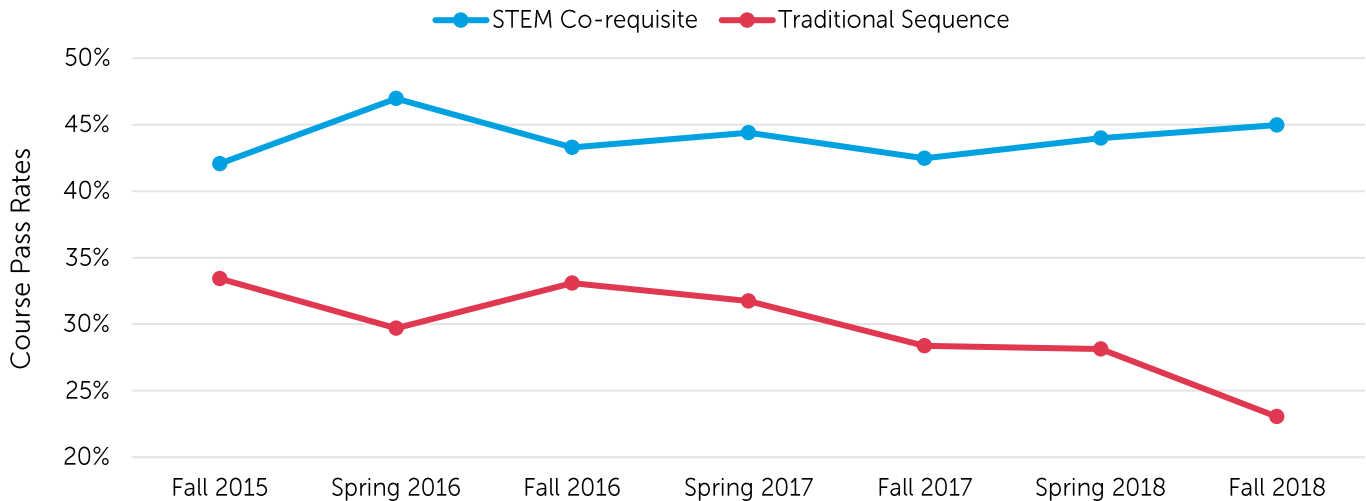


# Improving STEM Outcomes

*At LaGuardia Community College, students who take a co-requisite STEM course have higher success rates than students in the traditional developmental sequence.*



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.

For students interested in STEM (science, technology, engineering, and mathematics) majors, the road to college-level coursework can be a long one. If an entering student places below college-level math, then the student must complete at least one or more developmental courses before college-level work is accessible to them. This is not true with co-requisites. At LaGuardia Community College (LCC), a college within the City University of New York, students can take a co-requisite STEM course that allows them to access college-level work immediately while receiving supplemental support for basic material. This path allows the student to start accumulating college-level credits from day one instead of waiting to pass developmental courses.

At LCC, students who take a co-requisite STEM course consistently pass the course at higher rates than students who went through the traditional sequence. The co-requisite STEM pass rate is anywhere from 9 to 22 percentage points higher than the pass rate for students who took a STEM course following the completion of a traditional developmental sequence. This Points of Interest shows that students who take a co-requisite STEM course have higher success rates than students in the traditional developmental sequence.

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