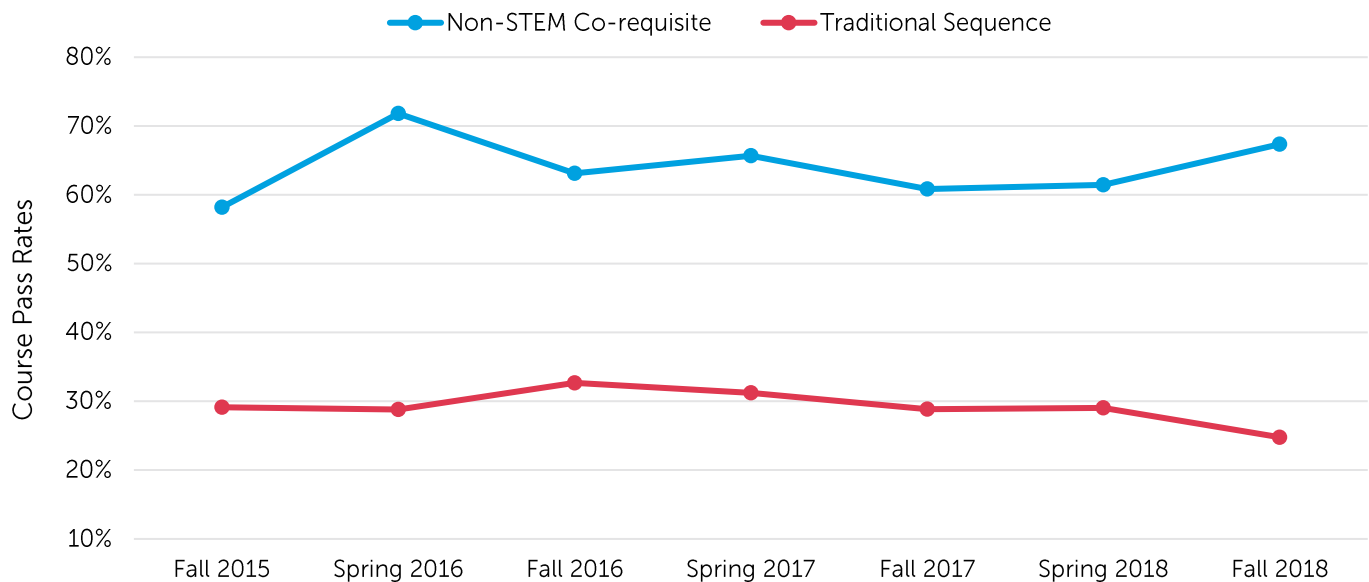


Accelerating Math Outcomes

At LaGuardia Community College, students who take the co-requisite statistics course have a higher likelihood of completing college-level statistics within their first year of college.



Source: Idrissi, A., Cuellar, M., & Funk, J. (2020). [Co-requisite mathematics models and gateway completion. A systematic approach to leading change at scale](#) (Steps to Success series). Denver, CO: Strong Start to Finish, Education Commission of the States. Notes: The data used to create this chart came from the authors' analysis of course data as submitted to CUNYFirst and reported by LaGuardia's IR Office and is represented in Figure 4 of the report.

LaGuardia Community College of the City University of New York began offering a co-requisite statistics with elementary algebra course in the fall of 2013. This one semester course is for non-STEM majors and is equivalent to, in terms of standards and rigor, the traditional elementary algebra and college-level elementary statistics sequence. The key difference is it allows students to access college-level material immediately without having to first complete developmental education courses like elementary algebra.

A comparison of students who took the co-requisite course to students who took the traditional sequence shows a significant improvement among the co-requisite students. On average, the students who took the non-STEM co-requisite course had a 35 percentage point increase in course completion compared to the traditional sequence students. The increase in course completion ranged from anywhere between 29% to 43%. This Points of Interest shows that students who take a co-requisite statistics course have a higher likelihood of completing college-level statistics within their first year of college.

For more information, contact the authors of the study or Vilan Odekar at vodekar@strongstart.org.

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