Reforming Introductory Mathematics Education: Three Community Colleges' Routes to a Common Goal

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This article illustrates how three community colleges, each with different structures and needs, and each at different stages of introductory mathematics curricular reform, approached the goal of aligning and streamlining their mathematics curricula as part of the Project for Relevant and Improved Mathematics Education (PRIME, https://primecc.wixsite.com/math). Each college provides a detailed account of the steps taken to implement these changes, as well as the subsequent results of such changes. In particular, the changes described herein include adaptations in placement strategies and the creation and scaling up of corequisite developmental courses. Furthermore, each college elaborates on the multiple difficulties faced during the implementation of these reforms. Issues of efficiency in the use of multiple-measure placement and enrollment in and transfer of corequisite courses are possible concerns that arise when implementing such changes. Despite these possible pitfalls, the three different approaches to streamlining and aligning mathematics education presented here can serve as models for other colleges to use in recognizing ways in which they, too, can change.

Keywords: mathematics curricular reform, multiple-measures placement in mathematics, corequisite developmental mathematics courses, mathematics pathways

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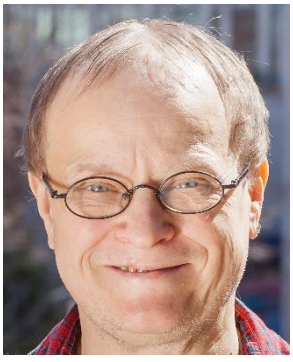

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