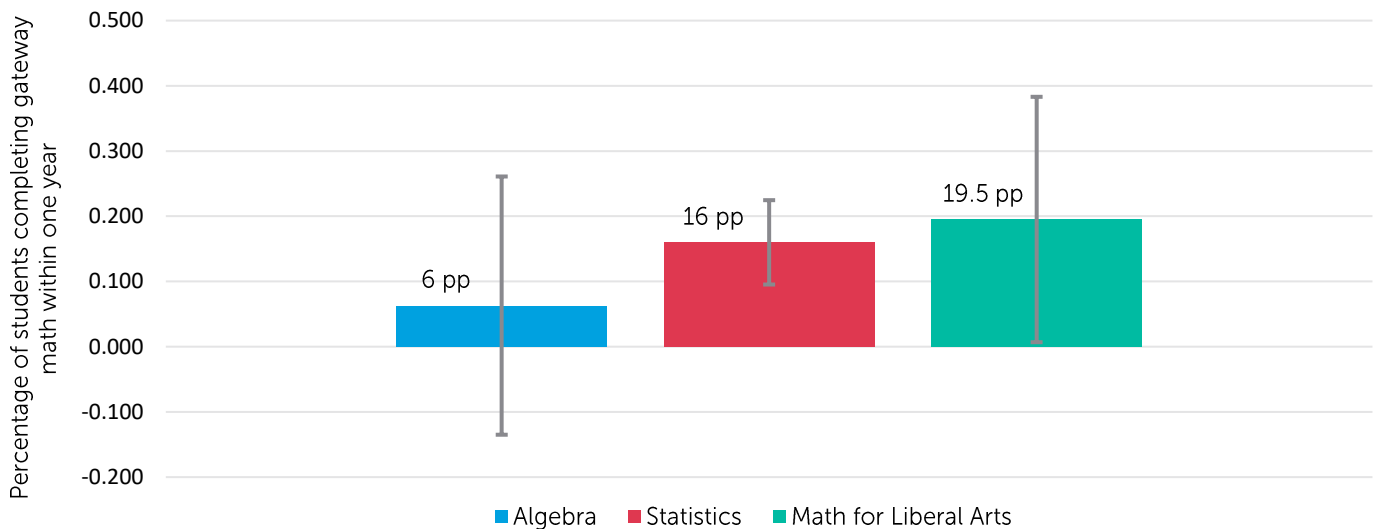


Differences Across Corequisites

The positive effects of corequisite reform in math for students on the placement cusp are largely the result of enrollments in statistics and math for liberal arts.

Effect of placement into corequisite math over prerequisite 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 estimated effects of placement (in percentage points) into corequisite math compared with prerequisite math by different math pathways; the analyses were performed for students within 2 points of the college-level threshold. The error bars show the 95% confidence interval of the estimated effects.

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 math pathways courses compared with placement into prerequisite courses. The above figure shows the estimated effects (in percentage points) on gateway college math completion within one year.

Findings show that students placed into a corequisite algebra course were 6 percentage points more likely to complete a gateway math course within one year, compared with otherwise similar students placed into prerequisite math, though the difference is not statistically significant. However, students in corequisite statistics were 16 percentage points more likely to complete gateway math within one year, and students in math for liberal arts were 20 percentage points more likely to do so. This Points of Interest shows that the positive effects of corequisite reform in math for students on the placement cusp were largely the result of enrollments in statistics and math for liberal arts.

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