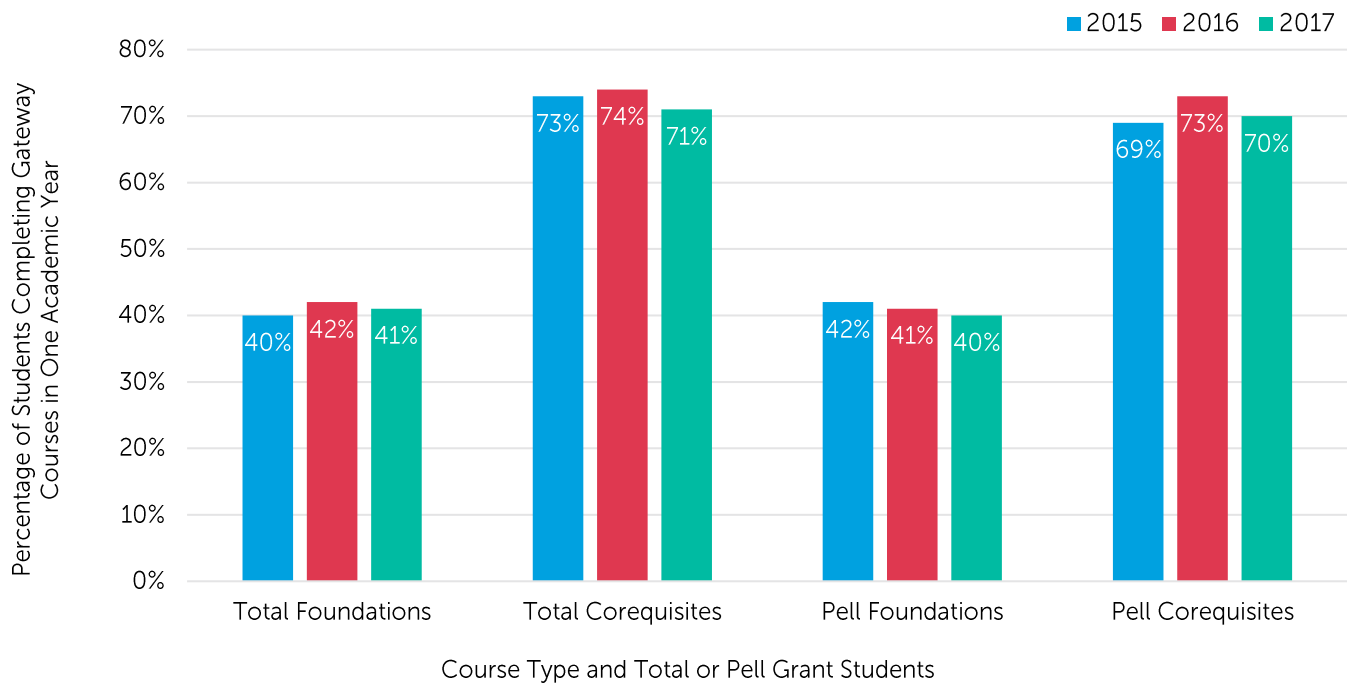


# Increase in Pell Student Completion Rates

*Pell Grant students are more likely to complete gateway courses when placed into corequisite support courses than in traditional developmental courses.*



Source: Vandal, B. & Todd, R. (2020, September). [Scaling Systemwide: Corequisite Support as a Cornerstone of a Comprehensive Student Success Strategy](#) (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 Table 2 of the report. Completion is defined as a grade "C" or above.

Research shows that traditional developmental education courses are not as successful as corequisites in helping students complete gateway math and English courses. A recent paper on The University System of Georgia’s (USG) implementation of corequisites provides further evidence that corequisites works. In the study, the authors analyzed three years of completion data for gateway math and English courses at USG. Specifically, the authors compared the gateway completion rates for students who took foundations courses (i.e., traditional developmental education courses) with students who took corequisite support courses. The authors found that the students who took corequisites completed gateway courses at higher rates than students who took foundations courses. For example, Pell Grant students increased their gateway course completion rates anywhere from 27% to 32% in that time period. Gateway success for these students were only one to four percentage points below the overall gateway completion rates of their peers. This Points of Interest shows that Pell Grant students are more likely to complete gateway courses in one academic year when placed in a corequisite course.

For more information, contact the authors of the study or Vilan Odekar at [vodekar@strongstart.org](mailto:vodekar@strongstart.org).

October 7, 2020