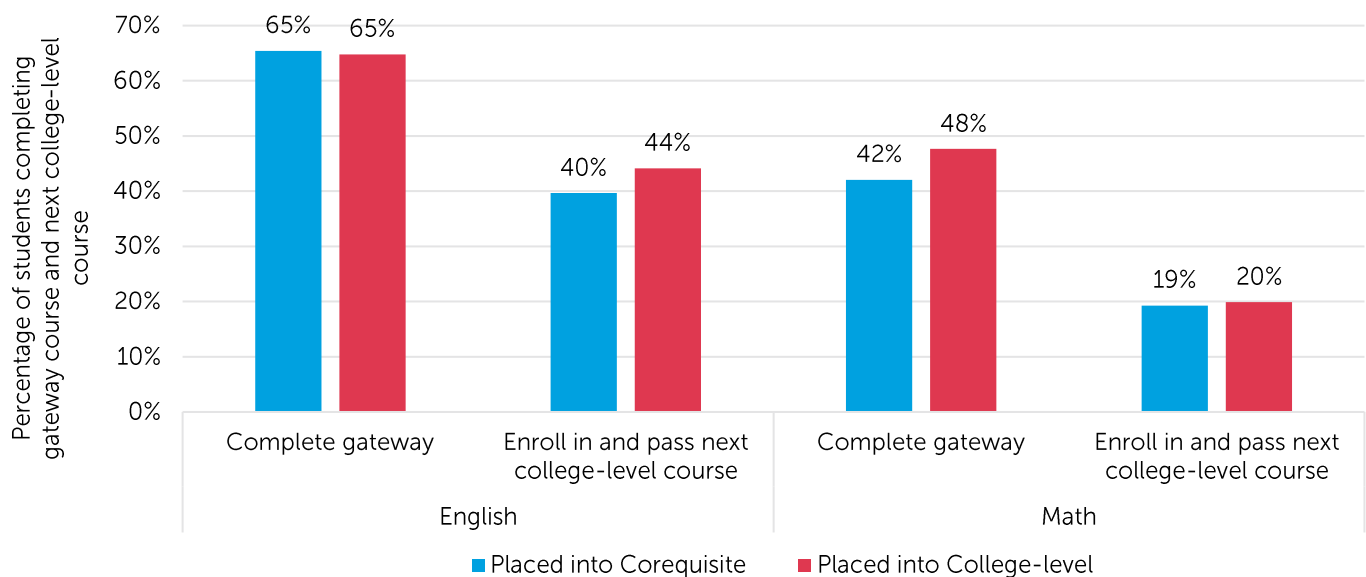


Comparing Corequisite to Direct Placement

Students placed into corequisite courses have similar outcomes to students who were directly placed into college-level English and math.



Source: Ran, F. & Lin, Y. (2019). [The Effects of Corequisite Remediation: Evidence From a Statewide Reform in Tennessee](#) (CCRC Working Paper No. 115). New York, NY: Columbia University, Teachers College, Community College Research Center.

Notes: The statistics above show the results for students within 2 points of college-level threshold; the differences between corequisite and on-level students are not statistically significant after controlling for student characteristics, cohorts, and colleges enrolled. Completing or passing a course means earning credit by passing with a D or higher. Transfer credit is not guaranteed for a D grade.

Drawing on data from all 13 community colleges affiliated with the Tennessee Board of Regents, this study estimated the causal effects of placement into corequisite remediation compared with direct placement into college-level courses for students on the margin of college readiness (i.e., 2 points above and below the statewide cut-off for placement into remediation). Findings indicate that in both math and English students placed into corequisite courses had similar outcomes to students who placed directly into college-level courses.

After one year, students placed into corequisite courses completed gateway math and English courses at similar rates as those who were placed directly into college-level courses. After two years, both groups enrolled in and passed the next college-level course in the sequence at similar rates. Differences across the two groups are not statistically significant. This Points of Interest shows that for students near the margin of college readiness, direct placement into college-level courses without corequisite support may result in similar outcomes as placement into corequisite courses.

For more information, contact the authors of the study or Elizabeth Ganga at ganga@tc.edu.

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