Improving Graduation Outcomes

*Co-requisite mathematics benefits extend beyond course completion*

Dire outcomes in traditional developmental courses motivated institutions of higher education to create new structures, such as co-requisite remediation. Co-requisite models replace traditional prerequisite remediation (which carries zero college credit) with college-level math or English courses, each with supplemental supports. Students who take co-requisite courses experience high success rates in the short-term. A new study by Logue, Douglas, and Watanabe-Rose (2019) also shows positive long-term outcomes including increases in graduation rates for students who enroll in co-requisite math courses at CUNY.

This new research presents follow-up results from an earlier study comparing students who were randomly assigned into a co-requisite statistics course with peers who were also randomly assigned into a traditional developmental elementary algebra course. Authors find that, after three years, students assigned to the co-requisite course graduated with an associate’s degree at a higher rate than their peers assigned to the traditional developmental course: 25.3% and 17.2%, respectively. This Points of Interest highlights that the benefits of co-requisite mathematics extend beyond individual course completion outcomes to include improved graduation rates.

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