Math 82 is a 4-credit course (possibly 5 credits as Math 82X) that covers most of the material from the elementary algebra sequence (24/25). Math 103 remains a 3-credit course. Math 88 is a 2-credit co-requisite course that will be used to supplement Math 103 for certain students (further details below). The three columns in the diagram above symbolize the three possible entry points for first year students. In the proposed model, students who qualify for Math 103 or above directly are not affected and can take their transfer level course within their first year. For those who are not qualified, they go through this pipeline. Keep in mind that the means for assessment will be based on multiple criteria: High school GPA + grade in last math class, SAT/ACT scores, Smarter Balanced Assessment, or EdReady (might be something else). The specific rubric for placement will also be determined later. Students who are not qualified for Math 82 directly will complete a Math Boot Camp (1-2 weeks) prior to their first semester so they can start in Math 82 directly. Successful completion of Math 82 leads to Math 103. If students as assess at the high end of Math 82 (cutoff not yet determined), they are placed directly into Math 103 their first semester but must also take Math 88 as a support course concurrently.

On an added note, if students don’t pass Math 82 (end with a D), we could opt to give them the option of taking Math 103 the following semester but also with the co-requisite Math 88.
Proposed non-STEM pipeline

Math 75 is a 3-credit course (possibly 4 credits if stretched) that is similar to our existing Math 81 course but redesigned to meet the new Math 100 as a FQ course instead of FS. Note that there will be no prerequisites for Math 75 so it may need to include skills like numeracy. Math 100, 111, and 115 remain 3-credit courses though adjustments to the curriculum for Math 100 will be made as it shifts from FS to FQ. Math 78 is a 1-credit co-requisite course that will be used to supplement Math 100/111/115 for certain students (further details below). The two columns in the diagram above symbolize the possible entry points for first year students. In the proposed model, students who qualify for Math 100/111/115 directly are not affected and can take their transfer level course within their first year. For those who are not qualified, they go through this pipeline. Keep in mind that the means for assessment will be based on multiple criteria: High school GPA + grade in last math class, SAT/ACT scores, Smarter Balanced Assessment, or EdReady (might be something else). The specific rubric for placement will also be determined later. Successful completion of Math 75 leads to Math 100/111/115. If students as assess at the high end of Math 75 (cutoff not yet determined), they are placed directly into Math 100/111/115 their first semester but must also take Math 78 as a support course concurrently. Since Math 75 leads to three separate courses, the content for Math 78 would be tailored to each one individually with students from different courses all within the same Math 78 course (using online component like EdReady).

On an added note, if students don’t pass Math 75 (end with a D), we could opt to give them the option of taking Math 100/111/115 the following semester but also with the co-requisite Math 78.