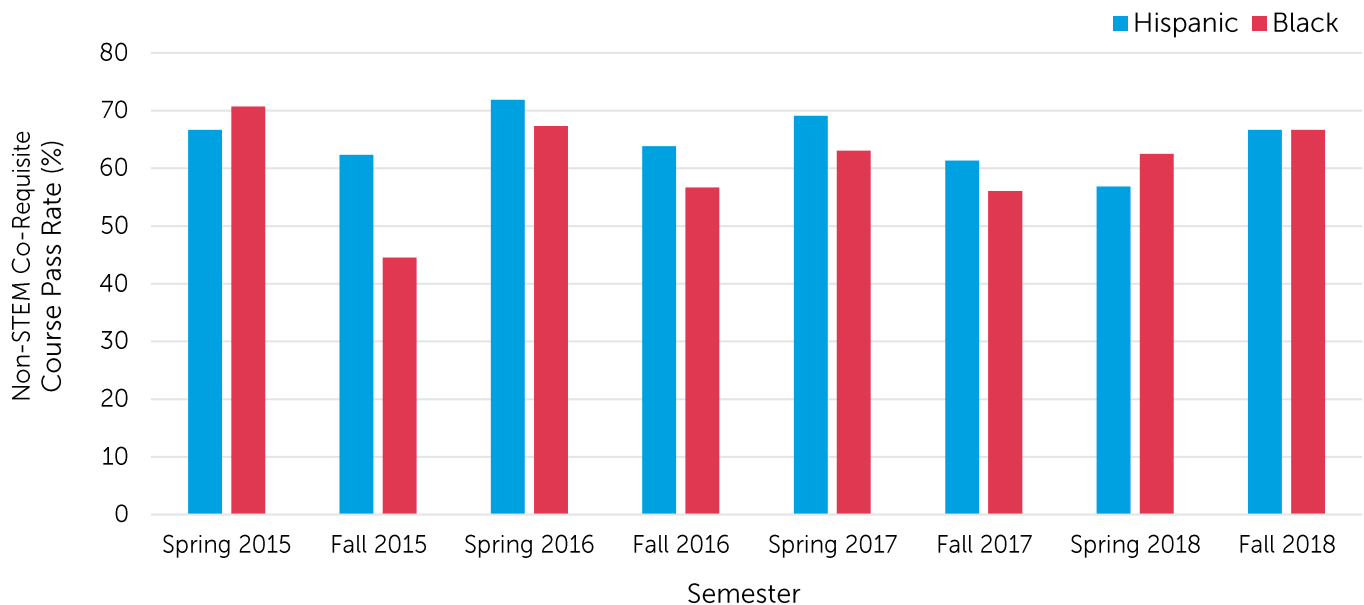


Higher Pass Rates with Co-Requisites

Co-requisites result in higher pass rates in non-STEM college-level courses for Black and Hispanic students.



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 appear on Table 1 of the report.

As co-requisite remediation gains popularity in community colleges across the nation, a key question remains: Do minority students who are traditionally placed in developmental education benefit from co-requisites? At LaGuardia Community College (LCC) in Western Queens, New York, the answer is yes.

LCC is part of the City University of New York and serves nearly 100,000 students each year of which 87% are minorities. LCC began experimenting with co-requisite math courses in the spring of 2013. By the fall of 2014, LCC offered two non-STEM co-requisite courses – elementary statistics and college algebra – and introduced a third one on quantitative reasoning in the fall of 2018. The traditional success rate in gateway courses for students of color who go through the developmental math sequence is low. With co-requisites, however, these students experience a jump in success rate. For Hispanic students, the average success rate in a non-STEM co-requisite course is 65% and for Black students 61%. This Points of Interest shows that co-requisites result in higher pass rates in non-STEM college-level courses for Black and Hispanic students.

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