Accelerating Gateway Course Completion

*Co-requisite mathematics improves gateway course completion in half the time*

Students who place into traditional developmental education must pass one or more non-credit courses before enrolling in a college-level course. In other words, unlike students who are assessed as basic skill proficient or “college-ready,” these students must take at least one additional semester before beginning a college-level course.

In a recent study at three CUNY community colleges, researchers assessed long-term outcomes of students who were randomly assigned into co-requisite statistics, in comparison to long-term outcomes of peers who were randomly assigned into traditional developmental mathematics courses. Of the students who completed their general education quantitative requirement within 2 years, students who were in co-requisite statistics took, on average, one-half the number of courses before fulfilling the requirement, as compared to peers who were in traditional developmental mathematics (2.6 versus 5.2 courses). Additional enrollments in a course sequence that includes traditional remediation increases the number of course sequence exit points, giving students more opportunities to leave college before completing a requirement. This Points of Interest illuminates one of the ways students benefit from co-requisite statistics—by taking fewer courses before completing a required college-level course.

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