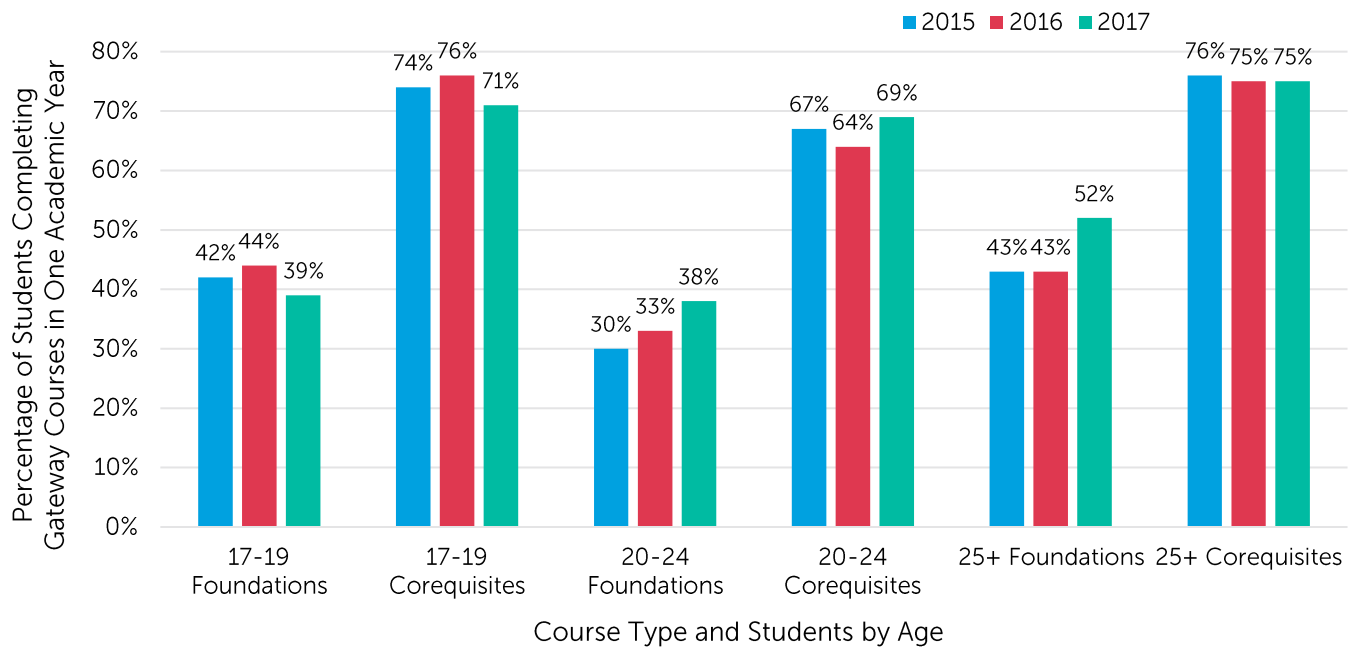


Adult Students' Success in Corequisites

Adult students complete gateway courses at higher rates when placed in corequisite 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 3 of the report. Completion is defined as a grade "C" or above.

Recessions typically bring **older students back to college**. The economic impact of COVID-19 will likely do the same as adults return to college to diversify their skills or to complete their degrees. Their ability to do so depends on the institutional supports available to them. One such support is corequisite courses. Corequisite courses allow students to access gateway course material in their first year of college while also receiving concurrent support for prerequisite material. This allows students to amass college credits without having to spend time and money on foundations courses (i.e., traditional developmental education courses) that do not count toward their degree.

A recent study of the University System of Georgia shows that adult students benefit greatly from corequisite placement. Adult students, defined here as 25 and older, increased their gateway course completion rate by an average of 29% from 2015 to 2017. Across the board, students of all age groups did better in corequisites than in foundations courses. This Points of Interest shows that adult students complete gateway courses at higher rates when placed in corequisite courses than when placed in traditional developmental courses.

For more information, contact the authors of the study or Vilan Odekar at vodekar@strongstart.org.

October 14, 2020