

1145-P1-1389      **Kathy Andrist\*** (kathy.andrist@uvu.edu) and **Carolyn Hamilton**. *Changing the Numbers Game: Guided Math Placement and Co-requisite Math Courses at Utah Valley University*. Preliminary report.

UVU is an open-admissions, public, four-year, regional teaching institution. In 2013, 75% of incoming students placed directly into developmental math courses, failure rates for these courses hovered around 40% and the statistical probability that the lowest placing students would reach credit-bearing mathematics within two years was 13%. After a several-year campus-wide effort, Co-requisite Quantitative Literacy courses were developed and a Guided Math Placement process was implemented. As a result, students now place higher (1.2 courses higher, on average) and pass at increased levels (73.9 % vs 69%). During Fall 2017, 75% of students placed directly into general education math courses and developmental math enrollment decreased by more than 30%. Math pathways at UVU are now 2-3 semesters shorter and 8,000 fewer credits of mathematics courses were needed during 2017-18 as compared to 2016-17. Anxiety surrounding mathematics has been reduced and student feedback has been phenomenal. This Guided Placement and co-requisite course implementation is scalable and flexible for a wide variety of institutions. (Received September 21, 2018)