 020/120 with seventy-one students initially enrolled. Time and money saved were not the only positive impacts from this program. Student success and retention were outstanding. In the 2019 Spring Semester, the College is operating three fully enrolled MAT 020/120 and two fully enrolled MAT 050/150 courses.

## STUDENT SUCCESS AND RETENTION

### MAT 020/120 Overall Success Rates by Math Placement – 2018 Fall Semester

MAT 095	80%
MAT 099	76%
MAT 161 or Other Credit Level Math	89%

### MAT 020/120 Overall Retention Rate

90%

### MAT 120 Overall Success (Math Department Program Review Data)

2013	85.89%
2014	91.94%
2015	80.72%
2016	92.81%
2017	86.36%

Success Rate = Grade C or better

Retention Rate = Total enrolled students minus students who withdrew from class

## SAVINGS FOR STUDENTS (2018 FALL SEMESTER)

Tuition                      \$107/credit hour

MAT 090                      3 credit hours

MAT 095                      4 credit hours

MAT 099                      4 credit hours

MAT 161                      3 credit hours

MAT 120/020                5 credit hours

Minimum cost to student to complete credit math requirement based on placement (tuition only)

MAT 090                      \$1,498                      4 semesters minimum to complete

MAT 095                      \$1,177                      3 semesters minimum to complete

MAT 099                      \$749                        2 semesters minimum to complete

MAT 120/020                \$535                        1 semester minimum to complete

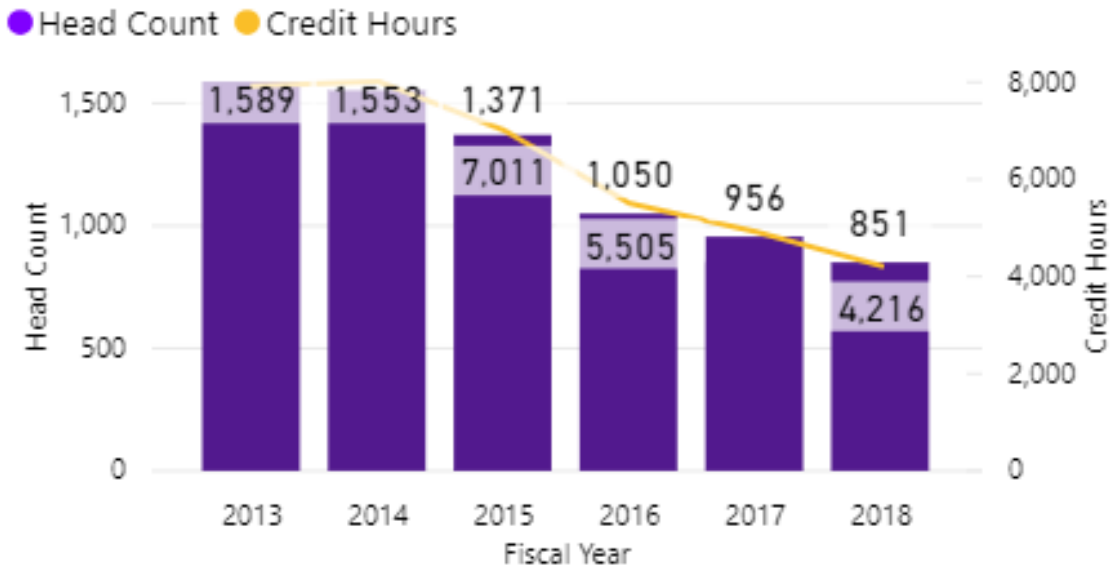
**Overall Student Savings                \$18,618**

**\$30,174 already spent by students in these 3 sections trying to complete developmental mathematics path and pass a credit-level math class.**

**Highest amount spent by 1 of these students was \$2,568 and they were not yet at credit level. This student successfully passed co-requisite MAT 020/120.**

MCC Data Dashboard Report for Developmental Math (1/23/19)

Fiscal Year Head Count by Fiscal Year



Course Success and Retention Rate

