Corequisites That Actually Work: Practical Fixes for Persistent Pain Points in Gateway Math

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Abstract: Many colleges have adopted corequisite support to move more students into college-level gateway math, yet results are often uneven. Faculty see recurring issues: misalignment between the gateway course and support, unclear pacing and purpose, inconsistent expectations across sections, and "support" that turns into a second course students do not fully use.

This session focuses on practical, faculty-centered fixes that improve consistency and outcomes without adding more work. Drawing on implementation experience across institutions, we will share ready-to-use techniques that allow for flexibility but provide a functional and effective structure for corequisite support.

Kathleen Almy is the CEO and founder of Almy Education, guiding colleges nationwide to math success at scale. She is the former Illinois Director for Transitional Math where she led the implementation of transitional math courses across the state. Prior to her administrative work, she was a mathematics professor with 20 years of experience in high school and college classrooms. Her degrees include a B.S. in Mathematics Education from Southern Illinois University, an M.S. in Pure Mathematics from Northern Illinois University, and a doctorate of education in higher education leadership at Northern Illinois University.